

**ELT Teaching Quality and Practice in Saudi Arabia: A Case Study of the
Perspectives of ESP and EGP Students, Teachers and Managers at the
ELC in Umm al-Qura University**

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Abstract

In recent years EFL education within Saudi Arabia has come under increased scrutiny, due to government efforts to reform the broader education system within the country, and the perceived importance of English as a global language of commerce and enterprise. EFL education within Saudi Arabia suffers from a number of problems, including low standards and a tendency within the Saudi education system to rely upon prescriptive and authoritarian teaching paradigms. In addition to this, there is no cohesive national strategy for EFL teacher training and education, and little emphasis on professional development opportunities for teachers within the EFL field. This study focuses attention on EFL teacher quality within Saudi Arabia as a critical component in improving English language education across the country. The study presents a case study of Umm al-Qura University, in Mecca, Saudi Arabia, in which the perspectives of students, teachers and managers were explored in depth in order to shed light on the current mechanisms for ensuring teaching quality in EFL. Adopting a mixed-methods approach, the study engaged in an in-depth case study of the English Language Centre (ELC) at the Umm al-Qura University. A quantitative questionnaire was distributed to students within the ELC, and semi-structured interviews were undertaken with teachers and academic managers, in addition to classroom observations conducted by the researcher. The findings corroborated recent research on educational paradigms within Saudi Arabia, and highlighted a number of cultural factors that impacted upon teacher quality within the ELC. The findings of the study form the basis of a series of recommendations for improving English language teaching quality within the Kingdom of Saudi Arabia.

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List of Abbreviations

CELTA:	Certificate in Teaching English to Speakers of Other Languages
CPD:	Continuous Professional Development
EAP:	English for Academic Purposes
EFL:	English as a Foreign Language
EGP:	English for General Purposes
EIL:	English as an International Language
ELT:	English Language Teaching
ESL:	English as a Second Language
ESP:	English for Specific Purposes
ELC:	English Language Centre
IELTS:	International English Language Testing System
KSA:	Kingdom of Saudi Arabia
MoE:	Ministry of Education
TEFL:	Teaching English as a Foreign Language
TESOL:	Teachers of English to Speakers of Other Languages
UQU:	Umm al-Qura University

Glossary of Key Terms

- Abayah:** *A robe-like outer dress covering the entire body except the face, feet and hands*
- Guardianship:** *A legally mandated system of social organisation in which women are assigned a male 'guardian' who must provide permission in order for them to travel, marry, and access some forms of healthcare*
- Hajj:** *The annual pilgrimage to Mecca performed as a religious duty by all Muslims at least once in their lifetime*
- Jihad:** *Lit. 'struggle'. May refer to the inner spiritual struggle of the ego (Great Jihad), or a worldly, physical struggle against the enemies of Islam*
- Tatweer:** *An education initiative launched by the Saudi government in 2006, focusing on teacher training and resourcing*
- Ulema:** *Lit. 'learned men'. Refers to scholars of religious law in Islamic societies*
- Umma:** *The global community of Muslims*
- Wahhabism:** *A conservative branch of Sunni Islam, emerging in the Arabian Peninsula in the 18th century*

Chapter One: Introduction

In recent decades, the Saudi Arabian government has invested considerable efforts and resources into the nation's education system, with the express purpose of developing the country's human capital and producing a workforce capable of competing within the global jobs market. Critical to this effort has been the development of English Language Teaching (ELT) within the Kingdom of Saudi Arabia (KSA) (Alamri, 2011). The emphasis on ELT is, in part, a by-product of the emergence of English as a global *lingua franca* in the fields of business, commerce, culture and technology, thereby establishing the language as a pre-requisite for participation in a variety of fields and industries (Alamri, 2011). In order to participate within the global knowledge economy, Saudi citizens must be equipped with appropriate skills and tools, and arguably the most significant of these is proficiency in the English language. Since 2010, English has been taught as a core subject in Saudi elementary schools (beginning around age 10) and continues to be taught through intermediate and secondary school, and is used as the primary language of instruction in many Higher Education institutions (Al-Hajailan, 2003). However, despite these efforts, attainment and achievement in English has remained considerably below the country's expectations throughout the country (Al-Johani, 2009). Although students study English throughout their school education, many graduate from high school with low levels of competence, particularly in oral communication skills, leaving them ill equipped to manage the demanding expectations of courses at the Higher Education level (Fareh, 2010).

The literature has evidenced a number of potential causes for this lack of attainment among Saudi students in English language (Alhakami, 2004; Chambers, 1999). One of the most significant factors is the reliance within the Saudi education system on teacher-centred (as opposed to student-centred) learning paradigms, in which students are construed as passive

recipients of information and knowledge provided by the teacher (Brandes & Ginnis, 1994). In the case of language tuition, this inhibits communication in the target language and has consequently been widely discredited in favour of student-centred learning paradigms (Freeman and Freeman, 1998). Furthermore, the predominant use of teaching and learning methods such as memorisation, rote learning, and grammar-focused strategies are thought to have contributed to low levels of achievement within the Saudi EFL classroom (Alrashidi & Phan, 2015). Finally, a lack of sufficient resources, the lack of a coherent teacher education programme, and cultural and political factors specific to the KSA, have also been shown to impact upon attainment and outcomes in English language education within Saudi Arabia (Al-Jarf, 2008). It may be suggested, therefore, that teaching quality is a significant factor in inhibiting progress in EFL education within Saudi Arabia, and that currently, Saudi students are not attaining sufficient levels in speaking and listening.

This study aims to explore the ways in which English language education may be improved within the KSA, focusing specifically on the performance of English language teachers and the factors that constrain or impede their teaching practice. Drawing on existing frameworks (see Harmer, 2007, and section 2.4.2 below), it investigates current English language teaching practice in the KSA and the way in which factors such as teacher training, appraisal, motivation and resources can impact upon teaching quality. In order to explore the issues at depth and within a holistic framework, the study focuses on a case study of the English Language Centre (ELC) at the Umm al-Qura University (UQU) in Mecca, Saudi Arabia. This centre for English language education was established in 1981 and aims to provide students with the necessary English skills to complete their undergraduate and graduate studies at UQU. Although the ELC is specifically tied to UQU, many universities across the country now have similar centres devoted to English language education, thereby allowing the results of this investigation to be tentatively generalised to the wider context of Higher Education in

Saudi Arabia. It is hoped that by investigating the problems and challenges affecting EFL provision within the ELC, drawing on the varied perspectives of different stakeholders in the education process, the study will shed light on the individual, institutional and broader cultural factors that impact upon EFL teaching quality across the country. This study will therefore explore English language education within the ELC, in its institutional context, taking into account the perspectives of teachers, students and academic managers.

1.1. Research Background

English language education has taken on an increasing salience within Saudi Arabia in recent years, due to growing social and economic pressures on the Saudi government (Bashehab & Buddhapriya, 2013). Saudi Arabia has, since the discovery of oil in 1938, been entirely dependent on revenues generated from the rent of its natural resources, thereby creating a specific economic model known as a 'rentier' economy (Beblawi, 1987). In recent years, the Saudi government has sought to diversify the economy, but faces considerable challenges due to the lack of indigenous human resources to fuel development in new industries (Ramady, 2010). Historically, Saudi Arabia has depended upon migrant workers (usually from Europe and the United States) to fill the demand for skilled personnel in a variety of sectors and industries (Ramady, 2010). Similarly, migrant workers from countries such as Pakistan, Indonesia and Malaysia traditionally fill low-skilled positions in the construction industry and domestic sector (Amjad, 1989). However, in recent years, the Saudi government has attempted to 'Saudi-ize' the jobs market by ensuring that companies operating inside the country employ Saudi nationals (Mahdi & Barrientos, 2003). In turn, this policy has demanded considerable investment in the education system, in order to ensure that Saudi nationals are able to fill, and compete for, positions traditionally occupied by foreign workers. The Saudi government are anxious to ensure that their citizens are equipped to

compete for jobs both inside Saudi Arabia and internationally, and as a result, have invested considerable resources in Higher Education (Bashehab & Buddhapriya, 2013).

Although many university courses now require proficiency in English, students often graduate from high school without the necessary level of proficiency to cope at a HE level, despite the fact that in many universities, English is now the primary language of tuition in subjects such as science, medicine, and engineering, and is taught as a core additional subject for courses in the humanities (Khan, 2011b). The emphasis on English language is key for two reasons: first, it enables Saudi students to compete for jobs in sectors dominated by many foreign workers, and second, it allows Saudi students to study abroad, engage in academic research and learning in other countries, and bring knowledge back into Saudi Arabia, thereby forming part of a long-term strategy to boost the knowledge economy within Saudi Arabia itself (Bashehab & Buddhapriya, 2013). As a result, if students are unable to communicate effectively in English when they begin university, they may face considerable difficulties in their academic and professional lives.

The lack of progress in the field of English language learning within Saudi Arabia has emerged as a considerable cause for concern (Alrashidi and Phan, 2015). Educational reforms to date have not had the desired impact on English language attainment, and Saudi students continue to perform below expectations. There are many potential reasons for this, most notably, persistent issues relating to the types of teaching methodologies and paradigms used in language education within the country. Several studies have identified problems relating to the way in which students are not encouraged to participate actively within the classroom, thereby inhibiting the kind of language learning the economy requires (Alamri, 2011). Teachers have been observed to communicate primarily in Arabic, rather than English, therefore limiting students' exposure to the target language (Alrashidi & Phan, 2015). In addition to this, students are not effectively motivated by their teachers to learn and engage

with the target language, and teachers often do not provide sufficient individual feedback on students' progression (Alrashidi & Phan, 2015).

The quality of English language teaching in Saudi Arabia has been widely criticised in the available literature. However, there are also significant institutional, social and cultural problems that impede progress in English language tuition in the country. English is not a language that is widely spoken in Saudi Arabia, and therefore students have little opportunity to practise their language skills (Alrashidi & Phan, 2015). Although English language proficiency is expected in many fields of employment, students often do not see the immediate benefit of learning English in their everyday lives, due to the fact that English is not used in everyday social interactions. Furthermore, at the institutional level, education within Saudi Arabia is often subject to cultural hierarchies, in which prescriptive and authoritarian methods are culturally reinforced (Alrashidi and Phan, 2015). Students are expected to show teachers respect, and not to question their authority within the classroom. In some situations, this can lead to a lack of direct or critical engagement with the subject matter, as students simply expect teachers to provide the necessary information, and they do not take ownership of their own learning processes (Al-Qahtani, 2011). Finally, English itself carries many cultural connotations that may discourage students from learning effectively. Many conservative factions within Saudi society are anxious to prevent Western globalised culture from extinguishing local Islamic values (Alrashidi & Phan, 2015). As such, the English language itself can be perceived as a tool of cultural colonisation and is regarded by some within Saudi society with suspicion.

The factors governing progress in EFL teaching in Saudi Arabia are, therefore, culturally, politically and economically rooted. There are clear economic and political drivers that have spurred efforts towards reform of the education system. However, in the case of English language education, these efforts have reaped few successes. There is a need to understand

why reforms have not had the desired impact on EFL teaching, and to understand the particular factors that continue to impede progress in EFL tuition. Furthermore, there is a need to develop practical recommendations for improving EFL teaching quality in Saudi Arabia that take account of the specific cultural and political factors that govern the Saudi context.

1.2. Rationale

This study aims to shed light on current English language teaching in Saudi Arabia and to offer recommendations for improvement based on the current deficiencies in the Saudi system. Although there have been several studies that aim to establish good teaching practices in the field of English language education, relatively little research has addressed the specific factors that contribute to the lack of progress within the Saudi system. As described above, language education in Saudi Arabia is mediated by a number of different factors, relating to appropriate resourcing, teacher training, teaching paradigms and methodologies, and cultural and social factors affecting language provision. These different factors must be taken into account in order to properly understand the specific issues facing Saudi Arabia, and to develop effective solutions to these problems. As such, this investigation engages in an in-depth case study in which the problems affecting English language tuition may be studied within their real-world context, taking account of the myriad social, economic, institutional and individual level factors that impact upon English language education. The case study takes account of the different perspectives of students, teachers and academic managers, in order to build a holistic picture of the current situation of EFL teaching in Saudi Arabia, and to develop appropriate solutions.

1.3. Research Setting

This study focuses on the specific case of the English Language Centre at Umm al-Qura University. The ELC was founded at UQU in 1981 for the express purpose of providing

support to students whose courses were conducted primarily in the English language. The aims of the ELC, as stated in the ELC Quality Assurance and Accreditation Self-Study Report (see Appendix H) are as follows:

- To address the ever-growing need of its teaching assistants who were headed abroad for their graduate studies for intensive English courses to prepare them to take exams such as TOEFL and IELTS.
- To provide orientation sessions for such candidates.
- To offer courses in English for Specific Purposes (ESP) needed by the students of scientific colleges where the teaching medium is in English.
- To cater to the English language needs of other students and the community at large through special courses offered in English for general purposes as well as in ESP in areas such as Hajj and Umrah, security, military, etc.

The ELC therefore occupies a supporting role within the UQU, by providing language courses that will ensure that students are able to study in the English language, whether within the UQU, or in cases where they are travelling abroad for further study. In 2011 the ELC expanded its language courses by providing a preparatory course designed to provide students with the necessary language preparation to continue their studies at undergraduate level. The preparatory yearlong course at the ELC consists of two main parts. The first semester focuses specifically on English for General Purposes (EGP) and provides students with an all-round, general tuition in English language, focusing on speaking, writing, listening and reading. If students successfully pass this semester, they may proceed to the second semester, in which they take language courses specifically designed for their main subject of study. These courses, known as English for Specific Purposes (ESP) are designed

to focus on the vocabulary and language use that students will require in their primary subject areas: either medicine (nursing), technology or commerce.

The ELC currently serves approximately 5000 students (male and female) in the preparatory year and employs 76 members of permanent teaching staff. There are currently 50 male teachers (12 Saudi nationality and 38 non-Saudi nationality) and 26 female teachers (14 Saudi and 12 non-Saudi). As a result, 66% of teachers at the ELC are of non-Saudi descent. This reflects a more general trend within Saudi Arabia of recruiting non-Saudi English teachers, in part due to the problems associated with training and recruiting qualified and high-quality teaching staff from within Saudi Arabia. Umm al-Qura University is a high-ranked institution within Saudi Arabia, and holds a reputation for excellence in English language teaching. The preparatory year within the ELC was created to ensure that students were able to cope with the demanding English language requirements at undergraduate level, and as a response to the rapidly growing student population at UQU. Across Saudi Arabia, many other Higher Education Institutions have developed similar programmes designed to elevate standards in English and ensure that students are adequately prepared to pursue graduate level studies with English as the main language of instruction. This reflects a broader tendency within Saudi Arabia to focus initiatives to improve English language standards on the transition between high school and university. When students commence their university education without a sufficient competence in the English language, courses such as those offered by the ELC aim to ensure that students can cope with the English language requirements as part of their degrees.

There is a need therefore, to evaluate the language education provided by such centres within Saudi universities, in order to assess the extent to which these government sponsored initiatives may serve to improve English language standards across the country. The ELC at UQU provides a useful case study to explore such issues, as the preparatory course has been

established for four years, and the centre is highly-reputed for language education within the context of Saudi Higher Education. It is hoped that by exploring these issues in the institutional context of UQU, this study will provide a series of recommendations that may improve language provision across Saudi Arabia. Furthermore, the findings from the study may be generalised to other Higher Education institutions that offer similar courses, thereby shedding light on the current failures, and potential avenues for improvement, within the Saudi English language education system.

1.4. Aims and Research Questions

The principal objective of this study is to highlight the ways in which English language education may be improved within the Saudi Higher Education system. The investigation focused on a case study of the ELC at Umm al-Qura University, in Mecca, Saudi Arabia. The main research question at the heart of the study is as follows:

Within the Saudi education system, how can English language teachers improve English language education in the ELC in the UQU?

In framing the research question, it was necessary to consider and develop the concept of ‘good’ English language teaching in the context of Saudi Arabia. The following sub-questions were therefore developed in order to guide the case study in the ELC and to highlight the perceived characteristics of ‘good’ English language teachers.

- What are the key determinants of teaching quality within the ELC?
- What is the framework used in the ELC to identify a ‘good’ English teacher?
- What are the characteristics of a ‘good’ English teacher in the ELC, in the views of students, teachers and academic managers?

1.5. Methodology and Methods

In order to address the research questions outlined above, this study engaged in an in-depth case study of the ELC at Umm al-Qura University, allowing the exploration of the factors affecting EFL teaching quality in Saudi Arabia within its real world context. A mixed methods approach to data collection was adopted, incorporating a mixture of qualitative and quantitative research. The data collection took place in four stages, comprising a) classroom observations undertaken by the researcher, b) interviews with the observed teachers, c) questionnaires distributed to students at the ELC, and d) interviews with the academic managers (see Figure 3.2 in Chapter Three below). The case study focused on the female section of the ELC, meaning that only female students and teachers participated in the study, along with two male and two female academic managers. It was hoped that by incorporating multiple perspectives, the study would be able to unearth micro, meso and macro level factors that impacted upon teacher quality at the ELC. In addition to this, it was decided to adopt a framework for assessing teacher quality that concentrated on the following four components: motivation, training, appraisal and resources (Harmer, 2007). All of these factors are intended to combine in order to provide a holistic picture of the current English language education quality at UQU. By investigating teaching practice in this manner, it is hoped that this study design, although focusing specifically on the context of the ELC at Umm al-Qura University will shed light on the wider issues affecting EFL teaching quality throughout Saudi Arabia.

1.6. Structure of the Thesis

This thesis is structured as follows. Chapter Two presents the historical, political and social context of Saudi Arabia and engages in a review of the literature relating to EFL teaching quality, and the key issues surrounding EFL teaching in Saudi Arabia. Chapter Three presents the study design and methodology used in the course of this investigation, presenting the four stages of data collection and the methods used to analyse the data. Chapter Four presents the

findings and analysis of the research, presenting both the qualitative and quantitative data, structured around the principal themes and issues emerging from the findings. Chapter Five engages in a discussion of these findings with respect to the wider literature, highlighting new issues brought to light during the course of the research. Finally, Chapter Six presents the conclusions of the research and develops a series of recommendations based on the findings presented here.

Chapter Two: Literature Review

2.1. Introduction

This study aimed to conduct an investigation into the quality of English language education in the Kingdom of Saudi Arabia and potential strategies for improvement through a focused case study of the English Language Centre (ELC) in Umm al-Qura University. This chapter engages in a review of the available literature relating to ELT in Saudi Arabia and establishes the attributes of effective English language teachers, according to previous research. There is a considerable body of research that has investigated teacher development in language education, but it is difficult to draw comparisons between one context and another, due to the significance of the cultural and political specificity of Saudi Arabia (Donnelly et al., 2009). As a result, while there may be applicable characteristics that are transferable from one situation to another, there is no established consensus on the appropriate way to apply conclusions about English language teachers' development and competence to a Saudi context (Akiba et al., 2007). This chapter attempts to bridge this divide, by addressing the cultural specificity of the Saudi context, and discussing the particular issues that face English language teachers in a Saudi context. It presents a critical review of the literature relating to the attributes of effective English language teachers, and discusses the implications within a Saudi context. This chapter is divided into three principal sections. Section 2.2 will provide a summary of the Saudi context, highlighting cultural, social and political factors that have been shown to impact upon teaching provision. Section 2.3 will engage with these factors in greater detail, demonstrating the ways in which aspects of religion, political organisation, education, teacher training and new technologies have impacted upon, and interact with, English language tuition. Section 2.4 will engage with the broader literature pertaining to the desirable qualities of an English language teacher, and discuss the implications of this research within a Saudi Arabian context.

2.2. Context of the Study: KSA

Saudi Arabia is a Muslim, predominately Arab country with a population of approximately 30 million people. The Kingdom of Saudi Arabia was established in 1932 by the tribal dynasty of the House of Saud. This group rose to power over the course of the 19th century through a strategic alliance with the Wahhabi sect, a Salafist group that advocated a return to pure Islamic values, which originated in the late 18th century in the region around Najd (al-Rasheed, 2010). Through this strategic alliance, the House of Saud were able to defeat their rivals, the Hashemites, and establish themselves as the leading tribe of the Arabian Peninsula. However, this alliance has had considerable implications for the future development of the Saudi state, which, despite rapid economic modernisation during the 20th century, remains committed to a social and political culture firmly wedded to Wahhabi ideologies (al-Rasheed, 2010). As a result, the contemporary kingdom of Saudi Arabia is compelled to grapple with the inherent social tensions that accompany economic modernisation and globalisation, and a rigid, staunchly traditionalist culture that impacts upon every aspect of social and political life. This section will provide an overview of the principal characteristics of the contemporary Saudi state, and introduce their significance for English language tuition within the kingdom.

2.2.1. Economy

The Kingdom of Saudi Arabia was transformed throughout the course of the 20th century as a result of a number of social, economic and demographic changes. In particular, the oil boom of the 1970s resulted in a huge injection of wealth into the Saudi economy, which in turn enabled the government to increase public spending and invest further in the exploitation of the region's natural resources (Beblawi, 1987). The Saudi economy is a key example of the *rentier* state model, and is funded almost entirely by its vast wealth of oil reserves (Beblawi, 1987). Historically, Saudi Arabia and the United States have maintained a strong alliance due

to long-standing agreements over oil exports to the West. However, in 1973, oil exports were suddenly arrested by King Faisal bin Abdulaziz Al Saud, who accused the Americans of having broken their agreement by supporting Israel against the Arab states during the October War of 1973 (al-Rasheed, 2010). As a result, Faisal reneged on the agreement and stopped exporting oil to the United States. This led to an unprecedented rise in oil prices, known as the oil boom, and meant that oil revenues were multiplied fourfold, allowing considerable investment in infrastructure, health and education (al-Rasheed, 2010).

The implications of the oil boom for Saudi society are considerable. Rentier states, where the state is resourced solely, or predominately, on the natural resources of the country, tend to lead to lower levels of political accountability, because the government's mandate to rule is rooted in economic resources, as opposed to popular legitimacy (Beblawi, 1987). However, it has also led to a demographic boom, as a result of improvements in healthcare and a corresponding fall in infant mortality rates. As a result, in Saudi Arabia, 47% of the population is aged under 25, meaning that the country is dominated by a large youth population. Due to the improvements in education that have been effected in recent decades, this youth population is relatively well-educated, often to graduate level, and are technologically literate (al-Rasheed, 2010). However, due to the nature of the rentier economy, there are extremely high levels of youth unemployment, and the limitations of the Saudi education system are evidenced in the way in which young Saudi graduates are unable to compete for jobs on an international scale (Tripp, 2012).

Although the education system has improved in recent decades, improving literacy rates across the country, the Saudi education system in Higher Education is ill-adapted to the requirements of the jobs market, and European and American workers are widely employed for high-status positions for skilled workers in technology and industry (Elyas, 2011). Furthermore, at the other end of the spectrum, low-skilled workers tend to be recruited from

the Middle East and East Asia to fill menial roles in the domestic sector, including large numbers of migrant workers from Pakistan, Indonesia, and Middle Eastern states who are willing to work in difficult conditions for low wages (al-Rasheed, 2010). Many Saudi citizens are not prepared to fill such roles due to the low wages and social stigma attached to them. As a result, the employment market is dominated at both ends by migrant workers, meaning that Saudi nationals are unable to compete for local jobs and unemployment continues to rise (al-Rasheed, 2010).

Economic factors, therefore, have significant implications for the education system, and in particular, English language tuition in Saudi Arabia. Primarily, the nature of the rentier economy means that there has traditionally been ample funding available for investment in the education system (Beblawi, 1987). However, as the oil resources continue to be exploited, there is a need for Saudi Arabia to transition to a different economic model in order to prepare for the period when it will not be able to rely solely on natural resources. In order to diversify and boost this local economy, the new generation of Saudi citizens must be well educated and able to compete on a global stage (Elyas, 2008). Educational initiatives must be targeted at bringing the education system in line with the jobs market, and provide the state with the human resources to diversify the economy, following the model of Qatar and the UAE.

2.2.2. Globalisation

The Saudi economy and wider society has also been particularly affected by economic and cultural globalisation in recent decades. Globalisation refers to the breaking down of cultural and economic barriers between nation states, arising out of improvements in communication technologies, trans-national businesses and organisations, and transportation. The globalisation of the workforce has had significant implications for education, resulting in a need to create graduates who are equipped to compete on a global scale within the knowledge

economy (Smith & Abouammoh, 2013). The global knowledge economy is premised upon high quality education, which can imbue young citizens with the critical and knowledge-based tools to adapt to changing technologies. It is focused upon the acquisition of transferable skills and knowledge to create value, rather than labour or agricultural-intensive economies (Smith & Abouammoh, 2013). As a result, education has emerged as a key vehicle for economic development. In addition to this, there has been considerable attention placed upon the need for international co-operation between Higher Education institutions in different countries, allowing for academic collaboration, cross-fertilisation of knowledge, and the establishment of international, transferable standards. In order to participate in this global development, Saudi Arabia is required to reform its educational system, particularly in Higher Education, in order to ensure its future economic development (Smith & Abouammoh, 2013).

As globalisation has continued apace in recent decades, English has emerged as the global *lingua franca*, meaning that proficiency in English is essential in order to access well-paid, high status jobs, and to compete with migrants from other countries. As a result, in countries that are attempting to boost their economies and create a globally competitive workforce, English language education has emerged as an immediate priority. Within the Saudi context, considerable attention has been devoted to methods of English language learning within the education system (Tomlinson, 2011). In order to meet the demand for competent teachers, the government has recruited widely from foreign, English-speaking nations to supply enough proficient English teachers within Saudi Arabia. However, this has introduced a number of problems. The introduction of more migrant workers in to the Saudi economy may cause resentment within the population, and is particularly opposed by conservative religious groups, who are concerned about the impact of increased exposure to Western cultures and ideologies (Smith & Abouammoh, 2013). Furthermore, the high number of migrant workers

makes it difficult to ensure that there are consistent standards throughout the country in relation to teaching provision and teacher training. Finally, migrant workers, although they may bring new and effective teaching strategies and methods from other contexts, do not often have sufficient knowledge regarding Saudi society and culture, and are not familiar enough with the Arabic language to create effective teaching and learning strategies catered to the specific problems facing Arabic native speakers who are learning English (Tomlinson, 2011).

These difficulties notwithstanding, there is a clear need to reform the existing Saudi English language educational practices. Teachers employed in public sector education are frequently lacking in subject knowledge, language proficiency and competence in foreign language teaching methodology (Al-Hazmi, 2003). In order to bring the level of teaching provision to a higher, internationally respected standard, foreign teachers may be employed, but this should not act as a substitute for improvements in teacher training and educational paradigms.

2.2.3. Religion

The Islamic religion is an integral part of Saudi society and culture. The Saudi state encompasses two of the most sacred Islamic shrines: the 'Two Holy Places' of Mecca and Medina, where the prophet Muhammad lived, received the revelation and spread the message of Islam. Mecca is the site of pilgrimage (Hajj) for approximately 2 million Muslims from across the world each year, and the Saudi monarch is viewed as a protector of these two holy sites (al-Rasheed, 2010). The Hijaz has a special significance for Muslims internationally, as the location where the religion of Islam was born and where the prophet spread his message. As a result, Saudi Arabia holds a special position within the Islamic faith, and this is reflected at the governmental level. In addition to this, as described above, the traditional alliance between the Wahhabi sect and the House of Saud has resulted in a strong religious presence

in Saudi cultural and political life, focused upon an interpretation of Islamic texts that seeks to imitate the practices of the early Muslim community (al-Rasheed, 2010).

Wahhabism originated as a reform movement that aimed to purge Islam of certain practices that had developed within the faith over the previous centuries. It advocates a return to the practice of the early Muslim *ummah*, and is particularly concerned with the introduction of values and practices appropriated from outside the faith, which are considered to be idolatrous (al-Rasheed, 2010). As a result, it offers a rather prescriptive social code and a relatively narrow view of appropriate Islamic behaviour, which mandates various aspects of social life, including dress, mobility and consumption (Hosein, 1996). Although the majority of Saudi Arabia's Sunni population are not Wahhabis, the historic connection between the House of Saud and the Wahhabi sect means that the Wahhabi clerics exercise a profound influence at the level of the state. This in turn dominates aspects of governance, including the law and penal code, educational provision, social and cultural norms, and public behaviour and gatherings (Commins, 2006). Religious education is mandatory and comprises a large part of early childhood education. Furthermore, religious educational methods are transferred into all aspects of the educational system, leading to a propensity for rote-learning, repetition, hierarchical and regimented learning environments in which students are not expected to think critically, but rather to absorb passively the information provided from the authoritative source of the teacher (Prokop, 2003).

The Wahhabi doctrine has received a great deal of attention in recent years, in part as a result of the September 11th attacks on the World Trade Centre in 2001, and the subsequent War on Terror (Commins, 2006). The majority of the September 11th attackers originated from Saudi Arabia, and Wahhabism came under attack as the source of radical ideologies that rejected modern (read as Western) values and adopted violent approaches to *jihad* (Commins, 2006). In particular, the Saudi education system received criticism for its role in failing to combat

radical ideologies, and instead the country was regarded as a hotbed of terrorism, straining the hitherto friendly relations between the Saudis and the United States. Much of this criticism arose during the backlash against the September 11th attacks that accompanied the War on Terror, in which Islam and Muslims were vilified as a source of violence and an existential threat to the West (Kepel, 2002). However, in the Saudi case, the picture is far more complex. The jihadist groups that emerged in Saudi Arabia, such as al-Qaeda, positioned themselves against the Wahhabi establishment, viewing the collusion of the ulema with the Saudi monarchy as a fundamental betrayal, exacerbated by the decision to allow American forces to establish a base on Saudi soil in 1991 (Commins, 2006).

Furthermore, the high number of al-Qaeda adherents that originated from Saudi Arabia may be attributed to the socio-economic conditions within the country, rather than as a result of Wahhabi doctrine. The high levels of youth unemployment across the nation are accompanied by considerable frustration and anger among young Saudi men, who have no outlet for their political and social frustration (Kepel, 2002). Historically, the Saudi leadership has sought to outsource this problem, by encouraging young men to go abroad and fight as *mujahidin*, as in the case of the Afghan resistance against the Soviets in the 1980s. Upon their return, these young men are typically scarred by their experience, hostile to Western governments, and feel disenfranchised in their own nation (Kepel, 2002). It may be suggested, therefore, that socio-economic, rather than ideological, factors should be mobilised in order to explain the problem of extremism within Saudi society. However, in the years since 9/11, the Saudi education system has come under a significant amount of criticism, which has also elicited a rigid response from the Saudi religious establishment, who consider that their basic values are under attack (Commins, 2006). The War on Terror has polarised attitudes towards the role of religion with the education system, and within society in general, and resulted in a more rigid and oppositional stance from the Saudi government.

This complex interplay between religion and politics in the Saudi state has a number of important implications for educational paradigms and English language provision. The Saudi government has taken a firm stance, suggesting that no amount of foreign criticism will be sufficient to impose changes on the education system and curriculum (Prokop, 2003: p.77). However, there is a clear need for reform and an economic incentive to pursue a more globalised education system. The religious establishment have so far sought to oppose these changes, and advocate a highly centralised, authoritarian approach to educational provision, with close curricular controls and methods that induce compliance and passivity among the student body (Prokop, 2003). However, this educational paradigm is increasingly regarded as out-dated by the Saudi government, particularly due to the fact that many Saudi youth feel ill-equipped to participate in the global jobs market. As a result, the government has undertaken some reform initiatives, such as the Tatweer reforms, which aims to equip teachers and schools with resources that will enable them to achieve international standards (Murphy, 2011). The government also provides funding for students who wish to pursue graduate studies overseas, particularly in the United States and United Kingdom, in the hope that these students will contribute to the creation of a knowledge economy within the Saudi state. However, more needs to be done to limit the powerful hold of the *ulema* over the education system within Saudi Arabia and to facilitate governmental approaches to reform.

2.2.4. Saudi Culture

Saudi Arabian culture is also highly influenced by religion and the role of the *ulema* within society. The Wahhabi doctrine, in combination with the economic development of the Saudi state, has given rise to a specific cultural and behavioural norm within Saudi Arabia, which has considerable implications for women and gender roles within society (al-Rasheed, 2010). Traditionally, men and women are highly segregated within Saudi society, and forbidden to work, socialise or meet in public situations. Gender segregation is a tribal, rather than

necessarily Islamic, practice, and in Saudi Arabia it originates from a combination of tribal law and a radical interpretation of Islamic texts (al-Rasheed, 2010). Saudi culture is highly patriarchal, and women must have an appointed male guardian (generally a husband or male relative) to take responsibility for their activities and movements. Women must receive their guardian's permission if they are to seek employment, marry, or travel throughout the country. However, this law is subject to different interpretations throughout the country, and is not applied as rigidly in some places compared to others. Conservative areas in Riyadh, for example, typically impose stricter restrictions on women's movements than the comparatively liberal Jeddah (al-Rasheed, 2010). Women are also expected to cover themselves in the full *abayah* in public, and are forbidden from driving, among other activities.

In recent years, women's rights have emerged more prominently on the reform agenda, in part due to external pressures, but more notably from women inside the country. Prominent members of the royal family, such as Prince Alaweed bin Talal, have emerged as staunch advocates of women's employment and education, setting the example by employing large numbers of women in his personal entourage (Hamdan, 2013). Female education has improved considerably, although many young women still leave school at an early age in order to marry, particularly in rural areas. Furthermore, the number of women in higher education has increased dramatically, particularly among the urban, middle class demographic, due to the provision of more universities and schools dedicated to women's education (Hamdan, 2013). However, although 55% of all university students are now female, only 15% of the workforce is composed of women, pointing to the persistent restrictions on women in wider Saudi society (al-Rasheed, 2010). In addition to this, there is a notable gender divide between the subjects pursued by men and women: while the former are concentrated in sciences and technology, women tend to pursue visual arts, design and the

humanities. Despite considerable progress in women's education, therefore, there remain a number of problems facing women within Saudi society. There is a growing class of educated female graduates with little outlet for their knowledge and skills. Moreover, the continuing segregation between men and women in Saudi Arabia is attracting more and more opposition, particularly as more Saudi young men and women travel abroad for graduate studies (Hamdan, 2013). Increasingly, men and women have voiced opposition to women's segregation, or blatantly flouted the rules in public. Although this social protest still carries a huge stigma, increasingly, voices of dissent are becoming stronger.

Wider cultural changes in Saudi society are also emerging as a result of technological globalisation and the spread of the internet. Saudi Arabia boasts the highest usage of social media networks and has the highest number of global downloads, suggesting a youth culture that is extremely technologically literate. Interest in international arts and culture is thriving, and many young Saudi artists are producing work that challenges traditional social conventions and boundaries (Hamdan, 2014). This development spans the gender divide and demonstrates a desire for social change that has not yet been translated into political activism. The large Saudi youth population are highly engaged online, in part as a result of the religious restrictions that prohibit cultural events and gatherings such as cinema, and as a mechanism to transcend the segregation that characterises real-world interactions (Samin, 2008). This engagement in online culture has provided a public space for discourse, debate and exchange that has been missing within Saudi society, and may beckon considerable cultural changes in the coming decades. Furthermore, technological engagement, and increasing exposure to English via the internet has implications for English language learning, and also offers new opportunities for different teaching and learning paradigms centred on digital culture and exchange (Crystal, 2011; 2012). As a result, although Saudi society may be viewed as inherently conservative and traditional, there is also an increasingly

vocal youth presence that is engaging with different cultures and ideas using a progressive medium, within a society that is gradually transforming.

2.2.5. Summary

This section has established the wider context for this research, by assessing the aspects of Saudi politics, economy and culture that impact upon English language teaching. The importance of English language provision has become increasingly salient in recent years, as a result of the need on the part of the Saudi government to diversify the economy and adapt the curriculum to the requirements of the job market. Despite government efforts, there are many obstacles to educational reform throughout the country, particularly with reference to the conservatism of the religious establishment and the reluctance to shift from authoritarian teaching paradigms to more student-oriented, student-led initiatives. The following section will discuss these issues in more detail, addressing in detail the way in which these cultural aspects impact upon English language education in the Kingdom of Saudi Arabia.

2.3. The Saudi Education System

The previous section provided a broad context for the issues affect English language tuition in Saudi Arabia. Recent scholarship has raised a number of contextual and culturally-rooted problems that have contributed to the existing deficiencies in the Saudi educational system, particularly in relation to English language provision. This section will explore these issues in more detail, exploring the way in which aspects of culture, politics and economics interact with education provision and impact upon the quality of teaching English in Saudi Arabia. It will first provide an overview of the way in which English is perceived and utilised in Saudi Arabia, in order to situate the impetus to improve language tuition throughout the country. It will then address the current problems in the Saudi education system, beginning with broader observations regarding teaching paradigms and the impact of culture and religion in the educational sphere, and continuing to address the specific issues that affect English language

teaching. Finally, it will discuss some potential proposed avenues for improvement, including teacher training strategies and the mobilisation of new technologies.

2.3.1. English Usage in Saudi Arabia

Saudi Arabia is a Muslim country, and Arabic is the native language and is the common language used in daily interactions (Bersamina, 2009). The English language is used as a second language in Saudi Arabia, and is taught as a compulsory subject in schools from the age of ten (Al-Hajailan, 2003). English proficiency is closely associated with social status throughout the country, and is spoken widely by people in the political sphere, business and professions such as academia, law and medicine (Al-Hajailan 2003). There are a number of important reasons why English is considered to be important, many of which, as discussed above, relate to Saudi Arabia's desire to integrate economically into global markets and encourage foreign investment (Al-Hajailan 2003). Al-Hajailan (2003) further points to the fact that individuals feel that learning English will improve their future prospects. As Jenkins (2010) mentions, Saudi students face many challenges when they leave high school, such as mastering a foreign language, acquiring proper academic skills and preparing for a specific area of study; therefore, it has become increasingly important for them to master English in order to improve their professional prospects.

Despite this perceived need for graduating students to speak English in order to improve their social and professional standing, English is still not widely used or spoken in Saudi Arabia. This has been identified as a significant problem, and the educational sector has come under scrutiny in its perceived failure to adequately equip young graduates for the global jobs market (Alhakami, 2004). Chibok (2000) argues that urgent measures need to be taken in regards to the way English is taught in Saudi Arabia. Al-Ohaidab (2012) states that one of the main reasons why students have a low level in English is because the teachers do not have the appropriate qualifications to teach this subject. Teachers may be fluent in English but they

still lack qualifications to teach English to students. Chibok (2000) states that although English has been incorporated into the education system, students believe that they are forced to study it as a required course, and this does not stimulate the necessary engagement for them to develop proficiency in the language. He further adds that the “objective of teaching and learning in English is unclear to a majority of the population here” (Chibok, 2000). There is a sense, therefore, that there is a need to both reform educational practices in order to develop English language proficiency within the Saudi population, but additionally to reposition English language tuition as a beneficial activity that will allow individuals to materially improve their lives, rather than simply an imposed subject that does not appear (to many) to have a clear purpose.

It may also be suggested that students are not adequately prepared for English language study when they reach Higher Education. Although the government has recently invested considerable efforts into educational reform, at both high school level and within Higher Education, it is not clear how well co-ordinated these strategies are. Students may enter Higher Education with very different levels of English language proficiency, depending on the quality of teaching at high school level. There is very little existing research that aims to examine the continuity between high school and Higher Education, and therefore it is difficult to comment on the impact of high school language tuition at the Higher Education level. It would be instructive to examine this relationship and to assess the way in which high school education prepares students for study at the Higher Education level. However, such a question goes beyond the scope of this study. The failures of English language tuition in Saudi Arabia are therefore complex and have their origins in cultural, social and economic factors, rather than simply educational resourcing (Al-Khabti, 2011).

2.3.2. Problems Afflicting English Language Education in Saudi Arabia

As established above, therefore, there is general perception that the language education system in Saudi Arabia suffers from a number of flaws, which in turn, is impeding effective English language learning throughout the country. Moreover, many researchers (e.g. Sheshsha, 1982; Zaid, 1993) have indicated that there are significant issues with teacher education within Saudi Arabia, and this in turn has impacted upon student outcomes. These scholars suggest that there is a discrepancy between the instruction and training provided to teachers, and the skills and knowledge that teachers require in day-to-day teaching practice. For example, there is broad consensus in the literature that proficiency in English is essential for teaching ESL, but many teachers graduating successfully from a teacher education program in Saudi Arabia may lack this skill. Al-Hazmi (2003: p.341) notes that the Ministry of Education has made a significant effort to reform the English language curriculum in Saudi Arabia, and has invested considerable resources into the educational system. However, the extent to which these changes have been successful is highly contested, and the continuing problems afflicting English language education indicate that broader social and cultural forces need to be addressed, in addition to improving financial support in the education sector (Prokop, 2003). This section will discuss these issues in turn, with reference to the specific Saudi context and the broader academic literature.

2.3.2.1. Teaching Paradigms

One of the most frequently cited obstacles to reform in the Saudi educational sector is a resistance to new educational paradigms that have become mainstream in other contexts in recent decades. Views on the teaching process have shifted *away* from a perspective that views knowledge as a commodity, an objective entity, which can be transmitted to students by a teacher (Gibbons, 2006). According to this perspective, the role of the teacher is constructed as central and active, with the students construed as passive recipients who are

provided with knowledge. Classrooms that embodied this approach were largely teacher-oriented, and mobilised a pedagogy based on repetition and memorization (Gibbons, 2006). However, in recent years, teaching practice has evolved into a learner-oriented approach, where students are required to take a more active role in the learning process, and the role of the teacher is viewed more as a facilitator of learning, rather than a transmitter of knowledge.

Despite this shift in the academic literature, in Saudi Arabia, this has not yet been integrated into the classroom environment. It is still evident that repetition and memorization are seen as key tools for teaching language, despite research to the contrary. Gibbons (2006) likens this to students feeling a deficiency in learning and trying to fill or replace this deficiency with more applicable language and cognitive skills. Furthermore, he argues that this 'one-size-fits-all' approach to knowledge acquisition is a problematic issue in the teaching of the English language (Gibbons, 2006). Tedick & Walker (2011) find similar issues within the context of ESL/EFL teaching. While their argument is primarily based around the US system, many of the arguments they employ are applicable to the Saudi system. They suggest that while second language educators are aware of the potential shortcomings, and of the fact that teaching paradigms are shifting, in practice, there is little consensus about how to modify the teaching of a second language in the current intellectual and cultural climate. It may be argued therefore, that teaching and learning paradigms have not shifted in Saudi Arabia due to a lack of a clear and comprehensible articulation of the alternative within a practical setting.

In addition to this, however, the top-down approach to knowledge acquisition is implicitly and explicitly reinforced in the Saudi educational sphere at a governmental level (Alkubaidi, 2014). The authoritarian and highly stratified culture within Saudi society and politics reinforces obedience, and is reified within a classroom setting through the use of authoritarian and prescriptive methods. Critical thought and questioning of authority is discouraged, and

the classroom is viewed as a space in which obedience and compliance is reinforced at a young age (Alkubaidi, 2014). As a result, there is little incentive to change this educational paradigm, and little scope for innovation on the part of teaching staff.

This poses particular problems in the context of English language education in Saudi Arabia. There is widespread consensus within the academic literature that language is not effectively taught through rote learning and simple repetition. Such strategies are considered archaic in language teaching and reflect back to the audiolingual methods of the 1960s (Lado, 1964). There is certainly concern that encouraging (or even mandating) an ‘unquestioning’ attitude among students prohibits the opportunity to ask questions or to truly engage in the material. While this type of approach may work well where memorization is the key testing mechanism, for interactive material, such as with language learning, there is little benefit to be accrued from such approach.

In addition to the problems associated with the teacher-centred learning paradigm in the classroom, Tedick & Walker (2011) point to wider issues in the way in which the profession of English language teaching is perceived. On one hand, ELT professionals could have exceptional credentials in the field with multiple years of experience. This combination of education and experience allows for a more comprehensive understanding of the cognitive skills required for second language learning. However, in many cases, teachers of English working abroad could be little more than native English speakers with no formal training in ELT, leading to a huge disparity in teaching methods and quality. This class of teachers might commonly work abroad in areas where the demand for English is high. They are assumed to be experts in the field, but may have little interest in understanding the nature of the issues surrounding second language teaching. Furthermore, these untrained teachers are often in a higher demand than non-native trained English teachers because of their ability to pronounce words accurately and without a ‘foreign’ English accent. This diverse range of

abilities is one further reason why the field of English language teaching is unique, and speaks of broader cultural perceptions of the role and attributes of an 'effective' English teacher. In Saudi Arabia, it may be argued that native speakers, even without proper teacher training, are valorised within society, meaning that less attention is paid to training teachers to be effective facilitators of learning within the classroom environment.

2.3.2.2. Cultural Issues

According to Mekheimer & Aldosari (2011), another improvement that needs to be considered within the field of English language teaching within the Saudi context is the integration of the study of culture into the study of literature. Mekheimer & Aldosari (2011) argue that significant research has shown that there are intrinsic links between the teaching of culture in the classroom and the comprehension of the students in the target language. This is problematic in Saudi Arabia for a number of reasons. First, because of the influence of Wahhabi religious doctrine, some of the cultural traditions associated with the typical American English system are considered to be undesirable or inflammatory within Saudi Arabia. As a result, many of the teachers who have been formally trained in Saudi Arabia may not have been introduced to the English culture associated with a specific nation (due to the complex issues identified surrounding conflict between Western and Saudi perspectives). Because the language teachers are not fully aware, it then becomes difficult for them to teach culture in the classroom. Mekheimer & Aldosari (2011) observe that both students and teachers acknowledge the need for an awareness of culture in the Saudi classroom but that this rarely translates into classroom practices.

According to Khan (2011a), while teaching is seen as one of the noblest professions in Saudi Arabia, it is accompanied by a number of cultural presuppositions. Khan (2011a) claims that teachers are responsible for creating an appropriate environment for students to learn. This is problematic as Khan (2011a) is unable to outline what exactly a 'proper environment' should

entail specifically. Khan's (2011a) argument places a substantial burden on the teacher and accords very little responsibility to the student, thereby reflecting the broader cultural assumptions that form part of authoritarian and teacher-centred teaching methods in Saudi Arabia, as discussed above (see section 2.3.2.1). Furthermore, Khan (2011a) acknowledges that it is the teacher's role to pass on knowledge and skills to the students, which does not align with current academic perceptions of the role of the educator in Western contexts. This demonstrates the resistance to new educational paradigms within Saudi Arabia, and evidences a broad culture in which education is viewed as a hierarchical activity.

This is further demonstrated through Khan's (2011a) perception of Continuous Professional Development (CPD), in which he attacks the concept as a waste of resources for Saudi educational institutions. His justification for this point is that teachers in Saudi Arabia are not typically Saudi citizens and therefore the retention rate of teachers is low. He makes no mention of improving the development of Saudi teachers, however. Instead, he suggests that Saudi teachers are not interested in such professional development opportunities. This seems problematic for a number of reasons. In his view, Saudi teachers are not willing to improve, but no efforts should be made to stimulate professional development, either for native Saudi teachers, or migrant workers. None of this seems appropriate for improving the English language teaching provision in Saudi Arabia. Khan's criticism of CPD is, moreover, limited to the Saudi context, and he does acknowledge the importance and utility of CPD more generally in educational institutions. Rather, his criticism of CPD in Saudi Arabia is founded on assumptions about the culture of language education within the country, and fails to consider CPD as an effective route for improvement of English language education in Saudi Arabia.

Khan's (2011a) perspective demonstrates the widespread perception within Saudi society that educational (or even professional) paradigms originating from Western academic and social

cultures are not necessarily applicable (or desirable) within a Saudi context. There is considerable resistance to the imposition of new teaching paradigms and initiatives to improve teaching quality, but this perspective is based on an essentialisation of both Saudi and Western traditions and ideals (Mahboob & Elyas, 2014). Opposition to Western teaching paradigms and strategies may be rooted in a politico-cultural opposition, rather than a measured consideration of what is appropriate in a Saudi context (Smith & Abouammoh, 2013). This thesis *does* argue that models to improve teaching quality in Saudi Arabia must take account of Saudi culture, context and the specificity of learning English in Saudi Arabia. However, part of the existing problem is the perception that language is divorced from culture and exists as a body of knowledge that can be simply transmitted to students by teachers (Al-Khabti, 2011). The government attempts to inhibit the learning of Western cultures within the language setting is a key barrier to effective language education. Moreover, this cultural opposition prohibits effective teacher development by creating a resistance to pedagogical theories and approaches that have been developed in a Western context (Al-Khabti, 2011).

2.3.2.3. Gender Segregation and Disparity

One of the key issues in contemporary Saudi Arabian society relates to gender segregation and gender disparity at a social, economic and cultural level. While the school system has expanded over the last several decades in Saudi Arabia, teaching practices (especially for women) have not changed as dramatically. Although in the current system women have access to Higher Education, considerable segregation and limitations remain for women (Alfahadi, 2012). Further, the female academic context is governed by the Directorate General of Girls' education (Hamdan, 2005), which is overseen by the conservative religious elite, who are anxious to preserve the status quo with respect to women's status and position within society. This overarching body was responsible for designing and structuring the

educational curriculum for women. As a result, religion plays a central role in the educational curriculum and women's education is highly regulated, restrictive, and prohibits effective education.

This problem has particular ramifications within a classroom environment. Due to the continual reinforcement of women's inferior status within Saudi society, there is very little scope to introduce methods that enable women to take on a more active role in their own learning processes. Women are expected to ascribe themselves to particular social roles, which limits the acceptable academic avenues they are able to pursue (Duomato, 2002). As described above (see Section 2.2.4), women tend to be limited to education in the arts rather than sciences, and this creates a cycle in which women are never provided with the capability to advance their own social position or assert themselves in masculine-dominated fields (Azzam, 1996).

In terms of English language education, gender segregation plays an important part in limiting Saudi women to practice interaction in the target language. Due to the restrictive social code that limits women's movement, and in particular, interaction with men, women are seldom exposed to situations which enable them to use the target language in an authentic setting, because they are rarely able to meet and socialise with native or proficient speakers (Azzam, 1996). Furthermore, this gender segregation is reflected at a professional level, with female Saudi teachers being excluded from any community of practice that develops around the profession. As discussed below (section 2.3.3), one of the most significant ways in which English language education might be improved is through new methods of teacher development and training, which involves peer support and the development of communal reflective practices that allow teachers to interrogate their own teaching practice. However, in a situation where women are excluded from such social and professional gatherings, there is little scope to create an effective community of practice that could elevate the overall quality

of teaching (Hamdan, 2005). Gender segregation, therefore, and the attendant religio-cultural implications that are associated with the status of women in Saudi society, are extremely significant in affecting both the learning environment for students, and the quality of English language tuition available for female Saudi students.

