



DEVELOPING EFL TEACHING AND LEARNING PRACTICES IN SAUDI COLLEGES: A REVIEW

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Saudi Ministry of education is highly concerned with the pursuit of excellence in effective EFL teaching-learning in the arena of education but it experiences tardy progress especially in college level. This is a common scenario in almost every stage of learning in the Kingdom of Saudi Arabia. Behind this backdrop, this paper explores the new flights and avenues of developing EFL teaching-learning aspect in the intermediate level. The author of this study valorised to investigate the possible corridors in the realm of language learning motivation with a view to developing and incorporating EFL teaching-learning affairs and attempts to diagnose the predicaments of EFL learning in Saudi colleges through survey questionnaires for both teachers and students (see Appendix-1&2) and observation. The data of this research were collected through questionnaires from a total of 380 students and 94 teachers at renowned institutions of all the regions of the Kingdom. Finally, this paper offers some useful and effective recommendations to speed up better EFL learning outcomes based on the results of statistical data analyses and observation of the present research survey.

Key Words: curriculum, socio-cultural milieu, motivation, EFL classroom, EFL teaching and learning

INTRODUCTION

Today, English is neither the language of kings and queens nor the patrimony of the Anglo Saxons but a global language. Obviously, *“It is now a universal public property. By the British colonial train, it travelled almost the entire world, came in touch with myriad people and their languages, and enriched itself as the world's number one language”* (Askari, 2010). English may or may not be the official language of a nation. For example in the Middle Eastern countries like Saudi Arabia, it is emerging as the chief foreign language to be encountered in schools, colleges and universities. In 1996, for another example, English replaced French as the chief foreign language in the schools of Algeria (a former French colony). There is a great variety of reasons for choosing a

particular language as EFL. David Crystal points out “...it is inevitable that a global language will eventually come to be used by more people than any other language” (Crystal, 2003). English has already anchored this stage as a single *lingua franca* across the globe. Under the tutelage of such global standpoint, this study endeavours to construct an EFL textual norm from the perspective of Saudi socio-cultural background due to the urgent development of EFL teaching-learning practices in Saudi colleges.

TEACHING ENGLISH IN THE SAUDI CONTEXT

“The Kingdom of Saudi Arabia has undergone great political, social and economic development. To meet new challenges, the Ministry of education has introduced English as a foreign language (EFL) in schools since 1925” (Al-Ahaydib, 1986). It is important to delve into the present EFL scenario in the Kingdom for the pursuit of excellence as well as to see how far it helps towards developing EFL teaching and learning practices in Saudi Arabia.

In fact, English as a subject received a lot of attention from the Saudi Ministry of Education as well as from the Saudi community. There is no denying the fact that considerable development took place in this area following up global advancement in the teaching trends and approaches. English as a Foreign Language (EFL) was chosen and began to be taught in Saudi schools first because of English being most widely used in international trade, diplomacy, economy and contracts, international aviation, higher studies, research, peace talks, affairs of international cooperation across the globe as well as a shared language of peoples throughout the world. But Saudi Arabia is lagging behind in English learning. English education in the Kingdom goes under several changes and modifications. The Saudi TEFL curriculum was prepared by the department of English in the Directorate of curriculum under the Ministry of Education in 1999 A. D specifying the TEFL goals imparting basic language skills (listening, speaking, reading & writing) in order to communicate with English-speaking people. According to Dr. Talal A. Al-Hajailan in his *Teaching English in Saudi Arabia (2003)*, during the history of Teaching English in the Kingdom two curriculum documents were prepared to specify the aims and objectives for TEFL. The first document was made in 1408H (1987) and became the basis for all TEFL text books. *“The new series ‘English for Saudi Arabia’ was born in 1410H(1989) by a group of authors collaborating with the King Fahad University of Petroleum and Minerals(KFUPM). The new books employed the latest method of teaching ‘the communicative method’”* (Al-Hajailan, 2003). The Second document for TEFL was made and *“modified by the department of English in the Directorate of curriculum under the Ministry of Education in 1421H (2000)”*, (Al-Hajailan, 2003). The general aims and

objectives of Teaching English as a foreign language (TEFL) in Saudi Arabia are defined in the Saudi Policy of Education. According to Article No. 50 of Saudi Arabian education policy, the pivotal ideas of education are as follows:

“Furnishing the students with at least one of the living languages, in addition to their original language, to enable them to acquire knowledge and sciences from other communities and to participate in the service of Islam and humanity” (Al Hajailan, 2003, p.23).

