ENGLISH LANGUAGE TEACHER'S ATTITUDES ABOUT THEIR CONTRIBUTION IN CURRICULUM PROCESS IN THE SAUDI EDUCATION SYSTEM

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ABSTRACT: *In Saudi Arabia curriculum designing and development is always performed by the educational authority the Ministry of Education. Unfortunately, teachers' voices are completely ignored, although they are the principle role-players in the educational process. Teachers, on their part, have practical knowledge based on their daily work with the students. This knowledge is useful because teachers can assess whither the new ideas will work in the classroom. In the current study the researcher investigated the teachers' viewpoints on their participation in the curriculum design process. A researcher-made questionnaire was used to collect data from the samples. The results showed that teachers have positive attitudes about their participation in the curriculum designing process.*

KEYWORDS: Curriculum Design, Teachers, Syllabus, Participation.

INTRODUCTION

Perceiving the educational process instrumental in producing intelligent and skilled workforce, governments devote large portions of their budgets to education (Kennedy, 1996). Among others, the Saudi government reassesses the impact a developed educational system has on the evolutionary processes of the country overall hence it allocated the largest budget toward promoting and advancing education. The country's educational system is experiencing expansion and change. The root of the change lies in the fact that education on all levels is becoming increasingly accessible. Consequentially, the aims and objectives of the curriculum are re-thought.

Curriculum changes occur at all levels of learning and across all subjects (Kennedy, 1996). The English language curriculum is also greatly affected. Since the English language has an increasing importance in the contemporary world and becomes instrumental for technological development and international communication, the Saudi Ministry of education pays special attention to modernizing the English Language curriculum. (EL)

Considering these changes, I'd like to make the investigation of some of the attitudes and contributions into the curriculum changes of EL teachers the topic of this paper.

Along with the changes in curriculum, new expectations for teachers arise. In the past, teachers assumed a role of a leader and educator for the students, the highest authority. Today, the teacher's role has shifted from being a lecturer to a facilitator. Teachers point students to the source of information and show them how to process and apply it. These amendments in the teaching processes and the big change in the teacher's role, in my opinion, should be supplemented with the teacher's participation in the process of creating the curriculum.

In various countries there are National Curriculums, Core Curriculums and a Local (school) curriculums that teachers have to adhere to, however, they have a liberty to choose textbooks

and write syllabus according to their preferences (Szuce,2009). Unfortunately, in our country – we have not embraced the new manner. This is observed in many other countries and regions around the world. The curriculum is designed by the scholars authorized by the Ministry of Education; it should be rigidly followed with accordance with the guidelines provided.

Up till now, Saudi Arabia's EL teachers cannot participate in designing the curriculum despite the vast change in the field of education overall. The current study aims to investigate the viewpoints of Saudi female E. L. teachers about their participation in the process of curriculum design.

LITERATURE REVIEW

In early stages of literature on curriculum creation and development there are little calls for teachers to be participants or decision makers. Many of the early works focused on the role of the teacher in the classroom and narrowed in on instructional practice (Handler, 2010). During the last two decades many studies were conducted to investigate the effectiveness of the teacher's involvement in curriculum design and development, however, a strong correlation between teacher's leadership and improved student's performance was seldom confirmed (Leithwood&Jantzi, 2000; York-Barr & Duke, 2004).

In her work Weiss (1993) established the fact that the data gathered did not support the hypothesis that the teacher's participation increased full attention or effectively improved curricular design. According to Ryan (1999) teachers may assume a certain amount of authority on practice when they take the lead in forming the curriculum. Handler (2010) states that data gathered in large studies do not witness any significant change in students' performance.

Many literary sources testify the general unwillingness on the part of teachers to participate in the process of curriculum creation or other activities not directly related to classroom teaching. The works of Young (1979) and Duke, Shower and Imber (1980) point to the fact that teachers show little desire for participation in the process of designing and making decisions regarding the curriculum. Conley (1991) also observed that teachers conveyed dissatisfaction when they had been left out of major decision-making processes.

Some studies confirmed that the teacher's role in the curriculum design process is restricted (Print, 1987; Brady, 1990; Garrett, 1990). The results particular to the Saudi case are:

  (a) Some educators do not express a want to take part in the development of the curriculum;
  (b) responsibility is not taken for that which is already developed;
  (c) some teachers have questionable skills in effectively designing the curriculum;
  (d) money and other resources allocated toward curriculum creation may not be adequate.

Some scholars centered their studies on the qualifications and professional preparation that is required from teachers in their line of work. In 1999, Mabry and Ettinger found teacher's skills and knowledge necessary for participating in the curriculum design to be limited.

The support for obtaining the needed knowledge must be present in the process of teacher's professional preparation programs and during activities geared towards their professional development (Handler, 2010). Kennedy (1996) resolved that it is possible for teachers to be a positive force for change. But they must have a foundation and supplies, or else this change will cause stress and discomfort for everyone.

In spite of all these restrictions, teacher's participation in curriculum development is very encouraged (Sharma). Saban (1995) asserted that educators have three main work roles: to be lecturers, researchers and curriculum designers. Connelly (1988) identified teachers as principle members of the curriculum decision-making assembly. Schwab (1983) emphasized that the primary member of the curriculum design body is the teacher. Many researches have been carried out in the area of teachers' participation in decisions regarding the creation of the curriculum and every single one of these researches have come up with positive results of suchlike participation (Vajargah 2008).Kilion (1993) and Sabar (1987), both perceived that the teachers' taking steps forward and actively taking part in conducting, designing, and evaluating the curriculum moves them towards developing themselves (Vajargah 2008). Law (2004) said: "*The claim that engagement of teachers in areflective form of thinking processes promotes professional development has receivedsome evidence as far as the teachers were involved in various thinking processes. But the extent that these engagements lead to professional development needs morelongitudinal studies and more empirical data.*"

Many scholars have examined teachers' approaches to taking part in the process of curriculum creation. Carl's (2005) studies yielded results that pointed to teachers not being included in participation of development of EL curriculum for the most part. Their role amounted to simply implementing the curriculum.

