

Community Perceptions of English and its Effect on EFL Students' Attitudes Towards Learning the Language

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Abstract

Community is one of the main forces that shapes individuals' beliefs, values, and behaviors. The community perceptions can influence students at many levels especially at the level of learning foreign languages. Therefore, this study aims to examine and analyze how community perception of EFL can influence the students' willingness to learn and use English language. The study highlights some of the recent studies conducted about the importance of learning English in Saudi Arabia, and the community perception and its effect in the low EFL achievement level of Saudi learners. The aim of this study is to assess the community perception of English and their effect on EFL use by King Khalid university students. The study followed the quantitative method of data collection and analysis. A survey was conducted to collect data through a questionnaire containing 17 items that was completed by 89 students from the first to the fourth year in the languages and translation department at King Khalid University, Abha. The data were analyzed through statistical analysis (SPSS) and the use of multiple regression analysis for the data analysis. Subsequently, the findings showed that the students have a high willingness to study and practice English, whereas the community has a middle effect on students' attitudes in the use of English language. Additionally, the study shows that the community have a middle to high negative effect on the students' language competency mainly, in the improperly teaching methods and the lack of extracurricular activities provided by the educational system.

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COMMUNITY PERCEPTIONS OF ENGLISH AND ITS EFFECT ON EFL STUDENTS' ATTITUDES TOWARDS LEARNING THE LANGUAGE

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Community is one of the main forces that shapes individuals' beliefs, values, and behaviors. The community perceptions can influence students at many levels especially at the level of learning foreign languages. Therefore, this study aims to examine and analyze how community perception of EFL can influence the students' willingness to learn and use English language. The study highlights some of the recent studies conducted about the importance of learning English in Saudi Arabia, and the community perception and its effect in the low EFL achievement level of Saudi learners. The aim of this study is to assess the community perception of English and their effect on EFL use by King Khalid university students. The study followed the quantitative method of data collection and analysis. A survey was conducted to collect data through a questionnaire containing 17 items that was completed by 89 students from the first to the fourth year in the languages and translation department at King Khalid University, Abha. The data were analyzed through statistical analysis (SPSS) and the use of multiple regression analysis for the data analysis. Subsequently, the findings showed that the students have a high willingness to study and practice English, whereas the community has a middle effect on students' attitudes in the use of English language. Additionally, the study shows that the community have a middle to high negative effect on the students' language competency mainly, in the improperly teaching methods and the lack of extracurricular activities provided by the educational system.

***Keywords,** Saudi Arabia, community, perceptions, learning, English as a Foreign Language (EFL), EFL students, King Khalid University*

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Community Perceptions of English and its Effect on EFL Students' Attitudes Towards Learning the Language

1. Introduction

One of the important segments of societies are students. In Saudi Arabia, the education sector is considered to rank high in the government agenda. Developing and improving the education system has been a continuous process since the unification of the Kingdom. Moreover, improving the education system is at the top of the agenda of 2030 vision of the Kingdom which focuses on all elements of education especially students. Having that said, students generally are influenced in Saudi, like any other country, by environment, society, education system, and/or technology. These community factors have a far-reaching mental and psychological effect on the students' whether they try to gain new skills or maintain and develop existing ones. Important skills like communication skills and especially gaining English language not only will affect their education and career path but also their future. English is the universal language today (Crystal, 1997/2003) and it is impossible to ignore its impact anywhere in the world. English represents the evolution of globalization and English language education (ELT) is a means of disseminating not only English but also the globalization that language symbolizes "Knowing the language can help us to express our opinions, hopes, and even our dreams" (Tavil, z. 2009). In the context of learning a foreign language, there are many factors that affect the learning process, such as motivation, attitudes, anxiety, learning achievements, preparations, intelligence, age, characters, etc. (Shams, 2008). The question of a student's position is recognized as one of the most important factors affecting language learning (Fakeye, 2010).

