

Comparative Study of the Challenges in Learning English as a Second Language among the Students of King Khalid University, K.S.A and Isra University, Jordan

Dr. Tareq Nael Hashem,

Marketing Department, Isra University, Amman, Jordan

Email: tareq.hashem@iu.edu.jo

Dr. Safia Asad,

Assistant Professor, King Khalid University, Department of English, College of Science and Arts,

Ahad Rufaida, Kingdom of Saudi Arabia, Email: schandra@kku.edu.sa

Ms. Samar Alnmer,

Head, King Khalid University, Department of English, College of Science and Arts, Ahad Rufaida, Kingdom of Saudi Arabia, Email: saalnmer@kku.edu.sa

Correspondence Author

Dr. Tareq Nael Hashem, Marketing Department, Isra University, Amman, Jordan

Article Info Volume 83

Page Number: 6565-6574

Publication Issue:

July - August 2020

Article History

Article Received: 25 April 2020

Revised: 29 May 2020

Accepted: 20 June 2020

Publication: 10 August 2020

Abstract:

‘An international language belongs to its users, not to the countries whose national languages have become internationalized’ (Edge 1992). Learning and teaching are quite interrelated. Teaching can't be done unless our students are not learning. Now a days English is being used as an additional language in mostly all the countries' education system. The purpose of the present study is to do the comparative analysis of the causes of English learning problems among the students of King Khalid University, K.S.A and Isra University, Jordan. The methodology for collecting the data was a survey method. The data sample consisted of 400 students from both the universities. A quantitative approach was followed in this research study where a questionnaire was distributed on 400 students divided between King Khalid University in Saudi Arabia and Isra University in Jordan. It is found that Student-related problems are the main challenges in learning English as a Second language among the students.

Keywords: *English Learning, Second Language, Quantitative Approach, Communication problem, Saudi and Jordanian students.*

INTRODUCTION

One of the most important international languages is English Language. It is considered as a requirement for studying abroad for several decades. — ‘An international language belongs to its users, not to the countries whose national languages have become internationalized’ (Edge 1992). With an ever-increasing number of L2 users, it is time we rewrote the description of the place of English among world languages. Researchers have observed that various learners approach learning in quite of a different

manner, thus the concept of ‘learning styles’ has been used to refer to those differences (Cohen, 2010). Different learns have different learning styles and different strategies preferences in order for them to further acquire and develop their language learning. Indeed, what suits one learner may be inadequate for another. (Hashim, 2018)

All types of interactions, more particularly between nations, are through English, for a reason no other than the fact that it is the only language in which non-native users can possibly communicate. It is the

language of science, technology and business apart from being significant in political or diplomatic dialogues. English Language has come to be owned by all people in the world of work. Saudi Arabia and Jordan are no exception. Almost a hundred years in the schools, colleges and universities of these two countries English is being taught with primary and genuine concern. Still, just like non- native learners in other non-English speaking countries, Saudi and Jordanian learners also face many problems in their English Language acquisition.

Same problem we can see among the students of Isra University, Jordan also. In recent years, an increasing number of university and college students in Jordan speak their home language, Arabic other than English, which can put added pressure on the kinds of linguistics, cultural and academic support for these students. Consequently, there has been impetus to include English oral as well as written communication skills development in undergraduate course designed since English has become the language of communication and development. The situation is constituting or problematic for research for both TEFL and technology integration in education. The main reason for this is because of the development of digital technology for more advanced society, millennials who dominated the educational participation in the 21st century education. (Habibi, Abdul Razak, Yusop, & Mukminin , 2019)

In an increasingly globalized society, English can be termed as the world's local language. In this era of internet and technology, English has become the need for every individual. During the last decade, the governments of Saudi Arabia and Jordan have made massive investments in the field of education. Much research has been done on several learning difficulties that the learners of English in these two countries face during the course of communication. Solutions have been recommended accordingly but the communication problems still remain constant. Blended learning, because of its innovative and flexible nature, can provide the necessary platform for the teachers to make the interaction more effective and to get the best in their students; if it is used intelligently, sincerely and thoughtfully. This emerging and promising trend in the field of education extends learning beyond the classroom wall. "The concept of blended learning is rooted in

the idea that learning is not just a one-time event— learning is a continuous process. Blending provides various benefits over using any single learning delivery medium alone" (Singh, 2003).

