

Influential Factors behind Learners' Weakness in English Language Communication: A Teacher's Perspective

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المخلص

تهدف هذه الورقة إلى التحقيق والإشارة إلى العوامل الرئيسية الكامنة وراء نقاط الضعف في التواصل باللغة الإنجليزية لمتعلمي اللغة في المستويين المتوسط والثانوي في المدارس السعودية. تستخدم الدراسة منهجية استبيان استقصائية تضم مجموعة من 36 فقرة مصنفة إلى ثلاثة أجزاء، كل جزء يحتوي على 12 فقرة. تشير هذه المكونات الثلاثة بالتتابع إلى برنامج تدريب المعلمين، والكتب المدرسية التي يستخدمها المتعلمون، وطرق أساليب التدريس. وقد أجاب على الاستبيان 50 معلماً من المدارس المتوسطة والثانوية. تمت معالجة الاستجابات وتقييمها إحصائياً وتحليلها حسب النسبة المئوية لتوزيع التردد للوصول إلى النتيجة. يعتقد غالبية المستجيبين، (ما يقرب من 95٪)، أن طرق تدريس اللغة الإنجليزية في مدارس المملكة العربية السعودية بحاجة إلى تحسين وأن منهجية وطريقة التواصل يجب أن تكون موجهة نحو النتائج. وتؤكد إجاباتهم أن هذه المكونات الثلاثة هي العوامل الرئيسية وراء ضعف المتعلمين في التواصل باللغة الإنجليزية. وهذا يعني أن المعلمين ليسوا مستعدين حقاً لاعتماد تعليم اللغة التواصلي (CLT)، ولا تتم مراجعة الكتب المدرسية سنوياً لتحديث محتواها لتحسين اللغة التواصلية للمتعلمين، وعادة ما يتبنى المعلمون الأساليب التقليدية وأسلوب التدريس، مع التركيز على تدريس القواعد. صراحة من أجل الامتحانات.

Abstract

This paper aims to investigate and point out the main factors behind weaknesses in English language communication with reference to language learners at intermediate and secondary levels in Saudi schools. The study utilizes a questionnaire survey methodology comprising a collection of 36 items classified into three parts, each part carrying 12 items. These three components refer sequentially to the teacher training program, the textbooks learners use, and the methods and style of teaching. A total number of 50 teachers from intermediate and secondary schools responded to the questionnaire. The responses were processed and statistically evaluated and analyzed by frequency distribution percentage to arrive at the result. A majority of respondents, almost 95%, believe that English language teaching methods in the schools in Saudi Arabia need to be improved and a communicative approach has to be introduced for result-oriented language teaching. Their responses ensure that these three components are the main factors behind the weaknesses of the learners in English language communication. That is to say, teachers are not really prepared to adopt Communicative Language Teaching (CLT), textbooks are not revised annually to update its content to improve learners' communicative language, and teachers usually adopt traditional methods and style of teaching, focusing on teaching grammar explicitly for the sake of exams.

Keywords: Communicative Language Teaching; teacher training; textbooks; methods; and style of teaching

Introduction

The main influential factors behind learners' weaknesses in English language communication are considered to be the methods of teaching, styles and strategies used by teachers, teacher training programs, and the content of the textbooks as well as the lack of the real environment for practice (Al-Sohbani, 2015). Recent research in the field of education has focused more on the learner, his needs, interests, abilities, and so on. Evidence from teachers' experience as well as educational research has shown that this kind of insistence or emphasis on the learner makes the learning process easier and more effective (Larraz-Rábanos, 2021). As it is known, effective teaching includes a set of skills that should be acquired, improved and extended by teachers who teach effectively to meet learners' needs, abilities and interests.

It is also understood that language is a means of communication and relationships, so teachers should enrich their syllabus and understand that the textbook is just a means to an end during all language skills classes. For learners to be capable to express themselves in English in different situations, teachers must understand that what takes place inside the classroom should be related to what learners need outside the classroom. Unfortunately, some teachers, if not all of them, inform learners about the language instead of developing their ability to use the language for a variety of communicative purposes. There is a difference between having information about language and communicating with language. Hamdoun and Hussain (2010) held that some teachers believe that giving the pupils information about language will lead them to be able to use language for communication.

But, in fact, there is often a great ability gap between having the information and being able to use it spontaneously for communicative purposes. To be more specific, we know that many learners can:

- do exercises but cannot say in English that they don't have a pencil.
- answer questions about grammatical structures but cannot answer questions about themselves.
- form the present continuous and the passive, but cannot express that they were late for school because their father's car was getting repaired.
- know the question words but cannot ask questions.
- tell about the three types of conditional sentences but cannot talk about their three best friends.
- complete a multiple-choice grammar test correctly but cannot say how they feel about taking a test.
- tell the difference between the past perfect and the past simple but cannot say what they did yesterday.
- know the rules of future tense but they are not able to inform about their plans for the coming vacation.

