

The Importance of Pedagogical Empiricism for Sensitizing University English Language Teachers in Arab Context

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Abstract

There is a significant psychological aversion to English as a foreign language in Saudi Arabia. General weakness among learners opting for English majors and undergraduate learners of the English language is noted. Different learners are unaware of learning styles most suited to them. This research discussed the necessity for sensitizing university teachers towards the contributing factors in the success or failure of teaching and learning the English Language in Saudi Arabia. Teaching-learning processes would be fruitful if the syllabus designers, teachers, and learners become aware of important factors like teacher's characteristics, learners' characteristics, teaching materials, and educational institutions. This study aimed to emphasize the role of the English language teacher in facilitating learning processes, through conducting active research of English language learners at Wadi Ad-Dawasir in Saudi Arabia. This research enhances the prospects of pedagogical studies of different language learning and teaching.

Keywords: English language teachers, language learners, pedagogical empiricism, sensitizing university, Saudi Arabia

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Introduction

The sole foreign language used in Saudi Arabia is English (Alrashidi & Phan 2015). The use of this language is employed throughout the various sectors in Saudi Arabia (Al-Seghayer 2014). For this reason, a great number of Saudi citizens learn English as a way of enhancing their prospects (Moskovsky & Alrabai 2009). Furthermore, English is utilized as a mode of communication in Saudi Arabia's education sector (Liton 2013). Therefore, it is clear that the acquisition of the English language is significant for Saudi citizens.

However, a significant psychological aversion is noted to English as a language strictly in the context of Wadi Ad-Dawasir and similar locale in Saudi Arabia, based on the first-hand experience. Additionally, there is a general weakness among Saudi English learners about reading and writing this language with ease, as evidenced by recent literature (Liton 2013). Therefore, there is an urgent need to sensitize teachers in Saudi Arabia towards the factors that contribute to the success or failure of teaching or learning the English language. Here, 'sensitizing' refers to drawing the teachers' attention towards effective communication and teaching and is efficiently based on various models of classroom action research (Zepke 2015).

Thus, this study proposed and investigated the role of a teacher in making radical changes in the current environment of English learning and teaching. Specifically, the characteristics of such a teacher have been discussed through relying on scientific and empirical evidence based on effective teaching practices, various learning cultures and a review of fabricated pedagogical cultures. Therefore, the empirically proved contributing factors of success and failure in the Saudi context would be implemented, utilized and recommended for suitable teaching and learning processes according to the learning situation, learners' characteristics, the opted level of learners, the allotted time for teaching, available facilities and aims of teaching syllabus. The influencing elements of the learning process are conveniently classified into learners, teachers, teaching materials, and administrative factors. Accordingly, the teachers will be sensitized to the appropriate acts of teaching and cautioned towards the inappropriate ones.

Theoretical Grounds for Research

The center of the Empiricism states that one's knowledge of the world is based on one's sensory experiences. According to empiricists such as Alston (1989), Barnes & Henry (1996) and Longino (2002), learning is based on individual observation and perception. Experiential learning indicates the process of acquiring, implementing knowledge, skills and feels in the immediate appropriate context by learners. It is more pragmatic and encompassing of learner difficulties as compared to merely theorizing about the phenomena. This type of learning is institutionalized and professionalized for training programs. Experiential learning was first devised by Kolb (1984), who was interested in individual and social change, career development and executive and professional education. The repetitive model devised by Kolb & Fry (1975) is comprised of four cyclically arranged elements, as follows: (1) concrete experience (2) observation and experience (3) forming abstract concepts, and (4) testing in new situations. The model contends that successful learning requires the following capabilities: (1) concrete experience abilities (2) reflective observation abilities (3) abstract conceptualization abilities, and (4) active experimentation abilities. Kolb and Fry (1975) assert that the learning cycle could start and continue as a spiral process at any one of these points. Accordingly, they developed a learning

style inventory. Smith (2001, 2010) presents the following table for teaching activities that support different aspects of the learning cycle.

