

PLANNING TEACHING ENGLISH AS A NON-SPECIALIZED SUBJECT.

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Abstract

This paper aims at clarifying and explaining the importance of teaching English in some departments of our colleges .It explains the reasons for teaching English in departments like computers ,mathematics ,physics ,biology ,Arabic....and the advantages and effects of this teaching . I t intends to emphasize the importance of having a specific plan to be followed in teaching in these departments if one wants to get better results. The paper includes two sections. The first section illustrates the importance of learning English for any person and shows the differences between teaching English for specific and general purposes. The second section shows the importance of depending a definite and organized plan to design a course for teaching and to arrange its materials. A number of suggestions related to teaching English in these departments are given to ensure making learning successful and beneficial.

Introduction:

The Problem:

English language is taught in almost all the departments of the Iraqi colleges of education, science, arts and many other colleges as a secondary subject. It is given to students mainly to help them understand their mainstream subjects written in English and partly to ensure that they have some information related to the English language. The problems that are associated with the non-departmental teaching of English and which are the main interest of this paper include the following:

-Why and how is the non-departmental teaching of English different from the departmental one?

-Why is English considered in such departments as a secondary subject when it is the language of the world, science, economics and books?

-Why is the non-departmental teaching of English not systematic and planned?

Aims of the study:

The study aims at achieving the following:

-Illustrating the importance of teaching English in departments like mathematics, physics, biology, Arabic,...

-Giving justifications for considering such teaching as specific language teaching given to achieve specific and desired purposes and not as general language teaching given for the purpose of passing the exam only.

-Presenting a plan to follow in teaching English as a non-departmental subject. The given plan help teachers decide and determine what and how to teach.

The hypothesis:

The paper assumes that the non-departmental teaching of English is devalued by both teachers and students as English is considered an extra lesson added to their timetables. It is assumed that students study English just to pass the exam and not to make use of its learning in their present or future study. It is also assumed that the serious teaching of English in these departments represented by applying an organized plan in teaching can largely help students learning their mainstream subjects written in English and increasing their knowledge concerning the English language.

Procedures of study:

The procedures followed in writing this paper are:

-Explaining the importance of learning English for everyone in society and the differences between teaching English for specific and general purposes.

-Presenting a plan to be followed in teaching English in those departments . The given plan includes a number of suggestions which can make teaching more effective and beneficial.

Limit of study:

The present paper limits itself to explaining the necessity for teaching English in departments other than the English ones and to illustrating those aspects of the English language which can be of prime importance for students' learning in these departments. Moreover, it is mainly concerned with suggesting a

plan which may help teachers decide what and how to teach English in such departments.

Significance of study:

The study is of great importance for teachers who teach in departments other than the English departments. It helps them choose and organize the materials to be used in their teaching, arrange and present the materials in ways which can be useful and interesting for their students. Accordingly students may realize the importance of teaching English in their departments and thus stop wondering why they are having English in their departments. The study is hoped to be the first step to be taken in order to design a specific textbook for students in these departments or at least a future study related to designing a specific and unified course for teaching English in the different departments of the Iraqi colleges.

Introduction:

1.2 Why English?

Throughout the world, being able to speak English, or any other language or a number of languages is essential to function in society. It is an important indicator of the persons' culture, personality and level of education. English is the language of business, science, and economics. It can be used when traveling ,talking to foreigners, understanding films and TV programs, getting a new job, studying at university and understanding more about the world if one can read magazines and newspapers written in English. Simply, it is the language of the world. Besides, neurolinguistic research suggests that

'people who know more than one language make use of more of the brain than monolinguals do'(Dulay et al.,1982:9) . It shows that the brain used in learning a second language remains underdeveloped in monolingual brains. Moreover, psycholinguistic studies indicate that people knowing more than one language are more skillful than monolinguals, and they mature earlier concerning their linguistic abstraction skills. Thus, expanding of the mental abilities may be a good reason to learn a foreign language(Ibid. 9-10).

The major aim of the non-departmental teaching of English is to improve ,to a certain extent, the learners' levels of proficiency and accuracy in the English language. It is taught to enable them to study and understand their mainstream subjects: scientific or literary. Teaching them English is supposed to help them master the grammatical structures of English , increase their vocabulary concerning their fields of study ,improve their reading and writing skills, enable them to express their ideas and knowledge in English and translate passages related to their study into Arabic .

Students in different departments may have different difficulties and needs as they study various subjects dealing with different aspects of knowledge. The most persistent problem for our students is their inability to express themselves adequately using the English language. This can be due to various reasons: inadequate preparation for the lesson, lack of knowledge related to English grammar, vocabulary and pronunciation ,

lack of motivation which is related to many factors and having little or even no opportunity to practice English inside the class. For them, English is not something real. It is a subject on the timetable, two times a week, including difficult and irrelevant materials given by one of the teachers. We ,as teachers , do not want our students in these departments to speak English fluently ,nor to master the grammatical rules perfectly, nor to memorize an endless number of words comprehensively; but we just want them to have a certain degree of knowledge about the English language that enables them to read and understand their mainstream subjects clearly and intelligibly and to express their ideas correctly.

