

A Comparative Study of Introducing English at the Final Stage of TEFL to Students of Saudi Arabia and the UAE

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Abstract

This study analysed the English final examination papers for all grades of intermediate and secondary stages in Saudi Arabia and the United Arab Emirates (UAE). A variety of English examination papers from both countries were used as models for the analysis of English final examinations. Comparing the examination papers would help to consider techniques of introducing English at the final stage of teaching English as a foreign language to students of Saudi Arabia and UAE, and how this could increase or decrease factors of students' learning difficulties. The study revealed that English examination papers in the UAE were better serve to diagnose, inform, and provide feedback from promoting educational quality than the Saudi ones. The study suggested that the effective and successful implementation of English curriculum in the UAE could be applied to the Saudi situation in order to decrease factors of students' learning difficulties, as well as implementing techniques of testing English to identify levels of attainment.