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Assessing Anbar University Undergraduates' Receptivity of Learning English as a Foreign Language in Humanitarian Specializations

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Keywords: <i>Assessment</i> - Curriculum - Receptivity - Teaching - EFL	Abstract: This paper deals with the receptivity of EFL learners who study English as a foreign language at the Faculty of Arts at Anbar University in Iraq. Departments of Geography, Sociology and Arabic were taken as samples of the study because they have been studying English for four years. The objective of the study is to evaluate the learners' acceptability of learning English for four years and their opinions about the curriculum designed for eight courses. As the study attempts to measure the validity of teaching humanitarian departments English for four years and whether they are convinced in this decision or not. It has been proved that the learners of the three departments request to reduce the numbers of courses from eight to four with the average of two years. Achieving the questionnaire which consists of (11) questions facilitates evaluating the
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Article history:	participants' opinions about learning English as a foreign language where the participants have agreed that they encountered some problems in learning English related to the curriculum design, approach adopted by the teachers, the long period of study that should be reduced and the need to redesign the curriculum in accordance with the area of the specialty of each department which contributes in increasing the storage of vocabulary in their minds.
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تقويم مدى تقبل طلبة الدراسات الأولية جامعة الأنبار للغة الانكليزية كلغة اجنبية في التخصصات الإنسانية

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الخلاصة: يتناول هذا البحث مدى تقبل المتعلمين للغة الانكليزية كلغة اجنبية في كلية الآداب / جامعة الأنبار في العراق. تم اخذ اقسام متعددة كقسم علم الاجتماع والجغرافية واللغة العربية كعينات في الدراسة لانهم يدرسون اللغة الانكليزية لمدة اربع سنوات. الهدف من الدراسة هو تقييم مدى قبول المتعلمين لتعلم اللغة الانكليزية لمدة اربع سنوات وآرائهم حول المناهج الدراسية المصممة لثمانية كورسات. كما تحاول الدراسة قياس صلاحية تدريس الاقسام الانسانية باللغة الانكليزية لمدة اربع سنوات وما اذا كانوا مقتنعين بهذا القرار ام لا. لقد ثبت ان متعلمي الاقسام الثلاثة يطلبون تقليص عدد الكورسات من ثمانية الى اربعة بمعدل عامين. يسهل تحقيق الاستبيان الذي يتكون من 11 سؤال تقييم اراء المشاركين حول تعلم اللغة الإنكليزية كلغة اجنبية حيث اتفق المشاركون على انهم واجهوا بعض المشكلات في تعلم اللغة الانكليزية المتعلقة بتصميم المناهج الدراسية، والنهج الذي اعتمده المدرسون، وطول فترة الدراسة يجب تقليصها والحاجة الى تصميم المناهج الدراسية وفقا لمجال تخصص كل قسم مما يساهم في زيادة تخزين المفردات في اذهانهم.	الكلمات الدالة: - تقييم - مناهج - قابلية - تعليم - اللغة الانكليزية كلغة اجنبية معلومات البحث تاريخ البحث: الاستلام: ٢٠٢٠ ٢ ٢١ القبول: ٢٠٢٠ ٢ ٢٨ التوفر على النت
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1. Introduction

Assessment is a field of applied linguistics which is used to test the learners' ability in a given area such as testing reading or writing skill and evaluate the learners' responses. Whenever a learner responds to a question, offers a comment, or writes a new paragraph or an article, the teacher subconsciously assesses the learner's performance (Brown, 2003:4).

Language testing and assessment provide a creative and comprehensive review of a several issues including preparing the questions for the learners and giving feedbacks to their responses and showing them their errors and how to discard them. It focuses on the methods used in the process of assessment (Fulcher and Davidson, 2007:5). He (ibid.) further adds that language testing and assessment "explores test development, data analysis, validity and their relation to test". This proves that it does not focus on one aspect; rather it pervades to different evaluating matters the progress of the test, gathering and analyzing the data and presenting the findings. Jang (2014) views assessment "it is an activity whose primary purpose is pedagogical, that is, to help teachers plan instruction and guide student learning". So, language assessment monitors the learners' language development throughout achieving tests.

