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ABSTRACT

A survey of University of Kuwait medical students' perceptions of the English-language curriculum had three objectives: to compare their attitudes with those of Arabs from other Arab countries; elicit students' opinions of the English-based medical and science curriculum and the adequacy of their English language preparation; and assess the medical school's admission requirements. The language situation in Kuwaiti education and the university are described in some detail, and the study is reported. Subjects were 82 randomly-selected medical students studying English in the medical school program, administered a questionnaire concerning attitudes toward the English-language program, motivations for studying English, and educational background. Nine students failing their first-semester English course were also interviewed. Results indicate the students generally favor English language instruction and science instruction in English. Students' attitudes and motivation were consistent with those of Arab counterparts in other countries and university settings. Students not performing well in their first semester of English felt they had inadequate secondary school English language preparation, despite adequate academic preparation. It is concluded that the Faculty of Medicine must be sensitive to potential problems encountered by students with insufficient English language training. (Contains 18 references.) (MSE)

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Kuwait University Faculty of Medicine Students' Attitudes Toward English and an English Based Curriculum

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Introduction

English has evolved as the contemporary *lingua franca* of many universities' science and medical programs, and students who study English have developed different attitudes toward the language and its importance in their lives.

The aim of this study is threefold. The first aim is to assess the attitudes and motivations of the Kuwait University Faculty of Medicine students toward their current English program and to compare this assessment with Arab students from other Arab countries. Second, students were surveyed about their attitudes toward having an English-based medical and science curriculum. Also, students were asked whether they feel they are at an academic disadvantage because they lack adequate preparation in the English language. Third, the current program at Kuwait University Faculty Of Medicine was reviewed; as a result, questions have been raised regarding the current admission requirements.

Arab Students as Learners of English

Although the Arab culture is diverse, some ethnocentric generalizations about Arabs may be accepted as true. If there is not a pan-Arab student, there do seem to be some traits which are similar to other Arab student populations regardless of country of origin. Studies done by Sulieman (1993), Vogt and Oliver (1996), and Yazigy (1994), which assessed Arab students' attitudes toward English and their motivations for studying it, gave very similar results despite the fact that the studies were done amongst completely different Arab student populations. Certain similar attitudes toward English do tend to prevail. For example, the large

majority of Arab students report that they like learning English and believe that English is ultimately valuable because it is linked to their future academic and career successes. In Yazigy's study, 98% of students surveyed felt learning it was not a waste of time. On the one hand, students defined English as superior to Arabic in many ways, using descriptors such as perfect, logical, useful, practical, simple, dynamic, and valuable. On the other hand, Arabic was seen as superior in terms of its purity, religious value, and overall expressiveness (Yazigy, 1994). Clearly, their attitudes in relation to English underscore the necessity of learning English for reasons of career application rather than personal efficacy as is the case with Arabic.

Primarily, even though most Arab students purport to enjoy learning English for several reasons, they are ultimately motivated to learn English first and foremost because of career and academic choices. In 1993, Sulieman found that Arab students studying in the USA had motivations for studying English which were primarily and almost exclusively in order to achieve academic and career goals in their native countries. Vogt and Oliver's study in Kuwait in 1996 had similar results to Sulieman's study. Moreover, in 1994, Yazigy's study in Lebanon found that a student's first motivation for studying a foreign language was in order to pursue higher studies in that language.

Furthermore, Arab students typically believe that speaking more than one language is an asset and a source of pride. Yazigy (1994), Sulieman (1993), and Vogt and Oliver (1996) confirmed this in their studies.

But whatever the attitudes of students for learning English, when they come to Kuwait University Faculty of Medicine, the students must be proficient enough in English to accomplish their academic goals. However, the prominent issue lies in how well students actually know English and if their English abilities and attitudes regarding English affect the outcome of their academic lives.

English Education Beginning in Primary School

English education in Kuwait public schools now begins early in the primary years, when students study English five hours per week. The majority of students currently at the Faculty of Medicine started their English studies in the 5th grade. However, a small number of students went to English medium schools, are essentially bilingual, and are apparently at a much greater advantage than their peers who attended Arabic-medium schools. Nevertheless, many students enter Kuwait University with minimal English skills. Despite this, they are faced with the challenges of intensive scientific courses which are taught in English, coupled with highly technical and complex scientific concepts which must be grasped in English. Therefore, a number of students are not adequately equipped or prepared for their classes at Kuwait University.

