CHAPTER - V

Summary of Findings and Conclusions
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CHAPTER V.

SUMMARY OF FINDINGS AND CONCLUSIONS

5.1. INTRODUCTION:

This chapter deals with the findings of the study conducted on Saudi students and teachers of English at the tertiary level in the Kingdom of Saudi Arabia. These findings give readers an insight into the kind of problems that Saudi students encounter in their attempt to communicate with competent speakers of English in real life communicative situations.

The findings will be discussed on the basis of the four main hypotheses that the researcher had set out in Chapter I. These hypotheses are regarding the main causes leading to communication breakdown. It was hypothesized that the following four factors contribute to Saudi Students failure to communicate in English.

1. Traditional teaching methods.
2. Lack of communication strategies.
3. Lack of learning strategies.
4. Lack of exposure to the target language and its culture.

The researcher also intends to discuss the Saudi students' awareness of their poor achievement in oral communicative competence and their dissatisfaction with their abilities in this regard. Moreover, the Saudi Teachers' opinions and attitudes about the factors that affect their students' capabilities in communicating successfully in the target language, their evaluation of the Spoken English courses at the tertiary level, will also be discussed in this chapter.
5.2 THE ULTIMATE FINDINGS

The ultimate findings of this study indicate that Saudi students of English at the tertiary level encounter serious problems and difficulties when they attempt to communicate orally in the target language with competent speakers of English.

There are some indications that Saudi students have more difficulties in 'writing' than in 'listening' and 'reading'. It needs to be mentioned that the researcher expected Saudi students to report difficulties in 'listening', but the results show that they have difficulties more in writing than in listening or reading.

Generally speaking, it was assumed that Saudi students encounter some difficulties in academic writing at the tertiary level as they are required to analyze some literary texts, write essays on English history, drama and novels since they were not exposed to the texts of this type before joining the English Department at the university. But this difficulty is not regarded as a major problem for Saudi students because they do not feel they are under pressure to perform as in the case of speaking.

However, the scope of this study was to identify the main reasons behind the Saudi students' poor achievement in oral communicative competence, leading to communication breakdown with non-Arabic competent speakers of English.

The focus of this chapter is the identification of the main causes of Saudi students' oral communicative competence as revealed through questionnaire and interview responses.
5.3 TRADITIONAL TEACHING METHODS

The analysis of questionnaire and interview responses shows that traditional teaching methods are one of the major reasons for Saudi students' failure to communicate with competent speakers of English.

These findings are based on the students and teachers' responses to the questionnaire and interview. For example, students' responses to question 1 [questionnaire (Q)] indicate that their teachers do not tolerate their mistakes while practicing oral fluency in the classroom and that is due to their negative attitude towards errors. As a result teachers ask students to stop immediately whenever they make a grammatical or pronunciation mistake. Students indicate in the same question that they also feel 'embarrassed' when they are frequently interrupted / corrected by their teachers in the class. Therefore, students feel inhibited to participate in speaking activities in the class as they do not want to become the target of ridicule by their teachers.

This again was confirmed by the students' responses to question 5 (Q) where they reveal that their teachers 'correct them immediately' whenever they make a mistake while practicing oral fluency in the class. They also indicate that 'Just technique of correction is frequently used by Saudi teachers and it is the most common practice in the Saudi classes. This information was confirmed by the Saudi teachers' responses to question 12 (Q) where they point out that they usually correct their students' mistakes while they are practicing oral fluency immediately in the class. These responses also confirm that Saudi students are discouraged to practice and improve their oral fluency in the classroom.

Apparently, the Saudi students' negative attitude is towards errors have also made them aware of their classmates' mistakes in the class while they practice oral fluency and as a result they correct them silently as indicated in their responses to question 22 (Q).
5.4 LACK OF COMMUNICATION STRATEGIES

The findings obtained from the Saudi tertiary level students and teachers' responses indicate that Saudi students of English are not aware of the usefulness of communication strategies. As a result of their lack of awareness of communication strategies such as paraphrasing, appeal for help, message adjustment etc., they resort to their first language strategies more frequently when they attempt to communicate with competent speakers of English.

This lack of awareness of communication strategies leads to communication breakdown for Saudi students of English. This was pointed out in the students' responses to question 9 (Q) where they reveal that they avoid the required word if they cannot find it at the moment of speaking. Whereas a few students indicate that they explain that word in English or use a word which is very close in meaning to the required word but most of them indicate that they use their mother tongue equivalent to compensate for gaps in their speech.

