

An Analytical Study Of The Reasons For The Incomplete Teaching Of The English Textbook "Crescent" To Grade 2 Secondary School Students In Sana'a

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Abstract

The main concern of this study is to analyze and discuss the reasons for the incomplete teaching of the English textbook for grade 2 students in the secondary schools of Sana'a. The research presents this problem in the way that it states the research problem, highlights the questions and the objectives while giving a specific focus to the significance of the research. The data required for this research was gathered by means of a questionnaire that was developed for this purpose and finally administered on the teachers selected as the sample of the research. This tool was subjected to the needed steps such as validation and what is related to it before administering it on the selected sample. The literature pertinent to the research was reviewed highlighting the most important trends as far this area is concerned. The results were discussed by means of giving the figures and the percentages of each item of the questionnaire. Such figures and/ percentages were discussed and analyzed verbally. Thus, depending on the discussion and/ or analysis, the findings were presented. Finally, a number of recommendations were drawn up, and such recommendations were directed to the people and bodies concerned so that they may get help to solve this problematic issue.

Keywords: curriculum, textbook, completion, Crescent, failure

1. INTRODUCTION:

The reasons usually considered to be barriers in the way of the teachers of English against their completion of teaching the English textbooks is one of the issues that needs serious attention by all those concerned with the educational process everywhere English is learnt and taught. Completing the teaching of such a textbook as stipulated by the syllabus is a point of debatable nature among educationists, curricula designers, and teachers alike. What is so urgent regarding this problem is how it can be of effect on the learners since they are to move to the third secondary grade which is known as the secondary school leaving grade on which such learners' university education depends. Therefore, the

concern of this study is to find out such reasons in order to reach at possible suggested possible solutions to this problem.

Statement of the Problem

It has been noted that the teachers of English do not fully complete the crescent course/ textbooks. This common problem comes as a result of many reasons. The most effective reasons are the educational ones. It is worth pointing that both teachers and students are, among other things, the most powerful factors that cause the failure of completing any course/ textbook on time.

Research Questions

The research puts the following questions:
- What are the reasons that make the teachers of English for the 2nd secondary grade

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unable to complete teaching the crescent English textbook for that grade?

- Do teachers play a role in making such teachers unable to complete the English textbook of the 2nd secondary grade?
- Do students play a role in making such teachers unable to complete the English textbook of the 2nd secondary grade?

Purpose of the Study

The present study attempts to investigate the following:

- The reasons behind the teachers' inability/ failure to complete teaching the English textbook to the students of this grade.
- How teachers and students have an effective role on why this course or textbook is not fully completed as planned by the Ministry of Education.

Significance of the Study

The significance of the research rests on the fact that it investigates the reasons why the teachers of English are unable to complete the textbook for the students of the second secondary grade in the schools of Yemen represented by the schools of the city of Sana'a. Identifying these reasons is the first step to figure out and suggest solutions for such a problem. It is expected that such a study is to be of great help to the people concerned with education as far as the teaching of English is concerned. It is hoped that this study will asset the curriculum planners and developers have better insights of how to plan the teaching materials in such a way that teachers can handle it in the time stipulated by the educational authorities. It is also expected that such results would be of great help and practical utility to the teachers of English in the Arab World in general and in Yemen in particular, so as to plan their teaching as best as they can.

Research Limitation

This study is limited to find out the reasons of why the teachers of English of 2nd secondary grade, Yemeni schools, Sana'a city, are unable to complete the teaching

of this textbook. At the meantime, it is limited to the academic year 2009/ 2010.

Definition of Terms

The word curriculum and textbook are used in this research synonymously to mean the English material taught to the second secondary grade students in the schools of Yemen. Few terms used in this research and they are explained as follows:

Completion is the state of being finished, or the act of finishing something. Operationally, it is the full completion of teaching the textbook of English for second secondary school students by the teachers of this grade.

Crescent is the English Course/ Textbook for Yemeni students in the secondary grades.

Failure should be understood in the way that it is the lack of success in doing or accomplishing something. Practically, it is the failure or inability to finish teaching the English textbook for 2nd secondary grade students in the schools selected as the sample schools in the city of Sana'a, Yemen.

2. METHODOLOGY AND PROCEDURES**Population of the Research**

The populations of this research are the English teachers of second secondary grade, Yemeni schools in the city of Sana'a.

Sample

The sample of this research includes 28 teachers representing the population. Such a sample was selected systematically using the simple random sampling method. It must be stated that the sample comprised 28 teachers from a number of schools. (See Appendix A).

Research tools

The tool of this research is a questionnaire developed for this purpose. In the opinion of Munn and Dever (1990) and Best & Khan (1995) questionnaires are the ideal tool for gathering data for a research of this

type. This questionnaire is a three scale one being *agree*, *disagree*, and *no idea*.

Research Procedures

In order for the research to go as planned, the literature pertinent to the research topic was reviewed. To give the research a more solid ground, a number of university teachers working in a number of English departments were consulted. Also, there was a great deal of discussion with a number of teachers teaching at the secondary school level. This was done, among other things, to build up a questionnaire that can include all the required information for the purpose of this research. The questionnaire was validated and also tried out on a few teachers. Ultimately, it was administered on the sample of the research. On getting the data from the sample, the data gathered was analyzed and interpreted using the statistical tools required.