Table 1. *Experiential Learning Cycle*

Concrete experience	Reflective observation	Abstract conceptualization	Active experimentation
Readings	Logs	Lecture	Project
Examples	Journals	Papers	Fieldwork
Fieldwork	Discussion	Projects	Homework
Laboratories	Brainstorming	Analogies	Laboratory
Problem sets	Thought questions	Model building	Case study
Trigger films	Rhetorical questions		Simulation
Observations			
Observations			
Simulations/games			
text Reading			

Importance of English in KSA

The English language holds great importance in the Kingdom of Saudi Arabia (KSA), due to the emergence of this nation as an economical, religious and political global leader. The use of this language is required for diplomatic, political and commercial engagements with non-Arab countries. Given the turbulence in and around the Middle East, KSA has a decisive role to play in geopolitical prospects. Moreover, this region is the site for umrah and annual Hajj pilgrimages, performed by Muslims hailing from different parts of the world and speaking different languages. Additionally, Saudi Arabia is host to a migrant population of seven million. A majority of Saudi scientific research centers and many annual scientific, political, religious, economic conferences are conducted in English or are translated to English. Therefore, learning the English language is necessary for Saudi researchers, so that they may keep abreast of new scientific theories, technological development and pursue higher education.

Furthermore, English is taught in all levels of education within Saudi Arabia. Therefore, Saudi people need to acquire a good understanding of this language to be able to communicate their ideologies, culture, and perceptions with the rest of the world. KSA dispatches a large number of students to renowned colleges and universities all over the world. These students need to have an adequate understanding of English to understand and discuss highly technical topics about their courses. This necessitates qualified English teachers, excellent teaching materials, a precise aim, and competent administrative staff. However, only a few English learners enjoy these necessary characteristics. It is of urgency that the quality of teaching and learning be improved while disregarding interfering factors such as learners' quality and the environment. Therefore, the focus here is on the teacher's quality, experience, efforts, enthusiasm and awareness about the appropriate theories.

Teaching university-level English to local students in a growing city like Wadi is a satisfying, yet demanding job. A combination of specific skills, knowledge, and experiences are required to excel in the profession. Before deciding to embark on this career path in the Arab

context in general and Wadi Ad-Dawasir and similar locale in particular, self-assessment should be done to determine one's ability to tackle learner-specific difficulties.

Teachers' Skills and Knowledge

Teachers need excellent communication skills to be able to explain the material in the curriculum in a variety of ways to students with diverse learning styles, limited vocabulary and the habit of relying on their mother tongue for comprehension. They also require superior interpersonal skills such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Group and team learning have always been more constructive than individual efforts whether on the part of teachers or learners (Barkley et al., 2014). Additionally, creativity and presentation skills are essential for capturing the attention of students. Basic technological skills are needed for audio-visual presentations and reporting and taking attendance electronically. English teachers additionally need to demonstrate competent leadership to maintain order and monitor disruptive student behavior. As seen in Wadi Ad-Dawasir, learners were used to a free atmosphere at different education levels as there was strong classroom management by the teacher. After establishing classroom discipline, the teacher shifted to slide-based teaching through rote memorizations and repetitive actions. This is an interim process which was followed by more advanced processes characterized by critical thinking and problem-solving.

Teachers need to have a firm grasp of the subject they are teaching in addition to relevant skills. University-level English teachers must have a sound basic knowledge of language teaching skills, linguistics, literature, and English language teaching, in addition to a thorough knowledge of the area of specialty. University teachers, who usually specialize in only one or two subject areas, must have a thorough understanding of their area of specialty and elementary knowledge in all the relevant specialization fields. Teachers should also be acquainted with different methods of learning used by different learners and the expectations in development for children of different ages. They also need to know a variety of teaching strategies and disciplinary techniques and be able to learn, understand, select and use teaching strategies appropriate to the level, ability, and interests of the students in the class. They should remain updated with current trends in educational research through reading, experimenting and modifying existing ideas.

Teachers' Personal and Professional Experiences

Most teachers are initially drawn to the profession due to positive learning experiences faced early in their lives. They might have had a favorite teacher who was instrumental in helping them fulfill their potential or any opportunity they had to teach someone, such as a younger sibling or a friend. These experiences help potential teachers understand the dynamic of transmitting information from teacher to learner. Other experiences, such as being a camp counselor, scout leader or sports coach also contribute to increased awareness of how to interact with learners and inspire them.

Within the purview of professional experiences, teachers must possess sufficient sensory functions to develop and maintain awareness of all students in the classroom and sufficient motor function to move about the classroom, manage, supplies and demonstration materials and supervise classroom activities. An essential component of teachers' college programs is practice teaching, which should occur early in the teachers' program. Only by preparing lectures and

delivering them, teachers can determine which methods they are most comfortable with and which ones are more likely to ensure student success. The teaching method should be chosen per learners' characteristics, the surrounding, learner level, allotted time and aims of the teaching and learning program, rather than with which the teacher is most comfortable. A teacher might use different methods. These include: the direct method given ample time; the grammar-translation method to give the meaning of abstract word; the audio-lingual method to teach the pronunciation of a word or linguistic structure; Silent Way if learners are to be encouraged to produce language as much as possible, or; the cognitive code approach if grammar rules are to be taught. All these methods can be used in one setting. An experienced teacher will be able to choose suitable methods for learners according to their ways of learning.

