

RESEARCH ARTICLE



SAUDI UNIVERSITY STUDENTS' PERCEPTIONS AND ATTITUDES TOWARDS COMMUNICATIVE AND NON-COMMUNICATIVE ACTIVITIES AND THEIR RELATIONSHIP TO FOREIGN LANGUAGE ANXIETY

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ABSTRACT

The present study investigates the views of fifty two English-major students regarding the communicative and non-communicative activities in the EFL classroom. Furthermore, the study also seeks to determine the kinds of communicative and non-communicative activities in the EFL classroom that provoke the students' anxiety. Using multi-method, data were collected by means of a questionnaire and semi-structured interview. Quantitative data were supported by the qualitative data to provide more reliable results. The results suggest that, countries like Saudi Arabia need to modernize and update their EFL teaching methods, which means making changes that will take students' previous educational habits into consideration. It is obvious, from the study, that students in non-English speaking countries make better use of communicative language teaching (CLT) if communicative activities and non-communicative activities are combined in English classrooms. In other words, aligning the communicative approach with traditional teaching structures is beneficial for EFL students. Findings also suggest that oral activities which require student to make a speech in front of students were seen as most anxiety provoking to the learners, whereas group-oriented activities increased the possibility of producing less anxiety.

Key Words: Communicative Approach, Traditional Approach, Anxiety

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INTRODUCTION

English has become the most widely taught foreign language in the world. English assumes a pivotal role in the Saudi educational system. In recent years, an

increasing demand for teaching and learning English as a foreign language has been witnessed in the society. It is now a recognized fact that English language and its influence are clearly visible. We can

see its utility as a link-language, a library language and a medium of instruction in some private schools, colleges, and universities. In addition to a service language, it is the language for international trade, commerce and communication (Kachru & Nelson, 1996). As such, the need for communication in English has played an important role in curricular restructuring, not only for secondary school English, but also at the college level in Saudi Arabia. Regarding the situation in Saudi Arabia, English is generally a core required course from elementary school through the first year in college. Basically, before entering a college or university, students have studied English for at least six years. In spite of this lengthy experience in English, the majority of Saudi students lack appreciable competence in communicating in the language effectively. Students are able to demonstrate grammatical knowledge on a discrete-point grammar examination very well, but most of them lack the ability to speak English accurately and fluently. As Rao (2002) reports, students who have studied English for several years have gained knowledge of grammar and vocabulary, can read well, and get high marks in English exams. However, they lack good training in English listening and speaking skills; and they are unable to use English for communication in their daily lives. As a consequence, our students find themselves completely unsuited to the international competition forced by economic globalization (Zhiwen Feng, 2007).

Students' poor level of English proficiency has raised many concerns about English education in many Asian countries including Saudi Arabia. A lot of attempts have been made to improve English teaching instruction to promote students' communicative competence in listening, speaking, reading, and writing to help them meet the future needs of a high-tech world, and to participate in international affairs. These attempts have led to a radical change in the methods of teaching and learning English. Consequently, English education in Saudi Arabia has experienced a paradigm shift from a focus on receptive skills and knowledge, such as grammar and reading comprehension, to an emphasis on productive skills, such as speaking and writing. Moreover, the major English language teaching methodology has changed from the traditional grammar-translation approach to communication-based English teaching, including communicative language teaching. The radical changes have also encouraged teachers of foreign languages in Saudi Arabia to adopt a new approach known as Communicative Language Teaching (CLT). Communicative language teaching (CLT) refers to a

language teaching methodology which focuses on developing learners' communicative competence in the target language.

Moreover, with the shift in language learning and teaching towards a more learner-centered approach, there is now a stronger emphasis on affective factors which contribute to success or failure in FL learning (Horwitz, 2000; Karim, 2004; and Green, 1993). One of the important affective factors is learners' views which serve as important sources of information for teachers to tailor their teaching to better fit students' needs. Nunun (1989) claimed that "no curriculum can claim to be truly learner-centred unless the learner's subjective needs and perceptions relating to the process of learning are taken into account" (p. 177). In this sense, teachers need to discover what these are. In examining students' preferences, attitudes, and perceptions toward communicative and non-communicative activities, previous research showed two opposing extremes: some studies found that learners favored non-communicative activities more than communicative ones, while others revealed the contrary results. For example, Horwitz (2001) indicated that although some learners' beliefs were consistent with the practices associated with communicative teaching methods, the learners also stressed the importance of and preferences for error correction, translation, grammar rules, vocabulary lists, and pronunciation. Likewise, Barkhuisen (1998) reported his learners' resistance to participating in communicative activities and their preferences for more traditional classroom practice. A similar result was also found in Rao's (2002) research in the EFL context. The results indicated that the students in his study generally favored non-communicative activities, like the teachers' explanation of grammatical rules, more than they did communicative activities.

More positive results addressing communicative activities could be found in the studies by Spratt (1999) and Wang and Savignon (2001). The students in their studies commonly expressed positive attitudes and rated communicative activities high. Moreover, the results in Green's (1993) study showed that the communicative activities were rated more enjoyable than the non-communicative ones, except for the activities of interviewing English speakers outside of the class.

Another affective factor, which is particularly assumed to be important in determining students' achievements in FL classes, is anxiety. According to Horwitz (2001), foreign language anxiety is a threat to an individual's self-concept caused by the inherent limitations of communicating in an

imperfectly mastered second language. Over the last decades, a great body of studies has been conducted on language anxiety in FL and second language learning (Horwitz, Horwitz, & Cope, 1986; Huang, 2008). Research related to language anxiety stated that anxiety posed the potential problems for language learners "because it can interfere with the acquisition, retention and production of the new language" (Horwitz, 2001).

Based on empirical research, language learning situations are especially prone to anxiety arousal (Price, 1991). Horwitz et al (1986) viewed language anxiety as a particular form of anxiety because there was something unique in the language learning processes which made some students nervous. Reviewing the literature shows that there were some class activities that made students feel anxious. With a close examination of classroom activities which have been regarded as one of the potential sources of FL anxiety, researchers supported that language anxiety was associated with classroom activities primarily centered on having to speak in a second or a FL learning situation (Chen, 2002; Horwitz et al., 1986; Young, 1992). For instance, Koch and Terrell (1991) contended that the majority of the students in their research considered oral presentation as an anxiety-provoking activity. Similarly, Chuo (2005) found that making a speech and expressing themselves in English in public caused great anxiety among students in class. Reading aloud was also cited as one of the activities that causes students' anxiety (Young, 1992). Wu (1998) also suggested that activities which asked learners to hold discussions in small groups could reduce the talking stress of a student. In short, if teachers can make good use of appropriate activities in class, then classroom activity can shift its role to a mediator to raise learners' motivation, decrease learners' anxiety, and ultimately help learners reach their learning goals.

