A SYSTEM FOR TEACHING ENGLISH IN SAUDI ARABIA: A MODEL FOR ENGLISH LANGUAGE ACQUISITION WITH REFERENCE TO STUDY SKILLS, MULTIPLE INTELLIGENCES, THINKING BASED LEARNING, AND GROUP WORK

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ABSTRACT

This chapter introduces a new yet an old methodology of learning English based on innate learning processes and on the intensive use of Internet and smart phones that are available nowadays everywhere in Saudi Arabia now. Such innate language processes are used by babies/children to learn the first language. This methodology is based on using the innate language learning skills of the learner's first language with the added difference that the learner is older and more experienced with language acquisition because of one's first language learning experience and experiences accumulated through time. It is hoped that learning English, as such, adds to rather than subtracts from the fluency of either native or second language. Plus being innovative, this system has the possibility of changing the attitudes of learners form relying on others to autonomy and changing their study skills form unaware rote memorization to incorporating memorization with the array of skills described by Benjamin Bloom. Furthermore, the researcher found out that this system is compatible with the concepts of multiple intelligences and thinking based learning as well as with smart phones that are used to create group follow up. I think that all four, namely multiple intelligences, study skills, smart phones, and Internet are important for producing autonomous learners, which is an important goal for education in Saudi Arabia especially at this age and time.

The chapter covers the following three main parts:
- A theoretical grounding for the system.
- An introduction that comprises a brief historical description of my applications of the methodology and the students reaction to it
- A description of the system for teaching and learning English in Saudi Arabia.

The chapter concludes with a summary of the presented ideas and an introduction of some limitations and problems the researcher found with this methodology during application. Some solution and recommendations are proposed.

KEYWORDS

Saudi Arabia, ESL, internalization, memorization.

1. INTRODUCTION

"The Internet could be a very positive step towards education, organization and participation."
Noam Chomsky

1.1. Learning a language is a complicated thing and leaning a second language is further complicated. In countries in which students depend mainly on rote memorization like Saudi Arabia, this difficulty is evaded by exchanging learning a second language with the acquisition of grades so students think they know the other language (L2) when they have just acquired grades. The graduates from high school are usually happy with their good if not excellent grades; their parents are happy and so are their teachers. In this article, I present a model that uses the internet throughout and builds on the learning habit of memorization and on repetition in order to establish new learning habits using follow up by peers via phones as a replacement for the school follow up by parents to arrive at an autonomy of learning.

Most students do not learn to communicate in the other language, English here. Therefore, the happiness of kids, parents, and teachers obtain from high scores is false because it happens as a result of what Howard Gardner (1993) calls "a quick fix" that does not reflect a real value (p. 81). Unfortunately, Saudi Arabia (KSA) tends to export the problem of English language learning from school to universities. In the higher education sector, teachers and administrations are at their wits' end trying to correct, in less than a year, a problem that has been long fostering for as long as English has been taught in schools in KSA, which is currently a minimum 6-8 years. One also should consider time duration. One should ask pertinent questions such as is the time allotted sufficient and how can the proposed system expand the time. There is a maximum of thirty weeks at best during the orientation year, that has its major time spent in the classrooms of the English language institute. English language Teaching is done in a four module system that includes finals and quizzes of each, which means that each module takes no more than seven and a half weeks or six and a half weeks in reality. which does not allow

enough time for learning a new language or for closing gaps that existed in the learning let alone changing students study habits.

Along the process of teaching that focuses on knowledge acquisition in schools, kids develop two problems. First, they become avid at rote memorization learning at the expense of other learning skills where by memorization turns into a learning habit. Second, they develop a sort of slavery to grades out of fear of losing them. Grades satisfy students and the society around them epitomized in their parents and immediate family. Furthermore, by getting good grades they can enroll in the main universities in KSA, such as King Saud, King Fahd and King Abdulaziz Universities yet society as well as job possibilities are changing. High grades do not guarantee a job After graduation from university though they may initially secure a place at a university but the number universities take as employees is very limited.

