The Reasons behind Inefficient English Language Teaching Practices in Saudi Universities

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Abstract—This empirical survey has been conducted to investigate the responses of both teachers and students of English Language Department to identify the reasons behind inefficient English language teaching (ELT) at the department. The study utilized quantitative tool of data collection. A 38-item Likert-scale structured questionnaire has been developed and administered to both sample groups: English faculty members at the Foreign Languages Department (FLD) and junior and senior English-major students of FLD. The data gathered from the questionnaire responses has been analyzed and descriptive statistics have been exploited to present the result of this survey. Both groups have agreed to each other related to issues given below: 1) interaction should be activated among students, 2) authentic teaching material should be provided in all classrooms, 3) students' standard is quite week when they take admission in FLD, 4) English language proficiency test should be a condition to promote to the next academic level and 5) remedial courses should be initiated in the department for the weaker learners. It is also found that lack a strict admission policy, learners' examination-centered attitude and low motivation among students are also reasons in this regard as reported by the faculty. Recommendations have been given to develop the methods of teaching English in Saudi universities.

Index Terms—inefficient ELT, teaching practices, English-major, junior, senior

I. INTRODUCTION

As a matter of fact, English has become the dominant language and it has been used in multiple fields such as international banking and economic affairs, global brands, international tourism, international law, interpretation and translation and internet communication (Zugoul, 2003; Crystal, 2003; Strevens, 1987). The demand to learn English is increasing and the number of people seeking to learn English is increasing accordingly. It is estimated that one billion students are learning English worldwide (Crystal, 2003). Like other students, Arab university students face English language shortfalls in their academic and professional career. Diverse reasons have been identified for this ineffective English language teaching at university level and research findings have offered deep insights into rectifying the prevailing situation (El-Fadil, 1985; El-Mowafy, 1983; Tushyeh, 1992; Ibrahim, 1975; Jorstad, 1981; Kouraogo, 1987; Reymond, 2008; Ibrahim, 1983; Rababa, 2003; Ramakanta, 1999). Theil (2009) and Al-Nahas et el. (2004) highlighted the importance of effective teaching for better national progress and economic growth. Several research studies have indicated that in spite of phenomenal governmental efforts, the required level of English language proficiency could not be achieved whether at pre-university level or at university level in Saudi Arabia (Ibrahim, 1975; Zughoul, 1986). This dilapidated situation calls for adequate attention of university faculties and comprehensive academic approach to rectify it.

A. ELT in the Gulf

Several researchers such as (Ibrahim, 1975; Zughoul, 1986; Sahu, 1999; Rababah, 2003; Al-Jarf, 2008) mention that English language teaching in the Arab world has not approached the satisfactory outcomes. The students of these countries lack desired standard of proficiency and the governments are forced to subsidize higher education (Al-Nihas et al., 2009). According to (Kaur, 2003; Abbad, 1988 and Wahba, 1998 cited in AlFadly, 2003), Arab students of English are still try to acquire the required standard in the target language even after long years of formal study. Sahu (1999) also concludes that an average Yemeni learner of English language cannot communicate properly in various social, academic and professional settings after several years of English teaching. Tushyeh (1988) analyzes several English language departments and reported that these departments remained unable to make their graduates proficient in English. Kaur (2003) analyzes several studies that were carried out at Arab universities and found out "that graduates of English departments ------------------ could not on the average cope with undergraduate university education through the medium of English" (p. 14). He also mentions that these incompetent students join schools and colleges as English teachers and thus strengthen the vicious circle of ineffective English teaching.

As mentioned earlier, the number of English users is increasing all over the world, In comparison with the situation in Non-Arab countries, English has not been matched with an increase in the English Language proficiency of the students at their different levels of education (Zughoul, 1986). He has further mentioned that lack of EFL teacher training has been the main reason of ineffective English teaching in the Gulf. El-Fadil (1985) has declared that English language teachers have not well-acquainted themselves with the "developments in curriculum and instruction design"

(p.15) that resulted in ineffective teaching. Inappropriate teaching methods, untrained English teachers, inappropriate classroom settings and unsatisfactory English textbooks were identified as the main causes in this regard (El-Fadil, 1985).

