A Diagnostic study of EFL Courses at the Community College of Jazan University

Hussain Ahmed Liton, M.A. and Md. Maher Ali, Ph.D.

Abstract

This paper explores the new routes and avenues of accelerating EFL learning in the Community College of Jazan University, Saudi Arabia. Saudi Ministry of education is highly concerned with the pursuit of excellence in EFL learning in the arena of education but it faces tardy progress. This is a common scenario in almost all the seats of learning in KSA.

The authors of this study ventured to explore the possible pathways in the realm of language learning motivation with a view to accelerating and incorporating EFL teaching-learning affairs and made an attempt to diagnose the predicaments of EFL courses in Jazan Community College through survey questionnaires for teachers (see Appendix-1) and observation.

The data of this research were collected through questionnaires from a total of 25 teachers. This study reports on the basis of statistical data analyses, observation and on primary and secondary sources. Finally, this paper offers some remarkable implications and recommendations to accelerate better EFL learning outcomes based on the results of the present research survey.

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1. Introduction and Historical Background

Today, English is not merely the patrimony of the Anglo-Saxons but a global language and a single *lingua franca. "It is now a universal public property. By the British colonial train, it travelled almost the entire world, came in touch with myriad people and their languages, and enriched itself as the world's number one language*" (Askari, 2010, p. 21).

English may or may not be the official language of a nation. For example, in the Middle Eastern countries like Saudi Arabia, it is emerging as the chief foreign language to be encountered in schools. In 1996, for another example, English replaced French as the chief foreign language in the schools of Algeria (a former French colony). There is a great variety of reasons for choosing a particular language as EFL. David Crystal points out *"...it is inevitable that a global language will eventually come to be used by more people than any other language"* (Crystal, 2003, p. 9).

So far as the EFL teaching–learning is concerned, it is important for us to delve into Saudi EFL history and its present scenario in the Kingdom for the pursuit of excellence in EFL learning. Obviously, English as a subject received a lot of attention from the Saudi Ministry of Education as well as from Saudi community. There is no denying the fact that considerable development took place in this area following up global advancement in the teaching trends and approaches.

English as a Foreign Language was chosen and began to be taught in Saudi schools first because of English being most widely used in international trade, economy and contracts, international aviation, higher studies and research, peace, progress and international cooperation across the globe as well as a shared language of peoples throughout the world. English education in the Kingdom goes under several changes and modifications.

The TEFL curriculum was prepared by the department of English in the Directorate of curriculum under the Ministry of Education in 1999 A. D focusing basic language skills (listening, speaking, reading & writing) in order to communicate with English-speaking people.

According to Dr.Talal A. Al- Hajailan in his *Teaching English in Saudi Arabia (2003)*, during the history of Teaching English in the Kingdom two curriculum documents were prepared to specify the aims and objectives of TEFL.

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First document was made in 1408H (1987) and became the basis for all TEFL text books. "*The new series 'English for Saudi Arabia' was born in 1410H(1989) by a group of authors collaborated with the King Fahad University of Petroleum and Minerals(KFUPM) came into life.... The new books employed the last method of teaching 'the communicative method'*" (Al-Hajailan, 2003, p.16).

The Second document for TEFL was made and *"modified by the department of English in the Directorate of curriculum under the Ministry of Education in 1421H, (2000),"* (2003, p. 24) in order to update the existing books. The general aims and objectives of Teaching English as a foreign language (TEFL) in Saudi Arabia are delineated in the Saudi Policy of Education.

According to Article No. 50 of Saudi Arabian education policy, the pivotal ideas of education are:

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

The foregoing article in the Saudi Policy of Education laid the foundation of teaching English as a foreign language in the Kingdom among the important subjects taught in Saudi public Schools (Madrasha), Colleges, and Universities.

The aforesaid TEFL objectives converged on the higher goal of making the students appreciate the significance of English as a global language of communication. Consequently, they can get benefit from achievements of other cultures as well as introducing their own culture and traditional achievements to others.

By means of communicative competence, the EFL learners are expected to participate in transferring and sharing scientific and technological advancements across the globe in the spirit of Islamic history, culture and tradition.