2. Review of Related Literature

The importance of teaching and learning English as a foreign language indicates that the pedagogical lexicography of English has become globally spread over and has been able to keep a level of activity not matched by other language communities, either quantitatively or qualitatively (Davis and Elder 2004: 68). English Oxford Learners' dictionaries have widely been used by not only English learners but also merchants, travelers, doctors, etc. English learners realize that there are several varieties of English including British English, American English, Australian English, African English and so forth, but basically, British English and American English are widely spoken in our world and the learners in Academic institutions or schools are opted for American variety or British variety.

Broughton et al. (1980: 7) explain "learners of English as a foreign language have a choice of language variety to a larger extent than second language learners". For instance, in Japan the learners are free to choose American variety or British one and both of them are acceptable in taught in the teaching institutions. The choice of variety is partly influenced by the availability of teachers, partly by geographical location and political influence. Foreign students of English in Mexico and the Philippines prefer

using American English in the process of learning English and the British variety is no longer desired due to the political bilateral interests between America and Philippines.

Syllabus design or curriculum preparation is one of the concerns of applied linguistics. Curriculum is designed according to the level of the learners whether they are undergraduates (Humanitarian or Scientific specializations) or postgraduates (McGrath, 2002: 89). The curriculum is designed to provide a plan that contains an interlinked series of teaching stages, goals and levels of the learners and it ensures the basic elements including grammar (structures and functions), functions and vocabulary are available and satisfy the learners' needs in letting him communicate with foreigners in English appropriately (Ibid). Richards and Rodgers (1986:21) draw a distinction between curriculum and syllabus. They confirm that a curriculum often is the plan and the general framework, whereas a syllabus contains the details of the content to be taught and the methods to be used in the classroom. Curriculum may encompass syllabus. Traditionally, the term syllabus has been used to refer to the form in which linguistic content is specified in a course or method. Syllabus is closely associated with the methods that depend on product.

2.1 Teaching and Learning English as a Foreign Language

Teaching is a process which requires planning, doing tests, scoring exam sheets and evaluation. The teacher is the main guide to the learners who is responsible for giving a precise evaluation to each learner through testing them of the material he has taught it to them, as he is concerned with motivating them to recognize their potentials and skills. This also can be done through class activities. However, Brown (2000:8) states that teaching cannot be defined apart from learning. Linguists view teaching as a device of guiding and achieving learning which helps the learners to get knowledge. Teaching requires a suitable setting provided with all the needs for the process of learning.

A foreign language is a language learned and taught in schools and employed for communicating with people from another country (Gramely and Patzold, 2004:314). A foreign language is any language that is not officially recognized in a given country. For example, the Spanish language in the United States would be considered a foreign language even though approximately (19) million people speak it. Contrastively, a second language is a language spoken by a specified number of people in a certain country, such as French which is considered a second language in Canada (Bussmann, 1996:419).

Richards and Schmidt (2010: 224-225) reveal the attributes of a foreign language; it is not the native language for many people in a particular country. As it is not used as a medium of instruction in schools, in addition it is not widely used as a tool of communication in government or media. Foreign languages are traditionally taught as school subjects, such as English in every school stage or college grade in Iraq. English

as a foreign language is used to communicate with foreigners or to read materials printed in English such as commercial products exported from foreign countries.

Johnson (2017) stresses that anyone can realize the importance of learning English as a foreign language because "the planet becomes smaller and the means for moving round it easier", for this reason English has become more multicultural and multilingual. He further adds that there is a large number of people who are learning English as a foreign language estimated one billion and this shows the importance of English for our world and its quick proliferation.

The British council made a research based on reports of learners who attended courses and took examinations which referred to a billion people involved in learning English. This huge number needs to be analyzed cautiously because it includes all learners from beginners to intermediate to advanced levels (Crystal, 1997:68). This, in fact, expounds the numbers of those who learn English as a foreign language is increased annually due to the development in different fields of life especially those who emigrated from Asian and African countries heading to America or Britain looking for jobs.

On the other hand, Collins and O'Brien (2003:124) interpret the term second language as "an area of instruction in which English is taught to people who speak another language". Thus, it applies to instruction that takes place within an English-speaking country and which is used formally in conferences workplaces and academic activities at universities.