Learning Approaches

To understand different ways that people learn best, scientists and psychologists have developed many different models. One popular theory is the VARK model, in which Fleming and Mills (1992) suggest four modalities that reflect the experiences of the students and teachers (Prithishkumar & Michael, 2014). VARK stands for visual, aural, read/write and kinesthetic sensory modalities that are used for learning information about the identification of four primary types of learners. This perceptual mode describes four learning methods, with each learning method responding best to a different method of teaching. For instance, auditory/aural learners will remember information best after hearing it from the speaker. This learner category learns best from pair or group discussions, lectures, television/radio, mobile phones, speaking, web-chatting, talking and non-formal language or setting. Learners of this category favor oral classification and organization accordingly. Visual learner's best respond to concrete depicted matters such as flow charts, labeled diagrams, maps, spider diagrams, tree diagrams, charts, graphs arrows, circles, hierarchies, and other demonstration devices. Whereas, read/write learners learn best from written material. This mode is favored by many learners. They rely on reading and writing and written texts such as manuals, reports, essays, and assignments. People who prefer this modality are often addicted to PowerPoint, the Internet, lists, diaries, dictionaries, thesauri, quotations and words. Note that most PowerPoint presentations and the Internet, Google and Wikipedia are primarily suited to those with this preference as there is seldom an auditory channel or a presentation that uses visual symbols. Additionally, kinesthetic learners prefer hands-on experience and practice, whether simulated or real.

Hence, a teacher has to be understood by all these varieties of addressees, through varying his/her presentations according to the four learning styles. There are two types of learners; these are active learners who are willing to be involved in the discussions and the passive learners who remain undesirably detached. An excellent teacher can evoke a high level of interest, involvement and desired learner-response through employing the carrot and stick policy; the students are to be reminded of the repercussions of not learning regularly. The teacher should ensure the student's level of lecture preparation, class participation, and assignment completion, in addition to ascertaining learner attentiveness. This can be guaranteed by a teacher through different approaches. Although it is the responsibility of students to be receptive to instruction and study regularly, a teacher must confirm that learners understand the instruction through active communication.

A teacher has to befriend learners, care for them and extend help at every step to ensure ease of learning. The ethical values of care include compassion, gratitude, acceptance, forgiveness, interest, and insight for developing students' potential. Teachers express their commitment to students' well-being and learning by offering positive influence, professional judgment, and empathy in practice. Teachers must, therefore, possess the cognitive, communicative, sensory/motor, and emotional/ social/ interactional abilities necessary for these complex classroom activities. They must discharge their duties promptly, conduct tests, student assessments, and referrals formulate written plans for teaching, provide student worksheets and assignments reports on student progress and facilitate communications with parents. A responsible teacher should act with self-discipline, be aware of the consequences of his actions and be consistent. He must display emotional, social and interactional abilities that are necessary for full exploitation of intellectual abilities and develop a rapport with his learners and society to promote public trust and confidence in the teaching profession. He should act with integrity, honesty, keep his promises with consistency and demonstrate loyalty to those not present.

Generally, students treat teachers as role models and wish to follow into their footsteps. Therefore, the teacher should monitor and act the role model appropriately. A competent teacher has a flair and passion for the subject that drives students to learn for themselves actively. Great teaching seems to have less to do with knowledge and skills and more to do with attitudes toward our students and the subject. Mutual respect between teachers and students provides a supportive and collaborative learning environment.

The clarity in the presentation of ideas is mandatory for a successful teacher. He should present the same ideas in different patterns of language. A teacher should be aware of professional demands and adopt appropriate ethical codes; this is necessary to inspire learners who consider this as the emblem of a teachers' portrait. Ethical values for the teaching profession signify a vision of the professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. The aims and objectives of the ethical values for the teaching profession are to inspire members to replicate and maintain the honor and dignity of the teaching profession and to identify the ethical accountabilities and commitments in the teaching process.

