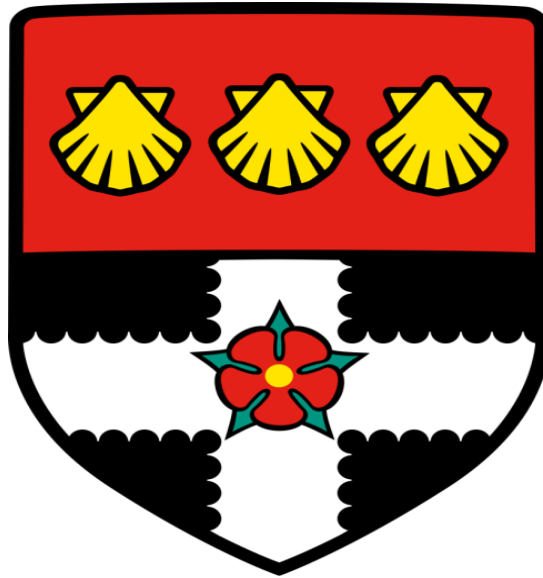


University of Reading

Institute of Education



Investigating Oral Communication in EFL Classrooms: A Case Study of a Higher Education Institution in the Kingdom of Saudi Arabia

Thesis submitted in fulfilment of the requirements for the degree
of

Doctor of Philosophy

Hassan AlQurashi

(April 2018)

DECLARATION

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

Hassan AlQurashi

DEDICATION

To,

The loving memory of my father, Saleem Alqurashi

My mother and best friend, Fatimah Alqurashi

My sisters and my brothers

My lovely wife, Nouf Alotaibi

ACKNOWLEDGEMENTS

Prophet Muhammad — peace be upon him — said “he would not be thankful to Allah, he who would not thank the people who bestowed favours upon him”.

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I am also indebted to the Head of the European Languages Department at City University for granting permission for my study to take place in their respective departments. I am immensely grateful to the teachers who helped with the administration of the Focus Groups as well to the students who volunteered to take part in the two stages of this project. I would also like to acknowledge the invaluable assistance of Dr Turki Assulainani, who volunteered to be a note taker in the focus groups sessions and helped me in the transcription. I extend special thanks to my wife, Nouf, who helped me in the Arabic Transcript and for the understanding and support she showed during this research.

Abstract

This study investigates the factors that affect oral communication in English as Foreign Language classrooms at City University in Saudi Arabia. The concept ‘oral communication’ in this study refers to the ability of learners to listen effectively and speak fluently using the correct use of language structure, that is, syntax, grammar and vocabulary, resulting in successful communication. The study investigated the nature of and reasons for the oral communication difficulties experienced in English as Foreign Language classrooms in the university. These issues were addressed in terms of teaching and learning with the aim of improving the learning experiences of students in English as Foreign Language courses at the university.

This is a qualitative study. For data collection, I used a triangulation method. The data have been obtained through focus group discussions followed by individual interviews. The study included 33 participants: 30 students of English language, and three teachers from the department of English language. For my data analysis, I adopted a modified grounded theory approach of data analysis.

The results of the analysis indicate that the factors that affect participants’ willingness to communicate are grouped under two main types: *external* and *internal*. *Internal factors* relate to the students themselves, i.e. their behaviours and nature, whereas the *external* factors are caused by something outside them. *Internal factors* include language proficiency, motivation, and culture and psychological factors including confidence and shyness. The *external factors* include classroom management (class time and students’ number), teacher’s role (opportunity, teaching aids and topic relevancy), and teaching methods. It also includes first language use and code-switching.

The main purpose of this study is to contribute to our knowledge and understanding of the factors that affect oral communication in English as Foreign Language classrooms at the university and to contribute to increasing our understanding of students’ reticence

to participate orally in English as Foreign Language classrooms. The results of this study are intended to help to provide teachers, decision makers and course designers at the university with knowledge about teaching oral communication skills in English as Foreign Language classrooms.

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List of Abbreviations and Acronyms

Kingdom of Saudi Arabia	KSA
English as a Foreign Language	EFL
English as a Second Language	ESL
English Language Teacher	ELT
United Kingdom	UK
United States of America	USA
World Wide Web	WWW
Human Resources Development	HRD
The Saudi Ministry of Higher Education	MoHE
Language Acquisition Device	LAD
The Creative Construction Hypothesis	CCH
The Contrastive Analysis Hypothesis	CAH
The Interactional Hypothesis	IH
Zone of Proximal Development	ZPD
Willingness to communicate	WTC
Communicative Language Teaching	CLT
Fear of Negative Evaluation	FNE
Second Language	L2
First Language	L1

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Chapter One:

Introduction

1.1 Identifying the Problem

I graduated from Taif Teachers' College with a Bachelor of Education Degree in 2007. I then started to teach English language on undergraduate programmes at City University (name changed for ethical reasons) in Saudi Arabia. During that period, I used to reflect on the ways that I had been taught English and the role that I used to play in the classroom. This was in fact nothing but being a good listener to what the teacher said. Oral communication was not paid any attention to during lessons. Although my command of English grammar was quite good, I always had a feeling that when it came to communication, and more precisely speaking in the foreign language, I might not be good at pronunciation and other aspects of communication, a reason that hindered me from communicating in the classroom.

As a teacher of English at the university, I had a similar feeling that I might not be a good model for my students who depend on the teacher's knowledge and skills. In this regard I felt frustrated as an English teacher, who had studied English for a number of years in school and four more at university. I started to think about the courses I took at the university and how many of them were devoted to developing this important skill, speaking, and why we, the students, were not motivated enough to communicate. Was it our fault, teachers' fault, or problems with the course? Is it a universal phenomenon in foreign language learning or specific to the Saudi context? I started to ask my colleagues whether they shared the same opinion about this issue. The common answer I received is that they were frustrated because most of the students seemed not to be willing to communicate. When I asked some students about the issue, most of them

indicated that it is a difficult skill to master, and that keeping silent in the classroom is sometimes better. What could, and should, teachers do to facilitate students' ability and willingness to participate orally in English language classrooms? In order to find answers to these and similar questions, I decided to take the problem more seriously and investigate it in my PhD research study.

1.2 Research Context

1.2.1 Introduction

This section first provides an overview of the study context (1.2.1). It begins (1.2.2) with an introduction about the Kingdom of Saudi Arabia (KSA), the country of the study, including its location, boundaries, language, etc. This is followed by (1.2.3) a short discussion of the Education system in Saudi Arabia that encompasses public and private schools and the use of English in these schools. Section 1.2.4 is devoted to higher education in Saudi Arabia under which City University, the site of the present study, is briefly introduced with a focus on The College of Arts and Humanities and special attention is paid to The Department of English Language where the participants of this study are enrolled.

1.2.2 Saudi Arabia

The Kingdom of Saudi Arabia (KSA) is situated in the Middle East. It is the largest country in the Arabian Peninsula as it extends over about 2,000,000 square kilometers. As can be seen in Map 1.1 below, KSA is bordered by the United Arab Emirates (UAE), Kuwait, Bahrain, Qatar and, the Persian Gulf, or the Arabian Gulf, to the east, and the Red Sea to the west. It borders the entire western region and extends to approximately 1,760 kilometers (1,100 miles), Jordan and Iraq are situated to the north and it shares borders with Yemen and Oman in the south.

In KSA, the official language is Arabic which is one of the world's major languages spoken by more than 200 million people (Newham, 2015). It is usually categorised into

three main categories: Classical Arabic (CA), Modern Standard Arabic (MSA) and Colloquial Arabic.

Classical Arabic is the language of the Holy Qur'an and the language of the pre- and immediate post-Islamic periods. It is the most prestigious form of Arabic. In spite of the fact that no one at present speaks CA as his or her first language, it is not considered a dead language because it is associated with Islamic issues and has religious importance (Al-Saidat & Al-Momani, 2010). MSA, across the Arab World, is the language of literature, the media, education, formal speech, etc. In their daily life, Arabic speakers usually use Colloquial Arabic. The term 'Colloquial Arabic' refers to any of the spoken dialects of Arabic used throughout the Arab world; these often differ radically from the literary language. These Arabic dialects are similar and generally mutually intelligible. However, a few of them differ greatly to the extent that they can be considered mutually unintelligible in which a case MSA may be used to resolve such difficulty (Al-Saidat & Al-Momani, 2010); for instance, it is difficult for a Saudi Arabic speaker to understand a speaker of Tunisian or Algerian Arabic.

English is used in different areas, amongst others, higher education, business, industry, and healthcare. In addition, English is used when communicating with all non-Arabic speakers (Habbash, 2011). Consequently, the government as well as the people of KSA acknowledge the importance of English as a source of professional growth that plays a significant role in international trade since Saudi Arabia is a major oil producing and exporting country to many countries worldwide. Accordingly, it has become a necessity for linguists to focus their investigation on all aspects of teaching and learning English as a foreign language in order to promote the level of fluency.

Riyadh is the capital city of KSA. It is located in the middle of the country. Makkah and Medina are the two holy cities for all Muslims all over the world. The population of the Kingdom of Saudi Arabia including foreign nationals is around 31 million (CDS, 2016). Saudi citizens constitute about two-thirds of the total population (20 million) whereas the other 11 million are foreign workers from other countries.



Figure 1.1: Saudi Arabia Map <http://geology.com/world/saudi-arabia-satellite-image.shtml> (accessed on 15 Sept. 2017)

The Kingdom of Saudi Arabia is known as the homeland of Islam; it is sometimes referred to as “the Land of the Two Holy Mosques” in reference to Al-Masjid al-Haram and Al-Masjid al-Nabawi situated in Makkah and Medina respectively which are the two holiest places of Islam. Being a Muslim country, the customs, beliefs and culture of people are dominated by Islam (Al-Qudaihi, 2009). Islamic law is extensively implemented in the Kingdom and the relationship between people and their religion is an inseparable one. For example, all the businesses have to close at prayer times giving employees time to perform their prayers.

The Kingdom is visited by a large number of Muslim tourists each year for pilgrimage (the Muslim Hajj) or for visiting the holy cities. These tourists expect communication to be in English and Arabic, so learning and teaching English plays an important role in dealing with Muslim tourists. As such, it is essential for Saudi citizens to communicate with them through an international language such as English (Al-Shammmary, 1998).

1.2.3 Education in Saudi Arabia

All citizens are provided with free public education through their K-12 years. K-12 education is divided into three stages: the elementary school (6 years), the intermediate school (3 years) and the secondary school (3 years). After they complete the first year of the secondary education, they have to choose for the remaining two years either to be in the ‘natural science’ route or in the ‘arts’ route (Alrashidi & Phan, 2005). Their choice between the two routes determines the type of college they are admitted to when enrolling at university. Teachers in these schools are Saudi nationals; they are appointed on the basis of having a bachelor’s degree, as minimum qualification, in the specific discipline with no experience required. In these schools, besides Arabic, English is taught as a foreign language (the only foreign language) as an obligatory subject. The aim of teaching of English in schools, according to Al-Zayid (2012) and Rahman and Al-haisoni (2013), is to achieve several objectives including: acquisition of the basic language skills; developing important linguistic competence needed in different vocations; enhancing students’ knowledge regarding the importance of English as an international language; understanding and respecting different cultures and allowing students to have a role in transferring scientific and technological advances from other countries into KSA.

According to a number of studies (e.g. Syed, 2003; Al-Sughayer, 2009 and Alsaif, 2011), the outcomes of students’ level of English are unsatisfactory and they need of improvement. Such a shortcoming in students’ level of proficiency in English language could be attributed to the quality of teaching and learning that their teachers received in their undergraduate EFL programmes which undertake the responsibility of training and preparing prospective EFL teachers to join the public education system. These prospective EFL teachers are a product of the same school system and join the EFL programme with their language weaknesses, which cause them trouble in their English courses. Thus, it looks like a chain: they come from the school with poor level of English that results in low quality graduates who go back to teach in schools producing low quality students. Disassembling the chain in order to strengthen its rings might be one of the solutions for students’ poor English level. This study investigates one of the

aspects, oral communication, of the higher education ring in order to find out the factors that influence students' willingness to be engaged in oral communication and to suggest some solutions that may improve the outcomes of the public schools and higher education as far as English proficiency is concerned.

In addition to public schools, there is also private education provision in KSA. The curriculum of the private schools is similar to that of the public ones. However, they are allowed to add extra subjects and activities and to use English as the medium of instruction instead of Arabic. They employ qualified teachers from overseas or the best-qualified Saudi citizens who are thought to offer quality education (Almokhtsar, 2012). They are well-trained and evaluated regularly, and their progress is reported to the Board of Trustees. Thus they need to work hard and at a high standard to keep their jobs secured (Almokhtsar, 2012).

1.2.4 Higher Education in Saudi Arabia

The first university, King Saud University, was established in 1957 (Al-Rawaf & Simmons, 1992). Since that time the number higher education institutes has increased to more than 100 institutions. However, the majority of these institutions were established during the past decade; this indicates that there is a massive amount of government investment into this sector. These institutions offer degrees to both male and female students in various disciplines. In these institutions, there is a strict policy of segregation of males and females implemented in their educational facilities, administration staff, lecturers and students. However, King Abdullah University for Science and Technology (KAUST), established in 2009, is an exception in which integration of both male and female students is allowed (Al-saif, 2011). Arabic is the official language for higher education institutions. However, many institutions use English besides Arabic and there is an increasing number of institutions that altered the medium of instruction to English (Al-hawsawi, 2013) in order to provide students with up-to-date knowledge in an attempt to improve the quality of the education they provide (Al-Hazmi, 2005).

As far as English language is concerned, the recent change in the policy of Saudi higher education has increased its importance; they now require that English should be taught as a compulsory component in all universities' preparatory programmes (MoHE, 2010). The preparatory programmes aim to improve the students' levels of competence in English enabling them to utilize English, besides Arabic, as a tool for obtaining knowledge (Alrashidi & Phan, 2005). In most Saudi universities English is the medium of instruction in major disciplines in the Colleges of Arts and Education in which they provide courses in language education, literature, linguistics and translation. Moreover, language centres have been established in colleges of science such as medicine and engineering in order to help in the design of their curriculum and course materials (Al-Hazmi, 2007).

1.2.4.1 City University

City University was established in 1967 with a population of 98 students (68 males and 30 females) in only two colleges: The College of Economics and Management and the College of Arts and Human Sciences (CU, 2017). It began as a private university to serve the people of the western region of the country, and in 1971 it became a public university. It is situated on two main campuses, one for male students and the other for female students. Both campuses have the main facilities required for both students as well as staff such as educational, sports, libraries and healthcare facilities (Alriyadh, 2007). Since its establishment, City University has undergone continuous growth and development in both quality and quantity that has resulted in making it one of the leading universities according to the numbers of students and the number of scientific and theoretical fields of study. Moreover, City University offers students the opportunity to be enrolled in different colleges where they have to pass the obligatory programme of the preparatory year that consists of two semesters for all students before entering the main course programme. The aim of this programme is to bridge the gap between the graduates of public schools and what is expected of undergraduate level students through developing their academic and language skills.

The College of Arts and Humanities at City University

The College of Arts and Humanities was one of the founding colleges with which City University began. It consists of a number of departments including Islamic Law and Studies, European Languages, History, Social Work, Geography, Arabic Language, Psychology and Sociology. It began with only 28 students and reached more than 28900 students in 2012.

The Department of English language at City University

The Department of English Language is a sub-division of the Department of European languages. It offers a Bachelor's degree in English focusing on linguistics and literature. After they finish the preparatory programme successfully, students join the department for three years (six semesters). According to the website of the department, the main objectives of the department include producing graduates proficient in English language skills, studying the linguistics theories enabling them to analyse, compare and apply, studying the various aspects of Western literature in order to be able to analyse and criticise and preparing a graduate able to develop themselves and society with an ability to communicate with other cultures (CU, 2011). It has approximately 500 male students with 18 lecturers of whom 3 are native speakers of English and 15 Saudi nationals. The programme consists of 35 courses distributed over a period of six semesters: six courses in each of the first five semesters and five courses in the final one.

In their first two semesters, the students study courses that focus on language skills and some of the college core requirements such as Arabic and Islamic studies. In the third semester, they will be introduced to the main branches of their degree level courses including linguistics, literature and translation. Thus, they study the courses: Introduction to Linguistics, Introduction to Literature and Introduction to Translation. Students of this level have been chosen to be the participants of this study as they have completed language skills course in their previous semesters and they are expected to have a clear picture about the phenomenon of unwillingness to communicate orally inside English classrooms. Being introduced to the introductory courses during their

third semester, students study more advanced specialized courses in their last three semesters (fourth, fifth and sixth). Moreover, towards the end of the programme, they have to complete a practicum course, which gives them an opportunity to practice the knowledge they had gained during their course of study. They practice this knowledge within a professional setting that offers activities related to their field of specialization such as the public school system. They spend their sixth semester as novice teachers at intermediate and secondary schools in which they teach one or two EFL courses (four to eight classes per week) (Al-Hazmi, 2003).

1.3 Significance of the Study

The present study focuses on oral communication in Higher Education because it is the most difficult area for Saudi learners of English as they have few opportunities to practice the language. Without practice learners remain unable to use the target language in practical situations. As far as research in this context is concerned, a few research studies were conducted in the Saudi context focusing on students' communication. For instance, Hamouda (2013) conducted a study to investigate the causes of the lack of participation in EFL classrooms in Qassim University in Saudi Arabia. Collecting data from 159 participants, he concluded that more than two-thirds of the participants preferred to keep silent in the classroom. This was attributed to a lack of proficiency in the target language, fear of using the foreign language (L2, henceforth) in front of other classmates, lack of confidence, and fear of committing errors. Moreover, Mahdi (2014) conducted a study to investigate the causes of the major difficulties encountered by 105 learners of English in communication at King Khalid University in Saudi Arabia. The research focused on four contexts, namely, public speaking, meeting, group discussions and interpersonal conversations and three types of addressees: strangers, acquaintances and friends. He concluded that the participants were more willing to communicate in interpersonal conversation than in other contexts, and that they preferred to communicate more with people known to them rather than strangers. He also argues that personality and communication are interrelated in a way that personality affects the way participants communicate. This

effect is clearly seen when they communicate with friends and strangers, and in contexts such as, meetings and public speaking.

In his study on improving students' oral communication, Aljumah (2011) aimed to find out how to enable students of English language to communicate using an approach to speaking in which the four skills are integrated. The study was conducted at Qassim University, Saudi Arabia in which 500 students and 20 teachers participated. The study shows that it is possible to improve students' speaking skills using the above approach emphasizing, among other considerations, the familiarity and the background of the topic, the presence of advice and encouragement, and teaming up with friends. According to Alsaif (2011), many students graduate with poor English competencies. Al-Jarf (2008a) and Rabab'ah (2005) attribute the reason behind such low proficiency to the quality of the teachers' linguistic knowledge, the teaching approaches and the time assigned to English language in the curriculum.

The importance of the present study therefore stems from the fact that it deals with an issue that seemingly has been a problematic one for all foreign language learners, in general, and English language learners in Saudi Arabia, in particular. In the Kingdom of Saudi Arabia (KSA, henceforth) learning and teaching experiences in higher education constitute a relatively unexplored field particularly issues related to learning outcomes and fluency in communication. Another reason for the study relates to the fact that English has become an international language used in business, industry, healthcare, and many other fields nationally and globally. In KSA it is also used when communicating with non-Arabic speakers (Habbash, 2011). Moreover, technology has played a major role in changing the global labour market as well as in creating products and commodities that compete within an interactive global economic market. As such, it has been argued that we are now living in the age of the knowledge economy, where high technological knowledge and skills as well as multilingualism and intercultural communication play major roles (Rassool, 2007). English has become the language of international business and politics. As a result of globalization, many non-English speaking countries are speeding up to develop their educational systems to improve students' English language skills in general and their speaking skills in particular;

Middle East countries are no exception. Although KSA is an oil-rich country, it cannot indefinitely depend on this; it has to develop its human resource base in order to participate effectively in the economic, cultural and political world today. Therefore, I believe that this study is significant in terms of its focus on Arabic-speaking students located in Saudi Arabia as one of the 22 countries that constitute the Arab world.

As a result of these global changes, the government as well as the people of KSA understand the importance of English and consider it as a source of professional growth that plays a significant role in international trade. Therefore, it becomes important for specialists in this field to investigate all aspects of teaching and learning English as a foreign language in order to fill the gaps and promote the levels of fluency.

This study hopes to contribute to such issues by examining the factors that affect oral communication in EFL classrooms in City University in Kingdom of Saudi Arabia. It is hoped to establish the reasons for the oral communication difficulties experienced in EFL classrooms in the university and to look for ways to address these issues in terms of teaching and learning in order to improve the learning experiences of students on EFL courses. It is also hoped that the study becomes valuable for local and regional decision makers and course designers and provides teachers with knowledge about teaching oral communication skills in EFL classrooms. It may contribute to increasing our understanding of the phenomenon of students' reticence and its relation to academic performance from which results might be appropriately translated into educational practice. It is also hoped that this study will identify further areas for research that may contribute to theories of teaching and learning EFL in higher education.

1.4 Research Questions and Objectives

This study aims to investigate the main reasons why students in English as Foreign Language (EFL) classrooms in City University in KSA are reluctant to communicate orally in lessons.

The main research question is:

How effectively is oral communication taught and learned in EFL classrooms in City University in KSA?

To help answer the main question, a number of sub-questions are posed. They are the following:

1. What are the students' perceptions of the need to learn English?
2. What is the nature and extent of the difficulties to communicate that students experience in the English classroom?
3. Which aspects of teaching and learning do students most enjoy and learn from in EFL classrooms?
4. What are the teachers' perceptions of the levels of oral communication among students and teachers in English classrooms?
5. What are the main teaching challenges and opportunities presented to teachers in EFL classrooms?

Research Objectives

1. To investigate the ways that English is taught in EFL classrooms.
2. To examine the factors that facilitate students' oral communication in English classrooms.
3. To investigate the factors that constrain students' oral communication in English classrooms.
4. To investigate the ways in which teachers address the oral communication difficulties that students encounter in English in EFL classrooms.

1.5 Structure of the Thesis

This thesis consists of eight chapters. The first chapter is an introduction to the thesis which provides an overview of the problem being investigated and the context of the study in which brief information about the Kingdom of Saudi Arabia are provided in addition to the education system in both public schools and higher education. However, being the site of the present study, City University is included in this section with some information about the department of English in which the participants of the study are enrolled. The chapter also discusses the importance and the research questions and objectives of the study.

The second chapter deals with English as a world language in which issues such as globalization and colonialism are discussed. Moreover, it deals with the influence of technological changes on the present status of English. Other economic and political factors and the importance of English in Saudi Arabia are briefly discussed. Chapter three is devoted to theories on learning a second and a foreign language. However, it begins with a brief discussion of the first language acquisition theories as a starting point to a deeper discussion of second language acquisition theories. Second language theories include the behaviourist perspective, the innatist perspective, Krashen's five hypotheses, the interactionist perspective and the sociocultural theory. The final section of the chapter deals with models of learning a second or a foreign language in which the acculturation model and willingness to communicate model are discussed. The fourth chapter discusses some classroom issues related to EFL teaching and learning. In teaching methodologies, two main models of teaching and learning are discussed: the teacher-dominated model and the learner-centered model. It also discusses other issues related to teaching and learning EFL such as motivation, culture and self-confidence. The chapter ends in a discussion of the oral communication in the classroom in which the teacher's role, code switching to L1, shyness, learners' language proficiency and the role of being exposed to the target language are discussed.

The methodology of the research is explained in chapter five. It includes the research paradigm, the qualitative and quantitative approaches, case study, the sample, the

procedures of data collection in which the two tools: focus group discussions and individual interviews are defined, the role of the researcher, methods of data analysis, ethical considerations and the limitations of the study.

The data analysis section is divided into two chapters: six and seven according to the types of factors that influence students' willingness to communicate. These factors are categorised into two broad categories: internal factors and external factors and are discussed separately in chapters six and seven respectively.

Chapter eight summarises the major findings and conclusion of the study. The findings of the study are discussed in light of the five research questions. It also discusses the contribution of the study to the field and research. Moreover, it provides some recommendations for curriculum policy and practice at the case study university and some recommendations for future research.

Chapter Two:

English as a World Language

2.1 Introduction

This chapter discusses issues related to English as a world language. It focuses on the impact that globalization, colonialism, and other political and economic factors have had on the current status of English as a preferred world language. This is followed by a discussion of the present position occupied by English in the Kingdom of Saudi Arabia, the context in which this study is located.

2.2 English as a World Language

2.2.1 Globalization and Colonialism

Globalization is an ongoing process and is sometimes also referred to as westernization, internationalism, and Americanization (Al Musa & Smadi, 2013). People from different places in the world with different nationalities can meet each other at ease as an advantage of globalization; in such a situation, they need to communicate using a common language, a lingua franca within particular contexts. At present, English fulfils this role (Zughoul, 2003). English language is found in almost every corner of the present world spoken as first language, second language and foreign language (Abdullah & Chaudhary, 2012). It is spoken as first language in a number of countries including Britain, USA, Canada, Ireland, Australia, New Zealand, South Africa and most of the Caribbean countries (Graddol, 1997); English is used as a second language (ESL, henceforth) in countries such as, India, Nigeria, the Philippines, Pakistan, Bangladesh, Malaysia, Tanzania, Kenya, etc. In these countries, it is the language of the administration including government, courts, the educational system, and the media.

According to Crystal (1997), the list of countries that use English as a second language includes more than seventy countries. In more than 100 countries including China, Russia, Germany, Spain, Brazil, and Indonesia (Crystal, 1997), English is used as a foreign language (EFL, henceforth) which is taught and learnt for various reasons such as, to conduct business and trade, to pursue higher studies, to track technological advancement and for political expediency (Abdullah & Chaudhary, 2012). The three types of English discussed above are better described by the three concentric circles, namely, the inner circle, the outer circle, and the expanding circle which were developed by Braj Kachru (1985) as presented in Figure 1.1 below.

In Kachru's three-circle model, the inner circle represents the native speakers of English (NSE, henceforth): the UK, the USA, Australia, New Zealand, Ireland, Canada, and several Caribbean countries. The number of English speakers in this circle is estimated to range from 320 million to 380 million according to Crystal (1997). The outer circle represents countries where English is used as a second language (ESL). It includes India, Pakistan, Nigeria, the Philippines, Bangladesh, Malaysia, Tanzania, Kenya, etc. where English is not the native language, but essential for some historical reasons. The total number of English speakers in this circle is estimated, as for Crystal (1997), to range from 150 million to 300 million. Finally, the expanding circle represents English as a foreign language (EFL). This circle includes many of the rest of the world's countries including China, Russia, Japan, most Europe, Korea, Egypt, Indonesia, etc. In these countries English is widely used as a foreign language that has nothing to do with historical reasons, but employed for specific purposes such as, business, education, tourism, etc. Crystal (1997) estimates the total number of English users in the expanding circle to range from 100 million to one billion.

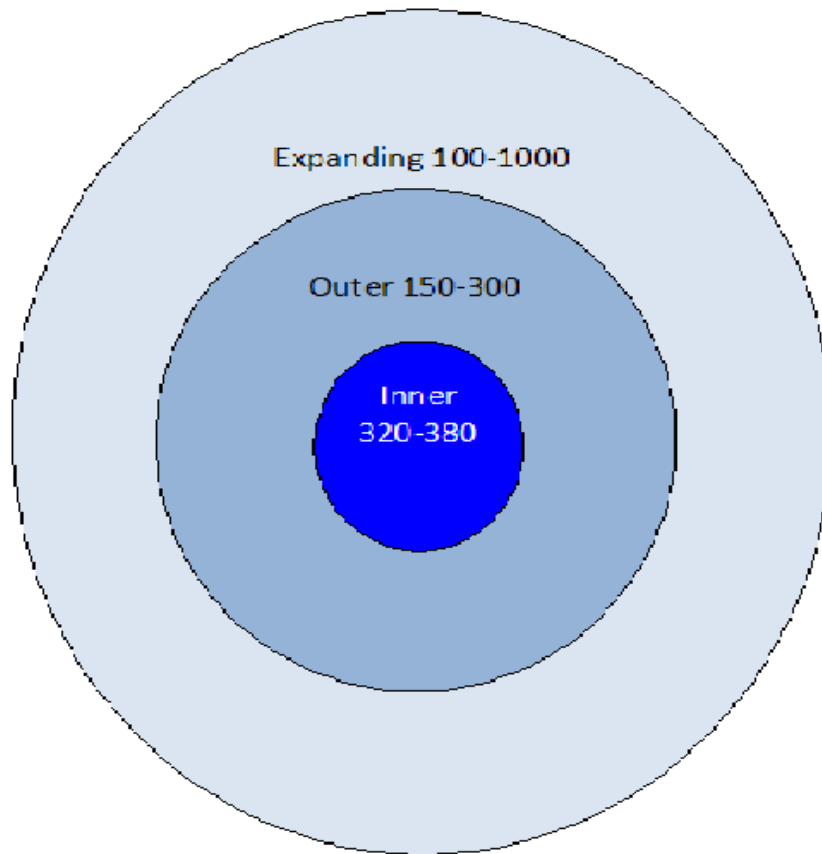


Figure 2.1: The Three Circles of English Speakers

Therefore, English has become the world lingua franca, a language that can be labeled as an International Language.

As it can be inferred from the total number of English speakers of Kachru's three circles, English can be regarded as an international language because of its large number of speakers who use it not only as a first language but also as their second or foreign language. English is one of the five most widely spoken mother tongues in the world of today. In addition, it accomplishes its 'special role', in Crystal's wording (1997, p. 2), as an international language mainly in two ways: firstly, Crystal contends that a language can be made the official language of a country when it is employed as a major medium of communication in all aspects of life; secondly, he believes that a language can be made a nation's first choice as a foreign language without having an

official status. He states that nowadays there are over hundred countries in which English language is taught as a foreign language (Crystal, 1997, p. 3). Hence the question: why is it English not another language that has occupied this position? Thus, it is important to investigate the factors that led to such omnipresence of English language in order to answer the above question.

Historically speaking, the spread of English from Britain to other places in the world was mostly through colonization (Kachru, 1985) (roughly between 1600 and 1900). This resulted in the expansion of the region where English is used and became familiar to people in the colonized areas. English language use in administration strengthened British rule in those regions (Spichtinger, 2000, pp. 8-10). In this regard Graddol (1997) offers an in-depth discussion in relation to the reasons that played an important role in the spread of English. Among other reasons he stresses the fact that the prevailing historical force was a contributing factor to the spread of English. In other words, he pointed out that the colonial expansion of Britain resulted in settlement of English speakers in many regions of the world which provided a diasporic base for the language which paved the way for the adoption of English to be a world lingua franca (Caine, 2008).

2.2.2 Technological Changes

The role played by technology in the spreading of English language cannot be ignored when investigating the reasons why English occupies its current status. (Crystal, 1997, p. 10) states that technology in all its forms has a worldwide influence in which the progress in these technologies promoted an international research environment that presented scholarship and further education a high status. Language lies at the heart of education in these areas where English is the most influential one. The new technology contributed to making English an international language which is one of the chief causes for the early spread of English (McKay, 2002, p. 16). For instance, the first computer programmes were written in English-like language, and the Internet, which is the best communication tool at least at present, is about 95% in English. This increases the status of English in science and technology (Abdullah & Chaudhary, 2012).

Abdullah and Chaudhary (2012) provide a number of reasons responsible for the current status of English as a lingua franca (language of wider communication), among which is the fact that there is a basic requirement of an international language especially in business, science and technology among other areas and English is the best choice. Another reason they pointed out is that the United States' economic influence that resulted in the spread of English worldwide. A further reason is that the necessity of English for any company that is willing to join the international market in which English is preferred for services and the produced items.

In addition, English language is a basic requirement for science and technology research in which 85% of the scientific and technological information is written in English (Kaplan, 2000). Not only computer invention and the Internet had contributed to the globalization of English, but also other technologies related to telecommunication, television, communications satellites, electronic fund transfer, and the Worldwide Web (WWW) which helped and gave a solid image to English as well (Zughoul, 2003). In this line, Hasman (2000) gives the examples of Ford cars and the IBM computers during the early 20th Century which led to the enlargement of the international marketplace where more than 50% of all imports and exports are carried out through business between local companies and their foreign partners in which English is the main language. Thus, as seen from the above roles of English, it is considered the language of technology and science (Al-Abed Al-Haq& Smadi, 1996; Al-Issa, 2002; Zughoul, 2003).

2.2.3 Economic, Political and Cultural Factors

All the contributing factors that have led to the spread of English language and shaped its current status whether a world language, international language or a lingua franca have originated and developed from two main areas, namely, political and economic power of the countries whose first language is English, viz., the United Kingdom and the United States of America.

As could be seen in Section 2.1 above, colonialism was a product of political power. In any colonized country the language of the colonizer is used at least as a foreign language. In this regard, Qi (2009) argues that the political power of the native speakers of English is one of the main reasons for English to turn out to be an international language. The political influence of Britain and USA, countries of the inner circle in Kachru's model (see Figure 1.1, above), in less developed countries is evident in both government and education (Al-Issa, 2006). This goes in line with Crystal (1997) who affirms that the present position of English is a result of the British colonialism and the appearance of the US as a strong economic and military power, and he stresses the fact that the latter persists to explain the current status of English. According to Phillipson (1992), the high status of English in the government and education sectors strengthen the dependency of the less developed countries on the powerful countries of the inner circle and their interests. These countries act as the end users of Western expertise, methodology or materials, a fact that encourages Western ideologies and contributes to its power more ingeniously (Canagarajah, 1999). Phillipson further argues that "ELT was seen as a means towards political and economic goals, a means of securing ties of all kinds with the Third World Countries" (Phillipson, 1990, p. 128). From the above discussion and Phillipson's statement, it seems that English language is used as a bridge launched by the West to help maintain the necessary connection between the West and Third World Countries permitting more dependence of these countries on the West in various fields that take up language as a tool to accomplish economic and political aims. In addition, language in educational systems is influenced by political concerns; factors such as, the party system, nation-building strategies play a role in shaping the language policy of the country (Suárez, 2005), and in this case the influence of the American and British foreign policy, whose language is English, on many countries' political parties is clear through which they seek promotion of their language, English, which is a basic element of their policy (Al-Issa, 2006).

Political issues and military power may not be enough for the inner circle's countries to expand and maintain their influence. They need economic power as well. Historically, Britain became the leading industrial and trading country by the beginning of the

nineteenth century (Crystal, 1997, p. 8); at the beginning of the twentieth century the United States was the leading economic power whose language is also English. For this reason Rakesh Bhatt linked the success of the spread of English to “the economic conditions that created the commercial supremacy of the United Kingdom and the United States” (Bhatt 2001, p. 533). In addition to the role of the UK and the USA in politics, their role in financial assistance related to language planning led to the expansion of English worldwide (Dua, 1994). Thus, English language became a preferred means of communication worldwide with the power associated with it regardless of the type of English used worldwide (Caine, 2008). It has become the centre of international communications as Janina Brutt-Griffler puts it “World English, rather than a variety, constitutes a sort of centre of gravity around which the international varieties revolve” (2002, p. 177).

Learning another language, in this case, English is associated with certain benefits to be taken from being familiar with that language and its usage; economic ones are a case (Mufwene, 2002). Small nations having a keen interest in developing their economy use every available tool to get an advantage towards countries with large markets. They are under pressure to guarantee that the labour force is skilled in English because the language of business, science and technology is English. For instance, English speakers in Singapore have better job chances and higher payments than non-English speakers, a motivation for people in Singapore to be proficient in English (Suárez, 2005). The role of language and particularly English in human resource development in the contemporary world is discussed in the next section.

2.3 The Knowledge Economy and Human Resource Development

Human Resources Development (HRD) is essential in any country where authorities are engaged in promoting the quality of the individuals who comprise the workforce of an institution, organization or any workplace in general. Language skills have been one of the areas that received a lot of attention to the degree that it became one of the decisive factors in the promotional processes of employees in many organizations. Therefore, for employees, it became an important skill to be acquired in order to keep one’s job and to

compete with other employees who are linguistically skilled. Moreover, to work abroad, being able to communicate in the language of business and trade, is seen as a prerequisite to competition within the global market (Rassool, 2004). Rassool (2004) states that in order to be able to compete in the global market, it is necessary for the company including its employees to be multilingual including English. At the country level, English is also essential. For instance, business leaders invest in countries where English is used because that allows their companies to fit into the global marketplace (McCormick, 2013). Furthermore, English is necessary for export-driven economies. Having good English skills improve innovation, communication with dealers and customers, and employing power, all of which help in making a better export environment. English also attracts foreign investment. One of the important factors for many companies in the U.S.A. and the U.K. is the English proficiency of the local population of the country where they want to invest. As a result, many developing countries are producing a large number of graduates with a good ability in communication in English as a means to increase their export-focused service economy.

In many cases English is the target language to which authorities are looking to make their corporate language in order to compete in the global marketplace. In France, for instance, in spite of the fact that English language encounters a strong rejection and is officially resisted as a *lingua franca*, a number of large companies have made it their corporate language (Gunnarsson, 2014). A number of multinational companies situated in Croatia, Greece, Italy, Serbia, Sweden and the UK were investigated by Angouri & Miglbauer (2014) in order to find out the role of language in relation to the demands of the global workplace. The results show that the employees take advantage of a range of linguistic resources in order to manage interactions in their work environment, and English has a dominant position because all workplaces investigated have adopted it as their corporate language. In certain workplaces employees are challenged in their fluency in English language. A high degree of fluency in English becomes a vital factor not only in their work life but also their personal lives. For instance, a group of meat processing workers from the Philippines working in Australia have to score 5 or above in the International English Language Testing System (IELTS) in order to convert their

visas to permanent residency (Piler & Lising, 2014). Thus, proficiency in English becomes a tool that employees have to maintain in order to keep their jobs and ultimately improve their living.

2.4 Importance of English in KSA

As stated earlier, in the Kingdom of Saudi Arabia (KSA), Arabic is the official language. However, English language is widely used in business, industry, healthcare, and many other fields. Moreover, it is used in communication with all non-Arabic speakers (Habbash, 2011). The Saudi government regards English as the medium of diplomatic relations, which also facilitates the trading relationships with the United States and Britain. Therefore, the idea of learning English is very important among the people of Saudi Arabia as it allows them to communicate with other nations. As such, learning English has become crucial for all Saudi students especially when it comes to pursuing higher studies and for Saudi people in general because it facilitates their communication with the large imported workforce brought into the kingdom. Furthermore, many employers stipulate certain levels of fluency in English as a requirement when seeking job applicants which makes learning English a basic necessity for applicants to compete for a good job and later make career progress. Another importance of English in KSA stems from the fact that many non-Arabic speaking Muslims come to visit the two Holy Mosques in Mecca and Medina from different parts of the world and the language of communication in this respect is English. (Alfahadi, 2012, pp. 27-29) Therefore, the government as well as people of KSA understand the importance of English and consider it as a source of professional growth that plays a significant role in international trade as Saudi Arabia is a major oil producing and exporting country to many countries worldwide. Large numbers of non-Saudis come to the country to work and find better job opportunities in the public and private sectors including companies, hospitals, schools and universities. Many of them do not know Arabic and the only language of communication is English (Mortished, 2003).

Speakers' fluency in English in this particular context is obtained mainly through education thus highlighting the need to look into the status of English in KSA in relation to education sector.

As far as the education sector is concerned, schools in KSA are divided into two groups: state schools and private schools. Focusing on the English language status in both types of schools, state schools have been criticized for the fact that many students graduate with poor English competencies (Alsaif, 2011). Al-Jarf (2008a) and Rabab'ah (2005) attribute the reason behind such low proficiency to the quality of the teachers' linguistic knowledge, the teaching approaches and the time assigned to English language in the curriculum. In contrast, private schools assign similar time for teaching English, but most of them adopt it as the medium of teaching and offering extra curricula lessons in English (Alamri, 2008), thus, providing students with better access to the language.

As far as Higher Education is concerned, in KSA there are 25 government universities and 51 private universities and colleges (Ministry of Higher Education, 2017). In spite of the fact that the total number of institutes is approximately 200, the policy of the MoHE towards teaching of English language is constrained by the nation's wish to conserve Arabic language and the pressure of communicating in English as a global language (Al-hawsawi, 2013). However, universities in KSA started to introduce English as a preparatory course and in some universities as the medium of instruction (Syed, 2003; Al-Hazmi, 2003) because there is a growing call for using English in universities. Such increasing demand is explained by Al-Hazmi (2005) who states that universities are seeking to make available up-to-date knowledge for their graduates to improve chances of employment. Moreover, English is important as it is linked to the fact that most of the industries that depend on technology, sciences and businesses in KSA see English as an important tool to communicate (Al-Jarf, 2008b; Zughoul and Hussein, 1985). Thus, Saudi universities are moving towards a greater use of English language.

In view of the above discussion, Saudis in general acknowledge the importance of English language in their lives, both inside the country and outside, and also for the future of their children. Thus, it has become a responsibility for educational specialists to investigate all aspects of teaching and learning English as a foreign language in order to promote the level of fluency amongst Saudi students.

Chapter Three:

Theories on Learning a Second and Foreign Language

3.1 Introduction

In order to contextualize the study, this chapter is devoted to language learning theories. It discusses the major theories related to both first and second language acquisition. It consists of four major sections: first section (3.2) discusses the definition of the terms ‘bilingualism’ and ‘multilingualism’. Second section (3.3) discusses the major theories of first language acquisition including behaviourist views, mentalist views, cognitive theories, and social interactionist theory. The third section of this chapter (3.4) provides an introduction to the major views and thoughts on second language acquisition by discussing the major theories in this field including the behaviourist perspective, the innatist perspective, Krashen’s five hypotheses, the interactionist perspective and sociocultural theory.

The fourth section (3.5) discusses two models of second language learning, namely, the acculturation model of John Schumann and MacIntyre et al.’s willingness to communicate model. The chapter ends in a brief conclusion.

3.2 Bilingualism and Multilingualism

Generally, bilingualism is the use of two languages. However, there is no universal definition of the term bilingualism as it depends on what the researcher wants to investigate (Skutnabb-Kangas, 1981, p. 84). Leonard defines bilingualism as “native-like control of two languages” (Bloomfield, 1933, p. 56), while Mackey (1962, p. 52) defines it as “the ability to use more than one language”. Moreover, Haugen (1953, p. 7) regards it as “the point where a speaker can first produce complete meaningful

utterances in the other language”. Macnamara (1967) provided a broad definition of the term ‘bilingualism’ in which anybody who possesses minimum proficiency in any of the four language skills in a language other than his or her mother tongue can be defined bilingual; whereas, Titone (1972) restricted the definition of bilingualism to the ability to effectively communicate in more than one language. Similarly, Hornberger (1990, p. 213) defined the term ‘bilingual literacy’ as “any and all instances in which communication occurs in two (or more) languages in or around writing”. The present study focuses specifically on oral communication in the classroom.

According to the above definitions, the degree of proficiency in the two languages seems to range from being able to communicate producing meaningful utterances as stipulated by Haugen to the advanced level of proficiency, “native-like”, as proposed by Bloomfield (1993). To be bilingual means different things to different people. Based on this fact, bilinguals can be broadly grouped into two major groups: balanced bilinguals, those who are fully competent in both languages, and dominant bilinguals, that is, those who are fluent in only one of the two languages. A balanced bilingual person is defined by Baker (2001, p.9) as someone who is “approximately equally fluent in two languages”. As for the use of the two languages of the bilingual, Baker (2001) believes that bilinguals’ choice between the two languages depends on the situation including the addressee; for instance, a language might be used at the workplace and the other might be at home. Many researchers used the term ‘balanced bilingualism’ in the sense that bilinguals have an appropriate competence in the two languages in which he or she, in a school, for example, understands and does activities in either language. But this is not always the case if the literal meaning of the concept is considered, as Baker (2001) argued, the term ‘balanced bilingual’ may also include a child who has an equal amount of competence in two undeveloped languages, a fact that contradicts Bloomfield’s definition: “native-like control of two languages”.

The term ‘multilingualism’ generally refers to the use of more than two languages whether by an individual speaker or by a group of speakers. According to Clyne (2007, p. 301), multilingualism may refer to the competence of an individual, “competence in more than one language”, or to the whole language situation in an entire society.

However, Herdina and Jessner (2002, p. 52) maintain that multilingualism in general terms can be defined as the command and/or use of two or more languages by the respective speaker. As can be seen from the above definitions, the majority of researchers used the term bilingual for users of two languages and multilingual for users of three or more languages, but this is not always the case as it is not universal. Some definitions make a binary distinction between monolingualism and multilingualism rather than using a numeric scale, for example, Saville-Troike (2006). Hornberger (2009, p.198) locates multilingualism within the context of multicultural education. She argues that:

Multilingual education is, at its best, (1) multilingual in that it uses and values more than one language in teaching and learning, (2) intercultural in that it recognizes and values understanding and dialogue across different lived experiences and cultural world views, and (3) education that draws out, taking as its starting point the knowledge students bring to the classroom and moving toward their participation as full and indispensable actors in society –locally, nationally, and globally.

Hornberger's views are pertinent to this study in relation to the fact that the participants in this study are bridging cultures, especially language, through their learning to become fluent in another language, namely, English. The next section focuses on major theories related to first language acquisition.

3.3 First Language Acquisition Theories

3.3.1 Behaviourist Theory

Behaviourist theory of first language is basically a psychological theory which relates to first language acquisition that was a dominant school in psychology from the 1920s to 1960s (Torikul Islam, 2013). The history of behaviourist theory can be traced back to J.B. Watson's (1924) habit formation hypothesis which asserts that a habit is formed by the association of a particular response to a particular stimulus and they become recurrently linked together. When B.F. Skinner's (1957) book *Verbal Behavior* was published, behaviourist theory of language acquisition was fully developed and propounded as he investigated how these habits were formed.

According to behaviourist theory, language learning involves habit formation exactly like any other kind of learning. These habits are formed when learners respond to stimuli in the environment; as a result, they have their responses reinforced which, in turn, result in imitation of the responses. According to Wilga Rivers,

the behaviorist theory of stimulus-response learning, particularly as developed in the operant conditioning model of Skinner, considers all learning to be the establishment of habit as a result of reinforcement and reward (1968, p. 73).

Behaviourists believe that “infants learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant’s environment provide the stimulus and rewards” (Reutzel & Cooter, 2004). In this way, when the learner child tries to imitate the sounds or speech patterns around him/her, his/her imitation is praised which becomes a reward.

3.3.2Mentalist Theory

In his famous article ‘Review of Verbal Behavior’ published in 1959, Noam Chomsky criticised Skinner’s theory of language acquisition and the whole approach of behaviourism and argued that inferring from animal behaviours cannot show how human beings learn language naturally. Instead, Chomsky stressed the role of the child in learning his/her first language as an active contributor and played down the role of imitation and reinforcement. These views led to an insistence of mentalists’ views of first language acquisition in place of the behaviourist approach. His criticism of the behaviourist approach was on the grounds of creativity in children’s language as they produce utterances that they have never heard before for which he proposed a completely different view of language acquisition (Torikul Islam, 2013). Thus, Chomsky’s mentalist approach to first language acquisition was a challenge to the behaviourist view and this initiated a debate on whether language exists in the mind before any linguistic experience, which led to the explanation of a language-learning faculty specific to humans.

Chomsky's assertion is that knowledge of first language that children possess is derived from a Universal Grammar, which exists as a set of innate linguistic principles that includes the beginning state and controls the form that sentences of any language can take. As a result, he put forward a universal grammar which is an innate linguistic knowledge that contains a set of common principles common to all possible human languages and contained in the human's language acquisition device (LAD) (Lightbown & Spada, 2013). This universal grammar allows children to select and construct the grammar of their first language through the process of forming hypotheses about the grammar of the language and then testing their hypotheses by applying them and, as a result, they either accept or reject those hypotheses (Torikul Islam, 2013). Therefore, children produce sentences by using rules instead of simply repeating what is said.

3.3.3 Cognitive theory

The study of language development and education of children made by Piaget (1971) has been very important in our present world. Jean Piaget was a Swiss psychologist who was well known for his four stages of cognitive development for children in which the development of language is included. His theory of intellectual development is considered a leading theory on cognitive development (Flavell, 1963). According to this theory, children must actively construct their own understanding of the world around them through their interaction with the environment; such understanding takes place before they begin to develop language. They start to understand concepts before they acquire the language in which those concepts are used or expressed. In other words, they begin to collect information about a particular object according to the environment in which they found themselves, and see that object, then they map the word that expresses that object in the language around them. Therefore, it is adaptation and assimilation processes. Adaptation is the child's innate tendency to interact with his or her environment; such interaction promotes the development of a complex mental organisation.

Followers of cognitive theory believe that language develops in stages within the context of other general cognitive abilities of the child such as attention, memory and

problem solving. For instance, Goodluck (1991) states that language usually emerges within certain stages in children's life in which they go in a fixed order which is universal for all children. According to Piaget's cognitive theory, there are certain stages in which children develop the way of their logical thinking and reasoning skills that are reflected by their language (Hertherington & Park, 1999). Each of these stages has its specific name and occurs in a particular age. Moreover, the stages are chronological in order and follow a fixed sequence, so it is not possible for a child to skip any of the stages or speed up their transition from one stage to another; they must pass through each stage in a regular sequence with sufficient time and experience that they internalize before heading to the next stage (Simatwa, 2010).

Below are the four stages as proposed by Piaget in his cognitive development theory; each stage involves different features of first language acquisition and provides the foundation for the next one:

1. Sensory-Motor Stage

This stage begins from birth to the age of two years. During this stage, children's cognitive activity and their ability to understand things around them depends on their immediate experience through the senses (Meyer & Dusek, 1979). In other words, their senses interact with the environment; they have not developed a language for labeling experiences or remembering events and if they make any response, it depends on the situation, immediate environment.

2. Pre-Operational Stage

It starts from the age of two and continues till the age of seven. Children's language shows fast development as they add new words, expressions and situations. In this stage, displacement - a human language characteristic, starts in their language, so they start to talk about places and times other than the immediate ones. They can symbolize experience mentally which is provided by the development of their language skills

(Meyer & Dusek, 1979). At this stage also they learn how to map words and symbols onto their objects.

3. Egocentrism Stage

This stage involves what is referred to as ‘animism’ in which children consider everything around them as being alive including inanimate objects. At this stage, language is considered egocentric as children use their own perspective to view objects around them.

4. Operational Stage

This stage starts from the age of 7 to 11. It is divided by Piaget into two parts according to the kind of operations, so there will be concrete operations and formal operations. At this stage children’s language indicates a movement of maturity in their thinking, so they move from an immature to a mature thinking and from an illogical thinking to a logical one. Their egocentric way of dealing with things around them finishes as they start to ‘decenter’ or view things from the perspective of others rather than their own perspective. Decentration means that children do not centre their thinking on only one aspect of an object or a subject but they centre their thinking on more aspects of the same object (Anita, 2004). Socialisation also begins at this stage as their language becomes characterized by including things such as questions, answers, commands and criticism.

These theories apply predominantly to first language acquisition and Piaget’s subjects of study were children. The next section focuses on social interactionist theory, which incorporates language learning as an interactive process of meaning making. This theory is significant to this study.

3.3.4 Social Interactionist Theory

Social interactionist theory is a compromise between the behaviourist and mentalist views. It is an approach to language acquisition that stresses the environment and the context in which children acquire the language and states that the development of children's language comes from the interactions between children and caregivers. The focus in this theory is on the pragmatics of the language rather than grammar, which comes later (Bruner, 1978). Bruner (1978) argues that in an interaction between a child and a caregiver, for example, turn taking is necessary for the child's language development. Similarly, Snow (1976) suggests that the role of adults is crucial in the child's language development, and she stresses the importance of exchanges between the caregivers and the child.

Lev Vygotsky is considered the founder of socio-cultural theory. He believes that learners internalized complex ideas (Daniels, 2001), and added that the internalization of knowledge could be better achieved through guiding learners by good questions put forward by the teacher. Unlike Chomsky and Piaget, Vygotsky's concern was the ways in which a language might influence the way a person thinks. According to his theory, the speech structures that a child masters influence his or her way of thinking whereas the structure of the language he or she uses has an impact on the way they perceive the environment; the child seems to use the language for superficial social interaction at the beginning but later it becomes the structure of his thinking. Moreover, language is seen as an important factor for the cognitive development, and language and culture play crucial roles in the intellectual development of humans and in the way they perceive the world.

One important principle in Vygotsky's theory is the 'zone of proximal development', which is the difference between the children's ability to depend on themselves to interpret or solve problems and their capacity to do so with the help of others. The concept of zone of proximal development (ZPD), encompasses all the activities that a learner can do only with the help of others. Being able to explain the development of the human language and the cognitive development, Vygotsky's social interactionist

theory has become a strong basis of modern trends in the field of applied linguistics because it gives more support and focus to the more natural communicative approaches. For further discussion of Vygotsky's seminal contribution to sociocultural theories on language and learning please see Section 3.4.5.

To sum up, the behaviourist approach places primary weight on learners' imitation of what they have heard from people around them which has not proven adequate explanation of children language development, whereas, the innatist view focuses on the children's innate, biological mechanisms to account for language acquisition. The interactionist view acknowledges both previous perspectives but giving more emphasis to the social interactions that aim at communication as the essential ingredient in language acquisition. In the next few sections the focus will be on second language acquisition (SLA) and the learning of English as a Foreign Language (EFL) as these theories are significant to this study.