Universally, linguists seem to agree that all children should be taught more than one language. Children can acquire as many languages as they are exposed to in a meaningful way (IDRA Newsletter, 1995). According to current linguistic theory, if a child is taught more than one language, there is cognitive gain. Although there is still much debate, it is a widely held belief that language, in

general, can be learned best at a young age, regardless of whether the child is learning the first or second language. During early to mid-childhood, i.e. before the age of 9, regardless of the average child's native language, children all learn language at the same rate. Additionally, the rate at which these children learn second languages remains the same despite whether the second language is morphologically similar to their native language or not (Slavoff and Johnson, 1995). In the long run, children who start acquiring language before adolescence will excel and have less fossilization (a static intermediary usage of a second language which is not 100% accurate) than those who acquire the language after age 12 (Krashen, 1987). Specifically, if children start learning a language before age 7-9, they can achieve approximately 95% of the fluency of a native speaker. After age 10-12, they may acquire approximately 90% of the fluency of a native speaker; following that, the percentage continues to decline. The reason is due to the fact that acquiring a second language requires time. Transfer from one language to another normally does not occur within three years of instruction. Some studies cite as long as 5-7 years to reach an acceptable level of competency and 7-10 years for full competency in all skill areas, e.g. listening, reading, speaking, and writing respectively (IDRA Newsletter, 1995). Therefore, it can be concluded that in order to give all students equal opportunity and access to the medical program at Kuwait University, the public school system in Kuwait must actively implement a more thorough and comprehensive English program starting early in primary school.

Specifically, the primary school programs must try to create bilingual students. Kuwaiti educators must recognize that there is a vast difference between holding an average conversation in a second language and conceptualizing abstract concepts in a second language. The current program being implemented in Kuwait public schools, which includes starting English education in the earlier grades is a positive change, but the shortcoming is that English is taught only as a subject. In order to truly acquire a second language, children must have social and academic interaction in that language in a variety of settings (IDRA Newsletter, 1995). The current programs in Kuwait public schools do not integrate English into scientific and liberal arts studies, but rather English is taught separately. Given the fact that students from English medium schools study all their subjects in English and generally use their first language as well, they are theoretically at an advantage because they have learned more meaningful and substantial vocabulary and their cognitive processes are developed in English as well as their native language. It is recognized that students must continue to develop their first language concurrently with a second language because one can only become as competent in a second language as one is in a first language (Krashen, 1987). This suggests that true bilingual education is critically important for the later success of post-secondary students who study in a second language.

In summary, how necessary is a comprehensive understanding of the language of the curriculum? The following excerpt hyperbolically explains the situation for one high achieving individual. Dr. Feliz stated, "The topic is bilingual education. In my

schooling and learning, bilingual education was the difference between life and death." Dr. Feliz goes on to say that he almost failed out of school when he came to the USA from Central America. He was placed in a bilingual classroom and excelled because he could understand the content being delivered. Feliz was given the opportunity to receive instruction in his first language and develop it while developing his second language skills. Later, he became a doctor and graduated from Harvard Medical School (Language Acquisition and Development, IDRA, 1995).

Again, we must recognize that some students entering Kuwait University Faculty of Medicine with minimal English skills are being placed in an impossible situation, which may only lead to failure and inevitably to a reduction in the student's motivation and self-esteem.

Current Situation at the Faculty Of Medicine

The table below indicates the guidelines by which students are admitted into the Faculty of Medicine.

Table 1

Faculty Of Medicine Admittance Guidelines:

English Placement Test	10%
*Math Placement Test	5%
*Chemistry Placement Test	5%
*Interview	10%
*High School Marks	70%

* in Arabic if the student requests it.

When students enter Kuwait University, they are given three placement tests and an interview. In general, it has been found that there is a weak correlation between entrance test scores and college performance. These discrepancies may reflect flaws in test

construction. They also reflect the limited capacity of existing tests to measure all of the variables that contribute to college performance (IDRA, 1995). However, coupled with their entrance exams, the students high school performance also determines whether they are admitted to the medical program at Kuwait University.