3. REVIEW OF LITERATURE

Background of Education in Yemen

The government's efforts in the area of education started in 1962 when the Yemen Arab Republic was established. Education continued expanding gradually until the whole country was unified in 1990. After the unification of North and South Yemen in 1990, these two education systems were merged into a single system, and 9-3 (9 years of basic education, and 3 years of secondary education) was adapted. The unified Yemen was facing several educational problems such as a lack of a budget for education, lack of government leadership, a lack of sufficient and well-trained Yemeni teachers, overcrowding and inefficiency in education management. In the same year of 1990, *the World Conference on Education for All* was held in Jomtien, Thailand. In response to this conference, Yemen's Ministry of Education had developed several national education strategies with the cooperation of the World Bank and donor countries.

Secondary Education

After the nine years of primary education, students receive Intermediate School Certificate and attend secondary school for three years. Secondary schools prepare students for university education. In the secondary stage of education, students take a common curriculum during their first year of study. Starting the 2nd secondary, students are given a choice either to go in the scientific or literary track. At the end of the third year, students take the examination of the General Secondary Education Certificate which is given to students who pass the examinations

Brief Background of English and English Teaching in Yemen

Yemen is one of the countries where English is taught as a foreign language. In 1962, North Yemen used Egyptian school textbooks such as *English for Use*, which was used in preparatory and secondary schools. In the school year 1968/69, the *English for Use* course was replaced by *Living English for the Arab World*, a textbook that used to be taught in the neighboring Arab Gulf countries at that time.

In the school year 1982/83, two different English courses were trialed at grades 7 and 8 in some preparatory schools in Sana'a and Taiz. An earlier version of the Crescent designed for the Yemeni schools by an Arab Gulf country was piloted at grade 8 classes in the two cities. The other one was *English for Yemen*, prepared by the British Council team on the basis of some preliminary investigation about the local situation and the educational and social needs of learners. Eventually, *English for Yemen* was chosen to be the official textbook in the schools of the northern governorates. It was used till 1992 when there was a felt need for having one common textbook for all the schools in the country.

In the school year 1992-1993, the Yemen Ministry of Education changed the old

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textbooks and replaced them by the revised *Crescent*, which are currently used as the English course/textbooks for Yemen until present. In addition to schools, English is also taught in all the colleges of the universities of Yemen. There is a perceived need of more Yemeni citizens with a good level of proficiency in English. Creating a great number of competent users of English such as teachers to teach in schools and as users of English in a whole range of professions, businesses, workplaces and enterprises is undeniably a high national priority. At the government level, the government encourages the private sector initiative to be involved in the enterprise of teaching English. As a result, numerous language institutes and English medium schools have grown through the whole country, offering courses of English from the kindergarten to the secondary level. Yemeni students are also eager to study English for their own occupational purposes such as those joining the colleges of applied sciences needing specific knowledge of English such as Medicine and Engineering Colleges. They also want to learn English to get better jobs in the future, especially in the multinational companies or to study abroad.

Teachers' Roles in Enhancing Students Learning

It has been commonly agreed that successful instruction leading to successful interaction depends largely on what goes on between the teacher and students inside the classroom. This view is well shared by Abbot & Wingard (1981), Krashen (1981), Spolsky (1989), Wright (1987), Agnihotri (1989), Nunan (1989), Wright (1990), Wright, Nunan (1991), Allwright and Bailey (1991), Lightbrown and Spada (1993), Cook (1996), Ellis (1997) Brown (2000), and Oxford (1999). In a similar manner, Al-Mahrooqi and Al-Hashmi (2012:1) confirm this and further add that if teachers are well-adjusted and well-prepared, "they

can motivate and inspire their students." This type of teachers is different from another type who might be hampered by difficulties and challenges that usually rise while teaching. It is added that those teachers "might find it difficult to teach effectively and so fail to achieve the goals set by the educational institution they work in", (Al-Mahrooqi and Al-Hashmi (2012:1). As far as the teaching-learning of English is concerned, it is possible that it is marked by a number of obstacles. Such obstacles are observed by the researcher and they are also viewed by Sahu (2008), Gubaily (2009), and Al-Ahdal (2010). Such obstacles are many among which are large and mixed ability classes, lack of target language environment, under-qualified teachers, improper teaching methods, lack of motivation, and mother tongue interference. It is also argued that such obstacles are possibly common among the contexts of teaching English in the Arab World as indicated by Suleiman (1983) and Rababah (2005). Rababah (2005) clarifies that Arab learners, among whom Yemeni learners of English are, have a lot of constraints in the way of their learning English in such a way that there is target language environment, their exposure to English is almost the classroom. Added to that there are no sufficient training programs held periodically for teachers. Therefore, and in order for the teachers of English to combat such obstacles, there is a number of ways that can help as will be discussed below. Al-Ahdal (2010) point to one of the important obstacles in the way that such teachers of English are unable to complete teaching such a textbook due to the fact that such textbooks appear to assume a level higher than that of the students.

Time Management

Time management is another factor of great importance as far as completing the teaching of the English textbook is concerned. It is well known that teachers have a

busy schedule as they have many topics to teach and many students to attend to. Teachers have many plans that have to be made for each day. In order to cope with this busy schedule, teachers need to utilize a time management plan that would enable them go according to the schedule; therefore, time management is essential for the teaching day. With the help of a time management, teachers can have time to fit various things. Most of the work a teacher does is in the preparation of classes and the grading of assignments. If a teacher believes that there is just not enough time in the day to complete, the work needed to be done then is usually a time management strategy. The research works of some people concerned with such strategies such as Cohen (1990), Harmer (1990), Lightbrown & Spada (1993), McDonough (1995), Cook (1996), and Davison & John (2000) were consulted so the researcher could bring out the following strategies.

