

Influence Factors in Students' Motivation for Communicative Competence in English: A Case Study in Saudi Arabia

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Abstract

The study intends to examine how motivation influences Saudi students' communicative competence in English as a foreign language. A questionnaire blending select items from Gardner's Attitude/Motivation Test Battery (AMTB) and various other motivational strategies was prepared and administered on two groups of students from different colleges and on EFL teachers at Jazan University, Saudi Arabia. Based on an extensive review of the concurrent research and literature, this work tries to define and discuss the concept of communicative competence and how motivation is affected by several factors - students' integrativeness, students' attitudes toward their teacher and course, and motivational intensity. Factors including teachers' communicative style, teaching strategies supporting motivation, curriculum, course material and class activities also affect directly students' motivation and communicative competence. Based on the research results, the article provides a basis for discussion and research into the use of the blended and collaborative learning learner-centered approach and assimilation of motivational strategies by EFL teachers to develop and improve learners' communicative competence that eventually opens boulevards for future research in the related fields.

Keywords: Communicative competence, motivation, teaching strategies

1. Introduction

Globalization has made it indispensable for everyone to have mastery of spoken English and it has now become daunting task for both the teachers and learners in Saudi Arabia. The abrupt changes in the broad field of economy, business, science, technology and education have triggered the youth and future generation to improve their communication skills (Sharma-Vipin, 2015). Further, English, today, is needed almost everywhere for health services, travel, business, and managing technology (Elyas & Picard, 2010). This phenomenon can be highly advantageous to keep pace with globalization, which is obviously a main agent behind the practice. By embracing the globalizing and globalized English innately, learners attempt to be part of the international community. The learners expertise their first language (L1) pretty easily, but not the same for second (L2) language. Despite numerous research works, speaking English still remains a demanding task for many Saudis (Abu-Ghararah, 1998). The students at Jazan university are not only the exceptions where this problem does exist since the prior research also shows that "This is not a new problem; for more than three decades as it has been noted that Saudi students spend at least ten years learning English; yet, they generally achieve unsatisfactory levels of communicative competence in the language (Al-Twajiri, 1983)". The Government of KSA foresees its students to enhance their communicative competence by investing in recruiting earnest academicians from abroad, on books and course material, and scholarships to the aspiring students. Its aim is to develop proficiency that will enable Saudi students to undertake courses in English-medium environments successfully (Ministry of Higher Education, 2010) to become successful global entrepreneurs and fetch decent jobs to contribute to Saudi society.

'Communicative competence' is the underlying system of knowledge and skills required for communication (Canale & Swain, 1980; Alptekin, 2002). This study probes motivation as an explanation for the unsatisfactory communicative outcomes of EFL education for most of Saudi students. The term 'motivation' here refers to the individual's attitudes, desires, and effort to learn the language (Gardner, 2007). In the realistic and pragmatic observation and experience here at the university, the author construes motivation in the Saudi situation as the explicit desertion of speaking skills. Many constraints- more emphasis on grammar over speaking skills, traditional teaching methodology, non-testing of speaking skills, lack of feedback in classroom situations prevail as precisely said, in Saudi classes, no-testing of students' speaking skills, oral group work is rarely undertaken, feedback is rarely given and negotiation of meanings does not occur (Al-Hajailan, 2003).

Often the mastery over the first language (L1) is always easy to a high level of proficiency but same is not true for L2 in formal classroom settings. A plethora of researches has been devoted to elucidate this phenomenon and motivation is a critical factor in this regard. Many have advocated that motivation and teaching strategies supporting motivation affect learners' language achievement significantly (Liu, Lin, Jian & Liou, 2012; Sharma-Vipin, 2015). Motivation itself is affected by several factors - students' integrativeness (Gardner, Smythe, Clement & Glikzman, 1976), students' attitudes toward their teacher and course, motivational intensity (Gardner, 2007) and other factors including teachers' communicative style and language class activities (Dornyei, 2001). The literature review reveals the importance of motivation in learning a second language (L2) and how it affects students' achievement.

The study investigates Saudi students' communicative competence and the factors affecting their competence such as motivation and teaching strategies supporting motivation. The responses of the respondents from two different groups have been analyzed and as a result, a few updates and changes are recommended in teaching methods, teaching strategies, class courses, and learning strategies for formal classroom settings. The research further suggests various techniques that can be designed and implemented to motivate the students to develop their communicative competence.

2. Concept of Communicative Competence

The term 'communicative competence' is the underlying system of knowledge and skills required for communication (Canale & Swain, 1980; Alptekin, 2002). Linguists have explained this term in their own ways. Savignon (1976) describes communicative competence as the knowledge a native speaker has, which allows him or her to successfully interact with other speakers. She was also one of the early proponents of communicative language teaching (CLT) and thereafter, CLT has become a buzzword in the field of applied linguistics but discord on definition.