B. ELT in the KSA

In 2003, Saudi Ministry of Education decided to teach English as a one of subjects in primary schools from grade six. It was decided that highly proficient supervisors would be supervising English language teaching at Saudi schools to ensure effective ELT (Al-Riyadh Newspaper, 2003). It was also strongly recommended that best efforts should be put in to develop state-of-the-art textbooks to train English language teachers and exhaust modern technology etc. to meet the above-mentioned goal.

According to (Shuttleworth Foundation, 2008) a report presents that Saudi Arabia is spending huge budget on education but still the Saudi students seem inefficient in their English language proficiency.

C. Definition of Effective Teaching

Teachers, in this era of globalization need to find effective methods of teaching. Westwood (1966) indicates that "Excellent teaching is that which produces learning and understanding" (p. 63). Earlier researchers in the field of language teaching emphasize that effective teaching promotes interaction, goal emphasis and facilitation (Shulman, 2004). Additionally, Raymond (2008) states that effective teaching achieves excellent, successful, outstanding learning outcomes.

All kinds of teaching involve two parties; teachers and students, and we need to consider the point of view of both these concerned groups to reach at a conclusion about the definition of effective teaching regarding seemingly two contradictory perspectives. First, we look at it from the teachers' perspective and Feldman (1988) analyzes thirty-one studies about the definition of effective teaching from the faculty perspective and reports that they considered the following pedagogical areas as the most important factors in this regard: 1- subject knowledge, 2- enthusiasm for the specific subject and for teaching itself, and 3- keenness about class level and learners' progress. The research has given significant views into the fact that both identified groups have the same pedagogical features yet their order of preferences stand as remarkable differences. Hativa and Birenbaum (2000) state that a lot of research studies have suggested that problem-based teaching, teachers' interaction with the students, classroom discussions and learners' active participation in the teaching process are highly appreciated by the students and it has a positive effect on students' academic development. Majority of the students dislike the traditional technique of lecturing and stated that it negatively affects students' learning.

Wilson (1986) mentions that task-based teaching is a leading method to achieve this much sought-after goal and it is "learning by doing" (p.28). This makes the process of learning a language meaningful and purposeful (Shu, 1998). Task-based learning usually involves the learners in real-life tasks. It makes the learners as a basic part of the role or situation and it establishes such kind of rapport within classroom settings (Li, 2009). (Sotto, 1994 cited in Westwood, 1996; Kauchak and Eggen, 1989; Brophy and Good, 1986) report that "a) knowing your subject, b) being able to see to the heart of the matter and c) the ability to explain things in simple terms"," Questioning" ,"teaching task-approach strategies" and "adapting instructions identified as the most important salient features of effective teaching (p. 69).

Much has been written about more effective and efficient ELT methodologies and Li (2009) points that "product-centered" and "process-centered" are two philosophies in ELT and the later one has been recognized to inculcate life-long learning (p. 72).

Gray (1990) summarizes the three main features of process-centered teaching as follows: 1-What should be taught? 2- what does the learner want to do with the language? and what activities will stimulate and promote language acquisition? These are the main dimensions on which any type of effective teaching centers itself on them.

Research has identified yet another factor that contributes substantially to effective learning. It is recommended that appropriate measures taken by a good EFL teacher ensure effective learning in the language learner and that language teachers' role is fundamental in positively influencing learners and obtaining high outcomes (Mackay, 2003; Campbell, et al., 2004; Rockoff, 2004 cited in Shishavan and Sadeghi, 2009).

D. Related Projects

One of the relevant studies to this article is of Raymond (2008) who investigates student and faculty perceptions of effective and ineffective teaching practices at the university level. The study uses both quantitative and qualitative tools what is so called "a multi-method data collection procedure". The aim behind this is to get authentic and reliable findings. Interviews and questionnaires were used. The samples included both male and female students and faculty members (n=69 and n=64). The data collected during 2005 and 2006 from four populations: English students, English faculty, science students and science faculty. The findings revealed that the faculty members and the students had same perception of effective and ineffective teaching. The study concluded that the excellent university professor is someone who: (1) is respectful, (2) always makes classes interesting, (3) a fair in evaluation, (4) pays much on students' success, (5) creative in their subject, (6) is friendly, (7) encourages questions and discussion, (8) is always well prepared and organized, and (9) makes the material easy to learn

