

## How does motivation influence Saudi students' communicative competence?

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The study was undertaken to find out and analyze how motivation influences students' communicative competence in English as a foreign language. The researcher prepared a questionnaire blended with selected items derived from Gardner's (1985, 2001, 2004, 2006, 2007) Attitude/Motivation Test Battery (AMTB), Dornyei (2001b), Cheng and Dornyei (2007) and Guilloteaux and Dornyei (2008) motivational strategies framework for foreign language classrooms. The study was conducted on two groups that included 35 students from the College of Engineering and the College of Computer Sciences in one group and 50 students from College of Business Administration in the second group and the responses from EFL teachers teaching at Jazan University. The results obtained through the responses on structured questionnaire were found almost similar for both groups and both are significantly affected by motivation. The results indicated that teaching strategies supporting motivation, curriculum and course material directly affect students' motivation and communicative competence. It also recommended few measures to counter the problems to enhance students' communication competence (L2).

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### 1. Introduction:

The pace of global changes has made it indispensable for everyone to have mastery of spoken English and it has now become a burning issue and challenge for both the teachers and learners in Saudi Arabia. Further, English, today is needed almost everywhere for health services, travel, business, and managing technology (Elyas & Picard, 2010). It has always been seen that the students expertise their first language (L1) pretty easily, but not the same for second (L2), additional or foreign languages. There have been many research works on this but still speaking English remains a demanding task for many Saudis (Abu-Ghararah, 1990, 1998). The students at Jazan university are not only the exceptions where this problem does exist because the research in the past shows that "This is not a new problem; for more than three decades as it has been noted that Saudi students spend at least ten years learning English; yet, they generally achieve unsatisfactory levels of communicative competence in the language (Al-Twajiri, 1983)". The Government of KSA is striving hard to facilitate its budding to enhance their English proficiency by investing in recruiting good teachers from abroad, on books and course material, scholarships to the aspiring students. The aim is to develop proficiency that will enable Saudi students to undertake courses in English-medium environments successfully (Ministry of Higher Education, 2010) and become successful global entrepreneurs and fetch good jobs thereby contribute to Saudi society at large.

The researcher has referred 'communicative competence' as the underlying system of knowledge and skills required for communication (Canale & Swain, 1980; Alptekin, 2002). This concept is well

explained under the heading as communicative competence because it is central to this investigation. This study here probed motivation as an explanation for the unsatisfactory communicative outcomes of EFL education for most of Saudi students. The term 'motivation' here refers to the individual's attitudes, desires, and effort to learn the language (Gardner, 1985, 2007). In the realistic and pragmatic observation and experience here at this university, I interpret and understood motivation in the Saudi situation as the explicit neglect of speaking skills. There are many constraints like more emphasis on grammar over speaking skills, traditional teaching methodology, non-testing of speaking skills, lack of feedback in classroom situations as rightly said in Saudi classes, students' speaking skills are rarely tested, oral group work is rarely undertaken, feedback is rarely given and negotiation of meanings does not occur (Al-Hajailan, 2003). These factors really affect students' communicative achievement and are investigated in this study in terms of their implications for language learners' motivation.

Often the mastery over the first language (L1) is always easy to a high level of proficiency but same is not the case for second or foreign languages in formal classroom settings. A plethora of researches has been devoted to elucidate this phenomenon and motivation is a critical factor in this regard. The researchers have advocated that motivation and teaching strategies supporting motivation affect learners' language achievement significantly (Liu, Lin, Jian & Liou, 2012; Richards & Schmidt, 1983). Motivation itself is affected by several factors - students' integrativeness (Gardner, Smythe, Clement & Glikman, 1976, p.199), students' attitudes toward their teacher and course,

motivational intensity (Gardner, 1985, 2001, 2004, 2006, 2007) and other factors including teachers' communicative style and language class activities (Dörnyei, 2001). The literature review reveals the importance of motivation in learning a second language (L2) and how it affects students' achievement.

The study investigates Saudi students' communicative competence and the factors affecting their competence such as motivation and teaching strategies supporting motivation. The study involved a group of the College of Engineering and the College of Computer Sciences and a group of the College of Business Administration students undertaking part of their English studies in Jazan University.

The responses of the respondents have been analysed and as a result, a few updates and changes are recommended in teaching methods, teaching strategies, class courses, and learning strategies for formal classroom settings. The research further suggests various techniques that can be designed and implemented to motivate the students to develop their communicative competence.

## 2. Concept of Communicative Competence

The term 'communicative competence' is the underlying system of knowledge and skills required for communication (Canale & Swain, 1980; Alptekin, 2002). Linguists have explained this term in their own ways. Savignon (1976) describes communicative competence as the knowledge a native speaker has which allows him or her to successfully interact with other speakers. She was also one of the early proponents of communicative language teaching (CLT) and thereafter, CLT has become a buzzword in the field of applied linguistics but no unanimity on one definition. Savignon (1991) states that negotiation of meaning and interpretation are the hallmarks of communication, while Celce-Murcia (1991) focused much of her research on the inclusion of grammar in communicative language teaching, and Chun (1988) called for more research into intonation and interaction. As linguists and applied linguists reflected on CLT differently but a few had blended the different opinions of components in theoretical frameworks. This has led to the evolution of several theoretical frameworks of communicative competence.