The foregoing article in the Saudi Policy of Education laid out one of the main pillars in teaching English as a foreign language in the Kingdom among the important subjects taught in Saudi public Schools (Madrasha), Colleges, and Universities. In order to achieve the aforesaid TEFL objectives converged on the higher goal of making the students appreciate the significance of English as an international language of communication so as to benefit from achievements of other cultures as well as introducing their own culture and tradition to others. By means of communicative competence, the Saudi EFL learners are expected to participate in transferring and sharing scientific and technological advancements across the globe in the spirit of Islamic history, culture and tradition. This research attempts to find out strategies in varying degrees to motivate the Saudi EFL learners and notify the present progress and future prospects to speed up EFL teaching-learning practices in Saudi colleges.

RESEARCH CONTEXT

The study was conducted in Saudi intermediate level schools where English language is taught as a compulsory subject in order to facilitate developing *“in students a relatively high level of competence in reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English” (Team, C. E., 1999).* But the students undergo a sheer lack of motivation towards learning EFL, and this research is an attempt to gear up their advancement in this field of study and to diagnose the issues behind the EFL College learners’ apathy and lack of motivation.

REVIEW OF LITERATURE

This section of this paper reviews previous research related to the effective teaching-learning aspects in EFL classrooms. It first highlights on the previous studies on EFL teaching-learning in the Saudi Context. It also examines the theoretical and pedagogical basis for the notion of language teaching, and the role of motivation in FL/SL teaching and learning. In addition, criteria for selecting authentic texts for effective instructional purposes will be reviewed in this section.

Previous studies on EFL teaching-learning in the Saudi Context

Prof. Reima Al-Jarf conducted a study particularly related to TEFL in Saudi context in developing EFL freshmen students' spelling problems. The study diagnosed the Arabic speaking Students' *Phonological and Orthographic Problems in EFL College Spellers* presented in TELLIS Conference Proceedings, Azad Islamic University - Roudehen, Iran. The study indicated through a listening test that 63% of the spelling errors were phonological, and 37% were orthographic. It also suggested that spelling instruction should include phonemic segmentation practice; patterns of sound-to-letter correspondences and words can be visualized in terms of syllables and non-phonetically spelled words. Haifa Al-Nofaile in a study under the caption *The Attitude of Teachers and Students towards using Arabic in EFL Classrooms in Saudi Public Schools* examined the attitudes of Saudi teachers and students towards employing Arabic as a facilitating tool in English classes, a topic which gained positive response (Al- Nofaile, 2010). Christo Moskovsky and Fakieh Alrabai demonstrate in a research on *Intrinsic Motivation in Saudi Learners of English as a Foreign Language* in relation to the role of motivation in the attainment of English as a foreign language (EFL) in the Saudi educational setting that Saudis possess fairly substantial 'dormant' reserves of motivation which in more favorable conditions could be deployed to produce better learning outcomes. As part of their study, a 27-item structured survey was administered to a randomly selected sample of 55 Saudi learners from public schools and universities, and data collected through the survey were subjected to some basic statistical analyses (Moskovsky & Alrabai, 2009). However, such research was conducted more in developing EFL teaching-learning practices for better learning outcomes in the realm of Saudi education. The present study reinforces the importance and value of accelerating EFL education in the kingdom especially in Saudi colleges for sustainable language acquisition to meet the needs of the nation and the community.

The Theoretical and Pedagogical Notion of Language Teaching

According to the theorists, linguists and researchers to develop language teaching-learning practices in any context pedagogical approach is highly important factor along with authentic textbook as "*live' texts, unlike their pedagogically contrived counterparts, promote student learning and interest by linking form to meaning, by stressing communication, and by presenting the culture in a natural way*" (Herron, C.; & Seay, I., 1991). Mishan emphasizes material-focused approaches and humanistic approaches besides the communicative approach, taught in three levels: 'communicative approaches' in which communication is both the objective of language learning and the means

through which the language is taught; ‘materials-focused approaches’ in which learning is centered principally round the text, and ‘humanistic approaches’ which address the ‘whole’ learner and emphasize the value of individual development (Mishan, 2005). According to Blaz, the “national standards for foreign language education centers around five goals: Communication, Cultures, Connections, Comparisons, and Communities” (Blaz, 2002). Moreover, Mishan (2005) claims that the central pedagogical rationale for using authentic materials in FL teaching stems from what is called ‘the 3 c’s’, that is to say, culture, currency, and challenge. He explains that, “Culture, in that authentic texts incorporate and represent the cultures of speakers of the target language; currency, in that authentic texts offer topics and language in current use, as well as those relevant to the learners; challenge, in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels”. Widdowson further explains: “If you are going to teach real English as it functions in contextually appropriate ways, rather than a collection of linguistic forms in contrived classroom situations, then you need to refer to, and defer to, how people who have the language as an L1 actually put it to communicative use” (Widdowson, 1996).