There is a huge gap between acquisition of knowledge and ability to use that knowledge in order to communicate between what the pupils can do in terms of manipulation and what they cannot do in terms of communication. How to bridge this gap depends on what has been said earlier regarding teacher training, and the methods, strategies, techniques and style of teaching. Even after the implementation of a new curriculum based on Communicative Language Teaching in Saudi schools, the outcomes of English language teaching have still remained below those outlined in 2004. There are several studies, such as those of Abdulkader (2019),

Alharbi (2019), Wajid and Saleem (2016), and Mangaleswaran and Aziz (2019) that have explored the levels of language acquisition of the Saudi learners based on the English curriculum which has been in place for more than 10 years. The results of these studies show that the outcomes in English language learning are very weak. Also, these studies show that the learners experience challenges and difficulties in communicating in basic simple language (Bhuiyan, 2016). These studies provide different reasons why CLT does not work. One of these reasons is that the new emphasis does not match the assessment orientation, and the focus of both the learners and the teachers is still on passing exams rather than learning English as a life skill.

To this point, there are some problems which learners face in using English language in everyday activities and in being able to communicate spontaneously in different situations for different purposes. However, the main purpose behind communicative teaching is to prepare learners to be confident communicators in different real-life contexts. Language is a tool for real communication and interactions, so in order to overcome the communication problem, there should be a real revision of teacher training programs, teaching techniques, approaches, exams as well as learners' textbook content (Swain, 1995). All these fields need a radical change in order to work together appropriately on one track while focusing on learners' communicative competence.

CLT needs well trained teachers who are highly innovative, creative and open minded in order to bring the outside environment of the learners inside the classroom, and who are capable of introducing the learners to do all the activities as if they were behaving in real situations in their lives. Learners need to be tutored and trained in using different classroom language activities, such as discussions, acting, gaming, role play, debates and working in pairs and teams. Teachers should know that teaching a textbook is not for the sake of exams, but rather mainly for using language outside for real communication. CLT is an approach that considers language to be inseparable from individual identity and social behavior. Not only does language define a community; a community, too, defines the forms and uses of language. The norms and goals appropriate for learners in a given setting, and the means for attaining these goals, are the concerns of those who are directly involved in language teaching.

According to Al Nasser (2015), English language teachers in Saudi schools are not trained in linguistics. Their focus is primarily on helping learners pass exams. In addition, teachers do not incorporate updated teaching aids, techniques or pedagogies, like LCD projectors, videos, labs, etc. into their teaching regime.

Teachers and educators should adopt the CLT approach in their teaching for the following reasons:

- This approach concentrates on communication, and grammar is taught implicitly because teaching grammar explicitly might hinder the fluency in communication.
- CLT helps teachers to create an environment of learning inside the classroom congruent to the outside settings. Teachers will be capable to bridge the gap between what goes inside the classroom and what learners actually face outside the classroom in real situations in the community.
- Teachers will be able to enrich their subject matter to meet their learners' needs, abilities and interests.

- In addition, this approach paves the way for teachers to adopt useful and practical techniques, such as problem-solving practice, role play, dialogues and all exercises and practices which improve learners' communicative skills.
- Moreover, implementing CLT will reduce teacher time talking and raise learners time talking during the class. That is to say, the teacher is a monitor, facilitator, conductor, a friendly helper, while learners are the main players in the field.
- The CLT is concerned with improving learners' communicative competence through real contexts, and the sociocultural aspects of language to connect learning with sociocultural behavior for learners.
- The employment of CLT necessitates appropriate training for teachers; teachers should be exposed to a training program which integrates teacher education, teacher training and teacher professional development. Generally speaking, teachers teach the way they have been taught. Therefore, the training program will equip them with updated strategies and techniques to make them able to teach according to the demands of CLT to improve their communicative competence.

The Objective of the Study

As mentioned above, the study tries to address the seen and unseen factors which hinder learners from being able to communicate in English in real situations for different purposes. The study utilizes a questionnaire to collect data on teacher training, learners' textbook and methods and style of teaching adopted by teachers. The study investigates these three components in order to find out where the problem lies, and to seek an appropriate remedial process to overcome this problem. Moreover, the study focusses on adoption of CLT to overcome the problem that learners face in English language communication. In addition, the study suggests a remedial process for each component starting with teacher training followed by learners' textbook content and methods and style of teaching.

Literature Review

Theoretical Considerations

Speaking and writing are productive skills which are essential because they provide an opportunity for the learners to practice real-life activities in the classroom. All language skills, including speaking, writing, reading and listening are very important for learners to use them for a variety of purposes and to communicate in different situations outside the classrooms. These skills occur together, but in schools where teaching is practiced traditionally, they are completely separated (Peregoy & Boyle, 2001).

Language, in fact, is meant to be spoken, and speaking as a language skill includes different components such as grammar, selection of suitable words, and discourse. To achieve a required competence in speaking a language, it is very important for learners to improve their communication so that they are capable of expressing themselves. According to Chastain (1998), language learners consider speaking as the most important skill to learn and improve upon in order to become fluent speakers. Actually, spoken language is the means through which learners' proficiency is evaluated in any language. According to Martin (2011), learners' success is measured by their fluency and proficiency in the spoken language.

Learners who fail to improve their English-speaking competence are going to face difficulties in their future because they will be unable to communicate or express themselves in English (Wilson, 1997). Moreover, ability to speak English also plays an important role in

developing reading and writing skills in that language. As stated by Lindsay and Knight (2006), the concept behind CLT is that effective communication “in the world outside the classroom” (p. 20) is the main purpose and target for learning a language. To be precise, the focus is not on the language form or structure but on using language to communicate meaningfully by creating real life communication inside the classroom (Brown, 2000). Brown also believes that a new, innovative way of teaching English as a second or foreign language is paved by CLT, as it deals with the interactive nature of communication.

