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# A Systems Approach to Performance-based English Curriculum Taught to Saudi Aramco Company Trainees in Saudi Arabia

*Dr. Waleed Mahmoud Abdelhamid Hamdoun*

## ABSTRACT

This paper explores the main components of performance-based English Curriculum (PEC) taught for Saudi Aramco trainees at the college of Saudi Petroleum Services Polytechnic (SPSP) in Saudi Arabia in view of systems approach aspects: goals and objectives, needs analysis, testing, materials development, language teaching and assessment or evaluation. The main focus of this study is to conduct a formative evaluation to the PEC program to pinpoint its effectiveness in achieving the perceived language proficiency of SPSP Aramco trainees at the end of the program. To this end, this paper illustrates the interrelationship and the consistency among the components of the PEC program and then this provides some alternatives to the likely inadequate aspects of the program based on the findings of the end of academic level survey conducted by Aramco curriculum staff in 2019 to elicit the perspectives of the involved Aramco trainees at SPSP and Industrial Technical Centers (ITC) in the service of the on-going process of PEC curriculum development.

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# A Systems Approach to Performance-based English Curriculum Taught to Saudi Aramco Company Trainees in Saudi Arabia

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## I. INTRODUCTION

Following this introduction, the existing literature review indicates two main parts: curriculum definitions and systems approach implementation to curriculum development process. The first part shows the perspectives of various researchers in

defining the term ‘curriculum’, and the second point elaborates the framework used in structuring language programs according to the six main components of systems approach principles. After that, the program overview covers each component in detail, and then in the following part, you can find a detailed analysis of the six parts of the PEC program in view of systems approach framework based on the existing literature review and the perceived findings of the end of segment survey. In particular, I analyzed the consistency among these six elements based on the perceptions of the participants to find out the degree of effectiveness of the PEC program elements including: needs analysis specifications, program objectives overview, testing system description, materials development, teaching implementation and program evaluation. Finally, this paper ends with defining some conclusions including the suggestions that could be used to improve the PEC program delivery based on the perceptions of the target trainees and the involved instructors.

## II. LITERATURE REVIEW

### 2.1 Curriculum definitions

I totally agree with Shuell’s (1986) perspective that the learning process usually takes place in a complex learning environment as there are quite many interconnected factors within the learning system such as- merely indicative but not exhaustive- learners’ attitudes, curriculum, teaching methods, the learning objectives and the institutional policy. However, my main concern in writing this paper is to discuss the curriculum factor, especially, curriculum development process. Starting with curriculum definition, McKernan (2007) points out that the word

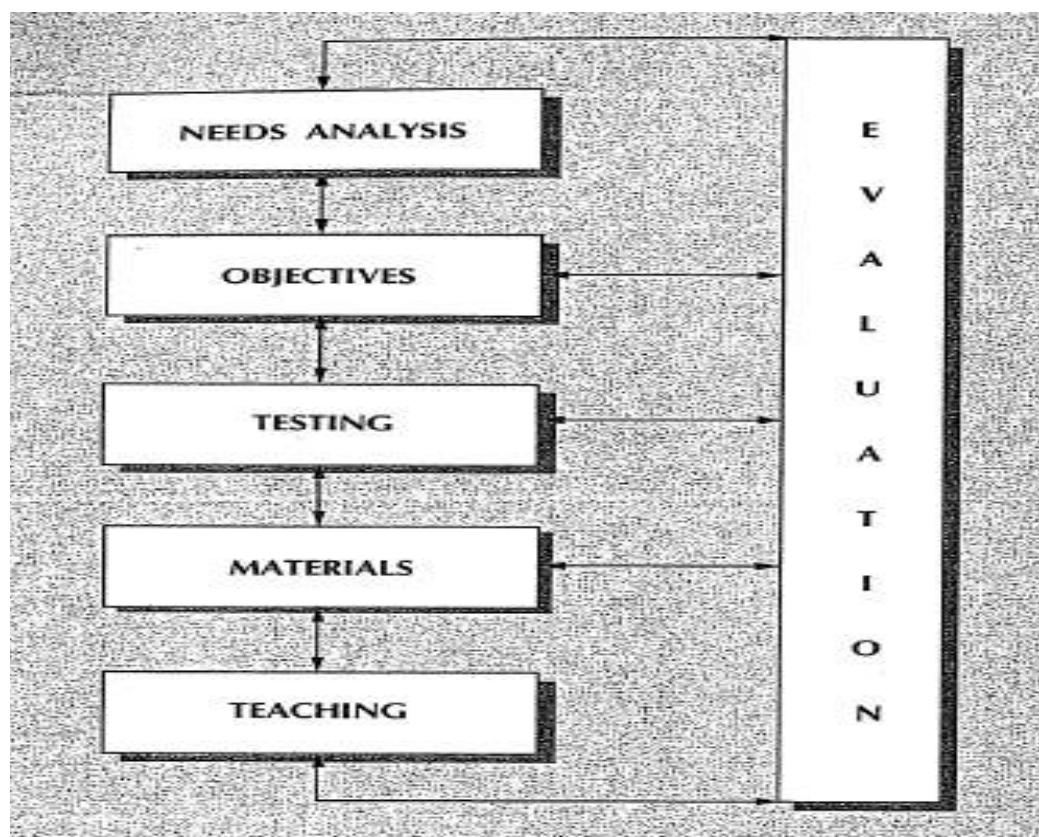
*curriculum* is from the Latin *currere*, meaning “a course to be run, or the running of the course,” and usually is defined as *the course of study at an educational institution.*” Further, “*the curriculum is concerned with what is planned, implemented, taught, learned, evaluated and researched in schools at all levels of education.*” However, Stenhouse (1975, cited in McKernan, 2007:24) argues that “*definitions of the word curriculum do not solve curricular problems; but they do suggest perspectives from which to view them.*” In my experience as a researcher and a language instructor, the language curriculum can be viewed as a comprehensive system which has a defined goal with clear objectives and appropriate learning materials to be taught and assessed properly to achieve the assigned goal of an educational organization at the end of the course.