Within this heated debate on English teaching methodology, many empirical studies have investigated students' reactions to communicative and non-communicative activities and their relationship to the students' foreign language anxiety in the English classroom (Barkhuizen, 1998; Green, 1993; Rao, 2002; Chung and Huang, 2009), but it is surprising that almost nobody seems to have actually asked Saudi students themselves to rate the extent to which they enjoy communicative and non-communicative activities. Do they enjoy activities involving communication and real use of language? Are they receptive to the teaching techniques that may be new to them? Do they agree that real-language activities emphasizing language

content are more effective than non-communicative activities that stress formal correction? Do they believe that such activities are helpful to them as language learners? Do the in-class activities provoke their anxiety?

To find answers for these questions, the present study attempts to (1) investigate the perceptions of Saudi students regarding the communicative and non-communicative activities in the EFL classroom, (2) determine the kinds of communicative and non-communicative activities in the EFL classroom that provoke the students' anxiety, and (3) identify the students' perceived difficulties in an EFL classroom where communicative activities are used.

2. Research questions

The present study aims to answer the following research questions;

1. What are the students' perceptions towards communicative and non-communicative activities in the EFL classroom?
2. What kinds of communicative and non-communicative activities in the EFL classroom are anxiety-provoking to EFL students?

4. Review of Literature

Many researchers and educators pay more attention to the field of investigating learners' views on learner-centered classroom activities. For instance, Green (1993) showed that the communicative activities were rated more enjoyable than the non-communicative ones, except for the activities of interviewing English speakers outside of the class. Garrett and Shortall (2002) also stated that there were different preferences for classroom activities among learner groups of different proficiency. First, Beginners saw the teacher-fronted grammar activities as better for learning than the student-centered grammar activities because they focused mainly on the teacher's modeling, feedback, and the opportunities for repetition and drilling. Second, both the beginners and intermediates viewed the student-centered fluency activities as more fun and relaxing than the teacher-fronted fluency works because they were full of creativity, freedom, and classroom companionship. Moreover, Feng's (2000) study showed that the effective listeners revealed higher interest in high-level activities, like presentations, word games, film follow-up discussions, and ABC news, than did less effective listeners. In addition, both effective and less effective learners had great interest in film watching, watching skits on video and singing. Furthermore, empirical evidences showed that learners generally had weak preferences for

individual work; instead they preferred to take part in activities in groups.

Regarding students' perceptions, we can note that not all learners have unified feelings towards CLT. For instance, Hung (1997) found that the students expressed more negative feelings towards their English learning experiences, which were based on the Chinese traditional approach, because they thought that it focused more on reading and writing, resulting in their incompetence in communication. Hung (1997) also stated that Chinese college students liked the Chinese traditional approach because they felt safe in this kind of class. In the traditional English class, the most commonly used activity is a repetition in chorus, so individual students may hide themselves when they make mistakes or lag behind the class. Particularly, they thought that traditional classroom activities such as drills and teacher's explanation of grammar rules were effective in facilitating their English learning because they needed to take grammar-based tests. Similarly, Rao (2002) found that most of the students favour a combination of communicative and non-communicative activities in their English classroom. Nevertheless, there exists a conflict between what communicative activities demand and what the EFL situation in China allows. In another study, Savignon and Wang (2003) show that there is certain mismatch between learner needs and preferences and their reported experiences of classroom instruction.

Nunun (1989) claimed that learners favored non-communicative activities more than communicative ones, while others revealed the contrary results. Likewise, Barkhuisen (1998) reported his learners' resistance to participating in communicative activities and their preferences for more traditional classroom practice. More positive results addressing communicative activities could be found in the studies by Spratt (1999) and Savignon and Wang (2003). The students in their studies generally rated communicative activities higher than learners in other studies of the kind and that teachers in the studies underestimated the learners' preferences for the communicative activities (p.143).

More recently, Chung and Huang (2009) and Wang, Reu-Jan (2008) in their studies indicated that most participants hold positive attitudes towards a more communicative-based language teaching, which reflects the correct direction that the Ministry of higher education is moving towards in its recent curricular change. There is need to slightly shift the focus of English teaching in the classroom to achieve students' long-term goal, which is to develop their English communicative competence.

4.3. Research on Anxiety and Foreign Language Learning

A great deal of research has been devoted to examining the role of anxiety in the process of language learning and its effects on FL learning. It is well-known that students frequently experience anxiety in FL classes (Price, 1991). Numerous studies have presented the findings of anxiety in FL reading (Sellers, 2000), writing (Cheng, 2002), listening (Spada (2006), and speaking (Phillips, 1992). Furthermore, other studies have also shown that students experience the most anxiety in communication situations involving using the language orally or hearing the target language (Horwitz et al., 1986; Young, 1992). For example, in Koch and Terrell's (1991) study, more than half of the participants reported that oral skits and oral presentations in front of the class were the most anxiety-provoking activities. Moreover, the participants stated that oral quizzes and being called on to respond orally would also evoke their anxiety levels and frustration. In addition, Price (1991) reported that the greatest source of the students' FL anxiety was asking them to speak the target language in front of the whole class because they were afraid of being laughed at and being evaluated by their peers.

In addition to the oral-oriented classroom activities which were reported to be anxiety-provoking, the activities related to test-taking situations were revealed to induce learners' language anxiety in some previous studies. For instance, the learners in Horner and Redmond's (2002) and McKnight and Redmond's (2003) studies reported that the specific activities which caused them the most anxiety were taking tests and speaking on the spot. They indicated that testing-taking activity was anxiety-provoking because their comprehension would be measured and graded.

The same finding have also been reached also by Chen (2003) and Chuo (2005) who showed that the anxiety-producing activities were all oral-oriented activities involving personal exposure, like (a) making an oral presentation in front of the class, (b) being called on to give an answer, and (c) introducing yourself in front of the class. However, the anxiety-reducing activities they reported were related to group-exposure activities, such as (a) competing games by teams, (b) learning in groups of 3 or 4, and (c) singing songs as a class after the instructor.

4.5. Comment on the previous studies: -

According to the review of literature, Numerous studies have been carried out on the issue of the communicative and non-communicative activities

preferred by the learners and their anxiety level related to each activity. However, in Saudi Arabia, investigations on the learners' perceptions of the communicative and non-communicative activities and their anxiety level related to each activity are limited. Moreover, no study dealt with the topic of the difficulties of adopting the CLT in the classroom. Therefore, this study aimed to fill the gap mentioned above.

5. Research Methods

5.1 Subjects

5.1.1 Survey subjects

The participants in the formal questionnaire were 52 second year full-time students enrolled in the English Department in Qassim University, Saudi Arabia. The length of the English Program is 4 years, and the students are expected to be EFL instructors at schools. They were randomly selected from the enrollment lists, so as to provide each member of the population an equal opportunity to be included in the sample. The students' age ranged between 18-22 years and they were all undergraduates. The reason for selecting these students is due to the nature of their study which involves a lot of activities such as pair work, group discussion and role play. All the subjects were therefore familiar with the terminology applied in the investigation. The questionnaire was administered immediately after the class time and the response rate was 100%.

5.1.2. Interview subjects

Ten of the 52 subjects were chosen for interviews. The main purpose of the interview was to probe the answers given to the questionnaire to have a better understanding of the term anxiety. The researcher asked the class tutor to help select the students who would voluntarily participate in the interview.