There are many reasons why students' attitudes towards language learning is important. For example, Weinburgh (1998) believes that attitudes toward learning influence behaviors such as selecting, reading books, and speaking in a foreign language. In general, students' attitudes are believed to dictate whether they are able to absorb language details or not. In other words, performance in the target language depends not only on the intellectual ability but also on the student's attitudes towards language learning. This means that language education must be treated primarily as a social and psychological phenomenon rather than purely academic.

In addition to the intellectual perspective, the nature of language learning has psychological and social aspects and depends mainly on the motivations of the students and their attitude towards learning the target language (Padwick, 2010). The ability of students to master a second language is not only influenced by mental competence or language skills, but also by the attitudes and willingness of students towards the target language (Abidin et al., 2012). They also argued that the concept of attitudes can improve the language learning process, influencing the nature of students' behavior and beliefs towards another language, their culture and society, and this will determine their desire to acquire that language.

1.1 Statement of the Problem

The importance of English language is growing wider every day with the insist on being able to communicate with English, students still face difficulties on achieving a satisfactory level in the English language. This study focuses on examining the real students' willingness to learn the language and then decide on whether these facts contribute as one of the main factors affecting their low achievement level. Subsequently, the study examines the community perception and the effect it may have on the students' achievement level. The study shows that the community have a middle to high negative effect on the students' language competency. Mainly, in the improperly teaching methods and the lack of extracurricular activities.

1.2 Aim of the Study

This research aims at identifying the community perception of English as a foreign language. It examines the students' willingness towards the language and focuses on the different community factors and how each factor can support the learning process or is it considered to have a negative effect in learning and using of the English language. Accordingly, the study discusses different outcomes and suggests certain recommendations for the future EFL development. The research information and recommendations are hoped to be advantageous for the future development of EFL teaching and learning in relation of Saudi Arabia context and more specifically in the community of King Khalid University.

2 Literature Review

2.1 The Importance of English in Saudi Arabia:

Al-Sarraj (2014) noted that teaching a foreign language is particularly important in Saudi Arabia due to the increasing pressure on Saudi students to learn English. He added that globalization has created a strong demand for English language skills in the Saudi market and that the Saudi educational system has changed to meet this demand. Farouk (2014) explained that the Saudi considered that the usefulness of English was beneficial to develop their professional future, strengthen their status and spread their religion. Therefore, the importance of English in Saudi Arabia is not limited to its practical and communicative language, it is also fundamental in the social, economic, political and religious spheres nationally and internationally. In terms of economy, Mahbub and Elias (2014) emphasized that English was of particular importance in the Saudi educational system because of its perceived economic value, language became intrinsically linked to the discourse of oil. For this reason, English is taught as a key issue in the Saudi public and private schools and is an intermediary for training in large corporations throughout the country, including Saudi Arabian Airlines, Saudi Aramco and Saudi Telecommunications Company. Al-Rashedi and Phan (2015) said that the English allowed the Saudi to connect with some 9.5 million expatriates working in Saudi Arabia and that English skills are among the skills that Saudi workers should have in the world. In addition, English plays a key role in promoting foreign investment in Saudi Arabia. The Saudi government has recognized education as the cornerstone of a knowledge-based economy that can support sustainable development and economic growth (Bashehab and Buddhapriya, 2013), providing an

alternative to dependence on oil resources, to be exhausted today. Therefore, the government invests heavily in education and provides incentives for Saudi citizens to continue learning. This position is evident in the scholarship program established by the late King Abdullah in 2005, which enables Saudi students to perform higher education in English-speaking countries such as the United States, the United Kingdom, Australia and Canada. As a result, there has been a significant increase in the number of Saudi studying abroad. When those students return to Saudi Arabia, they are expected to contribute to expand the teaching in the educational field and teaching of English as a foreign language.