High school grades are the most heavily weighted determinant when evaluating a student for admission into the medical school. Perhaps this is not a bad strategy because self-concept due to success in particular school subjects influences subsequent task choice, motivation, sustained effort, and persistence, which in turn lead to improved academic achievement and academic self-concept. Expectations of significant others, previous academic accomplishments, and interpretations of past academic accomplishments influence self-concept of ability, which then influences a student's expectancies (Marsh and Yeung, 1997). The current students in the medical faculty were accepted mainly because of their high academic performance in secondary school, which according to Ahmed et. al. (1989) has significance as a predictor of academic success at the Faculty of Medicine. But high school GPA was found not to be as strong a predictor of academic success as a student's English abilities perhaps for the following reason:

All schools in Kuwait are not equal in terms of their curriculum and preparation for studies at Kuwait University, especially considering that many students are admitted into an English medium faculty for the first time. Kuwait has three types of secondary school systems. There are English medium schools, government schools

which have a compulsory exit exam, and unit-credit schools. These schools are suspected to have different standards and requirements for graduation, so high school marks may be skewed depending on the type of school the student attended and curriculum discrepancies amongst schools. A longitudinal study of children from disadvantaged backgrounds, (in this case, children with less exposure to English, which may be mostly due to parental inability to foster English language learning and/or because of less money for private schools, language institutes and private tuitions), are the ones who will suffer. There is general agreement that underachievers and those who perform poorly in school pay consequences in a loss of self-esteem (Walker, Elaine M., 1991). In summary, the core question seems to be whether these less prepared students are at a greater disadvantage throughout their academic careers. Walker's study suggested that these student's self-concept, rather than predictive of academic achievement, may in fact be formed by a reaction or response to lower achievement which could lead to a downward academic trend.

Nevertheless, once the students have entered the Faculty of Medicine, a second English placement test is given to the students upon entrance into the English program by the English Language Unit. When examining the scores for fall 1997, there is a definite relationship between minimal scores below 30 and failure of the English course: All students who scored below 30 subsequently failed. Of all the students who scored 35 or less, one student who scored 35 marginally passed. Interestingly, yet not surprisingly, a 1989 conducted at Kuwait University Faculty of Medicine by Ahmed

et. al. indicated that a student's overall academic performance is directly related to their ability to master and utilize the English language. In fact, the students' grades examined over a period of six years significantly indicated that English course grades are the single greatest predictor for overall success in the medical program. A study done in Hong Kong recently verified that English ability has a direct relationship on a student's MBBS exam scores and anatomy grades. Another study in progress at Kuwait University by Robinson indicates that verbal ability may be the greatest predictor of innate intelligence. Yet from the table, it is clear that English accounts for only 10% of the total acceptance criteria when considering students for admission into the medical school. Therefore, are the students who are given less advantage because of language problems being set up for failure which may in turn lead to additional failures?

If students fail a course at the Faculty of Medicine, then they are allowed to retake the course. However, based on Ahmed et al.'s study in 1989, the assumption can be made that if students fail English, their other basic medical science course grades will generally be lower than their bilingual counterparts. So if we allow students into the Faculty of Medicine without adequate preparation in English, the damage to the student's self-esteem may be irreparable. Also, there is a great deal of evidence that grade retention does nothing, if little, to ameliorate the situation for low-achieving students.

Retention Related Factors

As previously stated, students who are academically weak in a specific subject area and who receive a D or F, are given the chance to repeat courses at Kuwait University. It is a commonly accepted

fact that remedial instruction is costly, wasteful, and inefficient. Research reported over the last two decades indicates that grade-level retention produces little improvement in student achievement, i.e. these students risk always being in the lower end of the grade spectrum. In addition, there are many studies that demonstrate significant psychological damage to children who fail (Sherwood, 1993). Sherwood goes on to say that the cumulative presented evidence does not support retention decisions because retention can negatively affect achievement and social-emotional adjustment. Holmes found that children who were detained could never catch up with their peers who were allowed to go on (in Sherwood, 1993). Essentially, there is a great deal of evidence that retention has a negative effect on a student's self-esteem and hence, subsequent performance.

If a group of learners are portrayed negatively in the culture of the school, then this could very well lead to some form of an identity crisis. Additionally, in Arab cultures humiliation in the eyes of the family could very well create more stress for students. Self-esteem plays a crucial part in academic success (Kalsner, 1992). Gaining confidence as a learner is a spiral in which one's effort and ability result in achievement and that achievement serves as the mental foundation for the next extension of effort and ability in learning. We do, and we believe we can do, more when we succeed. For example, a student's self-confidence in his or her math ability may determine whether an effort to solve a mathematical problem will be initiated, let alone sustained when complications arise (Kalsner, 1992).

