



Interactive Teaching to EFL Learners in Saudi Arabia and ESL Learners in Pakistan: Issues and Implications

Vol. IV, No. I (Winter 2019) | Page: 281 – 291 | DOI: 10.31703/grr.2019(IV-I).30

p- ISSN: 2616-955X | e-ISSN: 2663-7030 | ISSN-L: 2616-955X

Muhammad Sabboor Hussain*

Aisha Farid†

Muhammad Shahbaz ‡

Abstract

The study aims to explore how far interactive teaching can produce desirable learning outcomes in educational institutions in Saudi Arabia with EFL paradigm and no scope of social interlocutions in English language in most of the areas. This is in sharp contrast to ESL paradigm as is observed in Pakistan. It points out possible implications of interactive teaching with the contrastive analysis of EFL and ESL paradigms. Using mixed method research design, a survey from learners and teachers in Pakistan and KSA, observations and interviews, it finds out that most of EFL/ESL learners and teachers realize the importance of interactive teaching in optimizing language learning; however, there are certain administrative, psychological and social factors that discourage its application: too much stress on class discipline, the anxiety faced by the learners on their turn of speaking, and the negative social image of the language specially in the context of Saudi Arabia.

Key Words: Interactive Teaching; EFL vs. ESL; Adult learners; mixed method

Introduction

Background

The English language teachers teaching in Pakistan, when, get a teaching job in Saudi Arabia, enter a diametrically different paradigm. They enter into EFL world from the ESL world in Pakistan. It is perplexing and challenging but at the same time pleasing because it opens many research areas as one could compare and contrast both the perspectives and bring new depths in the professional skills and competence. Among many areas which could be compared and contrasted in the field of EFL and ESL, an important one is the scope of interactive teaching to develop language and communication skills in the adult English language learners effectively to achieve the real objectives of education.

The main purpose of education is not to prepare degree holders but to generate a force equipped with all skills required for evolution towards refinement and civilization so as to contribute to the progress of the society and mankind in general. Pedagogical perspective demands the classroom to be flexible in the real sense of the word. A flexible classroom setting can be easily rearranged, depending on teachers, students and tasks, with bright light so that every student can see everything clearly. Moreover, classes have to be small so the teachers can pay special attention to students' language needs. Classrooms for beginners have to have three types of very small language facilities that will enhance students' learning: i) reading: to increase vocabulary, reading comprehension, reading speed, and most importantly different spellings of one sound, ii) listening collection to improve pronunciation and listening comprehension and iii) computer lab where students use technology to develop pronunciation, reading skills and sub-skills, vocabulary enhancement etc. The computer classroom also offers word processing, e-mail, and internet access, and provides experience with various software applications. In short, all parts of English language skills should be emphasized to appeal and motivate the learners holistically. So the teacher's role has to be as the provider of comprehensible input as well as the facilitator of the language

* Assistant Professor, Department of English, GC Women University, Sialkot, Punjab, Pakistan.

† Assistant Professor, Department of English, GC Women University, Sialkot, Punjab, Pakistan.

‡ Assistant Professor, Department of English, GC Women University, Sialkot, Punjab, Pakistan.

Email; m.shahbaz@gcwus.edu.pk

parts and functions to make the learners proficient in communication in different situations and moods through interactive strategies.

Statement of the Problem and Research Objectives

Making the language input comprehensible, interesting and involving requires teachers to be untiring in their interactive approach in language teaching. A number of foreign English language teachers, in Saudi context, express their disappointment and declare that Saudis cannot be taught English at all since the students have no intrinsic motivation and it is very difficult to put language input in their brains. This study aims at exploring the difference of vision of ESL teachers in Pakistan and EFL teachers in Saudi Arabia about the scope of interactive teaching in their particular contexts. It also aims to explore how Pakistani students and Saudi students differ in their approach if interactive teaching is presented to them to make English language input more comprehensible and teaching more effective. The study intends to focus on following research questions:

Research Questions

1. How do the Saudi adult English language learners differ in their approach towards interactive teaching from Pakistani adult learners?
2. How do the ESL teachers in Pakistan differ from EFL teachers in Saudi Arabia on the scope of interactive teaching?

Review of the Literature

No one can deny the significance of interactive teaching in the modern complex world. It is of vital significance in today's world of global communication and interaction. It is important especially for the language learners when it comes to developing their language skills in educational institutions with a view to enable them to use the language for interaction in different contexts.

