

A Critique on Teaching English Curriculum as a Second Language in Grade Six of Primary Schools in Saudi Arabia

SULTAN FAHD ALJUHAISH

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA, MINISTRY OF EDUCATION IN SAUDI ARABIA

Abstract: The present study aims to resolve the effectiveness of the newly introduced English Language course book to Grade Six of Primary School by the Ministry of Education of the Kingdom of Saudi Arabia (KSA). The research compares the level of English language delivered by the new curriculum with the language needs of the students as well as investigates the challenges faced by teachers in employing the integration of four skills - listening, speaking, reading, and writing – within the limited duration of lessons. The researchers considered the "Saudi School in Kuala Lumpur" and interviewed principle of the school, two Grade Six teachers and seven Grade Six students using a semi-structured interview method. The findings of the study indicate the usefulness of the curriculum content and also advocate to revise the curriculum for solving the challenges that students and teachers are facing in the implementation of the new curriculum as well as improving resources for the development of students' writing skills. This study will provide guide to researchers for writing critique for any textbooks at the same time it will help to determine the strengths and weakness of the latest English curriculum of KSA.

Keywords: Evaluation, Sixth Grade, English Curriculum, integrating.

1. INTRODUCTION

As Arabic language is rich with resources and vocabulary and by nature is self-sufficiency, the beginning of teaching English language was not as dominating as in present era. Recognizing the need for globalization, business transition, communication and transferring the knowledge and learning in the international domain, Saudi Curriculum is started to emphasis on English language and this curriculum went through tremendous changes throughout its improvement. With the steps of development, the Ministry of Education of KSA introduced a new English course book for Grade Six in the year 2013.

The latest implementation of English curriculum in the year 2013 demonstrates much emphasis on developing the communicative competency among students which particularly involves all four of the main skills in language – listening, speaking, reading and writing. This wide range of focus had created much debate about the teaching effectiveness of the new curriculum as there is a limited number of contact hours per week with the students. While it is a challenge to integrate all four skills within just one lesson, a language teacher can successfully conduct an enjoyable class by introducing different activities that promotes integration of the skills while focusing on a set of skills in one lesson, and another set in the next.

This research aims to investigate the appropriateness of the new course book introduced by the English Curriculum Board, Ministry of Education of Saudi Arabia in 2013, considering the contemporary debate about the textbook that it is too vocabulary based and the difficulty in implementing the integration of four skills within the limited time. In order to

achieve these objectives, researchers incorporated a series of interviews in a semi-structured method. The importance of this study is that it will contribute to the education system of KSA and will help to determine the strength and weakness of the textbook in order to meet the contemporary needs of students, particularly in the development of reading and writing skills which are necessary for developing the communicative competency, future career and also increase academic attainment of the students.. The study will also provide a guide for researchers in writing critique for any course book in the future.

English language is used frequently in the cities across the Kingdom of Saudi Arabia by city dwellers in their everyday life. English may be present in street signs, advertisements, in newspapers and magazines, and in popular songs. The recently implemented course book is comprised with new and useful vocabularies affiliating with student's basic requirement for everyday use of new vocabulary.

2. BACKGROUND OF THE STUDY

This study discusses a number of Arab and non-Arab studies that are relevant to English curriculum, especially in the area of assessing the effectiveness English course books. Since a critique is contemplated as an integral part in the educational process, many researchers have been highly enthusiastic to conduct their studies in this field for the purpose of the curriculum improvement and modification. Ever since English has become one of the major lingua franca of the world, English language has been taught as a main curriculum in many schools throughout the surface of the globe. There has been countless and continuous studies steering on a critique of the English Curriculum. Therefore, the most relevant studies will be considered in this study.