Canale and Swain (1980) developed one of the first theoretical frameworks of communicative competence after reasoning that it was possible to abstract components of language from performance and to study each independently and later expanded this in 1983 by breaking sociolinguistic competence into two separate components: sociolinguistic competence (appropriateness of register, vocabulary and politeness norms) and discourse competence (cohesion and coherence). The framework has paved way for the other communicative competence theoretical

frameworks. Bachman (1990) proposed a theoretical framework for what he called "communicative language ability" and revised later with Plamer. (Bachman and Palmer: 1996).

In 1995, Celce-Murcia, Dörnyei, and Thurell also developed a detailed outline of communicative competence. Their framework, which was meant to inform syllabus design in communicative language teaching, included five competencies:

- *Discourse competence*: cohesion, coherence, deixis, generic structure, and conversational structure
- *Linguistic competence*: syntax, morphology, lexical knowledge, and phonological and orthographic systems
- *Actional competence*: knowledge of language functions (e.g. expressing and finding out feelings, suasion, asking for and giving information, complaining, greeting and leaving, etc.) and knowledge of speech act sets
- *Sociocultural competence*: appropriateness in social context, cultural awareness, style, and non-verbal communication
- *Strategic competence*: linguistic strategies such as avoidance or reduction strategies, achievement or compensatory strategies, stalling strategies, self-monitoring strategies, and interactional strategies (Celce-Murcia, et al., 1995).

### 2.1 Motivation:

It is a universal truth that Students' motivation is a vital part in learning any language. Motivation is considered one of the most important factors in second language acquisition (SLA) (Sun, 2010) because it is thought to determine the level of active personal involvement in L2 learning (Warden & Lin, 2000). The unmotivated students don't take interest and always lack in L2 skills. But motivation factor determines how ready and willing learners are to get more information and to increase their ability to understand, speak, and write the L2 (Engin, 2009). Troudi (2007), in his study, found that Saudi students don't need English as they study their subjects in Arabic.

The motivation consists of the individual's attitudes, desires, and effort to learn the language (Gardner, 1985, 2007). Whatever I observed and experienced during my teaching at Jazan University confirms me a lack of motivation, emphasis and neglect of speaking skills. This leads to examine the educational problems- English curriculum, teaching practices (outdated), and examination module affecting students' communicative competence level. The students' speaking skills at Saudi Arabia are rarely tested, oral group work is rarely undertaken, feedback is rarely given and negotiation of meanings does not occur (Al-Hajailan, 2003). The researcher tries to explore and underscore these problems and

implications for language learners' motivation at Jazan University and in general.

### 3.1 Objectives of the Study

The primary concern of the researcher of the present study is to identify the problematic areas affecting motivation in attaining communicative competence by Saudi learners of English as a foreign language. The researcher tried to find out the following objectives through a structured questionnaire:

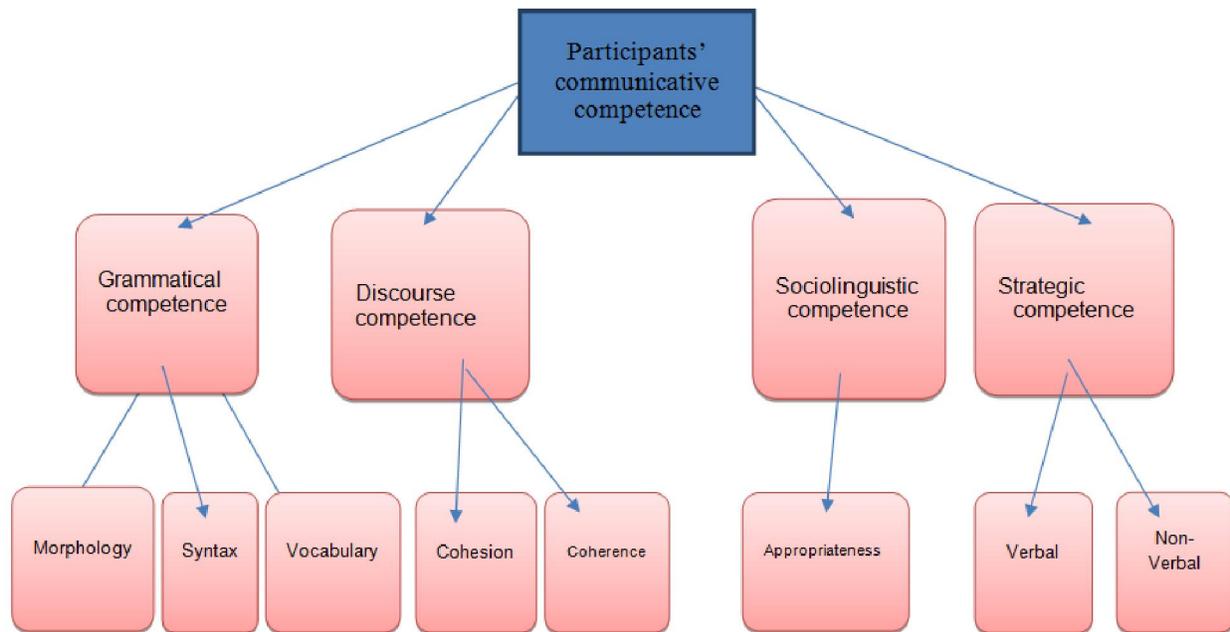
- To examine participants' self-reported communicative competence.
- To identify factors that influence students' English communicative competence
- To investigate the effect of motivation, and teaching strategies supporting motivation on communicative competence of Saudi students.

