Goals for Teaching English as an International Language for Saudi Students in Sciences and Humanities College

Hanan Alshehab*

Lecturer, Sattam Bin Abdulaziz University

Abstract – It can be said that English is dominant as a language for interaction, education, medicine, conferences, and the second language in some countries. Consequently, teaching English as the international language (TEIL) becomes a demand for all the current generation and in the future. For this paper, it is important to present the characteristics of the environment and the resources for the students and the teachers. Sciences and Humanities College is equipped with newer technologies such as computers, smart boards, projectors, the Internet, portal. Here I will introduce some goals that are sitting by the authorities for teaching English in Sciences and Humanities College. Teaching English as an international language is a new paradigm, and it should be planned coherently to meet the global communication demands. Therefore, Celce-Murcia's framework of communicative competence can be useful to determine my goals. It contains linguistics, sociocultural, formulaic, interactional, strategic, and discourse competencies.

Keywords: Teaching English as the international language (TEIL), Sciences and Humanities College, Celce-Murcia's framework of communicative competence.

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Because of globalization, everything has been changed in the world. One major alteration is the way of communication between people around the world, in one country, and without exaggeration in one family. It can be said that English is dominant as a language for interaction, education, medicine, conferences, and the second language in some countries. Consequently, teaching English as the international language (TEIL) becomes a demand for all the current generation and in the future. In this paper, there will be suggested goals for teaching English as an international language for English language students in Sciences and Humanities College at Prince Sattam Bin Abdul Aziz University. Some details will be provided about the environment, resources for the students and the teachers, and the needs for using English. In addition, it is important to define EIL and how it could improve the outcomes of teaching English. The suggested goals are formulated according to Celce-Murcia's framework of communicative competence and Michael Byram notion of intercultural communicative competence' (ICC). From the mentioned frame, there will be concentration on linguistics, formulaic, interactional and strategic competencies that are required to use English fluently. Finally, I will introduce my views on the appropriate goals of teaching English as an international language and compared them to the current goals of teaching English in Sciences and Humanities College.

First of all, it is important to present the characteristics of the environment and the resources for the students and the teachers. Sciences and Humanities College is equipped with newer technologies such as computers, smart boards, projectors, the Internet, portal. Some of the teachers are Saudis and non-native English speakers from different backgrounds. The students have experienced English varieties such as Indian English, Egyptian English, Jordanian English, Sudanese English, American English, British English. Moreover, the description of the courses and the required textbooks have been given to the teachers. The students should buy the textbooks, and any extra materials are optional. Students should attend classes throughout the semester and do mid and final exams. Students need to pass eight levels to get Bachelor degree. Although the process of education is developed in many ways, still the center of the educational process is the teachers, and the students are the receiver of the knowledge. It can be said, the theoretical and traditional teaching is practiced.

Here I will introduce some goals that are sitting by the authorities for teaching English in Sciences and

Humanities College. Firstly, providing learning opportunities that help students promote their personal and professional skills. Secondly, training academically qualified graduates capable of comparing the job market. Thirdly, adapting teaching strategies that promote motivation and moral conduct, critical and creative thinking. (Department of English at Sattam University, 2014). From my point of view, I agree with these goals: they are realistic, productive, local goals; but as a result of globalization these goals should be expanded to be more practical, and include global goals.

Not all the students have the same purpose of learning English in Sciences and Humanities College. There are many reasons to study English, which can be classified as global and local (Brown, 2012, as cited in Mckay & Brown, 2015). The determination of the reasons for studying may help to recognize the likely needs now and in the future for using English. In Saudi Arabia, the King Abdullah scholarship scheme (which is developed, and it is in the third phase) offers opportunities for Saudi students to study abroad. It encourages students to study English for a global reason, then they return to have better jobs in different fields such as education, medicine, business. While the others prefer to work locally after graduation from the Bachelor as a teacher, translator, receptionist or any administrative job in companies, hospitals and other institutions that need an English language speaker. In all cases, teaching EIL supports the students and could produce better outcomes than before.

Teaching English as an international language is a new paradigm, and it should be planned coherently to meet the global communication demands(Matsuda & Friedrich, 2012). Firstly, English as an international language means people from different nationalities, and cultures are using English as a way of communication. It is claimed that " EIL emphasizes that English, with its many varieties, is a language of international, and therefore, intercultural, communication"(Sharifian, 2009, p. 2). Sharifian (2009) insists that EIL includes all the varieties of English such as American English, Singaporean English, or Chinese English as World Englishes. It is stated that the way of teaching and learning English should be targeted to help students to identify others' culture, identity, religion, politics, and style of life (Xu, 2002). It is supposed that all English teaching programs should be recycled to fit and achieve the goals of EIL. Otherwise, the graduated learners will face difficulties to communicate internationally.