Alfadly (2003) analyzes several research studies that were conducted at various Arab universities (Abbad, 1988; Wahba, 1998; Sahu, 1999 and Rababah, 2003) and the findings exhibited that Arab learners of English lack communicative competence. He further declares that even after several years of formal ELT, the students do not attain satisfactory proficiency in English language and they remain unable to "cope with undergraduate university education through the medium of English" (p. 12). Inappropriate curriculum, insufficient contact hours and delayed introduction of English language in the schools have been identified as the main contributing factors for ineffective ELT. These recommendations were set to improve English language proficiency of the learners: a) Courses contact hours should be increased in all levels of the study plan, b) teacher-training programs should be activated at all levels, c) much exposure to English should be provided to the learners outside classrooms, d) cheap and easy access of modern resources like internet for the learners and e) an English language awareness campaign should be arranged with the help of the society in general and the parents in particular.

Gamal and Debra (2001 cited in Karim, 2004) have conducted a research study to identify the reasons that contribute to ineffective communicative ELT in Egypt. Lack of sufficient financial support was reported as the major cause in this regard. Low salaries, absence of teacher-training programs, unequipped classrooms and lack of teaching resources were the results of this lack of funds. Discrepancy between EFL curriculum and examination syllabus was identified as another factor. Important classroom activities such as simulation and role play were not accepted by the students and administration as serious teaching that also made EFL teachers hesitant to do these productive activities in the classroom.

Eissa and Al-Mutawa (1988) examine the problems in coping up with English as the medium of instruction in Kuwait University. Sixty-four percent of the faculty members emphasize that their students' English language proficiency was very low which effects negatively their education in the subject matter. The students face difficulty in comprehending their textbooks and in comprehending the lectures delivered in English by their faculty teaching members. Ineffective ELT was the main reason behind their English language deficiency.

Feldman (1998) reviews 31 research studies that analyzed faculty and students' responses regarding the characteristics of effective teaching and he reports that all these studies carried similarities as far as the responses of both the groups were concerned regarding effective teaching. All these studies engaged the samples from the same universities and colleges and asked them. They focused mainly on describing attitudes and practices important to good and effective teaching. Both students and faculty members gave recognized status to these seven categories: a) teachers' concerns to learners' level and their gradual progress, b) proper and perfect preparation of the subject, c) subject knowledge, d) teachers' interest in teaching and in their subjects, e) ability to explain things with clarity that ensure learners' understanding, f) easy access and sympathetic attitude towards learners and g) fair assessment.

II. MATERIALS AND METHODS

The study was carried out at Foreign Languages Department (FLD) of Taif University in which eighteen faculty members (n = 18) and sixty-three (n = 63) participated in this survey. A structured Likert-scale questionnaire was designed and translated into Arabic to facilitate the task for the participants (See Appendix1). Data concerning the empirical work were collected by means of the structured questionnaire that was administered to the faculty members as well as to the students. The questionnaire was translated into Arabic for the students but English version was used for the faculty members. The population of this study is both juniors and seniors students, in addition to all the faculty members in (FLD). The sample involves sixty-three juniors and seniors students enrolled at Foreign Languages Department (FLD) and all the faculty members in the (FLD). The Arabic version of the questionnaire was handed over to various faculty members in particular who were teaching the students of the third and fourth year to complete the questionnaire. Twenty faculty members were handed over faculty questionnaires and 18 were returned. The total number of questionnaires were scientifically analyzed to forward final recommendations. The researcher used the descriptive statistics methods namely; the means, medians, and standard deviations. Moreover, the data generated was statistically described by the researcher.

III. RESULTS

This part presents the results of the questionnaire survey. The main objective of this part is to present the faculty members' as well as the students' attitudes in order to state the causes of ineffective ELT at FLD. Table (1) details the analysis of the data collected through the questionnaire to draw a comparison between the mean values of the students' and the faculty's responses for all the questionnaire items.