Many scholars offer checklists based on generalizable criteria. These detailed checklists use a variety of methods to assess how well particular textbook measures up to certain standards. Dr. AbdelWahab (2013) quoted that Farr and Tulley (cited in Chambliss, 1994) reviewed 70 checklists of English Language Textbooks and found that the number of criteria on the checklists ranging from 42 to 180 items. Skierso (1991) suggests a different framework for textbook analysis, where the first step of material evaluation or critique is to collect information about students' background, the course syllabus, and the learning context. Skierso then divides materials into five subsections: bibliographical data, aims and goals, subject matter, vocabulary and structures, and layout and physical makeup. Meanwhile, Garinger (2001) echoes Hartley's (1992) conclusion that three content areas need to be addressed when evaluating a textbook's content: teaching objectives, depth and breadth of material, and whether the textbook needs to be supplemented or not. This is consistent with the evaluation criteria suggested by Cunningsworth (1995).

Curriculum may change during the era of innovation for many reasons: textbooks play role as an instrument for both teacher and student training. Kirkgöz (2009) criticized the English Curriculum which was taught to Grade four of Primary School under Turkish Ministry of National Education. He innovated the questionnaire based on the guidelines and curriculum objectives given by other researchers. Findings of the study brought to light that students unanimously agreed that the textbook was colourful, well-illuminated with pictures with interesting characters, drawings, and were suitable to their stage, thus producing an easier and more entertaining method of learning and teaching English. Teachers also believed that the textbooks promote learner-centered learning, hence authorizing students to participate as an active member in the learning and teaching procedure through various activities.

Similarly, Mehrdad (2012) criticized the general English course at Islamic Azad University of Hamedan, Iran. The researcher distributed a questionnaire to explore the students' realization on the best learning English approach explained in terms of their own needs. The findings of his study clearly mentioned the need to develop the contents. Majority of the participants pointed their interest to improve their English vocabulary and develop their ability to use grammar properly. These two areas are among the few basic needs in mastering English language.

Furthermore, Thein (2006) studied the evaluation of the suitability and effectiveness of the textbooks used for teaching English to religious studies students at Myanmar Institute of Technology. He used interviews, questionnaires, and classroom observations to collect data from participants which consist of both teachers and students. The aim of this study was the investigation to what extent teachers and learners expect the matching of the objectives of this curriculum with the communication skills and critical thinking. The results brought to light that the contents of curriculum used were not suitable for reasons including: the contents did not take part on fulfilling the needs and wants for both learners and

International Journal of Novel Research in Education and Learning

Vol. 2, Issue 3, pp: (33-42), Month: May - June 2015, Available at: www.noveltyjournals.com

teachers, the contents did not help to improve students' critical thinking, and they did not contribute on developing the communication skills for students in life situations. They also found that curriculum should be focused on students and teachers' needs. He also pointed the importance of adapting activities which improve the learning in collaborative methods, natural and the interactions to develop the critical thinking skills for young people.

3. PROBLEM STATEMENT

In light of teaching English as a foreign language to primary students across Saudi Arabia, the English curriculum were revised. A section of the revised curriculum considered introducing new course books, aiming to improve the implementation of the English curriculum. Thus, a new English course book was introduced to the subject, particularly to the Sixth Grade Primary School students in Saudi Arabia.

Since its inception in 2013, the current Sixth Grade Elementary Stage English course book has been criticized by supervisors, teachers and students for one reason or the other in its embryonic state. Some of the people in question argue that the 2013 English course book is of too vocabulary-based, others assert that it is beyond the level of the learners, a plethora of teachers and supervisors claim there is disagreement between the contents contained in the curriculum and the time allotted for the English lessons. This scenario was observed through a personal rendezvous with some teachers.

4. RESEARCH OBJECTIVES

In perspective of the above-mentioned problem, this research aims to:

- 1) To investigate whether the new curriculum are relevant to students' language needs, such as English vocabulary.
- 2) To investigate the challenges faced by the teachers in employing the course book content when integrating the four skills in the classroom.

5. RESEARCH QUESTIONS

Two main research question were formulated in order to achieve the objectives of this research. They are:

- 1) Do the new vocabularies in the course book satisfy students' language needs?
- 2) What are the challenges teachers faces in employing the course book content when integrating the four skills in the classroom?