Strategies and Motivations for Learning when Determining the Prognosis for Academic Success of Failing Students

Ahmed et. al.'s study in 1989, clearly showed a correlation between high school GPA, English skills, and the students who repeated and/or dropped out of the program at Faculty of Medicine. Yet some students do repeat a course or courses and then pass successfully. The next obvious question is how do some students survive failure and retention while others seem to crumble? The answer seems to lie in that there is a specific type of student profile which can indicate whether a student can survive failure and continue as compared with students who will fail and eventually drop out. Overall, students will not choose ignorance over competence when they have an alternative. While for some students, failure can have a positive impact on subsequent academic performance - escalating effort, intensifying concentration, and increasing persistence - the students who develop learned helplessness respond quite differently to failure (Kalsner, 1992). Learned helplessness can be best described as the cumulative effect of stressors, i.e. in this case failures, which damage the self concept of an individual and in turn reduce the individual's ability to take positive action. Therefore, the most damaging consequences of failure may be that many students often ultimately reject school because they find the academic practices in their classrooms threatening to their self-worth. They have learned that withdrawing from academic effort is less painful than experiencing the feelings of failure and hopelessness and thus decline further academic challenge. Succinctly,

effort is curtailed, strategies deteriorate, performance declines, and the student ultimately gives up (Kalsner, 1992).

Another factor which can be attributed to whether the student survives failure or not is based upon whether their motivation strategy is extrinsic, or related to performance goals, rather than intrinsic, or the innate drive to do something because one enjoys it. When performance goals take precedence, students focus less on the learning activity itself than on how their performance will reflect on their perceived ability and self-worth. Students who believe ability, not effort, is the primary determinant of academic outcomes will tend to be more fragile when they have failed. Those students in this category have an especially strong need to be perceived as able; they also think of ability in terms of doing better than others, exceeding normative standards, and experiencing success with minimal effort (Ames, OSCC Report, 1995). Too often these students will often become apathetic when they fail and will not take the opportunity to redouble their efforts. If they believe they are not equipped to pass a course because they have an ability-oriented perception, they often become apathetic and develop learned helplessness so that they do not have to deal with the fact that they are failures. This involves a psychological transformation in the person from being success-oriented to becoming failure prone and then, ultimately, failure-accepting. In the end, repeated failure is especially harmful, because readiness to try, despite failure, gradually diminishes with age (Nicholls, OSCC Report, 1995).

In conclusion, the students must not be put into a situation where learned helplessness due to repeated failure will become an

inevitable outcome. The approach to failure must be dealt with sensitively to avoid further damage to the students' self-esteem, which definitely will affect their academic future. Finally, certain students, because of their lack of ability in English, may not be good candidates for admission because their chances of success in the program are diminished to varying degrees.

Methods

A questionnaire was given to randomly selected students studying English at the Faculty of Medicine in order to assess their attitudes toward an English-based curriculum as well as their motivations for studying the English language (N=82). Most students (N=61), are in the first year, second semester in the Faculty of Medicine English program. Additionally, the students who were admitted at the same time as the first group and are repeating their first semester of English because of a failing grade were given the same survey (N=21).

The first section of the questionnaire assessed some of the students attitudes about their English preparation, their feelings about the necessity of English and their academic performance based upon their knowledge of English. Each question was answered as 'YES', or 'NO'. The total number of YES/NO answers for each question was summed and then calculated as a percentage out of the total responses.

The second section of the questionnaire assessed the student motivations for studying English. The responses were merely tallied and rank ordered depending upon the total number of points received for each item. The responses were ranked from most to least important by combining and adding the points from the (Very Important = 4 and Important = 3) reponses to an item to measure a student's genuine agreement with the statement. Likewise, the (No Importance = 1 and Not Very Important = 2) response points were combined and summed for each item to give the students' overall ambivalence or dislike toward a motivational statement.

The third part of the questionnaire elicited the type of secondary school the student attended, i.e. English-medium, public school with government exam, or a unit-credit school. Also, students were asked to report their English grade for the first semester. The total number of students in the survey who attended a particular type of school was counted and listed as a percentage of the survey size. The overall Grade Point Average (GPA) for students attending each type of school was calculated.