1.2 Why Secondary?

It is essential to keep in mind that the non-departmental teaching of English must be considered as a tool to be used in facilitating the process of studying and understanding the other subjects which students have in their departments or their higher studies in the future.English is taught randomly without a purpose, a plan, or a specific syllabus and without thinking of any advantage to be given to the learners. Students' sole aim is to study and memorize whatever given to them just to pass the exam. They never think of how to make use of the given knowledge in their present or future study or career. Actually English is taught for the sake of achieving this goal. It is considered an extra lesson added to the main subjects of each department and thus an overload to the timetable. The students themselves wonder why they

have English when they are studying completely different subjects and what it is supposed to do for them. Some consider it difficult and complex , others find it easy and interesting. Whether they like it or not ,English remains a secondary subject in these departments. So why is it secondary?

-It is not related to what students have in their departments. They need to be shown how they can use what they learn in studying other subjects and how they can make use of it in the future.

-It is given little attention by the English teachers themselves who give the impression that it is not as important and useful as teaching English in the English departments. They teach it because they are asked to do so .They choose whatever they like and present it however they wish and end the course whenever they find it enough even if it is unsatisfactory and useless.

-Some departments depend on inexperienced or unqualified teachers in teaching it . English is an important and serious subject and must not be disregarded or devalued .It must be given more attention , more respect and even more value by all those who are responsible of the teaching operation.

In this paper , we are going to emphasize the importance of the serious non-departmental teaching of English ,the role of the English teacher in giving his lesson this importance in the eyes of his students and the teaching staff, and the methods by means of which this can be achieved.

1.3 General versus Specific English:

English is largely used in many countries in the higher education sector. In our country , we have English as a medium of instruction in colleges and schools. Students may need English for their higher education studies e.g. for reading their academic texts, or when completing their studies. Since English is used for such educational purposes, it has been referred to as English for academic purposes(EAP).

A general definition which can be given to EAP is that : "EAP is concerned with those communication skills in English which are required for study purposes in formal education system" (ETIC, 1975 in Jordan , 1997:1). Learners usually have English at the same time as they are studying their main subjects. The EAP courses may include different types of programs, materials and techniques for teaching the language. English for specific purposes (ESP), on the other hand, has recently become the important part of the English language teaching. People need to learn English not only for study but also for an endless number of purposes in their practical or common life.

Thus, we need to examine the relationship between EAP and ESP to identify the limits and areas of English language teaching(ELT). Jordan (1997:3) presents a figure showing such a relationship. It can be summarized as follows: English language including all types of language skills has three main purposes: general purposes, social purposes and ESP. ESP has two main divisions: English for occupational /

vocational purposes and EAP which is our concern here. EAP can be divided into two main types: common core and subject-specific. These two types have been referred to as English for general academic purposes (EGAP) which is mainly concerned with developing the different types of study skills (like listening, note-taking, academic writing, reference skills, seminars and discussions) and English for specific academic purposes (ESAP). ESAP is the kind of English needed for particular academic subjects e.g. economics, politics, and science. It includes language structures, vocabulary and the particular skills needed for teaching such subjects and the appropriate academic conventions (Ibid :pp 3-4).

Similarly, Hutchinson and Waters (1987:17) illustrate the main divisions of English language teaching by using a tree diagram. They consider general English and English for specific purposes as branches of one main branch which is ELT. General English is the kind of English needed to be taught at schools (primary and preparatory). ESP, on the other hand, can be distinguished by the general nature of the learners' specialization. To show the difference between all types of ELT and ESP. Hutchinson & Waters suggest considering ESP as an approach not as a product. It is not a particular type of teaching material which is based on learners' need. The foundation of all types of ESP is the simple question 'why does this learner need to learn a foreign language?'. And then from this question, a number of questions related to learners, nature of language used, material types

and teachers themselves will flow. So ESP is "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (ibid:19). Since students' needs vary in the different departments, the material which teachers present will also vary depending on the kind of study in each department. This does not mean that the teaching material will be totally different in each department, but there are certain subjects which can be generalized for all departments and others which must be specific for each one of them.

From my own experience in teaching both in the English department and departments like mathematics, physics, biology...etc. I have found that the goals, needs, and plans of teaching English in the English department are well-known and identified. Even the material used in teaching is specified and well-arranged. Teachers exactly know what and how to teach and when to start and end teaching. Teachers teach with more enthusiasm and creativity, learners are eager and excited to learn the new language. This is mainly because it is the English department where learning English is the main and ultimate goal of learners. On the other hand, English in other departments is less important. It is an extra lesson added to the timetables of these departments which include the main subjects studied there. Students' attention and efforts are directed to their main subjects, while English, just like few other subjects in their timetable, is minor. They have the right to have such a view but it is our role and responsibility as English teachers to respect and

evaluate our specialization wherever we teach it and whatever purpose we have in our mind.