Celce-Murcia, Dornyei, and Thurell developed a detailed outline of communicative competence. Their framework, which was meant to inform syllabus design in communicative language teaching, included five competencies:

- *Discourse competence*: cohesion, coherence, generic structure, and conversational structure
- *Linguistic competence*: syntax, morphology, lexical knowledge, and phonological and orthographic systems
- *Actional competence*: knowledge of language functions (e.g. expressing and finding out feelings, asking for and giving information, complaining, greeting and leaving, etc.) and knowledge of speech act sets
- *Sociocultural competence*: appropriateness in social context, cultural awareness, style, and non-verbal communication
- *Strategic competence*: linguistic strategies such as avoidance or reduction strategies, achievement or compensatory strategies, stalling strategies, self-monitoring strategies, and interactional strategies (Celce-Murcia, et al., 1995).

3. Motivation

Students' motivation, indubitably, is a vital part in learning any language. Motivation is considered one of the most important factors in second language acquisition (SLA) (Sun 2010; Sharma 2015) because it is thought to determine the level of active personal involvement in L2 learning (Warden & Lin, 2000). The unmotivated students don't take interest and always lack in L2 skills. But motivation factor determines how ready and willing learners are to get more information and to increase their ability to understand, speak, and write the L2. Troudi (2007), in his study, found that Saudi students don't need English as they study their subjects in Arabic.

The motivation consists of the individual's attitudes, desires, and effort to learn the language (Gardner, 2007). The experience during teaching and interaction confirms a lack of motivation, anxiety, phobia and desertion of speaking skills. This leads to examine the educational problems- English curriculum, teaching practices (obsolete), and examination module affecting students' communicative competence level. The students' speaking skills at Saudi Arabia are rarely tested, oral group work is rarely undertaken, feedback is rarely given and negotiation of meanings does not occur (Al-Hajailan, 2003). The subsequent sections explore and underscore these problems and implications for language learners' motivation in general.

4. Objective of the Study

The primary concern of the present study is to identify the problematic areas affecting motivation in attaining communicative competence by Saudi learners of English as a foreign language. The study tries to find out the following objectives through a structured questionnaire:

- To examine participants' self-reported communicative competence.
- To identify factors that influence students' English communicative competence
- To investigate the effect of motivation, and teaching strategies supporting motivation on communicative competence of Saudi students.

The study provides some suggestions regarding improving motivation. The results and suggestions will provide insights and assist EFL teachers, learners and policy makers of EFL to adopt appropriate ways to instill and enhance motivation that would result in attaining higher level of communicative competence by the Saudi students.

5. Previous Research and Studies

The concept of 'competence' became popular when Chomsky (1965) emphasized the abstract abilities of

speakers that enable them to produce grammatically correct sentences in a language that he also termed as ‘linguistic competence’ or grammatical knowledge. But competence should not only confine itself to grammatical knowledge but also inherit the concepts of appropriateness, acceptability, culture, situations and non-verbal communication etc. The study of competence should also involve consideration of such variables as attitude, motivation, and a number of socio-cultural factors (Ma, 2009).

Hymes (1972) was the first to use ‘communicative competence’ as a reaction against audio-lingual and pedagogic tradition that preferred memorization of grammatical rules and word-for-word translation of sentences. ‘Audio-lingual’ denotes the listening and the speaking aspect and a response to the need for more effective aural and oral skills, rather than the reading and writing skills that had for many years been in the foreground of language learning (Abu-Mulhim, 2009). Sociolinguistic competence is an aspect of communicative competence which includes knowing what is expected socially and culturally by users of the target language (Ma, 2009).

Student’s ability to learn a foreign language doesn’t serve any purpose without motivation. The scholars thus far explored many ways of assessing motivational variables in various contexts and languages to investigate the role of motivation in learning an L2.

An array of studies was undertaken on this but without any serious endeavor to generate detailed content specifications for CLT that relate directly to enhance communicative competence level and henceforth resolved that motivation itself is affected by several factors - students’ integrativeness, students’ attitudes toward their teacher and course, motivational intensity and other factors including teachers’ communicative style and class activities (figure 1). ‘Communicative competence’ as a theoretical construct may also be a primary learning goal, a pedagogical approach, and even a measure for assessment, all in one (Byrnes, 2006).