1.1. Jazan Community College (JCC)

Jazan Community College (JCC) is dedicated to community services. It serves the society, and for this very purpose, it was established in 1419 H (1999) in Jazan to serve the people of this region. It was then affiliated to King Khalid University in 1999 and since 2006 it has become an affiliated institute of Jazan University. It offers the Associate Degree in different disciplines, namely the Department of Administrative Sciences, and the Department of Computer and Information.

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This college promotes and encourages learner-centred teaching, transferable learning methodology enabling students to achieve sustainable career and personal success. It provides high-quality, student-friendly, and easily accessible educational resources and services. To this end, this college lays emphasis on English language for the graduates to meet the challenges of the global market. English is the only language of communication in all specializations here.

In the preparatory year, students are required to take intensive courses in English as EFL (*ENG019 English Language I & ENG020 English Language II*) to develop foundation in English as if they can perform better in the specialization courses. These courses aim at raising the standard of the students' linguistic and communication skills. But the EFL courses here are not becoming effective in reality. This study attempts to diagnose the reasons behind the tardy progress in EFL and offer the viable recommendations.

2. Review of Literature

Previous studies on EFL in the Saudi Context

Prof. Reima Al-Jarf conducted a study particularly related to TEFL in Saudi context in developing EFL freshmen students' spelling problems. The study diagnosed the Arabic speaking Students' *Phonological and Orthographic Problems in EFL College Spellers* presented in TELLIS Conference Proceedings, Azad Islamic University-Roudehen, Iran.

The study indicated through listening test that 63% of the spelling errors were phonological, and 37% were orthographic. It also suggested that spelling instruction should include phonemic segmentation practice; patterns of sound-to-letter correspondences and words can be visualized in terms of syllables and non-phonetically spelled words.

Christo Moskovsky and Fakieh Alrabai (2009) demonstrate in a research on *Intrinsic Motivation in Saudi Learners of English as a Foreign Language* in relation to the role of motivation in the attainment of English as a foreign language (EFL) in the Saudi educational setting that Saudis possess fairly substantial 'dormant' reserves for motivation which in more favorable conditions could be deployed to produce better learning outcomes. As part of their study, a 27-item structured survey was administered to a randomly selected sample of 55 Saudi learners from public schools and universities, and data collected through the survey were subjected to some basic statistical analyses (Moskovsky & Alrabai, 2009, pp. 1-10).

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However, such research was conducted many more in developing EFL teaching-learning practices for better learning outcomes in realm of Saudi education. This aspect of the present study reinforces the importance and value of accelerating EFL education in the kingdom especially in Jazan Community college for sustainable language acquisition to meet the needs of the learners and the community.

Authentic Texts for Effective Instruction

Authentic textbook is a highly significant factor to develop effective language teaching-learning practices and to meet social purpose of the community. Berardo provides three criteria for choosing authentic texts: suitability of content, exploitability, and readability (Berardo, 2006, pp. 60-69). Bacon and Finneman add that "*the texts should be culturally relevant to the experience of the students* (Bacon, S. & Finneman, M., 1990, pp. 459-473)." In this vein, Lee states that "a careful and wise selection of materials focused on learners is a must if we want a positive response from them" (Lee, 1995, pp. 323-328).

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

In addition, Rivas (1999) and Mishan (2005) argue that learners' interests and needs are the most essential factors in the choice of authentic texts. In this respect, Little et al, (1989), (as cited in Mishan, 2005) state, "The more texts are related to learners' personal concerns and interests the deeper and more rabid the processing will be".

Further, a variety of text types can be selected, such as articles, advertisements, interviews, poems, application forms, train timetables, and brochures. Leading experts in the field of Curriculum design opine that authentic texts for a successful instruction should be designed to expose students to a variety of learning styles, linguistic and learners' intra socio-cultural contexts including issues or content areas with a focus on communication, with a view to developing cognitive skills and understanding cultural variations.

The Impact of Motivation on EFL Learning

Motivation is a contributing factor in second language (L_2) acquisition. It affects human behaviour with regard to any goal or objective in any context, for example

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learner's orientation with regard to the goal of learning, or employees with regard to the goal of achieving promotion or more salary. It is motivation what makes students want to learn foreign languages and what makes them to persist in that difficult and rewarding adventure.