Vajargah (2008) constituted that teachers can and should take an active role in the development of various educational areas and we should pay attention to them and their experience in this activity.

Al-daihan (1994) conducted a survey of 340 randomly chosen Saudi teachers. His research results picture teachers' willingness to take part in the curriculum process. He also advised that teachers should have all the knowledge needed available for this participation.

Research Questions

1) Are teachers willing to share part in the curriculum design process?

2) How can the participation of teachers in the curriculum creation process in the education system of Saudi Arabia be made possible?

3) What are the biggest obstructions in the way of teachers in curriculum-development?

RESEARCH METHODOLOGY

Participants

The participants of this particular study were twenty teachers of English Language. They were chosen freely and not by any certain standards from the EL teachers in Abha and

Riyadh cities, ten from each. These candidates have been teaching English during 5 to 15 years in various public schools.

Materials

The current study is measurable. A questionnaire, created by the researcher, was used for data collection from the tested teachers. The root of the questionnaire was to examine the teachers' viewpoints regarding their level of participation in the process of curriculum development. The questionnaire was formed by 44 themes with five subcategories: The Content, The Objectives, The Assessment, The Activities, and Others. Each assertion was to be rated by the test takers on a five-point scale: strongly agree, agree, neither, disagree and strongly disagree. Here is an example from (The Objectives): I tend to think that some of these goals need to be modified. (See appendix for explanation….)

Procedure

This survey was e-mailed to the teachers, taking part in the test. Using the suitable tests for statistics, the collected data was processed.

Data analysis

This part will conduct a thorough analysis of research data which was collected from a sample population that comprised of English language teachers from schools of Riyadh and Abaya. Finding and results derived from the analysis of Data will also be presented in chapter. It is worth mentioning here that data analysis was done by using the famous statistical program SPSS issue. number19.

Sample Research Population

The sample research population comprised of female English language teachers of Saudi Arabia. A group of 20 was selected randomly from female teachers in Riyadh and Abha towns,   only ensuring that 10 female teachers are selected from each town.

Primary Research Instrument

A questionnaire was prepared as a primary research instrument to collect the data, which was distributed among sample population. Questionnaire comprised of 45 questions in the following areas: objectives, the content, the activities, the evaluation and other important points.

Data Analysis

Acquired data through questionnaire was methodically analyzed using SPSS programmer issue No 19 to derive results with extreme precision.

First: Objectives

This part contains 13 questions, shot to the female teachers to measure their opinions about the general objectives of the English Language curriculum, and following table No (1) was obtained.

Table 1: The relative distribution of the female teacher opinions about the general objectives of the English Language Curriculum

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	I studied the general objectives of teaching English Language in the Kingdoms.	0%	0%	10%	70%	20%
2	I studied the general objectives of teaching English Language in the stage where I am teaching.	0%	0%	15%	55%	30%
3	I am fully can fenced by the importance of the general objectives of teaching English language in the stage where I am teaching.	0%	5%	35%	35%	25%
4	I am fully convinced by the effectiveness of the general objectives of teaching English language in the stage where I am teaching.	0%	15%	40%	40%	5%
5	All these objectives will become true through the present educational process.	10%	45%	45%	0%	0%
6	I believe that some of these objectives need to be modified	0%	0%	5%	60%	35%
7	I have some suggestions to modify these objectives	0%	5%	20%	35%	40%
8	I have some additions to these objectives	0%	0%	20%	50%	30%
9	I have had a chance to participate in setting objectives through participation by questionnaires, interviews workshops.	50%	45%	0%	5%	0%
10	I hope to find a chance to participate in defining objectives.	0%	5%	10%	55%	30%
11	I am sure that may participation in setting objectives will be effective and positive.	0%	5%	15%	40%	40%
12	I believe that may experience in teaching English Language with qualify me to participate in setting objectives	0%	0%	20%	50%	30%
13	My knowledge about the nature of my female's students will add in setting suitable objectives.	0%	0%	15%	40%	45%

Table 2: Median of Sample Group's Responses on The Teaching Objectives of English Language Curriculum

No.	Statements	Median	Explanation
1	I studied the general objectives of teaching English Language in the Kingdoms.	4	Agree
2	I studied the general objectives of teaching English Language in the stage where I am teaching.	4	Agree
3	I am fully can fenced by the importance of the general	4	Agree

	objectives of teaching English language in the stage where I am teaching.		
4	I am fully convinced by the effectiveness of the general objectives of teaching English language in the stage where I am teaching.	3	Neutral
5	All these objectives will become true through the present educational process.	2	Disagree
6	I believe that some of these objectives need to be modified	4	Agree
7	I have some suggestions to modify these objectives	4	Agree
8	I have some additions to these objectives	4	Agree
9	I have had a chance to participate in setting objectives through participation by questionnaires, interviews workshops.	2	Disagree
10	I hope to find a chance to participate in defining teaching objectives.	4	Agree
11	I am sure that may participation in setting objectives will be effective and positive.	4	Agree
12	I believe that may experience in teaching English Language with qualify me to participate in setting objectives	4	Agree
13	My knowledge about the nature of my female's students will add in setting suitable objectives.	4	Agree
	All	**4**	**Agree**

Findings from analysis of Table 2:

1. The Median value of the study group member's answers attained (4) in first phrase and this value indicates that the majority of the sample population knows about the general objectives of English language teaching in the Kingdom.

2. The Median value of the study group members responses was(4) in the second phase, and this value means that group members know the general objectives of English language teaching in the stage where they are currently teaching.

3. The Median value of the study group members answers became(4) in the third phrase which revealed that the majority of the sample population members agree that they are fully convinced with the importance of the general objectives of teaching English language in the stage where they are teaching.