TABLE (1):
COMPARISON OF MEAN VALUES FOR THE STUDENTS' AND FACULTY'S RESPONSES

No	Questionnaire items	Mean Students	Mean Faculty
1	Students acquire satisfactory English language proficiency when they graduate.	2.6214	2.9032
2	English department has a clear vision of English teaching.	3.3204	3.3194
3	Departmental teaching vision is clear to all teachers and students.	3.2136	3.1613
4	All courses equally contribute to English language proficiency.	3.1456	3.1613
5	Language courses help improve English language proficiency the most.	3.1650	3.3871
6	Literature courses help improve English language proficiency the most.	2.9417	3.4839
7	Linguistic courses help improve English language proficiency the most.	3.2136	3.5806
8	Translation courses help improve English language proficiency the most.	3.9223	3.2258
9	Language courses should be increased.	3.6796	3.9032
10	More literature courses should be added.	2.699	3.0968
11	More linguistic courses should be added.	3.4078	3.3226
12	More translation courses should be added.	3.7379	2.871
13	Number of courses should be decreased.	3.5825	2.8387
14	Credit hours should be increased to three instead of two.	2.8155	3.3226
15	Interaction should be promoted in classroom.	4.0583	4.4194
16	The majority of the students are not hard working.	2.8252	4.0968
17	Most of the students are not motivated.	3.0388	4.0323
18	Students' English language proficiency is weak when they enrolled in the university.	3.6311	4.129
19	Weak students affect better students' proficiency.	2.8447	3.5806
20	Students' attendance is poor.	3.0583	2.9355
21	Students study English only to pass the examination.	3.3301	4.0323
22	Students study English to improve their English language proficiency.	3.4757	2.7097
23	Students study English for no obvious reasons.	2.835	3.3226
24	Students use English with each other in the classroom.	2.8447	2.0645
25	Students should not be allowed to take more than five courses in one semester.	3.7087	3.6452
26	Teachers are not well-qualified.	3.0777	3.129
27	Teachers are poorly trained.	2.9903	3.2258
28	Teachers help the students' individual problems during their office hours.	3.2913	3.4839
29	Teachers assign regular homework.	3.1553	3.5161
30	Teachers always use English in the classroom.	3.4078	3.5161
31	Textbooks are appropriate and suit students' level.	3.2816	2.9355
32	Classrooms should be provided with modern teaching means.	4.1942	4.3226
33	All final exams are of equal difficulty level.	2.8835	2.6774
34	There should be more class quizzes.	3.0388	3.4516
35	FLD should follow a strict admission policy.	3.3883	4.1613
36	Students have to pass the admission test to qualify for admission.	3.3107	4.2258
37	The students have to pass the proficiency test to move to the next level.	3.6796	4.1613
38	FLD should have a remedial plan for the weaker students.	4.4272	4.0323

Most Favored Ten items

The researcher thoroughly studied the data and decided to interpret it in terms of ten most favored items identified by the faculty members as well as by the students and the following results were generated.

Table (2) contains the ten items that had maximum mean values as identified by the faculty members. High mean values of these items reflect that these urgent factors need to be addressed immediately and comprehensively to uplift the standard of ELT at Taif University.

TABLE (2):
TEN MOST FAVORED ITEMS IDENTIFIED BY THE FACULTY MEMBERS

No	Item	Mean	Standard deviation
1	Interaction should be promoted in classroom.	4.4194	.9228
2	Classrooms should be provided with modern teaching means.	4.3226	1.1658
3	Students have to pass the admission test to qualify for admission.	4.2258	1.2030
4	The students have to pass the proficiency test to move to the next level.	4.1613	1.0032
5	FLD should follow a strict admission policy.	4.1613	1.2137
6	Students' English language proficiency is weak when they enrolled in the university.	4.129	1.3352
7	The majority of the students are not hard working.	4.0968	1.0442
8	FLD should have a remedial plan for the weaker students.	4.0323	1.0483
9	Most of the students are not motivated	4.0232	1.016
10	Students study English only to pass the examination	4.0232	1.016

The faculty members have declared that making the classroom more interactive is the most important factor to ensure effective ELT. The traditional method of lecture-based classes has been identified as one of the major stumbling block in making students proficient or competent in the target language. The first and the second item of questionnaire correspond closely to each other. It has been suggested that instead of the present big lecture halls installed with fixed chairs for the students, there has been an urgent need to modify the present classrooms with more learning-friendly settings that would allow the faculty members to have the freedom of implementing innovative classroom activities to engage the students in pair/group work so that more opportunities of real-life language practice may be provided in the classes. Along with these flexible classroom settings, modern teaching facilities have also been recommended strongly so that classes might be transformed from the traditional lecture-based teaching to modern task-based teaching allowing