In this presentation, the presenter asserts that the problem is correctable using tools that are already abundant in Saudi Arabia; namely Internet as a primary tool and smart phones as a follow up tool. However, it is the Internet that makes the main difference whether it is accessed through Smartphones or laptops or any other machine. The use of Internet emphasizes autonomy and work against a memory-based teaching system and allow learners to have control over their learning.

Using the proposed system, both students and teachers get the positive side effect of learning about and applying multiple skills. Therefore, while students become autonomous learners who internalize learning through repetition, teachers become facilitators and supervisors and do less talking in class. In addition, the system is compatible with the theories of multiple intelligences advocated by Gardner in his book Frames of Mind (1983, 2011).

However, in order to move from the current situation to the desired one, one needs to take steps that address the current situation, and build on it rather than completely ignore its existence. As such the memorization skill, Saudi students are avid at, could be turned into a positive rather than a negative value, helping them learn English.

In summary, this chapter introduces and argues for a new yet old methodology of learning English based on innate learning processes (Chomsky, 1965) and on the intensive use of Internet and smart phones (Wankel & Blessinger, 2013) that are available everywhere in Saudi Arabia nowadays. The method of learning/ teaching English takes existing skills into consideration while it teaches learners how to be autonomous and to work according to their individual needs. This means that different learners may have different starting points depending on their individual abilities and the level of English language acquisition achieved by then.

In the proposed system, learner's autonomy, self- dependence and self-control of self, time, place and material are emphasized. Furthermore, learners are more mature age-wise so they can derive lessons, albeit indirectly most of the time, from their first language experiences. It is hoped that learning English, this way, adds rather than subtracts from the fluency of either native or second language, be it Arabic or English.

In this presentation, I argue for a gradual shift from rote memorization to autonomy. The presenter think that the Internet and Smartphones as working against a memory-based teaching system and believes that if students learn using these tools, they will become more autonomous learners.

1.2 Historically, the natural process of learning the native tongue, that all babies go through until they are almost 2-5 years old, has proven successful with all native languages despite language variations. People automatically learn their mother tongue through imitation except in very few cases such as in the case of being deaf or dumb. The researcher advocates a gradual movement that builds on the old to get to the new. What is special about the proposed system is that it is innovative and congruent with modern tools of technological innovations and up to date language learning theories while it applies a basic time tested methodology.

1.3 This methodology has the possibility of changing the attitudes of learners and teachers, who still show resistance, form total dependency on teachers, parents and grades to autonomy and of changing their study skills form unaware rote memorization to incorporating memorization with an array of skills (Bloom, 1984, Bloom et. al. 1956). Students resist the system because it is a little risky in terms of their primary motivation: grades; teachers may resist it because they lose the position of the controlling leader or the image of an all knowing person. They could also be against it because it incorporates technology into teaching, which their students are better at. However, the system produces motivated self-dependent learners, which is one of the goals of higher education in Saudi Arabia. It also has the advantage of combining Learning English with familiarizing learners with modern technology. For example, Smartphones applications like whatsup are effectively used to create group and peer follow up in order to shift learners gradually from dependency to autonomy. Smartphones can be used also to access the net but other devices can be used too with the same impact minus the tiny fonts.

1.4 In some countries where the Internet became a fact of life for a long time may not relate to the system presented here as an innovative system. These people must understand that the Internet has been prevalent in KSA in the last decade only and that if something is to work, it has to answer to the needs and the conditions of society for which it is to be used.

1.5 By default, the system entails that Saudis, who understand the learning conditions and environment of other Saudis well, to write or participate in designing and generating the learning material that is used in teaching English as a second language (ESL) or English as a foreign language (EFL).