Missing values were not counted for any of the calculations.

Statistical Analysis

An independent t-test was run to determine if a student's grade in their first semester of English and their corresponding attitudes toward and English-based curriculum were significantly related. SPSS for Windows version 7.5. was used for statistical analysis.

Correlation between GPA and a students degree of positive association for English (scale = 1 - 4) as a motivational factor was done using the Spearman Correlation test.

Missing values were not considered.

Interview/Survey

An informal questionnaire was given to students who failed their first semester English course to assess their feelings about their poor performance. An informal group interview followed and comments were noted. The sample was conveniently taken (N=9).

Results

Table 2 **(N=82)**

Attitudes Toward English and the Study of English

1. I feel that my high school, or secondary school English courses successfully prepared me for my studies at Kuwait University.

   Yes 13% No 87%

2. I feel I need more English to be successful as a doctor even though I will only practice in Kuwait.

   Yes 91% No 9%

3. I feel it is fair to have my basic medical science courses taught in English.

   Yes 84% No 16%

4. I feel that I could perform much better in my science classes if my English was better.

   Yes 89% No 11%

5. I feel that students who attended English and American schools have an advantage over students who went to public schools.

   Yes 88% No 12%

6. I feel that public schools in Kuwait must have better English programs for students.

   Yes 94% No 6%

7. I think that Kuwaiti students should begin learning English in primary school.

   Yes 100% No 0%

Table 3 **(N = 81)**

Mean Grade Point Average and the Statistical Significance to Questions 1 through 7 of the Survey

1. My high school, or secondary school English courses successfully prepared me for my studies at Kuwait University.

A student's grade in their English class was statistically significant ($p < 0.01$) when considering whether a student felt that his/her secondary school prepared him/her for studies at Kuwait University. The students with grades of B+ and above felt as though they had been sufficiently prepared. Those with grades of a C and lower did not feel as competent.

2. I need more English to be successful as a doctor even though I will only practice in Kuwait.

A student's English course grade was statistically significant ($p < 0.01$) in indicating whether a student felt that his/her English level was high enough to practice medicine in Kuwait. Students who had an A- or an A average felt as though they had the English skills necessary to be successful in their career. Those who scored below a C did not.

3. It is fair to have my basic medical science courses taught in English.

There was no statistical significance to a student's grade and his/her attitude toward being taught in English. 84% of the students surveyed believe an English curriculum is necessary regardless of the effect on their overall academic performance.

4. I could perform much better in my science classes if my English was better.

Students did feel that they could perform better in their basic medical science classes based upon their English grade ($p<0.05$). If a student received a B+ or above, they felt that more English would not necessarily help their basic medical science grades. If students received a grade of C or below, they definitely felt that their English affected their overall performance in their science courses.

Table 3 **(N=81)**

5. Students who attended English and American schools have an advantage over students who went to public schools.

There was no statistical significance to a student's grade and his/her attitude toward whether students who attended an English-medium school were at an advantage. 88% felt that those who attended English-medium schools are at an academic advantage irrespective of the grade they received in English.

6. Kuwait must have better English programs for students.

There was no statistical significance to indicate that a student's grade in his/her English course affected his/her belief that Kuwait must provide better English programs in the public schools. 94% believe this statement to be true regardless of their English grade.

7. Students should begin learning English in primary school.

100% of all students felt that English is best started in primary school. Regardless of the grade they received in their English course, students *unanimously* felt that English education must begin in primary school.

8. I like studying English.

Using a Spearman correlation test, no significance was shown between a student's performance in his/her English class and whether he/she likes studying English. This could indicate that students understand the value of an English curriculum in scientific and medical studies regardless of how it affects them personally.

Table 4 **(N = 81)**

Type of School and Grade Point Average

Type of School	% Students Surveyed	GPA
Government schools	49	C
Unit-credit schools	40	C
English-medium schools	11	A-
The average grade for the sample		C

* English-medium schools accounted for all A's and A-'s except for one student who received an A- and went to a public school and took a government exam. The actual average for students who attended a unit-credit school was slightly lower than the government-exam schools, but still fell within the range of a C.