Writing in a second language poses many problems for the majority of English as a foreign language, EFL, learners. Learners in the Saudi Arabian and Jordanian context will be discussed here. This study is a humble effort to bring out the major challenges that the students of King Khalid University, K.S.A and Isra University, Jordan face while learning English as a second language.

THE PURPOSE OF THE STUDY

1. To find out the challenges in learning English as a second language among the students of **King Khalid University, K.S.A and Isra University, Jordan.**
2. To diagnose the communication problems that the Saudi and Jordanian learners of English face.
3. To identify the causes of these problems.
4. To suggest possible solutions of the existing problems.

LITERATURE REVIEW

English was, and continues to be taught as a foreign language in Saudi Arabia and Jordan. This can be attributed, in part, to the fact that little importance is usually attached to the teaching and learning of English in these two countries education system. According to Elyas and Picard (2010), there has been a general reluctance to teach foreign languages, including English, throughout the early history of education in KSA. There is a variety of reasons for such reluctance, but fears that learning English would affect Islam as a religion, and Arabic as the mother tongue of Saudi and Jordanian nationals is the primary concern.

This study includes the theoretical framework, literature review related to this study and discussion of the previous study.

Chronology

Teaching and learning English in KSA can be categorized chronologically into two distinct eras. The first dates to the late 1920s, when English was first introduced in the Saudi education system, while the second began after the events of 9/11, which marked a real shift in teaching and learning English in the country.

English instructing and learning in KSA dates back to the late 1920s, when English was first presented in the Saudi training framework. The correct date that English was presented first as an outside dialect in Saudi Arabian instruction is obscure. Al-Shabbi (1989) has expected that it dates to 1924, when the General Directorate of Education was built up. Niblock (2006) agreed, expressing that ELT was presented before the development of KSA as a state in 1932. Baghdadi (1985) likewise showed that English was presented as a school subject in Saudi grade schools without precedent for 1924. Al-Seghyer (2014), then again, trusts that English started to be instructed in Saudi Arabia in 1928, five years after the Directorate of Education was set up in the nation in 1923. Different creators have shown that English was acquainted with Saudi schools in the late 1930s or even later. Al-Johani (2009) guaranteed that English was presented in the 1930s after the disclosure of oil, and was utilized just with regards to business, while the administration held up until the 1950s to acquaint it with the syllabus. Al-Ghamdi and Al-Saadat (2002) observed that the teaching of English was accessible first in KSA in the Scholarship Preparation School, set up in 1936 in Makkah to plan Saudis to obtain Western training. The revelation of oil in the mid-1930s impacted the educating and learning of English in the nation. For instance, Zuhur (2011) affirmed that after the Second World War, the world turned out to be substantially more intrigued by Saudi Arabia on account of its newfound enormous oil holds. Faruk (2013) reasoned that the undeniably cozy connection amongst KSA and the USA around then made English more pertinent to Saudi monetary and social advancement than any time in recent memory. In this regard, Mahboob and Elyas (2014) brought up that English has turned out to be connected inseparably with the talk of oil. The business has demonstrated so crucial to the advancement of English that a few analysts, as Karmani (2005), have named the investigation of the flow of oil and the spread of English in the Arabian Gulf district, including Saudi Arabia, 'petro-semantics'.