## 2.2 Systems approach Implementation to Curriculum Development Process

Curriculum planning or development is defined in words of Brown (1996:270) as “*a series of activities that provide a support framework that helps teachers to design effective activities and learning situations to promote language learning.*” Further, Brown (1995:29) describes the curriculum development as “*a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students...to accomplish whatever combination of teaching activities*” I strongly agree with Brown’s perspective that the success of the course to achieve all learners’ language needs is, to great extent, based on the consensus among teachers about the essential parts of curriculum and how those elements interact in different teaching situations. Thus, Brown (1996:276) indicates that “*the systematic approach focuses on the planning, development, implementation, and evaluation phases of language teaching*” In addition to this, on one side, Nation and Macalister (2010) advocate the curriculum design waterfall model is appropriate and based on the systematic approach as “*the output of one stage becomes the input of the next*” On the other side, Tessmer and Wedman (1990) argue that waterfall model “*is difficult to do and often impractical*”. In my opinion, when curriculum designers/

developers have the required conditions or starting points (e.g. plenty of time and plenty of resources) to apply the waterfall model in curriculum designing or developing, they may produce or develop a well-organized course which in turn leads to a successful language learning process. Accordingly, Nation and Macalister, (2010:143) conclude that “*the waterfall model is most likely to be applied in the design of the commercial course book, or in a well-funded curriculum design project.*”

In figure 1 below, Brown (1995:20) indicates the nature of systematic theory implementation to the six main categories of curriculum activities: needs analysis, goals and objectives, testing, materials development, teaching and program evaluation. The graph shows that curriculum development or designing process elements are interconnected; for instance, the curriculum designers or developers use the output of the needs assessment stage to be the input of the objective writing stage. The structure of the other curriculum parts work in the same way, so any change in one part may affect the other parts. Further, Brown (1996:269) summarizes the curriculum process in view of systematic theory as “*a series of activities that provide a support framework that helps teachers to design effective activities and learning situations to promote language learning*”.



*Figure 1:* Systematic Approach to Designing and Maintaining Language Curriculum (adapted from Brown 1989a)

To the best of my knowledge, the unity of curriculum aspects may have a great impact on the learning process at any educational organization. I fully agree with Brown's (1995) conclusion that systematic approach is an effective tool to find out the degree of consistency and interrelationship of the curriculum activities through the curriculum development or designing process.

Also, Brown (1996) points out that "systematic approach helps language teachers monitor and improve the components of an already existing language program". Further, this approach is considered to be a problem solving paradigm as it considers the attributes of the whole curriculum elements to achieve the objective of the curriculum (system) which is to solve a language learning problem, for example, improving learners' speaking proficiency which is

considered, I think, a real challenge in my Saudi context. In my perspective, the planned or perceived results of the intended learners require studying well-connected and coherent curriculum elements. The basic concept of systems approach is that curriculum could be seen as a comprehensive system which has interrelated elements based on clearly defined objectives to achieve the desired goal.

### III. PEC PROGRAM OVERVIEW

According to performance-based program instructional guidelines (2018), the performance-based English curriculum (PEC) is an inclusive English course assigned for Saudi Aramco Company trainees at Industrial Technical Centers (ITC) and Saudi Petroleum Services Polytechnic (SPSP) in Saudi Arabia. It is a 5-level course, from English two functional (E2F) to



English six functional (E6F). The course duration ranges between 175 and 230 hours for each level to be taught in 6 classes per day for 10 weeks of 50 working days per segment. PEC program offers a foundational instruction in functional English language skills to develop the main productive skills, writing and speaking, which help Saudi Aramco employees to provide effective verbal and written communications, especially formal business emails. Also, it provides functional materials for listening and reading skills with emphasis on language mastery needed to perform job tasks competently at Saudi Aramco workplaces. PEC program is delivered in iBook format on iPad in a paperless class.

#### IV. SYSTEMATIC APPROACH TO PEC PROGRAM COMPONENTS

The main purpose of choosing formative evaluation to PEC program components is to contribute to the ongoing improvement and maintenance process to my context existing program, and to improve teacher's pedagogical content knowledge in view of implementation of an updated curriculum. Accordingly, my personal concern is to pinpoint the interconnection and the degree of consistency among the six PEC program components using Brown's systematic approach model as shown earlier in figure 1 in terms of the following elements: needs analysis, objectives, testing, materials, teaching and evaluation. Accordingly, The following parts will tackle each one of those components in detail in view of the early mentioned Brown's systems approach framework.

##### 4.1 PEC Program Needs Analysis specification

According to Brown (1995), needs analysis or needs assessment reflects the activities that are required to gather the information needed to create or develop a curriculum that will be assigned for a particular group of language learners to achieve certain learning outcomes. Also, Brown (1996:272) defines needs analysis as *"the systematic collection and analysis of all relevant information that is necessary to satisfy the language learning needs of the students within the context of the particular institution(s)"*

Based on this norm, I think needs assessment may be an essential stage in building a systematic curriculum. PEC program administrators use different ways to gather the required data to update or develop the target program. To this end, information is gathered using interviews, surveys, classroom observations and a good deal of professional judgment. To the best of my knowledge as an SPSP academic instructor, the PEC development involved team visits SPSP at regular basis, once every two months, by/at the end of each segment, or sometimes unplanned visits, to do the following activities:

- Attending class observation for all scheduled instructors and providing a post visit constructive feedback.
- Interviewing some Saudi Aramco trainees to ask about their attitude towards studying the PEC course.
- Having meetings with SPSP administration, especially, senior instructors and learning counselors to discuss all the gathered information through the visit.
- Meeting some company representatives asking about their expectations with respect to their future employees' language competency requirements.