Brief Strategies for Teachers to Manage Time

There are many ways to manage time by teachers but a certain number of these ways can be stated below;

- Teachers should not only know how much time each lesson takes, but also how much each assignment takes on the student's part.
- Teachers should realize that their time is not very different from other people's times, so they should find out the time wasting habits. This will enable them to work out how much time each task needs so that he/she can give priority tasks or works the time they need and utilize the extra time doing the other things needed to be done.
- As time management helps people do things in order, and as teachers are in the place of the students' parents, teachers should advise their students manage their time when assigning them with homework.

rk. Teachers should give students guidelines as if they give to themselves.

- Another valuable advice for the teachers of English to complete the textbook is that once they start getting into the habit of managing their time, they will be able to complete the textbook as planned. This is based on the fact that the more the teacher manages the time, the more he/ she becomes organized.

Time Saving Tips for Teachers

It should be clarified that those strategies were derived in the lights of Abbott & Wingard (1981), Cohen (1990), Allwright & Bailey (1991), Rao (2004) and Graton (2011). Such strategies are largely important as Oxford (1999) contends that the teacher should address the learning styles preferably suitable to learners. Gubaily (2009) agrees with Rababah (2000) and adds that as far as Yemeni learners of English are concerned, such learners have some more obstacles such as mother tongue interference, teacher-centered teaching, and the low levels of proficiency, motivation and the inefficient exposure to the target language. One very crucial strategy is known as organization through which teachers can perform all their duties and tasks with ease and efficiency. This is so due to the fact that organization is the foundation to a successful profession and it is the cornerstone for time management. Related to this strategy, a reference has been made to a number of websites (see the references).

- Teachers should keep one calendar handy and write everything on it that they need to accomplish, and this calendar should preferably be kept on their desks at all times.
- Teachers should not try to accomplish difficult tasks when they are tired.
- In order not to waste time calling students' names, teachers can give students the numbers against their names to be memorized by students to be called just by num-

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bers.

- Teachers should make transparencies ready for giving directions to students to do tasks. This will save time repeating directions every time he/ she needs to give directions.
- Papers and some other teaching materials need to be distributed at certain lessons that can be kept or stored in one place and some students can be assigned to help in distributing such papers and materials.
- Teachers should keep a folder handy with copies of forms to be used regularly.
- Teachers should keep a calendar for noti-

ng the made-up tasks, assignments, and any other accomplishments. Teachers and also students can check the calendar from time to time.

- Most importantly, teachers must make use of the internet, which can a very great help to them.

4. DISCUSSION OF THE RESULTS

Introduction

The analysis given is done by means of presenting numerical information in tables supported by verbal explanation.

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No.	Statement	Agree	Disagree	No idea
1	The absence of the teachers is a very good reason that affects the course time.	16	10	02
		57%	36%	07%
2	The Ministry of Education does not provide schools with the required equipment as cassettes, so teachers do not focus on listening lessons.	23	05	00
		82%	18%	00%
3	Most of the students do not revise the previous lessons.	21	07	00
		75%	25%	00%
4	Some teachers who studied the literary section at secondary school cannot teach science section.	06	18	04
		21%	65%	14%
5	The level of the students is low so teachers repeat the lesson several times.	18	04	06
		65%	14%	21%
6	There are a lot of holidays.	12	08	08
		42%	29%	29%
7	Students do not have motivation to study English.	18	03	07
		64%	11%	25%
8	There is continuous changing of the time table.	05	15	08
		18%	53%	29%
9	Some teachers are not qualified enough.	10	14	04
		36%	50%	14%
10	The manual does not help the teachers because it is not available and also not practical.	04	06	18
		14%	21%	65%
11	In the scientific section, there are no scientific tools that can help teachers go about teaching as planned.	08	04	16
		29%	14%	57%
12	In controlling the teachers' work, the role of the educational authorities is not that effective.	04	18	06
		14%	65%	21%
13	Most of the lessons are reading which take a lot of time.	21	07	00
		75%	25%	00%
14	In the textbook, there is more focus on grammar than on the other aspects, which takes a lot of time.	07	17	04
		25%	61%	14%
15	Teachers spend a lot of time to revise homework/ assignments and oral tests.	21	02	05
		75%	07%	18%
16	The lack of teaching aids does not help teachers to teach the lessons in a good time.	17	02	09
		61%	07%	32%
17	Most of the students do not perceive English grammar which is studied at previous years, so teachers repeat them every year.	19	07	02
		68%	25%	07%
18	Most of the students feel that English is very difficult.	24	04	00
		86%	14%	00%
19	The amount of time allocated to classes is not enough to complete the course.	06	04	18
		21%	14%	65%
20	Most of the students forget the vocabulary learnt previously.	26	02	00
		93%	07%	00%
21	Most of the lessons are long, so teachers divide them into two or more classes.	21	05	02
		75%	18%	07%
22	There is a lot of new vocabulary in a single lesson.	23	05	00
		82%	18%	00%
23	Teachers spend most of the time to control the class because there are large numbers of students in the classroom.	24	04	00
		86%	14%	00%
24	Students feel that English is not important for them.	07	20	01
		25%	71%	04%
25	The teaching plan of the Ministry of Education is difficult to be applied.	02	14	12
		08%	50%	42%
26	Some teachers have no desire to teach English.	04	24	00
		14%	86%	00%
27	Many teachers take care of students to pass tests and examinations more than their understanding of lessons.	06	20	02
		21%	71%	08%
28	Monthly tests take a lot the time allocated to classes.	12	14	02
		42%	50%	08%
29	The long summer holiday makes students forget what is studied before.	06	13	09
		21%	47%	32%
30	Teachers need to answer questions at the beginning and at the end of the class.	09	11	08
		32%	39%	29%