4. The Median value of the study group members answers attained (3) in fourth phrase which suggested that the majority of the female teachers are of neutral opinion about the effeteness of the general teaching objectives of English language at their current platform of teaching English language.

5. The Median value of the answers obtained from the research population was (2) in fifth phrase, this maiden value revealed that the majority of sample members refused the phrase that all these objectives become true through the present teaching.

6. The Median value of the study group members answers attained (4) in sixth phrase that explored and affirmation as majority of the English language teacher agreed that some of teaching objectives needs to be modified.

7. The Median value of responses acquired from the population   was (4) in the seventh phase. This value concluded that the majority of sample members have suggestions for the modification current teaching objectives.

8. The Median value of study group member's answers attained (4) in the eighth phrases. This value means that majority of the sample members have some additions as input for the improvement of   existing teaching objectives.

9. The Median value of the responses from the female English language teachers resulted (2) in ninth phrase this result finding divulged another important fact that majority of English language teacher in sample population never had a chance before to provide an input in setting teaching objectives through questionnaires, interviews, workshops

10. The Median value of the study group's answers became (4) in tenth phrase which reflected that majority of teacher seeks a chance or hope that their input to define teaching objectives will be incorporated in future.

11. The attained Median value of the study group member's responses was (4) in eleventh phrase. This outcome means that the majority of the sample members are sure that their participation in setting objectives will be effective and positive.

12. The Median value of the study group member's answers attained (4) in twelfth phrase which explored that on the basis of English language teaching experience majority of the sample population believed that   on the basis of   they do qualify to participate in setting teaching objectives.

13. The Median value of the study group member's answers attained (4) in phrase number thirteen of table 2 .this arithmetic result indicated that the majority of the   survey population believed that their knowledge and understanding of female student's nature enables them to participate in setting suitable objectives.

The Median value of the study group members on **all** objectives resulted in (4) and that this value means that the majority of the sample members agree on what is concerning phrases of objectives part.

From what was shown we can see that the majority of the sample members agree or neutral on the second assumed phrases, to make sure which extent are the general objectives are suitable and effective to the curriculum, Table number 2 consisted of 13 questions and each questions was answered by all 20 participants that accumulated 260 answers of all questions from entire sample population. Following table number 3 will summarize these statistics.

Table No (3): Response Frequency about general objectives of the English language curriculum.

Responses	Frequency	Percent
Strongly Disagree	12	4.6%
Disagree	25	9.6%

Neutral	50	19.2%
Agree	107	41.2%
Strongly Agree	66	25.4%
Total	**260**	**100.0%**

Outcomes of data analysis presented in above table reveals that 67% of the female teachers decided that they either's agree or strongly agree on phrases of the objectives part, and accordingly they are fully convinced by the effectiveness of the general objectives of teaching English language to the stage where they are teaching, this in addition of their convincement of the importance of the general objectives of teaching English language. However, it's also indicated that respondent teachers have some additions to these objectives besides their suggestions to modify the current objectives as reflected by the remaining 33% of the opinions.

Figure No (1): the relative and frequency distribution of female teachers' opinions about the general objectives of the English language curriculum
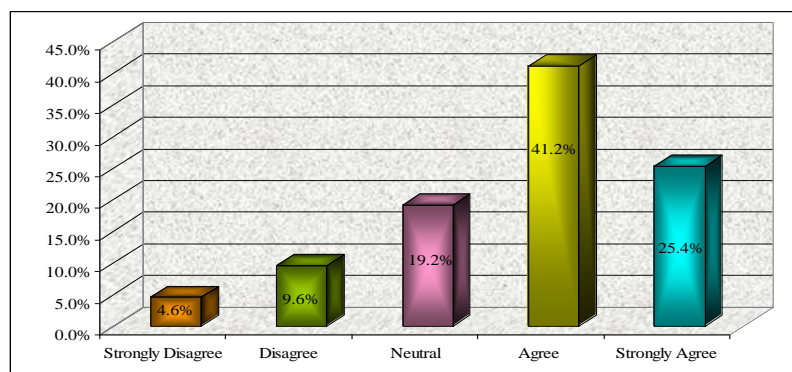
The presented results in table 3 do not mean that virtually all the sample members agreed on the given phrases in the objectives part, that table explains and presents the tendencies in a certain answers. Chi-square test was done to determine this tendency towards certain answers. This result is presented in the following table.

Table No (4): Chi-square Test

Response	Observed N	Expected N	Residual
Strongly Disagree	12	52	-40
Disagree	25	52	-27
Neutral	50	52	-2
Agree	107	52	55
Strongly Agree	66	52	14
Total	**260**		

Test Statistics	
Chi-Square	106.8
df	4
P_ value	0.0001

The calculated value of chi-square test was (106.8), with a probability (0.0001) and a (4) free degree which is a result of a statistical mean at a mean level 5%, so accordingly the female teachers tend to accept the phrases about special part of the general objectives of the English language curriculum.

Second: the Contents

This part includes 12 questions asked to female teachers to measure their opinion about the content of the English language curriculum. Statistical analysis of these responses is given in Table 5.