3.4 Second Language Acquisition: EFL learning Theories

3.4.1 Behaviourist Perspective in Second Language Acquisition

Many classrooms of second language have been influenced by the behaviourist views in their teaching and learning processes in many ways till our present time. For instance, the audiolingual method is a behaviourist language method which was famous in the 1960s in which material was presented to learners on a tape as dialogues (see Chapter 4, section 4.2.1.1 below); they have to memorize them followed by drills in order to practice patterns such as verb forms and sentence structures. The distribution of skills is based on the natural sequence of the first language acquisition, so students first are taught to listen and speak then write and read. Followers of this model believe that second language learning processes involve imitation, repetition and reinforcement of grammatical patterns. Errors are seen as the negative side of learning, reflecting bad teaching style or bad material, so they should be immediately corrected in order not to be bad habits that would be difficult to deal with at later stages.

3.4.2 Innatist Perspective in Second Language Acquisition

Mentalists' views on language teaching and learning have also influenced second language acquisition. In their perspective, humans are born with an innate ability that enables them to acquire language which is referred to as LAD. For LAD to start its function of acquiring the language, the learner has to be exposed to the input (see Chapter 4, section 4.6.6 below), so the role of the teacher was played down and more emphasis was given to the learner becoming the cornerstone in this process. Errors also were regarded as the positive side of learning as they reflect that learning process is going on. One theory put forward to account for second language development was the creative construction theory (Dulay, Burt, & Krashen, 1982). The Creative Construction Hypothesis (CCH) came to existence because of the failure of the Contrastive Analysis Hypothesis (CAH) which works on the areas of difficulty in second language development through the procedure of comparing the phonological, morphological and syntactic aspects of the learner's mother tongue and those of his or her second language. According to CAH, when differences exist in the above language aspects, learners face difficulties in learning them. In spite of the fact that these predictions are sometimes true, many researchers, Dulay & Burt (1974) for instance, confirm that learners of a second language produce errors similar to those errors produced by children acquiring that language as their first language; as a result, they concluded that second language acquisition is similar to first language acquisition. As such, CCH establishes that second language acquisition process is similar to that of children developing their first language (Quesada, 1995). All learners acquire the second language in the same way regardless of their mother tongue (Dulay, Burt, & Krashen, 1982).

3.4.3 Krashen's Five Hypotheses

Krashen (1982) capitalizing on the innatist tradition developed five hypotheses about second language acquisition: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. They are discussed below.

3.4.3.1 The Acquisition-Learning Hypothesis

Krashen's first hypothesis was that there is a difference between acquiring and learning a second language. He argues that acquisition refers to the natural process of language development which takes place when the target language is used for communication with native speakers in meaningful interactions. In this process, form is not paid any particular attention to and the focus is on oral communication skills: listening and speaking, so it is similar to first language acquisition. The second element in this distinction is learning which refers to formal study of the language forms and functions inside the classroom or any language unit. Therefore, it is attained through formal education. He claims that learning cannot turn into acquisition and only acquired language is available for natural, fluent communication. He has been criticised that it is difficult to detect which system whether acquisition or learning is at work in any instance of language use (McLaughlin, 1987).

3.4.3.2 The Monitor Hypothesis

According to the monitor hypothesis, the formal study of language results in developing an internal grammar monitor, which watches the output to make sure that usage is correct. In order to use this monitor, the student has to have three elements or conditions: sufficient time, focus on grammatical form, and explicit knowledge of the rules. Therefore, this monitor is more effective and easier in writing than speaking. Krashen continues that knowing the grammatical rules only helps students to control their language, whereas what has been acquired constitutes the true base of their language knowledge. Based on this assumption, Krashen recommends that when teaching a foreign language, the focus should be on communication rather than the grammatical rules; this idea puts him in agreement with many second and foreign language experts (Celce-Murcia, 1991; Oller, 1993).

3.4.3.3 The Natural Order Hypothesis

In this hypothesis, the main idea is that there is a predictable sequence of acquiring the rules of the language which takes place in acquisition rather than learning. In other words, certain grammatical features or morphemes are acquired in early stages while others are acquired in later stages. So, there is a general existence of a natural order of acquisition in which adult non-native speakers and children native speaker follow the same order. However, when acquiring a second or foreign language, individual differences and the role of the first language exist (Lightbown & Spada, 2013; Pica, 1994b).

3.4.3.4 The Input Hypothesis

The input hypothesis is one of the most important contributions of Krashen to second language development. According to this hypothesis, the successful acquisition of the second language is a result of students' understanding of the target language in natural uses situations. This hypothesis capitalizes on the fact that the input must not only be understandable but comprehensible. Hence the term comprehensible input came into existence; it is that input which contains grammatical features that are little higher than the student's linguistic level. Krashen abbreviated this as $i + 1$, with i standing for input and $+1$ indicating the challenging level which is little higher than the learner's level of proficiency.

3.4.3.5 The Affective Filter Hypothesis

The affective filter hypothesis deals with social and emotional factors that influence second language acquisition. Based on a number of studies he conducted, Krashen concludes that the important affective variables supporting second language acquisition include a low-anxiety learning environment, learners' motivation to learn the language, learners' self-confidence and self-esteem. He summarises the five hypotheses in a single claim: "People acquire second languages when they obtain comprehensible input and when their affective filters are low enough to allow the input in [to access LAD]"

(Krashen, 1981, p. 62). For him, the comprehensible input is the instrumental variable in second language acquisition, so he argued that listening to and understanding the spoken language is the vital component in second language acquisition. Therefore, students should be allowed a silent period during which they can acquire knowledge by listening and understanding the input and be prepared for a more productive stage.

3.4.4 Interactionist Perspective in Second Language Acquisition

The role of the target language as an input has been widely recognized in the literature of second language acquisition (e.g., Ellis, 1990; Gass, 1997). For instance, Stephen Krashen in his (1982 and 1985) stresses the importance of the comprehensible input for learners to develop their L2 competence (see section 3.4.3, this chapter). Following Krashen, Long (1981, 1996) believes that comprehensible input is essential with special attention to how verbal interactions make input comprehensible in cases where meaning is negotiated. Long's ideas have been based on Hatch's (1978a, 1978b) who insisted on researchers to investigate how L2 knowledge might evolve out of conversation. Long (1981) studies the discourse structure held between native speakers and non-native speakers investigating how participants avoid and repair difficulties in their conversation through adjustment to linguistic form, conversational structure and message contents. He finds that such features are found at the interactional, syntactic, lexical and phonological levels and dominant in social discourse of native speakers interacting with other native or non-native speakers and between non-native speakers.

Moreover, Hatch (1981, 1983) distinguished between two different types of modification that result from conversational interactions: modified input and modified interaction. The former refers to modifications of the linguistic form of the baseline talk (i.e. the kind of talk used when a native speaker addresses another native speaker) delivered to non-native speakers that can be both, grammatical, or ungrammatical. It is grammatical if the modification is achieved without violating the grammatical rules of the language; it includes, among other processes, delivering the utterances at a slower pace than that of the baseline and simplification of the form by using simple sentences, avoiding coding, dependent clauses and other complex structures. The ungrammatical

modification is achieved without paying any attention to grammar rather the focus is on the meaning; such as omission of articles, copula and regularization. Modified interaction refers to the interactional structures of the discourse of a 'native speaker' addressing a non-native speaker. Such modifications are in the form of clarification, requests, repetition or confirmation checks which, according to Long (1983), are more important than the modified input as it explains the role of conversation in second language acquisition.

The modified interaction has become known as the negotiation of meaning (Pica, 1994a, 1994b; Ellis, 1999) which involves explaining the meaning of an utterance or making a kind of correction to the non-native speaker leaving behind the topic of conversation but focusing on a certain feature that the non-native speaker regards as difficult hindering his or her communication. Long (1996) defined negotiation of meaning in this way:

The process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved (1996, p. 418).

He further adds that negotiation of meaning involves:

denser than usual frequencies of semantically contingent speech of various kinds (i.e., utterances by a competent speaker, such as repetition, extensions, reformulations, rephrasings, expansions and recasts), which immediately follow learner utterances and maintain reference to their meaning (1996, p. 452).

Interactional theorists are interested in exploring how negotiation of meaning leads to language acquisition especially second language.

The Interactional Hypothesis (IH) was hypothesized by the early work of Long (1981, 1983) when he explained how grammar evolves from conversation which was developed by the work of Krashen (1985) into Input Hypothesis. Long (1981) maintains that second language acquisition is made easy by the conversation in that it makes input

comprehensible which will promote acquisition. It makes input comprehensible through the use of modified input and modified interaction, which are the negotiation of meaning.

Krashen's Input Hypothesis was criticised for three reasons: first it was claimed that the comprehensible input alone is not sufficient for acquisition because it is necessary for learners to pay attention to form for some language development as studies such as Schmidt (1993) and Swain (1985) have shown that learners who had chances for comprehensible input did not master the language completely because they had not mastered many aspects of the target language. For this reason, Long (1996) stresses that learners should pay attention to both form and meaning.

The second criticism came from the claim that comprehensible input lacks clarity and consistency. For example, White (1989) claims that some structures, such as passive voice, are learnt by failing to understand the input because the input is incomprehensible. Moreover, Gass (1997) argues that the essential input for learners is the comprehended one rather than the comprehensible one because the former refers to the hearer whereas the latter refers to the speaker.

Finally, Input Hypothesis was criticised for the fact that it is not always true that comprehension leads to acquisition. The role of comprehension as input, and second language acquisition, was questioned by Faerch and Kasper (1986). They suggest that learners try to understand the message by attending to the form only if there is a gap in the input. Similarly, Sharwood Smith (1986) maintains that the type of input that helps learners to understand the meaning of the message may also lead them to attend to the form.

3.4.4.1 The Updated Interactional Hypothesis

The above criticisms led researchers to revise the existing second language acquisition model within the interactional framework. A close look at negotiation reveals that it offers chances for speakers to modify the output and feedback that focus on the form (Pica, 1994a, 1994b). Moreover, criticizing the Input Hypothesis, Swain (1985) evaluates the achievement of Canadian French immersion students and finds that although the comprehensible input was enough, still they committed a number of grammatical errors in the areas of verb tenses and the use of prepositions, among other errors. Therefore, Swain and Lapkin (1995) suggest that comprehensible output is essential in the Output Hypothesis which confirms that it is useful as learners notice a gap in their own knowledge while encountering a difficulty in some second language aspects. Swain (1995) believes that learners' modified output may have a number of functions, such as leading learners to notice a gap between what they say and what they are able to say resulting in recognizing what they do not know, testing their hypothesis about the second language rules and finally the metalinguistic function allows them to reflect about the second language forms. Supporting Swain's opinion, Ellis (1999) stresses the idea that output offers learners an opportunity to notice specific target language features that pose a problem for them. In addition, feedback is based on the output which signals incomprehension, thus a "negative input" (Long, 1996, p. 413). Negative input helps learners to know the incorrect mappings and discrepancies between the input and their output in addition to some second language features that they did not notice through the comprehensible input (Long, 1996).

In a number of papers (Schmidt, 1990, 1993 and Schmidt & Frota, 1986) the importance of attention for learning has been highlighted. For example, based on Schmidt's diary study describing his learning of Portuguese during his five-month stay in Brazil, Schmidt and Frota (1986) argue that attention is necessary in learning a second language, as Portuguese features of the input that Schmidt noticed during his stay in Brazil were useful and facilitated his production of Portuguese. Moreover, Schmidt (1993) maintains that awareness that refers to individual experience and usually associated with consciousness (Schmidt, 1990) has an essential role at the level of

noticing in second language acquisition as it leads to the understanding of the input. Therefore, he argues “all learning must be accompanied by awareness” (Schmidt, 1993, p. 209). A similar argument was presented by Robinson (1995), who argued that, since all learning involves conscious awareness, awareness has a crucial role in learning. The factors for the negotiated interaction to contribute to second language acquisition were summarized by Long (1996, p. 451-452); he maintains that negotiation of meaning facilitates acquisition for the fact that it links input, internal learner capacities, selective attention and output in productive ways.

The role of interaction in second language acquisition attracted the attention of researchers, including, for example, Muho and Kurani (2014) who analysed the role of interaction in second language acquisition focusing on how to promote it in second language classrooms. The participants of the study were 97 students of various levels studying at the Faculty of Education in Aleksander Moisu University, Durrës, most of whom were female students aging 18 to 30. The results of the study showed that there are positive effects of negotiation of meaning including, among other things, it helps to promote communication, noticing the gap between the input and output, vocabulary acquisition, enables them to receive feedback and pushes them to produce more comprehensible input. Thus, interaction by the students is considered a key factor in second language acquisition. The authors of the study concluded that it is necessary for teachers to provide opportunities for oral discussions and encourage their students to initiate topics in order to make the class more enjoyable, creative and initiative and as for those students who are unwilling to participate, the authors suggested that teachers can ask them directly to involve them in the discussion rather than waiting for their responses.

To sum up, the Interaction Hypothesis suggests that interaction facilitates and leads to second language acquisition because conversational and linguistic modifications that occur in the discourse afford learners the required comprehensible linguistic input. This approach is credited to Long (1996), who sought a way to bring together two major approaches in second language acquisition, the behaviourist and the mentalist approaches. Long maintains that input can be made more comprehensible through the

negotiation of meaning and claims that such modified input that learners are exposed to and the way in which speakers interact with learners in conversations is a crucial factor in the second language acquisition process (Lightbown & Spada, 2013). He also believes that when meaning is negotiated, input becomes more comprehensible and as a result learners tend to focus on salient linguistic features (Ariza & Hancock, 2003). Thus, negotiation of meaning leads learners to find mismatches between the input and their output.

The updated Interactional Hypothesis is different from the previous views of second language acquisition, namely, the behaviourist and mentalist views, in that interactionists consider the external environment as a source of linguistic input whereas acquiring a second language is seen as a process that involves a kind of interaction between the external environment and the internal mechanism of the learners. Thus, it is a compromise between the behaviourist and the mentalist models of second language acquisition; the former believes in the role of the external environment and ignores the role of the learner's internal mechanism while the latter focuses on the internal mechanism of the learner i.e. what goes on inside the brain of the learner paying little attention to the input, the external environment, as it is used only to trigger the function of the device that is responsible for language acquisition (LAD) (Cook, 2001), see section 3.4.1-2 for more discussion of these two approaches.

3.4.5 Sociocultural Theory

As stated earlier, Lev Vygotsky is considered to be the founder of the sociocultural theory. He developed the theory about sociocultural learning in Russia during the 1920s and 30s. It was then systematized and applied by his colleagues at the time when Russia was a communist regime that comprised the Soviet Union. This theory is based on the idea that human activities that take place within a cultural context are mediated by social and cultural symbol systems such as language, and that such development can best be understood in their historical settings. Vygotsky developed his theory in contrast to other psychologists who placed emphasis on human behaviour by focusing on subjects such as the psychology of arts, language and thought. Instead, he focused his

theory on learning development with an emphasis on the educational development of students with special needs.

Vygotsky died at a young age and so did not fully develop the ideas of his theory. Much of his work remains untranslated into English. The work of Vygotsky went underground for 20 years but resurfaced in the late 1950s and early 1960s; it first appeared in the West during the 1970s. His theories continue to have increasing influence among Western scholars on the subject, in particular, academic scholars in the United States since a selection of his writings was published in 1978 in *Mind in Society*. His work was seminal in the way that language and learning came to be theorized and resulted in significant attention and recognition to be given to the sociocultural approach. Moreover, it has resulted in contemporary interpretation and reinterpretation of Vygotsky's original work and also the work of his collaborators, especially that of the psychologist Anton Leontiev. This approach has seen significant development by scholars in different countries. This, in turn, has led to an expansion of the theory with diverse perspectives.

The applications of Vygotsky's theory in different cultural contexts have resulted in a complex of related heterogeneous proposals (Rogoff, Radziszewska, & Masiello, 1995, p. 125). The impact of Vygotsky's theory is in his explanation of dynamics within the interrelationships between social and individual processes. His views were influenced by the crisis in psychology as presented by the two predominant schools at the time. Both schools of thoughts claim to have an explanatory system which is the basis for general psychology (Kozulin, 1999, p. 87). In contrast to these traditional schools of thoughts, the mentalist approach which focused on internal or subjective experience and behaviourist approach which focused on the external experience, Vygotsky developed his concepts of psychology as the transformation of socially shared activities into internalized processes.

In this theory, learning is considered as social in nature in which meaning is achieved through the use of language within the social context. Vygotsky's (1978) theory examines the social situation in which actions occur; the fundamental assumption in his

theory is that psychological structures are formed as a result of the interaction between the individual and the social context, thus abandoning the idea that psychological structures exist in the individual's mind. Therefore, whatever mental functions an individual has, they result from social interactions.

Sociocultural theory (SCT, 1978) entered the field of applied linguistics and second language research in the 1980s and became increasingly popular in the mid-1990s (Lantolf, 1994; Ohta, 1995; Watson, 1999; Wertsch, 1985, 1991, among others). According to this theory, language development is considered as a social process with an emphasis on the importance of engaging in social interaction in order to allow development. As with other cognitive processes, language development takes place when the mediational tools and sign systems (e.g., language) provided by sociocultural contexts are adapted in the course of meaningful activity. Then "learners gain control over their own mental activity and [...] begin to function independently" (Zuengler & Miller, 2006, p. 39).

Sociocultural theory sees learners as active constructors of their own learning atmosphere (Mitchell & Myles, 2004). In support of this view, Guoxing (2004) maintains that in the learning process, learners are responsible for their own learning environment, which, in turn, fosters and supports them whereas the organisation of the teaching environment is shouldered by the teachers, who are the active constructors. The fundamental aspects of the sociocultural theory are mediation, internalization, imitation, Zone of Proximal Development (ZPD) and scaffolding.

3.4.5.1 Mediation

According to Vygotsky (1978), humans are capable of using physical tools to make their relationship with the outer world by making indirect connections and mediating their relationships. Such physical tools used in facilitating and mediating these relationships stem from the human culture and transferred to the next generation. In this regard Mitchell and Myles (2004, p. 195) stress the idea that mediation is achieved through learners' use and control of their mental tools, whereas Lantolf (2000)

distinguished between three types of mediation including mediation by others (e.g., teachers in teaching process), mediation by self which is achieved through private speech, and mediation by artifacts such as tasks and technology. Similarly, Gao (2010, p. 21) differentiated between three types of resources for mediation: learning discourses, artifacts and material conditions, and social agents.

As far as second language acquisition is concerned, researchers have investigated the cognitive function of private speech of second language users (e.g., Frawley & Lantolf, 1985). When people are engaged in a social interaction, they adjust the patterns and meanings of their speech and use it deeply to mediate their mental activity; such speech is referred to as the private speech. In this way private speech is used to regulate the mental functions. Private speech is known for the abbreviation and the meaning it communicates, and it does not need to be fully syntactic in form as suggested by Vygotsky. In private speech, it is assumed that the speakers have a kind of knowledge that is shared by them, so they already know the topic addressed in the speech and try to figure out what to do about it. Private speech, as Frawley (1997) argues, helps speakers evaluate what has been accomplished through focusing their attention on what, when and how something has been accomplished. Frawley (1997) states that, the linguistic options that perform such mental activities, depend on the language itself. For example, in the private speech of English speakers as an L1, “Oh!”, “OK” and “Let’s see” are found to be common which are derived from their use in the social interaction (Frawley, 1997).

3.4.5.2 Internalization

Internalization refers to the process through which artifacts (e.g., language) occupy a psychological function (Lantolf & Thorne, 2007, p. 203). In sociocultural theory, internalization combined with mediation is one of the central concepts to the theory. According to Kozulin (1999, p. 116), “the essential element in the formation of higher mental functions is the process of internalization”. Internalization adjusts the relationships between people and their social environment (Winegar, 1997) and takes

into consideration the organic connection between individuals' social interactions and their mental activities.

Vygotsky already captured the process of internalization, in his argument that (1978, p. 57), the process of internalization consists of a number of transformations, for example, the interpersonal process which is transformed into an intrapersonal one; every psychological function appears twice: first, on the social level, between people, and later on the individual level. He referred to the former as "interpsychological" and "intrapsychological" to the latter. He further stated that "All the higher functions originate as actual relations between human individuals" (Vygotsky, 1978).

3.4.5.3 Imitation

Imitation of other humans' intentional activity has been referred to by Vygotsky (1987) as a key to internalization that encompasses a mental activity that may result in conversions of the original model. He states that "development based on collaboration and imitation is the source of all the specifically human characteristics of consciousness that develop in the child" (Vygotsky, 1987, p. 210); furthermore, he argues that imitation is "the source of instruction's influence on development (1987, p. 211). In this respect, Lantolf and Yanez (2003) contend that learners seem to have their own plans for which language aspects they have to focus on at certain times. This kind of information is supportive for language teachers when they want to choose the appropriate involvement that promotes the students' learning to the maximum.

3.4.5.4 Zone of Proximal Development and Scaffolding

In order for learners to achieve self-regulation, they need to increase their Zone of Proximal Development (ZPD). It is one of Vygotsky's major contributions to the processes of learning and teaching as considers the importance of cultural tools and social learning (Smidt, 2009). The most regularly referenced definition of ZPD is that proposed by Vygotsky (1978, p. 86) "the distance between the actual developmental level as determined by independent problem solving and the level of potential

development as determined through problem solving under adult guidance or in collaboration with more capable peers”. The difference between the two levels, according to Vygotsky, is that the potential level is more an indicator of mental development than the actual level. Trying to link Vygotsky’s ZPD to second language classroom, Ohta (2001) put forward an updated version of Vygotsky’s definition “For the L2 learner, the ZPD is the distance between the actual development level as determined by individual linguistic production, and the level of potential development as determined through language produced collaboratively with a peer or teacher” (2001, p. 9). Furthermore, a model that consists of four-stages was provided by Gallimore and Tharp (1990) in order to account for the role of ZPD in the learning and teaching context. The features of the stages include: the teacher or any other expert provides assistance for the learner through language, the learner achieves the task without assistance, the learner’s performance is improved and automatized, and finally performance is deautomatized resulting in recursion through ZPD (Sharpe, 2003, p. 29).

In instructional settings, according to Vygotsky, learning collaboratively with others goes before and shapes development. The relationship between learning and development is purposely intended learning environments, such as the instructed second language settings, can positively result in developmental changes. Therefore, learning is mutually created by the participants in an organized dialogue in which one participant, the teacher or a more capable peer, helps in the learning of another participant, the less able one, by making a scaffold in which the learner gets an opportunity to progress to a higher level of ability than his own. Vygotsky himself did not use the term ‘scaffolding’; it was initiated by Wood, Bruner and Ross (1976) and has been since that time applied to the assistance needed in a ZPD. In this regard, Van Lier (1996, p. 196) has made six principles of scaffolding in relation to language learning including: *contextual support* in which errors are expected and accepted as a learning process, *continuity* which refers to the repetition of occurrences of actions over time, *intersubjectivity* which is the mutual engagement and support, *flow* referring to the idea that communication is not forced but going on in a natural way, *contingency* meaning that scaffolded assistance relies on learners’ relations, and *handover* which refers to the

fact that ZPD stops as learners undertake similar task without any assistance. Therefore, ZPD supported by appropriate scaffolding is an instrument that teachers may use to understand aspects of students' developing capacities. According to the Vygotskian views of scaffolding, the teacher is the one who can recognize the learners' ZPD, and as a result he or she attempts to encourage their independent learning which, in turn, develops their mental process and functions through shared collaboration with the teacher.

3.5 Models of Learning Second or a Foreign Language

3.5.1 The Acculturation Model

Many theories attempt to explain the relationship between learners' second language and their social and/or psychological factors that play a role in their second language acquisition. Schumann's (1978) Acculturation Model offers a valued context-based theory in relation to second language acquisition. The term 'acculturation' is defined by Brown (1980, p. 129) as the process of adapting to a new culture; whereas Maxwell (2002) refers to acculturation as the process whereby the attitudes and/or behaviours of people from one culture are modified as a result of contact with a different culture. In the acculturation model of Schumann, two groups of interactors are identified: the language learners group and the target language group; the latter refers to the second language community. The focus in the acculturation model is on the extent to which the learners group adapt the culture of the target language group. Thus, there will exist a social distance between the two groups through which, when little, more acquisition takes place. Social distance is governed by a number of factors. Schumann argues that acculturation is the social and psychological integration of the learner with the target language group. Such fact is summarised in his statement "Second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target-language group will control the degree to which he acquires the second language" (Schumann, 1978, p. 34).

Schumann (1986): distinguished between two types of variables involved in acculturation and thus second language acquisition: the social variables and the affective variables.

3.5.1.1 Social Variables

Schumann's model includes eight social variables which can either promote or inhibit contact between the second language learners group and the target language group and thus affect the extent to which the learners group acculturates, which as a result affect the degree to which this group will acquire the target language (simplified from Schumann, 1986, pp. 378-382):

1. Social dominance: if the second language learners group is politically, culturally, technically or economically superior to the target language group, there will be a social distance and the learners group will tend not to learn the target language. Social distance will exist also if the learners group is inferior to the target language group and they may resist learning the target language.
2. Assimilation, preservation and adaptation: when the learners group decides to assimilate the target language group, it abandons its own values and adopts those values and lifestyle of the target language group. If this does not happen, it is preservation, i.e., the learners group rejects the lifestyle and values of the target language group and keeps its own. Adaptation is a compromise between assimilation and preservation as the learners group adapts to the lifestyle and values of the target language group but at the same time keeps its own for intragroup relation needs.
3. Enclosure: it refers to the extent to which the learners group and the target language group share social constructs such as schools, clubs, facilities and trades. If the two groups share these social constructs, contact between the two groups is improved and therefore acquisition is facilitated.

4. Cohesiveness: if the learners group is cohesive having tie bonds and strong relations, their relationships with target language group will be less and will tend to be separate from them.
5. Size: if the size of the learners group is large, the intragroup relations and contact will be more than that with the target language group.
6. Congruence: if the cultures of the two groups are similar, social distance is less and therefore social contact is more which in turn promotes second language acquisition.
7. Attitude: second language acquisition is more facilitated if both groups have positive attitudes towards each other. Thus, more acquisition takes place.
8. Intended length of residence: the length of stay plays an important role in the acquisition of the second language. If a member of the learners group plans to remain with the target language group for a long time, he or she will feel the need to learn their language.

3.5.1.2 Affective Variables

The discussion of social variables revolves around language learning in which groups of people are central to the discussion. Besides social variables, Schumann (1986) included affective variables that have something to do with learning language by individuals. In such situations, an individual may learn a language under some unfavourable social conditions that hinder second language acquisition. The psychological variables that affect acculturation and ultimately second language acquisition are affective in nature. He (1986, pp. 382-384) identified four psychological variables in his model: language shock, cultural shock, motivation, and ego permeability.

Language Shock

When learners try to use a second language, they are often anxious that they will look silly, and be criticised and ridiculed; they are often haunted by the feeling that their performance will not actually reflect their ideas.

Cultural Shock

Culture shock is the anxiety that results from the confusion encountered when a person enters a new culture. When moving into a new culture, the learner finds him/herself in a dependent state. The strategies of coping and problem-solving that she or he has already developed using his/her first language and his own culture often are unsuccessful; as a result, what was routine for her/him in her/his own country needs a great deal of energy causing her/him stress, anxiety and fear in the new environment, language and culture. In this psychological situation the learner is unlikely willing to make the efforts necessary to learn the second language.

Motivation

There are two types of motivation: instrumental and integrative (Gardner & Lambert, 1972). Learners' motivation for learning a second language is instrumental when the reason to learn that language is mainly for a practical purpose such as getting promotion or getting a better job, whereas the integrative motivation is associated with the fact that learners want to learn the language because they want to mix and may be become members of the second language community including their values and culture. In relation to the present study, if the motivation is instrumental such as the one of the Saudi learners of English (Schumann, 1986, p. 383), learners will stop learning the second language once their goals of learning that language are satisfied.

Ego-Permeability

The notion of ‘language ego’ was first developed by Guiora (1972). During general ego development, children acquire body ego by which they become able to distinguish themselves from the objective world around them. Similarly, they acquire the boundaries of the sounds, words, syntax and morphology of their language. In the early stages, language ego boundaries are permeable but latter they become fixed and rigid. Guiora believes that ego-permeability can be made by reducing the learner’s level of shyness and embarrassment. Thus, to make second language acquisition more successful, the learner’s shyness and embarrassment should be lowered, and thus they will be more open to the input of the target language.

Therefore, the four above psychological factors have an important role in the acquisition of a second language. If language shock and cultural shock are not resolved and if the learner’s motivation and ego-permeability are insufficient and inappropriate, then he or she will not fully acculturate and hence will not acquire the second language fully (Schumann, 1986).

To summarise, the acculturation model of second language acquisition provides a useful framework for language acquisition through the acculturation of the language learners group to the target language group, keeping the focus on the social distance that might exist between the two groups and how to minimize it, by controlling the social and effective variables mentioned above. However, as far as this study is concerned, the teacher represents the target language group as he is the most fluent speaker of English in the classroom context being the model for all students (the learners group) and viewed as a native speaker of English.

3.5.2 Willingness to Communicate in a Second Language

Willingness to communicate (WTC) in a second language was established from communication studies about WTC in first language. It was developed to represent a constant tendency of communication behaviours in a given native language across

interpersonal communication situations (McCroskey & Richmond, 1990; McCroskey, 1997). It was theorized as a cognitive process of making a decision to speak and this decision is influenced by the personality of the individual (McCroskey & Richmond, 1990). As for WTC in L1, McCroskey (1997) argues that there are two main antecedents on which WTC relies: communication apprehension and self-perceived communication competence. The former is seen as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1997, p. 82). Thus, when communication apprehension increases in an individual’s psychological feeling, his or her WTC will be less. The latter antecedent is viewed as the perception of one’s ability to communicate which is considered as a perception higher than the actual competence (McCroskey, 1997). The investigation of WTC in L1 paved the way and is the foundation of the development of WTC in the second language which is considered to be more complex than that of the L1 (MacIntyre et al., 1998).

3.5.2.1 MacIntyre’s L2 WTC Model

The theoretical model of L2 WTC of MacIntyre and associates (1998) is based on the L1 WTC model established by McCroskey and Baer (1985, cited in MacIntyre & Charos, 1996). The model of MacIntyre et al. (1998) provides an explanation of the mental processes helpful in opening communication in a second language. This model is presented in a pyramid shape (see Figure 3.1 below). They defined WTC in second language as “a readiness to enter into discourse at a particular time with specific person or persons using L2” (MacIntyre et al., 1998, p. 547). The model is considered as a mental process in which multi-layered variables operate on a continuum and learners will try to find the opportunity to be involved in an L2 conversation once they are willing to communicate. As can be seen in the pyramid-shape represented in Figure 3.1, the model consists of twelve variables organized in six layers. These layers are classified into two levels: situational variables and individual influences. The situational variables, such as the individual’s desire to speak with a particular person, are represented in layers I-III and they are reliant on the context, so they are open to change according to the situation. On the other hand, the individual variables, such as

intergroup relations and learner personality, are represented in layers IV-VI and considered as being stable characteristics of an individual which can be used in any situation.

The arrangement of the situational variables and the individual influences in the pyramid shows that the former which are closer to the top are more significant than the latter which are situated at the base of the pyramid.

Layer I is located at the top of the pyramid representing L2 use. Second language use here refers to communication activities and also includes other activities including reading newspapers and watching TV.

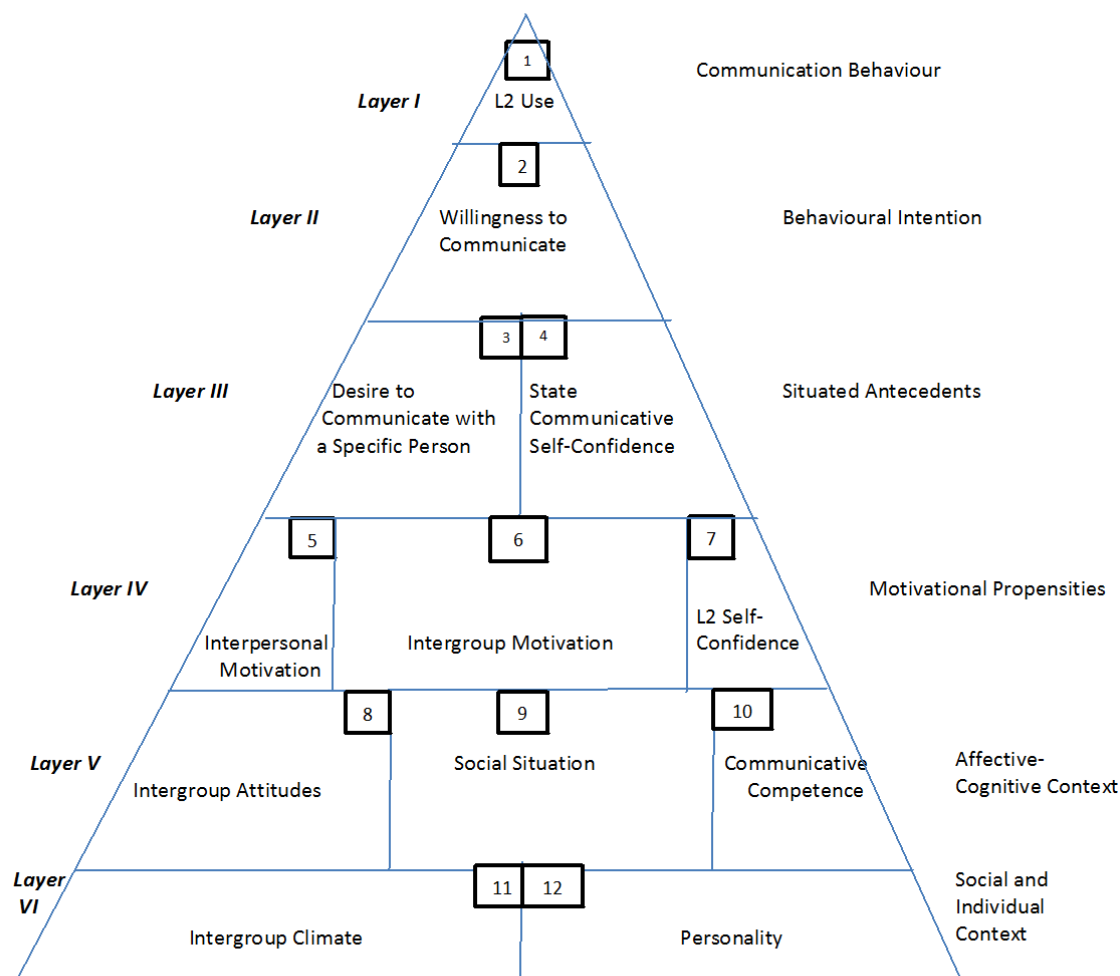


Figure 3.1: MacIntyre et al.'s Model of Willingness to Communicate (1998)

Layer II represents behavioural intention which refers to WTC. Layer III immediately influences the WTC through situating antecedents and it involves the desire to communicate with a specific person and the state communicative self-confidence. The desire to communicate with specific person is determined by two situational causes: affiliation and control. Affiliation refers to the fact that learners need to establish relationship with other speakers which is initiated from their integrative motivation such as being attracted and familiar to speakers or when they attempt to be similar to

them. Control, on the other hand, refers to the communicative situation in which the learners' motivation is instrumental initiated by a particular goal such as requiring speakers' assistance, cooperation or services. State communicative self-confidence refers to the "overall belief in being able to communicate in L2 in an adaptive and efficient manner" (MacIntyre et al., 1998, p. 551). It is a construct that consists of two dimensions: state anxiety and state perceived competence (Clement, 1986). The former explains the extent to which the learner is worried while engaged in speaking; such a state of worry can be caused by a number of factors such as negative past experiences. The latter refers to the way a person views his or her capacity to communicate at the time of speaking (MacIntyre, 1994; MacIntyre & Charos, 1996).

Layer IV is located far from the top of the pyramid with motivational propensities that are composed of three variables: interpersonal motivation, inter-group motivation, and L2 self-confidence. Interpersonal motivation depends on either 'control' or 'affiliation' (as discussed in the previous paragraph), whereas inter-group motivation is influenced by a particular group to which a person belongs. The group is affected by the inter-group climate and attitudes. Like interpersonal motivation, it depends on either 'control' or 'affiliation'. The third variable in this layer is L2 self-confidence which contains two elements: cognitive and affective.

Layer V is the affective-cognitive context containing three variables: intergroup attitudes, social situation, and communicative competence. Layer VI is social and individual context. It consists of two factors: intergroup climate and personality. The former refers to the characteristics of the bilingual context in which the issues of the accessibility of language, the structure of the community and the attitudes towards the native speakers' community are involved.

In this study, the WTC in English for Saudi EFL learners refers to the willingness to use English in various classroom situations can be determined by their responses in the focus group discussions and the individual interviews.

3.5.2.2 Empirical Research on WTC

A number of researchers used different tools to explore the WTC construct such as questionnaires, interviews, group discussions, class observations etc. They tried to understand and find reasons for why some learners are willing to communicate in second language while others avoid it. In the literature, a number of factors have been found to have influence with direct or indirect one on learners' willingness to communicate; such factors include perceived communication competence, anxiety, attitudes and motivation, social support, learner's personality and the learning context (Bukhari et al., 2015). MacIntyre et al.'s (1998) model was tested by a number of studies. For example, Kim (2004) examines the extent to which MacIntyre et al.'s (1998) model is reliable. The study attempts to explain WTC among Korean students and whether it can be applied to the Korean EFL context. The results of the study show that participants' perceived self-confidence has a direct influence on their WTC, which was also indirectly affected by motivation through self-confidence. The results also show that WTC in second language learning was more probable to be a personality-based predisposition than situational. The author concludes that the WTC model was reliable in the Korean EFL context. Similar results were reported by Cetinkaya (2005). In his study on the WTC model in the Turkish context, he investigated the interrelation among students' WTC in L2, motivation, anxiety, perceived communication competence, attitudes and personality. The results of the study indicated that participants' willingness to communicate in the second language was directly influenced by their perceived self-confidence, whereas it was indirectly affected by their motivation through self-confidence. On the other hand, Wen and Clement (2003) found that MacIntyre et al.'s (1998) model might not be able to explain the WTC of the Chinese EFL learners in their study. They attributed the reason to the fact that the WTC model was based on research conducted in a western context which is different from the Chinese context.

Mahmoodi and Moazami (2014) conducted a study to investigate the relationship between WTC and foreign language achievement of Arabic students studying at Bu-Ali Sina University-Hamedan, Iran. The results of the study show that students who were

more willing to communicate in the foreign language were rather high at their L2 achievement. Therefore, they conclude that there was a significant correlation between WTC and Arabic language achievement (Mahmoodi & Moazami, 2014). Investigating the use of socio-affective strategies by learners of second language who have willingness to communicate, Mehrgan (2013) gave a WTC questionnaire to 20 second language learners and selected the highest two according to their scores in the WTC questionnaire for interview; they comprised one male and one female student. The aim of the interview was to see which socio-affective strategies they used. The results of the study indicated that the participants used the following strategies while communicating: asking for clarification and correction, cooperating with others such as the more proficient users of the language, taking risks wisely, discussing feelings with others and becoming aware of their feelings and thoughts, writing a language learning diary, and using music. The author concludes that those who have WTC in a second language make use of socio-affective strategies that are, according to Mehrgan (2013), of great contribution to the development of a second language. In order to examine WTC in English among Iranian EFL learners in the classroom context, Khajavy et al. (2016) carried out a study on 243 undergraduate EFL students investigating the interrelationships among L2 WTC, communication confidence, motivation, attitudes and foreign language achievement. The results of the analysis showed that classroom environment was the strongest direct predictor of WTC in foreign language; willingness to communicate was influenced directly by communication confidence whereas it was indirectly affected by motivation. The results also show that participants' level of proficiency indirectly affects their WTC through communication confidence, and the classroom environment indirectly affects their attitudes, confidence and motivation.

3.6 Conclusion

In this chapter, the major theories of language acquisition have been summarized. Theorists place different value on the role of interaction in language acquisition. For example, behaviourists focus on imitation whereas mentalists place primary weight on learners' use of their innate biological mechanisms while engaged in learning a language. On the other hand, the interactionists agree with the views of both the

behaviourists and the mentalists and focus on the social interactions as an important component of language acquisition process. Krashen argues that progress in language learning is determined by the amount of comprehensible input in which the language input is at the level just beyond the current linguistic level of the learners which is similar to Vygotsky's 'zone of proximal development'. The role of comprehensible input was stressed by Long's model but it can be more comprehensible through the negotiation of meaning as it allows learners to make mismatches between the input they are exposed to and their actual output which can be attained with the help of the teacher. Interaction between participants also plays an essential role in the sociocultural theory. Especially in a learning context, the collaboration between the teacher or an expert in the language with the learner using an appropriate scaffolding (among other instruments) leads to developing the learner's mental processes and functions. Similarly, the relation between participants was emphasised by Schumann's acculturation model, but the focus here is on the social distance necessary to be minimized in order to allow for more communication between participants and as a result more acquisition will take place. Finally, what influences and plays an important role in learners' willingness to communicate are classified by MacIntyre et al.'s (1998) work in a pyramid-shape with different layers and different variables that are once taken into consideration while teaching a second language will definitely improve the learners' willingness to communicate in the second language and as a result will improve their second language acquisition.

The main theories that underpin this study draw, first, on sociocultural theory as presented in the work of Vygotsky who argued that language learning takes place through social interaction and the best way to acquire a new language is through language interaction. Interaction between participants plays an essential role in the sociocultural theory. Collaboration between the teacher, or an expert in the language and the learner especially in the learning context by the use of an appropriate scaffolding (along with other instruments) contributes to the development of the learner's mental processes and functions. Second, it also draws on Krashen's theory that progress in learning a language is determined by the amount of comprehensible input in

which the language input level is just beyond the current linguistic level of the learner. He also indicated that there is a necessity of providing sufficient time for students in order to learn and make them able to use and monitor their development during the study of a language as he proposed. Krashen concluded that self-confidence and learners' motivation are among of the important affective variables that support second language acquisition. Third, the study also draws on Schumann's (1986) acculturation model. In this model, Schumann considered second language acquisition as one aspect of acculturation and distinguished between two types of variables involved in acculturation and thus second language acquisition: the social variables and the affective variables. Moreover, in the psychological variable of this model, he proposed an important notion for SLA, namely, 'language shock' that refers to anxiety and the fearing of being criticized that the learners feel when they try to use a second language. Finally, the other model that is taken into consideration in this study is MacIntyre et al.'s (1998) model especially the idea of 'state perceived competence' which refers to the way a person views his or her capacity to communicate at the time of speaking.

Chapter Four:

Classroom Issues in EFL Teaching and Learning

4.1 Introduction

Learners of second/foreign languages in education programmes are considered successful if they can communicate effectively in the target language, and being competent in L2 oral communication is the main motivation for most learners of L2 (Richards & Renandya, 2002). 'Oral communication' has been defined as "a two-way process between speaker and listener, involving the productive skill of speaking and the receptive skill of understanding (or listening with understanding)" (Byrne, 1976, p. 8). In this study, 'oral communication' refers to the ability of learners to listen effectively and speak fluently including the correct use of the structure of language, that is, syntax, grammar, coping with meaning and vocabulary. However, foreign language learners, in spite of the fact that they spend years developing their linguistic competence, have all probably, to some extent, experienced the frustrating feeling of not being able to participate effectively in L2 oral communication (Hedge, 2004). This chapter provides a review of the literature related to the factors contributing to L2 students' oral communication and therefore their ability and confidence to participate in English classroom discussions.

This chapter is divided into two main sections: the first section deals with factors that affect language learning in general including teaching methodology, motivation, and culture and confidence. The second section deals with factors that affect oral communication in EFL classrooms including classroom management, the role of the teacher, code switching, language proficiency, shyness and exposure to target language. The chapter ends with a summary of the key issues discussed in the chapter.

4.2 Teaching Methodology

It is helpful and necessary for the teacher to have knowledge of the different models of teaching in order to choose the types of curriculum that suit his or her students. Null (2011) put forward five curriculum traditions that include: systematic curriculum, existentialist curriculum, radical curriculum, pragmatic curriculum and deliberative curriculum. To compare and contrast these five traditions, he uses five elements comprising the curriculum: teachers, learners, subject matter, context, and curriculum making (Null, 2011, p. 27ff). According to Null, focusing on one of these elements could lead to using different types of models of teaching, such as teacher-dominated or learner-centered. Teacher-dominated models are built on behaviourist or essentialist philosophies whereas learner-centered models are based on constructivist or developmental curriculum philosophies. Therefore, under the two categories: teacher-dominated and learner-centered models of teaching, I will discuss in the following sub-sections the relevant views of teaching for each one.

4.2.1 Teacher-Dominated Models

The major views that focus on the teacher role are behaviourist and essentialist views.

4.2.1.1 Behaviourist Views of Teaching

According to this view, it is argued that the mind is a blank sheet that must be filled with content in the course of teaching (Skinner, 1957). It is based on the idea that all human activities are seen as behaviours and their response to the various environmental stimuli forms their behaviours, which can be studied without any consideration of the internal mental processes. It focuses on the repetition of the selected actions in which the positive behaviour is encouraged whereas the negative one is discouraged. The teacher is the cornerstone in the learning process as he or she takes control of assessment and deciding what is right or wrong. Learners' role is not paid much attention to; learners are just told what to do or not to do. This view includes highly-organized plans and strategies such as, lectures, demonstrations, and direct instruction

which are intended to help reduce ‘bad’ behaviours by encouraging the ‘good’ ones. According to the SLA (Second Language Acquisition) Encyclopedia (Sp 12, 2012), there are two major instructional methods used in teaching a foreign or a second language in the behaviourism model, namely, the audio-lingual method and the direct method.

The Audio-lingual Method

It is an oral language-learning model that was based on, and inspired by, insights developed by structural linguists, for example, Leonard Bloomfield and behaviourists such as B. F. Skinner. It is used in teaching foreign languages in which the teacher repeats the linguistic items in order to form the desired language behaviour whilst the learners’ task is restricted to imitation and memorization rather than the acquisition of abstract knowledge. It aims at teaching students the target language directly through repetitive practices as the teacher presents the correct models of language use and students simply need to follow the teacher and memorize what is presented by him or her.

Direct Method

In this method the foreign language is taught without using any of learners’ L1 as its followers do not believe in using translation in teaching a foreign language, but through making a direct relation between thought, expression and experience (Purwarno, 2006). The direct method is grounded in the fact that learners should learn the foreign language the way they learn their L1. Therefore, it is based on a number of views such as, the importance of oral training in foreign language learning, the connection between experience and expression and teaching sentences patterns before individual words; individual words are learnt through material association and use in appropriate context, and grammar is not taught directly, but inductively through the exposure to the speech and writing materials (Purwarno, 2006). Thus, it is helpful for beginner learners as it focuses more on listening and speaking skills than on reading and writing.

4.2.1.2 Essentialist Views of Teaching

In this style of teaching, which is a teacher-centered one, the hard practice of a foreign language, among other traditional subjects, is emphasized. In this philosophy the teacher is the cornerstone as he or she is the most important person in the process of learning and the most knowledgeable one in the classroom; the teacher uses telling, describing and analyzing to teach the students (Simon, 2003). Furthermore, s/he depends on textbooks as material for teaching using a number of methods for evaluation such as, true or false, multiple choice, question and answer, and essay questions. The grammar-translation method of teaching a foreign language is mostly based on this philosophy of teaching.

Grammar-translation Method

The grammar rules are taught to students by translating them from the foreign language to the learners' first language they then are memorized by heart along with lists of vocabulary. Such techniques are helpful to develop students' writing ability and sentence formation rather than their speaking or listening skills (Taber, 2008). In this way it might not be very interesting or a source of enthusiasm for students as they are not encouraged to negotiate learning objectives and needs with their teachers nor are they allowed to be emotionally involved in their learning and have their own worldview to the learning context (Mok, 2010).

The teacher-dominated models discussed so far emphasise that learners should imitate the taught content as well as the accumulated information. In this model of teaching and learning, individuals are supposed to learn behaviours and knowledge in the same way as passed on to them by others, so the individual's subjectivity or need is not paid any attention (Schweisfurth, 2013). Teachers are viewed as knowledge transmitters who transfer knowledge to students through lectures and habit formation. Errors committed by learners, are viewed negatively as they reflect a bad teaching style or inadequate material and they should be corrected through repetitive practices. As such, students in

all the above foreign language teaching philosophies are required to follow the teacher's style of teaching; they are teacher-dominated.

In contrast, in modern styles of teaching and learning foreign languages, the learner is the cornerstone and the role of the teacher is focused on facilitating and guiding the students' task of learning the language by designing learning activities in order to get them involved in the learning process inside and outside the classroom. These contemporary teaching and learning models represent the constructivist philosophy of teaching.

4.2.2 Learner-centered Models

Learner-centered models emphasise that learners should be viewed as active agents and not only passive receivers; they construct their reality via actions and being actively involved in making knowledge (Sriprakash, 2010). They construct their knowledge and understanding in a social context through their experience which is based on the way that they view the world (Poerksen, 2004). The following is the major teaching and learning model that gives priority to the learners' role.

4.2.2.1 Constructivist Views of Teaching

Unlike teacher-dominated models in which learners passively receive information, in constructivist teaching, learners are directly and actively involved in the meaning and knowledge construction processes by being motivated learners through their involvement in the learning processes. Thus, it is a student-centered model (Gray, 1997). The teacher's role is restricted to guiding the learners through providing questions and activities in order to discuss and discover new knowledge. It is based on the assumption that learning takes place when learners are actively engaged in the process of learning in an enjoyable environment as Merriam et al. (2007, p. 291) put it "learning is a process of constructing meaning; it is how people make sense of their experience". Since experience is an important variable in this model, adult learners

benefit from this model in learning a foreign language as their experience is the point of connection.

Communicative Language Teaching (CLT)

CLT began as a reaction to the previous approaches that focused on the teachers' role in the teaching and learning processes. Thus, it was a shift of focus from teachers to learners: from only learning linguistic patterns and grammatical rules to the involvement of students' needs and their development of communication skills (Butler, 2011). Littlewood (2007) states that to improve learners' communication skills, sociocultural issues should be taken into account in order to enable students to change their linguistic habits and bring the self into the learning context. Teachers have to engage students in a number of situations that help them to practice and develop their knowledge of linguistic rules, use the language appropriately, and be able to use the language in its different forms (Douglas and Frazier, 2001; Savignon and Wang, 2003); They are encouraged to speak, ask questions and be engaged in critical thinking and discussions.

Similarly, Johnson (2009), influenced by Vygotsky's sociocultural theory, indicated that, in the process of teaching new psychological tools (true concepts) would develop such as opportunities of learning and employing new psychological tools. Moreover, engaging in activities that provide direct experience for them will improve their cognitive abilities. Engaging in classroom interactions has the possibility of creating opportunities for conceptual development especially when learners are engaged in specific social activities and what has been accomplished by engaging in such activities. In this process, according to Johnson (2009), teachers' questions play an essential role in advancing learners' development in an L2 as questions are viewed as productive tools that encourage learners to participate and increase their comprehension. These issues are significant to this study's focus on the impact of teaching methodologies and classroom organization on providing students with opportunities to communicate orally with each other and the teacher during lessons.

Various studies have used the CLT model to understand teaching and learning in the field of higher education. Ansari (2012) studied the challenges encountered by EFL teachers in Saudi Arabian higher education. He found that most of the participants of his study struggled to adopt CLT approaches because of cultural reasons and the fact that the Saudi traditional educational system does not encourage students to participate; they expect the teacher and the textbook to dictate how and what they should learn. Therefore, when they joined higher education they found it a struggle to change their learning style to the CLT approach that involves them and their views, and increases their participation and involvement in their own learning.

CLT stresses the communicative aspect of language learning as communicative competence is the aim of the foreign language teaching. According to Taber (2008), CLT emphasizes the fact that the language should be taught rather than being taught about. It also stresses the functional uses of language in real-life situations presented by the teacher inside the classroom and to be practiced by the students. The teacher presents such real-life situations through a number of activities such as, role-play, pair-work and interviews, and other tasks outside the classroom such as, trips to places where the target language is used for communication or conducting an interview with a target language speaker. The role that language plays in the process of language acquisition for both children and adult learners has been reported and documented as an important activity by many researchers (e.g., Lantolf, 2000; Saville-Troike, 1988; Cook, 1997, 2000; Broner & Tarone, 2001, among others). They follow Vygotsky's sociocultural theory that language play is as an essential activity through which learners in association with others create a zone of proximal development. In this process, learners use and improve their abilities whilst being supported by others (Vygotsky, 1978, 1997). In addition to this, imitation often is ignored in L1 acquisition; it is argued that internalization through imitation involves an active, creative mental process (Lantolf & Thorne, 2007; Speidel & Nelson, 1989; Tomasello, 2005).

To summarise this section, the CLT model is related to Vygotsky's sociocultural theory of language acquisition. Lev Vygotsky believes that learning and development are a combined activity in which cognitive development of learners is achieved in the context

of socialization and education. For learners to learn, teachers should encourage the use of the target language in order for them (the learners) to learn how the target language works in reality rather than merely learning the theories of grammar. Thus, learning is controlled by the learner, not by the teacher. In this way, the learner first interacts with the social environment and then internalizes this experience; such social interaction helps learners to understand concepts that they might not be able to know on their own (Vygotsky, 1978). Following Vygotsky, Lantolf (2000) stressed the need for learners to be engaged in social interaction with others to allow the developing communicative and cognitive functions transfer from being 'interpsychological' to 'the intrapsychological plane' (Vygotsky, 1987). In other words, learners will move from the social to the personal level. Thus, it is, as is argued by Lantolf (2000), an interaction with the environment.

The focus of Vygotsky's theory is on learners as their learning is an individualized comprehension as they build constructs and internalize the knowledge given rather than accepting the information as presented by the instructor. This constructivist approach, offers learners an opportunity to gather, analyze, reflect and comment on the information provided for them.

