

## Teaching Strategies in EFL Environment in the Secondary Schools in the KSA: Evaluation and Remedies

Salmeen Abdulrahman Abdullah Al-Awaid\*

English Language Centre, Jizan, Jazan University, Saudi Arabia

**Corresponding Author:** Salmeen Abdulrahman Abdullah Al-Awaid, E-mail: salmeen2009@gmail.com

### ARTICLE INFO

#### Article history

Received: December 20, 2017

Accepted: February 12, 2018

Published: April 30, 2018

Volume: 9 Issue: 2

Advance access: March 2018

Conflicts of interest: None

Funding: None

### Key words:

Teaching Strategies,  
ELT Environment,  
Secondary Schools,  
EFL Teaching Strategies in KSA

### ABSTRACT

The EFL scenario in Saudi Arabia has been a matter of concern for academicians, learners, institutions and policy makers alike. The reason is simple: It is the single most zealously funded field of study in the state. Further, it is also an area of modern education that causes much discontent amongst the teaching-learning community who do not arrive at desired outcomes. The roots lie in our classrooms. This study is another attempt to highlight the shortcomings of the Saudi EFL classroom with the larger objective of student welfare through positive recommendations.

### INTRODUCTION

The message of the Minister of Education seen in the Elementary, Intermediate and Secondary school English textbooks proclaiming the undisputed status of English as a widely used truly international medium of communication should serve as a beacon light for ELT experts in Saudi Arabia. However, for a country that introduced ELT in 1924 even before announcing the unification of the country under the name (The Kingdom of Saudi Arabia) in 1932, the state of ELT after more than seven decades leaves much to be desired. That is, ELT has been the single, most financially and politically supported branch of education in Saudi Arabia: The reason is simple. The kingdom's boosted economy, which was a result of the oil boom, attracted a large number of American companies with American workers in their retinue. With them also came an equally large number of skilled and unskilled non-Arab workers. English obviously was the only common means of communication amongst this heterogeneous workforce. Tourism boom was another offshoot of these developments which also looked towards ELT as its saviour. English proficiency suddenly became a prerequisite to land a job in this environment. This led to massive advancement in ELT, albeit on paper. Government regulations such as introduction of English in early school years and projection of an English-favourable language ide-

ology could not do much to change the popular distrust for it. As a result, motivation to learn the language suffered in Saudi Arabia. The next major benchmark in the history of ELT in the kingdom came with a change in thinking when Saudi Arabia decided to become a knowledge based society with minimal dependence upon oil. ELT in a way was truly born at this time in Saudi Arabia. This was year 2005. Today, Saudi Arabians pragmatically see English as the gateway to improved economic status, national growth, promotion of Islam, and integration with the world. In this ripe environment for ELT growth all that is needed for English to take roots is a switch over from the safe, conventional, teacher centric approach to modern pedagogy, student centric ideology, need based syllabi and an education policy that serves (not derails) all of these. It is the aim of this paper to examine the pedagogical aspect of ELT in the Secondary School environment of Saudi Arabia vis-à-vis State objectives and suggest suitable and usable modifications therein.

Traditionally, a Saudi Arabian language classroom has dealt with two types of languages: native language, and foreign language. English all over the country is taught as a foreign language. Talking of world conventions, there is absence of a clear distinction between 'Foreign' and 'Second' language. Linguists, in fact, are inclined towards doing away with the term 'Foreign' considering the language systems of

the world to be one continuum. However, by one parameter it may be better to treat them as unique: Aspirations of the learner while learning a 'Foreign' language will be very different from those of a learner learning the same language as a 'Second' language. Thus in KSA, while English is taught as a foreign language, the desired outcomes are as from second language. Moreover given its accepted universality and indispensability in the current world dynamics, it may be better to do away with the adjective 'foreign' as far as English in KSA is concerned. Thus we bring our focus from acquiring skeletal skills in English (as is the case while learning a foreign language) to a proficiency level comparable to the mother tongue (as should be the case with second language).