Research in this area suggests L_2 achievement strongly affects learner motivation. In fact, all learning activities are filtered through students' motivation. In the case of Saudi students, instrumental motivation can contribute to reduce a continuous deterioration in their overall language proficiency.

Saudi EFL class suffers from the sheer lack of both intrinsic and extrinsic motivation. The latest research done over the past decades has amply shown that EFL learner can hardly attain the target goal without motivational drive. Surely enough it is toiling and challenging for the teacher to teach and manage a poorly motivated class especially in Saudi context. A motivated teacher alone can handle and improve a demotivated class environment by tapping out the learners' latent aptitude. Carless pertains to this point that *"Teachers are the individuals who implement, adapt, reject, or ignore curriculum innovation. It is thus something of a truism that they are the core of the innovation process"* (Carless, 1999, p.374). So, teachers' decisive role in the implementation of the curriculum cannot be overestimated. Without their support and sincere involvement in the innovation, any curriculum implementation will be a farce and a superficial attempt.

Promoting cultural awareness among learners in the target language is essential, so far as the cross cultural factors are concerned. Cultural compatibility and adaptation to cross-cultural issues are motivating factors in L_2 acquisition. Under such powerful guidance of motivation, the EFL teacher as a prime motivator with competence and professional experience can do miracles in manipulating the learner's positive attitude towards the target language by bridging the vexing gaps of values and cultures between two languages. One of the obvious failings of the Saudi EFL is that the said curriculum, here, is not well- coordinated to the socio-cultural spirit of the target language.

Furthermore, L_1 has more or less interference or assistance while learning a foreign language. Some linguists feel that L_1 interferes in L_2 language acquisition while other linguists fell that the native language (L_1) can actually help the students in learning the target language (L_2). In reality, due to the basic different functioning linguistic mechanisms of Arabic and English languages, Saudi students encounter certain crucial challenges while they attempt to learn English.

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

3. Research Settings and Participants

The study was conducted in tertiary level at JCC of Jazan University where English language is taught as compulsory subject in order to facilitate developing *"in students a relatively high level of competence in reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English"* (Team, 1999, p. 01). But the students suffer from sheer lack of motivation towards learning EFL, and this research is an attempt of this kind to gear up their advancement in this field of study and to diagnose the issues behind the learners' apathy and lack of motivation.

The participants of this study are teachers having TEFL teaching experience. The participants were chosen on random basis. A total of 25 teachers out of 30 took part in this study. We took in our purview English Language Unit of Jazan University. It is expected that the research survey at this institute will make available insights into the problems relating to EFL learning. Presumably, this survey will underscore a clearer view of the reasons behind learners' lack of motivation, and pave the pathways of designing proper contents for English language course syllabi.

4. Data Collection & Questionnaire

The device of data collection for this study encompasses written research questionnaires for teachers (See Appendix-1). The **researchers** contacted 30 EFL teachers directly, and distributed printed copy of questionnaires composed in computer in between May and June of 2011. There were multiple choice questions (MCQ) as well as questions asking for short suggestions, offering the respondents a free rein. The pedagogical goal of the survey was explained in the appendix, and asked the participants to answer the questions. They answered the questionnaires quite willingly. Actually, the research questionnaire *"...measures opinions and is probably the single most widely used research type in educational research" (Wiersma, 1995, p. 169).* The questionnaires for this survey quest for teachers' self-reported opinions, attitudes, and suggestions about EFL Courses because

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"Personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange" (Marshall, Catherine & Rossman, Gretchen B., *2006, p.100).*

5. Data Analysis

The data analysis process continued in several steps. Collected data of questionnaire were sorted out and the percentage of the participants offering the same answer was computed using MS Excel. The questionnaires were tabulated to record the responses from each participant for each option of the questions. Then the tabulations were read and re- read carefully to find out the common pattern of the same purview. In fact, the data analysis process made an attempt to *"...identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes" (Creswell, 2003, p.203).* The results have been reported both qualitatively and quantitatively and the data were also analyzed in similar spirit.

5.1 Questionnaire for teachers

The questionnaires were distributed among 30 teachers and a total of 25 questionnaires were returned representing a response rate of 83%.