6. The Study Instruments

To establish the baseline for this study the following instruments were used:

1. A Questionnaire for students – To estimate students' attitudes and opinions communicative and non-communicative activities in class.
2. Semi-structured interview - The students who were willing to participate were briefly interviewed to explore more in-depth attitudes communicative and non-communicative activities in Qassim University.

The instruments were adapted in order to make them relevant to the purpose of the study. This combination of two data collection methods involves corroborating evidence from different sources to shed light on a particular theme or issue. In addition, combination in qualitative research is important to validity issues such as checking the

truthfulness of the information collected (Creswell, 1998).

6.1. Questionnaire

The questionnaire used in this study was a learner self-report questionnaire on communicative and non-communicative activities in class. The activities on the list were selected after considering the following aspects:

(1). The literature on Communicative approach in the language classroom, course teaching schemes, interviews with a range of teachers on what activities they commonly used, and the researcher's experience of working with English major learners and colleagues in the English Department and the learners' views towards communicative activities and more 'traditional' activities.

(2). Current practice at the institution in general and of the target respondents in particular. The consideration of the context helped to choose activities that were actually being applied in these language classrooms rather than a list of general activities which can be labeled 'communicative' or 'non-communicative' activities elsewhere. The researcher then developed the pilot questionnaire. Since the students were studying in the English department, English was chosen as the language of the questionnaire. These activities were categorized into fourteen areas including accuracy and fluency, reading, writing, speaking, listening, feedback, grammar, participation modes and others.

6.1.1. The content validity

To assure the content validity of the questionnaire, all the items in this questionnaire were first reviewed by a panel of experts and potential participants who are knowledgeable and reputable in the field. Revisions and suggestions were given by the committee members who were chosen to determine the validity of the tool. After the committee members approved the English version of the questionnaire, the questionnaire was pilot tested by administering it to 52 first-year undergraduate students in two English classes.

6.1.2. The reliability

To determine the reliability of the instrument, the survey questionnaire was pilot tested by administering it to 15 first-year undergraduate students in the English class. Cornbach Alpha was used to compute the reliability for the students' questionnaire which consists of two sections. Section one deals with Communicative and non-communicative activities. Its reliability was 0.841. Section two deals with difficulties in implementing Communicative Approach in class. Its reliability was 0.828. The reliability coefficient indicated that the data collected were highly reliable. Overall result of

the pilot study showed that students had different views towards Communicative and non-communicative activities.

6.1.3. Questionnaire form

The questionnaire consists of two parts. The first part of the questionnaire used in this study is the Preferences and Anxiety towards communicative and non-communicative activity Questionnaire, which listed 54 Communicative and non-communicative activities in the English courses. In the first part, items 1, 4,6, 7, 8,9, 10,13, 18,20, 21, 23, 24, 27, 28, 31, 33, 34, 36,38,39, 40, 41,44,45,48, and 53 represent a mix of communicative activities, whereas items 2, 3, 5, 11 ,12,14,15,16,17,19,22,25, 26,29,30,32,35,37,42, 43, 46,47,49,50,51,52 and 54 were designed as to get students' perceptions about non-communicative activities. The items in the first part were used to answer the first and the second research questions to explore which types of classroom activities the students liked or disliked and which were anxiety-provoking to the students when participating in class. Thus, two categories contained: (a) Preference Level and (b) Anxiety Level. The second part asks the students about the difficulties that they have in an EFL class where communicative activities are used

All the question items in the questionnaire were simply and concisely stated so as to avoid any misunderstanding. To each item in Part 1, only two responses were given for level "A" on a 2-point, Likert- type scale (agree and disagree), and two responses for Level "B" (anxious and not anxious). The subjects were instructed to express their points of view on each item by choosing "agree" or "disagree" and "anxious" or "not anxious".

The investigator necessarily modified and added items to make the Questionnaire relevant and appropriate for the Saudi students who learn English as a foreign language.

The questionnaire items cover a broad range of 14 areas related to Communicative and Non-communicative activities, namely:

1. Students' views to communicative and non-communicative principles (*Items1,2*)
2. Students' views to fluency and accuracy (*Item3,4*)
3. Students' views towards TCA and SCA in class (*Item 5, 6*)
4. Students' views towards group work in class (*Items 8,9,10,11*)
5. Students' views towards grammar (*Items,12, 13, 14,15*)
6. Students' views towards correction of oral errors (*Items16,17,18,19,20,21*)

7. Students' views towards correction of written errors (*Items22, 23*)
8. Students' views towards writing (*Items 24,25*)
9. Students' views towards the teacher's use of Arabic and English in the class(*Items26, 27,46*)
10. Students' views towards listening (*Items 31,32, 33,34*)
11. Students' views towards speaking out in class (*Items 35, 36, 37, 38,39, 40, 41*)
12. Students' views towards authority in class (*Items 28,29,47,48*)
13. Students' views towards teachers' methods of teaching (*Items 7, 49,50,45*)
14. Students' views towards evaluation (*Items51,52,53,54*)

Part 2: The second part of the questionnaire consists of 17 items dealing with the difficulties that the students have in an EFL class where communicative activities are used. The participants were also asked to reply to each statement using a 2-point Likert scale (yes /no).

6.2. Semi-structured interview

In order to make the present study more comprehensive and informative, English follow-up student interviews were conducted as the qualitative method in this study. Interviewing is necessary when the required information about feelings, beliefs, perceptions and opinions cannot be observed (Merriam, 2001). In this study the interview was designed to elicit information that revealed the interviewees' perceptions of communicative and non-communicative activities.

The purpose of the interview data was to provide cross-validity for the questionnaire data. In this study the interview was designed to help the researcher gain an in-depth understanding of students' perceptions of about the subject and the difficulties they have experienced deeply. The researcher initiated the interview with pre-determined questions. In a semi-structured interview, the interviewer is free to modify the sequence of questions, and to change, explain, and add to the questions in order to get additional information allowing the subjects to express their ideas, feeling and opinions in a detailed way. However, the semi-structured interview also 'gives the interviewee a degree of power and control over the course of the interview' (Nunan, 1995). The interviews were administered to ten of the voluntarily selected students. They lasted 40 to 60 minutes. Seventeen basic interview questions were prepared. The main content of each question focuses on the in class activities and the problems

students face in the implementation of communicative language teaching. They were face-to-face interviews. To gather accurate data, all the interviews were recorded with the participants' permission, and later transcribed by the researcher for content analysis.

7. Data analysis

Data analysis does not consist a simple description of the data collected but rather it is a process by which the researcher interprets the data. The completed questionnaire was first subjected to descriptive statistics utilizing frequency and percentage. The descriptive statistics is followed by discussion of the results. In the process of data analysis, the researcher adopted analytic induction. By reading through the completed questionnaire, the researcher discovered the students' perceptions of communicative and non-communicative activities and identified the recurrent themes and salient comments in regard to the constraints that Saudi students had encountered in using communicative activities.