Accordingly, I can assure that the PEC development team follows Brown's (1995:37) norm in terms of needs assessment procedure that *"four categories of people may become involved in a needs analysis: the target group, the audience, the needs analysts themselves and the resource group."* In terms of the types of information in a needs analysis, Brindley (1984, cited in Brown, 1995) shows the distinction between two types; objective needs are defined based on clear-cut data gathered about the learners, whereas subjective needs are generally more difficult to be defined as they are based on wants, desires and expectations of the learners. For example, learners' current language level (objective needs) is defined easily based on the initial placement test results, on the other side, the learners' perceived wishes to be fluent, for instance, in speaking skill is subjective, which means it is difficult to be defined.

#### 4.2 PEC Program Objectives Overview

Per instructional guidelines of the PEC program (2018), the goal of the course is to enable SPSP Saudi Aramco trainees to master English language communication skills that are required to perform job tasks competently at the Saudi Aramco workplace. Further, the content of course goals and objectives are derived from needs assessment gathered information which is based on the oil industry company trainees' needs, especially, Saudi Aramco Company employees. I totally agree

with Brown's (1995:71) norm that "the purpose of any language program should be clear to the participants and the outside world." Further, figure 2 below shows the consistency degree between SPSP Aramco trainees and the main purpose and objectives of PEC program through the results of academic end of level survey (2019); about 86% of SPSP Aramco trainees (63 out of 73) are able to recognize the main purpose of the program, and only 9 trainees may not be able to identify the main goal of the program.

4. I understood the objectives and purpose of the course/level. أفهم بوضوح الاهداف والغرض من البرنامج / المستوى

Strongly Agree	32
Agree	31
Disagree	8
Strongly Disagree	1

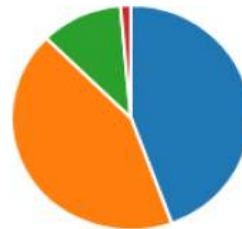


Figure 2: Academic End-of-level Survey – Purpose of the course (Aramco). January, 2019

In addition, Brown (1995:73) defines instructional objectives as "specific statements that describe the particular knowledge, behaviors, and/or skills that the learner will be expected to know or perform at the end of a course or program." Accordingly, I demonstrate the nature of PEC course objectives which are considered in Brown's (1995:73) words as "building blocks that would lead to accomplishing the broader curriculum goal." The PEC is mainly functional course or syllabus; each level encompasses 9 units and each unit includes 6-8 specific functions in two parts (A&B), so each level includes about 70 functions which in turn lead to achieving the following instructional objectives:

- Deliver successfully a time-based presentation, individually and unassisted, using PowerPoint or keynote software on an iPad.
- Perform functional writing tasks based on a provided writing prompt using English language functions covered in the course, and

which reflect everyday use in a Saudi Aramco workplace.

- Respond appropriately to speaking prompts and orally communicate information related to the English language functions covered in the course.
- Respond to multiple-choice questions relating to the English functions and vocabulary covered in the course.

5. I understood how the course/level objectives are related to my job. افهم بوضوح لكيفية ارتباط اهداف البرنامج والمستوى بمستقبلي الوظيفي



Figure 3: Academic End-of-level Survey- Objectives (Aramco). January, 2019

In terms of objectives relevance to trainees' job, figure 3 above shows the relationship between the main PEC objectives and SPSP trainees' job requirements which show that those instructional objectives are derived from oil industry company trainees' needs; about 58 out of 73 trainees (about 79%) agree that the instructional objectives of the course meet their job requirements in the field of oil industry.

Further, in my perspective, PEC program instructional objectives meet Mager and Brown's (1975, cited in Brown 1995) norms in terms of the necessary specifications of clear instructional objectives: subject, performance, conditions, measure and criterion as follows: the first element, subject, refers back to SPSP Aramco trainee, not any learner. The second element, performance, is so clear that, I think, almost all the objectives show the trainee's perceived language proficiency or what he is expected to be able to do. The third element, conditions, shows that the trainee must use the given functions covered in the course and which are relevant to Saudi Aramco workplace everyday use. The fourth rule, measure, is applied in the types of end-of-level on-line assessment questions: multiple choice, matching and true false. Finally, the fifth element, criterion, is based on that trainee's accuracy in doing all course tasks must be over 70% to meet Aramco Company recruitment requirements.

#### 4.3 PEC Program Testing Overview

Over the PEC program, three types of testing are done: proficiency, placement, and achievement to help the curriculum administrators to make the right decision for each stage in the program development process. Brown (1995:110) points out that proficiency tests "may be necessary in determining exit and entrance standards for curriculum, in adjusting the level of goals and objectives to the true abilities of the students." Per Aramco Company recruitment system, PEC program administrators apply Brown's proficiency test assumption to choose the best candidates to study the course which in turn enables those candidates to work for a big oil industry company, Saudi Aramco, when the trainees complete the academic and technical training successfully. The minimum accepted language proficiency level is level 2 to be eligible to study the PEC program at ITC or SPSP. Accordingly, the program administrators determine the level of objectives to start with E2F. After that, they use the placement decision to put trainees of similar ability levels together in the same classes within the program. In my experience, this decision is very crucial as it helps language instructors use the most appropriate teaching strategies by preparing the right materials for each trainee in the group as all of them are at the same language level.