The 1st question asked whether diagnosing the various drawbacks in EFL courses could be helpful in improving teaching and learning quality with reference to lack of motivation. 70% of the respondents selected "Very helpful" option while 17% of them chose "Helpful" option, and 13% of the respondents termed it as not helpful technique. (**See Teachers' Table**-1)

Table-1

QU	Choices	Percentage (%)
Do you think that diagnosing the various drawbacks in the Saudi EFL can be helpful in improving teaching and learning quality with reference to lack of motivation?	Very helpful	70%
	Helpful	17%
	Not helpful	13%

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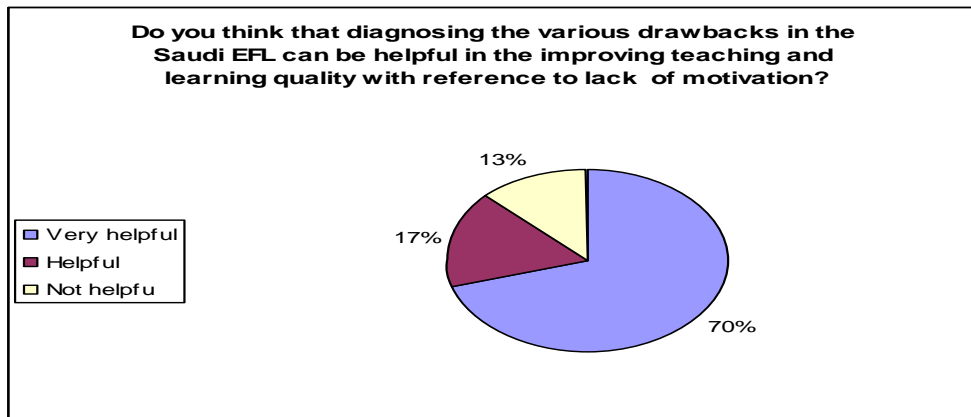
Graph- 1

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

The 2nd question seeks to know whether motivation can play a significant role in Saudi EFL classroom and improve teaching-learning process or not. In answer to this question, 54% of the teachers selected "Highly agree" option while 40% of the participants chose "Agree" option. (**See Teachers' Table**-2)

Table-2

QU	**Choices**	**Percentage (%)**
Do you agree that motivation and the impact of motivational differences can play a significant role in Saudi EFL classroom and improve the teaching learning process?	Highly agree	54%
	Agree	40%
	Not agree	00%
	Did not answer	6%
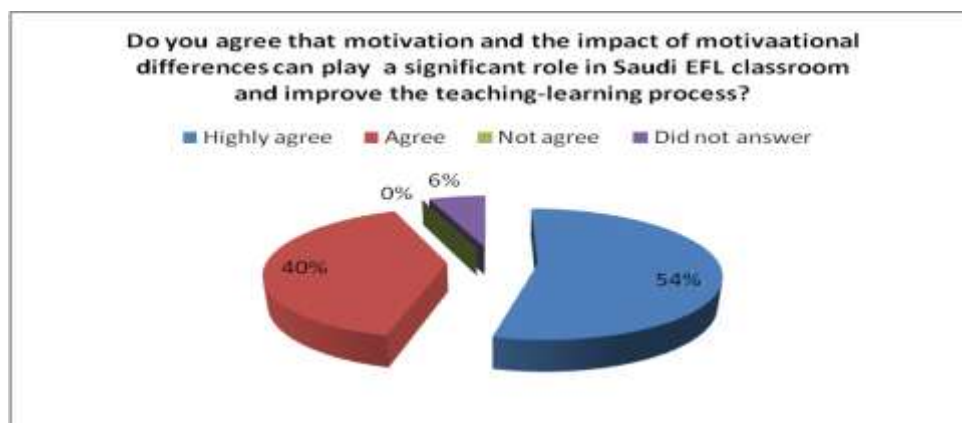
Graph- 2

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Research in this area suggests L$_2$ acquisition strongly affects learner motivation. Similarly, the response shows a tremendous emphasis on motivation as a tool for EFL learning progression in the Saudi context. Actually speaking, motivation is an important factor in language acquisition in any context. The participants reveal the fact that motivational differences have a vital impact on teaching-learning EFL in classroom. The motivated learners learn and acquire more than the non- motivated ones.