Table No (5): The relative distribution of the female teachers about the content of the English language curriculum

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
14	I am convinced with the effectiveness of the curriculum content at the stage where I am teaching.	15%	55%	30%	0%	0%
15	I believe that the curriculum content needs further development.	0%	0%	0%	55%	45%
16	I believe that the curriculum content is not suitable for prescribed objectives.	0%	5%	40%	55%	0%
17	I believe that the curriculum content is not suitable to my female students	0%	5%	25%	60%	10%
18	I have suggestions to develop the curriculum content	0%	0%	20%	50%	30%
19	I have had a chance to participate in content development	50%	25%	10%	10%	5%
20	I have had a chance to express my opinion about the content that I am teaching.	45%	20%	10%	5%	20%
21	I am sure of the teacher's effective role in the participation of content choosing.	0%	0%	10%	30%	60%
22	I am sure that the usefulness of the teacher's experience will be fruitful when designing the curriculum	0%	0%	15%	30%	55%
23	I wish that we may have a bigger opportunity to express	0%	10%	5%	35%	50%

	our opinion and make participation.					
24	I participate in filling criticism cards of the curriculum which are sent from the ministry of Education	5%	40%	25%	20%	10%
25	I feel that any opinions are taken seriously	45%	30%	25%	0%	0%

Table No (6): the Median responses of the sample members on the particulars of the content part

No.	Statements	Median	Explanation
14	I am convinced With the effectiveness of the curriculum content of the stage where I am teaching.	2	Disagree
15	I believe that the curriculum content needs development.	4	Agree
16	I believe that the curriculum content is not suitable for prescribed objectives.	4	Agree
17	I believe that the curriculum content is not suitable to my female students	4	Agree
18	I have suggestions to develop the curriculum content	4	Agree
19	I have had a chance to participate in content setting	2	Disagree
20	I have had a chance to express my opinion about the content which I am teaching.	2	Disagree
21	I am sure of the teacher's effective role in the participation of content choosing.	5	Strongly agree
22	I am sure that the usefulness of the teacher's experience will be fruitful when designing the curriculum	5	Strongly agree
23	I wish that we may have a bigger opportunity to express our opinion and make participation.	5	Strongly agree
24	I participate in filling criticism cards of the curriculum which are sent from the ministry of Education	3	Neutral
25	I feel that any opinions are taken seriously	2	Disagree
	All	**4**	**Agree**

Analysis of table 6 has clearly established the following findings:

1. The Median value of the study sample member's answers attained (2) in fourteenth phrase, and this value means that majority of the sample members were not convinced with the perfectness of the curriculum content at the stage they are teaching.

2. The Median value of the study sample member's answers attained (4) for phrase number fifteenth. This value suggested that the majority of the sample members believed that the curriculum content needs further improvements.

3. The Median value of the study sample member's answers attained (4) for phrase number sixteenth concluded that the majority of the sample members believe that the curriculum content is not suitable with the prescribed objectives.

4. The Median value of the study sample member's answers attained (4) for phrase number seventeenth, this value means that the majority of the sample members believed that the curriculum content is not suitable to their female students standard.

5. The Median value of the study sample member's answers attained (4) for phrase number eighteenth explored that the majority of the sample members have suggestions to develop the curriculum content.

6. The Median value of the study sample member's answers attained (2) for phrase number nineteenth discovered that the majority of the sample members never had a chance to participate in content setting.

7. The Median value of the study sample member's answers attained (2) in the twentieth phrase. This value revealed that majority of the sample members did never had a chance to express their opinion about the content which they are teaching.

8. The Median value of the study sample member's answers attained (5) in phrase number twenty first .this value means that majority of the sample member strongly accepts that they are sure of the participation effectiveness of the teacher's participation role in the content selection.

9. The Median value of the sample population's answer attained (5) for phrase number twenty second and this value means that majority of the sample members strongly accept that they are sure about the usefulness of the teacher's experience will be fruitful when designing a curriculum.

10. The Median value of the study sample member's answers attained (5) for phrase number twenty three. This divulged that majority of the sample members strongly accept their wish to have a bigger chance to express opinion and participate in curriculum development.

11. The Median value of the study sample member's answers attained (3) for phrase twenty four. This value means that majority of the sample members stood neutral in their participation in filling cards of curriculum criticism sent by the ministry of Education.

12. The Median value of the study sample member's answers attained (2) for phrase number twenty five. This value means that the majority of sample members feel that their opinions are not taken seriously.

The Median value of the study sample member's answers for **all** particulars of the content part attained (4) and this value means that majority of the samples members agree about all relate to the content part phrases.

On the basis of these findings its quite evident that the majority of the population was against the contents part phrases to make sure to what extent is the curriculum content is suitable and effective, that is because the phrases of this part are (12), and each of it has 20 answers, the fact which means that the total number of answers of the study sample members of this part will be 240 answers, and we can summarize these answers in the following table.

Table No (7): the relative and Frequency distribution of the female teacher's opinions about the contents of the English language

Responses	Frequency	Percent
Strongly Disagree	32	13.3%
Disagree	38	15.8%
Neutral	43	17.9%
Agree	70	29.2%
Strongly Agree	57	23.8%
Total	240	100.0%

From the above table No (7) we can conclude that 53% of the female teachers decided that they either agree or strongly agree with the content part phrases. Consequently, they are convinced to an extent with the curriculum content at the stage they are teaching. Besides, they are also convinced that curriculum is further needed to improve because it's not unsuitable with the prescribed objectives. Respondents of survey also pointed and that it will be very fruitful to utilize teacher's professional experience in the development of curriculum. However, they complained at large that usually their opinions are not taken seriously for the modification of academic content for their students. Most of the respondents teachers notably disagree with the phrase that their opinion us taken seriously for the curriculum development.

Figure No (2): the relative repetitive distribution of the female teacher's opinions about the content of the English language curriculum
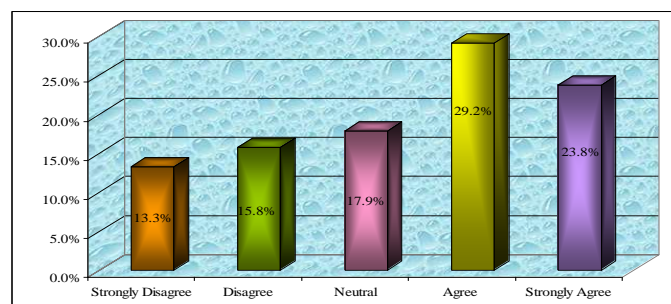
The results shown in table number7 do not mean virtually that all the sample members agree about the phrases shown in the objective part, the table also shows that there are some neutral members as well. In order to check the presence of a tendency towards certain answers Chi-square test was applied on data to explain this tendency of the certain answers, the results are presented in following table No (8).