The Saudi government passed a lot of major policies on instructing English in the nation. As indicated by Mahboob and Elyas (2014), English was acquainted with KSA state funded school in class 7 from 1970–2001. The private schooling framework is totally extraordinary, and non-public schools in KSA have

given English training from class 1 since the start of the 1970s (Faruk, 2013). Szyliowicz (1973) cleared up that English was incorporated into the educational programs of just a couple of the early Saudi schools and afterward just for a couple of hours for each week at the secondary school level. Up to the mid-1980s, 6 hours for each week were assigned for teaching English in both middle and secondary schools (levels 7-9), yet this number was later decreased to 4 in the two phases. At the college level, Faruk (2013) expressed that English was first educated as a mandatory subject in the Islamic law school set up in Mecca in 1949 for 2 hours for every week for a long time. Al-Abed Al-Haq and Smadi (1996) believed that King Saud University was the primary college to build up an English division in 1957. They included that the main English division for female students was established at the Women's College of Education in Mecca in 1972. As indicated by them, the majority of the colleges set up in the 1970s, including King Saud University (1957), King Abdul-Aziz University (1961), Imam Mohammad Ibn Saud University (1974), King Fahd University (1975), King Faisal University (1976), and Umm Al-Qura University (1980) had English divisions. The globalization and modernization strategies received in KSA in the 1990s have prompted the expanded utilization of English in the nation. .

Elyas (2008) expressed that the KSA government choose in 2003 to present English in every single elementary school. Faruk (2013) contended that Saudi Arabia's vision changed fundamentally in 2005, in an attempt to build up an information-based economy to coordinate with other nations. This has brought about a gigantic upheaval and the quantity of colleges in KSA expanded from just 8 of every 2001 to 28 government and 8 private colleges in 2015. This enormous development of instructive foundations at all levels has influenced the teaching of English in the country. Faruk (2013) expected that almost all Saudi colleges and universities today have English divisions and they focus to teach English for at least one semester. The present target of instructing and learning English in KSA was clarified in the official rules of the Ministry of Education manual (MoE 2002). Rahman and Alhaison (2013) expounded on the present status of English in KSA, expressing that it is at present the medium of direction in specialized training, prescription, and other numerous majors.

The Saudi government has recognized education as the cornerstone of a knowledge-based economy that can support sustainable development and economic growth (Bashehab & Buddhapriya, 2013) and provide an alternative to dependence on oil resources, which will one day run out. Therefore, the government invests heavily in education and provides incentives for Saudi citizens to continue learning. This attitude is evident in a scholarship program established by the late King Abdullah in 2005, which enables Saudi students to pursue tertiary studies in English-speaking countries such as the USA, UK, Australia, and Canada. As a result, there has been a tremendous increase in the number of Saudis studying overseas. For example, the number of Saudi students enrolling in American colleges and universities has increased dramatically, from fewer than 5000 prior to 2005 to more than 100,000 in 2013-2014 (Taylor & Albasri, 2014). Sponsored students spend a couple of years studying abroad: undergraduate students receive four years of funding; Master's students receive two years of coverage and PhD students are funded for three years; with extensions granted in certain cases if the student did not graduate within the prescribed time. When those students return to Saudi Arabia, they are expected to contribute to an enormous expansion of EFL teaching and learning in the country. In addition to sending massive numbers of Saudi students abroad to obtain a Western education, the flourishing economy has enabled the government to recruit qualified teachers from around the globe to teach English in Saudi academic institutions.

Same efforts have been taken in Isra University, Jordan to enhance the effectiveness of English teaching. According to Heaton (1988), attention must be paid to the following writing skills: language use (the ability to write correct sentences), mechanical skills (the ability to spell and punctuate), treatment of content (the ability to think creatively, develop thoughts and exclude irrelevant information), stylistic skills (the ability to manipulate sentences and paragraphs and use language effectively), and judgment skills (the ability to write in inappropriate manner for a particular purpose with a particular audience in mind).

Employability is becoming a critical issue in many countries since there is an increasing demand for

new graduates who are ready for work when they step into the job market. It is also a challenge for higher education institutions to prepare students for future employment. With globalization and diversity of the economy, educators should rethink what skills are essential to provide their students with or how to prepare their students to meet the requirements in this challenging work market. (Linh, 2019)

Politically, learning English has enabled Saudis and Jordanians to communicate with the world and has allowed the country to become a key player in both regional and global foreign policy.