Motivation-related factors affecting learners’ communicative competence

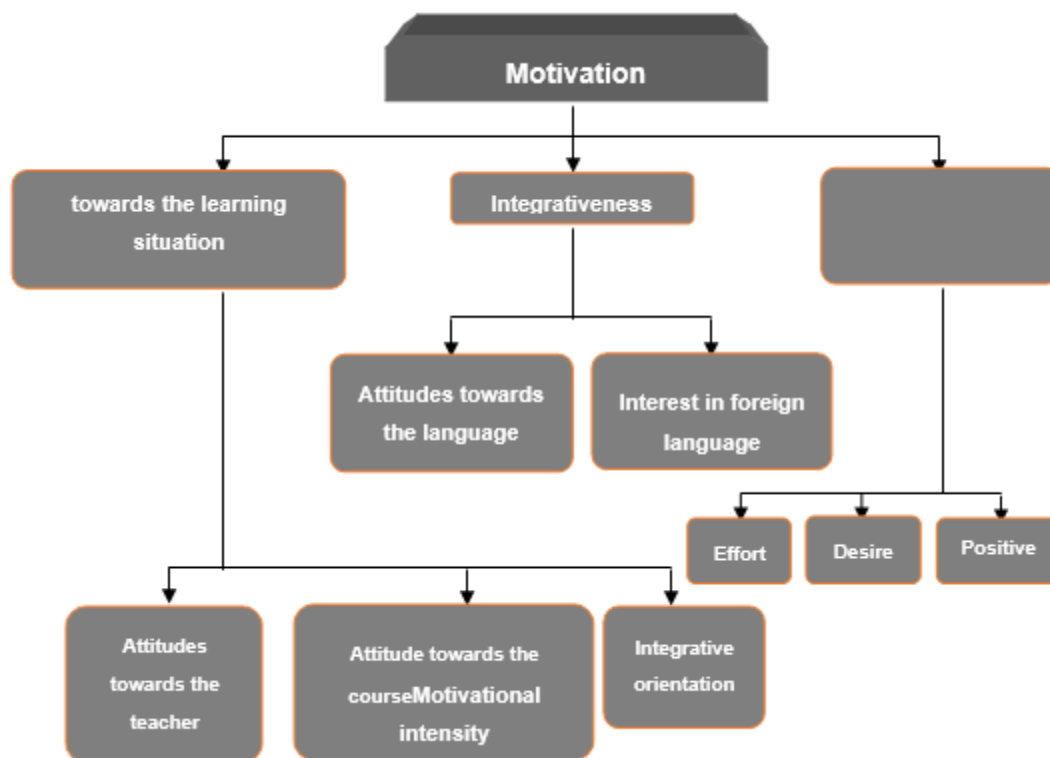


Figure 1: Gardner’s socio-educational model (1985, 2001, 2004, 2006, 2007)

6. Current Status of EFL in Saudi Arabia

Quite often, we observe that high-quality grading is creating graduates whose scores are stratospheric, but whose communicative competence level is abysmal. The students at tertiary-level have first-rate grading, which is usually compliance-driven, not capability driven. Marks and grades do not reflect the student’s real capacities and competence. Language is global because it is power of the people who speak and this always drives language. English is lingua franca today widely used in international business, advertisements, air traffic control, meetings, services, development of radio, television, the internet, research and development and varied domains. English language proficiency today is essential to success in business, international trade and academic life and publishing as it allows speakers to follow the latest developments and articulate one’s identity to the whole world

(Crystal, 2003). The Saudi students too want to join two billion people speaking English globally.

Research can show problems, but is unlikely to solve them. The students at this University are not exceptions to this problem as evident from the previous studies showing Saudi students not attaining the required level of communicative competence even after spending many years learning English language and their condition is still pitiful and subpar. The government makes consistent efforts to implement courses in English raising the standard competence level to accomplish worldwide recognition.

The students study English at the secondary stage and not acquainted with the dire need of English in the global scenario. Moreover, the student knows if he fails, still be promoted to the next grade as English is among the overridden subjects (Ministry of Education, 2012b). The negative discernment to learn English among students also fail to discover the learning style or strategy that is appropriate for them (Nunan, 1999). The mismatch of current curriculum with learners' prior knowledge and socio-cultural settings may also be a factor of abysmal performance.

Averse to take on contemporary teaching do pose great problems because of lack preparedness of the teachers, students, curriculum and the surroundings (socio-cultural settings). This resistance significantly affects students intrinsic motivation in learning English language, argued as the most important type of motivation as interest and self-determination provide long-term motivation (Griffiths, 2008). The majority of students are unable to converse in English. The companies are not ready to recruit as the students' helplessness to articulate in English. It needs students autonomy that needs their involvement aligned with the teacher's significant role in the classroom because students must be self-confident and willing to communicate because their opinions and experiences are valuable in this scenario (Nunan, 1999).

The Saudi Vision 2030 in 'learning for working' accentuates continue investing in education and training so that the young men and women are equipped for the jobs of the future. It also focuses on higher quality, multi-faceted education, developing early childhood education, refining its national curriculum and training teachers and educational leaders. Introducing English language in public schools with Arabic is the best opportunity to enhance students' linguistic competence. This would by and large bring outstanding improvement in developing students' communication skills that would act as first step to participate globally eventually contribute to the development of society and economy. English language also facilitates a smooth communiqué to put budding on the path to commercial success. Next the significance, research methodology, data collection, discussion and conclusion follow.