According to Larsen-Freeman (2000), in CLT, “almost everything is done with a communicative intent” (p.129). Nguyen (2010) also stated that the central notion of CLT is communication; and “communicative language teaching method advocates learning through communication.” (p. 209). CLT focuses more on meaning rather than on structure, so learners’ communication in the language comes from different activities, such as role-play, dialogues, games, problem-solving activities (Lindsay & Knight, 2006).

According to Richard and Rodgers (2001), the believers of natural approach to language learning argued that a foreign language could be taught without translation or using learners first language if meaning was conveyed to the learners directly through demonstration and action (p. 11). Generally, in second language acquisition there is the principle of “learning by doing” (Reese, 2011, p. 7), which strongly supports using language early and focusing on productive skills such as speaking and writing. Swain (1985) argues that learners need to actively produce language. Also, according to Hadley (2001), learners should be encouraged to be able to express their own meaning as early as possible after they have been introduced to the productive skills. Learners should be supported by different contexts to carry out different speech acts under real conditions of communication in order to develop their linguistic knowledge automatically (Ellis, 1997).

Communicative language teaching is a method which targets the development of learners’ communicative competence. Doughty and Long (2003) presented some principles that are to be implemented in communicative language teaching, such as using tasks and promoting learning by doing. Also, the language input should be rich, meaningful, comprehensible and elaborated to encourage cooperative and collaborative work by teaming and grouping of learners to work together collaboratively on one task.

Wesche and Skehan (2002) observed that there are some degrees of consensus among language experts that communicative language teaching has qualities such as the using of activities which improve interaction among learners to make them able to exchange information, using authentic text and communication relevant to real-life contexts as well as using approaches that are learner centered which consider learners’ language background and their roles in each activity.

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The English language plays a major role in different fields in Saudi Arabia, but the outcomes of English language learning in Saudi schools were below than what the Saudi government had outlined in 2004 after the implementation of a new curriculum based on CLT. The new curriculum of communicative English teaching has been in place for more than 10 years. There are many studies, such as those of Wajid and Saleem (2016), Abdulkader (2019), Mangaleswaran and Aziz (2019), and Alharbi (2019), which have explored the outcomes of Saudi students in this new curriculum. All these studies show that the outcomes of students are very weak.

The studies proved that students have experienced challenges and difficulties in writing and communicating simple sentences in basic English (Buhuyan, 2016). These studies also provide several reasons why CLT does not work. First, the new emphasis does not match the assessment orientation, and both learners and teachers focus on passing exams rather than learning English as a life skill for communication. Second, teachers use the textbooks differently and focus on grammatical rules explicitly at the expense of communication. In short, teachers do not follow the guide given to them and apply traditional methods of teaching such as grammar translation methods (Abahussain, 2016).

Saudi students have limited opportunities for oral practice in English in the Saudi community. Practically, learners need English to pass an exam, undertake higher education, apply for a job or deal with business documents, but it is not required for oral communication. There is a lack of suitable environment to practice oral communication in English. Implementation of CLT may create a need and motivation for the learners to practice English in real situations for different purposes (Farooq, 2015).

Empirical Considerations

Since English does not meet learners' immediate needs, they usually do not pay serious attention to learning the language as a subject. Their efforts are devoted to acquiring what actually helps them to pass to the next grade level and pay no attention to other aspects of learning. As a result, learners tend to memorize grammatical rules and vocabulary (Al-Seghayer, 2014). In his experiments conducted on Saudi language learners, Al-Seghayer found that Saudi learners lack intrinsic motivation to learn and speak English because they have no environment outside the classrooms to practice oral English language communication. On the basis of his research, Al-Seghayer (2014) concluded that there was a great disparity between the present policymakers pertaining to teaching English to enable learners to communicate using English in different situations in the community and the learners who regarded learning English as a means to pass the final exams.

Al-Asmari (2015) focused in his study on the challenges that stopped teachers from implementing the CLT method, its tasks, and activities that was suggested in Saudi textbooks. He believed that not only did the CLT pose a challenge for the teachers, but also that the English language was regarded as a real challenge. He observed that teachers were not trained and well prepared for communicative language learning. Moreover, English as a foreign language was treated as a subject to study, but not as a set of skills to be acquired and used. The study conducted by Al-Garni and Al-Muhammadi (2019) to assess the impact of CLT on teachers and students showed that CLT activities, such as role-playing, problem-solving and interviewing, had no positive impacts on students' learning because teachers had difficulty

preparing materials for communicative activities. Moreover, there was the absence of the framework to be used for evaluation of the textbook activities.

In addition to the above-mentioned studies, there was a study carried out by Almalki (2014) which explored the English textbooks series in secondary schools considering teacher perceptions of these textbooks. The study found that most of the teachers believed that some parts of the CLT curriculum were too difficult, and they were beyond the learners' level. Also, Wajid and Saleem (2016) investigated how both teachers and learners viewed CLT in Saudi textbooks. The study showed that the quality of the prepared material was very low, which made the implementation of communicative activities difficult and challenging. They also discovered that there was a clear conflict between CLT teachers' role and traditional role of the Saudi teacher.