So, the literature of teaching EFL reveals the emergence of the communicative approach to language teaching. Moreover, material-focused, humanistic, and proficiency based approaches advocate the use of authentic text materials for language teaching.

The Impact of Motivation on EFL Learning

This study chronicles a revolution in our thoughts about what makes students want to learn languages and what encourages them to persist in that difficult and rewarding adventure. What is it that makes successful foreign language acquisition so deciding? In fact, it is motivation which is the breath and the very pulse of the EFL teaching-learning as the pioneering, crowning, and sustaining for language acquisition. It is imperative to note that all learning activities are filtered through students’ motivation.

In the true sense of the term, Saudi EFL classes suffer from the sheer lack of both intrinsic and extrinsic motivation. The latest research done over the past decades has amply exposed that EFL learner can hardly attain the target goal without a motivational drive. Surely enough, it is toiling and challenging for the teacher to teach and manage a poorly motivated class especially in Saudi context. It is essential to motivate the students and improve a demotivated class environment by tapping out the learners’ latent aptitude and exploiting it to a sustainable point from where they can streamline the process of learning. Carless pertains to this point that “*Teachers are the individuals who implement,*

adapt, reject, or ignore curriculum innovation. It is thus something of a truism that they are the core of the innovation process” (Carless, 1999). So, teachers’ decisive role in the implementation of the curriculum cannot be overestimated. Without their support and sincere involvement in the innovation, any curriculum implementation will be a farce and a superficial attempt. Under this backdrop, this paper strives tirelessly to outline the appropriate motivational strategies and techniques applicable in developing EFL teaching and learning practices in the Kingdom.

Promoting cultural awareness among learners in the target language is essential, so far as the cross cultural factors are concerned. Cultural compatibility and adaptation to cross-cultural issues are motivating factors in L₂ acquisition. An individual’s attitudes concerning cultural values and beliefs, usually towards the target language community are effective factors to EFL learning. Ellis spells out that *individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes* (Ellis, 1997). Under such powerful tutelage of motivation, the EFL teacher as a prime motivator with competence and professional experience can do miracles in manipulating the learner’s positive attitude towards the target language by bridging the vexing gaps of values and cultures between two languages. One of the obvious failings of the Saudi EFL is that the said curriculum, here is not well- coordinated to the socio-cultural spirit of the target language. Under this backdrop, it is of great importance to bridge the gaps, and strengthen the cultural ties between the learner’s L1 and the target language (L2) as if it can be supportive rather than slowing down or negative to achieve the target goal.

Furthermore, L1 has more or less interference or assistance while learning a foreign language. It is also the part of motivational drive for the new learners of language. Some linguists feel that L1 interferes in L2 acquisition while other linguists fell that the native language (L1) can actually help the students in learning the target language (L2). Now, it is a matter of fact to delve into the crux of the problem in Saudi context. Due to the basic different functioning linguistic mechanisms of Arabic and English languages, Saudi students encounter certain crucial challenges while they attempt to learn English.

First of all, why a mother tongue such as Arabic becomes a matter of interference rather than an assistance in learning English as a target language, is mainly because these two languages are nowhere near each other comparing grammatical functions, linguistic elements in sentences, idioms and phrases, parts of speech, oral expressions, despite semantic and syntactic differences as well as different socio-cultural backgrounds in which these two languages

originated. It is true that the Arabic speaking learners would learn Hebrew as a target language as easily as the Spanish learners learning Italian because both Spanish and Italian, and both Arabic and Hebrew are linguistically and phonetically similar. Linguists who are of the view that L1 helps learn the target language are correct here in this regard. But while the learners having Mandarin Chinese as their L1 attempt to learn English as the target language, the reality changes altogether, as English and Mandarin Chinese have many different sound systems, despite other linguistic differences. So, the basic functioning differences between English and Arabic are unlike each other to such an extent, that it is quite difficult to Arabic speaking learners to learn English as a target language.

Considering the realities, this paper suggests with special emphasis that the learners should be facilitated with the use of technological instruments, such as audio-visual aid in language lab, extensive dialogue practice, drill practice along with writing reports, compositions, and telephoning messages as output for communicative expressions. However, for a sustainable development of linguistic competence in English, native Arab speakers should follow the Communicative approach, as this method is widely used across the country and nation's education system.