6. THE SIGNIFICANCE OF THE STUDY

This study aims to examine the validity of the claims regarding the difficulty experienced by learners towards the materials provided and the timing constrain. It is a worthwhile task to carry on this study since there has yet been any evaluation done on the 2013 Saudi English Sixth Grade Elementary Stage CB. The materials used in this syllabus will be the focus of this study as for teachers, supervisors and students alike, the critique of the course materials is a major component of syllabus design that contributes tremendously to the success of learners. While predictive evaluation precedes the implementation of a CB, a retrospective evaluation examines materials that have actually been modified. Therefore, the evaluation that examines the success and failure after the implementation of a material is needed to ensure the effectiveness of tools used in the learning process.

7. LITERATURE REVIEW

Curriculum is defined as the sum of all experiences, which are to be provided in an educational institution (Bharvad, 2010). According to Wheeler (1967) curriculum means the planned experiences offered to the learners under the guidance of the school. Furthermore, curriculum has been defined as the planned guided learning experience and intended learning out-comes formulated through a systematic reconstruction of knowledge and experiences under the auspices of the school for the learner's continuous and wilful growth in academic, personal & social competence. George (1999) claims that English Language teachers has always faced enormous and diverse challenges. Teachers need to equip English language learning strategies and this should be integrated with the methods and approach of teaching English as a foreign language.

According to Kizildag (2009), the lack of Instructional planning, socio-cultural and economic differences, the efficacy of language teachers lack of proper students' interest, insufficient leaning materials stimulate enormous challenges in teaching English as a foreign language. While teaching English as a foreign Language, "English" seems "intruder" in the already established communication atmosphere. Learners use their mother language while communicating, taking instruction inside the class which creates a great barrier for the teachers to create learning environment while teaching English in the foreign context. Some students use their own "youth Language" which includes blending of their first language with English and also use of short forms of words make the process of teaching and learning English more difficult (Wanjiru, 2013). Haboud (2009) mentions one of the teachers from an indigenous school gave opinion that students should be taught a foreign language particularly in the primary level because childhood or early age is the best age to learn.

Naffee (2013) asserts that English language was first included in Saudi Arabia's primary school curriculum starting at grade 5. Later, it was made to start at grade 4, where students' age ranges from 10 to 11 years old (Hendrickson, 2013). Mustafa Abdul Nabi, a teacher at an English language institute, categorically claims that it is challenging for teachers to teach English to Arab-native students at age 12 or older who do not have basic knowledge of the language. When these students are introduced to the English alphabet for the first time, they will find some difficulty to comprehend new vocabularies and grammatical rules in the first few lessons while they are yet able to read, spell, or understand the grammar (Naffee, 2013). There is ample evidence to show that after age fifteen, flexibility in the acquisition of new sound patterns is greatly stunted. This is where the young child differs notably from the older child, and it is the main reason why teaching/learning methodologies likewise need differ. (Saudi Arabian School's English curriculum, 2014). Teaching and learning English vocabulary is necessary for everyone. There is an individual ability in vocabulary acquisition, how it can be taught and learned as a matter of brain ability. Findings of study conducted by Norah (2011) at the King Saud University revealed that, Saudi students could learn between 1,000 to 14,000 word families, however, their vocabulary size was over 4,000 word families. In case of Saudi students, Al-Masrai (2009) finds that, Saudi university students' vocabulary size does not exceed 2000 to 3000 words on an entry to the University and not more than 5000 words near their graduation. It can be said that, Saudi students being not native speakers of English language can learn or be taught English using guessing strategy, skipping strategy, social strategy, dictionary use strategy (Al-Haysony, 2012). Generally, Nam (2010) stresses that teachers can use some strategies such as pictorial vocabulary teaching strategy, fill-in-task, post-reading composition task, reading and retelling task, vocabulary exercise such as matching exercise, crossword puzzle to teach secondary school students language.