In addition to this, the PEC program has systematic achievement tests which are administered periodically during the program. Per



the PEC program instructional guidelines, each level assessment schedule includes speaking and writing milestones, a presentation and an online assessment. Writing milestones (three per segment) measure the trainee's ability to complete functional writing tasks based on a given writing prompt using the business email format. Also, writing milestones are teacher-scored based on the performance criteria described in the writing milestone rubrics. In addition to this, constructive feedback is provided to each trainee showing both the good points and the points needing improvement. Per my own experience as an involved language instructor for PEC program, writing milestones scoring and giving written feedback for each trainee is always a very tiring process for teachers and it is, in my perspective, one of the most common complaints against the entire program as teachers have to submit results and feedbacks after ONLY three or four days from the test date; for instance, writing milestone is held on Wednesday and then results must be provided to the assessment coordinator on the following Sunday, so teachers usually need to finish marking on the weekends and this may spoil their relaxation time.

In terms of speaking milestones (three per segment) measure the trainee's ability to respond orally to the provided speaking prompts (about 12-20) to be recorded using the instructor's iPad in 10-20 minutes for each trainee based on his level. Like writing milestones as I explained earlier, speaking milestones are teacher-scored based on the speaking milestone rubrics and constructive feedback is provided to each trainee. In connection to presentation (one per segment), each trainee is required to provide a time-based presentation (5-15 minutes based on his level) covering a historical background of the Saudi Aramco Company or including any oil and gas industry topic. Also, the presentation is teacher scored based on the presentation scoring rubrics and a written feedback is given to the trainee. Finally, online assessment (one per segment) measures the trainee's ability to respond to test items covering vocabulary and language functions of this level. It is administered and scored online. Figure 4 (performance-based programs, 2018) indicates the time and material covered for each assessment throughout each segment during the program.

Assessment	Week	Material Covered
Speaking Milestone 1	4	Units 1 - 3
Speaking Milestone 2	6	Part 1: Units 4 - 5 Part 2: Units 1 - 3
Speaking Milestone 3	9	Part 1: Units 6 - 8 Part 2: Units 1 - 5
Writing Milestone 1	3	Units 1 - 2
Writing Milestone 2	5	Units 3 - 4
Writing Milestone 3	8	Units 5 - 7
Presentation	7	Units 1 - 6
Online Assessment	10	Units 1 - 9

*Figure 4:* Timing and material covered in each assessment component

With respect to SPSP Aramco trainees' attitude towards the systematic tests of PEC program, figure 5 below shows that only 47 out of 73 trainees (about 64%) are satisfied with the assessment system compared to about 36% of

trainees are not happy with the number of tests per segment.

24. The assessments during the course were fair. كانت الاختبارات اثناء الفصل الدراسي عادلة

Strongly Agree	19
Agree	28
Disagree	21
Strongly Disagree	5

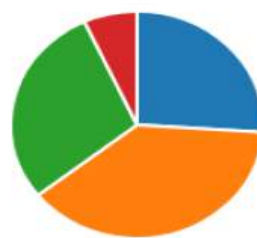


Figure 5: Academic End-of-level Survey-Assessment appropriateness (Aramco). January, 2019

In my own perspective, PEC program achievement tests may need to be developed to meet Brown's (1995:121) perspective "*the development of systematic achievement tests is crucial to the evolution of a systematic curriculum*" Accordingly, I suggest reducing the number of achievement tests per segment, to be 4 or 5 instead of 8 (as shown in figure 4) the current number of achievement tests is 8 per 10-week segment which means that there is a test almost every week. I think this is quite tough work for both trainees and instructors at SPSP as shown in the 2019 survey at the end of the level almost about 40% of SPSP Aramco trainees are not satisfied with the number of achievement tests every segment, so some of them are usually demotivated and struggling while studying the PEC course. This demotivation may lead to bad results and might impact negatively on achieving the main goal of the program.

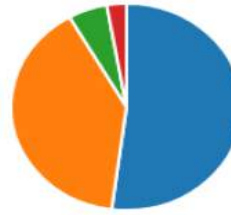
#### 4.4 Materials Development

PEC 5-level program materials encompass E2F-E6F iBook on iPad, Basic Grammar in use and Grammar in use Intermediate. In addition, the involved teachers are responsible for preparing supplementary materials based on the main sources of Aramco iBooks. I totally agree with Brown's (1996:276) conclusion that "*having clear-cut objectives and tests will aid considerably in the planning, organization, and creation of materials.*" Based on this perspective, I think, PEC program materials meet Brown's (1996) perspective that "*materials should be adopted, developed, or adapted on the basis of the best available information and planning*" The

appropriateness of the materials of PEC is very clear in the results of the survey as shown in figure 6 below that about 92% of SPSP Aramco trainees are happy with the learning materials and they assured the effectiveness of materials. Further, 68 out of 73 trainees have enough time to cover all the assigned materials with their instructors throughout the segment. Accordingly, I can assure that the PEC program has appropriate materials and they are closely related to the prescribed objectives and the trainees' needs. However, in my opinion, the teachers are not free to choose extra materials as they have to use Saudi Aramco-based or related materials only. Accordingly, I think, PEC administrators should be more flexible and let teachers choose any relevant materials provided that they meet the objectives, no need to be 100% relevant or based on the Saudi Aramco workplace. My main point is to help teachers create various classroom activities to increase trainees' motivation to master the required objectives easily and quickly.