The researcher has also provided some suggestions regarding improving motivation. The results and suggestions will provide insights and assist EFL teachers, learners and policy makers of English as a foreign Language to adopt appropriate ways to instill and enhance motivation that would result in attaining

higher level of communicative competence by the Saudi students.

### 3.2 Previous Research and Studies

The concept of 'competence' became popular when Chomsky (1965) emphasized on the abstract abilities of speakers that enable them to produce grammatically correct sentences in a language also termed as 'linguistic competence' or grammatical knowledge. But competence involves far more than knowledge of and ability for grammaticality (Ma, 2009). This also was contradicted Hymes (1972) by describing that rules of grammar would be useless without rules of use. It was again supported by Ma (2009) saying; "If a speaker were to produce grammatical sentences without regard to the situations in which they were being used, he would certainly be regarded as unstable". Competence should not only confine itself to grammatical knowledge but also inherit the concepts of appropriateness, acceptability, culture, situations and non-verbal communication etc. The study of competence should also involve consideration of such variables as attitude, motivation, and a number of socio-cultural factors (Ma, 2009).



Hymes (1972) was the first to use 'communicative competence' as a reaction against audio-lingual and pedagogic tradition that preferred memorization of grammatical rules and word-for-word translation of sentences. This was the so-called grammar-translation approach to foreign language education (Kramsch, 2006). 'Audio-lingual' denotes the listening and the speaking aspect. This concept that came up in the mid-40s, was primarily a response to the need for more effective aural and oral skills, rather

than the reading and writing skills that had for many years been in the foreground of language learning (Abu-Mulhim, 2009). These pedagogies were perfectly suited to the needs of an administrative mentality for which knowledge was bounded in texts or in fixed dialogues and was to be exercised through imitation and repetition (Kramsch, 2006). But grammatical competence enables speakers to use and understand English language structures accurately, thereby contributing to their fluency (Ma, 2009).

Sociolinguistic competence is an aspect of communicative competence which includes knowing what is expected socially and culturally by users of the target language (Ma, 2009; Alptekin, 2002; Canale, 1983). Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Discourse competence that comprises cohesion and coherence is another aspect of communicative competence which concerned with inter-sentential relationships (Alptekin, 2002). Lastly, Strategic competence refers to the ability to know how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems (Ma, 2009).

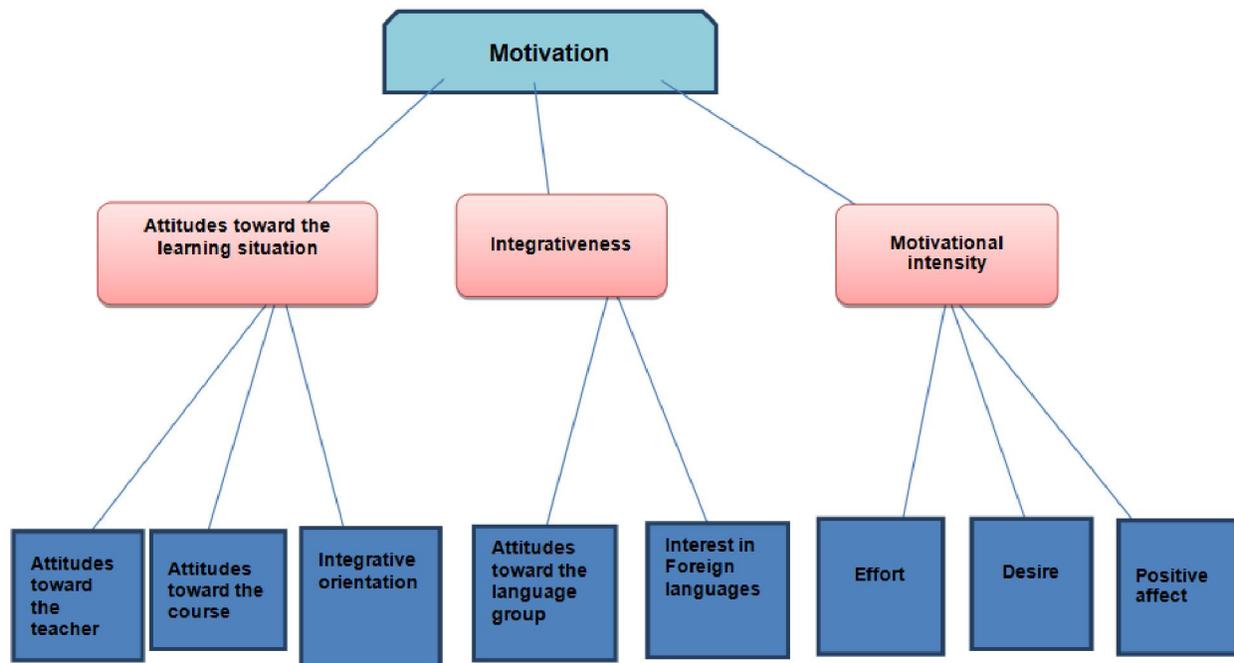
Measuring communicative competence adopted from Canale and Swain (1980)