In the third question the respondents were asked, "Do you think EFL class will be *task-based language teaching* (TBLT) practice?" 80% of the respondents answered "Yes" while 16% of them answered "No". 4% of the respondents replied, "I do not know". (**See teachers' Table-3**)

Table-3

QU	Choices	Answer	Percentage (%)
Do you think EFL class will be **task-based language teaching** (TBLT) practice?	Yes	20	80
	No because large class size is a bar of this practice	04	16
	I do not know	01	04

Graph-3

The majority of the teachers' approval of implementing TBLT practice in the classroom implicates two things. First, there may exist in TBLT based material in the book but it is not possible to materialize because of large class size. At JCC, each EFL

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class size is 80-100 or sometimes, 100-140 students in number. On the other hand, the materials in the book are not arranged in accordance with TBLT practice oriented.

The 4th question asked whether the teachers thought the English courses offered by the university were properly designed in keeping with the needs of the students, or not. 60% of the participants answered "Yes", and 40% of them replied "No". (**See Teachers' Table-4**)
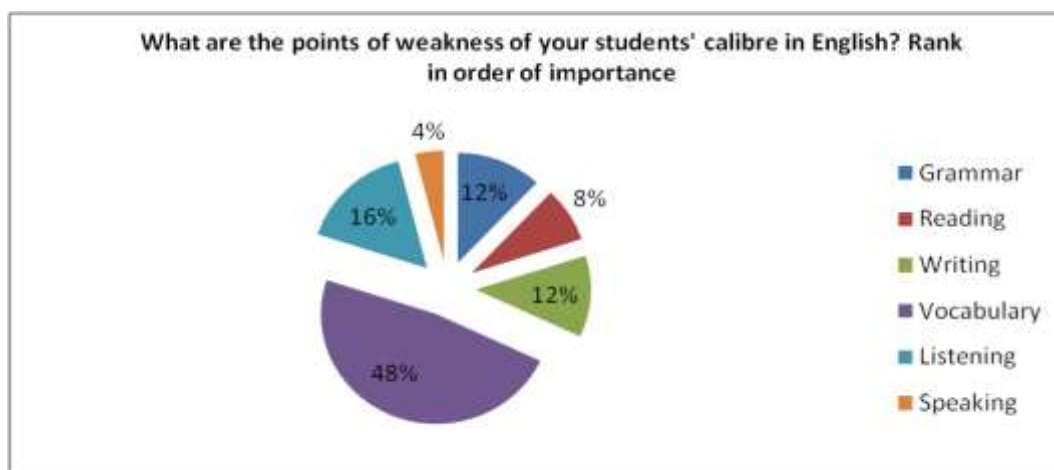
Table-4

QU	Choices	Answer	Percentage (%)
Do you feel English courses offered are properly designed in keeping with the needs of the students?	Yes	15	60
	No	10	40

The answer highlights more on appropriateness of the courses offered. Nevertheless, the presence of negative impression (40%) on these courses avows the unsuitability of course design in some cases.

The 5th question invites the participants to rank the weakest points of their students' calibre in English. They were asked to choose from six options, viz. grammar; vocabulary; reading; writing; listening, and speaking. The following was the ranking size: grammar 12%; vocabulary 48%; reading 8%; writing 12%; listening 16%, and speaking 4%. (**See teachers' Table-5**)

Table-5

QU	Choices	Answer	Percentage (%)
What are the points of weakness of your students' calibre in English? Rank in order of importance.	Grammar	03	12
	Reading	02	8
	Writing	03	12
	Vocabulary	12	48
	Listening	04	16
	Speaking	**01**	4