A real academic activity focuses on teaching of not mere dead facts but skills and knowledge. It does enable the students not only to learn but also to fully integrate the acquired skills and knowledge into their lives as useful and vibrant citizens. Such a vision cannot be translated into reality in an educational institution or classroom where there is lecturing all the time and there is no real interaction between the students and the teacher. An English language class must aim at making learners communicative. Dewey has quite rightly opined that communication alone can create a great community which can occur with free and full inter-communication (Dewey, 1927). As real language teaching/learning is mainly concerned with making the students communicatively functional, mere lecturing cannot develop and inculcate the real language and communication skills. To achieve such an objective, interactive activities must be made part of the lesson.

Even the way the educationists define 'education' shows a clear rejection of lecturing. Montessori (2009) has defined education as, not what the teacher gives; education is a natural process spontaneously carried out by the human individual and is acquired not by listening to words but by experiences upon the environment. Thus, mere lecture method does not contribute much towards speeding up the learning process. Montessori liberates the learner from the undemocratic clutches of the conventional teacher. She defines the role of the teacher; she declares the teachers to be the witnesses to the unfolding of human soul and to the rising of a New Man who will not be a victim of events, but will have the clarity of vision to direct and shape the future of human society. The teachers of today must be made aware of their role to address such a lofty and profound vision by fully focusing on the real spirit of teaching.

A flexible classroom must be based on policies not allowing or generating any anxiety in learners. Common classroom policies which may increase anxiety in language students as enumerated by Lim (1999) are: i) randomly calling on students; ii) making students speak in front of the class; iii) competitive situations; iv) calling on students before they have fully absorbed the material; v) having introverted students work with extroverted students; vi) group work with strained social dynamics; vii) extremely rigid and disciplined classrooms; viii) strict teaching styles; and ix) tests.

An English teacher has to be mindful about the purpose of his/her teaching. Lim spoke to many English teachers in Korean public schools who complained that they did not know what their main purpose in teaching was: motivation or to master the curriculum (Raja et. al., 2017). Krashen (1981) would argue that our purpose, as English teachers, is to provide comprehensible, and easy to difficult input to the students through acquisition activities in a low-stress environment. The curriculum is our input, but it is our job as English teachers to foster the activities and environment best suited for the students. The main focus of these activities must be to keep the brains of the learners switched on, make them interact with each other/with the teacher, and motivate them to be active and participative in the class without creating any stress or anxiety in students.

There are different factors that contribute to the overall anxiety experienced by the students due to tests and assessment. Lack of preparation or faulty preparation practice can contribute to test anxiety. Poor time management, poor study habits, and lack of organization can lead to a student feeling overwhelmed. Students who are forced to cram at the last minute will feel less confident about the material covered than those who have been able to follow a structured plan for studying. Being able to anticipate what the exam will cover and knowing all the information that has been covered during the study sessions, can help students to enter the testing situation with a more positive attitude. Lack of confidence, fear of failure, and other negative thought processes may also contribute heavily to test anxiety. The pressure to perform well on exams is a great motivator unless it is so extreme that it becomes irrational. Perfectionism and feelings of unworthiness provide unreasonable goals to achieve through testing situations. Teachers, through the interactive teaching and assessment strategies, can improve a student's ability to deal with test anxiety before, during and after the exam.

Worrying about how anxiety will affect you can be as debilitating as the anxiety itself even in a language class. Du (2009), in his study *The Affective Filter in Second Language Teaching*, considers test anxiety as a psychological condition in which a person experiences distress before, during or after an exam/assessment to such an extent that this anxiety causes poor performance or interferes with normal pace of learning. The reasons of test anxiety as discussed by Du include some prior negative experience with test taking that serves as the demotivating factor. Students who have experienced or have a fear of failing tests or the inability to perform in testing situations can develop anticipatory anxiety. Since the teaching system cannot run without assessment, more and more teachers are under pressure to prepare students for the rote memory and the output measured by standardized tests. Student-centered classrooms envisioned by Dewey (1916) and others, are being replaced by more direct instruction and rote memorization because of lack of in-service training and refresher courses for the teachers teaching in Saudi Arabia and Pakistan.