2.2 The Community Perception and its Effect in the Low EFL Achievement Level of Saudi Learners:

It has been fundamentally recognized for several decades that the community perception has a profound influence on the students' practices and experiences throughout the schooling levels and how the students perceive themselves as language students. The perceptions and experiences of students are also influenced by the social and educational context. Therefore, the low proficiency in English for Saudi students is a multidimensional and complex phenomenon. To address key problems and find practical solutions, it is important first to address the underlying factors of this problem. It can be attributed to the weak in English for a variety of interrelated factors ranging from variables related to social and cultural variables (e.g, the effect of L1, society, culture and religion), (e.g teacher behavior, practices, curricula and teaching methods) and other factors related to the problems of the education system in Saudi Arabia (such as crowded classrooms, lack of teacher training and lack of technology). Other main factor can be related to the students' psychology, Hamouda (2013), stated that Saudi EFL learners may face various factors such as factors related to language anxiety (e.g., the fear of speaking in front of others, fear of negative teacher evaluations, shyness, lack of confidence and preparation, low self-esteem, fear of comparisons with others, and fear of making mistakes and being laughed at) as major problems contribute to the low English language achievement level. Additionally, Fakieh Alrabai (2016), represents the reasons of the low achievement of EFL learners. Alrabai focused mainly on the external factors stating that, "The low EFL achievements of Saudi learners can be primarily attributed to factors that are outside of the learner's control." such as the influence of Arabic as the first language (L1); religion, culture, and society; instructional variables, such as teacher behavior and teaching styles, the curriculum, and the teaching methods; and finally, problems with the educational system in Saudi Arabia, such as overcrowded classes, improperly trained teachers. In the traditional teaching methods, (Alhawsawi, 2013; Almutairi, 2008; Fareh, 2010), agreed on the fact that one of the main problems of the students' low achievement is the use of traditional methods in teaching English language.

3 Research Questions

The study aims at investigating the willingness of the students to learn the language, and consequently examining the community perception of EFL and its impact on their English competence. The community is divided into three main parts or factors; include, family factors, educational institutions, and friends and public areas. Therefore, this study attempts to find answers to the following sub questions:

1. Does the students' willingness contribute to affect their low English achievement?
2. How does community perceptions affect the students' attitudes towards learning and using English language?
3. What is the impact of the community on the students' willingness in English language learning process?

4 Methodology

4.1 Participants

The sample of the present study were students of languages and translation from first to fourth year at King Khalid University, Abha. The number of the surveys that were distributed to the students is 100 and only 89 students completed the survey. The frequencies and percentages of the sample were calculated according to the variables (The students' year of the university education – Educational level of parents- Kind of previous schools). The majority of the students were from the fourth year in English language department of 53 students (59.6 of the participants). The second major number of the participants was 29 students from the first year at the university (32.6% of the participants). The second demographic variable is the parents' level of education. Most of the answers were showing that parents who have higher education level are 43.8% of the participants' parents. The final demographic variable was the type of previous educational institution. The majority number was 80 students (89.9% of the participants) ranked for the government schools where only 9 students (10.1% of the participants) had their previous education at private schools.

Table (1): Description of Sample in Light of Demographic Questions

Demography variables	Variable sections	Frequency	Percent	Cumulative Percent
The students' year of university education	First	29	32.6	32.6
	second	1	1.1	33.7
	Third	6	6.7	40.4
	Fourth	53	59.6	100.0
Educational level of parents	Primary	17	19.1	19.1
	Middle	12	13.5	32.6
	Secondary	21	23.6	56.2
	Higher education	39	43.8	100.0
Kind of previous school	Government education	80	89.9	89.9
	Private education	9	10.1	100.0
	Total	89	100.0	

4.2 Research Design

The study followed a quantitative design of data collection and analysis where primary data were collected from close-ended questionnaire distributed to the students at King Khalid University. The method is suitable for the nature of the research because it focuses on finding facts about the current situation of the issue. The study focused on investigating the students attitudes and the effect of the community perception of EFL in learning and using the language. Therefore, the final results of the study aims to increase the positive community influence on the students' willingness to use English language and recommends suggested solutions for the negative community factors.

4.3 Searching Tool

After reviewing the previous studies related to the subject of the research, a questionnaire was conducted to answer the research questions and achieve its objectives. The questionnaire was designed by looking at some of the tools and measures of other studies relevant to the current research topic. It consisted of three demographic questions, five questions concerned with the students' attitude and willingness to learn the language, and nine questions of the community effect on the learning process divided into three main factors; family, educational institution, and friends and public areas. The questions employed a five point Likert Scale ranging from 1. (strongly disagree) to 5. (strongly agree) (*see Appendix A*).