6.1 Significance of the Study

This study is an attempt to address Saudi students' actual and self-reported communicative competence and how these are affected by motivation in Saudi Arabia. English language teaching despite prioritizing grammar over all other skills, has opened up new avenues to different cultures and languages making essential to master spoken English for productive and real-life interactions. Therefore, communicative competence is a goal of English language teaching in Saudi Arabia that can be attained only through authentic use of effective CLT approach. The study explores and underscores these problems and implications for language learners' motivation at Jazan University and in general.

7. Research Methodology

The main focus of this research is to analyze to what extent motivation can affect EFL learners in teaching-learning process. The responses were taken through well prepared bilingual self-structured questionnaire- both in English and Arabic from the respondents who are experienced EFL students (of level 2) studying at College of Engineering and College of Computer Sciences in one group and the students of college of Business administration in another. The responses are discussed elaborately to find out the root cause of learners' problems and suggest some measures for the poor communicative outcomes of English language teaching to enhance their communication competence (L2).

7.1 Participants

Total 100 students divided evenly from technical and business administration courses were identified but only 50 students studying at College of Business Administration and 35 students from College of Engineering and College of Computer Sciences completed the questionnaire. The qualitative responses of EFL teachers from Jazan University were also taken and considered as their opinions on questions (attached as Appendix A) covering various aspects of teaching-learning process.

8. Data Collection

Data were analyzed using percentile method (out of 100) and reported in percentages. The questionnaire consisted of questions based on students' perspective, teacher motivation in classroom, curriculum and teaching-learning activities covering various aspects like individual characteristics of students' and teachers' motivation

and their opinion of teachers' attitude, perception, support and care. Data were obtained by administering questionnaire to the students and through brief feedback from the EFL teachers during a workshop. Students were briefed about the purpose of the study and were encouraged to answer all questions fairly assuring its confidentiality. Teachers were instructed orally to share their experiences on this research subject assessing their motivation for teaching and their perceived level of attitude, support, care and actions related to EFL students of all the three colleges.

9. DATA ANALYSIS

9.1 Result and Discussion

Knowing the importance of motivation to EFL learning, this study was conducted to explore students' communicative competence level and attitude towards learning English through varied questions related to students' communicative competence, and to investigate the effect of teacher's perceptions and teaching on their students' motivation. Based on the concept of motivation and students' communicative competence in English, the results indicated that students generally don't have positive perception towards learning English language and the EFL teachers. This sub-section presents the results and the findings of the study.

9.1.1 Why do you need to speak English?

Results reveal that technical (25.7%) and business (34%) course students opted to study English to get employment, technical (65.7%) and business (56%) course students to gain speaking competence and self-confidence. Further, the remaining technical (8.6%) and business (10%) course students opted for English just to talk and use in communication with non-Arabic speaking people. The results demonstrate higher integrative motivation among the students over instrumental motivation.

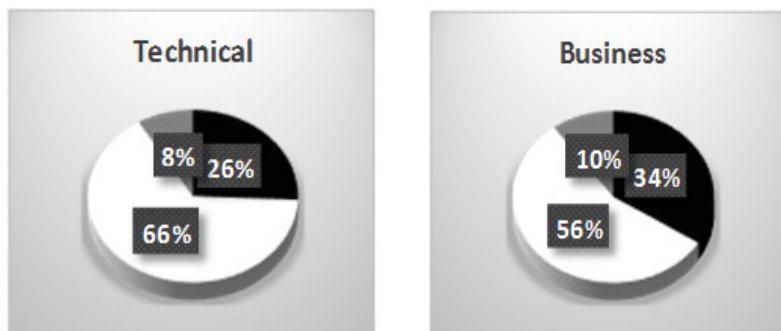


Figure 2 Why do you need to speak English?

This positive response by both groups towards speaking English showed that students are aware that speaking English language is crucial for academic and career life, they feel that high level of proficiency in English is the key to success. As Sharma-Vipin (2015) puts it, the use of the language facilitates the people interactions and exchange of knowledge of their respective fields. Most of the subjects strongly agreed that they need to enhance their English communicative competence and value its role in interaction and career success. Students are also eyeing on Saudi government offering scholarships to students aspiring for higher studies in English-speaking countries (Ministry of Higher Education, 2010).

9.1.2 Do you have any speaking skills class?

The results reveal that technical (62.85%) and business (64%) course students responded that they have sometimes lecture on speaking skills, technical (28.5%) and business (26%) course students opined negative. Only technical (8.6%) and business (10%) course students opted to always have a class on speaking skills.