5. ANALYSIS & DISCUSSION

Looking at teachers' responses to the items of the questionnaire, it is found that these responses vary from one item to another depending on what each item contains. The first item deals with the absence of teachers. Analyzing the responses to this item, there is a large number of the research sample members, who agreed that the absence of teachers is one of the clear reasons behind teachers' inability to complete the textbook for the students of this grade as planned. This is supported by the percentage of agreement being (57%). However, the other choices of disagreement and neutrality achieved (36%) and (07%) respectively. These results can be explained on the grounds that teachers' absence from classes is a reason of a high degree leading to teachers' failing to complete teaching the textbook as required. Referring to those who disagreed to the idea, it can be stated that while some schools are strict with the teachers being absent some other schools are not that strict. It is an indication for the educational authorities to follow up teachers doing their duty. Reading the results of the idea dealing with the fact that the educational authorities do not provide schools with the required equipment that can help teachers go as planned in the course, it is noticed that this idea received a large portion of agreement (82%), while the choice of disagreement got only (18%). This discrepancy indicates that the subjects of this study see that this lack of providing schools with such equipment is a great reason behind teachers' failure to complete the teaching of that textbook as planned. These equipment are concerned mainly with the teaching of listening lessons, for example, which comprise a good deal of the contents of the textbook so if such authorities provide schools with the needed equipment, the teachers can be aided to complete the textbook. Clearly, this result suggests that this

skill is not given the attention it requires but it is left for the teachers who, in a large number of cases, skip teaching the listening lessons.

The idea dealing with the students' unwillingness to revise the previous lessons got (75%) of the people agreeing to it whereas those disagreeing to the idea achieved (25%). This can be explained in the way that the teachers of English suffer a great deal because they have to repeat lessons for those students who do not regularly revise the previous lessons. This gives teachers an additional burden as they repeat lessons in place of new ones. The idea that comes next is included in the statement concerning the secondary educational background of some teachers which can make them unable to complete teaching such a textbook. This idea means that those teachers who studied literary secondary education cannot teach students studying in the scientific section. This idea was not accepted by the sample of the research as it gained a great deal of disagreement being 65%. However, the members agreeing to it were only (21%), and those opting for neutrality were only (14%). This can indicate that whether teachers have literary or scientific background in their secondary education, their teaching is not affected by such a background.

Relating to the statement on the low level of students, it is noticed that this idea was highly received by the subjects of the research as it gained the percentage of 65% of agreement. On the other hand, those disagreeing to it were (21%) and those opting for neutrality obtained (14%). It must be stated that this is also another problem giving teachers another burden repeating lessons and explaining them again and again at the time when they can proceed forward in the textbook to complete it in the designated time. After that, the research sample members dealt with the statement on the

idea that there are a lot of holidays as a reason behind teachers' failure to complete teaching this textbook. Examining such a result, it is shown that this idea was not largely accepted as those agreeing to it were just (42%), whereas those disagreeing were equal to those who were neutral to the idea being (29%) respectively. The way that the research sample members dealt with this idea tells us that even though there are many holidays, yet such teachers have not taken this as an excuse for not finishing teaching the textbook on time.

As far as the idea of students' motivation is concerned, it is noticed that the teachers included in this study agreed to the idea to a large extent (64%), whereas the disagreeing ones were not many (11%), but those being neutral were (25%). This result suggests that all people concerned with English teaching should establish a friendly attitude towards English so that learners can learn it with ease. The research sample members responded to the statement on the continuous changing of the timetable in the way that those agreeing to it were just (18%), whereas those disagreeing were (53%). However, those opting for neutrality achieved (29%). This means that if any changes in the timetable are made, they are usually made at the beginning of the school year and this does not continue for a considerable period of time. Therefore, this is not a substantial reason behind teachers' failure to complete teaching the textbook.

Examining the results of the idea concerning the educational qualification of the teachers of English, it is realized that a good number of the research subjects disagreed to this obtaining the percentage of 50. This can be analyzed in the way that this large rejection of the idea means that such sample members see that even if there are some or a few teachers whose qualifications are not up to the level required, this is not an effective hindrance for the teachers of Eng-

lish to finish the textbook as it ought to be. In reality, schools in Yemen care a lot about certification and qualification so the qualification of the teachers of English in such schools is not deniable. This is clear in the percentage gained by those agreeing to the idea being (36%), which means that a large number of teachers are really qualified. The members opting for neutrality achieved (14%). In response to the statement on the teacher's manual, it is clear that a very good number of the research subjects were not sure of the use of the manual. This is clear from the percentage of those opting for neutrality who achieved (65%). This choice can be explained in the way that those teachers see no effective utility of the manual. This can be further explained in such a way that the manual is rarely available since only a very few teachers might have it and that is also by personal ways or certain contacts with administrators. Additionally, even if it is available, it is not that practical and this impracticality is based on the opinions of many teachers in different schools when discussing this point with them. Those disagreeing and agreeing teachers were not many with the percentages of 21 and 14 respectively.

As far as the idea concerning the scientific tools that should be provided so as to help teachers teaching students in the scientific section, it is noticed that a good number of the research subjects opted for neutrality. This can be explained on the grounds that such research subjects are not fully certain that the use of such tools is a remarkable reason against the teachers' failure to complete the teaching of the English textbook. Those opting for neutrality had a considerable weight being (57%). The agreeing and disagreeing teachers were 29% and 14% respectively, which indicate that such sample members do not see that such tools are a good reason against teachers' not completing the textbook. Regarding the

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results of the teachers' answers to the idea concerning the extent of controlling the teachers' work by the educational authorities, it is noticed that a good number of the research subjects did not agree to the idea (65%). This can be explained in the way that those disagreeing to the idea see that there is continuous and periodical controlling of teachers by the educational authorities. This is also clear from the number of teachers who agreed to the idea being just (14%), and those who were neutral being (21%).