In such a case, it is far better to make evaluation an integral part of teaching itself. Aiguo (2004) rightly points out that if skillfully handled, interactive classroom techniques can promote learner initiative and autonomy, which in turn ensure successful language learning. Through interactive teaching sessions, a teacher can not only give maximum language practice to the learners but also measure their progress with the passage of time. The teachers need to record their teaching sessions on frequent basis to accomplish such a task successfully thereby making their teaching more contemplative and planned.

The issue at hand is whether interactive teaching in Saudi Arabia, the way it is being carried out, has pleasant psychological impact on the learners. The present research tends to make a comparison of the EFL scenario in Saudi Arabia with the ESL scenario in Pakistan exploring the intricacies involved in the interactive teaching practices to see how far they can produce desirable learning outcomes in English language classes in educational institutions in Saudi Arabia where there is predominantly EFL paradigm. This is in sharp contrast to ESL paradigm as is observed in Pakistan. The study aims to find out possible pitfalls and limitations of interactive teaching from public pedagogical perspective in both cases.

Research Design

The study uses Mixed-Method research design. It is based on four research tools: closed-ended statements survey for ESL/EFL learners, an observation sheet, a structured interview, and a survey for ESL/EFL teachers.

Data Analysis and Discussion

Survey for ESL/EFL Learners

In order to determine the current state of affairs in the context of classroom strategies in practice in the KSA universities and Pakistani colleges, with special focus on the scope of interactive teaching, the survey was conducted at Qassim University, Saudi Arabia and National University of Modern Language, Islamabad, Pakistan. The following statements were given to 100 students in Qassim and 100 students in Islamabad with the option of agree or disagree. Following is the figure showing agreeing responses of both categories of the students:

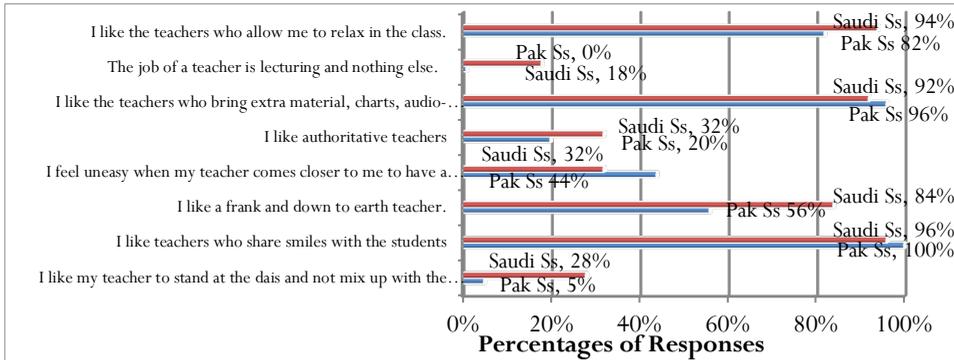


Figure 1: Chart Showing Students' Response Distribution to Questionnaire

Through these spontaneous expressions of a large number of university students, it can be deduced that interactive teaching is a fresh change in their learning experience. It has the potential to ease their tensions in learning and make the classroom a homely place for them where a free and productive intellectual discourse can thrive. Both Pakistani and Saudi adult learners gave almost the same responses with slight variations. Saudi adult learners demand a friendly teacher who should keep them relaxed in the class. 18% of Saudi adult learners feel that the teacher should limit himself/herself to give lecture only. This is in sharp contrast to Pakistani adult learners who tend to take the teacher as somebody who should know them inside out and establish proper interactive relationship with them. Both categories of the learners, however, have shown their liking for a teacher who uses extra material, charts, audio-visual cassettes/aids and cue cards etc. in the class to have interactive sessions with them. The level of confidence seems to be comparatively lower in Saudi adult learners in the interactive sessions as 32% of them agreed to the statement that they felt uneasy when the teacher came closer to them to have a look at their work, whereas 44% of Pakistani ESL adult learners agreed to this statement. However, the Saudi adult learners like a frank and friendly teacher more than the other group. Both categories of the learners rejected the traditional stern and serious attitude of the teachers and preferred a smiling teacher who should promote a free flowing two way interaction with them in the class. Majority of the adult learners from both sides rejected the so called safe and dignified distance of the teacher and the taught. However, Saudi adult learners' agreeing response was higher (32%) to the statement that teacher should stand at the dais and not mix up with the students compared to Pakistani adult learners (5%).