Eli (2012) reveals that most professionals in the teaching of second language largely understand that language instruction is naturally divided into discrete skills sets, typically reflecting listening, speaking, reading, and writing, and usually arranged in this order. However, language textbooks and curricula around the world quite often aim to focus on one of the four skills, sometimes to the exclusion of the others (Belegu-Caka, 2014). Orellana (2006) suggests that if a given course book is focusing on just one skill; it is possible to integrate the other language skills through appropriate tasks. Teachers can enhance learners' multi-skills performance by engaging the integrated-skill approach which comprises of content-based language instruction and task-based instruction, whereby both teachers and students can benefit from a diverse range of materials, textbooks, and technologies. Content-based instruction emphasises learning content through language while task-based instruction stresses doing tasks that require communicative language use. The integrated-skill approach allows English learners to interact naturally in the language. This approach promotes the learning of real content. It can be highly motivating to students of all ages and backgrounds. Through this approach teachers are allowed to track students' progress in multiple skills at the same time.

According to both Tyler (1949) and Tabaa (1962), evaluation plays a pivotal role in measuring the efficiency of curriculum implementation. Dr. Amrut Bharvad (2010) cited that evaluation is a word used in a variety of ways sometimes with imprecise and overlapping meanings. It is much wider than measurement. It is more fundamentally concerned with deciding on the value or worth wholeness of a learning process as well as the effectiveness with which it is being carried out. Bharvad (2010) also stated in his work that Wiles and Bondi (cited in Curriculum development: A guide to practice, 1989) manifested that curriculum evaluation refers to the process of studying the merit or worth of some aspect, or the whole of a curriculum. Depending on the way in which the term curriculum is defined, the focus or objects of curriculum evaluation could include Curriculum design, Learning environment, Instruction Process, Resources and

Materials used in instructional process. It is also essential to find out about the adequacy as well as the provision of the required teaching resource such as teaching aids, laboratories, library books and instruments. According to Afzaal Hussain et al. (2011) curriculum evaluation refers to the collection of information on which judgment might be made about the worth and the effectiveness of a particular programme. It includes, of course, actually making those judgments so that decision might be made about the future of programme, whether to retain the programme as it stand, modify it or throw it out altogether. Tyler (1949) visualized curriculum evaluation as a process of determining to what extent the educational objectives are actually being realized by the programme of curriculum & instruction.

This study is different from other studies in the sense that it deals with a course book that represents the students' first significant contact with English in the educational ladder of the Kingdom of Saudi Arabia. Though the course book faced question regarding the effectiveness of the curriculum implementation, no critique has been conducted yet on this course book.

8. RESEARCH DESIGN

The researches provide in this part of the study the approaches used in data collection and participants of this study including the limitation and rational of the study. Creswell (1998) demonstrated the qualitative method as the best design for an explorative research. The goal of this qualitative research is to interpret of the phenomenon in terms of the meaning people bring to them Denzin & Lincoln (2008). School principal, two teachers and six students were interviewed to ensure the appropriateness of the data collected. Two main questions were administered to explore the questions posed in the study. The data of this study were collected via the extensive interview along with the use of both audio recording and researchers' notes to ensure that information of this study were accurately portrayed.

A series of interview was conducted with one Saudi school principal; two Grade Six English teachers, being one male teacher and one female; and seven Grade Six students, comprising three boys and four girls. The interview aims to attain answers to the designated research questions in achieving the objectives of the critique. Interview questions for each category are attached in *Appendix I*.

9. DISCUSSION AND FINDINGS

1. Investigating whether the course book contents are relevant to students' language needs.

The critique of the textbooks should be made, whereby it might investigate the identity of the strengths and weaknesses of the curriculum and to explore the relationship between the course book contents with the students' needs. Textbook is one of the most important instruments in teaching any subject or skill. It lays down the facts to be taught and more or less, determines the methods of teaching. McGrath (2002) asserts that textbooks can set the direction, content and they can propose ways in which the lesson is to be taught. The current National English Curriculum (NEC) contents for the Sixth Grade at primary schools in KSA consists of four chapters which are: (1) Every day, (2) Right now, (3) My new house, and (4) Food, please. It is demanded by the curriculum that these chapters are to be covered within fourteen weeks, with two lessons per week where students are exposed to English for 45 minutes per lesson. The Male Teacher of the selected school describes the curriculum as an interesting curriculum which can be used in our daily life.

"If you look at the contents of the book, this give a very clear – like, you know, the topics cover the everyday life. For example, Hello, it teaches kids how to say hello, how are you... how to make new friends... every day, right now, my new house, so things that it is very near and close to them in this life, or outside the school. Food please, how to ask for and get a meal... So these things covers the contents.."