Table No (8): Chi-square Test

Response	Observed N	Expected N	Residual
Strongly Disagree	32	48	-16
Disagree	38	48	-10
Neutral	43	48	-5
Agree	70	48	22
Strongly Agree	57	48	9
Total	**240**		

Test Statistics	
Chi-Square	19.7
df	4
P_ value	0.0006

The calculated chi-square value attained (19.7) with a probability (0.0006) and a (4) free degree, which is the result of a statistical mean at a mean level 5% so accordingly the female teachers tend to accept the phrases of the privates part of the English language curriculum content.

Third: Activities

This private part includes ten questions addressing to women teachers to assess their opinions on the activities contained in the English Language Curriculum. We obtained the following Table (9).

Table (9): The Relative Distribution of Teachers Opinions on the Activities of the English Language Curriculum

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
26	I think the existing activities achieve the goals.	20%	35%	45%	0%	0%
27	I think the existing activities assist in communicating the contents to the students.	15%	20%	45%	20%	0%
28	I have suggestions to improve the existing activities.	0%	0%	5%	55%	40%
29	I believe it is inevitable to give opportunities to the teacher to design activities in a way that suits her students.	5%	10%	40%	15%	30%
30	When I replace the activities	0%	10%	25%	45%	20%

	found in the book with those I designed, this will not be met with admiration					
31	I feel that the teachers' freedom is restricted in selecting what suits her students.	0%	10%	25%	45%	20%
32	I think that the teacher should be satisfied with what is available in the school book	55%	15%	25%	5%	0%
33	I think our education system is characterized by flexibility to accept the teacher additions	35%	40%	15%	10%	0%
34	Any attempt of renewal and creativity will be met with refusal	0%	15%	40%	30%	15%
35	I am certain about my ability of creativity and invention when opportunities are given	10%	0%	0%	60%	30%

Table (10): The Median of the Study Sample Members' Responses on the Pivot of Activities Items

No.	Statements	Median	Explanation
26	I think the existing activities achieve the goals.	2	Disagree
27	I think the existing activities assist in communicating the academic contents to the students.	3	Neutral
28	I have suggestions to improve the existing activities.	4	Agree
29	I believe it is essential to give opportunities to the teacher to design the activities in a way that suits her students.	5	Strongly agree
30	When I replace the activities found in the book with those I designed, this will not be met with admiration	3	Neutral
31	I feel that the teachers' freedom is restricted in selecting what suits her students.	4	Agree
32	I think that the teacher should be satisfied with what is available in the school book	1	Strongly Disagree
33	I think our education system is characterized by flexibility to accept the teacher additions	2	Disagree
34	Any attempt of renewal and creativity will be met with refusal	3	Neutral
35	I am certain about my ability of creativity and invention when opportunities are given	4	Agree
	All	**3**	**Neutral**

From the table above it is clear in abundance that

1. The median value for the study sample members 'responses on the 26th phrase was (2). This outcome indicates that majority of teacher from ample population disagree with the assumption that existing activities given in books achieved the desired academic goals.

2. The median value for the study sample members' responses on the 27th phrase was (3), this value means that the majority of the sample members cannot decide that the existing activities help in communicating the content to the students.

3. The median for value the study sample members' responses on the 28th phrase was (4), this value means that the majority of the study sample members have suggestions on the existing activities.

4. The median value for the study sample members'

Table 11 Relative and Frequency Distribution of Teachers' Opinions on the Activities Contained in the English Language Curriculum

Responses	Frequency	Percent
Strongly Disagree	28	14.0%
Disagree	31	15.5%
Neutral	53	26.5%
Agree	57	28.5%
Strongly Agree	31	15.5%
Total	**200**	**100.0%**

From Table (11) above, we notice that 56% of teachers do not tend to agree with what is stated in the activities pivot, and therefore they have reservations on the activities included in the English Language Curriculum and they believe that these activities require revision and modification. Finding of above table also suggested that the teacher should not be satisfied with what is available in the school book and the existing educational system is not characterized by flexibility to accept the teacher additions.

Figure 3 Relative and Frequency Distribution of Teachers' Opinions on the Activities in English Language Curriculum
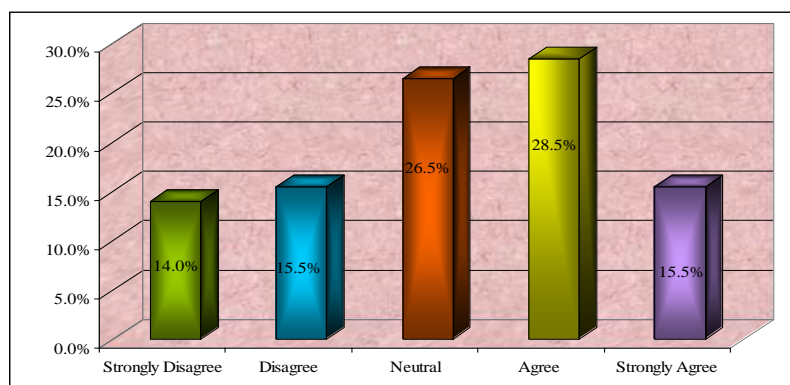
The results shown in Table11 do not necessarily mean that all the members of the study sample are opposing the phrases stated in the activities pivot, and as stated in the table that there are agreeing members as well, and to test the tendency existence toward certain answers and no the others, Chi-square test was used determine the significance of this tendency toward certain answers. The answers are presented in the following Table.