2. Planning Teaching:

2.1 General Considerations::

It has been pointed out that students may be studying English in order to read economics, chemistry, or physics; they may be studying it for practical reasons to do with improving their job prospects, or they may be studying it because they have to. Whatever the purpose of learning English, teaching English must be a collection of techniques, methods and approaches used together to present the knowledge and ideas the teacher wants to convey. Teaching must not be based on one specific method or approach because there is no one way of teaching. Every lesson or subject is presented by using different techniques and methods. Teachers have to vary using them to make teaching more effective and enjoyable for them and their students. But first we have to identify what to teach before we explain how to teach it. Moreover, we need to clarify what and how the students want to learn as they have an important role in the teaching operation .

Stern(1992:1) points out that the settings in which language teaching takes place completely differ , but they all have two things in common :

" (a) the teachers must be able to analyze and interpret the situation within which they teach ,and (b) they must be able to plan , develop a policy , and come to decisions in the interests of their students and their program , so that the new language is learnt as effectively as

possible". Accordingly, any teacher teaching English for specific or general purposes will certainly need to know something about the students he is going to teach and the syllabus or program which he is going to follow and which determines how a particular class should be taught. Such information helps the teacher to specify the first step in the planning of his lessons. And when the lessons proceed, the teacher has to know what to do in his next lessons. In other words, he will choose the material which helps his students learn English purposefully , choose activities that motivate them to learn effectively and thus determine or decide the plan he is going to follow in his present or next course. He is going to know the shortcomings of his present plan and try to revise it by adding new and effective materials and activities. The success of his plan or program can be seen in the reaction of his students: their understanding, progress, success and their positive response with their teacher.

2.2 How do learners want their lesson?

For our students, English is a difficult lesson. Some consider it a real obstacle which intervenes the process of their learning. It is a secondary lesson for them and thus must not be dealt with seriously. So how do they want their lesson?

-They want their teachers to explain the lesson by using both languages: English and Arabic. They attribute their little understanding of the lesson to the insufficient explanation given to them in Arabic. When the teacher explains the lesson in English, they find it difficult to

understand it well. They feel that the ideas presented are vague and confused. So to clarify things for them, they like their teacher to re-explain the lesson but this time in Arabic .

-Concerning participation, many of them prefer to remain silent and just recipient for the lesson. In other words, they do not like too much participation. They feel shy and confused when speaking English. They feel that they cannot express themselves well by using English. They fear committing mistakes that make others laugh at them. Simply, they prefer listening to participation but without participation learning will never take place.. Now if the teacher asks them to participate, how do they like to do so? They prefer using short and simple answers ,using memorized samples of sentences or even single words. This emphasizes that they do not like to use long and continuous flow of sentences to avoid committing mistakes.

-Concerning the material presented, students prefer to have planned and systematic teaching. They prefer to have a specific textbook because they do not like taking notes from the board. They find it difficult to catch up with their teacher as he explains new subjects which they do not have any idea about. They claim that if they had had textbooks, they would have prepared the lesson in advance and thus participated actively. Besides, some of them do not afford the costs of copying whole chapters selected by their teachers to have them in their course of study. Now what type of material do they like to have?

From our teaching, we have found that most students prefer having little grammar and much free work including reading comprehension, answering questions and translating passages related to their own specialization or amusing subjects. They find it difficult to memorize and follow certain rules in analyzing and forming sentences or even in correcting grammatical mistakes. After all, it is the teacher who decides what to have taking into consideration his students' needs, wishes and opinions .

-Concerning vocabulary, they want their teachers tell them in Arabic what the words in English mean. They are not satisfied with giving their synonyms in English, or using certain actions or bodily gestures or pictures to refer to the words meanings in English. Since students have an important role in the teaching operation, their opinions must be respected though they are not necessarily followed.

Considering these points of views, we have to specify and identify the route which must be followed in the non-departmental teaching of English. In this section, we are going to demonstrate the basic principles in the course and material design, i.e. we shall clarify how a teacher can create a course or write material to fit the needs of his students in each department. Moreover, since the teaching process includes the teacher and learners as two essential factors, their roles, duties and responsibilities will be illustrated and explained to show how the shortcomings of one side will affect the creativity and response of the other.

2.3 Basic Elements Affecting The Teaching Process:

2.3.1. The Organization Of The Material Presented:

Teaching a foreign language is a difficult task as teachers face the problem of not only deciding how to present their material but also of deciding what to present and how best to organize the different language learning activities. Every teacher undertaking a teaching class must ask himself what he teaches, in what order and how he should plan his program .

It is generally known that deciding the material and the order of teaching any subject(at the university level) might be prescribed by either the ministerial system in the university which provides a course of study or a syllabus or by the teachers themselves who left to find out their own devices. Sometimes, textbooks are given to serve as the curriculum planning and thus considered as the only guide in the teaching operation. Teachers teaching English in departments like physics, chemistry, mathematics, Arabic history etc...are free to decide what and how to teach. There is no curriculum guide, not even a textbook to depend on or follow. They have to decide how to proceed, that is how to design and prepare the materials to be presented. Some teachers welcome such freedom, others find a burden. Such freedom can be good and useful as teachers are free to decide what and how to teach and thus able to include a variety of subjects which can be of use and help for learners. There are also certain negative aspects caused by such freedom. Since teachers may include or (deal with) different types

of teaching materials, their benefit or suitability to students cannot be guaranteed.