Specific need learners

The Wadi-Ad-Dawasir learners are first-generation learners with specific qualities, cultures and learning mannerisms. Therefore, they demand a specific kind of learning from their first-generation teacher. The characteristics of a first-generation English teacher include many traits, values, and features. He has to be a good model holding himself to the same expectations and standards as he holds his students. His actions should not contradict his teaching; for instance, it is impossible for a teacher to have double standards. Therefore, it is clear that accountability is the first characteristic of any successful teacher.

It is believed that a successful and learner-friendly teacher is the one who provides entertainment and maintains joyful relationship with the learners but not at the cost of the necessary hard work from the English first generation learner, both inside and outside the class. A first-generation teacher has to work hard to evolve and improve himself and his learners

continuously. The author observed that a majority of mediocre teachers do the bare minimum while preparing lectures; they restrict their reading to the course book and do not have any passion for teaching. Teaching needs drive, passion, compassion, warmth, enthusiasm, love for learning, cooperation with learners and administration that helps students with their issues both inside and outside the class. A good teacher should give due importance and respect to the learners, create a sense of community and homogeneity among learners and himself and be easily adaptable to different situations. A first-generation English teacher has to be creative, dedicated, engaging, dynamic and determined to overcome all difficulties to achieve the objective. He should be able to create a vivid picture in the minds of his learners about the different elements of the discussed topics to change students' conceptual values into permanent behavioral practices.

A capable teacher and syllabus designer must contextualize his presentation taking into his cognizance the needs of his learners which will enable them to perform their duty competently, effectively and skillfully. He should help his learners to develop strategies to take care of specific needs learners and engage his learners in critical thinking, to facilitate problem-solving. Brookfield (2017) suggested that facilitating learners to be critical thinkers was strongly contingent upon respecting the learners, supporting and paying attention to them, encouraging them to participate in the classroom setting actively and challenging preconceived notions. Most importantly, Brookfield suggested that it was important for teachers to build trust with their learners by encouraging them to point out their flaws and then making respective changes in their behavior. It was argued that one of the most significant cognitive skill sets to be mastered by a critically thinking teacher was to evaluate assumptions and preconceived notions in the light of alternatives, and to impart this knowledge to learners (Hamby 2015). An additional study by Abrami et al., (2015) suggest exposing learners to simulated problems and utilizing role-playing techniques as a way to stimulate critical thinking. Therefore, a teacher with good critical thinking skills should vary his presentation methods and individualize his strategies, through the use of role-playing lectures that incorporate activities of translation and interpretation, paragraph-writing and discussions. He should use different channels to impart knowledge, such as lectures, handouts, videos, case studies, personal experiences, and discussion. He should use different intelligences to reach his objectives; for example, logical and linguistic intelligences are used in traditional academic settings considerably. This was responsible for high scores in academic achievement tests.

Since the environment for English is limited in the context of Wadi-Ad-Dawasir and the overall Arab World, and Arabic is the preferred language for all these learners' activities; consequently, a first-generation teacher should emphasize the use of language in all written and spoken forms for different functions as well as in personal interactions. Learning styles play an essential role in the number of learning processes. Learning styles are only different approaches or ways of learning. Through appropriate learning styles, first-generation learners could learn a more significant amount of information in a shorter time and retain it in a better way. Therefore, a teacher should know the different learning styles approached by his learners and expose them to appropriate and alternative learning styles. For instance, a teacher must ensure an appropriate learning style for poor learners struggling in the learning process.

Therefore, a teacher must evoke interests in his learners and improve his communicative skills according to the needs and benefit of the learners. However, while interacting with their

students in Wadi Ad-Dawasir, the author discovered that a majority of learners are reluctant to think critically and work collaboratively. The kind of instruction imparted by elementary, preparatory and secondary teachers inculcated in them a type of learning which is based on rote memorization and negates the use of analytical thinking and reasoning. Consequently, they found it very difficult to be taught and examined using non-familiar approaches. Therefore, it is imperative for undergraduate teachers to compensate for this lacuna and develop the necessary skills needed for analyses, synthesis, and reasoning in their learners.