4.4 Procedures

The searching tool was a questionnaire distributed in Arabic language since it is easier for the students to grasp the intended meaning of each statement. After having the supervisor's final permission in the questionnaire acceptance, the questionnaires were distributed to the students by the researcher at King Khalid University, Abha. The participants were informed that the purpose of the study is purely academic. They were informed that their participation is completely voluntary and the information of their responses will remain confidential.

4.5 Data Analysis

The data of the questionnaire were analyzed by using SPSS (Statistical Package for the Social Sciences) software. Also, the use of multiple regression analysis for the data analysis.

4.6 Validity and Reliability of the Survey

4.6.1 Validity

To make sure the research tool is able to measure what is being measured, the analysis presented the tool in its initial form to a number of specialists to evaluate; *the extent of appropriate tool axes to measure what was put to measure, the extent to which the phrases belong to the axes, the extent of negative or positive phrase, add or delete what fits*. After collecting the comments of the participants, they were examined and the comments were

taken which were valid by 80% or more, and therefore the tool was searched in its final form consisting of: demographic data segment, part of the aptitude of the student to learn English (5 statements), part of the impact of society on student behavior in the use of language; including, family factor (3 statements), educational environment (3 statements), public places and friends (3 statements).

4.6.2 Reliability

The *Alpha Cronbach* coefficient as an indicator of the stability of the research tool. The results were as follows:

Table (2): Reliability Coefficients

Variables sections		reliability coefficients
Willingness of the student to learn English		0.67
Effect of the community factors on student use of the language	Family	0.603
	educational environment	0.589
	Public places and friends	0.701

From the above table, the reliability for survey is accepted

From the above table, the reality coefficients value of the all axis of the questionnaire was all of high scores approaching the correct one and the total degree of reality was (0.756) which is a high value and approaching the correct one and it refers to the validity of the questionnaire for the application and the reliability of its results.

5 Results

This study aims at determining the community perception of English and how it can affect the EFL students use and learn of the language. The variables were examined under two major sections: a) the willingness of the students towards acquiring the language, b) the effect of the community factors on the students English language learning process. The second section is divided into three main factors; include, the family factor, the educational institution factor, and the friends and general community factor. Section one was concerned with answering the first sub question of the research: does the students willingness contribute to affect their low English achievement level? The results were as follows: for the first statement, *high level of aptitude towards practicing the language*, indicated a high score agreement of 86.60%. The second statement, *the student's extra time spent on learning the language*, indicated 73.80% of the participants' agreements. Statement 3, *Enough exposure about the English language*, scored 78.20% of the participants, Statement 4, *using the language whenever possible in daily life activities*, scored 83.00% of the participants. The final statement, *does the social media that the students use support in improving their English language skills*, it scored 69.80% of the participants. Consequently, the total percentage of the first section statements were high with 78.25%. The final results of the first variable which examined the students' willingness towards the language, showed that the students have high level of willingness to learn and use English language.

The second variable aimed to investigate the community perception of EFL dividing this section into three major factors. Answering the second and third research sub questions: How does community perceptions affect the students' attitudes towards learning and using English language? and What is the impact of the community on the students' willingness in English language learning process? The first section is concerned with the family factors. Statement 1, *family environment help in practicing the language* is 60.00% which is considered to be of average percentage of the participants' responses. Statement 2, *parents' education allows their children to practice the language*, with 61.80% of the participants. Statement 3, *family members does not speak English at all*, with 63.80% of the participants. The second section is concerned with the educational institution section. Statement 1, *effective curriculum*, 56.60% of an average percentage. Statement 2, *Teaching methods*, 44.40% of a weak percentage representing that the English teaching methods are unsatisfactory. Statement 3, *If the school or the academic institution provide extracurricular activities, this will improve my English language competence*, 74.60% of the participants agreed upon. The third section is concerned with the friends and community in general effect. Statement 1, *anxiety of speaking the language at public places*, 70.60% of the participant agreed on feeling anxious and embarrassed to speak English at public places. Statement 2, *practicing the language with friends is undesirable*, 65.80% of the participants agreed on the fact that speaking with their friends in English is undesirable. Statement 3, *the community perspective is negative towards speaking in English language*, 70.20% of the participants found this statement true.