### LITERATURE OVERVIEW

As early as 1987, in a study of the history of education in Saudi Arabia, Al Saloom succinctly summarized the teacher's role in the Saudi educational system as that of an information imparter. Further, that the assessment aim is to measure the academic outcomes as far as the students are concerned, and the objective of the examination system is limited to being the main tool of assessment. This was the status of a language being learnt and taught in the country since early 1930s. The ground reality has hardly changed even now.

In another study Al-Mazrou (1988) made a significant observation concerning Saudi teaching methods. The study states that the system of teaching English in Saudi Arabia is such that teachers are reluctant to try new pedagogies for fear of distracting students' attention from the established lessons and cause them to fail the final exam. The implication of this observation is very grave: Teaching is centred on the development of grammatical competency, with negligible focus on the achievement of any communicative competency or real life need based instruction. Needless to say, the teaching objectives are far removed from the occupational or even academic needs of the learners.

In a paper interestingly titled 'Integrating Culture Learning Into Foreign Language Education' Aldosari (1992) reported that the overall aim of ELT in Saudi public schools is to enable students to speak, read, listen to and comprehend simple 'correct' English and to write correct and simple passages in order to be able to communicate with other English speakers. The emphasis here is more on the correctness than communicative payload of the language.

In an unpublished thesis report, Alfallaj (1998) reported that even with several years of exposure to EFL environment, 'at the end of the twelfth grade, the majority of students have the ability to produce only a limited number of correct English sentences and are not fluent in English communication'.

It is undisputed that EFL syllabi in Saudi Arabia place a lot of weightage on vocabulary mugging by the learners. However, it may be pointed out that vocabulary taught in isolation is similar to giving a handful of grams to a toothless man to chew on: It has practically no validity for the learner who is at sea as far as using the vocabulary goes. Traditional and direct vocabulary teaching techniques prevail in Saudi EFL classrooms. Here the vocabulary exercises are structural in nature,

their inherent design limits critical thinking of the learners. These are a few examples: i. Matching words to their possible meaning; ii. Fill up exercises; iii. Writing the dictionary meaning of a word and framing of sentences using words whose meaning has been gleaned from the dictionary; iv. Translating words to and from the mother tongue; and v. Mugging vocabulary lists. Oxford and Scarcella (1994) have categorized these traditional vocabulary activities and techniques as decontextualized activities that do not entail active engagement or go beyond definition knowledge. Thus vocabulary building exercises in the Saudi EFL classroom are highly structured and controlled with little practical use for the learners.

In their studies carried out in 2002 and 2004 respectively, Abu Ras and Bakarman have both reported the teacher-centric ideology in the EFL classroom in Saudi Arabia. Modern pedagogical approach is unknown to most of them and they rely heavily on the now infamous grammar translation approach with major emphasis on learning the grammar rules.

Of the four language skills, writing and reading are given primacy over speaking and listening in the Saudi EFL classroom. This is an outcome of the teachers' preoccupation with enabling the learners to somehow pass the examination rather than acquiring the skills they would need in real life. Al Hazmi (2006) reports that the main focus of teaching the skill of writing is the final production of the task of writing, alongside the linguistic features and sentence-level construction.

Excessive use of Arabic has remained a constant deterrent in the Saudi EFL classroom. Al-Nofie (2010) presents some very striking data when he reports that 80% of EFL teachers and 70% of the learners alike prefer the Arabic medium for instruction in the English classroom.

Similar findings were reported by Alshammari (2011), Kharesheh (2012), and Mahmoud (2012) who have also attributed Saudi students' deficiencies in the four basic language skills to the dominance of Arabic in the classroom.

The three most commonly cited reasons for the continued use of Arabic in English classes were a) explaining new words, b) checking students' understanding, and c) explaining grammatical concepts.