While learning styles are unique and have distinctive characteristics, it is important for them to be coherently blended to offer advantages. Still, a valid argument might be that the capacity and style of learning vary radically from one learner to the other and so it is practically impossible to cater to the conflicting and varying styles of learning. However, a teacher can sense the accepted styles used by a majority of learners and treat the exceptions separately. A qualified teacher has to make equilibrium among different interfering factors. An experienced teacher will be capable of acting, interacting and involving in an “ongoing process of diagnosis, with self and with learners, including observation, questioning, obtaining evaluative feedback, and critical reflection” (Nuckles 2000, p. 6). This was collaborated by Heimlich & Norland (2002), who states that “each teacher is unique and can use his or her style to be as effective an educator as possible.” (p.23)

Motivation is another important factor that a teacher can depend on to improve his quality of teaching and extract a higher degree of response from students. It is the power that derives, selects, orients and continues behavior towards a goal. A teacher has to employ an eclectic approach to effectively motivate learners to integrate the use of intrinsic and extrinsic strategies as per choice; dealing with motivational principles and strategies depends on many issues such as syllabus, learners’ characteristics, and others. It can be done in many different ways depending on the motivated learner. However, common ones are the type of teaching material, a task which should be socially comprehensive and fine-tuned, beginning by queries to arouse the curiosity of learners and encouraging students to perform at their best capacities. The highest nature of performance still leaves space for improvement. Concretizing abstract ideas, that is, exemplifying the abstract by concrete means such as the use of morphemes and allomorphs in teaching morphology, is concretized by the man with different realizations.

First-generation learners with specific needs and limitations should be given clear and specific objectives for their step-to-step performance. In other words, teachers have to utilize the strategy of Sheltered Instruction Observation Protocol (SIOP) to facilitate subject matter concepts for this type of learners. This strategy is assumed and widely believed to be effective in the quoted context of learning. Learners will face frustration if there are no clear and unambiguous steps for learning since most of their learning depends on memorization. Accordingly, both content and language objectives have to be specified and achieved by learners under the direct practical supervision of a teacher. A teacher should ensure that learners are working to meet objectives because a majority of learners are not mature enough to carry on the instructions unless they are forced to work. It is mandatory for a teacher to think about objectives content and language objective.

The former covers what the learner should know in a lecture to be able to perform a particular task and the latter is to develop the linguistic skills necessary to communicate the acquired knowledge. For example, at the end of the lecture in content objectives, the learners will be able to identify, solve, investigate, distinguish, hypothesize, create, select and draw conclusions about sensitizing university teachers, whereas, language objectives encompass the patterns of language used to express this idea. They include objectives such as 'Listen for,' 'Retell,' 'Define,' 'Find the main idea,' 'Compare,' 'Summarize,' 'Rehearse,' 'Persuade' and 'Write.'

Verbs for Writing Content and Language Objectives based on Bloom's Taxonomy and the 4 Domains of Language

Experimental teaching that assumes critical or reflective thinking and learning is one of the best means of successful teaching. This type of teaching proved to be effective in the Wadi Ad-Dawasir learning scenario. Through prompting learners' reflective thinking, a teacher would be able to accelerate thinking, learning, and metacognitive strategies of the learning process intellectually and emotionally. This shapes their thought processes, identifies their learned information and modifies it accordingly. Therefore, a teacher has to create an appropriate learning environment in which learners are encouraged to reflect on their learning. This can be done through the direct involvement and participation of learners in the analytical process of a problem and his gradual solving. This view was stated by Brookfield (2017), who commented upon the power of self-monitoring and reflection in a student's learning process. Reflective or critical thinking helps students develop higher-order thinking skills. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations.

Another important dimension of the teaching and learning process facet is related to the pre-teaching and post-teaching evaluating strategies and plans. A teacher should set his reasons or a logical basis for a course of action or a particular belief on which basis he/she is going to proceed in his teaching in a classroom and evaluating his learners. This includes outlining a clear plan for teaching, identifying ways for measuring learner's progress and fairness of evaluation. His tests and exams should be reliable, dependable, and valid. This is one of the most important post teaching steps, which enlighten him about the success or failure of the teaching-learning process.

Verbs for Content Objectives

With respect to knowledge, the verbs include options such as 'list', 'identify', 'locate', 'memorize', 'review', 'label', 'describe', 'define', 'name' and 'match'. For comprehension, the verbs are inclusive of 'recall', 'reproduce', 'summarize', 'explain', 'demonstrate', 'translate' and 'rephrase'. Regarding application, the verbs include options such as 'predict', 'compare', 'contrast', 'solve', 'classify', 'categorize', 'show', 'apply', 'make' and 'build a replica. With respect to synthesis, verbs such as 'build a model', 'combine', 'compile', 'compose', 'construct', 'create', 'design', 'elaborate', 'test', 'infer', 'predict', 'hypothesize', 'invent' and 'design' are used. Finally, for evaluation, the verbs include 'choose', 'decide', 'recommend', 'select', 'justify', 'defend' and 'support'.