Teachers' selection of materials may depend on their taste and level of proficiency. Accordingly, each teacher will select what he likes. Since English is considered a secondary lesson in these departments, simple and clear subjects are chosen to facilitate both the teaching and learning processes. We find that English in those departments is taught by teachers having different levels of proficiency and even different qualifications and thus the material presented in each department is different from that presented in another. Teachers usually give their students chapters taken from different grammar books or even textbooks taught at secondary schools and ask them to photocopy those chapters to be used during their academic year. This procedure is entirely useless because the selected chapters are chosen randomly and thus they will not satisfy all learners' needs and will not teach them English regularly and comprehensively. Such a way of teaching is unsystematic and wrong. In fact, we cannot teach everything related to the English language(even in the English departments) but ,to a certain extent, we can make our teaching comprehensive, relevant, useful and understood. Since there is no textbook to follow, there must be a proper selection of materials based on proper and identified aims and methods.

2.3.1.1 Course Design:

Considering the non-departmental teaching of English as teaching for specific purposes implies that teachers

concerned with such teaching have a special work to do. It is assigning a specific course for each group of learners in each department. In general, teaching students in different departments certainly have certain aspects of similarities and differences. And since there are no textbooks to follow, nor a specific program or plan determined by the university or the college, designing a course by teachers themselves has become an essential and important step to be taken the moment one decides to teach. Moreover, designing a course is basically a matter of asking questions so as to provide a reasonable basis for the following processes of syllabus design ,materials writing, classroom teaching and evaluation(Hutchinson and Waters, 1987:21).

For designing a course, we need to ask a large number of questions related to learners, teachers, and methods . Questions like the following must be asked by the teachers and their answers will constitute the theme of the course they are going to design and follow.

Questions related to learners: -why do learners need English?

-what type of information about the language do they have?

-what are their levels?

-how do they consider teaching English?

Questions related to teaching: -why is English taught in such departments?

-how much time is available for teaching ?

-what are the facilities or help available?

-what aspects of language will be needed?

why?

-what levels of proficiency and accuracy

must be achieved?

Questions related to teaching

methods: -how will the learning be achieved?

-what kind of methodology will be used?

Such questions must be investigated and answered thoroughly because the basis of forming a course mainly depends on them.

Hutchinson and Waters (ibid.53-56)point out that a course can be designed by considering such questions(and many others) under three main headings: language description, theories of learning and needs analysis. And it is the interdependence of such concepts which is of the greatest importance in designing a course. Needs analysis means that any course should be based on an analysis of learners' true needs. Learners' needs can be divided into target needs which refer to what the learner needs to do in the target situation and learning needs which mean what the learner needs to do in order to learn. They suggest looking at the target situation in terms of necessities, lack and wants. The first is a matter of observing what situation the learner will need to function in and then analyzing their constituent parts. The second implies that a teacher also needs to know what the learner knows already so that he can decide which of the necessities the learner lacks. And the last one indicates that a need does not exist independent of a person. It is the learners who can determine their needs on the basis of data

relating to themselves and their environment. Target situation analysis is not completely enough to know and specify the learners' needs. We need to specify the learning needs as well. In other words, both target situation needs and learning needs must be taken into consideration when specifying learners' needs. It is important for the teacher to be aware of such differences and consider them in material design and methodology.

Analysis of a target situation can only tell us what people do with language. What we also need to know is how people learn to do what they do with language. Moreover, the information gathered about learners' needs will not design a course by itself. What is needed is a process to be followed in order to design a course. There are three main processes to course design: language-centered, skill-centered, and learning-centered. Teachers must determine the approach they are going to adopt for designing a course depending on their aims and needs and their students' needs because upon the chosen approach depends the type and being of the course to be designed(*ibid*:63).

2.3.1.2 Material Design:

Materials writing is one of the most identifying features of ESP in practice. Unlike general English teachers, many teachers teaching English for specific purposes spend most of their time in writing materials. This is simply because teachers may prefer to provide a specific type of teaching materials which suit the specific subject area of learners. Since such materials are not available for

learners in the form of textbooks, the teacher is obliged to write his own in a way he finds it satisfactory for him and his students. Teaching in different departments requires writing materials which are not totally different in essentials, but may differ in the contents of the texts which are dealt with in each department and which must go with the students' specialism. This means that all learners can be given rules and explanations related to English grammar, pronunciation, vocabulary and even style to enable them to build a strong base for improving their skills of writing and reading. But since they deal with completely different specializations in their departments, teachers can vary the contents of the texts given to them in accordance with what they study to increase their specialized vocabulary, to develop their ability of expressing themselves in writing and reading what they have and to enlarge their terminology and information concerning their fields of specialization.