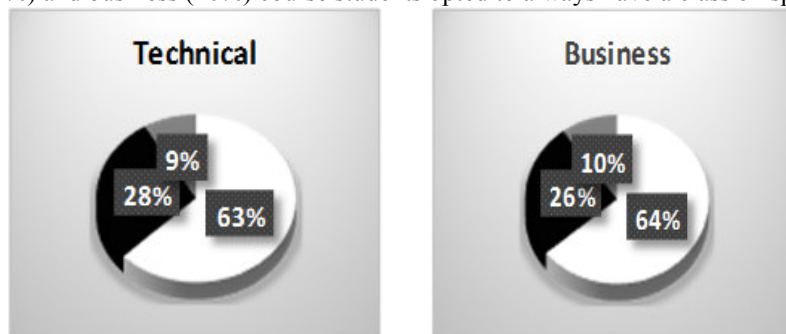


Figure 3 Do you have any speaking skills class?

It shows clearly that teachers either don't have topics or exercises involving speaking skills in the syllabus or intentionally ignore them. Students today need to excel in all domains at national and international trade where English language proficiency is essential to success as it allows speakers to follow the latest

developments and articulate one's identity to the whole world (Crystal, 2003). The inclusion of speaking skills in curriculum would contribute significantly to changing Saudi students' attitudes towards learning English (Graves, 2000). The students, thereby, get authentic language situations in the class that may further be explored, experienced and exercised in authentic situations accessible in social milieu.

9.1.3 Do you have exam of the speaking skills?

Results from students reveal that technical (48.6%) and business (60%) course students responded that they have never been tested on speaking skills and only technical (42.6%) and business (32%) course students opined that they have sometimes been tested on speaking skills. Only technical (8.8%) and business (8%)

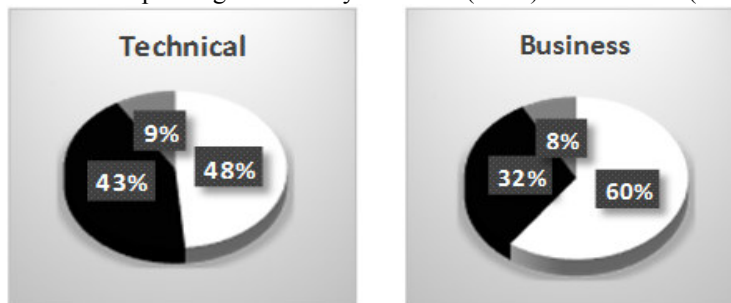


Figure 4 Do you have exam of the speaking skills?

course students agreed that they are tested on speaking skills.

It shows clearly that testing and evaluation system at this university doesn't include this aspect of communication skills. Whereas evaluation is required to examine the linguistic competence and sociolinguistic competence which help learners know what comments are appropriate and also how to respond nonverbally according to the purpose of the talk (Ma, 2009). The exam should be conducted to know four determinations (interests relevance, confidence, and satisfaction) that affect learners' evaluation of language tasks and the degree of effort they will apply in their learning (Julkunen, 2001).

9.1.4 Do your teachers motivate you to speak English in the classroom?

Results reveal that technical (77%) and business (70%) course students responded that the teachers motivate them to speak in English in the class and technical (20%) and business (24%) course students opined that they have sometimes been motivated in the class and only technical (3%) and business (6%) course students agreed that the teachers never motivate them in the class.

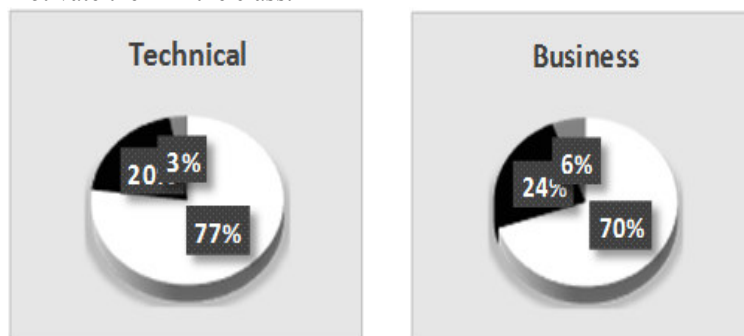


Figure 5 Do your teachers motivate you to speak English in the classroom?

The data show encouraging and positive results on teachers' motivating the students to communicate in English which is really a good sign to enhance the competence level of the students. The teachers must ensure adequate time, opportunities and communicative activities on extensive and varied use of realia to all students to overcome and compensate lack of authentic situations outside the classroom for practicing English.