Table (3): Means and Standard Deviations for Responses

variables	statements	Mean	Std. Deviation	percent	Level of estimate*
Willingness of the student to learn English	High aptitude towards practicing the language	4.33	.876	86.60%	high
	Extra time spend on learning the language	3.69	.961	73.80%	high
	Enough exposure of English language	3.91	1.062	78.20%	high
	Using the language whenever possible in daily life activities	4.15	.791	83.00%	high
	The student use of the social media does not help on developing their English language skills	3.49	1.169	69.80%	high
	<i>vI</i>	3.9124	.64241	78.25%	high

Effect of the community factors on student use and learn of the English	Family environment help in practicing the language	3.00	1.414	60.00%	middle
	Parents' education allows their children to practice the language	3.09	1.231	61.80%	middle
	Family members does not speak English at all	3.19	1.269	63.80%	middle
	total	3.0936	.99619	61.87%	middle
	Effective curriculum	2.83	1.141	56.60%	middle
	Teaching methods	2.22	1.009	44.40%	weak
	If the school or the academic institution provide extracurricular activities, this will improve my English language competence	3.73	1.042	74.60%	high
	total	2.9288	.67508	58.58%	middle
	Anxiety of speaking the language at public places	3.53	1.235	70.60%	middle
	Practicing the language with friends is undesirable	3.29	1.281	65.80%	middle
	Negative community perspective when speaking in English language	3.51	1.271	70.20%	middle
	total	3.4419	.93579	68.84%	middle

*Weak (1 -2.33), middle (2.34-3.67), high (3.68-5)

To answer the research questions the data analysis were conducted by means of SPSS software, using factor analysis. The results showed that the community factors have positive effects on the students' learning and use of the English language. The negative effects of the community were on; the unsatisfactory English language teaching methods and the lack of extracurricular activities which support achieving the English language competence. The final results showed that the students have high aptitude and willingness to learn and use the language and their positive view of the language does not stand as a negative effect in the learning process. Although the students have high motivation level to use and learn the language, the community have a middle to little impact on helping the students acquire the language. This refers to various factors, mainly concerned with the teaching methods, and the extracurricular activities availability.

Table (4): Component Matrix^a

variables	statements	Component				
		1	2	3	4	5
Willingness of the student to learn English	High aptitude	.550	-.415	-.317		
	Extra time	.539	-.393			
	Enough exposure	.646				-.408
	Using the language	.645			-.337	
	Use of the social media	.480		-.454		
Effect of the community factors on student use of the language	Family environment	.498	.455		.426	
	Parents' education		.736			
	Family members	.404	.507		.527	
	Effective curriculum					.801
	Teaching methods		-.498		.458	.419
	Extracurricular activities			-.501	-.483	
	Anxiety of speaking in public places	.515		.483	-.310	
	Practicing the language with friends	.449		.445		
	Negative community perspective	.336		.650		
<i>Extraction Method: Principal Component Analysis.</i>						

6 Discussion

The results of the study are discussed in light of the research objective that attempts to examine both the students' willingness and the community perception of EFL and its effect on the students low English language achievement level. The interpretation of the results will be divided into four main themes; the students' willingness towards learning and using the language, the family perception and use of the language, the educational institutions and the teaching methodologies, the general community including; friends and public areas.

6.1 The Students' Willingness towards Learning and Using the Language, is the most important part of achieving the competency in a language or any other skill. In this research, it was essential at first to understand the students' willingness towards learning the language before determining the community effect on the learning process. The study of this particular section found that the students' willingness towards learning is high and reflects their awareness of the importance of advancing the English language.

6.2 *The Family Perception and Use of the Language*, showed that students' families had a middle impact on their language competence. The impact was in the lack to communicate and practice the language between the family members.