Table No 12): Chi-square Test

Response	Observed N	Expected N	Residual
Strongly Disagree	28	40	-12
Disagree	31	40	-9
Neutral	53	40	13
Agree	57	40	17
Strongly Agree	31	40	-9
Total	**200**		

Test Statistics	
Chi-Square	19.1
df	4
P_ value	0.0008

The calculated Chi-square value is (19.1), with a probability of (0.0008) and degree of freedom of 4) and it is a statistically significant result at a significance level of 5% and therefore teachers tend to oppose and disagree with the phrase of the part dealing with activities contained in the English Language Curriculum.

Fourth: Evaluation

This pivot included **five** questions addressed to the teachers to assess their opinions on evaluating the English Language Curriculum. We obtained the following Table.

Table 13 Relative and Frequency Distribution of the Teachers' Opinions on the Evaluation of the English Language Curriculum

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
36	I am convinced with the adopted evaluation methods	25%	25%	50%	0%	0%
37	I am certain of the effectiveness restricting the specification of the evaluation method to one party	40%	30%	10%	20%	0%

38	I am certain of the teacher's ability to select the suitable evaluation method for the students.	5%	0%	20%	55%	20%
39	I think teacher's experience has a role in specifying the suitable evaluation method	5%	5%	10%	60%	20%
40	Opportunity for expressing my opinions on evaluation method was given to me before.	35%	45%	10%	5%	5%

Table (14): The   Median of the Sample Members' Responses on the Items of the Evaluation Pivot

No.	Statements	Median	Explanation
36	I am convinced with the adopted evaluation methods	3	Neutral
37	I am certain of the effectiveness restricting the specification of the evaluation method to one party	2	Disagree
38	I am certain of the teacher's ability to select the suitable evaluation method for the students.	4	Agree
39	I think teacher's experience has a role in specifying the suitable evaluation method	4	Agree
40	Opportunity for expressing my opinions on evaluation method was given to me before.	2	Disagree
	All	**3**	**Neutral**

Table 14 clearly indicates the following study's out comes from data analysis

1. The median value for the study sample members' responses on the 36th phrase was (3). This value means that the majority of the sample members are indifferent regarding their convenience with the effectiveness of the adopted evaluation methods.

2. The median value for the study sample members' responses on the 37th phrase was (2 suggest that the majority of the sample members opposed the effectiveness of restricting evaluation methods to one party.

3. The median value for the study sample members' responses on the 38th phrase was (4 and this value means that the majority of the sample members were certain about the teacher's ability to select suitable evaluation methods.

4. The median value for the study sample members' responses on the 39th phrase was (4). This value means the majority of the sample members believed that the teachers' experience has a role in specifying the suitable evaluation methods.

5. The median value for the study sample members' responses on the 40th phrase was (2). This value means that the majority of the sample members never had given an opportunity to express their opinions on the evaluation methods.

The median value for the study sample members' responses on **all** the items of evaluation pivot was (3). This value means that the majority of the sample members were **indifferent** in relation to phrases of the evaluation pivot.

From the above mentioned, we noticed that the majority of the sample members are either indifferent or opponents on the phrases of the evaluation pivot and to verify the extent of the relevance of the curriculum content and effectiveness. Since the phrases of this pivot are (5) phrases and for each one there are 20 answers, this means that the total number of the sample members' answers on this pivot are 100 answers. These answers are summarized on the following table.

Table (15): The Relative and Frequency Distribution of Teachers' Opinions on the English Language Curriculum Evaluation

Responses	Frequency	Percent
Strongly Disagree	22	%22
Disagree	21	%21
Neutral	20	%20
Agree	28	%28
Strongly Agree	9	%9
Total	**100**	**100.0%**

From Table 15) we can observe that 63% of teachers do not tend to agree with what stated in the evaluation pivot. Therefore, they have reservations on the adopted evaluation methods of the English Language Curriculum. They believe that restricting evaluation methods to one party or stakeholder does not increase at all the effectiveness of the evaluation and they believed that the teachers' experience has a role in specifying the suitable evaluation method.

Figure (4): The Relative and Frequency Distribution of Teachers' Opinions on the Evaluation Methods of the English Language Curriculum.
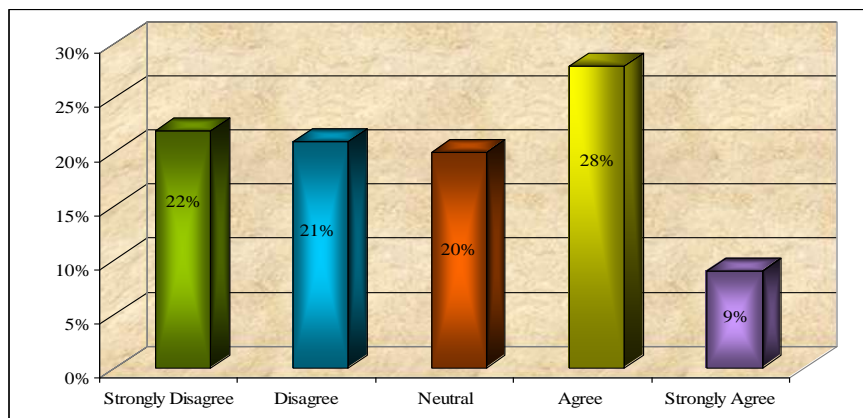
The result shown in Table 15 do not necessarily mean that **all** the sample members oppose the phrases stated in the evaluation pivot, as it was shown in the table that there are agreeing

individuals as well. To test the existence of a tendency toward certain answers and not others, the Chi-square Test was used to determine the significance of such tendency toward certain answers. The results are presented in the following table.

Table No (16): chi-square test

Response	Observed N	Expected N	Residual
Strongly Disagree	22	20	2
Disagree	21	20	1
Neutral	20	20	0
Agree	28	20	8
Strongly Agree	9	20	-11
Total	**100**		

Test Statistics	
Chi-Square	9.5
df	4
P_ value	0.0497

The calculated value of the Chi-square was (9.5), with a probability of (0.0497) and a degree of freedom of (4). This result is statistically significant at a significance level of 5%. Therefore, the teachers tend toward being unsatisfied with the currently adopted evaluation method of the English language curriculum.