22. The iPad book and textbook(s) materials were useful. كانت محتويات الكتب الدراسية والكتب الالكترونية مفيدة

Strongly Agree	38
Agree	29
Disagree	4
Strongly Disagree	2



23. There was enough time to cover all learning materials for the final tests. كان هناك وقتا كافيا لتغطية كل اجزاء المنهج قبل الاختبار النهائي

Strongly Agree	41
Agree	27
Disagree	5
Strongly Disagree	0



Figure 6: Academic End-of-level Survey (Aramco)- materials. January, 2019

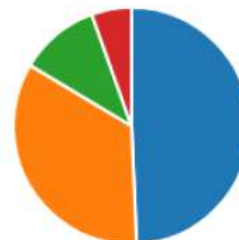
#### 4.5 Teaching Implementation

In fact, PEC program planners usually follow Brown’s (1996:277) perspective that “the teachers must be involved in the process of curriculum development, feedback, and revision, and they must be consulted often along the way”. To the best of my knowledge, teachers are usually requested to write feedback about any likely course amendment, for example, the content and the format of the input materials. Figure7: teacher strategy implementations -the results of end of

course survey (2019), indicates that SPSP Aramco trainees are familiar with the high performance of the involved teachers in delivering the classroom activities; around 94.5% of the trainees assure that they are given lessons of clear objectives, teachers use different motivating teaching strategies, especially task-based learning and communicative approaches, which means that the instructor is a facilitator only and he concentrates on learner-based almost most of the time during periods.

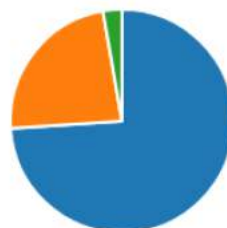
15. Teachers used motivating techniques. أستخدم المعلمون وسائل محفزة

Strongly Agree	36
Agree	25
Disagree	8
Strongly Disagree	4



16. Teachers gave me enough opportunities to participate in class. أعطاني المعلمون فرصا كافية للمشاركة داخل الفصل

● Strongly Agree	54
● Agree	17
● Disagree	2
● Strongly Disagree	0



17. Teachers used technology (Smart Board/iPads, etc) effectively in class. استخدم المعلمون (التكنولوجيا السبورة الذكية و الايباد... ) داخل الفصل بكفاءة عالية

● Strongly Agree	58
● Agree	13
● Disagree	1
● Strongly Disagree	1

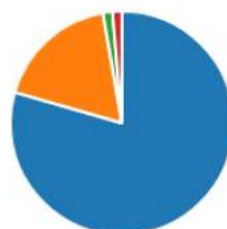


Figure 7: Teacher strategy implementations -the results of end of course survey (2019)

Accordingly, I assume that SPSP academic instructors are quite well-prepared to deliver the PEC program successfully and SPSP Aramco trainees achieved high standard improvement in their language proficiency, to be fair, except speaking skill performance is not high enough compared to written communication skills as

shown in figure 8 below regarding communication skills improvement at the end of the level survey (2019); 68 out of 73 trainees (around 93%) express their satisfaction with their communication ability improvement the end of PEC course.

21. This level/course helped me to improve my English communication skills. ساعدني المقرر التعليمي في تنمية مهارات التواصل باللغة الانجليزية

● Strongly Agree	41
● Agree	27
● Disagree	3
● Strongly Disagree	2

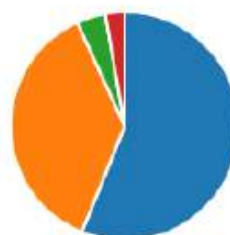


Figure 8: English communication skills progress – end of level survey (2019)

#### 4.6 PEC Program Evaluation

Brown (1996:277) defines the program evaluation as “the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and analyze its effectiveness within the context of the particular

institution (s). In the light of this definition, I can assure that PEC program experiences development process based on a systematic approach; PEC administrators run regular visits to SPSP to gather information before applying any updates and analyze feedback form all the

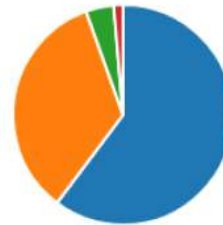


involved people, especially teachers and trainees, almost at the end of each segment or the entire program. Figure 9 below shows the latest survey in January 2019 illustrates SPSP Aramco degree of satisfaction with all the main parts of the

program: learning materials, assessment system, teaching strategies, teachers' techniques and effectiveness of the entire program in terms of the desired goal of PEC program.

20. This level/course helped me to improve my English language skills. ساعدني المقرر التعليمي في تحسين لغتي الانجليزية

Strongly Agree	44
Agree	25
Disagree	3
Strongly Disagree	1



21. This level/course helped me to improve my English communication skills. ساعدني المقرر التعليمي في تنمية مهارات التواصل باللغة الانجليزية

Strongly Agree	41
Agree	27
Disagree	3
Strongly Disagree	2

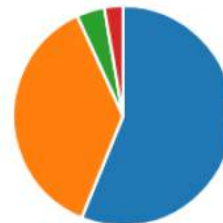


Figure 9: English communication skills proficiency- January 2019

According to the results of the end of course survey, I can assure that the PEC program is a successful, effective and appropriate course to meet Aramco Company workplace language requirements. Meanwhile, I think the PEC program could be more effective in case of doing some alternatives or changes to the following curriculum elements:

- Materials development: to allow the involved teachers to provide or use any related materials which help them design more creative learning materials.
- Achievement tests development: to reduce the number of milestones per segment; I think 4-5 exams would be fair enough instead of 8 tests per segment.
- Adding a new assessment for listening to measure the trainees' ability to understand spoken English which in turn, I think, may help improve their speaking fluency to meet

the trainees' perceived spoken communication competency.

Furthermore, I am in favor of Brown's (1996) assumption of systems approach theory that developing an existing curriculum is a continuous process that could be based on any conditions or factors such as new intakes, updates in language theory, or opening new departments within the institution. In this way, I strongly agree with Brown's (1996) perspective that "the evaluation process is a sort of ongoing needs analysis" including all the gathered information during processing of all activities of curriculum development.