Observation Sheet Analysis

The researchers conducted six observatory sessions of the teachers teaching at graduation level in Pakistan and Saudi Arabia with the help of observation sheet. In Saudi Arabia, two sessions were conducted in Qassim University and the rest of four were carried out in the community colleges in Unaiza and Buraidah. In Pakistan, accordingly, two observation sessions were carried out in National University of Modern Languages, the rest of four were conducted in the colleges: Islamabad College for Men, H-9, Islamabad, and Government College for Women, Murree Road, Rawalpindi. Following are some of the findings relevant to the present study:

- It is observed that both the ESL teachers in Pakistan and EFL teachers in Saudi Arabia exhibited limited application of the language teaching approaches, methodologies and techniques associated with the

interactive teaching as reflected in the lack of planning and focus on learners' communication development considerations.

- Most of the teachers appeared to have failed in getting the desired teaching outcome (communication development) when they made their lessons mainly teacher-centered. There were no significant language skills development efforts noticed in Pakistani ESL classes. In the same way, the students in Saudi EFL classes were also found sleeping or with brains switched off on all occasions.
- The sharp students were responsive and participative to the interactive teaching efforts made by the native English language teachers in Saudi EFL classes. The weaker ones had bored expressions, or they frequently asked for teachers' permission to go to the washroom. Almost the same scenario prevailed in Pakistani ESL classes where the occasional interactive sessions went on due to the responses and participation of a few bright students in the class only.
- Almost all the students seemed keen, fresh, involved and participative in the Arab teachers' classes due to excessive use of Arabic in Saudi EFL classes. The interaction went well but at the cost of learning/teaching of the language. Almost same was found true in Pakistani ESL classes, particularly in government colleges where Urdu was used as the medium of instruction.
- The non-Arab teachers with occasional use of Arabic seemed to be the most successful ones in Saudi EFL classes. Whenever they felt the lack of participation or interaction from the students, they would bring Arabic in the class to switch on the brains of the learners. The interactive classes of this category of teachers seemed to be the most successful as they were learner centered, interactive and eclectic in their approach towards language teaching. The moment they would find a bored face in the class, an Arabic sentence was enough to bring him back on the track.

Interview Analysis

A structured interview was conducted with 10 students from EFL set up in Saudi Arabia and 10 from ESL setup in Pakistan. Observation was also made as how effectively the participants could communicate in English during the interview. The interview focused on the need, requirements, effectiveness and existing practices of interactive teaching in the English language classes. The overall analysis of these interviews is as follows:

The situation in Saudi Arabia (EFL paradigm) is not pleasant in that majority of the outgoing graduates who look for careers in the national and international job markets are not found communicatively competent enough to fulfill the desired demands. The interviewees pointed out multifarious reasons for this. The interactive training given to the learners in the classes in Saudi Arabia lacks public pedagogical perspective. This is to be seen whether it is due to the teachers, teaching and the educational system or it is because of the society's old antagonistic stance towards English language which, now, seems to be changing. In fact, the nature of teaching jobs is temporary and the students' evaluation report for the teachers holds the key for the continuation of their jobs. Hence, the teachers get shaped up by the ill-directed desires of the students and cannot make a strong impact to change the scenario. When the researchers asked a student for her lack of motivation for English language learning, her reply was quite alarming, "...*why (on earth) should I learn the language which take(s) us away from (our) religion. It is useless in our practical life, and they make fun of us when we speak it among our friends and family. It leads us to the ممنوع (prohibited) things like music and pictures*". Such a social attitude makes the teachers' job very tough.

Pakistani ESL paradigm presents a different picture. English language learning/teaching is of prime importance. A student at NUML expressed his ideas, "*with the emerging global society today, ideas, information, knowledge, skills and technology flow more easily (across) state borders and we must change everything in the class to prepare the youth*". Pakistani youth understand that people of different cultures, companies, governments, and institutions from all over the world are more in contact with one another. Thus, geographical borders are getting blurred and the importance of one lingua franca (a world connecting language) is fully acknowledged in Pakistan. This realization has led to making English teaching/learning a spirited activity in Pakistan. All the social classes feel the dire need for and use of English language as a mass medium of communication and English language proficient participants have a clear competitive edge. A student who

remained jobless for many years before coming to the university opined, *“It’s mainly my poor schooling without any interactive and communicative training in English which is responsible for my being jobless. It was only after doing diploma and advanced diploma from NUML that I could get a good job when my English skills were up to the mark”*.