2.3.2.4. Teacher Training and Quality

Recent research has focused on the deficiencies in teacher training within Saudi Arabia (Prokop, 2003; Al-Hazmi, 2003). These have been primarily linked to political influence, religious influence, and economic factors that impact upon teacher training. One of the major obstacles to research into the quality of teacher training relates significantly to perceptions of ‘quality’ and how quality is to be assessed. Quality may be broadly assessed through qualification, but this leads to further issues. In terms of qualifications, there is a division between educational qualifications, (i.e. bachelor’s, master’s and PhD degrees) and more practical qualifications (i.e. teaching certificates and experience). Furthermore, it is hard to differentiate which aspect is more beneficial, as teachers usually have varying combinations of both. In addition to the difficulties surrounding quality, there is clearly a disconnect between the perceptions of the government and the religious establishment, and the professional teaching community. For example, in many instances, female teachers are overseen by a dominant religious male elite, suggesting that issues can arise between regulations and practical classroom methodologies. This section will outline both the assessment of ‘quality’ with an attempt to apply it to the Saudi context before examining how religious influence may play a role on the quality and impact of teacher training as a whole.

According to Akiba et al. (2007), in relation to mathematics teaching, there are four main characteristics that affect quality: full certification, mathematics major, mathematics education major and teaching experience of more than 3 years. They argue that these could apply to a wider range of subjects and that the key, defining characteristic is subject specific

experience. Akiba et al. (2007) suggest that a 'highly qualified teacher' is defined as "fully certified, possessing a bachelor's degree and demonstrating competence in subject knowledge and teaching" (p.370). While their definition serves a purpose for their study, there is question about how 'competence in subject knowledge and teaching' can be accurately assessed. For example, if quality is defined based on student interpretations (e.g. from course surveys), there may be issues from teachers who expect more difficult work from students, or from teachers who have higher than average workloads for students (e.g. more homework). Further, just because a teacher has three or more years of experience, does not necessarily mean that their 'quality' increases (though, equally, it could).

There is also no indication that having a major in English would improve teacher quality. As stated above, many 'qualified' English teachers lack English proficiency. Therefore, despite the apparent link between 'quality' and qualifications, the system may be skewed when it comes to language teaching. According to Harris & Sass (2011), using experience and training to assess quality fails to appropriately account for what is actually occurring. They argue, quite simply, that not all programs are created equal, and therefore degrees are not an appropriate 'test' for a quality teacher. This is clearly exemplified in the Saudi Arabian case, as aside from proficiency concerns, there is little flexibility in what can be taught to potential teachers in the Saudi classroom based on the limited view of teaching methodology provided by the religious and governmental establishment.

One solution proposed by Saudi officials to the problem of a lack of proficiency among Saudi teachers is to recruit international English teachers from native English speaking countries to teach English classes in Saudi Arabia. Again, this is problematic because these teachers may also be of poor quality. There is a clear difference between knowing how to speak a language and understanding how to teach it. Much of the grammar that is inherently understood by native speakers is not easily taught. In addition, it is likely that the native English speakers

are unable to communicate in Arabic, which can pose other obstacles in the language classroom. There is some research available on the motivation of native English teachers to teach English (e.g. Dörnyei & Ushioda, 2013). The general findings suggest that many teachers brought in from abroad are attracted by the prospect of travelling or the financial benefits of teaching abroad rather than being motivated solely by teaching practice.

There is a broad consensus within the literature that teaching quality is important (e.g. Akiba et al., 2007) and that teachers should work towards becoming strong and well-rounded individuals who are fully capable and competent in the English language. As a result there is a need for greater reflection on what ‘quality’ actually consists of in the literature and a need to consider the way in which this should be applied in the field of English language education in Saudi Arabia. Furthermore, within the context of Saudi Arabia, as described above, there are widespread concerns regarding teaching quality within the EFL classroom. Despite considerable research, there is still little consensus on how to explain poor teacher quality in English language education, and little agreement on the steps that should be taken to improve English in the classroom. Alfahadi (2012) suggests that one of the reasons why quality may be affected is due to the lack of enthusiasm by both teachers and students. He suggests that there is little incentive for students to work hard in English lessons as the emphasis is on passing examinations, rather than genuine language acquisition. Students are permitted to pass English classes with very low marks and as a result, do not feel the need to invest themselves in the learning process. Consequently, much of the enthusiasm shown towards English by the MoE does not translate into classroom implementation. Regardless of whether or not this is true (his arguments are not well-supported in the wider literature), the issues surrounding teacher quality in English language education require further reflection.

English language teaching in Saudi Arabia does suffer from a number of wider problems, including pedagogical style, centralised management of curricula by the government and

religious authorities, and a resistance to development or new teaching methods imported from different cultural contexts. However, the question of how to assess the quality of teaching with a Saudi context is extremely difficult, particularly in terms of English language education. In Saudi Arabia teaching quality is generally measured in terms of teacher qualification. However, this does not correspond to the reality on the ground, where students fail to meet attainment targets in English language despite the presence of highly qualified teachers. It may be suggested that an emphasis on teacher qualification as a marker of quality has obscured the deep-rooted problems within the Saudi EFL classroom. This raises questions about the role of teacher education, as many of the problems afflicting the education system in general are then reflected in teacher education, thus creating a cycle in which overall performance and quality is never materially improved. The following sections will address two major issues that have been raised in the literature relating to the specific case of English language education; monolingualism in the classroom, and the practice of teaching written English.

2.3.2.5. Monolingualism in the Classroom

As discussed above, one of the key cultural perceptions affecting teacher quality within wider Saudi society with respect to English language education is the notion that native English speakers are preferred to native Saudi speakers as teachers of English. In conjunction with this principle, there is a widespread belief that monolingualism in the classroom (i.e., conducting lessons entirely in the target language) is a preferred pedagogical approach (Jenkins, 2010). Native English speakers are perceived to communicate solely in the target language, whereas native Arabic speakers have a tendency to refer back to their native language to explain key concepts and problems, as an aid to effective communication. Enforcing monolingualism in the classroom is perceived to compel students to think and engage in the target language, rather than to revert back to their native language, and by

extension, this is assumed to be an aid to language learning. However, recent research in a Saudi context has demonstrated that monolingualism in the classroom may actually have detrimental effects (Jenkins, 2010).

Monolingualism in the classroom is not a new phenomenon, nor is it something that is unique to Saudi Arabia, but it is still a controversial topic that is affecting the way students are learning in the English language classroom. Jenkins' (2010) argument is that monolingual classrooms of English-only language instruction are impeding learners' ability to cognitively understand the ideas presented. Jenkins (2010) suggests that the inability to use Arabic at a lower level of study (e.g. beginner English classes) impedes development in the longer term creating high school students who have limited comprehension and speaking skills. Jenkins' (2010) ideas resonate with the view that problems with teacher quality in Saudi Arabia are continually reinforced in a cycle stemming from deficiencies within teacher education (see section 2.3.2.4). Similarly, because monolingualism in the classroom is handicapping beginner learners, there is less probability that they will become proficient after multiple years of study.

Despite being adamant about the detrimental nature of monolingualism in the classroom, Jenkins (2010) provides little empirical evidence that a lack of L1 contributes to such a handicap. Without this empirical evidence, there is some question as to whether his broad statements can be fully justified. With this limitation identified, it is clear that there is an issue surrounding proficiency in Saudi Arabia (see above), and it is possible that monolingualism in the classroom is affecting the nature of language learning, but clearly more research is needed to come to a more justified conclusion.

Al-Nofaie (2010) provides slightly more support for the reasons why monolingualism is supported by the MoE. Historically, within Saudi Arabia, grammar-translation methods were

the preferred approach in second-language learning, placing a significant emphasis on translation, and therefore the use of the L1, within the classroom. However, during the 20th century, second-language acquisition came to be compared directly to L1 acquisition, and corresponding teaching methods were developed to mimic this process, namely, audio-lingual methods which prescribed the sole use of the target language. With this notion in mind, Arabic was removed from the English language classroom. These methods also suggested that a second language was learned largely in the same way that a first language was and therefore, there was no need for Arabic in the classroom. These methods largely viewed the target language and first language as separate entities and again, monolingualism was seen as essential in order to avoid negative first language transfer (Al-Nofaie, 2010).

It is clear, however, that greater attention needs to be paid to the use of different pedagogical methods in a Saudi context. It may be the case, as Jenkins (2010) argues, that the exclusive use of the target language in the classroom environment may prohibit effective language learning, and prevent students from asking questions or properly comprehending particular lessons. Furthermore, the blanket imposition of a policy such as monolingualism leaves little room to accommodate the individual needs of particular students, who may benefit from explanation in the L1. What is required is a more flexible pedagogical approach that allows students to take control of their learning experience and for the teacher to have the authority and confidence to adapt pedagogical styles to different contexts.

2.3.2.6. Teaching Written English

Another issue specific to the Saudi classroom relates to the problems specifically surrounding the teaching of writing. Teaching writing can be a challenging issue because it moves away from the 'playground' language described by Gibbons (2006). Writing requires students to move beyond the language that is used in everyday speech to a place where they are focused on academic vocabulary specific to a certain field. Again, in English this becomes difficult

because not only is the subject being taught, but it is being taught through the medium of English which is unfamiliar to students. In Saudi Arabia, Al-Hazmi & Scholfield (2007) suggest that the teaching of writing is product oriented, meaning that there are model texts presented to students and then imitation is encouraged. They argue that much of the talk in classroom is about writing, rather than allowing time for students to promote their own useful writing. They argue that the time could be better spent in different ways.

Al-Hazmi & Scholfield (2007) are not suggesting that this is a problem specific to Saudi Arabia, rather they have identified flaws in the system that clearly relate to issues present in other countries. They note a lack of brainstorming time and the long process of drafting and redrafting, and redrafting again. These drafts are commonly revised personally by each student, rather than by the teacher, and so errors may often go unchecked. It seems, according to Al-Hazmi & Scholfield (2007) that feedback from teachers is also an issue. Teachers are concerned with more structural issues related to grammar and syntax, rather than the higher-order thinking contained within the body of the work. As a result, Al-Hazmi & Scholfield (2007) note that students are weak in three areas: planning, formulating and revision (p. 238).

Al-Hazmi & Scholfield (2007) have indicated that although what they have noted in their research relates to only one academic institution, the problems faced by students in writing may be a wider issue throughout Saudi Arabia. They offer suggestions for each of the issues they identify. For example, they note that there are specific strategies (such as checklists), which can help revision, yet there is no indication that it is possible for these strategies to be implemented. They seem to fail to acknowledge why there is such an issue with writing. They note that the class size is approximately 35 students; this does not seem overly large, especially compared to some of the classes in Asia. Instead, they seem to suggest that the writing teachers are very focused on implementing a rigid approach to writing, which has students copying/imitating a template or model assignment.

One of the reasons why the template may be so popular is because of the lack of proficiency of the teachers. It is unclear whether the teachers have the appropriate levels of writing ability to be able to teach subject specific academic language through the medium of English. There are also questions surrounding the need for written language. Do the students need such a high level of written work, or is being able to emulate a template an acceptable measure of fluency in Saudi Arabia? There is also some question about the methods. It has been previously discussed that the MoE is rigid in its development of the methodology behind language teaching. It may be the case that English teachers are bound by the nature of the textbook and what is being mandated by the administrative process. There are a considerable number of factors and questions surrounding the writing ability of Saudi students and the teaching issues associated with them.

The two issues discussed above clearly evidence the way in which religion, culture and politics interacts with educational provision to create issues in English language learning in Saudi Arabia. The model-driven approach to teaching writing in English demonstrates the prescriptive and rigid approach to pedagogical strategy in the classroom, and evidences a lack of agency on the part of the teachers to circumvent governmental prescription. As a result, in order to improve English language education in Saudi Arabia, a more holistic approach must be taken, that situates the problems within the Saudi system in their social, political and cultural context. The following section will offer some potential avenues for reform that have been identified in the wider literature.

2.3.3. Potential Avenues for Reform

The issues raised above have drawn attention to many problems within the Saudi English language education system, and steps are being taken by the MoE to address the quality of English language education in Saudi Arabia. In recent years, the Saudi government has committed significant financial resources to better train Saudi English teachers. One of the

steps taken by the government was to partner with other English speaking countries to learn about the teaching strategies in other countries (e.g. Partnership with the British Council) (Al-Hazmi, 2003). The issue with many of these partnerships is that they are limited to short teacher-training courses (e.g. two or three day conference type events/workshops). While it is acknowledged that short workshops are beneficial to teachers, especially if they have multiple opportunities to visit workshops held by different countries, there is some question about the extent to which teachers will benefit. It is unrealistic to think that teaching ESL can be understood based on a three-day workshop. Even with the best educators from around the world, more effort needs to be put into understanding the ESL teaching methodology. Furthermore, as the workshops are taught in English and there is a lack of English proficiency among teachers, there are questions about how much comprehension is actually occurring at such events.

Al-Hazmi (2003) finished his article by suggesting that all teachers who want to work in the ESL environment should be required to take a one year TEFL diploma at the minimum. He argues that Saudi Arabia should work to having teachers educated with a Master's degree in TEFL, TESOL or Applied Linguistics. Finally, he suggests that the MoE should collaborate with other stakeholders (i.e. the US information service or the British Council) to ensure that Saudi teachers are getting the education they need. However, there are questions surrounding the benefit of Al-Hazmi's (2003) final statements. Either a one-year TEFL diploma or a Master's degree in TEFL, TESOL or Applied linguistics may not address the proficiency issue that he previously defined. All of these solutions are, essentially, academic qualifications that do not guarantee performance in the classroom. If obtained from Saudi universities, they may not be of the same level as degrees from English-speaking institutions. Further, if religious, political or economic factors are allowed to constrain and shape these programs, there are questions surrounding how useful they will actually be in practice. This is

not to suggest that a TEFL diploma or Master's degree from an English-speaking university will necessarily be better. There are other questions surrounding how concepts that work in one country can apply to another, and, in addition, not all TEFL diplomas and Master's degrees from abroad are equally challenging. With the rise in demand for TEFL type courses, there are numerous online courses available and many of the Master's type programs are assessed through writing, something that does not actually increase English speaking proficiency to any great extent.

While religion and government still play a role in the way that language is taught and curricula are developed in Saudi Arabia, there is one area that allows language teachers slightly more flexibility in their approach: e-learning. E-learning is a relatively new phenomenon, having only really entered the education environment over the last two decades. Since its inception, it has expanded and developed with various degrees of success (Alshahrani & Al-Shehri, 2012). Researchers are generally aware that e-learning is a tool for development that can assist in the proficiency of language learning; however both teachers and students have to be committed in order for there to be any considerable type of measurable success (e.g. Alshahrani & Al-Shehri, 2012; Ahmad, 2014). This section identifies how e-learning has changed the level of quality provided by teachers to students by examining the availability of options available in the e-learning classroom.

E-learning is particularly complex. On one hand, there is some confusion as to what e-learning actually is, and on the other there are issues surrounding the benefits (Al-Qahtani & Higgins, 2013). From a practical perspective, e-learning relates to a digital learning environment in which teaching and learning is not carried out face-to-face, but rather using digital technologies. One of the definitions surrounding e-learning is that it is innovative and learner-centred, that it provides a facilitated learning environment and is open and flexible (Al-Qahtani & Higgins, 2013). Yet this is only true if both teachers and students want to use

this type of technology in a way that allows it to have all the characteristics defined above. In Saudi Arabia, while the economy is generally strong and the country is technologically advanced, there are limitations (either actual or perceived) surrounding the benefits of e-learning.

One of the limitations of e-learning is the capabilities of the teacher. Teachers need to be able to use prominent tools (e.g. Blackboard or WebCT). In addition to being able to use the tool, teachers need to be able to understand both the Saudi culture, and the benefits of learning-centred e-learning. Saudi Arabia is generally seen to be an oral focused country, meaning that oral communication generally takes precedence over written communication (Weber, 2011). Yet Blackboard and other similar tools are easily identified as written tools. For example, on Blackboard, lecture slides can be posted, emails can be sent en-masse and assignments can be posted. Yet Blackboard, as it currently exists, does not always encourage oral communication.

This is not to suggest that Blackboard (or its equivalent) is the only source of e-learning in Saudi Arabia: rather, mobile learning is also used in some areas. Mobile learning refers to the use of mobile technologies in which teachers and learner may carry digital technologies with them and learn in different environments and locations. Mobile technologies allow teachers to expand on the oral communication between teachers and students (Weber, 2011). Mobile learning also allows students to learn in a context that best suits their situation. One aspect of Saudi Arabian culture is the segregation of male and female students (and the corresponding teachers). Mobile technology allows students to be taught in remote schools through video conferencing (or one way video lectures), where students can be taught by the best teacher, rather than the teacher who best fits their gender (Weber, 2011).

2.3.4. Summary

This section has discussed in detail the particular problems afflicting the current education system in Saudi Arabia, with particular emphasis on English language tuition. It demonstrates that a number of factors impact upon language education. Primarily, pedagogical styles rooted in a teacher-oriented approach to the transmission of knowledge and learning have inhibited creative solutions to language tuition in a Saudi context. This goes hand-in-hand with the prescriptive approach taken by the government and religious authorities who typically enact educational reform in a top-down fashion, with little consideration for the required flexibility to adapt teaching styles to different groups of students. In addition, the limitations of teacher training, and efforts to standardise and assess quality in the English language teaching context, mean that it is difficult to assess and ensure quality in education, particularly due to the various origins and backgrounds of English language teachers in Saudi Arabia. Finally, issues relating to gender segregation in wider Saudi society prevent the creation of an effective community of practice that can elevate the standard of teaching in the English language domain. The following section will present a framework that may be used to define the qualities of an effective teacher within the Saudi context.

2.4. The Qualities of a 'Good' Teacher

In order to improve English language tuition in Saudi Arabia, greater attention must be paid to the training and provision of English language teachers. The role of the teacher in the educational process is paramount, bringing with it a plethora of attendant challenges and responsibilities (Chambers, 1999). In many cases, if the student fails or is unsuccessful, the teacher “seems to be the target of blame” (Chambers, 1999: p.138). As a result, there is a considerable burden of responsibility placed on the teacher. A survey conducted on students in Leeds identified that having “a better teacher” was critical to student satisfaction (Chambers, 1999). As discussed above, there is a clear need to address teaching quality in

Saudi Arabia, in order to improve overall English language tuition. As a result, this section assesses the literature relating to teacher attributes, in order to establish the qualities of a 'good' language teacher. Day (2004) suggests that there are many elements to be considered when judging what makes a 'good' teacher. It is important to know what these elements are in order to ensure that the quality of teaching can be improved, overall, as quality of teaching is a very important factor in enhancing effective learning in schools (Stronge, 2002).

2.4.1. General Indicators of Teacher Quality

There is a considerable body of research that aims to establish the qualities of an effective teacher. Harmer (1991) presented a detailed framework in which he identifies the role and capacities of a high quality teacher, suggesting that they act as controllers, organisers, assessors, prompters, participants, resources, tutors and observers. Similarly, Clarke et al. (2004) states that "teaching English involves skills" such as planning, knowing, preparing, explaining, monitoring and assessment and leading; these form the basis of effective teaching. This particular skillset is important if a teacher wants to achieve success in the classroom. From the literature it is clear that teachers, firstly, need to be knowledgeable about the subject matter. In addition, it is important that the teacher is passionate about their work as this passion is transmitted to students, allowing them to develop a similar passion for the subject matter (Day, 2004; Carbonneau et al., 2008). Paulus (1999) also suggests that teachers who provide feedback are generally more effective. Furthermore, goal-oriented teachers have been shown to provide more effective tuition, eliciting effort and motivation in students through the implementation of appropriate and specific goals that the students find challenging but not too difficult to attain (Martens et al., 1997).

The literature revealed that teachers who make the content of lessons explicit are more likely to be effective than teachers who do not (Garet et al., 2001). Making the content of the lesson explicit can involve planning the lesson carefully, ensuring that systematic assessment and

feedback is used in the classroom setting and encouraging novel methods of learning to encourage the children to love learning and, through this, to learn effectively. 'Good' teachers are also required not to intimidate or belittle students and to understand that children learn at different rates, offering differentiated learning opportunities to pupils, when appropriate, within the framework in which they work (Garet et al., 2001). Furthermore Harmer (1991) states that teachers need to ensure that the classroom environment is conducive to learning, concentration, and fosters a comfortable, safe atmosphere. A study conducted by Girard (1977) cited in Harmer (1991) demonstrated that the teachers' qualities were the most important factor in creating motivation in students. This study also emphasized the relationship between the teacher and student to be most important. Furthermore, Khan (2011a) also states that the teachers' role is very important as they are the 'instrument of change'. Harmer (1991) also carried out a study of his own to identify the students and teachers views as to "what they thought makes a 'good' teacher". This study revealed that teacher's rapport and personality was very important. Another study conducted by Dörnyei and Csizer (1998) also identified the classroom setting and teacher behaviour as a key factor in motivating students' learning.

From the available literature, therefore, a series of competences may be established, that can indicate high quality teaching staff (Hayes, 2000; Selvi, 2010). It is apparent that 'good' teachers fulfil these competencies, by promoting effective learning in the classroom, by entering into a continual process of self-evaluation and development, through reflection, and by collaborating with colleagues to ensure that an ethos of success, via the fulfilment of these competencies, is generated in the institution (Hayes, 2000; Greene, 1986).

There are also a series of personal qualities that make one teacher stand out from another. For example, teachers who show empathy with their students, who closely observe students in class, and who then offer help as necessary, or teachers who are flexible in their interactions

with students, are all indicators of high quality teaching (Wentzel, 2002). Additionally, it is likely that pro-active teachers who encourage children to take an active role in their learning, and teachers who communicate effectively are likely to be judged as ‘good’ teachers. Equally, teachers who are creative and imaginative and bring this creativity to the classroom typically earn higher approval ratings (Cropley, 2001). Enthusiastic teachers, who encourage children with similar levels of excitement about learning, are also similarly more likely to be more effective (Althwaini, 2003). Teachers who encourage self-directed learning are also considered to be ‘good’ teachers with these allowing students to take ownership of their own learning, leading to more effective learning in the long term (Cropley, 2001).

More specifically, language teachers require a specific set of competences that are somewhat unique to the field in which they operate (Borg, 2006). Borg (2006) divides these into two categories 1) disciplinary characteristics and 2) studies of the ‘good’ language teacher. While much of Borg’s (2006) work focuses on the language teacher in the postsecondary environment, his work directly applies to the concepts throughout this thesis. Borg (2006) argues that teaching varies across disciplines (something that should not necessarily be surprising) and that the ‘hard disciplines’ (i.e. the sciences) focus on cognitive goals (e.g. learning facts) while the ‘softer’ disciplines focus on general knowledge (e.g. character development and effective thinking skills). He then argues that being a foreign language teacher is unique because there is a different process due to the nature of the subject matter itself. In foreign language teaching, the subject and process is the same and so there are a combination of facts and thinking skills needed for the development.

Borg (2006) identifies five key differences between the process of language learning, and tuition in other subjects. First, the medium of tuition is essentially different due to the fact that language tuition is generally delivered in a language over which the student does not have full comprehension. Furthermore, language learning necessitates certain interactions

patterns; it is impossible to effectively teach another language without enabling the student to interact with others in that language (Harris & Silva, 1993). Borg (2006) suggests that this is not necessarily the case in other subjects because the topic can be effectively taught without the need for conversation or discussion. The third factor Borg (2006) discusses is the challenge for teachers. Teachers who teach foreign languages must be able to teach communication (Littlewood, 1981). This can be particularly challenging for teachers who are not embedded in the target language (i.e. it is more difficult for Arabic teachers in Arabic speaking countries to teach English effectively). This is because communication requires repetitive practice in the target language and it may be difficult for foreign language teachers to be able to attain and maintain that level of communication in a location where the target language is not prevalent. The fourth factor identified by Borg (2006) is that foreign language teachers may have feelings of isolation. This is because it is possible that there are only a few foreign language teachers within one institution and there is not the collegial support that would typically be found in other disciplines (Garet et al., 2001). This can lead to a lack of motivation (see below). Finally Borg (2006) identifies the need for outside support for learning. This means that teachers must seek out extracurricular activities for students in order to provide a more immersive experience into the foreign language. This can be particularly challenging because there may not be these opportunities past what is available in class.

Borg (2006) makes additional points about what it means to be a 'good' language teacher. He identifies a principal, well-established list of characteristics of effective language teaching, including the development of interesting and engaging subject material, focusing on proficiency in pronunciation, clear and effective explanations, consistent and regular use of the target language, and demonstrating an interest in pupils. However, Borg (2006) also extends this list to include attributes that are particularly valued by learners, such as friendly

attitude, creating a comfortable and safe classroom environment, and integrating games and humour into the learning process. In addition, he specified five key characteristics for effective English language teachers. These included 1) knowledge and command of the target language, 2) ability to organize, explain and clarify, 3) to sustain interest of pupils, 4) not to show favouritism or prejudice, and 5) to be available to students. Borg (2006) also raises the distinction between effective language *teaching*, and the characteristics of a ‘good’ language *teacher*. Although the two are intimately linked, and there is a high degree of overlap, there is an important distinction to be made between teaching method and strategy, and the qualities that indicate an effective teacher. For Borg (2006), this distinction revolves around the personal characteristics of the teacher, and the way in which the teacher builds relationships with the students. This study focuses predominately upon teacher quality, as identified within the review above as a key factor that contributes to the overall standard of English language tuition in Saudi Arabia.

Furthermore, there is a need for greater specification of the broad field of language teaching, which may include a wide variety of teacher training, teaching methods and contexts. Borg (2006) notes the unique situation and characteristics of language learning in various countries, in which elements of culture and social norms will invariably impact upon perceptions of high quality teaching, and will consequently determine the most effective teacher characteristics within different contexts. As a result, it is perhaps impossible to develop an objective list of teacher characteristics that may be applied to any given context, language or learning environment. Different characteristics may need greater emphasis within specific contexts. Due to the paucity of previous research there is a need to create a benchmark for effective teaching of English within a Saudi Arabian context, rather than simply applying conclusions generated in different settings to the Saudi cultural and social environment. Finally, this list of attributes should not be viewed as static or prescriptive, but

rather is dynamically generated and subject to change over time, just as the social and cultural context shifts as a result of different forces and stimuli.

The following sections will outline a framework for the qualities of an effective English language teacher in Saudi Arabia. This list will frame the present study by allowing a benchmark via which teacher quality may be measured, and recommendations may be made for improvement. The principal qualities identified from the existing literature, with reference to the Saudi context are as follows: teacher motivation, training, appraisal and resources.

2.4.2. Teacher Assessment Framework

The following section defines a framework for identifying the characteristics of a ‘good’ English language teacher. This framework has been developed through an assessment of the broader literature relating to teacher quality, coupled with a consideration of the necessary skills and competences required of English language teachers, and the specific cultural and social context within Saudi Arabia. As a result, it presents a framework for assessment of English teacher quality in a Saudi Arabian context. This framework will provide a reference point for the assessment of teacher quality within the ELC and will be used to frame the development of the research instruments and analysis of participant responses.

2.4.2.1. Teacher Motivation

Motivation is a somewhat nebulous concept that scholars have struggled to define across different fields. A number of definitions have emerged that are relevant to English language teaching. Gardner (1985) states that “the motivated individual is one who wants to achieve a particular goal, and experiences satisfaction in the activities in achieving this goal”. In simpler terms, it is the ability, will and desire to learn and achieve a goal or goals. Dörnyei and Csizer (1998: p.203) state that “motivation is used by teachers and students to explain success or failure in second language learning”, suggesting that motivation is a fluid concept

that is used to assess success. They further add that, along with motivation, a good curriculum and teaching skills are essential to accomplish success in the acquisition of the second language. However, “without motivation, individuals with remarkable abilities cannot achieve long – term goals... appropriate curricula and good teaching without motivation isn’t enough to ensure students achievement” (Dörnyei & Csizer, 1998: p.203). Students who are motivated and encouraged by the teacher to learn a second language have greater ability to master the language in question thus the burden of responsibility lies heavily upon the teacher to teach it effectively. Similarly, Holesinska (2006) mentions that it is necessary for teachers to ensure that they motivate their students and encourage them to learn the language. Sakui and Cowie (2012) identify two kinds of motivation which are known as External (Extrinsic) motivation and Internal (Intrinsic) motivation. These are described below:

- Extrinsic motivation “refers to doing something because it leads to a separable outcome” (Ryan & Deci, 2000: p.55). External factors include institutional systems such as class sizes, student academic levels, and compulsory courses (Sakui & Cowie, 2012). These factors are unchangeable by the teachers and so they have to be accepted as a part of their working conditions.
- Intrinsic motivation “refers to doing something because it is inherently interesting or enjoyable” (Ryan & Deci, 2000: p.55). These internal factors represent the students’ attitude and personality towards English, or the student–teacher relationship (Sakui & Cowie, 2012). Also if a teacher enjoys teaching then they are most likely to encourage the student to study.

Motivation within language teaching and learning therefore has a dual sense, invoking motivation on the part of the teacher to engage with students, and enable them to learn, in

addition to the capacity of the teacher to encourage motivation among the student body. A variety of cultural beliefs, coupled with the use of traditional teaching and learning methods, may lead to a lack of motivation to teach or learn the language. This identifies the cultural pattern that lack of motivation limits language fluency.

Chambers (1999: p.152) points out that de-motivation has a highly detrimental effect on teaching quality. Similarly, Galloway et al., (1998: p.5) mention that “if teachers believe that their work is not valued, then their motivation to motivate the pupils will be reduced”. Where teachers feel that they are not achieving success as a result of their efforts, they are likely to suffer from a lack of motivation, which in turn negatively impacts upon their performance. This suggests that perceived success is critical to maintaining levels of motivation among both teachers and students. This means that a greater focus needs to be placed on the way in which the ELC allows teachers to monitor their progress in order to encourage teachers to achieve their best in teaching.

Maintaining teacher motivation requires a working environment in which teachers feel valued and supported, which places a responsibility upon the educational establishment to develop strategies that satisfy teacher needs. These strategies might include improvements to the working environment, cultivation of an effective and supportive workplace culture, and equipping teachers with necessary resources. Chambers (1999: p.149) observed that the “status and working conditions of teachers” was important because teachers needed “greater opportunities to get on with their teaching” (Chambers, 1999: p.149). Similarly, Herzberg et al. (2008) cited in Chapman (2010) identified some theories about motivation in the workplace. He mentions that working conditions can be a cause of dissatisfaction, whereas recognition, achievement, advancement and development improves satisfaction levels amongst the employees.

With specific reference to language teachers, motivation often arises as a critical issue. This is particularly the case in situations where the language teacher is not immersed in the target language. This is because, as discussed above, the language teacher must be able to maintain proficiency with the language, and the lack of achievement of this or availability of the target language can be frustrating and de-motivating. Kubaniyova (2009) suggests that language teachers' cognitive development relates directly to motivation and puts it in the centre of the developmental process. Therefore, according to Kubaniyova (2009), motivation and the desire to enhance the developmental process are directly linked to being an effective language teacher. Perceived lack of appropriate proficiency in the target language can also contribute to a feeling of insecurity among teachers, leading to a corresponding fall in motivation. Even at the university level in Saudi Arabia, Saudi language teachers are often concerned that native English speakers would be recruited to take jobs from Saudi teachers. Because of this insecurity, teachers are less likely to highlight problems or difficulties in their teaching practice, due to a risk of being identified as needing to be replaced (Falout, 2010). This perception that the teaching position is precarious inhibits teachers from asking for support and may lead to feelings of helplessness, isolation and feeling devalued. All of these aspects can lead to de-motivation (Falout, 2010).

Motivation can be an issue for both teachers in their own country that do not have access to the target culture and those teaching abroad in foreign cultures. Both situations can have equally debilitating motivational effects on language teaching. Falout (2010) suggests that motivation may fluctuate if teachers are not in an atmosphere that supports their well-being. He suggests that a general decline in motivation over the long term can be indicative of teacher burnout (a situation where teachers do not really want to teach anymore). Many factors need to be taken into account with relation to the factors surrounding motivation, but certainly relationships, school context variables and emotional exhaustion can be issues that

affect motivation. In addition, Falout (2010) suggest that emotional influences such as autonomy, competence and psychological relatedness relate to an overall feeling of well-being. If teacher well-being is compromised, then teachers may exhibit low levels of motivation for teaching. Therefore, teachers need to be able to maintain an appropriate state of well-being for motivation to remain high (or at least constant). This can be difficult in foreign language teaching because language teachers are in a unique and sometimes individual role within the postsecondary environment. Emotional and professional stability can be jeopardised by a number of factors, including a lack of autonomy (teachers are not able to fully learn about the up-to-date methodologies in language teaching), there is a lack of competence (teachers may not be able to speak English proficiently) and relatedness (where teachers are not able to fully relate the English learned in class to the external environment). All of these can affect cognitive engagement, which in turn can affect motivation (Falout, 2010).

Early perspectives on motivation may also still hold relevance for the present study. Spithill (1980) suggests that motivation relates to three factors, to want something, to notice something and to do something. He suggests that to want something must be the initial motivation to get started, and from there the second and third factors require motivation for initiating and sustaining involvement. Spithill (1980) suggests that both students and teachers need to have goals, objectives and methods to learning and that these must be clearly spelled out in order to maintain motivation throughout a period. Spithill (1980) continues to suggest that motivation goes beyond the desire and has intrinsic ties to emotions. He argues that tension is a key issue related to motivation because students may feel excessive stress when asked to participate at a level that is somewhat difficult. As a result, there are questions surrounding how cultural influences also play a role. Students are typically unwilling to humiliate themselves, and while this seems rather obvious, humiliation means different things

to different people. As a result, some students are very unwilling to communicate, which impedes their language learning. This lack of willingness can be directly tied to motivation in several ways. First, an unwillingness to participate can simply be linked to a lack of motivation, but it is also linked to the level of the student. A student who is unwilling to engage with the material may watch his/her peers excel and move on to a higher level of understanding. This perceived failure could also affect motivation.

Along with motivation, there is evidence to suggest that emotions play a large role in teacher quality. Emotions can initially be suggested as processes affecting the subsystem of the organism (in this case humans) (Sutton and Wheatley, 2003), although there is still not an official consensus on the definition. In terms of teachers, emotions encompass a fundamental class of mental operations that coincide with motivation and cognition. Sutton and Wheatley (2003) have identified how and to what extent positive and negative emotions affect the lives of teachers. Positive emotions may include pleasure and relate to an instance where an individual is working towards a goal and there is a direct link between caring and positive emotions, especially in the case of caring for students (Sutton & Wheatley, 2003). Teachers are often focused on the joy or satisfaction of working with students and the pleasure that they get as a result. Teachers' satisfaction, however, is based on student progress, and there may be difficulties arising if progress is not exhibited in a way that is expected. Teachers may also experience positive emotions when they themselves get everything done or are well represented and respected by a colleague. Teaching can also be exciting, especially for novice or beginner teachers. Beginner teachers may feel excitement about moving forward into a classroom and enthusiasm for the classes they teach. This can lead to humour and a very positive experience.

As stated above, emotions are largely linked to motivation and it is clear from the study by Sutton & Wheatley (2003) that the positive emotions experienced by teachers can lead to a

more positive overall outlook on teaching and high levels of motivation. It is interesting however, to note that these aspects of the profession are not always experienced by teachers and once on a downward spiral (or once a teacher is no longer a beginner) there is space for emotions to turn more negative and for motivation to be affected as a result. Teachers are highly likely to experience anger and frustration and these emotions largely arise from goal incongruence (Sutton & Wheatley, 2003). One issue that can be particularly frustrating is student misbehaviour. Students who act out in class can often be interrupting the plan or encouraging other students to act out inappropriately. Yet students are not the only ones that can cause negative emotions for teachers. Parents have been cited as problematic for the school/teaching environment because the expectations of the parents may not coincide with the guidelines set out by the teachers and as a result, there might be conflict creating negative emotions and a lack of motivation.

Other negative emotions have been linked to anxiety. Teachers new to a school or teachers that are just beginning may feel higher levels of anxiety in the classroom and as a result feel more accountable if things do not go exactly right (Sutton & Wheatley, 2003). This lack of ability to live up to possibly unreasonable standards may lead to feelings of guilt. In addition, teachers may feel sadness related to the home lives of students, particularly in situations where there are certain problems.

While these negative emotions may not be as prominent with university students as they might be with younger classes of students (e.g. elementary classes) there are indications that the links to positive and negative emotions still exist. As a result, teachers even at the postsecondary level will experience emotions leading to the increase or decrease in motivation. In terms of the situation in Saudi Arabia, there are certain issues that students have that may not be known by students. It is a difficult situation because it is clear that emotions affect the teachers in a classroom and possibly consequently affect teachers, yet it is

unclear how managing emotions can affect motivation or if this differentiation is possible at all.

Motivation, therefore, is a particularly difficult concept to define and encapsulate. However, the literature indicates that it can have a profound effect upon teaching quality, either positive or negative, and therefore requires further research and investigation. In the particular case of Saudi Arabia, a number of external factors may impact upon motivation, including the lack of appropriate or achievable goals, social or individual expectations, the lack of a supportive environment for teaching staff, and rigidity within teaching methods and academic structures. The literature reviewed above appears to confirm that teacher motivation represents an important marker of teaching quality, having a significant impact on the way in which teachers perform within the classroom. As a result, teacher motivation will be examined in order to provide an assessment of teaching quality in the ELC.

2.4.2.2. Teacher Training

There is broad consensus in the academic literature that training is critical to producing high-quality teachers. Khan (2011a) acknowledges that “every teacher is not a born teacher; instead some are made good teachers”. Despite his objections to investment in CPD in Saudi Arabia, he acknowledges that training and professional development is important to produce ‘good’ teachers especially in a rapidly evolving social environment where teachers are required to develop in line with cultural expectations over their entire careers. Similarly, Clarke et al. (2004) states that English teachers have to face new challenges by continuously updating their subject knowledge. Harmer (1991) asserts that teachers must behave as investigators, and express an intellectual curiosity that will encourage them to continuously update and develop their knowledge and skills. They would prefer to go on to teacher training courses or attend teacher seminars so that they could improve their future prospects (Harmer, 1991).

Furthermore, Ur (1999) also reinforces the point that teachers should focus on their personal development and aim to enhance their professional knowledge throughout their career. Goodwyn (1997) states that teachers mention that the highly successful and experienced teacher should be used as a mentor to help student teachers develop into effective English language teachers. Ur (1996) states that teacher development can be in the form of personal reflection that is focus on daily classroom events incorporating a precise reflection individual teaching practice. Another form of development may be observed in the process of sharing experiences with colleagues or in-house staff meetings. All these development techniques help the teachers to gain more experience to become 'good', specialized teachers. However, Khan (2011a) points out that teachers in Saudi Arabia tend to be inhibited from seeking professional development and training as this may connote incapacity or academic embarrassment. Culturally, within this context, there is an assumption that personal reflection may demonstrate weakness or self-doubt, thereby undermining the teacher's professional standing. However, ultimately, training and professional development is significant even for the teacher who is highly knowledgeable, experienced and trained because it helps them to develop their knowledge in line with wider developments in the profession (Khan, 2011a). A shift is required, therefore, from the perception that training is an event fixed in time connoting an under-qualified teacher, to one in which training is regarded as a process that spans an entire career and lifetime. Training to become a teacher is an ongoing process that embodies a consistent aspect of professional development. Professional development comes in a variety of different forms and not all aspects of professional development have the same effects upon each teacher.

Training may come in the form of a conference or workshop in which teachers are asked to sign up for the lectures that they see as most relevant. International conferences in English teaching not only offer up innovative techniques and insights into the language field, but they

are given in the medium of English which can allow language teachers to practice or refine their skills (something that has been noted as problematic in Saudi Arabia in previous research). Conferences or workshops allow teachers to remain motivated, they give them the opportunity to travel, and they allow for reflection on personal teaching practices while offering insight into the ways that other countries or people are approaching English language learning (Oberski et al., 1999). Conferences also allow for people to network with others in a friendly environment. Conferences often have dinners and special events for delegates. This offers an excellent opportunity for teachers to meet others and get to know the people behind the presentations given. In the same way that international conferences are great for meeting a diverse population, local conferences allow for networking on a slightly smaller scale (Brand, 1997). Relationships with other Saudi teachers can be made and issues can be identified allowing for reflection and change to possibly occur at a more localized level.

Workshops offer similar benefits though on a slightly smaller scale. Workshops can be held within conferences or simply by a group of teachers sharing similar interests (Brand, 1997). There are workshops for post-secondary teachers, for elementary or middle school teachers or for those that share similar subject specific teaching (e.g. writing workshops). Workshops can be as small as three people or as large as twenty. They can occur in a variety of formats, and due to the increased connectivity afforded by social media, are becoming more commonplace (Brand, 1997). Teachers can take advantage of such tools if they are offered or motivated to invite guests to workshops that they see as beneficial within their own community.

If the indicators in Saudi Arabia suggest that professional training is somewhat resisted by the Saudi teaching population, there are alternatives to standard professional development models that may work more effectively. One of these options is a Critical Friends Group (CFG), which is a tool used as part of professional learning communities. A CFG is largely associated with professional collegiality and research ultimately suggests that the results

include higher levels of student achievement (Dunne et al., 2000). Broadly speaking, a CFG is a group of professionals who meet to discuss best practices within the field of teaching (Curry, 2008). It may also include peer observation of teaching. The important factor within a CFG is that it is a peer led session, there are no ‘experts’ or superiors dictating how things ‘should’ be done, but rather the opportunity for discussion and reflection on one’s own teaching. Researchers cannot agree on what a CFG should look like (Curry, 2008). There do not seem to be rules on the size; although arguably a group smaller than about four seems unlikely to be effective. There is also no agreement on the rules surrounding a CFG or how often teachers should meet. There is no indication that all teachers involved in a CFG need to be from the same school, or teaching the same subject, or teaching the same age group (Vo & Nguyen, 2010). There is much flexibility and discussion about how CFGs should function, though little agreement (Dunne et al., 2000).

What is apparent is that a CFG can be effective in many situations. It allows a structure for effective feedback and peer support, which can aid in more effective instruction (Bambino, 2002). Bambino (2002) has written about personal experiences with CFGs and suggests that certain protocols are effective for language teaching development. These include simply the need to listen to others as well as opportunities to discuss teaching, learning, culture and the climate of learning communities (Vo & Nguyen, 2010). As the argument throughout this thesis has surrounded the uniqueness of the situation for language teachers, the use of a critical friends group within the field of language education may be useful for Saudi teachers.

It may be unlikely for there to be an abundance of language teachers within one institution in Saudi Arabia, and perhaps even less likely that all language teachers might want to become involved in a CFG. However, there may be the opportunity in Saudi Arabia for teachers to partner from different institutions to create a CFG to improve the effectiveness of teaching and learning. Teachers could, theoretically, form peer groups of between 4 and 11 teachers.

In these groups the methodology behind the teaching could be discussed (Vo & Nguyen, 2010). While it is acknowledged that political and economic issues may come into play and there may be some practical issues caused by gender differences (within the Saudi context), there is also the opportunity for teachers to grow and develop. Furthermore, with the worldwide availability of resources available online, there are opportunities to discuss readings and research that has become available in recent years. CFGs may not be a perfect fit for everyone in Saudi Arabia, but they offer an option for those who are unsure about a more formal style of professional development and for those who are averse to training by managers mandating changes (Dunne et al., 2000).

The literature suggests that teacher training, and continuous professional development is an important factor in ensuring teacher quality, particularly in the context of English language education. Training ensures that teachers maintain and develop their knowledge of teaching paradigms, new theories and methods in the field of English language education and are familiar with new and developing resources that may assist their teaching practice. In order to examine these issues further within the ELC, this framework will include teacher training, in order to shed light on teaching quality within the ELC.

2.4.2.3. Teacher Appraisal

Employers need to assess their staff and appraise them on a regular basis. Ur (1999) mentions that relatively few education establishments have systematic teacher appraisal systems. If institutions do have these systems then they are generally in place for the purpose of hiring and firing rather than improvement and learning (Ur, 1999). Appraisal techniques offer a way to focus on the teacher's teaching and this helps to provide a sense of their current performance and how they can improve themselves. Appraisal can be done through feedback from colleagues, students and personal reflection by the teachers themselves (Bollington et al., 1990). As the focus of this investigation is the UQU, it is important to establish the forms

of appraisal that the University uses, as appraisal helps teachers to feel of value and assists in creating motivation in teachers.

An important factor highlighted by language learning research is that teachers need to be aware of how they carry out their work (Johnson, 2006). It is suggested that by knowing the language and how to teach it, professionalism will increase among EFL professionals. There are also counterarguments, according to Johnson (2006), which suggest that it is the effect of studying language and the theories behind it that are important, though these may not necessarily translate into 'good' teaching practices. The question becomes then, if appraisal is an essential component in the Saudi context of language teaching, what exactly needs to be appraised? It is easier to test whether theories and praxis are understood by a group of teachers rather than to determine if they actually know how to teach the topic of language. It could also be that there needs to be some sort of balance related to appraisal, but no general rubric has been created to do so.

The difficulty, according to Johnson (2006) is that 'good' teachers should be linking the theoretical constructs of the language with their own experiential knowledge. As this is something that is very personal and unique to each teacher, it might be suggested that appraising such uniqueness would be extremely difficult, if not impossible (Bollington et al., 1990). There is also evidence, according to Johnson (2006) that teachers need to become active learners and producers of theory and language in their own teaching and learning process. Again, difficulty arises in the appraisal of such a notion. In the Western world, there seems to be a mantra of 'publish or perish' among postsecondary academics, thus suggesting that regular publication is part of the criteria for active learning and teaching development. Such a stance is also true in Saudi Arabia, and since the language of journals is largely in English, publications at the post-secondary level suggest that the writer has a profound understanding of not only the theories but of the English language. However, because of the

competition among highly regarded journals, it is much more difficult for non-native English speakers to successfully publish work. There is also a question as to whether a focus on the broader audience takes away from the teaching within the classroom. Furthermore, as writing and speaking in English are very different skills, teachers in Saudi Arabia may be able to write clearly but not communicate effectively in spoken English, thus causing issues with student learning. Johnson (2006) suggests that there needs to be some sort of link between practical teaching experience and academic publication. She notes that teachers need to come to understand their own experiences through multiple discourses and that there needs to be some sort of construct related to theory that actually changes or modifies their practice in the classroom.

Though employers may feel the need to assess their staff, Johnson (2006) suggests that instances of self-reflection can be largely beneficial to teaching practices. Along with reflection, she suggests that personal inquiry is an important mechanism for change when it comes to the language classroom. Some of this personal inquiry or reflection may come from formalized research but it is possible that other aspects of it will come from classroom development or action research within the classroom situation (Murdoch, 2000). Teachers all have their own ways of gathering, reorganizing and recording information, have different experiences inside and outside the classroom (Johnson, 2006: p.241-242). Therefore, there are suggestions that by being able to document the means of understanding and the way that teachers learn to know about language, the underlying theories and logic of teachers can be best understood. This is not to say that the knowledge of one teacher who is classified as 'good' can simply be applied to another. It is not the responsibility of the teacher to fill students' heads with knowledge; alternatively, it is not the responsibility for 'good' teachers to provide 'bad' teachers with solutions to problems, because all problems are different and likely have multiple solutions (Murdoch, 2000). It is by personally working through these

solutions that teachers will increase motivation and understanding of the language, theories and praxis (Wragg, 1996).

Because appraisal is a difficult issue to discuss, many institutions have implemented mandated professional development opportunities that impose innovations on teachers (Wragg, 1996). The imposition of such mandated professional development is regarded as beneficial at many institutions because the sessions can be documented and presented to prospective students, donors and academics as 'progress' within the institution. However, as indicated above, the situation in Saudi Arabia is much more complicated. 'Innovative' ideas are often limited and prescribed by the religious elite, meaning that some of the problems afflicting the ESL teaching community may be ignored. Furthermore, as teachers are unwilling or unmotivated to participate in such a prescriptive type of approach to professional development, the retention of the material or the desire to implement such material in the classroom may be limited. One goal, as suggested by Johnson (2006) is to create more equitable social roles for teachers and to create a learning environment (for teachers) that is flexible and available. Suggestions made by Johnson (2006) include the notion that teachers might be better encouraged to seek out their own professional development avenues such as online workshops, online bulletin boards or chat groups, and other positive environments. This may be a difficult system in Saudi Arabia for a number of reasons. Gender segregation and discrimination is a particular problem in Saudi Arabia that prohibits the creation of an effective community of practice. In addition, there is no evidence that teachers in Saudi Arabia will engage in the professional development opportunities that are offered, even if they are through an online resource.

This section has identified that there are a number of issues relating to appraisal within the Saudi context. Primarily, there is a perception that appraisal is constructed as a means of judgement or exclusion rather than a tool for professional development, thereby inhibiting

involvement and imposing unnecessary pressure on teachers (Murdoch, 2000). In addition, appraisal is regarded as a general solution that may be imposed wholesale across the teaching population, rather than something that must be developed dynamically with reference to context. There are relatively few engaging opportunities for self-reflection, and existing efforts at appraisal are conducted from a top-down perspective. These issues must be addressed in order to mobilise appraisal as an effective tool for professional development and improvements to teacher quality in Saudi Arabia. Appraisal, when administered sensitively, and within a supportive, constructive environment, can offer an effective way for teachers to develop their teaching practice. The teacher assessment framework utilised in this study will include appraisal, in order to examine the extent and impact of teacher appraisal in the ELC, and its potential implications for teacher quality.

2.4.2.4. Teaching Resources

Baker and Westrup (2000) define resources as “anything which the teacher uses to help students learn”. Many teachers in Saudi Arabia have limited resources at their disposal, including simply a blackboard and books. Khan (2011a) asserts that to achieve maximum results in the teaching of English the teachers have to be well equipped. Thus, from his view this will help to minimize the problems associated with learning the English language (Khan, 2011a). In recent years, the field of ELT has embraced the use of technology (devices) such as visual/audio aids, which have transformed the English teaching system and are considered as appropriate learning formats available for use by teachers and learners (Dudney & Hockley, 2007). Broughton et al, (1980) claims that audio devices are tape recorders, radio, compact disc (C.D) players, record player and Dictaphones, which can be used to present authentic spoken language to students. Visual aids include devices such as TV, DVD, video, projectors and computers, the last of which, computer assisted language-learning (CALL), has become an increasingly valuable resource in teaching English (Broughton et al, 1980).