1.6.Literature Review

1.6.1 Theories of language acquisition

Language acquisition refers to the ability of understanding and using a language to produce comprehensible sentences, phrases and words in it. Language acquisition refers to first or native language (L1). A second language is referred to as L2 and the second language acquisition is abbreviated as SLA. The difference between language acquisition and forced learning is that the first is obtained at will. The researcher proposes a system of English acquisition in Saudi Arabia because she believes that the suggested system offers a better educational grounding and creates a life-long learner as well as creating self-directed and self-motivated individuals.

Research regarding the L1acquisition. L1 research started before research regarding second language acquisition (SLA). The SLA field started as an interdisciplinary one yet it was too segmented and narrow to empower theorists to make big statements or to give major solutions to large-scale chronic problems. Each theory tends to shed light on a limited aspect of the language learning process which makes the solutions these theories offer rather segmented, incomplete and sometimes even incoherent. Thus , despite the abundance of theories, their narrow focus makes them unable to deal with large scale phenomena. Hence in creating this system, I suggest using from any relevant theory.

There are many theories about Language acquisition that come from various disciplines wither it is education, psychology, neuroscience or any other discipline. For example Chomsky developed the theories nativism, generative, universal, or transformational grammar for applied linguistics. There are also relevant theories initiated by the Russian psychologist Lev Vygotsky specially the theory of zone of proximal development. In this theory, Vygotsky refers to the difference of what kids actually achieve and what they can achieve. He also argues for two more concepts that are pertinent to the proposed system here. He argues that kids could learn on their own (Gredler, 2009, p. 1-19), and he was particularly against tests that check the knowledge of students. Connectionism or emergent theories have something to offer too. Connectionism ties together and uses different disciplines such as cognition, language acquisition, neuroscience, and artificial intelligence. As far as language acquisition is concerned, its main principal is that mental actions happen through interconnected networks of simple and similar units from which emerges the ability to learn languages in humans. Connectionist theorists hypothesize that language is a process of cognition resulting from the meeting of both biological and environmental factors, which takes us back to the concept of the existence of innate language abilities proposed by Chomsky. The radical behavioral psychologist B.F. Skinner suggested, albeit the concepts are initiated from opposing theories to those of Chomsky and Vygotsky, that we humans learn from our environment through repetition. Both Chomsky and Vygotsky criticized different aspects of Skinner's theories. Their main argument is that human language is unlike the modes of communication used by any other animal species, yet each theory or theorist have aspects that are employed in creating the SLA system proposed here.

In other words, the system is based on the theories that emphasize that humans acquire language through innate components in human brains while we focus on the role of the environment and the ideas on repetition proposed by Skinner as well as changing the immersing pattern, using internet to replace physical immersion. Instead of plunging into theoretical debates, we need to find out what works for our purpose

To sum up, all theories of language acquisition posit some degree of innateness. However, most language acquisition theories do not acknowledge the role of learning. We do not mean only listening and speaking by language acquisition here but we rather mean all four language skills including reading and writing. Therefore, we are not against learning because learning how to read and write is a conscious learning process incorporated into the proposed the process of the proposed system. Reading and writing in English are important skills in the academic context in Saudi Arabia specially in higher education.

1.6.2 Teacher training and motivation

We must believe in our kids and young adults and we must give them the tools they need to succeed by creating the proper environment and motivation for learning as well as giving the students the know-how of what to do to transfer them safely form a state of dependency to a state of autonomy. To achieve this, teachers need training to use the system . They have to be committed, yet the training should not take a long time. In his book, The Technology of Teaching (2003), Skinner addresses some problems of teaching (p. 93-113). He argues that teachers are not given a deep awareness of the processes involved in teaching and learning. In KSA they end up using what is available to them like memorization of English Grammar rules and giving their students paragraphs to memorize for exams so the students would have good grades. Unwittingly yet collectively, they end up reinforcing or establishing a rote memorization pattern that would accompany learners for the rest of their school years. The kids become damaged both emotionally and mentally form control and memorization. Skinner suggest that a suitable skill can be taught at any age by:

1-Specifying clearly what the learner has to do.

2- Breaking down the task into small manageable steps.

3- Letting the students perform the steps themselves.

4- Giving positive reinforcement when possible for any achievement.

5- Making the learners feel successful.

6- Giving intermittent praise later to keep the enthusiasm in students.

　　We need also to recognize that language learning is a complex activity that incorporates many elements and that it does not respond well to segmentation. Therefore, I propose creating an overarching system that responds well to learners and teachers, and remove their fears and inhibitions.

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2. BODY OF PAPER

2.1   A BRIEF HISTORY OF PROGRAM APPLICATIONS

2.1.1 Observation, questionnaire, interview

1.　　　Being a product of the same system, the author claims to know the problems that resulted in the failure of teaching English using grammar-memorization based system. Over the years, the writer have seen a lot of students come and go and observed the patterns of their learning. This resulted in relying on personal observation and experience in devising the program. She as well as other teachers have observed that teaching English is done by teachers who are an outcome of the same system which depended on easily and precisely measurable results and on teaching grammatical drills that has definite answers, and on memorizing 2-3 short paragraphs to write one of the memorized paragraphs in the final exam. Some teachers blamed the students when they do not do well; some did not. However, the majority of teachers thought the current students are not like older generations and that they are to blame for the failure of the system. However. teachers did not change their teaching methods or give students psychological tools nor motivation.

2.　　　The researcher experimented with the suggested system in a regular departmental oral English course that lasted for a whole semester. This was the best application of the methodology because it gave the researcher the time to shift the students into autonomous learner, gradually but surely since students were met two times a week for one and a half hours every time or three times a week for an hour each for a period of sixteen weeks. In this course, the teacher had the time to check students tables weekly and to conduct some quizzes regarding both the methodology, the theories and their application as well as the level of language acquisition attained by the students to make sure the methodology and the concepts behind it are achieved. The teacher/researcher had the permission of the Head of Department to experiment with the students as long as good results were achieved by the end of the semester.

3.　　　The researcher experimented with a four weekly two-hour sessions offered to internal, eLearning, and external students at KAU both to explain the methodology and to give examples of how it can be applied. There were four sessions altogether. The info was repeated often to internalize it. The teacher divided the learners into pairs and into groups exploring various internet sites that teach English for free within a specific criteria. The class was shown how to click into groups quickly. Handouts were given that included a pledge from the student to herself which states that she is committed to learning English for a year. The pledge defines the time and place for learning English every day in a five day week followed by one day break and one day review. The mail parameters were introduced and the students were told that they have to be consistent in order for them to have good results. A questionnaire was conducted in Arabic and responses were collected after finishing all the sessions. The questionnaire was distributed among the thirty students who stayed to the end of the four weeks but twenty forms only were fully answered.

4.　　　The researcher experimented with one session of language-learning workshop for about one two hours to introduce the system and its associated concepts

5.　　　A interview is conducted with six students, three who attended the previous session and three who did not. The interviews emphasized the difference and the expected benefit of each of the two forms. Very few students accepted to be interviewed. Students refused for logistic reasons such as waiting for transport and having classes.

2.3.1 Results

The students wrote to the pledge to themselves but that did not seem to make a difference despite filling it. Not all the students took notes of the activitis either.

　　The questionnaire was given to the thirty students who stayed till the end of the four weeks but only twenty were returned fully answered. There was a limited number of students willing to do the interviews though the sessions were short and focused. However, interviews were done with six students, three students who attended the single two hours session and three who attended the four weeks workshop. Responses stated the following:

1. The system is useful and interesting.
2. No grades for this activity are a positive motivational aspect of the system.
3. Some students commented that it is too late now to change their study habits. Some wanted only to graduate and said they will work on their English after graduating.
4. Some students commented the activity is boring to them.
5. The questionnaire asked covers 9 agree/disagree points and three questions

Figure 1 (table 1): Responses to the questionnaire

	Strongly agree	agree	Neutral	Disagree	Strongly disagree
The system is easy to follow up with	1	7	1	8	4
This program makes sense to me	12	6	1	1	0
I think that I will learn English if I use this program	2	14	2	2	0
I will try start now	0	8	0	8	4
I will try it starting later	4	10	4	2	2
I am not going to try it	3	3	2	8	4
The passages in www.rong-chang.com are boring	7	6	2	4	1
I will learn English this way	1	8	8	2	1
The passages in www.rong-chang.com are irrelevant culturally	5	9	2	4	0

- When asked to say why do they think the system is difficult (or easy) the responses wavered between the fact that they are used to memorization, that some teachers even ask for it at university level and that it is too late to change now.
- When asked if they will attempt to follow up on it, most said yes but that they need to be unencumbered with university courses in order to start such a shift.
- When asked why could not they try the program if they are convinced with it, they said that the task is too hard time consuming.

2.3.2 discussion of results

I had the best results in terms of learning English through applying this program with the oral English Departmental course who experienced the methodology fully because there was enough time to go as slow as needed for the shift to occur and because the transfer from memorization and dependency issues was slow and gradual. Moreover, the students in this course fulfilled all the teacher's requirements because they were trained to do so and because of authority of teacher over grades. They prepared their tables, consistently memorized the set number of words they pledged to learn daily, conducted full group activity. The teacher was able to check every member's charts weekly first by checking listening, speaking and reading and later writing . Thus the teacher-researcher was able to monitor the progress of the learners.

At the beginning there was some verbal and action resistance but there was positive feed-back as the students started having results. This indicates that the students were worried about grades.

Students expressed their feelings about the system. The questions asked about an interview. She thinks that the theoretical presentation is not enough to create a shift in learning patterns because the time is too short.

2.4   Practical steps towards learning English in Saudi Arabia

2.4.1. Internalization first then sharpening second

Using the computers and smart phones, this system tries to imitate the natural learning processes and incorporates the environment in ways that are conducive to learning English while replacing actual immersion with virtual immersion (Sayed-Mouchaweh, M., Lughofer, E., 2012, p.1-20). It works gradually on the four skills but not simultaneously. Through it, the habit of dependency is exchanged for independency and rote memorization for more advanced learning skills . Devising the system, the researcher tried to examine and imitate native language learning. Yet, learners need specific instructions on what to do in order to feel safe. The system uses skills the child or young adult is familiar with like memorization to shift learners form dependency to autonomy gradually and slowly but surely and firmly.

One should, when possible, listen to babies as they learn and as they internalize the complex patterns of their mother tongue. A baby listens first for a long time. That is for a year or so . Then he/she starts to babble out some sounds, then the baby produces some understandable and some non-understandable words, then he/she produces short phrase, then he/she is in full charge of his/her language. The people around may feel that he/she produced a lot of language all of a sudden but he/she has been listening and internalizing for a long time by the end of their second year. The methodology this paper is proposing goes in the following order: internalization of

listening, speaking then reading followed by writing and finally grammar. As such, the order that prioritizes grammar is flipped so grammar comes last as a fine tuning and pattern recognition tool.

The learners are to be told that they should not expect to speak English in a short period of time; that they should mainly rely on themselves when they learn a second language such as English. Nonetheless, the whole system must be explained to learners who should be gradually taken from the spoon-feeding mode they are used to the autonomy desired. All aspects of their being will have to be dealt with including the psychological and mental. Therefore this system requires a tutor at least for a short time so kids and young adults or teachers know what to do. This may take from 4-7 sessions depending on how fast the learners acquire the new info. The control period can be extended or shortened depending on the learners' levels and abilities.