On the other hand, in Saudi Arabia, the cultural alienation and the ethno-social disparity is the biggest reason for the lack of social interaction and interactive classes. One of the students during the survey commented on his negative social attitude toward English Language learning in these words: *‘My parents and family elders usually don’t like English language and الثقافة (culture)....Once I received a telephone call from one of my foreigner friend(s) in the presence of a few of my tribal relatives and spoke, (of course), in English language... I was موبخ (rebuked) badly and was left مصنوم (wonderstruck) to note that I was using an unholy language in the presence of family elders which they took something مكروه (distasteful).’* The learners in Saudi Arabia carry such an attitude towards English language into the class. The teachers have to strive hard to lower such a hard-affective filter in the interactive language input provided to the learners in the class. Thus, the teachers must be given special training to handle this complex teaching/ learning situation.

This lack of exposure to English speaking community and lack of proper interactive classes leads to shaky and nervous product, when these unconfident learners go to the job market or international educational institutions. During the research survey, most of the students complained about the lack of proper model in ELT. Neither teachers nor anyone in the society ever encourage students speak English in Saudi Arabia. One of the students commented on his use of English at a public place, *‘when I used English in a public office, the officer asked me why I was using LUGHAT AL IBLEES (language of devil) and LUGHAT AL KUFAR (language of non-Muslims).’* A student commented that it was his first year at college when he found his teacher speaking English at full length; even that teacher ran one-way traffic and never attempted to involve all the class participants in any discussion/class activities.

In a typical Saudi Arabian English Language class, one may observe two kinds of anxiety in the students: one because of high inhibition and sense of never being able to voice the feeling whereas the other kind of anxiety observed is among those who are eager to express all what they immediately feel in the class. The main reason for the high level of anxiety in the classroom is the teacher himself in most cases as neither does he know the modern approaches of teaching with special focus on the psychological self of the student nor is he aware of the fact that his behavior patterns and energy level affect the student to the core.

Finally, one is convinced to admit that this new approach shifts a great responsibility onto the shoulders of the teachers in general and ESL/EFL teachers in particular. The teachers are rightly termed as *agents for change* and it is high time they accepted this responsibility and brought about positive social changes instead of being changed, shaped up and influenced by the bad practices, norms or mores related to the foreign language learning in a society.

Survey from Teachers

Following survey was designed to collect data from 100 Pakistani ESL teachers and 100 Saudi EFL teachers on the Likert scale of Strongly Disagree-Disagree-Uncertain-Agree-Strongly Agree:

Table 1: Survey Items

survey items
1. Keeping your students relaxed and keeping their anxiety level low pose problems in class management, and maintaining discipline.
2. If learners are motivated and invited to become actively participative, the class becomes too noisy and hardly does any learning take place.
3. Interactive teaching hampers fluency development as learners cannot observe the teacher in action at a stretch which causes a lack of sense of achievement in them.
4. Interactive teaching makes learners anxiety ridden and reduces the comprehensibility of linguistic inputs.

Following is the analysis based on the responses from the target population:

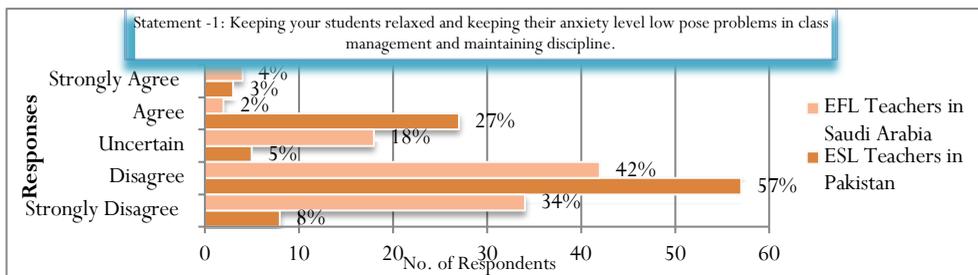


Figure 2: Distribution of Teachers' Responses to Item-1 in the Survey

We write the hypotheses as below

1. H_0 = there is independence between Pakistani ESL teachers and Saudi EFL teachers and their responses towards the statement.

H_1 = there is association between Pakistani ESL teachers and Saudi EFL teachers and their responses towards the statement.

