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Building a Program in the Probable Absence of Real Incentives
Ramifications and Possible Solutions

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My presentation examines what appears to be a serious disconnect between what is being taught in the English foundation program and student undergraduate needs. Further I discuss the ramifications of this disconnect as it applies to student motivation and ELI classroom instruction. Finally I propose several remedies that touch on various issues including the need for further assessment, the quarterly module system, and the integrative language approach to learning and instruction.

This disconnect was discovered in three casually selected interviews with KAU undergraduate students from the university's biochemistry, political science, and economics and management departments. In each interview the student was asked about his English language needs in his advanced level coursework. What was discovered is that in one case no English is required at all, and in both other cases the need for oral English is limited to the introduction of specific terms whose substance is explained and discussed entirely in Arabic.

TECHNICAL REQUIREMENTS: As I will be using Keynote (Apple computer's version of PowerPoint), I will require an overhead projector and a standard open-ended cable to which an Apple video adapter can be easily applied. A microphone, if possible.