Furthermore, Broughton et al., (1980) points out that video and audio aids are ideally used in conjunction with paper materials, to create a “blend”, as audio and video devices become more successful if accompanied with pictures, diagrams, charts and models.

Linder (2004) states that the value of the internet in English language teaching is tremendously important and recommends that teacher should incorporate its use in the classroom. The internet is one of the sources which allow the opportunity for “integrating texts, audio, and even video clips into language courses” (Sharma, 2006). The majority of teachers and scholars agree that technology supports teaching and learning. Sharma (2006) state that the “internet has transformed English language teaching”. This technology has widened the teachers’ and students’ access to authentic materials, thus making life easier, and simpler by saving time and providing authentic learning experiences. Many teachers use visual aids to help in their teaching, utilizing equipment such as TV, DVD, video cameras and videos. Saraswathi (2004) believes that the integration of this technology into classroom practice can be an effective way to motivate students. This allows students to be exposed to real situations and language, which helps in the acquisition of speaking and listening skills (Mangal & Mangal, 2009). Khan (2011a) states that the use of technology (language laboratories) is vital so that students can be encouraged and motivated to learn English. He states that computer assisted language learning should be employed and used as an aid to master certain specific language skills (Khan, 2011a).

According to Yunis (2007), teachers of English as a second language are increasingly exploiting online technologies. These technologies could be from a wide range of sources, including online internet-based English classes, pronunciation exercises, handouts, and other forms of mobile learning. Yunis (2007) conducted a study in Malaysia relating to teachers’ use of technology in the classroom in order to examine what opportunities were available to Malaysian teachers and how their expectations differed from what was actually occurring. In

Saudi Arabia, technology development has occurred rapidly over the past several decades. Because of the oil boom, Saudi Arabia has had the financial ability to support a more well-rounded technological process, allowing teachers to have much more than just paper and books in the classroom. Yunis (2007) suggests that in Malaysia, more and more classrooms are being converted to 'smart' classrooms, allowing students the opportunity to interact with the world outside of the classroom. Examples of 'smart' technology include smartboards and other types of mobile learning.

One of the findings of Yunis (2007) was that not only did the teachers need to be able to use the 'smart' technology, but the technology also needed to be supported. Teachers, especially those with multiple years' of experience, found it difficult to integrate a technological presence into the classroom. This was the case for multiple reasons. First, older teachers were unable to include content in the classroom or mobilise the technology properly causing delays and frustration in learning. Secondly, older teachers were not convinced of the effectiveness of such technology (or were not able to modify their current teaching practices to accommodate the new technology). Contrasting this view Yunis (2007) suggests that much that exists within the realm of technology is not necessarily new. He argues that many of the theories that previously existed (e.g. Skinner's behaviorist theory; Piaget's cognitive theory; Vygotsky's social-cultural theory) are still applicable with the use of computers or of technology in the classroom. Yunis (2007) also touches on the benefits of online handouts and materials that cater to the Audiolingual approach. As this approach is still commonly used in Saudi Arabia, it could be argued that Saudi teachers using such resources would be in a better position to be effective.

Another area that Yunis (2007) highlights is the emotional dimension linked to technology use in the classroom. He argues that the ability to use the technology in the classroom is important for teachers to feel confident in their abilities. This suggests that teachers may need

professional development on technological aspects of teaching as well. This comes in addition to the learning outcomes cited earlier in this chapter. By allowing teachers to learn about the technology used in the classroom, Yunis (2007) suggests that there will be a stronger emotional connection in the classroom. One could argue then, based on the above, that since positive emotions are linked to motivation, that a concrete understanding of the technology available in the classroom could lead to a more motivated teacher. The problem, however, in Saudi Arabia, is convincing the teachers to engage in aspects of professional development. Yunis' (2007) second point is that the technology in the classroom must be up to date for motivation to increase. Yunis (2007) argues that for the group of teachers that is already technologically advanced, a modern and up-to-date classroom is essential. This can be difficult at some levels as there is always going to be a fixed budget for technological updates, and the field is continually and rapidly developing new and innovative teaching tools. Furthermore, if the teachers in Saudi Arabia are not willing to learn new technologies (in terms of a lack of professional development), it may be difficult to make the case for an increase in the technology budget in order to ensure up-to-date materials.

Another point made by Yunis (2007) was that without proper training, confidence among teachers would decline and there would be higher levels of anxiety. These again relate back to the emotional factors affecting teachers and their motivation. Yunis (2007) argues that support needs to be given, though he is not explicit about how this support might come about for Malaysian teachers. It is clear that anxiety is a problem among Malaysian teachers. One of the reasons this might be the case is a lack of job security. There may be an expectation by students to employ multiple types of technologies in the classroom. Teachers who cannot live up to the high standards of the pupils or who are not classified as 'good' may fear reprimand from their superiors. This leads to further anxiety and to negative emotions. As a result, a

cycle begins to form surrounding stress, anxiety and lower motivational levels among teachers.

Finally, Yunis (2007) suggests that, at least in Malaysia, there is a comparison among teachers surrounding technology usage in the classroom. Because teaching is not something that is necessarily comparable with other classes or subjects, it becomes difficult for teachers to know how their teaching strategies and use of valuable online resources compares with that of other teachers. While this factor seems somewhat limited in nature, it demonstrates that teachers are also emotionally affected by things beyond their control. It also suggests that with a large percentage of teachers in Yunis' (2007) study suggesting concern, that it is likely more of a cognitive or perceptive issue than a material problem that needs to be addressed. Regardless, it seems to suggest that there is also a level of anxiety surrounding the level of competition among ESL teachers.

Yunis (2007), while specifically targeting the Malaysian teacher population, gives helpful insights into the present situation for English language teachers in Saudi Arabia. Similar cultural perceptions may lead to inhibition among teachers in mobilising new technologies, leading to a decline in motivation, self-worth, and teaching quality. Teacher performance suffers due to a downward spiral related to negative emotions and a lack of motivation. This section has highlighted the importance of resources to English language teaching provision in Saudi Arabia, and suggests that clear efforts must be made to both equip teachers with effective resources and ensure that they are effectively trained in their use. It is clear that although there are some resources available to English language teachers in Saudi Arabia, efforts must be made to ensure that this provision is generally applied and regularly updated. Furthermore, while it is clear that technology in the classroom is essential, it has also been shown that motivation and emotions can be both positively and negatively linked to the use of technology. In the case of Saudi Arabia, more research is needed both on the usage of

internet based resources at the postsecondary level and teachers perceptions of using technology in the classroom.

Effective resourcing, therefore, can have a positive impact upon teaching quality within the context of English language education. Appropriate resourcing can improve teacher motivation, lead to creativity in teaching practices, and offer new and innovative ways for teachers to guide and assist students. However, technological resources should also be integrated into teachers' practice with appropriate training and development, in order to prevent the demotivating effects of working with technology that is not properly understood. As a result, the availability of resources will be integrated into the teacher assessment framework and used as a frame of analysis in this study, in order to examine the way in which resourcing at the ELC impacts upon teaching quality.

2.5. Summary

This chapter aimed to assess the wider academic literature relating to English language education in Saudi Arabia. It is clear that the precise social, political, cultural, religious and economic context within Saudi Arabia has a significant impact upon the provision of English language education. In particular, religious stipulations that govern gender segregation, and the need to heavily regulate the educational sector impact upon the quality of English language tuition. However, the economic context of globalisation and the will within the Saudi government to open to international markets and investment has necessitated improvements in the provision of English in higher education. There are consequently a number of precise issues that impact upon education in Saudi Arabia, including the predominance of antiquated pedagogical methods focused on a teacher oriented approach to learning. In addition, there is also the governmental mandate of encouraging expatriates to come to Saudi Arabia to teach English. While it is clear that this is a situation that needs to occur at the present time because of the lack of proficient and capable Saudi English teachers,

the root of the problem (i.e. the lack of proficiency and training) is not currently being addressed. This ultimately creates a cycle that does not encourage the growth and development of 'better' Saudi English language teachers.

Finally, it is acknowledged that significant research has been done on the characteristics of a 'good' teacher and what motivates them to teach and grow in a certain way. This chapter has sought to present a framework that highlights the major attributes of an effective English language teacher, which in turn will frame the present investigation. Motivation, training, appraisal and resources are all issues that must be addressed in Saudi Arabia. These four factors have been shown by the literature to have a profound impact on teaching quality, and therefore they have been integrated into a framework that will be used to structure and frame this study. However, within Saudi Arabia the picture is rendered more complicated due to the impact of religion, culture and politics within academic institutions. This study will therefore use the framework developed from the available literature to examine a) how these four factors intersect and relate to one another in determining teacher quality within the ELC, and b) how the factors presented in the teacher assessment framework are impacted by the particular circumstances of the Saudi context. This chapter has attempted to highlight these complexities of the Saudi context with reference to the academic literature relating to English language education and the historical context within Saudi Arabia. The following chapter will present the methodology devised for this study, and justify the choices made in relation to the research questions.

Chapter Three: Methodology

3.1. Introduction

This chapter presents the research methodology, outlining clearly the methods and processes employed during the course of this research, and justifying the methodological choices that have been made. This study focuses on a case study of the English Language Centre (ELC) at Umm al-Qura University, and has adopted a mixed methods approach to research. It employs both qualitative and quantitative methods of data collection in order to obtain a comprehensive and accurate representation of the current situation in relation to English tuition in the Kingdom of Saudi Arabia (KSA). The qualitative methods within this study included interviews and observations, while the quantitative component included questionnaires. By using three distinct instruments and by approaching the phenomena under investigation from multiple points of view (i.e. from both the teacher, academic manager and student perspectives), this study produced multiple types of data that may be triangulated in order to increase the validity and reliability of the conclusions of the research.

The methodology chapter is divided into several components, reflecting the multiple data collection processes that comprised the study: the pilot study, observations, in-depth interviews and questionnaires. The first stage in developing the methodology was to break down the research question into its component parts, and to develop sub-questions that could be used to frame the inquiry. This is presented in section 3.2 below. Section 3.3. presents the rationale for the methodology design and research instruments chosen for the investigation. Section 3.4. describes the research design and provides the background for the specific research setting: the English Language Centre (ELC) at Umm al-Qura University and section 3.5. discusses the ethical implications and considerations of the research design. Section 3.6. presents the research instruments in turn, including the pilot study, the observations, the questionnaires and the interviews, and describes the participants, sampling methods and

procedure associated with each one. Finally, section 3.7 discusses the limitations of the research.

3.2. Aims and Research Questions

During the course of my PhD research, the aims and objectives of the project were extended. The initial rationale and purpose of the study focused specifically on the characteristics of ‘good’ English language teachers within Saudi Arabia, with the intention of providing an appropriate framework for evaluating teacher quality. However, once I commenced the research I decided to extend the scope of the thesis to examine in greater depth the current state of English language tuition in Saudi Arabia, and to investigate possible ways in which current practices might be improved. This change in the original aims and scope of the research was prompted by consideration of the existing literature relating to teaching quality, and it was decided that this study might make a more effective contribution to scholarship by investigating current practices within Saudi Arabia. The initial methodology proposed to address the research questions focused specifically on interviews with teachers and classroom observations: however, as the research aims developed and were extended, it was decided to incorporate multiple perspectives in the study, and the methodology was extended to include student questionnaires and interviews with academic managers.

The primary purpose of this study is to explore the ways in which English language teachers can improve English language education within the Saudi education system. In order to investigate this problem in detail, it was decided to focus on a case study of the ELC at Umm al-Qura University, in Mecca, Saudi Arabia. The principal research question at the centre of the investigation is as follows:

Within the Saudi education system, how can English language teachers improve English language education in the ELC in the UQU?

In order to address this question, it is necessary to consider the factors that contribute to 'good' English language teaching within Saudi Arabia. As a result, a series of sub-questions have been devised that will frame the case study in the ELC, and focus the investigation on the perceived characteristics of 'good' English language teachers.

- What are the key determinants of teaching quality within the ELC?
- What is the framework used in the ELC to identify a 'good' English teacher?
- What are the characteristics of a 'good' English teacher in the ELC, in the views of students, teachers and academic managers?

Based on the literature review, this study will investigate four core factors that may impact upon teacher quality within the ELC. These are a) motivation, b) training, c) appraisal, and d) resources. These four factors form a framework through which to investigate the characteristics of a 'good' English language teacher in the ELC. Table 3.1 (below) presents each component of the framework together with associated sub-questions that will guide the research.

Table 3.1: Research Framework: Characteristics of a ‘Good’ Teacher

Component	Associated Questions
Motivation	<ul style="list-style-type: none"> • What is the role of teacher motivation in determining teacher quality? • How does the ELC motivate teachers to develop their skills and improve performance? • What, if any, incentive systems are in place in the ELC that may motivate teachers?
Training	<ul style="list-style-type: none"> • What is the role of training and qualifications in developing ‘good’ English teachers? • What training provision is currently in place in the ELC? • Is the current training provision sufficient to meet the objectives of ESP/EGP? • Does the ELC encourage teachers to gain additional teaching qualifications?
Appraisal	<ul style="list-style-type: none"> • What is the role of appraisal in measuring and developing teacher quality? • What systems of appraisal are currently in place within the ELC? • How does appraisal affect the ways teachers behave at UQU? • What, if any, is the link between appraisal and teacher motivation?
Resources	<ul style="list-style-type: none"> • What is the role of resources in contributing to teacher performance? • What teaching resources are provided within the ELC? • Are the current resources within the ELC sufficient? • Within the ELC, are resources important to help English language teachers to be effective?

This framework will form the basis for the research design and inform the development of the key research instruments, as described below. The teacher assessment framework is used throughout the development of the research instruments, guiding the development of interview and questionnaire questions, and providing a thematic framework for the observations. The research instruments will be focused on identifying the common characteristics of a ‘good’ English teacher in the ELC, addressing specifically the role of motivation, training, appraisal and resources in determining teacher quality.

3.3. Study Design and Rationale

The research design adopted for this investigation is an in-depth case study focused on the English Language Centre (ELC) at Umm al-Qura University. Case study research offers the opportunity for the researcher to investigate particular phenomena within a real-world setting, thereby building a holistic and realistic picture of the issues under investigation (Bassey, 1999). This study aimed to explore the way in which English language teachers could improve English language education within Saudi Arabia. This problem is particularly complex, and arguably inherently subjective: the research must interrogate what is meant by ‘a ‘good’ English language teacher’, which is inevitably culturally relative. As a result, the problem must be considered within its cultural and social context, in order to provide a comprehensive and accurate picture of this complex issue. For this reason, it was considered appropriate to focus the investigation on one institution, and to gather the perspectives of multiple key stakeholders in the educational process: teachers, students and academic managers.

In order to fully address the research questions, this investigation adopted a mixed methods data collection strategy. Mixed methods research, also known as multi-methods, originated in the 1980s and has developed as a research approach that attempts to incorporate qualitative and quantitative data collection methods (Mertens, 2014). The mixed methods approach, according to Johnson et al. (2007) comprises useful and important characteristics. It does not limit the data collection process to either qualitative or quantitative research methods, thereby incorporating the advantages of using both types of data. Quantitative research is frequently (although not always) associated with deductive reasoning processes and focuses on the use of numeric data to prove or reject predefined hypotheses (Muijs, 2010). Qualitative research tends to use open-ended textual data, which, although time-consuming to collect and analyse, often allows for the construction of a holistic picture of a given phenomenon, based on a

variety of individual perspectives (Creswell, 2013). In mixed methods research, different data collection strategies are applied to the same question, allowing for the triangulation of results. In the context of this study, it was decided that a mixed methods approach would be the most appropriate research paradigm to provide a clear, comprehensive and accurate picture of the current situation in Saudi Arabia.

In addition to utilising a mixed methods approach to data collection, in order to fully explore the research questions, it was decided to gather multiple perspectives from different participant groups. Qualifying teachers as ‘good’ is, to a large degree, subjective, and perspectives may differ depending on cultural context, relationship to the teacher, or prior experience. This study therefore incorporates the perspectives of three different groups of participants: current students in the ELC, English teachers in the ELC and ELC academic managers. In addition to this, the researcher conducted a series of classroom observations within the research setting, thereby incorporating their own (subjective) perceptions of the research problem.

The research methodology for this study was based upon three principal research instruments: questionnaires, interviews and classroom observations. These research instruments were developed in order to allow for multiple sources of data to be integrated into the study, accommodating the perspectives of the four key participant groups (teachers, students, academic manager, and the researcher). Chart 3.1 (below) shows the research methods used for each group of participants.

Chart 3.1: Research Methods



The classroom observations provided the opportunity for the researcher to become more familiar with ELC classroom practices, and to develop a number of observations that would inform the later development of the questionnaire and interviews. There are multiple types of observation strategies, but this study was primarily concerned with comparing classroom practice (as observed by the researcher) with the teachers', students' and managers' perceptions of teaching practice in the ELC (Bogdan & Biklen, 1997). Observations allow the researcher to identify key issues from their own perspective and then to compare them with participants' expressed views. One of the limitations of observations is that participants may become uncomfortable or over-conscious of being observed and so may modify their behaviour (Bogdan & Biklen, 1997). However, this drawback was mitigated by taking efforts to make participants feel comfortable and by the use of triangulation across multiple types of data. For the purposes of this study, the observations also enabled the researcher to gather valuable data that could then be used to inform the development of the interview questions and questionnaires.

Interviews were used in the study to gather the perceptions of both teachers and academic managers. As there were significantly fewer teachers and managers than students, face-to-

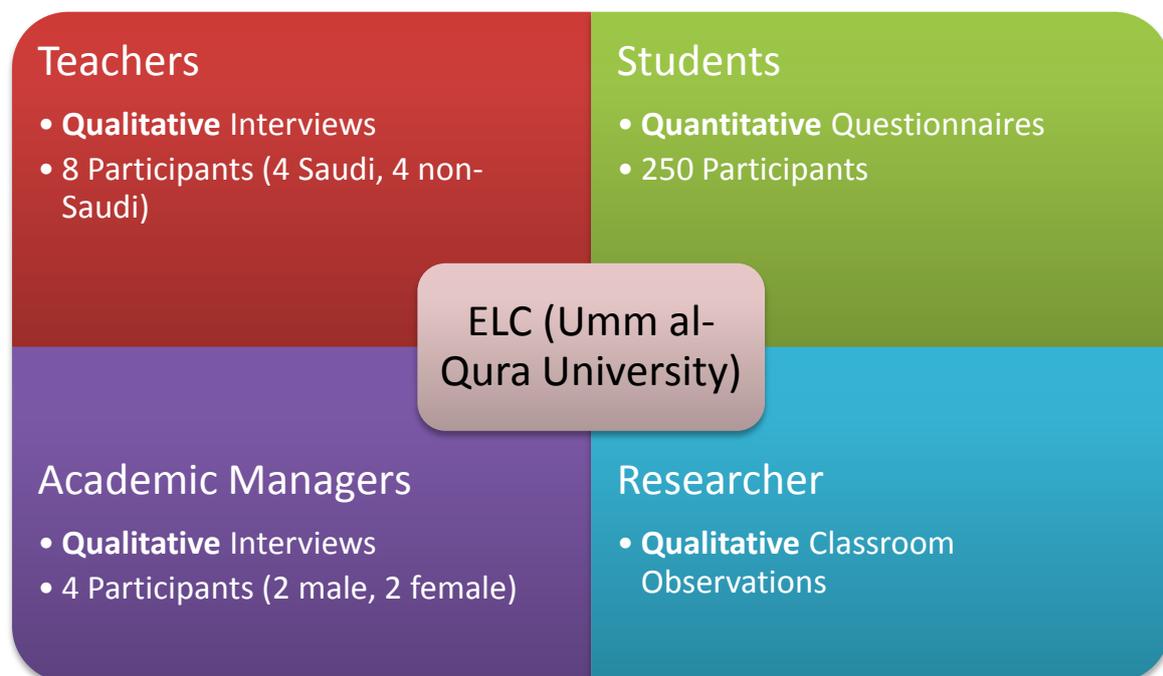
face interviews could be conducted relatively easily. By using interviews, the researcher was better able to meet the research objectives (described above in Section 3.2) and delve deeper into some of the issues identified by teachers as being particularly problematic. Cohen et al. (2007) suggest that interviews are better able to provide a larger amount of critical information that may not necessarily be obtainable through other approaches (such as the use of questionnaires). Moreover, they allow participants to raise issues that had not previously been considered by the researcher, thereby broadening the scope of the research. However, due to the interactive and intersubjective nature of face-to-face communication, there is more scope for researcher biases to impact upon the data collection process, and the researcher must be cognisant of their role in co-constructing the knowledge that arises from the interview (Silverman, 2010). This cannot be avoided and arguably is a component of most (if not all) qualitative research. Therefore, while it is noted as a limitation, the impact of this bias is limited by the triangulation of data across multiple data collection strategies, and by extensive piloting of the research instruments. In-depth interviews were conducted with 8 teachers of core classes in the ELC: 4 of Saudi heritage, and 4 of non-Saudi heritage. In addition, 4 academic managers, who were responsible for running the ELC, providing lectures and managing teaching staff, were also interviewed.

The final component of the research consisted of a quantitative questionnaire distributed to 600 female students currently enrolled in the ELC. The questionnaires provided the opportunity to gather feedback from a large number of participants relating to their perceptions of teacher quality within the ELC. Dörnyei and Taguchi, (2010) maintain that questionnaires offer a number of key advantages, and are particularly useful in gathering basic data in cases where the research topic has not previously been widely investigated. Questionnaires allow for quick, easy and efficient data collection, which can be analysed rapidly. Brown (2001) defines the questionnaire as a group of statements that are given to a

group of people asking them to respond with either their own choice, or to select an option from a predetermined list. The goal of a questionnaire, according to Brown (2001) is to obtain opinions from participants on a specific set of views on a specific subject. Moreover, questionnaires, according to Dörnyei and Taguchi (2010) are designed to obtain three types of data from participants: factual, attitudinal and behavioural. The questions designed within the questionnaire in this study aimed primarily at attitudinal factors specifically related to student opinions of the teaching context. These types of questions were specifically helpful in gaining one group’s perspective on a complex issue.

The overall study design is presented in Chart 3.2.

Chart 3.2: Study Design



The research design, therefore, was intended to develop a multi-dimensional study that would take into account the cultural context in which English language learning operates within the ELC and Saudi Arabia. The mixed methods data collection strategy enabled multiple types of

data, from multiple perspectives, to be integrated, building a well-rounded picture of the characteristics that make a ‘good’ English language teacher within Saudi Arabia. Furthermore, by mixing qualitative and quantitative methods, the overall bias of this research was reduced and it was possible to counterbalance the weaknesses found in one method with the strengths of another (Mitchell, 1986).

3.4. Research Setting

3.4.1. Umm Al Qura University (UQU)

The Umm Al Qura University (UQU) is a well-reputed higher education establishment based in the city of Mecca (Saudi Arabia). The university has seventeen colleges, twelve institutes and centres, with seventy academic departments. It offers graduate and undergraduate programs for both male and female students. According to the Ministry of Higher Education, “the university contains twelve auxiliary deanships, each of which has its counterpart in the girls section. Over 30000 students are enrolled in different colleges and institutions of the university, and nearly 1500 faculty members are in charge therein” (Ministry of Higher Education, 2015). The university is also equipped with the English Language Centre (ELC), which is considered a vital part of the college of social sciences at UQU (Ministry of Higher Education, 2015).

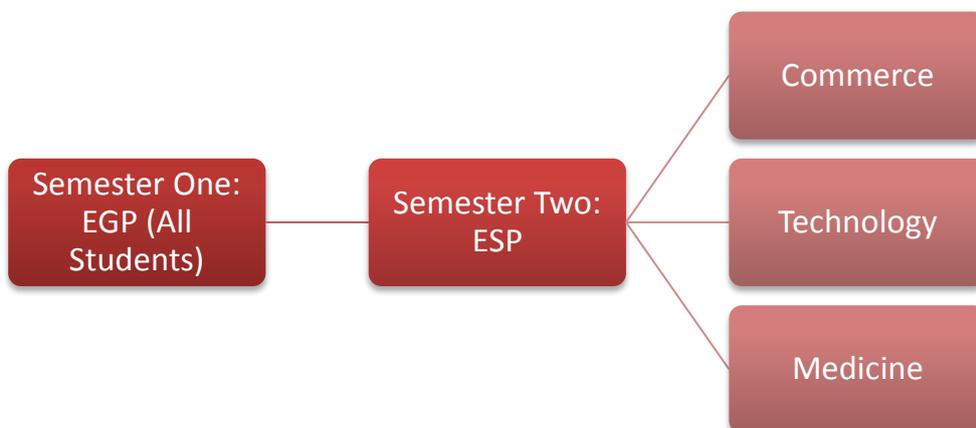
3.4.2. English Language Centre (ELC)

The UQU established the English Language Centre (ELC) in 1981. The main role of this centre is to offer professional services in the area of English language teaching to professional colleges (UQU, 2010, see Appendix H). When students graduate from secondary school, they go on to higher studies at the UQU. Since 2011, the ELC has also offered students the ability to learn and improve their English language skills in a one-year foundation course that covers both English for General Purposes (EGP) and English for Specific Purposes (ESP). This one-year foundation course is designed to bring students up to

an intermediate level of English, and to equip them with skills that will enable them to pursue their respective fields of study in the English language. The ELC follows the Oxford University Press (OUP) Headway Plus system, focusing on whole language acquisition, rather than the development of particular skills (Soars & Soars, 2015).

The foundation year is structured as follows: for the first semester, all students are enrolled on a common course, named Headway (or EGP). This course is intended to ensure that all students have acquired an intermediate level of English, focusing on the following five areas: grammar, reading, writing, listening and speaking. Provided students pass the first semester, they may then proceed on to ESP for the second semester, in which the course content is tailored specifically to their particular specialised field of study. These students have selected a major in technology, commerce, or medicine, in which a certain level of English is required to fulfil course requirements. As a result, the ESP course allows students to learn key words and terminology in English, which is specific to their chosen field of study. The EGP and ESP courses that the ELC has to offer can be seen in Appendix H: Self Study Report 2010, and the course structure is outlined in Chart 3.3 below.

Chart 3.3: ELC Course Structure



The goals of the ELC, which are highlighted in the UQU-Self Study Report (2010, Appendix H), are to:

- Teach English to students who intend to receive university education in English.
- Prepare students for TOFEL and IELTS tests and for further study abroad.
- Help university employees to gain a working knowledge of English to improve their future prospects.

This university has, therefore, a responsibility to maintain English teaching standards and ensure that they meet the students' needs.

3.4.3. Rationale for Case Selection

This study focuses on UQU for a number of reasons. Primarily, it holds a particular status as a centre of excellence in English Language teaching: it is a high-ranked university within Saudi Arabia, claiming 7th position within national league tables (Ministry of Higher Education, 2015). The university is devoted to excellence in teaching in English language and learning, it prepares English teachers for high and intermediate stages, as well focusing on practical course to give students the skills of English reading, listening, speaking and writing. In 2011, the university started to offer the preparatory year courses, which aim to expand the students' knowledge in English and prepare them for specialism in their field (Ministry of Higher Education, 2015). As a result, it offers a fertile ground for research, having a good reputation in the region, which merits further investigation. This university offers a high standard in education, however, the preparatory course is a new offering which needs to be assessed and evaluated. The UQU competes against other universities in the KSA, which also offer similar preparatory courses. In addition to this, the university has recently experienced

significant growth, which reflects its good reputation, but has also caused a strain on resources. As the UQU develops as a flagship education provider, there is a need to assess the quality of teaching and methods used in English language education in order to improve services across the country.

The ELC at UQU was also selected for reasons related to access, as I already had an established relationship with the institution and the employees there, having been previously employed by the ELC as a teaching assistant. This existing relationship created a number of advantages, including the fact that I was known and trusted by members of administrative and teaching staff and was familiar with the administrative structures, curricula and protocols used in the ELC. These existing contacts made the process of data collection much easier, as I was able to prepare and plan the data collection, and approach participants personally in order to gauge their interest in the project. In particular, during the interviews, my existing relationship with some of the participants meant that I was able to put them at ease, and encourage them to express themselves. However, during the course of the research, I was also cognisant that my existing relationship to the ELC may have impacted in other ways upon the data collection. Due to the fact that I already had considerable knowledge of the ELC, I did not enter the investigation as a completely neutral ‘observer’, but had already formulated ideas and opinions about the institution. Therefore, I had to take care to interrogate my own perspective and continually ensure that my perceptions were not coloured by preconceived notions. I attempted to maintain a reflexive standpoint throughout the research, and continually cross-referenced my own conclusions with the primary material, to ensure that the conclusions and recommendations were rooted in the data, rather than my own, subjective, perspective. Similarly, my relationship with some of the participants, although in some cases was useful in making participants feel at ease, may have also meant that some participants were reluctant to share their opinions with me as freely as they might have done

with a stranger. In order to overcome this potential difficulty, I ensured that all participants knew that their answers would remain confidential, and that my purpose was to gather information for research, rather than to pass judgement on their answers.

3.5. Ethical Considerations

A main component of any research study is dealing with any potential ethical issues associated with the process of data collection. Firstly, it is acknowledged that ethics often contain ‘grey areas,’ where researcher interpretation of the regulations can vary, sometimes to better suit the purpose of the research. While it is hoped that the ethics for this study fall easily within the boundaries of ‘standard ethics,’ some interpretation was, inevitably, necessary for this study to be completed. Despite this, the sections below intend to outline the nature of the ethical guidelines followed by linking current practices with literature on ethical guidelines. The wider literature identifies numerous steps that a researcher can take in order to better assure transparency and honesty within a field of research. These will be explored in the following sections.

3.5.1. Defining a Beneficial Research Problem

Creswell (2013) suggests that it is necessary to find a problem that is of benefit to people other than the researcher, i.e. there needs to be some sort of benefit to the participants. As such, if unnecessary data is collected, this has little benefit to those involved and therefore contravenes some ethical principles. He suggests that there are multiple ways that a researcher can assert ‘benefit’ from research. One way is to conduct a pilot study (or pilot studies). These types of pilots can be paired with informal conversations with participants and/or administrators. The ultimate goal is, hopefully, that the openness that exists as a result of such measures allows participants or administrators to establish any participant marginalization (Baker, 1994). In the case of the present study, both pilot studies and informal conversations with administrators occurred. A pilot study was conducted on the

questionnaire before the final draft was approved and administered. Further, informal (and later formal) conversations were had with the teachers of the programs to explain the circumstances surrounding the research and how participants would be affected by participating in this research. As a result of these two measures, as well as by the creation of meaningful research questions, this ethical consideration has been met within the realm of this research.

3.5.2. Full Disclosure of Purpose

The argument for suggesting full disclosure of the purpose of the study is two-fold. In the first instance, it is necessary for participants to be aware of what they are agreeing to in terms of their voluntary participation, known as informed consent. The second purpose is to avoid deception by the researcher. Merriam (1998) indicates that deception happens when the researcher and the participants have different motivations and if this is the case, a lack of trust may exist or the participants may feel an obligation to participate.

For the disclosure aspect of this study, participants were informed of the purpose of this study in several ways. Initially, participants were provided with an information sheet that documented the nature of the study and what would be asked should participants be willing to become involved (see Appendix E). In addition to this written information, verbal information was also given to all participants. Participants in this study will also have access to this thesis. The purpose of the research is clearly stated in the introduction, and as a result, deception is unlikely to occur due to the circumstances. While it is acknowledged that disclosure of information was provided to participants, it is never possible to provide all information surrounding the nature of the study. Therefore, it is noted that the researcher is aware of this limitation, but that steps were taken to ensure that an appropriate level of disclosure existed.

3.5.3. Participant Consent

Rosnow and Rosenthal (2011) suggest that a clear and fair agreement needs to be reached with research participants before data collection can be undertaken. While they allude to the disclosure of information as described above, they also make note specifically of participant consent. In this case, consent is different than disclosure because it is an acknowledgement by the participant that they clearly understand the situation and are acknowledging a willingness to participate. Informed consent means that the participants will be able to question the researcher and obtain a full and clear explanation of any aspect of the research to which they enquire. No pressure should be placed upon participants to engage with the research (Baker, 1994). Gregory (2003) suggests that if all relevant information is given to participants, it is reasonable to assume that the ethical requirements have been met.

Within this study, all participants were adults, and based on their admission/acceptance to university, were not part of a group that could be considered 'at risk.' As a result, participants could be approached directly without a need to consult a parent or guardian. Many of the participants were able to ask questions directly, although few chose to do so. In the case of the students who were not able to ask questions directly to the researcher, there were multiple ways that the student could get in contact. Initially, an email address was provided to all students willing to participate in the questionnaire. This was provided on the information sheet given to all participants. Further, the teachers had the contact details of the researcher and so if communication/inquiries occurred in instances where the researcher was not present, the teacher/administrators could then communicate these in due course. It should be noted however, that none of the students chose to voice a concern or inquiries to the teachers regarding the nature or information of this study.

3.5.4. Respect for Cultural Norms

Burgess (2005) suggests that it is essential to take into consideration any aspects surrounding culture, gender or religion, which may be sensitive in nature. The researcher acknowledges that culture, gender and religion are all key issues that need to be taken into consideration. This was particularly important in the case of this study due to the cultural and religious prescription of gender segregation in Saudi Arabia. The researcher is familiar with the cultural traditions and religious background of most, if not all, participants within this research. Care was also taken to ensure that all participants were female and were not placed in a position that may have made them uncomfortable and/or contradicted cultural traditions.

3.5.5. Minimum Disruption

Burgess (2005) identifies respect as a key issue for both participants and location. This partially relates to not harming those who participate in the study. Much of the information suggested by Creswell (2013) relates primarily to qualitative studies that require researchers to be among participants for a long range of time. This type of involvement, it may be argued, will disrupt established routines. This study was mixed methods, with a focus on multiple perspectives. Because the questions were prepared well in advance and the teachers had prior access to the research proposal, interaction with the teachers was limited to interviews in their offices, which was not time consuming problematic for participants. In addition, the researcher was only present at the University to explain the questionnaire to students. Since the questionnaire was relatively short, there was very little disruption to the overall routine, aside from the presentations given in each class. The overall disruption of the site was limited to a maximum of 15 minutes per class.

3.5.6. Avoid Collecting Harmful Information

The collection of information that falls outside of these parameters then becomes unethical. In this study, very little private information was collected. Obviously there was a need to

consider aspects of learning and teaching, and it is acknowledged that this might be considered personal information to at least some of the participants. In addition, some background information was collected on the participants so that certain correlations could be evaluated based on the responses of the participants. However, despite collecting some information that could have been considered personal, this research did not attempt to collect any information that would reflect on any particular student/teacher in a negative way. Furthermore due to the anonymity and confidentiality of the research, the questionnaires, contained a little personal information linked to participant, so as to protect their identity.

3.5.7. Ethics Surrounding Data Analysis

Improper data analysis is seen as an ethical issue in research, because it can lead to a false conclusion. Rosnow and Rosenthal (2011) indicate that one of the most important aspects of data analysis is related to the secure storage of participant data. Participant privacy is an issue that should be considered in data analysis. Informed consent was required to carry out the research due to the fact that the research involves human participation. The participants were clearly informed of the reasons for the study and what information gotten from them would be used for, the treatment of the information will be disclosed with trust and the confidentiality of the data would be protected. However, in this research, participants who filled the questionnaires completed it anonymously, so as to ensure confidentiality. Important considerations are made to safeguard privacy of the collected and stored data. (Homan, 1991)

In summary, ethics are a key component to any research study. Their development and implementation from start to finish are essential for both the current project and for future development. The key ethical components for this study surround informed consent and full disclosure of information. This was, essentially, a low risk study for participants. The ethical guidelines for this study were approved by the PhD supervisor before commencement of this project and these same guidelines have been followed throughout (Ethics Approval Protocol

HUM/PG/UH/00005). All documents relating to the ethical information provided to participants can be found in Appendix F.

3.6. Research Instruments

This section presents in detail the research instruments and methods used during the primary data collection of the study. The investigation used questionnaires, interviews and observations in order to address the research question, which focuses on improvements to teaching practice in English Language education in Saudi Arabia. The data collection process comprised a number of stages, beginning with a pilot study to test and refine the research instruments, followed by four stages of primary data collection. Initially, the study aimed to explore ways in which teaching practice could be improved within the KSA, through a series of observations and interviews with teachers in the ELC. These were conducted between May 2013 and January 2014. However, as the research progressed, it was decided that it was important to also consider the perspectives of students and academic managers within the ELC. As a result the student questionnaires and interviews with the academic managers were administered during a second round of data collection, in April 2014. Chart 3.4 presents the data collection phases, and the participants involved at each stage.

Chart 3.4: Data Collection Process



3.6.1. Pilot Study

In order to ensure that the research instruments were as robust and reliable as possible, they were extensively piloted before the main data collection stages commenced. Pilot studies have been used consistently throughout social science research in an attempt to ensure that the instruments used within research are appropriate and of a high quality (van Teijlingen and Hundley, 2002). In particular, it is important to pilot questionnaires before use, in order to ensure that the questions are comprehensible, as there is little scope to change or clarify the

questions once the data collection has begun. However, for the purposes of this study, both the interviews and observations were also extensively piloted. Pilot studies, also referred to as feasibility studies, are an important element of good research. They exist primarily in order to pre-test a particular instrument that is required for the research process. They are a common step in the process of collecting research, especially with questionnaires and interviews (Van Teijlingen and Hundley, 2002). The advantages of using a pilot study prior to the research process include the researcher's ability to know the weaknesses of a current instrument and areas where it might fail. Although this does not guarantee success in the main study, it can be used to ensure that research protocols are followed, or to determine the overall appropriateness of the research instruments (De Vaus, 1993). Pilot studies are commonly used in both qualitative and quantitative research, and in this case, the pilot study was conducted within all three aspects of study, which include; the questionnaires, interviews and observation schedule.

Like the main data collection, the pilot tests occurred in three main stages, testing the observations, interviews and questionnaires respectively. The observation pilot required the researcher to sit in on one class within the ELC, in order to: a) gain familiarity with the class format and schedule, b) to be able to undertake the observation at an appropriate time; and c) to make the observation as unobtrusive as possible. The researcher took field notes and recorded observations, but the primary purpose was to test the conditions in which the observations were to take place. The observation notes were written only in Arabic (and later translated to English for the purpose of the thesis). The pilot was limited to one class (largely due to reasons of access), and this proved sufficient to gain enough information to proceed with the principal observations.

The second stage of the pilot involved thoroughly testing the interview process and questions with 2 volunteer participants. The principal aim of the pilot study of the interviews was to

ensure that the content, style and order of the questions were appropriate. The pilot participants for the interview schedule had no affiliation with UQU and were colleagues of the researcher. Based on the final design of the interview questions, it was expected that each of the interviews would last approximately 45 minutes to one hour. The pilot study yielded a number of minor issues with the original design of the questions, leading to some re-wording, to reduce the scope for confusion or ambiguity among the participants. In addition to this, the order of the questions was slightly altered in order to allow the interview to flow more naturally, following the logical order of the questions (see Appendix A and B).

Finally, prior to administering the questionnaire to the student population, a pilot was conducted with 10 students at UQU. The purpose of the pilot was to ensure that the questions were comprehensible to participants, and to test the length of the questionnaire to ensure that participants did not become fatigued or bored. This process is particularly important when conducting questionnaires, as, unlike interviews, which may be adjusted on the spot, questionnaires cannot be altered once the data collection process has begun. As a result, conducting pilot questionnaires helps to ensure that there are no ambiguous or confusing questions that may irrevocably corrupt the data. The pilot was conducted with 10 students who were asked to complete the questionnaire and then provide feedback on any aspects they found confusing. The feedback gathered from this test resulted in a number of changes to the wording of the questionnaire. A number of questions were removed that were considered to be repetitive, in order to make the entire questionnaire more concise (see Appendix C and D).

The piloting process, therefore, was extremely important in exposing potential issues with the research instruments, and enabled the researcher to address these problems prior to the principal data collection. The changes to the interview questions and student questionnaire following the pilot study may be seen in Appendices A, B, C and D, where original and

amended versions of the pilot questionnaire and the interview questions are presented, both in Arabic and English translation where appropriate.

3.6.2. Observations

Observation is a method commonly utilised as part of the methodology of ethnography, and is a common practice in social science research. According to Ritchie & Lewis (2013: p.245), observational research is particularly essential for studies involving the following four components:

- Those studies that have complex interactions or processes that are difficult to accurately describe
- Those studies that require interpretation of subconscious or instinctive actions where participants may not be aware of their own behaviour.
- Those studies which examine the way people interact with an environment or another physical context
- Those studies in which self-reporting (i.e. through participant interviews) is constrained by social norms or pressures to conform; particularly in situations when participants may not be willing to verbalize an accurate description of their behaviour.

This study corresponds to the final reason cited above: teachers may not be comfortable with, or indeed capable of, evaluating their own performance as teachers within the classroom. As a result, the observations in this study were designed to compare teachers' actual performance within the classroom (as observed by the researcher) with their own self-reported performance, the perceptions of academic managers, the views of students, and the academic consensus within the wider literature.

While the argument for using observations generally centres on the interpretivist or social constructivist position (i.e. recognising that observations are subject to interpretation), the richness of the observation is enhanced by the presence of the researcher (Ritchie & Lewis, 2013). In any sort of observational data collection, there will inherently be researcher bias, and therefore it is acknowledged that, in the case of this study, the researcher will bring their own subjective position and biases to bear on the data collection process. This is one of the reasons why the observational component is supported by other research methods (i.e. interviews and questionnaires).

Moreover, it is important to examine the extent of researcher participation within the observations. While there are typically four roles that the researcher can take (i.e. complete participant, participant as observer, observer and participant and complete observer), in this study, the researcher was positioned as a passive observer. This option was most appropriate for several reasons (Baker, 1994). First, the researcher was not a part of the class, was older than the students currently enrolled and it was obvious to all that the researcher did not 'fit in' as a participant. Secondly, the researcher wanted to maintain a high standard of ethics and wanted to be fully open with both the students and teachers about the nature of this research. This required full disclosure to all those involved.

The researcher conducted observations in the classes of all of the teachers who were to be interviewed as part of the investigation (see sampling procedure below). Each of the 8 teachers was observed twice, meaning that a total of 16 observations were undertaken. Each of the teachers agreed that the researcher was free to enter any class that the researcher felt was most appropriate (i.e. the researcher had the schedule and lesson plans of the classes and so knew not to attend when the students were taking tests). The researcher selected 16 times when observations could occur without disturbing the lesson and attended the class. Observations were recorded using a notebook, where the researcher could jot down

observations, ideas and further questions to be explored through the data collection process. Following each observation, the researcher reviewed the notes taken, reflected on the observation process and highlighted issues or factors to consider during the next observation.

The development of the observations method was based upon the teacher assessment framework presented in Section 2.4.2 (above). Although the researcher did not wish to impose preconceived notions upon the observations process, the four elements of the framework were used as a form of structure to focus attention on to issues of teaching quality. As a result, particular care was taken to observe issues relating to teacher motivation, training, appraisal and resourcing.

The observed classes included students enrolled in the preparatory year of EGP and ESP at the ELC in Umm al-Qura University. The age of students enrolled on this course is between 18-19 years old, and the number of students within each class is between 25 and 30. The classes last for one hour each, meaning that a total of 2 hours class time was observed for each of the eight teachers. All students in the preparatory year spend the first semester enrolled in the Headway (EGP) course, in which general English language skills are taught. If they pass this stage at the end of the semester, they may then proceed into subject-specific ESP classes that focus on vocabulary, speaking and written proficiency in their chosen area of study (either Nursing, Commerce, or Technology). The observations covered both EGP classes and ESP classes in all three subject areas.

Table 3.2 (below) provides information regarding each of the observed lessons, including the teachers, campus in which the lesson took place, and the focus of each lesson. Of the 16 observed lessons, 7 were EGP, 5 were in ESP (Nursing), 2 were ESP (Technology) and 2 were ESP (Commerce). Classes in the ELC usually take place in one of two campuses within UQU: Al-Abdya Campus, and Al-Shisha Campus. Al-Abdya Campus is part of the faculty of

medicine, and typically, all ESP Nursing classes take place here. Each of the observed lessons had a particular focus, as defined by the requirements set out in the prescribed course material in the ELC (see Appendix H), covering grammar, reading, listening, speaking and writing. The observed classes covered a wide variety of lessons (see table 3.2).

Table 3.2: Classroom Observations: Lesson Information

Teacher	Subject	Lesson Focus	Campus	Additional Tools
Noor (Saudi) #1	ESP (Nursing)	Grammar	Al-Abdya	<ul style="list-style-type: none"> • Whiteboard • Data Projector • Computer (UQU)
Noor (Saudi) #2	ESP (Nursing)	Reading and Listening	Al-Abdya	<ul style="list-style-type: none"> • Whiteboard • Data Projector • Computer (UQU)
Khadija (Saudi) #1	EGP	Speaking	Al-Abdya	<ul style="list-style-type: none"> • Whiteboard • OH Projector • Computer (UQU) • Game (Coursebook)
Khadija (Saudi) #2	ESP (Nursing)	Speaking and Reading	Al-Abdya	<ul style="list-style-type: none"> • Whiteboard • Data Projector • Computer (UQU)
Asma (Saudi) #1	EGP	Vocabulary	Al-Shisha	<ul style="list-style-type: none"> • Whiteboard • Computer (Teacher) • Game (Coursebook)
Asma (Saudi) #2	ESP (Commerce)	Grammar	Al-Shisha	<ul style="list-style-type: none"> • Whiteboard
Amina (Saudi) #1	EGP	Listening	Al-Shisha	<ul style="list-style-type: none"> • Whiteboard • Computer (Teacher)
Amina (Saudi) #2	ESP (Technology)	Vocabulary	Al-Shisha	<ul style="list-style-type: none"> • Whiteboard • Computer (Teacher)
Khulod (Non-Saudi) #1	EGP	Grammar	Al-Shisha	<ul style="list-style-type: none"> • Whiteboard
Khulod (Non-Saudi) #2	ESP (Technology)	Vocabulary and Reading	Al-Shisha	<ul style="list-style-type: none"> • Whiteboard
Tasneem (Non-Saudi) #1	EGP	Grammar	Al-Shisha	<ul style="list-style-type: none"> • Whiteboard
Tasneem (Non-Saudi) #2	ESP (Commerce)	Grammar	Al-Shisha	<ul style="list-style-type: none"> • Grammar
Muna (Non-Saudi) #1	EGP	Vocabulary	Al-Abdya	<ul style="list-style-type: none"> • Whiteboard • OH Projector • Computer (UQU)
Muna (Non-Saudi) #2	ESP (Nursing)	Reading and Vocabulary	Al-Abdya	<ul style="list-style-type: none"> • Whiteboard • Data Projector • Computer (UQU)
Aisha (Non-Saudi) #1	EGP	Reading	Al-Abdya	<ul style="list-style-type: none"> • Whiteboard • OH Projector • Computer (UQU)
Aisha (Non-Saudi) #2	ESP (Nursing)	Grammar and Listening	Al-Abdya	<ul style="list-style-type: none"> • Whiteboard • Data Projector • Computer (UQU)

3.6.3. Interviews

As with the other research methods adopted in this study, the interviews with both teachers and academic managers required significant preparation in order to ensure that they were as robust as possible before the actual data collection began. This preparation included training for the researcher to improve interview technique (i.e. questions need to be asked in a certain way to get appropriate answers and to avoid bias). McNamara (2009) includes eight principles in the preparation stage of an interview. These include: 1) choosing an appropriate setting, 2) explaining the purpose, 3) discussing confidentiality, 3) explaining the format, 5) indicating length of time, 6) providing researcher contact details, 7) asking for questions before commencement, and 8) using some sort of audio/video recording equipment.

In addition to this, it is essential for participants for interviews to be carefully selected (Schreier, 2014). In the case of this research, the participants were limited to those within the case study, and all eight teachers were selected from the ELC at UQU. In order to recruit participants, one of the academic managers was approached by the researcher, and asked to contact the teachers at UQU, providing details of the research project, and asking if any of them would like to be involved. Following this, a number of participants directly contacted the researcher, expressing interest in participating in the investigation. Due to the researcher's prior connection with UQU, the teaching staff at the ELC knew the researcher, which meant that there was an existing relationship of trust that helped in the recruitment of participants. Creswell (2009) indicates that it is important that participants be willing to share their stories. The researcher has built a rapport with many of the teachers working at UQU and it was expected that they would be willing to participate and share their perspectives.

Qualitative research uses non-probability sampling where units are deliberately selected. This is due to the fact that typically, the goal of qualitative research is to examine participants through specific criteria and not to focus on statistical representation. In the case of this

investigation, the goal was to answer the research questions in relation to one specific university: UQU. As described above, for the teacher interviews, 8 core-course teachers of the 2200 female students enrolled in the ELC were invited to take part in this research. These participants were selected from the group of teachers who had originally expressed interest in participating in the research. The group was selected through ‘extreme case’ or ‘deviant’ sampling (Bryman, 2012). This type of sampling method actively seeks to explore unusual cases, or those that might be considered to be exceptional, in order to provide a richer description of a particular phenomenon. Participants were selected because they represented a unique perspective and insight into the inner functioning of the Saudi Education system and an understanding of the process at the ELC in UQU. A total of 8 teachers were selected and interviewed: 4 were of Saudi Arabian descent and 4 were of non-Saudi descent. The literature review indicated that different cultural backgrounds might account for differences in teaching practice, quality and methods, and consequently it was decided to compare the perspectives of Saudi and Non-Saudi teachers within the ELC. It was hoped that this would reveal whether, and in what ways, culture may affect teaching practice. All teachers who were interviewed were required to have at least 2 years of teaching experience within the university, in order to ensure that they would be able to comment fully on the issues under exploration in the study.