In order to write good and useful materials, we need to specify the purposes of our writing. Doing this enables teachers to identify some principles which will guide them in the actual writing of materials. Materials should provide a stimulus to learning, help to organize the teaching and learning processes by identifying the different aspects of the language to be learnt, embody a view of language and learning, reflect the nature of the learning task , introduce teachers to new techniques and provide models of correct and appropriate language use.

In relation to materials writing, Catford (in Widdowson 1971:150) argues that the design of a method includes at least three types of planning: 'selection', 'grading' ,and 'presentation'. The term 'selection' means that what is to be taught must be selected in accordance with the learners' needs and teachers' goals. So not everything can be taught and a decision must be made as to what to include in a language course. Each individual teacher must have a specific criterion for material selection since he may have his own views or preferences as a basis for a teaching course. Some of these criteria include: frequency of occurrence, availability, teachability and classroom needs. The second term 'grading' refers to the process of deciding what to teach before what or how much of each item or point to bring in at each step and so on. The third term 'presentation' refers to the way in which material that has been selected and graded is to be put before students.

Similarly, Finocchiaro(1986:20) also reaffirms the application of such planning when arranging and presenting the materials of the new language. She points out that in all cases teachers have to do the following: "1. select the material for intensive "active" presentation; 2.grade it according to their complexity; 3.order it according to criteria of frequency of use,...4.arrange the model utterances in a way which will permit students to perceive the recurring features and hence the underlying rule". It must be taken into consideration that these three operations must be applied to all the aspects of the language being taught: its pronunciation, grammar,

vocabulary and the texts or situations within which the material will be presented and practiced.

Stern (1992, 352-353) ,on the other hand, emphasizes that "language teaching materials are a component of the curriculum and are not synonyms with the curriculum itself". Materials used for teaching a language nowadays include more than the traditional textbooks. They may include : textbooks, courses for special purposes, dictionaries, vocabulary, teaching grammar, composition books, books of drills, exercises and practice. Moreover, Stern categorizes materials according to their nature, function, and mode of presentation. Accordingly, they may be designed for teachers or students as main or supplementary materials. They may be comprehensive or specific in purpose; well-defined and organized or badly organized; flexible and modular; made by teachers or formally published .The materials may consist of different elements about the English language texts ,or information about it, or language practice material. The mode of presentation refers to the way by means of which the chosen material presented: materials may be printed or non-printed, visual or audiovisual. Teachers should choose from this large variety on a principled basis keeping in mind programs objectives and students' needs.

Teaching in this way is unsystematic and incomprehensive. The chapters are chosen randomly without a plan or a purpose in mind. They include different English lessons related to grammar, pronunciation, comprehension and even exercises and activities concerning each

lesson. Teaching must be arranged , systematic and comprehensive. The teacher must have a specific and organized plan for his teaching. He must know what he is going to present during the whole academic year. He must plan the order in which his subjects are to be presented depending on their priority and importance for his students and must realize that not everything can be taught but the choice of certain subjects can almost cover everything related to the English language. This view, once again reassures the importance of having a previous plan or program to follow in teaching. So what is to be done to ensure the unity and validity of the materials to be written or chosen for teaching students. The following suggestions are given concerning this point:

- A well-known and qualified teacher is asked to write teaching materials which satisfy students' needs in the different departments and consider their different fields of specialization.
- A course of study (or a syllabus) is prescribed by the ministerial system in the university and distributed to teachers teaching English in those departments of colleges. Teachers have to follow the given syllabus or course and can add what they find necessary and useful to the teaching process. If it is possible, it will be better to have a textbook to follow in teaching.
- Teachers who are responsible of teaching English, within the limits of a college or colleges at the same university, agree upon having a unified plan or syllabus to follow or

upon designing unified teaching materials written by those who have more experience and qualifications to do so. Then the resulting teaching materials which are supposed to be trusty and valid can be followed in teaching.

- If no one of these options is made available, the teacher then is obliged to write his teaching material by himself. He must take into his consideration the previous points of views related to writing teaching materials, students' needs and his ability to be creative, productive and systematic in choosing, arranging and presenting his material.

2.3.2. What to teach?

The content of a language lesson can be what the student knows, what he wants to know , what he is supposed to know and what the teacher finds it necessary and useful to make him know. Since English is taught in departments like chemistry, mathematics, physics... by different teachers, there will certainly be different opinions in the selection of materials. What may learning English involve? It may involve materials related to its grammar, pronunciation or vocabulary. The following is a simple plan to follow in teaching English in these departments.

Concerning grammar: grammar is the most important part of the teaching process. Teachers must start their non-departmental teaching with teaching the main essentials and basic elements of English sentences . Teachers have to explain what English parts of speech may include and give their definitions with examples to illustrate their meanings and

to show the differences among them. After that teachers have to teach their students how they can form simple sentences which they need to express their simple and new ideas. Students must be given the basic sentence patterns of forming sentences which they can follow in forming the main types of English sentences. Following specific types of patterns or rules can make learning easier but in the case of certain deviations from the given patterns, students' attention must be drawn to such cases which may mislead them and confuse their learning. Reference can also be made to other types of sentences including compound and complex sentences to enable students to understand, analyze and produce more complex constructions. Next, they need to learn the different forms and tenses of English verbs to make them aware of using time correctly and accurately in expressing different events happening during different periods of time. Through learning tenses, they can also learn how to negate and interrogate sentences and thus be able to produce and recognize sentences in different forms and cases. Teachers can also add other subjects which they find necessary to their students' comprehension and understanding.