9.1.5 Does the current course material meet your requirements?

The majority of technical (69%) and business (60%) course students responded that the existing course

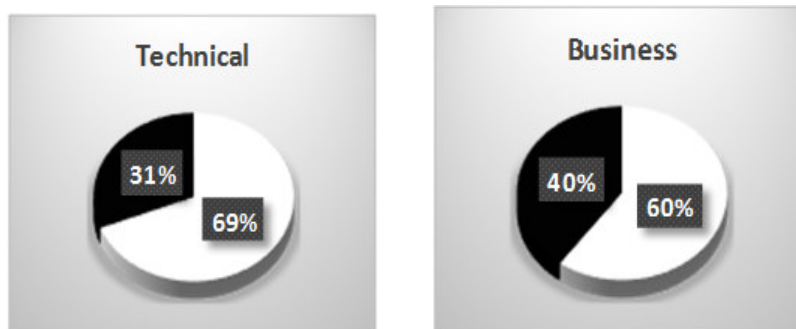


Figure 6 Does the current course material meet your requirements?

material doesn't suit their requirements and only technical (31%) and business (40%) course students agreed that they are satisfied with the course material. The curriculum must contain unambiguous and unequivocal goals and objectives. Hammerly (1982) pointed out that failing to determine goals is often the main cause of a foreign language program's miscarriage. The Saudi Vision 2030 explicitly accentuates the role and scope of EFL learning contributing national growth. The curriculum committee must look into this aspect and frame the syllabus that caters to the students' requirements aligned with Vision 2030. This would obviously annul Elyas & Picard (2010) immense gap between Saudi Arabia's economic progress and educational progress, as well as the resulting world criticism.

9.1.6 Are the textbooks relevant to your needs and interests?

A large number of technical (88%) and business (93%) course students were very harsh on this question and only some technical (12%) and business (7%) course students agreed that the textbooks caters to their needs and interests and are of their standard.



Figure 7 Are the textbooks relevant to your needs and interests?

The textbooks and the course material must be designed to suit the requirements of the students as language teaching materials have an important role and effect in language learning because motivation to learn can be created from these materials (Gardner, 2007; Sun, 2010, Sharma-vipin, 2015). It is noteworthy to quote that language class materials that help improve learners' communicative competence are those which are related to learners' lives or to current events; offer choices about what, where, how, or with whom work is done; include problems for learners to solve that are realistic and challenging; and involve creating a product or provide some concrete form of accomplishment (Lepper, 1998; Sun, 2010).

9.1.7 Are you provided opportunities to communicate in the target language (English)?

Results on students reveal that technical (80%) and business (70%) course students responded that they were not given any opportunity to speak in English in the class and only technical (20%) and business (30%) course students asserted on this question.

This throws ball on the teachers' court to plan and organize communicative activities to arouse and instill interest in the students to participate and converse in English in the class. The teacher must motivate and strike a fire in students to get used to the pragmatic language meaning in context (sociolinguistic competence); knowledge and use of language above the sentence level in spoken and written discourse (discourse competence); and active language use in learning activities (strategic competence) (Leung, 2005).

We have experienced that learners learn the L2 more effectively when they have opportunities to learn meaningful language that can be applied in a context to accomplish goals important to them (Chamot & O'Malley, 1996). The students need regular opportunities to apply what is being learned for better communication for their regular use in real life situations. On providing consistent opportunities to speak in

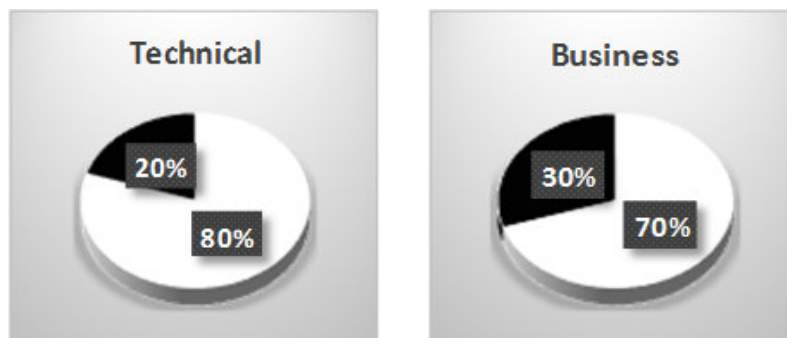


Figure 8 Are you provided opportunities to communicate in the target language (English)?

Classroom, Swain and Miccoli (1994) believe that collaborative learning during group work engages learners in longer conversations about topics of their interest.

9.1.8 Are the curriculum and the course material lengthy?

The responses of 80% students (both courses) showed that the curriculum and the course material are too lengthy for them to read and understand. Only 20% (both courses) subjects responded positive on the current syllabus. The 'attitudes toward the learning situation' refers to three variables- attitudes toward the course (materials), attitudes toward the course (classroom atmosphere), and attitudes toward the teacher. These altogether affect students' motivation and could be directed toward the teacher, curriculum and the course material. It is illustrated: classroom-learning motivation is motivation in the classroom situation, or in any specific situation that is influenced by a number of associated factors such as the teacher, the class atmosphere, the course content, and materials (Gardner, 2007). The language class activities that help develop learners' speaking skills tend to be neglected in the Middle East due to the heavily loaded syllabi and class sizes often in excess of 20 learners (Ward, 2007). This explanation covers all the question related to the teacher, student motivation, curriculum, course material etc.