2. Level of significance α is given , $\alpha = 0.05$

Since the calculated value of the chi-square $\chi^2 = 22.5$ is higher than the critical value of 5.991, the null hypothesis H_0 is rejected. Thus, the teachers teaching English in Pakistan have quite different opinion from the Saudi EFL teachers about the statement in focus.

It was hypothesized in the research survey item under present discussion that majority of the English language teachers do not make efforts in such a desired direction in the name of class management and class discipline. They do not want to make the class vibrant and noisy for this reason. If the teachers want interactive teaching techniques to function successfully in the attainment of the teaching goals, they will have to be mindful of their adult language learners more as psychological beings and make the moves in such directions whereby they are able to keep them relaxed and keep their anxiety level low. The results indicate that 8% ESL teachers in Pakistan and 34% EFL teachers in Saudi Arabia strongly disagreed, and 57% ESL teachers in Pakistan and 42% EFL teachers in Saudi Arabia disagreed with the proposition. That means that majority of teachers from both sides have full realization that keeping their learners relaxed brings great good than harm and real learning takes place when such prerequisites are given top priority. Interestingly enough, EFL teachers' inclination towards strongly disagreeing stance is found higher than Pakistani ESL teachers. On the other hand, 5% ESL teachers in Pakistan and 18% EFL teachers in Saudi Arabia with uncertain response point out such teachers who have, most probably, not experimented or researched on this issue.

Teachers in Pakistan appear to prefer teacher-centered classes. Mainly due to lack of experience or lack of proper teaching training, they are unable to control such a class which has low anxiety level, confidence high and affective filter removed. Such a class poses some real challenges to the teachers as the administration on the round also does not like a teacher whose class is noisy or interactive, as pointed out by students in their interview.

Since the calculated value of chi-square $\chi^2 = 15.20225$ is higher than the critical value of 5.991, the null hypothesis H_0 is rejected. It means that the teachers teaching English in Pakistan differ in their opinion about the proposition from the Saudi EFL teachers

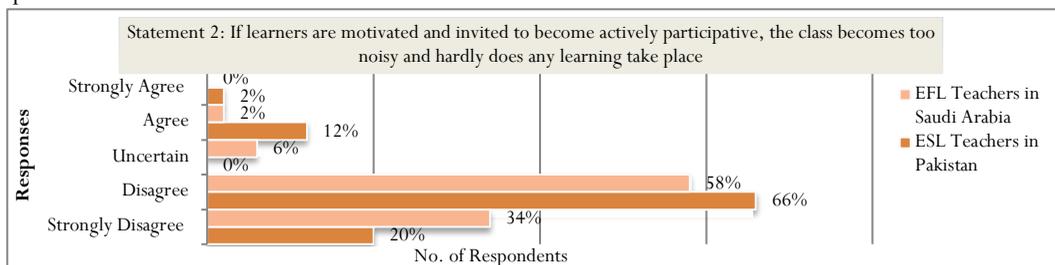


Figure 3: Distribution of Teachers' Responses to Item-2 in the Survey

The notion hypothesized in the proposition at hand is based on the old idea about the class environment. The idea is that such a class is a big success where there is pin drop silence from the learners' side and only the teachers' voice is heard thundering at the learners. The data collected shows that almost all the teachers agree that the old notion of a successful class should be replaced with the new one according to which learners are motivated and invited to become actively participative in the class activities with interest, motivation and full presence of mind. The difference is that of those uncertain teachers in the EFL setup who are not sure about the role of students-centered activities in a language class. There is a small number of teachers in both groups who find the interactive classes as an impediment in the way of learning on the part of the learners since it may cause a lot of noise.