Table (1) Percentages of students' perceptions towards non-communicative activities higher than communicative activities

Statement communicative	Frequency		Percentage		Mean	S.D
	agree	disagree	agree	disagree		
S1.English teaching should focus on communication, with grammar explained when necessary.	49	3	94.2	5.8	1.94	
S2.English teaching should focus on learning and memorizing vocabulary and grammar rules.	37	15	71.2	28.8	1.71	
S3.I prefer "accurate English" to "fluent English".	25	27	48.1	51.9	1.48	
S4.I prefer "fluent English" to "accurate English".	33	19	63.5	36.5	1.63	
s5.I like a teacher-centered teaching method in the English class.	42	10	80.8	19.2	1.80	
S6.I like a student-centered teaching method in the English class.	31	21	59.6	40.6	1.59	
s7.I like to watch some English language films or videos and discuss them in groups under the teacher's guidance.	44	8	84.6	15.4	1.84	
S8. I like the teacher to divide us into pairs, in which I have to ask my partner questions, and answer the questions my partner asks me.	33	19	63.5	36.5	1.63	
S9.I like to participate in large group activities in class so that we have more opportunities to speak English.	34	18	65.4	34.6	1.65	
s10.I like the teacher to divide us into small groups in which I and my classmates talk about things we like and things we dislike..	39	13	75	25	1.75	
S11.I like to practice conversations individually with the instructor in the class.	35	17	67.3	32.3	1.67	
s12.I like my teacher to spend a lot of time on teaching grammar rules and translations.	30	22	57.7	42.3	1.57	
S13 I like the teacher to explain a grammatical rule that is printed in the textbook in English, and then give you examples in English as well.	43	9	82.7	17.3	1.82	

8. RESULTS

8.1. Discussion of questionnaire results

These findings are to answer the three enquiries:

8.1.1. Research question 1. What are the students' perceptions of communicative and non-communicative activities in the EFL classroom?

The reported favored activities in the EFL classroom, both communicative and non-communicative, are shown in Table 1. The results of the questionnaire clearly show that the participating students favored both communicative and non-communicative activities. This reflects that the students are interested in studying with both communicative and non-communicative activities in EFL classrooms. In other words, they cannot ignore the traditional way of learning that they have been used to in EFL classrooms throughout their previous education processes. The results are similar to that reached by Rao (2002) and Inceçay& Inceçay (2009) who clearly show that the participating students favored both communicative and non-communicative activities.

S14. I like the teacher to speak Arabic when explaining a grammatical rule that is printed in the textbook, and then give examples in English.	30	22	57.7	42.3	1.58	
S15. I like to do an exercise in which I should find mistakes in grammar and correct the mistakes.	42	10	80.8	19.2	1.80	
S16. I like the teacher to correct me when I make grammatical mistakes in spoken language.	43	9	82.7	17.3	1.82	
S 17. I like the teacher to correct all my mistakes while speaking.	28	24	53.8	46.2	1.53	
S 18. While speaking, I like the teacher to correct only the serious errors that cause communication breakdown.	36	16	69.2	30.8	1.69	
S 19. I don't like to say anything in English until I can say it correctly.	23	29	55.8	44.2	1.44	
S 20. I don't like to be corrected immediately while speaking English.	29	23	55.8	44.2	1.55	
S 21. I want my classmates to correct my oral errors in group work.	38	14	73.1	26.9	1.73	
S 22. I like the teacher's feedback to focus on vocabulary, grammar and spelling in writing.	38	14	73.1	26.9	1.73	
S 23. I like the teacher's feedback to focus on content, structure and idea development in writing, and write short personal notes in response to what I say.	38	14	73.1	26.9	1.73	
S 24. I like to write English compositions, dialogues, letters, memos, summaries, reports in class.	25	27	48.1	51.9	1.48	
S 25. I like to do a written exercise in which I am asked to fill in the correct forms of verbs in sentences.	34	18	65.4	34.6	1.65	
s 26. I like my English teacher to use both Arabic and English in his explanations.	41	11	78.8	21.2	1.78	
S 27. I like to listen to my instructor speaking English all the time in class.	36	16	69.2	30.8	1.69	
S 28. I learn best When the class atmosphere is friendly and harmonious.	43	9	82.7	17.3	1.82	
S 29. I learn best when the teacher is very strict and controls the lesson.	29	23	55.8	44.2	1.55	
S 30. In class or in group activities, I like to prepare what I want to say in English mentally before I speak.	41	11	78.8	21.2	1.78	
S 31. I like to listen to classmates giving oral presentations in English.	43	9	82.7	17.3	1.82	
S 32. I like to listen in the English class while the teachers lecture.	44	8	84.6	15.4	1.84	
S 33. I like my teacher to organize us to discuss questions after we finish listening to a story or a passage.	42	10	80.8	19.2	1.80	
S 34. I like my English teacher to let us listen more and speak more in class.	44	8	84.6	15.4	1.84	
S 35. I like an English class in which I don't need to open my mouth to speak English.	17	35	32.7	67.3	1.32	
S 36. I like to speak English with an excellent pronunciation.	46	6	88.5	11.5	1.88	
S 37. I like to learn the language through imitation/ repetition under the guidance of the teacher.	36	16	69.2	30.8	1.69	

S 38. I like to express ideas freely in different contexts through English.	43	9	82.7	17.3	1.82	
S 39. I like to talk to classmates in English in class.	34	18	65.4	34.6	1.65	
S 40. I like to interview English speakers and report on the interviews in English.	37	15	71.2	28.8	1.71	
S 41. I like to make English oral presentations in front of the class.	26	26	50	50	1.87	
S 42. I like to read textbooks and handouts silently.	40	12	76.9	23.1	1.76	
S 43. I like to read aloud in class.	30	22	57.7	42.3	1.57	
S 44. I like to read authentic materials, such as newspapers or magazines in English.	45	7	86.5	13.5	1.86	
S 45. In English class, I like my teacher to ask students text-based and thought-provoking questions to keep the lesson interesting in order that students have chances to practice their spoken English.	35	17	67.3	32.7	1.67	
S 46. I like my English teacher to translate some difficult paragraphs of English text, vocabulary and phrases into Arabic to enhance my comprehension and translation skills.	36	16	69.2	30	8	1.69
S 47. I like to reply on the teacher to explain everything that I should know.	45	7	86.5	13.5	1.86	
S 48. I like to find the information myself.	40	12	76.9	23.1	1.76	
S 49. I like the teacher to speak a series of sentences and ask the entire class to respond orally to each sentence by changing it in some way?	35	17	67.3	32.7	1.67	
S 50. I like the teacher to call on all students in turn to change a sentence in some way.	34	12	65.4	34.6	1.65	
S 51. I like to have a written test on what I have learned.	41	11	78.8	21.2	1.78	
S 52. I like to take dictation tests on vocabulary or texts in class.	31	21	59.6	40.6	1.59	
S 53. I like to have English oral tests.	27	25	51.9	48.1	1.51	
S 54. I like the teacher to evaluate how much you have learnt.	45	7	86.5	13.5	1.86	

Students' views to communicative and non-communicative principles (Items 1,2)

Regarding communicative and non-communicative principles (Items 1, 2), the majority of students (94.2%) strongly agree that English teaching should focus on communication, with grammar explained when necessary. This finding corresponds with those of Xiao (2006); Li (1998) and Karim (2004) who indicate that teachers possibly use dictionary and grammar exercises believing that communicative language teaching does not restrict teachers from teaching grammar and they use dictionary and explain grammar only to facilitate student's meaningful uses of English, not to hamper the communicative flow of the class. They also added that while trying to introduce CLT, teachers should not feel guilty about teaching grammar.