Looking at the results of the statement focusing on the fact that the lessons on reading are more than the lessons on the other skills, it is realized that this idea was accepted to a very large extent obtaining (75%). This large agreement to the idea indicates that there are many reading lessons in the textbook, which does not allow both teachers to go well in teaching and also students to learn different skills. Additionally, the reading lessons are very long which consumes a great deal of time. This also means that the research sample members are not convinced by the division of the textbook for this grade in terms of the four language skills. However, those disagreeing to the idea were (25%). Reading the responses of the subjects of the research to item number (14) dealing with the idea that grammar lessons are more than the other skills, it is observed that (61%) of the sample of the research believe that the focus on grammar must be there. They wanted to say that the focus on grammar is, in many situations, not at the expense of the other skills. Moreover, the respondents who agreed to the idea achieved a low percentage being (25%), whereas the ones who were neutral were also lower achieving the percentage of 40. Observing the result of the teachers' responses to item number (15) related to the teachers' spending time on checking home works and oral tests, it is seen that

more than half of those teachers (75%) responded positively to this idea. They firmly think that the time of revising or checking home assignments and oral tests are increasing a lot taking a great deal of the teachers' time over the teaching time through the whole year. Yet, those interested in the choices of disagreement and neutrality were (7%) and (18%) respectively.

The item concerned with the lack of teaching aids as an effective reason behind teachers' inability to complete teaching this textbook, it is shown that a good number of the research subjects agreed to it (61%). It can be understood that if those teachers had such teaching aids available as needed, they could have gone much better in the course and finished the textbook as required. However, a few of them disagreed to the idea being (07%), while (32%) were neutral. The number of the sample members opting for neutrality means that they wanted to say that even if there is a lack of teaching aids, this is not a good reason for not completing the textbook on time. With reference to the item dealing with the repetition of grammar lessons or rules of the previous years, it is found that a highly significant number of the subjects (68%) agreed to the fact that the lack of teaching aids is an effective reason behind teachers' inability to complete teaching this textbook. This means that the teachers of English spend more time on revising grammar rules studied by students in the previous years. Those members wanted to implicitly say that grammar rules are recycling every year involving teachers to spend some additional time to be spent on this revision. However, students are not applying their minds to such rules so as to save the teachers' time to go well in teaching the textbook. Those who disagreed and those who were neutral were (7%) and (25%) respectively.

Regarding the results of item number 18 related to the fact that students of this

grade possibly feel that English is a difficult subject, it is seen that a remarkably significant number of the research sample (86%) totally agreed to the idea. This shows that the learning abilities of the students of this grade are not up to the level required. In other words, many of those students developed a negative opinion towards learning English feeling that they cannot learn it because, in their opinion, it is difficult for them to learn. However, the ones who disagreed were just a few (14%). Again teachers, parents, and all those concerned with English language teaching in the whole country should exert greater efforts so as to minimize the degree of this feeling that English is difficult on the part of the Yemeni English language learners. Regarding the figures concerning the idea that the time allocated to the English lesson is not sufficient, it is found that more than half of the sample (65%) selected the third category, which possibly means that they are not satisfied that this is a reason of a considerable degree in the way of teachers finishing such a textbook. Moreover, it can be explained that they wanted to say that the number of periods allocated to teaching this subject is not probably sufficient as the class time and the number of periods are decided by the educational authorities. On the other hand, those agreeing and disagreeing sample members were (21%) and (14%) respectively. With reference to the fact that the amount of vocabulary previously learnt by the students is usually forgotten due to the lack of practice, it is seen that the majority of the sample members (93%) responded positively agreeing to the idea. This indicates that teachers have to repeat explaining such vocabulary items from time to time so this takes a large portion of the time allocated to teaching new lessons. The disagreeing ones achieved only (7%). This is a pointer to all people concerned including teachers and parents that they

should encourage and follow up how learners of this grade go about learning. Focusing on the responses of the sample members to the statement on the length of most of the lessons of the textbook, it is clear that a large number of the sample (75%) agreed to the idea. This indicates that most of the lessons in Crescent 5 are long so they need more than one class. Nevertheless, the sample members who disagreed obtained (18%), while those opting for neutrality obtained only (7%). It is understood that curriculum designers should pay attention to the balance, as much as possible, of the lessons of the textbook in terms of length.

Looking at the figures obtained by the sample members in response to the idea on the amount of vocabulary in each lesson, it is found that a significant number of the research sample members (82%) selected the agreement option. This means that every single lesson includes a large number of vocabulary items, which makes it demanding on the part of the teacher involving more time to be spent on teaching such vocabulary. Compared to the agreeing teachers, the disagreeing ones were not many being only (18%). On the whole, this should be understood by the curriculum designers that the distribution of vocabulary should be balanced in all the lessons of the textbook. In relation to the statement on the teachers' control of the class and how much time it takes on the teacher's part, it is shown that this idea was accepted to a very significant degree (86%). This is an important indication that due to the fact that the size of the class is normally large, teachers have to spend a good deal of time getting students to be normal and quite so that they can start the lesson. Those who disagreed to the idea were only (14%). Furthermore, this should be understood that Yemeni English teachers need a good deal of training on how to deal with students particularly large classes.