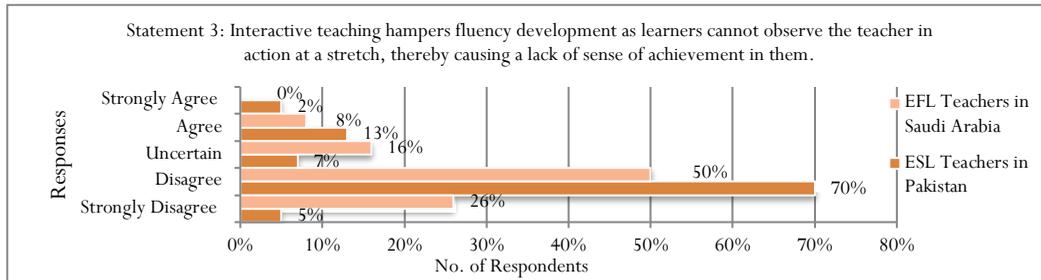
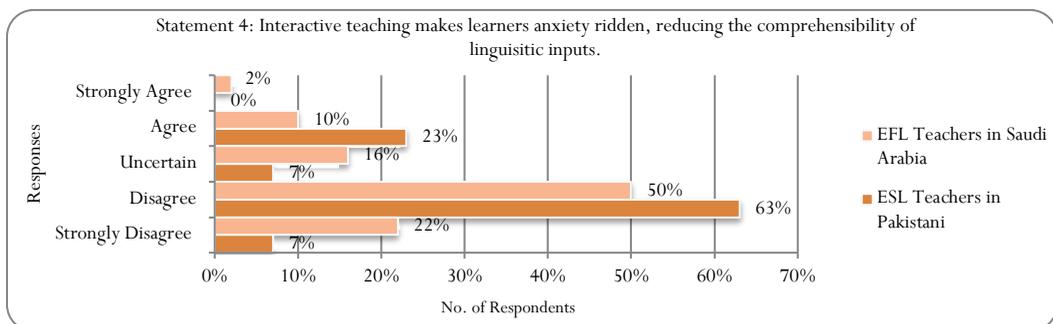


Figure 4: Distribution of Teachers' Responses to Item-3 in the Survey

Since the calculated value of chi-square $\chi^2 = 7.374515$ is higher than the critical value of 5.991, the null hypothesis H_0 is rejected. It means that the teachers teaching English in Pakistan differ in their opinion about the proposition from the Saudi EFL teachers.

Every teaching technique has some flaws which need to be kept in check. Same is true with interactive teaching approach which has many advantages regarding affective filter phenomenon. It keeps the learners' attention span stretched, keeps them busy and engaged in the class activities, and makes the language inputs provided to them in the class more comprehensible. A slight disadvantage is that it may not inculcate a speedy fluency development in the learners as the teachers, most of the time, are busy in interaction and promotion of STT (Learner Talking Time). As a result, learners cannot observe him/her in action at a stretch producing long, fluent and organized utterances. In this case, the learners learn by doing and not by observing their role model mostly.

Majority of the teachers have disagreed from both Pakistani ESL and Saudi EFL contexts. 5% of ESL teachers in Pakistan and 26% of EFL teachers in Saudi Arabia strongly disagreed; 70% of ESL teachers in Pakistan and 50% of EFL teachers in Saudi Arabia disagreed suggesting that the interactive teaching helps learners get fluency development instead of hampering it. On the other hand, a few teachers in both groups agreed indicating that slight disadvantage of interactive teaching does exist which needs to be eradicated by sometimes shifting to teacher centered approach and lecture method with a view to display the art of rhetoric, how to address a long connected speech using organizational skills and all the fluency devices. The shaping spirit of imagination, creation and innovation of a professional teacher is needed in every move.



Since the calculated value of chi-square $\chi^2 = 7.007051$ is less than the critical value of 5.991, the null hypothesis H_0 is rejected. It means that Pakistan ESL teachers differ in their opinion about the proposition from the Saudi EFL teachers.

The proposition in the present survey item points at another possible flaw in interactive teaching. It suggests that interactive teaching can act as double edged sword which can move either way; on one hand its rationale is to make the language inputs more comprehensible and learning fun in a meaningful context and on the other hand, it can make the learners anxiety ridden and reduce the comprehensibility of linguistic inputs.

The survey results do not favor the point of view that interactive teaching can prove to be counterproductive when it comes to the comprehensibility of linguistic inputs. A glaring majority of teachers from both sides (7% ESL teachers in Pakistan and 22% EFL teachers in Saudi Arabia disagreed, 63% ESL teachers in Pakistan and 50% EFL teachers in Saudi Arabia disagreed) rejected the proposition. However, 7% ESL teachers in Pakistan and 16% EFL teachers in Saudi Arabia showed uncertainty indicating that a small segment from both sides does not practice this teaching approach at all. In the same way, 23% ESL teachers in Pakistan and 12% EFL teachers in Saudi Arabia agreed with the proposition suggesting that this double edged weapon of interactive teaching, if given in the hands of ill-trained and unprofessional teachers, can bring out altogether opposite results; instead of making the learners anxiety free, it can make them anxiety ridden; instead of making the linguistic inputs more comprehensible, it can make them highly incomprehensible and intellectually indigestible, and instead of lowering the affective filter, it can raise it to new insurmountable heights.