Methodology

Sampling and Participants

The study sample involved 50 Saudi school teachers who were teaching English in intermediate and higher secondary schools in Saudi Arabia. These teachers were asked to respond to the questionnaire available for them on the Google Forms. A random sampling procedure was adopted to assign a questionnaire with 36 items in it to the teachers as participants in the study.

Research Design

An analytical research design was adopted in this paper in which the researcher observed the responses received from the questionnaire distributed to the population of the study and analyzed them to assess the results diagnostically. The data were analyzed both quantitatively and qualitatively, and the responses were classified according to frequency and percentage. The focus of the analysis was on the main factors behind the difficulties that learners faced in English language communication at intermediate and secondary stages.

Material

The primary source of data used to answer the research questions was the questionnaire which contained 36 items and which were divided into 3 components. The first 12 items investigated Teacher Training Programs. Items from 13 to 24 investigated the learners' textbook content. And items 25 to 36 were about the style, techniques and methods of teaching used by language teachers.

Data Analysis

The responses to the questionnaire were downloaded in Excel format from the google forms website. The responses were then codified on excel and the frequencies were calculated for the responses to each item in the questionnaire. A chi-square test of independence was conducted for responses to each of the items to assess if there was significant difference in the responses received for a sample size used, i.e., responses were significantly biased towards either agreement or disagreement.

Validity and Reliability

The researcher adopted some necessary steps to safeguard the legitimacy of the research. The topic, for instance, selected for the paper is not drawn from other works on the subject neither does it form a part of the teaching course. The teachers were randomly selected

to respond to the questionnaire. They were unknown to the researcher and belonged to different schools in different areas in Saudi Arabia.

In addition, the validity and reliability of the investigation are evident from findings which show that the research outcomes are stable, and they ensure that the study has delivered the anticipated results. For content validity, the questionnaire was checked and evaluated by three experts in the field of applied linguistics and syllabus design who grasped the topic, read through and ascertained that it effectively captured the topic under investigation.

Results and Discussions

The data presented here has been derived from the observation and examination of the questionnaire survey distributed to 50 Saudi English language teachers teaching at various levels of some schools in Saudi Arabia. The questionnaire was analyzed with the objective of finding out the main factors that affected students' inability to acquire the required English language skills at the school level. Learners' knowledge of English rules, vocabulary and skills, the class environment, and the teachers' roles were the most crucial factors that were found to affect the learners' active acquisition of communicative English language skills in the class.

In order to provide experiential and palpable answers to the questions posed in the questionnaire and the concerns of the researcher, the means were computed and the differences in the percentiles of the study sample on each domain and the total degree of the reasons behind the weakness of English acquisition among the learners was calculated as is evident from the *Figures 1, 2, and 3*. The Figures below demonstrate standard deviation in percentile written next to it in addition to the rank of each of the domains in which the questionnaire was distributed, namely, the English language program, the English language textbook contents, and the methods of teaching the English language. The questions were utilized as the research tool in this study so as to identify the possible factors that are responsible for the English learners' poor performance in proper language acquisition.

Training Based Questions

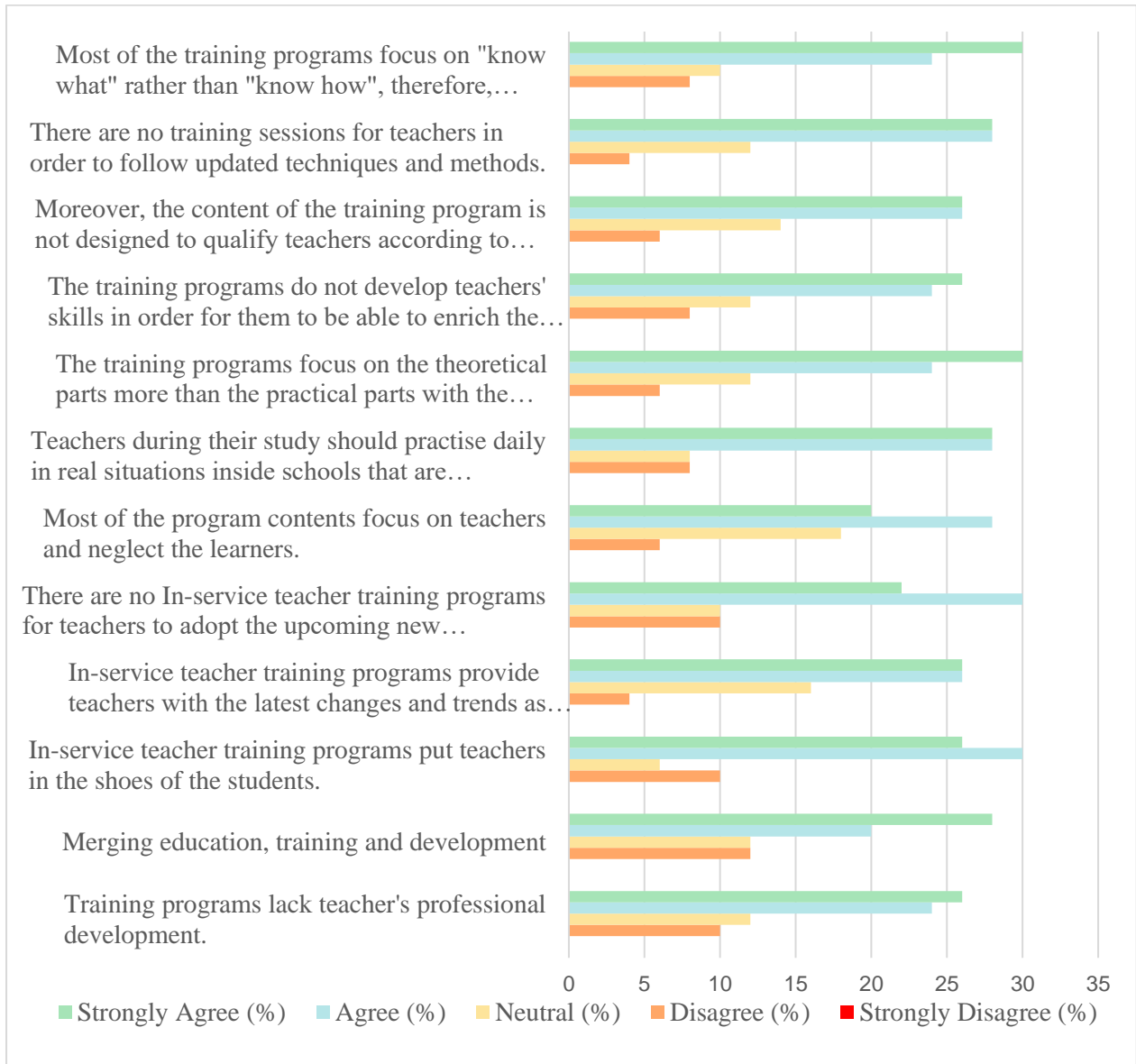
Table 1

Responses to Questions Related to Teacher Training Programs and the Chi-square Test of Independence for Each Item

	Item	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Chi-Square Probability %
1	Training programs lack teacher's Professional development	0	10	12	24	26	0.00
2	Merging education, training and development	0	12	12	20	28	0.00
3	In-service teacher training programs put teachers in the shoes of the students	0	10	6	30	26	0.00
4	In-service teacher training programs provide teachers with latest changes and trends as well as new challenges in teaching English as FL and SL	0	4	16	26	26	0.00
5	There are no In-service teacher-training programs for teachers to adopt the upcoming new innovations in teaching	0	10	10	30	22	0.00
6	Most of the program contents focus on teachers and neglect the learners	0	6	18	28	20	0.00
7	Teachers during their study should practice daily in real situations inside schools affiliated to teachers' colleges	0	8	8	28	28	0.00
8	The training programs focus on the theoretical parts more than the practical parts with the learners	0	6	12	24	30	0.00
9	The training programs do not develop teachers' skills in order for them to be able to enrich the school syllabus	0	8	12	24	26	0.00
10	Moreover, the content of the training program is not designed to qualify teachers according to the learners' levels in which they are going to teach after graduation	0	6	14	26	26	0.00
11	There are no training sessions for teachers in order to follow updated techniques and methods	0	4	12	28	28	0.00
12	Most of the training programs focus on "know what" rather than "know how", therefore, teachers dominate inside the classrooms	0	8	10	24	30	0.00

Figure 1

Responses to Questions Regarding Teacher Training Programmes



The chi-square test of independence showed that the responses to all the items related to teacher training programmes were significantly different from neutral, and a vast majority of the respondents agreed to the teacher training outcomes.