2.6 language Immersion strategies

Virtual immersion replaces Actual immersion. Before the prevalence of the Internet in the 21st century, almost the only way for Saudis to immerse in the language was to travel to a native English speaking country, which is both costly and inaccessible to many learners. Learners do not have to do this now by using the internet to create virtual immersion situations Support is done by creating groups of five via smartphones.

2.7 The system

2.7.1 general instructions

•   The system is a gradual program for learning ESL that is done in clearly marked parts. Each part or activity is done for five days a week; the learner should take one day for review and one day break. The break is for rest, internalization, and motivation.

•   The follow up in this system is done through groups of five members of the same workshop with one group leader for every week, rather than parents or teachers. Aside from being a follow up activity, it helps the members internalize the steps of the system.

•   The group leader is to make sure the members call the others in the group and check on their progress and to keep a log of who called who and when. Copies of all logs are to be given by group leader to the instructor at the beginning of the next session. The group leader also quizzes each member on the listening/reading passages and on the vocab by the end of each week.

•   Each member checks on the other members and quizzes them on the vocabulary learned that day. The group member asks also about listening, speaking or reading material, what is it about, how many times the activity is repeated , when and where. She/he should keep a log of every member for all previous information. A copy of this log should be given to the group leader at the end of the week.

•   A learner should stick with their chosen website for three months to ensure consistency. A group review of every session at the end of the session and a final review covers the whole program.

2.7.2 The steps

2.7.2. Step one (session 1): the system

The teacher describes the system to the learners in full. They are given handouts of what to expect over the next 4-10 weeks if doing one of the full sessions. If not, a full description of the program is given. Then in the first part of this session learners are asked to check the Internet for free sites that offers:

1.   Cleary voiced material.

2.   Consistent material enough for one month at a time

3. Ideally, a site should offer More than reading and listening services. It should have a vocabulary list or lists, gradual writing exercises and the basic grammar rules and it should preferably have a chat area with people who are fluent in English

Figure 2 (text box): A checklist for appropriate website

- It should have clearly voiced material.

- It should have consistent material enough for one month at least.

- It should have vocabulary lists, writing and grammar exercises and preferably a chat area

A group review of this session ensues then a review of the process learned so far.

2.7.2. Step two (Session 2): listening & speaking

The goal of this session is to internalize the process of listening and reading and to introduce to the group the activity they should initially do, how and for how long. In this session, and on a big screen learners at the back of the room can read easily. The instructor and students:

1.   Explore some of the websites the learners found.

2.   learners are shown how to arrive at a listening/ reading material on a specific website.

3.   The instructor shows the learners what to do using a big screen and

4.   The instructor shows the students how to do the activity and indicate how many times each activity should be done.

Next is to model the activity of listening and reading. A website is picked and a passage is chosen. The learners are asked to time themselves when they start the activity. An easy listening and reading passage is usually chosen by the majority of learners. The experiment is conducted on a relatively short paragraph that does not take more than one minute or two per each single repetition. The chosen passage is to be shown on

the big screen in front of all learners. Learners read the passage silently while listening to the audio speaker. The activity is repeated three times. The instructor asks learners to check how long it takes them to do the activity and they record that. The instructor asks them to listen and repeat the same passage three more times and to check the time it took for the initial reading. They add the times of

the first part and the second part of the activity and multiply by 6. The overall time it for the activity is usually between # 6-12 minutes. Then they check their understanding with the help of the instructor. I noticed that most learners understand the passage better after repetition. The learners, then, are given time to create their individual lists of 20 passages each, which they will listen to throughout the month. For the month after, the level of the difficulty of passages is raised gradually; the activity is repeated until fluency is acquired.

The next activity in this session is to ask leaners to fill up three columns of an eight column table, which are: the week, listened to, and day of the week. The eight columns are: week number, listening to, day of week, place the activity is to happen in, date, signature after completion, the time the activity is conducted, and the time the follow up person called.