Socially, the use of English in Saudi Arabia and Jordan enhances the rapid spread of technology and contributes to an increasingly borderless society. According to Alrashidi&Phan (2015), access to such technology allows Saudis to communicate with people across geographical borders without barriers through social media. In terms of religion, Islam in no way underestimates the value of learning foreign languages (including English); rather, it encourages doing so for a variety of practical reasons. One such reason is that English is the key means to communicate with approximately 11 million pilgrims who visit Saudi Arabia every year. Additionally, Rahman & Alhaisoni (2013) and Osailan (2009) considered learning English a religious imperative for Saudi Arabian people because of its importance in teaching Islamic values and presenting the ideals of Islam to non-Arabic speakers, and thus contributing to the spread of Islam and helping to eliminate the misconceptions about Islam in the West.

METHODOLOGY, DATA ANALYSIS AND FINDINGS

1. Research Methodology

A quantitative approach was followed in this research study where a questionnaire was distributed on 400 students divided between King Khalid University in Saudi Arabia and Isra University in Jordan.

2. Data collection method

There are two types of data collection, secondary data and primary data. Both primary and secondary data were used in this study.

a. Secondary data

Secondary data include both quantitative and qualitative data and can be used in descriptive and

explanatory as well. In this study Secondary data was collected from various resources such as: books, journals newspapers, and the internet. The main advantage of secondary data is saving time and money since it is much less expensive to use secondary data than to collect the same.

b. Primary data

A questionnaire was used for collecting primary data from the targeted population. The questionnaire was a self-administered in order to ensure that most of the sample complete the questionnaire and to explain some salient points if any and it was built on liker 5 scale.

3. Questionnaire Design

A self-administration questionnaire was developed and designed by reviewing various previous studies and articles. The questionnaire consists of two parts. The first is related to sample demographic data while the second part consists of all questions related to the objectives and hypothesis of the research.

4. Validity and Reliability

a. Validity

The questionnaire has been evaluated by a panel of Jordan Universities instructors after some modifications on questionnaire. Their remarks and comments were taken into consideration.

b. Reliability

Cronbach Alpha coefficient was used to test research reliability. α Value was (0.86) which is deemed good because it is greater than accepted percent (0.60). (Malhotra, 2004)

Also, it is found that α value for each dimension is greater than accepted value 0.60 as shown in the following table:

Table (1)
Reliability test

Variable	Alpha Value
Course - related problems	0.715
Teacher-related problems	0.729
Student-related problems	0.799

5. Sample Characteristics

It is found that the sample majority (72.5%) is males and (27.5%) is females. (46.8%) of the sample is in the first year followed by those in the fourth year (23%). finally, it is found that 50.8% is studying in a humanities field where as the rest of the sample is

studying in a scientific field

6. Descriptive statistics:

Means and standard deviations were calculated for sample's responses regarding the statements related to study's variables in the following tables:

- **Course - related problems**

Table (2)

Means and Standard Deviations of sample's responses regarding Course - related problems

	N	Minimum	Maximum	Mean	Std. Deviation
1. Poor use of expression in the English language course	400	1	5	3.12	1.125
2. Not use visual aid when teaching English	400	1	5	3.40	1.133
3. Lack of relationship between the subjects of the course and the mental abilities of the student	400	1	5	2.59	1.151
4. Choosing curricula that are not suitable for students' ages	400	1	5	3.04	1.227
5. Use well-formatted books	400	1	5	2.98	1.222
6. Failure to link the course to examples of working life	400	1	5	3.05	1.203
7. The school material is inconsistent with the culture of society	400	1	5	3.06	1.072
8. Use complex language in explanation	400	1	5	2.99	1.175
Course - related problems	400	1.25	5.00	3.0288	.67302

It was found that there are negative attitudes toward q(3,5,8) because their means are less than mean of the scale (3) where as there are positive attitudes toward the rest of questions mentioned in table (2) because their means are above mean of the scale (3). The grand mean also (3.0288) reflects neutral attitudes toward the above variable. Also it is found that q(2) “Not use visual aid when teaching English “ has the highest mean between the other questions that reflects a big challenge comparing with other challenges . whereas q(3) “Lack of relationship between the subjects of the course and the mental abilities of the student “ has the lowest mean between the other questions.