The research feels that student's ability to learn a foreign language doesn't serve his purpose without motivation. The scholars have explored many ways of assessing motivational variables in various contexts and languages to investigate the role of motivation in learning an L2 (e.g., Clement, Gardner & Smythe, 1980; Clement & Kruidenier, 1983, 1985; Dornyei, 1994; Ely, 1986; Gardner, 1985, 2001, 2004, 2006, 2007; Gardner & MacIntyre, 1991; Julkunen, 2001; Ramage, 1990).

The study's theoretical model for motivation by Gardner (1985, 2001, 2004, 2006, 2007)

### **Motivation-related factors affecting learners' communicative competence**

Figure: Gardner's socio-educational model (1985, 2001, 2004, 2006, 2007)



A plethora of studies have been carried out on this but without any serious endeavor to generate detailed content specifications for CLT that relate directly to enhance communicative competence level and it is concluded that motivation itself (but a few on Saudi students' English communicative competence) is affected by several factors - students' integrativeness - "a high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group" (Gardner, Smythe, Clement & Glikzman, 1976, p.199), students' attitudes toward their teacher and course, 'motivational intensity' - students' desire, effort, and positive affect toward learning the language (Gardner, 1985, 2001, 2004, 2006, 2007) and other

factors including teachers' communicative style and language class activities (Dornyei, 2001). 'Communicative competence' is a theoretical construct, a primary learning goal, and a pedagogical approach, even a measure for assessment, all in one (Byrnes, 2006). In the United States, foreign language education professionals have used the terms 'communicative competence' and 'proficiency' as synonyms for oral communication (Larson, 2006). Communicative competence is understood as the underlying system of knowledge and skills required for communication (Canale & Swain, 1980; Alptekin, 2002).

### **3.3 Current Status of EFL in Saudi Arabia**

There have been many research works on this but still speaking English remains a demanding task for

many Saudis (Abu-Ghararah, 1990, 1998). The students at Jazan university are not only the exceptions where this problem does exist but the research in the past shows that “This is not a new problem; for more than three decades it has been noted that Saudi students spend at least ten years learning English; yet, they generally achieve unsatisfactory levels of communicative competence in the language (Al-Twajri, 1983)”. The Government of KSA is striving hard to facilitate its budding to enhance their English proficiency by investing in recruiting good teachers from abroad, on books and course material, scholarships to the aspiring students. The aim is to develop proficiency that will enable Saudi students to undertake courses in English-medium environments successfully (Ministry of Higher Education, 2010) and become successful global entrepreneurs and fetch good jobs thereby contribute to Saudi society at large.

### 3.4 Significance of the proposed study

The author has made an attempt to address Saudi students’ actual and self-reported communicative competence and how these are affected by motivation in Saudi Arabia. English language teaching has passed through different stages; overall emphasize grammar over other skills including speaking (Abu Ras, 2002). But now it has opened up new avenues to different cultures and languages thereby making necessary to master spoken English for fruitful, constructive and real-life interactions. Therefore, communicative competence is a goal of English language education in Saudi Arabia and this can be attained only through effective use of effective CLT approach. The researcher tries to explore and underscore these problems and implications for language learners’ motivation at Jazan University and in general.

### 3.5 Limitations of the Study

The study is only a preliminary step in investigating pragmatic and functional implications for students’ motivation affecting the communicative competence. The work undertakes and tackles the modern challenges, applied linguistics theories (referred for study) and researches briefly that were hardly considered in relation to Saudi students’ English communicative competence. The absence of much previous studies of such work and respondents from Jazan University are the major limitation of this study; hence it is heavily dependent on empirical and observational examination.

## 4. Research Methodology:

The researcher has done intense study to prepare a solid foundation through reading relevant books, journals, academic articles, internet etc. The study consists of questions based on research topic and a few assumptions:

### 4.1 Research questions

The main focus of this research to analyze to what extent motivation can affect EFL learners in teaching-learning process. The researcher collected responses through well prepared bilingual self-structured questionnaire- both in English and Arabic (attached as Appendix A) from the respondents who are experienced EFL students (of level 2) studying at College of Engineering and College of Computer Sciences in one group and the students of college of Business administration at Jazan University, Jazan, KSA and discussed elaborately their responses to find out the root cause of learners’ problems and suggests some measures for the poor communicative outcomes of English language education to enhance and expertise their communication competence (L2).