Verbs for Language Objectives

With respect to listening, the verbs include 'tell', 'role play', 'identify', 'review', 'label', 'describe', 'define', 'name', 'match', 'listen', 'recognize', 'point', 'show' and 'follow'. For comprehension, the verbs are 'recall', 'reproduce', 'summarize', 'directions', 'explain', 'demonstrate', 'translate' and 'rephrase'. Regarding speaking, verbs such as 'name', 'discuss' and 'rephrase' are used. With respect to application, verbs include 'predict', 'compare', 'contrast', 'ask', 'answer', 'predict', 'say', 'steps in a solve', 'classify', 'categorize', 'show', 'apply', 'process', 'pronounce', 'repeat', 'respond', 'make', 'build a replica state', 'summarize', 'explain', 'tell' and 'use'. Similarly, for synthesis, the verbs include 'build a model', 'combine' and 'compile'. Regarding reading, the verbs are 'preview', 'read aloud', 'find', 'compose', 'construct', 'create', 'design', 'elaborate', 'specific information', 'identify', 'skim', 'test', 'infer', 'predict', 'hypothesize', 'invent', 'design' and 'explore'. Coming to evaluation, this includes verbs such as 'choose', 'decide', 'recommend' and 'select'. For writing, verbs such as 'list', 'summarize', 'ask and justify', 'defend', 'support answer questions', 'create sentences', 'state and justify opinions', 'write', 'contrast', 'classify' and 'record' are used. Lastly, the verbs for vocabulary development include 'define isolated words', 'define words in context' and 'find words and construct meaning'.

Practical Approach to Teaching

It is believed that teaching experience in different contexts, institutions, and different learners' characteristics would empower a teacher with the necessary skills to make appropriate decisions at appropriate times with different learners. His local and international experience will help learners to benefit from his way of instructions and the material selected. Teachers' roles in simplifying the language complex structures and solving their enigmas contribute greatly in facilitating learning and processing information. However, one should not forget that teachers play a major role in internalizing the abstract knowledge into learners' minds, through the actual experienced behavior, especially where the learners depend entirely on their teachers and teaching materials as the main source of their language input. Teachers' encouragement of their learners is a very determinative and affective factor in the learning process. Their extrinsic motivation, such as high grades or praise, might contribute to the learning process. This kind of supportive learning process from teachers could enthuse and energize the learning faculty in the learners and create a conducive learning environment which is also one of the affective factors of learning.

A teacher could have a major role in altering the learners' attitude towards target language. For instance, students with anxiety would greatly benefit from teachers that understand and accommodate them. Since anxiety affects the mental processing of language (Azher et al., 2010), it is highly important for a good teacher to consider this factor when teaching. A teacher should play the role of an advisor, a teacher, and a friend and represent good values for his learners to gain the trust of his learners. Learners should feel that they are not alone to do the task; this especially includes first-generation learners such as in Wadi Ad-Dawasir, who receive no assistance from their families. A teacher should make his learners believe that he is accessible for them in terms of aid, assistance, and guidance. This may eradicate the apprehension created as a result of anxiety. Consequently, their fear will be changed into a positive force; that is, their anxiety will lead to action. Learners should be assured of the ease in learning languages and that it simply depends on perseverance, practice, and involvement. A teacher, of course, may not be able to play with or change internal factors that a learner is attributed with, such as age experience,

cognition, and native language, but he/she could positively influence external factors such as teaching materials, clear and coherent instruction, culture and status, extrinsic motivation and access to native speakers. These factors play a heavily significant role in the teaching and learning process and are entirely under the control of an experienced and competent teacher. Teaching materials should be sequentially presented according to the principles of cause and effect and logic. A teacher should take care of the language of the text of teaching materials from the words, phrases, clauses, and sentences. He/she should juxtapose the problematic words and phrases with synonymous words and phrases, and anomalous structures and patterns with simple and easily understood ones between practices. In this way, a learner will be able to understand the ideas, be exposed to intricate patterns and enrich his vocabulary. The teacher should train his learners to simplify the structures of complex sentences because a learner cannot understand very long sentences. One of the ways of helping the learner understand a very long sentence is to show him how to identify the three fundamental pillars of the sentence. Namely, the subject, verb and the object should be identified, and the rest of the elements should then be added to their respective modified heads of the phrases. For example, the following sentence is very long: "Tall regal and intelligent, Benazir Bhutto, prime minister of Pakistan and "Daughter of the East," as she titled her autobiography, will land in Washington next week to begin an official visit to the United States." This statement can be simplified as follows.