the faculty to maneuver in length to achieve the departmental vision of effective ELT. The third most favored item has been to ascertain that all the students should be administered an admission test and only those students should be allowed to get admission who qualify that test. Another major factor identified by both sample groups has been that the students' proficiency is quite low when they get admission at FLD that make it difficult for the faculty to teach them as one group. This kind of strict admission policy would certainly help the department to secure properly motivated and hardworking freshmen students. The faculty members have strongly suggested that along with regular individual examinations for various subjects, the department should introduce some sort of standard English language proficiency test that the students need to pass before entering the next academic year. This practice would ensure that the students would not only concentrate on their technical subjects but also try to achieve general English language proficiency. The fifth item on this list of most favored list was also linked to the third item of implementing some sort of strict policy so that only those students would be allowed admission in the department who are genuinely motivated in studying English language. Another factor that has been identified as one of the contributing factors that hinder effective ELT at FLD is the fact that most of the students who get admission as English-major freshmen at FLD have poor English language proficiency that create problems for the faculty members to move forward effectively. "Most of the students are not hard working" has been the seventh most-favored item that is directly linked with the previous item that due to a relaxed admission policy, weaker students get admission at FLD who are not in the habit of working hard. The next item is about another extremely important and urgently needed factor that remedial programs should be arranged by FLD for the weaker students. This becomes rather inevitable if annual English language proficiency tests are introduced. The remedial courses or programs would help the students who fail the proficiency tests to improve their level and be able to continue their studies at FLD later on. The second last item on the list is that most of the students are not motivated. Another important finding has been identified by the faculty members about the psychological underpinning of the students that they bear an examination-centered attitude instead of learning-based behavior towards ELT.

TABLE (3):
TEN MOST FAVORED ITEMS IDENTIFIED BY THE STUDENTS

No	Item	Mean	Standard deviation
1	FLD should have a remedial plan for the weaker students.	4.4272	.9862
2	Classrooms should be provided with modern teaching means.	4.1942	1.2838
3	Interaction should be promoted in classroom.	4.0583	1.1617
4	Translation courses help improve English language proficiency the most.	3.9223	1.1262
5	Translation courses should be increased.	3.7379	1.2599
6	Students should not be allowed to take more than five courses in one semester.	3.7087	1.3331
7	Language courses should be increased.	3.6796	1.4088
8	The students have to pass the proficiency test to move to the next level.	3.6796	1.3447
9	Students' English language proficiency is weak when they enrolled in the university.	3.6311	1.2207
10	Number of courses should be decreased.	3.5825	1.3249

Table (3) reports the attitude of the students towards ten most crucial factors concerning the ineffective ELT at the department as well as their suggestions to improve the effectiveness of English teaching at FLD. Among the ten factors, the following five factors are the same that have been mentioned by the faculty as well: a) interaction should be promoted in classroom, b) modern teaching facilities should be available in classroom, c) students' English language proficiency is weak when they enrolled in the University, d) Students have to pass the proficiency test to move to the next level.

and e) FLD should start remedial programs for the weaker students. Identification of the above-mentioned factors by the both sample groups has offered significant insights into the fact that FLD of Taif University has to address these issues on urgent basis to enhance their ELT services. The common factors have been described earlier and the remaining ones will be dealt with intensively here. The students have declared that translation courses help improve English language proficiency the most and ranked it fourth on their ranking of most preferred list of ten items. As compared to the lower mean value of only (3.25) by the faculty, the students have recorded a higher value of mean (3.92) to this item that manifests their preference for these courses. "Translation course should be increased" has been allocated fifth position on the list that provides sufficient insights that they strongly believe that translation courses are quite instrumental in improving their English language proficiency. Students have assigned a mean value of (3.74) to this item and the faculty seems at variance in this regard and assigned only (2.87) that suggest that they do not think that translation courses contribute significantly. Another interesting finding is that the students have also allotted a high mean value to this item that involves the role of language courses in developing student' English proficiency and they have suggested that more language courses should be added as well. It seems that the Arab students of English have a strong liking for using Arabic language as a supporting factor to learn English language and this preference of the use of Arabic language has been reflected in their preference of selecting the items related to translation courses as the most preferred ones. "Students should not be allowed to take more than five courses in one semester" has been assigned sixth position on their preferred-item list and the faculty has allocated nearly the same mean value to this item appears to imply that this factor should also be implemented seriously to ensure better results. The last item on this list is also directly related to the previous item and the students have suggested decreasing the number of courses by increasing the credit hours of the remaining ones.