Al-Mohanna (2010) conducted a study spanning nine secondary schools in which he observed English teachers in their classrooms and interviewed a large number of them. He arrived at the conclusion that Saudi English teachers are communicatively oriented, but because they have inadequate theoretical background knowledge, which could otherwise guide their teaching practice toward such a teaching approach, they tend to formulaic techniques in the classroom.

Machal's (2012) findings showed that 77% of teachers who participated in the study were in favour of the use of Arabic in EFL classes: this figure comes quite close to the 80% reported by Al Nofie.

Khan (2013) also writes that the major focus of EFL instruction in Saudi Arabia is reading and writing skills, rather than listening and speaking which are relegated to a secondary place by the EFL instructors. This finding is corroborated by Ahmad (2014) who contends that Saudi EFL teachers consider grammar to be the most crucial aspect if English language is to be mastered.

According to Hamad (2013), several factors influence the speaking instruction practices in the Saudi context: i. For reasons of time crunch and large syllabi, the teachers let the learners use Arabic in the classes. ii. Instructors do not encourage students to express themselves in English. iii. Students receive very limited opportunities to speak English in the classroom. iv. Large class size of upto 40 or sometimes more learners makes it impossible for the instructor to create speaking opportunity for every learner. v. The speaking classes are actually reduced to reading aloud classes with no opportunity for pair activity, debate, elocution, group discussion and the like.

This conclusion is also supported by Abu-gharah (2014) who found that Saudi students rarely practice speaking English in the English classroom, and speaking activities are limited to reading a text or answering the teacher's questions. On this note, about 70% of the EFL instructors in Al-Ma'shy's (2011) study indicated that they did not encourage their students to speak English in the classroom or utilize different speaking activities, and 80% of the instructors admitted that they interacted with their students in Arabic.

Darandari and Murphy (2013) also assert that traditional and outdated assessment models still dominate the higher education institutions in Saudi Arabia. They are also critical of the teacher's role in the classroom. They suggest adoption of a student-centred approach and an assessment model that places greater responsibility on the learners for their achievement in the examination.

Hamdan (2014) states that the main principle of the educational system in Saudi is information transmission from the teachers to the students. The English exam measures mainly the students' achievement in the English skills including writing, reading, speaking, and listening.

In a very well researched paper titled, Salient Key Features of Actual English Instructional Practices in Saudi Arabia, Al Seghayer (2014) reports that teachers often use Arabic, their mother tongue and the only indisputable officially recognized language in the state, when teaching and managing English classrooms, or they depend heavily on translations.

Seghayer (2015) says that current traditional methods used to teach English in Saudi Arabia mostly follow audio-lingual and grammar-translation methods. Though it is true that the teachers adopt a number of techniques including structural analysis, chorus work, answering questions, corrections, and translating texts. Additionally, reading and repeating passages, providing detailed language information, and practicing the formulaic use of translated chunks of language consume much of the teachers' time and efforts. However, the discerning scholar will surmise easily that these practices are vestiges of a bygone educational era and are not in concurrence with the communicative practices prevalent nowadays.

### Research Objectives

1. To assess the English proficiency level of secondary school students.
2. To summarise the situations in which the teachers resort to Arabic in the EFL classroom.

3. To arrive at tangible results for the use of Arabic in the EFL classroom.
4. To propose appropriate teaching strategies and methodologies for school teachers of English for a balanced use of L1 and L2.

### Research Significance

A large number of studies have been undertaken on the subject of secondary school ELT in Saudi Arabia and even specifically the Jazan region in these past few decades. However, with changes in learner aspirations and job markets consequent to economic upheavals the world over, this study too would contribute positively to learner development. It proposes to obtain an overview of teaching strategies used by the secondary school teachers, check their efficacy in achieving learning goals, and suggest appropriate corrective measures. On a larger scale, the outcomes of this study can contribute towards improving learning conditions of English language in Saudi Arabia in general while at the same time guiding the teaching faculty.

This study is also significant because it is a serious attempt to reach the grassroot level of the problem of poor English proficiency among the undergraduate learners. Its importance is embedded in its findings which may give insight into the nature of the obstructions of EFL Arab learners associated with the process of English language learning and teaching.