In order to gather information relating to the teachers’ perceptions of the qualities and characteristics that make a ‘good’ English teacher in the ELC, a series of in-depth interviews was conducted with the teachers who had been observed during the first part of the data collection. Eight teachers were interviewed in total, four non Saudi, and four Saudi nationals. All were educated to MA standard in subjects relating to teaching or English language/literature, apart from one (UK) participant who had a diploma in nursing. The participants had a range of experience, ranging from one and a half to 25 years professional

teaching. All of the Saudi teachers were aged between 26-35, and two out of four had an official TESL qualification. Two of the Non Saudi teachers were aged between 46-55, one was between 26-35 and one was between 36-45. Two were from Pakistan, one from the UK, and one from the US. Three out of the four non-Saudi teachers had a TESOL/TEFL qualification. All the teachers teach both ESP and EGP at the ELC (see Table 3.3).

Table 3.3: Characteristics of Interview Participants

Teacher	Nationality	Age	Education	Qualification
Muna	British	36-45	Nursing (Dip.)	TESOL
Aisha	Pakistani	46-55	English Language and Literature (MA)	TEFL
Tasneem	Pakistani	26-35	English Literature (MA)	N/A
Khulod	USA	46-55	MA (subject unspecified)	TESOL and TEFL
Khadija	Saudi	26-35	MA (subject unspecified)	N/A
Asma	Saudi	26-35	English Language (MA)	TESOL
Noor	Saudi	26-35	Language Education (MA)	N/A
Amina	Saudi	26-35	Translation (MA)	TESOL

Subsequently, when developing the interviews for the academic managers, participants were selected on the basis of their roles. Four academic managers were selected from the ELC administration, including two male and two female participants. These individuals are responsible for the day-to-day running of the ELC and are often former teachers: they provide lectures, oversee administration, and supervise teaching practice and teacher recruitment. As such, they offer a unique perspective on teaching practice and teacher quality at the ELC that may be compared and contrasted with teacher perceptions. These participants were selected

based on prior connection with the researcher, and due to their unique perspective as academic managers within the ELC. In order to ensure a range of views, both male and female participants were selected, in addition to different levels of responsibility within the ELC.

The interviews with both teachers and academic managers followed a semi-structured interview model. Within qualitative research, interviews may be unstructured, semi-structured or structured, depending on the degree of control the researcher wishes to maintain over the interview process. Structured interviews involve the researcher administering a pre-defined list of questions, in a specified order. One of the strengths of structured interviews is that they are easy to administer, and allow responses to be directly compared across participants. Unstructured interviews, in contrast, are typically conducted as informal conversations, allowing the participant more control over the issues raised and topics to be discussed, thereby avoiding the preconceptions of the researcher. In the case of this study, a semi-structured interview model was followed, in which questions and questions prompts were devised, but the participants were given the opportunity to raise issues and themes that they considered to be important or significant. According to Edwards & Holland (2013) semi-structured interviews are used to understand and discover specific issues and topics that need to be explored. This type of interview is important in the case of this study as it help to generate more active participation among the participants, and allows issues and themes to surface that may not have been previously considered by the researcher (Muchinsky, 2003).

The interviews with the teachers and with the academic managers were designed to explore their views, experiences, beliefs and motivation. This required the researcher to carefully develop a series of questions and conversations prompts that would successfully encourage participants to share their perceptions of teaching and teacher quality within the ELC. The questions were developed with reference to the teacher assessment framework discussed in

Section 2.4.2 (above), to ensure that the key issues of motivation, training, appraisal and resources were adequately covered. The wording of the questions was developed according to the guidance provided by McNamara (2009), which includes: 1) wording questions in a way that requires an open response, 2) questions that include neutral wording, 3) questions being asked one at a time, and 4) clear wording of questions.

Interviews were conducted with each of the eight teachers observed as part of the case study research. Each of the 8 teachers taught one of the core English language classes at the ELC at UQU. The teachers ranged in age from 35-52 and were all female. The ELC is divided between male and female departments: although the curriculum remains the same, the teaching staff are also divided according to gender. For ease of access, therefore, this study was primarily conducted in the female-only department of the ELC. Each had been teaching for at least 2 years at UQU. 4 of the teachers were Saudi Arabian and 4 were of non-Saudi origin. In addition to this, 4 male and female senior academic managers were interviewed. These participants were selected from the administrative staff of the ELC. All interviews were undertaken after the observations had taken place. The interviews with the teachers were conducted in person inside the ELC, and the interviews with the academic managers were conducted subsequently over Skype. Each of the participants agreed to be interviewed and signed a consent form. The consent form (see Appendix F) included both an agreement to be interviewed as well as permission to be observed for the observation component of this study (see section 3.6.2). However, the majority of the teachers did not wish to be recorded in the interview, due to cultural reasons relating to gender separation in Saudi Arabia. In these cases, the researcher recorded the answers on paper as the interview took place. Participants were approached by email, and an information sheet containing information regarding the research was distributed to the potential participants (see Appendix E).

The questions for the interview were semi-structured (as described above). Questions were designed to target the research questions as well as the four subcategories outlined in the research framework above (motivation, training, appraisal and resources). The interviews lasted between 45 minutes and 1 hour. Following the pilot study (see Section 3.6.1 above) the researcher contacted each of the teachers to schedule a time for the interview. Interviews were finalised at the beginning of 2014 and each interview was held at the office of the teacher using the Arabic language with the Saudis, and using English with the non-Saudis. The choice to use Arabic was made in order to facilitate conversation, and to ensure that the participants felt as comfortable as possible, and were able to express themselves fully. If the participant had given consent for the interview to be recorded, it was transcribed and translated following the interview. If the participant had not given consent, the interview was recorded in field notes by the researcher. Following the interviews, a copy of the transcribed conversation was distributed to each participant in order to ensure that they were confident that their views had not been misrepresented and to allow them to confirm that the transcript was an accurate reflection of what had been said in the interview. As a result, no changes needed to be made to any of the transcripts before the data was appropriately coded for analysis.

3.6.4. Questionnaires

The final research instrument utilised during the data collection was the questionnaire. Questionnaires offer significant advantages when collecting data from a larger sample of the population, and so it was decided to use this method to gather data relating to student perceptions of teacher quality in the ELC.

When designing the questionnaire, particular attention was paid to the question design, which was consistently evaluated to ensure that the questions were clear and no bias had been introduced into the research process (Fowler and Cosenza, 2009). Fowler and Cosenza (2009)

identify four characteristics of a ‘good’ question. These include the following: 1) the question can be consistently understood; 2) participants have the information needed/required to actually answer the question; 3) the way the participants are asked to respond allows for appropriate reporting of the answers they provide; 4) the participants must be willing to actually give the answers to the questions. In order to assess the questionnaire design and phrasing of the questions, the questionnaire was piloted with a test group prior to the principal data collection (see Section 3.6.1 above). The questionnaire was an extremely important component of the research as it was the only instrument used to elicit student perspectives. Therefore, the questionnaire required careful consideration in the design stage. The questionnaires were delivered to 600 female students at the ELC, in Arabic, with a facing English translation, allowing participants to choose the language they felt most comfortable in.

This study, as described above, was based upon both quantitative and qualitative research methods. Quantitative research tends to focus on a probability sampling and a statistically representative sample (Ritchie & Lewis, 2013). However, this study focused on a case study of one particular institution, and therefore was based upon a statistically representative sample of participants from UQU. This section will identify the participants from this research as well as the sampling techniques used to recruit participants to this case study research. The quantitative aspect of this research primarily applied to the student population as data were obtained by a questionnaire completed by undergraduate students in the preparatory year at the UQU. The questionnaire was designed to be easy and quick for the students to complete, involving a series of multiple choice questions.

In addition, Creswell (2013) indicates that it is essential for the researcher to only collect data that is necessary for the purpose of the research. Therefore the questionnaire was designed to “collect data at a specific time, intending to describe the nature of the existing conditions”

(Cohen and Manion, 1994, p.83). The participants selected to complete the questionnaire are students who were part of the English Language Centre (ELC) and were currently studying English. Participants ranged in age from 18-20 years old and typically wanted to complete their undergraduate studies in the UQU upon completion of the preparatory year program. This group was chosen because they were primarily studying at the UQU (the university where the study was focused) and had clear insight into the English language education system in Saudi Arabia. Participants in the questionnaire portion of this research were selected through purposive sampling, and more specifically were from a homogenous sample (Holloway and Wheeler, 2010). A homogeneous sample is utilized when the researcher wants to examine a particular phenomenon. A homogenous sample of the students could be a useful augment to the study, identifying common characterises that are of interest and could help to answer research questions. In this case, because purposive sampling and more specifically homogenous sampling targets individuals from a specific subculture, it was seen as the most appropriate approach for the Saudi Arabian perspective on English language education. The entire sample of female undergraduate students studying in the preparatory year at the ELC in the UQU was 2200 students. A selection of classes equally distributed between ESP and EGP was selected, covering approximately 600 students, and questionnaires were given to the teachers to distribute after the final exam. Following this, 250 questionnaires were returned, giving a response rate of 42%. Part of the reason for the relatively low response rate was that the researcher relied upon teachers to encourage their students to fill in the questionnaire and return it, rather than supervising the process. It may have been that some teachers were less proactive than others in encouraging students to complete the questionnaire.

The questionnaire was composed of 15 closed-ended, multiple-choice questions. The development of the questions was based on the teacher assessment framework highlighted in Section 2.4.2 (above), in order to ensure that the key issues relating to teaching quality were

covered by the questionnaire. However, students were offered the opportunity, in some cases, to submit a written response under 'other', and were able to write a longer, freeform comment at the end of the questionnaire. This ensured that the responses were not completely constrained by the pre-conceptions of the researcher, and that in the case that the participants wanted to offer an alternative answer, they could. The questionnaire was delivered to all 250 undergraduate students studying in the 5 main English language classes. The students were advised of the purpose of the research, as per the ethical requirements outlined above (see section 3.5). On the front of each questionnaire was an information sheet outlining the main focus of this research (see Appendix E) and the students were informed that it was not compulsory to complete the questionnaire, that completing the questionnaire would not affect their grades, and that the responses would remain anonymous. Permission was obtained from the teachers before entering the classroom. Out of the 600 distributed questionnaires, only 250 questionnaires were returned and a further 90 were discarded due to the fact that they were incomplete. As a result, the questionnaires remaining for analysis numbered 160.

3.7. Data Analysis

Once the data had been collected, it was translated and transcribed into a format ready for analysis. Different analysis methods were employed for the qualitative and quantitative data, utilising different analysis programmes. For the qualitative data (interviews and observations) a thematic analysis method was used to identify, analyse and report patterns within the data (Braun & Clarke, 2006). This process involves a period of data familiarisation, followed by coding and the development of analytical themes (Attride-Stirling, 2001). Guest et al. (2012) note that many researchers make use of thematic analysis to get close to their data and create a deep appreciation of their content. Thematic analysis typically proceeds according to different stages, including the coding of the data, the development of descriptive themes and the creation of analytical themes. For the purposes of this research, six stages of thematic

analysis were followed to make the findings as clear as possible. These six stages include, familiarizing with the data, creating initial codes, searching for themes, reviewing themes, defining and naming themes and report production (Mayring, 2004).

The qualitative analysis was conducted using software developed for data analysis: ATLAS.ti. This programme offers a suite of tools for researchers who are engaged in qualitative data analysis, including the ability to input data, annotate, add codes, visualise relationships between texts and extract quotes related to specific themes. Atlas.ti is one of the most powerful tools available for qualitative research and provides the researcher with easily navigable sections that allow for appropriate coding. Within this program, the notes from the interviews and observations were inputted and transcribed. This software allowed qualitative data from the three sources (observations, teacher interviews and academic manager interviews) to be easily aggregated, compared, or contrasted. The initial analysis of the data was structured around the four elements of the teacher assessment framework developed in Section 2.4.2 (above). However, as the analysis proceeded, it became clear that other themes emerged from the participant responses that were then used as core themes for analysis, alongside the factors highlighted in the teacher assessment framework.

The quantitative data analysis was conducted using the SPSS (Statistical Package for the Social Sciences) programme. SPSS is a software tool primarily designed to deal with large amounts of numerical data and has become a standard tool for social science research (Hinton et al., 2014). SPSS is reliable and well-respected, and offers a variety of tools to find patterns in numerical data. As this was a case study, the amount of data was relatively small, but still appropriate for SPSS. SPSS is one of the most common tools for the analysis of quantitative data for research within the field of education (among others). This is because it is relatively easy to use (i.e. it is possible to easily input data into (or import from) SPSS) and it is also possible to run detailed statistical analysis on the corresponding data. However, for the

purposes of this research, the use of SPSS was limited to the construction of a database into which questionnaire responses could be inputted, and used to generate charts, descriptive visualisations and totals across different groups, rather than advanced computations. In addition, SPSS was readily available at the university where this researcher was currently studying and was free to use; therefore, using SPSS did not create any time or budget pressures for the researcher.

3.8. Limitations

Although care was taken to ensure that this study adhered to high ethical and professional standards, there are a number of limitations and challenges. Primarily, it must be noted, that questionnaires, by their very nature, have limitations. Furthermore, because this study relied only on questionnaires to elicit student perspectives, this further constrains the possibility of generalising the results. Dörnyei (2003) has identified five main issues with questionnaires. First, there is a question of honesty. Participants may not be inclined to be totally honest on a questionnaire, especially, in this case, if they believe that it will have some effect on their grades in class. This is especially true, according to Dörnyei (2003), when participants feel they should give a certain response to the questions. In this study, it was possible that the participants might have felt pressured to suggest that their teachers were excellent, however because the questionnaire was anonymous, there was a smaller chance that this would affect their overall responses.

Secondly, Dörnyei (2003) suggests that because of the closed-ended style of a questionnaire, there is often a lower validity rate. In the case of this study, this may have had some effect on the questionnaire results. Third, Dörnyei (2003) suggests that errors can occur if there are a large number of participants who offer non-responses. The researcher was careful to note non-responses within the SPSS analysis: in total there were 40 non-responses received by the researcher. Finally, the fifth limitation outlined by Dörnyei (2003) suggests that specifically

customized questionnaires may contain specific errors that are inadvertently created by the researcher. For this study, it is acknowledged that researcher bias is a limitation of this study, however the use of a pilot study for the questionnaires and the group translation of the questionnaire from English to Arabic should help to minimize this limitation.

In terms of the interviews, many of the limitations surround the preparedness (or lack of) of the researcher. This is because semi-structured interviews require the researcher to think on their feet. This is something that takes practice and therefore newer researchers may struggle with this process. The researcher attempted to minimize this limitation by practicing the interview process before finally conducting it with the teachers. There are also issues surrounding the spoken words in an interview. Spoken language is much more influenced by gestures and expressions, therefore the researcher made sure to video record the interviews (in the few cases where consent had been given) to ensure that these gestures were captured.

There are multiple limitations surrounding any type of research and the above list is certainly not exhaustive, though it does highlight the major issues that need to be addressed within this project. Challenges are also a part of research, and in the case of this study, the researcher often felt pressured for time. This was both true of the expectations of dealing with a PhD project, but also ensuring that the teachers were interviewed and observed in a timely manner. The teachers were often concerned about the time that this research would take and it became a consistent issue throughout this research.

3.9. Summary

This chapter has set out to outline the main focus of this thesis and the methodological procedures that have been followed by the researcher. Initially, the research questions were outlined in an attempt to establish the research problem and break it down into sub-components. Throughout the course of the research, the aims and focus of the study

developed, moving from a descriptive study of good examples of teaching practice, to one in which different aspects of training, professional development, appraisal and resources, and their potential impact on teaching practice, were evaluated. This chapter has also presented the conceptual basis of the research, together with a discussion of the mixed methods approach to data collection. It has described in detail the research instruments, procedures and measures, together with the process of research and pilot studies. Finally, it has discussed the ethical issues taken into consideration during the course of this research and presented the potential limitations of this methodological approach. The following chapter will present the findings of this research.

Chapter Four: Results and Analysis

This chapter will present the findings of the case study within the ELC at Umm al-Qura University. As described in Chapter Three (see Chart 3.4 above), the data collection was conducted in four stages, beginning with researcher observations, and followed by teacher interviews, student questionnaires and academic manager interviews. At each stage of the data collection, the findings were analysed and used to inform the next stages of the data collection. This chapter will therefore present the findings of each stage of data collection in turn, summarising the key themes and issues that were raised, and indicating how these findings were used to develop the research instruments in the subsequent sections. The findings are presented here, and will be discussed in relation to the wider academic literature in chapter five.

4.1. Observations

As described in the methodology chapter (see section 3.6.2), the first stage of the data collection involved a series of researcher observations within the classes of four Saudi and four non-Saudi teachers at the ELC. Two classes were chosen from the schedule of each teacher, making a total of sixteen observed classes. The observations were chosen as the first principal research method for a number of reasons:

- To observe the way in which teachers interacted with students in the classroom
- To gain familiarity with the common teaching practices and lesson plans used by teachers within the ELC
- To collect preliminary data regarding any issues and problems facing teachers within the ELC

- To inform the development of the interview questions and questionnaires used in subsequent stages of the research.

The researcher engaged in observations as a completely passive actor within the classroom, and care was taken to ensure that the research caused as little disruption as possible to the routine of the class. All observations were recorded in note form by the researcher, and subsequently analysed according to the major themes that emerged during the data collection process. The observations revealed some differences in classroom management and teaching effectiveness between the Saudi and non-Saudi teachers, and raised a number of issues with respect to facilities and language proficiency between the different subject-specific classes (headway, nursing, technology and commerce). The major themes that emerged from the observations were as follows and are discussed in detail below:

Table 4.1: Themes for Analysis – Observations

Teaching Approaches/Methods	<ul style="list-style-type: none"> • Some differences between Saudi/non-Saudi teachers in methods and approaches. • Some slight differences between ESP and EGP classes
Classroom Management	<ul style="list-style-type: none"> • Major differences between Saudi/non-Saudi teachers in ability to manage the class. • Lack of Arabic proficiency appears to be a significant barrier.
Managing Activities and Interaction	<ul style="list-style-type: none"> • Major differences between Saudi/non-Saudi teachers in mediating interaction between students.
Lesson Planning and Organisation	<ul style="list-style-type: none"> • Both groups of teachers had excellent lesson planning and organisational skills.
Facilities in the Classroom	<ul style="list-style-type: none"> • Considerable variation between different subject areas: nursing appears to be better resourced and have better facilities

4.1.1. General Observations and Class Information

Within the ELC, teachers are given flexibility to determine their own lesson structures, providing they follow the curriculum provided by the ELC, and cover the full course content (see Appendix H for course content). In the observed lessons, however, certain core common elements or components were identified (see Table 4.2). These core components were used by all of the teachers, although the order of each component in the class, and the length of time devoted to it, varied according to different lessons. Table 4.2 presents the core components of the lessons, and was developed in order to identify patterns in the observed lessons in order to facilitate the analysis. These patterns were then used, alongside the observation notes, to inform the development of themes for analysis of the observations data. As a result, there is some identifiable overlap between the themes presented in Table 4.1 and the lesson components highlighted in Table 4.2, as the latter was used in order to devise themes for analysis based on the collected data.

Table 4.2: Core Lesson Structure

Lesson Component	Observation Notes
Free Discussion (10-15 minutes)	<i>Class discussion to open the lesson, sometimes instigated using a visual prompt, such as a picture, or following a topic suggested by the teacher. Occurred in 11 classes</i>
Presentation of Vocabulary or Grammar (10-15 minutes)	<i>The teacher explained an aspect of grammar or vocabulary that was intended to form the core of the lesson in front of the whole class, often using a text or the course book. Occurred in 9 classes.</i>
Checking Comprehension (10 minutes)	<i>This was a class-level activity in which the teacher would ask questions to ensure that all students had understood the lesson. Occurred in 9 classes.</i>
Controlled Practice Exercises of Vocabulary or Grammar (20 minutes)	<i>This followed the presentation of new material, or was based on material already covered in previous classes, and typically consisted of a specific exercise to practice (either individually or pairs/groups). Occurred in all classes.</i>
Open Discussion/ Class Feedback (15 mins)	<i>At the end of the class students had the opportunity to ask questions or engage in open discussion of the lesson. Occurred in 7 classes.</i>

Within the ELC, teachers tended to adopt a lesson structure that focused on practical texts or visual stimuli, and used those texts as a foundation for exploring and discussing specific grammar features or vocabulary. The majority of lessons (11 out of 16) began with a whole class discussion, based either on a topic introduced by the teacher, or a text or picture to spark

conversation. Just over half of the observed lessons (9 out of 16) were then structured around a specific grammatical feature or vocabulary task, in which the teacher would spend 10-15 minutes presenting the information to the whole class, and then ask the students questions in order to test whether or not they had understood the meaning of the lesson. In other classes (7 out of 16) the teacher would introduce speaking exercises that were based on content already covered in previous lessons, in which the students typically worked in pairs or groups. The one consistent component within all of the classes was the use of controlled practice exercises, often derived from the course book, or based on the grammar lesson that had been delivered in that class. For example, in one case, students were asked to fill the gaps in prepared sentences in order to practice the use of auxiliary verbs, which had been the grammar focus of that lesson. All of the observed classes included a period of time dedicated to exercises of this sort, which typically required group or pair work, and which involved speaking as well as reading tasks. In some cases (7 out of 16), the lesson finished with a free or semi-structured class discussion, giving students the chance to practice what they had learned or to ask questions.

Although these core components could be identified in the observed classes, there was considerable variation in the way in which they were structured, and the amount of time devoted to each one, as different teachers exhibited different preferences for organising lessons. In part, these variations also depended on the subject and focus of the lesson (for example, when dealing with a particularly long or difficult text, more time would be allocated to reading and grammar explanation). Additionally, some differences could be noted between the ESP and EGP classes. In ESP classes, more time tended to be devoted to reading texts and group work exercises based on that text, than, for example, on free discussion or grammar lessons. It may be suggested that this is due to the fact that within ESP classes,

more attention is devoted to subject-specific vocabulary, and use of that vocabulary within life-like contexts.

4.1.2. Teaching Approaches and Methods

The observations demonstrated the types of teaching approaches, strategies and methods utilised by the teachers within the classroom. There was considerable variation between all of the teachers, who adopted individual styles and had individual, preferred methods. However, some patterns did emerge between the Saudi and non-Saudi teachers. In general, the Saudi teachers appeared to have been trained in communicative methods of language teaching and applied these principles consistently and clearly within the classroom. They actively encouraged the students to speak in naturalistic conversations in order to improve their fluency and ensure that they learned through interaction. For example, all the Saudi teachers made use of group work in the lessons, introducing role play in order to allow students to practice in the target language, within a realistic context. In one (EGP) lesson, the teacher divided the class into groups of three or four, and asked the students to develop a role-play conversation orientated around asking for directions. The students were given time to practice, and the teacher asked 3 groups to perform the interaction for the rest of the class. In another (EGP) class, students were asked to introduce themselves, describe their families and talk about their hobbies and interests. These activities allowed the students to communicate in the target language and to develop fluency in speaking within a realistic setting.

Although one of the non-Saudi teachers included similar exercises within the lessons, the rest of the non-Saudi teachers appeared to place less emphasis or class time on interaction within the target language. In an EGP class with one of the non-Saudi teachers, the students were asked to compose sentences in order to allow them to practice the grammar lesson that had been the focus of the class. However, the teacher placed greater emphasis on the correct use of grammar in order to reinforce the lesson, and did not encourage the students to interact or

produce the target language within a more naturalistic setting. As a result, the lessons with the non-Saudi teachers tended to have far fewer opportunities for the students to interact, as the teachers appeared to adopt prescriptive teaching methods that prioritised teacher-student transmission of information rather than student-student genuine interaction in the target language.

In addition, both the Saudi and the non-Saudi teachers appeared to use different teaching methods and strategies in the ESP and EGP classes. In the EGP classes, which were focused more on general language proficiency, teachers from both groups appeared to spend more class time devoted to grammar lessons. For example, in 6 of the EGP classes observed, the grammar segment of the class took up a greater portion of the lesson and the teachers spent a significant amount of time explaining the specific rules in question. However, in the ESP classes, more time appeared to be allocated to reading and discussing the selected text, which was often focused on a transcript, or audio or video recording taken from a real-life conversation relevant to the subject area. For example, in one of the ESP (Nursing) classes, the teacher played a video depicting an interaction between a doctor and a patient. Students were then asked (as a class) to discuss the interaction and comment on the behaviour and conduct of the doctor in relation to the patient. This task proved very useful in encouraging students to express opinions and engage in debate within the target language, using subject-specific vocabulary. Furthermore, in the ESP classes, more emphasis was placed on vocabulary acquisition. This was particularly apparent among the non-Saudi teachers in ESP, two of which introduced vocabulary games into the group work in order to ensure that students had acquired certain words and phrases that were specific to the ESP subject.

4.1.3. Classroom Management

The observations revealed that many (5 out of 8) of the teachers in the ELC acted as controllers within the classroom. However, there was a notable difference between the

successes of the Saudi teachers and that of the non-Saudi teachers in controlling activities within the classroom. The four Saudi teachers, in general, were able to exert control over their classes. They successfully commanded the attention of the students and both encouraged them to speak, and maintained order within the classroom. For example, in order to attract attention, three of the Saudi teachers would clap and raise their voice, speaking in Arabic if necessary in order to ensure that all of the students were paying attention. This ability to control the class, however, did not mean that teachers were dominating the classroom activities. Rather, they exercised control in order to facilitate communication and expression among the students, and created a safe space in which students could feel comfortable and supported when communicating their opinions and views within the English language. For example, one of the Saudi teachers was particularly skilled in ensuring that other students respected their peers and intervened swiftly and firmly when she saw some students talking over or laughing at another who was speaking in front of the class. In this way, the teacher ensured that other students within the class were given respect and room to speak, which was particularly helpful in encouraging shy, or less confident students to participate in group activities.

However, among the non-Saudi teachers, classroom control appeared to be rather less successful. The classes were observed to be more chaotic, less disciplined and as a result, students did not express themselves in the target language as successfully within the classroom setting. The non-Saudi teachers appeared to have more difficulty maintaining students' attention and controlling their behaviour within the classroom. For example, at the beginning of the lessons, all four of the non-Saudi teachers struggled to attract the attention of the students and to establish a calm environment in the classroom. Three of these teachers also struggled to ensure that the students remained focused on the particular task at hand during the group work, when students would often lose concentration and discuss between

themselves. Due to the fact that the non-Saudi teachers struggled to maintain discipline in the class, they tended to interact less with students on an individual basis, and instead remained at the front of the classroom, in an attempt to retain the students' concentration and focus. For example, two of the non-Saudi teachers did not interact with students at all on an individual basis, and instead preferred to remain at the front of the class and address the whole student group, in order to ensure that discipline did not break down among the other students. In part, it was suggested that the reason for this was that the non-Saudi teachers typically did not have the ability to use the Arabic language to make themselves understood when trying to control the classes. Whereas the Saudi teachers had the opportunity to revert to using Arabic if necessary to maintain discipline, in the case of the non-Saudi teachers this was not an option, and often resulted in difficulties.

4.1.4. Managing Activities and Interaction

All of the teachers successfully managed to prompt the students within class. The observations demonstrated that students were encouraged to participate and speak within the classroom environment. Five of the teachers tended to regularly prompt students to speak whenever there was a silence in the classroom. They also prompted the students to participate further in activities or to ask questions when they felt confused about what to do next. For example, one of the Saudi teachers was particularly attentive towards students who did not typically volunteer contributions, and asked them questions directly in the target language. This ensured that the class was not dominated by a handful of students, but rather that all students were given space to contribute. Although all the teachers did appear to prompt the students, and instigate participatory exercises, the Saudi teachers appeared to most successfully interact with the students in the target language. These teachers were continually participating with their students in the activities to ensure their students felt comfortable, relaxed and willing to express themselves. For example, all four of the Saudi teachers used

the free discussion time at the beginning or end of the class to engage with students, ask them (in the target language) questions about their day, and fostered good relations with the students. This had the effect of putting students at ease and making them feel relaxed enough to speak freely in the target language.

In addition to this, the Saudi teachers made attempts to break the hierarchical relationship between teacher and student, and ensured that the classes were exciting and interesting. Three of the teachers, in the free discussion, made attempts to get to know the students and were able to talk to them about their interests and activities. This may have been facilitated by cultural similarities between the Saudi teachers and the students, which were not necessarily shared by the non-Saudi teachers, such as local knowledge, customs and culturally-specific 'in-jokes'. All of the Saudi teachers tried to foster a collaborative atmosphere in the classroom, encouraging weaker students to speak with students who were more proficient than they were, in order to raise their level. In one class, one of the Saudi teachers paired students who she thought needed extra help with students who were more proficient and confident. Although this strategy appeared to have positive results for some of the students, it may be the case that stronger students were not being adequately pushed and challenged within the class. In some cases, the teacher appeared to rely more heavily on certain students within the classroom to act as mediators, which may have had a detrimental impact on more proficient students. Although these more proficient students were able to contribute to the class by helping their peers, they were not necessarily being stretched to their full capacity. However, for all four of the Saudi teachers, they operated as a central and key resource within the classroom, offering advice and assistance during lessons. Students were typically very comfortable speaking with the teacher in the target language and asking them for help or further explanation. For example, in one class taught by one of the Saudi teachers, during a

particularly challenging exercise, several students within the class approached the teacher and asked for clarification and help in completing the exercise.

However, the non-Saudi teachers did not appear to interact with the students to the same extent as the Saudi teachers. All of the teachers planned and ran the lessons proficiently, and covered all of the required materials from the course book. However, in many cases, they did not interact with the students on an individual basis, and instead tended to address the entire class. For example, three out of four of the non-Saudi teachers remained positioned at the front of the class for the entirety of the class, and delivered the lesson as planned, without engaging the students in dialogue. In these lessons, students were limited in the opportunities they had to interact in the target language. Although, for example, students were asked to engage in role play, or compose texts during the class, which forced them to produce the target language, they were not using the target language in a more naturalistic context (for example, by using the target language to express a genuine need or thought). In contrast, the students in the classes with Saudi teachers were more accustomed to speak with the teacher naturally in English, as the teachers provided more opportunities for this within the classroom.

Although the non-Saudi teachers did encourage the students to work in pairs and groups, the observations revealed that the students did not complete these activities effectively: rather they tended to talk between one another in Arabic without concentrating on the activity. The observations indicated that there were three principal types of student conversation that occurred within the classes: a) students speaking in English about the subject of the lesson; b) students speaking in Arabic about the subject of the lesson; and c) students speaking in Arabic about a different subject entirely. Although all of these conversation types were observed across all of the classes, in the classes with non-Saudi teachers there were many more instances of students speaking in Arabic about subjects that did not relate to the lesson.

This suggests that the students in these classes were less engaged in the lesson. In addition to this, the observations indicated that the non-Saudi teachers were less likely to give feedback on the work produced in the classroom. Three out of the four non-Saudi teachers did not give any individual feedback on the classwork completed by students in their two observed classes, but rather simply gave feedback or corrections at the class level instead of looking at individual students' work. It seemed that the teachers were not giving clear feedback that was understood by all of the students, as in one class, students were seen to ask one another for advice to check if their work was correct.

In classes with all of the non-Saudi teachers, on several occasions, students would often ask one another for help, rather than going back to the teacher for further instructions. This appeared to be due to the fact that the teachers were unable to speak any Arabic, and many of the students had not yet reached a level of proficiency where they could express their problems and questions in the target language, and so students were unable to interact effectively with them. In five cases where the students did not understand the initial instructions in English, they were observed to ask their friends for help and translation, or to simply become disengaged from the activity. The teacher in this case did not successfully identify those students who were unable to complete the task, as she did not effectively monitor the class activity and group work. The lack of interaction between the non-Saudi teachers and the students, therefore, appeared to derive in part from language barriers (lack of Arabic proficiency among non-Saudi teachers), and at times had a significant impact upon the teaching quality and success of the lessons. It should be noted that these detrimental effects were most noticeable among weaker students, who were unable to express basic concepts and questions in the target language. Although all teachers (Saudi and non-Saudi) spoke in the target language the majority of the time within the classroom, in some cases, the Saudi teachers would resort to using Arabic in order to make the meaning clear and to ensure that

all students had understood the material. As the non-Saudi teachers were unable to do this, this meant that in their classes, weaker students often did not clearly understand the instructions of the lesson.

4.1.5. Lesson Planning and Organisation

All the teachers in the observed classes were highly successful organisers. They all appeared to be efficient and effective at organising and planning lessons, and appeared to be very well prepared for the classes. For example, all of the teachers arrived at each lesson with a set text, and any necessary resources required to complete the lesson (e.g., hand-outs). I observed that seven out of the eight teachers came equipped with a lesson plan that they continually referred back to during the course of the lesson. In one case, the teacher had brought notes made in the class from the previous year's syllabus, in which she had noted particular elements of the class that students had found difficult. This enabled her to pre-empt the problems and ensure that the lesson was delivered more smoothly. Within the classroom, activities were generally very well organised and there was effective time-management within the class in order to ensure that all of the planned exercises were given sufficient time, in order to allow students to complete them thoroughly. On one occasion only, the lesson over-ran the allotted time, which was due to a lively discussion between students. In all other cases, the teachers effectively circumscribed the activity by imposing strict time-limits, to ensure that all elements of the lesson were completed. In addition to this, six of the teachers brought their own materials to the classroom, instead of restricting themselves to the exercises, texts and resources provided in the handbook. Four of the teachers had developed their own PowerPoint demonstrations, and in three cases brought their own equipment (laptop) due to the lack of equipment in the classroom. Three teachers had developed their own games and activities that they used to reinforce the lesson and make the classes more fun

and interesting. This demonstrates that the teachers were generally highly well-organised and proactive, and were very well-prepared for the lessons.

4.1.6. Facilities

The facilities and classroom tools were notably different between the nursing-focused ESP classes, and the other classes in the ELC. Not all of the classrooms are adequately provisioned with technological tools. Those within the al-Abdya campus (focused on medicine and nursing) included more technological aids that could be integrated into the English lessons. These classrooms contained projectors, audio-visual tools and computers, which were utilised by the teachers during the course of their lessons. Other subject areas (technology, commerce and headway) had a lack of technological equipment, meaning that teachers were compelled to rely on more traditional tools and methods in the classroom, or to bring their own equipment, such as laptops. Three of the teachers regularly brought their own laptop into the class. In addition to this, the students within the nursing classes typically had a much higher standard of English than those within the other subject areas. It was hypothesised that this was due to the fact that the entry requirements for nursing courses are usually much higher than other subject areas, meaning that these subjects typically have higher-calibre students. In addition, the medicine faculties often attracted higher levels of government funding, meaning that their classrooms tend to be better provisioned, and integrate technology more closely within the teaching process.

4.1.7. Summary

The most significant variable that emerged from the observations appeared to be the differences between Saudi and non-Saudi teachers. Although some different teaching methods and strategies were observed in the EGP and ESP classes, there were few substantial differences in teaching quality between the two. However, patterns emerged within the two different groups of teachers (Saudi and non-Saudi). The non-Saudi teachers appeared to have

more difficulty controlling the classroom and interacting with the students. In some cases, this appeared to be attributable to the use of English and Arabic within the classroom. As the non-Saudi teachers were unable to speak in Arabic at all, they had more difficulties maintaining control of the classroom and interacting with the students. This meant that weaker students would fall behind and that the classes appeared to serve the needs of the most accomplished students. These observations were taken into account when devising the interview questions for the teachers. It was decided to investigate these issues further by asking teachers about the particular skills and qualities they felt contributed to effective language tuition, and by asking them to describe the methods and practices that they felt to be most effective within the English language classroom. In addition to this, questions were devised that focused on the use of Arabic in the classroom, and the types of technologies and tools that could aid their teaching practice.

4.2. Teacher Interviews

The interviews were focused around a set of pre-defined questions, whilst allowing participants to raise alternative issues that they felt were significant to the research. The results were analysed using ATLAS.ti, as described in the Methodology chapter above (see section 3.7), which allowed the identification of salient themes from the data. The results are therefore presented thematically, according to the principal themes and issues raised by the teachers and emerging from the analysis. These major themes are presented in Table 4.3.

Table 4.3. Themes for Analysis from Teacher Interviews

<p>Qualities of a ‘Good’ English Teacher</p>	<ul style="list-style-type: none"> • Main qualities were patience, ability to motivate students, and knowledge of the subject and teaching strategies. • Professional qualities such as punctuality were valorised • Non-Saudi teachers were motivated by environment (Mecca)
<p>Teaching Methods</p>	<ul style="list-style-type: none"> • Mixture of Communicative and Audio-lingual methods • Lack of continuity between observations and professed teaching methods • Most teachers advocated using only target language in the classroom.
<p>Difference Between ESP and EGP</p>	<ul style="list-style-type: none"> • ESP is more challenging to teach • Difference between Saudi and non-Saudi – the former stated that methods should be the same across ESP and EGP, whereas the non-Saudis allowed for adaptation.
<p>Resources in the ELC</p>	<ul style="list-style-type: none"> • Significant lack of resources • Teachers required to bring their own technology and materials
<p>Training and Professional Development</p>	<ul style="list-style-type: none"> • Few training opportunities at the ELC • Teachers would like more training courses and ability to attend conferences (including TESOL/TEFL). • Non-Saudi teachers would like Arabic courses.
<p>Evaluation</p>	<ul style="list-style-type: none"> • Student evaluation is regarded as arbitrary, even through teachers value student opinion • More formal systems are desired by some teachers • Lack of reflective practice
<p>Teacher Satisfaction</p>	<ul style="list-style-type: none"> • Teachers are generally satisfied • Some frustrations regarding resources, unbalanced remuneration and leadership were expressed.

4.2.1. Qualities of a 'Good' English Teacher

The teachers were asked to outline the qualities they felt that they possessed that made them 'good' English teachers. There were no notable differences between Saudi and non-Saudi teachers in response to this question, but some patterns and commonalities did emerge across the entire group. The majority (six out of eight) of the teachers cited personal qualities such as patience and enthusiasm that enabled them to create a positive learning environment for the students.

I think I am a very patient and positive teacher. I am willing to explain and repeat as many times as needed (Khadija: Saudi).

I am approachable, motivating, passionate, positive attitude, friendly and good at communication (Muna: non-Saudi).

Three teachers also cited motivational skills, suggesting that they believed that one of the most important roles for a teacher is to be able to motivate and encourage students to develop their language skills and attitude to learning, and to inspire confidence in their own abilities.

A teacher must be aware of her students' strengths and weaknesses and act based on that; to motivate them if they were lacking motivation and to encourage them all the time to boost their confidence by practicing the language (Asma: Saudi).

I also constantly encourage my students to learn and improve on their own and to look for language around them and to change their attitude towards language learning (Khadija: Saudi)

This indicates that many of the teachers took a student-centred approach to learning, indicating that they viewed their role to be as a facilitator rather than a transmitter of knowledge. Only one teacher cited teacher knowledge and education as an important factor, with the majority of participants (seven out of eight) focusing on the need for the teacher to be a positive and enthusiastic motivator of learning.

Teachers should be knowledgeable in the language field, or for example, in different teaching methods (Khulod: non-Saudi).

Several teachers also indicated that the ability to use and integrate technology into lessons was an important part of ‘good’ teaching practice. Many of the participants specifically outlined this as an area in which they would like to improve their teaching practice, indicating that the use of technology was valorised within the ELC, even if it was not necessarily widely adopted.

Another key quality raised by three of the participants was the ability of the teacher to provide variety within lessons and to maintain the students’ interest. They suggested that using different educational media and activities would sustain the students’ attention, and reinforce different lessons. In response to the question regarding the qualities of a ‘good’ teacher, the following Saudi teachers responded:

I enjoy using different media for teaching, such as videos, presentations, movie clips, worksheets (Khadija: Saudi).

Using different teaching methods to ensure that each student understood the lesson will guarantee how good and effective the teacher is (Noor: Saudi).

In addition to this, two teachers referred to their ability to build productive relationships with their students and to foster a positive working relationship.

I like communicating with all students whenever they need me and try to make the classroom atmosphere as fun as possible (Khadija: Saudi)

I form strong relationships with my students and show them that I care about them as people. I am warm, accessible, enthusiastic and caring (Tasneem: non-Saudi).

Finally, although this was not an explicit teaching quality, four teachers emphasized the importance of punctuality and organisational skills in determining ‘good’ teaching practice. This suggests that within the ELC, professional behaviour is particularly important and valorised by managers and teachers.

For the future, I would like to work on my punctuality and organization. I think if I had better time management skills I would get more things done and have an even more enjoyable time in class (Khadija: Saudi).

I am always prepared and focused. I go early and am always ready to teach (Tasneem: non-Saudi).

I am ready to address their academic problems 24/7 (Aisha: non-Saudi).

Teachers were also asked what motivates them to improve their teaching practice at the ELC. The majority of participants (six out of eight) cited student-related factors, which indicates that teachers are focused upon student well-being and that their teaching practice is motivated by students' success. These teachers indicated that watching students progress and improve was a source of motivation for them to improve their teaching practice. In addition to this, teachers were motivated by students' recognition of their efforts and appreciation for their teaching practice. Finally, one teacher indicated that observing higher-level students progress motivated them to improve their teaching practice in order to ensure that they were able to adequately serve their educational needs.

Observing students improve and gain better grades each semester [motivates me] (Noor: Saudi).

When I teach an advanced group, I always tend to improve myself more to meet their academic expectations unlike teaching lower-level students (Asma: Saudi).

In addition to this, one teacher indicated that the leadership of staff within the ELC motivated them to improve their teaching. This suggests that there is a key role for academic managers and administrators within the ELC to push teachers to improve their teaching practice.

Our respected Deputy Dr. Zainab – her dedication and commitment towards her profession motivates me a lot. I am motivated to be the best teacher I can be because every day I try to focus on helping to make each student a little better than they were last year (Tasneem: non-Saudi).

Finally, all of the non-Saudi teachers indicated that a large part of their motivation was religious, and tied to the location of the ELC in Mecca. As discussed in the literature review, Mecca hold a particular significance for Muslims, and living there allows Muslims to complete their religious duties throughout their lifetime.

Teaching in Mecca, the most popular place for Muslims, is motivating me to be a very good teacher to be able to stay longer here (Khulod: non-Saudi).

It's considered as a very a good opportunity for us to work in Mecca (Tasneem: non-Saudi).

I feel motivated when I realise that Umm Al-Qura University in Mecca considers me responsible enough to teach its youth English (Aisha: non-Saudi).

This finding points to the significance of the privilege of teaching and working in Mecca for non-Saudi teachers, and the way in which personal belief act as a powerful motivator for teaching and improving teaching practice. This factor was only mentioned by the non-Saudi teachers, suggesting that religious and personal reasons may have added to their reasons for coming to work in Saudi Arabia in the first place, and consequently, that this factor is more significant to them (or perhaps a more conscious motivation), than for the Saudi teachers.

4.2.2. Teaching Methods

One section of the interview focused on the types of teaching methods, preparation and resources used by teachers within the classroom. Five of the teachers emphasised the use of audio and visual materials in the classroom, which both sustain students' interest and allow them the opportunity to hear the English language in different contexts.

Usually I use a lot of audio and visual activities and practices in my lessons. No, I won't use different activities however I will increase audio-visual activities because this kind of activity will make it easier for students to absorb the course content (Noor: Saudi).

I do try to incorporate different visual aids, especially videos and movie clips. Sometimes I resort to power point presentations and downloaded worksheets or activities from the book (Khadija: Saudi)

I think when information is presented through different methods, more is taken in and better understood and remembered. So for some topics I use audio-visual aids e.g power point presentations, with videos, and sometimes I prefer to make models as well (Tasneem: non-Saudi).

Four teachers also emphasised the need for a variety of different learning tools and methods within the classroom, drawing attention to the way in which a full range of resources may be mobilised to help students acquire the language more effectively.

Depending on multiple resources is an essential part of teaching a language. In our case, in the EGP course, for example, we apply several tools starting from the textbook itself, which contains illustrated visuals, jigsaw activities, etc. Also, we have to play the audio tracks in each class for the listening parts. Some teachers design presentations to further enhance the teaching of each unit's content and add videos to their lessons when needed (Asma: Saudi).

It is a mix of spoken, written, activities and use of audio-visuals so that students find a variety (Aisha: non-Saudi).

In addition to this, when asked to describe their teaching methods, two teachers emphasised the importance of developing a clear and coherent strategy, with well-defined objectives, in order to ensure that the lessons were catered to students' needs. Although this was somewhat tangential to the question, it indicates the way in which these teachers conceptualised methods and made an elision between teaching methods and classroom strategy.

There can't be any successful teaching without proper teaching strategy, including lesson plans and diversified activities. Thus, there should be variety of activities integrated into the lessons in addition to proper preparation of concepts and appropriate explanations (Khulod: non-Saudi).

First of all I plan my lesson while identifying the learning objectives for my class. Then I design appropriate teaching activities and develop strategies to obtain feedback on students' learning so my lesson plan focuses on these points (Tasneem: non-Saudi).

In relation to teaching and learning methods, all of the teachers identified a number of key methods and approaches which are used within language teaching, and specified which ones they found to be most effective.

Several teachers indicated that the communicative or direct method, was their preferred method of instruction within the classroom.

The optimal way to teach any language (not just English) is through Communicative Language Teaching methods (TLC). There is no point of having excessive amount of input without practicing or interacting with others and to use what has been learned in real language contexts (Asma: Saudi).

I think the most effective method of teaching is when you force your students to only speak English, this method is known as the direct method, or the natural method of teaching a foreign language, and focuses heavily on correct pronunciation and gaining conversational skills (Tasneem: non-Saudi).

Communicative/Direct Method. Once students start speaking confidently their interest in the target language increases (Aisha: non-Saudi).

However, although the teachers here emphasised the communicative or direct method, this did not correspond to their observed actions within the classroom. For example, in the case of Aisha, in both of her observed classes, she did not follow a communicative paradigm, and students were not encouraged to speak or engage in the target language. Rather, the focus of the lesson was on vocabulary acquisition, and defining new words. The students in her class did not have the opportunity to engage in the target language.

Other teachers indicated that they preferred to use the audio-lingual method, reinforced through testing, and one suggested that the TPR method was most effective, mobilising signs, gestures and movements in order to reinforce lessons.

Methods that involve interacting with students and testing them frequently about what they have already memorized, keep them attentive and active all the time, hence producing better results, so I prefer the audio lingual method (Muna: non-Saudi).

Really I prefer TPR or total physical response method as the most effective one. I like it because teaching English language in a classroom that has different levels will help weaker students to get the target language like the good students (Noor: Saudi).

Although Noor spoke about the TPR method, her use of this approach was not evidenced at all within the observations. In addition, the teachers appeared to hold quite different teaching philosophies, with some preferring communicative approaches, and others focusing on repetition. However, the observations somewhat contradicted the assertions of the teachers within the interviews, suggesting that their self-image of their teaching practice often did not align with the reality in the classroom. This will be explored further in the discussion.

The non-Saudi teachers also expressed a preference for the sole use of English within the classroom, thereby reinforcing the observation findings that these teachers did not use any Arabic, both because they were unable, but also because this was part of an educational strategy. Finally, only one teacher explicitly expressed a preference for a student-centred approach to learning.

I believe there is no one specific method. However, a student-centred teaching method mixed with integration of skills and electronic interaction would be fantastic (Khadija: Saudi).

These results have a number of implications. Most teachers, particularly the non-Saudi teachers, were focused on the practical use of English within the classroom, in natural or semi-natural contexts, using the communicative approach. All teachers (except one) indicated that an English-only environment was preferred.

When asked to identify the methods that were least effective, the teachers (five out of eight) primarily cited the grammar translation method, arguing that an emphasis on memorisation did not effectively reinforce the lessons as the students progressed through the course.

Memorizing new words without contexts, grammar translation method [is the least effective] (Amina: Saudi).

In my opinion the Grammar Translation method where students learn grammatical rules and units in isolation without other language components can be less effective than the other methods (Khulod: non-Saudi).

I think the grammar translation method [is the least effective] because it depends on the native language (mother tongue and memorization) (Tasneem: non-Saudi).

Grammar translation method, because it means that students first think in their mother tongue then transfer it into the target language (Aisha: non-Saudi).

Teachers tended to reject methods that required the students to think primarily in the native language rather than the target language, and were reluctant to spend lots of time on memorisation exercises. In addition to this, they tended to reject the use of vocabulary lists, or other learning methods that were not dependent on context.

Constant teaching of grammar rules without practice and implementation has proved to be a waste of time - that could be a grammar translation method or audio-lingual methods. Students rarely remember any rules during speech. They may remember the rule, but they will not apply it in speech, even if it is planned. Another time wasting technique is out-of-context vocabulary teaching (Khadija: Saudi).

Teachers were therefore generally cognisant of the limitations of grammar-driven teaching methods, and tended to gravitate towards methods that excluded the use of the L1 in favour of the target language.

4.2.3. EGP and ESP

Within the interviews, teachers were also asked to describe the differences between ESP and EGP, and the different methods and strategies used in both classes. The observations indicated that there were slight differences in the methods and class structure between ESP and EGP. In the interviews, most of the teachers (six out of eight) were able to conceptualise the difference between the two classes based on the purpose and objectives of the class: i.e.,

that EGP was intended to provide basic general knowledge of the language, whereas ESP was focused on the vocabulary and fluency necessary within certain subject domains.

The differences between teaching English for specific purposes and English for general purposes can be seen in the course curriculum itself. EGP teachers are teaching English language skills such as reading, writing, listening and speaking, like daily conversations or communication. Teaching English for specific purposes is more concerning about academic reasons like teaching English as a preparation course for medical, administrative and scientific majors students. Teachers need to make more effort in the class (Noor: Saudi).

Some teachers suggested that the demands for ESP were more comprehensive and challenging than EGP. It may involve more extensive preparation by the teachers and more specialised knowledge.

ESP is harder and needs more class time (Amina: Saudi).

ESP courses are more specialized and contain many technical vocabulary words. It requires a deep understanding of the subject matter and quite a lot of preparation on the teacher's part. EGP, on the other hand, basically deals with developing general language skills, and teaching EGP comes down to practicing grammar rules and exercises (Khadija: Saudi).

In terms of the different methods used in these classes, there were notable differences between the responses. Some teachers indicated that the methodology for each course was the same, and that only the content covered in classes was different.

No, I won't use different teaching methods because while teaching both ESP and EGP I will use audio and visual activities and practices to the related course's topics and vocabulary (Noor: Saudi).

No I wouldn't because the provided textbooks take care of that. I would, however, add to the time allotted to teach speaking skills, which students have little time to practice. (Khadija: Saudi).