6.3 *The Educational Institutions and the Teaching Methodologies*, showed a strong impact of the English teaching methods on the students' low achievement. The result is in agreement with (Alhawsawi, 2013; Almutairi, 2008; Fareh, 2010), who agreed on the fact that one of the main problems of the students' low achievement is the use of traditional methods in teaching English language.

6.4 *The General Community including; Friends and Public Areas*, this section showed that the average number of students feel anxious to use their English at public places. This refers to several psychological factors which is agreed with Hamouda (2013), considering essential factors related to language anxiety such as, the fear of speaking in front of others, shyness, lack of confidence and preparation, low self-esteem, fear of comparisons with others, and fear of making mistakes and being laughed at.

7 Conclusion and Recommendations

Learning English has become a necessity in the world today. Such a skill can make the difference in any one's qualifications. Specifically, learning English as a second language is an essential skill for students in the Kingdom of Saudi Arabia. The kingdom and its leaders are implementing plans that will expose the country and its people to the world where different cultures and traditions will be exchanged. Not only that, but also the country will be open for people from all over the world whether investors, tourists, or others who are interested to know about the country and deal with its people and they will use English as a main mean of communication. Therefore, it is very relevant now more than ever to work harder to enhance using English in our daily lives whether at school, home, or public areas.

From this study, we can come to realize that creating the right environment is very important for students to learn English. The results showed that the community has been discouraging students to a certain extent from learning English language very easily. In the study, there are different factors that show a negative impact on students such as school environment in general. In this regard, there are several actions that can be suggested to improve the educational part of this process. 1) Provide English teachers with proper training that aims to make them highly qualified to teach the language. 2) Increase the extracurricular activities that enhance the focus on using English more often, i.e. an English day where students will only speak English for the whole day.

The other factor that also affects progressing students in learning English from this study is family. Family has a big responsibility to create a motivational environment for students to learn English. Starting from the house, the sources of information and knowledge to which the students are exposed, whether TV, Internet, or any other source should have a share of the students' time where those sources are shown in English. It is also important that the parents believe in the importance of English and use all available resources to increase the exposure of practicing English in the house.

The research shows that students in the Saudi community have a strong desire to study and become advanced in the English language. In the other hand, the community perception of EFL contributes at affecting the students achievement level in English. The results showed that the community effect was of a middle percentage, which represents that some of community factors affect the students language competence negatively. The two major factors which have a high negative influence in EFL learners were; the inadequate and traditional teaching methods and the lack of extracurricular activities provided by the educational systems. Therefore, it is essential that English instructors as well as the educational institutions and parents work co-operatively to find different methods that support increasing the students' competency in the English language. It is also essential to find ways to help students overcome their fear of speaking in a group or at public places by providing extracurricular activities which contribute to encourage the students to practice and develop their English.

7.1 Limitations and Suggestions for Further Research

The study has two major limitations that should be understood when interpreting the results and implications. The first limitation is that the sample was limited to King Khaled University female students, so the findings cannot be generalized to male students, other universities' students or to the Saudi community generally. The other limitation was the short period of time assigned to conduct the study and revise each step to ensure that it is focused and totally cover all the research issue dimensions.

Further researchers can investigate community impacts from different perspectives including wider range of students in other Saudi universities. Moreover, researchers can enrich their papers by looking into early school levels and find out possible barriers which bring more opportunities to improve students' performance in learning English as a second language.

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Appendix

استبيان

يسعدني أن تشاركوني اجاباتكم من خلال هذا الاستبيان والذي لن يستغرق الكثير من وقتكم الثمين. علما بأن جميع الاجابات سيتم استخدامها في رسالة الماجستير وسيتم التعامل معها بسرية تامة.