Finally, the pledge is checked to make sure learners filled it up and signed it. Their asked to stick in a prominent place in their chosen study space. Then a group review ensued.

Figure 3 (table2): Sample activity form

Week	day	Date	passage	time	place	Signature	Time of follow up call
first							
		Review					
		Break					

Continue to cover four weeks

2.7.2. Step three (Session three): Add vocabulary

1.   The goal of this (Continue sheet to cover four weeks)

session is to teach vocabulary. A learner should learn three to seven words every day; preferably five that the learners relate to and wants to learn because it is inarguably better to learn things, such as words, in context. Learners are asked to pick three to seven words from the paragraph they are listening and reading for the activity of the day. If this does not interest the learner, he/she should choose words that he/she wants to know

2.   The instructor can calculate with the learners the number of words they can learn per week, month, and year as a strategy to motivate the learners. Motivation goes hand in hand with the actual system to learn a second language.

3.   Students are shifted from being blind rote memorizers into self-sufficient autonomous learners using a special comprehensive system. This system is based on This introduction is based on using the skill our students are good at, which is memorization, to achieve autonomy, that occurs when learners learn enough vocabulary to become. autonomous. This is an important step of turning students gradually to become self-sufficient autonomous learners that is compatible with the way in which babies learn their first language.

4.   Words are the building blocks of languages since languages are composed of words strung into structures. This means that words have to be kept in the long time memory of the human brain to internalize them. However, in the natural human condition, they are memorized automatically but internalization, mainly through repetition, happens here following conscious direction that utilizes the learner's knowledge of first language acquisition.

5.   To learn the words well, learners should follow all the steps of vocabulary building, which is a rounded way of learning new words that will help students not just in recognizing and orally use words but in spelling as well, which is a preparation for the teaching/learning of writing.

Students are asked to list the vocabulary in a table similar to the one used for listening, speaking, and reading. Alternatively, the learners can add a vocab column to the previous one.

Figure 4 (text box)): the process of learning vocabulary

A group review of this session ensues then a review of the process learned so far.

2.6.2. Step four (Session four): introducing writing

Writing can be introduced gradually starting with writing the main idea to taking notes then writing a summary of each read passage then a short paragraph then a short essay. Eventually learners are asked to keep a writing log.

This equips the Learners with a basic writing skill that can be built on. Furthermore, the learners are asked to create a new table for writing similar to the previous two tables. Alternatively, the student can add the proper column to the existing table. They are asked to keep all tables together, in a single course file that can be expanded and a group review of the whole process occurs.

The learner should go al as far as desired. Lastly the instructor reminds the learners that they will not speak English overnight and that they should give a year or more to the process. To establish a two way communication, the instructor should give her contact information to learners to call her in case they have an

1. The word is to be written connected and in separate loetters. Example: coast & c.o.a.s.t.
2. The learner should understand the meaning and know the pronunciation of the word.
3. While looking at the written word, it is pronounced loudly and clearly at least ten times in full and as separate letters
4. Learners should quiz themselves every day, week and month.
5. Whatever is not learned well should be repeated again for ten times as in point three .

important question.

2.6.3 Duration

The system allows a lot of flexibility which enables instructor for either expanding or fusing the sessions doing it in more or less hours or less hours depending on need. For example the whole system can be explained in one session or one workshop. There are an alternative of weeks or months. The longer the process takes, the more the instructor can be sure of the degree of learning of students.

Although learners are usually asked to start at the beginning to fill in learning gaps, if learner does not wish to do so, he/she can go to a higher level of listening, speaking, reading, or writing. He/ She should ensure to go a little above once level but not too much above so he/ she would not be to frustrated and stop . The sense of completion is important for the psyche of the learner who should not feel like a failure.

2.6.4 Gaining fluency

Fluency in this context means that one can understand and produce the second language fluently without waiting to check with a grammar book. At the point of initial fluency acquisition, the speaker may not know all the words in English but can communicate effectively. A learner should have enough vocabulary to enable him/her to communicate with others orally and understand what they are being told.