Conclusion and Recommendations

Saudi Arab provides a unique public and social perspective for English language teaching. It is EFL paradigm which sharply contrasts with ESL paradigm. The job of English language teachers in countries like Pakistan is rather easy because they are fully supported by the society which encourages the use of target language. Speaking English in the Pakistani society is rather seen as a sign of higher social status. Saudi Arab is quite different in this regard. The teachers need to be aware of such social patterns and adjust themselves accordingly. English language teachers in Saudi Arabia should make an effective use of interactive techniques with a view to encourage social interaction in the society in general and prepare the students communicatively at higher level and abroad.

Saudi society and students are transforming now gradually mainly due to the impact of English language teachers and English language teaching. They realize the need of meaningful teaching/learning activities which focus on not mere dead facts but skills and knowledge. The students want a teacher who is close to them, promotes a free flowing two way interaction with them in the class, gives them confidence to communicate in English, provides them with anxiety free environment and engages them in learning activities to make them proficient in communication in public. In Pakistan, however, there is a clear understanding in general public that English language skills are keys to success. Thus, we find the focus, more than ever before, on language acquisition/learning and teaching. This realization has led to making English teaching/learning a spirited activity in Pakistan. However, due to certain pedagogical and administrative restrictions, like covering the course, and admonishing the noisy classes, the successful application of interactive teaching strategies seems a little difficult. Moreover, it is quite difficult to handle or control the social anxiety that may be a byproduct of interactive classes.

It is agreed upon all that with thorough planning, carefully designed interactive techniques and their meticulous implementation, the interactive teaching can be fruitful in making the language learners communicatively competent. "The language teachers should be responsive for instructional purposes" (Shahbaz and Khan, 2017) and they can use interactive techniques like outside assignments, homework, and group activities to reduce the anxiety among learners about the foreign language learning. Through interactive teaching sessions, a teacher can not only give maximum language practice to the learners but also measure their progress with the passage of time. The teachers need to record their teaching sessions on frequent basis to accomplish such a task successfully thereby making their teaching more contemplative and planned.

The teachers who take the challenge of reforming not only the world of education but the whole society at large deserve huge applause and appreciation from all quarters. Special incentives and rewards should be announced for such teachers to make them motivated on this path. Periodic appreciation certificates should be given to the teachers who try hard to make the classes successfully interactive. Bonuses should be announced for

the teachers who make the learners communicatively competent. All the teachers should be sent to technologically advanced countries for in-service training, refresher courses and seminars. Action research activities should be promoted in the university and teachers should be fully funded to carry out research work in the English language teaching field. There should be a periodic research journal in the universities, and it should be made obligatory on the teachers to contribute in it at least once a year. The teachers doing so on regular basis should be rewarded with advanced increments and quick promotion chances. In short, teachers should be trained sociologically and psychologically to make their classes productively interactive.

References

- Aiguo, T. (2004). Interactive Language Teaching in the Intensive English Classroom. *CELEA Journal*, 6, 110-124.
- Dewey, J. (1927). *The Public and Its Problems*. New York: Henry Holt & Co.
- Du, X. (2009). The affective filter in second language teaching. *Asian Social Science*, 5(8), 162-165.
- Krashen, S. D. (1981). *Principles and Practice in Second Language Acquisition*. *English Language Teaching Series*. London: Prentice-Hall International Ltd.
- Lim, A. (1999). Reducing Affective Filters in the Classroom. *ELT Journal*, 23:3, 1-8.
- Montessori, M. (2009). *Education for a New World*. Kalakshetra. Retrieved March 8, 2016, from www.michaelolaf/maria.html
- Raja, M. S. H., Qureshi, A. S. A. R., & Albeshar, K. B. (2017). Application of Cooperative Learning Strategies (CLS) for Students' Focused Training (SFT) in EFL Classroom: An Experimental Study in the Summer Remedial Course for Adult Learners. *Journal of Language Teaching and Research*, 8(2), 237-252.
- Shahbaz, M., & Khan, R. M. I. (2017). Use of Mobile Immersion in Foreign Language Teaching to Enhance Target Language Vocabulary Learning. *MIER Journal of Educational Studies, Trends and Practices*, 7(1).