The study will also act as a baseline for policy makers to devise an education policy that is in consonance with modern thought and effective to address the changed needs of the English learners in the country. It will also be a first step for further research on the subject.

### METHODOLOGY

The study being a case study was carried out in four Secondary School located in Jizan city. The participants were eighty male learners of English. They belonged to two different sections of the same class. All of the participants had an equal number of years of English learning exposure. Four EFL teachers were also included in the study.

A Likert Scale Questionnaire of eighteen items (please see Appendix 1) was administered to the learners to gauge their perceptions about the use of Arabic in the language classroom. The use of this instrument is that it helps quantify the data. Likert Scale is also known as Summative Scale as the values obtained in any given category can be summed up to derive percentages. It is a well-known psychometric tool for attitudes.

The teachers were observed over a period of five lectures each. Data was collected on three counts: i. Number of instances in a lecture of the use of Arabic; ii. Number of instances in a lecture of the use English; and iii. Items taught using Arabic as the medium (please see Appendix 2).

### DATA ANALYSIS AND RESULT

#### Dominant EFL Teaching Strategies in KSA

Two teaching strategies that dominate the Saudi EFL classroom are i. Use of mother tongue, and ii. Rote learning. As

Student Questionnaire		<i>(Continued)</i>	
1. My teacher uses Arabic in the English classes.	Total number of responses	8. My preferred language in pair or class activities is Arabic.	Total number of responses
Strongly agree	74	Strongly agree	68
Agree	6	Agree	8
Don't know	0	Don't know	4
Disagree	0	Disagree	0
Strongly disagree	0	Strongly disagree	0
2. I feel more comfortable when my teacher teaches in Arabic only.	Total number of responses	9. I best understand a new item in Arabic.	Total number of responses
Strongly agree	76	Strongly agree	79
Agree	3	Agree	1
Don't know	1	Don't know	0
Disagree	0	Disagree	0
Strongly disagree	0	Strongly disagree	0
3. I am able to grasp the lesson better if the teacher translates it to Arabic.	Total number of responses	10. By using the dictionary, I am able to understand a new English word well.	Total number of responses
Strongly agree	80	Strongly agree	8
Agree	0	Agree	7
Don't know	0	Don't know	7
Disagree	0	Disagree	22
Strongly disagree	0	Strongly disagree	36
4. As compared to English, I prefer my English teacher to teach in Arabic.	Total number of responses	11. I understand English grammar when it is explained in Arabic.	Total number of responses
Strongly agree	66	Strongly agree	75
Agree	7	Agree	5
Don't know	5	Don't know	0
Disagree	1	Disagree	0
Strongly disagree	1	Strongly disagree	0
5. I am able to express myself better in Arabic.	Total number of responses	12. I better understand an English item when shown the comparison with its Arabic counterpart.	Total number of responses
Strongly agree	77	Strongly agree	75
Agree	3	Agree	4
Don't know	0	Don't know	1
Disagree	0	Disagree	0
Strongly disagree	0	Strongly disagree	0
6. When I need to ask something of the teacher, I resort to Arabic.	Total number of responses	13. Use of Arabic hampers my learning of English.	Total number of responses
Strongly agree	66	Strongly agree	44
Agree	14	Agree	36
Don't know	0	Don't know	0
Disagree	7	Disagree	0
Strongly disagree	0	Strongly disagree	0
7. When I am asked to manage the class, I use Arabic with my peers.	Total number of responses	14. I feel satisfied with my English proficiency.	Total number of responses
Strongly agree	70	Strongly agree	0
Agree	9	Agree	2
Don't know	0	Don't know	2
Disagree	1	Disagree	10
Strongly disagree	0	Strongly disagree	66

*(Contd...)**(Contd...)*



**Table 1. (Continued)**

15. I feel that a change in teaching methodology will aid my English learning.	Total number of responses
Strongly agree	78
Agree	1
Don't know	1
Disagree	0
Strongly disagree	0
16. I get a chance to speak in English in the class.	Total number of responses
Strongly agree	0
Agree	0
Don't know	0
Disagree	3
Strongly disagree	77
17. My peers enjoy it when I speak to them in English.	Total number of responses
Strongly agree	52
Agree	22
Don't know	4
Disagree	2
Strongly disagree	1
18. I learn better when given an opportunity to use English in the class.	Total number of responses
Strongly agree	70
Agree	8
Don't know	1
Disagree	1
Strongly disagree	0

can be clearly deduced from the data recorded in Table 2, 'talking time' in the class is heavily dominated by the teachers who do most of the talking, that too in Arabic. Though this may create a positive atmosphere of learner comfort, as an EFL learning tool it drastically cuts down on learner exposure to the target language (English in this case), adversely impacting language input. Teacher-Learner interaction, as depicted in Questionnaire Responses are also predominantly in the MT. This means that even in a real life situation (such as the classroom setting that creates ample opportunity for Question-Answer/Conversational output) the use of English is heavily discounted. Further, items such as vocabulary are left to learners' memorisation ability and their real life connect is ignored. That these 'strategies' are ineffective is clear from the learners test scores at the end of the term. Of the four teachers observed, only one kept to predominant use of English in the class while the other three predominantly used Arabic as the medium of instruction.

### Conclusions from Teachers' Observations

Teachers' observations show that most of them are fairly not aware of newer pedagogical developments go.

They seemed as if they have not received any proper training programmes recently and/or all aver that even that barely trained them in real life classroom situations. Inspectors too, were of little to no assistance in guiding them on matters of strategies to be used in the class. They also demonstrated that they have no role to play whatsoever in selecting, and preparing the study materials.

### CONCLUSIONS: USING L1 IN L2 CLASSROOM

First language use in a second or foreign language classroom has often been debated. In fact, linguists in particular have discussed in detail the positive and negative transfer where the native language is used in a second language class. David Atkinson (1987) is unarguably among the first supporters of L1 in a Second Language class. He states that it is natural for learners and teachers in a Second Language classroom to resort to L1 for communication as they are best able to convey their feelings and emotions in it. Another very pertinent point is put forth by Chavez (2002) who says that the classroom is not a realistic setting for learners to solely use L2. Terence Doyle (1997), in a presentation at TESOL'97, reported that some L1 was used approximately 90% of the time in their classes. Approximately 65% of the students preferred the use of L1 in their classes. Earlier, Noor Hashim H (1994) in his research concluded that the learner's L1 is very determining of second language acquisition. All these views bring us to the result that doing away with Arabic altogether in the EFL classroom is not the answer to the problem. At the same time, striking a balance between L1 and L2 may be a challenge where the learners get limited exposure to English in the classroom. Therefore we have to devise systematic and relevant methods that ensure limited use of L1 (Arabic in this case).

The study goes all the way along with previous findings in that a negligible amount of time is dedicated to the use of English in the Saudi EFL classroom. It is not surprising then that desired outcomes are not seen in the learner group. Further, there is no discrimination between where it may be useful to rely on the mother tongue, and use of English to be given precedence over MT. Clearly, the teachers are not aware of latest developments in the arena of EFL. Practically all language items, without a single exception, are taught in MT.

The students' perceptions also bring out interesting facts. Being used to the use of Arabic in learning English (Q1 and 4), they feel comfortable only when the teacher delivers the lesson in Arabic (Q2 and 3). Communication of all types, whether student-teacher or student-student (Q 5,6,7,8) is preferred by the students to be in Arabic: the reason behind this may be their limited exposure to English leading to a deficit of vocabulary and structure. However, they better understand a new item in MT (Q9). This is also supported by theorists and previous studies as mentioned here. Dictionary use as is prevalent in Saudi EFL classrooms, is perceived to be ineffective by the participants (Q10). The cause of this may be that no word can be learnt in isolation of a context. Use of MT is effective when Grammar items are to be taught (Q11) or when parallels are drawn with English (Q12). The

**Table 2.** Teacher observation with average reported over FIVE lectures (each spanning 35 minutes) per teacher participant.

Teacher	Q1 Average time spent using arabic in a lecture	Q2 Average time spent using english in a lecture	Q3 Items taught using arabic as the medium
T1	28 minutes	2 minutes	Grammar, Writing skills
T2	10 minutes	25 minutes	Prose, Writing skills, Vocabulary
T3	26 minutes	9 minutes	Grammar, Vocabulary, Prose
T4	22 minutes	8 minutes	Grammar, Writing skills, Vocabulary

subjects, however, understand that use of MT actually obstructs their English acquisition (Q13). This is a positive sign and with right motivation and pedagogical innovation these learners can be enabled to acquire better English skills (Q15, 16). The learners are not satisfied with their English proficiency (Q13) but feel that greater student autonomy for language use in the classroom (Q17, 18) will ensure better learning for them.

### Recommendations

*"It is now very clear that fluency and accuracy are both important goals to pursue in CLT."* (Brown, 2001, p. 268)

Based upon the findings of the study, following pedagogical changes can be incorporated into EFL teaching in the Secondary Schools in Saudi Arabia:

1. Contrary to the current practice of Grammar Translation freely employed in the Secondary Schools, we can encourage CLT (Communicative Language Teaching). This methodology focuses on all of the four language skills with an eye on achieving active communication as has also been advised by Richards and Rodgers (2001).
2. It was observed that when the learners were encouraged to use L2 in class management, their language output was remarkable. This is so as they realise the real life use of English as a vehicle of communication which is missing in their day to day exposure.
3. One to one communication activities such as, asking questions in pairs, acting out a section of the text, and dumb charades or other Task-Based Methods (Willis and Willis, 2007) should be given primacy over teacher predominance in the classroom. Further, cooperative techniques such as explaining difficult sections to their partners may be encouraged.
4. Translation should be the last resort and discouraged as far as possible.
5. Atkinson states that mother tongue can be used mainly in accuracy-oriented tasks.
6. Time should be allocated for Accuracy Activities where the target items are practices out of context or situation. For instance, dialogues may be written for prose items or written texts read aloud or recorded may be listened to.
7. Similar to time allocation for Accuracy Activities, Fluency Activities such as practicing conversations should be periodically practices.

8. Cameron (2001) provides precise guidelines for teachers to use L1 with children. It is beneficial to use L1 for translating new language, informally talking to the learners, giving instructions, providing feedback, correcting learners' errors and checking their comprehension. She says however, that L1 should still be resorted to after having tried out other options such as gestures and pictures. The idea is to use as little of L1 and as much of L2 as possible.

### ACKNOWLEDGEMENT

The author gratefully acknowledges Jazan University represented by the Deanship of Scientific Research on the material support for this research.

### REFERENCES

- Abu-gharah, B. (2014). Problems with speaking activities in the Saudi EFL classroom. *Arab World English Journal*, 5(4), 276-287.
- Abu-Ras, A. S. (2002). Investigating the applicability of the communicative approach in the Saudi context (Makkah Region). (Unpublished MA thesis), Umm Al-Qura University, Makkah.
- Ahmad, A. (2014). Kumaravadivelu's framework as a basis for improving English language teaching in Saudi Arabia: Opportunities and challenges. *English Language Teaching*, 7(4), 96-110.
- Aldosari (2013) UMM " Integrating Culture Learning Into Foreign Language Education. *Al-Qurma University Journal of Languages and Literature* V. No. 11. [https://drive.uqu.edu.sa/\\_jll/files/11/5.pdf](https://drive.uqu.edu.sa/_jll/files/11/5.pdf)
- Alfallaj, F. S. (1998). An Evaluative Study of Teaching English as a Foreign Language at the Junior College of Technology in Buraydh. Indiana, Indiana University of Pennsylvania. PhD
- Al-Hazmi, S. (2006). Writing reflection: Perceptions of Arab EFL learners. *South Asian Language Review*, XVI (2), 36-52. Retrieved from [http://www.asian-efljournal.com/site\\_map.php](http://www.asian-efljournal.com/site_map.php)
- Al-Ma'shy, A. (2011). Causes of EFL speaking weakness in Saudi Secondary Schools in Al-Gunfuthah City (Unpublished master's thesis). King Saudi University, Riyadh, Saudi Arabia.
- Al-Mazroou, M. (1988). An evaluative study of teaching English as a foreign language in secondary schools in

- Saudi Arabia as perceived by Saudi EFL teachers. Unpublished master's thesis, Southern Illinois University, Carbondale.
- Al-Mohanna, A. D. M. (2010). English language teaching in Saudi Arabian context: How communicatively oriented is it? *Journal of King Saud University*, 22, 1, 69-88.
- Al-Nofaie, H. (2010). The Attitudes of Teachers and Students towards Using Arabic in EFL classrooms in Saudi Public Schools. *Novitas -ROYAL*, 4 (1), 64-95.
- Al-Saloom, H. (1987). The History of Educational Movement in Saudi Arabia. Saudi Arabia
- Al-Seghayer, K. (2014). The actuality, inefficiency, and needs of EFL teacher-preparation programs in Saudi Arabia. *International Journal of Applied Linguistics & English Literature*, 3(1), 143-151.
- Al-Seghayer, K., 2014. The four most common constraints affecting English teaching in Saudi Arabia. *International Journal of English Linguistics*, 4(5), p.17.
- Al-Seghayer (2015) Salient Key Features of Actual English Instructional Practices in Saudi English Language Teaching; Vol. 8, No. 6; 2015 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education
- Alshammari, M. M. (2011). The use of the mother tongue in Saudi EFL classrooms. *Journal of International Educational Research*, 7, 95–102.
- Atkinson D (1987) 'The mother tongue in the classroom: a neglected resource?' *ELT Journal* Vol 41/4 [October 1987] pp.241-247 Oxford University Press
- Bakarman, H. O. (2004). Teachers' lack of awareness as a factor preventing the implementation of the communicative approach in female intermediate EFL classrooms. M.A thesis, Umm Al-Qura University, Saudi Arabia
- Brown, H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2<sup>nd</sup> edition). New York: Longman, Inc.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press
- Chavez, M. (2002). We say "culture" and students ask "What?": University students' definitions of foreign language culture. *Die Unterrichtspraxis/Teaching German*, 35(2), 129-140
- Chavez, Monika. 2003. The diglossic foreign-language classroom: Learners' views on L1 and L2 functions. In *The sociolinguistics of foreign-language classrooms: Contributions of the native, the near-native and the non-native speaker*, ed. Carl Blyth, 163–208. Boston: Thomson/Heinle.
- Darandari, E., & Murphy, A. (2013). Assessment of student learning. *Higher Education Dynamics*, 40(61-71).
- Hamad, M. (2013). Factors negatively affect speaking skills at Saudi colleges for girls in the south. *English Language Teaching*, 6(12), 87-97.
- Hamad, M. (2013). Factors negatively affect speaking skills at Saudi colleges for girls in the south. *English Language Teaching*, 6(12), 87-97.
- Hamdan, A (2014). The Reciprocal and Correlative Relationship Between Learning Culture and Online Education: A Case from Saudi Arabia. *The International Review of Research in Open and Distributed Learning*, Vol. 15, No.1. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1408>
- Khan, I. (2013). Speaking skills and teaching strategies: The case of an EFL classroom. *Elixir International Journal*, 58(10), 14557-14560.
- Khan, I.A. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research*, 2(7), 1248-1257. Available online <http://www.interesjournals.org/ER>
- Khariesheh, A. (2012). Exploring when and why to use Arabic in the Saudi Arabian EFL classroom: Viewing L1 use as eclectic technique. *English Language Teaching*, 5(6), 78-88.
- Machaal, B. (2012). The Use of Arabic in English Classes: A teaching Support or a Learning Hindrance? *Arab World English Journal* 3(2): 194-232.
- Mahmoud, S. (2012). The effect of using L1 (Arabic language) in the L2 (English Language) classroom on the achievement in general English of foundation year students in King Abdulaziz University. *Sino-US English Teaching*, 9(12), 1734-1738.
- Noor, Hashim H. "Some Implications of the Role of the Mother Tongue in Second Language Acquisition." *Linguistica communicatio* 6 (1994): 97-106.
- Oxford, R., & Scarcella, R. C. (1994). *Second Language Vocabulary Learning among Adults: State of The Art in Vocabulary Instruction*. System, 22(2), 231-243
- Richards, Jack C., and Theodore Rodgers (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.
- Willis D. and J. Willis, 2007 *Doing Task-based Teaching* Oxford University Press