Firstly, the author made the learners identify the subject, verb, and complement of the main clause. For instance, 'Benazir Bhutto' is the Subject, 'land' is a Verb and 'in Washington' is an adverb phrase/complement. This was done because many sentences could contain many clauses, which sometimes confused the learners and made them take the elements of subordinate clauses for the main clause, thereby distorting the meaning.

After identifying the important elements, a learner should add the premodifier of the nouns. Concerning this statement, the premodifiers are 'tall,' 'regal' and 'intelligent.' The post modifiers of the noun should also be added; these are 'prime minister of Pakistan' and 'Daughter of the East', as she titled her autobiography. Of course, this sentence is easier than sentences containing more subordinate clauses. For example, many learners take 'she used to be present with her mother' as the main clause in the following sentence: "In a highly attended civilian court, the size of the faculty of art and science, where she used to be present with her mother, she displayed an outrageous pimpled cheek towards the jury, who were enraged by her behavior."

In this sentence, the main elements are 'she displayed face.' If a learner identifies them and following this, adds the related elements in their appropriate place and sequence, then, he would be able to comprehend the sentence easily and correctly.

Culturally speaking, the English speaker or writer will delay the most important message to the end of the sentence, whereas the Arabic speaker initiates the sentence with the most important information or the main clause. For example, the Arabic speaker will sequence the information in the above sentence as follows: "She displayed an outrageous pimpled cheek towards the jury, who were enraged by her behavior..." One may ask why a teacher does not simplify the text to his learner instead of juxtaposing the authentic words, phrases, and patterns with the simplified ones. The answer is that the learner has to be exposed to authentic texts because

simplification is an intermediate temporary dependent stage in being transferred to a more independent stage simultaneously. Access to native speakers' natural language is a critical input of second language acquisition, which is of the determinative affective factors.

Teachers should be aware of the significance of the input in enhancing second language acquisition because learners rely on the input provided to them by their teachers for their learning process. They should expose their learners to different comprehensive texts which are rich in vocabulary. This was corroborated by Krashen (1985, 1989), who opined that input is highly important for second language acquisition. In the opinion of the author of the present research, this proved to be completely true. Throughout the process of learning and thirty years of teaching English as a foreign language, it was found that the various and comprehensive inputs that are well prepared by teachers would create an encouraging learning process. Here, the word input is not limited to language learning only, but to all the courses that are learned by learners, whether they were language courses, linguistics courses, literature courses, English Language Teaching (ELT) courses or any courses that are taught in BA English.

Student interaction is vital for language acquisition and comprehension of information. For example, the interaction was used by the researcher for teaching a course titled 'Language Acquisition.' It was found that learners comprehend information far better when discussing the subject with each other, as compared to when simply listening to teacher explanation alone. This was affirmed by Genesee (2014), who emphasized the role of student interactions in facilitating second language acquisition. For example, a language acquisition teacher who is cognizant of his contribution to students' English language development would create scenarios demanding student interactions.

Second language teachers should not restrict themselves to the role of facilitating the information of a particular course only, but they should facilitate the language as well. They should try to create an English environment in the classroom to integrate the information of the courses they teach in addition to the language skills. This can be achieved by the cooperative learning and interaction of learners themselves alongside the supervision, guidance, and assistance of the teacher. For example, in any course taught by the researcher, learners are instructed to follow this instruction.

It is mandatory for learners to acquaint themselves with the teaching materials that will be delivered in the next lecture, interact with the instructor and classmates during the delivery and make post teaching study. In this way, learners contribute to the teaching-learning process and gain mutual benefit. This process enables learners to build confidence in themselves, enhances their expressivity and consolidates their linguistic and subject knowledge. This is very important for language acquisition and learners studying any courses in a non-native language. In this way, learners interact with the input, deeply negotiate meaning, imprint language structures and improve their retention ability, memorability and vividness of concepts; this is necessary because foreign language learners need comprehensible input as well as repetitive reinforcement. This corrects and increases the internal representation of learners, which reflexes external linguistic realities. All these highlights the importance of the interaction for the production.