As I mentioned previously the goals for teaching English at Sattam University which can be criticized as general. Therefore, Celce-Murcia's framework of communicative competence can be useful to determine my goals. It contains linguistics, sociocultural, formulaic, interactional, strategic, and discourse competencies. I will concentrate on the linguistic, formulaic, interactional and the strategic competencies. Firstly, linguistic competence involves four types of knowledge: phonological, lexical, morphological, and syntactic (Celce-Murcia, 2007). It could improve the writing competence in academic English. Therefore, at the end of undergraduate students should be able to write:

1- academic essay and reflective writing about their favorite food, color, personality.

2- free from grammar mistakes such as subject-verb agreements, countable and non-countable nouns, tenses, content words and action words, basic sentence types, passive and active voice.

3- with the variations of vocabulary using productive derivational processes.

Next, the formulaic competence, which can be defined as fixed chunks of language that used in everyday speech. This competence could improve speaking skills. Furthermore, this could increase the fluency of the speakers by the collocations such as (heavy rain, have an experience), lexical frames like (Have a good night, day). Additionally, idioms for example (kick the bucket= to die), routines such as (how are you? I am fine.Thank you) (Celce-Murcia, 2007). Therefore, at the end of undergraduate students should be able to:

1- use the lexical frames and the routines phrases appropriately in everyday conversations.

2- differentiate the verb-object, adverb-adjective, and adjective-noun collocations and use them appropriately.

Additionally, interactional competence is very necessary for the student. It is very worthy; it could improve the speaking in academic English. The students learn how to do conversational and actional competencies. Thus, it will introduce the students on how to perform common speech acts in the target language and also for example, how to open and close conversations, how to interrupt and how to collaborate (Celce-Murcia, 2007). Thus, at the end of undergraduate students should be able to:

1- interact in the target language starting by greetings then common topics like the weather.

2- use expressions correctly such as how to complain, blame, apologize, predict, and promise.

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3-   engage in seminars such as open and close conversations, interrupt, clarify, move on, agree or disagree, give an opinion.

The students need to learn how to learn! According to Oxford (2001, as cited inCelce-Murcia, 2007), there are learning and communication strategies. Therefore, students need learning cognitive strategies through outlining, summarizing, note-taking. From my experience, I practice these strategies very late, but I can see how they improve my learning. In addition, the metacognitive strategies are essential; it could help the student to plan their learning, monitor students' errors, learning from the teacher and peer feedback. Moreover, learning memory- related strategies are necessary such as the use of abbreviations, pictures, sounds (Celce-Murcia, 2007). Hence, at the end of undergraduate students should be able to:

1-   outline, summarize, paraphrase, and review the materials that they study.

2-   remember the sounds, images, acronyms, suffixes, prefixes and use them in their writings and speaking.

3-   mimic and find out the native speakers to practice the target language.

4-   take notes of native speakers' speech through news, radio, youtube, movies, and scientific programs.

Raddawi (2014) claims that there are rare studies of intercultural communication between Saudi and native English speakers. Michael Byram notion of intercultural communicative competence' (ICC) can be used to determine the goals of teaching English internationally. It concerns five factors: attitude such as identifying and believing the cultures. Also, knowledge of social groups and their products. Moreover, skills of interpreting from other cultures and relate it to one's own, and skills of discovering new knowledge of culture and use it in the interaction. Finally, critical cultural awareness of the perspective, practices, and products of other cultures (Sharifian, 2013). Similarly, it is argued that students should not use the racial and linguistic background to evaluate the teachers' performance (Kubota, 2012). Therefore, at the end of undergraduate students should be able to:

1-   identify their cultures' features and introduce them to English.

2-   identify others' cultures to understand the attitudes, customs, features of one's own and other cultures critically.

3-   use the knowledge about cultures in real-time communication.

4-   make a video, or act plays about their cultural food, clothes, customs, and festivals.

In conclusion, the goals of teaching English in Saudi Arabia should be updated to match teaching English as an international language and be more specific to introduce world Englishes. In addition, there should be a new look on the competencies that the students need to acquire by using the communicative competence as it is illustrated in Celce-Murcia's framework. Moreover, they are concerned with intercultural competence, which enables the students to be more open-minded about their cultures and others' cultures. Because of the implementations of these goals, there will be positive effects on the students and the institutions in the future. In other words, many problems of students' communication could be solved such as misunderstanding of some gestures, speech, and customs. Also, students will be more active and confident about showing their cultures and practice the language effectively. Also, the outcomes of education will be better if these goals have achieved; there will be qualified graduate students can develop the community. Furthermore, fluent speakers' students who can study Masters or Ph.D. without spending more money on the language program could promise it for the King Abdullah scholarship scheme.

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Corresponding Author

Hanan Alshehab*

Lecturer, Sattam Bin Abdulaziz University

hananshihab12@gmail.com

Hanan Alshehab*