This means that Saudi students resort to risk-avoiding strategies (by avoiding the required word or expression) more than risk-taking strategies where they have to expand their message by different means. This information was confirmed in the students' responses to question 10 (Q) where a large number of the students reveal that they change the topic when they feel that there are some gaps in their speech. Moreover, they indicated that they use their first language more often they say something briefly in English or appeal for help from their interlocutor/teacher.

However, the teacher's responses to question 16 and 17(Q) confirm the researcher's hypothesis that Saudi Students' lack of communication strategies is regarded as one of the main reasons leading to the Saudi students' failure in real communicative situations.
The following findings point out the extent to which the Saudi student's first language strategies of communication influence their tendency of using some of the target language communication strategies. For example, the students' responses of the Saudi students to question 2 (Q) indicate that they use 'fillers / time - gaining' expressions when they communicate with competent speakers of English such as:

a. Well, you know what I mean.
b. As a matter of fact
c. Now let me think.
d. Well, I mean..

Comparing the frequency of these filters, it was found that the expressions 'you know what I mean' and 'Well, I mean...' are more frequently used by Saudi students than the other expressions in this question.

This is simply because equivalents of these two expressions are frequently used in the students' first language whereas equivalents of 'now let me think......' and 'As a matter of fact' are not frequently used in the students' first language and as a result they are hardly used in the target language by the Saudi students.

However, the teachers' responses to question 7(Q) confirm the students' responses in this regard. The same thing can be said about the following communication strategies:

a. Gestures
b. Eye Contact
c. Miming
d. Fillers / Pauses.
The responses of the students to question 18 (Q) reveal that 'gestures' and 'miming' are more frequently used than 'eye contact' and 'Tillers/pauses'. This is again because Saudi students use these strategies more frequently in their first language and as a result the tendency of using these strategies in the target language is higher. The Saudi teachers' responses to question 8 (Q) also supported this. Therefore, we may say that Saudi students' first language influences their tendency of using the communication strategies of the foreign language. Moreover, this influence may result in transferring some of their first language strategies into the target language as believed by Ellis (1994) and Brown (1987).

5.5 LACK OF LEARNING STRATEGIES

The findings obtained from students' and teachers' responses point out that Saudi student of English are not equipped with efficient learning strategies, which could help them to learn the target language successfully. Rote learning is the most common strategy that Saudi students employ for learning the target language.

Moreover, the traditional methods of teaching at the early stages of the Saudi educational system have affected the students' learning strategies at the tertiary level. For example, in the Saudi traditional methods of teaching, students are not allowed to interrupt their teachers during the class at any point of the lesson. That means students must keep silent to show their respect for their teachers regardless of their having understood the lesson or not. With this background, Saudi students join the university and behave in the same way at the tertiary level in spoken English classes.

However, students' responses to question 8 (Q) point out that a few student meaning with their teachers whereas the majority make a note of the words or sentences they do not understand and ask their teachers after the class during their free time. The teachers' responses to question 15 (Q) confirm
the students' information given in their responses to question 8 (Q). They report that a significant number of students take note of the words and expressions which they do not understand during the class in order to clarify them afterwards whereas a large number of students try to get help from their friends or classmates after the class. A few teachers indicate that their students negotiate meaning with them in the classroom. This means that the Saudi students are still under the influence of the learning habits they developed at the preparatory and secondary schools as mentioned above.

The students' responses to question 13 (Q) reveal that they first think of the message they want to convey in their mother tongue and then translate it into the target language. This means that students resort to the strategy of matching and comparing their first language with the target language.

Therefore, this process of matching and comparing slows down their ability to communicate with competent speakers of English. This is probably due to the students' learning strategies at the early stages where they relate everything they learn in the target language to their first language.

The Saudi students' responses to question 19 (Q) reveal their strategy of learning the target language, which is a common practice of learning and teaching English at the primary/secondary school as well as at the tertiary level. That means Saudi students memorize long lists of vocabulary from their textbooks and bilingual dictionaries in order to be able to speak the target language perfectly. They also memorize long dialogues in order to use them in real life communicative situations. But these strategies do not help them to communicate successfully because they cannot use these isolated vocabulary or ready-made dialogues with competent speakers of English in real life situations and as a result their communication breaks down.
The teachers' responses to question 6 (Q) also confirm that Saudi students resort to the strategy of memorizing vocabulary and ready-made expressions from their textbooks in order to improve their oral fluency. This means that - Saudi students rely on rote learning they developed at the early stages (preparatory and secondary schools) for learning the target language and that adversely affects their learning strategies at the tertiary level.