It is clear that learners will be able to avoid native language interference, second language over-generalization and the temptation of simplification, given more exposure and repetitive reading of the same patterns and structure. Therefore, a teacher should emphasize preparation, learner interaction, repetitive reading of teaching materials, clarify ambiguity and simplify any complex or unusual structures. A majority of learners are ready to work hard, but they are unsure of how to accomplish their aims. Consequently, they are frustrated when they are unable to perform as required. A teacher should make it clear that foreign language acquisition is not difficult, given adequate time and effort. The type of learners the author dealt with over the past ten years were unaware of their interests in the subject and had lackadaisical attitudes, due to which they needed persuasion, and repetitive follow up. It was proved that many learners do very well if coerced to work. In order to avoid seasonal studies of students, it is necessary to introduce six mid-term examinations; consequently, learners were forced to read continuously to be able to take the exams.

A well-known fact is that the practice of English language teaching is unseparated from the use of appropriate learning materials and methods of facilitation. Syllabus designers and teachers should devise new methods and tasks, and increase awareness about existing ones, to facilitate learning. One of the most conspicuous technologies that can expedite language teaching and learning is the use of all the types of potential tasks such as text completion, guessing meaning from contexts, matching related meaning and information, ability of identifying, collocating words, illustrating ideas, enumerating points and filling the blanks from available or missing ones. In this context, the verbs for writing content and language objectives based on Bloom's taxonomy and the four domains of language are of great help in this respect. In other words, foreign language teachers should be creative, flexible, knowledgeable, assiduous, and patient, offer without limits and take great care of teaching materials; these are necessary to ensure comprehensible output. Teaching materials bridge the gap between what the learner wants to say and what he says. The experience says that learner's expressivity is hindered by the lack of expressions and enriched by comprehensive teaching materials.

One of the major roles of language teachers is neutralizing and marginalizing the negative affective factors involved in the process of language learning. For example, the connection of a learner to the second language community may contribute negatively or positively to the learning process. Therefore, the role of a good teacher is to try and eradicate erroneous concepts in the mind of his learners as far as possible. For instance, political and religious leanings play a great role in influencing learner attitudes towards the target language. However, teachers can easily neutralize these learners' attitudes, especially if they command the respect and confidence of their learners.

Conclusion

This article highlighted the purpose of sensitizing concepts for facilitating the teaching success of English Language teachers in Saudi Arabia. A teacher has to use every relevant approach to facilitate optimal learning effectively. He should be acquainted with different types of learners, different styles, knowledge, and type of learning and the method, approaches, and techniques for teaching every type of learner. A qualified teacher is well-endowed with critical thinking that enables him to manage and organize knowledge and make it accessible in a variety of forms. Good

classroom management and teaching skills, in addition to subject knowledge are very important for a qualified teacher. Similarly, the use of an engaging personality and teaching style, clear objectives for both teachers and learners and effective disciplinary skills, could contribute to the advancement of teaching and learning process. Preparation of comprehensive teaching materials, formal academic training, course planning and coherently organizing the teaching elements are basic characteristics of a qualified teacher that would be capable of creating a change in the targeted category of learners. Developing a tolerance for disruptive learners, handling them with equity, establishing trusting relationships with them, respecting them and accepting them as they are, creates a sense of community and belonging in the classroom. The teacher should be warm, accessible, enthusiastic, caring and flexible. He should explore new technologies for facilitating the teaching-learning process according to the needs of the situation. He should maintain professionalism in all areas of his presence. Furthermore, continuous collaboration with peers is mandatory for a good teacher and institution.

It was additionally seen that learning styles play an important role in the learning process. The majority of first-generation learners do not know of appropriate learning styles that are suited to them. Therefore, the first-generation teacher should train his learners by acquainting them with the appropriate methods of learning according to predispositions. Active learners who are willing to be involved in classroom discussions should be encouraged further by teachers to achieve excellence. Passive learners with a withdrawal syndrome and undesirable reticence should be guided by the teacher so that they may come out of their shells.

University teachers should develop analytical, synthetic and organizational faculties in their learners to prepare them for any potential difficulties. Teaching and learning styles are different, and their correspondence would enhance the teaching and learning process. Accordingly, a teacher should harmonize his teaching style with different learning entities. An excellent teacher should use different kinds of motivation to trigger the desired response from learners. A teacher has to articulate the objective of his lecture. He should not assume that his learners will be able to identify the objective of their own since they are university learners, especially in the context of Wadi Ad-Dawasir. Summarily, the teacher should be an emblem of ethical values and maintain the dignity of the teaching profession. The present research advocates for the benefit of the consanguinity between learning styles and teaching styles for developing conducive learning and teaching conditions; however, the research acknowledges that this consanguinity would not guarantee a successful learning achievement

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