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Examining the figures obtained by the sample members when responding to the idea on students' feelings that English is not important for them, it is noticed that a large number of the research subjects disagreed to the idea (71%). The indication understood by this figure is that students' feelings towards the importance of English is a reason of great influence obstructing teachers from doing well in the teaching of such a textbook. In other words, such teachers wanted to say that the more students feel the importance of English, the more the teachers will do well in teaching the book. However, the agreeing ones were only (25%), and the neutral ones were only (4%). Analyzing the responses of the sample members to the item on the application of the plan of the Ministry of Education in teaching such a textbook, it is realized that half of the sample (50%) disagreed to the idea. This means that it is possible for teachers to implement the plan designed by the Ministry of Education in teaching such a textbook. However, the rest were not sure of applying this plan (42%). Those who agreed to the idea achieved only (8%). This indicates that it is possible for the teachers of English to apply the plan of the Ministry of Education as far as the teaching of English is concerned.

Noticing the figures obtained by the research sample members to the item on the teachers' desire to teach English, it is seen that a very high number of them disagreed to the idea (86%). This indicates that most of the teachers have a positive desire to teach English. However, there are a few teachers (14%) who agreed to the idea, which means that although there are fewer teachers who do not have desire to teach English, yet this number is not that effective as a constraint in the way of teachers' completing the teaching of the textbook. Looking at the figures relating to the teachers giving time and focusing on students

passing examinations, it is found that the idea was not accepted by the research sample members in the way that the ones who disagreed to it were (71%). The indication is that this is one of the teachers' tasks. Therefore, it is not seen as a strong reason against teachers' completing the teaching of such a textbook. Those who agreed to the idea were (21%). There were a few teachers who chose the opted for neutrality being only (8%) which suggest that those respondents think that teachers should spend some time while teaching revising certain points to students.

Analyzing the responses of the research subjects to the idea that monthly tests take a lot of the time of teaching, it is seen that the percentage of those who agreed is less than the percentage of those who disagreed being (42%) and (50%) respectively. The indication is that such research subjects think that monthly tests do not really take a considerable amount of the time allocated to teaching because such tests can be considered as part of the teaching process. However, those opting for neutrality were not many being only (8%). Overall, this again should not be taken as an excuse for teachers not finishing their duty on time. The figures dealing with how the sample members dealt with the idea that because summer holiday is quite long, it makes students forget what they have learnt before and consequently this adds another burden on the teachers' part. It is observed that the members agreeing to the idea achieved (21%), while those disagreeing to it achieved (47%). This means that students usually forget a certain amount of the vocabulary learnt previously because of the long summer holiday, yet this is not a remarkable reason in the way of teachers completing the teaching of the English textbook. There were some teachers who were not fully sure of whether or not this is a remarkable reason obtaining the percentage of 32. Those

teachers probably think that the long summer holiday can have its effect on students' forgetting the vocabulary learnt previously.

Referring to the responses to the statement that teachers have to answer questions by students at the beginning and end of English classes, it is noticed that the percentages obtained by such sample members in the three options were quite approximate to each other being 32, 39, and 29 respectively. Looking again at the percentages, it is clear enough that those teachers who disagreed obtained quite a higher percentage being (39%) which means that they see that this is a reason only at that percentage or level. On the other hand, those who agreed think that this reason is not of a considerable degree. Those opting for neutrality (29%) were not quite sure whether or not this is a good reason for not completing teaching such a textbook. On the whole, it can be gathered that such results show that answering questions at the beginning and end of the class is a part of the teaching process which teachers should do at the beginning and end of every class. Moreover, this is not viewed as a reason against teachers' not completing the teaching of such a textbook.

The Findings

As far as the questions of the research are concerned, it is found that such questions got positive answers in the sense that the reasons were discovered to be of effect as far as the teachers' inability to complete teaching the English textbook is concerned. In other words, a significant number of the reasons that were thought to be constraints in the way of the teachers of English to the students of the 2nd secondary grade in the schools of Yemen as represented by the sample schools of this research were discovered to be of a considerable effect. This has been clearly discovered by means of the analysis and discussion attempted in the section above dealing with the *discuss-*

ion of the results. With reference to the second and third question related to whether both teachers and students have very effective role in making such teachers unable to complete teaching such a textbook, it must be admitted that both teachers and students play an effective role in that regard. This has also been clarified in the discussion above particularly when dealing with the reasons specific to teachers and to students. The findings reached at, depending on the discussion of the results, are given as follows:

1. There seems to be a negative attitude towards learning another language, English here, on the part of the learners of this study, but to a certain extent. This is clear from the responses relating to the degree of motivation of such learners towards English, which showed a degree not that high. It may be added that some of them feel bored of repeating the same thing every year or possibly because teachers do not vary some of the teaching techniques from time to time but keep to the same routine methods every year.
2. A considerable number of the teachers of this grade spend a great deal of time on revising tests and examinations to students on the account of the time devoted to teaching. They also spend a considerable amount of time on monthly tests, controlling classes, and revising vocabulary and grammar rules learnt previously.
3. Students do not revise the previous lessons, mainly vocabulary and grammar that were learnt in the previous years, which take some of the time allocated to teaching.
4. The textbook studied by those students is not divided well to match every needed skill. A large number of its lessons is given for the reading skill which has a lot of vocabulary to be explained