9.1.9 Are the curriculum and the course material interesting?

Results from students reveal that technical (78.6%) and business (69%) course students responded that the

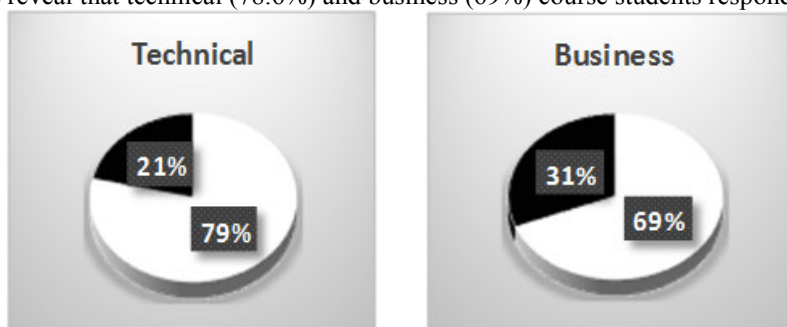


Figure 9 Are the curriculum and the course material interesting?

curriculum and the course material are not interesting but technical (21.4%) and business (31%) course students agreed and found interesting. We should remember that students' attitudes toward course materials used in a language course influence their motivation to learn the language (Gardner, 2007). Essentially, four fortitudes affect learners' evaluation of language tasks and the degree of effort they will apply in their learning. These are: interest, relevance, confidence, and satisfaction (Julkunen, 2001). But once again, it poses a critical challenge to the curriculum committee to design it to be at par with the students' level.

9.1.2 Are communicative activities in the English curriculum boring for the students?

Results on students' reveal that technical (82.8%) and business (78%) course students felt that the communicative activities given in the curriculum are boring but on the other side, technical (17.2%) and business (22%) course students found the activities interesting. The syllabus should incorporate communicative activities in real-life situations on various topics taught and appropriate teaching methodologies that may arouse interest of the students in the class because- it has been observed that L2

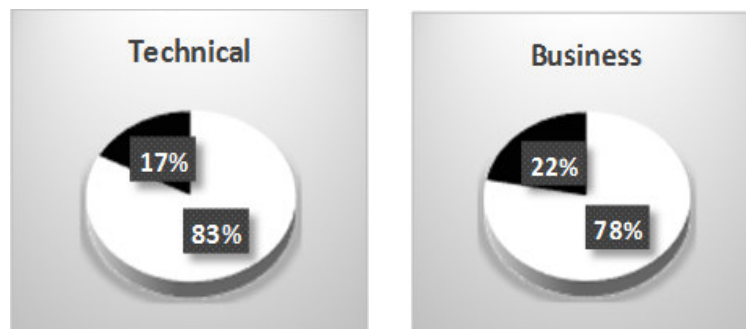


Figure 10 Are communicative activities in the English curriculum boring for the students? communicative competence is influenced by learner motivation and the teaching strategies supporting motivation (Liu, Lin, Jian & Liou, 2012; Richards & Schmidt, 1983).

9.1.3 Do you comprehend the course contents and solutions effectively?

Technical (74.3%) and business (62%) course students responded that they don't comprehend the course contents and the solutions effectively but technical (25.7%) and business (38%) course students could comprehend it well. This has been well supported by Brecht and Robinson (1993) who state that students

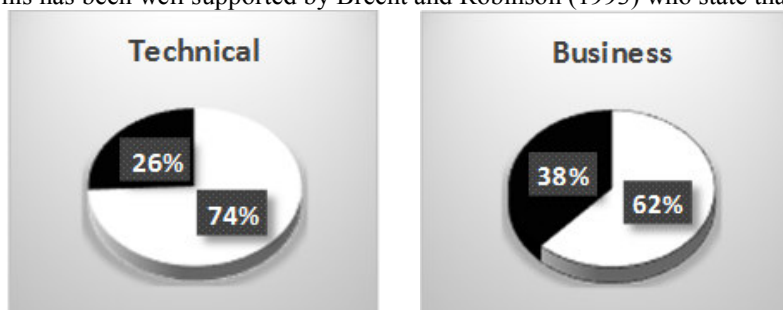


Figure 11 Do you comprehend the course contents and solutions effectively? may view classroom communication as artificial for a number of reasons. Firstly, the topic of a conversation class may be chosen and directed by the teacher. Secondly, some teachers are not truly interested in what their students say and the students notice this. This is important because when learners feel that their listener is truly listening to what they have to say, an element of reality is added to their conversation.