To summarize, it appears to be difficult to choose one way of teaching over another and would depend on the students' level and the teacher's style of teaching. For example, Prosser et al. (1994) have indicated that teaching styles begin from a teacher-centered style that simply transmit the curriculum to the learners, then using student-focused styles and methods that encourage dialogue between students and themselves. Furthermore, Schweisfurth (2013, 2011) suggests that students from a privileged background (those who have some experience and fluency in language) benefit the most from the student-centered approaches as they are allowed to contribute their experiences to learning. At the same time, teacher-centered approaches could be a good start for students from an under-privileged background as these styles do not require prior knowledge but assume a hierarchical structure of knowledge that all students have acquired before moving to the next hierarchy. In this way, unprivileged students can catch up with the privileged ones.

4.3 Motivation

Generally, motivation can be defined as the aspect of language learning which drives the learners of the target language to learn the language in the first place and either to carry on or to stop learning it. Therefore, investigating learners' motivation may lead to an insight into their unwillingness to participate. Gardner (1985), among others, maintains that motivation is an important element in predicting success in language learning. In order to find out the factors that affect the motivation of foreign language learners, Gardner and Lambert (1959) distinguish between two types of motivation, namely, instrumental and integrative. The former is the one that learners have when their purpose of learning the language is to achieve their practical practices such as good grades, getting a job or promotion, whereas the latter type of motivation is associated with their desire to identify themselves with the target language speech community. Based on such ideas, researchers establish that it is essential for teachers as well as researchers to understand why students want to learn the foreign language (Crooks and Schmidt, 1991)

According to Gardner (2007) motivated individuals are directed towards their goals, attentive, put in more effort, and show self-confidence. Thus, learners of a foreign language who have these elements of motivation will enjoy learning and ultimately they will achieve language proficiency. Similarly, Dörnyei (2005) maintains that motivation is one of the important individual differences that plays a significant role in language learning success as it offers an essential incentive to begin learning and latter to support learners to endure the long and difficult learning process. Therefore, if learners do not have a sufficient amount of motivation, they might not be able to achieve their long-term objectives regardless of how good the curriculum and the teaching method are.

A study on Canadian and American students in a French programme was conducted by Gardner et al. (1979) in order to find out the relationship between motivation and second language acquisition. The results show that Canadian students with integrative motivation were more successful in improving their communication skills than those who joined the programme without such motivation. This type of motivation and its

role in acquiring a second language has similarities with Schumann's (1986) acculturation theory in which the author establishes that learners' success in learning L2 depends on whether they are willing to acculturate to the target language community. According to Schumann (1986) when learners are willing to acculturate to the target language group, they will have more contact with the members of that group which will result in verbal interactions that lead to more successful acquisition of the language. Therefore, how far or close the learner is to the target language group in relation to both cultures and the geographical location, affects their success in second language acquisition, for further information see Chapter 3, Section 3.5.1 above. Based on this assumption, Svanes (1987) conducted a study on foreign students learning Norwegian in Norway to investigate the relationship cultural differences, motivation and acquisition. The results indicate that European and American students achieved the best followed by students from Middle East. The author attributes the results to the fact that integrative motivation of the European and American students was more than that of the other students.

Integrative motivation is not the decisive factor in foreign language learning in all cases; instrumental motivation is also as important as the integrative one. In a study conducted by Warden and Lin (2000), the instrumental motivation outweighs the integrative one. They investigated the relationship between motivation and social contexts for 500 university English language students in Taiwan. The authors concluded that instrumental motivation was more important for the participants than the integrative one. On the other hand, Oxford and Shearin (1994) reported different results. They explored the reason for learning Japanese as a second language by 218 American high school students. According to the results of the study, many students indicated that their motivation was either instrumental or integrative while two-thirds of them reported that neither instrumental nor integrative motivation had anything to do with the reason why they were learning Japanese. Therefore, the authors concluded that motivation is a sophisticated element that cannot be always interpreted as being integrative or instrumental.

In relation to Arab speakers of English, Alsayed (2003) investigated motivation, among other variables, in order to establish its effect on success in learning English as a foreign language. He investigated 50 subjects' IELTS test scores from the British Council Records. After relating the participants' results to a number of variables including motivation, the results of the study showed that instrumental motivation had the highest correlation with achievement in a foreign language when compared with other variables such as, social background and attitude.

4.4 Culture

The cultures of the two languages, that is, learners' L1 culture and the target language culture influence the language learning process. Culture is a concept that needs to be considered carefully as it means different things to different people. It is sometimes viewed as a kind of information signaled by the language not as an aspect of the language itself. For example, Kramsch (1998, p. 127) defines culture as "a membership in a discourse community that shares a common system of standards for perceiving, believing, evaluating, and action". Kormos and Csizer (2008) suggest that in language learning, culture offers a wide and deep context in order for one to determine what is valued and why, whereas Coleman (1997) sees cultural awareness as an important element in language learning as it enables learners to understand and accept the viewpoint of the other and to see their own culture from outside. Therefore, for foreign language learners to be successful in communication, it is necessary to know how to use language with the appropriate cultural knowledge and social behaviours (Hawkins, 2004) without which they may commit cultural mistakes in the actual use of the language. For Genc and Bada (2005), learning a foreign language without knowledge of the native speakers of the target language and their culture seems meaningless for learners. Thus, it would appear that to be able to learn a foreign language effectively, learners must be familiar with the different cultural aspects of the target language.

If the culture of the target language is different to that of the learner, learning will be affected unless the cultural differences are identified and recognized. So, when cultural references that are not in line with learners' culture are removed from texts, learners

may not develop a positive attitude towards the target language group and their culture. Samra (2000) examined two textbooks taught to Lebanese learners of English in order to look into the differences between the cultures of the learners' mother tongue, Arabic and the culture of the target language, English. He found that the theory is different from the application as Arab societies pay great attention to the importance and role of culture in the acquisition of a foreign language, but when it comes to application, they ignore and criticize the foreign language culture. He attributed the reasons to cultural differences as many of the books' contents were omitted or changed in order to agree with the learners' culture. Commenting on this, he argued that "(i)n the case of second language acquisition, taking the good and rejecting the bad does not work" (p. 6). He concluded that there is a contradiction in Middle Eastern societies where there is a strong political and cultural hostility towards the West and the recognition of the importance of English as the language of science and technology. Therefore, according to Samra (2000), in these circumstances, it would be difficult for L2 learners to comprehend, accept and use English which is the symbol of Western culture. However, this is not always the case; Olsson and Larsson (2008) investigated learners' attitudes towards English as a foreign language. The participants indicated that English was important for their future plans and there was no conflict when acquiring cultures other than one's culture so learning a new culture does not require one to abandon one's own culture. This would appear to allay the fears in Arab speaking and Islamic countries in the Middle East of the threat of sacrificing their culture and religion to the English-speaking world.

4.5 Confidence

Confidence is a state of mind. It is something that is not learned the way we learn rules; rather, it is developed through positive thinking, practice, knowledge and talking to other people. It is not a static measure; it can be increased or decreased; that is why sometimes we feel more confident than other times. At the level of education, being unprepared, lack of knowledge and previous failures are factors that may result in a state of low confidence. Such a state plays a role in students' performance in the classroom. In the L2 context, self-confidence has been defined as the general belief

about one's ability to engage in effective L2 communication (MacIntyre et al., 1998) thus, it is a mixture of professed competence and a lack of anxiety.

Peng & Woodrow (2010) conducted an investigation of willingness to communicate (WTC) in Chinese classrooms of English as a foreign language (EFL). The participants were 330 freshmen and sophomore students from one university majoring in non-English disciplines. In order to establish the factors influencing students WTC, they put forward a model that integrates WTC in English, communication confidence, motivation, learner beliefs and classroom environment. The results of the study show that participants' WTC is indirectly motivated through confidence. Moreover, students whose competence is high and their communication anxiety is low are more likely to be willing to initiate communication. Thus, they establish that confidence seems to be one of the most significant predictors of WTC. They also state that cultural beliefs may influence students' WTC through decreasing or increasing their self-confidence. For instance, if learners feel that participating repeatedly may be interpreted as 'showing off' by other learners, they may hesitate to participate and as a result this will reduce their self-confidence. Another study conducted by Hamouda (2013) also highlighted lack of confidence. He investigated the causes of students' unwillingness to participate in English classes at Qassim University, Saudi Arabia. He found that lack of confidence and fear of making mistakes, among other reasons, were the causes of students' poor English proficiency. Fushino (2010) investigated the relationships between a number of factors including confidence in learners' ability to communicate in L2, beliefs about group work and WTC. His participants were 592 first-year Japanese university students. The results show that learners' understanding of the importance of the group work has a strong influence on their confidence in L2 communication. He concluded that variation in learners' beliefs might cause variation in the way they communicate in L2. Liu and Littlewood (1997) argue that more practice in L2 leads to more confidence, and vice versa. They state that students' communication confidence in English and their oral communication competence are interrelated in that they are influenced by the opportunities students get to speak English. They emphasize the fact that when students lack confidence, they avoid speaking English in front of classmates in order not to lose

face or be negatively criticized. Thus, lack of confidence results in avoidance of participation. Yashima (2002) similarly argued that students' self-confidence in L2 communicative competence was essential for their WTC.

The four factors discussed above (teaching methodology, motivation, culture and confidence) not only have a role that affects language learning, their role is vital also in oral communication in foreign language classrooms. The following section (4.5) deals with additional factors that are considered as determinants regarding their influence on oral communication in the EFL classrooms.

4.6 Oral Communication in the Classroom

Active classroom participation played an essential role in learners' success in the target language (Tatar, 2005). When learners are more engaged in participation, their speaking skills will be improved; moreover, when they produce the language they are learning, they are testing their hypotheses about the grammatical rules of the target language (Tsui, 1996). Therefore, classroom interactions are the most appreciated experience as far as learners are concerned. This section is divided into a number of subsections including: classroom management, teacher's role, code switching, shyness encompassing fear of negative evaluation, and exposure to the target language.

4.6.1 Classroom Management

There is no doubt that classroom management influences the learning environment; it could provide an easy suitable atmosphere or, on the other hand, it might hinder students' willingness to communicate. It is controlled by the teacher who is required to think of new methodologies for classroom interaction that focus on techniques which will enable the students to enjoy their classes and give them opportunities to communicate (Ellis, 2008). In such instances, students will be encouraged to learn and develop a kind of self-learning technique.

Hamouda (2013) investigated the reasons why students do not participate in EFL classrooms at a university in Qassim, KSA. The analysis of the results shows that classroom arrangement was one of the most frequent factors that affect students' willingness to participate as 49% of the participants indicate that they feel nervous if they sit in front of the class and 67.92% do not like to be engaged in participation in large classes. Thus, the size of the class is a factor that contributes to students' willingness to communicate. Hamouda (2013) found that many students relate their being reluctant to participate to large class size. Moreover, Dawit and Demis (2015) investigate the causes of students' poor participation in EFL classrooms in Ethiopian public universities. They found that many students (56.7%) attribute their unwillingness to be engaged in the class discussion to the big size of the class and 55% of the participants liked to participate in a small and comfortable class. Similar results were reported by Chau (1996) who maintains that a big class size hinders students from participation as they view the situation as a threatening one that may reveal their weaknesses by making mistakes. Moreover, class time affects students' willingness to communicate; more than 69.81% of Hamouda's participants indicate that the given time for practicing English is problematic as their teachers do not give them enough time to respond to their questions; similar findings have been reported by Abu Alyan, (2013). Because of their language level, students need more time to think and to construct sentences before they speak in the class, therefore, limited class time has a negative influence on students' willingness to communicate.

Al-Seghayer (2014) investigated the major constraints facing English education in Saudi Arabia. He discussed these constraints in a number of areas including: students' beliefs, curriculum and pedagogy. In beliefs constraints, he stated that students do not pay considerable attention to learning English as a subject because it is not directly relevant to their needs; they dedicate their efforts to achieve the least competency required resulting in focusing on memorizing grammatical rules and vocabulary items. In relation to curriculum constraints, he finds that English is taught during four 45-minute periods per week, a time that does not go in line with the English curriculum as some of the materials and class activities cannot be completed in a single lesson.

Moreover, appropriate teaching resources are not available which results in the fact that teachers do not consider the use of teaching aids and depend greatly on textbooks and blackboards. The kinds of textbooks used seem to focus on grammar, vocabulary and reading passages whereas the focus on communicative situations is little which results in the fact that students are incapable to use the language in real situations outside the classroom. Thus, the focus in these classrooms is on knowledge transmission rather than giving students opportunities to practice and use their own styles in learning. In this way, classroom activities and interactions are mainly dominated by the teacher, and thus subscribe to a teacher-dominated transmission model (for more details of this model, see section: 4.2.1 above). Al-Seghayer (2014) notices that the method most employed in teaching English in KSA are centered on the audio-lingual method followed by the grammar translation method. Thus, students are instructed to memorize vocabulary lists and grammatical rules through repetition and the formulaic use of some translated chunks. As a result, students do not pay enough attention to their teachers' teaching of grammar and other aspects.

The point raised by Al-Seghayer's (2014) study related to curriculum constraints which includes the fact that the time is insufficient to cover the curriculum elements. This refers to curriculum overload. Generally, overload is defined as a mismatch between capacity and load (NCCA, 2010). Curriculum overload is interpreted as an imbalance between teachers' capacity to activate a curriculum. Curriculum overload has been reported in a number of countries such as England, Netherlands, Wales, China, the Philippines, Japan, New Zealand and Australia, among others (Majoni, 2017). The main cause of the curriculum overload is considered the size of the curriculum which is caused by the presence of too many subjects or content and learning materials which are considered difficult for learners; time has been considered as inadequate to allow for coverage of the targeted content (Pepper, 2008). In this regard, Majoni (2017) conducted a study to investigate the overloaded curriculum in ten primary schools in Bindura urban, Zimbabwe. The author collected data using interviews with teachers and open-ended questionnaires. The results of the study show that the curriculum is broad to

the extent that it cannot be fully covered in the allotted time. The study also found out that the overloaded curriculum negatively affects the performance of the teachers.

4.6.2 Teacher's Role

The teacher's role is no doubt essential in the classroom, so how students view him or her plays an important role in their desire to communicate. Students may consider it improper to challenge their teachers' views (Aljumah, 2011; Hamouda, 2013); such view might hinder their willingness to communicate. On the other hand, the teacher can be a source of motivation for the students to be engaged in communication inside the classroom especially if she or he encourages them to participate by providing them opportunities to use the language in a communicative way in a suitable learning environment that may increase their desire to be involved in communication (Aubrey, 2011). Thus, it is the teacher's approach that facilitates learning and makes the classroom environment friendly (Şenel, 2012; Zare-ee & Shirvanizadeh, 2014).

In most of the foreign language classrooms the teacher is viewed by students as the expert and is expected to transmit knowledge to them. In this way he or she is not to be questioned. In addition to this, if the teacher is a 'native speaker' of the target language, learners will consider their opinion or utterance a correct, authentic form (Donald, 2010). In this regard learners will feel that their performance in the classroom is constantly monitored (Horwitz et al., 1986). Thus, students' fear of being corrected, according to Donald (2010) will have an impact on their willingness to communicate inside the classroom. This could make them reluctant to interact with the teacher or even to be engaged with other classmates in any kind of academic discussion inside the classroom. As a result, such situations may hinder their communication development and in turn their academic achievement, and as for the teacher, Johnson (1997) states that he or she may form an imprecise view regarding students' abilities such as that they have no capacity for the target language and the desire to learn. The teacher then may provide more opportunities and focus on those students who appear to be more active in classroom discussions, a fact that may increase students' unwillingness to communicate and reticence will be encouraged as students' desire to be engaged in communication is

not enthused (Lee and Ng, 2009). As such, the teacher's role would appear to be vital in learning as it is clear from the studies of Donald (2010) and Johnson (1997).

Therefore, students should be given equal opportunities to participate in order to help them to overcome difficulties such as their low level language proficiency, shyness, or whatever else hinders their willingness to communicate. In this regard, Xie (2011) suggests that if learners' pressure and the monitoring of classroom interactions are eliminated, opportunities for learning would increase as they would be more engaged in discussion of classroom topics. Thus, students' involvement in the discussion is necessary to cause them communicate and ultimately achieve good outcomes, a fact that emphasizes the necessity to focus on learners-centered models especially the CLT as discussed above.

4.6.3 Code Switching

The history of code switching goes back to the 1950s when Uriel Weinreich (1953, p. 73) reported in his work on language contact that "The ideal bilingual switches from one language to the other according to appropriate changes in the speech situation ..., but not in an unchanged speech situation, and certainly not within a single sentence." In this definition the switches inside sentences are ignored as Weinreich indicates that "within a single sentence". According to Grosjean (1982, p. 145), code switching is "the alternate use of two or more languages in the same utterance or conversation". Similarly, Muysken (2000, p. 1) defines code switching as "the rapid succession of several languages in a single speech event". Although there are differences in defining code switching among scholars, Auer and Myers-Scotton propose similar definitions: Auer (1984, p. 1) states that it is "the alternating use of more than one language"; Myers-Scotton (1993, p. vii) defines it as "the use of two or more languages in the same conversation". Woolard (2004, pp. 73-74) uses the term 'language varieties' in her definition of the term 'code switching' which includes switching between dialects of the same language. She states that "Code switching can be defined as an individual's use of two or more language varieties in the same speech event or exchange." Gardner-Chloros (2009) maintained that code switching can be defined as the activity of moving

back and forth between two languages, registers or dialects of the same language which is more prevalent in the oral communication than in the written one. Gumperz (1982, p. 59) provides a more advanced definition: “Conversational code switching can be defined as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems”. Gumperz’ definition of code switching is used and referred to by many scholars with little modification in the use of the term ‘grammatical system’ as they used the term ‘language’. These scholars include: Gafaranga (2007), Bailey (2007), Jørgensen and Quist (2007), Holmes and Stubbe (2004) and Cantone (2007).

In the literature there are two types of code switching that are repeatedly recognized: situational code switching and metaphorical code switching; such dichotomy was first introduced by Blom and Gumperz (1972) which since then has been the point of departure for most of the researchers interested in code switching. The first type, according to Blom and Gumperz (1972, p. 424) is defined as a practice that has “a direct relationship between language and the social situation”; which means that it is motivated by the context: the speakers, the place and the topic. The second type, metaphorical code switching, is used to invoke a kind of relationship between the speakers at a particular point; Blom and Gumperz have established that metaphorical code switching “enriches a situation, allowing for allusion to more than one social relationship within the situation” (1972, p. 409). Thus, code switching is situational when it is used for something that can be seen in the context of the interaction as to change the topic of discussion (Weber & Horner, 2012, p. 87), whereas metaphorical code switching is used to invoke something not directly mentioned in the interaction such as signaling their identity (Weber & Horner, 2012, p. 8).

In foreign language teaching and learning contexts, teachers often employ alternation between learners’ first language and the target language to facilitate the classroom instructions. In this regard, Norrish (1997) states that teachers use code switching when they find the level of the textbooks’ language is higher than that of the learners, or when they find it difficult to adjust their speech to the learners’ level. Thus, code switching can be used as a method of teaching in foreign language context (Cook, 1991); code

switching can be used both by students and teachers. Teachers use it as an effective tool in the different language learning activities and to introduce new concepts or new units, thus, it is a teaching strategy; on the other hand, students employ code switching to assist them in explaining misunderstandings (Kasperczyk, 2005).

Focusing on learners' perceptions of teachers' code switching and the role of code switching in learners' learning success, Ahmad (2009) investigated 257 low English proficient learners in a public university in Malaysia. The results of the study show that participants perceived code switching as an effective teaching strategy as it helped them to enjoy and understand the teachers' input. Once the input is comprehensible, learners will feel less anxious and then they will be more successful in participating in the classroom activities. Supporting this constraint on the use of code switching i.e., to be used with beginners or low proficient learners, Modupeola (2013) investigated the usefulness of code switching in Nigeria. He concluded that code switching does not always act as a harmful element to proficiency in learning a language; it can be viewed as an effective tool or strategy in classroom interactions once the instructor aims to make the meaning clear. However, he emphasizes that in English language learning, employing code switching as a teaching strategy should be marginal to ensure that the target language, English, is given the required prominence.

Low English proficient learners were targeted by Malik (2014) who investigates 200 students in various colleges of Khushab in Pakistan in order to determine whether code switching is a useful teaching strategy for students of intermediate classes. He states that code switching is an effective teaching method especially for students of intermediate classes. He found that code switching is a strong and successful strategy of teaching English to learners with the particular level of his participants.

Code switching in foreign language teaching and learning has been reported by many scholars to be a useful technique in teaching and learning the target language (Edmondson, 2004; Unamuno, 2008; Kiranmayi, 2010 & Alenezi, 2010). Using data collected from a foreign language classroom in a secondary school in German, Edmondson (2004) investigated code switching between the institution language and

the target language that is the medium of instruction. The author found that code switching facilitates learning because the foreign language plays a double role in this situation as being the medium of teaching and the subject to be taught. He established that switching to a common language increases comprehensibility and is an effective pedagogic practice without which communicative problems will arise. The benefits of code switching as a resource for multilingual students were reported by Unamuno (2008). In her study, she investigated the verbal work interactions of students with different linguistic backgrounds in a state primary school in Barcelona in which three languages were involved, namely, Catalan, the official language of the school; Spanish, the language of communication used by students; and English, the target language. She observed that students use the linguistic knowledge that they share such switching between the three languages in order to perform pair work tasks, thus code switching has a facilitative role. A similar finding is reported by Kiranmayi (2010) who investigated the effect of code switching on teaching Arab students on the General Foundation Programme. The author states that code switching is an effective tool in EFL contexts as many students used it as a shared feature that eases their effort to learn English. Moreover, Arab students of the Health Science College in Kuwait strongly preferred the use of code switching between Arabic and English in the academic context as a medium of instruction which has, according to them, no negative influence on L1 or L2 as reported in a study conducted by Alenezi (2010). Negative influence of L2 on learners' L1 and their culture has been investigated in a number of studies through investigating their attitudes towards learning a foreign language.

For example, Al-Saidat (2009) examined the attitudes of 420 Jordanian university students in five Jordanian universities in order to explore their attitudes towards English as a foreign language focusing on three issues: students' attitudes towards learning English, students' attitudes towards English language itself, and the place of English language in Jordan. The results of the study indicated that the dominant attitude is favourable towards learning English, and English language is viewed as useful, enjoyable and important, and that it did not harm the native language of the participants nor the Islamic religion.

Similar to the population of my study, Alam, Hussain and Khan (1998) carried out a research study to explore the attitudes of students, teachers and parents towards English in Saudi Arabian but in public schools. The result of the study showed that the participants had positive attitudes towards English, and English is seen as an important international language that is essential in business, education and communication and did not adversely affect the Arabic language or Islamic values.

As is evident in the above studies (Al-Saidat, 2009; Alam, et al., 1998), learning English is seen positive and has nothing to do either with Arabic as the native language or Islamic values. Instead, in KSA for instance, English was first introduced in education by the Ministries of Education in 1925 (Al-Ahaydib, 1986). According to the National Report on Education Development in the Kingdom of Saudi Arabia (2008, p. 32), the ministry project, in relation to English language teaching, has the following objectives:

1. Emphasis on the applicatory skill aspect in language learning.
2. Investment interactive activities in designing curriculum in a student focused manner.
3. Provide student self-learning opportunities in terms of continuity of university education and mobilize it for the work market in addition to give and take communication with other cultures.

However, regarding teaching English language in universities, as stated earlier the Saudi policy is conflicted between the desire to preserve the local language, Arabic, and the need of communicating in English as a requisite of globalization. This can be discerned in the following statement of Ministry of Higher Education (MoHE) in relation to language policy:

Arabic is the language of instruction in universities. Another language can be used if necessary; however, this should be made by a decision from the council of the university concerned. (MoHE, 1999, p. 17)

However, despite the desire of the MoHE to preserve Arabic language, Saudi universities have introduced English either as preparatory course or as a medium of instruction. King Fahad Petroleum and Mineral University (KFPMU), for instance, was the first to announce the use of English as the medium of instruction in the 1970s (KFPMU, 2010).

Al-Nofaie (2010) examined the attitudes of Saudi teachers and students towards using Arabic in English classes as a facilitating tool in an intermediate school for females. The results of the study showed that the attitudes of students and teachers towards employing Arabic when teaching English were positive. She states that in spite of the teachers' awareness of the disadvantages of the excessive use of Arabic, they employ it in their classes for the students' needs especially with beginners and those of low proficiency, explaining grammatical terms, introducing new vocabulary items or explaining exam instructions.

4.6.4 Shyness

As far as foreign language teaching and learning processes are concerned, most of the foreign languages are learned in classrooms in which learners' performance is constantly evaluated by teachers as well as other learners. This is a frightening atmosphere for shy students because of their desire for approval from others and the fear of being negatively evaluated especially in classes of speaking and listening. In this regard, Watson and Friend (1969) view the fear of negative evaluation (henceforth FNE) as apprehension about others' evaluation and avoidance of situations in which they expect negative evaluation by others. Such a feeling leads them to be afraid of committing mistakes in the target language for which they may receive negative evaluation, so being monitored and watched by others makes them feel uncomfortable, more unconfident and incapable of performing well in the classroom (Price, 1991) and as a result, they will be quiet and reticent. Subasi (2010) investigated the role of FNE in making students anxious; he investigated the sources of anxiety of 55 first year Turkish learners of English in oral communication at Anadolu University. The results of the study showed that there is a positive association between participants' FNE and their

anxiety level, so they were afraid of being evaluated negatively by other in the classroom and as a result they avoided speaking and preferred to remain silent.

The rate of feelings of shyness vary from one person to another; learners who are extremely shy may fail to take up opportunities to make close relationships with peers or meet other similar people; they may also lose the attention of the instructor (Friedman, 1980), and their abilities might be underestimated. If these are identified, instructors can use special strategies to modify their instruction in order to manage these feelings amongst students.

In most cases shyness is seen as a hindering factor in learners that may affect their educational achievement as they are considered as less skilled at expressing themselves and therefore left out from the normal practice of education (Alavinia and Salmasi, 2012). Mohammadian (2013) investigated the effect of shyness on Iranian EFL learners' language represented by 60 students taking English at a private institute. The results of the study showed that there was a positive correlation between shyness and language learning motivation. Similarly, Chu (2008) investigated the interrelationship between shyness, L2 learning strategy use, motivation, anxiety and willingness to communicate among 364 students of English in a private university in Taipei. The results showed that shyness, foreign language anxiety, and willingness to communicate in both Chinese and English were correlated. Students who stated that they are experiencing more foreign language anxiety in their English class showed less willingness to communicate in both Chinese and English. The results also showed that shyness and foreign language anxiety are correlated. Moreover, Dawit and Demis (2015) conducted a study to investigate the causes of students' limited participation in EFL classrooms in Ethiopian public universities. They found that more than half of students (65.7%) attribute their reluctance to participate in the class discussion to the shyness. They believed that their shyness had affected their participation in the classroom discussions.

4.6.5 Language Proficiency

The ultimate objective of most second or foreign language learners is to achieve a native-like fluency (Al-Saidat, 2010). Low proficiency in English language is one of the main reasons for students' unwillingness to communicate in ESL/EFL classes (Hamouda, 2013); about three-fourths of Hamouda's participants indicated that what hinders them from participating in English classrooms is their poor English (see section 4.5.1 above for more details of Hamouda's study). Thaher (2005) maintains that inadequate fluency in English is a kind of struggle for ESL learners; similarly, Zhou (2013) reported that the main hindering factor for students' participation in oral tasks in English classrooms is language proficiency. This low proficiency is tangible in most of the aspects of communication including: pronunciation, vocabulary and grammar. However, grammar is not paid much attention to by researchers as communication can proceed with grammatical errors since meaning is there, whereas the incorrect pronunciation or the lack of vocabulary may stand as an obstacle that will hinder oral communication as will be seen in the following discussion.

For EFL learners, pronunciation seems to be a big source from which stress stems (Hamouda, 2013). In this connection, Al-Saidat (2010) states that for many second language learners pronunciation is the most problematic area, and it is the major source of their speaking difficulties. Learners are afraid of being criticized for their pronunciation errors (Thaher, 2005). Many of the participants of Hamouda's study were worried about their pronunciation especially when it came to speaking in the classroom. 71.7% of them indicated their embarrassment when they commit a pronunciation mistake and as a result the listener does not understand them; they described it as a stressful situation (Hamouda, 2013). Abu Alyan (2013) conducted a study to investigate the communication problems of Palestinian students majoring in English. 20 students and 6 teachers from a large Palestinian university in Gaza participated in his study. Incorrect pronunciation, among other factors, was found to be one of the main oral communication problems that students encountered. He concluded that students have pronunciation problems in using stress, intonation patterns or in pronouncing some

words, which result in keeping silent; they do not want to participate. He adds that pronunciation is viewed as an obstacle that can hinder students' fluency.

Low proficiency is also caused by the lack of vocabulary. It is believed that a good inventory of vocabulary and knowledge will lead to good speaking and comprehension, so students with little vocabulary will have difficulty in expressing their ideas and feelings in that language. Therefore, lack of vocabulary constitutes a serious problem for learners of a foreign language (Abu Alyan, 2013). Hamouda (2013) found that lack of vocabulary, among other factors, is responsible for students' unwillingness to communicate. Not having enough vocabulary causes them a lot of trouble as they feel nervous when attempting to speak in English. So, they prefer to be silent listeners rather than active participants in oral English classrooms. This has been confirmed by Rabab'ah (2005) who established that one of the causes of the communicative difficulties encountered by Arab learners of English is the fact that they often lack the necessary vocabulary when speaking or writing, so they will be unable to express themselves freely.

4.6.6 Exposure to the Target Language

Humans are born with an innate ability that enables them to acquire the language to which they are exposed. In language acquisition field, it is known as language acquisition device (LAD) (Chomsky, 1965). In order to begin its function, LAD needs input which is obtained from the language the individual is being exposed to. Thus, no acquisition takes place without enough exposure to the target language whether first or second language. Therefore, the amount of exposure to the input, language, plays an important role in learners' level of fluency. The more language input learners are exposed to, the greater will be their proficiency. Research and theory on second language acquisition show that learners' linguistic development is related to the amount of exposure to the target language. This is referred to by Krashen (1982) as 'comprehensible input'. According to the comprehensible input hypothesis, the best type of input is that has $i+1$ feature, where 'i' stands for 'interlanguage' and +1 means little higher. In other words, the level of input should be little higher than the

interlanguage of the learners, neither too big, nor too small (Brands, 2011). In this way learning takes place, so teacher should be aware of the correct amount of input to which learners are exposed. If not chosen carefully, input may stand as an obstacle that will hinder learners' progress and development.

According to theories of language learning, such as those of Postovsky (1974), Asher (1977) and Krashen (1982), learners must receive large amounts of comprehensible input before they begin to use the target language, thus learners' exposure to the language they are learning determines, among other things, their success in the that language. In places where the target language is not used for communication outside the classroom, teachers shoulder the burden of the comprehensible input, so they have to provide students with an appropriate amount of input and maximize their exposure to the target language.

4.7 Conclusion

In this chapter I have surveyed a selection of literature related to students' willingness to communicate in English as a Foreign Language (EFL) classrooms pointing out the factors that influence students' desire to (or not) have a role in oral communication. Such factors include: the classroom environment, teaching methodologies, motivation, culture, shyness, etc.

Teaching methodologies are discussed under two main models: Teacher-dominated models and learner-centered models. Teacher-dominated models pay much attention to the teacher's role as being the cornerstone of the whole education process and the course material; they test the ability of the teacher and the suitability of the material by monitoring the students' achievements. In other words, they focus on input and output ignoring what goes on in between, the learner and the learning process. While the teacher is the main actor in the teacher-dominated models, learner-centered models acknowledged the teacher's role but played it down and focus on the learner and consider them the cornerstone of the learning process, how input is processed by learners and why certain learners are better than others at language learning although

they have the same input, thus they focus on the factors that may influence learning such as the social factors. Vygotsky believes that learning and development go together as the cognitive development of learners is achieved in the context of socialisation and education. Therefore, their social interaction is very essential for their learning process. Moreover, when students are motivated, they are likely to be more engaged in the learning process, so it is essential for teachers to motivate them in order to improve their performance and academic achievements. Culture and confidence also play important roles in language learning; some cultural beliefs may hinder learning such as the fear of committing errors and the way learners view their teachers and the topics being studied and when they lack self-confidence they do not engage or communicate with their teachers which, in turn, reduces their communicative abilities and negatively affect their achievements.

Inside the classroom, a number of variables have been discussed in this chapter in relation to students' willingness to communicate. For example, the time allotted to each class and the number of students have been seen as important factors that when short and high respectively affect the learning process as students will have little opportunities to discuss or be engaged in participation. Teacher's role in selecting or ignoring some students for class activities and choosing topics of interest is one of the factors that affects students' willingness to communicate and as a result their academic achievements. While factors such as using Arabic besides English (code switching), students' level of proficiency in English and the amount to which students are exposed to the target language, when great, improve students' oral communication, shyness plays a negative role which is attributed to a number of factors like psychological states of the students, certain cultural beliefs and the huge number of students inside the classroom.

Chapter Five:

Methodology

5.1 Introduction

This chapter presents the methodological choices of the research. The chapter consists of ten major sections, namely, the philosophical underpinnings of the research paradigm including the ontological and epistemological considerations. This is followed by a discussion of the methodological approaches that include qualitative and quantitative methods. Moreover, the case study and the sample of this study are discussed in this chapter. The following two sections discuss the data collection instruments and data analysis strategies. Finally, the research ethics and limitations are explained before concluding the chapter.

5.2 Research paradigm

Weaver and Olson (2006, p. 5) define the concept of ‘paradigm’ in research as “the patterns of beliefs and practices that regulate inquiry within a discipline by providing lenses, frames and processes through which investigation is accomplished”. Additionally, Maxwell (2005) states that ‘paradigm’ is a set of very general philosophical assumptions about our understanding of the world and about the nature of reality. Therefore, choosing a paradigm is essential in research. In this regard, Easterby-Smith et al. (2008) state that if one falls short in thinking on philosophical issues (paradigm) in his/her research, it can seriously affect the value of the research itself. For this reason, prior to conducting any research one has to think about the underlying philosophy of the research when deciding on the research design. Choosing a research paradigm involves deciding about the ontological basis of the study. Ontology deals with what is ‘reality’; the nature of ‘being’. This refers to the ways in which reality is

constructed which means how things really are and how things really work. It is a theory about the nature of social entities (Bryman, 2012). The research paradigm also involves thinking about epistemology which is the theory of knowledge, what can be known and how it can be known; and the nature of the relationship that exist between the researcher and the researched. Thus, it relates to how the researcher views the social world and what constitutes knowledge in it. Together these influence the methods of the research process. Therefore, it is necessary to understand ontology and epistemology in deciding the most suitable paradigm for this research project. These are discussed in further detail below.

5.2.1 Ontology

An important aspect of research is to understand the nature of the things being investigated. The ontological question, therefore, is what the form is and nature of reality and then, what is there that can be known about it and how can we know it? (Lincoln & Guba, 1994). In defining ontology, Saunders et al. (2007, p. 108) argue that it is a theory concerning the nature of social phenomena as entities. Historically ontology has two main strands, namely, objectivism and constructionism.

Constructionism is subjective; it involves the idea that reality is socially constructed and involves human action in relation to the social world. That is to say, people's social life is influenced by their social interactions and beliefs. Saunders et al. (2007, p. 108) maintain that subjectivism refers to the idea that social phenomena are shaped from perceptions of people's actions. Constructionist researchers are interested in how people think, feel and communicate. In addition, they focus on understanding the different constructions and meanings of social phenomena and map them onto people's experience (Bahari, 2010). Therefore, researchers' views of the phenomenon being approached are based on those of the participants; in order to understand and get enough details of what participants believe, the researcher in this philosophy has to conduct the research in the place where participants live and work (Creswell, 2013).

Objectivism, on the other hand, subscribes to the view that social phenomena and their meanings have nothing to do with social actors; they exist by themselves and independently from people (Bryman, 2012). Objectivists believe that the social world is concrete and as real as the natural world.

This research adopted a constructionist ontology because I was interested in how students experience, feel and think about communicative interactions within the English language classroom.

5.2.2 Epistemology

Epistemology, according to Bryman (2012), is the theory of knowledge and concerns what is considered as acceptable knowledge in a certain discipline. In the same way, Saunders et al. (2007) believe that it is a branch of philosophy which investigates the nature of knowledge and what makes acceptable knowledge in a particular discipline. What can be inferred from Bryman's and Saunders' statements above is that epistemology is concerned with what should be considered as acceptable knowledge in a particular field of study. Philosophically, epistemology is divided into two main approaches, namely, positivism and interpretivism.

Interpretivism is based on the principle that knowledge is inter-subjectively made; it is therefore aligned with constructionist ontology. This paradigm is grounded in the view that people's actions are meaningful and are to be interpreted within the context of social practices. According to Saunders et al. (2007, p. 106) interpretivism is an epistemology that is "necessary for the researcher to understand differences between humans in our role as social actors". It regards our world as being constituted in one way or another depending on the way we view it. Therefore, research is influenced by the researcher's own perspectives and values, which, in turn, are influenced by the social context. The context also plays an essential role in determining the participants' standpoint about reality (Bryman, 2012), thus it can be said that reality is interpreted according to the way people make sense of their world. I adopted this philosophical epistemological stance, interpretivism, as I was attempting to understand and interpret

the communication difficulties experienced by students in EFL classrooms, through the participants' view; the way they see and experience it.

Unlike interpretivism, positivism assumes that there are social facts existing with an objective reality separate from the beliefs of individuals. According to positivists, there is a clear-cut relationship between things and events in the outside world and people's knowledge of them (Staiton-Rogers, 2006). Thus, knowledge in this paradigm is autonomous and can be discovered and described through the use of the suitable methods and techniques by the researcher whose role in this kind of research is as an outsider. He or she must be independent using experimental methods to test a theory or hypotheses to develop or refine some general rules of nature. This paradigm is quantitative in nature as its research methods involve large-scale study using a representative sample, formal questionnaires for which statistical analysis is used (Bahari, 2010).

5.3 Methodological Approaches

In the realm of research, there are two main approaches to collecting and reporting information, namely, qualitative and quantitative approaches. The former focuses on understanding the phenomenon being studied from a closer perspective whereas the latter examines the phenomenon from a large number of people using survey methods. In the next section I provide a brief description of each approach highlighting the way data are collected in each of them.

5.3.1 Qualitative Method

The qualitative approach involves mainly exploratory research. It is used to achieve an understanding of reasons underlying phenomena and relies on opinions, perceptions, and motivations. It describes the phenomenon in a deep, comprehensive manner providing insights into the problem that help to build theories. As such, it is an inductive approach (Saunders et al. 2007, p. 17). Bryman (2012) maintains that qualitative research normally emphasizes words and meaning rather than quantification

in the collection and analysis of data. It uses unstructured or semi-structured techniques for data collection including focus groups, individual interviews, and observations. In most cases, the sample size is small because carrying out such a research requires many resources and much time. The qualitative research approach allows the researcher to understand the meanings of the phenomenon being studied within from its natural setting through various sources of evidence (Denzin & Lincoln, 2003). The qualitative research method is associated with a constructionist ontology and an interpretivist epistemology. The small scale and context-specific nature of qualitative studies make it harder for the researcher to be able to generalize across larger populations.

5.3.2 Quantitative Method

The quantitative approach focuses on describing the phenomenon being studied across a larger number of people or situations, and through this, it becomes possible to identify characteristics across groups or relationships. The quantitative approach focuses on collecting numerical data. When the sample size is large, it becomes possible for the researcher to apply statistical techniques in order to recognize overall patterns in the relations of processes. The large samples characteristic of this approach enables the research to generalize the results over large numbers of the population. In this kind of research, strategies of data collection include surveys, experiments and questionnaires that produce statistical data. As such, the quantitative method is associated with an objective ontology and a positivist epistemology.

The methodological approach adopted in this research study was qualitative in nature as it allowed me to obtain descriptive information on variables not easily accessed through quantitative methods. For example, by using semi-structured interviews and focus groups I obtained in-depth and descriptive information. The qualitative approach provides a way to view the phenomenon from the inside, i.e. from the point of view of the participants. Since the focus of the research is on investigating learners' and teachers' perspectives on the quality and nature of oral communication in lessons, based on their personal experiences, the qualitative approach is considered suitable for this study.

5.4 Case Study

In spite of the fact that there is no single definition of the term ‘case study’, case study research has long occupied a prominent place in a number of disciplines and professions including psychology, anthropology, sociology, political science, education, clinical science, social work, and administrative science (Mills et al, 2010). In the social sciences, a case study is a research method that entails an in-depth examination of the phenomenon of the study (the case), as well as its related contextual circumstances. The ‘case’ being studied may be an individual, organization, event, or action, existing in a specific time and place, a fact that is highlighted by Ragin (2005, p. 2) who points out that the least necessity for any research to be a case study is an “analysis of social phenomena specific to time and place”.

According to the literature the definition of the term ‘case study’ has been problematic. For instance, John Gerring (2006, p. 17) in this has suggested that the term is “a definitional morass... Evidently, researchers have many different things in mind when they talk about case study research”. Thus, it is necessary to survey some of the generally agreed principles related to the definition of the term ‘case study’. One of the most well-known supporters of case study research, Robert Yin, defines it as:

[A]n empirical enquiry that investigates a contemporary phenomenon in depth and within its real life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2014, p. 16).

According to Yin’s definition, case studies are used to make available a level of detail description and understanding of the phenomenon that provides a source for a thorough analysis of the sophisticated nature of that phenomenon. Robert Stake, another champion in this approach, establishes that the case study “is defined by interest in an individual case, not by the methods of inquiry used”; he adds “the object of study is a specific, unique, bounded system” (2008, pp. 443, 445). Similarly, Gerring (2004, p. 342) defines case study as an “in-depth study of a single unit (a relatively bounded phenomenon) where the scholar’s aim is to elucidate features of a larger class of similar

phenomena”. Furthermore, an explanatory definition is offered by Gary Thomas in which he identifies the areas in which case studies are applied and emphasizes the holistic nature of the case studies that allow researchers to obtain meaningful characteristics of real-life events, so he maintains that

Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame - an object - within which the study is conducted and which the case illuminates and explicates. (Thomas, 2011, p. 513)

Therefore, it can be said that the case study is an intensive study of a single constituent carried out with an aim to generalize the findings across a larger set of units.

The aim of the case study approach has been to gain an understanding of a large set of units through the analysis of a single similar unit. To attain such an aim, it has sought to build upon a theory, to theorize a new one, to defy an existing theory, to explain a situation, to offer a foundation in order to apply solutions to situations, to explore, or to provide description of an object or phenomenon. Moreover, case studies tend to explain existing theories especially in social science where the research is thorough and influential one. Gerring (2004, p. 349) reports that case studies “enjoy a natural advantage in research of an explanatory nature”. Thus, he argues, case studies are a better approach in doing an explanatory research than in a confirmatory research.

Another advantage of using case studies is when the study reflects on depth of the research rather than its width. Gerring (2004, p. 347) states that it is because of their narrow width that “case studies often produce inferences with poorly defined boundaries”, hence a kind of limitation. At the same time, it provides a depth of analysis of the phenomenon which is based, according to Gerring, on the high level of “the detail, richness, completeness, wholeness, or degree of variance that is accounted for by any explanation” (Gerring, 2004, p. 348).

To sum up, case study offers a thorough in-depth contextual analysis of a limited number of events and their relationships. It has been in a number of disciplines including social science in which it investigates contemporary real-life situations. Thus, its focus on real-life, contemporary, human situations and its ease of access are some of the major advantages of adopting a case study method.

Having become aware of the above strengths and advantages of using case studies as a research method, I adopted case study as a qualitative approach in my project. It allowed me to have an in-depth analysis of how students view their problem of poor oral communication in English classrooms, which, in turn, enabled me to establish the possible reasons behind this phenomenon. The 'case' in this study was the students' oral communication in EFL classrooms.

5.5 Sample

This study has aimed to investigate the reasons behind Saudi students' lack of oral participation in English classrooms at City University, KSA. It also aims to explain the influence of teaching practices on students' willingness/unwillingness to participate. The sample of the study is a purposive one.

For the focus groups, the selection of participants is a maximal variation type of purposeful sampling Creswell, J. (2008) in which the individuals or cases that are sampled by the researcher are selected according to different variables such as age or gender. However, for the individual interviews, the opportunistic sampling is considered which is used after the research has already begun. It is useful in discovering new factors that might be helpful in answering the research questions (ibid).

Participants were selected from three English classes studying English language as a major. They were BA students in their third year, third semester. They had been selected because of the fact that they, at this stage, would have completed a number of different courses from the BA study plan.

The total numbers of participants were 33. Thirty students constituted the five focus groups: six in each group, whereas, three teachers who have taught those classes had been chosen for the individual interviews. In addition, two students from the focus groups were considered for individual interviews, see Figure 5.1 below.

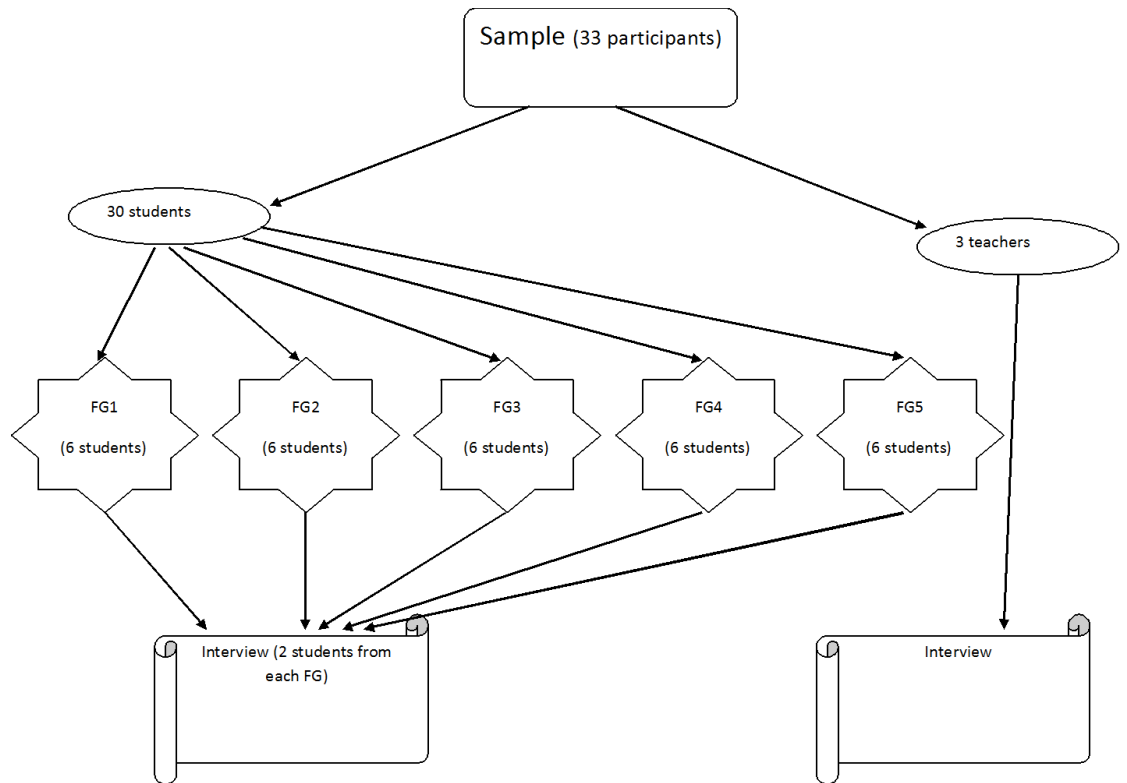


Figure 5.1: The Sample of the Study

Focus groups were conducted in Arabic, the mother tongue of all participants, which allowed them to speak freely without any unwillingness to participate that might arise from using a foreign language. This data was translated into English and verified by a fluent bilingual Arabic-English speaker. However, for the interviews of the teachers, English was the medium as they are fluent speakers of English. The time given to each focus group ranged from 45 to 60 minutes whereas for each interview it was from 20 to 30 minutes.

5.6 Data Collection

Data collection is not an easy task especially when it comes to choosing the best method of collection as O’Leary (2004, p. 150) puts it “Collecting credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another”. Thus, selecting the appropriate data collection method depends on the research objectives and advantages of the selected method. This is discussed in the next section.

5.6.1 Data collection methods

The data collection instruments for this study include focus groups and individual interviews.

5.6.1.1 Focus groups

Focus groups are small groups discussion conducted by a trained leader, known as moderator, to learn more about participants’ opinions on a particular topic. The term ‘focus groups’ has been defined by Beck et al as “an informal discussion among selected individuals about specific topics” (Beck et al. 1986, p. 73) whereas for Powel and Single, a focus group is “a group of individuals selected and assembled by the researchers to discuss and comment on, from personal experience, the topic that is the subject of the research” (Powel & Single, 1996, p. 499). The sessions of the focus group should be conducted in a natural setting and be carried out in a relaxed manner. The discussion should be tape-recorded. In addition to the participants and researcher, a note taker is invited to observe and take notes.

Focus groups involve two types of interactions: one which is held between the group of participants with the researcher, and the interaction of the participants with each other; this way of data collection distinguishes the focus group from the one-to-one interview. It is also necessary to distinguish focus groups from group interviewing. In the focus group interview, the emphasis is on the interaction within the group which is based on

topics provided by the researcher whereas in group interviewing the emphasis is on the questions and responses between the researcher and participants (Morgan, 1997, p. 12). The characteristic of focus groups is the “explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group” (Morgan, 1997, p. 2).

The number of participants in the focus group varies from six to ten and rarely more than twelve (Wilkinson, 1998) with an average of eight. In general, the size of the group discussion needs to be “. . . small enough for everyone to have an opportunity to share insights and yet large enough to provide diversity of perceptions” (Krueger and Casey 2000, p. 10). If the number is less than six, it may be difficult to carry on a discussion; at the same time, if the number of participants is more than ten, there will be diminished opportunity for each participant to participate in the discussion and thus it becomes hard for the researcher to manage the discussion. However, the number of participants will be dependent on the aim of the research, topic of discussion, type of participants and the level of details required (Stewart and Shamdasani, 1990; Morgan, 1997; Bloor et al., 2001). There has been a trend to use mini-groups with four to six participants. In this regard, Fern (1982) notes that the number of ideas produced by a small group did not increase as the group size increased. Morgan (1992) views the choice between small groups and large groups differently. He connects the choice to the type of the topic being at hand; if the topic is an emotional one, a small group choice would be more appropriate as it results in higher levels of participant involvement and gives each participant more chances to discuss their opinions and experiences. For a neutral type of topic, a large group is more fitting as it produces lower levels of participants’ involvement, and as a result in both cases when connecting the choice of the group size to the type of the topic, it becomes easier for the researcher to manage the active discussion.

Considering focus groups as a data collection method provides the researcher with many of the advantages of qualitative studies. They offer a great amount of deep insight into motivation, attitudes, feeling and behaviour that cannot easily be obtained by quantitative methods alone. Unlike the experimental settings of quantitative surveys, the

focus groups discussions replicate participants' natural social interaction in which participants find the environment of the focus group comfortable and enjoyable. Such an informal environment put people at ease to and encourages them to express their views freely and frankly. Thus the focus group environment positively influences participants' willing to contribute to the discussion (Hennink, 2007). The time factor is an important characteristic of focus groups. The time consumed in a focus group is short if compared with the total amount of time used in interviewing each of the members individually. As a result, within a short period of time, a large amount of data will be generated from participants' various views, opinions and experiences about the topic of discussion. Another strength of focus groups comes from less involvement of the researcher in the discussion; therefore, participants will be able to build on the responses of other group members, which may trigger a number of new responses and insights about the topic at hand. Moreover, they react to the comments made by others on their opinions; such a reaction may result in reflection, refinement of justification of certain points providing a deeper insight into the topic being discussed (Hennink, 2007).

As is the case with all research methods, there are also limitations in using focus group discussions. For instance, a group setting is not always perfect for encouraging free expression. In certain cases, the group may slow down discussion. In spite of the fact that members of the group encourage each other in the focus group discussion, there is a risk of the domination of some members over the discussion either due to a hierarchical position of that member or strong personalities. This may hinder other members from participating or keep them silent listening and showing agreement with the views of the dominant person. They may simply agree to each other's views because of social pressure or feeling discomfort in the group and result in little involvement in the discussion. Another reason that may inhibit participants' involvement is the setting of the group, which provides limited opportunity for confidentiality. In this regard, David and Sutton (2004) suggest that lack of confidentiality may have a negative impact on participants' contributions and as a result, they may hold back certain information within the group. Moreover, the group size is relatively small and purposively chosen, a fact that makes it not possible to generalize the results to a larger population.

Focus groups discussions allowed me to build up an understanding of why participants feel the way they do about the students' oral participation in English classroom. As for the participants, such a technique offered them an opportunity to explore each other's reasons for holding a certain view. It helped me to gather a wide range of views in relation to the topic as members qualified and modified their views when listening to other members' views, and more importantly, they raised an issue that they were not be aware of. Thus they would be able to raise their awareness and engage with the issue from their points of view. Another aspect that was valuable in using this technique for my data was that I had realistic accounts of what participants think about the problem being investigated because participants argued with each other and challenged each other' views and ultimately each participant thought about and revised their views.