### Assumptions:

- There is a difference between the self-reported communicative competences of Saudi students in different programs.
- Strong bonding between motivation and communicative competence.
- Significant relationship between teaching strategies supporting motivation and communicative competence.
- Positive relationship between teaching strategies supporting motivation and motivation.

### 4.2 Participants

The researcher identified 50 students each from technical and business administration courses but only 50 students studying at College of Business Administration and 35 students from College of Engineering and College of Computer Sciences of Jazan University, Jazan, KSA participated in filling-up the questionnaire. The qualitative responses of EFL teachers teaching at Jazan University were also taken as their opinions on questions (attached as Appx. B) covering various aspects of teaching learning process.

### 4.3 Data Collection

Questionnaires were administered to EFL learners. The questionnaire consisted of questions based on students’ perspective, teacher motivation in classroom, curriculum and teaching-learning activities covering various aspects like individual characteristics of students’ and teachers’ motivation and their perception of teachers’ attitude, perception, support and care. Data were obtained from the students through questionnaire and through brief feedback from the EFL teachers in a workshop in one session when all the teachers were present in the workshop. Students were assured that the purpose of the study was to improve their communicative competence and language teaching and learning in the college. They were encouraged to answer all questions as honestly and accurately as possible. They were also told that all answers would be anonymous and totally confidential. On average, the students’ took 20 minutes to complete

the questionnaire. Teachers were instructed orally to share their experiences on this research subject assessing their motivation for teaching and their perceived level of attitude, support and actions related to EFL students of all the three colleges. On average, the students' took 20 minutes to complete the questionnaires.

#### 4.4 Results and Discussion

Knowing the importance of motivation to EFL learning, this study was conducted to explore students' communicative competence level and attitude towards learning English through varied questions related to students' communicative competence, and to investigate the effect of teacher's perceptions and teaching on their students' motivation. Based on the concept of motivation and students' communicative competence in English in general as mentioned earlier, the results indicated that students generally don't have positive perception towards learning English language and the EFL teachers. This sub section presents the results and the findings of the study related to its questions.

##### 1. *Why do you need to speak in English?*

Results on students' reveal that technical (25.7%) and business (34%) students opted to study English to get employment, technical (65.7%) and business (56%) to gain speaking competence and self-confidence. Further, the remaining technical (8.6%) and business (10%) opted for just to talk and use in communication with non-Arabic people. The results demonstrate higher integrative motivation among the students over instrumental motivation.

This positive response by both groups towards speaking in English showed that students are aware that speaking English language is crucial for academic and career life, they feel that high level of proficiency in English is the key for success in life. Most of the subjects strongly agreed with the statement that they need to enhance their English communicative competence and valuing its role in interaction and career future success. Students are also eyeing on Saudi government offering scholarships to English-speaking countries (Ministry of Higher Education, 2010).

##### 2. *How many lectures are assigned for English per week?*

The students were divided on this question. Either they did not understand or didn't know exactly the lecture time because most of the teachers are having minimum two lecture to the maximum four lectures continuously. This question was asked to examine the relationship between motivation and the hours of instruction received and to determine the impact of the learning experience on motivation (Tragant's:2006). The majority of the students were not keen to learn English but who aiming at higher education, gain speaking skills and bright career were taking interest.

##### 3. *Do you have any lecture on speaking skills?*

The results of this question reveal that technical (62.85%) and business (64%) students responded that they have sometimes lecture on speaking skills, technical (28.5%) and business (26%) opined that they never have any lecture on speaking skills. Only technical (8.6%) and business (10%) opted to have always a lecture on speaking skills. It shows clearly that the teacher either don't have topics or exercises on speaking skills in the syllabus or ignore intentionally.

##### 4. *Do you have exam on speaking skills?*

Results on students' reveal that technical (48.6%) and business (60%) students responded that they have never been tested on speaking skills and only technical (42.6%) and business (32%) opined that they have sometimes been tested on speaking skills. Only technical (8.8%) and business (8%) agreed that they are tested on speaking skills. It shows clearly that testing and evaluation system doesn't include this aspect of communication skills. This is required to examine the linguistic competence and sociolinguistic competence which helps learners know what comments are appropriate and also how to respond nonverbally according to the purpose of the talk (Ma, 2009). The exam should be conducted to know four determinations (interest, relevance, confidence, and satisfaction) that affect learners' evaluation of language tasks and the degree of effort they will apply in their learning (Julkunen, 2001).

##### 5. *Do your teachers motivate you to speak in the classroom?*

Results on students' reveal that technical (77%) and business (70%) students responded that the teachers motivate them to speak in English in the class and technical (20%) and business (24%) opined that they have sometimes been motivated in the class and only technical (3%) and business (6%) agreed that the teachers never motivate them in the class. The data show encouraging and positive results on teachers' motivating the students to communicate in English which is really a good sign to enhance the competence level of the students.