- **Teacher-related problems**

Table (3)
Means and Standard Deviations of sample's responses regarding Teacher-related problems

	N	Minimum	Maximum	Mean	Std. Deviation
9. Lack of teacher interaction with students	400	1	5	2.83	1.334
10. The teacher does not use simple methods of teaching	400	1	5	2.95	1.089
11. The teacher does not use various exercises in the explanation	400	1	5	3.10	1.227
12. Weak personality for the teacher	400	1	5	2.50	1.110
13. Lack of communication between the teacher and parents	400	1	5	3.23	1.277
14. Discouraging conversation in English	400	1	5	3.28	1.286

15. Use of Arabic language during explanation	400	1	5	2.80	1.343
Teacher-related problems	400	1.29	5.00	2.9543	.76611

It was found that there are negative attitudes toward q(9,10,12,15) because their means are less than mean of the scale (3) where as there are positive attitudes toward the rest of questions mentioned in table (3) because their means are above mean of the scale (3). The grand mean also (2.9543) reflects negative attitudes toward the above variable. Also it is found that q(14) “Discouraging conversation in English “ has the highest mean between the other questions that reflects a big challenge comparing with other challenges . whereas q(12) “Weak personality for the teacher ” has the lowest mean between the other questions.

- **Student-related problems**

Table (4)
Means and Standard Deviations of sample's responses regarding Student-related problems

	N	Minimum	Maximum	Mean	Std. Deviation
16. Student's unwillingness to use dictionaries	400	1	5	3.39	1.273
17. Poor English language level among students	400	1	5	3.80	1.176
18. Lack of interest of students in English	400	1	5	3.51	1.264
19. Using Arabic to understand English	400	1	5	3.53	1.280
20. Students tend to speak Arabic during the lecture	400	1	5	3.11	1.302
21. Fear of speaking English	400	1	5	3.47	1.303

22. The weakness of the student in the English language	400	1	5	3.69	1.369
Student-related problems	400	1.00	5.00	3.4986	.86291

It was found that there are positive attitudes toward the above questions mentioned in table (4) because their means are above mean of the scale (3). The grand mean also (3.4986) reflects positive attitudes toward the above variable. Also it is found that q(17) "Poor English language level among students " has the highest mean between the other questions that reflects a big challenge comparing with other challenges . whereas q(20) "Students tend to speak Arabic during the lecture " has the lowest mean between the other questions.

Hypothesis Testing:

H1: there is no agree toward considering Course - related problems as type of challenges in learning English as a second language among the students.

**Table (5)
H1 Testing**

	N	Mean	Std. Deviation	T value	P value
Course - related problems	400	3.0288	.67302	0.854	0.393

One sample t test was used to test the above hypothesis, the test shows that (calculated $t = 0.854$) is not significant at (0.05) level. That means there is no agree toward considering Course - related problems as type of challenges in learning English as a second language among the students

H2: there is no agree toward considering Teacher - related problems as type of challenges in learning English as a second language among the students.

**Table (6)
H2 Testing**

	N	Mean	Std. Deviation	T value	P value
Teacher-related problems	400	2.9543	.76611	-1.193	0.233

One sample t test was used to test the above hypothesis, the test shows that (calculated $t = -1.193$) is not significant at (0.05) level. That means

there is no agree toward considering Teacher - related problems as type of challenges in learning English as a second language among the students

H3: there is no agree toward considering Student - related problems as type of challenges in learning English as a second language among the students.