Concerning pronunciation:

From teaching English in different departments, we have found that teaching pronunciation at this stage of learning and in such departments where the main goal is teaching for specific purposes is not quite necessary. Students' time and efforts can be directed towards those skills which are necessary for them to

learn what they need in their study in their departments. We cannot deny the importance of learning English pronunciation but we assume that they have a certain background concerning it. Teachers can improve students' reading skill by correcting their reading mistakes when dealing with written texts. Teachers must give their students the chance to read so as to diagnose the serious problems they have in pronouncing certain words or expressions and clarify the points which make their pronunciation clear and correct.

Concerning texts used for teaching:

Texts are necessary for students learning English as a foreign language for reasons: they present the language for the students, provide them with new words, items and expressions which are useful for them in their study, motivate and activate their learning by exposing things related to their study and this makes them more eager and enthusiastic to study and participate.

The texts chosen for students in each department must suit the type of learning they receive in their departments, in other words, relate to their subject specializations: texts about mathematics for students of mathematics, texts about chemistry for students of chemistry and so on. Although such a task is tiring and exhausted for the teacher, it certainly motivates the students because of its clear relevance to their course of study. Texts can be explained and re-explained for students by using Arabic and English .They can be clarified through the use of questions related to the passages of the text and activities and exercises related to

them. Students must be given the opportunity to read and explain the given texts to encourage them use the language orally and thus have the ability to express themselves and communicate by using English.

After studying the texts , it will be useful and interesting to ask students information questions instead of explaining words, encourage them to give phrases which are synonymous or equivalent to those found in the text and even ask them to write summaries or compositions related to the subject of the text and try to lead a free oral discussion concerning their written compositions. Another interesting skill which can students learn through the use of texts is translation. Teachers can show their students the ways of translating different types of passages into Arabic. They can give them the basic principles of translation to make them translate the passages of the texts related to their specializations and thus help them understand more about English structures and vocabulary.

Concerning vocabulary:

The other important area of the English language which teachers must help their students to acquire is its vocabulary. Words become meaningful only when studied and considered in contexts, i.e. when words are combined with each other according to specific rules and certain arrangements which help to give them their meanings. Awareness of certain kinds of relationships between words in a sentence or a specific construction makes explaining vocabulary easier for the teacher and its learning simpler for the students.

What type of words should students in those departments learn?

In dealing with words, teachers must make use of words which help students

add to their vocabulary new and useful words: words which they can use in their specializations, words which enrich their knowledge with new expressions and idioms. Since students in each department are given different types of texts, the words they are going to learn will also be different and variant and go with the type of knowledge presented in each department.

How to learn vocabulary?

Teachers can clarify certain ways for their students to learn vocabulary. One of the most effective ways is to have a separate notebook or a separate section of their English notebook where they can write down those words which are necessary for their study. Their interest and specializations will determine the type of words they need to include in their notebooks. Moreover, they can classify the chosen words not only according to their alphabetical order but also according to their forms (bases or having affixes), or according to their simplicity or complexity or if they are frequently or less used. It is possible for the students to decide the way and order by means of which they can arrange their vocabulary depending on their interest and needs.

2.3.3.How to teach:

We have mentioned that there is no specific method used in teaching the English language: different situations call for different materials, methods and activities. If a teacher decides to adopt a specific approach or method in teaching, he must be sure that his method will be helpful to achieve his students' goals. The students must be the teacher's main concern and must do his best to help them understand and master the foreign language. The following suggestions include methods and techniques which

can be used in making teaching English enjoyable, effective and understood.

-Make use of variety:

Variety in teaching makes learning effective and interesting. Teachers have to vary the methods they are using and the materials they are teaching. A lesson will be boring if a teacher follows a steady and boring procedure in presenting it day after day. Metaphorically said, routine kills learning. So teachers must vary the ways of starting and ending their lessons, vary the ways of questioning their students and those of their participation and vary the methods of dealing with the various aspects, units and parts of the lesson.

-Make use of selection:

Learning a new language can take a long time and requires too much effort on the side of both the teacher and his students. Thus learning English in the short time given to the teaching course of the non-departmental teaching of English is not quite enough to get the required knowledge of English. Therefore, selection must be made of certain aspects of the language and the skills to be learned. Teachers cannot teach everything. They should keep selection in mind. Lewis and Hill(1985:16) point out that "good teaching is not about showing students what you know, but about helping them to improve their knowledge, skills and performance". Accordingly, teachers should select what is useful and interesting, what is relevant and comprehensive, select how to say certain things and how to write them down on the blackboard, and select the ways of interrogating and motivating students. Selection must be made at

every stage of learning and must include all the aspects of the teaching process.