##### 6. *Do the current books on English syllabus meet your requirements?*

The majority of technical (69%) and business (60%) students responded that the existing syllabus doesn't suit their requirements and only technical (31%) and business (40%) agreed that they are satisfied with the syllabus. The curriculum committee at English Language Centre must look into this aspect and frame the syllabus (ESP) that caters the students' requirement of all the programs respectively.

##### 7. *Are the textbooks not relevant to your (students') needs and interests?*

A large number of technical (88%) and business (93%) students were very harsh on this question and

only technical (12%) and business (7%) students agreed that the textbooks caters to their needs and interests and are of their standard. The textbooks and the course material must be designed to suit the requirements of the students as language teaching materials have an important role and effect in language learning because motivation to learn can be created from these materials (Gardner, 2007; Sun, 2010). I would further emphasize to quote that language class materials that help improve learners' communicative competence are those which are related to learners' lives or to current events; offer choices about what, where, how, or with whom work is done; include problems for learners to solve that are realistic and challenging; and involve creating a product or provide some concrete form of accomplishment (Lepper, 1998; Sun, 2010).

8. *Are you provided opportunities to communicate in the target language (English)?*

Results on students' reveal that technical (80%) and business (70%) students responded that they were not given any opportunity to speak in English in the class and only technical (20%) and business (30%) agreed that they are tested on speaking skills. This throws ball on the teachers' court to plan and organize communicative activities to arouse and instill interest in the students to participate and converse in English in the class. The teacher must motivate and strike a fire in students to get used to the pragmatic language meaning in context (sociolinguistic competence); knowledge and use of language above the sentence level in spoken and written discourse (discourse competence); and active language use in learning activities (strategic competence) (Leung, 2005).

We have experienced that learners learn the L2 more effectively when they have opportunities to learn meaningful language that can be applied in a context to accomplish goals important to them (Chamot & O'Malley, 1996). The students need regular opportunities to apply what is being learned for better communication for their regular use in real life situations. On providing consistent opportunities to speak in classroom Swain and Miccoli (1994) believe that collaborative learning during group work engages learners in longer conversations about topics of their interest.

9. *Do the curriculum and the course material lengthy?*

The responses of 80% students showed that the curriculum and the course material is too lengthy for them to read and understand. Only 20% subjects responded affirmative on the current syllabus. The 'attitudes toward the learning situation' refers to three variables- attitudes toward the course (materials), attitudes toward the course (classroom atmosphere), and attitudes toward the teacher. These altogether

affect students' motivation and could be directed toward the teacher, curriculum and the course material. It is illustrated: classroom-learning motivation is motivation in the classroom situation, or in any specific situation that is influenced by a number of associated factors such as the teacher, the class atmosphere, the course content, and materials (Gardner, 2007). The language class activities that help develop learners' speaking skills tend to be neglected in the Middle East due to the heavily loaded syllabi and class sizes often in excess of 20 learners (Ward, 2007). This explanation covers all the question related teacher, student motivation, curriculum, course material etc.

10. *Do the curriculum and the course material interesting?*

Results on students' reveal that technical (78.6%) and business (69%) students responded that the curriculum and the course material is not interesting but technical (21.4%) and business (31%) agreed that they found the existing curriculum and course material an interesting one. We should remember that students' attitudes toward course materials used in a language course influence their motivation to learn the language (Gardner, 2007). There are four determinations that affect learners' evaluation of language tasks and the degree of effort they will apply in their learning. These are: interest, relevance, confidence, and satisfaction (Julkunen, 2001). But once again, it poses a critical challenge to the curriculum committee to design it to be at par with the students' level.

11. *Are communicative activities in the English curriculum boring for the students?*

Results on students' reveal that technical (82.8%) and business (78%) students felt that the communicative activities given in the curriculum are boring but on the other side, technical (17.2%) and business (22%) found the activities interesting. The syllabus should incorporate communicative activities on various topics taught and appropriate teaching methodologies that may arouse interest of the students in the class because- it has been observed that L2 communicative competence is influenced by learner motivation and the teaching strategies supporting motivation (Liu, Lin, Jian & Liou, 2012; Richards & Schmidt, 1983).

12. *Do you comprehend the course contents and solutions effectively?*

Technical (74.3%) and business (62%) students responded that they don't comprehend the course contents and the solutions effectively but technical (25.7%) and business (38%) subjects could comprehend it well. This has been well supported by Brecht and Robinson (1993) who state that students may view classroom communication as artificial for a number of reasons. Firstly, the topic of a conversation class may be chosen and directed by the teacher.

Secondly, some teachers are not truly interested in what their students are saying and the students notice this. This is important because when learners feel that their listener is truly listening to what they have to say, an element of reality is added to their conversation.

Most of EFL teachers at this University focused on their results rather than on comprehensibility of the contents and the language as it is quoted that English teachers in the Arabian Gulf rely mostly on repetition and memorization to promote learners' literacy (Syed, 2003). It is further proven and strengthened by the fact that 'Students are usually asked to memorize a few pre-written essays within the textbook for the final exam (Elyas, 2008)'.