Moreover, Saudi students pay more attention to grammar and vocabulary when they speak the target language. This is probably because they have spent six years before joining the university memorizing the rules of grammar and long lists of vocabulary in order to master the foreign language. The students' responses to question 12 (Q) and the teachers' responses to question 4 (Q) reveal that Saudi students mainly focus on 'grammar' and 'vocabulary' when they speak English whereas 'meaning' of the message they intend to convey is given less importance.

However, the students' responses to question 6 (int.) point out that the pronunciation of the target language is one of the most problematic areas they face when they attempt to speak English. Moreover, in their responses to question 20 (Q) they state that they use different learning strategies in order to improve their pronunciation. But it seems from their responses that they use some techniques/strategies more frequently than others. For example, the majority of the second, third and fourth level students use English pronouncing dictionaries more than listening to cassettes on pronunciation or listening to their teachers' pronunciation. This indicates that Saudi students are in the habit of learning memorizing isolated words from dictionaries which does not enable them to improve their oral fluency.

Moreover, Saudi students do not give much importance to listening English news for improving their own pronunciation and that happens because they probably face some difficulties in understanding native speakers of
English. In this regard, the teachers' responses to question 14 (Q) indicate that the teachers pronounce the new words in the lesson for their students and they give these techniques more attention in order to improve the students' pronunciation.

Moreover teachers refer their students to cassettes on pronunciation. They, however, seem to refer them to English pronouncing dictionaries less frequently. This is because they feel these dictionaries cannot help their students to overcome their problems in pronunciation as compared to the cassettes where students can listen to native speakers of English.

5.6 LACK OF EXPOSURE TO THE TARGET LANGUAGE AND ITS CULTURE

It is obtained from the Saudi students and teachers' responses that Saudi students of English encounter serious problems when they attempt to communicate with competent speakers of English because they lack exposure to the target language and its culture. Moreover, they do not have sufficient practice in the classroom since the traditional methods of teaching the target language are still dominant in the Saudi teaching situation.

However, the students' responses to question 3 (Q) indicate that Saudi teachers are influenced by the teacher-student interaction more than working in 'groups' and 'pairs' in the classroom. They also pay 'choral repetition' at the tertian, level more attention. As a result of this teacher-centre approach, students do not have sufficient opportunity to practice the target language in order to improve their oral proficiency. This was revealed in the students' responses to question 4 (Q) where they indicate that they speak with their teachers in the classroom occasionally because they have to wait for their turn but in many lessons it never comes.
It is necessary to mention that Saudi students of English meet their spoken English teacher only once a week and that means they may not have the opportunity to practice oral fluency for weeks. The teachers' responses to question 11 (Q) show how they usually interact with their students in their classroom and which techniques they give more attention to in order to make their students practice the target language. Teachers indicate that they pay 'choral repetition less attention whereas students' responses show that teachers pay this technique more attention in their classes.

The students' responses to question 14 (Q) point out how they try to compensate for their lack of exposure to the target language and insufficient speaking practice with their teachers in the class. They reveal that they try to practice oral fluency with their friends outside the classroom more frequently than they speak to their teachers. This is because they do not usually get the opportunity to do so. Moreover, they probably feel inhibited because of the teachers' overcorrection.

It is observed from the students' responses that they do not have the opportunity to practice the target language with the members of their family because they feel that their first language is sufficient for local communication inside as well as outside the house. The students' responses to question 17 (Q) indicate that a significant number of the Saudi students report that they do not speak at home with the members of their family in English. Therefore, Saudi students try to compensate for this lack of exposure and insufficient practice of the target language by speaking to themselves silently as well as loudly.

This was revealed in their responses to question 21 (Q) and question 7 (int.) where they explain that because of their lack of practice of the target language in the classroom they speak to themselves silently or loudly particularly when they have no friends to speak with (as is the case with those students who come from far away villages and have no classmates from the Department of English).
Because of the Saudi students' lack of exposure to the target language and its culture, Saudi teachers feel compelled to clarify to their students in their first language, particularly those aspects of English which are related to cultural factors, for example, the English idioms, proverbs or sayings which do not have equivalent in the students' first language. This was confirmed by the students' responses to question 18 (Q) and question 10 and 11 (int.) where they indicate that they have difficulties in understanding English idioms and that is because they do not understand the English culture.

Saudi students' responses to question 11 (int.) indicate that it is impossible to speak a foreign language without some knowledge of its culture. As a result they face serious difficulties in understanding the English idioms as indicated in their responses to question 10 (int.). Saudi teachers agree with their students that it is not possible to speak the target language without understanding its culture as they are two sides of the same coin.

Similarly, as a result of their lack of exposure to the target language, Saudi students find it more difficult to understand some speakers of English than others. For example, they can understand Arab speakers/teachers of English better than they can understand Somalis, Ethiopians or any other speakers from other nationalities. But they found it most difficult to understand native speakers of English and particularly American English as indicated in their responses to question 3 (int.). They also find it easier to speak on some topics than others which are related to the Saudi culture such as Saudi customs and traditions of marriage, a Saudi dish, or food habits and that may be because they have the required vocabulary for these topics as indicated in their responses to question 4 (int.).
5.7 OTHER FINDINGS OF THE STUDY

5.7.1 Saudi Students' Awareness of their Oral Communication Problems

The overall findings obtained from the Saudi students' and teachers' responses point out that Saudi students at the tertiary level are fully aware of their low achievement in oral communicative competence and therefore they need to improve their speaking abilities. This was indicated in the students' responses to questions 6 and 7 (Q) and their responses to the question 8 (int.) and the Saudi teachers' responses to questions 9, 10 and 13 (Q).

5.7.2 Saudi Students' Dissatisfaction of their Oral Communication Abilities

Saudi students' responses to question 12 (int.) express their disappointment when they fail to convey their message to their interlocutors particularly the third and fourth levels and this was confirmed by their teachers' responses to question 5 and 6 (int.). Moreover, in their responses to question 9 (int.) they indicate that their students do not feel comfortable when they speak English regardless of their level (i.e., first or fourth year students). Moreover, the Saudi students' responses to question 24 (Q) indicate that they are not satisfied with their low achievement in oral communication and as a result they feel that their spoken abilities are 'below average'. This was confirmed in the teachers' responses to question 2 (int.). They indicate that they do not feel that their students' spoken abilities are satisfactory. Moreover in their response to question (19) (Q) they point out that female students' spoken English is even worse compared to male students' and that is because they probably feel embarrassed to speak in the presence of their male classmates in the classroom.
5.7.3 **Deficiency of the English syllabuses at the Preparatory and Secondary School and the Tertiary Level**

It is worth mentioning that Saudi teachers agree unanimously in their responses to question 1 (int.) that the English syllabuses of the preparatory and secondary schools do not equip Saudi students to join the Department of English particularly in Spoken English.

But in their responses to question 20 (Q) there was some contradictions in their opinions about the present Spoken English syllabus at the tertiary level and as a result the majority of the teachers did not respond to this question. However, a significant number of the Saudi teachers indicate that the Spoken English courses at the tertiary level cannot prepare Saudi students for real communicative situations. On the other hand a few teachers indicate that these courses can help but 'very little'.

In the Saudi teachers' responses to question 12 (int.) they indicate that there should be special courses for the Saudi students of English before they are admitted to courses in the Department of English at the university level. Moreover, Spoken English courses should be taught at the third and fourth levels at the tertiary level supported by an English language laboratory under the supervision of native speaker (if possible) or highly trained teachers in this field.

5.8 **SUGGESTIONS AND RECOMMENDATIONS**

So far, the findings of the study have given us an insight into the situation of teaching and learning English at the tertiary level and the various factors which affect the Saudi students' ability to communicate with competent speakers of English in real communicative situations. In this regard, some suggestions and recommendations can be made which might enable Saudi students to improve their oral communicative competence in English.
An important point that emerges from the findings of this study is that there is a real need to broaden the base of the training given to the Saudi teachers of English at the tertiary level. This means that training should focus on the Communicative Methods of teaching and the strategies of communication that can be used for solving the students' problems of communication in the target language.

5.8.1 ATTITUDES TOWARDS ERRORS:

The training may be broadened to cover the psychological basis of language acquisition/learning and show an understanding of the factors that affect Saudi students' oral communicative competence and how to improve it. This is because most of the Saudi teachers of English were students of literature. As a result the Saudi teachers of English at the tertiary level lack the basic skills of teaching English as a foreign language. At the same time, they lack the knowledge of the theoretical bases of the approaches they adopt for their teaching. Therefore, Saudi teachers may be made to realize the importance of the theoretical knowledge that they apply in their classes. Saudi teachers may be made to realize and accept the fact that errors are important factors in the process of learning the target language, (as viewed by the mentalists approach) and may be seen as an indication of the students' active participation and creativity. Therefore, teachers may feel that those errors are positive signs of learning and that the students should be encouraged even if they make errors, because learning will take place if they are encouraged; or else they will become defensive learners.

Moreover, learners should not be made conscious of the errors all the time because they will not be able to express their ideas in real communicative situations. In other words, they will be over conscious about of how to express themselves. Therefore, only those errors which teachers feel need immediate remediation should be corrected. This will make students feel less anxious
about producing errors. Teachers should respond to errors with more tolerance and adopt positive attitudes. At the same time, teachers may try to analyze their students' errors and make some remedial tasks, and should make it clear to their students' that errors are not a negative sign and that they should not feel embarrassed when they commit errors inside or outside the classroom.

Teachers may also be made to realize that their students' inhibition and hesitant behavior when they attempt to communicate with competent speakers of English are the result of their overcorrection in the class and they may encourage their students to communicate with them only in the target language at least on the university campus.

Teachers may also encourage their students to communicate with the non-Saudi teachers and visitors to the Department of English (who do not speak their first language) in the target language.

5.8.2 COMMUNICATION STRATEGIES

The findings of the study indicate that Saudi students are not equipped with the adequate communication strategies which could enable them to communicate successfully with competent speakers of English in real communicative situations. Therefore, students should be made to realize that successful oral communication not only involves how accurate the speakers are; but how clear they make themselves.

In other words, a speaker may utter an incorrect sentence, however, the listener still can understand what the speaker intends to say. This means that speaking skills are not only some linguistic skills that can enable the speaker to communicate correctly. Therefore, Saudi students need to be aware of the following four components of the communicative competence in order to enable them to communicate successfully.
1. Grammatical competence  
2. Discourse competence  
3. Sociolinguistic competence  
4. Strategic competence  

It is recommended that the linguistic competence should be taught implicitly whereas the functional competence should be taught explicitly during Spoken English classes.

This is because the findings indicate that most of the difficulties that Saudi students' encounter while communicating in the target language and lead to communication breakdown result from their lack of the functional aspects of communicative competence. That means Saudi students lack the knowledge of the sociocultural rules of the target language which help them adjust themselves in a specific situation. Similarly, they lack strategic competence which gives the speakers an opportunity to express themselves with the amount of the language they have already mastered. Therefore, Saudi students need to be trained how to resort to risk-taking strategies which help students to expand their message they want to convey without resorting to their first language equivalents.

Moreover, Saudi students need a course that will focus on the conversational skills based on the guidelines which were suggested by Dornyei and Thurrell (1994) as follows:

2. Conversational strategies: message adjustment or avoidance, paraphrasing, approximation, appealing for help, asks for repetition. Asking for clarification, using interpretive summary, checking and use of fillers.
3. Functions and meanings in conversations:
   a) Language function such as making suggestions and asking for information
   b) Indirect speech acts. These are linguistic forms that include an action or a function. For example, Could you open the window please? It is not a real question but rather a request to open the window.
   c) Same meaning - different meaning. This issue deals with the surface and the real meaning of the utterance. For example, the compliment 'What a nice car you have!' might mean / did not know that you are so rich or / hope you will let me borrow it next Sunday.

4. Social and cultural context including: participant variables (status) the social situation, the social norms of appropriate language use formal / informal, and cross cultural differences.

These guidelines may be taken into consideration when designing new Spoken English courses at the tertiary level in order to enable Saudi students to overcome their difficulties they encounter when they are put in real communicative situations with competent speakers of English.

5.8.3 LEARNING STRATEGIES

One of the prominent findings of this study is that Saudi students join the tertiary level with poor learning habits such as learning the rules of grammar by heart, memorizing some vocabulary items and dialogues from their textbooks in order to improve their oral communicative competence.

Therefore, Saudi students need some training courses in order to raise their awareness of the importance of using successful learning strategies.

According to Facrch and Kasper (1983) learners have to be conscious of the learning strategies they are using for studying. By being conscious of the learning strategies they can solve the target language problems and should be able to apply this strategic knowledge in new similar situations.
At the same time, Saudi teachers need to discover what strategies their students are already using. For example, teachers could conduct interviews with individual students or with small groups in order to question them about the strategies and try to find out if they need any modification or if some bad learning habits need to be avoided and also to provide them with new strategies. The teachers, therefore, can plan their lessons in such a way that can satisfy as many students as possible. For example, for learning vocabulary, as stated by Ellis and Sinclair (1989), the teacher can suggest alternatives such as making word families, associating words with images, and relating them as in a comic strip etc.

This will help the Saudi students avoid translating the new words and phrases of the target language into their first language. It is, however, important that learning tasks involve the use of the cognitive strategies e.g., guessing meaning from context, forming generalization, recognizing, expectations etc.

Similarly, the teacher should not only provide explanations of the rules of grammar, but importantly, help the learners to use these rules properly in real life situations. It is very important for teachers to help their students to take responsibility of their own learning. The teachers can also help the learners raise their awareness of their own problems and make them discover their own learning style by monitoring their progress.

Moreover, teachers can help most by helping students look for learning resources outside the classroom. This is particularly true of situations where the Department of English cannot provide enough learning facilities. For example, the teacher can motivate his students to join libraries and show them how to find books and how to use the library generally. The teacher can help a great deal in developing self-study confidence in his students, very essential for self-management, by creating a stress-free environment in the classroom where students feel challenged but uninhibited and can contribute without the fear of mistakes and enjoy learning.
5.8.4 LACK OF EXPOSURE TO THE TARGET LANGUAGE AND ITS CULTURE

The findings of this study indicate that Saudi students of English are not exposed to the target language and its culture. Moreover, they do not have sufficient practice in the class which may compensate for their lack of exposure.

However, Saudi teachers should be made to realize that students cannot improve their oral communicative competence unless they are encouraged to communicate with competent speakers of English. Moreover, they should be given more opportunity to work in 'groups' and 'pairs' as that can help them develop their abilities to speak instead of making them wait for their turns to speak in the classroom.

At the same time, teachers can find some resources which can help their students to communicate in real communicative situations and also enrich their knowledge of the culture of the target language. For example:

1. Arranging for their students to visit some organization where there are native speakers of English such as the British Council, the American Language Centers, oil companies, agricultural projects, industrial factories, hospitals and travel agencies.
2. Inviting the British Council and the American language centre teachers to visit the Department of English at the universities where Saudi students can meet them and communicate with them.
3. Arranging for their students to visit the British Council and the American language centers during the cultural weeks in order to make them aware of the culture of the target language through films, pictures, handicraft, etc.
4. Watching some teaching programs which focus on using the target language in different situations with some focus on the cultural differences between the students' first language and the foreign language.
It is believed that the learners of the second/foreign language often fail to communicate as a result of the social distance between their first language and the target language. Saudi students are not aware of these differences and therefore find it difficult to communicate with competent speakers of English particularly those who do not speak their first language.

However, the social distance may cause breakdown of communication and misunderstanding and therefore Saudi teachers should be made to realize this in order to help their students to be aware of the cultural differences. For example, they can teach explicitly some situations where students might have problems as a result the cross-cultural differences. That means they should try to help their students to overcome the culture shock that may create some deep psychological panic, crisis or even hostility towards the target language and its culture. But these cultural differences should be introduced in small doses, because students may become defensive, particularly the female students.

It is recommended that female students at the tertiary level should be taught separately from male students in spoken English classes. That means teachers can divide the allotted time for teaching spoken English between male and female students equally. It is necessary to mention that the number of the male and female students is almost equal and that will help in teaching them as two different groups. This will not create any difficulties because students are usually divided in spoken English classes into groups of fifty. Therefore, students can be divided into groups on the basis of their sex which students will not mind at all.
5.9 Syllabus and Methodology

According to Bnimfit (1984), successful teaching requires that there should be selection of material depending on the prior definition of objectives, proficiency level and duration of the course. In Saudi, in the present situation, we can say that materials of the spoken English courses do not take into consideration the Saudi students' problems in the target language.

Therefore, to make teaching successful the following points should be taken into consideration when modifying the present Spoken English courses:

1. The syllabus designers and the teachers should keep in mind the need of the Saudi students at the Department of English. This will help them to guide the students more effectively to attain language competence.

2. It is very important that teaching materials used should take the students forward as directly as possible towards their objectives and aims.

3. The syllabus designers and teachers should take into consideration the cultural differences between the students' first language and the target language in order to make them aware of these differences and to overcome the cultural shock that they may face in real communicative situations.