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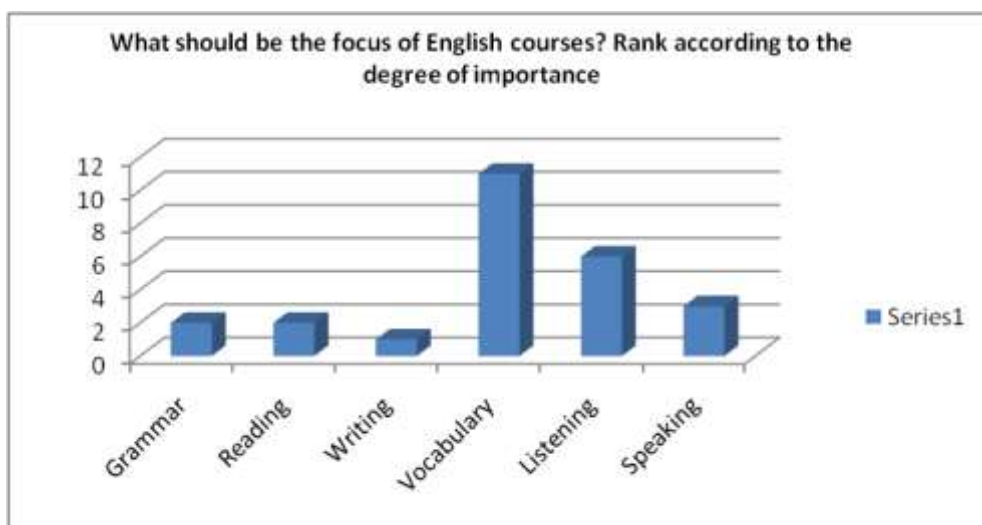
Graph-4

An arresting suggestion about the choices is the preference for discrete items like vocabulary in lieu of any kind of skills. This reveals that the teachers foster communicative approach to the needs of the graduates' communicative competence. The focus on vocabulary points to the fact that the learners come to university with minimal vocabulary. Consequently, the teachers face tremendous debacle in making them advance in EFL courses. The second most focus on listening demonstrates the sensitivity to the needs of the EFL learners' perception of the lectures delivered by the teachers as well as other speakers in real life situation.

The 6th question asked the teachers about what should be the focus of English courses. In terms of six choices, they were asked to rank them. The ranking was: grammar 8%; reading 8%; writing 4%; vocabulary 44%; listening 24%, and speaking 12%. (**See Teachers' Table-6)**

Table-6

QU	Choices	Answer	Percentage (%)
What should be the focus of English Courses? Rank according to the degree of importance.	Grammar	02	8
	Vocabulary	11	44
	Reading	02	8
	Writing	01	4
	Listening	06	24
	Speaking	03	12

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Graph-5

The highest focus on vocabulary divulges the fact that the syllabus should stress on vocabulary learning as if the learners can develop language skills especially, speaking and listening which are the foremost demand of the market. The second most point is listening skill, which will enable the students to receive the speakers' speech and to respond them exactly and correctly. The third vital section is speaking skill, which will boost the communicative competence of the learners. So, the primary focus Of English syllabus should lay emphasis on vocabulary, listening skill, and speaking skill with other skills concerned.

The 7th question asked the teachers whether the introduction of EFL teaching-learning on the primary school could improve the standard of English qualitatively or not. 45% of the respondents chose "Fully agree" option while 55% of them selected "Agree" option. (**See Teachers' Table-7**)

Table-7

| QU	Choices	Percentage (%)
Do you agree that the introduction of EFL teaching and learning in the Saudi primary school can improve the standard of English qualitatively?	Fully agree	45%
	Agree	55%
	Disagree	00%

The overwhelming responses of the respondents highlight the fact that the introduction of EFL teaching-learning in the Saudi primary schools can inevitably

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improve the standard of English learning in the Kingdom. As a result, the learners can have an ABC of English language at the very outset of their schooling.

The 8th question asked whether an ideal successful EFL classroom depends on a sound relationship between the teacher and the learner. 28% of the respondents chose "Strongly agree" option while 70% of them selected "Agree" option. 2% of the participants did not agree with the issue. **(See Teachers' Table**-8)