2.2 Syllabus Design and Method Taught

Syllabus design is mainly concerned with the selection and grading of content which forms a sub-component of the planning phase of curriculum development. Curriculum has three phases: a planning phase, an implementation phase and an evaluation phase which are complementary phases (Nunan, 1988: 17).

Designers need to work with all three expanded areas: language content, process and product. In some cases, the product area might have the priority, for instance, in a course aimed entirely at reading comprehension, the reading skill would be very significant, while the other areas such as content and process would be less important in the structure of the syllabus (Dubin and Olshtain, 1986:102).

A language curriculum refers to the function of the interrelationship that holds between subject-specific matters and other broader factors that embrace socio-political and philosophical matters. It also refers to educational value, theory and its practice in curriculum, design of the curriculum, teachers' potentials and motivation of the learners in the classroom. To realize the foreign language curriculum, it is necessary to understand how all the various effects intermingle to give a particular framework as a

plan to the teacher to pursue his work and the learner how to interact with the curriculum content (Clark, 1987:7).

Many teaching methods had been adopted through the 20th century. The first approach was Grammar-translation teaching approach which focuses on structures and syntactic patterns. Later Direct approach was emerged during the Second World War and the US Army used it to teach its troops a lot of languages quickly. Structural, Oral, Audio-lingual, Natural, Communicative and Task-based Instruction approaches which are used in teaching languages. In Iraq, the Communicative Language Teaching CLT is used after 2003. Richards and Rogers (2001) point out that the CLT concentrates on meaning rather than structures as it attempts to grow up the ability of communication of the learners to encourage them interact in conversations. On the other hand, some Iraqi teachers prefer using the Task-based Language Teaching approach which relies on the problem solving where the teachers should make the learners communicate with each other in the classroom to solve the problem arouse (Richards and Rogers, *ibid.*).

The grammar-translation approach is concerned with memorizing of the vocabulary lists and sets of grammatical structures given to the students without any practicing them in real situations. As it encourages the learners to practice the written forms rather than the spoken forms. It emphasizes on learning a language often makes the students to be ignorant of how the language might be used in everyday conversation. It has been proved that students can leave school, getting higher grades in marks in French subject by this method, yet they cannot speak French as the native speakers do in Paris or even cannot cope with them (Yule, 2010:189).

Simplification is a method used by teachers to simplify the topics to the learners so as to make them grasp the material quickly and easily. It refers to a type of intralingual translation whereby a piece of discourse is reduced to a version written in the interlanguage version of the learner (Widdowson 1979:179). This is used in Iraqi schools where the teachers attempt to use the grammar-translation approach in explaining certain English syntactic patterns where Arabic equivalents are not similar and this may bring about confusion to the learners.

3. Statement of the Study

Language is used as a tool of communication among people. English became a universal language which is spoken widely in the world. In Iraq, the ministry of Higher Education and Scientific Research decided to teach the English language in the first stages in all the specialties being scientific or humanitarian, but around 2013 issued an order to teach English in all the college stages. Thus, an undergraduate at the college of Science at the department of Chemistry learns English for four academic years with eight semesters. Likewise, an undergraduate at the College of Arts at the department of Sociolinguistics learns English for four years with eight semesters, too. The basic problem, that was observed throughout checking on their curricula, they adopt one

textbook designed for all the Scientific, Humanitarian, Engineering and Medical departments regardless of the accurate specialization of each department. So, the learners learn General English Course without exploiting vocabulary of their specialization or studying comprehensive paragraphs regarding their field.

Another problem that one may notice in those graduates, who have graduated from different departments, were almost unable to speak English well or communicate with native speakers verbally or in a written way. As they haven't got any words or expressions related to their specialty which makes them lack vocabulary in the field of specialty. In an evaluation of the final exams' sheets of the second year college students of the English Department who were studying English as a foreign language, Ali (2015:7) finds out that the learners underwent structural errors where he classified them into types, errors of tense – especially present simple tense, present progressive tense and past simple tense which are apparently common errors committed by all learners in the Humanitarian and Scientific specializations.

Years ago, English was taught for two years only (with four semesters) but in accordance with the recent ministerial legislation, English should be taught for four years (with eight semesters) in all humanitarian and scientific departments at the Iraqi universities. Many teachers confirm that two semesters are adequate for all the specializations and eight semesters (four years) is a waste of time and efforts and the ministry should believe in the principle "quality over quantity".