However, other teachers indicated that different learning methods were appropriate.

Tell you the truth, in EGP courses we can use different methods and techniques with the communicative language teaching, it's really easier to deal with this language than the ESP. I feel in teaching ESP, we are very restricted in using different methods in teaching this language: we have lots of new knowledge that needs to be taught in a specific time (Khulod: non-Saudi).

Yes! Since ESP has a lot of terminology so we give great importance to vocabulary. Before beginning a new lesson, discussing new words from the unit gives students an idea about the lesson. They get familiar with the terms to the level of ease (Muna: non-Saudi).

There did not appear to be any clear consensus between the teachers, therefore, of the difference between ESP and EGP and whether they required different methods and approaches.

4.2.4. Resources in the ELC

The interviews also revealed that both Saudi and non-Saudi teachers (six out of eight) felt that the ELC was significantly under-resourced in terms of technology provision. Teachers generally had to bring their own tools and resources into the classroom with them, for example, their own personal computers. Some teachers indicated that there was a need to create dedicated language learning classrooms with appropriate resources in the school, in order to have an appropriate location where language tuition could take place.

Yes, It is better to have private language labs than teaching in computer labs (Noor: Saudi).

The ELC doesn't provide teaching equipment like digital projectors, interactive boards or Internet connection to further facilitate the teaching process (Asma: Saudi).

We are getting all the resources needed for the course like textbooks, teachers' manuals, projectors, computers and audio resources, but I think sometimes the technology is out of our hands, also, not all the classrooms are provided with projectors and computers (Tasneem: non-Saudi).

Carrying laptops every day just for the sake of using a smartboard is not possible. If we are provided with official netbooks, things would become a lot easier and better (Muna: non-Saudi).

These remarks demonstrate that the teachers felt that the ELC did not provide them with sufficient tools and resources within the classroom.

4.2.5. Teacher Training

One of the most significant issues raised within the teacher interviews was the lack of training available in the ELC. Most of the teachers (seven) indicated that there was no specific training given to employees in teaching methods, and instead, they were largely expected to follow the curriculum. Although the ELC does provide an orientation programme, which provides ‘teaching ideas’, teachers were not well-supported by the ELC in terms of official training programmes.

I did not get any training in the ELC. I don't think there are any training courses available at the ELC. (Noor: Saudi)

We haven't been given any training courses at the ELC, but they give us sometimes a course at the beginning of each academic year to explain to us the curriculum for Headway and ESP, and how we should handle these curriculums. I think this course was tailored to meet the specific needs of students; to improve the integrated teaching skills and to further enhance the focus-on-the-learner goal (Asma: Saudi).

We don't have any training course in the ELC, but they usually give us an orientation course at the beginning of each academic year. This contributes to give us updates of this field and guidance on how to teach the EGP and ESP curriculum (Khulod: non-Saudi).

These teachers indicated that there was a course provided at the beginning of the academic year, but were unclear about its purpose or goal, and it appeared to be an introduction to the curriculum, rather than providing any specific teacher training.

However, the majority of teachers (six out of eight) did express the will to develop themselves professionally through the use of training. Many teachers identified the need for more training courses in TESL/TEFL.

There should be courses in TESOL, TEFL that will increase teachers' knowledge in ELT and these courses might give us the chance to teach under observation so I will have more guidance in becoming a better teacher (Noor: Saudi).

I think a course in: 'ESP Teacher Training' would be of great help to every ELC teacher or staff member as it will elaborate their knowledge on how to teach English for specific purposes; either ESP in Administrative, Technical or Medical fields (Asma: Saudi).

One of the non-Saudi teachers, however, also expressed a desire for the ELC to offer Arabic training classes for teachers, to allow them to help in coping with weaker students who did not always understand instructions in English.

I want UQU to arrange some Arabic courses so that it may help teachers in guiding the below-average students (Tasneem: non-Saudi).

In addition to this, one of the teachers expressed a wish to engage in conferences where she would be able to engage with other teachers in the field

There should be conferences where teachers from other Saudi Universities can participate and share their experience in teaching English language in Saudi Arabia (Muna: non-Saudi).

Teachers were also asked about their educational background and whether or not they felt academically prepared to be a 'good' teacher. Some teachers emphasised the importance of teacher training, whereas others suggested that the most important aspect of their training came from on-the-job experience.

Yes, training helped me to be a better teacher. I learned how to be more patient. I learned how to deal with different levels of students (Noor: Saudi).

I think no matter how many training courses you obtain, the actual teaching is still way different than any theoretical or practical training you've had before. Teaching is a dynamic learning process where you learn something new every day. It requires sharp observation, full assessment, understanding of students' backgrounds (cultural and educational backgrounds), and self-improvement. All these factors must be taken into

consideration in order to improve yourself as a professional language instructor (Asma: Saudi)

I think getting more experience in teaching helps you to be a more effective teacher, I don't think the academic training is helping the teachers to be good (Khulod: non-Saudi).

According to some of the participants, one of the most important benefits of training related to the way in which this gave the teachers extra confidence within their teaching practice, in addition to equipping them with key teaching skills.

Training has helped me in having more confidence. I feel better equipped to tackle a wider range of levels or groups and to try out new ideas. I've acquired new skills which helps improve my status within the college (Tasneem: non-Saudi).

Yes I do. I think we have been taught many things that became useful to us as teachers such as language testing techniques and reading in EFL. However, no amount of learning can prepare you to become a good teacher as actual teaching and experience (Khadija: Saudi).

Yes. Training sessions that I had gave us an opportunity to learn new ideas and techniques. We did course-related fun activities and worksheets and make use of different new ideas in class to motivate students (Muna: non-Saudi).

The teachers unanimously agreed that the Umm al-Qura University should provide teachers with more opportunities for professional development, such as teacher training, courses, mentoring, conferences and computer courses, stating that professional development was an important factor in determining teacher quality. However, the teachers also said that their jobs at the ELC gave them the opportunity to continue to develop as teachers, in part due to the variation in courses, and in part due to the opportunity to learn from other teachers in the ELC. The teachers indicated that they were becoming more confident and experienced in teaching with each year at the ELC, learning new skills through the experience of teaching there.

Yes, because I am always looking for new teaching techniques and I like asking and sharing other ELC's teacher teaching experiences (Noor: Saudi).

By teaching a different group and a different course each semester, this variation in teaching actually encourages the teacher to adapt herself with the new experience and; thus, to work more on improving her teaching skills (Asma: Saudi).

No I do not feel I am improving. I teach basic English which does not add to my scholarship (Aisha: non-Saudi).

The only exception to this was Aisha, who stated that she did not feel that she was contributing to her academic development through teaching English. This particular participant had originally trained as a nurse, and therefore it may be that English teaching was not her primary vocation, or that she did not view this as an opportunity to develop herself professionally.

4.2.6. Teacher Evaluation

Several questions within the interviews were aimed at understanding the mechanisms in place for teacher evaluation at the ELC, and the way in which teachers evaluated themselves. Under the current system, there is no official teacher evaluation method other than the student questionnaires that are distributed to classes at the end of each semester. All the teachers described this system, noted that they were only evaluated by the results of the student survey distributed at the end of the semester, and in many cases, this was considered to be somewhat arbitrary and ineffective.

I do not actually feel we are really evaluated. We just summarize everything we have been doing throughout the semester in a form. I also do not understand the criteria on which the groups are given their teachers! Some teachers are responsible for excellent groups (and we wonder why!) – also we are evaluated by the students' surveys (Amina: Saudi).

One of the main problems with the current evaluation system (from the perspective of the teachers) is that the students in the class do not necessarily reflect a rounded and fair picture of the teacher's performance. As some classes operate at a higher standard, due to the level of English knowledge among different groups of students, some of the teachers felt that they

were at an unfair disadvantage in the evaluations. Although some participants said that they were happy with the current evaluation system, others raised concerns about the leadership at the ELC in assessing teachers' performance.

I don't think so, because the male directors in the ELC are responsible for everything in the female department, so it's really hard to improve anything without getting back to them. The female directors are very restricted in the ELC (Noor: Saudi).

Noor noted that conditions for the female directors were highly restricted, suggesting that the ELC hierarchy prohibited any real development of the assessment procedure. Moreover, the distinctions made between male and female staff reflects gender norms within Saudi Arabia (see Literature Review) in which women seldom occupy positions of power and authority. This will be discussed at length in the following chapter. However, Asma suggested that considerable improvements had been made to the evaluation system in recent years.

Actually, the evaluation system has gotten improved better than it used to be. Before, two years ago, the evaluation process used to include paper-and-pencil questionnaires and verbal interviews with students by the administrators. The disadvantage of both methods is that in the questionnaires, students used to be in a hurry (as the questionnaires were given to them at the end of the exam), so most of the students were just trying to fill out the questions randomly. Likewise, the verbal interviews were not really objective because most of the students get intimidated by the situation which hindered them from expressing their feelings freely. Nowadays, the centre's policy with the evaluation has shifted to an online evaluation, where the student can write and rate everything related to the course or to the teacher anonymously and without being afraid of the consequences (Asma: Saudi).

In addition, three teachers suggested that the best form of evaluation would be for the academic managers to directly evaluate the teachers themselves.

It can improve. Instead of male directors our female deputy directors and coordinators should evaluate us because they monitor our work directly. Their evaluation is unbiased (Aisha: non-Saudi).

Teachers also expressed mixed opinions regarding the effectiveness of student surveys on their own evaluation of their work. Some teachers were highly positive about the student surveys, emphasising that the principal objective of their work was to ensure student satisfaction, and that consequently, it was very important to them to hear student feedback.

Yes, they were very helpful. I actually care more for my students' opinions because, eventually, I am working for their sake (Amina: Saudi).

Yes, the survey's results show me that I have to be clearer about my course syllabus early (Noor: Saudi).

It helped me a lot especially to raise my awareness of things I've never considered before. For example, my teaching methodology and the use of technology inside the class (Asma: Saudi).

However, two teachers expressed their frustration with the way in which students evaluated their performance, suggesting that the students were not impartial and tended to make judgements based on personality rather than teaching proficiency.

I think student evaluations do not properly measure teaching effectiveness. The students comment on their experience with the class but they are typically not suited to evaluate pedagogy. These [comments] are negatively associated with direct measures of teaching effectiveness. Additionally, factors such as ethnicity, gender and attractiveness of the instructor can influence results (Tasneem: non-Saudi).

Sometimes when they give honest opinions, they are helpful. Last year they levelled baseless charges against me (Aisha: non-Saudi).

Most of the teachers (six out of eight) felt, however, that the students were largely satisfied with their performance, although they did raise concerns that the students were not satisfied by the courses themselves.

Although they are not satisfied with the series itself or the evaluation process, they are fully satisfied with my teaching because I am always prepared and willing to answer their questions (Amina: Saudi).

According to the teacher's evaluations over the years, my students were satisfied with my teaching style; but in the ELC I've never received any bad feedback (Khulod: non-Saudi).

Two other teachers acknowledged their weaknesses as constructive criticism.

Honestly, no, because I was not ready to teach last semester. I did not prepare the semester syllabus with clear course objectives (Noor: Saudi).

Mostly yes. Based on the Online Evaluation Survey results by students, I've always had a high rating total score. Sure, I had some points to consider in order to improve the teaching quality, but overall, the general course and teacher evaluation is pretty high each semester (Asma: Saudi).

Teachers also commented on the ways in which they evaluate their own performance as teachers, through tools such as their professional portfolio and reflections. Most of the teachers (six) simply referred to the student evaluations and the results that their students obtained in exams.

Mostly, I rely on the end-of-the-semester evaluation by students, and see the students grades – if they've taken good results that means I've done a very good job, so I'm a good teacher (Asma: Saudi).

I evaluate my own teaching by the outcome I see from students by their exams, from their evaluation of me as a teacher and of the course as a whole. Through quizzes and simple on-going assessment I can also figure out how I am doing as a teacher. To improve, I try to attend conferences, watch online videos on teaching, and sometimes get ideas from my colleagues on campus. I try to experiment with new teaching techniques and assess their success every now and then (Khadija: Saudi).

By checking their test scores and homework [to see if] if my students retained the information that I taught them. I take notes during the class on what worked and what didn't work. Sometimes I ask my colleagues to read my lesson plan (Tasneem: non-Saudi).

Very few of the teachers (only two) referred to any kind of reflective practice or peer review, suggesting that these forms of evaluation are not common practices at the ELC.

4.2.7. Teacher Satisfaction

Finally, the interviews sought to gauge how satisfied the teachers were in working at the ELC. The teachers were largely quite satisfied with the benefits and compensation offered by the ELC, with the exception of provisions in the classrooms (see above)

Not always. For example, our computer allowance has been taken away despite our heavy and extensive use of computers. The offices provided to teachers are far from professional (Khadija: Saudi).

In addition to this, one of the non-Saudi teachers raised a number of concerns regarding the salary given to teachers of different backgrounds. The different salary received by teachers from developing countries could be the cause of some resentment among the teaching staff at the ELC.

I am not satisfied. There are three tiers of salary, one for the Saudis, one for the native English speakers and third for the people from the third world. But the fact of the matter is that we all are teaching the same syllabus (Aisha: non-Saudi).

Despite this, all of the teachers indicated that they felt safe and comfortable at the ELC, even if they did not all feel equally valued or respected.

4.2.8. Summary

The teacher interviews revealed a number of findings that shed light on the factors they believed contributed to make a 'good' English teacher at the ELC. Teachers highlighted personal characteristics, motivational skills, the use of technology, the ability to build good relationships with the students, productivity and organisation as some of the key characteristics of a 'good' English teacher. In addition to this, the interviews revealed that there are significant differences in the teaching methodologies and approaches used within the ELC, which may account for the different classroom behaviours observed in the first stage of the data collection. Some of the teachers favoured more communicative and direct

approaches, whereas others tended to focus on audio-lingual methods. In addition, teachers' preferred teaching methodologies expressed during the interviews was not always reflected in their behaviour in the classroom, as indicated by the observations. The interviews also raised a number of environmental factors that constrained teacher development within the ELC, namely, the lack of resources, lack of training and professional development opportunities, and lack of support from academic managers. Some teachers were dissatisfied with the evaluation systems currently in place, and also with the different levels of compensation offered to different groups of teachers. Finally, teachers did not appear to engage in reflective practices or peer review within the ELC. These issues will be explored further in the administrator interviews and the student questionnaires, by focusing attention on to the methods and techniques used by teachers in the ELC.

4.3. Questionnaire Results

The teacher interviews and observations revealed a number of different issues within the ELC, including a lack of technology provision, differences between Saudi and non-Saudi teachers within the classroom, and a lack of reflective self-assessment. However, in order to more fully explore the qualities that determine a 'good' English teacher, and to compare student perspectives of the ELC with those of the teachers, it was decided to distribute a questionnaire to the students in EGP and ESP classes at the ELC (see Fig. 3.2). The questionnaires were devised to elicit student perspectives on the techniques and tools used by teachers, the level of feedback provided within the classroom, and whether the students were satisfied with the teaching at the ELC. These responses have been compared to the reports provided by teachers, and the researcher observations of classroom practice. It was intended to explore some of the differences between the first two stages of data collection, including the observed difficulties of the non-Saudi teachers in controlling and managing the classes, and the teacher assertions about the use of Arabic in the classroom. The questionnaires were

distributed to 600 students enrolled at the ELC in Umm al-Qura University. Of these 600, only 250 were returned, giving a response rate of 42%. This number was further reduced to 160 as 90 questionnaires were incomplete. The following sections will present the results of the questionnaire as derived from the SPSS analysis, according to the major identified themes within the data. The major findings of the questionnaire section of the data collection may be summarised in Table 4.4 (below).

Table 4.4: Questionnaire Themes for Analysis

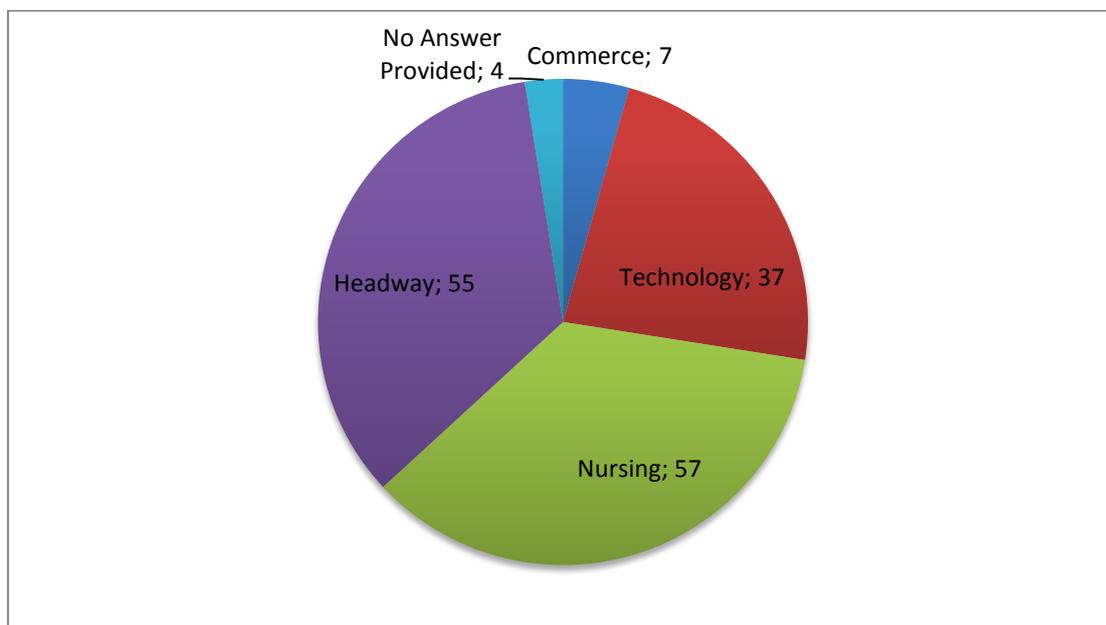
Classroom Activities	<ul style="list-style-type: none"> • Difference between Saudi and non-Saudi teachers in extent of different activities involved in the classroom
Use of Technology	<ul style="list-style-type: none"> • Technologies were used more in the ESP classes than in EGP.
Feedback to Students on Classwork	<ul style="list-style-type: none"> • Saudi teachers slightly more likely to provide feedback
Classroom Management	<ul style="list-style-type: none"> • Saudi teachers more likely to use different techniques for managing the class.
Use of Arabic in Class	<ul style="list-style-type: none"> • Students in classes with non-Saudi teachers were less likely to understand lessons
Perceptions of Teachers	<ul style="list-style-type: none"> • Both groups were well-respected and liked • However, Saudi teachers were more likely to fill the role of a mentor
Feedback	<ul style="list-style-type: none"> • Students in ESP were more aware of the need to give feedback about their teachers

4.3.1. Questionnaire Participant Breakdown

The questionnaire participants were all female and were all in the second semester at the Umm al-Qura University. As a result, many had completed the Headway (EGP) part of the ELC curriculum and were now specialised into their subject areas (ESP). These included Nursing, Technology, and Commerce. A number were studying only Headway (EGP). The

questionnaires were distributed to 600 female students in the ELC. All of the students in the classes with the observed teachers were therefore included in the questionnaire: however, there were also additional respondents who were not taught by the teachers who participated in this study. This allowed the researcher to develop a broad view of student perceptions throughout the ELC, but this must also be borne in mind when interpreting the results, as the student responses cannot be compared directly with the interviews and observations. However, they are useful in broadening the scope of the enquiry to a larger group of participants, and may help to build a more complete picture of student perspectives at the ELC. The following graph (Fig 4.1) shows the distribution of subject areas among the participants.

Chart 4.1. Participant Breakdown by Subject

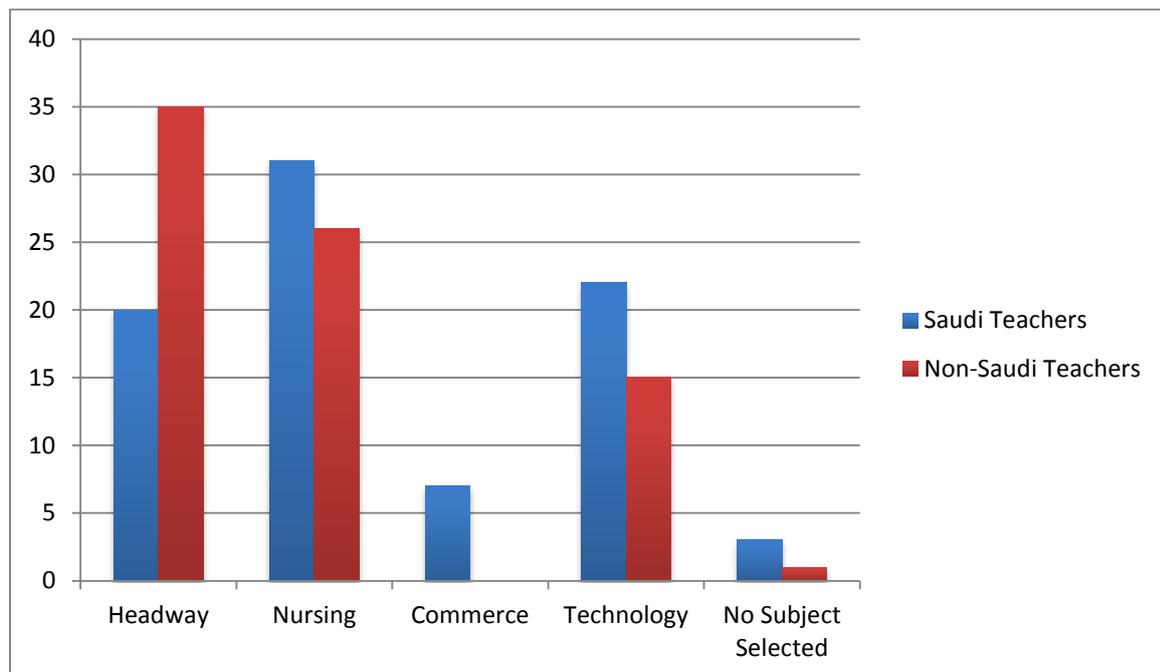


The graph shows that 34% (n=160) of the participants were studying EGP, in the Headway programme. Of the remaining participants, 36% were studying nursing, 23% were studying technology and 4% were studying commerce. 4 participants chose not to indicate their subject

specialisation, which may have been because they felt at risk of being identified, or may simply have been omission or error. As there is considerable ambiguity in the decision not to record their specialisation, this cannot simply be viewed as data ‘missing at random’, and therefore will be included in the analysis.

Chart 4.2 shows the participants broken down according to the division between Saudi and non-Saudi teachers. Within nursing and technology, around half the teachers were Saudi, however, within the Headway (EGP) programme, around 64% of the participants had a non-Saudi teacher.

Chart 4.2. Participants Broken down by Subject and Teacher Origin

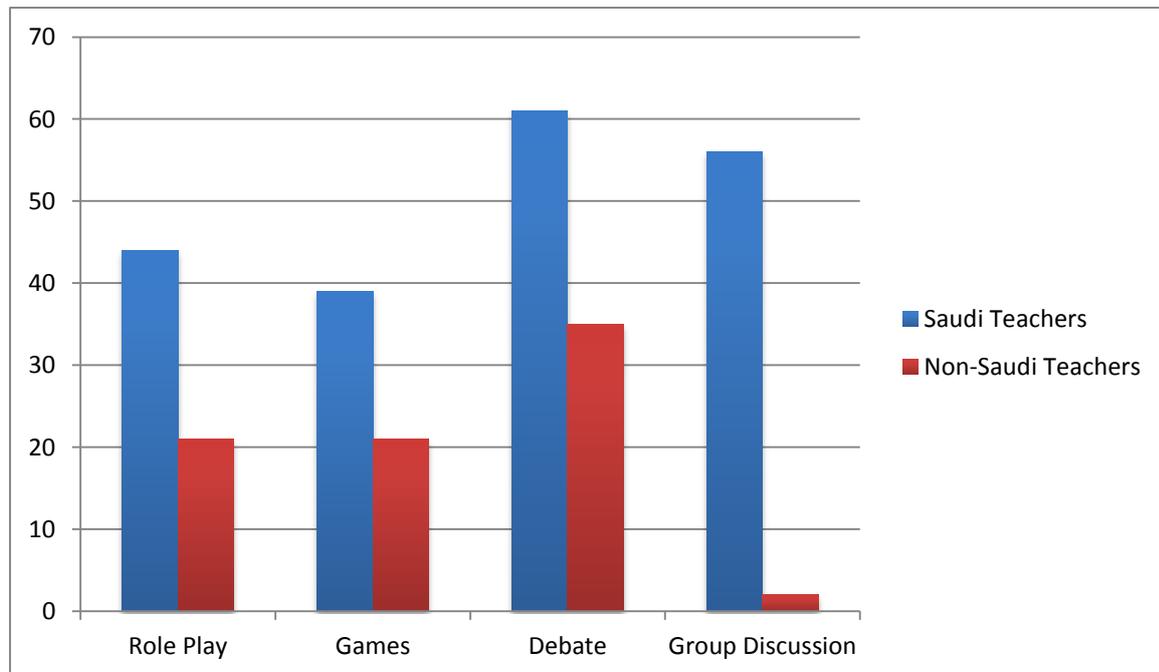


4.3.2. Classroom Activities

Several of the questions in the study were geared towards finding out what kinds of activities the teachers used within the classroom to engage with their students. This was intended to gather data that could be compared with the teachers’ description of the types of activities and methods used in the classroom, and to understand how students viewed these activities.

Question 3 asked participants to indicate all activities that were used within their English classes at the ELC: *[Does your teacher apply any of these techniques in class? Please tick all that apply]* (see Chart.4.3).

Chart 4.3. Activities Used in Classroom at ELC

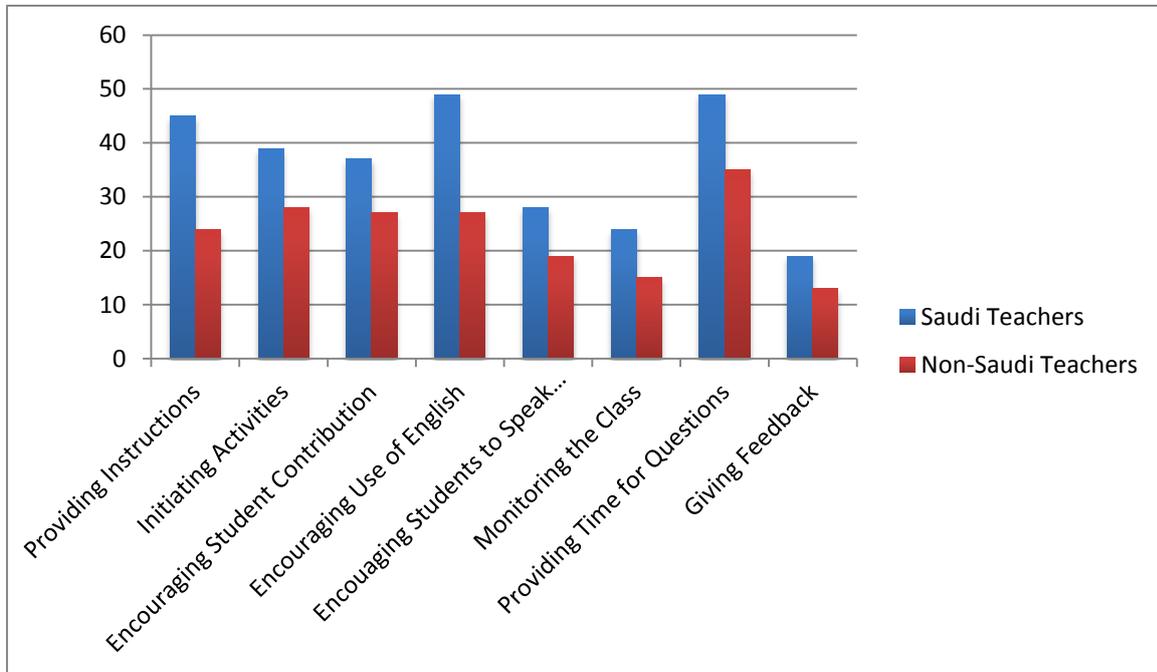


Between 40-50% of the total students indicated that some or all of these activities were used in the classroom at the ELC. However, The Saudi teachers appeared to be more likely to introduce different activities, such as role play, games, debates and group discussions in to the classroom. This reflects the researcher observations, which suggested that the non-Saudi teachers were less likely to introduce these activities within the classroom.

Students were also asked about the use of pair and group work within the classroom *[Does the teacher encourage the following activities during class?]*. 60% (n=160) indicated that they regularly engaged in pair work in the classroom, and 85% said that they participated in group work. No notable differences were found between the two teacher groups (Saudi and non-Saudi) or the different subject classes for this question. Students were also asked about the types of activities used by the teacher when managing the class and directing activities

[Which of the following things does your teacher do when monitoring activities?]. These questions were designed to understand how the teacher monitors and guides the class, and encourages the students to contribute.

Chart 4.4: Teacher Classroom Management Techniques



Once again, the results indicated that the Saudi teachers were slightly more likely than the non-Saudi teachers to use these techniques to manage and monitor the classes. The results also revealed that neither group of teachers was likely to provide corrections on classwork (feedback) to the students within the class, with only 20% of students (n=160) selecting this option. More generally, approximately 50% of participants responded ‘no’ to this question, indicating that only around half of the students saw their teachers using these methods when managing the classroom.

4.3.3. Use of Technology in the Classroom

The questionnaire also aimed to identify the way in which teachers in the ELC use technology in the classroom, and when communicating with students [Q4: *Does the teacher use any of the following in class?*]. The observations and interviews indicated that the ELC was under-resourced in terms of different types of technology, and the questionnaires corroborated this finding. There was no major difference between the Saudi and non-Saudi groups of teachers, but there were some notable differences between the use of technology within the different subject classes.

Chart 4.5: Use of Technology in the Classroom

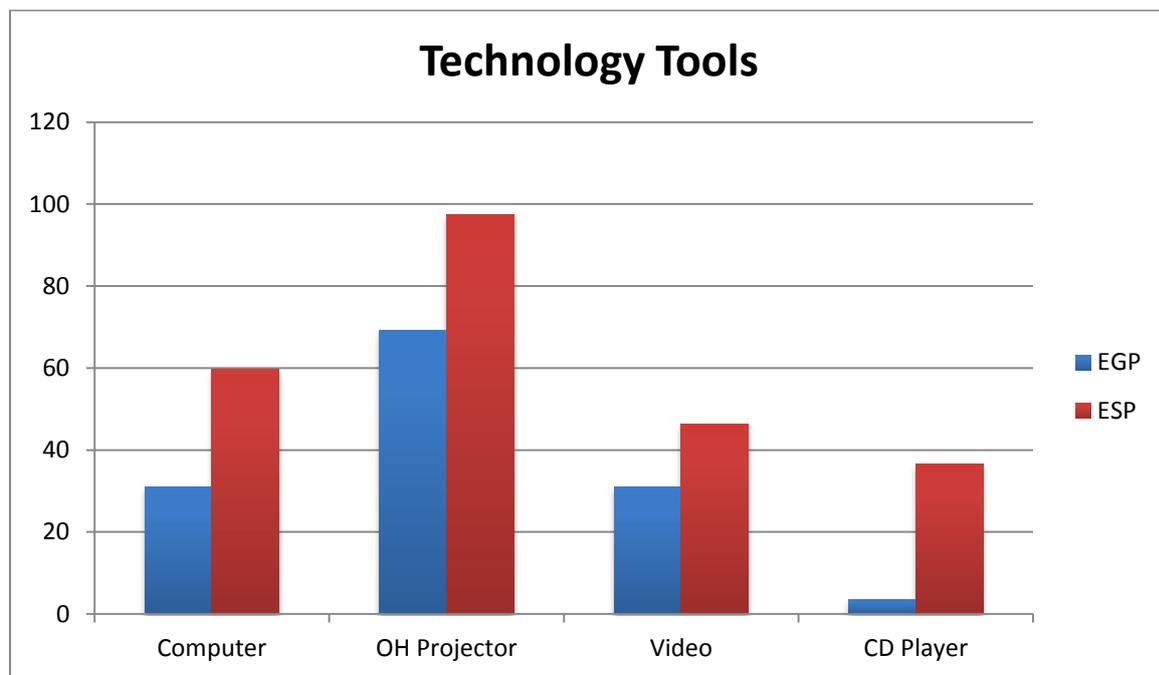


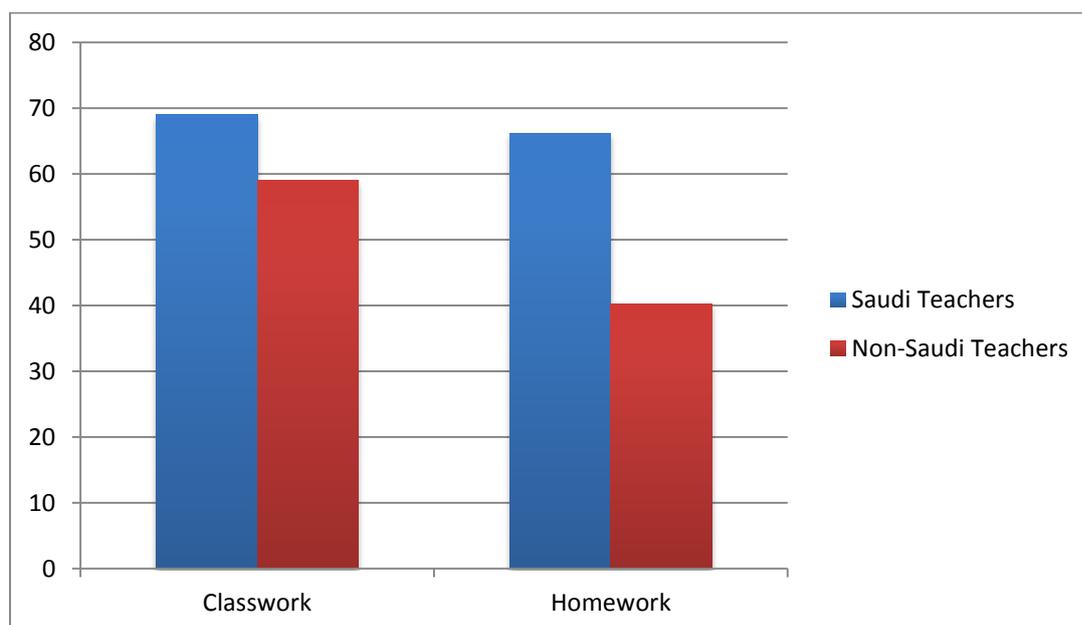
Chart 4.5. shows the use of technological aids within the ELC, as reported by the students. The most commonly used piece of technology was the overhead projector, with 66% (n=106) of participants indicating that this was used within the classroom. However, when divided between EGP and ESP, the findings indicated that technology use was much more prevalent among ESP classes. Fig. 4.5 shows the percentage of EGP and ESP students who indicated that these technologies were used in the classroom. The results indicate that ESP classes

tended to feature greater use of computers, overhead projectors, videos and CD players in the classroom. This reflected the findings of the interviews and observations, in which specific campuses and subject areas appeared to be better resources in terms of technology.

4.3.4. Feedback in Class

A number of questions in the questionnaire were intended to understand how often the teachers provide feedback to the students within the classroom environment [e.g. Q5: *Does the teacher provide corrections and feedback on your assignments?* and Q6: *Does the teacher provide corrections and feedback on the activities that you do in class?*]. The observations indicated that the non-Saudi teachers typically did not give feedback individually to students following each exercise, and that this may be a concern when ensuring that all students have understood the basics of the lesson. However, the results of the questionnaire did not reveal any major difference between the Saudi and non-Saudi group with respect to providing feedback on classwork. However, there were slight differences with respect to the feedback provided on homework, where the Saudi teachers appeared slightly more likely to provide correction.

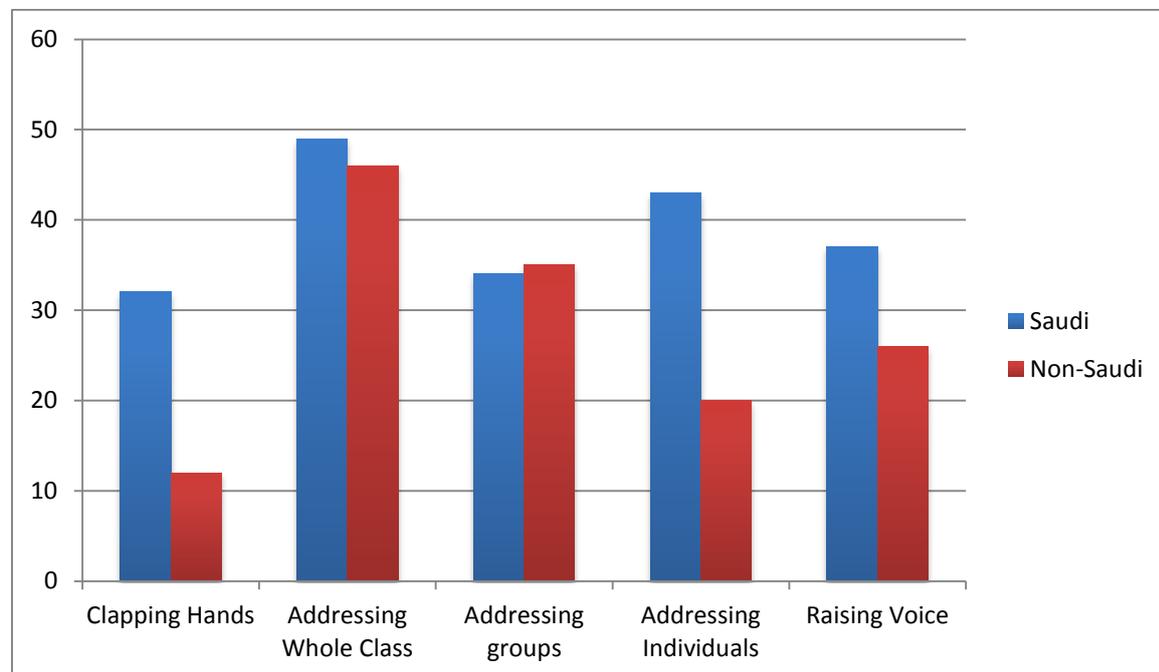
Chart 4.6. Teacher Feedback on Classwork and Homework



4.3.5. Classroom Management

The observations also revealed a number of differences with respect to the way in which the Saudi and non-Saudi teachers would manage the class, and the effectiveness with which they managed to sustain the attention of all of the students. Question 7 aimed to discover the types of techniques the teachers would use in order to manage the classroom [*In what ways does your teacher manage the class when she is explaining new language or monitoring activities?*] (see Chart. 4.7).

Chart 4.7: Classroom Management



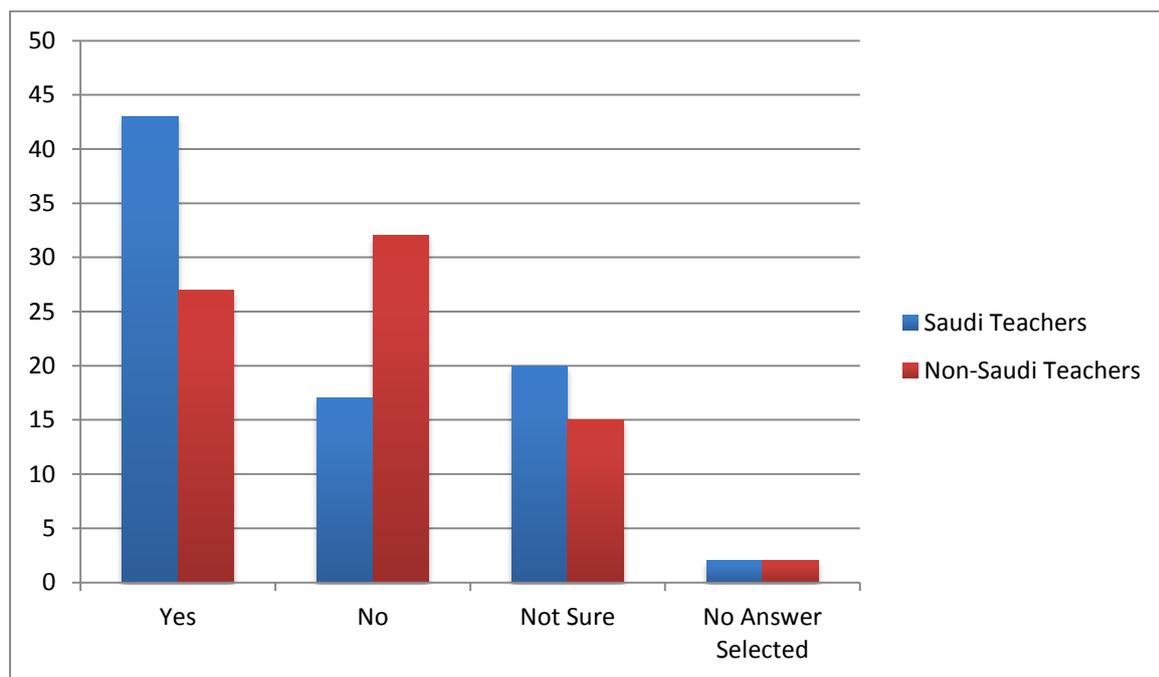
The results revealed that the Saudi teachers were more likely to use these strategies to manage the classroom. Non-Saudi teachers were generally more likely to address the entire class or groups of individuals, rather than engaging with individual students directly. The Saudi teachers were also significantly more likely to use strategies such as clapping hands or raising their voice in order to maintain order in the classroom. This corroborates the results of the observations, which indicated that the non-Saudi teachers tended to interact less with the students, and instead preferred to stay at the front of the class, and address the entire student

group. Similarly, 67% (n=160) of students in classes with Saudi teachers stated that the teacher participated in exercises with them, whereas only 43% of students in classes with non-Saudi teachers responded yes to this question [Q11: *Does the teacher participate in activities with you?*].

4.3.6. Use of Arabic

The observations also revealed a number of issues regarding the use of Arabic within the classroom at the ELC. The observations suggested that, particularly for the non-Saudi teachers, the inability to speak Arabic presented a significant drawback in managing the class and communicating instructions.

Chart 4.8: Understanding of Contents of Lesson (Q10)

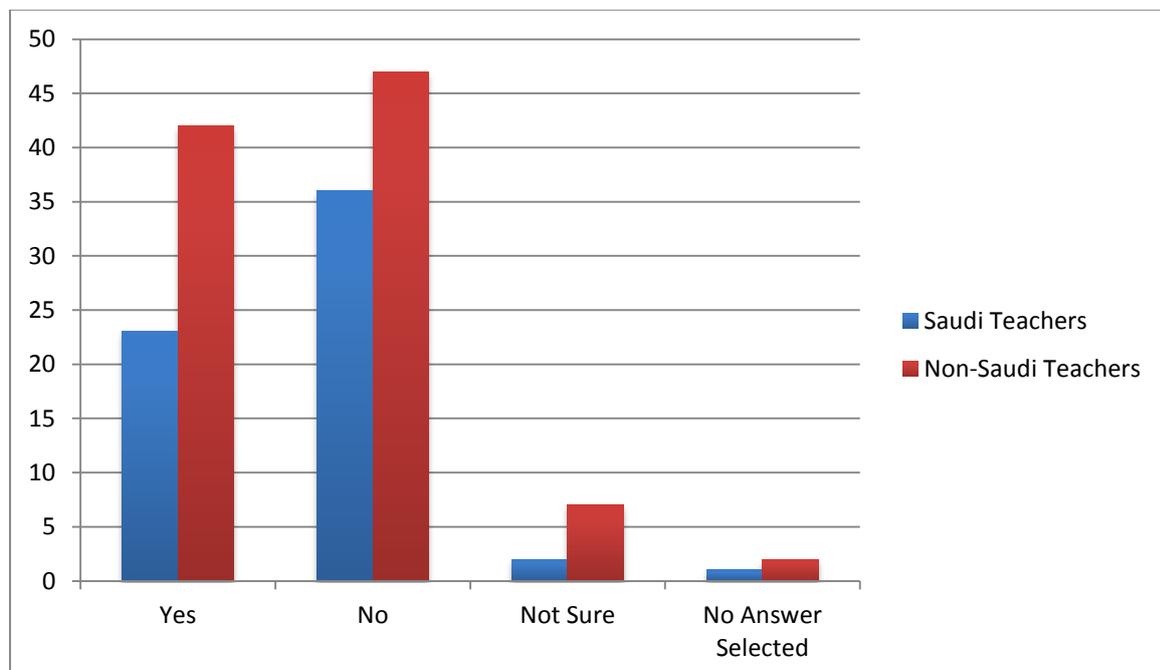


This may have been reflected in the questionnaire results: whereas 53% of students in classes with Saudi teachers said that they usually understood the contents of the lesson, only 34% of students in classes with non-Saudi teachers did [Q10: *Are you usually able to understand the contents of the lesson easily?*]. This finding is difficult to interpret, due to the limitations of the questionnaire format: it was not possible to follow up with students and explore *why* they

were less likely to understand the contents of the lesson in the classes with non-Saudi teachers. It may have been that these teachers employed different classroom management techniques or teaching methods that limited the students' capacity to understand the contents of the lesson. However, it may also be tentatively suggested, given the findings of the observations, that the students in the classes with non-Saudi teachers were limited by their teachers' inability to communicate in Arabic. This assertion is somewhat speculative, however, and must be considered as one potential explanatory factor among many, as the questionnaire did not allow for more in-depth exploration.

However, when asked specifically about the use of Arabic within the classroom, the responses indicated some interesting findings. Although the observations and teacher interviews revealed that the non-Saudi teachers did not use Arabic in the classroom, the student questionnaire suggested that they did use Arabic at times [Q13: *Does the teacher use the Arabic language in the class when she conducts the following activities?*] (see Chart 4.9).

Chart 4.9. Use of Arabic in the Classroom

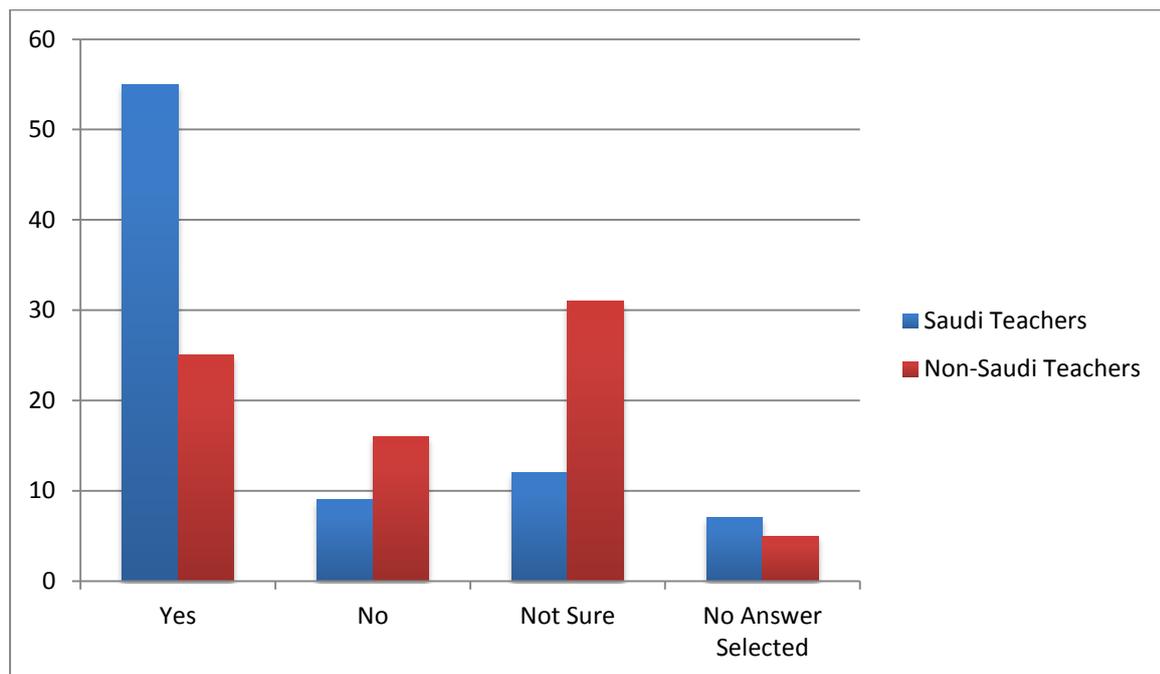


Approximately 30% of the students in classes with non-Saudi teachers said that their teachers used Arabic within the classroom. This contradicts the results of the observations, which indicated that non-Saudi teachers were unable to use Arabic to give instructions and control the classroom. The reasons for this difference may be due to the fact that the questionnaires were distributed to some students who were not part of the observations, and it may be that in these classes, non-Saudi teachers had a better grasp of the Arabic language. The findings further revealed that both groups of teachers were more likely to use Arabic when giving instructions, or explaining the meaning of words. There was no substantial difference between EGP and ESP classes for this question. The findings relating to the use of Arabic in the classroom were therefore somewhat contradictory, and the limitations of the questionnaire method meant that they were difficult to interpret. This will be explored further in the discussion chapter (see chapter 5 below).