AUTHENTIC TEXTS FOR EFFECTIVE INSTRUCTIONAL PURPOSES

To develop language learning and teaching practices in the real life situation and to fulfill social purpose of the community, an authentic textbook is a highly significant factor. Rogers and Medley used to refer to "language samples ... that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers" (Rogers, C.& Medley, F., 1988). According to Ur, students usually have trouble understanding texts outside of the classroom because classroom reading materials do not reflect the language of the real world. She states, "We want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language" (Ur, 1996).

Berardo provides three criteria for choosing authentic texts: suitability of content, exploitability, and readability (Berardo, 2006). Suitability of content indicates that the text should interest the students as well as be appropriate to their needs and abilities. Bacon and Finneman add that the texts should be culturally relevant to the experience of the students (Bacon, S. & Finneman, M., 1990). In this vein, Lee states that "a careful and wise selection of materials focused on learners is a must if we want a positive response from them" (Lee, 1995). Exploitability refers to how the text can be used to develop the students' competence and how the text can be exploited for teaching purposes. Finally,

readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms. Brown and Eskenazi claim the primary criteria for selecting an appropriate authentic text should be the reader's current vocabulary knowledge and the desired vocabulary knowledge throughout the curriculum, in addition to grammar difficulty and text cohesiveness (Brown, J.& Eskenazi, M., 2004).

Moreover, Rivas (1999) and Mishan (2005) argue that learners' interests and needs are the most essential factors in the choice of authentic texts. In this respect, Little et al. (as cited in Mishan, 2005) state, "The more texts are related to learners' personal concerns and interests the deeper and more rapid the processing will be". Lee (1995) points out that the text must be compatible with the course objectives. Further, a variety of text types can be selected, such as articles, advertisements, interviews, poems, application forms, train timetables, and brochures. Leading experts in the field of Curriculum design opine that authentic texts for a successful instruction should be designed to expose students to a variety of learning styles, linguistic and learners' intra socio-cultural contexts including issues or content areas with a focus on communication, with a view to developing cognitive skills and understanding cultural variations.

The above review of the related literature has shown that the impact of authentic materials as texts, pedagogical use of authentic materials, and motivation on language comprehension and performance at various levels has come to focus useful in the effective EFL teaching-learning practices. Indeed, the notion of an authentic text related to Saudi socio-culture in EFL teaching has received much attention in the Saudi context, where textbooks are more often used written in different alien socio-cultural contexts.

METHOD

Participants

The participants of this study are teachers having TEFL teaching experience, and students of Saudi public colleges. The participants were chosen on random basis. A total of 94 teachers out of 100 and 380 students out of 400 took part in this study. We took in our purview colleges of different regions of Saudi Arabia, viz. Mekkah, Madinah, Jeddah, Abha, Khamis, Riyadh, and Jizan. It is expected that the research survey at the institutions of those regions will make available insights into the issues towards accelerating and developing EFL learning. Presumably, this survey will underscore a clearer view of the reasons behind learners' lack of motivation, and pave the pathways of designing proper motivational strategies and contents for EFL course syllabi.

Data Collection Procedure

The device of data collection for this study encompasses one-page separate written research questionnaire for both teachers and students (See Appendix-1 & 2). The researcher contacted 100 Saudi EFL teachers and 400 students directly, and distributed printed copy of questionnaires composed in a computer between September and October of 2010. There were multiple choice questions (MCQ). The pedagogical goal of the survey was explained in the appendices, and asked the participants to answer the questions. They answered the questionnaire quite willingly. Actually, the research questionnaire “...measures opinions and is probably the single most widely used research type in educational research” (Wiersma, 1995). The questionnaires for this survey look for students and teachers’ self-reported opinions, attitudes, and suggestions towards developing EFL teaching-learning practices in KSA. It is important to mention here that “*Personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange*” (Marshall & Rossman, 2006).

RESULTS

Data Analysis

The data analysis process continued in several steps. Collected data of questionnaire were sorted out and the percentage of the participants offering the same answer was computed. The questionnaires were tabulated to record the responses from each participant for each option of the questions. Then the tabulations were read and re-read carefully to find out the common pattern of the same purview. In fact, the data analysis process made an attempt to “...identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes” (Creswell, 2003, p. 203). There were two types of questionnaires: one for students and another for teachers. There were some common questions in both questionnaires in order to correlate the two view points. The results have been reported both qualitatively and quantitatively and the data were analyzed to this end.

Questionnaire for Students

The questionnaire for students had fewer questions than the one for teachers as our intention was to capture the ground reality (See Appendix- 1). The questionnaires were distributed among 400 students and a total of 380

questionnaires were returned representing a response rate of 95%. Tables are drawn below to show the frequency of responses (*See tables*).