Fifth: General Points

This part included **five** questions addressing teachers to assess their opinions on some general points in the **English** Language Curriculum. We obtained the following results presented in Table number 17.

 Table 17 Relative and Frequency Distribution of Teachers' Opinions on Some General Points in the English Language Curriculum

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
41	The system is characterized by flexibility and accepts what teachers do for change.	40%	20%	25%	15%	0%
42	I believe that it is better that curriculum development and its elements specification should be restricted to the concerned parties.	25%	35%	10%	20%	10%
43	I hope that the teacher will have a bigger role in curriculum design process.	0%	0%	10%	50%	40%

44	I am certain about my ability for constructive addition in the curriculum design process.	0%	0%	5%	60%	35%
45	I wish that a way will be open for the teacher to participate through questionnaire, meetings, workshops.	0%	0%	5%	30%	65%

Table (18): The Median of the Sample Members' Responses on the Items of the General Points Pivot in the English Language Curriculum

No.	Statements	Median	Explanation
41	The system is characterized by flexibility and accepts what teachers do for change.	2	Neutral
42	I believe that it is better that the curriculum development and its elements specification should be restricted to the concerned parties.	2	Disagree
43	I hope that the teacher will have a bigger role in curriculum design process.	4	Agree
44	I am certain about my ability for constructive addition in the curriculum design process.	4	Agree
45	I wish that a way will be creted for the teacher to participate through questionnaire, meetings, workshops.	5	Strongly Agree
	All	**4**	**Agree**

From Table (18), it is clear that:

1. The median value for the study sample members' responses on the 41st phrase was (2), this value means that the majority of the sample members decide that the existing system is not characterized by the flexibility and does not accept what a teacher does for a change.

2. The median value for the study sample members' responses on the 42nd phrase was (2), this value means that the majority of the sample members do not believed that it is better to restrict the curriculum development and its elements specification to the concerned parties.

3. The median value for the study sample members' responses on the 43rd phrase was (4), this value means that the majority of the sample members hoped that the teacher will have a bigger role in curriculum design process.

4. The median value for the study sample members' responses on the 44th was (4), and this value means that the majority of the sample members are certain about their ability of constructive additions in the curriculum development process.

5. The median value for the study sample members' responses on the 45th was (5), this value means that the majority of the sample members strongly want to largely open up the way for the teacher to participate through: questionnaire, meetings, and workshops.

The median value for the study sample members' responses on all the items of evaluation pivot was (**4**), and that this value means that the majority of the sample members agree on what is concerning phrases of general points pivot.

From the above mentioned outcomes its quite evident that majority of the sample population were either agreeing with or opposing the general points pivot phrases, and to verify the extend of the relevance of the general points on the curriculum and their effectiveness and since the phrases of this pivot are 5 phrases and for each one there are 20 answers, this means that the total number of answers by the study sample members on this pivot will be 100 answers.

These answers will be summarized in the following table.

Table19 Relative and Frequency Distribution of the Teachers' Opinion on the General Points Pivot for the English Language Curriculum

Responses	Frequency	Percent
Strongly Disagree	13	%13
Disagree	11	%11
Neutral	11	%11
Agree	35	%35
Strongly Agree	30	%30
Total	**100**	**100.0%**

From Table (19) shown above, we noticed that 65% of teachers tend toward agreeing on what stated in the general points pivot, therefore they hope that the teacher will have a bigger role in the curriculum design process, they also wish that the way will be opportunities for participation through questionnaire, meetings, workshops . However, they do not believe that it is better to restrict the curriculum development and its items specification to the concerned party but rather in involving teachers in this process.

Figure5 Relative and Frequency Distribution of the Teachers' Opinions on Some General Points of the English Language Curriculum
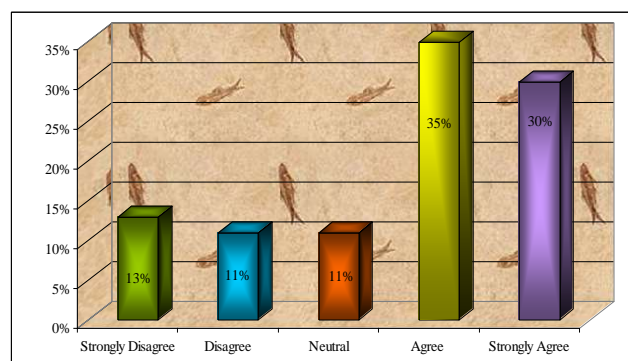
The displayed results in table number 19 do not necessarily mean that all the sample members agree with the phrases stated in the General Points Pivot, since it is stated in the table that there are disagreeing individuals, and to test the existence of tendency toward certain answers without the others, Chi-square test was used as a test of significance for the tendency toward certain answers. The results are presented in Table (20).

Table No (20): chi-square test

Response	Observed N	Expected N	Residual
Strongly Disagree	13	20	-7
Disagree	11	20	-9
Neutral	11	20	-9
Agree	35	20	15
Strongly Agree	30	20	10
Total	**100**		

Test Statistics	
Chi-Square	26.8
df	4
P_ value	0.0001

The calculated value of the Chi-square test was (26.8) with a probability of (0.0001) and a degree of freedom equals to 4. It is a statistically significant result at a significance level of 5%, therefore teachers tend toward agreement with the stated general points on the English Language Curriculum.

DISCUSSION

The results of the research shows that the majority of the participants agree they know the general objectives of English language teaching in Kingdom and in the stage where they are teaching .

Participants generally refused the phrase that all these objectives become true through the present teaching and majority agreed in thinking that some of these objectives need modification, which they have suggestions for. Teachers generally agree that there should be some addition to these objectives. Although majority participants did not have a chance of partaking in setting objectives either in the form of questionnaires, interviews, workshops or in any other way, they are sure that they are qualified to participate in the process and their participation in objective setting will be effective and positive.