Focus Group Sample

I conducted five focus group discussions in order to have a variety of views and experiences in relation to students' poor oral participation in English classrooms as this number is common in most projects (Morgan, 1996). For each group, I was intending to include six students as participants; however, I had invited 8 participants for each focus group discussion, so in case of some of them could not attend, I would have no difficulty in conducting the session. For each session, I had a trained note taker to observe and record any paralinguistic behaviour by participants in case such behaviours provide any kind of information that help in the analysis, and he transcribed the whole session's data. Each participant was given a code indicating their number in the group and the alphabet code of the group itself. For instance, Focus Group 1 consisted of participants 1 to 6, Focus Group 2 consisted of participants 1 to 6 and so on; so, FG1-3 meant that this participant was number 3 in Focus Group 1, see Figure 5.1 above.

Choosing focus group discussions as a source of data was very helpful in my study. It provided me with new insights, and new factors affecting students' willingness to communicate in English classrooms. Such factors were the basis of a number of questions that will be used in the interviews.

5.6.1.2 Interviews

Holliday (2007, p. 6) states that “the realities of the research setting and the people in it are mysterious and can only be superficially touched by research”. In qualitative research, the interview is an important tool of data collection. Interviews are a systematic way of talking and listening to people for certain purposes. According to Maxwell (2005, p. 94), interviews provide “a valuable way of gaining a description of actions and events – often the only way, for events that took place in the past or ones to which you cannot gain observational access”. Thus, an interview explores the views, experiences and attitudes of participants in relation to the topic of the research which is difficult to gain directly from other methods of data collection. Heller (2008) states that interviews are useful in a number of ways, among which, understanding people’s life track and social positioning, and they are important sources of accounts that allow quick looks into the values and beliefs of people. Furthermore, Kvale (1996, p. 30) describes interviews as “descriptions of the lived world of the interviewees with respect to interpretations of the meanings of the described phenomena”. Interviews in this research will help find declarative data on language use and represent authentic communicative situations in which naturally occurring talk takes place. The following sub-sections discuss data collection from three types of interviews, including structured interviews, semi-structured interviews and unstructured interviews.

Structured Interviews

This type of interview is also known as a standardized interview. The aim of this technique of data collection is to ensure that each interviewee is presented with exactly the same questions in the same order. Corbetta (2003, p. 269) describes this type as interviews “... in which all respondents are asked the same questions with the same wording and in the same sequence”. Structured interviews have a tendency to favour certain kinds of questions, namely, questions in which interviewees are limited to a set of responses predefined by the researcher, otherwise known as closed questions. Regardless of the nature of the topic and the place where the interview is conducted, the procedure is designed to ask all of the interviewees the same set of questions, each

having a limited set of response categories (Fontana & Frey, 2005). Many researchers believe that these closed questions result into more accurate data and a more definitive analysis (Yin, 2011).

In structured interviews a detailed interview guide is used which allows the researcher to have control over the topics and the format of the interview, and as a result, there is a common format that facilitates the tasks of analysis, coding and data comparison. This constitutes one of the strengths of the structured interviews. However, structured interviews have some weaknesses. For instance, they stick very much to the interview guide and that may cause difficulty for the interviewer to probe for relevant information, and participants may not understand the question and be unable to answer it, or they may not receive sufficient information to provide an answer for certain questions. Consequently, participants may interpret the questions in different ways.

Semi-structured Interviews

Semi-structured interviews are frequently used in qualitative research. Unlike the structured ones they are non-standardized and more flexible. In semi-structured interviews the interviewer asks a number of open-ended questions to probe deeply into the phenomenon in order to obtain views, opinions, experiences and thoughts about the subject (Gall et al, 1996). There also is a possibility for new questions to emerge during the interview and the researchers have the chance to explain certain questions that might be confusing or ambiguous for the participants (David & Sutton, 2004, p. 87). The advantages of using semi-structured interviews are manifested in the fact that the interviewer can probe deeper into the topic of the interview; he or she asks more detailed questions and not stick to a fixed number of preplanned questions as is the case with structured interviews. Moreover, the interviewer has the opportunity to paraphrase and explain the questions for the interviewees, if necessary. On the other hand, this role of the interviewer may result negatively in the gathered data. This happens if the interviewer lacks the required experience to probe deeply into the situation or is somehow unable to control the questions of an open-ended nature.

The semi-structured type of interview was used in this research because they were flexible, i.e. neither fully fixed nor fully free. It allowed me, as the interviewer, to modify, restructure, and elaborate on particular questions depending on the direction of the interview. Such type of interview begins with some defined questions, but continues in a conversation-like style. I carefully designed a set of questions to elicit information related to students' participation in English classrooms. This included asking the participants questions about a wide range of issues including classroom organization, classroom management, pedagogical approaches (teaching and learning) use of materials, attitudes, behaviours as well as socio-cultural factors that facilitate and/or prevent effective communication in EFL classrooms.

Unstructured Interviews

Unstructured interviews can be defined as a way to understand the complex behaviour of people relying on social interaction between the researcher and the participants in which neither the question nor the answer are predetermined (Minichiello et al, 1990). Although the researchers usually have certain topics in mind that they hope to cover in the interview, they come to the interview with no predefined theoretical framework, and thus no hypotheses and questions about the topic of the study. Rather, they have conversations with participants and produce questions in response to the interviewees' talk. Unstructured interviews proceed in a way similar to that of everyday conversations, and tend to be informal and open-ended in which the interviewer's control over the conversation is minimal. However, the interviewer will try to support the participants to connect their experiences and views to the topic under investigation (Burgess, 1984).

Unstructured interviews enable the interviewer to focus on the participants' talk on a particular topic of interest, and may offer the interviewers a chance to test out his or her preliminary understanding, while still allowing for plenty of opportunity for new ways of seeing and understanding to develop. Moreover, unstructured interviews can be considered as an important preliminary step towards the development of more structured interview guides. However, the interviewer may find it difficult to decide on

what to look for in the interview or what direction to take the interview and moreover the researcher may not gain data that is relevant to the questions of the study. Another disadvantage is that these interviews can be inappropriate for inexperienced interviewers who might be biased and ask inappropriate questions. Also, interviewees may talk about irrelevant topics, thus creating a problem for the researcher in processing the data collected. In spite of the fact that they can generate detailed information and provide in-depth understanding of a subject, they are not used much, compared to semi-structured ones.

5.6.2 Quality Data Criteria

The criteria that should be considered by researchers in conducting qualitative research have attracted the attention of many researchers. The most notable work was by Guba (1981) who put forward four criteria that should be followed by researchers in quest for a trustworthy study, namely: credibility, transferability, dependability and confirmability.

1. Credibility is the internal validity in which researchers try to make sure that their study examines what they have planned for. In this regard, Lincoln and Guba (1985) argue that it is an essential factor for attaining trustworthiness. To do so, Shenton (2004, pp. 64-69) suggests a number of provisions that may be made by researchers in order to develop confidence that they are appropriately carrying out their study. Such provisions include: the adoption of well-established research methods, the development of an early familiarity with the culture of participating organizations, random sampling, triangulation, tactics to help ensure honesty in informants, iterative questioning, negative case analysis, frequent debriefing sessions, peer scrutiny of the research project, the researcher's "reflective commentary", background, qualifications and experience of the investigator, member checks, thick description of the phenomenon under scrutiny, and examination of previous research findings.

2. Transferability is the second criterion that researchers have to take into account. While credibility is an internal validity, transferability is an external one in which

researchers seek to ensure that their research findings are applicable to other situations (Merriam, 1998). Thus, it is the task of the researcher to provide adequate information about the context of the organization being investigated in a way that other researchers and readers can make such a transfer (Lincoln & Guba, 1985).

3. Dependability is the third criterion that researchers should consider when doing a qualitative study. They should provide some procedures to show that their findings are somehow similar with those of the previous similar work conducted in the same context, using the same methods and participants.

4. Confirmability: researchers here are advised to confirm and make sure that the outcomes of their studies are nothing but the results of views and experiences of the participants which are clear from any influence made by the researcher. In this connection, to lessen the researcher's bias, triangulation method plays an important role as two sources of data are incorporated.

5.6.2.1 Triangulation

In this research project, I used a triangulation method of data collection, a procedure that involves more than one method for data collection. It is a powerful technique that facilitates the validation of data through cross verification from two or more sources capturing different dimensions of the same phenomenon (Risjord et al., 2001; Casey & Murphy, 2009). More precisely, it refers to the application and combination of several research methods in investigating the same phenomenon (Bogdan & Biklen, 2006). A single method can never adequately shed light on a phenomenon being investigated; instead, using more than one method can help me facilitate deeper understanding of that phenomenon.

There are two types of methodological triangulation known as the 'across method' and the 'within method'. Studies that use the across-method combine both quantitative and qualitative data collection techniques (Casey & Murphy 2009). Whereas in the within-method researchers use two or more either quantitative or qualitative data collection

procedures. For example, qualitative data may be collected by using participant observation and interviews (Thurmond, 2001; Casey & Murphy 2009). As far as this research is concerned, the within-method was adopted as I used two qualitative data collection procedures: Focus Group Discussions and Individual Interviews. Therefore, by combining these two methods, I overcame the gaps that might come from using a single method of data collection.

5.6.3 Researcher's Role

Whether interviews or focus groups, the role of the researcher is important. In other words, to be an insider or an outsider may have negative consequences. For example, if the researcher is an outsider, subjects may behave carefully or artificially especially when they know that they are being observed and their speech is recorded or noted (Nortier, 2008, p. 44; Lanza, 2008, p. 76). Whereas, in the case of being insider, subjects may not be serious enough to answer the researcher's questions or even participate in the discussion held in the focus group sessions. However, in this regard, Ulin et al. (2005, p. 72) argue that the researcher has to decide whether to act as an insider who looks at events from participants' perspectives, or an outsider who evaluates events from his or her own perspective, or somewhere in between depending on the purpose and the nature of the research. In this study, I am first an insider because I live in the community of the participants and taught in their institution; I know most of them. A number of advantages of being an insider researcher have been pointed out by researchers including speaking the language of the participants and understanding the social and cultural values. Moreover, being an insider eases getting permission to conduct the research and arranging interviews (Coghlan, 2003 and Herrmann, 1989). On the other hand, disadvantages exist. For example, role duality in case of the researcher is working in the organization he or she studies; s/he has to play the role of the researcher while participants may see him or her, for example, as an instructor only. Another disadvantage is that the researcher may know the way participants think including their views and opinions on the phenomenon being investigated; participants may assume that the researcher already knows what they want to say. In addition, they

may not act seriously and consider the situation to be informal (Sikes & Potts, 2008; Smyth & Holian, 2008).

In my research I occupied both the insider and outside position. Although, I was familiar with the institution and the staff, I maintained an objective approach to my research.

5.7 Data Analysis

Grounded theory developed in 1967 by Glaser and Strauss (Lingard et al., 2008) focuses on how to generate theories concerning social phenomena; in other words, it is designed to build up higher level understanding which is 'grounded' in, or resulting from, a systematic analysis of data. This theory is applicable when the aim of the study is to clarify a process not to test or prove an existing theory. According to Kennedy and Lingard (2006), a key feature of the grounded theory is its iterative study design which involves a sequence of concurrent data collection and analysis in which analysis leads to the next sequence of data collection. In this study, each focus group session led and shaped the next session. On the other hand, focus group sessions informed the researcher about important areas to focus on in the interviews. After data has been collected, text coding, and emerging categories and themes will be identified. In this process the quest for theory begins with first line of the first interview that one codes taking a small chunk of the text where line-by-line is being coded in order to identify concepts and key phrases. Then, another chunk is taken and the process will be repeated again and so on. This process is called open coding or initial coding. The next step entails more theorizing in which examples of concepts are put together to see how each concept can be linked to a larger concept which involves another important principle in grounded theory in relation to data analysis is the constant comparison in which certain issues in the data being collected are compared with other already existing examples (Strauss & Corbin, 1998). In this fashion, emerging theoretical constructs are constantly being developed which makes the analysis rich one.

For my data analysis, I used a modified grounded theory approach of data analysis. That

is to say, whilst I did not follow the set sequence of analyzing the data as features in the work of Glaser and Strauss (1967); I interpreted the data systematically to identify categories that emerged within the data and reinforced this by developing these into themes that were based on the research questions and objectives. In doing this, I worked iteratively with the data in a way that allowed the meanings to emerge from the data without external assumptions. To illustrate this, firstly, I did what is called “Open coding”; I read the transcripts and determined different categories the data by circling a chunk of text and labelling it with a category name that fitted and then categories were put together to see how each category could be linked to each other; how categories are related to each other which is known as ‘Axial coding’. This was followed by the process of choosing one category to be the core category and relating all other categories to that category which is known as ‘Selective coding’. An example is shown in Table 5.1.

<ul style="list-style-type: none"> - They (students) do not have enough vocabulary items that assist them in discussion. This is the major problem they have; the linguistic level is low. (Interview with TT). - Based on my experience, I have a problem in my academic level caused by the lack of vocabulary....(Interview with S5) 	<ul style="list-style-type: none"> - What hinders oral communication in English classrooms is the low academic level especially in pronunciation. We are weak in pronunciation because teachers do not give us opportunities to practice the correct pronunciation of words. (Interview with S4). - The students' low academic level especially in pronunciation is one of the English oral communication obstacles. (FG3-6)
Vocabulary	Pronunciation
<p>But, I think the problem is their ability, their strength in English...their ability to try to express and communicate their ideas. (Interview with TA)</p>	
Language Proficiency	
Internal Factors	

Diagram 5.1: Example of Coding



Figure 5.2: Example of emerged categories

The initial codes that were generated included *internal factors* that relate to the students themselves, i.e. their behaviours and nature, and *external factors* that are caused by something outside them. The major themes that subsequently emerged revolved around internal and external factors. *Internal factors* included language proficiency, motivation, and culture and psychological factors. Under psychological factors, confidence and shyness were discussed. On the other hand, *external factors* included classroom management (class time and students' number), teacher's role (opportunity, teaching aids and topic relevancy), and teaching methods. They also included first language use and code switching. Organizing the data in this way helped me to keep a systematic focus on addressing my research questions.

5.8 Ethics

Doing research and writing a good thesis is a challenging process that often creates unique situations for the learners, mentors, and educational institution (Harrison & Whalley, 2008). Given this demanding effort, and before any research data are collected, certain ethical standards must be taken into account. Hammersley and Traianou (2012) introduced five ethical principles that should be taken into consideration by researcher doing any kind of research including social science research where humans are involved. These ethical principles are as follows:

1. Minimising Harm: the researcher has to think about whether the research strategy is going to cause any kind of harm (emotional, physical, financial or reputational) to the participants, the organization or even to the researchers working in the same area. If the answer is yes, the research strategy should be

changed in a way to reduce the harm to the minimum. As far as my research is concerned, I do not see any harm in investigating students' willingness to communicate in English classrooms as the findings are not going to have anything related to the reputation of either the participants or the organization in general.

2. Respecting Autonomy: people should be free to decide over their wish to participate or not without any kind of influence. In other words, they have to decide themselves not be directed by their chairman or the organization. For this study, I was strictly following this principle. After I obtained approval from the authorities to conduct my study, for instance University of Reading Ethics Committee (see Appendix IV, page 283), I provided each participant an information sheet and asked them to fill in a consent form which indicated the participants' free willingness to participate and their right to withdraw anytime they wish without giving any reason even after conducting the discussions or the interviews, but before the analysis (see Appendix V, page 291).

3. Protecting Privacy: most of the research work and their findings are made public. Confidentiality here involves participants' information such as their names. This can be dealt with confidentially. I maintained their privacy and did not use or publish my informants' names or that of the institution; rather, I anonymized their identities and pseudo names were given to conceal participants' identities.

4. Offering Reciprocity: to be an informant in a research may involve a lot of time including filling out forms, questionnaire or even attending a focus group session. Participants may expect something in return. As for my research, I checked with the authorities regarding such rewards and they informed me that they would manage this aspect.

5. Treating People Equitably: in research, people should be viewed as participants only; all have the same status and degree of respect; however, in my

research, participants belong to two broad categories: students and teachers. I did not unjustly favour one over the other, but students, not teachers, participated in the focus group discussions. Teachers participated in the individual interviews with a small number of students were chosen within certain parameters related to their performance in the focus group discussions.

5.9 Limitations

The majority of the findings in this thesis were based on qualitative data collected in one university in Saudi Arabia. Following the qualitative approach in data collection was fruitful as it has many strengths, for instance, it provided details information about individuals behaviours in their institution and what their willingness to communicate in English classrooms was. This was examined through the focus group discussions and the in-depth individual interviews. On the other hand, there were some limitations. Some of the findings could not be generalized to other universities in Saudi Arabia as the sample of this study was a purposive one and its size was relatively small. In other words, the sample was not large enough to make conclusions about the phenomenon investigated countrywide. Moreover, the sample was restricted to male-participants; no female-participants whether teachers or students were included due to Saudi society culture and norms.

5.10 Conclusion

This chapter discussed the methodological approach I used throughout this study. It includes many sections covering the major areas related to the research methodology. It begins with the research paradigm in which I discussed the aim of the research and the paradigm I adopted which includes the research ontology and epistemology. I then discussed the methodological approaches that include the qualitative and the quantitative methods and the reason for my choice of the qualitative method for this study. Next, I discussed this study as a case study. The next section is the sample where I talked about the people who participated in this study showing their distribution by using an illustrative diagram, see Figure 5.1 above. In data collection section, I have

shown the methods I used in collecting the data for this study. They included focus group discussions and individual interviews, thus a triangulation one. How each method was utilized was discussed in detail, in addition to what kind of interviews I used. Data analysis, ethical considerations and research limitations were addressed in the final three sections of this chapter.

The following two chapters (Chapter 6 and 7) present the analysis and discussion of the data gathered from the Focus Group discussions and the individual interviews conducted with both teachers and students. The data are presented and discussed under themes identified in the data. The themes are grouped under two main sections presented in the two chapters: *internal factors* in Chapter 6 and *external factors* in Chapter 7. *Internal factors* relate to the students themselves, i.e. their behaviours and nature, whereas the external factors are caused by something outside them. *Internal factors* include language proficiency, motivation, and culture and psychological factors; under psychological factors, confidence and shyness will be discussed. The *external factors* include classroom management (class time and students' number), teacher's role (opportunity, teaching aids and topic relevancy), and teaching methods. It also includes first language use and code switching.

Chapter Six:

Data Analysis and Discussion: Internal Factors

6.1 Introduction

This chapter presents the analysis of the data gathered from the Focus Group discussions and the individual interviews conducted with both teachers and students. Both sets of data are presented and discussed under common themes identified in the data. The themes are discussed under one broad theme: *internal factors*. Internal factors relate to the students themselves, i.e. their behaviours and nature. They include language proficiency (6.2), motivation (6.3), and culture and psychological factors (6.4); under psychological factors, confidence and shyness will be discussed.

6.2 Language Proficiency

Successful oral communication is one of the main objectives of second or foreign language learners. According to Al-Saidat (2010), the ultimate objective of most second or foreign language learners is to achieve a native-like fluency. In the present study, the three teacher-participants indicated that the students' level of oral communication is generally low. For instance, TT described the presence of students' oral participation thus:

قليلة جدا، مجرد أسئلة بسيطة اطرحها لطلابنا نادر جدا أحيانا درال طبيلنا اقش في جميع
المواد... وتطوأم بلالغة التي لم ينيضة عيف جدا.

Very little. Even in other courses it is little also; it is just simple questions I asked the students. Very rarely they initiate discussion... and communication in English is very low. (Interview with TT)

TT added that they rarely initiate any kind of discussion. Another teacher, TS, supported TT's perception of students' oral communication:

مع عدم نوعاً ما بين الطلاب وبعضهم البعض. وأما بالنسبة للطلاب والمعلمين هو موجود إلى حد ما في بعض المواقف التي تستوجب النقاش وأن كان في أغلب عرض الأمثلة التي يتحقق ذلك لبعض المعلمين وليس لدى الطلاب مقارنة بالمدارس في حد ذاته. أما في خبرتي التي هي سيئة أملاً على زيادة الطلاب والمعلمين.

It [oral communication] is absent between students. Whereas between the teacher and students, there is oral communication to some extent especially on courses that require discussions; it is too difficult for the student to reach the teacher's level and vice versa. According to my experience, I find it very low whether in my teaching or learning experience, as a student and as a teacher. (Interview with TS)

Similarly, TA stated:

I think the level is less than high school. Based on what they should know in high school, it's less than high school level. (Interview with TA)

أعتقد أن المستوى أقل من مستوى المدرسة بأكملها. أي يجب أن يكون في المدرسة. فمواقف من مستوى المدرسة.

Participants of this study, both teachers and students, indicated that low proficiency in English language is one of the main reasons for the students' low level in oral communication. For instance, TA stated that:

But, I think the problem is their ability, their strength in English...their ability to try to express and communicate their ideas. (Interview with TA)

ولكن أعتقد أن المشكلة هي عدم قدرتهم على التعبير عن أفكارهم بلغة الإنجليزية.

Similarly, TT supports the idea that low proficiency in English language is one of the main reasons that hinder students' ability to communicate and participate in the classroom. He stated that:

مستوى الطلاب ضعيف فعيناً في قولهم في مادة الامتحان والتحدث. وهذا سبب على الأقل الطلاب لا تتفهم في طيف فرص في المذاكرة ولا تتفهم في مهارات المهارات التي تحدث ولا تفهم في مهارات الطلاب في الجوانب السؤالية والمناقشة. وهذا في أغلب الأحوال في مستوى اللغوي، نجد أن الطلاب

يودون المشارة بظرف اعلى لتتفاعل هم يكون لجالغة العربي تسبب ضعف مستواه امدال غوي،
اليوقت ليس غي رلفل يمان اقشدة.

Students' level is low. In our department, speaking and listening courses are few which is an obstacle for the students as they do not have enough opportunity to participate or to develop their speaking skills. They do not have enough vocabulary to assist them in discussion. This is the major problem they have; the linguistic level is low. We find them willing to participate and interact but their interaction is in Arabic because their English is weak. In addition, the time given for such activities is not enough. (Interview with TT)

More support for the idea that one of the main reasons for the students' low level in oral communication is low proficiency in English language was provided by S5. He said:

المستوى الأكاديمي يؤثر في التوصل للشفهية لذي الطلاب إذا كان تتلغة محي دقل دي ال طلبت ساعد على
لك بلان سبب في بعض الخي ان أثر دفي المشارة والتوصل للشفهية سبب ضعف مستواه ل غ ل دي

Students' academic level has an effect in their oral communication. If the student's language is good, it will help in that. For me, sometimes I hesitate to participate and communicate orally because of the low language level I have. (Interview with S5)

The idea of not having the desire to communicate because of the low proficiency in English language has been supported in the literature by a number of studies. For example, Hamouda (2013) found that low proficiency in English language is one of the main reasons for students' unwillingness to communicate in ESL/EFL classes. About three-fourths of Hamouda's participants attributed their unwillingness to participate in the classroom to their poor in English language (see section 4.6.1 above for more details of Hamouda's study). Similarly, Zhou (2013) reported that the main hindering factor for students' participation in oral tasks in English classrooms is language proficiency.

6.2.1 Lack of Vocabulary

Low proficiency is evident in most of the aspects of communication including: pronunciation, vocabulary and grammar. However, grammar is not paid much attention to by researchers as communication can proceed with grammatical errors since meaning is conveyed, whereas the incorrect pronunciation or the lack of vocabulary represents

an obstacle that will hinder oral communication. Abu Alyan (2013) argued that a good inventory of vocabulary and knowledge would lead to good speaking and comprehension; therefore, students with little vocabulary will have difficulty in expressing their ideas and feelings in that language. Seemingly, the lack of vocabulary constitutes a serious problem for learners of a foreign language. This view emerged in the present study where one of the teachers mentioned that some students do not participate due to their lack of vocabulary. He argued that lack of essential vocabulary hinders students' willingness to participate and also prevents them from being engaged in any discussions in the classroom. TT reported the following:

لايتفكر لي هم ف رداحي حتاجون طلاس زال ولان اقشدة وهذي كالأبوش كل فل هي همض عفا لمست وى ل غوي.

They (students) do not have enough vocabulary items that assist them in discussion. This is the major problem they have; the linguistic level is low. (Interview with TT)

In the interview with the students, S5 also stated that lack of vocabulary plays a role in having a low academic level that results in reducing the amount of participation:

من نت بحتي أن ال دي علق باللي بة لمست واي الأك اهي مي وخصصة ض عف الفردات ل دي، ب الاضرف فل عدم
تعودنا لقي ن طول لكل ما تبشركل صجي ح، م اقبل من نسب الم ش ارك فل دي أيضا خفا من الاقد أو من
عدم تلص ال افلافة، فل كفي عود لي أن ال ملوم لقي ستخدم الأساليب بتدريسي ال ناسب الذي يسي اعني على
تطوي ر مست واي.

Based on my experience, I have a problem in my academic level caused by the lack of vocabulary. In addition to the fact that we habitually do not pronounce words correctly the fear of committing errors lessens my participation. It is attributed to the fact that the teacher does not use a suitable teaching style that helps in developing my level. (Interview with S5)

This has been confirmed by Rabab'ah (2005) who established that one of the causes of the communicative difficulties encountered by Arab learners of English is the fact that they often lack the necessary vocabulary when speaking or writing, so they will be unable to express themselves freely. Moreover, Hamouda (2013) found that lack of vocabulary, among other factors, is responsible for students' unwillingness to communicate. Not having enough vocabulary causes students a lot of trouble as they

feel nervous when attempting to speak in English. So, they prefer to be silent listeners rather than active participants in oral English in classrooms.

Lack of vocabulary remains a reason for many students not wanting to participate orally in lessons. In Focus Group 1, some of participants expressed this opinion. FG1-1 and FG1-3 respectively said:

إن من الأسباب التي تعيق التواصل شفهي في الفصل الدراسي هو عدم وجود عدد لفظي من
المصطلحات التي تيسر التواصل حيث موعال موعم.

One of the things that hinders oral communication in the classroom is not having enough vocabulary items that may facilitate communication with the teacher. (FG1-1)

إن من الأسباب التي تعيق التواصل شفهي في الفصل الدراسي الخوف والخجل قلة المفردات.

The things that hinder oral communication in the classroom are fearfulness, shyness and lack of vocabulary. (FG1-3)

Moreover, FG1-2 and FG1-5 agree with FG1-1 on the fact that what hinders oral communication in the classroom is the lack of vocabulary that facilitates communication with the teacher. In Focus Group 3, one of the participants also supported the idea that lack of vocabulary makes students unwilling to be engaged in any kind of participation. FG3-2 said:

أعتقد أن استخدام اللغة العربية داخل فصول اللغة الإنجليزية لم يجزي قيس مل عمليّة التواصل شفهي لأن اقشّة،
مثلاً ولك ان اعين من اقشّة عن طريـد ملتلفق أوت خالف؟ نلق ع أن النقاش راحيكون فاعال لوأست خدم
للغة العربية قلسيل قلسيل التواصل شفهي بللغة الإنجليزية، لأن مقديكون لدير باب القير مولكن لا
أستطيع التعبير عن بللغة الإنجليزية لعض عقلاكل مات التي أملكها، وض عفالمستوى في اللغة.

I think using Arabic inside English classrooms facilitates the process of oral communication and discussion; for example, if we have a discussion about 'hunting: do you agree or disagree?' I think the discussion will be effective as Arabic is used to ease English oral communication because I may have a number of ideas that I cannot express in English due to lack of vocabulary and my low linguistic level. (FG3-2)

In the above excerpt from Focus Group discussion 3, the participants talked mainly about the use of Arabic inside English classrooms and its role in communication, a topic that will be considered later in Section: 7.5 below.

6.2.2 Incorrect Pronunciation

Incorrect pronunciation seems to be another contributory factor. One of the participants mentioned in the interview that fear of making errors in pronunciation when speaking in front of other students makes him unwilling to participate in any discussion. He is afraid of being criticized for his pronunciation errors. S4 in the interview said:

الذي يعيق التواصل للشفه في الفصول الدراسية في اللغة الإنجليزية من اضعاف المستوى الأكاديمي وخص في النطق، لعين اضعف في جلب النطق لأن المعلمون لم يبيحوا لنا المجال لكي نتعود على النطق الصحيح لكل مات، فالتحيز من الأجيال أن لا نخرج لشاركة والدخول في نقاش خفاً من النقد وسخرية الطلاب أو من عدم تلصص الال عن الحق صود عن طلق لكل مقبلة حقيقة غير صحيحة.

What hinders oral communication in English classrooms is the low academic level especially in pronunciation. We are weak in pronunciation because teachers do not give us opportunities to practice the correct pronunciation of words. Many times, I avoid participation and discussion fearing criticism and students' irony or from miscommunication caused by the incorrect pronunciation of a certain word. (Interview with S4)

Similarly, S5 supports the idea that fear of committing errors in pronunciation when speaking in front of other students makes students unwilling to participate in any discussion. He stated that:

من تجربتي أن الادي عائق بالنسبة للمبتدائي الأكاديمي وخصه ضعف المفردات لدي، بالإضافة أن عدم تعودنا في طلق لكل مات بشكل صحيح ... مما يقلل من نسبة المشاركة لدي.

Based on my experience, I have a problem in my academic level caused by the lack of vocabulary. This is in addition to the fact that we are in the habit of not pronouncing words correctly ... which lessen my participation. (Interview with S5)

Pronunciation therefore appears to be a major factor in these students not feeling confident enough to participate. The idea of not having the desire to communicate because of the criticism that might be made by other students in the classroom for their

pronunciation errors has been supported in the literature by a number of studies. Abu Alyan (2013) conducted a study to investigate the communication problems of Palestinian students majoring in English. 20 students and 6 teachers from a large Palestinian university in Gaza participated in his study. One of the major oral communication problems they encountered was their incorrect pronunciation. Abu Alyan concluded that students have pronunciation problems in using stress, intonation patterns or in pronouncing some words, which result in them keeping silent; they do not want to participate. As such, the above views expressed by the participants of this study are in line with the conclusions made by Abu Alyan (2013). Many of the participants in Hamouda's (2013) study were concerned about their pronunciation especially when it came to speaking in the classroom. 71.7% of them indicated their embarrassment when they committed a pronunciation mistake and, as a result, the listener did not understand them; they described it as a stressful situation (Hamouda, 2013). Al-Saidat (2010) states that for many second language learners, pronunciation is the most problematic area and it is the major source of the problems they encounter in speaking English.

Similar views were expressed in the Focus Group discussions by some of the participants. In Focus Group 3, one of the participants indicated that:

ضعف المستوى الأكاديمي لطلاب وخلفياتهم من عوائل الفقيرات والتواصل
الشفهي بلغة الإنكليزية.

The students' low academic level especially in pronunciation is one of the English oral communication obstacles. (FG3-6)

In Focus Group 2, one of the participants confirmed that fear of being criticized for his pronunciation errors represents an obstacle for students' participation, FG2-4 said:

إن من الأسباب التي تعيق التواصل الشفهي في الفصول الدراسية هو ضعف المستوى الأكاديمي لعين لمي
للغف شاكل عام ومهارة التحدث بشكل خاص، ذلك بسبب الخوف من الخطأ في نطقهم خلال محادثات
التي يؤدي إلى سخرية في قباله الطلاب.

Some of the things that hinder our oral communication in the classroom include our low academic level in language in general and in speaking skill in

particular. That is also, the fear of committing errors in the pronunciation of some words which lead to being made fun of by some students. (FG2-4)

To sum up, pronunciation errors seem to be a major factor in the lack of oral communication in class as they are afraid of criticism in front of other students when committing an error in pronunciation whether by the teacher or other students. Therefore, their academic level and fear of committing such errors might hinder their oral communication development and as a result their achievement. However, as is discussed below, students can overcome pronunciation errors in various ways among which is the exposure to the target language.

6.2.3 Exposure to the Target Language

Based on theories of language learning, such as those of Postovsky (1974), Asher (1977) and Krashen (1982), learners must receive large amounts of comprehensible input before they begin to use the target language, thus learners' exposure to the language they are learning determines, among other things, their success in that language. In places where the target language is not used for communication outside the classroom, teachers shoulder the burden of the comprehensible input, thus they have to provide students with an appropriate amount of input and maximize their exposure to the target language. A similar situation emerged within the context of this study as student-participants of this study indicated that low proficiency in English language that they are suffering from is caused by their lack of exposure to the target language and they demand to be offered good opportunities to practice speaking the language during the period they spend in the university. The participants suggested that they would like the department to introduce, for example, an English club and other English language oriented extra-curricular activities. S1 spoke about the role of being exposed to the target language in improving one's academic level and put emphasis on the importance of the extra-curricular activities; he said:

الملك ان الوحي الذي استطيع ان احدثه في بلبلغة الإنجليزية هو لاجل ارفع حكم أن لغة المجتمع مع دي للغة العربى ، فعدم عرض للغة الإنجليز يفشل كل مست مروق در لغلى ، وسبب بضعف المستوى الأكاديمي لعيناء،

فتألمنى أن تكون فى أك أنشطة لاصفية يسعدنى فى مدارس فلغة الإنجليزية بتطويدها لأن داخل الفصل
ليس من أك مجال التوصل للشفهية.

The only place where I can speak English is the university because the language of the community is Arabic. So, not being enough exposed to English is the reason of our low level of achievement in English. I hope that there will be extra-curricular activities that help us to practice and develop our English because oral communication opportunities inside the classrooms are not enough. (Interview with S1)

Similarly, S8 indicated that the lack of exposure to the Target Language is one of the main reasons that contribute to their low proficiency in English language. S8 said:

فتقيدالمدارسه والتعرض للغة قشكلى متدر من ليس بضعف الـجلب الأكاديمي، ولكنك أيضا أفعل
نادي اللغة الإنجليزية، نادي اللغة الإنجليزية غير فعلى للبرنامج، هذالك شيل وفي على ساعد على
تحسين المستوى الأكاديمي لـديالطلاب، ولكن ليس ساعد لـجى نفس الـحاجز بينهم، عنـدمـيـمارس الـطلب
للغة مع صديق أفضل من أرى مدارسها مع الـمعلم.

We are missing practice and exposure to the [English] language which makes our academic level low. Also, activating the English language club in the programme which, if activated, helps in improving students' academic level and breaking the foreign language barriers especially when it is practiced with one's friends instead of the teacher. (Interview with S8)

S5 also agrees with S1 on the necessity of extra-curricular engagement in English; he supports the idea that exposure to English language through extra-curricular activities could enhance their academic level in English language. S5 said:

ضـافة الأنشطة اللاصفية سوف تزيـد من تعرضنـ للغة وتحسين المستوى الأكاديمي لـعينا
وخصـة جـال بالـمـدة والتوصل للشفهية.

Adding extra-curricular activities will increase our exposure to the language and improve our academic level especially our oral communication. (Interview with S5)

In Focus Group 4, one of the participants commented on this idea and confirmed that exposure to English language through extra-curricular activities would improve their academic level in English language, FG4-6 said:

لا بد أن يكون هناك دليل قس في فرض الشا طائلت يتيسر اعد لجى التوصل ل سواء داخل الفصل أو خارجة نخلل ن ادي ال طلابي، لان ذلك هيزيد من عرض الال غ قوس و قى يؤدي لك سحرين المستوى الأكادي دي لعيننا.

There should be a role for the department in introducing certain activities that help in communication whether inside or outside the classroom such as the students' club because that will increase our exposure to the language and improve our academic level. (FG4-6)

Based on the views presented by the participants and as far as language proficiency is concerned, it could be argued that what plays a role in the lack of participation of the students are the following reasons:

- Students do not have the desire to communicate because of their low proficiency in English language.
- Students do not have a good inventory of vocabulary and knowledge.
- Students' fear of making errors in pronunciation because of other students' possible reaction.
- Students' fear of being misunderstood because of making errors in pronunciation.
- Students do not gain enough language experience input during the course of their study.

To a great extent, students' performance reflects his or her competence about the performed activity. In language learning, speaking and writing reflect the knowledge learners have, hence the role of language proficiency in oral communication. Therefore, can we say that students with high academic level will always be engaged in communication? The answer is: *NOT NECESSARILY* because there are other factors that influence the learning process and oral communication in particular, such as motivation.

6.3 Motivation

Gardner (1985), among others, maintains that motivation is an important indicator of success in language learning. In order to find out the factors that affect the motivation of foreign language learners, Gardner and Lambert (1959) distinguish between two types of motivation, namely, instrumental and integrative. The former is the one that learners have when their purpose for learning the language is to achieve their practical purposes such as good grades, getting a job or promotion, whereas the latter type of motivation is associated with their desire to identify themselves with the target language speech community. Based on such ideas, researchers argue that it is essential for teachers as well as researchers to understand why students want to learn the foreign language (Crooks and Schmidt, 1991).

All student-participants of this study asserted their awareness about the role played by the English language in today's world. The majority of them described English as the most important language in our modern world and the lingua franca that connects people coming from different backgrounds and ethnicities. In Focus Group 1, one of participants expressed this view:

أهمية علم اللغة الإنجليزي في أن له دور مهم ليس يسهل التواصل بين الناس في البلدان المختلفة.

The importance of learning English language is the role it plays in facilitating communication between people in different countries. (FG1-1)

In Focus Group 5, some of the participants also supported the idea that English language facilitates the necessary connection between people around the world. FG5-4 and FG5-6 respectively said:

ضافة لغة ثانية وخاصة اللغة الإنجليزية في حياتنا يسهل التواصل مع جميع الدول في اللغة الإنجليزية.
تعتبر اللغة الأولى في عالمنا ولذا لا غنى عن اللغة.

Adding a second language, especially English, to your own language is considered a facilitator for communication with all countries. English language is considered world language number one as well as the language of industry. (FG5-4)

للغة الإنجليزية مفعول كلغة على حق، فهي إلى يومنا هذا غائبة عن كتاب طالع بل هي محضه.

As a global language, English language is very important. Today, it makes connections between the different regions of the world. (FG5-6)

The above idea that English language is the most important language of the modern world as well as the lingua franca that connects people coming from different backgrounds and ethnicities has been supported in the literature (see Chapter 2, section: 2.2.1). Zughouli (2003) states that the language of the globalization process is English without any kind of opposition by other languages at present. English language is found in every corner of the present world, spoken as either first language, second language and foreign language (Abdullah & Chaudhary, 2012). English has become the centre of the international communications as Brutt-Griffler (2002:177) puts it “World English, rather than a variety, constitutes a sort of centre of gravity around which the international varieties revolve”.

In the present study, the reason for learning English language was also linked to the idea that English is the language of science and technology. In Focus Group 2 and 5, FG2-2 and FG5-1 stated this clearly, they respectively said:

هي مهمة لأنه معظم الدول التي تتقدم نحو اللغة الإنجليزية وطريقة التوصل مع العالم من النازل فيهم الأمم الإنجليزية حيث تسهل التعامل داخل الحرم الجامعي.

It is important because most of the science courses depend on English and it is the means of communication with teachers whose mother tongue is English. It facilitates communication inside the university campus. (FG2-2)

دراس طلال غة الإنجليزية جدا م هم قالك هـ ال غة القوي قول غة ال غـ م. ولئلا لئلا ل غة الإنجليزية هي ل غة ل س طدة
الأرضي ال وظيف ال خصة.

Studying English language is very important as it is the language of the world and technology. In addition, it is required for certain jobs. (FG5-1)

The view that English is the language of science and technology has been discussed in the literature review earlier in this study. Moreover, Kaplan (2000) stated that English language is a basic requirement for science and technology research; most of the

scientific and technological information (85%) is written in English. For instance, the first computer programmes were written in English-like language, and the gigantic supply of information, the Internet, which is the best communication tool at least at present, is about 95% in English. This increases the status of English in science and technology (Abdullah & Chaudhary, 2012). In the present study the majority of the participants viewed learning English as a path to a future career, they seem to be learning English as a means of getting a good job and as a skill that will enable them to compete with other employees in the future. This view has been supported in the literature; for instance, McCormick (2013) argued that it has been globally reported by employers and Human Resources' people, that job applicants who have a good command over English, have additional benefits such as a higher salary than those who know little or no English. The allowance ranges from 30% to 50% which, as a result, improves their standards of living. Suarez (2005) argues about job chances in Singapore where English speakers have better chances and higher salaries than those who do not speak English (for more details, see Chapter 2, section: 2.2.3). In Focus Group 3, two of the participants commented on this idea and confirmed that English language is one of the demands in the labour market and it is a means of securing a good job. FG3-2 and FG3-3 respectively said:

أعتقد أن أهمية اللغة الإنجليزية تختلف من شخص لآخر لكن من وجهة نظري دراسة اللغة الإنجليزية في هذا الوقت مهمة من جميع النواحي أم في المجالين الوظيفي أو الأكاديمي، فلهذا أن لا أجرب اللغة الإنجليزية الآن أعتقد أن يكون عليك شهاة ولو تيسر طفلي اللغة الإنجليزية في شئ من وظائف وفيه الفائدة.

I think that the importance of English differs from one person to another, but from my point of view, studying English at our present time is important from all aspects. To be recruited in most jobs including teaching, you need to have a certificate in English. (FG3-2)

أفقت على أن اللغة الإنجليزية صارت لغة عالمية في العلم وأصبحنا مجبرين على هذه اللغة لتتمكن من سوق العمل فلا واجب أن ندرس بل شكراً لفضل.

I agree with the fact that English has become a world language and we are to study this language as a requisite for getting a job. So, we should study it in a better way. (FG3-3)

Similar ideas were presented in Focus Group 1. One of the participants indicated that English language is one of the requirements in the labor market today and all other participants in the group agreed with his opinion; FG1-2 said:

إن أهمية علم اللغة الإنجليزي تكمن في أنها مطلب بات إلحاح وفوق أساسي في مجال التوظيف في عالمنا اليوم.

The importance of English language is that it is one of requisites of contemporary age. It is essential in the government recruitment. (FG1-2)

According to the literature, language skills have been one of the areas that received a lot of attention to the degree that it became one of the decisive factors in the promotional processes of employees in many organizations. English language is a factor. Angouri & Miglbauer (2014) investigated a number of companies in different regions (Croatia, Greece, Italy, Serbia, Sweden and the UK) focusing on the role of language in connection to the requirements of the global workplace. Among their findings is that employees are challenged in their fluency in English language as the corporate language of the selected companies; thus, being a fluent speaker of English is an advantage for those employees. Therefore, for employees, it has become an important skill to be acquired in order to keep one's job and to compete with other employees who are linguistically skilled. Moreover, being able to communicate in the language of business and trade is seen as a pre-requisite within the global labour market (Rassool, 2004). In regard to this Rassool (2004) states that in order to be able to compete in the global market, it is necessary for the company including its employees to be multilingual in the language of business.

From the above discussion of why students want to learn English language, it seems that student-participants of this study have an instrumental motivation as most of them are learning English language as a path to a future career. They seem to be learning English as a means of getting a good job and a skill that will assist them to compete with other employees in the future. With such motivation, their academic outcomes might be improved as was found by Gardner et al. (1979) in their study on Canadian and American students in a French programme in order to find out the relationship between motivation and second language acquisition. The results showed that Canadian

students with integrative motivation were more successful in improving their communication skills than those who joined the programme without such motivation.

Integrative motivation is not the decisive factor in foreign language learning in all cases; instrumental motivation is also as important as the integrative one. In a study conducted by Warden and Lin (2000), the instrumental motivation outweighs the integrative one. They investigated the relationship between motivation and social contexts of 500 university English language students in Taiwan. The authors concluded that instrumental motivation was more important for the participants than the integrative one. On the other hand, Oxford and Shearin (1994) reported different results. They explored the reason for learning Japanese as a second language by 218 American high school students. According to the results of the study, some students indicated that their motivation was either instrumental or integrative while two-thirds of them reported that neither instrumental nor integrative motivation had anything to do with the reason why they were learning Japanese. Therefore, the authors concluded that motivation is a sophisticated element that cannot be always interpreted as being integrative or instrumental.

According to Gardner (2007) motivated individuals are directed towards their goals, attentive, put in more effort, and show self-confidence. Thus, learners of a foreign language who have these elements of motivation will enjoy learning and ultimately, they will achieve language proficiency. Similarly, Dörnyei (2005) maintains that motivation is one of the important individual differences that plays a significant role in language learning success as it offers an essential incentive to begin learning and later to support learners to endure the long and difficult learning process. If learners do not have a sufficient amount of motivation, they might not be able to achieve their long-term objectives regardless of how good the curriculum and the teaching method are. One of the teachers mentioned that motivation plays a significant role in language learning success and also maintained that motivation has an important role in encouraging students to participate in the classroom. TT in the interview said:

مل فطادة من وجود ال طلب أوجت ال مل في الفصل بدون افعية نفش اطن حوالتي مل؟ أهية ال افعية بلن سقل طلب ك أهية ذاك مل اعلان سقل لملن امو.. ال طلب بدون افعية في الفصل كالمين امو بدون لمرباء يكون موجه في الفصل سحيياً ولكن ذهياً وشاعياً غلبت امو. و مل بال طعل هانك رفي فف ال في ال ففشات ال افعية و لفس في سحيين ملوا هم الاك اي مل.

What is the use of the presence of the student or even the teacher inside the classroom without motivation for learning? The importance of motivation for the student is like the importance of electrical energy for the dynamo. The student without motivation is like the dynamo without electrical energy: physically present inside the classroom but is completely mentally absent. It affects his being active in the class discussions and in improving his academic level. (Interview with TT)

In Focus Group 5, one of the participants commented on this view and confirmed that motivation is one of the important issues that play a significant role in language learning success; FG5-2 said:

أنا أرى أن سبب ضعف المبتوى الاك اي مل لملن امو أن بعض ال طلب ملن ظلملن امو ساي س بلف عالتي مل بل فق طال حصول مل لمل الش هادة مل مل جعل ال مل مل مصعب.

I think that the reason of the low academic level is that some students join the programme not to learn but to get the certificate which makes learning difficult. (FG-5-2)

Moreover, one of the participants supported the positive role of the motivation to enhance their desire to participate and communicate in the classroom: FG4-5 said:

ال تعزيز والفعي ل ل طلاب مل مل عمل مل قالي واصل ال شف هي والمشا اركة داخل الفصل.

Reinforcement and motivation of the students ease oral communication and participation inside the classroom. (FG4-5)

The students' willingness to participate was linked to the role of the teacher in motivating students to participate and communicate in the classroom. In Focus Group 5, FG5-1 stated:

دور ال مل مل اس عفي مل مل ز ال طلب مل مل مل مل لملشا اركة وال واصل ال شف هي ول حصل مل مل مل ذك.

The role of the teacher is essential in motivating students and encouraging them in participation and oral communication, but the fact is that this does not happen. (FG5-1)

More attribution of the important role of the teacher in motivating students to participate and communicate in the classroom comes from the Focus Group 2; some of the participants supported that idea. For example, FG2-4 and FG2-6 respectively said:

دورال معلم مهم في تشجيع وتفعيل الطلاب في المشاركة في التحدث والتواصل في بيئة اللغة الإنجليزية داخل الفصل.

The teacher's role is important in motivating and encouraging the students to participate in speaking and English oral communication inside the classroom. (FG2-4)

أوافق الطالب رقم (4) حيث أن المعلم يجب أن يحفز الطلاب حتى خارج الحصة.

I agree with FG2-4. The teacher should motivate and encourage students even outside the lecture. (FG2-6)

Similar ideas were presented in Focus Group 3 by one of the participants. FG3-2 said:

المعلم بحاجة الى التحفيز الأول بالرأي بدلاً من البعد عن التواصل مع الطلبة وعدم مراعاة مستوياتهم الأكاديمية في اللغة حتى يجب على المعلم أن يهتم بهم.

In fact, the teacher is, in my opinion, the first motivator. Instead of keeping a distance from the students, he should encourage them. (FG3-2)

Participants, both teachers and students, indicated that the main hindering factor for students' participation in oral tasks in English classrooms is not having a sufficient amount of motivation from the teachers. In this regard, Taber (2008) emphasised the role of the teacher in the process of learning a foreign language. The teacher has to present real-life situations not only inside the classroom but also outside it such as making visits to places in which language is used for communication or conducting an interview with a target language speaker which, in turn, improve their ability to communicate (see Chapter 4, section: 4.2.2.1). As for the participants of this study, TA stated that:

In my experience, what prevents students from participating orally in lessons is that we don't ask our students to really do anything. We don't push our students to achieve anything. (Interview with TA)

من نصتي، الذي يضر على طلبة من المشاركة في شفهي في الدروس موننا اعيا لان طلب من الطلبة أني علموا أي شيء. لانهم لا إنجاز أي شيء.

In Focus Group 3, one of the participants also supported the idea that not having a sufficient amount of motivation from the teachers makes students unwilling to be engaged in any kind of participation. FG3-1 said:

بشكل عام المعلم غير مفضل وغير مضمحز زيادة الفعالية لدينا مادي يؤدي إلى عدم رغبته في المشاركة والتوصل إلى شفهي داخل الفصل قوله من هم نحن ذلك.

In general, the teacher is non-motivator and does not care about increasing our motivation which results in our unwillingness to participate and communicate orally inside the classroom. Few are not like that. (FG3-1)

The above idea of not having a sufficient amount of motivation from the teachers in the classroom could be related to the teaching methods that teachers used in the class. Such an idea supports the Vygotskian views of scaffolding in which he emphasised the role of the teacher as he or she is the one who can recognize the learners' ZPD and, as a result, the teacher attempts to encourage students' independent learning. Such support will result positively in developing their mental process and functions through shared collaboration with the teacher; for more discussions of ZPD and Vygotskian views, see Chapter 3, Section 3.4.5.4 above.

As far the views of the participants of this study are concerned, one of the participants in Focus Group 3 commented on the role of the teacher and confirmed that using one method of teaching all the time by teachers makes them demotivated and unwilling to be engaged in any kind of participation; FG3-2 said:

المعلمي يستخدم الطريقة الروتينية وهي الإلقاء الأفضل ليكونوا أكثر وعلمهم من فضيل الطلاب على المشاركة والتوصل إلى شفهي بدلاً عن الإلقاء أفضل طريقة السؤال والرقاش في طلبة عزم عوضاً عن ذلك.

The teacher uses a routine method which is diction. Better to have a variety of ways in order to increase students' motivation to participate and oral communicate. I prefer the question-discussion method. (FG3-2)

In Focus Group 4, one of the participants commented on this idea and confirmed that using different methods by teachers will enhance the students' motivation and their desire to participate and communicate orally in the classroom: FG4-5 said:

للديموم دور مهم جدي في تمييز العمل على عيني هية وأرى أن في الكفر قفي الأساليب المبت خدمة من قبل
الديموم الأجنبي سحيثيبت خدم أساليب نكنوع عتريد من الالفعية للتعليم ومن المش اركة والتوصل للشفهدي
داخل الفصل لبعس ال ديموم العرب ي.

The teacher has an important role in encouraging the learning process. I find a difference between the methods used by the foreign teacher, who uses various methods that increase the learning motivation and oral communication inside the classroom, and the Arab one who does not. (FG4-5)

Thus, as is indicated in the above excerpt from Focus Group 4, using various methods by the teacher rather than only one method would bring more positive results of the whole process of learning. This is similar to the investigation carried out by Null (2011, p. 27ff) who put forward five curriculum traditions (systematic curriculum, existentialist curriculum, radical curriculum, pragmatic curriculum and deliberative curriculum) and made a comparison between them using five elements (teachers, learners, subject matter, context, and curriculum making). He concludes that focusing on only one of these elements could lead to using different types of models of teaching, such as teacher-dominated or learner-centered models, for more discussion of these models see Chapter 4, Section: 4.2 above.

Based on the above views presented by the participants and as far as motivation is concerned, it can be said that what plays a role in the lack of participation of the students are the following reasons:

- Students do not have a sufficient amount of motivation which is considered as a main hindering factor for their participation and communication in English classrooms.

- Teachers do not vary their methods of teaching; being able to differentiate for student's varying learning style by adopting a variety of teaching methods would enhance the students' motivation to learn and their desire to participate and communicate orally in the classroom.

- Teachers do not play any role in motivating students to participate and communicate in the classroom.

6.4 Culture and Psychological Factors

6.4.1 Culture

Culture is an important factor that has to be taken into consideration when investigating any topic related to second language acquisition. Kormos and Csizer (2008) maintain that in language learning, culture offers a wide context that helps in determining what is valued and why it is valued. Participants of this study, both teachers, and students, highlighted the role of culture in learning English as a second language. For instance, one of the respondents, TS, stated that cultural beliefs have a negative influence on students' performance. In the interview when answering a question about the role of culture in learning, he expressed the view that:

أعتقد أن له تأثير على الطلاب إلى حد كبير وثقافة أيضا لا تعني الأدب والاختراعات بل أيضا كون الطلاب
الذكور لا يحبون الظهور بظهرهم في المدرسة بل يحبون أن يكونوا في الصف الأول في الامتحان
ولكن لا يحبون أن يكونوا في الصف الأول في الامتحان.

I think it has an effect on students to a great extent. Culture does not mean politeness and respect but also since students are males they do not like to be seen as hard working students by their classmates; some of them their levels are very good on sheets of papers but they do not prefer participation inside the classroom. (Interview with TS)

According to the above extract from TS's interview, some of the students, in spite of the fact that their level in English language is very good, are not willing to participate

because they believe that it is not good to be seen as hard working by their peers inside the classroom; instead of speaking up, they prefer keeping silent. In addition, peer-group pressure seems to be an important factor that hinders students' desire to participate; the way they view each other in the classroom seems to be somehow sensitive as many of them have emphasised this point and considered it as an obstacle that impedes their participation. More connection of unwillingness to participation to the peer-group pressure comes from the interview with S8 who also related such behaviour to shyness and considered it as a failure:

الخرجل موجدوبشكل لغيريين الطلاب لانالطلببيخاف منالخطأ أمام زمائهم خاصة إذاكان يظني في
المستوى الثالث فأنا أخاف منالخطأ لأني غير شيء مغبأفضل عدمالمشاركة والتوصل للشبهة.