A similar point is noted from Female Teacher who directly mentioned her interest as well as the students' in teaching and learning this curriculum. She stated that majority of students apply what they learn from this curriculum in their daily life.

" I think it's useful. During our trips with school , we noted that our students speak English and describe what they do what they see in very good way "

The principal of Saudi School in Kuala Lumpur explained the relationship between teaching English as a foreign language in Saudi Arabia and the student needs

International Journal of Novel Research in Education and Learning

Vol. 2, Issue 3, pp: (33-42), Month: May - June 2015, Available at: www.noveltyjournals.com

"First of all English is considered as a foreign language so there is some difficulties in learning the language. Nowadays there is more focus on English language as a subject because the schools wants the students to practice the language and use it for everyday life."

The First Male Student highlighted that the NEC which is being taught for Grade Six, is very useful curriculum.

"If I'm going to the shops, okay, I talk with them in English, from what I learnt in the school... Really, I learn new things every time."

This opinion is supported from the second male student as what he mentioned that this curriculum is very helpful especially when we talk about English grammar.

"Yeah. I learnt a lot, like past participle and all the words like, was, were, am, I, and the past tense."

In Saudi Arabia, many students who attended school speaks Arabic as their first language as most communities in the country uses that language. Because of the presence of English in the Arab societies in KSA, students may also regularly use some English words in their daily speech, even though they may not be aware that these words are in fact English. In their day-to-day language they often use English words for common objects and activities. For example, those who live in the cities have holidays, they work in factories or offices, and they go to school with a bag full of books, pens, pencils and water bottles, travelling in buses on roads, organizing the furniture items. Even those who do not live in cities may know many English words. For example, the words 'post office' or 'bus station' are understood all over Saudi Arabia. The principal of the selected school describes the importance of the communication skill.

"Basically, for Grade Six, the focus is on communication. Means that we want the students to achieve a successful communication with others and to help them to fill up the gaps in their communication in their life, asking correct questions, give correct answers, introducing themselves in a right way. On the other hand we want the students to pronounce correctly since pronouncing English is a bit hard for Arabs in general. "

The first Female students mentioned that using English words in her daily life became too easy while that curriculum provided of daily activities.

"I speak English when I doing the chores at home, washing, also different kinds of furniture. So, I am glad when I use that words which I get from the book."

However, learning vocabulary looks like a far shine star which one never meets its end. Students should develop their vocabulary and make the knowledge practical for more dominance on the new language they are learning.

Moreover, the second female students believed that she can study that curriculum by herself, and she mentioned that she completed the curriculum from A to Z before it is being completely illustrated at school.

"I read and studied all contents by my own before our teacher explained it because it is too easy and I enjoyed through my studying because this book is colourful."

Female teacher supported her student regarding what she said and she thinks that the curriculum becomes easier for students as they practice what they learn, and eventually they can study it by themselves.

"Two of the girls have finished the course book on their own."

In addition, the third male student believed that the NEC is too easy and it is not suitable for their English level. This is due to the fact that many students depend on the external materials to develop their skills and vocabulary like the enrichment books which are implemented in Saudi School in Kuala Lumpur as well as other countries outside KSA as an essential material.

"I can study the (NEC) by myself. But most of the time when I don't feel like reading from that book, I take other books I have at home and read it, like storybook or the enrichment book which I find it more useful ..."

Female Teacher clarified the procedures of teaching the enrichment book which is used to improve the skills and vocabulary for those students who their levels are above of the NEC.

"By the way we're teaching two books, this one (NEC) and the enrichment book. So, all the students from Grade One to Six take a placement test and they will be divided accordingly into levels – level one until level six-, level six being the highest level, and level one being the sort of the poorest or the basic level. So kids who are of the highest level they will be with me, but this book (the Grade Six course book) all students in Grade Six have to learn it. So I might have students in Grade Six but their English level is Grade Four. So during the English enrichment they will go to Grade Four, but during this class they will be with me. So the book is very simple and as Ustaz (my colleague) say it is very applicable knowledge."