- Use both oral and written practices:

Teaching English must involve both the oral and written practices. The oral practice is an essential and basic step for learning. It helps students to develop their skills of listening and improves their oral ability to participate and respond. But teaching should not only involve oral practices, it should also include written practices as well. Written practices give students time to think of what they want to write, arrange and rearrange their ideas and correct or revise whatever they write. The written practice gives them the chance to be more accurate and correct and helps them to prepare ideas which they may use in oral practices.

-Types of reference books learners need :

Learners of English should not only depend on the knowledge they get from their teachers to learn the language but also on a number of reference books which they need to use when learning. O'dell (1986:18) mentions three basic types of reference books to be used by learners: a good bi-lingual dictionary, a good English- English dictionary and a good grammar book. Each of these references has its advantages: the bi-lingual dictionary is needed because learners at this stage of learning always need to know the exact reference for the English word in Arabic, although its synonyms or explanations in English are sometimes clear, there is an urgent need to know its Arabic meaning. The English- English dictionary is also important for learners. It provides them with definitions of words and their

pronunciations, their classifications, uses, forms, illustrations about them and even examples related to their uses . A basic grammar book is largely needed because it helps students illustrating and clarifying some of the grammatical points which teachers have previously explained. Moreover, it provides them with examples, exercises and activities which help them to be more active and enthusiastic in their participation.

-Use both intralingual and crosslingual techniques:

It is a clear fact that whenever we learn a new language, we certainly set out from a language we already know i.e. our mother language. Language classrooms usually aim at developing learners' fluency and accuracy in relation to all types of study skills. Achieving this aim can be done by using the English language in teaching without reference to our first language, that is by using pure intralingual techniques. Teachers as well as few students prefer using such a technique to ensure a complete command of the language. Some students attribute their little understanding of English to the insufficient explanations given to them in Arabic. It is not completely a good idea to abandon the students' mother tongue from the classroom. There are certain advantages to allowing both languages in the classroom in clearly defined areas. Some students have some ideas but they cannot use English to express them or know the exact meanings of certain words in English but they do not know what they exactly mean in Arabic. Sometimes, teachers explain the lesson but students find it difficult to understand without making some

explanations in Arabic. So it is advisable to allow certain well- defined areas in which the use of our first language is allowed "so that questions can be asked; meanings can be verified; uncertainties can be removed , and explanations given which would not be accessible to the learner in L2"(Stern, 1992:298). This implies the need for using crosslingual techniques beside using the intralingual ones. Allowing both languages in teaching makes teaching more understood and interesting and ensures the achievement of a higher standard of English.

-Comparative and contrastive techniques:

The use of comparative and contrastive techniques in teaching a foreign language facilitates students' understanding and comprehension. Contrastive linguistics has been defined as "a sub-discipline of linguistics concerned with comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them"(Fisiak 1981:1 in Stern 1992:279). As a result, it is completely important in the process of learning a new language. The use of the above techniques is based on the assumption that a learner will not learn a new language in isolation from his mother language but will learn it in relation to it. A number of classroom activities can be developed based on such techniques mainly "to encourage students to relate L1 to L2, to discover the similarities and differences between them, and to make use of such comparisons for better language learning" (Stern,1992:297). The following activities illustrate the use of such techniques: juxtaposition of L2 texts

and their translation into L1, studying and practicing grammatical features of L2 in comparison with L1 and drawing attention to similarities and differences, comparing lexical items in L1 and L2...

2.3.4. Teachers and students:

The major aim of most teachers is to get more efficient, effective and stimulating learning. Such learning will not result from the application of the various types of learning theories and the presentation of lots of knowledge or information related to the language but it will mainly stem from the teachers' belief that "successful language learning is a judicious blend of science and arts- art which only the teacher can provide through his enthusiasm for his subject, his interest in his students, his creative use of the environments and of the materials at his disposal"(Finocchiaro 1986:iv). Teachers try their best to be more effective and useful for their students. They try to motivate their students by using various methods and techniques to make learning successful.

What characterizes students' behaviour in the class and which constitutes the teachers' main concern is what students actually do while attending the lesson, how much attention they pay, what to, how they understand the lesson and what the significance of their participation is. What characterizes a good lesson, on the other hand, is not how the teacher performs but whether the students learn. Teachers' main concern should not be what they should be doing and what their students think of them. The most important role of teachers is to help their students learn the new language with more enthusiasm and joy. Some teachers

keep teaching the same lessons in the same way for years out of laziness or inflexibility. Others try to find a suitable method to follow strictly in teaching. Generally, there is not any specific method for teaching. Language is a complex process and requires a mixture of selected methods chosen to achieve the desired aims. So what should teachers of English do?

-At the beginning of a teaching course, it will be a good and successful step for the teachers to draw their students' attention to the importance and reasons for teaching English in their departments and clarify the different uses and advantages which they get from learning it. Moreover, teachers need to ask students about their opinions concerning what they like or do not like to have in their course of study to make them feel that they are an important and active part of the teaching process and this motivates them to study harder.

-Teachers should give a high priority to their students' needs by ensuring that they are ready to add and explain new points whenever necessary during the teaching of a certain point .