The results also show that the majority of the study sample members are not convinced with the perfectness of the curriculum content of the stage they are teaching, and agreed that it needs development as it is not suitable with the prescribed objectives or their female students' standard. They have suggestions for the curriculum content development and, although they did not have chance to express their opinion about the content they are teaching, they are sure that teacher's experience would be fruitful when designing curriculum and their participation would be effective. Not only that, but they wish for their opinion to be heard and incorporated into curriculum. However, they would be neutral in filing cards of curriculum criticism sent from ministry of Education.

Also, the research shows that the majority of the participants consider existing activities sufficient to communicate content to the students, although they have suggestion to it and would like to have an opportunity to design activities to suit their students level. Most

teachers feel that their freedom to choose appropriate activities is restricted and they are not satisfied with school books' content. Teachers' attempts for renewal and change are refused to be accepted, despite their creativity and ability. They also feel that restriction of evaluation methods to one party only opposes effectiveness, because teachers' experience means they are suitable and able to specify evaluation methods .

All the results above show that teachers would like to have an opportunity to voice their opinion., they hope they will have a bigger role in curriculum design process, because they are able to make constructive additions to the curriculum design process and are largely open to participating through questionnaire, meetings, workshops etc. They strongly agree that teachers need to be involved in the curriculum design process. These results became opposite to the results of Young (1979) and Duke, Shower and Imber (1980). There results pointed that teachers show little desire for participation in the process of curriculum designing.

The results, also, indicated that teachers are a principle member in the process of curriculum design. The results of Connelly (1988) and Schwab (1983) emphasized the role of the teacher in the designing process.

In their researches, Vajargah (2008) and Al-daihan (1994) stated that the teachers were willing for participation. These results match the results of the current study where teachers express willingness to share part in the curriculum design process.

CONCLUSION

Curriculum change and development does not only require rethinking of the content and methods, the authorities who are responsible for the curriculum design process should also realize that the role of the teacher has changed over the years as well. Striving for development, all the participants of the educational process should be involved. The results of the current study show that teachers have strong desire to participate in the stages of the curriculum designing process. It should be recognized that teachers have a vital role in educational process and their participation will positively impact the outcomes of the curriculum design and its implementation.

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APPENDIX

بسم الله الرحمن الرحيم

Kingdom of Saudi Arabia

King Saud University

College of Education

Dear English Language Teachers,,,

I would like to ask for your kind participation in answering the following questionnaire on

"English Language Teachers Attitudes about their Contribution in Curriculum Process in the Saudi Education System"

With the knowledge that the information contained in this questionnaire is for the purpose of scientific research.

A\\Objectives:						
No.	**Statements**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
1	I studied the general objectives of teaching English Language in the Kingdoms.					
2	I studied the general objectives of teaching English Language in the stage where I am teaching.					
3	I am fully can fenced by the importance of the general objectives of teaching English language in the stage where I am teaching.					
4	I am fully convinced by the effectiveness of the general objectives of teaching English language in the stage where I am teaching.					
5	All these objectives will become true through the present educational process.					
6	I believe that some of these objectives need to be modified					
7	I have some suggestions to modify these objectives					
8	I have some additions to these objectives					
9	I have had a chance to participate in setting objectives through participation by questionnaires, interviews workshops.					
10	I hope to find a chance to participate in defining objectives.					
11	I am sure that may participation in setting objectives will be effective and positive.					
12	I believe that may experience in teaching English Language with qualify me to participate in setting objectives					
13	My knowledge about the nature of my female's students will add in setting suitable objectives.					

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
B\\ Content:						
14	I am convinced with the effectiveness of the curriculum content at the stage where I am teaching.					
15	I believe that the curriculum content needs further development.					
16	I believe that the curriculum content is not suitable for prescribed objectives.					
17	I believe that the curriculum content is not suitable to my female students					
18	I have suggestions to develop the curriculum content					
19	I have had a chance to participate in content development					
20	I have had a chance to express my opinion about the content that I am teaching.					
21	I am sure of the teacher's effective role in the participation of content choosing.					
22	I am sure that the usefulness of the teacher's experience will be fruitful when designing the curriculum					
23	I wish that we may have a bigger opportunity to express our opinion and make participation.					
24	I participate in filling criticism cards of the curriculum which are sent from the ministry of Education					
25	I feel that any opinions are taken seriously					

C\\ Activities:						
No.	**Statements**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
26	I think the existing activities achieve the goals.					
27	I think the existing activities assist in communicating the contents to the students.					
28	I have suggestions to improve the existing activities.					
29	I believe it is inevitable to give opportunities to the teacher to design activities in a way that suits her students.					
30	When I replace the activities found in the book with those I designed, this will not be met with admiration					
31	I feel that the teachers' freedom is restricted in selecting what suits her students.					
32	I think that the teacher should be satisfied with what is available in the school book					
33	I think our education system is characterized by flexibility to accept the teacher additions					
34	Any attempt of renewal and creativity will be met with refusal					
35	I am certain about my ability of creativity and invention when opportunities are given					

D\\ Assessment:						
No.	**Statements**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
36	I am convinced with the adopted evaluation methods					
37	I am certain of the effectiveness restricting the specification of the evaluation method to one party					
38	I am certain of the teacher's ability to select the suitable evaluation method for the students.					
39	I think teacher's experience has a role in specifying the suitable evaluation method					

| 40 | Opportunity for expressing my opinions on evaluation method was given to me before. | | | | | |

E\\ General points:

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
41	The system is characterized by flexibility and accepts what teachers do for change.					
42	I believe that it is better that curriculum development and its elements specification should be restricted to the concerned parties.					
43	I hope that the teacher will have a bigger role in curriculum design process.					
44	I am certain about my ability for constructive addition in the curriculum design process.					
45	I wish that a way will be open for the teacher to participate through questionnaire, meetings, workshops.					