The researchers found that there is an argument about that Sixth Grade NEC is not suitable for the majority of students. The implementation of the enrichment book at Saudi School in Kuala Lumpur is one solution of that issue.

2. Investigation of the challenges faced by the teachers in employing the course book content when integrating the four skills in the classroom.

(Smart Class 5-Series) used in the NEC in Saudi Arabia for Sixth Grade Primary Schools designated “integrated skills”; that is, students are to work on all four language skills in the class: listening, speaking, reading, and writing. A number of commercial textbooks which implemented in KSA, especially those organized in a series like (Smart Class 5-series), are specifically written for this kind of class, often with each chapter based on a specific topic, for instance, the chapter entitled “Every Day”, and with accompanying activities related to the four skills. Integrated skills use coincides the way we communicate in real life, and integrating the skills can bring plenty of benefits to English teaching, it is a worthwhile experiment in a communicative classroom despite its higher demanding for teachers (Jing, 2006).

Female teacher who teaches (NEC) for Sixth Grade at Saudi primary school in Kuala Lumpur explained the use of textbook for teaching the four skills of English language

"So this comprises basically all the skills, focusing mainly on reading, writing and grammar, and also a little bit of listening and speaking. So this is what we hope by the end of this term, by the time we're done with this book the students should have sort of accomplished or have internalized these skills... I think you also have to understand that when we take this book and let's say we have 14 weeks in one term. With this whole book, we would make something like a termly lesson plan and within that plan, we will divide the writing skills that we would focus on, the speaking skills, the grammar skills, the reading skills and so on. So that plan, we do it in the beginning of the semester, and in it is already a plan for me as to what am I going – every class – what is the objective of that class. Now within one class, it is impossible for you to tackle all the four skills. So that is why we have the plan. So in one week I have two classes, maybe the first class I would do reading and speaking, and the second it would be writing and listening, and so on. So it's not that you're coming to class you can apply all the four skills."

As part of our interview, we asked students about their interest in class. In collecting this information, researchers looked for pathways to concentrate the class, for example: Are the majority of students expressing interests about the skills (speaking, listening, reading, and writing)?

"Spelling, writing, reading, speaking... And listening too."

The first male student responded that what is mentioned above. He believed that all skills are provided effectively in the (NEC) and the activities are useful for improving his skills. In addition, the second male student and third female student supported that students' point of view

"Writing, reading, speaking... And listening are very important and we hope to learn all these skills."

Furthermore, the NEC should be focused on reading skill that is what the third male student think because when students know how to read and how to understand what they read, they can improve their writing.

*"Reading, I'm not very good. So it (NEC course book) helps me to improve my reading as well as writing skill"
... " Spelling... Yes, spelling. Because my spelling is bad and I need to improve my writing."*

Four female students stand with the third male students' point of view, they faced challenges in writing skill as what they mentioned.

Many researchers have emphasized how important reading is as far as learning English is concerned. Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004). However, there is a further, very important reason why students who are learning English as a Foreign Language should try to develop their reading skills: Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. The graphic below explain the interdependence of vocabulary, reading ability and academic success.

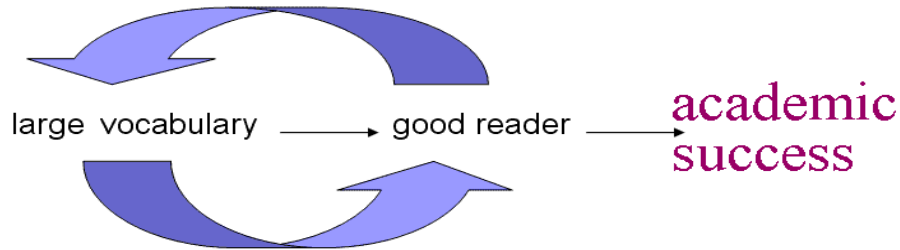


Fig. 1

On the other hand, technology, with its various tools, has play a key role in the process of integrating the four skills. Effective and efficient communication is direly required to compete in this ever-changing modern world. The importance of English as a key foreign language is unquestionable which emphasizes learning it so well as to be its competent user. Teaching English as a Foreign Language (TEFL) is a very challenging task but a language teacher can make it a success and enjoyable with the help of introducing different activities in the class and by the integration of the four Language Learning Skills (LLSs), i.e. Listening skill, Reading Skill, Writing Skill and Speaking Skill. Technology is a successful instructional aid. In this era, it, there are various tolls and applications, has developed more integrated in the teaching and learning process. This may help in promoting this process. (Al-Ghazo, 2008, p.4) and making it active instead of passive. Female teacher in Saudi School in Kuala Lumpur mentioned the significant of using the technology in teaching the four skills of English language