More than two thirds of students (71.2%) agree that English teaching should focus on learning and memorizing vocabulary and grammar rules. The finding of items 1&2 clearly shows that both communicative and non-communicative approaches are favored by the participants as shown in table (1). This finding is not surprising considering, the fact that memorization of vocabulary and grammar topics used to be one of the most commonly used teaching and learning strategies in the Saudi education system. This finding is similar to that reached by Oksana (2006) who reported that the Soviet students highly valued memorization of vocabulary and grammar topics. However, this finding in the present study reflects that the students are interested in studying with both communicative and non-communicative

activities in EFL classrooms. In other words, they cannot ignore the traditional way of learning that they have been used to in EFL classrooms throughout their previous education processes. This goes in accordance with the results of (Xiao, 2006; Inceçay & Inceçay, 2009).

Students' views to fluency and accuracy (Item3,4)

Regarding the issue of fluency vs. accuracy, two-thirds (63.5%) of the students agreed that fluency was more important than accuracy. This supports communicative English language teaching principles, which emphasize fluency over accuracy and focuses on students' involvement in classroom activities. This confirms the conclusion reached by Wei-Shi Wu (2003) who reported that students surveyed tended to focus more on fluency than on accuracy as this would help them speak English without being afraid of making mistakes or experiencing loss of 'face' Concerning the other statement—"accuracy is more important than fluency", only 48.1% of the students agreed with the statement. This finding indicates that less than half of students surveyed tended to focus more on accuracy than on fluency, as this would help them avoid making mistakes or experiencing loss of face.

Students' attitudes towards TCA and SCA in class (Item 5, 6)

The results showed that the students held a Positive attitude towards teacher-centred approach (TCA) and student-centred approach (SCA). The findings are supported by the results of open-ended questions, which revealed that the students surveyed were in favor of TCA (80.8%) and SCA (59.6%). This reveals that a 'pure' student-approach or teacher-centred approach are both needed to suit the Saudi EFL context. This indicates that students found TCA and SCA to be effective on many occasions. They consider both approaches to be useful and helpful in their own way.

Students' attitudes towards group work in class (Items 8,9,10,11)

Regarding group work activities in class, students were asked to express whether they preferred working individually, in pairs, in small groups, or in a large group. Results are presented in table (1). The students had positive views about the activities of group work in class. The results show that students generally prefer to work either individually, (67.3%), in pairs (63.5%), in small groups (75%), or in large groups (65.4%). The findings indicated that more students seemed to feel comfortable speaking English in a smaller group as they viewed a smaller group as a more protective environment than speaking in front of the whole class. Linking the two items, we can find that the majority of students

were concerned with maintaining group harmony, although some of them seemed to be more active than others in group work.

This finding is consonant with the findings in empirical research elsewhere (Tomlinson & Dat 2004, Xiao, 2006 and Huang (2008). These studies indicate that the students are active in participating in pair/group work. The students liked group work and pair work which involved a great deal of student-student interaction. They add that students think that working in pairs increases lots of opportunities to interact with the classmates.

Students' views towards grammar (Items,12, 13, 14,15)

What surprised the researcher even more from the study was the students' response to the explanation of grammar rules by the teacher. 82.7% of students reported that they would like the teacher to explain a grammatical rule that is printed in the textbook in English (item 13). Similar to this finding, Jin, Singh and Liqun Li (2005) stated that almost all students preferred teachers' grammatical explanations in English mother-tongue-avoidance strategy in class. However, when asked if they would like the teacher to explain a grammar rule in Arabic (item 14), only 57.7% of them said "Yes". This finding supports the result by Chung and Huang (2009) who found that some students felt that the amount of time the teacher spent on teaching grammar was appropriate, and some hoped that teacher could spend more time explaining grammar in details.

Students would like to be exposed to the English language as much as possible in the EFL classroom. They don't mind a few Arabic words when the teacher is explaining some complex and abstract grammatical rules (item.14). The finding of the present study also parallels with that is reported in Cheng's study (2002) in which Students showed that they would like to be exposed to the English language as much as possible in the EFL classroom. They don't mind a few mother tongue words when the teacher is explaining some complex and abstract grammatical rule, but too much Chinese is absolutely unwelcome in an English class.

As shown in Table (1), the activity item 15 "I like to do an exercise in which I should find mistakes in grammar and correct the mistakes." was highly valued by 80.8% of students. This goes in contrast with the conclusion reached by Huang who reported that such activity "Let students do grammar exercises" was regarded as the most tedious activity that the students disliked to use in the English Oral Training course.

Students' views towards correction of oral errors (Items16,17,18,19,20,21)

The data from the questionnaire showed that many students (82.7%) like the teacher to correct them when they make grammatical mistakes in spoken language. The same result was reached by Davis (2003) who reported that the students strongly believed that teachers should correct students when they make grammatical errors.

More than half students (53.8%) like the teacher to correct all mistakes while speaking. This means that 42.2% of students don't support this statement. As for item 18, "while speaking, many students (69.2%) like the teacher to correct only the serious errors that cause communication breakdown". This is similar to the statement mentioned by Davis (2003) that reveals that learners reported feeling it necessary for teachers to correct their errors, even in oral communication.

Regarding item 19, more than half (55.8%) of students don't like to say anything in English until they can say it correctly. The responses for item 19 indicate a strong learner desire to use English correctly and even to attain native-like competence. More than half of the students (55.8%) don't like to be corrected immediately while speaking English. This goes in contrast with the results reached by Chung and Huang (2009) who reported that most of the students in their study stressed the necessity of immediate error correction.

Many students (73.1%) also want their classmates to correct their oral errors in group work. The finding is similar to Huang (2008) who reported that the learners welcomed greatly the peers' immediate correction of their errors. Moreover, they were eager for the instant feedback to improve their language learning.

The previous results indicate that the students like to be corrected by their instructor or their peers. Students also believed that teachers should correct their grammatical mistakes and mispronunciation in class as the immediate correction helps them learn. Traditional teaching methods, with their emphasis on form rather than meaning, presuppose scrupulous attention to mistakes in oral and written production. Communicative approaches, on the other hand, take a more relaxed view of mistakes, suggesting that mistakes should not be corrected unless they make the utterance incomprehensible. Some researchers have suggested that students and teachers should focus on major patterns of error rather than attempting to correct every single mistake (Rao, 2002).