IV. FINDINGS AND RECOMMENDATION

The researcher has carefully examined the data generated through all the tools and the following findings are presented about the various factors that cause ineffective ELT at FLD and to improve the standard of ELT at the department. It has been found out that neither the students nor the faculty members at FLD are satisfied with the present standard of ELT at FLD. Both sample groups have disclosed that the undergraduates at the department do not have reasonable command of English language. It has been learned that all kinds of courses at FLD contribute somewhat equally towards improving English language proficiency of English-major undergraduates of Taif University but language courses have been identified as the ones that help improve English language of the students more as compared to other courses. It is learned that the present enrollment system allows the students to opt for as much as ten courses in one term that is negatively affecting their learning process and they are not in the position to do justice with this high number of courses. Furthermore, it is also discovered that the samples have preferred to have three or four credit hours instead of the existing two or three for most of the courses. Furthermore, extremely high mean values of the responses of both sample groups have clearly indicated that lecture-based classes are not preferred by the samples. It is learned that they exhibited strong liking for more interactive classes. It has been found out that majority of the students are not hard working and inconsistencies in the faculty members' attitude towards examinations, class discipline and attendance are the other factors that contribute to make the students rather lazy and easy-going. Low mean values calculated for the responses of both sample groups have offered deep insights that freshmen students have low English language proficiency when they join FLD because of certain factors in their schools that negatively affect their motivation for learning English. This lack of motivation has been reported in these students even after joining Taif University that makes it very difficult for the faculty members to ensure proper progress and success at FLD. It is also learned that the majority of the students are not genuinely interested in enhancing their English language proficiency but all their efforts are diverted towards achieving high scores in their examinations. This examination-centered attitude is another stumbling block in achieving proper pace and progress in ELT at FLD. It is discovered that not to speak of off-campus settings, English is not used regularly inside as well as outside the classes. Language learning is a skill and this scarcity of opportunities of using English at FLD with the faculty members and the fellow students is a major factor that causes ineffective ELT at the department. It is noted that office hours are not productively used to address the individual academic problems of the students and there lacks the atmosphere of visiting the faculty members during the office hours to seek their expert and professional opinion and guidance on various academic problems. Some of the textbooks are not very suitable for the students at FLD as far as their difficulty level and appropriateness is concerned. Fourteenth, the data analysis transpires that the present classrooms at Taif University do not have the required modern teaching facilities to ensure efficient and effective learning. These classrooms have fixed furniture that suits lecture-based teaching but they are highly deficient in providing proper language learning atmosphere. It is learned that the department started to follow a strict admission policy that makes it possible for many students who are quite weak in English language to get admission as English-major freshmen students at Taif University. This lack of effective screening in the beginning gives birth to many pedagogical issues for FLD to effectively and efficiently execute their study plan. FLD at Tiaf University does not have a parallel system of providing remedial courses for the weaker students at the department to raise their English proficiency level so that they might be able to comfortably cope up with their peers.

The following recommendations are forwarded that are based on the scientific analysis of the data generated through various tools used in this exploratory study. It is important to review the present study plan of FLD and adapt it accordingly to suit the linguistic needs of English-major students of the department. It is strongly advocated that the department should form a committee to review the study plan to rationalize it according to the departmental pedagogical vision. It is also proposed that the language courses should be increased because they enable the students to face challenging tasks of studying technical subjects effectively. Moreover, they will improve students' English language proficiency. It is also recommended that the faculty members who teach these language courses should coordinate and interact with each other to ensure maximum level of success. It is also recommended that the department should decrease the ceiling of number of course in a term and it is advised to limit it to not more than six. It is proposed that the number of credit hours should be increased to three instead of the present two credit hour policy. It is strongly recommended that lecture-based classes should be discouraged and all the faculty members should try to make their classes more interactive where all the students are provided with sufficient opportunities to take an active part in all class processes which will enable them to achieve the goal of written and oral proficiency in the target language. It is proposed that the faculty members should follow a consistent policy as far as classroom discipline, examinations and attendance is concerned. All members of faculty need to involve their students in a challenging academic atmosphere so that the students have to work hard to cope up with English teaching at FLD. Considering the examination-centered behavior of the students, it is recommended that examinations should be set in a way that should force the students to study comprehensively to get better marks. It is also exhorted that all the mid-term and final examinations should be submitted to the departmental examination committee that would review them intensively to ensure that all the exams are valid, reliable, comprehensive and of equal difficulty level. Thus, the teacher plays many roles besides involving the task of motivation among his/ her students. It is highly important to change the examination-centered behavior into learning-based one by highlighting the practical needs and benefits of learning English in their practical life so that they