The first question asked, “Do you like to learn English?” 63% of the respondents replied “Yes, very much”, and 21% of them “Yes”. 9% of the respondents answered “No” and 7% did not answer. (See Students’ Table 1)

Table 1: Do you like to learn English?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Yes, very much	252	63
Yes	85	21
No	36	09
Did not answer	27	07

The majority (63+21) % of the participants show their strong enthusiasm in learning English language which sounds positive. This underlines that students might be easily motivated to learn English at the Saudi intermediate colleges. 7% remained unresponsive which may reflect a certain portion of apathy in learning English.

In the second question, the respondents were asked if English is internationally acclaimed and a profitable language. 50% of the respondents answered “I think so” while 27% of them replied “I think so with reservation”. 11% of the respondents answered “I don’t think so” and 12% did not answer. (See Students’ Table 2)

Table 2: Do you think that English is an internationally acclaimed and a profitable language?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
I think so	192	50
I think so with reservation	102	27
No	47	11
Did not answer	59	12

The response from a large number of students draws attention to the fact that the learners excluding the few are aware of the universality of English language in today’s modern world. So, it is now necessary to focus on the status of English language to the beginners as well as to create an optimal EFL learning environment within classroom as the key to successful second language acquisition.

Furthermore, in the third question, the respondents were asked whether the introduction of EFL learning and teaching in Saudi primary schools could improve the standard of English learning. In terms of the three choices: 52% of the participants chose “Fully agree” option, 31% of them selected “Agree” option and 9% answered “Not agree”. But 8% of the respondents did not answer. (See Students’ Table 3)

Table. 3: Do you agree that the introduction of EFL teaching and learning in the Saudi primary school can improve the standard of English qualitatively?

Choices	Answer	Percentage (%)
Fully agree	201	52
Agree	116	31
Not agree	33	09
Did not answer	30	08

The above stated response highlights the fact that the introduction of EFL teaching and learning in Saudi primary school level can very likely improve the standard of English learning. On the other hand, the presence of negative responses underscores a fear among the learners for EFL which may generate a pre- learning negation. So, it is necessary to verify and check the matter with the teachers concerned before it can be activated as a policy.

In the 4th question, the students were asked whether they agreed that an ideal and successful EFL classroom depends largely on a sound relationship between the teacher and the learner. 48% of the respondents chose “Strongly agree” option; 32% of the respondents selected “Agree”, and 9% chose "Not agree". 11% of the respondents did not answer the question. (See Students’ Table 4)

Table 4: Do you agree that an ideal and successful EFL classroom depends largely on a sound relationship between the teacher and the learner?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Strongly agree	184	48
Agree	120	32
Not agree	35	09
Did not answer	41	11

It is evident from the majority of the respondents' view that for a successful EFL classroom, teacher – student should have a sound and friendly rapport to facilitate optimal EFL learning environment.

In the 5th question, the students were asked to opine on the future prospects of Saudi EFL teaching and learning. 53% of the respondents chose “Strongly

agree” option; 33% of the respondents selected “Agree” option while 12% of the respondents chose “Disagree” option. 2% of them did not answer the question. (See Students’ Table 5)

Table 5: Do you agree that EFL teaching and learning in Saudi classroom has some considerable future prospects?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Strongly agree	203	53
Agree	124	33
Disagree	46	12
Did not answer	07	02

The responses of the huge number of the participants despite few negations underline the fact that the Saudi EFL program has a bright future prospect in the present global context.

The 6th question invites the respondents to comment whether the educational project and policy regarding Saudi EFL acquisition is perfectly in line with the pursuit of knowledge and learning policy as part of Islamic history, culture and tradition, providing it as a tremendous source of motivation to the learners. 36% of the participants answered “Fully agree”; 33% of the participants replied “Agree” while 31% of the participants chose “Both (a + b)” option. (See Students’ Table 6)

Table 6: Do you agree that the present Saudi EFL acquisition is fully in line with the pursuit of knowledge aiming at higher goals of human welfare and service as part of Islamic history, and tradition, providing a strong motivating drive?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Fully agree	138	36
Agree	124	33
Both (a & b)	118	31

The answers of the respondents confidently affirm the teaching-learning EFL in the Kingdom can be highly beneficial with reference to the rich legacies of Islamic values and culture. In fact, Islam has fully endorsed and contributed to the pursuit of knowledge and excellence in language for the betterment of humanity, global peace and tranquillity. It is essential to note here a popular and motivating saying in Arabic:

(مهرش ندم ا موق ةغل ملعت نم)

“Whoever learns the language of another nation (foreign to him) can guard himself against their evil”.

Questionnaire for Teachers

The same questionnaires offered to the Saudi EFL learners along with few more (see Appendix-2) were distributed among 100 EFL teachers as the research intention is to capture the ground reality. The returned questionnaires were a total of 94 out of 100 representing a response rate of 94%.

The first question asked the teachers to comment whether a careful use of the learners' L1 in the EFL classroom will sustain the learners' involvement and interest. 13% of the participants selected "Fully agree" option while 85% of the respondents chose "Agree" option. And 2% of the respondents did not agree with the question. (See Teachers' Table 7)

Table 7: Do you agree that a careful use of the learners' first language can, to some extent, help sustain their involvement and interest, so far as Saudi EFL classroom is concerned?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Fully agree	12	13%
Agree	80	85%
Disagree	02	02%

The overwhelming portion of the teachers opines that the use of learner's first language in the EFL classroom especially in the college level will certainly encourage them to involve in learning English.

The second question asked the teachers whether the introduction of EFL teaching-learning in the primary school level could improve the standard of English qualitatively or not. 45% of the respondents chose "Fully agree" option while 55% of them selected "Agree" option. (See Teachers' Table 2)

Table 8: Do you agree that the introduction of EFL teaching and learning in the Saudi primary school can improve the standard of English qualitatively?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Fully agree	42	45%
Agree	52	55%
Disagree	00	00%

The responses of the teachers reflect that introducing EFL teaching-learning in the Saudi primary schools can inevitably improve the standard of English learning in the Kingdom.

The 3rd question seeks to know whether motivation can play a significant role in Saudi EFL classroom and improve teaching-learning process or not. In answer to this question, 54% of the teachers selected "Highly agree" option while 40% of the participants chose "Agree" option. (See Teachers' Table 9)

Table 9: Do you agree that motivation and the impact of motivational differences can play a significant role in Saudi EFL classroom and improve the teaching learning process?

Choices	Answer	Percentage (%)
Highly agree	54	54%
Agree	40	40%
Not agree	00	00%
Did not answer	06	6%

The response shows a tremendous emphasis on motivation as a tool for EFL learning progression in the Saudi context. Actually speaking, motivation is an important factor in language acquisition in any context.

In addition, the participants reveal the fact that motivational differences have a vital impact on teaching-learning EFL in Saudi classroom. The motivated learners learn and acquire more than the non- motivated ones. In Saudi context, instrumental motivation is a necessary means for language acquisition.

The 4th question asked whether diagnosing the various drawbacks in Saudi EFL could be helpful in improving teaching and learning quality with reference to lack of motivation. 70% of the respondents selected "Very helpful" option while 17% of them chose "Helpful" option, and 13% of the respondents termed it as not helpful technique. (See Teachers' Table 10)

Table 10: Do you think that diagnosing the various drawbacks in the Saudi EFL can be helpful in improving teaching and learning quality with reference to lack of motivation?

Choices	Answer	Percentage (%)
Very helpful	66	70%
Helpful	16	17%
Not helpful	12	13%

The overview of the respondents underlines the fact that evaluating EFL curriculum syllabus and teaching- learning methodologies can be effective in accelerating qualitative English education and developing learners' motivational level.

The 5th question asked whether an ideal successful EFL classroom depends on a sound relationship between the teacher and the learner. 28% of the respondents chose "Strongly agree" option while 70% of them selected "Agree" option. 2% of the participants did not agree with the issue. (See Teachers' Table 11)

Table 11: Do you agree that an ideal and successful EFL classroom depends largely on a sound relationship between the teacher and the learner?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Strongly agree	26	28%
Agree	66	70%
Not agree	02	02%

The respondents stress on the congenial relationship between teacher and student which can boost a sound and mutual motivating environment.

In the 6th question, the teachers were asked whether the suitably conducive Saudi EFL teaching-learning classroom could help progress true foreign language learning. 23% of the participants selected "Completely agree" option while 47% of them chose "Agree" option. 30% of the respondents agreed with reservation. (See Teachers' Table 12)

Table 12: Do you agree that the present suitably conducive Saudi EFL teaching and learning classroom can help achieve a true foreign language goal?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Completely agree	22	23%
Agree	44	47%
Agree with reservation	28	30%

The collective response here brings about a lot of fresh hopes. It highlights that to achieve successful EFL learning objective, suitably arranged and favourable EFL classroom is a must.

The 7th question seeks comment on the communicative competence development through students' interactive classroom activities and academic steps like careful but encouraging grades with due emphasis on students' attendance and participation. The responses are- 6% for "Yes, agree"; 11% for "Attendance", and 83% for "Interactive classroom activities" option. (See Teachers' Table 13)

Table 13: Do you agree that communicative competence can be achieved through students' interactive classroom activities and academic steps like careful but encouraging grades with due emphasis on students' attendance and participation?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Yes, agree	06	06%
Attendance	10	11%
Interactive classroom activities	78	83%

The teachers have laid emphasis largely on students' interactive classroom activities with regular attendance for communicative skill development and remarkable performance in professional life.

The 8th question asked the teachers whether the Saudi EFL classroom suffered from the sheer absence of interest and attention resulting from lack of a true perception of the significance of EFL teaching and learning and its objectives. 26% of the respondents chose "Strongly agree" option and 68% of them selected "Agree" option. 6% of the respondents disagreed. (See Teachers' Table 14)

Table 14: Do you agree that the Saudi EFL classroom suffers most from the sheer absence of interest and attention resulting from lack of a true perception of the significance of EFL teaching and learning and its objectives?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Strongly agree	24	26%
Agree	64	68%
Disagree	06	06%

The response of the participants reflects the fact that the Saudi EFL classroom really suffers from the sheer lack of interest and attention to learning resulting from the lack of perception of the importance and objective of EFL learning.

The 9th question seeks the opinion on the issue "the present Saudi EFL acquisition, is fully, in line with the pursuit of knowledge aiming at higher goals of human welfare and service as a part of Islamic history and tradition, providing a strong motivational drive". 17% of the participants chose "Fully agree" option while 36% of the teachers selected "Agree" option. 47% of the participants chose both the options (a & b).

Table 15: Do you agree that the present Saudi EFL acquisition is fully in line with the pursuit of knowledge aiming at higher goals of human welfare and service as part of Islamic history, and tradition providing a strong motivating drive?

<i>Choices</i>	<i>Answer</i>	<i>Percentage (%)</i>
Fully agree	16	17%
Agree	34	36%
Both (a & b)	44	47%

The upshot of the participants' response 100% illuminates the fact that the EFL teaching and learning in Saudi context should be in line with the pursuit of knowledge aiming at higher goals of human welfare as a part of Islamic history and tradition which will provide a strong motivational drive among Saudi learners towards EFL learning.

DISCUSSION

No divergence has been observed on the attitudes of teachers and students towards EFL teaching-learning practices in response to self-reported questionnaire. I examined the diverse information on EFL teaching-learning issues and experiences of teachers and students based on statistical research data analyses as well as overall research review, and found the following points of focus:

1. The teacher participants in this study propose that the use of learner's first language in the EFL classroom will certainly encourage them to involve in learning the target language. Seemingly, this is the reason why the teachers are in opinion to stress on the introduction of EFL teaching-learning sequence in primary school which can enhance the standard of English learning in the Kingdom.
2. Interestingly, both teacher and student participants recognize that the Saudi EFL program has a glowing future prospect in the present global context. So, it is now necessary to create an optimal EFL learning environment within classroom as the key to successful second language acquisition by which the learners can effectively be motivated.
3. The results and findings of this present research survey reveal that the Saudi EFL classroom really suffers from the lack of motivation to learning, due to the lack of perception of the importance and objective of EFL. This research reinforces on the point that all learning activities are filtered through students' motivation and so, teacher as a prime motivator and implementer only can

heighten and boost up students' curiosity as the art of teaching is to awaken the natural curiosity of young minds.

4. Based on research findings, this paper demonstrates on the congenial relationship between the EFL teacher and the learner which can boost a sound and mutual motivating communicative environment.

5. The research analysis, further, highlights the fact that by redesigning the authentic and an interesting text through evaluating drawbacks of existing EFL curriculum syllabus, teaching-learning methodologies including parents and learners' attitude, socio-cultural issues, classroom setting and academic administration can be effectual in accelerating qualitative English education in the Kingdom. The teachers (*over telephonic conversation via skype & yahoo messenger*) suggested that the text should focus on: grammar and writing offering more exercises for practice, everyday vocabulary acquisition option, Listening skill practices of simple sentences, audio-visual material practices option, for Reading section, simplified version of interesting short stories from English literature, magazine or from newspaper as they well fit to the Saudi context, group discussion/ role play model practice option, and there should be Assignment/Homework section at the end of each unit/chapter.

6. The participants unanimously (100%) opined that the EFL teaching-learning in the Saudi context should be in line with the pursuit of knowledge aiming at higher goals of human welfare as a part of Islamic history, culture and tradition which will provide a strong motivational drive among Saudis.

7. In addition, the research review comes across in a significant point to incorporate and advance EFL learning that the more reading texts are related to learners' own socio-cultural concerns and interests, the deeper and more rapid the progression will be.

The researcher, in wrapping up, recommends the following chain of the motivation types to be highly dominant and influential among Saudi students towards incorporating and developing EFL learning.

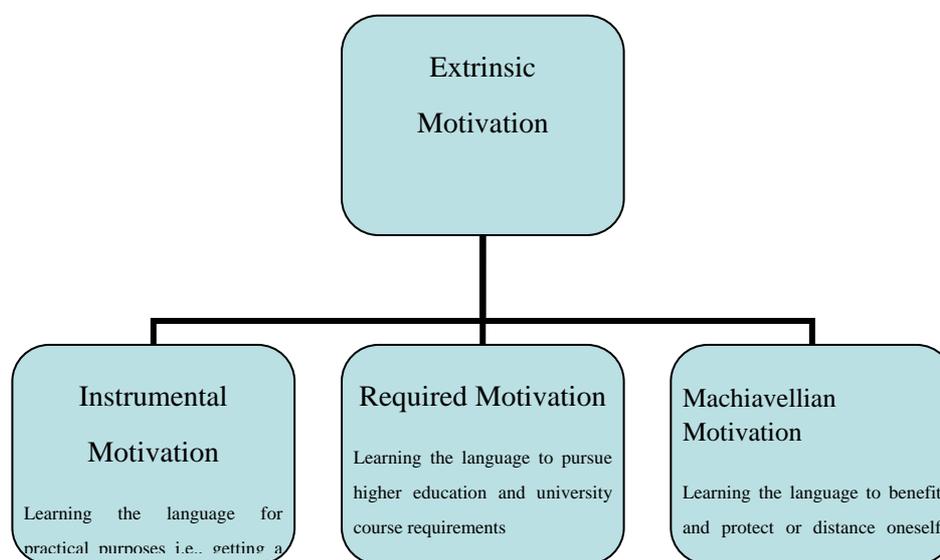


Figure 1: Suggested model for Saudi learners' motivation category.

Instrumental and required motivation, in the case of the Saudi students, can contribute to the students' needs throughout the college years. This may lead to the development of a limited functional or survival ability in the target language and help to reduce a continuous deterioration in students' overall language proficiency.

Limitations of the study

The study stands on a survey conducted in a random sampling method. If the questionnaires were supplemented with oral interviews, we could have got more immune responses. The questions might have been more detailed and personal interviews could be conducted.

CONCLUSION

The present research paper offers some remarkable recommendations and attention insights into the matter deriving from the survey results and analysis towards developing EFL teaching-learning practices for the greater benefit of the students and the Saudi community as well. First, the Saudi EFL class should be facilitated with the use of technological instruments, such as- audio-visual aids in language lab as a part of practical exposure in order to reduce the learners' lack of motivation and heighten their interest and latent desire to

immerse in EFL learning. Moreover, EFL teachers should endeavour to use various teaching methods, such as mainly Grammar Translation Method (GT) and Communicative Language Teaching (CLT) or measures to meet EFL learners' diverse needs. Secondly, the use of learners' first language (L1) in the EFL classroom can play a useful role in motivating the learners' attention towards EFL learning in college level. Thirdly, the authentic EFL text should be redesigned and it should focus on: grammar and writing offering lots of exercises for practice, everyday vocabulary acquisition practices and uses, Listening skill practices of easy and simple sentences, audio-visual material practices option, for Reading section, simplified version of interesting short stories from English literature, magazine or from newspaper as they well fit to the Saudi context, group discussion/ role play model practice option, and there should be Assignment/Homework section at the end of each unit/chapter. Fourthly, English courses should be introduced in primary schools which can perceptibly progress the standard of English learning in the Kingdom. Fifthly, EFL teacher-student should have congenial friendly relationship to develop and facilitate a mutual communicative environment. Finally, so far as the socio-cultural factors are concerned, the EFL teaching-learning in the Saudi context should be in line with the pursuit of knowledge aspiring human welfare as a part of Islamic history, culture and tradition (the pursuit of knowledge and learning - the basic Islamic tradition; through the tremendous art of communicative language making it serviceable to the humanity, individual and collectively in its objective of attaining global peace, progress and unity). Simply after all these adaptations, we can have a ray of hope towards developing and incorporating EFL teaching- learning practices in Saudi Arabia.

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