Students' views towards correction of written errors (Items 22, 23)

Regarding correction of written errors, the majority of students (73.1%) like the teacher's feedback to

focus on vocabulary, grammar, spelling content, structure and idea development in writing, and write short personal notes in response to what they say. This indicates that the students are interested in both accuracy and fluency.

Students' views towards writing (Items 24, 25)

The writing activity was widely used in pedagogy and is still used today. Only (48.1%) of students like to write English compositions, dialogues, letters, memos, summaries, reports in class, whereas many students (65.4%) like to do a written exercise in which they are asked to fill in the correct forms of verbs in sentences. This goes in accordance with the results of Barkhuizen (1998) who reported that writing English compositions, letters, summaries and reports in class was one of the least frequent college activities carried out in English by the learners. They have also mentioned that their students do not like writing English essay, compositions, letters, summaries, reports in class because they always have a problem with punctuation and spelling. They add that students don't know how to spell and when they write a composition or something, they receive low marks because of poor spelling.

Students' attitudes towards the teacher's use of Arabic and English in the class (Items 26, 27, 46)

It was surprising to note that many students (78.8%) like their English teacher to use both Arabic and English in his explanations. This finding is very similar to that reached by Nugrahenny T. Zacharis (2005) who shows that most respondents (80%) agreed that the students' mother tongue should be allowed in the English classroom. Only 20% of the respondents felt that only English should be used. However, the opinions of those in favor of L1 use varied with regard to the purpose of its use. The three reasons that were most frequently cited were 'explaining new words' (62%), 'checking students' understanding' (55%) and 'explaining grammar concepts' (50%). The first two reasons were never elaborated upon by the teachers, probably because they felt that there was no need for any further explanation. As for the third reason, some teachers said that they found it useful to use the students' L1 in order to explain grammatical concepts which were not present in the students' native language, such as the use of tenses.

Regarding item 27, more than two thirds (69.2%) of students like to listen to their instructor speaking English all the time in class. Item 46, many students (69.2%) like their English teacher to translate some difficult paragraphs of English text, vocabulary and phrases into Arabic to enhance their comprehension and translation skills. The same finding was reached by Kikuchi (2006) who stated that many students

perceives that they learn best when they have translation exercises.

Students' views towards listening (Items 31, 32, 33, 34, 35)

More than three quarters of students like to listen to their classmates and teachers. They like to discuss questions after they finish listening to a story or a passage. This finding indicates that the students realize the importance of being exposed to the language spoken by native speakers. This finding also supports that result reached by Oksana (2006) who reported that listening activities won the preference of many students in English classes. He adds that the opportunities for EFL students to talk to a native speaker and to be exposed to the 'live' language either within or outside the university are rather limited.

As for item 35, only 32.7 of students like to listen in an English class in which they don't need to open their mouth to speak English. This finding is incompatible with Chou (2005), who say "...they also found learners to be quite willing to participate in class by listening, but very passive with respect to speaking".

Students' attitudes towards speaking out in class (Items 36, 37, 38, 39, 40, 41)

Regarding the activity of oral presentations (item 41), only half (50 %) of students like to make English oral presentations in front of the class. This finding is similar to that reached by Wei-Shi Wu (2003) and Huang (2008) who indicated that almost three-quarters of the students indicated that oral presentation was an effective in-class activity.

Regarding pronunciation, the students' responses to *Item 36* showed that students would like to be active in speaking English while engaged in group activities. The results of this item demonstrated that Saudi students put emphasis on pronunciation; a majority (88.5%) of students believed that they like to speak English with excellent pronunciation in a conversation class. The finding of this item is similar to that reached by Wei-Shi Wu (2003) who indicated that the majority of the students wanted to learn standard pronunciation in a conversation class. Almost two-thirds of the participants wanted to learn to speak with an English accent in a conversation class. These findings seem to suggest that learners consider it more important to speak with excellent pronunciation than with grammatical correctness.

The activity item 37."I like to learn the language through imitation/ repetition under the guidance of the teacher" also won positive high preferences by students. More than two thirds (69.2%) of students like to learn the language through imitation/

repetition under the guidance of the teacher. This finding is in line with the same result reached by Davis (2003) who states that students strongly believe that language is learned mainly through imitation. This indicates that students favored both communicative and non-communicative activities.

As for item (39), more than half of the students (65.4%) indicated that they like to talk to classmates in English in class. This finding is very similar to the study of Chung and Huang (2009) that reached the same result and found that students were happy and willing to take part in conversation practice with classmates as they all realized the importance of English speaking ability, which, they admitted, was their major weakness.

As for item 38, more than three-quarters (82.7%) of the students indicated that they liked to express ideas freely in different contexts through English. They like these activities because they prompt them to express their self in English. These activities also enable them to know the latest news and enlarge their knowledge (Chou, 2005). However, the same sort of activity, as interviewing English speakers outside of class, had mostly produced positive answers (item 40), with 37 out of 52 claiming to like this activity.

From the above activities, it seems clear that students like to learn in traditional and communicative approaches.

Students' views towards reading (Items 42, 43, 44)

From the table, reading stands as one of the most frequent college activities that the *learners* participated in. As for item 42, more than three quarters of students (76.9%) like to read textbooks and handouts silently. This finding is consistent with the fact that reading academic texts in English is part of the academic requirements at the university.

As for item 43, more than half (57.7%) of students like to read aloud in class, whereas 42.3% of students don't. This finding is similar to that of Karim (2004) who reported that students' response to reading aloud indicates that they don't like to read aloud.

As for item 44, the majority of the students (86.5%) like to read authentic materials, such as newspapers or magazines in English. This goes in accordance with Riazi and Riasati (2007) who say " In recent years with a trend towards communicative language teaching it appears that our students are more and more oriented towards using authentic materials and do not like to make use of translation in their learning".

Students' attitudes towards authority in class (Items 28,29,47,48)

Many students think it is better to learn a language in a non-threatening environment. This has been proved by the finding of the following items 28 and 29. As for item 28, the majority of students (82.7 %) learn best when the class atmosphere is friendly and harmonious. This finding agrees with Kikuchi (2005) and Chung and Huang (2009) who report that students think they learn best when there is a friendly atmosphere in the classroom. Some thought a good teacher should be able to create a lively learning atmosphere and have good interactions with the students.

On the other hand, (item 29) only 55.8% of students learn best when the teacher is very strict and controls the lesson. This finding agrees with Xiao (2006) who reported that when students were asked to comment on their attitudes towards teacher's authority in class during the interviews, many students said that they were reluctant to challenge teacher's authority in class. They showed their respect to the teacher.

As for item 47, many students (86.5%) like to rely on the teacher to explain everything that they should know. The finding of this item is incongruent with the reports in earlier studies which claim that teachers are perceived as a 'fount of knowledge' from whom the knowledge is transmitted to students (Liu, 1998) and Asian students including Chinese are expected to show 'total obedience or submission to their teachers', to be 'passive receivers of knowledge' and that they offer 'little input to the class.

As for item (48,) many students (67.3 %) like to find the information themselves. This finding is in line with the studies of Rao (2002) which concludes: "Asian students do not, in fact, wish to be spoonfed with facts from an all-knowing 'fount of knowledge'. They want to explore knowledge themselves and find their own answers".