## V. CONCLUSION

At the end of this paper, I assume that the systematic approach implementation to the PEC program at SPSP is appropriate to evaluate the effectiveness and appropriateness of the program. Also, the results of this study show that the PEC

program is considered a processed and systemized program, and this meets Brown's perspective that the curriculum should be seen as a process, not a product, to be eligible for any changes or conditions for improvement purposes. In terms of suggestions to improve the PEC program at SPSP, two elements should be taken into consideration in the service of improving PEC program:

- Testing system- the number of achievement tests should be reduced and another listening assessment could be added alongside the other assessment milestones -writing, reading and speaking.
- Materials development- the involved instructors should be able to develop extra creative materials which should be relevant to the main goals of the program, away from Aramco workplace contexts.

In this way, the PEC program could be more effective in achieving high-standard performance, especially in spoken communication skills to meet the perceived trainees' needs.

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## English 2 Functional (E2F)

BET #: 40090044

Course duration: 230 hours

### Instructional materials

E2F iBook on iPad, AC&TU, T&D

Basic Grammar in Use, Raymond Murphy, Cambridge University Press, Third edition

Grammar in Use Intermediate, Raymond Murphy, Cambridge University Press, Third edition

### Course overview

The E2F course offers foundational instruction in functional English language skills, with focus on the development of productive skills (writing and speaking) that facilitate effective verbal communication across all functional areas. The course also provides foundational instruction covering typing, listening, and reading skills, with emphasis on language mastery needed to study at the ITC and to perform job tasks effectively at Saudi Aramco. This course is delivered in iBook format on the iPad. However, commercial textbooks are also used to provide grammar support and review. Course topics are as follows:

#### Unit 1 The early days

- 1.1 greeting people & making introductions
- 1.2 asking for and giving personal information
- 1.3 asking for permission and giving/refusing permission
- 1.4 telling/asking someone to do something
- 1.5 asking someone to repeat what they said
- 1.6 asking someone to speak more slowly

#### Unit 2 Finding your way

- 2.1 talking about the position of things
- 2.2 talking about the location of places
- 2.3 asking for and giving directions
- 2.4 drawing attention to things
- 2.5 talking about purpose
- 2.6 showing someone around
- 2.7 talking about ownership

#### Unit 3 People and places

- 3.1 describing people
- 3.2 talking about differences between people
- 3.3 saying that you don't know someone
- 3.4 describing places
- 3.5 talking about differences between places
- 3.6 saying you don't know a place
- 3.7 making a suggestion
- 3.8 asking for clarification

**Unit 4 Around the training center**

- 4.1 talking about permission
- 4.2 talking about necessary things
- 4.3 talking about good and bad results
- 4.4 asking for someone's input
- 4.5 talking about worries
- 4.6 talking about how sure you are

**Unit 5 Getting ready to drive**

- 5.1 agreeing/disagreeing about a topic
- 5.2 discussing readiness
- 5.3 admitting error
- 5.4 discussing condition
- 5.5 prioritizing options
- 5.6 drawing conclusions

**Unit 6 Mobile phone conversations**

- 6.1 making a phone call and asking for a person
- 6.2 making a phone call and asking a question or making an appointment
- 6.3 leaving and taking a phone message
- 6.4 advising someone to do something
- 6.5 talking about a decision

**Unit 7 A healthy lifestyle**

- 7.1 talking about quantity
- 7.2 complaining
- 7.3 giving and asking for reasons
- 7.4 giving warnings
- 7.5 talking about ability/inability
- 7.6 talking about sequence/order

**Unit 8 My hometown**

- 8.1 asking about and describing location
- 8.2 describing places
- 8.3 discussing pros and cons
- 8.4 agreeing/disagreeing
- 8.5 asking for examples/giving examples
- 8.6 talking about causes and effects

**Unit 9 What's your schedule like?**

- 9.1 apologizing
- 9.2 expressing a change of plan
- 9.3 scheduling/rescheduling
- 9.4 talking about the order of events
- 9.5 discussing how long something takes/lasts
- 9.6 talking about how often something happens

Saudi Aramco: Company General Use



## Learning outcomes

In addition to gaining the elementary speaking, writing, typing, listening, and reading skills to use and understand the English language functions above, learners will demonstrate their ability to perform the following tasks and demonstrate the following knowledge and understanding:

- 1 Successfully create and deliver a two-minute presentation, individually and unassisted, using PowerPoint or Keynote software on an iPad. Learners will also acquire enough knowledge of a topic area clearly relevant to Saudi Aramco to use as a presentation topic.
- 2 Perform functional writing tasks based on a provided writing prompt. Learners will communicate basic information clearly in written form, using English language functions covered in the course, and which reflect everyday use in the Saudi Aramco workplace.
- 3 Respond appropriately to speaking prompts and orally communicate information related to the English language functions covered in the course.
- 4 Given a written prompt, respond to multiple-choice questions relating to the English language functions and vocabulary covered in the course.

## Assessment overview

The E2F assessment schedule consists of writing and speaking milestones, a presentation, and an online assessment. Samples of the different types of assessment milestones and online test items are shown on Pages 58 - 61 of these guidelines.

### Writing milestones (three per segment)

Writing milestones measure the learner's ability to complete functional writing tasks based on a provided writing prompt. Writing prompts are based on the functions covered in previous weeks. These milestones will be administered during the Review/Assessment period of the training day. Writing milestones are teacher scored based on the performance criteria described in the writing milestone rubric, and entered into the Group Score Report (GSR). Performance feedback from these milestones is provided to learners. A final writing score is entered in the SAP Scoring System before the end of the training segment.

### Speaking milestones (three per segment)

Speaking milestones measure the learner's ability to respond orally to a provided speaking prompt. Speaking prompts are based on the functions covered in previous weeks. These milestones will be administered during the Review/Assessment period of the training day. Speaking milestones are teacher scored based on the performance criteria described in the speaking milestone rubric, and entered into the Group Score Report (GSR). Performance feedback from these milestones is provided to learners. A final speaking score is entered in the SAP Scoring System before the end of the training segment.