Table-8

QU	Choices	Percentage (%)
Do you agree that an ideal and successful EFL classroom depends largely on a sound relationship between the teacher and the learner?	Strongly agree	28%
	Agree	70%
	Not agree	02%
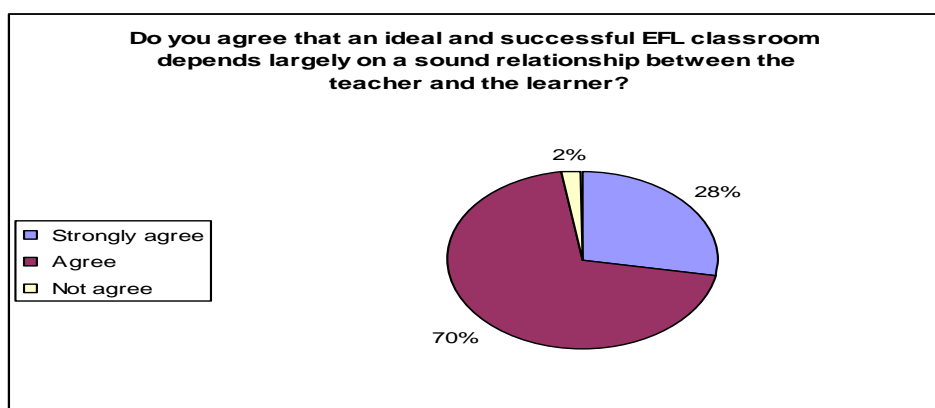
Graph-6

For successful EFL classroom, the respondents stress on the congenial friendly rapport between teacher and student to facilitate optimal EFL learning environment.

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

Table-9

QU	Choices	Percentage (%)
Do you agree that the present Saudi EFL acquisition is fully in line with the pursuit of knowledge aiming at higher goals of human	Fully agree	17%
	Agree	36%
	Both (a & b)	47%

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welfare and service as part of Islamic history, and tradition, providing a strong motivating drive?		

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

6. Results

The findings of this research resulted in a number of themes in terms of problems and implications, which are summarized here below. Jazan Community College (JCC) should take care of these to provide its service to the community development.

A) The present research diagnoses the following problems:

1. The EFL class size is excessively large in number which is incompatible to task-oriented teaching.

2. Students are very poor and vulnerable in English as beginners.

3. Teachers are carrying heavy teaching load.

4. Classroom setting is not suitable for EFL teaching-learning.

5. Course contents (especially Reading section) do not fit to socio-cultural milieu of the learners.

6. The EFL classroom really suffers from the sheer lack of motivation to learning, resulting from the lack of perception of the importance and objective of EFL.

7. The EFL learners are very vulnerable in vocabulary, listening and speaking skills.

8. EFL class is more teacher-centred than learner-centred.

9. EFL Curriculum, here, is not well- coordinated to the socio-cultural spirit of the target language.

B) This research divulges the following suggestions:

We summed up teachers' suggestions into structured answers considering suggestions received from Question No.10 and others. 60% suggested that Foundation English

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Course syllabus should be redesigned in keeping with the learners' standard and previous learning. 100% opined that English courses should be introduced in primary school level. (4+8)%=12% pointed out that there should be more importance on reading and writing skills. 88% of the respondents claimed that course contents should cover the socio-cultural factors of the learners because "*the texts should be culturally relevant to the experience of the students* (Bacon, S. & Finneman, M., 1990, pp. 459-473)".

In this respect, Little et al, (1989, p 71) state *"The more texts are related to learners' personal concerns and interests the deeper and more rabid the processing will be (as cited in Mishan, 2005, p.28)"*. 60% asserted that university foundation English courses should assimilate learners' intermediate and secondary background knowledge. 84% proposed that communicative approach should be followed in teaching. 92% claimed that English courses should be easy and interesting to reduce continuous deterioration in students' interest. 80% of the participants hinted that EFL class should be task-oriented (TBLT) and learner-centred, and grammar, vocabulary and literature should be paramount focus in the courses. The college authority as well as university should reduce heavy class size (20-25) to ensure TBLT practice and quality education. These are at a glance in Table-10:

Table-10

Sl. No	Suggestions	Answer	Percentage (%)
1.	Foundation English syllabus should be redesigned in keeping with the learners' standard and previous learning	15	60
2.	English courses should be introduced in primary school	25	100
3.	Course contents should cover the socio-cultural factors of the learners	22	88
4.	More importance on reading and writing skills	03	12
5.	University foundation English courses should assimilate learners' intermediate and secondary level language learning	15	60
6.	Communicative approach should be followed in teaching	21	84
7.	Courses should be easy and interesting	23	92
8.	Large class size should be reduced from 20 to 25 in number	25	100
9.	Grammar, vocabulary and literature should be paramount focus in the courses	average	80
10	EFL class should be task-oriented (TBLT) and learner-centred	20	80
11	EFL class should enjoy the congenial friendly rapport between teacher and student to facilitate optimal EFL learning communicative environment	24.2	98