Students' attitudes towards teachers' methods of teaching (Items 7,, 49,50,45)

A large number of students (84.6%) valued highly watching some English language films or videos and discussing them in groups under the teacher's guidance. The finding is similar to that reached by Huang (2008) and Inceçay & Inceçay (2009) who showed that students liked class discussions and enjoyed seeing English films or watching video shows. If students found that they had something to talk about after seeing a film or a video show, they would like to participate in a group discussion with the teacher's guidance and facilitation which would help them increase their understanding of the films/video shows.

As for asking questions in class (item 45), it is interesting to note that most students (67.3%) like their teacher to ask students text-based and thought-provoking questions to keep the lesson interesting so that students have chances to practice their spoken English. This finding is similar to Xiao (2006) and Rao (2002) who reported that students in their studies expressed their strong desire that in English class they would expect teachers to stimulate their interest and analytical thinking ability through thought-provoking questions. Such findings are not surprising. As the follow-up classroom observations revealed, the ways teachers elicited answers or responses were found to be quite ill-thought out.

In item 49, 67.3% of students like the teacher to utter a series of sentences and ask the entire class to respond orally to each sentence by changing it in some way

As for item 50, two thirds (65.4%) of students like the teacher to call on all students in turn to change a sentence in some way. This finding supports that conclusion reached by Davis (2003) who stated that teachers should present grammatical rules one at a time, and that students should practice each of these before moving on.

Students' views towards evaluation (Items 51,52,53,54)

As shown in Table (1), the activity "Let students take dictation tests on vocabulary or texts" was favored by more than half (59.9%) of the students. This result goes in contrast to the conclusion reached by Huang (2008) who reported in his study that such activity was regarded as the most tedious activity that the students disliked to use in the English Oral Training course.

Regarding the issue of having a written test vs. oral tests (items 51 and 53), more than three quarters (78.8%) of students prefer written tests to oral tests. This is in line with Spratt's (1999) studies which reported similar results.

Concerning teacher evaluation (item 54), the majority of students (86.5%) like the teacher to evaluate how much they have learnt. Such finding supports those of Stapa (2003) which reported that most of the students showed their preference towards being assessed formally by the teacher.

General Comment

Regarding the students' perceptions towards communicative and non-communicative activities, the results seem to differ from the results of previous studies (Spratt, 1999; and Huang (2008), Green (1993) in which learners in their studies generally rated communicative activities higher than non-communicative activities.

The findings of this study are significantly similar to the results of previous surveys where it was found that EFL learners mainly used traditional practices in classes Jin, Singh and Liqun Li, (2005); Hanh (2005) and Rao (2002) reported that students rated non-communicative activities higher than communicative activities. Students placed a greater emphasis on learning vocabulary, and a much greater emphasis on grammar and pronunciation learning than their teachers. The learners enjoyed communicative activities but were reluctant to abandon traditional ones. They seem to endorse a more 'traditional' approach with a strong focus on grammar and pronunciation practice, and perhaps saw it as more fruitful than the more contemporary communicative approaches to language learning.

This reflected to a certain degree the current English teaching situation in classrooms. Although CLT was gradually introduced into the EFL classroom from the early 1990s, it still has not become the dominant method. Most students felt, on the other hand, that such traditional classroom activities were still effective ways to facilitate their English learning. In conclusion, Rao (2002) mentions students learning English do need, to a certain degree, communicative activities to help them improve their communicative competence in the classroom; they should not discontinue the use of our traditional classroom activities. Of course, it is not all the non-communicative activities that they should keep, but those which have proved to be very efficient.

8. 2. Analysis and Results of Research Question 2:

The second research question sought to explore the types of communicative and non-communicative activities which were anxiety-provoking to students. The data were analyzed by computing the frequency and the percentages of the participants' anxiety reported on the 54 communicative and non-communicative activities. To investigate the anxiety-provoking activities, only the activities whose percentage higher than 50% within the anxiety group are displayed in Table (2).

Out of 54 communicative and non-communicative activities, only 20 activities provoke students' anxiety. 12 activities (6, 9, 18, 23, 24, 31, 34, 36, 40, 41, 48, 53) that provoke students' anxiety belong to communicative activities and the other 8 activities (12, 16, 17, 19, 30, 35, 43, 50) belong to the non-communicative ones. It was clear that the communicative activities were more anxiety-provoking to EFL students than non-communicative activities.

As seen in Table (2), the questionnaire results revealed that most anxiety-provoking classroom activities extracted were sorted as oral-oriented

activities. They all required EFL learners' exposure to the public speaking situation, and involved in the risk of being corrected or evaluated by others; such activities that consist of oral presentations in front of the class, and role-plays. It appeared that the learners often treated these public-speaking classroom practices as potentially threatening pressure that led to their high level of anxiety.

Anxiety and speaking

Oral activities have long been reported as one of the main causes that make students feel anxious. In the present study, as seen in table (2), students feel anxious and uneasy when:

- (a-item 40) they are asked to make English oral presentations in front of the class (61.5%),
- (item 35) they are asked to open their mouths to speak English, (61.5%),
- (item 40) they interview English speakers and report the interviews in English (50%) , - (item 36) When they pronounce (53.8%)
- (item 39) they talk to classmates in English in class (50%).
- (item 50) they are called on to give an answer in front of the class (53.8%).
- (item 19) they say anything incorrectly (51.9%)

The students think that speaking in front of others makes them nervous all the time. These findings are consistent with the results of earlier studies which indicated that Students were extremely anxious when they had to speak in a foreign language in front of their class (Chuo, 2005). They thought they would be overseen, and judged by the audience (e.g., their teacher and peers) while speaking or performing in English.

Anxiety and group Activities

In this study, Students have mixed feelings about participating in group activities. As for item 9, half (50%) of students often feel very nervous and anxious when they participate in large group activities in class where they are required to speak English. The finding of item 9 supports the result of item (30) in which many students (53.8%) feel afraid of making mistakes, thus they have to prepare what they want to say in English mentally before they speak in class or in group activities.

Anxiety and listening

Students also feel anxious when they do listening exercises. This is very clear in students' responses to items 31 and 34. More than half of the students feel uneasy and anxious when listening to other classmates who give oral presentations in English. Students also express their anxiety when their teacher lets them listen more and speak more in class. This agrees with Young, (1992) who has shown that students experience the most anxiety in

communication situations involving using the language orally or hearing the target language. He also noted that listening might generate anxiety if it were "incomprehensible" (p.68).

The inability to comprehend what was being said in the classroom provoked considerable anxiety. Many complained that the teacher spoke much too fast, or refused to use any Arabic at all which resulted in an inability to keep up during class, and consequently carried over into the homework assignments. Young (1992) also noted that listening might generate anxiety if it were "incomprehensible" (p.68). The inability to comprehend the taped exercises or the instructional videos was also cited as anxiety-provoking by several students. One student reported nervousness even before the taped dictation, just by looking at the machine.