#### Presentation (one per segment)

Learners will deliver a two-minute presentation individually on a topic of clear relevance to Saudi Aramco (SA) and/or the Oil and Gas industry. Presentations will be delivered during the Review/Assessment period of the training day. They are teacher scored based on the performance criteria described in the presentation scoring rubric, and entered into the Group Score Report (GSR). Performance feedback on the presentation is provided to learners. The presentation score is entered in the SAP Scoring System before the end of the training segment.

#### Online assessment (one per segment)

The online assessment measures the learner's ability to respond to test items covering the vocabulary and functional language targeted in this level. This assessment is comprised of 50 functional language items and is administered and scored online. Trainees are given 75 minutes to complete this assessment.

#### Timing and weighting of assessments

The timing of and material covered in each assessment component is shown in the table below. Training centers should take care to pace the course to ensure that trainees have completed the units covered in each assessment before the assessment is delivered.

Assessment	Week	Material Covered
Speaking Milestone 1	4	Units 1 - 3
Speaking Milestone 2	6	Part 1: Units 4 - 5 Part 2: Units 1 - 3
Speaking Milestone 3	9	Part 1: Units 6 - 8 Part 2: Units 1 - 5
Writing Milestone 1	3	Units 1 - 2
Writing Milestone 2	5	Units 3 - 4
Writing Milestone 3	8	Units 5 - 7
Presentation	7	Units 1 - 6
Online Assessment	10	Units 1 - 9

The percentage breakdown of each assessment element is as follows:

Assessment	Assessment % of Component Score	Assessment % of Overall Final Grade	Component % of Overall Final Grade
Speaking Milestone 1	20	4	20
Speaking Milestone 2	30	6	
Speaking Milestone 3	50	10	
Writing Milestone 1	20	4	20
Writing Milestone 2	30	6	
Writing Milestone 3	50	10	
Presentation	100	10	10
Online Assessment	100	50	50
		100	100

## Appendix B

1/3/2019

Microsoft Forms

Academic End-of-Level Survey (ARAMCO). Jan. 2019

73  
Responses

04:18  
Average time to complete

Active  
Status

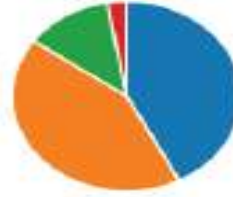
1. The learning materials were delivered at the beginning of the course. تم اعطائي الادوات التعليمية مع بداية الفصل الدراسي

Strongly Agree	38
Agree	20
Disagree	8
Strongly Disagree	7



2. The course orientation was conducted. تم اعطائي فكرة توضيحية عن المستوى / البرنامج

Strongly Agree	31
Agree	31
Disagree	9
Strongly Disagree	2



3. The course orientation was useful. كانت الفكرة التوضيحية عن البرنامج / المستوى مفيدة

Strongly Agree	33
Agree	28
Disagree	6
Strongly Disagree	6



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4. I understood the objectives and purpose of the course/level. أفهم بوضوح الاهداف والغرض من البرنامج / المستوى

Strongly Agree	32
Agree	31
Disagree	8
Strongly Disagree	1



5. I understood how the course/level objectives are related to my job. افهم بوضوح لكيفية ارتباط اهداف البرنامج والمستوى بمستقبلي الوظيفي

Strongly Agree	29
Agree	29
Disagree	12
Strongly Disagree	3



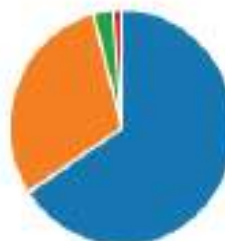
6. This Level included weekly safety talks. لقد احتوى البرنامج / المستوى على رسائل و محاضرات توعية بالسلامة العامة اسبوعية

Strongly Agree	38
Agree	22
Disagree	9
Strongly Disagree	4



7. Emergency Response Plan and Safety rules were explained to me. تم شرح خطة الطوارئ وقواعد السلامة

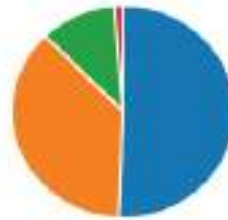
Strongly Agree	48
Agree	22
Disagree	2
Strongly Disagree	1



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8. Classrooms and computer labs were well-maintained. حالة القصول ومعامل اللغات جيدة.

Strongly Agree	37
Agree	27
Disagree	8
Strongly Disagree	1



9. The Safety programs and discussions have improved my behavior. سُنّت برامج السلامة ومناقشاتها من سلوكياتي

Strongly Agree	42
Agree	25
Disagree	6
Strongly Disagree	0



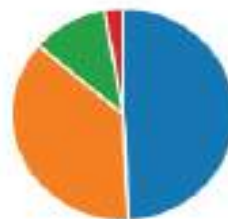
10. I felt safe at SPSP. المعهد التقني السعودي لخدمات البترول مكان آمن للدراسة

Strongly Agree	44
Agree	21
Disagree	6
Strongly Disagree	2



11. Teachers gave me helpful feedback on my classwork. أعطاني المعلمون تغذية راجعة (معلومات) مفيدة عن أدائي داخل الفصل

Strongly Agree	36
Agree	27
Disagree	8
Strongly Disagree	2



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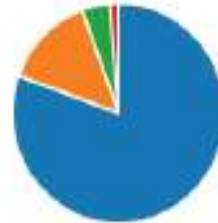
12. Teachers were well-prepared for their classes. كان المعلمون مستعدون جيدا لدروسهم.