4.3.7. Perceptions of Teachers

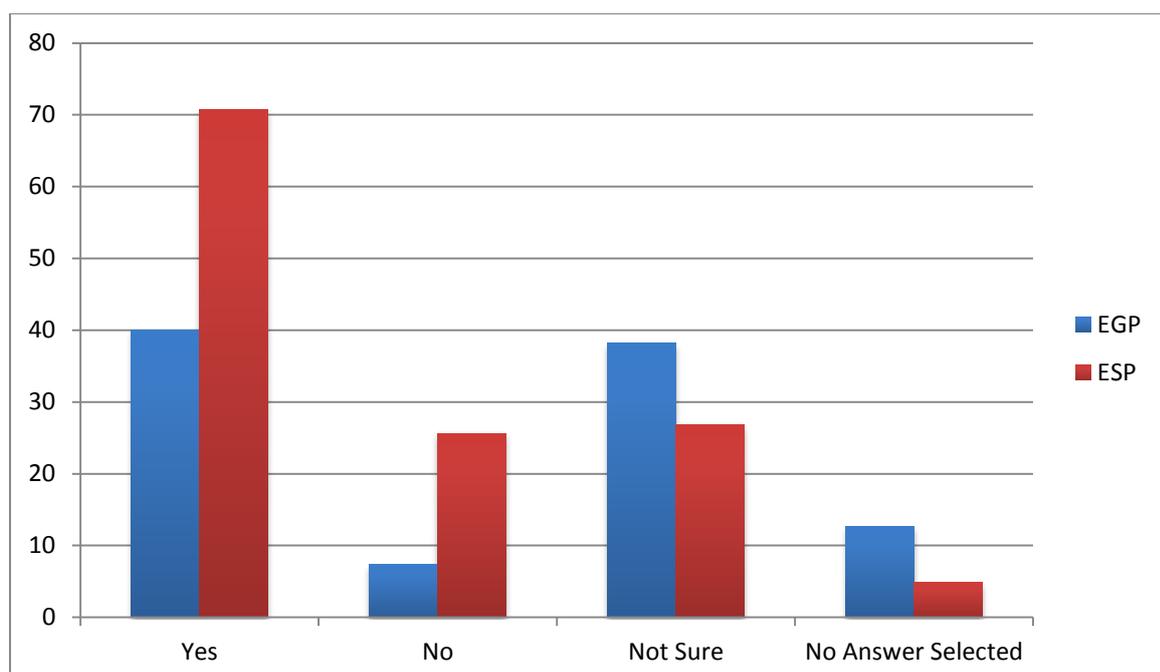
The findings suggested that students in the classes with Saudi teachers were more likely to find the lessons fun and interesting, as 69% of these students (n=160) responded yes to this question [*Q2: Does your teacher make the lesson fun and interesting?*]. There were no significant differences noted between the subject specific groups, indicating that this remained constant between ESP and EGP classes. However, when asked about the role of the teacher as a source of guidance and support, there was a significant difference between the Saudi and non-Saudi teaching groups [*Q12: Does the teacher act as a tutor/coach/resource/listener to give you advice and guidance?*].

Chart 4.10. Role of Teacher as Source of Guidance



The students in classes with Saudi teachers were significantly more likely to view their teacher as a source of guidance and support in their language learning, with 66% of students in classes with Saudi teachers responding yes, compared to just 32% of students in classes with non-Saudi teachers.

Chart 4.11: Role of Teacher as a Source of Guidance (ESP/EGP)



The findings did reveal, however, that within ESP classes, students were more likely to view their teachers as a source of guidance, with 70% of ESP students answering ‘yes’ to this question.

4.3.8. Feedback

Finally, the questionnaire sought to discover student perceptions of the feedback mechanisms in the ELC [e.g., Q15: *At the end of the semester do you give feedback about your teacher?*].

The findings revealed that only 43% of students were aware that they were to give feedback on their teachers. Furthermore, 31% of students stated that they did not give feedback on their teachers. Table 4.5 shows the responses to this question expressed as a count and a percentage of the number of students in each subject area. The students in subject specific (ESP) classes appeared to be more likely to give feedback, compared to the EGP classes, where a large number of participants (44%) indicated ‘not sure’ in response to this question. This may be due to the fact that EGP students, who are in their first semester at the ELC, had not yet been told that they would be required to give feedback on their teachers. However, it may also point to some ambiguity in the wording of the question, due to the high number of ‘not sure’ responses, or may indicate that this process is not well-explained and managed within the ELC. This will be discussed further in the discussion chapter.

Table 4.5. Giving Feedback on Teachers

Subject	Yes (%)	No (%)	Not Sure (%)
Headway (EGP)	21 (38.2)	10 (18.9)	24 (43.5)
Nursing	29 (50.9)	21 (36.8)	7 (12.3)
Technology	15 (40.5)	14 (37.8)	8 (21.6)
Commerce	2 (28.6)	2 (28.6)	3 (42.9)
No Subject Selected	2 (50)	2 (50)	
Total	69 (43.1)	49 (30.6)	42 (26.3)

4.3.9. Summary

The student questionnaire revealed some notable differences between student perceptions of teaching practice in the ELC, and the teacher perceptions. Like the observations, the questionnaire findings indicated some important differences between classes led by Saudi teachers, and those taken by non-Saudi teachers. The classes with Saudi teachers were more likely to use specific educational and classroom management strategies, interacting more directly with individual students, and these classes were also considered to be more fun by the students. Similarly, the students of non-Saudi teachers were less likely to see their teachers as a mentor and a source of guidance and assistance. However, the questionnaire results contradicted the observations, which had indicated that the non-Saudi teachers tended to interact less with students in the classroom, and provide less individual feedback. The students reported no substantial differences in relation to this factor. The findings corroborated the interviews by pointing to the differences in resources between the classes in different subject areas. However, they seemed to indicate that Arabic was used in the classroom, as reported by some students, despite the findings of the interviews and questionnaires. Finally, the students did not appear to be conscious of the feedback mechanisms for the teachers, despite the fact that this was the only evaluation method relied upon within the ELC.

4.4. Academic Manager Interviews

Four academic managers were interviewed as the final stage of the data collection. These individuals were responsible for the day-to-day running of the ELC and in recruiting effective English teachers. Following the other aspects of the data collection, it was decided that the academic manager interviews would be undertaken in order to compare their perspectives with the student and teacher perspectives on the qualities of a 'good' teacher. In addition, it also offered the opportunity to explore some of the other issues raised during the course of

the research relating to teacher evaluation, training and teaching philosophies or methodologies. The major themes that emerged from the academic manager interviews are displayed in Table 4.6.

Table 4.6: Themes for Analysis in Manager Interviews

Qualities of a ‘Good’ Teacher	<ul style="list-style-type: none"> • Criteria are not clear and hierarchical relationship between MoE, UQU and ELC is potentially problematic • Tendency towards ‘management speak’ – different educational values compared to teacher responses • Knowledge of language highly valued
Teaching Methods	<ul style="list-style-type: none"> • General preference for communicative methods
Differences between ESP and EGP	<ul style="list-style-type: none"> • ESP is more challenging • Difference of opinion between participants about use of different methods
Resources	<ul style="list-style-type: none"> • Lack of resources and institutional constraints
Teacher Training	<ul style="list-style-type: none"> • Experience considered more important than training
Teacher Evaluation	<ul style="list-style-type: none"> • Student evaluation is considered effective but could be improved
Teacher Motivation and Satisfaction	<ul style="list-style-type: none"> • Few opportunities for professional development or other motivating strategies • General sense that current provision is sufficient

4.4.1. Qualities of a ‘Good’ English Teacher

The academic managers were asked about the criteria used by the Ministry of Higher Education and within the ELC to identify ‘good’ English teachers. With respect to the Ministry of Higher Education, there did not appear to be any particular criteria adopted for the field of English language teaching. Moreover, the ELC appeared to have very limited contact with the government ministry, which deals primarily with the central university

administration. The ELC receive all of their instruction from Umm al-Qura University, and so rarely have contact with the Ministry of Higher Education.

I do not believe that there are specific criteria for good 'English language teachers'. There are criteria for selecting new academic staff in general (written exams, interviews, etc.) but nothing specific for the English language teaching field (Ms Zainab).

Honestly, we have limited relations with the Ministry of Higher Education, we are used to take the instructions from the university, and the university refers to them (Ms Mariam).

The ELC, however, appeared to have a number of specific criteria that they look for when attempting to identify and recruit 'good' English teacher. According to Ms Zainab, the official criteria are as follows:

- A degree in English language teaching, Applied Linguistics or a related field, for the Saudis at least a masters degree in any major related to the ELT.
- Passing the language test (Oxford Online Placement Test) successfully.
- Passing the written test (theories of language teaching and classroom management) successfully.
- Passing the interview successfully (although no specific criteria was given for this).
- Any experience in teaching English is always an advantage.

The participants stated that there was no preference given to native speakers of English, as long as applicants' command of the language was proficient. This, in part, was also due to the constraint imposed by the location of the university: any teachers at Umm al-Qura University must be Muslims, as non-Muslims are not allowed to enter the city of Mecca.

It does not really matter if they are native or not, especially given the fact that native speakers of English language are rarely Muslims and thus, are not allowed into the

holy city of Mecca. Of course, if a native speaker is a Muslim and possesses the main characteristics I mentioned before, it would be an advantage (Ms Zainab).

If they are English native speakers that would be better, but it's rare we find Muslim English native speakers. The recruiting criterion is good, and we've found that lots of foreign applicants love to work here, as it is considered a very good opportunity for them to work in Mecca, the place of the holy mosque, for practicing their religious duties. Most of the applicants are qualified, have a very good level of English, and they have to pass the exams. The number of Saudi teachers is very limited for that reason – we've been forced to accept applicants from outside to be able to cover the needs of the preparatory year (Mr Badawi).

The participants did reference a number of difficulties, however, in recruitment to the ELC that may have resulted in them relaxing the acceptance criteria somewhat.

The student number is increasing and in the same time we are suffering of a lack of teachers. Because of this lack, we are forced to accept teachers from outside without stressing on their qualifications. We don't have time to find the perfect teachers, we need to teach the students and provide the EGP & ESP courses (Mr Hamdan).

This indicates that the ELC is coming under increasing pressure to find enough teachers to meet the needs of the student body, and that therefore, more non-Saudi candidates are being accepted even if they do not quite meet the acceptance criteria.

Participants were also asked, what qualities, in their opinion, made a 'good' English language teacher. The responses varied considerably, with participants citing a number of factors that contributed to making a 'good' English teacher. Most of the participants cited classroom management, organisation and communication skills as critical aspects of teaching practice. Their use of language and the issues that they prioritised reflected their position as managers: emphasising smooth, efficient and controlled teaching.

Good teachers can deliver the lesson clearly to students and can manage the classroom in a smooth way (Ms Zainab)

Also, teachers should be able to control the class, to have good management, able to cover all the required syllables in determined time (Ms Mariam)

Some participants stressed that effective teachers need to be able to act as facilitators to students' learning, by creating an appropriate learning environment and motivating them to become interested in the subject area.

Effective teachers go a little bit higher by providing an atmosphere where students can develop as independent learners of the English language in a motivating atmosphere (Ms Zainab)

The participants suggested that a key measure of effective English teaching was the ability of the teacher to achieve high results with the students.

If students pass the exams and get good results that means teachers are very good teachers, so one of the traits is the students' achievement, and they should be knowledgeable (Ms Mariam).

Teachers should be able to manage the class, have good communication skills, and should be able to increase students' knowledge in the English language. Let students understand the target language, be able to communicate in English, improve all the skills and be able to study their majors in English by passing their exams each semester and reach the required level in English (Mr Badawi).

Finally, participants also suggested that teachers must have good knowledge of the language education field.

Teachers must be knowledgeable in their field in EGP/ESP so if we find the student are satisfied by passing the exams and have developed in English, that means they are effective (Mr Hamdan)

4.4.2. Teaching Methods

Participants were asked to identify the most effective English teaching methods. Like the teachers (see above) most of the academic managers felt the communicative approach to be the most effective method, as it enables the students to use the language consistently in the classroom and to become comfortable with speaking in English in different contexts.

However, they did acknowledge that this method was sometime more difficult to apply with students who did not already have a certain level of proficiency in the target language.

Personally, the most effective method is the Communicative approach, but sometimes is very hard to apply it if the student's level of English is poor (Mr Badawi).

One of the participants expanded on this point and suggested that other methods might be more effective for those students who were in the early stages of learning English. She advocated for a more relative approach, whereby different methods might be selected in order to adapt to the students' needs and abilities.

I believe that no one teaching method is enough in itself. It all depends on the type of lesson to be delivered and the context of teaching. For example, with beginners, it might be difficult to use the indirect, inductive, approach to language teaching (task-based learning activities for example) as they might find it difficult to discover the rules. However, with more advanced learners in an English-speaking country, language learners might find it boring to follow the teacher as she delivers a grammatical rule explicitly (directly) through the Grammar Translation Method. Thus, to wrap up, the teacher needs to be flexible in selecting the most appropriate teaching method based on the context, students' levels, and their needs (Ms Zainab).

Like some of the teachers, the participants also identified the grammar translation method as the least effective method, in addition to the audio-lingual method, due to the fact that it results in learning aspects of the language out of context.

4.4.3. ESP and EGP

The academic managers were also asked about the differences between ESP and EGP, and whether or not teachers should be expected to use different methods and strategies for each. Once again, the responses were divided, with two of the participants suggesting that there is no real difference between the methods and strategies used in the two classes, and two suggesting that there were key differences. Ms Zainab suggested that the ESP classes were slightly more challenging, but the same methods would be used for both classes, due to the

way in which the courses are structured in the ELC. The English lessons follow an integrated approach, rather than focusing on just one language skill at a time, and this method is followed in both ESP and EGP classes. However, the focus was considered to be slightly different, with different types of content utilised in both. Similarly, Mr Hamdan indicated that there should be no real difference between the two.

I believe that a good teacher, if a hard-worker, can be a good EGP and ESP teacher. ESP surely requires more effort on the part of the teacher as the specific field of study might not be familiar to her at all... As for the teaching strategies, I believe that they are basically the same (especially when both the EGP and ESP courses are integrative and do NOT focus on one specific skill or language component, the way courses are structured in the ELC-UQU). But, the focus is a little bit different. While in the EGP course the teacher focuses more on the development of language skills towards building the student's basic ability in English language, the focus in the ESP course should be more on the terminology within the context of the four skills. In the ESP course, the teacher needs to find suitable strategies to encourage and motivate students towards learning more and more field-specific terminologies (Ms Zainab).

From my teaching experience, the good teachers can use various integrated methods for teaching both ESP and EGP, there is no difference in teaching methods (Mr Hamdan).

However, Ms Mariam and Mr Badawi suggested that there were fundamental differences between ESP and EGP. Ms Mariam indicated that the content of the EGP lessons was dull and repetitive, and that students tended to prefer the ESP classes, even if they were slightly more challenging.

Yes, it is totally different in teaching. The EGP is boring for students, not interesting to them, and kind of repetitive, but we are trying to make it interesting and more fun for them, but the ESP is very fun and interesting to them although the ESP requires lots of effort, but they love it more than the EGP, especially the medical students. I don't think that there is a specific criterion for each, that would depend on the teachers, on how they usually handle each curriculum of EGP/ ESP (Ms Mariam).

Honestly teaching ESP and EG are different: in the EGP we can use different methods and techniques, we can adapt various activities, we can elicit from the students the target language, but when it comes to the ESP that's totally different, the teachers should dominate the class to give the students the target language, the teachers need to make lots of efforts to make the lesson more interesting and simple (Mr Badawi).

Mr Badawi, moreover, indicated that the two classes were very different, as in EGP, the teachers had much more flexibility in adopting different methods and techniques, whereas in ESP, the teacher needs to take a more central and dominant role in the class in order to ensure that all students continue to learn the vocabulary and skills that are required in their chosen field of study.

4.4.4. Resources at the ELC

The participants were asked about the provision of resources at the ELC, and which technological tools they would like to see introduced into the classrooms. All of the participants indicated that the ELC, at present, was under-resourced, and stated that they consistently apply to the senior management to allocate more funds for new technologies in the ELC, particularly in light of the fact that the number of students enrolled in ESP and EGP classes continues to grow. The participants highlighted technology and equipment that would ideally be available to all teachers within the ELC, including data projectors, computers, textbooks and other audio-visual tools.

Yes, we need more of the technological tools – we are suffering of a lack of these tools. The University doesn't provide enough numbers of these technological tools to the ELC (Mr Badawi).

The ELC yearly is asking the UQU to support us with the technological tools, we are telling them the students number is increasing so the classes are increasing, and we are waiting to have enough amounts of these tools (Mr Hamdan).

The participants also highlighted the differences between different campuses at the university, which means that different ESP classes may have different resources depending on which campus the class takes place.

Speaking about the female section, Abdiah PY (preparatory year) Campus is fine in terms of teaching facilities (although some problems still persist when it comes to white boards and their replacement with smart boards which cannot be used interactively). However, the other PY campus, i.e., Shisha Campus, there is a need for more data-show projectors and a more powerful internet connection in order to fully utilize

technology in teaching. The same thing applies to Zahir Campus in which it becomes extremely difficult to deliver a lesson using PowerPoint presentations (Ms Zainab).

Currently, the ELC is trying its best in providing the technical tools to the teachers and we are always asking the male directors to provide us with these tools, but sometimes we can say the technology is out of our hands. In some classes there are computers, audio visual tools and the internet, but some classes they don't have (Ms Mariam).

4.4.5. Teacher Training

The academic managers were asked about the significance and availability of teacher training for teachers employed in the ELC. The majority of teachers did not appear to believe that have teaching qualifications was essential for teachers and instead emphasised the significance of experience and talent among the teachers.

Some of our very good teachers have degrees in English literature but possess the talents of delivering lessons clearly and motivating students. On the other hand, a language teacher can hold a degree in ELT and not be able to deliver lessons. Thus, I believe a good teacher is a good teacher regardless of whether she holds a degree in language teaching. With talent and experience, she can develop her skills to a large extent. Completing a degree in teaching-related qualification can then help her direct her skills correctly (Ms Zainab).

However, they did indicate that some sort of teaching qualification was useful, but did not believe that this was a very significant determinant of teaching quality.

Yes I think, to have a qualification in English language teaching surely will help the teachers to know the students' needs in learning English (Ms Mariam).

From my point of view, the teaching experience is more essential than the qualifications: the more experience you have more skilled you will be. Also, to have a qualification in ELT, that would be better of course (Mr Badawi).

The academic managers appeared to emphasise the training provided within the ELC more strongly than the teachers, who had generally agreed that there were no real training opportunities given within the ELC. The academic managers all cited the orientation sessions and workshops that were organised jointly with the Oxford University Press and the ELC.

However, they also acknowledged that there were very few other opportunities for teachers to develop their skills within the ELC.

It does through providing orientation sessions and workshops (delivered by the ELC staff and by international entities, Oxford University Press), which help teachers to get their way into the material to be taught. However, I believe a more systematic approach to identifying teachers' needs is important in order to deliver tailor-made workshops specifically meeting these (Ms Zainab).

It does through providing orientation sessions and workshops (delivered by the ELC staff and by international entities, Oxford University Press) that sometimes happened beginning of the academic year aims to explain to the teachers how they should deal with the curriculums, and focuses on the students needs (Mr Hamdan).

The participants did note, however, that there are some teacher training courses that would be useful to introduce into the ELC. All of the participants indicated that specific courses tailored to TESL/TEFL and ELT would be useful for teachers within the ELC.

One possible course that I believe that ELC needs to help its staff get is a TESOL Diploma. This diploma can be done online. This is one way in which the ELC can invest in its staff development (Ms Zainab).

Any courses in ELT would be great for our staff because these courses will help the teachers to expand their knowledge in the ELT word, and of course will show them the most effective way in teaching this language (Mr Badawi).

This indicates that the managers were aware of the utility of providing on-going training opportunities for their staff.

4.4.6. Teacher Evaluation

Participants were asked to comment on the methods used within the ELC to evaluate and assess the teachers. They cited the student evaluation forms and student feedback throughout the semester as the principal way in which teachers were evaluated. In addition, however, it appeared that the academic managers also used student performance as a metric for understanding the quality of teaching within the ELC.

We use evaluation surveys by students at the end of the semester. The administration door is always open for students in case they have any complaints or suggestions throughout the semester. The two together can provide continuous and non-intrusive feedback on the teaching/learning process (Ms Zainab).

We just have the students' survey on the teachers performance in the class, it might not be enough and not really very reliable but that's what we have until this moment. I think our teachers are qualified, because we've noticed the students have improved (Mr Badawi).

We use evaluation surveys by students at the end of the semester. I've found this is a very good evaluation method, by this survey then we can see if the students are satisfied by the teachers performance in the class, also we always see the students' results in the exams at the end of each semester. If we notice the students' results are very low then we will have to go back to the teachers and we will investigate the problem and sort it out (Mr Hamdan).

One participant also suggested, however, that the present system of evaluation might be improved by introducing a system of observations of teachers within the classroom to monitor their performance.

The system can improve by establishing an objective, neutral and non-intrusive system to attend teachers' classes to have a closer look at the way the classroom is managed and the lessons are delivered (Ms Zainab)

The participants also commented on the extent to which the students' needs are effectively served by the EGP and ESP classes within the ELC. The academic managers indicated that the students were generally very satisfied with the courses supplied at the ELC, and felt that their academic needs were well-served.

Yes they did meet the students needs and achieve the goals of each course related to ESP. The syllables of the course is covering lots of medical terms, so they are able to make the students are more knowledgeable and confident of their specific field into the next phase, either in the technological or medical majors (Ms Mariam).

The participants pointed particularly to the usefulness of the student surveys in understanding how students felt about the courses, and in understanding how effective the teaching within the ELC was.

As stated above, we have been using them for almost three semesters now. And most of the time, they can help the administration to locate problems and find solutions for them (Ms Zainab).

However, they did notice that sometimes the surveys are not the most effective method of understanding the quality of the classes or teachers, noting that students often used the surveys to demonise teachers in classes in which they had not gained good grades.

It is worthy of notice that they should be dealt carefully as sometimes the students use them as a tool to take revenge on a teacher who was strict with them (Ms Zainab).

4.4.7. Teacher Motivation and Satisfaction

Finally, the academic managers were asked about the strategies within the ELC used to motivate and incentivise teachers. The participants did not appear to indicate that there were any opportunities for promotion, career development or appraisal within the ELC, and instead considered that maintaining their contract was sufficient to ensure that they remained motivated to continually improve their performance.

Really, we don't have any particular appraisal method, and there is no any kind of promotion system in our centre. In my point of view, for non-Saudi teachers, renewing their contract each year would be considered a kind of motivation for them to work harder to be able to keep working in the ELC (Ms Mariam).

The academic managers generally believed that the teachers were very satisfied with the conditions at the ELC, for a number of reasons.

It is difficult to judge from the point of view of administration whether teachers are satisfied or not, my view will be always biased. However, I do believe that in general they are satisfied with a number of points (being treated fairly, having the advantage of

choosing the campus where they would like to teach, they are teaching in Mecca) and are unsatisfied with other points (unavailability of important resources, e.g., printers and data-show projectors, large classroom size, and small staff office) (Ms Zainab).

Most of them yes, we haven't received any bad feedback from them mentioning that they are not satisfied (Mr Hamdan).

However, the participants also noted that there were very few attempts within the ELC to elicit feedback from teachers, relying instead on teachers to come to the academic managers with any concerns.

Yes, we do. At the end of each academic semester, we conduct an anonymous online survey in which teachers can rate the course, deputy, and coordinator on various points. They can also write any comments they have in mind. These are then analysed and read carefully to plan improvement (Ms Zainab).

Our office is opened for the all teachers and students, and we don't reject to listen any feedback from the teachers and the students (Ms Mariam).

Although there is an anonymous online survey for teachers to provide feedback, the managers rely more on the teachers to raise issues and bring them to their attention.

4.5. Synthesis of Findings

The findings of the investigation revealed a number of issues within the ELC relating to English language tuition, resources, and assessment. The academic manager interviews revealed that there are no specific assessment criterion for the ELT teachers coming from the Ministry of Higher Education in the KSA. Rather, the academic manager interviews indicated that the Ministry has very little direct involvement with the ELC. Although there are recruitment criteria used when hiring teachers, these are not strictly applied (due to the difficulties in finding suitable candidates) and are not used to evaluate existing teaching staff within the ELC. The issue of teacher evaluation also emerged as a significant issue, as the teachers are only evaluated on the basis of student surveys and exam results, which are imprecise, highly subjective, and rely upon the students to take the surveys seriously.

However, the questionnaires revealed that students were not very cognisant of the ways in which they were supposed to provide feedback on their teachers. The manager interview findings revealed that students are forced to complete the teacher evaluation surveys before they can access their exam results, meaning that students are likely to fill them in quickly and without proper consideration, in order to access their results. Teacher interviews demonstrated that teachers are frustrated with the present evaluation system and would prefer different assessment or appraisal strategies. There is a need, therefore, to reform the evaluation systems currently in use within the ELC.

In addition to this, the academic manager interviews revealed that the ELC tends to hire native English speakers even when they do not have sufficient qualifications in ELT, TEFL or TESL. Stricter criteria are applied to Saudi recruits, who must have a relevant masters degree in a field related to ELT or linguistics. This relies on a perception that English native speakers can inherently teach their native language, which, according the literature, is a false premise, as native speakers are often less conscious of the grammatical rules behind the language and therefore may have more difficulties explaining certain aspects of the language. This was born out in this investigation, as the observations revealed the Saudi teachers to be better qualified in teaching, more able to control the classes, and more effective as teachers. Moreover, they tend to use more progressive teaching methods and are focused on student-centred learning and students' individual needs. The non-Saudi teachers, furthermore, tended to use more traditional methods, and focused on covering the curriculum, rather than diversifying their teaching approach and making the lessons more fun and interesting. This finding was supported by the observations and teacher interviews, but not by the student questionnaires.

Another key issue related to this was the fact that the non-Saudi teachers were largely unable to speak Arabic. This prohibited them from interacting effectively with weaker students and

precluded the establishment of a closer relationship between the students. Once again, this was not necessarily reflected in the student questionnaires, but students were far more likely to view the Saudi teachers as mentors and guides than they were the non-Saudi teachers. One of the teachers (Tasneem) mentioned that she hopes the ELC provides some Arabic courses for the teachers who cannot speak Arabic to be able to manage the low average students. This also reflected the lack of training and professional development opportunities given to teachers at the ELC: there is a lack of investment and effort put into the existing body of staff and establishing ways in which teachers can have opportunities to grow and develop in their posts.

Finally, it appeared that there was a significant lack of self-reflective practice among the teachers at the ELC, who were not encouraged to reflect on their own teaching practice and find ways to improve it (see section 4.2.6). This is also reflected in the lack of an effective community of practice where teachers can share ideas with one another and continue to learn collaboratively. This may be as a result of the divisions made between teachers coming from Saudi, Western and developing nations, who are accorded different salaries (see section 4.2.7). This practice appeared to cause resentment among some of the participants and serves to demotivate teachers within the ELC.

Chapter Five: Discussion

The previous chapter presented the results of the four stages of data collection and analysis used within this study: classroom observations conducted by the researcher, interviews with the observed teachers, questionnaires distributed to students, and interviews with academic managers in the ELC. The findings of the investigation raised a number of issues facing teachers, students and managers, in addition to highlighting the principal mechanisms used to assess teacher quality and performance in the ELC. It also provided indications of the primary factors that determine teacher quality, from the perspective of teachers and managers, and the constraints that operate on teaching practice within the ELC and more generally, within a Saudi context. This chapter will discuss the findings of the investigation in relation to the broader literature relating to teacher quality and performance within an EFL setting. The findings and discussion are structured according to the teacher assessment framework presented in the literature review (see section 2.4.2), comprising the following four factors: motivation, training, appraisal and resources. This chapter will also discuss the perceived characteristics of a ‘good’ English language teacher, as described by teachers and managers in the ELC.

5.1. Motivation

As discussed in the literature review (see section 2.4.2.1 above), motivation is a significant factor that may affect teacher quality within an ESL context, and can determine the effort invested by teachers into their professional lives (Deci et al., 1999). Throughout the course of this study, teacher motivation was utilised as part of the teacher assessment framework in order to identify ‘good’ teaching practice in the ELC. Teacher motivation was therefore highlighted as an important aspect of teaching quality, and will be explored further in this section. In order to overcome the challenges associated with their jobs, ESL teachers must be driven to achieve by intrinsic or extrinsic factors that are sufficiently strong enough to help

them to cope with the demands of the classroom and the pressures associated with teaching (Lawrence, 1999). The relatively high turnover of teachers within the ESL field (Johnston, 1997), and the demanding nature of the job, suggests that sustaining teacher motivation is particularly important in order to ensure that teachers remain satisfied in their work and can have a positive effect on students' education (Lawrence, 1999). As a result, it is extremely important to investigate teacher motivation and to develop strategies that will ensure that teachers remain satisfied in their work.

However, as discussed in the literature review (see section 2.4.2.1), motivation is a concept that is extremely difficult to define and quantify, and may mean different things to individuals in different contexts. As a result, definitions of motivation in relation to teaching tend to focus on goal orientation, as per Gardner (1985: p.83), who suggests that "the motivated individual is one who wants to achieve a particular goal, and experiences satisfaction in the activities in achieving this goal". Research in ESL teacher motivation is relatively scarce, and there is little consensus within the literature regarding the principal factors that motivate teachers, although the literature evidences strong intrinsic motivations among teachers in most fields (Dörnyei, 2001). The existing research tends to focus primarily on identification of the micro-factors that contribute overall to teacher motivation, and assessing the relative weight of these factors in order to develop teacher management strategies that will produce more effective teachers. As such, Dörnyei (2001) provides a useful categorisation of factors that may impact upon teacher motivation (see Table. 5.1).

Table 5.1: Micro-factors Contributing to ESL Teacher Motivation

Intrinsic Motivation	Personal desire to educate
	Wish to contribute to society/community
Extrinsic Motivation	Social (macro) factors, (e.g., media, culture)
	Institutional (meso) factors, (e.g., school management)
	Individual (micro) factors, (e.g., relationships in school)
Temporal Factors	Career progression
	Variety in teaching content
Negative Factors	Job-related stress
	Lack of agency
	Workplace conflict
	Boredom (lack of intellectual stimulation)
	Ineffective management

Many of the factors identified by Dörnyei (2001) were raised within the present study, particularly within the interviews with teachers and academic managers. This section will use Dörnyei's (2001) categorisation as a framework to discuss the findings of the present study in relation to teacher motivation.

5.1.1. Intrinsic Motivation

Intrinsic motivation was identified as an important motivator for both Saudi and non-Saudi teachers interviewed in the present study. As discussed in the literature review (see section 2.4.2.1 above) intrinsic motivation may be defined as doing something because it is “inherently interesting or enjoyable” (Ryan & Deci, 2000: p.55). These intrinsic factors are generally related to individual values and ethics, in which the teacher is sufficiently

motivated by their own understanding of teaching as a public or personal ‘good’, and has a strong individual vocation for the profession. Intrinsic motivation connotes the performance of an activity *for its own sake*, and not for any material benefit. This does not necessarily indicate altruism on the part of the teacher, and may simply refer to the sense of satisfaction or well-being they derive from engagement with students and the subject matter (i.e., intellectual stimulation) (Dörnyei, 2001). These internal factors are therefore highly specific to the personal ethics of the individual teacher, and may vary considerably (Sakui & Cowie, 2012). However, within the field of ESL, intrinsic motivation tends to revolve around the personal sense of satisfaction and achievement in helping students to achieve their learning goals (Dörnyei, 2001). Intrinsic motivation is also often strongly linked to the role of emotion among ESL teachers (Sutton and Wheatley, 2003). Teachers’ personal satisfaction and happiness is often manifested in the pleasure of working with students, and joy in observing their progress and development (Sutton and Wheatley, 2003).

In the case of the present study, the majority of teachers reported student-centred intrinsic motivations, and described their incentive to improve their teaching practice in terms of student achievement. Both Saudi and non-Saudi teachers referenced student achievement and academic successes as particularly important in providing them with motivation to improve their own teaching and to continue within the profession. It was interesting to note, however, that the majority of participants emphasised student *achievement* (through formal testing) rather than student well-being or enjoyment of the classes. In fact, two participants indicated that many students were actually pre-disposed not to enjoy the subject or set curriculum, which meant that teaching in this context was particularly challenging. Students in Saudi Arabia are obliged to take English classes, and these participants believed that many students had little genuine enthusiasm for the subject. These teachers reported satisfaction in ‘getting the students through’ despite the fact that they might not enjoy the subject, and once again

pointed to the significance of exam results. Teachers were motivated by students' improvement and progression, but this was once again formulated in terms of achievement and testing. As a result, some teachers appeared to focus disproportionately on higher-ability students, with one suggesting that she was motivated to improve her teaching practice in order to ensure that she could adequately serve the needs of students at the top of the class. This may indicate an unconscious bias towards high-ability students, and a lack of attention devoted within the class to those who appeared to be struggling with the content of the lessons.

It may be suggested that this betrays institutional and cultural values within the ELC, and the wider education system in Saudi Arabia. Significant emphasis is placed on formal testing and exam results, meaning that the learning process is continually oriented towards assessment rather than the holistic development of the student (al-Saadat, 2004). Teachers' conceptualisation of student achievement as success in examinations reflects a cultural tendency to focus on testing as the only prism through which to observe student 'progression'. This, in turn, points to the predisposition within Saudi Arabia to focus on authoritarian teaching methods and prescriptive learning processes that revolve around rote learning and the acquisition of (objective) knowledge (Al-Qahtani, 1995). This further reflects the way in which the Saudi educational system is highly centralised and emphasises conformity over diversity. As a result, relatively little attention is paid to the personal development of the student, and teachers did not seem particularly motivated by student well being or development of critical learning strategies. This does not, however, deny that teachers are intrinsically motivated to ensure students' success, nor the sense of satisfaction and self-esteem that teachers derive from observing their own role in helping students' achieve. However, it may indicate that because teachers derive their self-esteem from student achievement in examinations, this further orients the Saudi education system in favour of

prescriptive teaching methods, assessment-focused learning and a relatively narrow conception of the meaning of 'success' in an ESL context.

Intrinsic motivations within ESL teaching are often linked to teachers' own sense of identity and feelings of security and self-esteem within their working environment. Where self-esteem is lacking, motivation may fall, as teachers are not confident of their ability to achieve their goal (i.e., to facilitate the success of the student) (Kubaniyova, 2009). As a result, within a Saudi context, teacher motivation may be strongly linked to student achievement, due to the fact that their students' achievement becomes a significant metric against which their own performance is assessed. This was reflected in this study through the interviews with academic managers, who pointed to examination results as a key tool used to identify successful teachers. Moreover, some of the teachers expressed their frustration with this, stating that they considered it unfair that some teachers were given classes with high-achieving students, and therefore that they were at a considerable advantage over other teachers. One participant (see section 4.2.6) questioned the allocation of classes between teachers and appeared to express frustration that she was given a more challenging class. The alignment of teaching 'success' with students' performance in examinations, therefore, appeared to have a de-motivating effect on some teachers, who felt that they were placed at a disadvantage compared to their colleagues. This focus on testing and assessment can consequently detract from the sense of wellbeing and achievement felt by teachers, and can therefore reduce intrinsic motivations (Falout, 2010).

Within the present study, the non-Saudi teachers also reported a significant intrinsic motivation derived from the specific context and geographic location of the ELC. Umm al-Qura University is located in Mecca, one of the most significant religious sites in the Islamic world. Mecca holds a very important significance for Muslims as the birthplace of Muhammad and the site of the annual pilgrimage to the Ka'ba within the Islamic calendar

(Peters, 1994). Both teachers and academic advisors emphasised the religious significance of the location of the ELC, demonstrating that the opportunity to work in close proximity to such a significant religious site was a strong motivator in their decision to continue working at the ELC. This religious motivation to teach was significantly more apparent among the non-Saudi teachers than the Saudi teachers, indicating that religious belief was a stronger motivator. This corroborates research undertaken in teacher motivation in the context of faith schools, which demonstrates that religious belief is a strong motivator for teachers to join faith schools, and a significant predictor of their job satisfaction (Convey, 2010). It may be suggested that the reason that faith-based motivation appeared to be more significant for the non-Saudi teachers was due to the fact that they had made an active decision to seek employment in the KSA, and specifically, in Mecca, and so their religious belief was a more conscious factor than for the Saudi teachers. Further research is required, however, in order to investigate the significance of religious belief in teacher motivation within an Islamic context, and how this is manifested in teaching practice, as well as in the decision to join an institution located in a religiously significant area. It is also not clear why the motivation to work in Mecca for religious reasons appeared to be stronger among the non-Saudi participants, or why the managers highlighted this as a particularly significant opportunity for non-Saudi teachers. It may be that the Saudi teachers took this for granted as they were accustomed to live and work in proximity to Mecca and Medina, and that consequently, this did not form such a strong part of their intrinsic motivation to work at UQU.

5.1.2. Extrinsic Motivation

Extrinsic motivation refers to the external and environmental factors that have measurable outcomes for teachers, and can play a significant role in determining teacher motivation (Ryan & Deci, 2000). As discussed above (see section 2.4.2.1), considerable attention has been paid to these environmental factors within the wider literature relating to teacher

motivation, largely because they are more visible and easier to quantify than intrinsic motivational factors, and the findings of the literature review were reflected in the results of this study. Extrinsic motivational factors may include macro (societal-level) factors such as the cultural perception of teachers and the role of the media, meso (institutional level) factors such as the resources, management support and structure of the learning environment, and micro (individual-level) factors such as the specific benefits accrued by the teacher (Dörnyei, 2001; Sakui & Cowie, 2012). Extrinsic motivational factors are, by definition, based on external and environmental factors and are consequently unchangeable by the teacher. In many cases, they cannot be negotiated and must be accepted by the teacher as a part of their working conditions.

At the macro level, wider societal perceptions regarding the role of teachers can operate as significant extrinsic motivators, as demonstrated in the present study. Within Saudi Arabia, and within Islamic cultures more generally, teaching is regarded as a highly respected profession, and is one of the few areas where women have access to employment. Education for both men and women is regarded as a religious duty within the Islamic religion, and the Saudi state has made significant efforts in recent decades to ensure that all Saudi citizens have access to state education. As a result, it may be suggested that teachers are highly valued within Saudi society, and employment as a teacher results in respect throughout wider society. This respect is, ostensibly, afforded to both male and female teachers. However, several of the participants did point to cultural attitudes towards women that indicate a lower-status position for women employed as teachers within the KSA. For example, some participants pointed to difficulties created by gender segregation within Saudi society, meaning that any issues or problems have to go from the teachers, to the female academic managers, and then to the male academic managers. One teacher (see section 4.2.6) suggested that the male managers tended to respond less quickly to the female teachers' concerns, and

that this process caused considerable delays. The male managers have ultimate authority over the female departments, but do not make substantial efforts to improve conditions in the female departments, despite requests from the female managers.

This situation is rooted in gender norms within Saudi Arabia and the prescription for gender segregation within public spaces. Saudi interpretation of the Shari'ah stipulates that women should not hold leadership positions within society, meaning that the male managers have authority over the women's department. However, the teachers appeared to indicate that they receive less attention from the male managers, and are somewhat neglected, and as a result, are unable to effect change as quickly or effectively as they would like. Issues relating to gender equality in Saudi Arabia have been the subject of considerable debate and international scrutiny in recent years, and the role and position of women within society has emerged as a symbol for both sides within the polemic (Hamdan, 2005). For religious elites, the preservation of traditional attitudes to women represents a form of defence against the incursion of Western values and cultural norms, and as such, a tight hold is maintained over curricula and education for women (Hamdan, 2005). These inherent tensions between traditional Saudi culture and the economic need to teach a Western language in an increasingly globalised world forms a core paradox that, as this thesis demonstrates, has implications for ELT in Saudi Arabia.

This study focused specifically on women's departments within the ELC, and the frustrations expressed by some of the teachers, with regard to the difficulties they experienced in making their voices heard with the institutional hierarchy, which reflects these wider social and cultural values. It may also create and foster a sense of apathy among female teachers and managers, who are aware of the cultural barriers that prevent them from taking a more active leadership role within the ELC, and as such, become demotivated. The subject areas and social roles considered acceptable for women are extremely limiting, and further reinforce

their position and status within society, preventing them from accessing leadership positions. In practical terms, this also excludes women from profiting from further professional training or engaging in academic and intellectual spheres outside of the classroom, as their movements and socialisation are heavily circumscribed by gender segregation prescription. In order to combat this, female teachers should be encouraged to organise and develop peer support networks that enable them to share knowledge and develop professionally. However, their capacity to undertake such initiatives is often severely limited. As a result, it may be suggested that the societal norms and values relating to the position of women in society can have a profound impact on female teachers' motivation, resulting in feelings of powerlessness, frustration, a sense of not being valued within society, and a lack of agency to improve working conditions. These feelings can increase apathy and lead to considerable reductions in motivation within the classroom.

At the institutional level, organisational leadership was identified in this study as a key motivator. Some participants explicitly cited the role of the academic managers in motivating them to improve their teaching practice. The role of leadership, therefore, may be seen to have both a potentially positive and a potentially negative impact upon teacher motivation, as a lack of support and respect from leadership figures can be highly de-motivating, whereas encouragement and managers playing a supportive role in teachers' professional lives can lead them to become more motivated. Brodinsky & Neil (1983) suggested three policies, carried out by school administrators, which could lead to higher levels of motivation among teaching staff. These were: shared governance, in-service education and systematic, supportive evaluation. The issue of shared governance is particularly important in ensuring that teachers feel a sense of belonging and investment in the educational institution. It promotes a sense of collective responsibility, accountability and agency, and serves to encourage teachers and managers to work together as a team (Brodinsky & Neil, 1983). In-

service education refers to the creation of a community of practice within the institution and the availability of professional development opportunities. These encourage idea-sharing and interdependence between colleagues, and can serve to elevate overall standards within the institution (Brodinsky & Neil, 1983). Moreover, this can help to promote a culture of self-improvement in a non-threatening manner. Evaluation (as discussed further below) can be highly effective in improving teacher motivation, but can also become demoralising and divisive if not effectively managed. In poorly managed teacher evaluation systems, teachers are placed in competition with one another, and perceived failure can have a highly demoralising and demotivating effect. However, tailored, supportive evaluation systems can also have highly positive effects, providing direction for teachers seeking to improve their practice, and motivating those who have become complacent (Brodinsky & Neil, 1983).

Other institutional factors that may affect teacher motivation include class size, resourcing, and institutionally prescribed teaching practices and curricula (Dörnyei, 2001). The teachers in this study did not comment extensively on these issues, aside from the issue of resources (discussed below). Lack of resources within the institution, particularly in cases where some classes were seen to be better resourced than others, could have a de-motivating effect on teachers. Teachers referenced the curriculum within the ELC as generally useful in providing a framework and content for the lessons, and did not seem to hold strong opinions about the prescribed content. However, the wider literature suggests that over-prescription in terms of course content and curricula often results in a de-motivating effect, encouraging teachers to become complacent, and not invest in developing their own strategies, diverse content and methods (Dörnyei, 2001). This was not identified as a particularly prominent finding in this study, but warrants further investigation within a Saudi context. Finally, class size did not appear to be a significant issue either in motivating or de-motivating teachers to improve their teaching practice.

Individual level extrinsic factors include issues such as compensation, benefits and salary. It should be noted that the wider literature has demonstrated that teachers tend to be motivated largely by intrinsic factors, and are not driven to the profession by the prospects of material gain (Pastor, 1982). The teachers in the present study indicated that they were largely quite satisfied with the benefits and compensation offered by the ELC, with the exception of classroom resources. However, one of the non-Saudi teachers (see section 4.2.7) raised a number of concerns regarding the salary given to teachers of different backgrounds. Salaries in the ELC are calculated on a three-tier basis, and non-Saudi employees from particular nations receive lower salaries for the same work. The different salary received by teachers from developing countries could be the cause of some resentment among the teaching staff at the ELC and may be highly demotivating, as identified by at least one participant in this study. Such discrepancies can reduce the scope for collaboration and knowledge sharing within the ELC and have a detrimental effect on teachers' performance. However, further research is necessary in order to determine the significance of differential compensation for ELC employees.

5.1.3. Temporal Factors

The temporal factors referred to by Dörnyei (2001) are primarily concerned with the long-term factors that contribute to teachers' overall motivation. Teachers are motivated to invest themselves in a career that offers a long-term progression and professional development. Dörnyei (2001) refers to this development as a 'contingent path structure', and cites a number of important factors that can fuel this. These factors include taking on greater leadership roles, developing curricular approaches and content, developing the course offering at the institution, and organising communal professional development activities. This study demonstrated that teachers within the ELC have very few opportunities for career development or progression within the institution, and that this is not widely valorised within

the ELC. Both teachers and academic managers indicated that there were very few professional development opportunities such as promotion, career development or appraisal within the ELC, and instead considered that maintaining their contract was sufficient to ensure that they remained motivated to continually improve their performance. There is very little promotion of an effective community of practice, and teachers are not provided with training opportunities, or resources to organise and attend conferences, despite a demonstrable will for these opportunities from within the teaching staff. This may have a significant impact on motivation, as it negates long-term aspiration and may contribute to a sense of stagnation as teachers spend more time employed by the ELC. It may also result in teachers becoming bored and frustrated with the course content, leading them to stagnate and reducing motivation to continually invest in making their lessons interesting for students.

5.1.4. Negative Factors

The negative factors highlighted by Dörnyei (2001) include factors that can erode intrinsic motivations over the long term. Primarily, teachers may become ‘burnt out’ after long periods in what is considered to be a stressful occupation (Kottler and Zehn, 2000). Teachers may become exhausted, particularly if they are not given sufficient breaks. Additionally, long-term employment may lead to de-personalisation, whereby teachers adopt a cynical attitude towards the institution in which they work, and the colleagues they work alongside. Finally, lack of career progression and personal development can also lead to frustrations that overcome intrinsic motivations. Many of these issues were not explicitly mentioned by participants in the study, but this may be for a number of reasons. First, teachers may have been anxious to present the ELC in a positive light, and may have felt uncomfortable in expressing highly negative opinions about their colleagues or the management style and structure. They also may not have wished to admit to personal fatigue or stress for fear that this would reflect badly on them professionally. Other negative factors that were evidenced in

this study include a lack of intellectual stimulation, and limited agency within the educational institution (Dörnyei, 2001). Teachers in the ELC, particularly female teachers, have very little opportunity to impact upon curriculum or management within the ELC, and appear to feel as though their concerns are not responded to within the senior management. This lack of agency, moreover, may encourage teachers to become complacent or apathetic, and means that they do not effectively invest in the institution as active participants, but rather take a more passive approach.

The demotivation caused by negative factors in the workplace can seriously impact upon teaching quality (Chambers, 1999). Lack of teacher motivation is shown to be passed on to students, meaning that they also become demotivated to work and succeed in the classroom (Galloway et al., 1998). This then prompts a downward spiral, whereby teachers do not feel they are achieving and so become increasingly demotivated. This suggests that perceived success is critical to maintaining levels of motivation among both teachers and students. The implication is that a greater focus needs to be placed on the way in which the ELC allows teachers to monitor their progress, in order to encourage employees to achieve their best in teaching. In order to overcome these issues, a number of measures can be taken within the ELC. Management could make efforts to ensure that teachers feel valued, secure and supported within the academic environment, which may be achieved through the promotion of a workplace culture that fosters collaborative professional development (Chambers, 1999). Workplace recognition and individual development can improve self-esteem, bolster intrinsic motivation and lead to better outcomes in the classroom (Herzberg et al., 2008).

5.1.5. Summary

This study identified a number of issues relating to teacher motivation within the ELC. Teachers demonstrated strong intrinsic motivations that contributed to their desire to improve their teaching practice. However, this intrinsic motivation can be constrained by cultural,

institutional and individual environmental factors that lead to de-motivation over long periods of time. Specifically, within the ELC there is a profound lack of institutional support, training, opportunities for professional development, and agency for teachers, which may be due to wider cultural issues surrounding the role and position of women in Saudi society. It would be useful to conduct a parallel study in order to establish whether the same issues are evidenced in the male sections of the ELC. In order to bolster motivation the ELC needs to develop methods that encourage the development of a community of practice, provides support and assistance for teachers, and encourage teachers to play a more active role in the governance of the ELC. Additionally, systems of evaluation and remuneration have been isolated as a potential source of de-motivation that must be addressed.

The focus within the secondary literature on these micro-factors in determining teacher motivation has yielded useful results that may be targeted at strategies to improve conditions for teachers and ensure that they are effectively motivated in their professional lives. However, it may also be suggested that the focus on individual factors such as those discussed in this section has obscured the interrelation between factors, and prohibited researchers from gaining a holistic view of teacher motivation *in context* (Kubanyiowa, 2009). As a result, in recent years, a greater emphasis has been placed upon teacher identity and sense of self within the teaching profession. Teacher identity provides a useful prism through which to understand teacher motivation as it places an emphasis on the way in which teachers view their aspirational selves within their existing professional context (Dörnyei & Ushioda, 2009). Teachers are motivated to develop into a projected, aspirational version of their selves, and similarly are negatively motivated not to develop into a 'worse' self, as defined by their fears and apprehensions (Dörnyei & Ushioda, 2009). Teacher motivation is often derived from these projected identities, which continue to shape their careers and professional

conduct (Kubanyiova, 2009). This approach may provide useful future avenues for the exploration and further definition of teacher motivation within an ESL context.

5.2. Training

The wider literature relating to ESL teaching evidences a broad consensus that training is a crucially important factor in producing high-quality teachers, and this was highlighted in the present study (Khan, 2011a). Teacher training refers to the education and learning resources provided for teachers before they embark upon their careers, and during the entire life cycle of their time in education. Studies relating to teacher training and education predominately focus on the period before they begin their professional occupation, and address both the knowledge and skills that teachers are considered to require in order to allow them to execute their jobs successfully (Harmer, 1991). However, the field of teaching and education, and in particular, language teaching, is a constantly evolving area of academic research, which has corresponding practical implications within the profession. As a result, ongoing training and professional development occupies an important place within this thesis. The practice of teaching is culturally conditioned, and subject to considerable change: new methods, initiatives and tools are constantly developed which impact upon teaching practice and the way in which education is culturally perceived. As a result, it may be suggested that teacher education evidences an on-going process, rather than a destination fixed in time, and that teachers are expected to evolve, learn and develop through their careers, through continuous training (Clarke et al., 2004). This concept can, once again, pose a challenge within societies such as Saudi Arabia that are heavily centralised and subject to authoritarian power structures, as it introduces uncertainty and prohibits centralised control.

‘Good’ teachers are expected to adopt a proactive and inquisitive approach to their own professional development and self-improvement as teachers (Harmer, 1991). They should remain up-to-date with current trends and paradigms within teaching practice and actively

seek out resources that can help them to develop their knowledge. Furthermore, they may enrol on training courses and attend conferences in order to learn new skills, including, for example, methods of integrating new technologies in the classroom (Harmer, 1991). In the case of this study, it was important, therefore to investigate how teachers continued to develop professionally and learn new skills. Furthermore, these communal activities are important in creating an effective community of practice, and, within particular institutions can promote a knowledge sharing system, whereby individual teachers source and import new knowledge and experiences into the group (Ur, 1999). This approach can also foster better relationships between teachers within a particular institution, and encourage older, more experienced teachers to operate as mentors for their recently qualified peers (Goodwyn, 1997). However, the result of this investigation evidenced that such structures and processes are not generally made available to teachers in the ELC.