Table 5 **(N = 81)**

Student Motivations for Studying the English Language

		Not Important-Somewhat Important	Important -- Very Important
1.	My career as a doctor depends upon it.	2%	98%
2.	My classes are in English.	6%	94%
3.	I like studying English.	23%	77%
4.	I think it is important to speak more than one language.	25%	75%
5.	My patients may speak English.	33%	67%
6.	The future of my country depends upon it.	36%	64%
7.	I plan to go to an English speaking country to study	49%	51%
8.	My co-workers may speak English	73%	27%
9.	I plan to go abroad to work.	75%	25%

Interview Comments

Students' comments from the informal survey/group interview revealed that all students experienced some degree of embarrassment as a result of failing their first semester of English. All reported that they felt some level of fear and/or embarrassment in telling friends and/or family. Seven out of nine of the students felt that their confidence as a student was in some way affected. Most stated that they were partially to blame for their failure. One cited that failure was entirely the fault of the teacher.

A Sampling of Student Reactions to Their Failures are Listed.

1. "I was very sad. It was very bad !! I spent a week without food, crying every single second. I can't tell you how disappointed I was. Suddenly, I lost my dreams."

2. "I was shocked! It's the first time in my life it happened. It was a terrible feeling."

3. "I felt bad and I was surprised. I was afraid of delaying my studies."

4. "I felt some sadness."

Although this aspect of the research is in no way conclusive, it does indicate that the students who took the survey expressed thoughts and feelings which are consistent with what would be expected.

Conclusions

This study indicated that Faculty of Medicine students generally favored studying English. Furthermore, the students seem to have a positive attitude toward having their science curriculum in English and understand that it is important to learn the English language because it is the common scientific language regardless of the grade they received. Additionally, the students' attitudes and motivational factors are consistent with their Arab counterparts in other countries and university settings. In effect, the results of studies done by Sulieman 1993, Vogt 1996, and Yazigy 1994 have been duplicated. Essentially, the primary reasons students study English are for career and academic achievement.

The students who had a mid-low grade in their first semester of English unanimously agreed that their secondary schools did not adequately prepare them for their studies at Kuwait University. This may be a crucial component in their academic performance because congruence between what students believe they can achieve and actual attainments serves as one motivational inducement in an academic setting (Bandura, 1989). Therefore, if students do not feel competent, they may perform according to these feelings rather than their true potential. This is not meant to imply that students who are remedial in their English skills have false illusions about their predicament; it simply may imply that students' beliefs may exacerbate an existing problematic language barrier. These students may be intellectually qualified to study medicine, as indicated by their high school GPA's, but may further suffer because they believe they have not received adequate English instruction in primary and

secondary schools. Additionally, demanding academic workloads, unrealistic personal goals, high expectations from significant others, peer contact and comparison combine to encourage academic stress and may influence the academic self-concept of talented adolescents (Felson and Reed, in Williams, 1996). Therefore, it is highly likely that a less-than-optimal situation could be exaggerated if the language barrier is present, let alone insurmountable.

To remedy the language problem for future entrants to Kuwait University, a fully integrated Arabic-English learning environment in public schools would help to give equal opportunity to all students. Because 75% of the Kuwaiti students surveyed believe it is important to study more than one language, and 77% specifically enjoy studying English, the school system could emphasize, inspire, and cultivate the innate desire to learn English starting at an optimal age. By not doing their best in learning, students deny themselves and their society of the endowment of their gifts (Wlodkowski and Jaynes, OSCC Report, 1995).

The Faculty of Medicine must be sensitive to the possible problems encountered with students whose level of English is minimal because there are long and short-term effects of failure There is general agreement that underachievers and those who perform poorly in school suffer losses in self-esteem (Walker, Elaine M., 1991). Class-level retention is not a good solution when considering teacher resources, school resources and the small amount of gain it affords. Although some students will fail, the rate of failure may be minimized by scrutinizing a student's real abilities, English language proficiency, and motivations. Additionally, if students could

perform at a higher level because their language is not an obstacle, then the curriculum could be further enhanced and expanded.

Further Investigation

It would be particularly interesting to conduct studies which continue to track students who fail and do student personality profiles to develop some type of predictive analysis scale. Likewise, it may interesting to administer confidence scales to students throughout their academic careers and determine if students confidence-levels are related to their language abilities. Finally, an interim measure to provide a remedial no-credit instruction program in English could be mandated for students who lack some of the basic skills needed to succeed in their studies. In these classes, teachers who have specialized instructional techniques for low-achieving students could be trained.

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