

# **Continuing Education Diploma: Driver's Education for Women**



**Needs Analysis**  
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## Introduction

In the fall of 2011, I began a two-year contract as an English Language Instructor at Al Yamamah University, a private school in the capital city of Saudi Arabia. Established in 2001, the university was founded as an institution which would cater to the study of business and technology at the Bachelors degree level and then later at the graduate level with, “creativity, innovation, and a commitment to excellence(*Yu.edu.sa*). As English is the primary language of instruction for higher education in the Kingdom Saudi Arabia, the Interlink Language Center, an English language school based in the United States was established as an English preparatory program for all incoming freshmen and transfer students("Saudi Arabia Campus | INTERLINK Language Centers, a member of the American Consortium of Universities", 2017). The Saudi Interlink Language Center(SILC) provided preparatory courses in Academic Writing and Communications. Eligible students were placed in one of six levels based on the performance results of a placement test ("Al Yamamah Curriculum | INTERLINK Language Centers, a member of the American Consortium of Universities", 2017).

However, during the spring and summer terms, the university offered alternative courses through a Continuing Education program. This program offered diplomas, or certificates, rather than Bachelors degrees. Students could opt to specialize in Banking Administration, Human Resources Management, and Insurance(*Coned.yu.edu.sa*). While the courses for these diploma programs were instructed in Arabic, they also included English for Specific Purposes courses to compliment the content of each concentration. While no formal curriculum was developed, the instructors in this program were charged with the responsibility of providing instruction in order to help the students learn important vocabulary and basic conversational skills which could be used on the job.

## Description of the Problem

On September 26<sup>th</sup>, 2017 the world's media outlets announced that King Salman of Saudi Arabia issued a royal decree permitting women to drive for the first time in the kingdom's modern history ("Saudi to lift driving ban on women", 2017). Set to be implemented officially in the spring of 2018, the new law will make it possible for women to obtain driver's licenses, operate motor vehicles, and not be subject to the penalty of incarceration for driving. While the

new driving law is long overdue for many activists and supporters through the country, the question of how to successfully implement good driving pedagogy is still largely undefined.

## Description of the Constraints

The task of providing comprehensive driver's education for women in the Kingdom of Saudi Arabia, raises the following very important questions:

- Where will the women of Saudi Arabia have access to receive a proper driver's education?
- In a cultural context where men and women typically live segregated societal lives ("For Women In Saudi Arabia, Gender Segregation More Like A 'Glass Wall'", 2017), where will the kingdom find qualified, female instructors to teach both the theoretical and practical content in order to prepare female students to qualify for a driver's license?
- Is there any value in having this curriculum provided in a bilingual context?

## Learner Analysis

### Entry Competencies

The students in this program of study will typically be students who have obtained a Bachelors degree from a public university in Riyadh, or elsewhere in the kingdom, who either work a day job or are housewives interested in brushing up their skills in order to reenter the workforce. For this reason, courses will be taught from 6:00PM-8:00PM with a break in between sections and for prayer time. In terms of English language proficiency, classes are usually multi-level (*Coned.yu.edu.sa.*), but most ESP courses in the continuing education program operate at an A2:B1 level according the Common European Framework (see Figure 1).

	CEFR	Classes	Description of Proficiency Levels	Level and Books	
BASIC USER	A1	101	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help	Beginner – ECHO 1	
		102			
		103			
	A2	201	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Intermediate – ECHO 2	
		202			
		203			
INDEPENDENT USER	B1	301	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	Advanced – ECHO 3	
		302			
		303			
		304			
		305			
PROFICIENT	B2	Thematic	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/ her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a view point on a topical issue giving the advantages and disadvantages of various options.	Thematic Courses - Materials Included	
		C1			Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
		C2			

(Figure 1 Description of Proficiency Levels)