In addition to this, teacher training helps to promote greater reflexivity on the part of the teacher, exposing them to new ideas and forcing them to re-evaluate their own teaching practice and interrogate their identities as teachers (Ur, 1999). This can be a highly productive form of personal development, as it prevents teachers from becoming complacent and encourages them to continuously develop. However, within certain cultural contexts, this approach may be interpreted as a form of weakness or lack of confidence, and a culturally reinforced sense of embarrassment may inhibit teachers from addressing their own practice critically. This was evidenced by the results, as discussed in the following sections, where teachers appeared to be reticent to discuss areas for professional improvement. Khan (2011a) identifies this problem in Saudi Arabia, where teachers often are reluctant to seek out training as it may cast a slur on their professional abilities. In addition to this, it might be suggested that the very notion of 'personal development' may be regarded as a somewhat individualistic notion within Islamic cultures, where the collective is often emphasised at the expense of the

individual. This is reflective of a broader cultural attitude that must be addressed at an institutional level in order to ensure that teachers are able to continuously develop and grow in their jobs.

This study exposed a number of these cultural prejudices, that appear to be specific to the Saudi context, regarding on-going teacher training within the ELC. The ELC offers very little in terms of professional development and training and teachers did not appear to value training as an important aspect of their professional lives. The following sections address the specific findings of this investigation in relation to training, focusing on the qualifications and backgrounds of participants, the opportunities for professional development within the ELC, and the specific methods preferred by teachers and managers, as a result of their training and educational backgrounds.

5.2.1. Teacher Qualifications in the ELC

The teachers who participated in this study came from a variety of educational backgrounds, and had different levels of qualification in relation to EFL. Five out of the eight participants had a specific qualification in TESOL/TEFL (three out of the four non-Saudi teachers and two out of four of the Saudi teachers). In recent years, there has been an increasing amount of academic literature devoted to the importance of ESL-specific qualifications and training for teachers. Increasingly, the consensus appears to be that some form of ESL qualification is preferable, as it contains methods and approaches that are specifically geared towards foreign language learning. ESL-specific qualifications tend to prepare teachers for the types of behaviours, errors and patterns they are likely to encounter among students within the classroom (Al-Hazmi, 2003). This training allows teachers to become proficient in student-centred approaches to language use and learning, and to focus more of the speaking time within the classroom on students. Within an ESL context, the teacher typically takes a less prominent role within the classroom, and operates as a facilitator, observer and on-demand

assistant to the students. Teaching methods tend to be oriented around communicative approaches that focus on production of the target language in 'natural' contexts (Al-Hazmi, 2003).

The ELC does not require teachers to have any specific training in ESL, although over half of the teachers sampled in this study did have a TESOL/TEFL qualification. All of the participants had an MA degree in subjects such as education or English language/literature, apart from one who had a degree in nursing. However, when asked about their educational background and training, several participants indicated that they thought that their training was less significant than the on-the-job experience they had amassed during their time in teaching practice. Those who did reference the significance of training described the benefits in terms of the extra confidence they gained with qualification, suggesting that the value attached to training related more to social and professional status than the specific skills and knowledge acquired (see section 4.2.5). This may be a result of a number of different factors. First, it may be that the social and cultural context within Saudi Arabia means that training is viewed differently. Qualifications were considered to connote professional status, and were viewed as a way for teachers to build self-confidence and authority in their profession (Al-Hazmi, 2003). This may reflect cultural values within the teaching profession within Saudi Arabia, where qualifications are regarded as a source of empirical justification of the individual teacher's authority.

Second, this attitude may also reflect a cultural prejudice for native English speakers, which is a well-documented issue in many countries where English is not the native language (Al-Hazmi, 2003). Native speakers are often assumed to have the ability to teach English, and are often hired due to the perception that it is important for students to hear the target language used by a native speaker. In many cases, therefore, English native speakers work aboard with no qualifications or rigorous training, and are assumed to be experts in the field simply due to

their command of the language and the fact that they speak with what is perceived to be an ‘authentic’ accent (Harris and Sass, 2011). This has also provided a foundation for the assumption that in order to teach English, the principal skill required is a perfect grasp of the target language, thereby undermining the need for specific teaching related qualifications. Third, teachers may have underestimated the role of qualifications and education in relation to the current teaching practice because they did not consider that it had provided them with an adequate foundation for their professional careers. Rather, it may be that teachers found that they learned much more from their daily experiences in the classroom than from the training that they had received (for those with a TESOL or TEFL qualification). This suggests greater attention must be paid to the way in which EFL teachers within Saudi Arabia are prepared for work, and may indicate deficiencies in relation to the current measures for training EFL teachers.

5.2.2. Professional Development Opportunities

The findings of this study revealed that the ELC offered very few training and professional development opportunities for the female teachers observed and interviewed. As described above, it is unclear whether similar problems may be observed among male teaching employees, or whether this lack of training is a problem that exists primarily among female teachers. Aside from an annual orientation meeting to review the curriculum, teachers were not provided with any formal training in the preferred teaching methods used in the ELC, meaning that teaching methods were generally derived from the specific preference or knowledge of particular teachers. In addition to this, the management of the ELC does not appear to encourage teachers to engage in further training, or to facilitate areas for professional development. Several participants (see section 4.2.5) in the study remarked upon this, and expressed a wish for language training courses, funding for additional TESOL/TEFL qualifications, and the provision of conferences, lectures and seminars for teachers.

These opportunities for professional development have been shown to have highly positive effects on teacher motivation, self-appraisal and classroom performance (British Council, 2012). Local, regional and international teacher conferences provide an important hub where teachers from different institutions, backgrounds and cultural contexts can share their experiences, knowledge and expertise with others in their profession. Furthermore, such conferences are often conducted in English, giving teachers an opportunity to exercise their language skills naturally in a social and professional context. These conferences are also highly motivating, providing teachers with ideas and advice that can be intellectually stimulating, and providing them with goals and targets to aim for. Engaging with different ideas, styles and methods of teaching prompt teachers to reflect on their own teaching practice and seek out strategies for self-improvement.

These methods of professional development, aside from formal teaching qualifications, attest to the importance of participation in a community of practice for EFL teachers. By fostering a sense of collective inquiry and knowledge sharing, teachers may develop their own skills and knowledge collaboratively. Within the present study, no such community of practice exists within the ELC, and teachers do not appear to be encouraged to share ideas and information with their peers, or to compare different approaches. It is likely, within a Saudi context, that such activities are constrained by the restrictions placed upon women in terms of travel and mixing with their male peers. However, the rise of new technologies means that this type of knowledge sharing can be facilitated in the online environment. First, it would be possible for teachers at the ELC to develop loosely structured workshops where employees would be able to share their experiences, discuss problems and potential solutions to the issues that they face in the classroom. The ELC management should take an active role in encouraging such activities, which would foster a sense of community within the ELC itself. Second, the online environment offers the ability for teachers to establish forums and blogs where teachers from

across the country could engage in dialogue, which would not require the need for any teachers to travel. Webinars can form effective substitutes for conferences in this case, and could have a profound impact on teacher motivation, self-esteem and teaching quality. The fostering of such professional communities, moreover, can provide a source of advice and support for teachers in moments where they are struggling to cope with the demands and challenges associated with ESL teaching.

One of the areas highlighted by teachers was the need for training in the area of IT and use of different technologies within the classroom. Interestingly, teachers appeared to feel more of a deficit in their IT skills than their spoken or written English skills. This may have occurred for a number of reasons. For example, it may have been that teachers felt more comfortable highlighting a lack of skills in IT as a more 'acceptable' self-criticism than highlighting their deficiencies in English: i.e., they may have been reluctant to expose their weaknesses in the core subject. It may also have been as a result of the fact that the use of technology in the classroom is a widely discussed area in which teachers were anxious to show that they were proactive. Teachers appeared to have an awareness of the importance of integrating new technologies into the classroom environment, and the potential benefits that could bring to their teaching practice. However, in other areas of professional development, teachers were less forthcoming about the types of improvements they would like to see within the ELC. As indicated above, many of the participants (both teachers and managers) did not appear to attach a high value to qualifications or training, emphasising instead the importance of experience amassed in the classroom itself. The teachers indicated that they were becoming more confident and experienced in teaching with each year at the ELC, learning new skills through the experience of teaching there. Similarly, whilst the managers acknowledged that training and qualifications were important within ESL teaching practice, this should not be considered as a key determinant of teaching quality. Instead, they emphasised factors such as

experience and natural talent as a teacher. This may indicate an obstacle to the introduction of additional professional development opportunities within the ELC. If teachers are not aware of the potential benefits of professional development, they may view such initiatives as an additional burden. It is essential, therefore, to ensure that any additional initiatives are implemented in consultation with teachers, and are presented in a non-threatening and positive manner.

One of the key findings from the study indicated that managers within the ELC need to play a much more proactive and supportive role in encouraging teachers to develop themselves professionally. This could be achieved through the creation of small support groups, or Critical Friend Groups within the ELC itself, seeking funding for further training, or encouraging teachers to focus on specific academic areas in which they have an interest and supporting them in their own personal research. This is likely to have beneficial effects for teacher motivation and morale within the ELC, in addition to improving teaching practice and producing more engaged, proactive teachers.

5.2.3. Teaching Methods in the ELC

This investigation also sought to discover the types of methods and teaching strategies favoured within the ELC, from the perspective of both the teachers and the academic managers. Teaching methods, strategies and approaches are often indicative of teachers' training and academic background, and provide insights into the effects of training on teaching practice. Moreover, the issue of educational methods within Saudi Arabia has attracted a great deal of attention in recent years, as the government has attempted to promote more modern approaches to teaching that involve critical thinking rather than simply rote learning (Hamdan, 2005). Historically, Saudi Arabia has favoured an approach to learning that is heavily focused upon educational paradigms that are now considered to be outdated within modern scholarship. The rise in student-centred learning in Western teaching contexts

is derived from a fundamental shift in the conception of knowledge as a commodity to be transferred from teacher to student, to one where students take a more active role in their own learning processes. This has led to a re-formulation of the role of the teacher, who is no longer placed as the point of focus within the classroom, but rather operates as a facilitator of learning (Gibbons, 2006). As such, traditional methods currently favoured in the Saudi environment, such as significant amounts of memorisation, have largely been replaced in Western contexts.

Within an ESL context, there is considerable debate about the most effective methods of language learning, many of which stem from these developments in student-centred learning (Tedick and Walker, 2011). This debate has arguably complicated teaching practice within Saudi Arabia by introducing a wide variety of new methods, but without any established hierarchy, or clear way to choose the appropriate method in a particular situation (Tedick and Walker, 2011). To a certain extent, this was reflected in the present study, where some teachers indicated confusion regarding the range of different methods that could be used within the classroom setting. However, the majority of participants indicated that they felt that coherence and consistency was important in selecting teaching methods, which must be rooted in a clear and coherent strategy, with well-defined objectives, in order to ensure that the lessons catered to students' needs.

Some participants in the study indicated that they preferred communicative or direct methods of language teaching. There was a correlation between the teachers who mentioned this method, and those who held a TESOL/TEFL qualification, which is significant, as the communicative method is widely taught in TEFL courses. However, other teachers indicated a preference for audio-lingual methods (see section 4.2.2), and cited testing as a key element in ensuring that students had internalised vocabulary and language rules. There was a clear division, therefore, among participants, some of whom expressed a preference for student-

centred methods, and others whose teaching philosophy was rooted in more prescriptive methods.

Within the interviews, there was a clear difference between those teachers who preferred communicative approaches, and those focusing on audio-lingual methodologies. Among the managers, the majority of participants specified the communicative methods as the preferred approach, as it enables the students to use the language consistently in the classroom and to become comfortable with speaking in English in different contexts. One teacher (see section 4.2.2) expressed no preference for a specific teaching methodology, and instead highlighted the need for diversity in teaching strategies, in order to ensure that the teaching method does not become prescriptive, but rather responds to the needs of the individual student. Similarly, one of the managers noted that the communicative method could cause issues among lower-ability learners, and that as a result, different methods might need to be selected relative to different students' needs. Primarily, however, among both groups of participants, considerable emphasis was placed upon strategies that encourage students' to express themselves naturally within the target language.

The difference in the teaching methods utilised by the teachers may be a result of the different levels of training received by the different teachers. Audio-lingual and memorisation-heavy methods reflect traditional attitudes to education manifested within the Saudi context. Such methods have been widely discredited in the field of language education, as they do not promote deep engagement within the material. Conversely, communicative methods focus on encouraging students to utilise the language within a 'natural' context: in conversation, based on a will for expression. In Saudi Arabia, traditional attitudes to language learning are reinforced through testing paradigms, which tend to assess internalised knowledge, thereby compounding the problem further. In a will to ensure that students succeed in examinations, teachers may fall back on audio-lingual methods out of necessity.

However, the findings of this study do evidence some positive results. Several of the participants indicated a preference for communicative methods, thereby demonstrating that change is occurring within educational paradigms in Saudi Arabia. Similarly, these changes appear to have support from academic managers, who also expressed a preference for communicative methods. The fact that the teachers who preferred communicative, student-centred methods were the ones who had had specific TESOL/TEFL training further attests to the importance of training for ESL teachers in Saudi Arabia, which may gradually start to effect broader change within the education system. Both teachers and managers identified the grammar translation method as the least effective approach to language learning, thereby demonstrating a move away from the traditional focus on grammar rule, in favour of the use of English in practical settings.

The study also highlighted a significant debate revolving around the use of the native language within the ESL classroom. Monolingualism within the classroom has been subject to considerable debate within language education, and there is no clear consensus on the matter within the literature. Communicative approaches to language learning tend to maintain that students should be exposed to the target language as much as possible, encouraging them to think in the target language rather than formulating sentences in their native language, and then consciously translating them (Jenkins, 2010). This approach is derived from linguistic theories that assume the process of second language acquisition effectively mirrors that of first language acquisition, and can be facilitated through exposure to the language (Cook, 2008). There is a widespread belief that within the ESL classroom, all communication, including instructions and explanations, should be conducted in the target language. However, in practice, as evidenced within this study, this can cause a number of practical problems. In classes where the students are not sufficiently advanced, refusal to provide explanations in the native language can result in a lack of comprehension. This was observed

primarily in the classes of the non-Saudi teachers within the ELC (see section 4.1.4). The non-Saudi teachers observed in this study were unable to speak any Arabic at all, and this had a considerable impact upon classroom management and student comprehension of activities. The observations revealed that in many cases, students within their classes failed to understand the classroom assignments, and discussed them with friends rather than approaching the teacher for help. This demonstrates that monolingualism can prohibit students and teachers from building a productive relationship, and in many cases, stifle the opportunity for learning.

The findings from this study align with recent work by Jenkins (2010), who found that only using English to present activities and explain problems tended to impede any genuine comprehension among students, particularly those of lower attainment. The implication of these findings is that while use students ought to be encouraged to speak whenever possible in the target language, an enforced monolingualism in the classroom is not the most effective way to achieve genuine learning experiences. Rather, the teacher must adapt methods to the specific student or student group, in order to ensure that no critical information is lost. In cases where students simply do not understand instructions and feedback, they are likely to become frustrated and lose motivation to learn. Rather, teachers must be responsive to the needs of their students and adapt teaching methods accordingly. In the case of the ELC, it would be preferable to ensure that non-Saudi teachers received basic instruction in the Arabic language (as one participant suggested) in order to ensure that they can maintain classroom discipline, and ensure that students have understood instructions and explanations.

5.2.4. Summary

This study found that existing training provision within the ELC was lacking, meaning that teachers have little scope for professional development. The ELC does not provide substantial training in the methods and approaches it deems appropriate for use in the ELC,

relying primarily on the curriculum to achieve consistency across different classes. The teachers in the ELC adopted significantly different methods, typically relying on either communicative methods, or audio-lingual methods. The findings also suggested that training and education played a significant role in determining which methods were favoured by teachers, and those who held appropriate TESOL or TEFL qualifications tended to favour communicative approaches. The ELC needs to invest much more in teacher training in order to ensure consistency within the ELC, and also to provide opportunities for the professional development of teachers throughout their careers.

5.3. Appraisal

Teacher appraisal is an important aspect of education management, and must be undertaken regularly in order to ensure that teachers are performing effectively. Appraisal is conventionally thought of in reference to hiring and firing; however, it is suggested that it plays an important, if underappreciated, role in the improvement and development of educational institutions and should be undertaken continuously with existing employees (Ur, 1999). Appraisal is useful for both teachers and academic managers, as it highlights areas for improvement and may direct institutional policy/personal self-development. However, appraisal methods vary considerably across institutions, and must be carefully devised in order to avoid negative impacts (such as stress, resentment or anxiety) among employees (Ur, 1999). This section will briefly review the appraisal mechanisms that currently exist within the ELC, and discuss the findings that emerged from the study.

5.3.1. Student Surveys

The principal method of appraisal, or evaluation, of teachers' performance within the ELC was a student survey, distributed to students at the end of each semester. The survey invites students to rate and comment on teachers' performance, and this, in conjunction with the exam results of students in the class, is used to monitor teachers' performance and ensure that

quality of teaching remains consistent throughout the ELC. Several questions within the interviews with both teachers and managers directly probed the current evaluation systems in place at the ELC, and the way in which teachers reflected upon their own progress and performance. All of the teachers stated that they were only evaluated by the results of the student survey distributed at the end of the semester, and in many cases, this was considered to be somewhat arbitrary and ineffective. Some teachers stated that they found the current system of appraisal deeply problematic because the students could not be relied upon to provide a fair and accurate account of what happened in the classroom. Moreover, due to the fact that students were often in a hurry to complete the questionnaires, they would simply tick arbitrary boxes, without giving their assessment considerable thought. Additionally, as some classes included more proficient students, some of the teachers felt that they were at an unfair disadvantage in the evaluations, and were being punished by disgruntled students who were not happy with their grades. The teachers suggested that many students do not take the evaluation seriously, and may give very little thought to their responses. It may, furthermore, be suggested that this reflects the hierarchical and authoritarian structure within Saudi universities, leading those who are at the bottom of the hierarchy to assume that there is little point in giving their views to those at the top as it is unlikely to have any real impact.

The student surveys did yield some mixed responses from the teachers. Although some were frustrated after having received poor reports, others expressed the view that they looked forward to seeing students' comments, because a large part of their job satisfaction was derived from student satisfaction. Most of the teachers indicated that the students were largely satisfied with their teaching, even in cases where they did not particularly enjoy the course itself. The teachers were generally eager to elicit student feedback and willing to reflect on any necessary changes to their teaching practice. However, teachers did appear to agree that student surveys should not be the only data upon which they were evaluated, and

further appraisal mechanisms were needed in the ELC. Some teachers suggested that the best form of evaluation would be for the academic managers to directly evaluate the teachers themselves, through classroom observations or other methods.

One of the managers (see section 4.4.6) in the ELC indicated that observations might be a useful expansion of the current appraisal system. However, the rest of the managers (3) indicated that they were satisfied with the current strategy of assessing teachers based upon students' reports and (secondarily) performance in examinations. They indicated that students were generally highly satisfied with the educational provision at the ELC, and liked the courses, teachers and curriculum. They viewed the student surveys as an important and necessary part of evaluation at the ELC, which could shed considerable light on the way in which teachers were meeting their obligations in the classroom. However, they did notice that sometimes the surveys are not the most effective method of understanding the quality of the classes or teachers, noting that students often used the surveys to demonise teachers in classes in which they had not gained good grades. It may be the case that the academic managers were anxious to present a positive image of the ELC and so defended the system of student surveys for teacher appraisal.

One of the key difficulties in setting appraisal in an ESL context is to determine what exactly needs to be appraised. It is clear that any evaluation must go beyond subject knowledge as well as focusing on the teaching abilities of the teachers: whether they are able to engage the class, how responsive are they to students' needs, and whether they can translate theory acquired through their training into effective teaching strategies in the classroom (Johnson, 2006). This is highly subjective, meaning that formulating effective appraisal strategies is particularly challenging. Devising and implementing such an appraisal strategy can be time-consuming, and it may be that the ELC does not have sufficient resources or personnel to deal with these tasks. In addition to this, within a system in which students' progression is

largely determined by examination results, it may be the case that there is little incentive in developing more sophisticated appraisal systems for teachers.

In addition to this, although appraisal has a number of positive effects, it may also be viewed by teachers as threatening. Evaluation implies potential success and potential failure, and this can create a stressful and anxious experience for teachers, particularly if they do not feel secure in their jobs (Johnson, 2006). Appraisal fundamentally needs to be oriented as a constructive exercise designed to help teachers, and not as a source of destructive criticism. Appraisal is often discursively linked with the idea of progress, particularly within institutions that are eager to demonstrate improvement and success (Johnson, 2006). As a result, it is often mobilised by academic managers in order to provide support for funding or management decisions. This use of appraisal can mean that it becomes threatening and stressful for teachers, rather than the constructive exercise it is designed to be.

This section has identified that there are a number of issues relating to appraisal within the Saudi context. Primarily, there is a perception that appraisal is constructed as a means of judgement or exclusion rather than a tool for professional development, thereby inhibiting involvement and imposing unnecessary pressure on teachers. This pressure can be particularly debilitating, and lead to a reduction in intrinsic motivation. There is a need, within a Saudi context, to develop appraisal mechanisms alongside training and professional development opportunities, which exist purely for the benefit of teachers, rather than for the purpose of institutional records and goals. Appraisal should function as a form of personal development focused on opportunities for the teacher to grow within their profession. As a result, it is very closely linked with personal development, and should be positioned as a positive tool for teachers, rather than an exclusionary practice that should be feared.

5.3.2. Self Reflection

In addition to formal evaluation processes, self-reflection is a key part of appraisal. Reflecting on one's own professional practices can bring about greater levels of self-awareness, and improve individual understanding of one's own abilities and progress (Johnson, 2006). This ability to actively reflect upon personal teaching practice is increasingly regarded as an important and effective way for teachers to improve their professional practice in a constructive, non-threatening way (Richards & Lockhart, 1994). Self-reflection requires the teacher to critically assess their own practice, identify weaknesses and strengths and mark out areas for improvement. It can also allow teachers to develop personal goals that they can strive to achieve within certain time frames (Mok, 1994). This culture of self-reflection as a source of personal goal setting and professional improvement, is not, however, necessarily a common characteristic within Saudi society.

Reflective practice is essentially a mode of self-observation, which the teachers record their activities, or personal responses to events within the classroom, and endeavour to understand and critically evaluate themselves. Reflection offers an opportunity for teachers to link theoretical knowledge with their own practice-based experiences, and to develop opportunities for change and development (Moon, 2005). Reflective practice is designed to enable teachers to become aware of their own successes and shortcomings, and to therefore develop their own strategies and goals for improvement (Gün, 2011). Within this study, very few of the teachers indicated that they actively engaged in reflective practice, aside from one teacher (see section 4.2.6) who referenced tools such as their professional portfolio and reflections. Very few of the teachers (only two) referred to any kind of reflective practice or peer review, suggesting that these forms of evaluation are not common practices at the ELC, and moreover, that teachers are not conscious of them, or do not consider them to be important.

The introduction of reflective practice in the ELC offers a good opportunity to broaden and develop existing systems of appraisal by encouraging teachers to critically evaluate their own progress. This may be achieved with the support of managers, who may create structured sessions in which teachers present their thoughts and observations (Moon, 2005). They may also share their thoughts with their colleagues and discuss strategies for improvement with them (Gün, 2011). However, the focus should primarily remain upon the appraisal as a constructive mechanism, designed for the use of the teacher herself. This ensures that the evaluation remains non-threatening and constructive, thereby counteracting any inhibitions, anxiety and stress caused by more conventional appraisal methods (Richards and Lockhart, 1994).

5.4. Resources

The final part of the teacher assessment framework of factors that can impact upon teaching practice relates to the resources available to teachers to support their teaching practice. In order to execute their duties effectively, teachers need to be well-resourced. Classroom resources may range from simple tools such as pen and paper, through to ‘smart’ technology such as interactive whiteboards that can be mobilised to support lessons. The findings of the study revealed that the ELC was somewhat under-resourced, with certain departments in ESP receiving more technological resources within the classroom. This may impact heavily upon teaching quality, and can constrain teachers’ ability to provide interesting and engaging lessons that make full use of different technological aids. Teachers themselves referred to the use of technology within the classroom, and cited their own weaknesses and desire for training in this area (see section 5.2.2 above). This section will explore the availability of resources in the ELC, and the extent to which teachers were able to incorporate different technologies into the classroom.

5.4.1. Availability of Resources

In the interviews, teachers and managers both stated that the ELC suffers from a lack of resources, and that the existing resources are unevenly distributed between different departments of the university. For example, the nursing/medicine ESP classes took place on a different campus (al-Abdya) in which classrooms were equipped with more technological aids that could be integrated into the English lessons. These classrooms contained data projectors, audio-visual tools and laptops, which were utilised by the teachers during the course of their lessons. Other subject areas (technology, commerce and EGP) suffered from a lack of technological equipment, meaning that teachers were compelled to rely on more traditional tools and methods in the classroom, such as overhead projectors, or to bring their own equipment, such as laptops. The discrepancy in resource allocation is a result of the fact that certain subjects (e.g. nursing) attract much more government funding, and so are generally much better provisioned. This allows teachers to integrate technology more seamlessly into the learning environment and the lessons. The interviews revealed that the majority of the teachers felt that the ELC was significantly under-resourced in terms of technology provision. Teachers cited a need for computers, mobile technology such as tablets, interactive whiteboards, and audio and video technology. Some teachers indicated that there was a need to create dedicated language learning classrooms in the school, in order to have a dedicated location where classrooms would be equipped with all of the necessary tools and resources that may be used in ESL teaching.

In general, the academic managers agreed that the ELC was under-resourced, and highlighted institutional concerns relating to the difficulties associated with applying for extra funding for resources. The managers stated that they continuously apply to the senior management to allocate more funds for new technologies in the ELC, particularly in light of the fact that the number of students enrolled in ESP and EGP classes continues to grow. The participants

highlighted technology and equipment that would ideally be available to all teachers within the ELC, including projectors, computers, textbooks and other audio-visual tools. However, there appeared to be a wider cultural perception of language education as being ‘technology-light’: i.e., few resources were really needed in the classroom. However, in recent years language education has increasingly adopted new technologies, and it is apparent that technological tools can offer considerable benefits for language teachers. This perception is not, however widely reflected within Saudi society, once again pointing to underlying cultural perceptions about the status of language learning, and specifically English language learning, within the country. Although the Saudi government has made considerable efforts to improve language learning, motivated largely by economic factors, language learning is still not valorised throughout the wider society, nor is it accorded the same level of investment in IT. This may be due to the fact that the perception of language as a body of knowledge to be internalised prevails over the notion that language must be learned interactively, and therefore may mobilise multiple types of technology.

These limitations on the resources available to teachers within the ELC may therefore be regarded as a considerable handicap. In order to achieve results and ensure that students are given the best education possible, teachers must be equipped with sufficient basic resources to allow them to do their jobs (Khan, 2011a). Within a Western context, the field of language education has, in recent years, embraced the use of different technologies within the classroom, providing audio and visual aids that can reinforce the lessons provided, and engage students. In language learning, audio aids can be particularly important, as they allow students to hear the native language being used in an everyday, natural context (Dudney & Hockley, 2007). Video and audio recordings present authentic conversations that students can use to help them practice listening to language in context, and improve their speech production in the target language. Similarly, visual aids can be used to assist in vocabulary

presentation, and computers may be used to provide interactive experiences for students (Broughton et al, 1980). As a result, diverse methods and resources are now commonly integrated into the ESL classroom. The lack of sufficient resources in the ELC may therefore function as a significant constraint for teachers, and ultimately have negative implications for the quality of teaching within the ELC.

5.4.2. Use of Technology in the Classroom

The interviews, observations and student questionnaires all provided information regarding the current use of technology within the classroom at the ELC. Most teachers said that they integrated audio and video recordings into the classroom, and cited the potential benefits that this could have on learning outcomes. They noted that these tools help to sustain students' interest and allow them to listen to native speakers use the target language. However, teachers also emphasised the need for a wider variety of tools within the classroom, drawing attention to the way in which a full range of resources may be mobilised to help student acquire the language more effectively. It seems, therefore, that the current use of technology in the ELC is relative limited. The findings of the study indicated that teachers were willing to use technology in the classroom and integrate it more fully into their teaching practice. However, the lack of resources at the ELC formed a considerable barrier to this.

The rise of the internet, and the development of increasingly intelligent tools and applications in recent years, have opened up considerable opportunities for language teachers. These new internet technologies offer a range of functionality that may be exploited by English language teachers, allowing students to have authentic interactions online with native speakers, rather than simply listening to recorded messages (Linder, 2004). The internet allows teachers to seamlessly integrate audio, visual and text into one medium, and the extent to which students are now computer literate means that they should have few problems in understanding and coping with the technology (Murphy, 2011). The internet has had a transformative impact on

ESL teaching, increasing efficiency and promoting more interactive experiences. The integration of such technologies can operate to effectively motivate students and encourage them to participate more actively within the classroom (Saraswati, 2004). The internet can help students to become more attuned to the language in real life contexts and so improve their speaking and listening skills (Mangal and Mangal, 2009). As a result, in many contexts, dedicated language laboratories are being developed which are fully equipped with all of the necessary technology for language learning, including projection materials, interactive whiteboards, internet and audio visual tools (Khan, 2011a). Language teachers now use a wide range of supportive tools and technologies in order to support their teaching practice.

Mobile learning is another area in which technology has expanded the potential for language learning in different contexts. Mobile technology allows users to access the internet on demand, meaning that applications can be created that allow for site-specific learning activities (e.g., prompting students to name all of the objects around them). Image recognition technology has now advanced to the extent that applications are available that allow people to learn a language by reacting to the world around them. This is expanding the diverse scope of activities that can be used to reinforce lesson learned in the classroom, and chat rooms/threads can be created to encourage student to practice and learn together outside the classroom. These ‘smart’ technologies, used both inside and outside of the classroom, are gradually transforming language learning. The scope of current technology for language education, therefore, goes far beyond the existing tools utilised by teachers within the ELC. This study demonstrated that teachers remain wedded to relatively traditional technologies, and have not begun to integrate online technologies and tools into their teaching practice.

Despite being noted for religious traditionalism and conservatism, the population of Saudi Arabia are the world’s most prolific internet users. Saudi citizens download more material online than any other nation in the world (Simsim, 2011). As a result, it may be suggested

that within Saudi society, the introduction of technology into teaching practice is unlikely to cause significant technical problems. The Saudi youth are increasingly technologically literate, and tend to be comfortable engaging with online technologies. As a result, the students in the ELC are likely to be highly receptive to the use of technology and capable enough to integrate it seamlessly into their learning habits. For teaching staff, however, this may be more challenging. The integration of technology within the ELC must also be accompanied by thorough training and support for teachers (Yunis, 2007). Notwithstanding the potential difficulties associated with the adoption of new technologies, this can also have a significantly positive impact on teachers' self confidence, empowering them within the classroom and within the institution. Successfully adopting technology can encourage teachers to feel secure and capable, which in turn may have a positive impact on their motivation (Yunis, 2007).

The principal drawback in the adoption of new technologies within the ESL classroom, however, is the fact that new technology quickly becomes out-dated. The pace of technological change means that new technologies and tools must be continually updated and changed, forcing teachers and students to re-adapt to new methods and tools, and incurring considerable costs. As a result, integration of new technology into the classroom must occur on a continual basis, and teachers and students alike must be prepared to be flexible and adapting to new tools (Yunis, 2007).

5.4.3. Summary

The findings of the study indicated that, within the Saudi context, teachers are likely to be highly receptive to further integration of technology in the ESL classroom. Furthermore, the literature demonstrates that using a wide range of technological aids can have particularly beneficial effects upon student engagement, can offer students the ability to listen and interact in authentic situations within the target language, and reinforce core lessons and information

in the classroom. In addition, the use of technology can have benefits for teachers, imbuing them with greater levels of confidence and facilitating their teaching practice. However, the present resource allocation within the ELC has resulted in an unbalanced distribution of resources and technology, and is largely quite limiting for teachers. This represents an important area for potential improvement, although the introduction of new technologies must also be accompanied by suitable training strategies to ensure that teachers are equipped to use technology effectively.

5.5. Characteristics of a 'Good' Teacher

The final section of this discussion returns us to a principal research topic in this dissertation, namely, the characteristics of a 'good' English teacher, as identified by the teachers and managers interviewed within the study. These questions were focused on identifying the core values within the ELC that determine the definition of a 'good' teacher. The elements identified by teachers and managers relate strongly to the four factors discussed above (motivation, appraisal, training and resources) but also focus on personal attributes and skills that are considered to be important within teaching practice. Identifying a 'good' teacher is a subjective process that is likely to differ considerably between cultures and different value systems. It is difficult, therefore, to develop an inclusive framework of attributes that determine a 'good' teacher. This study will assess the characteristics of a 'good' teacher as defined by teachers and managers within the ELC, and assess how this aligns with teacher attributes as defined in the wider academic literature. It will first, however, present the official criteria for identifying a 'good' teacher within the ELC itself.

5.5.1. Framework Used to Identify 'Good' Teacher in the ELC

The academic managers were asked about the criteria used by the Ministry of Higher Education and within the ELC to identify 'good' English teachers. With respect to the Ministry of Higher Education, there did not appear to be any particular criteria adopted for

the field of English language teaching. Moreover, the ELC appeared to have very limited contact with the government ministry, which deals primarily with the central university administration. The ELC receive all of their instruction from Umm al-Qura University, and so rarely have contact with the Ministry of Higher Education. This describes the institutional relationship that exists in the hierarchy between the government ministry, university and ELC, which is highly linear. All activities within the ELC are managed and mediated by the university, meaning that the ELC has no direct contact with the government ministry. There is also very little awareness within the ELC of the role of the government in defining educational practices and values. It is difficult to comment, therefore on the role of the government, which is felt only indirectly within the ELC. Further research is necessary in order to understand the way in which government policy has a practical impact within the ELC itself.

The ELC appeared to have a number of specific criteria that they look for when attempting to identify and recruit 'good' English teachers. Prior experience of teaching was not necessary, and neither was any formal qualification in teaching English. However, the requirements stipulated a degree (at least MA level for the Saudi applicants) in a related field, which includes education, English language, or linguistics. Significantly, the criteria for recruitment of foreign teachers is different to that of the Saudi teachers. Saudi teachers were required to have at least an MA in an ELT related field, whereas non-Saudi teachers, particularly if they were native English speakers, did not require the same qualification. Although the academic managers stated that no preference was shown to native speakers of English, the institutional requirements betray a cultural perception that native speakers of English were perhaps regarded more highly as English teachers.

As discussed above, this demonstrates the presence of a cultural assumption that the basic skill required to teach English is knowledge of the language itself, and not specific training in

teaching methods. This is a reflection of the relative lack of attention paid towards teacher education within the KSA (Hamdan, 2005). Although the government has invested heavily in recent years in education initiatives, similar efforts have not been made in the field of teacher education, which evidently limits the scope of any educational reforms. There is a clear need, within Saudi Arabia, to develop a comprehensive teacher education programme with clearly defined goals. At present, there is no co-ordinated teacher education strategy and this is one of the problems that is limiting the development of education within Saudi Arabia.

5.5.2. Teacher Qualities

Both teachers and managers identified a number of key characteristics that they believed to contribute to make a 'good' English teacher in the ELC. Clarke et al. (2004) established a list of six core skills of a high quality English teacher: planning, knowing, preparing, explaining, monitoring and assessment and leading. All of these characteristics were raised by participants within this study. For example, teachers and managers cited the importance of motivational skills, and the ability to inspire students to want to continue their learning. They also cited patience and enthusiasm that would enable them to create a positive learning environment for the students. Several teachers and managers referenced the ability of teachers to effectively plan, deliver and monitor lessons, and to provide feedback and support for students on demand. Additionally, some teachers suggested that knowledge and ability of technology was a marker of a 'good' teacher. Many of the participants specifically outlined this as an area in which they would like to improve their own teaching practice, indicating that the use of technology was valorised within the ELC, even if it was not necessarily widely adopted. Another key quality raised by the participants was the ability of the teacher to provide variety within lessons and to maintain the students' interest. They suggested that using different educational media and activities would sustain the students' attention, and reinforce different lessons.

One key difference between the teachers and the managers in relation to this question related to the relative significance of teacher knowledge and education. The academic managers focused on this aspect, perhaps indicating once again, that traditional cultural perceptions relating to the concept of knowledge and its transmission from teacher to student, still implicitly prevail within the ELC, and more generally within the KSA. Managers were also more likely than teachers to emphasis punctuality, organisation and efficiency, perhaps reflecting the different values and workplace priorities shared by the teachers and the managers. All participants agreed that excellent communication skills, within the target language were necessary to be a ‘good’ teacher of English. Once again, the specific qualities identified by the teachers indicate the specific values that underpin perceptions of ‘good’ teaching practice within the KSA.

5.6. Summary

This study identified a number of cultural, environment and administrative issues that currently affect English language teacher quality within the ELC at Umm al-Qura University in Saudi Arabia. Teacher quality in Saudi Arabia may be enabled or constrained by four principal factors: 1) the extent to which teachers are motivated (by both intrinsic and extrinsic factors) to invest themselves in their work; 2) the systems in place for effective training and professional development for English language teachers; 3) the judicious and constructive use of appraisal to identify successes and areas for improvement, and 4) the extent to which the educational institution is well-resourced, allowing teacher to embrace new technologies. This study identified a number of areas for improvement in all of these areas, which could elevate teaching standards and improve working conditions for ESL teachers in Saudi Arabia. These factors, as discussed above, may have a significant impact on the quality of teachers within the ELC. The following chapter will draw together the discussion and present the conclusions

of the study, with reference to the research questions, in addition to making specific recommendations for improvements within the ELC.

Chapter Six: Conclusions and Recommendations

English language education within Saudi Arabia has emerged in recent years as a key area requiring academic research, as the Saudi authorities attempt to raise the standard of English throughout the country. Proficiency in English has emerged as a pre-requisite for Saudi students in a variety of fields, yet student proficiency has remained low despite government efforts at reform and investment. This study was designed to investigate the current state of English language education within Saudi Higher Education, and to address the way in which English language teachers can improve the overall standard of English language education in Saudi Arabia, focusing on a case study of the ELC at Umm al-Qura University. The investigation focused on female students in the preparatory year at the ELC, studying both EGP and ESP. The findings of the investigation, drawn from an exploration of the perspectives of students, teachers, academic managers and the researcher's own perspective as gathered in the classroom observations, indicated several key areas for improvement in the provision of English language education.

6.1. Conclusions

The study exposed a number of factors that impact on English language teaching quality in the ELC. These factors ranged from the macro level (broader cultural perceptions relating to language tuition), through the meso level (the institutional context), to micro level factors (individual characteristics). In order to improve teaching quality, all three levels must be targeted and taken into account in order to effect lasting change and improvement. This section will present the main conclusions of the study, structured according to these macro, meso and micro level factors affecting teacher quality.

6.1.1 Macro-Level Factors

The findings of the investigation indicated that teacher quality in Saudi Arabia is significantly affected by broader cultural factors within Saudi society. These factors include the relationship between traditional Islamic cultures and the West, attitudes towards gender segregation and the role of women in society, and the prevalence of authoritarian power structures within the educational system. One of the most significant issues affecting the Saudi education system, emerging from the literature, is the prevalence of authoritarian and prescriptive approaches to teaching and learning. These problems were evidenced in the present study, although the findings indicated that educational paradigms in Saudi Arabia may be very gradually shifting. This study found that within the EFL classroom, teachers were cognisant of the need to develop communicative and interactive approaches to language learning. This represents a significant departure from the literature, which highlighted the prevalence of grammar-translation methods, and prescriptive pedagogical approaches (Al-Hazmi, 2003). However, the classroom observations also indicated that despite the assertions of teachers, in many cases, students were not being encouraged to interact in the target language, and that some teachers reverted to authoritarian approaches. This represents a breach between what teachers know and profess to practise, and what actually occurs inside the classroom. These findings suggest that despite improvements in teacher education in recent years, and the fact that teachers hold theoretical knowledge about different teaching approaches, underlying cultural perceptions mean that teachers may still default to authoritarian models within the classroom.

Notably, the Saudi teachers observed and interviewed in this study appeared to apply student-centred and communicative teaching approaches more consistently within the classroom than their non-Saudi counterparts. Based on the conclusions of the literature review, it might have been expected that the study would have demonstrated precisely the opposite, which raised

the question of why there was such a notable difference between the two groups. The sample size of this study is too small to draw any firm conclusions in relation to this issue, but there is a need to investigate further. The effects of this did appear to be mitigated, however, when teachers received adequate training. Teachers who hold a TEFL or TESOL qualification were more likely to use communicative methods. Additionally, in “difficult classes”, i.e., in cases where the teacher had difficulty maintaining order, she was more likely to revert to authoritarian methods. This suggests that teacher education and training should equip teachers with the knowledge and skills to ensure that they execute communicative and student-oriented pedagogies more successfully.

One of the most significant findings of the research, therefore, was the way in which cultural perceptions and constraints also operated upon the quality of English language tuition in Saudi Arabia. As discussed in Chapter Two, contemporary Saudi society is characterised by a paradoxical relationship between Western influences and its own traditional culture (see section 2.2.4). Although the country has rapidly modernised over the course of the 20th and early 21st century, society, politics and culture within the country remain staunchly traditional, cleaving to a radical interpretation of Islamic doctrine that imposes particular constraints upon the population. Within Saudi society, men and women are segregated in public space, and the education system remains married to an authoritarian, hierarchical structure that promotes a particular conception of knowledge and learning (Khan, 2011a). Saudi students are generally not encouraged to develop their critical thinking skills, and are expected to absorb prescribed knowledge and skills in a passive manner. Pedagogy remains rooted in a teacher-centred learning paradigm, so limiting opportunities for students to develop and direct their own learning processes. In the case of English language learning, this underlying pedagogical culture has a number of implications.

The findings of the study do indicate that teaching paradigms in Saudi Arabia may have started to shift. Both teachers and managers were aware of the need to use student-centred methods, and were competent in discussing their implications. However, despite their statements in the interviews, several teachers did fall back into authoritarian and prescriptive teaching methods, rather than encouraging the students to take control of their own learning process. There is a need, therefore, to ensure that teachers are given practical guidance on how to promote these methods in the classroom setting, rather than simply relying on teachers' theoretical knowledge of appropriate teaching paradigms.

Taking a broader perspective, the English language itself plays a role within a wider polemic within Saudi society, in which fears are expressed regarding the potential for English (and associated Western cultural hegemony) to extinguish local, traditional and religious values. Paradoxically, however, there is a recognised need to promote the study of English, and a general will on the part of the population to learn the language. In order to circumnavigate this paradox, English within Saudi Arabia is often taught separate from its cultural context. Furthermore, there is a perceived need on the part of the state and the religious *ulema* to prescribe the way in which English is taught. This issue impacts upon the quality of English tuition in the country, as it limits the opportunity students have to pursue genuine interactions in English. Where English is taught without reference to English-language cultures, Saudi students acquire the language within a Saudi cultural frame, leading to a dislocation between language learning and culture (see section 2.3.2.2). This operates to the detriment of speaking and listening skills among Saudi students, meaning that they do not develop an awareness of culture that can assist them in using English in practical situations.

Finally, at the macro level, cultural perceptions surrounding the role of women and gender segregation in Saudi society also appeared to impact negatively on the quality of teaching in the ELC. Gender segregation is extremely clear within the ELC, prohibiting knowledge

sharing across the male and female sections, and at times, resulting in an unfair distribution of resources (see section 4.2.4). As noted in the interviews with the female academic managers, leadership positions within the female section of the ELC are typically filled by men, meaning that female managers and teachers have little opportunity to effect change (see section 4.4.4). Moreover, it was suggested that male managers do not prioritise the needs of the female section, meaning that any proposed changes are often sidelined. Gender segregation in Saudi Arabia is culturally rooted, rather than being linked necessarily to Islamic doctrine, although the fact that cultural norms are often legitimised with religious rhetoric makes them difficult to challenge. There is a need, therefore, to push for change in cultural perceptions and allow women leadership positions within the ELC. These factors, as demonstrated in this study, have a significant impact upon English teaching quality in Saudi Arabia and pose a significant challenge to advocates of reform. It is important to note, however, that it is not sufficient to import solutions or strategies from a Western context: rather, educational reform in Saudi Arabia must be religiously and culturally sensitive if it is to be successful.

6.1.2. Meso-Level Factors

A number of institutional factors were identified in this study as appearing to impact upon teacher quality in the ELC. One of the main problems was the lack of institutional support for professional development and training among teachers. This appeared to be culturally rooted, with few teachers and managers understanding the need or importance for professional development. In particular, women's ability to form effective communities of practice was heavily constrained by the restrictions on their movement and socialisation within Saudi society (Harris & Sass, 2011). It may be that the concept of personal development is perhaps not as culturally relevant in Saudi Arabia, where the individual is often construed as subservient to the collective (Smith & Abouammoh, 2013). As a result, the emphasis placed

on the subjectivity of the teacher, and the sense of self and how it impacts upon the teaching and learning process, is somewhat alien within Saudi culture. Nevertheless, some teachers did indicate that they would like to see more professional development opportunities. There is a need to develop culturally appropriate strategies that encourage teachers to reflect on their own performance and incentivise them to improve their teaching practice. It is expected that this would improve motivation and professional commitment among teachers within the ELC. In addition to this, some teachers were demotivated by the inequitable remuneration given to different groups of teachers. Those from developing nations such as Pakistan or Malaysia appeared to be paid less than Western or Saudi teachers, which appeared to be demoralising and frustrating. It is not clear whether this problem is reflected in other Saudi universities, or whether it is a phenomenon specific to the ELC. Nevertheless, by ensuring equality among staff, and promoting and incentivising professional development, teachers may be more inclined to improve their own teaching practice. In general, there appeared to be few attempts made within the ELC management to incentivise teachers to develop their teaching practice, either through promotion to leadership roles, better remuneration, or appraisal.

One of the problems noted within the ELC was the uneven distribution of resources around the campus. Some areas of the campus were much better resourced than others, creating inequalities between different ESP groups. Nursing students seemed to be much better resourced (see section 4.2.4), and they were also reported to be the more advanced students (in terms of English language skills), thereby creating a cycle in which the more proficient students were better supported than the weaker ones. The majority of the teachers, however, were very positive about the use of technology within the EFL classroom, and anxious to improve their own skills. This is a key area for improvement within the ELC, although a further drive to use technology must also be accompanied with adequate training for teachers

in any new technological tools. Effective training is essential in order to ensure that teachers mobilise the technology effectively.

6.1.3. Micro Level Factors

Finally, micro level factors were also raised throughout the study as having a significant effect on teacher quality. The participants all raised a number of key issues in relation to the desirable characteristics of an English language teacher, including subject knowledge, organisational skills, patience, empathy, and enthusiasm. However, there was no agreed or coherent model or framework in use within the ELC to identify a 'good' teacher. As a result, there is no consistent benchmark against which teaching quality can be measured, in part due to the lack of agreement upon what the characteristics of a 'good' English teacher are. In order to set benchmarks, targets for improvement, and to measure progress, therefore, there must be an agreed upon framework for teachers to be able to measure their own progress and set their own personal development goals.

This problem appeared to be reinforced at both the cultural and institutional levels. The lack of opportunities for personal development for teachers, and the lack of self-reflection on individual teaching practice may be as a result of the cultural tendency to focus on the needs of the collective, rather than the individual. Personal development is not necessarily regarded as a vehicle for collective improvement, and so teachers are not encouraged to reflect upon their teaching practice and develop personal goals. Similarly, there is no institutional framework for teacher development, and no coherent benchmark against which standards are set and may be improved. This does not encourage reflective practice at the individual (micro) level, and consequently stifles teacher development.

Another issue raised throughout the course of the study is that of monolingualism in the classroom. This issue is widely contested within the wider literature (e.g., Jenkins, 2010 and

section 2.3.2.5 above). The findings of this study indicate that the teachers and administrators believed that wherever possible, students ought to be encouraged to speak in the target language within the classroom, and should become accustomed to receiving instructions and asking questions in English. However, it was clear in this study, that non-Saudi teachers who could not speak Arabic were sometimes disadvantaged in the classroom, to the detriment of less proficient students. In many cases, when students did not understand the instructions given in English, they stopped paying attention, and the non-Saudi teachers struggled to control the class and encourage students to remain focused. It should be noted that this was largely a problem for less proficient students, and furthermore, may have been due to a lack of classroom management skills on the part of the teacher, rather than simply due to their inability to communicate in Arabic. It may be that the cultural differences also created a barrier between Saudi students and non-Saudi teachers, which exacerbated the observed difficulties.

6.2. Limitations of the Study and Future Avenues of Research

Whilst efforts were taken throughout the course of this research to ensure that the study was conducted at the highest possible standard, there are a number of limitations. Primarily, difficulties of access within the research setting constrained the investigation, meaning that it was only possible to explore the ELC from the perspective of female teachers and students. This may, conversely, be regarded as a potential advantage, as much of the existing research concentrates on male students and teachers, and therefore this study sheds much-needed light on the situation for female teachers and students (Alamri, 2011). However, it also means that it is very difficult to compare the situation in the male and female sections of the ELC, and the results should be interpreted with the caveat that they primarily apply to only one half of the institution. A useful comparable case study on the male section of the ELC may elicit different results and shed further light on the research questions. In addition to this, the study

could be usefully extended by including some in-depth interviews with students in the observed classes, in order to capture rich data on the perspectives of students in the ELC. Although the study aimed to take account of student perspectives, the limitations of the questionnaire meant that these views could not be explored in detail.

During the research process, a number of issues emerged that limited the data collection and the research. The primary data collection took place over the course of a year, largely due to the fact that it was decided after the start of the data collection to expand the study to include the perspectives of academic managers and students. As a result, the questionnaires and academic manager interviews were conducted a full calendar year after the observations and some of the teacher interviews. Although this was useful, in that it allowed for analysis of the interview and observation data prior to the development of the questionnaire and academic manager interview questions, it also means that the student and academic manager responses were collected in a slightly different context, spanning two academic years. It is hoped that these differences were limited enough to allow the two data sets to be compared, but it should be taken into account as a potential limitation of the research.