#### 4.6 Teachers' Perception

Most of the teachers were of the opinion that the level of the students is low and the curriculum also doesn't match with their level of knowledge. The fundamentals of English language are not strong and it makes it difficult for them to teach and comprehend topics in the classroom. They often try to motivate their students but the students are not keen to learn English language and they just try to pass as mandatory requirement to complete the degree. The teachers accepted that they usually don't carry any teaching aids with them and the researcher observed that the teachers are also demotivated. When asked about the teaching pedagogy, lesson plan, communicative activities, audio-video teaching aids, CLT, students motivation etc. they could hardly reply to the context but tried to respond beyond the scope of my study. Though, the qualitative analyses conducted suggests some comparative and contrastive insights into the participants' perceptions of various factors in EFL classroom settings.

The previous studies also proved that teachers in Saudi classes talk most of the time leaving learners with little time to practise what they have learned (Syed, 2001). This does not leave any space for feedback mechanism which is a vital factor in language acquisition. The teachers often follow a type of interaction referred to as IRF (Initiation, Response, Feedback) or IRE (Initiation, Response, Evaluation) (Gibbons, 2002, p.16). The teacher only talks limiting the development of learners' productive language skills and means that teachers in fact say far more than the learners (Syed, 2001; Gibbons, 2002). When learners are listening most of the time they will only gain a general understanding of the language (Swain & Lapkin, 1986). Swain and Lapkin (1986) affirmed to put the learners in conversational situations to learn the language specifics that will develop their communicative competence.

#### 5. Conclusion:

The researcher has examined the actual and self-reported communicative competence of both the groups that found to be very low. The results of the study revealed a strong relation between attitudes toward the English teacher and students' motivation. EFL teachers through implementing sound motivational strategies may enhance students' motivation whereas unsupportive behaviours from teachers tends to affect students' motivation. The results shows negative attitudes toward EFL teachers. Most of the teacher adopt teaching materials from the textbook rather than based on their lives and interest. The results also showed that most of the exercises require mechanical, rather than communicative drills (Al-Twairish, 2009). The abovementioned study confirmed its support for hypotheses about differences between self-reported communicative competence, differences between self-reported motivation and differences between teaching strategies supporting motivation of both the groups of Saudi students at Jazan University. It also support that motivation and teaching strategies supporting motivation may contribute to the students' communicative competence. The unmotivated students don't get involved in communicative process and unable to develop their communicative competence. The results also revealed that the traditional concept of motivation in EFL acquisition getting changed into the new concept where English is seen simply as a basic educational skill not tied to a particular culture or community but a global language.

The study recommends the incorporation of motivational strategies by EFL teachers to develop and improve learners' communicative competence. The study is a seminal attempt made by the researcher on the current thinking and practice in EFL communicative competence in Saudi Arabia and forms a basis and opens avenues for future research in the related fields.

#### 6. Recommendations

The researcher has carried out his study thoroughly analyzing all critical issues related to its topic to suggest its far-reaching practical pedagogical implications to confirm and prove that learners' language achievement is related to motivation and motivational strategies. He further recommends that:

1. The prime and major challenge is to make the students realize the significance of English language in the global world and inculcate and motivate them to enhance their competence level to gain not only first academically but later for their future career also.

2. It is recommended that a 'Bridge Course' may be designed and incorporated for the newly admitted students at the beginning of the academic year that may lay a sound foundation of Basics of English language for the students. The course content may include

various topics on essentials to communication and taught for 8 hours.

3. Most of the students reported about the lengthy syllabus and difficult English textbooks that demotivate them to carry out their English language learning effectively. The authorities should have an open deliberation before selecting English textbooks and try to rationalize English syllabus according to students' level and the teaching hours. They must consider learners' interest and proficiency in the target language as the main criteria in this regard.

4. The curriculum committee must take into account the results of various researches and studies carried out on Saudi students on these issues, their recommendation before and while designing and finalizing the contents/topics for the students of various disciplines. The contents and the activities given on each topic should relate to students' real life affairs to make them alive, motivated and participate in the classroom activities.

5. The teacher should focus on the students and to help & motivate them should be his prime concern. The department should impart them training on using motivational techniques and strategies in classroom settings and how to motivate Saudi students by catering to their needs, desire, and interest to comprehend and learn lessons.

6. The teachers should prepare better contents, exploit effective teaching methods, communicative style, speak slowly to ensure understanding, avoid using Arabic language, avoid losing their temper during classes, ensure that interactive activities are planned and executed effectively using modern teaching facilities extensively to maximize the involvement of the learners in classroom proceedings, to generate students' interest and motivation in for better learning.

7. The teacher-student relations is a vital factor and creating a positive and healthy classroom ambience would enhance students' positive attitudes and motivation. The teacher must make his students' aware of today's need of hour to learn English and by enriching the content of the lesson that help students create interest and participate in the classroom activities and feel to have learned and gained that boost their confident.

8. All the activities must be based on real-life situations with structured questions to develop Students' communicative competence. The teacher should ask and discuss the students' related problems that will involve and ensure their participation.