Most of EFL teachers focus on their results rather than on comprehensibility of the contents and the language as English teachers in the Arabian Gulf rely mostly on repetition and memorization to promote learners' literacy (Syed, 2003). It is further proven and strengthened by the fact that 'Students are usually asked to memorize a few pre-written essays within the textbook for the final exam (Elyas, 2008)'.

9.2. Teachers' Perception

Most of the teachers perceive and opine that the level of the students is low and the curriculum also doesn't match with their level of knowledge. The fundamentals of English language are not strong enough to learn and comprehend the topics in the classroom. They often try to motivate their students but the students are not keen to learn English language and they just try to pass the course as mandatory requirement to complete the degree. The teachers accept that they usually don't carry any teaching aids with them and this reflects their level of demotivation. When asked about the teaching pedagogy, lesson plan, communicative activities, audio-video teaching aids, CLT, students motivation etc. they could hardly reply to the context but tried to respond beyond the scope of the study. Though, the qualitative analyses conducted suggest some comparative and contrastive insights into the participants' perceptions of various factors in EFL classroom settings.

The previous studies also proved that teachers in Saudi classes talk most of the time leaving learners with little time to practice what they have learned (Syed, 2001). This does not leave any space for feedback mechanism which is a vital factor in language acquisition. The teacher must enforce STT (student talking time) discreetly in their classroom to eliminate their anxiety and reluctance to enhance their communicative competence.

The teachers often follow a type of interaction referred to as IRF (Initiation, Response, Feedback) or IRE (Initiation, Response, Evaluation) (Gibbons, 2002). The teacher only talks limiting the development of learners' productive language skills and means that teachers in fact say far more than the learners (Syed, 2001; Gibbons, 2002). When learners are listening most of the time they will only gain a general understanding of the language (Swain & Lapkin, 1986). Swain and Lapkin (1986) affirmed to put the learners in conversational situations to learn the language specifics that will develop their communicative competence.

Further, the teachers acknowledge that they often use Arabic in class, but to elucidate critical topics such as clarifying difficult concepts or explaining new vocabulary and grammatical points (Alabdan, 1993; Alnofaie, 2010; Alshammari, 2011) notwithstanding the fact English as a medium of instruction in the classroom. Alshammari (2011) found that in respect to English language instruction in Saudi Arabia, 69% of Saudi teacher use Arabic in English classrooms, and 60% claim using Arabic is necessary to reduce time consumed. Consequently, the students won't get ample and authentic prospects to listen and practice speaking English in the classroom contrary to its use in social perspective. The teacher must focus on key professional practices that help make a successful and effective teacher of English, to enable develop the skills and practices one needs for one's continuing professional development. Nearly all the problems can be addressed by proper teacher counseling, teacher training and workshops on: teaching methods, curriculum design, course specification, students' need analysis, teaching style and strategies, continuous teacher evaluation, students' feedback, developing 21st century skills, use of tools and websites in teaching plan, multiple intelligences, integrating ICT, understanding educational goals and objectives in national policies for education and using multilingual approaches in pursuit of Saudi Vision 2030.

10. Conclusion and Recommendations

The results present a low level of actual and self-reported communicative competence of both the groups and a strong relation between attitudes toward the English teacher and students' motivation. The students must be assured that improving English proficiency does not obliterate their national language and country cultural identity rather add prestige and glories to their country. EFL teachers through implementing sound motivational strategies may enhance students' motivation, whereas naive behavior tends to affect students' motivation. Indeed, the results unveiled negative attitudes toward EFL teachers. Most of the teachers adopt teaching materials from the textbook rather than based on their lives and interests. Most of their exercises require mechanical, rather than communicative drills (Al-Twairish, 2009). As Sharma-vipin (2014) advocates blended learning that provides the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction as per the students learning styles, learning proficiency and their learning ability. The study endorses the hypotheses about differences between self-reported communicative competences, differences between self-reported motivation and differences between teaching strategies supporting motivation of both Saudi students groups. It suggests that motivation and teaching strategies supporting motivation may contribute to the students' communicative competence. A friendly attitude and behavior in the class will overcome all the complexities. The teachers should reflect a sense of brotherhood and feeling of being concerned (FBC) to lessen students' anxiety and create interest to communicate in English. The traditional concepts of motivation in EFL acquisition have to be changed into creative and innovative and a basic educational skill shouldn't be tied to a particular culture or community but a language of global communication.

The study recommends the assimilation of motivational strategies by EFL teachers to develop and improve learners' communicative competence. The real communication involves linguistic and socio-cultural practices of language. This would indubitably empower the youth to participate and stand at par with international community in diverse milieus to excel globally requisite to accomplish the Saudi Vision 2030. The study is a seminal attempt on the modern thinking and practice in EFL communicative competence in Saudi Arabia and opens boulevards for future research in the related fields.

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