Anxiety and error correction

Error correction was another pedagogical practice cited by the participants as being anxiety-provoking. Students reported being disturbed when teachers "begin to reprimand" students for making errors. Students reported becoming frustrated when the teacher would correct the error before they had time to completely formulate a response. These interruptions would frequently cause students to lose their focus.

As seen in table (2), students express their anxiety when:

-(Item 16), the teacher corrects them when they make grammatical mistakes in spoken language (55.8%).

-(Item 17), the teacher corrects all their mistakes while they are speaking (69.9%).

-(Item 18), the teacher corrects only the serious errors that cause communication breakdown, while they are speaking (51.9%).

Students feel anxious when their teacher corrects their oral or written mistakes. Half of the students feel anxious when the teacher corrects their writing (item 23). This agrees with Young (1992) who pointed out that teacher's harsh manner of correcting students' errors was often regarded as an anxiety-provoking behaviour.

Anxiety and grammar

In the present study, grammar was considered as one of the factors that increase students' anxiety.

This is very clear in item 12 in which more than half (57.7%) of students express their anxiety when their teacher spends a lot of time on teaching grammar rules and translations.

Anxiety and teacher' strictness

More than half (55.8%) of the students feel anxious and uneasy when their teacher is strict. This is consistent with Cheng's (2002) study that indicates that a typical anxiety-provoking English teacher is one who threatens students with failure by, giving difficult tests and surprise quizzes which are rigid and too serious as well as unpredictable. Conversely, "instructor has a good sense of humour." was chosen by overall, sophomore, and junior groups as the most anxiety reducing characteristic of instructors.

Anxiety and reading

Reading aloud was also considered as one of the major activities that provoke students' anxiety. As seen in table (2), 50% of students feel anxious and uneasy when they read aloud (item 41). This is in line with Sellers' (2000) study in which students indicated that they experience anxiety in reading aloud.

Anxiety and writing

Writing paragraphs, letters and summaries is also one of the communicative activities that cause foreign language anxiety As seen in table, Item 24, more than half (57.7%) of the students feel anxious when they write English compositions, dialogues, letters, memos, summaries, reports in class. This finding is in line with the study of Feng (2005) who reported that writing was one the most provoking-anxiety activities in English class.

Anxiety and oral tests

Students feel anxious and unhappy when they are evaluated orally. In the present study, English oral tests were among the activities that provoke students' anxiety. 71.2 % of students expressed their fear and anxiety when they have oral tests. Being called on to respond orally was identified by more than half (53.87%) of the students as one of the most anxiety-producing activities. This is similar to the result reached by Koch and Terrell (1991) who found that more than half of their subjects reported that oral quizzes and being called on to respond orally were also anxiety-producing.

Table (2) The frequency and percentages of the participants' anxiety on communicative and Non-communicative activities (n= 52)

Non-communicative Statements	Frequency		Percentage	
	anxious	Not anxious	anxious	Not anxious
6.I like a student-centered teaching method in the English class.	26	26	50	50

9.I like to participate in large group activities in class so that we have more opportunities to speak English.	26	26	50	50
12.I like my teacher to spend a lot of time on teaching grammar rules and translations.	27	25	51.9	48.1
16.I like the teacher to correct me when I make grammatical mistakes in spoken language.	29	23	55.8	44.2
17.I like the teacher to correct all my mistakes while speaking.	36	16	69.2	30.8
18.While speaking, I like the teacher to correct only the serious errors that cause communication breakdown.	27	25	51.9	48.1
19.I don't like to say anything in English until I can say it correctly.	27	25	51.9	48.1
23.I like the teacher's feedback to focus on content, structure and idea development in writing, and write short personal notes in response to what I say.	26	26	50	50
24.I like to write English compositions, dialogues, letters, memos, summaries, reports in class.	30	22	57.7	42.3
29.I learn best when the teacher is very strict and controls the lesson.	29	23	55.8	44.2
30.In class or in group activities, I like to prepare what I want to say in English mentally before I speak.	28	24	53.8	46.2
31.I like to listen to classmates giving oral presentations in English.	27	25	51.9	48.1
34I like my English teacher to let us listen more and speak more in class.	27	25	51.9	48.1
35.I like an English class in which I don't need to open my mouth to speak English.	32	20	61.5	38.5
36.I like to speak English with an excellent pronunciation.	28	24	53.8	46.2
39. I like to talk to classmates in English in class.	26	26	50	50
40.I like to interview English speakers and report on the interviews in English.	26	26	50	50
41.1 like to make English oral presentations in front of the class.	32	20	61.5	38.5
43. I like to read aloud in class.	26	26	50	50
48. I like to find the information myself.	27	25	51.9	49.1
50. I like the teacher to call on all students in turn to change a sentence in some way.	28	24	53.8	46.2
53.1 like to have English oral tests.	37	15	71.2	28.8

CONCLUSION

The present study aimed to explore the perceptions of 52 Saudi university students towards the communicative and non-communicative activities in their EFL courses and the difficulties that students perceived as a result of CLT in the English department at Qassim University, Saudi Arabia. The study also attempted to investigate the kinds of the activities that provoke students' anxiety. Using

multi-method, data were collected by means of a questionnaire and semi-structured interviews. Quantitative data were supported by the qualitative data to provide more reliable results. The results show that the participating students favored both communicative and non-communicative activities. This reflects that the students are interested in studying with both communicative and non-communicative activities in EFL classrooms. In other

words, they cannot ignore the traditional way of learning that they have used in EFL classrooms throughout their previous education processes. The findings of this study confirm to some extent those of earlier studies by Karavas-Doukas's (1996) and Inceçay & Inceçay (2009) who clearly show that the participating students favored both communicative and non-communicative activities.

Regarding the class activities that provoke the students' anxiety, the results of the questionnaire and interview indicated that out of 54 communicative and non-communicative activities, only 20 activities provoke students' anxiety (12 activities belong to communicative activities and the other 8 activities belong to the non-communicative ones). It was clear that the communicative activities were more anxiety-provoking to EFL students than non-communicative activities.

However, the results of the study do show a tendency that most of the students favor a combination of communicative and non-communicative activities in their English classroom. All the subjects are aware of the fact that no single teaching method, so far, can be expected to deal with everything that concerns the form, use and content of the target language. The only way out is to reconcile communicative activities and non-communicative activities in English learning. Actually, there exist some encouraging examples in teaching English in China by combining communicative and non-communicative activities. All these examples illustrate that Saudi students' English learning can be facilitated if teachers can develop their own "locally appropriate version of the communicative approach.

Suggestions for Future Studies

In view of the findings and the limitations in this study, the following suggestions are provided for future studies as follows. First, future studies involving different groups of learners should be conducted to replicate this study.

Second, it would be an interesting avenue for future studies to add more in-class activity items in the questionnaire to yield various reactions toward oral class activities.

Last, on the nature and effects of other potential variables which may contribute to FL anxiety, it is desirable for future studies to gain a better understanding of how FL anxiety functions in learner's learning and how it can be effectively dealt with.

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