Shyness is there among many students because they fear committing errors in front other students especially if he is like me in the third level; I fear committing errors because it is considered defective, so I prefer not to participate or communicate orally. (Interview with S8)

S8 indicated his fear of making errors when speaking in front of other students because as there might be derogatory comments from his peers.

Taking into consideration the way other students view the one who participates, has been one of the findings of a study conducted by Peng & Woodrow (2010) who argue that such cultural beliefs may influence students' desire to participate especially if learners feel that participating frequently may be interpreted as 'showing off' by other learners, they may hesitate to participate (see Chapter 4, Section 4.5 for more details). Evidence of this in the study comes from the interview with S8, who stated that:

بعضالطلاب لايرغب بالمشاركة والتوصل للشبهة حتى لايتكون طلب بتميز ويتعرضون لسخرية من
قبل زمائهم الأخوين.

Some of the students do not like to participate in order not to be a distinguished student and be made fun of by their classmates. (Interview with S8)

Similarly, S1 supports the idea that other students' views of those who commit errors is negative and that they may make fun of them which makes them not want to speak up in class:

السبب الرئيسي الذي يمنعني من التوصل للشفهية داخل فصول الدراسة هو الخجل الشديد وأتعب كذلك
الخوف من رد فعل المتصور عن دال خطأ أو الطلاب الموجهين في الفصول من ضحك واستهزاءهم على
مستوى اللغة، وبأخص التحدث بلسانك في لغة جديدة تخفي لم تصل للمستوى الأكاديمي الفعلي
للتوصل للشفهية بأي حيلة.

The main reason that hinders me from participation inside the classroom is shyness then comes fear of the teacher's reaction when committing an error or students' laughing and the fun they make at the level of language. Also, my self-confidence might be shaken as it is a new language and I have not reached the sufficient academic level for easy oral communication. (Interview with S1)

The above ideas of not having the desire to communicate can be attributed, according to the views of the participants, to two main factors: fear of the possible response by the teacher and fear of being ridiculed by peer-group. As for the former, I will return to the issue of the role of the teacher in students' willingness to participate in Section 7.3 in the next chapter. Peer-group pressure has been supported in the literature by a number of studies, for example, Hamouda (2013) found that fear of making mistakes is one of the causes of students' poor English proficiency, and Liu & Littlewood (1997) find that their participants avoid speaking English in front of classmates in order not to be criticized. For more details of these studies see Chapter 4, section 4.5. Based on the findings of their study, Liu and Littlewood (1997) argue that when students lack confidence, they avoid speaking English in front of classmates in order not to lose face. A similar situation emerged within the context of this study as one of the teachers mentioned that some students do not participate in order to save face. He argued that fear of committing errors hinders students' willingness to participate and also confirms that making an error puts the student in an embarrassing situation as other students would make fun of him. TT in the interview said:

الخوف من الوقوع في الخطأ يمنعني من التحدث في عيني في الفصول الصفية فأغلب الطلاب يتجنبون المشاركة
لخوفهم من التقييم من قبل المعلم ولكن كل كذا يهين دون ماء وجهه إذا أخطأ أمام زملائه فيسخر من...
بالتناقض الطلاب يخجلون من اللأب البليت في فمه من المناقشة في الفصول وفري قبيح الطلاب ويحسهم
يخجل من المشاركة سواء للغة الإنجليزية أو العربية، بل هو قديم عروضة في بيته.

Fear of committing errors hinders learning and classroom discussions. Most of the students avoid participation because they fear the assessment of the teacher also in order not lose face in front of other students who will make fun of them... Student's culture and his shyness are among the reasons that prevent him from

taking part in discussion; there are individual differences between the students and some of them feel shy to participate whether in English or Arabic or to make a presentation. (Interview with TT)

The above quotation from TT's interview shows that students' unwillingness to participate has nothing to do with the language being taught itself whether English or Arabic. It is attributed to psychological reasons within the student himself. TS maintains that the lack of participation is caused by the social distance that exists between the student and the teacher:

في الكعب عيين ال طالب وال م فهم بحيث لا تكلون ليهي ده لجة لة تحدث م ع ال م فهم خفا م ن ال ع لوقب أوال خطأ .

There is a distance between the student and the teacher in that the student does not have the courage to speak to the teacher fearing consequences and errors. (Interview with TS)

Fear of committing errors seems to be related to what students have in their social and cultural backgrounds as one of the participants has mentioned clearly in the interview with him that committing errors is rejected according to the social norms, he said:

ال خوف م ن ارتكاب الأخطاء، لا خجل م ن ال خطأ أمام الأمتاذ وال طلاب في م م ع ال تتعود ن ا لحي أن ال خطأ مرفى ض، هذه هي القلوب اللي تيتخني م ن ال توصل داخل الفصل .

The factors that hinder me from participating inside the classroom are shyness and fear of committing errors in front of the teacher and students as we have learnt, in our society, that errors are rejected. (Interview with S6)

More attribution of the fear of committing errors to the society to which the students belong and the social norms they follow comes from the interview with S9:

ثقافة ال م فهم م ن خلال بعض الطبادي في ال طالب م ن احترام الفيدر وعدم قدرة ال طالب لحي ال تحدث بوجوده م ع ل ت في الكعب عيينا وبين ال م فهم وعدم وجوت واصل ال شفهي م ع فالي فصلول ال راسي قبالغة الإنجليزي .

The society's culture has implanted some principles in the student such as paying respect to the elder and inability of the student to talk in his or her presence made a distance between us and the teacher and unwillingness to communicate orally with him in the English classrooms. (Interview with S9)

In addition to his support of the idea that fear of committing errors is linked to some cultural and social beliefs, S9 also agrees with TS on the existence of the social distance between the students and the teachers which in turn made them (the students) not having the desire to communicate (see Section: 7.3 below for further discussion of the role of teacher). Furthermore, a number of participants have indicated that students do not have the idea that errors are possible; they are unaware of the fact that committing errors is accepted in learning. For example, S5 said:

لا خجل ولا خوف من ال خطأ وعدم تقبل ال طلاب لذلك وضع إتاحة ال م جال أيضا لتعيق ال تواصل ال شفهي ليعيننا .

Shyness, fear committing of errors, students' not accepting them, and not giving opportunities also hinder oral communication for us. (Interview with S5)

Students' fear of committing errors makes them unwilling to be engaged in any kind of participation. In Focus Group 2, two participants expressed this opinion. FG2-2 and FG2-5 respectively said:

المستوى والقدرة على ال طالب مهم في تعيق ال طلب بوزي ادة رغبة في ال تواصل ال شفهي ولمش اركة داخل الفصل بالخصوص ال إلى جال بال تعيق وعدم لارغبة وال تخشص صحيح .

The level of proficiency is important in motivating the student and increasing their desire in oral communication and participation inside the classroom in addition to not to being afraid and vice versa. (FG2-2)

ال خوف من ال خطأ ولا خجل ي عيقنا من ال تواصل ال شفهي ليلال غة الإنجلي في فالفصول الدراسية ولذلك عدد ال طلاب لابد أن يكون أقل داخل الفصل .

Fear of committing errors and shyness hinder us from oral communication in English inside classroom in addition to the number of students; it should be less inside the classroom. (FG2-5)

In Focus Group 3, some of the participants also supported the idea that students have fear of committing errors. For instance, FG3-1 and FG3-3 respectively said:

قديكون ال طلب ذو مستوى تقوي الفداء ولكن لا خجل ولا خوف في عيق ان تطل له ولذلك عدم إتاحة الفرصة .

The student might at a moderate level in proficiency but shyness and fearness hinder his communication in addition to not being given an opportunity. (FG3-1)

هو خجل الطالب من اخطأ وعدم إعطاء الطلاب فرصة في قول ما فهم.

It is the students' shyness of committing errors and not being given an opportunity by the teacher. (FG3-3)

In Focus Group 5, one of the participants commented on this idea and confirmed that it is an obstacle for students' participation, FG5-3 said:

الخوف والتردد من الخطأ في الإجابة من الأمور التي تعيق التواصل شفهي داخل الفصل للغة الإنكليزية.

Fearfulness and hesitation of making errors in the answer is one of the things that hinder oral communication inside English classrooms. (FG5-3)

The reason for feeling shy of committing errors was linked to the person the speaker was speaking to. In Focus Group 4, FG4-4 states this clearly, he said:

مدارس للغة مع الأختاب أسهل بكثير من مدارس ما مع شخص أضعف من خطأ أمامه مخجل.

Practicing the language with foreigners is much easier than doing that with a person that you know; committing errors in front of him is shameful. (FG4-4)

As is evident from the above extract from Focus Group 4, *who speaks to whom* has a role to play in whether willing to be engaged in discussion or not which confirms that such behaviour of unwillingness to participate is connected to students' cultural background.

More support for the idea that students are unaware of the fact that committing errors is possible was provided by S8 who indicated this in the interview, he said:

الطلاب يفتقرون لممارسة الإنكليزية في وجود لذي هم الخوف من ارتكاب الأخطاء لان فياك عدم وعي الطلاب بأنهم من اك مجال للخطأ.

Students in the department of English have a fear of committing errors because they are not aware of the fact that errors are possible. (Interview with S8)

Similar ideas were presented in the Focus Group discussions by some of the participants. For example, in Focus Group 3, two participants indicated this. FG3-2 and FG3-3 respectively said:

من الأموات يتيسر اعد نجى التوصل للشفهى داخل فصول اللغة الإنجليزية إذا كان صاحب قدرة
نجى تحمل ال خطأ قبل خطأ التكررة بظن افعل وعي ال طلاب ومعتهم أن ال خطأ وار دوليس أمر
مخرج.

What helps in oral communication inside the English classrooms is the teacher, especially if he is able to tolerate errors and accepts repetition of errors. In addition to that, is the students' awareness of the fact that errors are indispensable and it is not shameful. (FG3-2)

من الأموات يتيسر عي التوصل للشفهى ين ظري عدم وعي ال طلاب بأن من اك مج ال ال خطأ.

What hinders oral communication in my opinion is students' unawareness of the fact that errors are possible. (FG3-3)

In the first excerpt, FG3-2 focused on the role of the teacher inside the classroom and how he/she should handle students' errors, a topic that will be discussed in section: 7.3 below. In the interview with S7, he confirms that there is no awareness of the possibility of committing errors among students and suggests a solution for this problem, he said:

طبيعة الموضوع يعي بظن اقش قش اعد نجى بظن اقش و التوصل للشفهى، أن من خلالت بحتي أرى أنه لابد
أن يكون فيك وعي ال طلاب نجى المش اركة دون خوف، ن حن عان ي من مذهب لكل قل وك ان من اك
نقدهم تغض ي سقي حسن متوى ال طلاب... ي جبت وعي ال طلاب أن فيك مج ال ال خطأ ولم عمل يين أيضا،
أرى لو أن قس فبس هقي و هبتو عيتهم على مذهب ان قطة وتبعت لمفضل.

The nature of the topic under discussion helps discussion and oral communication. In my experience, I see that the student should be aware that he has to participate without any fearfulness. We are suffering from this problem; if there is understanding and tolerance, the students' level will be improved... Students and teachers should be made aware that errors are possible. I think it

would be better if the department makes this point clear to them. (Interview with S7)

It is not only the students who do not accept committing errors, but such cultural beliefs seem to be implanted in the teacher also as he has a negative view about committing errors. One of the participants states that some teachers do not accept committing errors. In the interview with S10, he said:

لا خجل ولا خوف من ال خطأ أماد الطلاب ولا مدحهم وعدم تقبل ال مدحهم لأخطا الطالب، وعدم تاح ة الفرص
لن توصل إل هذه اللأبابتين من ال توصل إل شفء يف ال فصول ال س لية بلالغة الإنجليزية.

Shyness and fear of committing errors in front of the students and the teacher, the teacher's not accepting errors and not giving student the opportunity to communicate all these reasons hinder us from oral communication inside the English classrooms. (Interview with S10)

Similar ideas were presented by S4 in the interview, he said:

ال خوف من ال وقوع ال خطأ طلب ال افة ال ال مدي تقبل ال ال ال خطأ وال عزائي سوال بي هذه هي ال ال ال تي
تخين من ال توصل إل شفء يف ال فصول ال س لية بلالغة الإنجليزية.

Fear of committing errors and the extent to which the teacher accepts the errors and the negative support are the reasons that hinder me from engaging in oral communication in the English classrooms. (Interview with S4)

Another participant discussed the negative role of the teacher in being an obstacle for the improvement of the students' oral communication and describes it as 'frustrating', (for more discussion of the role of the teacher, see section: 7.3 below). In the interview S9 said:

الإباط من ال ال ال طالب ولا خجل وعدم تقبل الإجابة ال خاطئة وعدم تاح ة الفرص لمدش ارك قوتدن ال الثقة
لدي إل هذه اللأبابتين من ال توصل إل شفء يف ال فصول ال س لية بلالغة الإنجليزية.

The frustration that is caused by the teacher for the student, shyness, not accepting erroneous answers, not providing an opportunity for participation and the little self-confidence I have are the reasons that hinder me from oral communication inside the English classrooms. (Interview with S9)

Based on the above views presented by the participants and as far as cultural beliefs are concerned, it can be said that what plays a role in the lack of participation of the student are the following reasons:

- Students do not accept committing errors.
- Teachers do not accept errors committed by students.
- Students fear committing errors because of the teacher's reaction.
- Students fear committing errors because of other students' reaction.
- Students unawareness of the possibility of the presence of errors in learning.
- Teachers unawareness of the possibility of the presence of errors in learning

6.4.2 Psychological Factors

This section deals with the psychological factors, namely, confidence and shyness and their roles in students' desire for oral communicate inside English classrooms.

6.4.2.1 Confidence

Generally, confidence in doing something comes as a result of having positive thinking, practice, background and knowledge about that something. So, it can be increased or decreased according to the status of the above variables. In education, the amount of preparation, knowledge and examinations results are the factors that may play a role in having low or high confidence states. As for second language learning, MacIntyre et al. (1998) believe that self-confidence is the general belief that one holds about his or her ability to be engaged in effective communication.

Practice and group work have been identified as an important factor that may help in increasing students' self-confidence in using second language. For instance, Fushino (2010) conducted a research on Japanese students in order to find out the relationships between a number of factors including confidence in their ability to communicate in L2, their beliefs about group work and their willingness to communicate. The results show that students' confidence in L2 communication is influenced by their understanding of the importance of practice and group work, and such understanding may vary from one student to another which may also result in variation in their communication in L2. Similar ideas were expressed by the participants of this study. For example, S2 said:

أما الأموات التي تخجلنا هي ضعف الثقة قبل الفس، عدم تعودنا لشيء ممارس لاللغة الإنجليزية وعدم إتاحة الفرصة في قبل الدمع... أن الفئت أناني مخفدرتي لشيء التوصل للشفهية نجل غيري من الطلاب بسبب الضعف في الثقة ولخوف من الخطأ ولكن ساعين بالممارسة والظهور في الأنشطة اللفظية في بل غلب لشيء ذلك وهي الآن معدومة تقريبا.

What hinders us from communication is the lack of self-confidence, not being accustomed to practice English language and not given an opportunity from the teacher... I was suffering from my inability in oral communication like other students because of my weak self-confidence and fear of committing errors, but practice and engagement in non-class activities helped me in overcoming this problem. (Interview with S2)

In the above excerpt from the interview with S2, he showed clearly the role of practice and being engaged in the different activities in developing his self-confidence. This goes in line with the findings of Liu and Littlewood (1997) who emphasize the role of practice in gaining confidence in using L2 as they argue that more practice in L2 leads to more confidence, and vice versa. They maintain that when students lack confidence, they avoid speaking in front of other students, and therefore lack of confidence leads to avoidance of participation.

As stated earlier, not only practice but also fear of making errors in front of other students reduces students' self-confidence in having a role in classroom participation. Fear of making errors and confidence are somehow interrelated as shown in the literature; Hamouda (2013) found that lack of confidence and fear of making mistakes were, among other factors, responsible for students' unwillingness to participate in

English classes at Qassim University in Saudi Arabia. Similarly, some of the participants of this study have raised this issue and attributed students' lack of confidence to their fear of committing errors. For example, TS said:

كأأرى أن الطلاب لى هم خوف من ال خطأ ماً أضعف لى هم الثقة قبل فى س فى يتقن ع عن الكلام حتى لا
يخطئ... أيضاً للثقة فى النفس تتأثر حاجز لدى ال طلاب فى الرغبة لى لى التوصل لى شففى فى لى الوصول
الدراسى حتى ذوى المستوى اتال محى دقل لى هم مسئلة الثقة قبل فى س.

I find that students' fear of committing errors weakened their self-confidence so they do not speak in order not to commit errors... Moreover, self-confidence represents a barrier for students' desire in oral communication inside the classrooms even those who are at good levels have little self-confidence. (Interview with TS)

Association of confidence and fear of making errors has also been mentioned by FG5-3 who believes that if confidence is there accompanied with no fear of making error, it will help students in their oral communication inside the classroom. He stated:

الثقة وعدم ال خوف تتس لى التوصل لى شففى داخ ال الفصل ول م فهم من لى ساعد لى ذل كى لى لى اف لى لى
ال طلاب.

Confidence and having no fear of making errors facilitate oral communication inside the classroom. The teacher and the rest of the students do not help in this regard. (FG5-3)

One of the participants, S9, mentioned more than one factor that play a role in students' desire for oral communication inside English classrooms among which are confidence and making errors. He said:

الثقة والتعب لى قى ن ال م فهم لى طالب، وثقة ال طالب فى نفسه والمشاركة والتشجيع والتحفيز لى درجات من قبل
ال م فهم ووعى ال طلاب أن ال خطأ وارد ولا بد فى تقبل ال م فهم لى ك، جى ع هذه ال لى لى لى التوصل
ال شففى لى لى لى لى بالغة الإنجليزى.

Mutual confidence between the teacher and the student, student's self-confidence, encouragement, extra marks' incentives by the teacher, student's awareness of the fact that errors are possible and teacher's tolerance for that are the reasons that facilitate oral communication inside English classrooms. (Interview with S9)

Starting with confidence shows that it is one of the most important factors in relation to communication and is always present in students' minds. S9 mentioned two types of confidence: mutual confidence between the teacher and the student and student's self-confidence both of which help students to be engaged in oral communication.

Confidence can be attained through developing one's competence in a particular area. So, when students have high competence or high academic level, their confidence is supposed to be high and then there will be no barriers for their oral communication. This view has been supported in the literature; for example, in a study conducted by Peng & Woodrow (2010), 330 EFL Chinese students majoring in non-English disciplines were selected as participants. The study aimed at finding out the factors that influence students' WTC. The results showed that students whose competence is high had high confidence and therefore were more likely to be willing to engage themselves in communication. As far as the participants of this study are concerned, the situation is somehow different as some of the participants mentioned that even those students with high competence or academic level lack confidence. S8 and FG2-1 have respectively said:

الثقة موجودة لكن فقط في شريحة معينة من الطلاب ذوي المستوى الأكاديمي المتميز ولكن الطلبة لا يملكون الثقة حتى عندهم طلب التحدث عرضت فيهم يترى أن أكثر الطلاب يفضلون الاختبار على العرض لأنهم يخشون الإحراج.

Confidence is there but only among particular group of students who are at high academic level, whereas the majority do not have confidence even when the teacher asks for a presentation, we find that most of the students prefer the written exam to presentation in order to avoid embarrassment. (Interview with S8)

المسألة قسرية حسب الطلب بقديكون مستوى الطالب جي دولكن اعيسل في التفاعل في وقت توصال شفهي أوالمشاهدة داخل الفصل.

It depends on the student, he might be a good one but does not have enough confidence to communicate orally inside the classroom. (FG2-1)

However, some of the participants emphasized the role of the student's academic level in building confidence. In Focus Group 2, FG2-5 stated:

ليس فقط مستوى وطيفاءة الطالب مدمق يتخيزال طلبوزيادة رقت هفي التوصلال شفهي والعش اركة
داخل الفصل بل أيضا اجال طلب الى الثقة والدم لمده دورف يتعز يز مدها ثقة.

It's not only the academic level that is important in encouraging and increasing students' desire to communicate orally inside the classroom but also, confidence in the teacher who has a role in strengthening this confidence. (FG2-5)

Here FG2-5 indicated the role of one's academic level in developing his confidence describing it as important, adding that it can be supported by the teacher (see section: 7.3 below for more about the role of the teacher).

Being both psychological factors, lack of self-confidence may correlate with shyness. Shyness may reduce one's self-confidence or vice-versa.

6.4.2.2 Shyness

In spite of extensive research about shyness, it appears to be perceived differently by researchers; some believe that it is a kind of social anxiety (Buss, 1980) whereas others see it as behaviour of avoidance (Phillips, 1980). In classrooms, learners' academic activities are evaluated by both teachers and other learners; a fact that makes the atmosphere frightening especially for shy students because of their fear of being negatively evaluated. This is more tangible in listening and speaking classes in which shy students lose the opportunity to participate and to be looked at by the teacher or even to make close relationships with other students (Friedman, 1980). Therefore, shyness seems to be an obstacle that hinders many learners from being involved in any activity inside the classroom including oral communication. A number of participants in this study have indicated this fact whether in the individual interviews or in the Focus Group discussions. However, they associated such feeling with different factors, such as the student's academic level. For instance, FG5-2 and FG3-1 stated that if students' academic level is high, there would be no shyness. They respectively said:

كل م اكان مستوى الطالب الأكاديمي غلي لئلا م اكان قادر نجى كسر حاجز الخوف وال خجل والخوف من
ال خلفيتل يتنيد رقت هفي التوصلال شفهي داخل الفصل

The higher the academic level of the student, the easier for him to break the fearness and shyness barriers and as a result his desire in oral communication inside the classroom increases. (FG5-2)

قديكون الطالب ذو مستوى متوسط في الفاءة ولكن لا خجل ولا خوف فيخاف ان يتطرحه ولقلك
هم إتاحة فرصه.

The student might at a moderate level in proficiency but shyness and fearness hinder his communication in addition to not being given an opportunity. (FG3-1)

Another participant associated shyness with the fear of committing errors and the huge number of students in the classroom. FG2-5 stated that:

ال خوف من ال خطأ ولا خجل في حين ان من التوصل الى شفهي ليلال لغة الانجليزي فالفصول الدراسية ولقلك عدد
الطلاب لابد أن يكون أقل داخل الفصل.

Fear of committing errors and shyness hinder us from oral communication in English classrooms in addition to the number of students; it should be less inside the classroom. (FG2-5)

A teacher-participant viewed the situation differently. He rejected the existence of shyness inside the classroom and criticised students for not doing what they are asked to do. Based on his experience with the sample of the study, he said:

The only reason that they're shy is because they don't want to embarrass themselves and admit to the teacher that they don't know, and/or they didn't study. So, I don't think it is shyness. I think it is embarrassment that they feel because they just don't do the work. (Interview with TA)

السبب الوحيد انهم خجلين هو انهم لا يريدون أن يجرؤوا فيس هم ويعرفوا انهم ليسوا بمرسب أنهم لا يدرسون أو
انهم ليسوا بال هذا لا يتعدى انهم لا خجل. يتعدى انهم لا حراجا لذي يشعرون بسبب انهم ليسوا بمرسب انهم لا يعملون
المطلوب.

The relation between shyness and students' performance and achievement has been discussed in the literature. Mohammadian (2013) investigated the effect of shyness on Iranian EFL learners' language represented by 60 students taking English at a private institute. The results of the study showed that there was a positive correlation between shyness and language learning motivation. Similarly, Chu (2008) investigated the

interrelationship between shyness, L2 learning strategy use, motivation, anxiety and willingness to communicate among 364 students of English in a private university in Taipei. The results showed that there is a high correlation between shyness, foreign language anxiety, and willingness to communicate in both Chinese and English. For instance, students who stated that they experience either a kind of anxiety or shyness in their English classes showed less willingness to communicate in both Chinese and English. Moreover, Dawit and Demis (2015) conducted a study to investigate the causes of students' limited participation in EFL classrooms in Ethiopian public universities. They found that more than half of the students (65.7%) attribute their reluctance to participate in the class discussion to the shyness.

One of the participants associated shyness with the fear of negative evaluation. They are afraid of being evaluated negatively by others in the classroom whether by their teacher or peers and as a result they feel shy and avoided speaking and preferred to remain silent. For instance, S5 in the interview said:

أشعر ببلخجل من المشاركة بؤلفاعل داخل الفصل بسبب خوفي من التقييل بسايب يسواء من ال معلم أو الزملاء، لئكفأفضل أألتزم الصمت.

During the class, I feel shy to participate or be engaged in discussion because I am afraid of being negatively evaluated whether by the teacher or peers, so I preferred to remain silent. (Interview with S5)

Similar ideas were presented in the focus group discussions by some of the participants. For example, in Focus Group 5, two of them have indicated this. FG5-2 and FG5-5 respectively said:

ال خوف من التقييل بسايب يسعري بلخجل والتردد من طرح الأسئلة وان اقشة معلم خلال ال درس.

Fear of negative evaluation makes me shy and hesitates to ask questions and engage in discussion with the teacher during the class. (FG5-2)

ال خوف من التقييل بسايب يسعري بلخجل والتردد من طرح الأسئلة وان اقشة معلم خلال ال درس.

Fear of negative evaluation is a reason that hinders me from oral communicating in the classroom and makes me feel shy. (FG5-5)

The above idea of not having the desire to communicate because of the fear of negative evaluation that might be made by the teacher and other students in the classroom has been supported in the literature; for example, Watson and Friend (1969) view the fear of negative evaluation as apprehension about others' evaluation and avoidance of situations in which they expect negative evaluation by others. Such a feeling leads them to be afraid of committing mistakes in the target language for which they may receive negative evaluation, so being monitored and watched by others makes them feel uncomfortable, more unconfident and incapable of performing well in the classroom (Price, 1991) and as a result, they will be quiet and reticent. Moreover, Subasi (2010) investigated the role of FNE in making students anxious, he investigated the sources of anxiety of 55 first year Turkish learners of English in oral communication at Anadolu University. The results of the study showed that there is a positive association between participants' FNE and their anxiety level, so they were afraid of being evaluated negatively by other in the classroom and as a result they avoided speaking and preferred to remain silent.

To sum up, based on the views presented by the participants and as far as confidence and shyness as psychological factors are concerned, it could be argued that these two factors play an important role in students' willingness to communicate in the context of the study. The participants of the study emphasised the importance of group work and practice to improve their confidence in communication and they attributed the status of their confidence to their academic level. Moreover, shyness is found to be an influencing psychological state the students suffer from. According to their views, it hinders them from being involved actively in communication inside the classroom and associated it also with their academic level, fear of committing errors and fearing of negative evaluation.

6.5 Conclusion

This chapter has been devoted to the analysis of some oral communication issues in English classrooms in an attempt to identify them and discuss them from the perspectives of both teachers and students. The factors have been classified under one broad group: *internal factors* including language proficiency, motivation, and culture and psychological factors. The participants have made it clear that these factors are important in that they may have either positive or negative impact on their willingness to communicate. Thus, being good at the target language (knowledge of pronunciation and vocabulary) and being motivated by the teacher would assist the student and encourage him/her to be active inside the classroom, whereas the lack of such knowledge and motivation will reduce and hinder their willingness to communicate. Moreover, not having negative beliefs that committing errors is bad and embarrassing would enhance oral communication. Thus they would be able to abandon feelings of shyness and fear of other people's reactions to their utterances.

However, as mentioned earlier, not only internal factors are involved in students' unwillingness to communicate, external factors also play a role. The role of the external factors and the common themes classified under such factors will be discussed in the next chapter.

Chapter Seven:

Data Analysis and Discussion: External Factors

7.1 Introduction

This chapter continues the analysis and discussion of the same sources of data, namely Focus Group discussions and individual interviews. Here the themes are classified under *external factors*. While internal factors relate to the students themselves, the external factors are caused by something outside them. These include classroom management (7.2) (class time and students' number), teacher's role (7.3) (opportunity, teaching aids and topic relevancy), and teaching methods (7.4). It also includes first language use and code switching (7.5).

7.2 Classroom Management

There is no doubt that classroom management influences the learning environment; it could provide a comfortable atmosphere or, on the other hand, it might hinder students' willingness to communicate. According to Hamouda (2013) who investigated the reasons why students do not participate in EFL classrooms at a university in Qassim, KSA, classroom arrangement is one of the most frequent factors that affect students' willingness to participate. According to the data of this study, classroom management is related to class time and students' numbers.

7.2.1 Class Time

Since English is a foreign language in Saudi Arabia, most students, especially English language students, use English more frequently inside the classroom and less frequently

outside the classroom. However, they have limited time to do so inside the classroom on the one hand, and their teachers also do not give them a good opportunity to do that on the other hand. This case highlights a problem that makes English language students have difficulties to communicate in English. Participants of this study, both teachers and students, have indicated that the limited class-time of English language is one of the main reasons responsible for the students' low level of oral communication. For instance, one of the teachers mentioned that oral communication during the class is time consuming. Consequently, due to the limited time of English language class, he does not prefer to activate any kinds of discussion during the class. TS in the interview said:

Because classroom discussion takes a lot of time, it rarely happens. The lecture is about 50 minutes, so it is not possible to employ participation in the way it should be allowing students to express their ideas which takes a lot of time. It is difficult to do that. (Interview with TS)

You can't have a conversation with 30 students in 50 minutes. So, the only thing you can do is lecture. I think that oral communication classes should not be more than ten to fifteen students. Sometimes there could be 30 students, which is ridiculous. (Interview with TA)

According to the above extract from TA's interview, the limited time of class and the big class size (students' number) impede the oral communication during the class and also push the teachers to use the traditional teaching method (lecturing) which is

considered as a teacher-dominated model that usually does not allow students to take part in learning process. Using this kind of method contributes in students' unwillingness to participate during the class. I will return to the issue of the role of teaching methods in students' willingness to participate in Section: 7.4 in this chapter. Another views demonstrating of reluctance to allow time for discussion due to limited time the class can be seen in an interview with one of the students; S8 said:

في البرنامج الحالي لا يوجد نقاش بين الطلاب بل هو غير مسموح بالنقاش والتوصل الى شيء داخلى
المحضرة، والمبسوط عن ذلك لدرجة الأولى الى المعلم وقت غير كافي أيضا 50 دقيقة لا تتيح
لشرح والنقاش في وقت.

In the present programme, there is no discussion between the students even it is not allowed during the lecture; the teacher is responsible for that. In addition, time is not sufficient; 50-minute time is not enough for presenting the topic and discussion at the same time. (Interview with S8)

Another participant also supports the same idea that the limited time of the English language class is an obstacle for the students' oral communication during the class. In Focus Group 4, FG4-4 said:

الوقت غير كافي في إتاحة الفرص للمشارك في موعدي غير من العوائق التي تواجه المعلم في العملية
التدريسية.

Time is not enough for giving participation opportunities. It is considered one of the obstacles that teachers encounter in the teaching process. (FG4-4)

The above idea of not having enough time to participate in the classroom has been supported in the literature. For example, Hamouda (2013) finds that class time affects students' willingness to communicate; more than 69.81% of Hamouda's participants indicated that the given time for practicing English is problematic as their teachers do not give them enough time to respond to their questions; similar findings have been reported by Abu Alyan, (2013). Because of their language level, students need more time to think and to construct sentences before they speak in the class, limited class time has a negative influence on students' willingness to communicate. This view emerged in this study where some participants mentioned that they need more time to think in how to respond and how to construct sentences before they speak in the class.

They argued that the given time for practice inside English classrooms hinders their willingness to participate and prevents them from being engaged in any discussions in the classroom. For example, in Focus Group 1, two of them have indicated this. FG1-2 and FG1-6 respectively said:

دورالمدربيتعزيزالطلاب لمشاركةالمشاركفياالتحدثلغةالإنجليزية داخلالفصل من خلالاتاحة
المدرجالالوقت للإجابةمنحرباقتلوقتلفظيوفيتركيبالسجلة قبلالمشاركة.

The teacher's role in encouraging the students to participate inside the classroom is by giving opportunities and time for them to answer. We need more time to think and to prepare the sentence before we participate. (FG1-2)

الوقت غيراللفظيولصلالشفهيفي محاضراتلغةالإنجليزية لابد منتويوقتالمدلمحاضرة. وشفق
مدالطلب رقم 2الوقتالمدطيلنللمشاركة غيراللفظيتركيب الأفكار والجدل وهذا مايخرجنا من
المشاركة داخلالفصل.

Time is not sufficient for oral participation in English language lectures. It is necessary to increase the duration of the lecture. I agree with FG1-2 in that the time is not enough to prepare ideas and sentences which prevent us from participation inside the classroom. (FG1-6)

The reason for the students' low level of oral communication during the English class was linked to the time of the English class, as it is not in line with the requirements of the English curriculum. In Focus Group 3, FG3-3 stated this clearly, he said:

من الأمواتيتبعياالوصلللشفهي داخلالفصل هو طولالمدج الواسي وظيف وقتالمدلمحاضرة.

One of the things that hinder oral communication inside the classroom is the length of the course compared to the lecture duration. (FG3-3)

Taking into consideration that the time of the class does match the English curriculum length has been one of the findings of a study conducted by Al-Seghayer (2014) who investigated the major constraints facing English education in Saudi Arabia. He discussed these constraints in a number of areas including: students' beliefs, along with curriculum and pedagogy. In relation to curriculum constraints, he finds that English is taught during four 45-minute periods per week, a time that does not meet the requirements of the English curriculum as some of the materials and class activities

cannot be completed in a single lesson. The problem lies with not only the English curriculum requirements but also the number of the students in the English classes. One of the participants indicated that the large number of the students in the English class does not fit with the actual time of the class. Thus, this does not allow students to be engaged in any discussions during the class time. S10 in the interview said:

تعارض العدد مطلق الوقت المتوفر وعدم تناسبه مع شويكون عدد الطلاب أكبر من الوقت المسموح لك بوقت
السماع للمشاركة في قبال الطلاب داخل الفصول الدراسية لبلغة الإنجليزية

There is a conflict between the number of students and the given time of the lecture; the number of students is huge compared to the allowed time. So, students' participation is almost not allowed inside the English classrooms.
(Interview with S10)

The next section discusses the impact of class size on students' willingness or unwillingness to communicate inside the classroom.

7.2.2 Student Numbers

The size of the class is another reason that contributes to student unwillingness to communicate. It particularly is a feature of the teacher-dominated models where the teacher is the transmitter of knowledge and the number of the listeners (students) does not matter. This undermines student's active participation in expressing their views. In the teacher-dominated approach, the teacher is the cornerstone as he or she is the most important person in the process of learning and the most knowledgeable one in the classroom; the teacher uses telling, describing and analyzing to teach the students (Simon, 2003). In this study, a similar idea was presented by TA in the interview, he said that due to the big size of class, the only methods he can use is the lecture method which is a teacher-dominated approach. Moreover, he indicated that there is no way to activate oral communication during the class with a large number of students in it. He said:

You can't have a conversation with 30 students in 50 minutes. So, the only thing you can do is lecture. I think that oral communication classes should not be more

than ten to fifteen students. Sometimes there could be 30 students, which is ridiculous. (Interview with TA)

لايتمكنك إجراء محادثة مع 30 طالب خلال 50 دقيقة بل هناك شيء آخر الذي يمنعك عمله هو الازدحام في الصف.
لنستفيد أفصل من المحادثة التي يجب ألا تكون في الصف من عشرة إلى خمسة عشر طالب في صف واحد لأن
يكون الازدحام 30 وهذا سيخفف.

Participants of this study, both teachers, and students, highlighted the role of the big class size in enhancing the students' reticence during the English language class. For instance, one of the respondents, TS, stated that there is no chance to activate any kind of oral communication activities or any discussion during the class due to the big size of the English class. In the interview when answering a question about the class size, he expressed the view that:

عدد الطلاب الكبير لايسمح بتفعيل النقاشات الصفية يجب أن يكون عدد الطلاب قليل داخل كل شعبة
بمجيئهم من هذا الأمر بتفعيل النقاشات الصفية التي كانت توضع بالأسف لتفعيل النشاطات الصفية من وادي اللغة.

The huge number of students does not allow classroom participation. The number of students in each section should be little in a way to ease classroom participation in addition to putting in action some extra-curricular activities and language clubs. (Interview with TS)

More confirmation of the same idea that the big size of the English class stands as an obstacle for the teachers to activate the students' participation or any kinds of oral communication activities during the class comes from the interview with TT, he said:

عدد الطلاب الكبير يعتبر عائق في تفعيل النقاشات وأن زيادة عدد الطلاب في الفصل تعني إلغاء النقاشات
والأنشطة الصفية والروضة التي يجب أن تكون.

Students' number is considered an obstacle in activating discussions, and that extra number of students in the classroom means the cancellation of participation and other activities we supposed to do. (Interview with TT)

More support of the idea that one of the main reasons for the students' low level in oral communication is the big size of the English class was also provided by some of the students. For example, S8 said:

العدد جدا ضخم ييب عضال ش عب يكون في ه ا يصل الى 40 طلاب النقاش والتوصل الى شيء في ه ا راح يكون صعبا لسيطرة عالية من قبل المعلم في فصول وقت المعلم تزدحم في ه ج معين وليس لي ه وقت الغل على التوصل والنقاش.

The number is very huge. In some sections, it reaches 40 students in which discussion and oral communication will be difficult to be controlled by the teacher. At the same time, the teacher has a syllabus that he has to cover, so there will be no enough time for communication and discussion. (Interview with S8)

Similarly, S7 stated:

بعض المعلمين يبرزون تعزني لاجل لطلاب، ولكن عدد الطلاب في الفصل يكون كبير ولا يتيح لنا الفرص لقلس والاعشاركة.

Teachers provide students with positive reinforcement, but the students' number in the classroom is huge that it does not allow us opportunities to ask questions or participate. (Interview with S7)

Further support for the idea that the large size of the class hinders students from participation or being engaged in any discussion during the class is the argument that they feel shy and view the situation as a threatening one that may reveal their weaknesses if committing mistakes in front of the so many students. They also indicated that smaller sized classes would help them pass these kinds of obstacles and make them feel more comfortable when they participate. For instance, in Focus Group 4, FG4-6 said:

طبيعة الفصل فسه والظروف ال محيطه كالك عدد الكبير من الطلاب يفسد عب نحيين التوصل النقاش ه والاعشاركة ب نغسل علانق ايل الذبيس اعدنا نحي كسر ح ا جزال خجل ول خوف منال خطأ.

The nature of the classroom itself and its surrounding conditions, such as the huge number of students make it difficult for use to oral communicate and participate. On contrast, the small number helps us in breaking barriers of shyness a fear of making errors. (FG4-6)

In Focus Group 2, one of the participants commented on this idea and confirmed that the big class size hinders students from participation or being engaged in any discussion during the class as it is considered a threatening situation for them. He indicated that the

class size should be small to reduce students' fear of committing errors and to feel more comfortable during participation. FG2-5 said:

الخوف من ال خطأ ولا خجل لي يحجزنا من التوصل للشفهه بللغة الانجليزية فالي فصل ول الدراسة يسبب عدد
الطلاب اللي رال موجه في الفصل لا بد أن يكون أقل لك يبيخف ال خوف من الوقوع في ال خطأ هو قل ال خجل
هش عرب راح تفتش عن ال مش اركة.

Fear of committing errors and shyness hinder us from oral communication in English classrooms which are attributed to the large number of students inside the classroom. The number should be less in order to reduce shyness and fear of committing errors, and as a result we will feel more comfortable when participating. (FG2-5)

The above idea of not having the desire to communicate and participate because of the big size of the class has been supported in the literature by a number of studies. For example, Hamouda (2013) investigated the reasons why students do not participate in EFL classrooms at a university in Qassim, KSA. The analysis of the results shows that 67.92% do not like to be engaged in participation in large classes. Thus, the size of the class is a factor that contributes to students' willingness to communicate. Hamouda (2013) found that many students relate their being reluctant to participate to the big class size. Moreover, Dawit and Demis (2015) conducted a study to investigate the causes of students' limited participation in EFL classrooms in Ethiopian public universities. They found that many students (56.7%) attribute their reluctance to participate in the class discussion to the big class size and 55% of the participants liked to participate in a small and comfortable class. Similar results were reported by Chau (1996) who argues that a big class size hinders students from participation as they view the situation a threatening one that may reveal their weaknesses if mistakes are committed.

Based on the views presented by the participants and as far as classroom management is concerned, it could be argued that what plays a role in the lack of participation of the students are the following factors:

- The limited time of the class and the big class size (students' number) impede oral communication during the class and also push the teachers to use the traditional

teaching method (lecturing) which is considered as a teacher-dominated model that usually contributes in students' unwillingness to participate during the class.

- Students do not have the desire to communicate as their teachers do not give them sufficient time to respond to their questions; students need more time to think and to construct sentences before they speak in the class, so limited class time has a negative influence on students' willingness to communicate.
- The large class size hinders students from participation or being engaged in any discussion during the class as they feel shy and view the situation a threatening one that may reveal their weaknesses when they commit mistakes.
- The large size of the English class stands as an obstacle for teachers to activate the students' participation or any kinds of oral communication activities.
- The time of the English class does not go in line with the various requirements of the English curriculum. Therefore, there is no enough time for oral communication.
- The large number of the students in the English class does not fit with the actual time of the class, so there is no way to activate oral communication during the class.

7.3 Teacher's Role

The teacher's role inside the classroom cannot be neglected when discussing any topic related to teaching or learning because it is he or she who controls and leads the learning process inside the classroom. So, how students view them plays an important role in their desire to communicate. Students may consider it improper to challenge their teachers' views (Aljumah, 2011; Hamouda, 2013). Such a kind of consideration, in turn, may reduce their willingness to communicate. Participants of this study, however, indicated similar views, such as the existence of some barriers between the teacher and

the students that results in their reluctance and hesitation when attempting to participate. S8 made this clear in the interview; he said:

فيمعملين التغيير على لون فاك حواجز عينهم وبين الطلاب، لكن عن دم ايتي وصل يتقن اقشال طلب مدع
صيق تلكون لمان اقشة أس طلب دون خوف.

Many teachers make barriers between them and the students, but when the student communicates and discusses something with his peer, it will be easier, without any fear. (Interview with S8)

He added:

فيالبرنامجال موجه وفي ال جامعة فاك لتفكر من مودن في التعمام أهورب حوال الطلاب بيرون له لا يوج
حواجز وبعض التفكر في التعمام، ولكن للأسف لا يفي في حواجز عينهم وبين الطلاب حواجز.

In the current programme there are some teachers who are models in dealing with students. Students started to find no barriers between them and those teachers, whereas others are completely the opposite. Unfortunately, the majority of teachers have such barriers. (Interview with S8)

According to their views, students do not communicate with their teachers at ease. This is caused by the fact that they are afraid of the teacher's reaction when errors are made because they do not accept them. Many of the participants argued that that their teachers do not excuse students for errors, which make them reluctant to participate. FG5-5 stated that:

المستوى الأكاديمي حتى وان كان ضعيف لا أرى أن هذا عائق في التوصل للشفاء إذا كان المعلم متقبل
الأخطاء في ذل الطلاب.

Even if the academic level is low. I do not see it as an obstacle for oral communication especially if the teacher accepts errors and excuses the students. (FG5-5)

Another participant, FG3-2 confirmed this view and added that students also should be aware of the fact that they do not need to be anxious about making errors:

من الأموات تيسر أعد نجى التوصل للشفه دي داخل فصول للغة الإنجليزى قال من نجىم إذا كان صاحب قدرة
 نجىت حمل ال خطا وقبول لى خطأ ال تكررة بظن افل وعى ال طلاب ومغفرت هم أن ال خطأ وار دوليس أمر
 مخرج.

What helps in oral communication inside the English classrooms is the teacher, especially if he is able to tolerate errors and accepts errors' repetitions. In addition to that, is the students' awareness of the fact that errors are indispensable and it is not shameful. (FG3-2)

Some participants confirmed that their teachers do not accept errors and made some suggestions to improve their oral communication inside the classrooms. In the interview with him, S1 expressed the following suggestion:

لكى يصحح التوصل بين المعلم وال طلب أميين ال طلاب داخل الفصل س هل، نحتاج الى أميين أولا أن
 يكون فيه أي حجة تقبل بين ال طلاب جيعا ويكنون نفهم من التوصل ال نجىم وهذا الأمر الأول، والأمر
 الثانى ال من نجىم ه أن يكون نفهم مع ال طلاب ه يقبل أخطاءهم وينال ليس لى عدم لى التوصل للشفه دي.

In order to make communication easy between the teacher and the student or between the students themselves inside the classroom, we need two things: first there should be comfort between all students and the goal of their communication is for learning; second thing is the teacher himself; he should understand the students and tolerate their errors. This will facilitate the process of oral communication. (Interview with S1)

A similar suggestion was put forward by FG1-4 who said:

أسلوب ال من نجىم يقبل ال خطايس لعبش كل ما نجىم يف نجىم ز ال طلاب نجى ال حدث

The teacher's style of tolerating errors will largely help in motivating students to speak. (FG1-4)

The above views show that students argue for teachers needing to tolerate their mistakes which, they claim, put them at ease inside the classroom. However, other demands were also highlighted by the participants that are essential and important for promoting their academic levels by having a role inside the classroom through participation and oral communication. One of these demands is having an opportunity to participate, which should be equal for all the class members.

7.3.1 Opportunities to Communicate Orally in the Classroom

The role of the teacher becomes more vital when he or she is seen as a source of motivation for the students to be more active and engaged in communication inside the classroom. This can be magnified when he or she provides opportunities for them to use the language in a suitable learning environment increasing their desire to communicate (Aubrey, 2011). Moreover, teachers may encourage students to participate and increase their comprehension of the taught matter, according to Johnson (2009), who also states that teachers' questions play an essential role in advancing learners' development in an L2 teaching and learning situation as questions are viewed as productive tools that lead to fruitful results in participation and comprehension. Therefore, the approach of the teacher is what facilitates learning and turns the rigid classroom environment to a friendly one (Şenel, 2012; Zare-ee & Shirvanizadeh, 2014). The participants of this study have stressed the importance of having opportunities provided by the teacher in order to develop their linguistic abilities in general and their oral communication in particular. For instance, TT, a teacher-participant, commented on the role of the teacher and expressed his opinion about the teacher and what should a teacher do; he said:

بعض الدكاترة يُحسّوا لايتي حوال فرص افانقاش والحوار.

Some teachers do not allow any opportunity for discussion. (Interview with TT)

He added:

يجب نحى المعلم حاول تفهيز توشيحى عالطلاب رغ مض عف مبيتو افه يلالغ لكن ان حاولتش مجمعهم وانى علم يبلش كل جماعى والى بحث عن ال عمل وم انتفى الانترنت، لكن لاىوجد اختلاف فى مبيتو اهم لان وقت غير لقليلك جيز توفى فقرات معلن هي حضرون هالطلاب بشال عروض بالقوي هي.

The teacher should try to encourage the students in spite of their low linguistic level. We try to encourage them to work in groups, browse the Internet for information, but there is no difference in their levels because time is not sufficient for us to prepare and present some sections such as a presentation. (ibid)

S2 emphasized the importance of the role of the teacher in encouraging the students and providing them opportunities. Moreover, he added a criticism of the Saudi teachers:

لل معلم دورا كبيرا في تحفيز الطلاب على المشاركة في المناقشة داخل الفصل الدراسي من خلال إدارته للمحاضرة أو الامتحان وإعطاء الطلاب فرصا للتعبير عن آرائهم في الموضوعات التي يدرسها. هذا الأمر نادر للأسف وخاصة من المعلمين السعوديين مقارنة بغيرهم من المعلمين الأجانب فهذه فرص لا ينبغي إغفالها.

The teacher has an important role in motivating students for oral participation inside the classrooms through the management of the lecture, providing opportunities and encouraging them to participate. He is assistant and encouraging not only in his lecture, but also in language in general. Generally speaking, this is, unfortunately, rare especially with the Saudi teachers compared with what is done by the non-Saudi ones; they are much better in this regard. (Interview with S2)

In Focus Group sessions, the issue of the availability of opportunities was raised where many of the participants expressed their views and opinions. Among these, FG1-6, FG1-1, FG3-2 and FG4-2 respectively said:

إعطاء فرص للتعبير عن آرائهم على المشاركة في المناقشة داخل الفصل الدراسي.

Giving an opportunity to speak is important in encouraging the students to participate and to speak English language. (FG1-6)

إتاحة الفرصة للمعلمين للتعبير عن آرائهم على المشاركة في المناقشة داخل الفصل.

Allowing discussion after each lecture by the teacher eases the process of oral communication inside the classroom. (FG1-1)

إتاحة الفرصة للمعلمين للتعبير عن آرائهم على المشاركة في المناقشة من قبل المعلمين أنفسهم من الالتزام بالواجب من وجهة نظري لأنني أعتقد أن هذه الفرصة مهمة.

Allowing oral communication and discussion by the teacher is more important than being committed to the curriculum from my point of view because it has a lot of feedback. (FG3-2)

المعلم أحياناً يكون عائقاً للتواصل والتعبير عن آرائهم على المشاركة في المناقشة من قبل المعلمين أنفسهم من الالتزام بالواجب من وجهة نظري لأنني أعتقد أن هذه الفرصة مهمة.

Sometimes, the teacher is an obstacle for oral communication when he does not involve the students and provides no opportunity for that. (FG4-2)

Similarly, S7 stated that the teacher should provide an opportunity for the students to participate and also laid some blame and responsibility on the students themselves:

المعلم له دور أساسي في توفير فرص للطلاب للمشاركة والتوصل للشفهية من خلال إتاحة فرص للهم، الوقت الكافي، والطلاب أيضا إذا كان وقتهم الكافي في المحاضرة، لأن بعض الطلاب لا يوجهون للمعلم الوعي الكافي بأن الخطأ وارد وأن لا يغيب أنتم مارس.

The teacher has a fundamental role in motivating students to participate and communicate orally by giving them opportunities and sufficient time; also, the students when they are active in the lecture because some of them do not have the awareness that errors are possible and that language should be practiced. (Interview with S7)

Teachers providing opportunities for the students to participate and improve their communication skills especially the oral ones have been emphasized by the participants of this study as discussed above. Another issue related to opportunities stems from the views and opinions of the participants, namely, whether these opportunities, when available, are for all the students or only for a certain group of them. In other words, whether there are equal opportunities or not. In this regard, Johnson (1997) states that the teacher may establish an inaccurate view regarding students' abilities such as that they have no capacity for the target language and the desire to learn. The teacher then may provide more opportunities and focus on those students who appear to be more active in classroom discussions, a fact that may increase students' unwillingness to communicate and reticence will be encouraged as students' desire to be engaged in communication is not enthused (Lee and Ng, 2009). As such, the teacher's role would appear to be vital in learning as it is clear from the studies of Donald (2010) and Johnson (1997) which discussed in Chapter 4, Section: 4.6.2 above.

The role of the teacher inside the classroom in improving students' performance was indicated by S3 who argued that students, especially the ones whose academic level is relatively low suffer when opportunities are not provided equally. He said:

المعلم يلعب دورا كبيرا في توفير فرص للطلاب للمشاركة والتوصل للشفهية موقادر المعلم أن يصنع في شيء تعليمي في يصنع في هذا المجال، من خلال عدم إتاحة للطلاب واجباتهم المبتدئين وموقادر المعلم في توفير فرص للطلاب وختم في المشاهدة، ولكن لا يحصل من أن بعض المعلمين يولي لفهم للطلاب المتفهمين فقط بغرض

تفقدوا الوقت تفهم كل ما يجب ان يكون شكل صحيح فليس ضيق في الوقت بل انهم يتكلمون. المعلم يهتم من ليسوا على ما
في التعامل مع الطالب فكلهم يهتمون بالذين هم في الامتحان فقط.

The teacher plays an important role in encouraging students to speak and in oral communication. He is able to make the student someone great by supporting and encouraging them to participate, but it can be the opposite by not paying them any attention and frustrating them. What is happening here is that some teachers care about and pay attention to the good and distinguished students in order to save time because they always answer and participate, unlike the weak ones. Teachers, in this regard, are unfair in dealing with students as they focus only on the good ones. (Interview with S3)

The idea that teachers select a certain group in order to ease the process of the lecture was also indicated by S5 who described it as an obstacle for oral communication. He stated that:

الشيخ لا يخوف من الخطأ وعدم تقبل الطلاب لذلك وعدم إتاحة المجال للجميع كي يتوصلوا إلى شيء معين
وأنه لا يستطيع أن يزيل من أي شيء في أي وقت أو مكان والشيخ لا يهتم بالذين هم في الامتحان فقط.

Shyness, fear of committing errors and not being given an opportunity hinder oral communication in addition to the focus of teachers on the distinguished group in discussion and participation in order to smooth the lecture. (Interview with S5)

Paying most of the attention to a certain group of students and neglecting the rest was confirmed by one participant in Focus Group 2, FG2-3, who expressed his opinion in this way:

الشيخ يهتم بالذين هم في الامتحان فقط ولا يهتم بالذين هم في الامتحان فقط. إن
من الصعب أن يتوصلوا إلى شيء معين في الفصل الدراسي. موت حيد عدد من الطلاب وعادةً ما يكونون
هم الذين هم في الامتحان فقط دون إعطاء فرصة للذين هم في الامتحان فقط.

Focusing on the good students always reduces other students' encouragement to communicate orally inside the classroom. One of the factors that hinder oral communication inside the classroom is to specify a number of students, usually the distinguished ones, without giving the rest, the weak ones, any opportunity. (FG2-3)

The argument is that students should be given equal opportunities to participate in order to help them overcome difficulties such as their low level language proficiency,

shyness, or whatever else hinders their willingness to communicate. In this regard, Xie (2011) suggests that if learners' pressure and the monitoring of classroom interactions are eliminated, opportunities for learning will increase as they will be more engaged in discussion of classroom topics. Thus, students' involvement in the discussion is necessary to cause them communicate and ultimately achieve good outcomes, a fact that emphasizes the necessity to focus on learners-centered models especially the CLT as discussed in Chapter 4, Section: 4.2.2.1 above.