### Learner Attitudes

While much of the student population for the Bachelors and Masters degree tends to come from families of high socio-economic means, the Continuing education diploma students tends to come from a more working class or blue collar background and also tend to be more traditional, religious and less traveled outside of the Middle East. As public universities in the Saudi Arabia are typically tuition free, is it not surprising that a range of economic backgrounds would be represented in an institution of a higher learning. In addition, scholarships for higher education learning are also available for qualified students (*Yu.edu.sa*). Therefore, the motivation of these students is expected to be rather high as earning a salary will not be a luxury for many in this student population. The ability to drive one's own car means allowing these women to have a great deal of autonomy over their lives which includes the ability to transport themselves to and from a place of employment rather than having to depend on a private driver, family member, or taxi. Despite the socio-economic factors at play, allowing women to drive in Saudi Arabia, will be going against the traditional norms of this ultra conservative, religiously Wahabi society. Many in this culture strongly oppose a women's right to drive with some religious propaganda claiming that driving is capable of affecting a women's fertility (Jamjooon, 2018). Beyond the socio-cultural stigma, it is expected that most students will put their everyday necessities, such as going to work or taking their children to school, before the conservative backlash as the illegality has been the biggest obstacle to it becoming socially acceptable.

## Task Analysis

Because of the unique challenges surrounding the development of this program, it has been determined that the Kemp Design Model best accommodates a process for the execution of a driver's education program which has the potential to set an important precedent for women in the Kingdom of Saudi Arabia. This task analysis examines what will be taught in incremental units over the course of a 16-week program delivery, or one unit per month. Because understanding how the cultural context of this program influences the dissemination of important factual information, this program of study will aim to focus on the teaching concepts which have been identified as having the most immediate need of instruction.

### Driving Concepts

- *Driver safety and female fertility*
  - Texting and driving
  - Seatbelt use
  - How to install a car seat
  - Emotional readiness
- *All relevant components pertaining to the interior of a motor vehicle*
  - Turn signal
  - Driving gears
  - Ignition
  - Emergency brake
  - Windshield wipers
  - Adjusting the Rearview mirror
  - Adjusting side mirrors
  - Headlights and high beams
- *All relevant components pertaining to the exterior of a motor vehicle*
  - How to order/pump gas
  - How to check the engine oil
  - How to check the transmission oil
  - How to check the tire air pressure
  - How to add wiper fluid
  - How to add coolant

- *The operation of a motor vehicle on residential streets*
  - Speed bumps
  - Yield signs
  - Traffic lights
  - Stop sign
  - No U-turn
  - Upcoming roundabout
  - Merge
- *The operation of a motor vehicle using a roundabout*
  - Right turn
  - Straight
  - Left turn
  - U-turn
- *The operation of a motor vehicle on an interstate highway*
  - Changing lanes
  - Speed limit
  - Merging onto exits
  - Merging with traffic
- *The operation of a motor vehicle with various parking methods*
  - Parallel parking
  - Three-point turn
- *Basic car maintenance and car*
  - Oil change
  - Tire change
  - Car wash
  - Importing cars from abroad

## Context Analysis

The Continuing Education diploma in Driver's Education for Women at Al Yamamah University delivers a comprehensive driver's education for female learners in both Arabic and English. The content for the program provided here will be for the English language component which will complement the Arabic instruction in both theoretical and practical aspects. A typical

session will include a one hour lesson Arabic and one hour lesson in English by two different instructors. While the English sections of this curriculum will be classroom based, visual aids and other media tools will be used in the instruction of new vocabulary and technical content.

To be specific, each unit the English language program will include an illustration, such as a diagram labeled with important vocabulary. The students will be introduced to readings which will use the vocabulary words in an appropriate context in order to further gain comprehension. In addition, a tutorial video ranging in length of 10-15 minutes will be shown as a simulation of the students' practical application in the course. Each video will include the application of each unit's specific vocabulary along with listen and repeat pronunciation for phonetic accuracy. At the end of each unit, the students will be assessed on their comprehension of the video. Each lesson will conclude with a homework assignment which will require the studying of all new vocabulary words. The students should be expected to be quizzed on the new words for the following lesson. At the completion of the unit, each student will be expected to create a driver's education video of their own using basic tools, such as a smartphone or tablet. In summary, the English language part of this program will be responsible for providing the following components:

- All pertinent vocabulary for driver's education based on a well-defined scope and sequence
- Illustrations which will accompany each unit in order to assist in learner comprehension
- An instructional video will demonstrate the practical application of the concepts covered in each video
- A printed and bound text which will house all content including practice quizzes and study guides

Beyond these provisions, the method of instruction will take place in a classroom located on the women's campus of Al Yamamah university. Each classroom will contain approximately 25 desks and chairs, a desktop computer, a projector, a whiteboard, and a wireless internet connection.

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