

“Horizons of English Curricula Development”*

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Abstract

This research aimed at revealing the socio-cultural infiltrations threatening the very aim of learning a foreign language. These infiltrations were mainly criticisms of the Arabic language in a flagrant, non-academic, and even irrelevant way. Many so-called scholars, professors, and researchers - and with obvious spite - described the Arabic language as exotic, as dangerous in its spread in Asia and Africa, and as repetitious when all the examples given were utterly wrong in translation and attribution to the very structure of Arabic.

The method was mainly quantitative: the researcher went through many English books meant to teach English for special purposes; he quoted many examples of sentences intended to teach our children the language of the ‘civilized’ world. These sentences were either wrong in their translations into English or irrelevantly critical of Arabs, their language and social values. The analytical part focused on the corrections of translation errors and attempting to raise awareness of Arab learners, Syllabi designers and Curricula planners in writing the right teaching materials for the right purpose. The results of this study were taken by the Ministry of Higher Education as a beam for changing and/or replacing many Syllabi and teaching materials.

Key Words: Infiltrations, Culture, Social Values, Arabic, English, Syllabi, Teaching Materials.