-Teachers should not only depend on themselves in explaining and re-explaining the lesson. They should try all their means to elicit information concerning the present lesson or the previous one from their students. This is a useful approach for teachers as it makes the class an active place where everybody tries to show the level of his understanding and comprehension. The principle here is "to base your teaching on eliciting rather than instructing. Such an approach reflects accurately the roles

of teacher and students in a classroom which emphasizes that learning is more important than teaching" (Hutchinson and Waters 1987:12).

-Teachers should take into their consideration the different levels of their students. They should keep in mind that not all of the students understand the lesson in the same way or degree. They are of different levels of comprehension and intelligence. So those of little or low comprehension must not be left aside as if they were not in the class, they must be encouraged to learn and to improve their levels by making them participate more. No one is unable to learn, but negligence and little attention can lead to carelessness and then failure.

-Teachers should avoid using too many alternative ways of saying the same thing, writing too much vocabulary on the board at the same time, speaking fast as if the students were native speakers of the language and giving them information which is both irrelevant and quite simple. In teaching, they should concentrate on what to teach rather than how to teach. Very often there is an immediate need for particular aspects of the new language while other aspects are regarded as less important. Emphasis should be on those skills which are important for learners in their study.

Teachers and students are the most important factors of the learning process. The progress and success of learning mainly depend on their roles. Students' role can entirely be decided and framed by their teachers. The teacher has been referred to as the 'facilitator' or 'mediator' of learning (Finocchiaro 1986:16). It is the teacher who is able to control his class including his students' behaviour, guide them the way he likes, teach them whatever and however he wishes, make his lesson more interesting or boring,

make his students active or dull and transmit not only his knowledge to them but also his interest in them as human beings and his desire and enthusiasm to them to make them learn

Conclusions:

We have noted that the English language is needed for various purposes: to get a job, do further study, conduct business, or take a trip. The non-departmental teaching of English is mainly needed to enable students to learn the necessary essentials of English in the specific time allocated for them in their first academic year. English is taught to facilitate students' learning of their main subjects. For this reason we have considered teaching English here as teaching for specific purposes. Therefore, English must be regarded as a lesson having its importance and value and not as a secondary one given for momentary and simple aims.

In some cases of the non-departmental teaching of English, considerable progress is felt to be made. If anything is to blame, it is the short time available for teaching, the nature of the language learning in general and English in particular or the students' own lack of application, little participation and little experience of the literature of their specialization since they are in their first year of study. This should not cause any disappointment for teachers or students, but it must encourage teachers to plan their programs well and prepare their material in a way ensuring students' success and interest in what they learn and improving that English is really important for everyone to know and learn.

As we have noted in this paper, an essential and urgent step to be taken by teachers of English in departments other than English is to organize a specific plan

to be followed in their teaching. The plan must be so arranged and comprehensive that it enables teachers to specify the material they are going to teach and the methods they are going to use in order to make teaching clearer and more understood. Planning makes things more arranged, ambiguities clearer, difficulties easier and aims more attainable. The suggested plan gives a general outline which teachers can follow adding or deleting what they find necessary and adequate.

Not having a specific textbook in teaching does not mean that teaching will be aimless or useless, but this must give teachers extra motives to be more creative and productive in their teaching. Moreover, freedom in choosing materials and deciding the ways of teaching can make teaching more lively and enthusiastic.

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تخطيط تدريس اللغة الانكليزية
بوصفه موضوعا غير اختصاصي

الخلاصة:

الهدف من هذا البحث هو توضيح وشرح أهمية تدريس اللغة الانكليزية في الأقسام غير الاختصاص في بعض كلياتنا. يوضح البحث أسباب تدريس اللغة الانكليزية في أقسام مثل الحاسبات، والرياضيات، والفيزياء، وعلوم الحياة، واللغة العربية... وقوائد وتأثيرات هذا التدريس. كما يهدف البحث التأكيد على أهمية اعتماد خطة محددة ومنظمة في تدريس اللغة الانكليزية في هذه الأقسام إذا أراد المدرس الحصول على نتائج أفضل.

يتألف البحث من مبحثين: يهدف المبحث الأول الى توضيح أهمية تعلم اللغة الانكليزية لكل فرد، كما يبين الفرق بين تدريس اللغة الانكليزية للاغراض العامة والخاصة.

اما المبحث الثاني من البحث فيبين أهمية اعتماد خطة منظمة ومحددة لتصميم وتنظيم المادة الواجب تدريسها خلال الفصل الدراسي المقرر. كما تم تقديم خطة بسيطة لاتباعها في تدريس اللغة الانكليزية في هذه الاقسام. من المؤمل ان تساعد هذه الخطة المدرس في اختيار وتنظيم المادة التي يقوم بتدريسها.

بالإضافة إلى هذا، قدمت عدداً من المقترحات المتعلقة بنوع المادة

المستخدمة في التدريس، مجو الصف
الدراسي وبالطلاب والمدرسين من
اجل جعل التدريس ناجحا
ومفيدا .