"Every class is equipped with LCD projector and screen. So whenever it is relevant, personally I do use it in my class. Because I think it's one way to keep the students (attention) – because sometimes you need to take them out of their mood, and that is one way to attract their attention and add a little bit of spice to the class."



Fig. 2

In spite of the importance and effectiveness of using technology and its various tools in teaching and learning in general and EFL teaching and learning in particular, the principal of Saudi School in Kuala Lumpur believed that using the CD which provided with the textbook is more applicable and it is interesting too .

"Teachers use LCD projector in their classrooms regularly for Sixth Grade students. The students become attentive in the class. If they used with Interactive white boards along with Net facility, students will amazingly sit and watch all the details. So I appreciate these inventions for our teaching classes."

International Journal of Novel Research in Education and Learning

Vol. 2, Issue 3, pp: (33-42), Month: May - June 2015, Available at: www.noveltyjournals.com

To conclude, a vivid and effective English class is supposed to be the integration of the four language skills, in which the teacher needs to establish a positive atmosphere, plan appropriate activities, encourage learners and deal with problems sensitively. The integration is demanding much of the time and patience of teachers. They have to look for or even design themselves suitable materials for the class room activities, catering to the variety of the needs of their English Language Learning Skills (ELLS) getting and retaining their students' attention along with enthusiastic participation.

10. CONCLUSION

Extrapolation of the result of the study suggest that the curriculum content provided by the new course book for Grade Six of Primary School is proven to be useful and interesting but at the same time does not meet the contemporary needs of Grade Six students. The course book provides very basic yet useful vocabulary for communication purposes but insufficient assistance in developing students' writing skills, and thus leading to the need of an enrichment programme in learning the English language. Teachers deals with the challenge of limited duration of lessons to integrate the four skills by chunking parts of the units in the course book into several different lessons. In conclusion, the new English curriculum introduced to Grade Six of Primary School in KSA should malleable according to students' need and flexible to changes. More careful planning and changes are required in implementing the integration of the four skills during lessons.

REFERENCES

- [1] AbdelWahab, Montasser Mohamed. (2013). Developing an English Language Textbook Evaluative Checklist. IOSR Journal of Research & Method in Education (IOSR-JRME), 1(3), 55-70.
- [2] Hussain, Afzaal et al. (2011). Evaluation of Curriculum Development Process. International Journal of Humanities and Social Science, 1(14), 263-271.
- [3] Al-Ghazo, Ali M. (2008). Technology integration in university teacher's education programmes in Jordan: Comparison of competencies, attitudes and perceptions toward integrating technology in the classroom. Retrieved from ProQuest LLC.
- [4] Al-Haysony, M. (2012). Vocabulary discovery strategy used by Saudi EFL students in an intensive English language learning context. International Journal of Linguistics.
- [5] Al-Masrai, A., & Milton, J. (2009). The vocabulary knowledge of university students in Saudi Arabia. Retrieved from http://www.academia.edu/7233279/The_Vocabulary_Knowledge_of_University_Students
- [6] Belegu-Caka V. (2014). How would you rate the importance of four integrated skills (listening, speaking, reading and writing) in teaching English as a second language? Retrieved 2 Nov, 2014 from http://www.Researchgate.net/post/How_would_you_rate_the_importance_of_four_integrated_skills_listening_speaking_reading_and_writing_in_teaching_English_as_a_Second_Language.
- [7] Bharvad, A. J. (2010). Curriculum Evaluation. International Research Journal, 1(12), 72-74. Retrieved 26 Nov, 2014 from <http://www.ssmrae.com/admin/images/1c8882d306181f62401a4ff18fc6bfd6.pdf>
- [8] Braine, George. (1999). Non-native educators in English language teaching. New Jersey: Lawrence Erlbaum Associates, Inc. 37
- [9] Creswell, J. W. (2003) Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks: Sage Publications.
- [10] Cunningsworth, A. (1995). Choosing your course book. London: Macmillan: Heinemann.
- [11] Denzin, N. K. & Lincoln, Y. S. (2008). Strategies of Qualitative Inquiry. Thousand Oaks: Sage Publications
- [12] Eli, H. (2012). "Integrating the Four Skills: Current and Historical Perspectives." The Oxford Handbook of Applied Linguistics. Retrieved 2 Nov, 2014 from <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195384253.001.0001/oxfordhb-9780195384253-e-8>
- [13] Garinger, D. (2001) Teaching English as a second or foreign language, 432-453.