Learners' Textbook content related questions

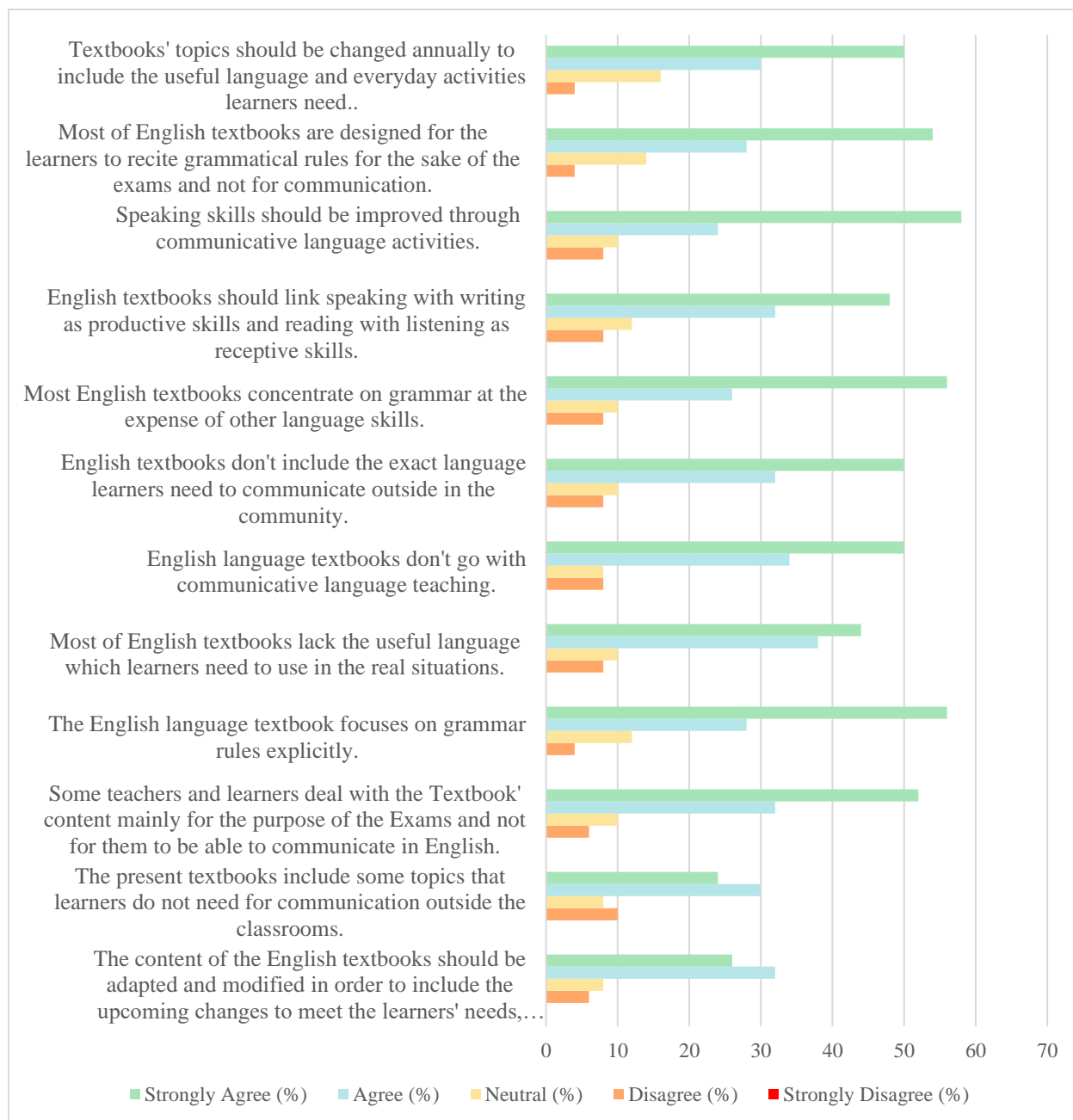
Table 2

Responses to Questions Related to Learners' Textbook Content

	Item	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Chi-Square Probability %
13	The content of the English textbooks should be adapted and modified in order to include the upcoming changes to meet the learners' needs, abilities, and interest	0	6	8	32	26	0.00
14	The present textbooks include some topics that learners do not need for communication outside the classrooms	0	10	8	30	24	0.00
15	Some teachers and learners deal with the Textbook' content mainly for the purpose of the Exams and not for them to be able to communicate in English	0	6	10	32	52	0.00
16	The English language textbook focuses on grammar rules explicitly	0	4	12	28	56	0.00
17	Most of English textbooks lack the useful language which learners need to use in real situations	0	8	10	38	44	0.00
18	English language textbooks don't go with communicative language teaching	0	8	8	34	50	0.00
19	English textbooks don't include the exact language learners need to communicate outside in the community	0	8	10	32	50	0.00
20	Most English textbooks concentrate on grammar at the expense of other language skills	0	8	10	26	56	0.00
21	English textbooks should link speaking with writing as productive skills and reading with listening as receptive skills	0	8	12	32	48	0.00
22	Speaking skills should be improved through communicative language activities	0	8	10	24	58	0.00
23	Most of English textbooks are designed for the learners to recite grammatical rules for the sake of the exams and not for communication	0	4	14	28	54	0.00
24	Textbooks' topics should be changed annually to include the useful language and everyday activities learners need	0	4	16	30	50	0.00

Figure 1

Responses to Questions Related to Learners' Textbook Content



Chi-square probability showed that the responses to each of the items related to the student's learning material were significantly different from the mean, and most of the respondents agreed to the problems faced regarding students' learning material used in classrooms.