could be transformed into life-long learners. It is strongly recommended that the students should be prohibited to use Arabic in the campus and the faculty members should provide them with a modal by constantly communicating in the target language with the students as well as with their colleagues. The teachers should not use Arabic in the classes as well as in their offices with the students and the students should be motivated to make groups among their class fellows who try to speak English even outside the campus. It is also advised to introduce speaking components in the maximum possible examinations. Faculty development programs are the backbone of all ambitious English departments. Thus, teachers are highly recommended to do different functions such to create an atmosphere of mutual interaction and idea-sharing. This can be performed by arranging regular academic sessions, extended workshops and conferences in which internal faculty members as well as external professionals should be invited as resource persons. Teacher-student relationship is reported to have positive overbearing on the overall learning process. Teachers need to establish friendly and academic relationship with their students. Students can visit their teachers during the office hours to discuss various matters related to their studies. These mutual discussions will enhance students' confidence that will boost their motivation and interest in English language learning. It is strongly recommended that all the classrooms should be equipped with the latest teaching facilities and the faculty members should be trained and exhorted to exploit these modern technologies intensively to meet the challenge of effective ELT at FLD. It is suggested that the university should have a strict admission policy and FLD should have a role in the process of admission. FLD should administer an admission test and only those students should be allowed to enroll as English-major freshmen students who qualify that test. It is recommended that the department should administer a standard English language proficiency test at the end of each year. Students who only pass the test will be moved to the next level. It is also extremely important for the department to have parallel coaching facilities for the weaker students so that they might be able to join the mainstream of the department after getting some additional intensive coaching. These remedial courses should be compulsory for the students who fail to qualify the annual promotion examinations and optional for the other students of FLD.

APPENDIX 1. QUESTIONNAIRE OF THE FACULTY MEMBERS

Part (1)- PERSONAL (optional)
Name: _____   Mobile: _____
Date:_____   Email:_____
Part (2)- Circle the most appropriate choice.
1 = strongly disagree   2 = disagree   3 = neutral   4 = agree   5 = strongly agree

No	Questionnaire items	1	2	3	4	5
1	Students acquire satisfactory English language proficiency when they graduate.					
2	English department has a clear vision of English teaching.					
3	Departmental teaching vision is clear to all teachers and students.					
4	All courses equally contribute to English language proficiency.					
5	Language courses help improve English language proficiency the most.					
6	Literature courses help improve English language proficiency the most.					
7	Linguistic courses help improve English language proficiency the most.					
8	Translation courses help improve English language proficiency the most.					
9	Language courses should be increased.					
10	More literature courses should be added.					
11	More linguistic courses should be added.					
12	More translation courses should be added.					
13	Number of courses should be decreased.					
14	Credit hours should be increased to three instead of two.					
15	Interaction should be promoted in classroom.					
16	The majority of the students are not hard working.					
17	Most of the students are not motivated.					
18	Students' English language proficiency is weak when they enrolled in the university.					
19	Weak students affect better students' proficiency.					
20	Students' attendance is poor.					
21	Students study English only to pass the examination.					
22	Students study English to improve their English language proficiency.					
23	Students study English for no obvious reasons.					
24	Students use English with each other in the classroom.					
25	Students should not be allowed to take more than five courses in one semester.					
26	Teachers are not well-qualified.					
27	Teachers are poorly trained.					
28	Teachers help the students' individual problems during their office hours.					
29	Teachers assign regular homework.					
30	Teachers always use English in the classroom.					
31	Textbooks are appropriate and suit students' level.					
32	Classrooms should be provided with modern teaching means.					
33	All final exams are of equal difficulty level.					
34	There should be more class quizzes.					
35	FLD should follow a strict admission policy.					
36	Students have to pass the admission test to qualify for admission.					
37	The students have to pass the proficiency test to move to the next level.					
38	FLD should have a remedial plan for the weaker students.					

Thank you very much for your cooperation

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