International Journal of Novel Research in Education and Learning

 Vol. 2, Issue 3, pp: (33-42), Month: May - June 2015, Available at: www.noveltyjournals.com

- [14] Haboud, M. (2009). Teaching Foreign Languages: A Challenge to Ecuadorian Bilingual. *International Journal English Studies*,9(1), 63-80.
- [15] Hendrickson, P.B., (2013). Saudi Arabia: Elementary and secondary education. Retrieved 2 Nov, 2014 from http://transcriptresearch.com/wp-content/uploads/2013/10/poster_saudi.pdf
- [16] Hunt, R. A. (2004). Reading and writing for real: Why it matters for learning. *Atlantic Universities' Teaching Showcase*, 55, 137-146.
- [17] Jing, W.U. (2006). Integrating skills for teaching EFL—Activity design for the communicative classroom. *Sino-US English Teaching*, 3(12).
- [18] Kirkgöz, Y. (2009). Evaluating the English Text Books for Young Learners of English at Turkish Primary Education. *Procedia Social and Behavioral Sciences* 1, 79-83.
- [19] Kizildag, A. (June, 2009). Teaching English in Turkey:. *International Electronic Journal of Elementary Education*, 3(1), 188-190.
- [20] McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- [21] Mehrdad, A. (2012). A subjective needs assessment of EGP students. *Social and Behavioral Sciences*. 31, 546-554.
- [22] Naffee, I. (2013, February 12). Ministry urged to develop new English curriculum. Retrieved 2 Nov, 2014 from "Arab News: Critique of Saudi Arabia grade six text book.
- [23] Nam, J. (2010). Linking research and practice: Effective strategies for teaching vocabulary in the ESL classroom. *TESL Canada Journal Revue TESL du Canada* 127, 28(1).
- [24] Norah, A. (2011). The relationship between morphological awareness and English vocabulary acquisition of Saudi female students at king Saud University. Retrieved from [www.minds.wisconsin.edu/handle.1793/61500](http://www.minds.wisconsin.edu/handle/1793/61500)
- [25] Orellana E. P. (2006). The importance of integrating skills in the teaching of English as a foreign language. Retrieved 2 Nov, 2014 from <http://www.monografi.as.com/trabajos17/integrated-skills/integrated-skills.shtml>
- [26] Saudi Arabian School's English curriculum. Analysis of the Saudi Arabian school's English curriculum. Retrieved 2 Nov, 2014 from <http://www.lotsofessays.com/viewpaper/1684520.html?page=3>
- [27] Skierso, A. (1991). *Textbook Selection and Evaluation*. In M. Celce-Murcia (2nd ed.).
- [28] Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace and World.
- [29] Thein, N. (2006). Evaluating the suitability and effectiveness of three English course books at Myanmar Institute of Technology. Unpublished MA thesis, University of Thailand. Thailand.
- [30] Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: The University of Chicago Press.
- [31] Wanjiru, J. K. (2013). Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of an Urban Primary School in Kenya. *International Journal of English Linguistics*, 3(2), 17-18.
- [32] Wheeler, D. K. (1967). *Curriculum Process*. London: University of London Press, 90-94.