In the process of learning a foreign language the teacher is one of the important sources of learning for the students as he or she is the expert and knowledgeable person in the classroom. Thus, representing the best model for them, he or she is not to be questioned, so learners will consider teacher's opinion and utterances a correct, authentic one. This becomes more applicable if the teacher is a native speaker of the target language (Donald, 2010). The participants of this study have raised the issue of the kind of teacher they prefer, as far as learning a foreign language is concerned; they made short comparisons between the Saudi teacher (or sometimes referred to as 'Arab teacher') and the 'native-speaker' teacher (referred to as 'foreign teacher') pinpointing the advantages and disadvantages of both. S3 appreciated the style of the foreign teacher and criticised that of the Arab one. He said:

المدرب الأجنبي يتيح الفرصة أكثر والتحدث مع فريد ويصحح لي كثير من الأخطاء في اللغة الإنجليزية، بعض المعلمين ليس لديهم أشياء داخل الصف يشركونهم في ذلك كالمعلم العربي الذي يفتقد شغف التعليم.

The foreign teacher allows more opportunities and speaking to him is useful as he corrects a lot of your English language errors. Some of them used to make enjoyable activities inside the classroom. On the contrary, the Arab teacher lacks the passion for education. (Interview with S3)

Another support for foreign teachers comes from the statement of FG4-3 who said:

في الفصل قويني المدربين على سعودي والأجنبي السعدي يشركونهم في ذلك من أجل التفاعل فقط أما الأجنبي فهو على مدار اللغة لا ياتي في الدرجات والامتحانات.

There is a difference between the Saudi teacher and the foreign one. The Saudi teacher explains only for the examination whereas the foreign teacher's goal is to teach you language, he does not think in grades and examinations. (FG4-3)

As far as the linguistic ability of the teacher is concerned, some participants indicated their preference through their views and opinions. Commenting on FG4-3 above idea, FG-4-6 said:

الهدف من تعليمي فعلا مهمه الألي أني جت ازال طلب بالرحل فوق نيكون بالي على قيق داسا لييب جيده هج تاج
لن تظهر أدا الأحي من ال طبعي كونه نم كن من لال غ الكون لغته هي حاول ليصل بال شكل الم طلبوب .

The goal of the Saudi teacher is really that the student has to pass the exam; he might lack the new methods and needs some improvement, whereas the foreign teacher has a command or the language as it is his language; he tries to deliver it in the right way. (FG4-6)

There is no doubt that the pronunciation of the 'native speaker' is not challenged and is preferred when compared to non-native speakers. FG2-1 stated this:

لده جة الم عمل ين الأجل بفضل من ال عرب، ومكنل كفضل في طرق التدريس بظلاله مع ال طلب داخل
الفضل.

Foreign teachers' accents are better than Arab teachers; they also have better teaching styles and interaction with students. (FG2-1)

When foreign teachers do not speak the native language of the learners, learners will be forced to speak the target language as it is the only means of communication available in this situation. S4 and FG2-6 have made this clear; respectively they said:

برأيي ال م فهم الأجبي أفضل ل عدم قدرته في التحدث مع كليل ال عربي قبل ست بجر في التحدث ليل غة
الإنجلي في فقط.

In my opinion, the foreign teacher is better as he cannot speak Arabic to you; in such a case, you will be forced to speak English only. (Interview with S4)

لو ي كنون جيع الم عمل ين أجل بس وفي كنون أفضل لأني مبي عد عن ال ل خجل وسو ي كنون في الكا جبار ل تحدث
والتوصل لل شفهي ليل غة الإنجلي فية.

If all teachers are foreigners, it will be better because this keeps shyness away and there is an obligatory use of English for speaking and oral communication. (FG-2-6)

The above ideas represent the opinions and views of some of the participants. However, other participants have different views:

لايوجد فرق انجليزيين المعلم الأجنبي والمعلم العربي يفيت فحيز الطلاب لمحيي لمن اقشدة، قد يكون المعلم العربي أكثر أحيي تهيت طيع أني خرج عن ال في هج هتحدث مع ال طلابيين اقشدة لمفضل من الأحيي، لان المعلم العربي عرف طيع ال طلاب وأن لغ هم الإنجليزي فضايف تتوحتاج لى تطوير.

There is no big difference between the foreign teacher and the Arab one in encouraging students in discussion. The Arab teacher might be of more comfort because he can talk and discuss something out of the curriculum with the students better than the foreign teacher. He knows the students' nature and that their English is weak and needs to be developed. (Interview with S1)

A similar view was expressed by S10:

لا أرى أن فى الفرق بين العربي والأجنبي شئ كل عامولكن من ناحية ذلك يحيط وعدم التعزيز ف قد يكون الأجبل بلفضل أفي ذلك من ال عرب الذين قديم اسون بعض أساليب ال يحيط ال طلاب داخل الفصل.

In general, I do not see any difference between Arab teachers and foreign ones, but when it comes to frustration and lack of support, foreigners might be better than Arabs who might practice some of the frustrating styles for the students inside the classroom. (Interview with S10)

S10's appears to be more realistic in that it is the style of the teacher that determines the way students look at their teachers; once they received support from the teacher, learning will be improved. This was confirmed by FG1-1 who disagreed with FG1-6's opinion about the non-Arab teachers as it can be seen from the following turns from Focus Group 1 discussion:

المعلمين الأجبل بلفضل من ال عرب ال س عويهي في إيصال ال معلومة.

Foreign teachers are better than Arab and Saudi teachers in delivering information. (FG1-6)

لا أؤيد رقم 6) بان المعلمين الأجانب أفضل من العرب السعوديين في توصيل المعلومات، المعلم السعودي قادر على توصيل المعلومات ولكن يحتاج إلى بعض المهارات التي لا بد أن يتطورها في أساليب التدريس.

I do not agree with FG1-6 that foreign teachers are better than Arabs and Saudis in delivering information. The Saudi teacher is able to deliver information, but he needs some skills that must be developed in teaching styles. (FG1-1)

Clearly, there is a difference of opinion amongst the participants regarding having a 'native-speaker' or an Arab bilingual speaker as a teacher.

7.3.2 Teaching Aids

Teaching aids assist both teachers and students in the processes of teaching and learning. For teachers, teaching aids help in presenting some material in a different way from the usual lecture, which may attract the audience and increase their concentration and students may be encouraged to be involved in the lesson when such aids are available. This view was expressed by the student-participants of this study. The majority of them expressed the view that using teaching aids by the teachers during the class would enhance their desire to be involved in communication and to participate in the English language class. S8 in the interview said:

استخدام الوسائط التعليمية الحديثة في التدريس مثل الفيديو والشفرة الإلكترونية من رغبة الطلاب في المشاركة في توصيل المعلومات الدراسية في اللغة الإنجليزية لأن ذلك يخلق جوًا تفاعليًا أثناء شرح الدرس.

The use of modern teaching aids such as data projector in teaching facilitates oral communication and increases the students' desire to participate inside the English classroom because it creates an interactive atmosphere during the lesson. (Interview with S8)

In Focus Group 4, two of the participants commented on this idea and confirmed that using teaching aids by the teachers will facilitate oral communication and participation during the English lessons. FG4-5 and FG4-2 respectively said:

الوسائط التي على عاينها نفضل عرض الموضوعات التي هي ممتعة من رغبنا في المشاركة في التوصل الى شفهي في الفصل ول
السوية لبلغة الانجليزية.

Teaching aids such as presentations increases our desire to communicate and eases oral communication inside the English classrooms. (FG4-5)

أرى أن لم يتخذ المعلمون وسائل على عاينها والتقنيات الحديثة في التوصل الى شفهي داخل الفصل لأن استخدام
الكتاب فقط لا يكفي لأن معبارة عن عدد كبير من المعلومات يتم سردها بشكل مممل ولا تزال الوسائط
على عاينها متلفون جانباً لأننا وافقنا على المشاركة لأننا خلقنا جو مختلف في داخل الفصل ولأننا كنا نفضل التفاعل
والفهم.

I find that the use of teaching aids and modern technologies eases oral communication inside the classroom because the use of books only is not enough. The book comprises a lot of information narrated in a boring way, whereas teaching aids are attractive and motivators because they create an interactive atmosphere inside the classroom and eases focus and understanding. (FG4-2)

More attribution of the important role of using teaching aids to motivating students to participate and communicate in the classroom comes from Focus Groups 3 and 2. FG3-3 and FG2-2 respectively said:

الوسائط التي على عاينها مهمة جداً في تسهيل التوصل الى التفاهات بين الطلاب والمعلمين والطلاب مع بعضهم البعض
تزيد من رغبنا في المشاركة داخل الفصل والسوية لبلغة الانجليزية.

Teaching aids are very important in facilitating oral communication between the student and the teacher and between the students themselves. They also increase our desire in participation inside the English classrooms. (FG3-3)

الوسائط التي على عاينها تساعد في التوصل الى شفهي داخل الفصل واستخدمها من قبل المعلمين فيكون افعالنا
للمشاركة في افعالهم.

The use of teaching aids by the teachers inside the classroom helps in oral communication and is a motivation for us to participate during the lecture. (FG2-2)

Student-participants of this study indicated that there is a lack of using teaching aids during the classroom which might be a reason that makes them have no desire to participate and communicate in English classrooms. For instance, S9 stated that:

لا يوجد أي وسائل تعليمية تستخدم داخل الفصول الدراسية يقضي من رغبته في المشاركة والتواصل للشفهية فلذلك يفضل عدم المشاركة والتزام الصمت أثناء المحاضرة.

There isn't any teaching aid used by the teachers inside the classrooms that increases our desire in participation and oral communication that is why we prefer not to participate and keep silent in the lecture. (S9)

Similar ideas were presented in Focus Group discussions by some of the participants. For example, in Focus Group 5 and 2, two of the participants have indicated this. FG5-2 and FG2-2 respectively said:

كل ما زاد النقاش والتواصل للشفهية سيطور التفكير في اللغة، أرى أن نحتاج الوسائل التعليمية التي تساعد على المشاركة والتواصل للشفهية لتزيد من رغبته في المشاركة لأن الوسائل التعليمية المستخدمة هنا غير كافية فقط مع بعض النصوص الكتابية التي تخلق جوفا تعليميا داخل الفصل هو مجرد وسائل لنقل المعلومات سواء فهاردات أو قواعدا.

As discussion and oral communication increase, we will develop more in language. I find that we need teaching aids that facilitate oral communication and increase our desire in participation because they are not enough here. We depend only on the book which does not make any interactive atmosphere inside the classroom; instead, it is only a means to transfer information whether vocabulary or grammar. (FG5-2)

الوسائل التعليمية المستخدمة داخل الفصول الإنجليزية تقتصر على الكتب وملخصات وهي ليست مناسبة لخلق جو تعليمي داخل الفصل مما يؤدي إلى عدم رغبته في المشاركة والتواصل للشفهية

The teaching aids used inside the English classrooms are limited to books and handouts which are not suitable to create an interactive atmosphere inside the classroom which leads to our lack of desire in participation and oral communication. (FG2-2)

The above idea of not having the desire to communicate because appropriate teaching resources are not available has been supported in the literature. Al-Seghayer (2014) investigated the major constraints facing English education in Saudi Arabia. He finds that, among other things, appropriate teaching resources are not available which results in the fact that teachers do not consider the use of teaching aids and rely heavily on the use of textbooks and blackboards. The kinds of textbooks used seem to focus on grammar, vocabulary and reading passages whereas the focus on communicative situations is little which results in the fact that students are incapable to use the

language in real situations outside the classroom. Thus, the focus in these classrooms is on knowledge transmission rather than giving students opportunities to practice and use their own styles in learning. In this way, classroom activities and interactions are mainly dominated by the teacher, and thus subscribe to a teacher-dominated transmission model (for more details of this model, see section: 4.2.1 above).

As far as the use of teaching aids is concerned, the teacher-participants of this study have admitted that they do not use teaching aids in their classes. They argued that they did not have enough time to activate and use teaching aids in the classroom. TT in the interview said:

لأننا نحتاج تفعيل الوسائل والأجهزة الموجودة في المعامل مثل السبورة التفاعلية والبروجيكتور ولكن لا نستطيع ذلك لأن الوقت غير كافي.

We need to activate aids and the devices we have in the labs such as smart boards and data projectors, but we cannot do that because time is not sufficient.
(Interview with TT)

Similar idea was presented by TS in the interview, he said:

كأننا نحتاج أن نطلب من قبلنا ما نحتاجه ولا يمكن الاستفادة من الوسائل الموجودة في الكلية لضيق الوقت.

As you know, we are required to complete the course and it is not possible to make use of the teaching aids available in the college because of time constraint.
(Interview with TS)

However, one of the teachers mentioned another reason for not using teaching aids in the classroom:

There are no student services here anywhere in Saudi Arabia. It's just, kind of, an illusion. Student services and student support, and students' ability services, all three of those departments working together, they should have, especially a school this size, there could be 30 to 50 students that are strong in certain areas that can go to an English lab and help students when they come in, and have practice and exercises. (Interview with TA)

لا يوجد أي خدمات طلابية من أي مكان في السعودية. هي فقط وهم. خدمات الطلبة ودعم الطلبة وخدمات إيجي اتل الطلبة، كل هذه الأقسام الثلاثة تعمل سوياً، يجب أن يكون هناك فيهم خدمة

ب هذا الحجم، 30 إلى 40 طلب مجيدون في جول ب مكن في نعبون إلى مع المللغة الإنجليزية هيساعدون
لطلبة عن ما يفتون إلى المعلى للملرسة والمدين.

He added:

Now, the reason I don't think that will work here is because everything is set up like the white boards. I mean the SMART Boards, and all the e-Board technology. Nobody is using it, but it makes higher administration happy because they think, if we have it, that's enough. (Interview with TA)

الآن للملرسة في ناني لا لتحق دأل هاستلكون فمغلة لان كل شئ أصبح جازا انما الملرسة اليبضراء، اقصد
الملرسة اللمية وتلحقول جي الملرسة الإلتروية. لا أحدين خدمه والفت هات جعل الإدارة سعية للم
يتحق دون إنك نل الملرسة هات في.

As clear from the individual interviews with the three teacher-participants of this study, that teachers are handicapped as they cannot extend the allotted time for each lecture which is fixed by the programme. Nevertheless, they can attract the interests of the students and encourage them to discuss and express their ideas about what being discussed by choosing particular discussion topics and by organizing them into group learning situations.

7.3.3 Topic Relevancy

Aubrey (2011) looks at the problem of students' unwillingness to communicate from a different perspective; he emphasizes the role of the teacher in encouraging students to participate. He believes that it is the task of the teachers to provide students with opportunities to use the language in a communicative way in an attempt to increase their WTC. He emphasizes 'topic relevancy' by making the topic of discussion interesting and relevant to students, which, in turn, improves their willingness to communicate (WTC). Students' communication problems attract the attention of Şenel (2012) who conducted a study at the English Language Teaching Department in Samsun 19 Mayıs University, Turkey. Using questionnaires and interviews, the study focused on oral communication problems. The results of the study show that the reasons of the students' communication anxiety are attributed to a number of reasons which include the nature of the contents of the course. Thus, as is evident from Aubrey (2011)

and Şenel (2012) studies, the topic of the lesson in the classroom is an important factor that influences students' WTC whether positively or negatively.

The topic being selected for discussion inside the classroom may have a negative role in developing students' linguistic abilities including their communication skills. As far as the participants of this study are concerned, many of them have signaled that they are not interested in the topics presented by their teachers; they do not attract their interest. They described them as uninteresting and boring. S6 expressed this view:

الذي يسألني هل التوصل للشفه في الفصول الدراسية في اللغة الإنجليزية مجموع قراءات من ضمنها إتاحة الفرصة وطرق الموضوعات التي لم تلبس في طلبه مع بعض الموضوعات التي تتركها لطلبه لا تكون له أهمية في فهم اللغة في الفصول الدراسية. من أمثلة ذلك أن يكون الموضوع عني جذب الطلاب لحوار وإثارة، ولكن لا يحصل من أن يكون بعض الموضوعات موجودة في الفصول الدراسية ولكن لا بأس بها ولكن لا بأس بها. ولا بد من تغييرها.

What facilitates oral communication in the English classrooms is a number of reasons including providing an opportunity and discussing important topics for the students. Some of the topics being discussed are not important for the students and as a result, they will have the motivation to participate and discuss. It is important that the topic attracts the students to participate and be involved in discussions; what is happening here is that some of the topics are not bad, but most of them are boring; they should be changed. (Interview with S6)

FG3-3 similarly argued that:

الموضوعات التي توضع في المقررات الدراسية لا تنصب في المقامات التي تطلبها على قدرتها من الموضوعات التي لم تلبس في طلبه مع بعض الموضوعات التي تتركها لطلبه لا تكون له أهمية في فهم اللغة في الفصول الدراسية. من أمثلة ذلك أن يكون الموضوع عني جذب الطلاب لحوار وإثارة، ولكن لا يحصل من أن يكون بعض الموضوعات موجودة في الفصول الدراسية ولكن لا بأس بها ولكن لا بأس بها. ولا بد من تغييرها.

The topics presented in the curriculum do not attract the real interests of the students when compared with the important topics for the students such as sports. (FG3-3)

FG4-6 explained the relation between the topic of discussion and willingness to participate and described the topics being brought up as boring. He said:

بالإضافة إلى ذلك، فإن العلاقة بين رغبة الطالب في التوصل وطبيعة الموضوعات التي توضع في المقررات الدراسية لا تكون له أهمية في فهم اللغة في الفصول الدراسية. من أمثلة ذلك أن يكون الموضوع عني جذب الطلاب لحوار وإثارة، ولكن لا يحصل من أن يكون بعض الموضوعات موجودة في الفصول الدراسية ولكن لا بأس بها ولكن لا بأس بها. ولا بد من تغييرها.

For sure, there is a relation between the student's desire in communication and the nature of the topic being discussed. If the student feels that he has a background about the topic, it will encourage him to speak; for example, if it was about sports and players, he will be more active because he has a background about it. The content of the topics in the courses might attract the attention of some students, but for me I do not see that. Topics are boring and not interesting. (FG4-6)

Some participants believe that the interest in topics comes from the idea, whether they are in line with one's culture or not. S5, S9 and FG4-3 have indicated the role of culture in deciding whether a topic of discussion is interesting or not. They respectively said:

العلاقة بين الموضوع الذي يدرسه الطالب وقبوله له علاقة بالثقافة التي يدرسها الطالب. فمثلاً، إذا كان الموضوع عن كرة القدم، فسيكون الطالب أكثر اهتماماً به لأنه يعرفها. ولكن إذا كان الموضوع عن ثقافة أخرى، فسيكون الطالب أقل اهتماماً به. (S5)

The relation between the topic being discussed and the increase of the oral communication opportunity for the student is a big one. Students prefer some topics that interest them such as sports and Saudi culture. What is happening now inside the classroom is that some topics are discussed which are not interesting and do not attract the attention of the students. (S5)

فإن العلاقة بين الموضوع الذي يدرسه الطالب وقبوله له علاقة بالثقافة التي يدرسها الطالب. فمثلاً، إذا كان الموضوع عن كرة القدم، فسيكون الطالب أكثر اهتماماً به لأنه يعرفها. ولكن إذا كان الموضوع عن ثقافة أخرى، فسيكون الطالب أقل اهتماماً به. (S5)

Of course, there is a relation between the topic being discussed and the student's desire in oral communication where the topic that interests me encourages me to communicate and to participate more. But topics here do not go in line with students' attention. They are about other cultures. (Interview with S9)

وأيد الزملاء لا أرى أن هذا الموضوع مهم ولا أن هذا الموضوع مهم. فمثلاً، إذا كان الموضوع عن كرة القدم، فسيكون الطالب أكثر اهتماماً به لأنه يعرفها. ولكن إذا كان الموضوع عن ثقافة أخرى، فسيكون الطالب أقل اهتماماً به. (S5)

I support my peers. I do not find the topics interesting and they are not suitable for our society. For example, our study about Shakespeare is not important for us as a society. (FG4-3)

Most of the participants criticised the topics being discussed inside the classroom for not being suitable either from their social and cultural background or from their personal points of view as not being interesting and do not attract their attention.

However, they also put forward some suggestions in an attempt to improve the lecture environment through selecting some topics that may attract the attention of the students and ultimately improve or encourage them to participate inside the English classrooms. For instance, S9 believes that the topics related to the Saudi or Arab culture will be of great value:

أعتقد أن كل تلك الموضوعات التي مطروحة عن ثقافتنا أو عاداتنا أو عروبة أو أحوالنا العربية ستفعل المشرك ليس فقط عن ثقافتنا بل أيضا لو كانت الموضوعات التي تهمنا كرياضة وأقاصيص الخيلية أوالمرحبة.

I think if the topics being discussed are about the Saudi or Arab culture, they will push us forward to participate... not only about culture but also if they are the ones we like such as sports and fictional stories. (Interview with S9)

More evidence for the preference of sports topics comes from the statements of S8 and S7 who respectively said:

الموضوعات التي تهمنا كرياضة وأقاصيص الخيلية أوالمرحبة والتي تهمنا كرياضة وأقاصيص الخيلية أوالمرحبة.

Sports topics attract our attention, as youth, and encourage us to participate and oral communicate inside the classroom. (Interview with S8)

الموضوعات التي تهمنا كرياضة وأقاصيص الخيلية أوالمرحبة والتي تهمنا كرياضة وأقاصيص الخيلية أوالمرحبة.

The topics that interest me and other students are sports, cars and other topics; as a result, the student will be encouraged because he likes such topics. (Interview with S7)

While the above participants suggested mainly sports topics, FG2-4 suggested something different. He said:

لننتهز الفرصة للموضوعات التي تهمنا كرياضة وأقاصيص الخيلية أوالمرحبة والتي تهمنا كرياضة وأقاصيص الخيلية أوالمرحبة.

If there will be discussion of political topics and technology topics in English, our desire in discussion will be more than in other topics. (FG2-4)

More support of topics related to technology was given by S10 and FG3-3 as they respectively said:

من الموضوعات التي تثير انتباهي وتزيد رغبتي في التوصل الى شيء هي هي الموضوعات الحديثة من تقنية ورياضة والدراما الحديثة.

The topics that attract our attention and increase our desire in oral communication are the modern ones whether technology, sports or modern drama. (Interview with S10)

المواضيع التي تثير فضولي هي تلك التي تهم الناس في حياتهم اليومية مثل الرياضة والتكنولوجيا وغيرها. *الرياضة والتكنولوجيا وغيرها من المواضيع.*

The topics that encourage discussion are the ones that attract the attention of youth or society such as sports, technology and many others. (FG3-3)

FG3-2 expressed the need for topics that are related and used in real life. He expressed the following idea:

نحتاج الى دروس أن تصبح أكثر واقعية ونحو ذلك استخدما في الحياة الواقعية.

We need lessons that are more realistic and widely used in real life. (FG3-2)

Based on the above views of the participants, the teacher's role seems to be important in developing their abilities to communicate inside the classroom. They showed that they do not communicate with teachers at ease due to some psychological factors such as the way they view the teacher and the fear of committing errors as they are not tolerated by teachers. Moreover, many students have indicated that they are not given equal chances to participate attributing such a fact to the emphasis of the teacher on those whose academic level is higher than others and ignoring students with low academic level. Students also criticised teachers for not using much teaching aids inside the classroom, a fact acknowledged by the teachers themselves, but the latter attributed it to the time of the lecture which is according to them not enough. Furthermore, students indicated their preference for the foreign teacher rather than the Arab one as the former uses English only in his teaching which forces the students to use English and as a result improve their ability to communicate. Finally, students criticise the topics being selected by the

teacher or as a nature of the course as they do not attract their attention since they do not relate to their culture.

Accordingly, it is the teachers' responsibility to control the topic choice in accordance with the general preference of their students. Moreover, their adoption of a style or a method of teaching may affect the classroom environment positively or negatively, a subject matter of the following section.

7.4 Teaching Methods

As discussed above in Chapter Four, Section: 4.2, there are two major types of teaching models: teacher-dominated model and learner-centered model. This section investigates the current model used by teachers and whether students prefer it or prefer the other model. Moreover, it summarizes the participants' opinions and views about teaching methodologies that may facilitate or impede their oral communication inside the English classrooms. As far as the teaching methods are involved, the participants of this study made some remarks that are discussed below under sub-headings.

7.4.1 Diction as a Teaching Style

Most of the participants of this study indicated that the teaching style of the teachers is diction, which is a traditional style that does not involve the students. In this method, the teacher is the main source of learning, and participation and group work are mostly neglected. Thus, it is a teacher-dominated model in which students are expected to learn knowledge and behaviours in the same way as passed on to them by teachers without taking into consideration any of the individual's subjectivity or needs (Schweisfurth, 2013); for more discussion of the teacher-dominated models, see Chapter 4, Section: 4.2.1.

The use of diction as a style was indicated by a number of participants. For example, S9 stated this clearly in the interview and criticised other styles too, if used, as being of no use. He said:

المنهج وطريقة التدريس تحتاج إلى تحسين ليساعدنا في التوصل إلى شفء في فهمي فصول الدراسية لأنه لا يوجد أنشطة أو تطبيقات أو مخرجات أو تقييمات أو ملاحظات. نحن نعلم أن الطريقة التدريسية المستخدمة هي الإلقاء دون المشاركة وأن جلّسنا ونمخّط في فهمنا وطرقنا لم نصل إلى نتائج جيدة. ولا أرى أن هذا فعالاً.

Curricula and teaching methods need to be improved in order to help us in oral communication inside the classrooms because there are no activities, practising what has been learnt or evaluation of what has been studied. The dominant method is diction without participation and if there is another style, it will be making summaries and writing them on the board; I do not see this style effective. (Interview with S9)

FG2-1 generalized teaching style of teachers:

جميع المعلمين يعتمدون على أسلوب التلقين في التعليم. المعلم هو الذي يشرح فقط.

All teachers depend on the diction style in their lectures. Only the teacher speaks. (FG2-1)

The diction style has also been criticised for not being useful for the students. For instance, S6 said that:

الأسلوب التلقيني هو الأسلوب الذي يستخدمه المعلمون في التعليم. هذا الأسلوب لا يساعد في فهم الطلاب ولا في تطوير مهاراتهم. الأسلوب الأفضل هو الأسلوب الذي يسمح للطلاب بالتعبير عن أفكارهم ومناقشتها مع المعلمين. الأسلوب الذي يستخدمه المعلمون هو الأسلوب الذي يشرح فقط.

The teaching methods adopted by teachers need to be developed. The only method which is used in diction only. This method does not help in having communication inside the classrooms; better is to have important topics that allow discussion by all students with all academic levels. (Interview with S6)

However, one participant, FG3-3, stated that diction could be a useful style but not in all subjects, so it depends on the course itself; he said:

الأسلوب التلقيني هو الأسلوب الذي يستخدمه المعلمون في التعليم. هذا الأسلوب لا يساعد في فهم الطلاب ولا في تطوير مهاراتهم. الأسلوب الأفضل هو الأسلوب الذي يسمح للطلاب بالتعبير عن أفكارهم ومناقشتها مع المعلمين. الأسلوب الذي يستخدمه المعلمون هو الأسلوب الذي يشرح فقط.

The teacher uses the diction style which might be useful in some courses but it is of no use in most of the subjects especially in teaching oral communication. (FG3-3)

Another, FG1-2, described diction as the worst method as it involves only one participant, the teacher; he said:

إن أسوأ أسلوب هو الإلقاء من طرف واحد من المعلم فقط.

The worst style is the diction style because it involves only one side which is the teacher. (FG1-2)

In the individual interview with him, S1 criticised the diction method as it suits only the students whose academic level is high. He said:

الطريقة التي هي طريقة الإلقاء وهي طريقة غير مفيدة بشكل كبير إلا لطلاب الذين يملكون مستوى عالٍ ومفهمون جداً.

The dominant method is diction which is largely not useful except for students whose academic level is high. They are very few. (Interview with S1)

According to some participants, the use of diction style seems not to be the teacher's choice rather it is something that they cannot avoid because of the nature of the curriculum. S7 stated that:

الطرق التدريسية التي تستخدم تعتمد على الإلقاء فقط، لأن طبيعة البرنامج تتطلب من المعلم أن يلقي الإلقاء والشعارات القصيرة.

The adopted teaching methods depend only on diction because of the nature of the curriculum and the sessional tests. (Interview with S7)

7.4.2 Discussions and Group Work

Discussions and working in groups seem to be preferred by the students because, as they indicated in the individual interviews and Focus Group discussions, such activities help them overcome many of the problems they encounter which, in turn, improve their oral communication skills. As for the teacher-participants, one of them admitted the usefulness of discussions inside the classroom, but stated that he is not using it because of the nature of the course. TS, describing the best teaching method, stated that:

التي شات أن استطاع المعلم استخدام دورالتشجير والتعارض معالفيهج أن كان لهزمبفيهج معينففي
الغالبالفيهج لا يتيحالعملالجماعي إلى حدلغيرفيعضالمواد فحسالمواد الأخرىكالامتماع والتحدث.
ولكنالحصل الآن لا يوجد الفتي لتفهي منجموعاتتبادل الصمد الإلقاء فشر.

It is discussions, if the teacher could use them without affecting the curriculum to which he might be committed. In most cases, the curriculum does not allow group-work to a large extent in some courses unlike other courses such as listening and speaking. But what is happening now is that there is no possibility to make groups rather I depend more on diction. (Interview with TS)

Active classroom participation played an essential role in learners' success in the target language (Tatar, 2005). When learners are more engaged in participation, their speaking skills would be improved. Moreover, when they produce the language they are learning, they are testing their hypotheses about the grammatical rules of the target language (Tsui, 1996). Supporting the role of the classroom interactions, Johnson (2009) states that engaging in classroom interactions has the possibility of creating opportunities for conceptual development especially when learners are engaged in specific social activities and what has been accomplished by engaging in such activities. Therefore, classroom interactions are the most appreciated experience as far as learners are concerned. In this regard, S2 emphasized the importance of participation and class activities because they help students in developing their oral communication abilities; he stated that:

نحتاج لزيادة من الأنشطة في الامتماع والتحدث والتوسيع في تطوير مدهال مدهايناي سفيا لمادقبحها
أن طي يطي إلى المواد الأساسية مليس إعدنا فتي تطوير التوصل للشفهي شركالأكبر. لأن إعادنا من نقص
المشركتقريب استطاع المعلم لأللوب الإلقاء وهي طريقي فالتدريس لسلطة الآن.

We need more of activities in listening and speaking in order to develop these two skills not only in this course but in other courses which will help us in developing our oral communication skill. We are suffering from the lack of participation because of the use of the diction style by the teacher which is the dominant one now. (Interview with S2)

According to participants' views, discussions and class activities seem to be few or not there at all. They frequently indicated their wish and demand to have more discussions in order to improve their linguistic abilities, as clear from the above excerpt from S2's

interview. The lack of activities and discussions inside the classroom was stated by a number of participants. For instance, S10 and FG2-2 respectively stated that:

المعلمين لا يهتمون الأنشطة والعمل الجماعي داخل فصول الدراسة.

Teachers do not use activities and work groups inside the classrooms.
(Interview with S10)

التيشات داخل فصول اللغة الانجليزية قليلة.

Discussions inside the English classrooms are insufficient. (FG2-2)

More criticism of the teaching style used by the teachers was indicated by FG5-3 and FG5-2. They respectively said:

الوضع القائم داخل فصول اللغة الانجليزية هو تقليدي ولا يوجد نقاشات.

The present situation inside the English classrooms is that it is diction and there are no discussions. (FG5-3)

الاعتماد الأكبر في الدرس يكون على المعلم فيقول ولا يكون هناك إشراك من قبل الطلاب في النقاشات أو العمل في مجموعات.

The major part of the lesson depends on the teacher's diction and we are not involved in any participation. Discussions or working in groups are rare. (FG5-2)

A number of participants in this study indicated their desire to have discussions inside the classroom which seem to be of great benefit for them. In Focus Group 1, one participant said:

إن من الأمور التي تساعد على التواصل اللغوي داخل الفصل أن يتخذ المعلم أسلوب المناقشة بحيث يستطيع الطالب مناقشة ما فهم.

What helps us in oral communication inside the classroom is that the teacher should consider the discussion method in which students will be able to discuss something with the teacher. (FG1-3)

More importance of discussions was stressed by FG3-3 who stated that:

الفرقشات داخل فصول اللغة الإنجليزية مهم جداً لأن هاتين من الفلبيعة لهن المشاركة والتوصل
الشومي للبالغة الإنجليزية والتفهم من ال محاولة وال خطأ.

Discussions inside the English classrooms is very important because it increases our motivation to participate, oral communicate in English and to learn from our mistakes. (FG3-3)

Emphasizing participation and having opportunities for that, FG1-6 and FG2-6 expressed their views respectively:

إن من الأوقات التي تساعد على التوصل للشفوي داخل الفصل إعطاء المجال للمشاركة والسؤال من قبل
المفهم.

What helps us in oral communication inside the classroom is providing opportunities for participation and questions by the teacher. (FG1-6)

من الأوقات التي تساعد على التوصل للشفوي داخل الفصل أسلوب التدريس بحيث يكون فاعلاً إشراك
الطلاب في العملية التعليمية وإتاحة فرص للطلاب المشاركة في قبل المفهم.

What helps in oral communication inside the classroom is the teaching style in which there is an involvement of the student in the learning process and giving him the opportunity to participate. (FG2-6)

More importance of classroom discussions is provided by FG5-2 who mentioned how discussions contribute in oral communication; he said:

استخدمنا المقاشات مذهب يتطهر التوصل للشفوي في هاتين ساعد لتحقيق ان سب التردد في ال طلب بتقول
التعاون بين الطلاب في عملية اللغة من ناحية إتاحة حدث أيضاً.

Using discussions is important in improving oral communication. Discussions help in reducing students' hesitation, generate and promote cooperation between students and improve their speaking skills. (FG5-2)

Not only discussions but also group work seems to be essential for students' willingness to participate. This supports Vygotsky's (1978) sociocultural theory in which learning is viewed as mutually created by the participants in an organized dialogue in which one participant, a more capable one, helps in the learning of another participant, the less able one. Such assistance involves scaffolding in which the less-able learner gets a chance to progress to a higher level of ability than his or her own. Vygotsky's idea has

been supported by Lantolf (2000) who stressed the need for learners to be engaged in social interaction with others to allow the developing communicative and cognitive functions transfer from being 'interpsychological' to 'the intrapsychological plane' (Vygotsky, 1987). In other words, learners will move from the social to the personal level. Thus, it is, as argued by Lantolf (2000), an interaction with the environment.

In addition, the views of the participants of this study on group work are also in line with the findings of Fushino (2010) who investigated the relationships between students' beliefs about group work and WTC. The results showed that understanding the importance of the group work has positively influences learners' confidence in L2 which, in turn, leads to more oral communication in the target language. This finding has been shown by a number of the participants of this study who indicated their desire to have such an activity performed by their teachers. For instance, FG1-6, FG2-4 and FG2-2 indicated the importance of the group work inside the classroom and described it as effective and preferred by the students. They respectively said:

إن من الأمور التي تساعد على التوصل إلى شفوي داخل الفصل هي أن يقوم المعلم بمجموعات
للإجابة والإجابات الجماعية.

What helps in oral communication inside the classroom is that the teacher makes groups for discussions and answers. (FG1-6)

العمل داخل مجموعات يعتبر طريقة فعالة في التوصل إلى شفوي بلغة الإنجليزية داخل الفصل.

Working in groups is considered an effective method in oral communication in English inside the classroom. (FG2-4)

تقيد الفصل إلى مجموعات يقرب العلاقة بين الطلاب ويصبح في الصف تعاون وهي تعتبر من الطرق المفضلة
لطلاب

Dividing the class into groups will improve the relationships between students and there will cooperation. It is considered one of the preferred methods for the students. (FG2-2)

Moreover, working side by side with other students may be of a kind of benefit as far as students' linguistic abilities are concerned as FG4-6 said:

من خلال تجربتي في حليب عض التمارين عن طريق النقاشات والتوصل للشفاهي والمشاركة مع زميلي
لدي بطلب رأيي أن هذه طريقة فعيدة جدا وتضيضي فلي لزملي التغيير وتزيد في نتيتي.

Based on my experience in doing some exercises through discussions, oral communication and participation with my nearby classmate, I found it a very useful method as it adds to both of us some kind of knowledge and develops my language. (FG4-6)

What can be inferred from the above discussion is that teachers use styles and teaching methods that are dominated by the teacher. In other words, their styles go in line with the teacher-dominated models of teaching L2 in which students are mostly not involved in the process. They simply attend, listen and do whatever they are asked to do by their teachers. On the other hand, students do not prefer such styles as they frequently criticised them and demanded a change or at least including some activities such as discussions, group work and involvement of technology. Thus, their focus goes in line with the learner-centered models of teaching L2. They wanted to be involved in the teaching-learning process. However, the involvement and use of technology inside the classroom may help students be active and makes the atmosphere more interactive.

7.4.3 Involvement of Technology

Classroom management is controlled by the teacher who is required to think of new methodologies for classroom interaction that focus on techniques which will enable students to enjoy their classes and give them opportunities to communicate (Ellis, 2008). Thus, students' views, as represented by the participants of this study, should be taken into consideration in order to select the suitable and preferable teaching style for them in an attempt to improve their academic performance. A number of them indicated their wish to have technology involved in the teaching style for its essential role in promoting their academic level and engagement in participation and oral communication in particular. S5 criticised the present teaching methods describing them as boring, repetitive and traditional. He suggested using various methods that will improve communication abilities of the students. He said:

الطريقة التي تستخدمها من قبل المعلم لا تساعد على التوصل إلى شيء ذي داخل الفصل وهي مملة وكررة وتؤدي إلى عدم مشاركة التلاميذ وتضييع الوقت حتى من الملاحظة والتوصل إلى شيء ذي معنى.

The current teaching method is diction which does not help in oral communication inside the classroom. It is boring, repetitive and traditional. Using various teaching styles and involving technology will improve speaking and oral communication for us. (Interview with S5)

Another similar view was presented by S10 who stated that:

المعلم يستخدم طريقة واحدة وهي الإلقاء دون مشاركة أو نقاش ولا يوجد أي استغلال لوسائل تعليمية. طريقة التدریس تستخدم الإلقاء واستخدام التقنية.

The teacher uses one style which is diction without any kind of participation or discussion where there is no use of any teaching aids. Teaching methods need to be more various using technology. (Interview with S10)

However, some participants have acknowledged the use of some aspects of technology inside the classroom but also criticised its scarcity. For instance, FG4-5 said:

يقوم المعلم أحياناً بعرض الموضوع فقط على السبورة دون حدوث أي نقاش أو اتفاق طيلة مدة الإلقاء.

Sometimes the teacher presents the topic using data projector, but without any discussions. He depends only on diction. (FG4-5)

On the other hand, two participants, namely, FG5-5 and FG5-2 provided positive evidence for the use of technology inside the classroom which is based on their experience. They respectively said:

الأسلوب المستخدم هو الإلقاء فقط منذ زمن. قد لاحظت الفرق عن استخدام أي أسلوب آخر مثل عرض الشرائح وإتاحة التوصل إلى شيء ذي معنى.

The style which has been used for a long time is diction only. I have noticed the difference when other styles are used such as using power pointed material and providing opportunities for oral communication. (FG5-5)

أفضل طريقة هي العرض التوضيحي من قبل المعلمين على كسور حاسوبية ولا يخرجون عن بيئاتهم بل إنهم يواصلون التفاعل مع الطلاب في كل وقت.

The best method is using Data Show. It helped me break the fear and shyness barriers and it made me initiate participation and oral communication, but unfortunately, few are using it here. (FG5-2)

Based on the views of the participants expressed above, it would appear that the use of a suitable model of teaching that involves some technological aspects would encourage them to participate and improve their academic level. At the same time, however, sometimes the learner knowledge of the target language, their competence, might hinder them not only from participation but also from comprehension. Thus, the use of an easier, familiar means of communication might help in overcoming such difficulty.

To sum up, participants' views and opinions indicate that the usual teaching style is diction which involves only the teacher. They described it as the worst method; it suits only students whose academic level is high. However, some of them excused teachers for using the diction style because it is not their own selection rather it is based on the nature of the curriculum. Moreover, students as well as teachers emphasised the usefulness of using discussions and group work as it helps them improve their oral communication skills and overcome many of the problems they encounter. They also emphasised the need for involving some aspects of technology in the teaching method which is, according to them, scanty inside the English classrooms.

7.5 First Language Use and Code Switching

In foreign language teaching and learning contexts, teachers and learners often employ alternation between learners' first language and the target language to facilitate the classroom instructions, a fact that makes education a multilingual process. In this regard, Hornberger (2009, p.198) states that multilingual education is the use of "more than one language in teaching and learning", a process that gives values to those two or more languages. In this study, learners' attempts to use their L1 in English classrooms are evident in the views expressed by some of the teacher-participants in the interview. TT made their use of Arabic in English classrooms clear in the interview:

حتى في مادة التي تحدث مثلاً اطلب من مربي عض للطلاب ان لا يشاركوا في المناقشة حتى لو كانوا يملكون
 لخالغة العربية، مما يجعلني في المرة القادمة في احدى عطلات ساحلهم بالناقاش وهذا أحد اهم الأسباب في
 نقص مهارة التشارك في المناقشة داخل الفصل.

Even in the speaking course, I ask them during some examples to work in groups, but their discussion will be in Arabic which forces me in the next time not to allow them to discuss. This is one of the reasons of lack of participation and discussion inside the classroom. (Interview with TT)

A similar view was presented by TS regarding the use of Arabic in English classrooms. In addition, Arabic influence is seen even in situations that require English rather than Arabic, we find that Arabic is used. Therefore, the focus in the classrooms is on knowledge transmission rather than giving students opportunities to practice and use their own styles in learning which will be one of the reasons for the students' low level of oral communication. In the interview, TS said:

حتى في الأنشطة التي قد تكون بالوقت من المفترض أن تكون بالخالغة الإنجليزية تجد أن النقاشات حول الخالغة
 العربية هي بالخالغة العربية، مما يجعلني أركز على إيصال المعلومات بدلاً من
 إتاحة المجال للطلاب في المناقشة والتفكير، وهذا يعني أن التواصل الشفهي داخل الفصل مضعف.

Even in the activities that supposed to be in English, we find that the discussion is made in Arabic and the main topic of discussion become a side one which makes us always focus on delivering information instead of providing discussion and learning opportunities. This might be one of the reason of the shortage of oral communication inside the lecture. (Interview with TS)

Thus, as is indicated in the above excerpt from the teachers' interviews, using first language (Arabic) by the students during the activities makes all classroom activities and interactions mainly dominated by the teacher, and thus subscribes to a teacher-dominated transmission model (for more details of this model, see section: 4.2.1 above) which has a negative influence on the level of oral communication during the class. Moreover, it impedes the teacher's role as a source of motivation for the students to be engaged in communication inside the classroom by providing them opportunities to use the language in a communicative way in class that may increase their desire to be involved in communication (Aubrey, 2011).

According to the teacher-participants' views of this study, using first language or code switching by the students during the English class could be of influence on the level of oral communication during the English class, but teachers use it as an effective tool to introduce new concepts or new units. Thus it is a teaching strategy. TS in the interview said:

لبيتخدام اللغة العربية فليس نظاماً في حصر لغتي الطلاب بل هي ستخدم هال من لغتي في لغة علي ية، بحيث
أولت حدث معي نظاماً لاج اللغة العربية في وضيح بعض معاني اللغات وبعض الأفكار بسبب ضعف
المستوى الأكاديمي لطلاب.

The use of Arabic language is not always limited to students. The teacher may use it himself as a teaching aid. It happens with me; always I resort to Arabic to make the meaning of some words and thoughts clear because of the weak academic level of the students. (Interview with TS)

Similar ideas were presented by TT in the interview, he said:

أعتقد أنه من الصعب جعل اللغة العربية في اللغة التي واصلها في فصلول الدراسي قلغة الإنجليزية ذلك لأنني
لم أجرب أن أقدم لغتي للغة العربية في شكل كامل داخل الفصل، من عدم تأتاج ه نظام في نقل بعض
الأفكار التي أرى في بعض الطلاب وشرح بعض الكلمات، ولكنك ال عملومات ال مة نهل موانع
الطلاب انك يشكك في ال... لكن لاحظ في ال واصل لبي ال طلاب بعض هم في بعض ال لغة العربية
التي لاش لان منوا مفهومي اللغة التي لمجي في ض عيف، ولا حظت أيضاً أن بعض الزملاء الأجلب لصحوا
يستخدمون اللغة العربية في اللغات التي ل ج في م عمل طلاب بسبب ضعف مستوى ال طلاب.

I think it is difficult to make Arabic the language of communication inside the English classrooms although I didn't try to rely completely on Arabic inside the classroom. Yes, I may need it to express some thoughts to the students, explain some terms and in giving some important information such as the exams' dates, but this is rare. But I noticed that in communication between the students, Arabic eases the discussion because the English language level is low; I also noticed that some foreign colleagues started to use Arabic in side discussions with the students because of the students' low level. (Interview with TT)

Not only the teachers-participants of this study indicate that they use the first language as an effective strategy during the English class, but also student-participants. They use code switching to assist them in explaining misunderstandings and to express what they wanted to say in English properly. In the interview with him, S7 stated that sometime, due to the low language level he has, he uses Arabic language as a supportive tool to explain what he was trying to say in English to avoid being misunderstood by others

during the class. Also, sometimes he uses code switching because of his lack of English vocabulary. S7 said:

تستخدمللغة العربية بشكل كبير في فصول الدراسة من قبل الطلاب والمعلمين أيضا لكي يسهل
الطلاب فهم اللغة التي أناستخدمللغة العربية في بعض الأحيان ما أريد قول مللغة الإنجليزية فكيف نجرب سوء الفهم
من الآخرين وبعض الأحيان لندم معك ففهم بالإنجليزية فيأطرقولها بالعربي.

Arabic language is largely used inside the classrooms by students and teachers. For example, sometimes I use Arabic to make clear what I said in English in order to avoid being misunderstood by others or when the word is unknown, so I say it in Arabic. (Interview with S7)

Similarly, S8 stated:

أشعر في فصول الدراسة من استخدمللغة العربية في بعض الأحيان المعلمين الأجانب فيستخدمون مفردات
عربية، واستخدماهم مهم لأن في الكشف من الطلاب فيمدون في اللغة العربية بشكل كبير في فهم اللغة
الإنجليزية ولكن في بعض الأحيان من الصعب فهمهم الأم الأجنبي.

Classrooms are not Arabic-free even some foreign teachers use Arabic terms. The use of Arabic is important because there are those who largely depend on Arabic in order to understand English and make what they mean clear because of their low academic level. (Interview with S8)

Similar ideas were presented in the Focus Group discussions by some of the participants. For example, in Focus Group 5, two of them have indicated this. FG5-2 and FG5-1 respectively said:

استخدمللغة العربية داخل فصول اللغة الإنجليزية في نفس المفهم والامني عابدين أن في اللغة من
الكلمات الإنجليزية والأفكار التي يصعب فهمها في اللغة الإنجليزية فمن انتفض أهمية استخدمللغة
العربية في فصول اللغة الإنجليزية ومفهم في دروس اللغة الإنجليزية.

Using Arabic inside English classrooms facilitates learning, understanding and comprehension for us because there are some English words and thoughts that we cannot interpret in English. So, the importance of using Arabic as a means to deliver information in English lessons becomes clear. (FG5-2)

لستخدمللغة العربية في دروس اللغة الإنجليزية في نفس المفهم والامني عابدين أن في اللغة من
الكلمات الإنجليزية والأفكار التي يصعب فهمها في اللغة الإنجليزية فمن انتفض أهمية استخدمللغة
العربية في فصول اللغة الإنجليزية ومفهم في دروس اللغة الإنجليزية.

Using Arabic in English lessons helps the teacher in making important issues clear. Also, it helps in making comprehension of the English courses and vocabulary easy for the students especially at the basic levels of the programme.
(FG5-1)

In this regard, Norrish (1997) states that teachers use code switching when they find the level of the textbooks' language higher than that of the learners, or when they find it difficult to adjust their speech to the learners' level. Thus, code switching can be used as a method of teaching in foreign language context (Cook, 1991); code switching can be used by both students and teachers. Teachers use it as an effective tool in the different language learning activities and to introduce new concepts or new units, thus, it is a teaching strategy; on the other hand, students employ code switching to assist them in explaining misunderstandings (Kasperczyk, 2005).

In this study, one of the teachers mentioned that using first language (Arabic) might have a significant role to facilitate communication and participation among students during the EFL classroom. TS's idea agrees with findings of Al-Nofaie (2010) who examined the attitudes of Saudi teachers and students towards the use of Arabic in English classes as a facilitating tool in an intermediate school for females. The results of the study showed that the attitudes of students and teachers towards employing Arabic when teaching English were positive. She states that in spite of the teachers' awareness of the disadvantages of the excessive use of Arabic, they employ it in their classes for the students' needs especially with beginners and those of low proficiency, explaining grammatical terms, introducing new vocabulary items or explaining exam instructions. Thus, the process in which code switching is allowed seems, to some extent, educational in the sense that it allows more participation to take place not only at the classroom level but also at the national and global levels (Hornberger, 2009). Similarly, TS in the interview said:

أعتقد أن الطلاب سيحصلون بشكل أكبر على فهم الأشياء عندما نستخدم اللغة العربية في تعليمهم. إذا استخدمت اللغة العربية في تعليمهم، فسيكون من السهل عليهم فهم الأشياء. هذا هو الهدف من استخدام اللغة العربية في تعليمهم. الطلاب هم من الذين يحتاجون إلى فهم الأشياء. الطلاب هم من الذين يحتاجون إلى فهم الأشياء. الطلاب هم من الذين يحتاجون إلى فهم الأشياء.

I think that students will communicate more with each other and with the teacher if Arabic is used as an assisting means to facilitate communication inside English classrooms because of the students' low level in English. (Interview with TS)

Moreover, one of the participants supports the positive role of using first language to enhance their participation and communication in the EFL classroom. S5 in the interview said:

إن استخدام اللغة العربية في تدريس اللغة الإنجليزية أمر مفيد في تسهيل الفهم والتواصل مع الطلاب من ذوي المستوى المنخفض في اللغة الإنجليزية. (مقابلة مع S5)

The use of Arabic in teaching English is a useful thing in facilitating the comprehension of the contents of the lecture, and it increases oral communication process during the lecture. (Interview with S5)

More attribution of the important role of the using first language to enhance students' participation and communication in the EFL classroom comes from Focus Groups 3 and 5; some of the participants supported that idea. For example, FG3-2 and FG5-3 respectively said:

أعتقد أن استخدام اللغة العربية في تدريس اللغة الإنجليزية داخل الفصل وللمعلمين هو أمر مفيد في تسهيل الفهم والتواصل مع الطلاب من ذوي المستوى المنخفض في اللغة الإنجليزية. (مقابلة مع FG3-2)

I think using Arabic inside English classrooms facilitates the process of oral communication and discussion; for example, if we have a discussion about 'hunting: do you agree or disagree?', I think the discussion will be effective as Arabic is used to ease English oral communication because I may have a number of ideas that I cannot express in English due to lack of vocabulary and my low linguistic level. (FG3-2)

أرى أن إدخال اللغة العربية في دروس اللغة الإنجليزية داخل الفصل هو أمر مفيد في تسهيل الفهم والتواصل مع الطلاب من ذوي المستوى المنخفض في اللغة الإنجليزية. (مقابلة مع FG5-3)

I see that inserting Arabic in English lessons, even a little, is important because it facilitates discussion and communication, and it increases our comprehension of the content. (FG5-3)

According to Hornberger (2009. p.198) locates that multilingual education has a good advantage of using and valuing more than one language in teaching and learning. Similar to her view, the participants in this study have the desire to use their first language through their learning to become fluent in another language, namely, English. The idea of using code switching and the its role in enhancing and facilitating students' participation and communication in the EFL classroom has been supported in the literature. For example, Ahmad (2009) investigated 257 low English proficient learners in a public university in Malaysia. The results of the study show that participants perceived code switching as an effective teaching strategy as it helped them to enjoy and understand the teachers' input. Once the input is comprehensible, learners will feel less anxious and then they will be more successful in participating in the classroom activities.

Based on the views presented by the participants and as far as L1 is concerned, it could be argued that what plays a role in the participation of the students are:

- Teachers do not accept using L1 by students which makes all classroom activities and interactions mainly dominated by the teacher, and thus subscribes to a teacher-dominated transmission model which has a negative influence on the level of oral communication during the class.
- Teachers do not accept the use of L1 by students, which impedes the teacher's role as a source of motivation for the students to be engaged in communication inside the classroom by providing them opportunities to use the language in a communicative way in class that may increase their desire to be involved in communication.
- Code switching between the target language and learners' first language can be viewed as an effective tool or strategy in classroom interactions to enhance students' participation and communication in the EFL classroom.

7.6 Conclusion

This chapter presented the analysis of some oral communication issues in English classrooms in an attempt to identify and discuss them from the perspectives of both teachers and students. The factors were grouped under *external factors*.

These external factors included classroom management, teacher's role, teaching methods and code switching. The results of the analysis have indicated that the use of these factors appropriately taking into consideration the views of the students and their general preferences will have a positive role in promoting their willingness to communicate which ultimately leads to more successful academic achievements. So, the time allotted for each class is short when compared with the length of the curriculum. Moreover, the large number of students inside the single classroom prevents the teacher from having an opportunity to involve them in an activity. The teacher's role is important in encouraging students to participate by providing opportunities, selecting the suitable teaching method and topic. The participants criticised teachers in general for the lack of these things. However, the teacher-participants have fought back and attributed the lack of the use of teaching aids, not providing opportunities, students numbers and the choice of a particular teaching method are out of the teacher's control; they are imposed on them by the allotted time for the lecture and the huge number of students registered in the single course. Otherwise, they expressed their wish to give opportunities for the students to participate, to use teaching aids and technology inside the classroom and to have a more interactive classroom environment. As far as the use of L1 was concerned, most of the student-participants appreciated the use of code switching inside the classroom in which Arabic is used beside English. They claimed that such a strategy helps them in understanding new items and resolving ambiguities. On the other hand, teacher-participants have restricted the use of code switching to certain situations, for example, when learners cannot understand something in English either because of the new concepts or because of their low academic level.

However, the data showed that all parties (teachers, students, department, programme organizers, material designers, etc.) are involved in students' willingness or unwillingness to communicate. Each party contributes to some extent regardless of whether their contribution is positive or negative.

Chapter Eight:

Findings and Conclusion

8.1 Introduction

In this thesis, I have examined the factors that affect oral communication in EFL classrooms at City University in Kingdom of Saudi Arabia. The study investigated the nature of, and reasons for, the oral communication difficulties experienced in EFL classrooms in the university. These issues were addressed in terms of teaching and learning with the aim of improving the learning experiences of students on EFL courses at the university.

For data collection, I used a triangulation method, a powerful technique that involves the application and combination of several research methods in investigating the same phenomenon. Moreover, it facilitates the validation of data through cross verification from two or more sources, capturing different dimensions of the same phenomenon. The data have been obtained through focus group discussions followed by individual interviews. The study included 33 participants, of which, 30 were students of English language, and three teachers from the department of English language. Focus groups and students' interviews were conducted in Arabic, the mother tongue of all participants, to allow them to speak freely without any difficulty that might arise from using a foreign language. For the interviews of the teachers, English was the medium as they are fluent speakers of English. For my data analysis, I adopted a modified grounded theory approach of data analysis. In doing this I worked iteratively with the data, which allowed the meanings to emerge from the data without external assumptions.

The main purpose of this study is to contribute to our knowledge and understanding of the factors that affect oral communication in EFL classrooms at the university and to contribute to increasing our understanding of students' reticence to participate orally in EFL classrooms. The results of this study are intended to help to provide teachers, decision makers and course designers at the university with knowledge about teaching oral communication skills in EFL classrooms.

The rest of this chapter presents the findings of the data presented in Chapters 6 and 7, based on the Focus group and Interviews. The findings are presented in relation to the research questions guiding the study (see Chapter 1 and below). This discussion is followed by an evaluation of the limitations of the study, the contribution of the study to knowledge in the field as well as to research. It also provides a discussion on what I have learned during the process of the research study. The chapter concludes with recommendations for curriculum policy and practice at the case study university and for future research in the field.

8.2 Findings of the Study

The main research question guiding this study is:

How effectively is oral communication taught and learned in EFL classrooms at City University in KSA?

This question is divided into the following sub-questions:

- *What are the students' perceptions of the need to learn English?*
- *What is the nature and extent of the difficulties to communicate that students experience in the English classroom?*
- *Which aspects of teaching and learning do students most enjoy and learn from in EFL classrooms?*

- *What are the teachers' perceptions of the levels of oral communication among students and teachers in English classrooms?*

- *What are the main teaching challenges and opportunities presented to teachers in EFL classrooms?*

The next section summarizes the findings of this study in order to answer the above five questions.

Research Question 1: *What are the students' perceptions of the need to learn English?*

This question was examined through Focus group and students' interviews. The data revealed that there is a need to learn English for a number of reasons.

First, it is the most important language in the modern world that connects people coming from different backgrounds and ethnicities. This view has been supported in the literature by a number of researchers such as Zughoul (2003) who describes English as the language of globalization, and Brutt-Griffler (2002) who describes it as the centre of international communications (see Chapter 2, Section: 2.2.3).

Second, English is the language of contemporary science and technology; Kaplan (2000) argues that English is a basic requirement for research in science and technology as most of the scientific and technological information (85%) is written in English.

Finally, English is an essential tool that supports people in general and participants in particular to secure a good job, which means that it facilitates their future career. Moreover, when they are employed, the participants stated that English is the skill that enables them to compete with other employees. These views are supported in the literature discussed earlier in this study. For instance, it has been stated by Suarez (2005) and McCormick (2013) that those who have a good command of English have better job chances and higher salaries than those who know little or no English (for more details, see Chapter 2, Section: 2.3.3).

Research Question 2: *What is the nature and extent of the difficulties to communicate that students experience in the English classroom?*

The difficulties that students experience inside the English classrooms that hinder their willingness to communicate are attributed to a number of factors. Some of these factors are *internal* ones related to the students themselves, i.e., their behaviours and nature while other factors are *external* ones such as classroom management, teacher's role and teaching methods.

The *internal* factors that play a role in students' willingness to communicate include:

(1) language proficiency: they stated that their level of proficiency is low; they do not have a good inventory of vocabulary and knowledge and also have pronunciation problems. This perspective is in line with the views of MacIntyre (1994) and MacIntyre and Charos (1996) on WTC in their argument that communicative self-confidence is a construct that consists of two dimensions: state anxiety and state perceived competence. State anxiety refers to the extent to which the learner is worried while engaged in speaking; such a state of worry can be caused by a number of factors such as negative past experiences; whereas state perceived competence refers to the way a person views his or her capacity to communicate at the time of speaking. This capacity may include having a sufficient amount of vocabulary, pronunciation fluency and knowledge which seems to be little in the participants' linguistic repertoires, (see Chapter 3, Section: 3.5.2.1 for more details).

(2) motivation: they do not have a sufficient amount of motivation to learn or communicate; that teachers do not motivate them to communicate orally as they do not vary their styles and methods of teaching.

The above idea of not having a sufficient amount of motivation from the teachers in the classroom could be related to the teacher dominated teaching methods that teachers used in the class. A more group-oriented approach with the teacher as an active facilitator would allow students to express themselves freely through social interaction.

This approach emphasizing the supporting role of the teacher in the learning process supports the Vygotskian concept of scaffolding and the ability to recognize the learners' Zone of Proximal Development (ZPD). Such support will result positively in developing their mental processes and functions through shared collaboration with the teacher (for more discussions of ZPD and Vygotskian views, see Chapter 3, Section 3.4.5.4 above).

(3) culture: students fear committing errors because of the teacher and other students' reaction which is in most cases, as they indicated, is negative.

Peer-group pressure has been supported in the literature by a number of studies, for example, Hamouda (2013) found that fear of making mistakes is one of the causes of students' poor English proficiency, and Liu & Littlewood (1997) found that their participants avoided speaking English in front of classmates in order not to be criticized. For more details of these studies see Chapter 4, Section 4.5. Based on the findings of their study, Liu and Littlewood (1997) argue that when students lack confidence, they avoid speaking English in front of classmates in order not to lose face. These findings concur with those of the present study.

(4) confidence: a number of students indicated that their low self-confidence in communicating orally in English was due to the lack of practice and their fear of committing errors. The perception that lack of confidence leads to avoidance of participation was also emphasized by Liu and Littlewood (1997), and Hamouda (2013).

(5) shyness: since academic activities are evaluated by teachers and other students, shy students, in particular, fear being negatively evaluated. As a result they do not have the desire to communicate especially in speaking classes, so the opportunity to participate or even to be looked at by the teacher is almost lost. Some of the participants linked their shyness to their academic low level, the large number of students in the classroom and their fear of negative evaluation.

External factors have also contributed negatively to students' willingness to communicate. These include:

(1) classroom management: the class time and class size are the two factors that were emphasized by most of the participants. Both teachers and students have attributed students' lack of participation to the limited time of the lecture with the large number of students in the classroom, and many things to be taught in a relatively short time to a large number of students. In such a situation, teachers do not have time to initiate oral communication; at the same time, students do not get the required time to think about some answers and even if this does happen, not all of them will get this opportunity.

(2) teacher's role: students have indicated that they do not have the desire to communicate because they are afraid of the teacher's reaction if errors are committed. Teachers do not excuse students for errors which inhibit them from attempting to speak up in class.

(3) teaching aids: students and teachers indicated that there is a lack of teaching aids being used inside the classroom. Students argue that such aids might encourage them to be engaged in oral communication; teachers attributed the lack of using teaching aids to the fact that they do not have enough time as they have a lot of things to be delivered to the students within the limited time of the lecture. This again refers to issues related to time available and the nature of the curriculum.

(4) topic of discussion: most of the participants indicated their dissatisfaction with the topics being discussed by their teachers. They described them as uninteresting or boring either from their social and cultural background or from their personal points of view. Because of this, they have little motivation to be engaged in any form of communication.

(5) teaching methods: teachers use the traditional diction style of teaching in which the teacher is the main source of learning and participation, and group work is mostly not paid any attention, a situation that contributes to students' lack of gaining experience

and confidence in oral communication and their unwillingness to communicate. They frequently expressed their wish to have more discussions in order to improve their linguistic abilities (see also Motivation discussed above).

(6) first language use and code switching: teacher-participants do not accept using L1 (Arabic) by the students. In the literature, researchers are divided into two groups according to their findings about using code switching in teaching. First group views code switching as an essential tool that increases comprehensibility and without it communicative problems will arise (Edmondson, 2004; Kiranmayi, 2010). The second group recognises the usefulness of code switching, but put some restrictions on its use such as keeping it marginal not to affect the prominence of the target language (Modupeola, 2013) or to be restricted to particular students, those with low proficiency level (Malik, 2014).

On the contrary to teachers' views on the use of code switching, student-participants wish to use their L1 and to switch between English and Arabic because they believe that such a way of communication provides them an opportunity to be engaged in conversation. This idea agrees with the findings of a number of the previous studies such as Kasperczyk (2005), Ahmad (2009), Al-Nofaie (2010) and Alenezi (2010). For more details of these studies and other ones related to the use of code switching, see Chapter 4, Section, 4.6.3 above.

Research Question 3: *Which aspects of teaching and learning do students most enjoy and learn from in EFL classrooms?*

Attracting students' interests and making them enjoy learning is an essential factor in the teaching process. Regarding the aspects of teaching that are enjoyable to students, the data of this study have indicated that teaching aids are helpful and enjoyable especially the involvement of technology in the teaching style of the teacher. Choice of topics for discussion is also an important element. They emphasized their wish for topics that attract their interest such as those related to real life or to Saudi culture. Moreover, discussion and working in groups seem to be preferred by the students

because, as the data revealed, it helps them overcome many of the problems they face and as a result their communication skills would be improved. In this case, it is the learner-centered models of teaching L2 that students prefer rather than those dominated by the teacher. Participants expressed their wish to be engaged in extra-curricular activities that offer them a good exposure to the target language. Finally, they emphasized the role of the teacher in motivating them to be engaged in communication, accepting their mistakes and providing them equal opportunities to communicate instead of focusing on a selected group whose academic level is relatively good.

Research Question 4: *What are the teachers' perceptions of the levels of oral communication among students and teachers in English classrooms?*

Based on the individual interviews with the teacher-participants, the data revealed that the students' level of oral communication in English classroom is generally low. They attributed such weakness to a number of internal and external factors including students' social and cultural backgrounds that cause them to feel shy, or fear of being negatively evaluated or committing errors in front of other students. Teachers linked students' low level to the limited time of the lecture and huge number of students in the classroom.

Research Question 5: *What are the main teaching challenges and opportunities presented to teachers in EFL classrooms?*

Looking at the challenges and opportunities presented to teachers in EFL classrooms, the data revealed that the biggest challenge is the proficiency level of the students. The three teacher-participants indicated that the students' level is generally low; this was evident from their linguistic background and their lack of vocabulary, a reason that hinders their willingness to participate and also prevents them from being engaged in any discussions in the classroom. Another challenge encountered by the teachers is the students' beliefs that are rooted in their culture. For instance, they believe that it is not good to be seen as hard working by their peers inside the classroom; the social distance that exists between the student and the teacher; students' fear of committing errors and

lack of confidence. All these contribute negatively to students' willingness to communicate and therefore pose a challenge to teachers in EFL classrooms. The roles of language proficiency and lack of confidence in students' WTC have been discussed in a number of studies, for instance, Zhou (2013), Hamouda (2013), Abu Alyan (2013) and Liu and Littlewood (1997), (see Chapter 4, Sections 4.5-5). Moreover, social distance that exists between the teacher and the students can be connected to Schumann's (1986) views on the role of social distance in learners' group which results in learners' unwillingness to learn the target language, see Chapter 3, Section 3.5.1.

Another challenge comes from the limited time allotted to each class, the large number of students registered in each section and the nature of the course that requires a lot of things to be done in a relatively short time. Teachers argue that these challenges make it difficult for them, if impossible, to employ class activities and group discussions which, in turn, affect students' willingness to communicate negatively. It seems that the curriculum is overloaded for which the allotted time for each lecture is not enough for the teacher to get all the students involved in classroom discussions and other activities. Both teachers and students have nothing to do with this. It is the concerned department that has to think about ways of overcoming such a difficulty that negatively affects the performance of the teachers as well as the academic achievements of the students. Being dominated by an overloaded curriculum, the main concern and focus of the teacher will be on completing the curriculum in the specified time without failure which results in downplaying the students' inclusion in the various class activities. On the other hand, students will be the first to suffer from the overloaded curriculum as they will not be given enough time to play a role in class activities or even have a time to be listened to by the teacher. In this way, their communicative abilities and chances to practice the target language will be minimized. Missing such opportunities would result in low academic achievements and no language fluency especially the communicative one. Similar to this finding is reported by Majoni (2017), see Chapter 4, Section, 4.6.1 for more discussion of the overloaded curriculum.

8.3 Contribution of the Study

8.3.1 Contribution to Knowledge in the Field

The present study confirms the views of Vygotsky (1978) in his sociocultural theory on learning. According to Vygotsky, learning collaboratively with others shapes development and is mutually created by the participants in an organized dialogue in which one participant, the teacher or a more capable peer, helps in the learning of another participant, the less able one, by making a scaffold in which the learner gets an opportunity to progress to a higher level of ability than his/her own.

Whether a second language or a foreign language, the goal is to facilitate communication and understanding between people whose cultural and linguistic backgrounds are different. The EFL context is no exception in the sense that the main aim of the students is to achieve academic goals for which communication is a decisive factor. Therefore, improving communication skills is very important for all EFL students as it provides them with fluency and ultimately success in their academic life. Thus, this study's research into what makes students (un)willing to communicate contributes to the broad field of second language acquisition. Once what hinders or facilitates communication is pointed out, dealing with them would be easy and controllable to some extent. The focus of the study on in-class oral communication among Higher Education students in a university in Saudi Arabia is a unique contribution. To my knowledge there has not been any study conducted in this particular area especially one that takes account of Vygotsky's social interactionist theory.

The present study focuses on what plays a role in students' un/willingness to communicate inside the English classroom. The findings of this study obtained using qualitative methods stressed the importance of cultural value as a prominent aspect that inspires Saudi EFL students' WTC in English classrooms. Based on the analysis of the data obtained from Focus Groups and individual interviews, it highlights the fact that that cultural beliefs influence the decision the students make to speak inside the

classroom. In this respect, Peng & Woodrow (2010) state that cultural beliefs may influence students' WTC through decreasing or increasing their self-confidence. Moreover, Hamouda (2013) found that fear of making mistakes, among other reasons, was the cause of students' poor English proficiency, (see Chapter 4, Section 4.4).

Krashen (1982) in his 'affective filter hypothesis' concludes that the important affective variables supporting second language acquisition include a low-anxiety learning environment, learners' motivation to learn the language, learners' self-confidence and self-esteem, see Chapter 3, Section 3.4.3.5. Low-anxiety is also implied in Schumann's (1986) notion of Cohesiveness which states that if the learners group is cohesive having tie bonds and strong relations, their relationships with target language group will be less and will tend to be separate from them (see Chapter 3, Section 3.5.1). Krashen's and Schumann's ideas are confirmed by the results of this study as it has been found that students' desire to communicate depends, in many instances, on the characteristics of the person who wants to speak and with whom he/she is going to speak, whether a teacher or a peer. Unlike when communicating with the teacher, when a student communicates with his/her peer the fear of committing errors and shyness would be less and they would be more confident speaking than when speaking to their teachers. Even speaking to a foreign teacher is easier for the students than speaking to an Arab teacher (see Chapter 6, Section 6.1-3).

In addition, the study shows that the teaching practices, the nature of the course, the class size, the students' number and the classroom management, in general, have an impact on students' desire to communicate. To my knowledge these issues have not yet received full attention by scholars focusing on teaching and learning in EFL classrooms in HE in Saudi Arabia. These issues are discussed further in the following section.

8.3.2 Contribution to Research

The present study investigates oral communication aspects between Saudi EFL students and their teachers in English classrooms because oral communication is the most difficult area for Saudi learners of English as they have fewer opportunities to practice

the language. It is a skill that requires practice without which learners remain unable to use the target language in real situations. However, the focus of the study has been on the variables that impact students' desire to be engaged in communication inside the classroom, so it aimed at finding out what encourages them to communicate and what hinders them from doing so. Thus, oral communication is an issue that always has been a problematic one for all foreign language learners in general, and English language learners in Saudi Arabia in particular. More specifically, this study is an attempt to investigate and establish relationships between variables elicited from the data and Saudi students' willingness to communicate in English classrooms at university level.

This study confirms other studies in a number of its findings. For instance, in participants' views on the importance of learning English language as a requirement in modern world, it agrees with the findings of Zughoul (2003) and Brutt-Griffler (2002). In viewing English as the language of today's science and technology, the study agrees with Kaplan's (2000) study but opposes the findings of Samra (2000) who concluded that there is a contradiction in Middle Eastern societies where there is a strong political and cultural hostility towards the West and the recognition of the importance of English as the language of science and technology (see Chapter 4, Section 4 above). Participants' views on English as a tool to secure a good job was confirmed by the study of Suarez (2005). As for language proficiency, this study confirms the views of MacIntyre (1994) and MacIntyre and Charos (1996) that learners have to have a sufficient amount of vocabulary, pronunciation fluency and knowledge in order to proceed in developing their competence in the target language; in addition to this, it confirms the results of many previous studies (such as, Rabab'ah, 2005; Thaher, 2005; Al-Saidat, 2010; Abu Alyan, 2013; Hamouda, 2013 and Zhou, 2013).

Moreover, being not motivated by their teachers supports the Vygotskian views of scaffolding in which he emphasized the role of the teacher as he or she is the one who can recognize the learners' ZPD and, as a result, the teacher attempts to encourage students' independent learning (see Chapter 3, Section 3.4.6), and similarly confirms the findings of Gardner et al's. (1979) study. Furthermore, it confirms the studies of Hamouda (2013) and Liu & Littlewood (1997) in the idea of fear of making mistakes in

front of classmates in order not to be criticized and their low self-confidence. As a result, they avoid speaking English in front of classmates in order not to lose face. Regarding self-confidence, it also agrees with the findings of the studies of Hamouda (2013) and Dawit and Demis (2015). The participants of this study indicated their fear of being negatively evaluated which causes them shyness; such a feeling was somehow implied in Krashen's (1982) 'affective filter hypothesis' and the psychological variable 'language shock' of Schumann (1986). Moreover, in this respect, it confirms the findings of the following studies discussed in Chapter 4, Section 4.6.4: Chu (2008); Subasi (2010) and Mohammadian (2013).

The findings of the study related to the external factors discussed above also confirmed the previous studies in a number of aspects. For instance, in the classroom management including the time and the number of students in each classroom was implied in Krashen's (1982) 'the monitor hypothesis' as he included the necessity of providing sufficient time for students in order to learn. As far as time and size are concerned, the study agrees with the results of the studies of Hamouda (2013), Chau (1996), Abu Alyan (2013) and Al-Seghayer (2014), see Chapter 4, Section 4.6.1. Inside the classroom, there is a lack of using teaching aids, a fact emphasised by the participants of this study, which is similar to the findings of Al-Seghayer's (2014) who states that such aids are not considered by teachers. Furthermore, what is taught, and, how it is taught, inside English classrooms was indicated by the participants of this study. This refers to the topic of discussion and the teaching method. As for the topic of discussion, the findings of this study support Schumann's (1986) notion of 'preservation' in which he emphasised that the learner group may reject the lifestyle and values of the target language group. The results of this study show that certain topics discussed by the teacher are not welcomed by the students and they prefer certain topics that relate to their style and cultural values, for more discussion of Schumann's (1986) model see Chapter 3, Section 3.5.1. The teaching style of most teachers is found to be the traditional diction style in which the teacher is the main source of learning and participation, and group work is mostly not paid any attention which confirms Al-Seghayer's (2014) study who noticed that the methods most employed in teaching

English in KSA are centered on the audio-lingual method followed by the grammar translation method (see Chapter 4, Section 4.6.1). Such a teaching style was rejected by the majority of the participants of this study. This finding contradicts the essentialist views of teaching in which the teacher is the cornerstone and the most important person in the process of learning and the most knowledgeable one in the classroom (Simon, 2003), see Chapter 4, Section 4.2.1.2 for more details. Instead, the views of the participants favoured the Constructivist approach based on Vygotsky's constructivist theory of language acquisition in which learners' involvement in the processes of teaching and learning is emphasized. Finally, the participants' views on code switching to their L1 as a useful teaching technique, discussed in Chapter 4, Section 4.6.3, confirms the findings of a number of studies including Edmondson (2004); Unamuno (2008); Ahmad (2009); Al-Nofaie (2010); Kiranmayi (2010); Alenezi (2010); Modupeola (2013) and Malik (2014).

The concept of willingness to communicate refers to the tendency of an individual to initiate communication when free to do so (McCroskey and Richmond, 1987, 1990). The concept could include communication in written forms, but this study focused on face-to-face communication or, more specifically, oral communication in EFL classrooms. The results of this study provide further evidence to confirm that WTC is a useful construct for accounting for EFL students' oral communication. They also demonstrate that motivational as well as other variables relate to the WTC and the linguistic behaviour of Saudi EFL students. As for participants' views on motivation as an effective possession for learning a second language, it goes in line with Krashen's (1982) 'affective filter hypothesis' which implied learners' motivation is an important affective variable supporting second language acquisition. Similarly, it supports the Vygotskian views of scaffolding in which he emphasised the role of the teacher as he or she is the one who can recognize the learners' ZPD and, as a result, the teacher attempts to encourage students' independent learning, see Chapter 3, Section 3.4.5.4. Furthermore, it confirms the results of the study of Gardner et al. (1979) whose results show that Canadian students with integrative motivation were more successful in

improving their communication skills than those who joined the programme without such motivation.

Furthermore, it could be argued that in the Saudi context of research speaking is not paid enough attention, if not completely neglected at both school and university levels. This study is an attempt to bridge this gap. In addition, it forms the basis for and suggests new avenues for further research that may contribute to theories of EFL learning in higher education. This will be discussed further later in Section 8.8.

8.4 Limitations of the Study

Adopting the qualitative approach in data collection is fruitful as it has many strengths but there are also some limitations. For example, the findings may not be generalized to other universities in Saudi Arabia as the sample of this study is a purposive one and its size is relatively small. In other words, the sample is not large enough to make conclusions about the phenomenon being investigated countrywide. Moreover, the sample is restricted to male-participants; no female-participants, teachers, or students, were included due to Saudi society culture and norms of gender segregation. It may be that hearing the voices of female students and teachers could have provided a different set of insights into oral communication in the EFL classroom.

8.5 What have I learned in the process of doing the research?

Doing research is not an easy undertaking as it would appear at first. It involves a dedication that requires time and effort. A PhD project requires more time than any other research required for other university degrees. It has its joys and happiness, on the one hand, and stress and frustration on the other. I was encouraged when I felt that I had achieved something in any stage of the study. At the same time, repeated difficulties in the collection or analysis of the data or writing up the thesis caused me frustration. For example, during data collection, the Focus Group members were supposed to be eight in each group, but I was forced to reduce it to six because of the participants' other engagements in addition to the excuses I received from some teachers and the head of

the department. Moreover, data were collected in Arabic and translated into English, a fact that cost me a lot of time and effort. Another difficulty was in the analysis of the data especially in eliciting the common themes from the data, but my supervisor helped me a lot in this regard and helped me realize that the process is multi-levelled; this encouraged me to revise the data more than one time. Not being a native speaker of English made my writing task difficult. My supervisor played an essential role in developing and improving my research and writing style. After each meeting with her, I learned something. At the very beginning I felt that it was very difficult or even not possible for me to undertake such a big academic task, but with her guidance and help, day-by-day it became possible.

Another side of my research that I cannot neglect when talking about stress and frustration is the collection of data. I spent a lot of time organizing the Focus Group sessions and the subsequent individual interviews. More than once we postponed the time of the sessions or change the date of an interview. However, after discussion with a number of my friends who did similar data collection, I found that my experience was in many ways similar to theirs. Now I have gained that experience and learned how to deal with different types of participants. It will help me in the future in conducting similar studies. Moreover, having completed this research work, I have gained a considerable amount of knowledge in how the research process works including choosing the appropriate data collection method and how to elicit common themes from the data. I have learned that reading about theories and reviewing literature enriches my academic repertoire and showed me where I am in this field, i.e. what I know and what I do not. However, based on the experience I gained, I may also use the quantitative method of data collection in order to compare the method of working with statistical information and figures with the qualitative one.

8.6 Recommendations for Curriculum Policy and Practice at the Case Study University

These recommendations are based on the findings of the data analysed in chapters six and seven above. The role of the EFL teacher is vital in helping students develop and

improve their linguistic competence and attain successful achievement in their courses. This could be enhanced by taking into consideration students' academic needs and paying attention to all types of students inside the classroom regardless of their academic levels instead of focusing on a particular group, usually those with a good academic level. Teachers need to provide advice and learning experiences that contribute in making them independent learners. In addition, teachers are recommended to choose a more critical approach that suits all students in which new ways of learning are gradually introduced such as group work, relevant topic, switching to learners' L1 when necessary, taking into consideration students' level of proficiency in which low-level ones are encouraged to participate and are motivated, using teaching aids and involving technology in various forms in their classes making the learning atmosphere more interactive. Teachers are supposed to have the above features, qualities and techniques in order to make their task effective inside the classrooms. This recommendation supports the roles of the teacher listed by Spratt, Pulverness and Williams (2005, p. 145) who listed eight different roles to be played by the teacher inside the classroom including: planner, informer, manager, monitor, involver, parent/friend, diagnostician and resource. More to the point, Kumaravadivelu (2003, pp. 5-17; 2008) expanded the roles of the teacher to include inside and outside the classroom environment. It is essential that teachers should have perfect teaching performance in order to be qualified. In order to be so, the institution they work for should provide training and educational programmes that are essential for effective teaching practice.

As for the department and curriculum, authorities need to revise the length of the curriculum in relation to the teaching time available, and the number of lectures as well as choosing discussion topics that are in line with students' interests and culture. Furthermore, the number of students in each classroom need to be looked at in collaboration with the registration deanship in order to reduce the number of students to registered in each group or class in order to provide students with the possibility to have an interactive learning environment in which each student would have the chance to interact orally with the teacher and students. In addition to this, extra-curricular

activities should not be neglected as they provide more exposure to the target language in a friendly atmosphere. The department needs to provide regular in-service training sessions and courses for the teachers in which suitable teaching approaches are introduced. These courses would improve teachers' teaching confidence and increase positive attitudes towards teaching and learning. In this regard, Murdoch (1994) proposed that teacher-training programmes should focus on those activities that advance the trainees' pedagogical skills and their language competencies. As for the curriculum, he suggested that it is necessary to increase the study hours of language courses in the curriculum by cutting off the study hours of other subjects such as Educational Psychology and Principles of Education.

In addition to conducting in-service training sessions, the department is recommended to supervise and monitor the in-service language teachers whether native or non-native speakers of the language they teach. The importance of supervising both native and non-native speaking in-service language teachers has also been emphasised in the literature by Baily (2006, p. 267-313).

8.7 Recommendations for Further Research

While this study has provided evidence to answer the specific questions it set out to investigate, a number of related areas worth investigation could be researched further.

First, in order to generalize the results, it is important to investigate other similar institutions, so that the results can be compared to the findings of this study. In this regard, the research in this area will be enriched by having a large scale view of the nature of the WTC phenomenon. As such, more research is required in similar institutions.

Second, this study has focused on oral communication. Written communication aspects in which students are (un)willing to communicate in English also need to be investigated in Higher education in KSA to enable a comparison to be made between

the variables that play a role in oral communication and those in written communication.

Third, this study has dealt with participants of the same kind, as far as gender is concerned, female-participants' views and opinions are important to be investigated. Different views and variables might emerge in these studies to those of the male-participants. Together, the similarities and differences amongst the two gender groups could help to inform course and curriculum designers.

Finally, a similar study could be conducted on the same participants outside the classroom. Such a study could provide findings and variables that have nothing to do with the academic atmosphere in general and the classroom in particular, and may raise different issues.

8.8 Conclusion

This study is an attempt to examine systematically the factors that affect oral communication in English as Foreign Language classrooms at City University in the Kingdom of Saudi Arabia. The focus of the study was on the oral communication difficulties in EFL classrooms and the reasons behind them in an attempt to address them in terms of teaching and learning in order to improve the experiences of students in learning EFL courses at the university.

The analysis of the data has shown the participants' views on learning and teaching English as a foreign language at university level in Saudi Arabia. They have indicated positive views about the importance of English language in their life in which it increases the opportunity to get a job and the way it connects people across the world; such a finding supports the argument that English is a global language that serves as a world lingua franca. The factors that affect participants' WTC were of two types: external and internal. However, the results of the study show that students' unwillingness to communicate originated from their cultural beliefs including fear of making mistakes especially in front of other students, their low proficiency level, not

being sufficiently motivated, the classroom environment in which allotted time and the huge number of students in each class were criticised by the students as well as the teachers. The participants were also critical of the teaching styles of most of the teachers and described their styles as traditional, boring and not contributing to developing their fluency or WTC. They criticised the teacher-dominated approaches and indicated their preference for the adoption of learner-centered teaching approaches. In addition, they emphasized the importance of using their L1 along with English through code switching in certain situations.

Furthermore, the results of the study support the major theories in the field such as the views of MacIntyre (1994) and MacIntyre and Charos (1996) on WTC. Moreover, the results confirm the views of Vygotsky (1978) in his sociocultural theory on learning, Shumann's (1986) model of acculturation especially 'social distance' and 'preservation' and Krashen's (1982) 'affective filter hypothesis' and 'the monitor hypothesis'.

The results of the study also show that the above variables are predictors of students' WTC in Saudi Arabia as represented by the study participants. Thus, controlling these variables will improve students' desire to be engaged in oral communication and as a result their academic achievements. In addition, the results, it is hoped, would help to provide teachers, decision makers and course designers with knowledge about teaching oral communication skills in EFL classrooms which will, in turn, contribute to improving the whole English language teaching approach across the country. With whom to start or whose responsibility is this? Whilst all parties (teachers, students, department, programme organizers, material designers, etc.) are involved in students' willingness or unwillingness to communicate, it is the responsibility of the institution and teachers to initiate change towards a more social interactionist approach to the teaching of English as a Foreign Language. This would entail decreasing class sizes, reforming the curriculum and making suitable teaching materials available. The key to initiate change amongst teachers would be a systematically organized continuous professional development programme suited to the needs of teachers and students.

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Appendices:

Appendix I: Focus Group Sample: Focus Group 3

لدمج موع لثلاثه و كس قروب

R: م اهي أهى تدراس لالغة الإنجليزية من وج هقن ظرك ؟ هل هي م هم ؟ ولماذا ؟

FG3-2: أعتقد أن أهى لالغة الإنجليزى تتخلف من شخص لأخر لكن من وج هقن ظري تدراس لالغة الإنجليزى م مة من جميع النواحي أم في ال جوب الحبيبة أو ال وظيفية، خصه أن لاجوب ال وظيفية الآن تطلب أن يكون ليكش هادة ولو نموس طق لالغة الإنجليزى في شى ال وظيف و في هال تديس.

R: هل من اك أسباب أخرى ؟

FG3-3: أفق بطلع بار أن لالغة الإنجليزى صارت تتغير لالغة الأول في ال علم ولصحن ا محين على هذ لالغ تطلب لسوق ال عمل فالواجب أن تدرس هلك فلأفضل.

FG3-4: بعض ال طلاب ليه هيول لل لالغ فيدرس ه حتى لو لمتكن تطلب في ال وظيفية قديت خدم ه لأغراض بيحاحي (السفر).

FG3-3: لالغ تتغير لالغ فالعلم.

R: هل تتفق دون أن ه ل و كان التوصل داخل فصول لالغة ال عري سيمكن أس هل ل و كان بين ال طلاب في لالغة الإنجليزى ؟ هل مو لفت فغلي ؟

FG3-2: أعتقد أن است خدام لالغ ال عريه داخل فصول لالغ الإنجليزى فيس هل عملي ال توصل لل شف هي طلاقشة، مثلال و كان لعين امقاشه عل طي د ه ل توفق أوت خل فكلوقع أن النقاش راح يكورفع ال و است خدام لالغ ال عري و لفي ل فكلوقع ال توصل لل شف هي لالغ الإنجليزى، لأن ه قديكون لدير أب لغيره ولكن لأستطيع التغير عن لالغ الإنجليزى لعض فكلوقع مات التي أم لك ه، وعض فالمستوى في لالغ.

R: هل ترى أن ه طوقه محيده ؟

FG3-2: لتطو لالغ الإنجليزى بلبدا خطأ لان لالغ ال عريه راحتوثر ل لالغ الإنجليزى وراح قلل مخصي ل فكلوقع ال عري، و أيضا طوقه قتركي بال جمل الوك مانت في لالغ ال عري في تخلف عن لالغ الإنجليزى.

FG3-1: منذ أي في عملي قري الملقف اعلي أرى أن م جي د است خدام لالغ ال عري قولك في م ج التطوير لالغ الإنجليزى لأفضل.

R: أي فيتم تنظيم الدروس؟ هل العمل يتم داخل المجموعات؟ أم هل الاعتماد الأكبر يكون على المعلم؟ هل الإجابات بشكل فردي أم جماعي داخل الفصل؟

FG3-4: تختلف من مفهوم لآخر في عرضيات خدش لوبال مجموعات وله عرض الأخرى ستخدم الأسلوب الفردي، بالنسبة للمعلمين العرب فهي ستخدمون فقط أسلوب الإثاء الخمس الأجل بفهم ضوحي في الطرق.

R: هل تم العمل في مجموعات داخل الفصل للغة الإنجليزية بشكل فردي؟

FG3-3: لا تتم بشكل مرضي بل بدأ إن وجدت فهي نادرة لضيق الوقت.

FG3-2: الالتزام بالفيديو عبر عتاق لوجود الدورات.

R: هل ترون أن الدورات الصفية مهمة وفيديو؟

FG3-3: الدورات داخل الفصل للغة الإنجليزية هي مهمة جداً لأن هتفيد من الفهم بين الأشخاص والتوصل للشفهي بل للغة الإنجليزية والتفهم من المرحلة والخطأ.

FG3-2: إتاحة التوصل للشفهي وإثارة من قبل المعلم أهم من الالتزام بالفيديو من وجهة نظري لأن في هذا ما نحتاجه الرجوع للفيديو.

R: داخل الفصل للغة الإنجليزية هل تستخدم المعلمين العربى والآنجليزية لم لغة واحدة؟

FG3-1: ناهل أغلب الأمور تحدث في اللغة الإنجليزية.

R: هل ترى أنه محدد أنه ليست خدم اللغة العربية؟

FG3-1: نعم محدد لطلاب في تطوير اللغة الإنجليزية.

FG3-6: ضعف المستوى الأكاديمي لطلاب وخص في نطاق كل مات عتق من عتق الدورات والتوصل للشفهي بل للغة الإنجليزية.

R: ماهي أوضاع وسطاء المعلمين في العمل في اللغة الإنجليزية؟

FG3-3: عادة التفتت لقررة أيضاً أحياناً تستخدم لسهولة التوصل جداً في استخدام الكمبيوتر أو البروجيكتور.

R: هل تستخدم هذا وسطاء في الدورات؟

FG3-3: ناهل شرح في استخدام البروجيكتور وهي نادرة جداً أم القاشات في استخدام الكمبيوتر عادي تقني جداً.

R: لى أي مدى ترون أن وسطاء المعلمين هم نفس اعفيت سيل التوصل بين الطلاب والمعلم والطلاب مع بعضهم؟

FG3-4: نعم مهمة، لأن بعض المعلمين يربطه المقرر الدراسي غير الفهم في تطوير عمل الطلاب في هذا المجال فيقرر التفتت خارجي أو كالمقرر في وقت ما في اقشة حقه.

FG3-3: لوسطاء المعلمين مهمة جداً في تسهيل التوصل للشفهي بين الطلاب والمعلم والطلاب مع

بعضهم ولغلاكتريد من رغبني المشارة داخل الفصل الدراسي لبلغة الإنجليزية.

R: ما لأموالتي تساعد في التوصل للشفوي داخل الفصل؟

FG3-2: من الأموال التي تساعد في التوصل للشفوي داخل الفصل للغة الإنجليزية الهم إذا كان صاحب قدرة في حتم الخطأ قبل خطأ المتكررة بزيادة وعي الطلاب ومخفتهم أن لا خطأ وارد وليس أمر مخجل.

FG3-3: لوقت له دور فيضاب الإضفاء لسيلق ذكره - إذا كان لقليل بزيادة إلى أن الهم لا بد أن يوض لطلاب أنه ليس الهم هذا ال في حال طهي له قدر ما هو مهم عين الكون تطل للشفوي سحيح وتطل لك لتبلي فيض لكون صيح.

FG3-1: لبات الحافص لقل جيغي التحدث.

FG3-2: من الهم لئ لو وجبرام لاضفي ه مثلاً أن يقس اع في تطوي رت واصل ي.

R: ما هي قيود التوصل للشفوي في الفصل الدراسي؟

FG3-1: ال في هج الضخم.

FG3-2: عددال طلاب داخل الفصل.

FG3-3: من الأموال التي تحقق التوصل للشفوي في نظري عدم وعي الطلاب أن فاك مج الل خطأ. هو خجلال طلاب منال خطأ وعدم إعطاءال طلاب فرصة في قلال الهم.

FG3-5: ال عدد لا يتغير على قبل قبول (عددال طلاب).

FG3-3: من الأموال التي تحقق التوصل للشفوي داخل الفصل هو طول ال في هج الدراسي وضيق وقت الم حاضرة.

R: ملي عطف ال تحدث لوك ان عبي أم أجي صيقك أم غري بفي تسيل التوصل للشفوي لبلغة الإنجليزية؟

FG3-3: التوصل مع صاحب اللغة الأصل يي عطف عن التحدث مع الغرب لي لغا ثقلي ه من اي صعب التحدث مع ال عبي هو ب ح من لكك في لتغي ارال مصطحات مع.

R: ما هي أنواع أساليب التدريس التي ستخدم الهم في معظم دروسه وما هي وجهه نظر ك حول أساليب التدريس التي ستخدم الهم؟

10.

FG3-3: الهم في ستخدم لوب الإلقاء، في تتلفون فف ف ييب عضال مواد ولكن في رفع في غلب ال مواد وخص في تدريس التوصل للشفوي.

R: ما هي الطرق المناسبة لتقوية مهارات التحدث بلي؟

FG3-3: ال طرق تتلف اعلي لقطا م على الأشرطة ميلزي داف ال طلل لتلف اع والتحدث.

FG3-2: الهم في ستخدم الطرق الرويكية وهي الإلقاء الأفضل يكون في التسن وعلي زيد من تغي ز ال طلاب في المشارة والتوصل للشفوي بديلا عن الإلقاء ففضل طرق للسؤال واللق اشفي

بِأَمْرِ عَلِيٍّ عَوَّضًا عَنْ ذَلِكَ.

R: من وجهة نظرك ما هو الدور الذي يقوم به المعلم في تعزيز لطلاب نهج المشاركة في
تحديث اللغة الإنجليزية داخل الفصل؟ وما ذلك في تجربتك؟

FG3-2: المخطط يوضح موالح فز الأول برئي يبدلا من الاعد عن التوصل مل عل طلة و عدم مراعاة مسويك هم الأكاي في لل غي ج ب ع اي قضي زم.

الجي عشق لحي أهق إتاح ةلر صر بلن س اوي بي زل اطلب ة.

R: ما يأكسبكم هو حصل الآن من دورل لم نعلم هل مومح فزوقادر فحوزي ادة لالفعية وتيح
الفرص أم لا؟

FG3-1: بشكلك عام الموعود غير محفز وغير متميز اذ لا يفي بوعده الذي لا يفي به من عدم رغبته في المشاورة والتوصل الى شفهي داخل الفصل قوله من من غشس ذلك.

R: لى أي مدى مستوى لاءةالطلاب في اللغة الإنجليي تقادر لى لى فليج قد تم و رعت هفي التوصل للشفهي؟

FG3-3: مستوى الطلاب في اللغة الإنجليزية يعبر أحياناً عن خلل في التواصل مع المجتمع ولكن من المستوى العالي من الفاعلية في التفاعل مع البيئة المحيطة من العمل في فرق الكسوف في الأسلوب.

FG3-2: ليس كل من هم صاحب مستوى على فيلادلفيا قد ادره في التوصل للاجيد أو يخلص الال على لومة
الشكل الص حي ح.

FG3-1: قديكون ال طلب نومستوى نموس طي الفاء قولكن لا خجل وال خوف يبيق انت وطن له ولنا لك مع إتاحة فرصه.

R: ما رأيكم في العلاقة بين رغبة الطالب في التوصل وطبيعة التلمّز موضوع قتي دمنا اقش؟

FG3-3: الموضوع المتواجد في المقرر الدراسي لا تصبفي لقامات الطل ببفلى غلي مقارنة بغيره من الموضوعات المة ق ل طلباك الريضة وغيره.

FG3-2: نحتاج الى دروس أن نتفحص أكثر لوقعي فلوينتر استخدما طي ال جي اقال لوقعي.

R: م ا ه ي ا ل م ن و ي ع ا خ ر ل ي ت ي ح ف ز ل ن ا ق ش ة ؟

FG3-3: الموهبي الوتحي حفز لحي الموقاشة ال موهبي الوتحي تمهله بل بابيفي هالسن أوتهم الم مضمع مثال ريض القوة وغيره التغير.

FG3-6: لا أفق FG3-2 حيث أن الهدف من الموضيغ محط الدرس هو التطوير لكل مات وليس هدف المساعدة على إلقاء في المستقبل.

FG3-2: أن اقصد من مجديتي هو أهيتال موضوعي لجل طلب في المستقبل هل هي في حيلة ل مستقبل أم لا؟
وليس موفيت لقليل في شأن موضوعي على حيلة أو القول إنها غير مفيدة.

R: ما الذي يعجبك في البرنامج الدراسي؟ في ما يتعلق بمليسا اعدك في تحسين الملاحظة والامتناع في اللغة الإنجليزية؟

- FG3-1:** ال في هج لظلي ليس فيه بليقثنا ال موهبي عالي ق هت عجبب عضال طلاب.
- FG3-4:** اضيف مع FG3-1 بأن ال في هج غير ملائبل أجدن اني ليقببت في هالشي رفي لمن اقشة وال حيث مع الناس.
- R:** مالم تخرج لتطير ليرن امج؟
- FG3-2:** ورش عمل.
- FG3-3:** مهم تطير الم على رفي جلب التوصل وأسالي بالتدريس عن طريق مثلا دوراتك عيل الأساليب بالتحاف إلى لخدمة مالهق ساعد لفي ان قتل بحريه وحوار
- FG3-1:** محاولة استخدأ أسل وبتطيق مات لفي ملهت لم يذ لفي أرض اللق ع من خلال الاختكاك ليلاش رفي ال ملوق فالحي يهي.
- R:** أي الطرق أدت لليت حشرين قدتك لفي التوصل ثقهي افلي فصول الواسري لبالغة الإنجليزي؟
- FG3-3:** لايوجد. لا زملاء ولا م لفي عطي لفرصة
- ول جبي عي لوق.
- R:** ملتجد أن ليرن امج فكري لم حفز؟
- FG3-1:** لايوجد تقيض بل هناك روتين وعدم تنوع
- FG3-2:** أيجان لايوجد تقيض وأيجان الفيزه لايوجد بذلك.
- R:** ه لنهاك شي عتو دور فضل افنت؟
- FG3-3:** لا

The Third Focus Group:

R: What is the importance of studying English from your point of view? Is it important? Why?

FG3-2: I think that the importance of English differs from one person to another, but from my point of view, studying English at our present time is important from all aspects. To be recruited in most jobs including teaching, you need to have a certificate in English.

R: Are there any other reasons?

FG3-3: I agree with the fact that English has become a world language and we are to study this language as a requisite for getting a job. So, we should study it in a better way.

FG3-4: Some students have preference to study the language, so they study it even if it is not a job requirement. They may use it for other purposes such as, tourism or travelling.

FG3-3: English is considered the language of science.

R: Do you think that if the communication inside the classrooms is in Arabic, learning English would be easier? Is it more effective?

FG3-2: I think using Arabic inside English classrooms facilitates the process of oral communication and discussion; for example, if we have a discussion about 'hunting: do you agree or disagree?' I think the discussion will be effective as Arabic is used to ease English oral communication because I may have a number of ideas that I cannot express in English due to lack of vocabulary and my low linguistic level.

R: Do you think it a good way?

FG3-2: To improve one's English, it is a wrong way to use Arabic in classrooms because Arabic will influence English and the vocabulary inventory I have will be also less. Moreover, Arabic word order is different from that of English.

- FG3-1:** In my opinion, I think using Arabic to more interactive discussion is good but not in improving students' level of proficiency.
- R:** How are lessons organized? Do you work in groups or you depend heavily on the teacher? Is the participation inside the classroom individual or in group?
- FG3-4:** It differs from one teacher to another. Some use group discussions while others use individual ones. As for Arab teachers, they use the diction method whereas foreign teachers use various methods.
- R:** Are the discussions inside the classroom achieved largely?
- FG3-3:** They are not satisfactory at all. If they are there, they are rare due to the shortage of time.
- FG3-2:** Commitment to the syllabus is an obstacle for discussions.
- R:** Do you think that classroom discussions are important and useful?
- FG3-3:** Discussions inside the English classrooms is very important because it increases our motivation to participate, oral communicate in English and to learn from our mistakes.
- FG3-2:** Allowing oral communication and discussion by the teacher is more important than being committed to the curriculum from my point of view because it has a lot of feedback.
- R:** Are both English and Arabic used inside the classroom or only one language?
- FG3-1:** Rarely. Mostly English is used.
- R:** Do you think that it is good not to use Arabic?
- FG3-1:** Yes. It good to improve students' English.
- FG3-6:** The students' low academic level especially in pronunciation is one of the English oral communication obstacles.
- R:** What kinds of teaching aids are used inside English classrooms?
- FG3-3:** Usually textbooks, sometimes the board and rarely a computer or a projector.

- R:** Are these means used in discussions?
- FG3-3:** While explaining something, the projector is rarely used but discussions go in a traditional way.
- R:** To what extent do you think that learning aids help in facilitating communication between the student and the teacher and among the students themselves?
- FG3-4:** Yes. It is important because some teachers believe that the curriculum is not enough to develop the student's level in a particular field, so they add extra material to be read by the students and discuss it with them later.
- FG3-3:** Teaching aids are very important in facilitating oral communication between the student and the teacher and between the students themselves. They also increase our desire in participation inside the English classrooms.
- R:** What are the things that help in oral communication inside the classroom?
- FG3-2:** What helps in oral communication inside the English classrooms is the teacher, especially if he is able to tolerate errors and accepts errors' repetitions. In addition to that, is the students' awareness of the fact that errors are indispensable and it is not shameful.
- FG3-3:** Time has a role in this in addition to what has been mentioned earlier; if time is enough and the teacher should make it clear for the students that the most important thing is oral and written communication rather than the long curriculum.
- FG3-1:** It is obligatory to provide opportunity to speak for all.
- FG3-2:** If some extracurricular programmes are there such as clubs, they would help in developing communication.
- R:** What makes oral communication in the classroom difficult?
- FG3-1:** The huge curriculum.
- FG3-2:** The number of students inside the classroom.
- FG3-3:** What hinders oral communication in my opinion is students' unawareness of the fact that errors are possible. It is the students' shyness of committing errors

and not being given an opportunity by the teacher.

FG3-5: Number of students is not an obstacle. It is accepted.

FG3-3: One of the things that hinder oral communication inside the classroom is the length of the course compared to the lecture duration. (FG3-3)

R: Is it different in English oral communication if the speaker is an Arab, a native speaker, a friend or a stranger?

FG3-3: Communication with a native speaker of English is different from that with an Arab whose second language is English. Here it is difficult to speak with an Arab because the choice of words will be somehow artificial.

R: What are the methods of teaching that the teacher uses in most of his lessons, and what is your opinion about the currently used teaching methods?

FG3-3: The teacher uses the diction style which might be useful in some courses but it is of no use in most of the subjects especially in teaching oral communication.

R: What is the suitable method to develop speaking skill in your opinion?

FG3-3: The interactive one which is based on activities that increase the students' motivation to interact and speak.

FG3-2: The teacher uses a routine method which is diction. Better to have a variety of ways in order to increase students' motivation to participate and oral communicate. I prefer the question-discussion method.

R: In your opinion, what is the role that the teacher plays in motivating students to participate in speaking in English inside the classroom? To what extent is that effective in your experience?

FG3-2: In fact, the teacher is, in my opinion, the first motivator. Instead of keeping a distance from the students, he should encourage them.

All agree on the importance of providing equal opportunities to all students.

R: What is your opinion about what role of the teacher now? Is he a motivator and capable of increasing motivation and opportunities or not?

FG3-1: In general, the teacher is non-motivator and does not care about increasing our

motivation which results in our unwillingness to participate and communicate orally inside the classroom. Few are not like that.

- R:** To what extent does the students' level of proficiency in English motivate them to communicate orally?
- FG3-3:** Sometimes students' level of proficiency is considered a motivation to communicate but such a high level requires high-level teachers, so there is weakness in the style.
- FG3-2:** Not every teacher with a high level is capable of good communication or providing information properly.
- FG3-1:** The student might at a moderate level in proficiency but shyness and fearness hinder his communication in addition to not being given an opportunity.
- R:** What do you think about the relation between of the student's willingness to communicate and the nature of the topic of discussion?
- FG3-3:** The topics presented in the curriculum do not attract the real interests of the students when compared with the important topics for the students such as sports.
- FG3-2:** We need lessons that are more realistic and widely used in real life.
- R:** What are other areas that motivate on discussion?
- FG3-3:** The topics that encourage on discussion are the ones that attract the attention of the youth or the society such as sports, technology and many others.
- FG3-6:** I do not agree with FG3-2 because the aim of the course topics is to develop vocabulary and not to help in discussion.
- FG3-2:** By my statement, I meant that the importance of topics for students in the future: Are they useful or not? It is not to underestimate the current topics or saying that they are useless.
- R:** What do you like in the programme in relation to what helps you in improving speaking and listening in English language?
- FG3-1:** The curriculum as a whole is not useful except those courses that may attract

the interests of some students.

FG3-4: I do not agree with FG3-1 in that the curriculum is unsuitable instead I find that I have been benefited from it a lot in discussions and speaking to people.

R: What do you suggest for the development of the programme?

FG3-2: Workshops.

FG3-3: It is important to develop the teachers' abilities in communication and teaching methods for example by making courses to modify the used methods in addition to adding a course to the study plan that helps on free discussions and dialogue.

FG3-1: Using the method of applying what the student has already learnt to real life situations.

R: Which methods have contributed in improving your oral communication in English classroom?

FG3-3: There is no. Neither friends nor teachers give an opportunity.

All agree on this.

R: Do you find the programme intellectually motivating?

FG3-1: There is no motivation instead there is routine and lack of diversity.

FG3-2: Sometimes there is motivation but often there is no.

R: Is there anything you would like to add?

FG3-3: No.

Appendix II: Students' Interview Sample: S8

لطلاب رقم 8)

R: ما الذي ييسر هل للتوصل للثقي في الحصول للدري في اللغة الإنجليزية؟

S8: • قبلية لم يتم التوصل مع الطلاب إتاحة الامتحان هل للتوصل للثقي في الحصول للدري في اللغة الإنجليزية.

• ليت خدام الوسائط للتعليمية لحيثة نبال بلوثير في للتعليم هل للتوصل للثقي وتريد من رغبة الطلاب في المشاركة في الحصول للدري في اللغة الإنجليزية لأنك لم تلحق جولة في أثناء شرح الدرس.

• لاجل عام داخل الفصل إذا كان عدد الطلاب قليل نوعاً ما ولكنهم يفتقرون بعض هذا الشيء كسر لاجل زينة هم يكون للتوصل أفضل في الحصول للدري في اللغة الإنجليزية.

R: ما الذي ييسر للتوصل للثقي في داخل الفصل؟

S8: لعدد جداول في بعض الشئ عبيد إلى 40 طالب للقاء والتوصل للثقي في هذا راحي يكون صعباً بطريقة معينة من قبل لم يتم في نفس الوقت لم يتم ترتيب في جميعهم وليس له وقت كافٍ للتوصل واللقاء.

R: هل ترى أن لديه جميع الساعد في للتوصل؟

S8: لديه جميع الساعد في للتوصل للثقي، لا يفتقرون في النظام لاجلهم عن تلقى فقط.

R: هل لاجل وعدد الطلاب ييسر في للتوصل؟

S8: لاجل موجود بشكل بلوثيرين الطلاب لأن الطلاب يخاف من لاجل أمام زمائهم خاصة إذا كان يفتقرون في التوصل للثقي لأنهم يخاف من لاجل لأنهم يخافون من لاجل شيء معين أفضل عدم المشاركة والتوصل للثقي.

R: هل ترى أن للتق تقبل الطلاب؟

S8: للتق موجوداً للتق في شريحة معينة من الطلاب ذوي الهمم في الأكاديمية لم يفتقروا للتق لاجل لاجل يكون للتق في عدم أي طب للتق عرض في يفتقرون أكثر الطلاب فيفضلون الاختبار في العرض للتق في يد عن الإحراج.

R: من وجهة نظرك ما هو الدور الذي يلعبه الامتحان في تقييم الطلاب على المشاركة الفعالة في الفصل الدراسي؟

S8: • إذا لم يتم وضع مجموعة من الدرجات على القاش والتوصل للفهم يكون في النوع من التعزيز الإيجابي.

• إذا أعطى الامتحان موقعتين مثلي شخص كل للبوع أو للبوعين محاضرة من الامتحانات خص قبل قتل ف هذا يفسرنا على المشاركة والتوصل للفهم.

• للطلاب الامتحان ليس اعني في تقييم الطلاب على المشاركة الفعالة في الفصل الدراسي. إذا كان للطلاب متباين الطلاب في القاش والتوصل للفهم في عدم للطلاب.

R: إذا ما هو دور في التجربة للمرحلة الآن؟

S8: فليبدأ من الامتحان وفي الامتحان في الكفاءة من موزج في التعامل والمباح والطلاب يرون له لا يوجد حواجز معض الكفاءة لا عكست ما، ولكن الشاف لعل في جيبين هم بين الطلاب حواجز.

R: ما هي طريقة للتدريس للمبتدئين؟

S8: طريقة للتدريس للمبتدئين الإق اعط لا يتيحون الامتحان للطلاب.

R: هل ترى أن لا خوف من ارتكاب الأخطاء سبب بوع أي في التوصل للفهم في داخل الفصل؟

S8: الطلاب في قسم اللغة الإنجليزية في وجود لي م لا خوف من ارتكاب الأخطاء لان فيك عدم وعي الطلاب به فيك م لا خطأ.

R: ما رأيك في العلاقة بين الامتحان وعقد القاش والمشاركة؟ هل ترى أن يوجد علاقة بينهم؟ هل لو كان الامتحان يعطي انقارم كيف عكس المشاركة؟

S8: طبعاً، عدم أيكون فيك محاضرة في طلب ابا بعض الأفكار للمرحلة من الطلاب مبق استنفه للمشاركة، لكن عدم أيكون الامتحان مثل عنقاعدة معين في اللغة الإنجليزية والطلاب لا يوجد لديهم فكرة عن ما لايشركون خفا من لا خطأ.

R: ما هي الامور التي ينبغي انقارم الفهم ببشركل عام؟

S8: الامور التي ينبغي انقارم من الفهم ببشركل عام في المشاركة والتوصل للفهم في داخل الفصل.

R: ما الامور التي ينبغي انقارم من الفهم ببشركل عام في المشاركة والتوصل للفهم في داخل الفصل؟

S8: فتقدالام ارسه ولتعرض للغ قشركل ميتمر م لبيب بض عف لجلب الأكاي ميلين، وكلك أيضاً
نفسيل نادي للغة الإلجيني، نادي للغة الإلجيني غير فمعل في لليون امج، هذا الشي لو في عل
يساعد غوي تسجين لاميتوى الأكاي ميلدي لطلاب، وكلكيساعد غوي كسر للاحاج زينهم، وعدم
ي مارس لطلاب للغة معصية أفضل من أني مارس ها مع الامهم.

R: هل الامهم يصنع حاج زينك وينه؟

S8: في علمي نغوي جيون من اك حواج زينهم بويين الطلاب، لكن عدم ليت واصل تهن اقش لطلاب مع
صيق ملكون لهن اقش لئس هلبون خوف.

R: ملتري أن الطرق التي يبتخدمها الامهم فيت جهوتك الآن لانتساعد غوي للاقاش في حصول للغة
الإلجيني؟

S8: بشركل عاظمي لليون امج للطوقه للقلبي هي للطوقه لاميتخدمه (الاقاء)، وهذه لطوقه قتيق
لتواصل الشف هي لان لطلاب بيس مع الامهم لمعن ي طرحسؤال أوسل فين لكان لكاش عام لا.

R: ملتري ملتخدام للغة لعرقي في لوصول لدرلي.

S8: لاتلمو لوصول لدرلي من ملتخدام للغة لعرقي حتى بعض العلمين الأجلب يبتخدمون
مفردات عربي، وملتخدامها م م لان قالكش حة من لطة في عدمدون غوي للغة لعرقي بشركل
بي في فم للغة الإلجيني وكلك فيتمضي ح ملوقص دون بسبب بض عف ميتوا هم الأكاي مي.

R: هل ترى أن الامهم ييحي لامج لهن اقش مع الطلاب؟

S8: فلي بلر نامج لي لي لاي وجرق اش بي لطلاب بعل موغير م موح للاقاش ولتواصل الشف هي داخل
لام حضرة، ولأسؤول عن لكال درجة الأولى لامج وكلك لوقت غي كافي أيضاً 50 دقيقة لا
تنيح الشرح وللقشل فيفس الوقت.

R: من خلالت جهوتك ما الذي يجسن لتواصل الشف هي وللاقاش داخل لوصول؟

S8: لملوب لامج، لتوصل مع الطلاب ييحي لامج للاقاش ولتواصل الشف هي في جعل لامج مقوي جدا
من لطة، وبعض العلمين يصنع فروقات وحواج زينهم بويين الطلاب

R: نس مع أن بعض الطلاب لاي غب بالشاركة حتى لايكون طلاب متميز هل هذا صحيح؟

S8: بعض الطلاب لاي رغ ببالشاركة ولتواصل الشف هي حتى لايكون طلاب متميز هتعرضون
لسخي من قبل زماني هم الأخرين.

R: هل ليك أليض افقت واطافت هالام موضوع؟

The Student (8)

R: What facilitates oral communication in English language classrooms?

S8: The teacher's desire to communicate with the students and giving opportunities will facilitate oral communication in English classroom.

The use of modern teaching aids such as data projector in teaching facilitates oral communication and increases the students' desire to participate inside the English classrooms because it creates an interactive atmosphere during the lesson.

The general atmosphere of the classroom. If the number of the students is somehow small and they know one another, it will help in breaking barriers between them and communication will be better inside the English classrooms.

R: What prevents students from participating orally inside the classrooms?

S8: The number is very huge. In some sections, it reaches 40 students in which discussion and oral communication will be difficult to be controlled by the teacher. At the same time, the teacher has a syllabus that he has to cover, so there will be no enough time for communication and discussion.

R: Do you think that the curriculum helps in oral communication inside the classroom?

S8: The curriculum does not help in oral communication inside the classroom. The university system depends on diction style.

R: Do shyness and students' huge number represent barriers to willingness to communicate?

S8: Shyness is there among many students because they fear committing errors in front other students especially if he is like me in the third level; I fear committing errors because it is considered defective, so I prefer not to participate or communicate orally.

R: Do you think that students' confidence decreases?

S8: Confidence is there but only among particular group of students who are at high academic level, whereas the majority do not have confidence even when the teacher asks for a presentation, we find that most of the students prefer the written exam to presentation in order to avoid embarrassment.

R: In your opinion, what is the teacher's role in motivating students to participate orally in the classrooms?

S8: If the teacher puts grades on discussion and oral communication, there will be a kind of positive reinforcement.

If the teacher specifies one lecture or two in a week for oral communication and discussion, this will motivate us to participate and to be engaged in oral communication.

The teacher's style of teaching will help in motivating students to participate orally in the classrooms. If his style is good, the oral communication and discussion is going to be easy for students.

R: Then, what is his role in the current situation?

S8: In the current university programme, there are some teachers who are models in dealing with students. Students started to find no barriers between them and those teachers, whereas others are completely the opposite. Unfortunately, the majority of teachers have such barriers.

R: What is the method of teaching that is used?

S8: The method of teaching used is only diction. They do not give

opportunities for discussion.

R: Do you think that fear of committing errors represents a barrier to oral communication inside the classrooms?

S8: Students in the department of English have a fear of committing errors because there is unawareness of the fact that errors are possible.

R: What is your opinion about the relationship between the topic of discussion and participation? Do you see that there is a relation? Is it that if the topic is interested, it will push you forward to participate?

S8: Of course, if there is a lecture in which the student has some background, it will push him forward to participate, but if the topic is about an English grammatical rule that students have not familiar with, they will not participate fearing committing errors.

R: What are the topics that attract the attention of the youth in general?

S8: Sports topics attract our attention, as youth, and encourage us to participate and oral communicate inside the classroom.

R: What are the suggested topics for the improvement of the programme in order to improve your speaking ability?

S8: We are missing practice and exposure to the [English] language which makes our academic level low. Also, activating the English language club in the programme which, if activated, will help in improving students' academic level and breaking the barriers between them, especially when it is practiced with one's friends instead of the teacher.

R: Does the teacher make a barrier between you and him?

S8: Many teachers make barriers between them and the students, but when the student communicates and discusses something with his peer, discussion will be easier, without any fear.

R: In your experience, do you think that the methods used by the teacher impede the discussion inside the English classrooms?

- S8:** In general, the teacher uses a routine method which is diction. This method impedes the oral communication; the teacher may ask a question or two but not a general discussion.
- R:** Do you support the idea of using Arabic inside the classrooms?
- S8:** Classrooms are not Arabic-free even some foreign teachers use Arabic terms. The use of Arabic is important because there are those who largely depend on Arabic in order to understand English and to make clear what they mean because of their low academic level.
- R:** Do you think that the teacher provides an opportunity for discussions?
- S8:** In the present programme, there is no discussion between the students even it is not allowed during the lecture; the teacher is responsible for that. In addition, time is not sufficient; 50 minutes are not enough for presenting the topic and discussion at the same time.
- R:** In your experience, what does improve oral communication and discussion inside the classroom?
- S8:** The teacher's style. Being humble and open with the students facilitates the process of oral communication and discussion and makes the teacher close to them, but some teachers put some barriers between the students and him.
- R:** We heard that some of the students do not like to participate in order not to be a distinguished student? Is that true?
- S8:** Some of the students do not like to participate or communicate orally in order not to be a distinguished student and be made fun of by their classmates.
- R:** Is there anything you would like to add to this subject?
- S8:** No

Appendix III: Teachers' Interview Sample: TA

TA: Are we all ready?

R: Yes, let's start. The first question, 'What, in your view, is the importance of students learning the English language at university level?'

TA: Well, if you're asking me generally what is the importance of student learning, I'm afraid that question is a little general.

TA: Of course, I place a very high level of importance on student learning, so I'm not sure specifically what you're asking.

R: Well, why does a student have to study English in the university level? Because, as you know, it is the language of science, and it is a language –

TA: Exportation, finance, medical...

R: Yes.

TA: An international language, sure. Okay.

R: So, these reasons, I'm looking for these reasons. That's all.

TA: Yes, yes

R: The second question: What are your views on the levels of oral communication amongst students in the English language classroom? To what extent do they engage orally in lessons?

TA: Well, I think the quantity, the number of oral communication based courses, is not the problem. I think two classes that we teach... I think that amount is fine, having two classes for oral communication. *But, I think the problem is their ability, their strength in English.*

R: Mm.

TA: *Their ability to try to express and communicate their ideas.* And, through the learning activities that are in the book, it's supposed to facilitate and generate responses, because obviously this is a communicative approach, not an analytical. Analytical would be like a maths class.

R: Mm.

TA: One plus one is two, two plus two is four, and that's all your care about. In the communicative process, you learn by doing *all* the four or five basic levels, which is listening, speaking, reading, writing, possibly grammar, and social English. If you use all six of those, incorporated into a communicative environment where students are learning by doing...

R: Mm-hmm.

TA: In other words, I think if I could sum it up in one sentence I would change both listening and speaking courses in a way that they become a listening and speaking workshop.

R: Mm-hmm.

TA: Similar to in America, for students that are having problems in their English courses, we have English labs.

R: Mm-hmm.

TA: But, it's not the kind of labs you're thinking of, where there are computers and there is nothing going on. They'll have interns, work study students, who get paid by the university, for financial aid, to work in student services.

R: Uh-huh.

TA: There are no student services here anywhere in Saudi Arabia. It's just, kind of, an illusion. Student services and student support, and students' ability services, all three of those departments working together, they should have, especially a school this size, there could be 30 to 50 students that are strong in certain areas that can go to an English lab and help students when they come in, and have practice and exercises.

Now, the reason I don't think that will work here is because everything is

set up like the white boards. I mean the SMART Boards, and all the e-Board technology. Nobody is using it, but it makes higher administration happy because they think, if we have it, that's enough.

R: Uh-huh.

TA: So, if the president of the university has a report that every college has SMART Board technology, and each department has at least one learning laboratory, he is okay with that. And, it's not a criticism on anybody, especially the president, but it doesn't work at the ground level because we don't have people to staff the lab.

R: Mm-hmm.

TA: And, the students won't come. So, the whole educational culture has to change. Well, you and I can't do that. It's going to take twenty years.

R: Uh-huh.

TA: But, what I would do is I would... it goes back to the teacher. The teacher has the textbook, has the course specifications, knows the learning outcomes, and the learning goals and objectives of each of those two listening and speaking classes, but they just don't do it.

R: Mm-hmm.

TA: I don't know why. I don't want to criticise my colleagues, –

R: [Laughter] uh-huh.

TA: – but you can understand what I'm referring to.

R: Mm-hmm.

TA: It's leadership by example, and if a teacher wants to teach, the teacher has to lead their class. Explain to the class what's important, what's not important, understand the students strengths and weaknesses, and *shape* their unique class to the unique make-up of the individual student and the class as a whole. Well, again, that's very general, that sounds really good,

but it's so hard to do.

R: To do.

TA: And, I think what we have here – and what you may discover when you're finished with this – is that there are very easy explanations as to why it's not working. Part of it has to do with just good, old-fashioned laziness.

R: Uh-huh.

TA: I tell my students, "When you're my age, and you have a son your age, then you're going to understand the value of education."

R: Uh-huh.

TA: And, they're going to say, "Where are your books?" They don't get it now. And, the best way to help these students is to have strong, hard-working, passionate instructors. But, when you have a system where nobody can get fired if they're Saudi, you know...

R: Mm-hmm.

TA: It's so easy to get rid of the foreign teachers because they're the only ones that can be fired.

R: Uh-huh.

TA: There are a lot of things that *have* to change before anything specifically is going to work. I promise I won't talk so long on each question. But, 'What are your views on the levels of oral communication?'

R: Is there communication during the class, or just the teacher explains the listening?

TA: Well, I have taught both classes a few times, and I asked my boss... I said, "I never want to teach listening and speaking again."

R: Mm-hmm.

TA: And, he said, “Why?” And, I said, “It’s a waste of my talent. And, I don’t mean that like I’m the best teacher in the world. It really is a waste of my talent, and I’d rather help students learn how to write.” I’ve changed the writing curriculum, last year, to where everything is more like a writing workshop.

R: Mm-hmm.

TA: And, I wrote the new course specifications for the second writing class.

R: Uh-huh.

TA: And, I gave everything for the teacher: learning outcomes, a sample syllabus for their first day of class, everything the teacher needs, a lesson plan for the first hour, everything a student needs, an outline of their review material, all the pages in a textbook. I worked really hard on this. I broke down each unit of the textbook, what they should and what they should not spend too much time on.

R: Uh-huh.

TA: So, everything has been figured out for the teacher *and* the student, and if the teachers would just embrace this, all they’ve got to do is follow a map: where do you go first, where do you go next, what do you do next week? And, you know, outline for students, preparation on each exam.

R: Mm-hmm.

TA: These different exercises in the book will achieve that goal of how I wanted to present the class, assessment recommendations.

R: Uh-huh.

TA: So, I’ve got all this, and no-one cares.

R: [Laughter].

TA: I think that the level of oral communication among the students... in a classroom of ten students, two students are going to be able to do the work, and they’re going to be sitting in the front, and they’re going to be

like *this*.

R: Uh-huh

TA: And, the other students are going to be in the back like *this*. *In my experience, what prevents students from participating orally in lessons is that we don't ask our students to really do anything. We don't push our students to achieve anything.* I think, because of that, and because it starts from the high school level of English instruction that they don't do and they don't care about, they expect to learn it when they come here. And, I told my students, "My job is *not* to teach you English. My job is to teach you *how* to use the English that you should already know before you start at KAU."

R: Mm-hmm.

TA: I knew what kind of students they were after high school, I know what kind of instruction they *don't* teach at the ELI, so by the time they come to me it's an advantage because I *know* what their weaknesses are going to be.

R: Uh-huh.

TA: But, if you add that with good, old-fashioned laziness, it's impossible.

R: Uh-huh.

TA: So, what I do is the best I can, and if I could teach them one thing a day I'll be happy. But, they don't review, and they forget.

I think their level of oral communication among the students in the first two levels of the listening and speaking is slightly better than the level they have already.

R: Mm-hmm.

TA: In other words, if you never really thought of English as a hobby... like in high school, if you were in the English club that means you're interested in English.

R: Mm-hmm.

TA: But, all those students that never really cared about English, they think because they can order at McDonald's in English that they should be an English major. Then they think, if they just come here, they're going to learn *everything*, and you can't do that. I can't teach them, "Hello, my name is Larry. Where is the pronoun?" Do you know what I mean? "Is it a personal pronoun?"

R: Uh-huh.

TA: So, I have found that, the lowest level of *all* the students in the English department, the lowest achievers are always those students that are in the listening and speaking classes because they all think it's an easy A.

R: [Laughter].

TA: When a teacher goes into that environment, knowing all of this, what can you do? You just try to focus on those two students that are in the front because, from my experience, the first class they take is going to be one of the listening and speaking classes.

R: Mm-hmm.

TA: That's going to be the very first class they take, because it's the easiest. So, I know that if there are twenty students in Listening and Speaking I, there are probably only going to be two or three of those students that are actually going to graduate. Or, if they do graduate, they're going to *know* how to do their job when they get hired at Aramco.

R: Uh-huh.

TA: But, seventeen of those students will either quit, switch majors... do you know what I mean?

R: Mm-hmm.

TA: Those classes, if anything, they're a good indicator of how many students are *not* going to make it. Maybe two students out of each class, I'll see in my literature courses two years from now.

R: Uh-huh.

TA: *So, I think the level is less than high school. Based on what they should know in high school, it's less than high school level.*

R: What's the factor that facilitates oral communication in an English classroom?

TA: Doing it.

R: Mm-hmm.

TA: Doing the work, participating in class.

R: Mm-hmm.

TA: In other words, like I said before, to approach the class from the teacher's perspective, and to learn from the student's perspective, it must be more of an oral communication workshop, not a lecture. This is not syntax or morphology, this is a real... it's almost like a living, breathing workshop. The teacher goes in and says, "How do you take notes?"

"Huh? I don't take notes."

"Okay, okay. What if you were taking notes, what would you do?"

So, you know, being able to listen for key words. Like if the teacher says, "Open your book to page... open page 72," how to scan for key words. They don't understand the basics of even doing that.

If anything can come from this conversation, I would say that oral communication should not be taught as a *lecture* based course, where there are theories and... no. It should be a workshop, like a lab, where the students are doing. And, I do not mean student to student group and peer activity. I still mean teacher to student.

But, what I do is, I say, "Ahmed." I'll check for understanding and I'll say, "What do you think about *this*?" And, I'll get his opinion. And, "What do you think about what he said?" It doesn't matter what you're talking about. You could be talking about snow, or anything, McDonald's,

anything. But, to get the students to have a two-way exchange, –

R: Mm-hmm.

TA: – because it starts from there.

Then, after that, you can teach supporting your opinion. But, first you've got the students to give you their opinion about multiple topics. And, they're all in the book, but the teachers don't use the textbook the way they should.

R: Uh-huh.

TA: And, again, it *all* rests with the teachers, from kindergarten to university.

'What facilitates oral communication in your classroom?' It's got to be led by the teacher, and it's asking open-ended questions, not yes and no questions. "Ahmed, what do you think about what Muhammad just said? Do you agree or do you not agree, and why?" Again, very simple, but it's hard to get them to do it. Critical thinking skills are not taught at any level in Saudi Arabia.

R: Uh-huh.

TA: It's very similar to the Asian style because, you know, you are part of Asia. For example, in Japan, the reason they have high test scores is because – and I taught there for three years – the teacher would give the students all the answers to the test in the order, the same order. And, all the students have to do is go... you know, multiple choice, they go, "A, B, B, A, C, A, D, A, E, A, A, E, C." That's it. They don't understand *why*, they just understand *what*.

And, in other schools, like in Great Britain, America, Germany, France, –

R: Mm-hmm.

TA: – we teach our students to ask, "Why? Why is this important? Why is the teacher saying this? Why is the teacher repeating themselves? Why is the teacher writing this on the board?" They just don't understand, you know.

R: Mm-hmm.

TA: So, critical thinking skills tailored for a listening and speaking class, which means that the teacher tries to teach students to answer, and respond to, and listen to things that will initiate a two-way process of learning. The teacher cannot simply just *talk* to the students, because the students are just going to...

R: Uh-huh.

TA: Especially in Listening and Speaking I, where there could be 30 students in a class and, again, only two of them will make it. The rest are going to say, "I don't understand anything," and they're just going to drop. Or, they do *this* with the teacher, you know.

R: Uh-huh.

TA: And, then they get a C.

"Oh, help me teacher. I'm sorry, my father is sick."

R: Okay.

What are your preferred methods of teaching oral communication in the classroom?

TA: Well, I think I explained it to you. Basically, it's that the teacher has to lead by the example, ask open-ended questions, solicit students' opinions, and try to also teach critical thinking skills with basic study strategies: how to take notes, how to be a more successful student in a classroom

R: Uh-huh.

TA: That's my preferred method, of trying to do all of those at the same time.

R: Okay.

In your experience, what prevents students from participating orally in lessons?

TA: They don't try, they don't care, they don't study, and no teacher cares, or tries, or helps. That's easy.

R: To what extent do shyness and culture represent barriers to student's willingness to communicate orally in classrooms?

TA: Yes, I can read English; I'm just trying to figure out your sentences. 'To what extent does shyness and culture represent barriers between language and...?' Okay, okay.

In my class, less than 5% shyness *and* culture... one reason... it was 10% when I first got here, which means that, as I get more experience with the culture, I become a better teacher. Now, shyness, I just talked to a student today about this.

R: Uh-huh.

TA: *The only reason that they're shy is because they don't want to embarrass themselves and admit to the teacher that they don't know, and/or they didn't study. So, I don't think it is shyness. I think it is embarrassment that they feel because they just don't do the work.*

R: Uh-huh.

TA: Maybe they don't know *how* to do the work, but I'll figure that out in about two weeks, if they care or they don't care. So, I don't think it is shyness. I think it could be they just don't know how to do it. But, I don't know.

R: Okay.

Do you think that students will communicate more willingly and effectively amongst one another and with the teacher if the language of discussion is Arabic rather than English in classrooms?

TA: Well, I do not want my students to speak Arabic –

R: Uh-huh.

- TA:** – in any class. If they ask a question, or they ask me, or they translate a word into Arabic... so I don't think that speaking Arabic, for any reason, is going to be helpful.
- R:** Uh-huh.
- TA:** I would discourage students from using their first language in any and all situations. They have to fight through it. And, it may take them longer, but each time they do it, it takes less time. You just have to practice.
- R:** Number ten, because eight and nine are for the Arabic English teachers. What kinds of classroom organization do you use in your lessons?
- TA:** Well, I have a general plan about what I need to cover for that day. It's a loose organisation. I spend ten minutes before class every morning, and I look at what the lesson was the day before, and I look at what I want to add to that lesson for the class today. But, I don't really have a very high organisation. I would prefer to react to the students' needs, you know, –
- R:** Uh-huh.
- TA:** – and try to figure out what I can do to make their understanding better. I organise that in... it's, kind of, CELTA based. Do you know CELTA?
- R:** No.
- TA:** What about TEFL? I mean TESL, TESL? The TESL certification? Teaching English as a Second Language?
- R:** Yes.
- TA:** Well, both TESL and CELTA teach teachers to learn by doing, to learn by practicing, and... oh, classroom organisation.
- R:** Mm-hmm.
- TA:** So, they organise their classrooms to have more student to student learning. Like, "Okay, everybody split up into your partners, and ask each other the questions on page eleven."

R: So, you let them work together?

TA: I really don't do a lot of that.

R: Uh-huh.

TA: To me, that's more student to student, S2S learning, which is just peer learning. I don't really do that a lot in my classes because, well, it takes a long time to set up, and it's not very effective, based on our students' strengths and weaknesses.

R: Uh-huh.

TA: Because, then me, as a teacher, would have to walk around, overhear twenty seconds of something, you know... and it's just too thin. It's not effective. What I would rather do is open up the book and say to myself, "Okay, this is what I need to teach in order for them to understand how to speak, how to listen, how to take notes." And, I will have more structure and organisation in that.

R: Mm-hmm.

TA: On your first day of class, I open the book and I say, "Okay, what's the learning goal of this unit?" I take it one step at a time.

R: Do you give them the opportunity to talk?

TA: Yes, I'm always checking with the students. It's like a bat.

R: Oh, yes.

TA: They have sonar in their heads, and they use a signal, and they bounce it. So, a bat that is flying in the air cannot hit this. Give me the question again.

R: Do you give them an opportunity or time to speak, to participate?

TA: Oh, yes, yes. Well, to speak together, no. But, to participate with the learning, –

R: Ah, okay.

TA: – so, the teacher is at the centre, not at the front. Figuratively, the teacher is at the centre of the learning.

R: Mm-hmm.

TA: And, I will talk up and down the little hallway by the computers and I will say... what would be a good example? I always get my students to deliver an oral presentation, which is about five minutes. I'll say, "Give me three ideas that you want to talk about. Give it to me for the next class." And then, for each student, "Write down three ideas that you want to speak about." And, then I'll pick, for each student, one of the three.

R: Uh-huh.

TA: I'll say, "This is too easy," or, "This is too hard," based on the student's individual weaknesses and strengths, I'll go up to that student and I'll say, "What three ideas do you have?" And, he circles one, and I go, "Okay, I like that," so I'll assign it. Then, that student goes back and starts to create an outline.

R: Mm-hmm.

TA: And, then they have to turn the outline in to me, and then I approve it. And, then I'll say, "Okay, start writing your speech." Basically, every 100 words are about three minutes or so. So, if they write, like, a 200/250-word speech/presentation, and then they give it to me, and then I look at it, "Does it match the outline? Does it match one of the three ideas you gave me?" This will help students participate in the learning.

What I will also do is I will do, like, a five-minute warm-up. That's, kind of, CELTA/TESL based. You do a five-minute warm-up. You do predicting skills, "What is this chapter about? What's the important information?" I would constantly walk around and I'll say to all the students in my listening and speaking class... I'll ask them questions about the parts in the book that they should know.

R: Mm-hmm.

TA: I don't really do a lot of peer work. I don't do a lot of student to student work, but what I do is like a hybrid. I will lead the class and I will say, "Spend three minutes and give me two ideas on what you want to do after university. What kind of job would you like after university?"

The students might write down two answers, and I'll say, "Okay, this is too general. What is it about this job that you want? What is good about this job?"

And, then I'll say, "Okay, you've got five minutes. Give me two ideas, two reasons." And, I will assign a time limit, "You've got five minutes." And, after five minutes, I say, "Okay, Ahmed, read one of your two ideas." And, through his answer, I will know many things. I will know his level, I will know his level of understanding, –

R: Mm-hmm.

TA: – I'll try to understand his shyness.

R: What about their confidence!

TA: The confidence, everything, just from that one five-minute exercise, and I'll probably do that at the beginning of class. That question will be based on what I want to teach them for that hour.

R: Uh-huh.

TA: If the goal of unit 2 is how to take notes, then I might say, as a warm-up activity, "I want you to write down two ideas, (unclear 00:33:37), that's about the chapter." That's how I introduce the learning objectives in the chapter, but I do it in a more informal, workshop kind of way.

R: Mm-hmm.

TA: I don't just stand up there for twenty minutes and say, "Here are five ways to take better notes. Number one..." They're just going to... they're not going to listen. It takes longer to get through the most important information.

R: Uh-huh.

TA: Again, it goes back to the teacher. The teacher has to give a you-know-what, and care.

R: Okay.

TA: That answers a lot of the other questions. Like ‘How do you facilitate oral communication?’ Number nine, number three and number four, number five, all of these have to do with really changing... the teacher has to change their approach. They really have to understand the difference between teaching in oral communications and teaching introduction to literature, knowing that the students are going to be the weakest in an oral communication class. By the time they get to intro to literature, maybe they’re better, or they just got passed because the teacher didn’t care.

And, they don’t want the hassle and the stress of teachers *begging* them, so it’s easier just to give everyone a C. To me, that’s stealing money from your job, but anyway.

R: Uh-huh.

TA: *You can't have a conversation with 30 students in 50 minutes. So, the only thing you can do is lecture. I think that oral communication classes should not be more than ten to fifteen students. Sometimes there could be 30 students, which is ridiculous.*

– student understanding in an oral communication format, when it requires each student to listen and respond? I’ll never get done.

One solid recommendation that you could suggest is that, when you compare oral communication with any other basic course which has writing and reading, there should be half the students.

R: Mm-hmm.

TA: So, there should be twice as many courses open at a registration. If there is going to be two reading courses, there should be four oral classes. And, they should not allow more than fifteen students. But, again, because we’re lazy, a student can go downstairs and go, “Please, I need this class, please. I don’t have a class at 9 o’ clock, and at 10 o’ clock I have to help my father.” And, then they’ll open the class, and then I end up with 37

students.

R: Ah.

TA: We have to be disciplined and close out the class at fifteen, for example. You know, because it *is* a workshop.

R: Yes.

Mm-hmm.

TA: – which defeats the purpose of the class. Do you know what I mean?

It's a catch-22 that's easy to solve, but nobody wants to do it because it requires work from the first floor *and* the fifth floor – staff and the big bosses.

R: Have you received training in teaching English as a Foreign Language?

TA: yes, a lot of training. TESL and CELTA, and I spent three months in Thailand, and I've been teaching English as a Second Language for about thirteen years.

Eight different countries.

R: Oh.

TA: Japan, South Korea, Taiwan, Thailand, of course America, but that's English as a Foreign Language – EFL.

R: Uh-huh.

TA: If it's an L1 country, –

R: Uh-huh.

TA: – then it's EFL. If it's an L2 country, then it's ESL. So, there are different ways that you approach the class. For example, there is more social English in EFL.

But anyway, Kuwait, Abu Dhabi, Oman, Dubai... Kuwait, the Emirates, Saudi Arabia, Japan, South Korea, Taiwan, Thailand... I'm probably forgetting something, but anyway...

R: Oh, I see. Do you attend in-service professional development courses focused on teaching oral communication in English language classrooms? How often and who are normally the course providers?

TA: No.

R: Do we have some?

TA: No. It would never work here, *please*.

R: Oh.

TA: They don't do any training here. And, if they did, it would be a waste of time.

R: [Laughter] why? Why do you think it's not helpful?

TA: Well, they tried to do this at the ELI. And, again, I was there for about three and a half years actually, and the ELI will always come up with something called 'busy work'. If you're not teaching classes, and let's say that all the teachers are off from teacher because of whatever reason, Hajj or Eid or... they're in between quarters, because at the ELI they have four quarters, not two semesters.

R: Mm-hmm.

TA: So, they switch four times a year, the classes. There is always going to be a week between classes that the teachers don't teach. And then, at the end of every year in June, there is about three weeks that the classes finish but the teachers can't go home for a vacation yet. During this time, all the bosses think, "Hey, let's get the teachers to *do* something." So, they always try to give them projects. And, every year they do the same projects, with the same recommendations, and nothing ever changes. It's just, "Let's pretend that we're doing something so that the main big boss," like the dean of the ELI, who is a friend of mine, he goes, "Are all the teachers doing their extra committee work?"

“Yes, yes, yes,” but nothing ever happens. That’s one reason. And, two, by the time you get to a department at a college, you’re teaching twelve hours a week, –

R: Mm-hmm.

TA: – and you’re in more control of your class than any other situation, when you’re a professor. And, because of that, teachers have an inflated ego.

R: Mm.

TA: “I’m a professor, I don’t have to do this,” or, “I have a PhD, I don’t have to do this.” So, there are a lot of reasons why inter-department training will never work *here*.

R: [Laughter] okay.

TA: ‘How often do you normally’... wait a minute. ‘How often, and who are normally the course providers?’

Now, the only possible exception to this is what we’re doing this year, which is to try to have more consistency among all the basic courses, including oral communications. So, all the 200 level courses at the lady’s campus and here at the men’s campus... the reason is that, if there are three teachers teaching Oral Communication I, they’re all going to teach it differently. They’re all going to think that *this* is important, or *this* is not important.

R: Mm-hmm.

TA: Sometimes I’ll see teachers going to their class in this lab; they don’t even bring their book. They will sometimes not even go to class, and they won’t even tell the students. So, the students, the good ones, the few that want to learn, they’ll sit there for fifteen minutes –

R: And then go.

TA: – and then go home, because the teacher didn’t care enough to tell the students, “No class.” A lot of times, they’ll not have class for two weeks.

R: Mm-hmm.

TA: Because of this, there are lots of reasons why I don't respect our oral communication course program.

R: Mm-hmm.

TA: And, again, it goes back to the teachers. You've got to care, and lead the students through the journey. And, give them the tools they need, if the tools are not given. I try, but I'm just one person.

R: Okay. Number fourteen. What could the Department of English Language do to help alleviate these obstacles and make you feel comfortable in classrooms to communicate?

TA: Fourteen, 'What could the department of English do to help alleviate these obstacles and make you feel'... make *me* feel more comfortable?

You might think I'm making a joke, but I'm not making a joke. Let me explain it to you this way. If I was in charge, –

R: Mm-hmm.

TA: – and I don't mean (unclear 00:47:00) or even the dean. Let's say if I was the president of the university, and I had the real power to do something [clicks fingers] immediately, right? I would fire half the teachers in the English department. And then, the other half, I would say, "You're next, if you don't do your job."

R: [Laughter].

TA: There is no other way I can say it. I would probably fire half the teachers. And, I'm sorry to say this, 95% are Saudi PhD instructors. They don't see the value. They see a different value than I do, how about that? I'm trying to be fair. Maybe they see a different value. I don't see how, but, you know, they just... they're lazy and they don't care. I'm talking half. The other half is the ones that I get along with, naturally, because they're a different kind of person.

R: Mm-hmm.

TA: I can always tell if a Saudi professor has spent any time in England, Scotland, Canada, America, you know. Usually, those professors, I will say, “Hey,” ... we’ll have a conversation and then they’ll say, “Oh, yes, I did my master’s degree in England.” Or, “I lived in America for five years because my father had a job there when I was a young man,” you know, and he went to high school in America, for example. Those are the teachers that better understand the enormous problems we have here with education.

R: Mm-hmm.

TA: And then, the other professors that have never left Saudi Arabia, I can always tell. And, I’m not being derogatory. You know, culture and... I’m not.

R: Uh-huh.

TA: What I mean by that, I’m not making stereotypes. I’m not trying to do that. But, I’ve been here at City University for almost seven years, here at this university, and I think I have an opinion that’s probably true.

R: Okay.

Is there anything else we haven’t discussed yet that you think is important for improving oral communication in English classrooms?

TA: No, no, unless you have any additional questions?

R: [Laughter] no.

TA: And, I’m in no hurry, take your time.

R: No, that’s fine. Thank you very much.

TA: But, I’d hate for you to think that I have a bad attitude.

R: [Laughter.....End of Recording]

Appendix IV: Ethical Approval: University of Reading



University of Reading

Institute of Education

Ethical Approval Form A (version May 2015)

Tick one:

Staff project: _____ PhD ☒ EdD _____

Name of applicant (s): Hassan Saleem Alqurashi

Title of project: Investigating Oral Communication in EFL Classrooms: A Case-Study of a Higher Education Institution in the Kingdom of Saudi Arabia.

Name of supervisor (for student projects): Professor Naz Rassool

Please complete the form below including relevant sections overleaf.

	YES	NO
Have you prepared an Information Sheet for participants and/or their parents/carers that:		
a) explains the purpose(s) of the project	✓	
b) explains how they have been selected as potential participants	✓	
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	✓	
d) makes clear that participation in the project is voluntary	✓	
e) explains the arrangements to allow participants to withdraw at any stage if they wish	✓	
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal	✓	
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this	✓	

h) explains the arrangements for providing participants with the research results if they wish to have them	√		
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email. If any of the project investigators are students at the IoE, then this information must be included and their name provided	√		
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants		√	
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: ‘This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct’.	√		
k)includes a standard statement regarding insurance: “The University has the appropriate insurances in place. Full details are available on request".	√		
Please answer the following questions	√		
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	√		
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	√		
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?		√	
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx)?	√		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?	√		
6) Does your research comply with the University’s Code of Good Practice in Research?	√		
	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?	√		

8) Has the data collector obtained satisfactory DBS clearance?	√		
9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?		√	
10) If your research involves processing sensitive personal data ¹ , or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?		√	
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?		√	
12a) Does your research involve data collection outside the UK?	√		
12b) If the answer to question 12a is “yes”, does your research comply with the legal and ethical requirements for doing research in that country?	√		
13a) Does your research involve collecting data in a language other than English?	√		
13b) If the answer to question 13a is “yes”, please confirm that information sheets, consent forms, and research instruments, where appropriate, have been directly translated from the English versions submitted with this application.	√		
14a. Does the proposed research involve children under the age of 5?		√	
14b. If the answer to question 14a is “yes”: My Head of School (or authorised Head of Department) has given details of the proposed research to the University’s insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			
If you have answered YES to Question 3, please complete Section B below			

¹ Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

Please complete **either** Section A **or** Section B and provide the details required in support of your application. Sign the form (Section C) then submit it with all relevant attachments (e.g. information sheets, consent forms, tests, questionnaires, interview schedules) to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

<p>A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has no significant ethical implications. (Please tick the box.)</p>	<p>✓</p>
<p>Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.</p> <p>Thirty-three participants: Thirty students Three teachers</p>	
<p>Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words noting:</p> <ol style="list-style-type: none"> 1. title of project 2. purpose of project and its academic rationale 3. brief description of methods and measurements 4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria 5. consent and participant information arrangements, debriefing (attach forms where necessary) 6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them. 7. estimated start date and duration of project <p>This research is a part of the PhD requirements at the Institute of Education, University of Reading in the UK. Its aim is to investigate the factors that affect oral communication in EFL classrooms in City University in KSA. The purpose of this research is to establish the reasons for the oral communication difficulties experienced in EFL classrooms in the university and to look for ways to address these issues in terms of teaching and learning in order to improve the students' learning experiences in EFL courses. It is hoped that the study becomes valuable for local and regional decision makers and course designers and provides teachers with knowledge about teaching oral communication skills in EFL classrooms. It is also hoped that this study will identify further areas for research that may contribute to theories of teaching and learning EFL in higher education. The study includes 33 participants of which are 30 students of English language and three teachers from the department of English language.</p> <p>Tow qualitative methods will be used to collect the research data: focus group discussions, and</p>	

individual interviews.	
<p>Focus group</p> <p>I intend to conduct five focus group discussions in order to have a variety of views and experiences in relation to students' oral participation in English classrooms. Each group will comprise six students as participants. For each session, I shall have a trained note taker to observe and record any paralinguistic behaviour made by the participants which may in the analysis, and he will transcribe the whole session's data. Each participant will be given a code indicating their number in the group and the alphabet code of the group itself. For instance, focus group 1 consists of participants 1 to 6, focus group 2 consists of participants 1 to 6 and so on; so, FG1-3 means this participant is number 3 in focus group 1.</p> <p>Individual interviews</p> <p>The semi-structured type of interview will be used in this research because they are flexible, i.e. neither fully fixed nor fully free. It would allow me, as the interviewer, to modify, restructure, and elaborate on particular questions depending on the direction of the interview. A set of questions will be devised to elicit information related to students' participation in English classrooms. This includes asking the participants questions about a wide range of issues including classroom organization, classroom management, pedagogical approaches (teaching and learning) use of materials, attitudes, behaviours as well as socio-cultural factors that facilitate and/or prevent effective communication in EFL classrooms.</p> <p>Participants will have the right to withdraw from the study at any time even after the data have been collected with no consequences. This will be clearly mentioned in the Information Sheets. Anonymity of the participants and assurance that their details are non-attributable will be guaranteed and no identifying details will be presented in any published material.</p> <p>In this research project, I intend to use a data triangulation approach, a procedure that involves more than one method for data collection. In qualitative studies it represents a powerful technique that enables validation of data through cross verification from two or more sources capturing different dimensions of the same phenomenon (Bogdan & Biklen, 2006). A single method can never adequately shed light on a phenomenon being investigated; instead, using multiple data collection methods can help facilitate deeper understanding that phenomenon.</p>	
<p>B: I consider that this project may have ethical implications that should be brought before the Institute's Ethics Committee.</p>	
<p>Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.</p>	
<p>Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words.</p> <ol style="list-style-type: none"> 1. title of project 2. purpose of project and its academic rationale 3. brief description of methods and measurements 4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria 5. consent and participant information arrangements, debriefing (attach forms 	

<p>where necessary)</p> <ol style="list-style-type: none"> 6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them. 7. estimated start date and duration of project

- | |
|---|
| <p>where necessary)</p> <ol style="list-style-type: none"> 6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them. 7. estimated start date and duration of project |
|---|

C: SIGNATURE OF APPLICANT:

Note: a signature is required. Typed names are not acceptable.

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed:Print Name: Hassan Alqurashi Date: 06-10-2015.

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO
THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed: _____ Print Name Andy Kempe Date 16.10.15

(IoE Research Ethics Committee representative)*

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

IoE Ethics Committee:

Applicant: Hassan Saleem Alqurashi

Tutor / Mentor: Naz Rassool

Pertaining to: (please delete as appropriate)

PhD

Title of study: Investigating Oral Communication in EFL Classrooms: A Case-Study of a Higher Education Institution in the Kingdom of Saudi Arabia.

Date of submission: 14.8.15

Date of response: 22.9.15

Document	Submitted: Y/N/n.a	Approved: Y/N	Reason for rejection
Ethics form (please check box in Section A is ticked if appropriate)	Y	N Y	More assiduous proofreading is required. A few noticeable errors: <ul style="list-style-type: none"> Document analysis and documentary analysis are two different things – please change your phrase. ‘I am going to conduct...’ : The language is informal. It should be: ‘The focus group interview involves’ See attached comments
Number of participants stated	Y	Y	
Info/Consent for participant	Y	N Y	The name of the supervisor should be at the top of the information sheet. Font should be changed from blue to black. The format of the letter needs attention and further proof reading to ensure accurate use of standard written English.
Info/Consent for parent/carers	n/a		
Info/Consent for headteacher	Y	N Y	Here again, there are an unacceptable number of typos. and grammatical errors that must be corrected before this can be issued. It is not clear what the difference between HOD and the Dean in this context.
Info/Consent for	n/a		

teacher			
Risk assessment form	Y	N Y	Please check the following regarding punctuation and grammar.
Questionnaire(s)	n/a		
Interview / focus group schedule	Y	N Y	See comments on attached, annotated document.
Data protection certificate	Y	Y	
Other comments to be considered before re-submission (to be shared with applicant at tutor's discretion):			
Date of re-submission: 13.10.15			Date of approval: 16.10.15

Appendix IV: Information Sheet and Consent Form



Supervisors: Professor Naz Rassool

E-mail: n.rassool@reading.ac.uk

Researcher: Hassan Saleem Alqurashi

E-mail: cj821411@pgr.reading.ac.uk

Information Sheet

Project: “Investigating Oral Communication in EFL Classrooms: A Case-Study of a Higher Education Institution in the Kingdom of Saudi Arabia”.

The Study

This research is a part of the PhD requirements at the Institute of Education, University of Reading in the UK. Its aim is to investigate the factors that affect oral communication in EFL classrooms in City University in KSA. It also aims to investigate the main reasons why students in English as Foreign Language (EFL) classrooms in City University in KSA are reluctant to communicate orally during lessons. The purpose of this research is to establish the reasons for the oral communication difficulties experienced in EFL classrooms in the university and to look for ways to address these issues in terms of teaching and learning in order to improve the students' learning experiences in EFL courses. It is hoped that the study becomes valuable for local and regional decision makers and course designers and provides teachers with knowledge about teaching oral communication skills in EFL classrooms.

It may contribute to increasing our understanding of the phenomenon of students' reticence in EFL classrooms. It is also hoped that this study will identify further areas for research that may contribute to theories of teaching and learning EFL in higher education.

Aims of the study

5. To investigate the ways that English is taught in English classrooms.
6. To examine the factors that facilitate students' oral communication in English classrooms.
7. To investigate the factors that constrain students' oral communication in English classrooms.
8. To examine the ways in which students manage and try to overcome their communication difficulties in EFL classrooms.
9. To investigate the ways in which teachers address the oral communication difficulties that students encounter in English in EFL classrooms.

Who are the participants?

The total number of participants will be 33. They are distributed as follows:

1. The head of the department of English language will be considered for the individual interview.
2. Two teachers from the department of English language will be chosen for the individual interviews.
3. Thirty students will be selected for the four focus groups: eight in each group.

These participants will be chosen due to the contribution they can provide in helping to answer the research questions and due to their role as providers or receivers of professional learning.

What will happen if I take part?

If you agree to take part, you will be kindly asked to participate in the focus group discussions. You may be interviewed for about forty minutes to clarify some in-depth issues and elicit some examples. This will only happen if you give your consent, in advance.

Is my participation obligatory?

No, it is not. Your participation in the study is totally voluntary and the participants have the right to withdraw at any time during the study without any repercussions by contacting the researcher. If you change your mind after data collection has been finished, the researcher will discard your data.

What are the risks and benefits of taking part?

All the information about the participants that are collected during the research will be kept strictly confidential. All interview recordings will be destroyed at the end of the research. Participants' names or any contact details will not be recorded on the interviews' transcripts. My academic supervisors will have access to the transcripts (and the recordings for reliability purposes), but I will be the only person to have access to the original recordings. All identifying details will be changed in any publications resulting from this research including the thesis and any published articles.

I know how busy you are, but I highly value the information that you can provide regarding the topic of the present project, and I hope that you will be able and willing to contribute to this research project by giving your consent. If you do so, **please complete the attached consent form.** A summary of the results can be sent to you upon your request by sending an email to the address above.

‘This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct’

“The University has the appropriate insurances in place. Full details are available on request”.



Supervisors: Professor Naz Rassool

E-mail: n.rassool@reading.ac.uk

Researcher: Hassan Saleem Alqurashi

E-mail: cj821411@pgr.reading.ac.uk

Participant's Consent Form

Project title: "Investigating Oral Communication in EFL Classrooms: A Case-Study of a Higher Education Institution in the Kingdom of Saudi Arabia".

I have read the information sheet and it was explained to me by the researcher. The purpose of the project and what will be required of me have been explained to me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the information Sheet. I understand that I will be interviewed and that the interview will be recorded and transcribed. I understand that my participation is entirely voluntary and that I have the right to withdraw from the project any time, without giving a reason and without repercussions by sending an email to the addresses above. I have received a copy of this Consent Form and of the accompanying Information Sheet.

Please tick as appropriate:

I consent to take part in the focus group discussions: -----

I consent to being interviewed: -----

I consent the interview will be recorded and transcribed: -----

Name:

Signed:

Date:

المشرفة : الدكتورة ناز رسول
n.rassool@reading.ac.uk

لباحث جنس ليلمقرشي
cj821411@pgr.reading.ac.uk

وقفة علم علومات

عنوان المشروع: لاراس ءالتوصل للشفهيفاليفصول الدراسي ءلغة الانجليتي ءلغة أءبية: واسة
معة لومس ءالطلي مءل ءل يفلي للملك ءال عبي ءلس عوبي ء".

لدراسة

مءالءاءء موءزاء من مءطباء ءرعة لءلءوراءيفل ءل ءلبي ء ءامع ءري ءني ءبي المملك ءلءاءة.
ي مءف مءالءاءء لى ءرسة ءل ءوام لءل ءل ءل ءل ءل ءل ءل ءل ءل ءل ءل ءل ءل ءل ءل ءل ءل
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أهداف لدراسة

1. دراسة الطرق التي يجب استخدامها لتدريس اللغة الإنجليزية في الصفوف إنجليزية.
2. دراسة العوامل التي يتسبب بها التوصل للشفوي لدى الطلاب في الفصول الدراسية الإنجليزية.
3. دراسة العوامل التي تعيق التوصل للتوصل للشفوي لدى الطلاب في الفصول الدراسية الإنجليزية.
4. دراسة الطرق التي يستخدمها الطلاب لتعلم لغتهم الأجنبية.
5. دراسة الطرق التي يستخدمها المعلمون لمعالجة صعوبات الاتصال الشفوي التي يواجهها الطلاب في اللغة الإنجليزية في الصفوف الدراسية لعلغة الإنجليزية كغرفة أجنبية.

من هم المشاركون؟

سيكون عدد المشاركين 33 مشاركا. وهم موزعون على النحو التالي:

1. سيتم اختيار 10 من سمس طلبة اللغة الإنجليزية في قاعات الفري.
 2. سيتم اختيار اثنين من المدرسين من قسم طلبة اللغة الإنجليزية في قاعات الفري.
 3. سيتم اختيار 10 من طلبة اللغة الإنجليزية في المجموعات الأربعة بتمهية طلاب في كل مجموعة.
- وسيتم اختيار هؤلاء المشاركين من قبل مدرسهم أو من قبل مدير المدرسة، ومنظرالدورهم كمعلمين أو متعلمين للغة.

ما هي حدث اذا شارك؟

إذا ففقت على المشاركة، سوفيطلب منك أن تترك مجالك للمشاركة في النقاشات جماعية. قد يتقاربك لمدة أربعين دقيقة من اقش بقض القضييا واستيقاط بعض الأمثلة. هذا لن يحدث إلا إذا أعطيت موقتك قدام.

هل مشركتي مجبري؟

لا، مشركتي في الدراسة طوعي. قداما وليك الحقة في الانسحاب في أي وقت خلال فترة الدراسة دون أي تدعيات عن طريق الفصل بالباحث. إذا كنت غير راضٍ بعد انتهاء من جمع البيانات، فإن الباحث يمتحنا لبيانات لا يخص بك.

ما هي مخاطر فوائده لمشركتي؟

ستعامل جميع المعلومات التي تم جمعها خلال البحث عن المشركتي بسريّة تامة. و سيتم الغاء كل تسجيلات التي ابلا تبعد انتهاء من البحث ولن يتم تسجيل للماء أو أية فطري لخص بالمشاركون. سري لمن المشفين الأكاديميين من الوصول إلى النصوص ولتسجيلات (لأغراض البحثية)، ولكنني سأكون لخص الحيادي الذي له حق الوصول إلى التسجيلات الشخصية. سيتم تغيير كل ملف فطري لفي أي منشورات نتج عن هذا البحث بما فيها رسالة الافتخارة وأي مقالات منشورة.

أنا أعرف كم أنت مشغول، ولكن أقدر بشكرك لبيدالعمل والمشاركة التي يمكن أن توفره لي في ما يتعلق بموضوع المشروع الحالي، وأمل أن تكون واثقاً من أنني استعد إلى مساعدتك في هذا المشروع وعلى بحثي عن طريق إعطاء ملفتيك. إذا كان ذلك، يرجى ملء استمارة **لموافقة لمفوق**. لخص اللفتني جي لمن أريد إرسال لك بقاء لفي طلبك عن طريق إرسال البريد الإلكتروني لي إلى العنوان أعلاه.

وقد استعرضت هذا المشروع وغيّرت أعقاب إجراءات لنجاة أخلاقيات البحث وفتي لاجامع قوتهم إعطاني الموافقة لاجراءه"

لدي لاجامع لتأمينات المناب في المك ان ملف فطري لكام لتهمة عر دل طلب "



لباحث جنس ليالم قرشي

cj821411@pgr.reading.ac.uk

نموذج موفقية لمشركين

عنوان المشروع: لاراسةالتوصلللشفهيعفالي فصولالدراسي اقلغة الانجلي في اكلغة أجنبيّة: واسة
 حلّة لؤبس قتلعل علم اعل عيفي للملكة العري لل س عويّة".

لقد قرأت ورقة العمل وماتوتم أيضاً خدالي من قبل لالباحثون قد تم شرح الغرض من المشروع ولدي وماسيكون مطلوباً مني لوقد تم الرد على كل استفساراتي. أنا أفق على التي تبات ال موضوع في ورقة العمل ومات بقبهمت ماً أن هويت لم بطني وأن في ابل سرت سجيل هافس خدوا أن أفهم أيضاً أن مشاوتي طوي قد ماً ول هلدلي الح قفي اللاسحاب من المشروع أي وقت، دون بداء على باب ودون تدعيات وذلك عن طريق إرسالي بوي دالكتروني لى العاين أعلام القتل متنسجة من نموذج ال موقعة وأخرى من ورقة العمل ومات.

يرجى وضع علامة احسب الاقتضاء:

أفوق على المشارك في خلق الله تعالى:

ألفق على قائله:

أفوق على متسحيل المقبلية نوس خه:

الاسم:

التاريخ:

ملفوظي، ع