4. Objectives

The aim of the study is to measure the undergraduates' interaction of learning English as a foreign language at three departments in the faculty of Arts at Anbar University who have been learning English for four years. Besides, the study aims at figuring out the obstacles the learners face throughout studying English for eight semesters so as to show whether they have benefited from these courses or not. In addition, the researchers attempt to explore whether the four-year students, the selected samples of the study, are satisfied or not with majoring English for four years.

4. Methodology

4.1. Participants

The study consists of (232) fourth year students of three departments at the Faculty of Arts at Anbar University who study English as a foreign language for four academic years. Geography Department consists of (95) students with (66) males and (29) females. Department of Sociolinguistics consists of (63) students with (53) males and (10) females. Arabic Department consists of (74) students with (39) males and (35) females. The Summer second course of the academic year (2018-2019) was selected for doing the questionnaire. The questionnaire consists of (11) questions concerning the students' interplay of learning English for four years beside their basic specialist

subjects. The textbook taught for all the departments for the four stages is *New Headway Plus: Pre-Intermediate Student's Book* written by John Soars and Liz Soars (2006). It is taught to each Humanitarian and Scientific departments in all Iraqi Universities.

The tests were done in April in different days and different places. The test of Geography Department participants was done on Sunday April 14, 2019 at 10 am and spent one hour in Hall (11). The test of Sociology Department participants was done on Monday April 15, 2019 at 11 am and the participants spent 45 minutes in Hall (7), whereas the test of Arabic Department participants was done on Thursday April 18, 2019 at 10 am and the participants spent 30 minutes in Hall (9).

4.2. Instrument

Close-ended test is the tool used in testing the selected samples. This type of test commits the participant to give response to a set of questions either with 'Yes' or 'No' without mentioning any details. Such a test helps the testers to give specific insight about the learners' perceptibility of learning English. Addressing (11) questions to a large number of participants of different departments enable the researchers to get quantitative data which can be analyzed in order to reach the frequency of each case and reveal the percentage of the occurrence of each case, too. Each department's statistics are allocated in a table to elicit the process of getting the real results and compare them with other departments' results. Eventually, the researchers will be able to obtain convincing deductions that aid in forming a good assessment about the eligibility of teaching English for eight semesters

5. Data Analysis

The approach of this research adopts the quantitative analysis techniques which is concerned with collecting the data and analyzing them, then evaluating the results in terms of frequencies of each item and accounting its percentage. The SPSS program was used to identify the rate of receptivity of the learners to learn English. Virtually, the results of responses of each department were tabulated and supplemented by a prolix discussion.

5.1. Analysis of Geography Department Learners' Responses

Table (1): Responses of Geography Department Participants

No	Types of Questions	YES	Percentage	NO	Percentage
1	Are you satisfied with teaching English at the undergraduate level?	57	%60	39	%41,00
2	Do you need to learn English for four years?	41	%43,10	55	%57,89

۳	Is the curriculum designed for the four years beyond your comprehension?	۴۳	%۴۵,۲۶	۵۳	%۵۵,۷۸
۴	Does the curriculum need to simplify and reduce some items or modules?	۷۸	%۸۲,۱۰	۱۹	%۲۰
۵	Have similar subjects been taught in the four years?	۶۰	%۶۳,۱۵	۳۷	%۳۸,۹۴
۶	Have you learned vocabulary related to your area of specialization (Geography)?	۷۹	%۸۳,۱۵	۱۸	%۱۸,۹۴
۷	By learning English for four years, can you speak / communicate in English with those who speak it?	۱۳	%۱۳,۶۸	۸۳	%۸۷,۳۶
۸	Would you like to reduce learning English for two years instead of four years?	۶۳	%۶۶,۳۱	۳۳	%۳۴,۷۳
۹	Do you face difficulties in learning English?	۷۲	%۷۵,۷۸	۲۴	%۲۵,۲۶
۱۰	Do you support teaching English within your specialty rather than general English?	۷۱	%۷۴,۷۳	۲۷	%۲۸,۴۲
۱۱	Do you find it necessary to design a new curriculum comprising general English and items related to your specialty?	۶۹	%۷۲,۶۳	۲۹	%۳۰,۵۲