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- and sometimes it needs to be divided into more than one class. Additionally, some lessons are larger than some others, and also the vocabulary in many of the lessons are many.
5. There is a lack of the teaching aids that can be of great help to the teachers do the job well. There is also no provision of some necessary tools that can help those teachers teaching the students of the scientific section.
 6. Controlling the classroom, particularly large classes, by teachers at the beginning of classes, is probably a reason of a considerable degree taking some of the time that can be used for teaching.
 7. Teachers do not get a real help from the teacher's manual. In other words, teachers do not get a practical guidance from such a manual so as to make the best of teaching and the teaching time. At present and according to the results of this study, it has no direct practice in teaching.
 8. The lessons included in this textbook have many questions to be answered by teachers, and such questions definitely take some of the time that can be used for teaching.
 9. The monthly and oral tests included in the textbook take a considerable amount of time on the part of teachers. However, their utility and benefit to students is undeniable.
 10. The numbers of grammar lessons are a lot in which they need a large number of classes. It may be taken from the original classes of the whole school year.
 11. It is found that a good number of teachers are in real need of training so that any deficiency in their qualification can be compensated.
 12. There seems to be a big number of holidays throughout the school year, which can be of a marginal effect on the time allocated for teaching.
 13. There seems to be some teachers who have a low level of desire to teach English.
 14. Similarly, it is found that there some teachers whose teaching is marked by dynamic and interactive activities and creativity due to the fact that such teachers keep looking for excellence. Such teachers can be the people on whom people depend to build the new generation.
- Recommendations**
- In conclusion, it is of great concern to the researcher to give certain recommendations that can help the people concerned make use of them so as to minimize the reasons causing incompleteness of teaching this textbook.
- Recommendations to the Educational Authorities**
1. The Ministry of Education as well as its offices in the governorates must take certain measures against teachers who absent themselves from teaching unless this absence is excused with acceptable justifications.
 2. The Ministry of Education in coordination with its offices in the governorates must provide teachers with the training that is required so as to keep them well aware of the progressive development of the teaching process, and will also enable them to expand their experiences. In this case, they do their job appropriately particularly in the teaching of those students in the scientific section. In those training programs, specific attention must be directed to teachers who show certain weaknesses due to certain reasons such as teachers' background preparation and any other reasons.
 3. The Ministry of Education should revise the manual from year to another. This manual should be designed or better redesigned in a form that is suitable to the teachers' plan and the time of the cour-

- se. In addition, the manual must be made available at a large scale so that it can be used by all teachers.
4. The Ministry of Education should make its observation of teachers and inspection of teaching as a kind of motivation for teachers to work better and contribute more in the teaching process. Since a great deal of material in the textbook is devoted to the Reading activities, the Ministry of Education represented by the curriculum unit, should reconsider the division of the language skills in a balanced manner. This revision should look carefully to all aspects and points presented in the textbook such as grammar and vocabulary. More than that, the review should include balancing the length of all the lessons that are longer than other lessons, as much as possible.
 5. The Ministry of Education should provide schools with the necessary teaching aids that can help teachers do their job properly and on time. At the same time, schools must be provided with the necessary scientific tools that can help teachers teaching students in the scientific section do the job with ease and efficiency.
 6. The teaching plan given by the Ministry of Education should be reconsidered in terms of its distribution of lessons because according to the complaints of the teachers, the problem is not due to the amount of classes, but it is because of the plan itself and how to cope with its implementation. Plainly, such a plan is not designed in a practical way that suits the time. Therefore, the teachers who go according to the plan find that they need more classes to be able to finish the course on time.
 7. More classes should be built so that the large numbers of students in small and crowded classes can be minimized.

Recommendations for School Administrations

1. School administrations should have teachers who cover the duties of any absent teachers so as to help avoid problems caused by teachers' absence
2. School administrations should put clear instructions that can organize cases like teachers' absence so any absence must be justified with a genuine excuse.
3. School administrations can motivate teachers to teach by means of employing a number of strategies, one of which is appointing the best teacher of the year.
4. Individual differences of students should be considered by school administrations in such a way that they can mix students of high learning levels with students of low learning levels so that the teaching-learning process can possibly go as planned.
5. School administrations must set the office hours of all teachers and put that very clear to students so that they can refer to teachers when needed.
6. School administrations must build up data base knowledge about teachers so as to evaluate such teachers and distributes them according to their abilities.
7. When designing the timetable, school administrations should set it in a way that they should take into consideration certain circumstances that may occur throughout the school year such as holidays, official ceremonies, religious festivals, and strikes.
8. Continuous changing of the timetable should be rationalized as this disturbs the whole teaching learning process.
9. The distribution of students in one class should be rationalized. Such distribution will help the teacher to control the class well and avoid the problems of classroom management.
10. School administrations should put a plan for some remedial materials to be

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given as an extra dose to be taught by the teachers of English to those students whose level is seen as low.

Recommendations for Teachers

1. Teachers have to be helpful to school administrations in the way that they understand the consequences of being absent from classes. In other words, they should care about students as they care about their personal commitments.
2. Teachers working in the capital city and in the governorates should be provided with the required equipment such as cassettes, and any other materials that can help the teachers proceed well with teaching particularly teaching the listening lessons. This will also enable teachers to make good use of the teaching time so that the teaching learning process can become more productive and cost effective.
3. Students' motivation should be a priority for all teachers of English. They should think of it as a cornerstone for the learning of English. This can be of mutual help to both teachers to teach and learners to learn so as to make good use of the teaching time.
4. Teachers must make the revision of the previous lessons a habit to be used at the beginning of each lesson. This strategy works wonders as it refreshes the students' minds frequently. However, teachers should use the time for such revision rationally.
5. To enhance students' motivation, teachers should provide students with a good deal of motivation during the whole year. This can be in the form of weekly quizzes, competitions, tests and any other possible means such as simple presents and some other symbolic means like clapping hand, showing students' good works on bulletins and things like that. Doing this can push the students to like the subject and make them much more active.
6. Individual differences of learners in one class must be observed by teachers so as to deal with those students in a proper manner.
7. Teachers should have the initiative of building up a certain plan of how to go about teaching. This can help them get independent of the manual, which is, in many cases unavailable, and if so impractical.
8. Teachers should try to give their students the correct picture about English so that they would recognize and realize how important it is.
9. Teachers should use different types of activities that help students to keep the vocabulary for a long time. Examples of these activities include dictation daily before each lesson, simple games, puzzles and so forth.
10. Teachers have to make good use of the time allocated to the different stages of the lesson.
Teachers should look at the language skills, grammar and vocabulary as integrated parts that comprise the whole book. This can help such teachers balance, even to some extent, the focus for each language skill, grammar and vocabulary.
11. Teachers should take home assignments as a must to be done by students. In this way, students can be kept engaged with learning activities. In this way, teachers should make students feel that they are sharing in the educational process.
12. Most importantly, teachers should avoid, as much as possible, the use of teacher-centered methods and techniques and give students as many chances to interact and to learn as possible.