2.6.5 Gaining autonomy

As we mentioned earlier, both teachers and students may resist the methodology for various reasons as for example the fact that they are familiar with the system they are used at the time since familiarity breeds content. However, once they have learned and enjoyed autonomy they will not want to replace it with the old grade system because it awakens a long forgotten sense of freedom and empowerment. Making a living by obtaining high grades does not become a primary issue. Learners will come up with ideas of how to earn a living, which is a primary goal of education in KSA nowadays, though the concept is not vocalized.

2.6.6 Grammar as a sharpening tool

Grammar should be used as a reference and sharpening tool not as a departure point it should not be used as a major tool to teach English because no one has learned English in Saudi Arabia from learning the grammar of English. It should be taught later as an enforcement tool after one internalized the basic language structures. There are many excellent grammar books around and there are free websites. One could choose a website and stick to it for almost three months to get good results.

3. CONCLUSION

3.1 Having fun with learning

Most of us have forgotten about the fun of learning. Learning can be fun and interesting. We can remember that if we go back to preschool days, we can remember how fun learning is was. Similarly when discovering the amount of freedom learning gives; we rediscover how interesting learning is. Teachers need to find ways of making learning interesting but this is just one aspect of dealing with the issue. There are other ways too such as icebreakers and games a teacher can use to introduce ideas. For example, to give learners fun while getting them intoned to using smartphones as a learning tool, one may use smart phones games like the ideas introduced in John's Chen's book, 50 Digital Team-Building Games (2012).

3.2 Practical Aspects
The presented system is simple, inexpensive and achievable individually, at home, or collectively, in school. However, in order for teachers to teach it, they must learn how to use it and be shifted themselves

3.3   Limitations
- This system focuses on learning rather than on testing so it does not come with a testing formula. Many researchers claim the need for testing to enable administration and stakeholders to test the program's achievement. We leave this to be done in future research. We can only suggest a pass and fail (P/F) system in higher education and schools as students reach a minimum criterion of language fluency. However, the problem of being admitted to the various higher education colleges still exists. Here we suggest two possibilities that need to be investigated further, the first is using grades only to be admitted to the different colleges while the P/F system is kept by not incorporating the grade into the accumulative average of the student. Second is enabling more fluidity in the higher education system by enabling a certain number of repetitions of each course at student's expense and in his/ her time until passing or deciding to quit.
- Learners as well as teachers may be resistant to the new methodology because knowing the old system can ensure grade acquisition. This can be overcome by discussing the method with the stakeholders and by letting them air their concerns, listening to them carefully, and incorporating alterations immediately when feasible.
- It is not possible for the researcher to test the system on a large-scale and variant population in different areas of Saudi Arabia system without official support. However,
- All these limitation can be overcome in actual application.

3.4 Final words
- This article suggests implementing the system in a small number of schools then testing the results using a world-class system such as ILETS or TOFEL before and after conducting the program. If the methodology proves successful, it can be implemented on a larger scale in an area or a city whereby testing is administered at the end of a certain period of time that is decided on earlier, while progressing with the first group. Upon success it can be moved on to another area. The whole of Saudi Arabia can be covered in 2-3 years.
- There are systems that adopt similar ideas. However, most if not all, of these systems require payments and they are more complicated. The system provided here is totally free and much simpler to use.
- General surveys and more culturally specific studies are needed in Saudi Arabia.
- Listening and reading passages are to be developed using the learner's feedback as a guide.
- We, in Saudi Arabia, have lost a lot of valuable time and money experimenting with different systems. However, none worked over the years because we did not incorporate environmental and cultural aspects. This system is unique because it targets the specific problems Saudi Students have in learning English as well as providing the fringe benefits of learning various learning skills, autonomy, thinking based learning, and group work while using the Internet and smart phones (Richardson & Mancabelli, 2011).

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