Examining the responses of the EFL learners of the Geography Department, enables us to discuss the percentage of each question and realize the reaction of the learners to each question. For question (2), (%57) of the learners refuse to learn English for four years. (%55) of the learners ensure that the curriculum of the English language in each course is difficult and beyond their comprehension. (78) Participants with the rate (%82.10) responded to question (4) with yes, namely they want to simplify some topics and reduce the number of the modules. In their response to question (5), they prove that they have been studying repeated subjects along the four years. As regards question (6), (%83.15) of the learners say that they have learned vocabulary related to the specialization of Geography. The most important result is (%87.36) of the learners emphasize that they are neither able to speak English nor to communicate with native speakers or English language users although they have been learning English for four years with the average of eight courses. Responding to question (8), learners like to reduce learning English from four years to two years with the average of four courses. As (%75.78) of the learners' responses indicate that they encounter difficulties in learning English for eight courses. (71) participants with the percentage of (%74.73) support the idea of learning English to be based on producing modules of Geographical materials including Geographic vocabulary and comprehension passages concerning descriptions of Geographic topics. Therefore, (69) participants answered question (11) with yes with the rate of (%72.63) requesting to make the curriculum consisting of

general English (Tenses and General Rules) along with vocabulary and comprehensive passages related to Geographic issues.

5.2. Analysis of Sociology Department Learners' Responses

Table (2): Responses of Sociology Department Participants

No	Types of Questions	YES	Percentage	NO	Percentage
1	Are you satisfied with teaching English at the undergraduate level?	36	%57.14	27	%42.85
2	Do you need to learn English for four years?	27	%42.85	37	%58.73
3	Is the curriculum designed for the four years beyond your comprehension?	33	%52.38	30	%47.61
4	Does the curriculum need to simplify and reduce some items or modules?	53	%84.12	10	%15.87
5	Have similar subjects been taught in the four years?	27	%42.85	36	%57.14
6	Have you learned vocabulary related to your area of specialization (Sociology)?	47	%74.60	16	%25.39
7	By learning English for four years, can you speak / communicate in English with those who speak it?	12	%19.04	51	%80.95
8	Would you like to reduce learning English for two years instead of four years?	41	%65.07	22	%34.92
9	Do you face difficulties in learning English?	51	%80.95	12	%19.04
10	Do you support teaching English within your specialty rather than general English?	46	%73.01	17	%26.98
11	Do you find it necessary to design a new curriculum comprising general English and items related to your specialty?	48	%76.19	15	%23.80

Once again, the EFL learners in the department of Sociology agree that no need to study English for four years. Thus, (37) participants refused learning English for four years with the rate (%58.73), while (27) accepted learning English for four years with the rate (% 42.85). (33) Participants with the percentage of (%52.38) emphasize that the contents of the curriculum is beyond their comprehension. Those who answered question (4) with (yes) indicate that the curriculum should be simplified and reduced. As for question (5), (%57.14) say that there are no repetitions of subjects through the four years. (47) Learners rated with (%74.60) state that they have studied vocabulary

related to their area of specialization. The response to question (7), regarding the speaking skill, shows that (**%80.95**) of the participants are unable to speak English or communicate with foreigners in spite of spending four years learning English. This points out that the speaking skill is ignorant and the curriculum designers did not focus on it or the teachers ignore this skill totally. Moreover, (**%65.07**) of the responses want to reduce the periods from four years to two years only. (**%80.95**) of the responses ensure that the learners face up difficulties in learning English. As regards question (10), (**%73.01**) of the participants want to study English within their area and this was supported by responses of question (11) where (**%76.19**) of the participants want to redesign the present curriculum to fit their area of specialty and levels of comprehension.

5.3. Analysis of Arabic Department Learners' Responses

Table (3): Responses of Arabic Department Participants

No	Types of Questions	YES	Percentage	NO	Percentage
1	Are you satisfied with teaching English at the undergraduate level?	52	%70,27	22	%29,72
2	Do you need to learn English for four years?	36	%48,64	38	%51,35
3	Is the curriculum designed for the four years beyond your comprehension?	36	%48,64	38	%51,35
4	Does the curriculum need to simplify and reduce some items or modules?	56	%75,67	18	%24,32
5	Have similar subjects been taught in the four years?	33	%44,09	41	%55,91
6	Have you learned vocabulary related to your area of specialization (Arabic)?	50	%67,57	24	%32,43
7	By learning English for four years, can you speak / communicate in English with those who speak it?	32	%43,24	42	%56,76
8	Would you like to reduce learning English for two years instead of four years?	56	%75,67	18	%24,32
9	Do you face difficulties in learning English?	56	%75,67	18	%24,32
10	Do you support teaching English within your specialty rather than general English?	53	%71,62	21	%28,38
11	Do you find it necessary to design a new curriculum comprising general English and items related to your specialty?	48	%64,87	26	%35,13

The Department of Arabic teaches learners the Arabic language who are committed to study English for its importance and being concerned with languages where they might need to achieve contrastive studies. However, the participants answered question (1) with (yes) which means that (**%70.27**) of the participants in the questionnaire agree to study English. Question (2) is about the necessity for learning English for four years where (**%51.35**) say there is no need to study English for four years, while (**%48.64**) agree to study it for four years. Responses to question (3) indicate that (**%51.35**) that the contents of the curriculum are difficult and beyond their comprehension. Question (4) is a suggestion to simplify the topics and reduce the number of modules where (**%75.67**) of the participants supported that suggestion, while (**%24.32**) refused that suggestion. Question (5) is about whether there are repeated topics which have been taught during the four years, (**%44.59**) say yes, there are, where as (**%55.40**) say no, there aren't. In question (6), (**%67.56**) of the participants agree that they have learned vocabulary related to their area of specialization. As concerns question (7), (**%56.75**) ensure that they are unable to speak English or communicate with foreigners with the English language. Apparently, question (8) was significant for the learners because they feel that it is important to reduce the period of learning English from four years to two years (from 8 courses to 4 courses only) in the sense that (**%75.67**) agree with that request. Also, many participants highly interacted with question (9) where (**%75.67**) of the participants ensure that they have faced up problems in learning English as a FL. Furthermore, (**%71.62**) of the participants support the suggestion in question (10) of teaching English within the area of Arabic where the vocabulary and comprehensive passages should be taken from Arabic materials including Arabic literature and linguistics. Consequently, (**%64.86**) of the participants see it is necessary to design a new curriculum comprising General English (GA) and topics and items related to the Arabic language to be taught in English.

6. Discussion of Results

The results of the research have shown that most of the learners in the three departments want to simplify the curriculum and reduce the modules which some of them contain complex topics that go beyond their comprehension. This has been proved by the rates which were registered. For example, (**%82.10**) of the Geography Department participants supported that suggestion which is a great percentage. Likewise, in the department of Sociology (**%84.12**) of the participants wanted to simplify some materials and reduce the numbers of the modules taught in each course. (**%75.67**) of the Arabic Department has agreed with simplifying and reducing some items and modules to make the curriculum easy to understand. The learners of these departments believe that it is a matter of quality not quantity. Many participants have emphasized on reducing learning English for two years instead of four years. Thus, (**%75.67**) of the Arabic Department participants have agreed with that request and (**%66.31**) of Geography Department participants have also agreed with this request, while the participants of Sociology Department registered a percentage of (**%65.07**). This is

a good rate which proves the necessity of reducing the period of studying English. With regard to question (9), the participants have confirmed that they encountered some difficulties and problems in learning English through the four years of study in the sense that (%80.95) of the Sociology Department participants agree with this postulation. (%75.78) of Geography Department participants ensure that they have faced problems in learning English. Similarly, (%75.67) of Arabic Department participants also agreed that they have encountered problems during studying English. On the other hand, (%74.73) of Geography Department participants supported the idea of teaching English according to the area of specialty. Also, the participants of Sociology Department have agreed with this idea with a percentage of (%73.01), while the percentage of Arabic Department was (%71.62). The last question (11) about the necessity of redesign the curriculum comprising General English including (Grammar, Functions and Translations) plus including (Vocabulary and Comprehensive passages) inspired from materials of area of specialty.

7. Conclusions

Evaluating the receptivity of Faculty of Arts undergraduates who study English as a foreign language have shown that there are some weaknesses in the design of the curriculum and the method of teaching. Many participants in the Geography, Sociology and Arabic Departments that the curriculum is difficult and some topics are beyond their comprehension. As they ensure the curriculum should be simplified and the modules should be reduced requesting to focus on the quality which enables them to keep the most important topics even after graduation. All the four skills – specifically the speaking and reading skills are ignorant where they are unable speak English although they have spent four years studying English which asserts that there are defects in the process of teaching English. In addition, this also emphasizes that the approach which has been adopted by teachers is the Grammar-translation Approach which is an old-fashioned method which does not develop the four skills of the learners and concentrates on memorizing grammatical rules. Also, the EFL learners want to reduce the numbers of courses taught for four yeas and make them (Four Courses) instead of (Eight Courses). They also have ensured that they faced problems in learning English as a foreign language. One of the problems they suffer from is that all the humanitarian departments adopt the same textbook (English Course: Level 1) where the comprehensive passages consist of extraordinary topics which do not make the learners interact with them and make no use of the vocabulary they learn from them. In addition, learners do not learn any vocabulary or topics related to their specialty. Designing a new textbook in accordance with the specialization of each department, gives the opportunity for learners to learn related vocabulary and expressions related to their specialty.

8. Recommendations

According to the conclusions obtained from the results, the following recommendations are suggested:

1. To achieve the principle 'the quality over quantity', it is recommended to reduce the period of learning English from four years (with eight courses) to two years (with four courses) because the results have shown up that many participants in the test ensured that we spent a long period of learning English and neither we are able to write a well-formed sentence and nor we are able to speak English. To prove that when the researchers told the learners that they want to submit them to a questionnaire of (11) questions written in English, they learners said ' we are unable to understand the questions'; therefore, the questions were transformed into Arabic.
2. It is recommended to write a textbook for each department in the humanitarian specializations and the curriculum should consist of General English (GA) which includes grammatical structures and rules and functions and to be fostered with comprehensive passages and vocabulary of Geography field, Arabic field and Sociology field. Consequently, the grammatical structures, functions and vocabulary are to be taken from these passages.
3. Teachers are advised to change their method of teaching and adopt the communicative approach instead of the traditional method grammar –translation approach where the former can stimulate and activate their language skills.
4. Removing the complicated topics that are beyond the learners, elicits the process of comprehension taking into consideration that English is an obstacle to many students of different specializations – especially the humanitarian ones. This should be consolidated by simplifying some topics that are complex to the learners in addition to reduce the numbers of the modules to be taught during the semesters. In fact, this should be remunerated with focusing on writing and speaking skills which are already ignorant.
5. Avoid repeating some topics through courses and attempt to motivate the learner's potentials through charging them with doing practical exercises in the class orally and let them do assignments at home. Such procedure will promote their four language skills.

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Appendix (A): Information Profile

Section: (A): Background Information

1. Participant No.: _____
2. Gender: _____
3. College: _____
4. Department: _____
5. Stage: _____
6. Study Course: **Second Summer Course**
7. Test Schedule: _____
8. Academic Year: **(2018 – 2019)**

Appendix (B) Questionnaire Form

Section: (B): Questionnaire Form

Dear Student,

The present study aims at assessing the acceptance of students of the Humanitarian departments who are learning English as a foreign language in the four stages of study with an average of eight courses. Therefore, we express our gratitude for your participation in the questionnaire to answer the proposed questions. We also assure you that your answers will be confidential and used for the purposes of the research objectives, so you do not need to mention your name in the data field.

Thank you for your time and cooperation.

Place (√) in the field you choose

NO.	Types of Questions	Yes	Percentage	No	Percentage
1	Are you satisfied with teaching English at the undergraduate level?				
2	Do you need to learn English for four years?				
3	Is the curriculum designed for the four years beyond your comprehension?				
4	Does the curriculum need to simplify and reduce some items or modules?				

5	Have similar subjects been taught in the four years?				
6	Have you learned vocabulary related to your area of specialization (Geography)?				
7	By learning English for four years, can you speak / communicate in English with those who speak it?				
8	Would you like to reduce learning English for two years instead of four years?				
9	Do you face difficulties in learning English?				
10	Do you support teaching English within your specialty rather than general English?				
11	Do you find it necessary to design a new curriculum comprising general English and items related to your specialty?				