Strongly Agree	50
Agree	19
Disagree	4
Strongly Disagree	0



13. Teachers treated me respectfully. عاملني المعلمون بكل احترام.

Strongly Agree	58
Agree	10
Disagree	3
Strongly Disagree	1



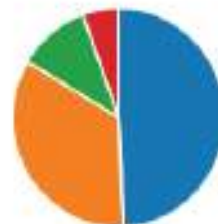
14. Teachers gave clear objectives for each lesson. أعطى المعلمون اهدافا واضحة لكل درس.

Strongly Agree	42
Agree	27
Disagree	4
Strongly Disagree	0



15. Teachers used motivating techniques. أستخدم المعلمون وسائل محفزة.

Strongly Agree	36
Agree	25
Disagree	8
Strongly Disagree	4



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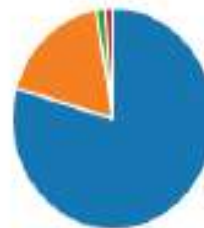
16. Teachers gave me enough opportunities to participate in class. أعطاني المعلمون فرصا كافية للمشاركة داخل الفصل

<span style="color: blue;">●</span> Strongly Agree	54
<span style="color: orange;">●</span> Agree	17
<span style="color: green;">●</span> Disagree	2
<span style="color: red;">●</span> Strongly Disagree	0



17. Teachers used technology (Smart Board/iPads, etc) effectively in class. استخدم المعلمون (التكنولوجيا السبورة الذكية و الايباد... ) داخل الفصل بكفاءة عالية

<span style="color: blue;">●</span> Strongly Agree	58
<span style="color: orange;">●</span> Agree	13
<span style="color: green;">●</span> Disagree	1
<span style="color: red;">●</span> Strongly Disagree	1



18. Teachers gave clear explanations and examples in class. أعطى المدرسون شرحا واضحا وامثلة توضيحية اثناء الحصص الدراسية

<span style="color: blue;">●</span> Strongly Agree	49
<span style="color: orange;">●</span> Agree	21
<span style="color: green;">●</span> Disagree	2
<span style="color: red;">●</span> Strongly Disagree	0



19. Classroom equipment worked well (smart board, projector, etc.) and any failures were fixed immediately. أجهزة الفصل كانت تعمل جيدا وأي عطب يتم اصلاحه على الفور

<span style="color: blue;">●</span> Strongly Agree	32
<span style="color: orange;">●</span> Agree	19
<span style="color: green;">●</span> Disagree	14
<span style="color: red;">●</span> Strongly Disagree	8

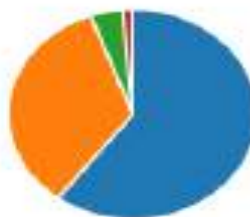


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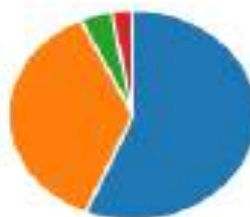
20. This level/course helped me to improve my English language skills. ساعدني المقرر التعليمي في تحسين لغتي الانجليزية

Strongly Agree	44
Agree	25
Disagree	3
Strongly Disagree	1



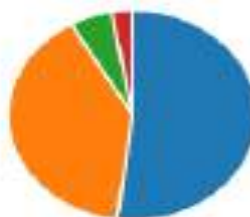
21. This level/course helped me to improve my English communication skills. ساعدني المقرر التعليمي في تنمية مهارات التواصل باللغة الانجليزية

Strongly Agree	41
Agree	27
Disagree	3
Strongly Disagree	2



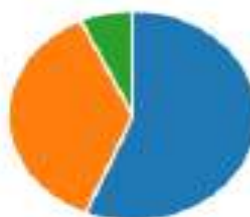
22. The iPad book and textbook(s) materials were useful. كانت محتويات الكتب الدراسية والكتب الالكترونية مفيدة

Strongly Agree	38
Agree	29
Disagree	4
Strongly Disagree	2



23. There was enough time to cover all learning materials for the final tests. كان هناك وقتنا كافيا لتغطية كل اجزاء المنهج قبل الاختبار النهائي

Strongly Agree	41
Agree	27
Disagree	5
Strongly Disagree	0



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24. The assessments during the course were fair. كانت الاختبارات اثناء الفصل الدراسي عادلة.

Strongly Agree	19
Agree	28
Disagree	21
Strongly Disagree	5



25. The Math Course at this level helped me to improve my math skills. اعدتني مادة الرياضيات في تحسين مهاراتي بها

Strongly Agree	19
Agree	30
Disagree	10
Strongly Disagree	11



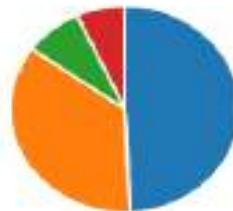
26. The AAU advisers were helpful. كان مرشدو طلاب ارامكو السعودية متعاونون

Strongly Agree	23
Agree	27
Disagree	6
Strongly Disagree	17



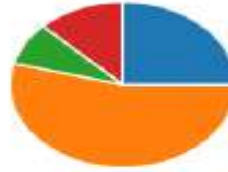
27. The SPSP administrators (Senior Instructor, Learning Counselor, assessment coordinator) were helpful. اعدتني ادارة المعهد التقني السعودي لخدمات البترول (المدرس الاول و المستشار الاكاديمي و) منسق الاختبارات

Strongly Agree	36
Agree	26
Disagree	6
Strongly Disagree	5



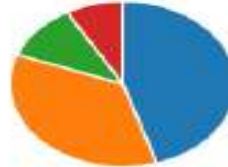
28. Remedial/make-up classes were useful. كانت فصول التقوية مفيدة.

Strongly Agree	18
Agree	39
Disagree	6
Strongly Disagree	9



29. The Learning Counselor was supportive. كان المستشار الأكاديمي داعماً لنا.

Strongly Agree	33
Agree	26
Disagree	8
Strongly Disagree	6



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