أ) المعلومات الشخصية

- | | | |
|------------------|---------------------------|--|
| المرحلة الدراسية | المستوى التعليمي للوالدين | المدرسة التي تلقيت فيها تعليمي خلال سنوات دراستي الماضية |
| 1. السنة الأولى | 1. ابتدائي أو أقل | 1. مدرسة حكومية |
| 2. السنة الثانية | 2. متوسط | 2. مدرسة خاصة |
| 3. السنة الثالثة | 3. ثانوي | |
| 4. السنة الرابعة | 4. تعليم عالي | |

ب) مدى استعداد الطالب في تعلم اللغة وممارستها

م	1	2	3	4	5
م	لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
1					
2					
3					
4					
5					

ث) تأثير المجتمع على سلوك الطالب في استخدام اللغة الانجليزية

1. الأسرة

م	1	2	3	4	5
م	لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
1					
2					
3					

2. البيئة التعليمية (المدرسة - الجامعة)

م	1	2	3	4	5
م	لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
1					
2					
3					

3. الأماكن العامة والأصدقاء

م	1	2	3	4	5
م	لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
1					
2					
3					

Table (1): Description of Sample in Light of Demographic Questions

Demography variables	Variable sections	Frequency	Percent	Cumulative Percent
The students' year of university education	First	29	32.6	32.6
	second	1	1.1	33.7
	Third	6	6.7	40.4
	Fourth	53	59.6	100.0
Educational level of parents	Primary	17	19.1	19.1
	Middle	12	13.5	32.6
	Secondary	21	23.6	56.2
	Higher education	39	43.8	100.0
Kind of previous school	Government education	80	89.9	89.9
	Private education	9	10.1	100.0
	Total	89	100.0	

Table (2): Reliability Coefficients

Variables sections	reliability coefficients	
Willingness of the student to learn English	0.67	
Effect of the community factors on student use of the language	Family	0.603
	educational environment	0.589
	Public places and friends	0.701

Table (3): Means and Standard Deviations for Responses

variables	statements	Mean	Std. Deviation	percent	Level of estimate*
	High aptitude towards practicing the language	4.33	.876	86.60%	high
	Extra time spend on learning the language	3.69	.961	73.80%	high

Willingness of the student to learn English	Enough exposure of English language	3.91	1.062	78.20%	high
	Using the language whenever possible in daily life activities	4.15	.791	83.00%	high
	The student use of the social media does not help on developing their English language skills	3.49	1.169	69.80%	high
	<i>v1</i>	3.9124	.64241	78.25%	high
Effect of the community factors on student use and learn of the English	Family environment help in practicing the language	3.00	1.414	60.00%	middle
	Parents' education allows their children to practice the language	3.09	1.231	61.80%	middle
	Family members does not speak English at all	3.19	1.269	63.80%	middle
	<i>total</i>	3.0936	.99619	61.87%	middle
	Effective curriculum	2.83	1.141	56.60%	middle
	Teaching methods	2.22	1.009	44.40%	weak
	If the school or the academic institution provide extracurricular activities, this will improve my English language competence	3.73	1.042	74.60%	high
	<i>total</i>	2.9288	.67508	58.58%	middle
	Anxiety of speaking the language at public places	3.53	1.235	70.60%	middle
	Practicing the language with friends is undesirable	3.29	1.281	65.80%	middle
	Negative community perspective when speaking in English language	3.51	1.271	70.20%	middle
	<i>total</i>	3.4419	.93579	68.84%	middle

Table (4): Component Matrix^a

variables	statements	Component				
		1	2	3	4	5
Willingness of the student to learn English	High aptitude	.550	-.415	-.317		
	Extra time	.539	-.393			
	Enough exposure	.646				-.408
	Using the language	.645			-.337	
	Use of the social media	.480		-.454		
Effect of the community factors on student use of the language	Family environment	.498	.455		.426	
	Parents' education		.736			
	Family members	.404	.507		.527	
	Effective curriculum					.801
	Teaching methods		-.498		.458	.419
	Extracurricular activities			-.501	-.483	
	Anxiety of speaking in public places	.515		.483	-.310	
	Practicing the language with friends	.449		.445		
	Negative community perspective	.336		.650		
<i>Extraction Method: Principal Component Analysis.</i>						

I certify this paper contains my original research

Arwa Hassan Ahmad Alshehri

April 17th 2018

Signature: