

The Role of the Portal to English Syllabuses in Developing the Language Skills of Preparatory School Students

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ABSTRACT

Teaching English through an effective curriculum enables EFL students to establish and achieve effective communication. The study aims to investigate issues affecting EFL students by learning English and discussing the role of Portal to English syllabuses in developing the language skills of Qatari school students. Research has harmonized the analytical approach. The required information was collected from a questionnaire distributed to twenty (20) Qatari EFL teachers in preparatory schools. Then, the data was analyzed according to the SPSS system. The results show that the Portal course syllabuses of Qatari preparatory schools introduce language activities that promote oral interaction in addition to the previous syllabuses. This current syllabus motivates students and builds a good understanding of learning English and improving language skills. The textbooks emphasize the use of English in social media and in the practice of Qataris customs and traditions. Portal lessons emphasize oral interactions with group work and discussions. Vocabulary and writing activities are presented and tested in many units in the Portal course series.

Keywords: *portal to English, students' motivation, students' attitude ,verbal communication*

Introduction

English language serves the global communication and people around the world interact for different aims, like academic purposes or for business goals. Crystal.(1997:43) argues that: However, classroom interaction requires students listen and speak. It begins with teacher questioning followed by a student's answer and then the teacher's evaluation of that answer, Johnson(2000) claims that :However, in this process, listening is important, as it's the medium for an exchange between teachers and students. The performance of oral interaction can developed easily and considered much easier than writing performance. However, the process requires students to be encouraged and find opportunities to speak. In addition to the importance of the English language in communicating with international education, some EFL students need to develop their ability to communicate in the English language. The study discusses the lack of coherence between

compulsory school syllabuses and EFL student learning conditions. Consistency between learning needs and preferred learning materials. Relationships between global and local topics presented in a textbook series. Eligibility of syllabus at student level. This study investigates the attitude of EFL Qataris educators towards Portal to English syllabus and how the series develops the language skills of EFL students. This study aims to investigate issues that affect the attitude of EFL students by learning English as another language and remembering the training of Portal course syllabuses to participate in developing students' attitudes toward English. By all accounts that the classroom environment influences students' overall learning success (Zandwilet, d. B., and Booker, L.. 2003). However, the relaxation classroom environment supports student and learning behaviors. In addition, a good classroom environment helps EFL students learn English better as Dornyei, Z. &Csizer, K. (1998). argue that teachers need to set role models, create a fun and enjoyable

classroom environment, and effectively present student-teacher-student activities that helps to develop students. Self-esteem and make learning more interesting for students. In addition to the quality of teacher-student relationships.

The role of teaching styles in FL Classes

The development of teaching styles is emulated in students' learning and improves classroom interaction. Using teaching styles that are appropriate for students, it will help them achieve their academic success and improve their normal communication and conversations. According to Cook, V. (2001). "evidence of teaching is in education", and "all effective teaching is based on learning". Apparently, using an excellent teaching style helps to improve students' communication skills. Luoma,S. (2004:11) While deciding on getting to know activities, there must constantly take into account that the intention is for the students in order to engage freely with others: to apprehend what others desire to communicate within the broadest feel, and with the intention to deliver to others what themselves desire to share.

Syllabus as a factor impact EFL teaching and learning

The selected materials are appropriate for the level of students learning, and therefore the direction of learning objectives applies. Altan, M. Z.(1995: 59) explains, "teaching materials form an integral part of many English teaching programs". Teachers use a variety of resources to support their teaching and learning of their students. However, in addition to the language resources available, many teachers use their own resources in their classroom depending on their students' circumstances. However, teaching materials contribute to students' learning success.

Teachers needs to design their own materials

Many teaching situations require teachers to design teaching materials to add textbooks or to use themes instead of focusing on textbooks. Teachers try to make textbook disputes profitable through their additions. Block, D. (1991) states that: However, designing a textbook, there should be a link between the teaching context and the textbook that supports students' understanding of the English language.

The use of teaching materials

The use of educational materials helps to

increase the use of language through communication. Different types of teaching aids as text-based, task-based and realia used in EFL classes. These things are used to support students to work together and do language activities. In addition, many factual items can be used in the classroom to support communication activities. However, EFL students can learn vocabulary with the help of material. Matthew, Ann. G., and Alidmat, A. O. H. (2013). agree that teachers' use of audio-visible aids facilitates students better understand lessons and improves their English language skills. In addition, the teacher needs to generate students' desire to study EFL and they need to present English language lessons in a foreign culture.

The portal to English course syllabuses

A new English language syllabus for teaching Qatar was established and launched in 2015. This series of textbooks were adopted to suit the situation of EFL Qatari students. The Port to English Subject series replaced the previous syllabus series (To the Top) presented in (2017-2020). The purpose of this change is to introduce syllabuses that are highly enough to match the global development of the English language curriculum as this series stresses the functions and functions of language communication. Authors Mitchell, H.Q. and Malkogianni ,M. (2020) have commissioned the development of 7.8 and 9 new integrated courses to fit those three levels in preparatory schools. Three books known as (Portal to English) present rich reading materials aimed at developing the four language skills. The content of the Portal syllabus is very relevant to the lives of the Qatari people. In addition to the language skills. The subjects that included in the series have the potential to improve the reading skills found in previous syllabus and thus improve the level of general knowledge of students about human life in Qatar. Vocabulary for learning and grammar are accentuated in the Portal series and are used as language activities. The series of lessons emphasizes the use of English in communication situations in the real-life situations. Oral communication is underlined through dialogues and teamwork. Lesson writing skills are highlighted through controlled writing and free writing activities.

Instrument Of Collecting Data

The study used a descriptive method of analysis. Participants were EFL Qatari teachers of preparatory schools in Qatar 2020. A questionnaire was distributed to twenty of them randomly that were chosen to collect the

Research Findings

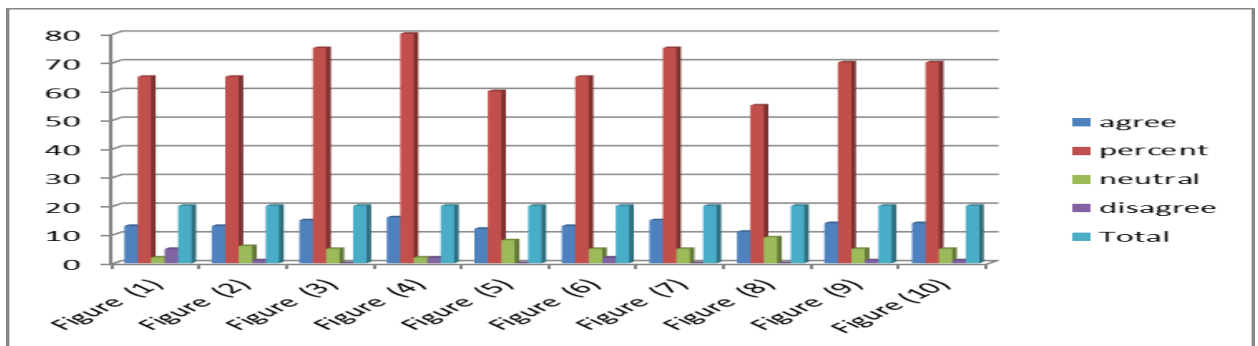
The data obtain from the scores of analytical approach emphasize that teachers who teach English language at Qatari preparatory schools have positive attitudes towards the portal syllabuses in expressing more students' collaboration than the previous one. The recent syllabuses have flexibility in addressing the content from simplicity to difficulty. Portal to English curriculums grasp students' attention in

required information. It consists of 10 items. Each item has three options agree, neutral and disagree. It was analyzed statistically and subsequently by the SPSS system. Results are revealed in tables to show the variables evidently.

reflecting Qataris values and inheritance . The blueprint of the books are showing the spectacular sceneries of Doha which encourage students to communicate simultaneously in the real life situations. Word knowledge and terms are reprocessed in the next grades. The portal syllabuses are familiarized with students' assessment via checking them in the skills of the language production after teaching module.

Table and Figure 1
Respondents' responds

Statements	Agree	neutral	disagree
Statement1. The Portal course syllabuses facilitates EFL students' interaction more than the previous syllabuses.	65%	25%	10%
Statement 2. The current English language syllabus of Qatari preparatory schools motivates the students towards learning English.	65%	30%	5%
Statement 3. Portal to English syllabus create positive orientation towards learning English language.	75%	25%	0%
Statement 4. Portal to English course book syllabuses stress the usage of English in communicative situations.	80%	10%	10%
Statement 5. Portal to English directs EFL learners' attitudes towards learning English language.	60%	40%	0%
Statement 6. The book introduces activities that refers to the Qataris' traditional and customs.	65%	25%	10%
Statement 7. The course books stress oral communication through group work and dialogues.	75%	25%	10%
Statement 8. Speaking is a central element in the Portal to English course, which provide valuable pieces of natural sounding discourse.	45%	55%	0%
Statement 9. A lot of the new vocabulary is recycled in the Portal syllabuses.	70%	25%	5%
Statement 10. The Portal courses introduce controlled writing and free writing activities.	70%	25%	5%



Statement (1) The portal course syllabuses facilitates EFL students' interaction more than the previous syllabuses. Table and figure (1) show that, most respondents (65%) agree that, the Portal course syllabuses facilitates EFL students' interaction more than the previous syllabuses,(25%) of the sample neutral and (10%) disagree, so that this statement is proved. Statement (2) current English language syllabus of Qatari preparatory schools motivates the students towards learning English. The statistical analysis of table and figure (2) shows that, (65%) agree, (5%) disagree and (30%) neutral that, the current English language sample (80%) agree and (10%) disagree and (10%) neutral with the statement. Therefore, this statement is accepted. Statement (5)portal to English directs EFL learners' attitudes towards learning English language. Table and figure (5) show that, Portal to English directs EFL learners' attitudes towards learning English language. The majority of the sample (60%) agree and (40%) are neutral with the statement. According to the statistical analysis, the statement is proved. Statement (6)The book introduces activities that refers to the Qataris' traditional and customs. According to the statistical analysis of table and figure (6) most respondents (65%) agree (25%) neutral and (10%) disagrees that, Portal syllabuses introduce activities that refers to the Qataris traditional and customs. Thus, this statement is accepted. Statement (7) The course books stress oral communication through group work and dialogues. The statistical results in table and figure (7) show that, most respondents (75%) agree and (8%) are neutral. Hence, the Portal course books stress oral communication through group work and dialogues. Therefore, this statement is justified. Statement (8) Speaking is a central element to the English course in the portal providing valuable pieces of natural sound discourse. Table and figure (8) show that, while (55%) respondents agree and (45%) are neutral, speaking is a central element to the English curriculum in the portal, providing valuable pieces of natural sound discourse. So that this statement is proved. Statement (9) many new terminologies is recycled into portal syllabus. According to the statistical analysis of table and figure (9), most respondents (70%)

syllabus of Qatari preparatory schools motivates the students towards learning English. Therefore, the statement is proved. Statement (3)portal to English syllabus create positive orientation towards learning English language. The analysis of table and figure (3) shows that, most respondents (75%) agree and (25%) neutral that Portal to English syllabus create positive orientation towards learning English language. Therefore, the statement is justified. Statement (4) portal to English course book syllabuses stress the usage of English in communicative situations. Table and figure (4) show that, most of the respondents (70%) agree that, Portal to English course series presents controlled writing and free writing activities, (25%) neutral and (5%) disagree. Is, so that this statement is justified.

Conclusion

The portal syllabus enhances the interaction of EFL students compared to previous syllabus. The current English language courses of schools preparing for Qatari motivate students to learn English and direct the approach of EFL learners to learn English language. The book introduces activities relevant to Qatar traditional and customs. Course books emphasize oral production through group work and dialogues. Language activities that improve all language skills are introduced and recycled in the portal syllabus with the help of graphs, pictures and other visual aids.

Acknowledgement

I am grateful to express my sincere thanks and appreciation for the teachers who answered the questionnaire of the study . Also , a special thanks for dr. Hassan and Dr. Alsadig who dedicate their efforts to come out this study.

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