

The Importance of Pedagogical Empiricism for Sensitizing University English Language Teachers in Arab Context

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Abstract

There is a significant psychological aversion to English as a foreign language in Saudi Arabia. General weakness among learners opting for English majors and undergraduate learners of the English language is noted. Different learners are unaware of learning styles most suited to them. This research discussed the necessity for sensitizing university teachers towards the contributing factors in the success or failure of teaching and learning the English Language in Saudi Arabia. Teaching-learning processes would be fruitful if the syllabus designers, teachers, and learners become aware of important factors like teacher's characteristics, learners' characteristics, teaching materials, and educational institutions. This study aimed to emphasize the role of the English language teacher in facilitating learning processes, through conducting active research of English language learners at Wadi Ad-Dawasir in Saudi Arabia. This research enhances the prospects of pedagogical studies of different language learning and teaching.

Keywords: English language teachers, language learners, pedagogical empiricism, sensitizing university, Saudi Arabia

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