## APPENDIX 1

This questionnaire is purely for the purpose of research. Your answers will be kept confidential. Choose any one option that best represents your response.

1. My teacher uses Arabic in the English classes.
  - Strongly agree
  - Agree
  - Don't know
  - Disagree
  - Strongly disagree
2. I feel more comfortable when my teacher teaches in Arabic only.
  - Strongly agree
  - Agree
  - Don't know
  - Disagree
  - Strongly disagree
3. I am able to grasp the lesson better if the teacher translates it to Arabic.

- Strongly agree
  - Agree
  - Don't know
  - Disagree
  - Strongly disagree
4. As compared to English, I prefer my English teacher to teach in Arabic.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  5. I am able to express myself better in Arabic.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  6. When I need to ask something of the teacher, I resort to Arabic.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  7. When I am asked to manage the class, I use Arabic with my peers.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  8. My preferred language in pair or class activities is Arabic.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  9. I best understand a new item in Arabic.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  10. By using the dictionary, I am able to understand a new English word well.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  11. I understand English grammar when it is explained in Arabic.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  12. I better understand an English item when shown the comparison with its Arabic counterpart.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  13. Use of Arabic hampers my learning of English.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  14. I feel satisfied with my English proficiency.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  15. I feel that a change in teaching methodology will aid my English learning.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  16. I get a chance to speak in English in the class.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  17. My peers enjoy it when I speak to them in English.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree
  18. I learn better when given an opportunity to use English in the class.
    - Strongly agree
    - Agree
    - Don't know
    - Disagree
    - Strongly disagree



**APPENDIX 2**

	Tally marks Q1	Total	Tally marks Q2	Total	Q3
T1					
T2					
T3					
T4					

**Key**

T1: Teacher 1

T2: Teacher 2

T3: Teacher 3

T4: Teacher 4

Q1: Number of instances of the use of Arabic

Q2: Number of instances of the use of English

Q3: Items taught using Arabic as a medium

Dear Respondent,

- Please state whether you are an inspector, headmaster, or policy-maker before answering the questions 1-10 below.

Inspector ( )

Headmaster ( )

Policy-maker ( )

1. How frequently do you conduct training programmes for the teachers of English?  
 .....  
 .....

2. When was the last training programme?  
 .....  
 .....

3. What was it about?  
 .....  
 .....

4. Was there any training programme on teaching strategies?  
 .....  
 .....

5. What is the role of inspectors?  
 .....  
 .....

6. Do they help in training teachers?  
 .....  
 .....

7. Do teachers have any role in writing teaching materials? Are their opinions sought in this regard?  
 .....  
 .....

8. What do you think the reasons behind the English low proficiency level of school leavers are?  
 .....  
 .....

9. Do you hold regular meetings with teachers? If any, what do these meetings aim at?  
 .....  
 .....

10. Any observations about the teaching of English in general?  
 .....  
 .....

Thank you for your time and cooperation!