However, the varied suggestions and plans from the majority of the participants recall that the promising teachers were involved in the upshot of their students. In addition, the teachers' suggestions imply the need for more integrated courses focusing the

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socio-cultural factors of the learners, which aver the lack of proper course design, and planning.

7. Limitations of the study

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

Conclusion and Recommendations

The present research paper reveals some remarkable recommendations and attention insights into the matter emanating from the survey results and analysis towards accelerating and incorporating EFL learning at Jazan Community College, Jazan University for the greater benefit of the students and the Saudi community as well. First, in order to meet EFL learners' diverse needs and to reduce their lack of motivation, EFL courses should be easy and interesting. Additionally, EFL teachers as motivator should endeavour to use various teaching methods like GT and CLT, or measures to heighten learners' interest and latent desire to immerse in EFL learning.

Secondly, large class size should be reduced from 20 to 25 students in number to facilitate learner-centred TBLT practice.

Thirdly, EFL courses should be redesigned through evaluating drawbacks of existing EFL course curriculum syllabus, teaching-learning methodologies including socio-cultural facts, classroom settings and academic administration.

Fourthly, EFL courses should lay emphasis on vocabulary, listening skill, speaking skill, and grammar with other skills concerned.

Fifthly, English courses should be introduced in primary schools which can inevitably heighten the standard of English learning in the Kingdom. Sixthly, EFL teacher-student should have congenial rapport to develop a mutual communicative environment.

Finally, so far as the socio-cultural factors are concerned, the EFL teaching-learning in the Saudi context should be in line with the pursuit of knowledge aspiring human welfare as a part of Islamic history, culture and tradition which will provide a strong motivational drive among Saudi students. Simply after all these modifications, we can expect the EFL courses to be effective and students to be benefited.

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Appendix- 1

We are doing research under the caption "***A Diagnostic study of EFL Courses at the Community College of Jazan University".*** Authentic data of teachers' observations, attitudes, expectations and practical experiences are highly significant in order to design and develop EFL curriculum, suitable classroom arrangement and syllabus for English learning enhancement. That is why; we are seeking your precious opinion and suggestions especially what you actually experience and practice in the classroom. Therefore, you are requested to answer all the questions below carefully. We appreciate your cooperation with thanks.

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Questionnaire for EFL Teachers

1. Do you think that diagnosing the various drawbacks in the Saudi EFL can be helpful in improving teaching and learning quality with reference to lack of motivation?
 A- Very *helpful.*   b- *Helpful.*   c- *Not helpful.*

 2. Do you agree that motivation and the impact of motivational differences can play a significant role in Saudi EFL classroom and improve the teaching learning process?
a- *Highly agree.*   b- *Agree*   c- *Not agree.*

 3. Do you think EFL class will be ***task-based language teaching*** *(TBLT) practice?*
  a) Yes,   b) No because large class size is a bar of this practice   c) I do not know

4. Do you feel that the English courses offered are properly designed in keeping with the needs of the students?
    a) Yes   b) No

5. What are the points of weakness of your students' calibre in English? Rank in order of importance.

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a) Grammar	1. ---
b) Reading	2. ---
c) Writing	3. ---
d) Vocabulary	4. ---
e) Listening	5. ---
f) Speaking	6. ---

6. What should be the focus of English Courses? Rank according to the degree of importance.

a) Grammar	1. ---
b) Reading	2. ---
c) Writing	3. ---
d) Vocabulary	4. ---
e) Listening	5. ---
f) Speaking	6. ---

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

   a- Fully agree.   *b- Agree.*   *c- Disagree*.

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

 a- *Strongly agree.*   b- *Agree*   c- *Not agree.*

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

  a- *Fully agree.*   b- *Agree.*   c- *Both (a & b).*

10. Do you have any suggestions about English courses?

(Please mention) --

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