**Table (7)
H3 Testing**

	N	Mean	Std. Deviation	T value	P value
Student-related problems	400	3.4986	.86291	11.556	0.000

One sample t test was used to test the above hypothesis, the test shows that (calculated $t = 11.556$) is significant at (0.05) level, that means there is an agree toward considering Student - related problems as type of challenges in learning English as a second language among the students

H4: there are not statistical differences in attitudes toward challenges in learning English as a second language among the students between the two universities.

**Table (8)
H4 Testing**

	university	N	Mean	Std. Deviation	T value	P value
Course related problems	KING KHALID UNIVERSITY	200	2.9000	.53269	-3.893	0.000
	ISRA UNIVERSITY	200	3.1575	.76884		
Teacher-related problems	KING KHALID UNIVERSITY	200	2.7171	.57321	-6.503	0.000
	ISRA UNIVERSITY	200	3.1914	.85743		
Student-related problems	KING KHALID UNIVERSITY	200	3.2793	.69814	-5.249	0.000
	ISRA UNIVERSITY	200	3.7179	.95337		

Independent sample t test was used to test the above hypothesis, the test shows that t values for each variable is significant at (0.05) level, that there are statistical differences in attitudes toward challenges in learning English as a second language among the students between the two universities and these attitudes tend to increase in Isra university sample more than King Khalid university sample

H5: there are not statistical differences in attitudes toward challenges in learning English as a second language among the students due to

gender.

Table (9)
H5 Testing

	Gender	N	Mean	Std. Deviation	T value	P value
Course - related problems	Male	110	3.2045	.81621	2.840	.005
	Female	290	2.9621	.59823		
Teacher-related problems	Male	110	3.2675	.85695	4.732	0.000
	Female	290	2.8355	.69415		
Student-related problems	Male	110	3.6377	.95854	1.857	0.065
	Female	290	3.4458	.81935		

Independent sample t test was used to test the above hypothesis, the test shows that t values for each variable is significant at (0.05) level except (Student-related problems), that there are statistical differences in attitudes toward (Course - related problems and Teacher-related problems) as challenges in learning English as a second language among the students due to gender and these attitudes tend to increase in males sample more than female sample

H6: there are no statistical differences in attitudes toward challenges in learning English as a second language among the students due to studying level.

Table (10)
H6 Testing

		Sum of Squares	df	Mean Square	F	Sig.
Course - related problems	Between Groups	1.943	5	.389	.856	.511
	Within Groups	178.789	394	.454		
	Total	180.732	399			
Teacher-related problems	Between Groups	4.806	5	.961	1.651	.146
	Within Groups	229.379	394	.582		
	Total	234.184	399			
Student-related problems	Between Groups	5.483	5	1.097	1.482	.195
	Within Groups	291.618	394	.740		
	Total	297.101	399			

One Way ANOVA test was used to test the above hypothesis, the test shows that F values for each variable is not significant at (0.05) level, that there are no statistical differences in attitudes toward challenges in learning English as a second language among the students due to studying level

H7: there are no statistical differences in attitudes toward challenges in learning English as a second language among the students due to type of faculty.

Table (11)
H7 Testing

	Faculty	N	Mean	Std. Deviation	T value	P value
Course - related problems	Scientific	197	3.0635	.68809	1.016	.310
	Humanities	203	2.9951	.65802		
Teacher-related problems	Scientific	197	3.0442	.77619	2.326	0.021
	Humanities	203	2.8670	.74780		
Student-related problems	Scientific	197	3.5649	.86828	1.517	0.13
	Humanities	203	3.4342	.85488		

Independent sample t test was used to test the above hypothesis, the test shows that t values for each variable is not significant at (0.05) level except (Teacher-related problems), that there are statistical differences in attitudes toward (Teacher-related problems) as challenges in learning English as a second language among the students due to type of faculty and these attitudes tend to increase in scientific sample more than Humanities sample.

CONCLUSION AND RECOMMENDATIONS

Learning of English among the students of King Khalid University and Isra University is full of difficulties. The problems emanate from policy making and its implementation. The problems also relate to teachers' training, syllabus/curriculum content, methodology and tools of teaching as well as use of modern technology and modern infrastructure.

The specific problems are (i) introduction of English at a late stage by which time the students have had sense of discrimination, choices, likes and dislikes; the need to acquire the new language is not as intense as it is in childhood; (ii) the teachers are not well trained, neither as language teachers nor as behavioral science teachers; (iii) Curriculum is outmoded; (iv) Information and communication technology (ICT) is not used for teaching English; (v) ICT and electronic devices are not used to make learning interesting and more effective to the students; (vi) Direct teaching approach is not followed L-2 and so, in its absence, learning and teaching takes place by translation through the first language (L-1); (vii) There is fear of learning in the students' minds as classroom atmosphere is intimidating and discourages student participation of any sort, viewing it as an unnecessary interruption.

Improving the competence of learners' in EFL will require a systematic, extensive, and careful treatment of the underlying causes and contributing factors of this phenomenon. Such improvements would need to be launched from both outside and inside the

classroom. The governments and education policymakers of Saudi and Jordan must lay the cornerstone for necessary changes in EFL education of their countries outside the classroom and then move these changes into the classroom for implementation by teachers and learners. Some practical implications and recommendations to help the four partners in EFL education in Saudi Arabia and Jordan (the government, education policymakers, teachers, and learners) put the proposed changes into practice are presented below. Considerable efforts must be made to address the existing problems in the educational system. First, the Ministry of Education should introduce English as a compulsory course starting in the first grade in public elementary schools. This will allow students to reap the benefits of a younger age for second language acquisition. Second, the governments of these countries should consider the long-term option of transforming some public schools into bilingual schools. Doing so would strongly promote learning/teaching English in the country because it would increase the learners' exposure to the foreign language. Third, to offset the counterproductive influence of society, the government needs to launch programs that aim to expand the Saudi and Jordanian population's sense of the importance of learning English. These programs should acknowledge that English is the world's most widely spoken language and is the language of science, technology, politics, and world business. Such programs should also highlight the practical ways that learning English can benefit Saudi and Jordanian individuals and society, such as those elaborated in the first section of this paper.

RECOMMENDATIONS

1. English should be introduced from the early stages.
2. Students should be taught that making mistakes in English class is familiar part of learning process.
3. We should concentrate on quality not quantity.
4. Students should be taught that all the students and the teachers are learners and any comments should not affect their learning process.
5. Students should be motivated to feel comfortable during their learning process.
6. Audio Visual Aids should be used in

instruction.

7. Attention should be given on Evaluation not on the Examination.
8. Students should learn that learning English is not an exam oriented. We need continuous practice session for it.

REFERENCES

- Al-Abed Al-Haq, F., & Smadi, O. (1996). **The status of English in the Kingdom of Saudi Arabia (KSA) from 1940-1990**. In J. A. Fishman, A. W. Conrad, & A. Rubel-Lopez (Eds.), *Post-imperial English: Status change in former British and American colonies, 1940-1990* (pp. 457-484). Berlin: Mouton de Gruyter. [
- Al-Ghamdi, A., & Al-Saddat, I. (2002). **The development of the educational system in Saudi Arabia**. Riyadh, Saudi Arabia: Tarbiat Al Ghad.
- Al-Johani, H. M. (2009). *Finding a way forward: The impact of teachers' strategies, beliefs and knowledge on teaching English as a foreign language in Saudi Arabia. (Unpublished doctoral dissertation)*. University of Strathclyde, Glasgow, Scotland, UK.
- Alrabai, F. (2016). Factors Underlying Low Achievement of Saudi EFL Learners. **International Journal of English Linguistics**.6(3),21-37
- Alrashidi, O., & Phan, H. (2015). Education context and English Teaching and learning in the Kingdom of Saudi Arabia: An overview. **English Language Teaching**, 8(25), 33-44. <http://dx.doi.org/10.5539/elt.v8n5p33>
- Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. **International Journal of English Linguistics**, 4(5), 17-26.
- Al-Shabbi, A. (1989). *An investigation study of the practical preparation in EFL teacher preparation programs in colleges of education in the Saudi Arabia. (Unpublished PhD thesis)*, University of Wales, Cardiff, UK.

- Alshahrani, M.(2016). A Brief Historical Perspective of English in Saudi Arabia, **Journal of Literature, Languages and Linguistics**, 26,43-47
- Baghdadi, A. (1985). **The educational start in the Kingdom of Saudi Arabia** (Vol. 1). Jeddah: Ashuruq Publishing House.
- Bashehab, O. S., &Buddhapriya, S. (2013). Status of knowledge based economy in the Kingdom of Saudi Arabia: an analysis. **Journal of Social and Development Sciences**, 4(6), 268-277.
- Edge, J. (1992). **Cooperative Development**. Harlow, UK : Longman
- Elyas, T., & Picard, M. (2010). Saudi Arabian educational history: Impacts on English language teaching. **Education, Business and Society: Contemporary Middle Eastern Issues**, 3(2), 136 -145.
- Faruk, S. (2013). English language teaching in Saudi Arabia: A world system perspective. **Scientific Bulletin of the Politehnica University of Timișoara Transactions on Modern Languages**, 12(1-2), 73-80.
- Habibi,A. , Abdul Razak, R., Yusop, F. & Mukminin ,A. (2019). Preparing Future EFL Teachers for Effective Technology Integration: What do Teacher Educators say: **The Asian EFL Journal Research Articles**, 21(2.2),9-30
- Hashim, H. U. & Yunus, M. M. (2018). English as a Second Language (ESL) Learning: Setting the Right Environment for Second Language Acquisition. **Tadris: Jurnal Keguruan dan Ilmu Tarbiyah**, 3(2), 207-215.
- Heaton, J.B. (1988). **Writing English Language Tests**. New York: Longman.
- Karmani, S. (2005). Petro-linguistics: The emerging nexus between oil, English, and Islam. **Language Identity and Education**, 4(1), 87–102.
- Linh Nguyen Duy (2019). Language Students' Perceptions of Soft Skills: **The Asian EFL Journal Research Articles**, 21(2.2),124-142
- Mahboob, A., &Elyas, T. (2014). English in the Kingdom of Saudi Arabia. **World Englishes**, 33(1), 128–142.
- Malhotra, N.K. (2004), **Marketing Research**, New Jersey: Prentice Hall
- Niblock, T. (2006). **Saudi Arabia: Power, legitimacy and survival**. New York, NY: Routledge
- Osailan, G. (2009). The English literacy experiences of advances Saudi EFL professionals in the United States. **Doctoral Dissertation**. Indiana University of Pennsylvania, Indiana, PA.
- Rahman, M., &Alhaisoni, E. (2013). Teaching English in Saudi Arabia: Prospects and challenges. **Academic Research International**, 4(1), 112-118.
- Rahman, M., &Alhaisoni, E. (2013). Teaching English in Saudi Arabia: Prospects and challenges. **Academic Research International**,4(1),112-118
- Singh, H. (2003) Building Effective Blended Learning Programs. **Educational Technology**,43(6),51-54.
<http://asianvu.com/bookstoread/framework/blended-learning.pdf>
- Szyliowicz, J. S. (1973). **Education and modernization in the Middle East**. New York, USA: Cornell University Press.
- Taylor, C., &Albasri, W. (2014). The impact of Saudi Arabia King Abdullah’s scholarship program in the U.S. **Open Journal of Social Sciences**, 2, 109-118.
<http://dx.doi.org/10.4236/jss.2014.210013>
- Zuhur, S. (2011). **Saudi Arabia**. California: ABC-CLIO, LLC.