Recommendations for Students' Parents

1. Students' parents must feel the responsibility towards their sons / daughters and watch how they do the assignments given by teachers.
2. Parents must order their sons or daughters to revise their lessons daily and/ or weekly. With continuous encouragement, students will like the subject and consequently their eagerness towards it can be raised.
3. Parents should keep encouraging their sons / daughters to learn well and achieve the best possible results so that they can guarantee good and prosperous future.
4. Parents should provide their sons and daughters with a suitable environment that can make their sons and daughters study their lessons with ease.
5. Parents should keep encouraging their sons/daughters to make use of the summer holiday by means of entering them in private schools to keep up with the vocabulary, grammar and the whole subject of English.

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Appendices A: The Questionnaire

SN	Statement	Agree	Disagree	No idea
1	The absence of the teachers is a very good reason that affects the course time.			
2	The Ministry of Education does not provide schools with the required equipment as cassettes, so teachers do not focus on listening lessons.			
3	Most of the students do not revise the previous lessons.			
4	Some teachers who studied the literary section at secondary school cannot teach science section.			
5	The level of the students is low so teachers repeat the lesson several times.			
6	There are a lot of holidays.			
7	Students do not have motivation to study English.			
8	There is continuous changing of the time table.			
9	Some teachers are not qualified enough.			
10	The manual does not help the teachers because it is not available and also not practical.			
11	In the scientific section, there are no scientific tools that can help teachers go about teaching as planned.			
12	In controlling the teachers' work, the role of the educational authorities is not that effective.			
13	Most of the lessons are reading which take a lot of time.			
14	In the textbook, there is more focus on grammar than on the other aspects, which takes a lot of time.			
15	Teachers spend a lot of time to revise homework/ assignments and oral tests.			
16	The lack of teaching aids does not help teachers to teach the lessons in a good time.			
17	Most of the students do not perceive English grammar which is studied at previous years, so teachers repeat them every year.			
18	Most of the students feel that English is very difficult.			
19	The amount of time allocated to classes is not enough to complete the course.			
20	Most of the students forget the vocabulary learnt previously.			
21	Most of the lessons are long, so teachers divide them into two or more classes.			
22	There is a lot of new vocabulary in a single lesson.			
23	Teachers spend most of the time to control the class because there are large numbers of students in the classroom.			
24	Students feel that English is not important for them.			
25	The teaching plan of the Ministry of Education is difficult to be applied.			
26	Some teachers have no desire to teach English.			
27	Many teachers take care of students to pass tests and examinations more than their understanding of lessons.			
28	Monthly tests take a lot the time allocated to classes.			
29	The long summer holiday makes students forget what is studied before.			
30	Teachers need to answer questions at the beginning and at the end of the class.			

B: The Names of the schools taken as sample schools from which the sample teachers were selected :Aza'al School, Arwa School, Kuwait School, Al-Forat School, Egypt and Yemen School, Hayil School, and Aysha School.

دراسة تحليلية لأسباب عدم استكمال تدريس منهج اللغة الانجليزية للفص الثاني الثانوي بمدينة صنعاء

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المُلخَص

يتركز الاهتمام الرئيسي لهذا البحث على تحليل اسباب عدم استكمال تدريس منهج اللغة الانجليزية للفص الثاني الثانوي في مدارس صنعاء. يتناول البحث هذه المشكلة مستعرضا مشكلة البحث، اسئلة البحث وأهدافه، مركزا في الاساس على اهمية البحث. تجدر الاشارة الى ان المادة العلمية والمعلومات اللازمة لهذا البحث قد تم تجميعها بواسطة استبيان تم تصميمه لهذا الغرض، وتم تطبيقه بشكله النهائي على المدرسين الذين تم اختيارهم كعينة لهذا البحث. خضع هذا الاستبيان للفحص بالطرق المعنية لاختبار المصادقية وما يتعلق بها، وذلك قبل تطبيقه بشكله النهائي على العينة المختارة. تم استعراض ادب الدراسة المتعلق بها وتم التركيز على اهم الاتجاهات الخاصة بهذا البحث. تم مناقشة النتائج بطريقة ايراد الارقام والنسب لكل فقرة من فقرات الاستبيان. تم مناقشة النتائج كتابيا، وعلى ضوء هذه المناقشة والتحليل، تم استخلاص النتائج. وخلصت الدراسة الى ايراد العديد من لتوصيات والتي تم توجيهها الى الجهات المعنية والتي يؤمل ان يستفاد منها لوضع معالجات وحلول لهذه المشكلة.

الكلمات المفتاحية: المنهج، الكتاب المقرر، استكمال، ألكريسنت (اسم أو عنوان سلسلة الكتب الدراسية)، العجز (عدم القدرة).