Classroom Teaching Related Questions

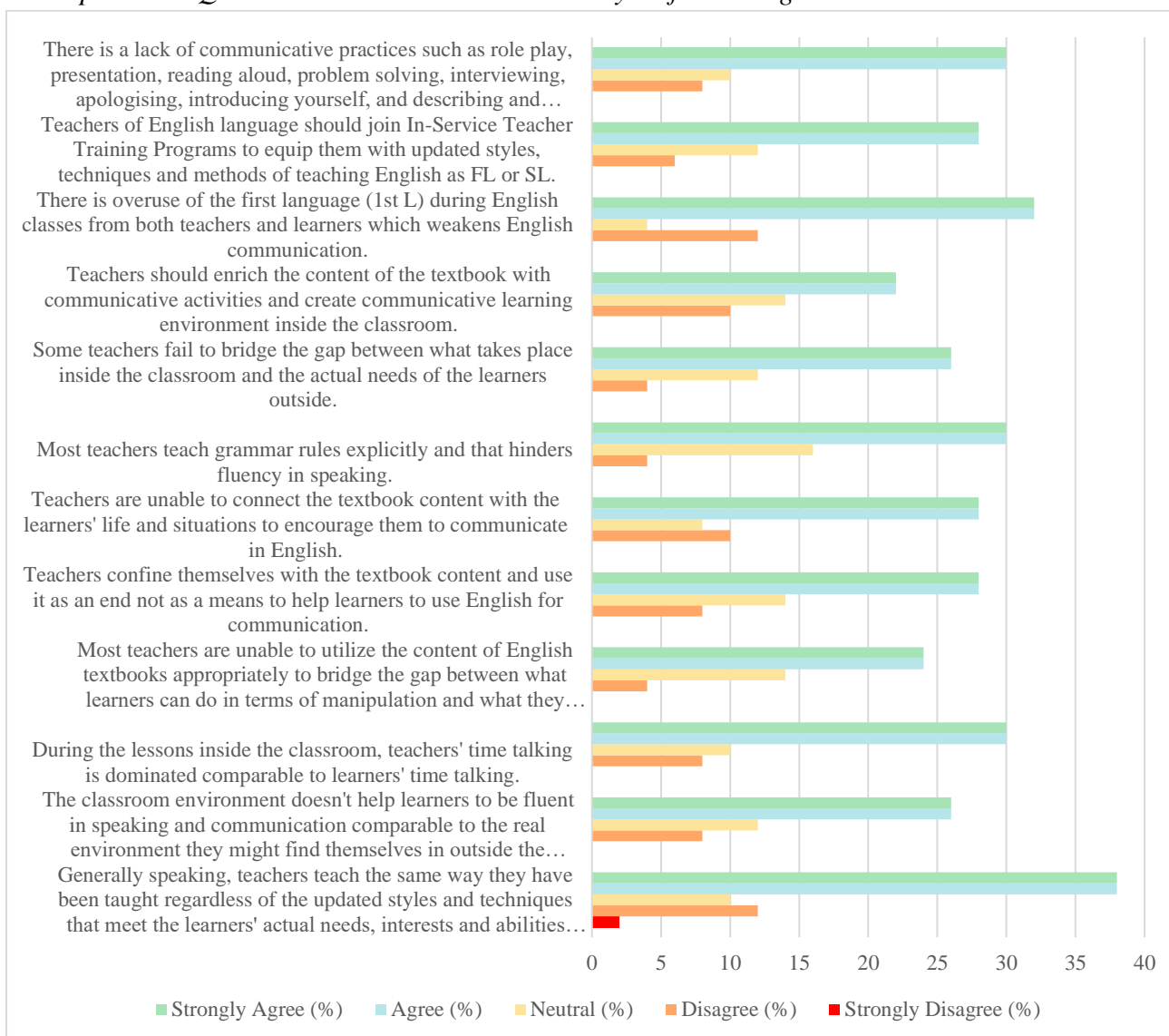
Table 3

Responses to Questions Related to Method/Style of Teaching

	Item	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Chi-Square Probability %
25	Generally speaking, teachers teach the same way that have been taught regardless of the updated styles and techniques that meet the learners' actual needs, interests and abilities outside the classroom	2	12	10	38	38	0.00
26	The classroom environment doesn't help learners to be fluent in speaking and communicating comparable to the real environment they might find themselves in outside the classroom	0	8	12	26	54	0.00
27	During the lessons inside the classroom, teachers' time talking is dominated comparable to learners' time talking	0	8	10	30	52	0.00
28	Most teachers are unable to utilize the content of English textbooks appropriately to bridge the gap between what learners can do in terms of manipulation and what they cannot do in terms of communication	0	4	14	24	58	0.00
29	Teachers confine themselves with the textbook content and use it as an end not as a means to help learners to use English for communication	0	8	14	28	50	0.00
30	Teachers are unable to connect the textbook content with the learners' life and situations to encourage them to communicate in English	0	10	8	28	52	0.00
31	Most teachers teach grammar rules explicitly and that hinders fluency in speaking	0	4	16	30	50	0.00
32	Some teachers fail to bridge the gap between what takes place inside the classroom and the actual needs of the learners outside	0	4	12	26	50	0.00
33	Teachers should enrich the content of the textbook with communicative activities and create communicative learning environment inside the classroom	0	10	14	22	54	0.00
34	There is overuse of L1 during English classes from both teachers and learners which weakens English communication	0	12	4	32	48	0.00
35	Teachers of English language should join In-Service Teacher Training Programs to equip them with updated styles, techniques and methods of teaching English as FL or SL	0	6	12	28	54	0.00
36	There is a lack of communicative practices such as role play, presentation, reading aloud, problem solving, interviewing, apologizing, introducing yourself, and describing and debating; and there is lack of feedback from and to learners	0	8	10	30	52	0.00

Figure 3

Responses to Questions Related to Method and Style of Teaching



The responses to items related to the method and style of teaching were found to be significantly different from the null hypothesis (neutral), as observed from the low p-value ($>>0.05$) of the chi-square test of independence. Most people agreed to facing problems relating to the method and style of teaching.

The results exposed many gray areas in the teaching of English as a communication tool in the schools in Saudi Arabia. Figure 1 presented ample evidence that the teachers involved in teaching language skills were not properly trained and they had not attended any blended program which includes teacher education, teacher training and teacher professional development. Their education only provided them with language knowledge without integrating it with teacher training for skills and teacher professional development for competence and performance. They had never undergone any in-service blending teacher training program which is crucial in the way of equipping teachers with updated strategies and techniques to teach English language for communication.

Figure 2 revealed the poor content of the textbooks which were not organized so as to connect speaking with writing and reading with listening. Reading and listening are skills

utilized mainly for the development and improvement of speaking and writing as productive skills. Table 2 and Figure 2 also show that most of the teachers teach the classroom textbook as an end and for examinations and they fail to use the content of the textbook as a means to help learners to use the language outside the classroom for communication in different situations. They do not link speaking skills with writing skills as productive skills in order to make learners write what they say and speak what they write from the starting with the learners as beginners in English language learning. It is pertinent that learners connect speaking with writing all the time to be able to express themselves in different topics in and out the classroom.

Figure 3 along with Table 3 reveal that teachers did not combine the reading and listening skills in the classroom. These are the receptive skills that support communication skills. It was found in the collected data that most of the teachers concentrated on teaching grammar explicitly as rules which hindered fluent communication and made learners start thinking on which tense or grammatical device to use. Teachers failed to create an active learning environment inside the classroom and did not connect what took place in the classroom with the actual needs of the learners outside the classroom in real-life situations. It is very important that what takes place inside the class should meet students' needs, interests and abilities. The responses to the questions in Table 1 show that teachers acted just like grammarians teaching grammar rules just as mathematical rules for the sake of examinations regardless of the negative effects of this technique on communication. They did not teach grammar implicitly which is inevitable to help students to think about ideas and expressions not on the rules and how to use them.

Conclusion and Recommendations

Teachers of English need to be exposed to a comprehensive program to become capable of changing their way of teaching to meet the actual needs of the learner in using language for communication and not for only answering grammatical questions which has nothing to do in real situations that learners might face. Moreover, a lesson should include three stages inside the classroom. The teachers should start with warming up and exchanging feedback with the learners in the first stage. The second stage is the presentation of the new topic and the third stage is reflecting on how the topic corresponds to the real life of the learners. These stages will create a richer, everyday life-like learning environment inside the classroom and learners will come home to practice what they have learnt. In addition, teachers should use English while teaching as much as they possibly can, and they have to decrease teachers' talking time and increase learners' talking time inside the classroom. Moreover, teachers should encourage students team work or small group work which helps students to benefit from each other and create a competitive spirit between the groups. Also, teamwork or group work activate all the students to participate without stress or reserve.

Moreover, the sessions should be divided into two lessons; the whole lesson should be teaching and learning speaking and writing, and the other lesson should be reading and listening. Learners and teachers will prepare themselves to speak and write, and then in another period, they prepare themselves to read and listen. This method should be applied when the students start learning English as beginners. This method will make learners understand that speaking is always connected with writing while reading is connected with listening. This way of teaching will create a balance between the language skills and no skill is neglected.

Teachers' feedback to and from learners influences their relationships with their learners and their learners' outcomes as well. Moreover, positive feedback from teachers encourages learners to participate and become involved in the learning environment inside the classroom. Therefore, teachers should use more positive feedback for the sake of learners' engagement academically and for supportive positive relationships with their learners (Dobbs & Arnold, 2009). In addition to that, teachers should be aware that teaching English mainly is to develop learners' communicative competence. As such, teachers should encourage learners to use language for a range of different purposes and functions and make them able to vary their choice of language according to the situations, topics and participants. Moreover, learners should be able to understand different types of texts and use different kinds of communication strategies.

Concerning the content of the textbooks, there should be a radical change of the topics and passages of these textbooks to include the language which learners need to use outside in the real-life situations. Students need useful topics to enable them to express themselves fluently in English – topics which include the everyday language for communication not grammatical rules for examination. Real-life language can be expressed in different texts such as how to: introduce yourself and friends, describe an object, greet, apologize, book for a trip, talk about family, react in a conversation, listen effectively, place order at a restaurant, be an interviewer or interviewee, talk about wishes and the future, be a volunteer, help others, plan for a vacation, talk about sports, and invite and congratulate.

The above-mentioned topics will attract learners because they would immediately relate to what they actually need in their everyday activities. These topics will encourage learners to be very active and participate inside the classroom and are likely to apply this knowledge outside with their families. Learners need to move away from reciting grammatical rules to thinking and giving different ideas about various topics without hesitation or hindering of these rules. They need to speak the language fluently focusing on the ideas to improve their competence and performance. Generally speaking, teachers neglect writing skills and speaking skills and focus on reading and grammar at the expense of speaking and writing. Some teachers say that writing is a hard skill to teach, therefore, they think of it only later when it's too late. This idea of writing as a difficult skill is due to separating the writing and speaking skills right from the beginning. Moreover, writing needs ideas and expressions which are completely absent because the teaching focuses mainly on teaching grammatical rules explicitly.

To this end, there are some problems which learners face in using English in everyday activities and being able to communicate spontaneously in different situations for different purposes. However, the main purpose behind communicative teaching is to prepare learners to be confident communicators for different real-life contexts. Language is a tool for real communication and interactions, so in order to overcome this communication problem, there should be a real revision for teacher training programs, teaching techniques, approaches, exams as well as learners' textbook content. All these fields need a radical change to complement each other to improve learners' communicative competence. To overcome all these communication problems, there should be an in-service teacher training program which integrates teacher education, teacher training and teacher development: Teacher education to improve teachers' knowledge competence, teacher training to improve teachers' skills, techniques and style of teaching, and teachers' development to enable them to create real learning environments and enrich their syllabi.

Bio

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