9. A friendly attitude and behavior in the class will overcome all the complexities. The teachers should reflect a sense of brotherhood, feeling of being concerned (FBC) to create interest to learn English and ultimately reducing learners' anxiety. Also, they should

explain reasons for learning the language so that students will be more motivated to develop their language skills.

10. The teachers should plan and conduct group activities for their classes to motivate and involve the learners. However, Doughty and Pica (1986) believe that group activities do not automatically result in the modification of interaction among learners. Rather the classroom teacher must carefully plan group interaction so that it includes a requirement for exchange of information. The teacher's is pivotal for successful L2 acquisition in the classroom.

11. The teachers should provide correct interactional feedback to his students on all communicative activities. The students should be checked for the feedback points and guide accordingly.

12. The teachers should change their perception on students' level of English knowledge and must be aware of the distinction between his perception and practice, in order to see that they are not tending towards a broader concept in their classes; as a consequence, they would be better prepared to implement the notion of communicative competence more fully in their EFL classes (Nazari, 2007). The teacher should have explicit knowledge of communicative competence and make and review his lesson plan accordingly as per the existing syllabus, lectures, etc.

13. The real communication involves linguistic and socio-cultural practices of language. The teacher should implement and practice the concept of communicative competence in the EFL classes.

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## Appendix 'A'

<p>1. Why do you need to speak in English? (a) For employment (b) To gain English speaking competence and self-confidence (c) Just to talk and use in communication with non-Arabic people</p> <p>2. How many lectures are assigned for English per week? _____</p> <p>3. Do you have any lecture on speaking skills? <b>Yes / No</b></p> <p>4. Do you have exam on speaking skills? <b>Yes / No</b></p> <p>5. Do your teachers motivate you to speak in the classroom? <b>Yes / No</b></p> <p>6. Do the current books on English syllabus meet your requirements? <b>Yes / No</b></p> <p>7. Are the textbooks not relevant to your (students') needs and interests? <b>Yes / No</b></p> <p>8. Are you provided opportunities to communicate in the target language (English)? <b>Yes / No</b></p> <p>9. Do the curriculum and the course material lengthy? <b>Yes / No</b></p> <p>10. Do the curriculum and the course material interesting? <b>Yes / No</b></p> <p>11. Are communicative activities in the English curriculum boring for the students? <b>Yes / No</b></p> <p>12. Do you comprehend the course contents and solutions effectively? <b>Yes / No</b></p>	<p>1. باللغة للتحدث نحتاج لماذا للإنجليزية؟ (أ) التوظيف بغرض (ب) وثقة عالية بكفاءة تحدثها بغرض ذاتية (ت) مع فقط والتواصل التحدث بغرض العربية اللغة لا يتحدثون الذين</p> <p>2. اللغة المخصصة المحاضرات عدد كم الأسبوع؟ في الإنجليزية</p> <p>3. التحدث؟ مهارات في محاضرة لديك هل (أ) أبداً (ج) أحياناً (ب) دائماً</p> <p>4. التحدث؟ مهارات في امتحان لديك هل (أ) دائماً (ب) أحياناً (ج) أبداً</p> <p>5. التحدث على يشجعونك أساتذتك هل الدراسية؟ القاعة داخل (أ) أبداً (ج) أحياناً (ب) دائماً</p> <p>6. اللغة منهج في الحديثة الكتب هل احتياجاتك؟ تقابل الإنجليزية (أ) أبداً (ج) أحياناً (ب) دائماً</p> <p>7. صلة لها ليست الدراسية الكتب هل طلابك؟ وإهتمامات باحتياجات (أ) أبداً (ج) أحياناً (ب) دائماً</p> <p>8. لغة في للتحدث فرص لك أتاحت هل؟ (الإنجليزية اللغة) الهدف (أ) أبداً (ج) أحياناً (ب) دائماً</p> <p>9. مصمات الدراسي والمقرر المنهج هل إسهاب؟ فيها بطريقة (أ) أبداً (ج) أحياناً (ب) دائماً</p> <p>10. مشيرات الدراسي والمقرر المنهج هل للإنتباه؟ (أ) أبداً (ج) أحياناً (ب) دائماً</p> <p>11. منهج في التخاطبية النشاطات هل للطلاب؟ بالنسبة ملة الإنجليزية اللغة (أ) أبداً (ج) أحياناً (ب) دائماً</p> <p>12. وحولها المادة محتويات تفهم هل فعالة؟ بطريقة (أ) أبداً (ج) أحياناً (ب) دائماً</p>
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Thanks a lot for your cooperation

## Appendix 'B'

**Teachers' Questionnaire**

1. What does 'communicative competence' mean to you? \_\_\_\_\_
2. What kinds of activities do you ask your students to do in the classroom? Why?
3. What is CLT approach?
4. What principles of the CLT approach do you apply in your teaching?
5. What are the principles of different methods of teaching English?
6. How many lectures/periods you have in a week?
7. What strategies do you adopt in class for the students to participate in effective communicative activities?
8. What is medium of instructions and communication in the lecture?
9. What kinds of activities do your ask students to do in the classroom?

**Thanks a lot for your cooperation**

11/5/2015