There is a need for more studies that specifically target English language education in the Saudi context, in order to gain further insights into why government reforms to date have not had the desired impact in many Saudi universities. This study has demonstrated that there are a number of cultural, economic, and institutional factors that have constrained improvements to English language education in Saudi Arabia. However, this investigation focused specifically on one institution, the ELC at Umm al-Qura University. It is hoped that the findings of this investigation may be developed and applied to other contexts in order to guide future case studies and empirical investigations.

6.3. Recommendations

On the basis of the findings of the research, a number of recommendations have been developed, geared specifically to the context of the ELC in Umm al-Qura University. Primarily, the evidence suggests that there is a need to develop agreed criteria for assessing English language teaching quality in the ELC, and by extension throughout the country as a whole. This may be developed in the form of a framework or model that defines the characteristics of a ‘good’ teacher, and which may be used to set benchmarks and measure progress within the ELC. Additionally, there is no current training provision for new English teachers at the ELC. This may be improved by the provision of an induction process and training period for new employees, in which they are given specific instruction on the teaching paradigms expected at the ELC, teaching methods and strategies, in addition to covering the syllabus and course content. This would help to establish consistent standards and teaching approaches across all classes in the ELC. There is a need for the induction process to include training to cope with the different demands of EGP and ESP.

There is need for greater engagement with the professional development of teachers within the ELC. One potential way this may be achieved is by encouraging teachers to set professional goals, seek new opportunities for learning and engage in peer review in order to improve their teaching practice. However, the findings also indicate that in order to achieve success, this strategy should be developed in a non-threatening and supportive manner. In particular, it is suggested that the ELC should encourage and facilitate the development of peer support networks, for example, the creation of a Critical Friends Group. As discussed above (see section 2.4.2.2), this may offer ways for teachers to reflect on their own teaching practice, whilst sharing knowledge, ideas and experiences with their peers in a non-threatening and supportive environment. By fostering a professional community through the

promotion of workshops, conferences and peer support networks, teachers (it is suggested) will have the opportunity to improve their teaching practice, learn new skills and approaches and share experiences with their peers. However, a Critical Friends Group is particularly recommended within the Saudi context as it offers the opportunity for teachers to interact with their peers in a non-hierarchical setting, in which they may feel more empowered to discuss their problems, fears and difficulties without fear of reprisal at a professional level. Significantly, a diverse range of strategies should be developed to encourage professional development, allowing teachers to take advantage of a range of different methods to improve their own teaching practice. The Critical Friends Group is intended to interact with other methods of teacher training and professional development, by offering teachers a chance to collectively reflect upon lessons learned in other contexts (for example, workshops and conferences) and to discuss these lessons in a constructive, supportive and non-prescriptive manner. This is particularly recommended within the Saudi context, as this study demonstrated that teachers were apprehensive about discussing their difficulties in the classroom with the academic managers, due to fears that it would reflect badly on their teaching practice and professional position. As a result, there is a need to create 'safe spaces' for teachers to discuss their problems and difficulties frankly with their peers. A Critical Friends Group may, within the Saudi context, offer such a space for critical reflection and collective professional development.

Another potential strategy for improvement is to encourage teachers to take a TEFL or TESOL course (if they do not have an equivalent qualification) as part of their professional development. The findings of this investigation indicated that teachers with these qualifications were generally more successful in utilising communicative teaching methods. Finally, it may be useful to provide additional training for non-Saudi teachers in the Arabic language (if necessary), in conjunction with classes that introduce them to Saudi culture and

norms. Training that includes Arabic language skills, an introduction to Saudi culture, and EFL-specific skills may help them overcome the challenges of working with less proficient students who are unable to express questions and problems in English.

In conjunction with the development of training for teachers, another potential area for improvement is in the current system of appraisal and teacher evaluation at the ELC. One way this may be developed is to place an emphasis on the teacher as a more proactive agent within the appraisal, in order to encourage self-reflection. Rather than depending primarily on student surveys, the current appraisal methods may be supplemented by manager observations or appraisal. Furthermore, it may be useful to encourage teachers to provide feedback to academic managers as part of the appraisal process, in order to give them the opportunity to raise grievances or issues about which they are unhappy. A more equitable system of remuneration could be considered to avoid resentment from those who earn a lower wage, which can lead to demotivation.

One significant finding emerging from this investigation related to the distribution of technological resources throughout the university. It may be advisable to ensure that resources are equitably distributed, in order to provide a consistent learning environment for students and to ensure consistent standards. In general, EFL classrooms would benefit from better resourcing in terms of technology provision, and teachers should be given adequate training to use different technological tools as part of their pedagogy. Similarly, it would be desirable to establish a closer relationship between the female and male sections of the ELC. Although Saudi rules about gender segregation are prohibitive, efforts must be made to encourage the development of a professional community that spans the whole of the ELC and encourages knowledge and resource sharing between the male and female sections. This could be facilitated by exploiting online tools to allow male and female teachers to collaborate remotely, rather than meeting in person. Ideally, the ELC should endeavour to

cultivate a community of practice among teaching staff, by developing seminar programmes, conferences and knowledge sharing structures between teachers in the ELC. For example, the ELC management could facilitate this by encouraging a collaborative approach to problem solving, urging teachers to work with their peers on difficult subjects or classroom challenges.

More broadly, it would be useful to place a greater emphasis on knowledge sharing, particularly among teachers and students who have travelled abroad for graduate studies. This is a key vehicle for bringing useful knowledge back into the country, and there should be mechanisms in place to learn from the experiences of students and staff, and to develop knowledge sharing mechanisms. Finally, there needs to be a state-level initiative to ensure that English language teaching is consistent from General Education to Higher Education. This necessitates broader reform beyond the ELC, and would entail a teacher education programme for EFL teachers in Saudi Arabia, in order to raise standards more generally throughout the country.

These recommendations have been devised for the ELC based on the specific results of the case study at UQU. However, it is hoped that they may form the basis of more generalised recommendations to be applied to Higher Education Institutions within Saudi Arabia as a whole. The ELC forms a representative case study for universities within Saudi Arabia, which are currently making efforts to improve English language education for students embarking upon their university degrees. As such, it is hoped that the conclusions of this study may be tentatively generalised to inform government and institutional policy, and to form the basis from which future research may be conducted. The study has highlighted a number of key areas for future research, including further investigation into the relationship between teacher identity and motivation for EFL teachers in Saudi Arabia, the potential cultural implications of introducing a professional culture that valorises professional

development for EFL teachers, and the significance of EFL-specific qualifications on the quality of EFL teaching within the country.

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15. In your opinion, what teaching methods are most effective in teaching the English language (e.g., Grammar Translation, Direct Method, Audio-lingual, Communicative)? Why?
16. From your personal experience, what teaching methods have been least effective?
17. What qualities do you possess that you think make you a good and effective teacher?
18. Do you think that your students are satisfied with your teaching? Why or why not?
19. How has the in-house training offered by the ELC helped you become a better teacher?
20. Are there teacher-training courses that UQU doesn't provide that you would be interested in taking? What are they and why would they help?
21. Do you think the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses etc.)?
22. How do you evaluate your own teaching and improve your lessons (professional portfolio, self-reflection etc.)?
23. How are you evaluated in your teaching at the ELC?
24. Do you think the current teacher evaluation system can improve? How and why?
25. Have student surveys about your teaching been helpful? How, or why not?
26. Do you think your academic training has prepared you to be a good teacher? How?
Please give examples from your experience.
27. What motivates you to be a better teacher at the ELC?
28. Do you feel like you are continually improving as a teacher? Why or why not?

29. Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?

30. Do you feel comfortable, safe and valued in the ELC?

Appendix B: Interview Questions (Academic Managers)

1. How long have you been working in the KSA?
2. What is your job title?
3. What qualifications do you have?
4. How many years of teaching experience do you have and where?
5. To your knowledge, does the Ministry of Higher Education have *criteria* that they use to identify good teachers?
6. What qualities do you think good and effective teachers possess?
7. Does the ELC have a good method to identify and evaluate a good English language teacher during recruitment? Why or why not? In other words, what do you look for when recruiting new teachers? Does it matter if they are native or non-native?
8. Are teaching qualifications a mark of a good teacher? Why or why not? Please give examples from your experience if you can.
9. What specific appraisal methods does the ELC use to evaluate/assess teachers? Do you think the current evaluation system at the ELC can improve? How and why?
10. Should teachers use different approaches/teaching methods for ESP and EGP courses? Why or why not? Is there specific criteria for each?
11. Do you think that the EGP/ESP courses meet the students' needs? Do you think that students are satisfied with the EGP and ESP courses provided at the ELC? Why or why not?

12. Are there particular resources which the ELC doesn't currently provide that you think lessons could benefit from (e.g., computers, audio-visual tools, textbooks)?
13. In your opinion, what teaching methods are most effective in teaching the English language (e.g., Grammar Translation, Direct Method, Audio-lingual, Communicative)? Why?
14. From your personal experience, what teaching methods have been least effective?
15. Does the in-house training offered by the ELC help improve the quality of teaching? How and why?
16. Are there teacher training courses that UQU doesn't provide that you think would be beneficial? What are they? Why would they be helpful?
17. Do you think student surveys about the teaching and course provision is helpful? Why or why not?
18. How do you motivate teachers to continually improve at the ELC (e.g., particular appraisal methods, salary, promotion incentives etc.)?
19. Do you believe that teachers are satisfied with working at the ELC? Why or why not?
20. Do you obtain feedback from the teachers regarding the ELC so that you can improve their working conditions and facilities?

Other (please state): _____

Q5. Does the teacher provide corrections and feedback on your assignments?

Yes No Not sure

Q6. Does the teacher provide corrections and feedback on the activities that you do in class?

Yes No Not sure

Q7. Is the teacher able to control and manage the class well?

Yes No Not sure

Q8. Is the teacher able to organise activities using the methods described below? Please circle an answer for each one.

By giving the students clear instructions to start the activity: Yes No Not sure

By helping to start the activity: Yes No Not sure

By encouraging the students to contribute to the activity: Yes No Not sure

By encouraging you to use the English language in the class: Yes No Not sure

By encouraging you to speak when there is a silence in the class: Yes No Not sure

By walking around whilst the activity is being conducted: Yes No Not sure

By giving you enough time to answer the questions: Yes No Not sure

By giving feedback when the activity is finished: Yes No Not sure

1 2 3 4 5 6 7 8 9 10

Q18. What did you like most about this course?

Q17. Please recommend 3 ways you think the teacher could improve this course?

1.

2.

3.

Thank you for taking the time to participate in this research project.

Appendix D: Student Questionnaire (Final)

Questionnaire for Students	استبيان يستهدف الطلاب
<p>My name is Ghadeer Mellibari and I am a PHD student in Hertfordshire University (UK). I'm conducting a thesis titled "Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?". Questionnaires will be treated in confidence and will only be retained for the purpose of the research only. I will appreciate your feedback because your results will prove to be extremely valuable in my research. When filling in this questionnaire, students are requested to provide feedback in general, without specifically referring to a particular tutor/staff member. Thank you.</p>	<p>اسمي غدير مليباري طالبة في مرحلة الدكتوراه بجامعة هيرتفوردشاير بالمملكة المتحدة . أقوم بإجراء دراسة بعنوان "ضمن نظام التعليم السعودي، كيف يمكن لمعلمين اللغة الإنجليزية بالإسهام في تحسين تعليم اللغة في مركز اللغة الإنجليزية بجامعة أم القرى ". وستتم التعامل مع جميع نقاط الاستبيان بمبدأ السرية وسيستخدم فقط للغرض البحثي. وأنا سأقدر اجابتم وتعليقاتكم لأنها ذات قيمة كبيرة بالنسبة لي . وعند الاجابة على هذا الاستبيان ، فإنه ينبغي على الطلاب الإجابة بصورة عامة ليست بخاصة . شاكرة حسن تعاونكم .</p>
<p>Please read each statement below and put a tick or circle the correct response.</p> <p>Q1: What are you studying? <input type="checkbox"/>Headway <input type="checkbox"/>Nursing <input type="checkbox"/>Tech. <input type="checkbox"/>commerce</p> <p>Q2: Does your teacher make the lesson fun and interesting ? <input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>نأمل قراءة كل جملة ومن ثم وضع دائرة على الإجابة الصحيحة .</p> <p>س ١: ما هو مجال دراستك ؟ <input type="checkbox"/>التجارة <input type="checkbox"/>التكنولوجيا <input type="checkbox"/> التمريض <input type="checkbox"/> هيداوي <input type="checkbox"/></p> <p>س ٢: هل معلمك يجعل الدرس ممتع ومثير للاهتمام ؟ <input type="checkbox"/>لست متأكد <input type="checkbox"/>لا <input type="checkbox"/>نعم <input type="checkbox"/></p>
<p>Q3: Does your teacher apply any of these techniques in class? Tick all that apply <input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p> <p><input type="checkbox"/> Role Play <input type="checkbox"/> Games <input type="checkbox"/> Debate <input type="checkbox"/> Group Discussions <input type="checkbox"/> Other (Please State)</p>	<p>س ٣: هل المعلم يطبق أي من التقنيات المذكورة أدناه في الفصل ؟ ضع علامة على كل ما يطبق <input type="checkbox"/>لست متأكد <input type="checkbox"/>لا <input type="checkbox"/>نعم <input type="checkbox"/></p> <ul style="list-style-type: none"> • لعب الادوار • العاب • اسلوب المناقشة • المناقشة الجماعية • أخرى (نأمل تحديد ذلك)
<p>Q4: Does the teacher use any of the following in class? Tick all that apply <input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>س ٤: هل المعلم يستخدم أي من الأشياء المذكورة أدناه في الفصل ؟</p>

<input type="checkbox"/> Computer <input type="checkbox"/> Projector <input type="checkbox"/> Video <input type="checkbox"/> CD Player <input type="checkbox"/> Other (Please State)	<p>ضع علامة على كل ما يطبق</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم <input type="checkbox"/></p> <p><input type="checkbox"/> الحاسب الآلي</p> <p><input type="checkbox"/> بروجيكتور</p> <p><input type="checkbox"/> فيديو</p> <p><input type="checkbox"/> مشغل الاقراص CD</p> <p><input type="checkbox"/> أخرى (نأمل تحديد ذلك)</p>
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<p>Q5: Does the teacher provide corrections and feedback on your assignments?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>س٥: هل المعلم يقوم بتصحيح ومراجعة واجباتكم المنزلية؟</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم <input type="checkbox"/></p>
<p>Q6: Does the teacher provide corrections and feedback on the activities that you do in class?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>س٦: هل المعلم يُجرى تصحيح ومراجعة الأنشطة الفصلية؟</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم <input type="checkbox"/></p>
<p>Q7: In what ways does your teacher manage the class when s/he is explaining new language or monitoring activities ? Tick all that apply?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p> <p><input type="checkbox"/> By (eg) clapping hands to get the class's attentions</p> <p><input type="checkbox"/> By addressing the whole class</p> <p><input type="checkbox"/> By addressing groups</p> <p><input type="checkbox"/> By addressing individuals by name</p> <p><input type="checkbox"/> By raising her voice</p> <p><input type="checkbox"/> Other (Please State)</p>	<p>س٧: بأي الطرق يدير المعلم/ المعلمة الفصل عند شرح لغة جديدة أو أنشطة المراقبة .</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم <input type="checkbox"/></p> <p><input type="checkbox"/> على سبيل المثال التصفيق بالأيدي لجذب انتباه الطلاب</p> <p><input type="checkbox"/> من خلال مخاطبة جميع الطلاب في الفصل</p> <p><input type="checkbox"/> من خلال مخاطبة مجموعات</p> <p><input type="checkbox"/> من خلال مخاطبة الافراد بالأسماء</p> <p><input type="checkbox"/> من خلال صوتها</p> <p><input type="checkbox"/> اخرى (نأمل تحديد ذلك)</p>
<p>Q8: Which of the following things does your teacher do when monitoring activities? Tick all that apply.</p>	<p>س٨: أي من الأشياء التالية يفعله المعلم عن مراقبة ورصد</p>

<p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p> <p><input type="checkbox"/> By giving the students clear instructions to start the activity</p> <p><input type="checkbox"/> Help to start the activity</p> <p><input type="checkbox"/> Encourage the students to contribute to the activity</p> <p><input type="checkbox"/> Encourage you to use the English Language in the Class</p> <p><input type="checkbox"/> Monitors the class by walking around whilst the activity is being conducted.</p> <p><input type="checkbox"/> Give you time to answer the questions</p> <p><input type="checkbox"/> Give feedback when the activity is finished</p>	<p>الانشطة .</p> <p><input type="checkbox"/> من خلال اعطاء الطلاب تعليمات واضحة للبدء في النشاط</p> <p><input type="checkbox"/> المساعدة في بدء النشاط</p> <p><input type="checkbox"/> تشجيع الطلاب للمساهمة في النشاط</p> <p><input type="checkbox"/> تشجيعك لاستخدام اللغة الانجليزية في الفصل</p> <p><input type="checkbox"/> تشجيعك لتتحدث عندما يكون هناك صمت في الفصل</p> <p><input type="checkbox"/> مراقبة الفصل من خلال الحركة حول الفصل في وقت اجراء النشاط .</p> <p><input type="checkbox"/> اعطاءك الوقت اللازم للإجابة على الاسئلة</p> <p><input type="checkbox"/> اعطاء التقييم بعد انتهاء النشاط</p>
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<p>Q9: Dose the Teacher encourage the following involvement during class activities ?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p> <p><input type="checkbox"/> Pair Work</p> <p><input type="checkbox"/> Group Work</p>	<p>س٩: هل المعلم يشجع عمليات المشاركة التالية خلال اجراء الانشطة الفصلية ؟</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم <input type="checkbox"/></p> <p><input type="checkbox"/> العمل الفردي</p> <p><input type="checkbox"/> العمل الجماعي</p>
<p>Q10: Are you usually able to understand the contents of the lesson easily ?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>س١٠: هل تكون دائما قادر على فهم المحتوى الدراسي بسهولة ؟</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم <input type="checkbox"/></p>
<p>Q11: Does the teacher participate in activities with you?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>س١١: هل المعلم يشارك بالانشطة معك ؟</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم <input type="checkbox"/></p>
<p>Q12: Does the teacher act as a tutor/coach/resource/listener to give you advice ad guidance?</p>	<p>س١٢: هل يتصرف المعلم كمعلم / مدرب / مصدر / مستمع وذلك بغرض اعطائك النصح والإرشاد ؟</p>

<p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم</p>
<p>Q13: Does the teacher use the Arabic Language in the class when s/he conducts the following activities?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p> <ul style="list-style-type: none"> <input type="checkbox"/> When explaining grammar <input type="checkbox"/> When explaining the meaning of the words <input type="checkbox"/> When giving instructions to the whole calss <input type="checkbox"/> When talking to individuals <input type="checkbox"/> When setting homework <input type="checkbox"/> Other (please state) 	<p>س١٣: هل المعلم يستخدم اللغة العربية في الفصل عند تنفيذ ما يلي؟</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم</p> <ul style="list-style-type: none"> <input type="checkbox"/> عند شرح القواعد <input type="checkbox"/> عند شرح معاني الكلمات <input type="checkbox"/> عند اعطاء الأوامر إلى جميع الفصل <input type="checkbox"/> عند مخاطبة افراد <input type="checkbox"/> عند تحديد الواجب المنزلي <input type="checkbox"/> اخرى (نأمل التحديد)
<p>Q14: Does the teacher use communication methods such as email, phone etc., to communicate with you?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>س١٤: هل ستخدم المعلم وسائل الاتصال مثل البريد الالكتروني والهواتف .. الخ وذلك بغرض التواصل معك ؟</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم</p>
<p>Q15: At the end of the semester do you give feedback about your teacher ?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>Not Sure</p>	<p>س١٥: بنهاية الفصل الدراسي هل تقدم تعليقاتك عن المعلم ؟</p> <p>لست متأكد <input type="checkbox"/> لا <input type="checkbox"/> نعم</p>
<p>Q16:Do you have any comments, feedback or recommendations to improve the teaching of English in Umm Al-Qura University ?</p>	<p>س١٦: هل لديك أي تعليقات أو تقييم أو توصيات للتحسين عملية تعليم اللغة الانجليزية في جامعة أم القرى ؟</p>

Appendix E: Information Sheet for Participants (EC6)

UNIVERSITY OF HERTFORDSHIRE

ETHICS COMMITTEE FOR STUDIES INVOLVING THE USE OF HUMAN PARTICIPANTS
(‘ETHICS COMMITTEE’)

FORM EC6: PARTICIPANT INFORMATION SHEET

Title of Research

“Within the Saudi Education System, How can English Language teachers’ improve English Language Education in the ELC in the UQU?”

Introduction

You are being invited to take part in a research study. Before you decide whether to do so, it is important that you understand the research that is being done and what your involvement will include. Please take the time to read the following information carefully and discuss it with others if you wish. Do not hesitate to ask us anything that is not clear or for any further information you would like to help you make your decision. Please do take your time to decide whether or not you wish to take part. Thank you for reading this.

What is the purpose of this study?

This research aims to answer the question: “Within the Saudi Education System, How can English Language teachers’ improve English Language Education in the ELC in the UQU?” The main aim of my research is to investigate English language teaching in Saudi Arabia in order to find out current practices, levels of teaching quality, and problems with English language tuition in Saudi Arabia. The research, which will be based on extensive classroom observations and interviews, and will provide valuable information to various readers, such as teachers, education establishments, English learners, governments, parents and researchers as to what factors are considered to produce a good English Language teacher and teaching in the education system of the Kingdom of Saudi Arabia (KSA).

Do I have to take part?

It is completely up to you whether or not you decide to take part in this study. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. Agreeing to join the study does not mean that you have to complete it. You are free to withdraw at

any stage without giving a reason. A decision to withdraw at any time, or a decision not to take part at all, will not affect the rest of the treatment/care that you receive.

What will happen to me if I take part?

If you decide to take part in this study, you will be involved in one of the following groups:

If you are in Group A (The managers of the English Language Center):

You will be interviewed; the interview does not take more than two hours.

If you are in Group B (The lecturers and the instructors of the ELC):

1- You will be observed in your teaching class, for two times teaching English.

2- You will be interviewed; the interview doesn't take more than two hours.

The first thing to happen I will contact you to arrange the time and the date with you.

What are the possible disadvantages, risks or side effects of taking part?

None.

What are the possible benefits of taking part?

You will have the opportunities to have an in depth discussion of the training of English Language Teaching.

How will my taking part in this study be kept confidential?

First of all, your data will be anonymous for the period of the study, only the principal investigator will have access to it and will be kept on a password protected individual laptop.

What will happen to the results of the research study?

The results (still anonymous) will be written up in the final dissertation, any conference presentation or papers will maintain confidentiality.

Who has reviewed this study?

By my supervisors :(Dr. Tim Park. & Dr. Sasika Kersten) and by The Review Panel of The ECDA (SSAH) .

Who can I contact if I have any questions?

If you would like further information or would like to discuss any details personally, please get in touch with me, in writing, by phone or by email:

Email:umdeyala@hotmail.com

Mobile: 00966555560746.

Although we hope it is not the case, if you have any complaints or concerns about any aspect of the way you have been approached or treated during the course of this study, please write to the University Secretary and Registrar.

Thank you very much for reading this information and giving consideration to taking part in this study.

Appendix F: Consent Form (EC3)

I, the undersigned [*please give name of participant here, in BLOCK*]

.....

hereby freely consent to take part in the study entitled *Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?*

.....

1. I confirm that I have been given a Participant Information Sheet (a copy of which is attached to this form) giving particulars of the study, including its aim(s), methods and design, the names and contact details of key people and, as appropriate, the risks and potential benefits, and any plans for follow-up studies that might involve further approaches to participants. I have been given details of my involvement in the study. I have been told that in the event of any significant change to the aim(s) or design of the study I will be informed, and asked to renew my consent to participate in it.
2. I have been assured that I may withdraw from the study at any time without disadvantage to myself, or having to give a reason.
3. I have been given information about any associated risks in the research. I have been told about the aftercare and support that will be offered to in the event of this happening, and I have been assured that all such aftercare or support would be provided at no cost to myself.
4. I have been told how information relating to me (data obtained in the course of the study, and data provided by me) will be handled: how it will be kept secure, who will have access to it, and how it will or may be used.
5. I have been told that I may at some time in the future be contacted again in connection with this or another study.

Signature of participant

.....Date.....

Signature of (principal) investigator

.....Date.....

Name of (principal) investigator *[in BLOCK CAPITALS please]*

.....

Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]


hereby freely consent to take part in the study entitled "*Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?*"

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Signature of participant

Date:30/9/2014


ELC UQU

Consent Form

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Signature of participant



Date

25th / 9 / 2019

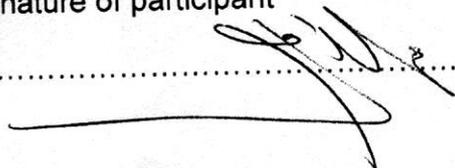
Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]

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hereby freely consent to take part in the study entitled "*Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?*"

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Signature of participant

.....


Date *14-9-2014*

Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]

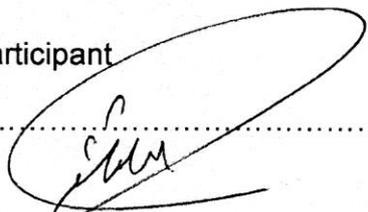
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Signature of participant



Date.....

13/9/2014

Consent Form

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Signature of participant



Date 25th / 7 / 2014

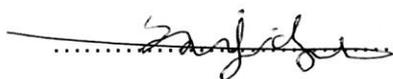
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Signature of participant

.....


Date 8.12/2014.....

Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]

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hereby freely consent to take part in the study entitled "*Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?*"

-
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 5. I have been told that I may at some time in the future be contacted again in connection with this or another study.

Signature of participant

Abdul Sindi

..... Date *10/12/2011*.....

Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]

.....

hereby freely consent to take part in the study entitled "*Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?*"

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Signature of participant

..... 

Date.. 31/5/2013

Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]

[Redacted name]

hereby freely consent to take part in the study entitled "*Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?*"

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Signature of participant

[Handwritten signature]

Date... 19/2/2014

Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]

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 4. I have been told how information relating to me (data obtained in the course of the study, and data provided by me) will be handled: how it will be kept secure, who will have access to it, and how it will or may be used.
 5. I have been told that I may at some time in the future be contacted again in connection with this or another study.

Signature of participant



.....Date...10/9/2014.....
.....

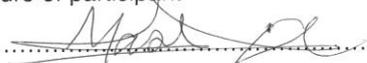
Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]

.....
hereby freely consent to take part in the study entitled "*Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?*"
.....

1. I confirm that I have been given a Participant Information Sheet (a copy of which is attached to this form) giving particulars of the study, including its aim(s), methods and design, the names and contact details of key people and, as appropriate, the risks and potential benefits, and any plans for follow-up studies that might involve further approaches to participants. I have been given details of my involvement in the study. I have been told that in the event of any significant change to the aim(s) or design of the study I will be informed, and asked to renew my consent to participate in it.
2. I have been assured that I may withdraw from the study at any time without disadvantage to myself, or having to give a reason.
3. I have been given information about any associated risks in the research. I have been told about the aftercare and support that will be offered to in the event of this happening, and I have been assured that all such aftercare or support would be provided at no cost to myself.
4. I have been told how information relating to me (data obtained in the course of the study, and data provided by me) will be handled: how it will be kept secure, who will have access to it, and how it will or may be used.
5. I have been told that I may at some time in the future be contacted again in connection with this or another study.

Signature of participant

.....


Date 31/5/2013.....

Consent Form

I, the undersigned [*please give name of participant here, in BLOCK*]

.....
hereby freely consent to take part in the study entitled "*Within the Saudi Education System, How can English Language teachers' improve English Language Education in the ELC in the UQU?*"
.....

1. I confirm that I have been given a Participant Information Sheet (a copy of which is attached to this form) giving particulars of the study, including its aim(s), methods and design, the names and contact details of key people and, as appropriate, the risks and potential benefits, and any plans for follow-up studies that might involve further approaches to participants. I have been given details of my involvement in the study. I have been told that in the event of any significant change to the aim(s) or design of the study I will be informed, and asked to renew my consent to participate in it.
2. I have been assured that I may withdraw from the study at any time without disadvantage to myself, or having to give a reason.
3. I have been given information about any associated risks in the research. I have been told about the aftercare and support that will be offered to in the event of this happening, and I have been assured that all such aftercare or support would be provided at no cost to myself.
4. I have been told how information relating to me (data obtained in the course of the study, and data provided by me) will be handled: how it will be kept secure, who will have access to it, and how it will or may be used.
5. I have been told that I may at some time in the future be contacted again in connection with this or another study.

Signature of participant

.....*Fauzi*.....:Date.....*19.1.2014*.....

Appendix G: Ethics: Memorandum of Approval

TO Ghader Melibari

CC Dr Tim Parke

FROM Caroline Large, Social Sciences, Arts and Humanities ECDA Vice
Chairman DATE 2/4/14

Protocol number: aHUM/PG/UH/00005 (2) Title of study: Within the Saudi
Education System, How Can English Language Teachers' Improve The
English Language Education In The Umm Al-Qura University?

Your application to extend and modify the existing protocol
aHUM/PG/UH/00005 as detailed below has been accepted and approved by
the ECDA for your school.

Modification:

- Amendment of the title (as above);
- Extend the protocol (as detailed below);
- Modify the interview questions as detailed in your EC2 Form submitted
to this ECDA 25/3/14.

This approval is valid: From: 6/4/14 To: 22/4/14 Please note:

Any conditions relating to the original protocol approval remain and must be complied
with.

Approval applies specifically to the research study/methodology and timings as
detailed in your Form EC1 or as detailed in the EC2 request. Should you amend any
further aspect of your research, or wish to apply for an extension to your study, you
will need your supervisor's approval and must complete and submit a further EC2
request. In cases where the amendments to the original study are deemed to be
substantial, a new Form EC1 may need to be completed prior to the study being
undertaken.

Should adverse circumstances arise during this study such as physical reaction/harm,
mental/emotional harm, intrusion of privacy or breach of confidentiality this must be
reported to the approving Committee immediately. Failure to report adverse
circumstance/s would be considered misconduct.

Ensure you quote the UH protocol number and the name of the approving Committee
on all paperwork, including recruitment advertisements/online requests, for this study.

Students must include this Approval Notification with their submission.

UNIVERSITY OF HERTFORDSHIRE
SOCIAL SCIENCES, ARTS AND HUMANITIES ECDA
M E M O R A N D U M

TO Ghader Talal Melibari
CC Dr T Parke

FROM Ms C Large, Social Sciences Arts and Humanities ECDA Vice Chairman

DATE 22 April 2013

Protocol number: HUM/PG/UH/00005

Title of study: "Within the Saudi Education System. What are the characteristics of a Good English Language Teacher in the English Language Centre in the Umm Al-Qura University"

Your application for ethical approval has been accepted and approved by the ECDA for your school.

This approval is valid:

From: 22 April 2013

To: 31 May 2013

Please note:

Approval applies specifically to the research study/methodology and timings as detailed in your Form EC1. Should you amend any aspect of your research, or wish to apply for an extension to your study, you will need your supervisor's approval and must complete and submit form EC2. In cases where the amendments to the original study are deemed to be substantial, a new Form EC1 may need to be completed prior to the study being undertaken.

UNIVERSITY OF HERTFORDSHIRE SOCIAL SCIENCES, ARTS
& HUMANITIES

MEMORANDUM

TO CC

FROM

DATE

Ghader Talal Melibari Dr Tim Parke

Caroline Large, Social Sciences, Arts and Humanities ECDA Vice Chairman

9/1/14

Protocol number: aHUM/PG/UH/00005

Title of study: Within the Saudi Education System, How Can English Language Teachers' Improve The English Language Education In The ELC In The Umm Al-Qura University

Your application to: extend the approved protocol number HUM/PG/UH00005 to 19th January 2014; amend the title to the one detailed above; to recruit additional workers;

has been accepted and approved by the ECDA for your school.
This approval is valid: From: 9/1/14 To: 19/1/14

Please note:

Any conditions relating to the original protocol approval remain and must be complied with.

Approval applies specifically to the research study/methodology and timings as detailed in your Form EC1. Should you amend any aspect of your research, or wish to apply for an extension to your study, you will need your supervisor's approval and must complete and submit form EC2. In cases where the amendments to the original study are deemed to be substantial, a new Form EC1 may need to be completed prior to the study being undertaken.

UNIVERSITY OF HERTFORDSHIRE SOCIAL SCIENCES,
ARTS AND HUMANITIES

ETHICS APPROVAL NOTIFICATION

TO

CC

FROM

Chairman

DATE

Ghader Talal Melibari Dr Timothy H Parke, Dr Saskia Kersten

Ms Caroline Large, Social Sciences, Arts and Humanities ECDA Vice

07/07/14

Protocol number: aHUM/PG/UH/00005 Title of study: Within the Saudi
Education System, How Can English Language Teachers'

Improve The English Language Education in the ELC in the Umm Al-Quara
University?

Your application to modify the existing protocol aHUM/PG/UH/00005 as
detailed below has been accepted and approved by the ECDA for your school.

Modification: Time extension and title change

This approval is valid: From: 01/08/14 To: 30/09/14

Please note:

Any conditions relating to the original protocol approval remain and must be complied
with.

Approval applies specifically to the research study/methodology and timings as
detailed in your Form EC1 or as detailed in the EC2 request. Should you amend any
further aspect of your research, or wish to apply for an extension to your study, you
will need your supervisor's approval and must complete and submit a further EC2
request. In cases where the amendments to the original study are deemed to be

substantial, a new Form EC1 may need to be completed prior to the study being undertaken.

Should adverse circumstances arise during this study such as physical reaction/harm, mental/emotional harm, intrusion of privacy or breach of confidentiality this must be reported to the approving Committee immediately. Failure to report adverse circumstance/s would be considered misconduct.

Ensure you quote the UH protocol number and the name of the approving Committee on all paperwork, including recruitment advertisements/online requests, for this study.

Students must include this Approval Notification with their submission.

**Umm Al-Qura University (UQU)
College of Social Sciences (CSS)
English Language Center (ELC)**

**Quality Assurance and Accreditation
Self-Study Report**

Respectfully Submitted to:

The American Academy for Liberal Education (AALE)

By

**The Quality Assurance and Accreditation Committee (QAAC)
of ELC**

Makkah, Saudi Arabia

November 30, 2010 ZilHijjah 24, 1431H

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Introduction

The ELC is a vital part of the College of Social Sciences at Umm al-Qura University. It offers professional services in the area of English language teaching to professional colleges. In April 2008, the Dean of the college ordered the formation of Quality Assurance and Academic Accreditation committees across the college to work in close relation with the American Academy for Liberal Education (AALE) to obtain college-wide accreditation. The QAAC in the ELC works alongside other QAAC committees of the college and provides editorial services to them.

The following is a self-study report prepared by ELC-QAAC and respectfully submitted to the AALE for consideration.

Quality Assurance and Accreditation Committee of the English Language Center

The QAAC of the ELC comprises the following ELC staff members:

1. Dr. Ahmad Shah Peyawary (Chairman and contact person) Phone: (966) 500 290 986 E-mail address: apecawary@yahoo.ca; pelcquality@yahoo.ca; elclanguage@yahoo.ca
2. Mr. Abdulelah Abdulmalik Kotby (member)
3. Mr. Khaled Abdulaziz Alamri (member)
4. Mr. Mohammad Barre Omar (member)
5. Mr. Osama Hussein Abdulghafour (member)
6. Mrs. Sahar Mohammad Baitalmal (member)
7. Mrs. Seham Ali Akbar Bukhari (member)
8. Mrs. Madina Moalem Osman (member)
9. Mrs. Alia Abubakar Mohammad (member)

In 1981 Umm al-Qura University established the English Language Center (ELC) to:

- address the ever growing need of its teaching assistants who were headed abroad for their graduate studies for intensive English courses to prepare them to take exams such as TOEFL and IELTS.
- provide orientation sessions for such candidates.

- offer courses in English for Specific Purposes (ESP) needed by the students of scientific colleges where the teaching medium is in English.
- cater to the English language needs of other students and the community at large through special courses offered in English for general purposes as well as in ESP in areas such as Hajj and Umrah, security, military, etc.

ELC Specific Goals:

- Teaching English to students who will receive university education through the medium of English.
- Preparing graduate teaching assistants and lecturers of the University for the TOEFL and IELTS tests and giving such information as would be necessary for them in higher studies abroad.
- Helping university employees to get a working knowledge of English to improve their respective endeavors.
- Evaluating, adapting and complementing published teaching materials suitable for the purposes of teaching EGP and ESP to Umm al-Qura University.

Mission Statement

The ELC strives to fulfill the specific educational (linguistic) needs of the students hoping to join professional colleges at Umm Al-Qura University by trying to identify and choose suitable teaching materials available in the international arena and by efficiently delivering their teaching, evaluation and after-implementation reassessment. We always strive to offer exceptional services and innovative solutions to the educational problems of those whom we serve.

Vision

To work with focus on becoming a true leader in the areas of its services in the Kingdom and in the Middle East.

Core Values

We are serving a number of client colleges whose individual and collective satisfaction is the number one priority of the ELC. We achieve that through offering a general English course to all freshmen in the first semester of the academic year and a college based tailor made English for Specific Purposes Program in the second semester. By doing so, we aim at exceeding the expectations of our client faculties. In addition to delivering need based English language programs to Umm Al-Qura University students, the ELC also actively participates in the development of the community at large by offering special courses to community members via the College of Community Services.

The ELC always embraces new developments in both educational theory and practice and in education related technology. It is encouraging its members to constantly improve their specific and overall knowledge of the matters at hand. This is facilitated through the provision of a cordial environment where teamwork is the norm of the day and individual satisfaction is a goal sought within that framework. The ELC also invests in the professional growth of its academic staff through special training sessions offered by various UQU, regional and international bodies.

Liberal Learning Assessment Standards

Liberal Learning Assessment Standard One – Effective Reasoning

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

In spite of the poor level of our students in the English language, the ELC engages them in active learning which is supported by many activities in the textbooks where students are required to discuss and provide different arguments supported by reasonable evidence. However, they still lag behind in the areas of reading and writing. Solid foundations are built to assist them to continually improve their skills as they progress through the academic programs of their choice.

Liberal Learning Assessment Standard Two – Broad and Deep Learning

Relevance to AALE Mission (4)

Usefulness to liberal arts institutions (3)

English for general purposes (EGP) is taught up to pre-intermediate level according to the publishers and developers of our teaching materials, Oxford University Press (OUP). At this level, English for Specific Purposes (ESP) materials are introduced. These materials, too, are developed and published by OUP. Therefore, the introduction of non-western historical, cultural and political aspects are beyond the scope of our language program. However, we encourage our students to intellectually communicate in the English language.

Liberal Learning Assessment Standard Three – The Inclination to Inquire

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

We encourage self-betterment and self-learning, use of the internet for global communication and understanding in addition to their academic purposes in general. Students are encouraged to travel to English speaking countries in their summer holidays to improve their language and communication skills with other native speakers. However, the short time allocated for language courses, some student's negative attitudes towards English and lack of opportunities to develop some skills outside the academic environment keep some of our students aback from achieving their goals.

Liberal Learning Assessment Standard Four – Mission Statement

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC strives to fulfill the specific educational (linguistic) needs of the students hoping to join professional colleges at Umm Al-Qura University by trying to identify and choose suitable teaching materials available in the international arena and by efficiently delivering their teaching, evaluation and after-implementation reassessment. We always strive to offer exceptional services and innovative solutions to the educational problems of those whom we serve.

Liberal Learning Assessment Standard Five – Commitment to liberty of thought and freedom of speech

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC as a valid part of the CSS in the UQU has always strived to encourage its students to think freely and to speak out their minds within the framework of our religious and political standards and the principles promoted by the university.

Liberal Learning Assessment Standard Six– General Education

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC follows its admission procedures very meticulously. Students are admitted to the program through a placement test organized and administered by its academic staff. They are distributed over a number of groups each receiving appropriate instruction so that they are at a similar level of EGP when they start their ESP program. To explain this further, students identified weaker will receive 20 hours of instruction in English while average students receive 16 hours and more advanced ones 12 hours per week. Such differences in contact hours of instruction take the students to an acceptable similar level of proficiency in the general English language by the end of

the first semester. The ELC always keeps in touch with its faculty and students to ensure clarity and accuracy of its admission, placement, assessment, evaluation and promotion procedures.

Regarding admission, retention, suspension, academic dismissal, probation and readmission, the ELC follows the bylaws of the university which are provided to the students by the Deanship of Students Affairs upon their admission. The responsibility of students academic record keeping and admission to their respective departments lie with the specific departments the students are admitted to since the ELC is a service providing entity and does not offer much beyond the freshman year.

Liberal Learning Assessment Standard Seven– General Education / Program Catalogue and Transfer Policies

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC has developed a clearly defined policy document concerning handling of students who transfer from other institutions of higher studies and who had had whole or part of their English program somewhere else prior to their admission in the UQU. As for departmental students, each specialism requires the students to take university required courses which cater to general knowledge within the cultural and religious norms of the society; college required courses which are general but within a specific field; and specialism required courses which prepare the students for the specific field of knowledge. Catalogues of such requirements are prepared by the specific departments and the Deanship of Admission and Registration.

Liberal Learning Assessment Standard Eight – General Education

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC is concerned with the teaching of general English with the aim of helping students reach intermediate level. Then, it introduces an ESP program which varies according to the specific needs of professional colleges. The ELC faculty and administrators are well aware of the specific needs of the students and the colleges they serve. Its curricula are continuously improved through a number of committees and governing boards.

At the present, the ELC does not have a published catalogue explaining its activities and services other than the information provided as part of the university-wide catalogue in the English rendering of which an ELC member took part.

Liberal Learning Assessment Standard Nine– General Education and Curriculum

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC has developed a well-defined document on student assessment, placement, teaching procedures, marking, and overall course conduct. The staff is provided with in-service training offered by OUP both in EGP and ESP teaching. Training is also provided in assessment of the students. Students' evaluation is divided between evaluation conducted by faculty members and the use of machine readable standardized tests. The program is in conformity with the requirements of the AALE Policy on Learning Assessment for Liberal Arts Programs.

Liberal Learning Assessment Standard Ten– General Education and Curriculum

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The staff and students are given orientation sessions to improve awareness of program requirements and evaluation methods. As mentioned earlier, OUP provides staff in-service training on OUP's published teaching and assessment materials. As the ELC does not offer a degree program, matters such as residency requirements are not part of its mandate. Such matters are taken care of by the relevant colleges and departments.

Liberal Learning Assessment Standard Eleven – General Education and Curriculum

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

Given the extremely weak level of our students at the intake time, the ELC's work is focused more on building basic ability in correct sentence and some paragraph level. The OUP's New Headway Plus series approaches language teaching in an integrated manner where attention is paid to the development of a whole language acquisition and not a particular language skill. Essay writing and research paper writing are beyond the scope of ELC's program.

Teaching and Educational Resources Standard Twelve

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC has developed criteria for staff employment which includes:

- 1. academic certification, i.e. an applicant must have an MA, MSc or equivalent degree from a recognized university;***

2. must appear for a written exam which contains two parts:

- a) ELC administered TOEFL if the applicant had not taken one previously; and**
- b) theory and its application in a classroom situation; and**

3. satisfy a recruitment panel of his/her oral ability in English through an interview.

Also, the candidate must be free of any communicable diseases.

The ELC in cooperation with the OUP offers in-service training for its staff to further familiarize them with the ins and outs of the program and the material use therein.

The ELC has developed specific criteria for recruitment, appointment, evaluation and promotion of its staff. It also recognizes excellence in teaching and administrative participation. The ELC is a non-research oriented entity where service provision is the core of its mission.

The ELC maintains files on each staff member where copies of their related academic credentials and work related documents are kept. The ELC is working on a catalogue to provide particular information about its staff, administration and clerical members.

Teaching and Educational Resources Standard Thirteen

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC requires the number of students enrolled in its program does not exceed 25 per group. However, this is implemented to the letter in the groups which are taught in language-labs. In some other situations, the number of students enrolled in a single group may reach 30 or a little more. The ELC always strives to minimize the number of groups with more than 25 students.

Teaching and Educational Resources Standard Fourteen

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC requires its staff members to be available for counseling the students who need it. This is materialized through staff office hours. At the male section, our staff members enjoy offices located on the college's main campuses. However, our female staff still lack proper and adequate offices to conduct their out of class student services in a professional manner. In spite of the lack of adequate offices available for our female staff members, Mrs. Sahar Baitalmal, has been assigned to handle all female students related matters.

Teaching and Educational Resources Standard Fifteen

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

UQU runs a number of college-specific libraries in addition to its main library where in addition to modern and classic written, audio and visual materials, state of the art equipment is made available for student use. The ELC also offers graded readers for its students as extra-curricular activity.

Part II. Program Standards

Institutional and Program Finances

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The government of the Kingdom of Saudi Arabia through the Ministry of Higher Education finances all UQU activities. It has put a system of accountability and responsibility which regulates all financial matters of the university. Individual colleges, departments or centers are not responsible for any financial matters.

International Students

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC serves mostly Saudi students. However, where there are international students involved, the UQU's Student Affairs Deanship (SAD) is responsible for their wellbeing. The ELC caters for their English language related issues in the same manner it is catering for Saudi students. All other matters are communicated to the Student Affairs Deanship.

Student Athletics

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

Like international students, the matter of student athletics is the responsibility of the Student Affairs Deanship. There are a number of facilities all over the university and run by the SAD where students and staff can enjoy athletic activities. However, there are no athletic activities available for female students to join.

Student Complaints

Relevance to AALE Mission (5)

Usefulness to liberal arts institutions (5)

The ELC has developed a clear policy and procedures on reception, assessment, treatment and recording of student complaints. A student is required to submit a written complaint to the ELC Director who in turn will direct it to a committee struck for the specific complaint. The committee will look into the complaint, carry out its investigation and provide the director with their recommendation/s. If the student is not satisfied with the outcome, s/he can submit another complaint to the Students Affairs Deanship who will handle the matter in accordance with the by-laws of the university. In extremely rare cases where the complainant still feels dissatisfied, s/he can submit a petition to the Rector who will strike a higher committee to look into the matter. Their finding and ruling will be final. The ELC has not had any such cases in its whole history.

Student Records and Privacy

The safe-keeping of all UQU student records lie with the Deanship of Admission and Registration and the Deanship of Student Affairs. ELC administration has limited access to student records once they are submitted over the internet. Staff members do not have any access to the records after they submit the results of their students to the Deanship of Admission and Registration through the ELC director.

The university, however, does have policies on safe-keeping and privacy matters related to the student records which are strictly followed by the two deanships responsible.

Facilities

In the past few years, the ELC has worked diligently with the UQU administration to secure offices for its staff in addition to adequate teaching resources including the language labs. These resources and facilities have greatly enhanced the performance of our program. However, more is still needed, especially that our female staff is still suffering from lack of offices and appropriate language labs on both Zahir and Abidiyya campuses.

Branch Campuses, Off-Campus Teaching Sites, Distance Education Programs

The ELC does not provide programs offered at branch campuses, off-campus teaching sites, and distance learning media.

III. Improvement Requirements

The ELC is keen on providing what helps its staff members to perform their duties in the best possible shape; however, there are still many problems that need to be addressed for the ELC to fully satisfy its mandate obligations. Among them are:

A. Female Section Needs:

S.N.	Item/s	Al-Abidiya Campus	Al-Zahir Campus
1	Computers	2	5
2	Printers	2	5
3	Net connections	2	5
4	Xerox machines	2	2
5	Direct telephone land lines	1	1
6	Fax machines	1	1
7	Data shows	3	2
8	Laptop computers for staff	16	7
9	Powerful external speakers for laptops	16	7
10	Staff offices	16	8
11	Language labs	5	3
12	Stationery	Open	Open

B. Male Section Needs:

S.N.	Item/s	Al-Abidiya Campus
1	Laptop computers for staff (QAAC members only)	3
2	Printers	1
3	Xerox machines	1
4	Fax machines	1
5	Stationery	Open

IV. Course Descriptions

The ELC offers a number of courses to students of professional colleges. The following is a description of the courses offered by the ELC.

A. Health Colleges (Medicine, Allied Medical Sciences, Pharmacology, Dentistry)

a1. English for General Purposes (EGP): Health Colleges (2010-2011) Program

New students to Umm Al-Qura's Medicine and Health Colleges program are required to complete a General English course in order to continue their pursuit in the field of Medicine and Health Sciences. This EGP course gives them the opportunity to be prepared for use of

the English language to study in their respective disciplines. All students are required to successfully pass the EGP courses in the first semester in order to continue to the ESP program in the second semester.

Introduction

This is an English for General Purposes (EGP) course which runs in the first semester of every year beginning in September. (We use the New Headway Plus curriculum provided by Oxford University Press consisting of four levels: Beginner, Elementary, Pre-Intermediate, and Intermediate. The goal of these EGP levels are to prepare Medicine & Health College students to advance to the ESP levels so they may develop the English language skills necessary for success in their university core courses. Overall, the EGP course revises the students' fundamental knowledge of the English language in the following areas: grammar, reading, writing, listening, and speaking. After successful completion of this course, the students should be prepared to study by using English in their respective disciplines.

Course Code: 4800170-6

Duration and Hours:

Course Duration: One Semester (16 weeks)

Total Contact Hours: 192 hours. (12 contact hours per week)

Please note that students of health colleges do not follow the Preparatory Year program in 2009/10 academic program. They will join it next academic year.

For 2011/12 academic year, the total number of contact hours will be 256 to 320, i.e. 16 hours for students with some strength in English at their intake stage; and 20 hours per week for weaker students.

Credit Hours: 6.0 credit hours

Prerequisite:

English Language Proficiency Placement Test

Course Objectives:

- ✓ To provide English Language instruction to enhance students' proficiency and enable them to understand and use all four language skills.
- ✓ To prepare students to sit for assessments and evaluations such as tests & quizzes in order to test proper acquisition of the English language.
- ✓ To build students' confidence and motivation through exposure to the four language skills. These in turn help students become exposed to a wide range of universal topics selected from a wide variety of materials.
- ✓ To enhance the use of everyday English – this practices the functional language skills and social interaction.

Course Description

This is an EGP course for students studying in Umm Al-Qura University, especially in the Medical and Health Colleges. Key features are language skills development focus, a task-based approach, twelve to fourteen units per level covering a wide range of authoritative integrated syllabi. These integrated levels are adopted for the Middle East and includes an Interactive Practice CD-ROM, an audio-CD and a teacher's book – provides opportunities for further listening in the class in dealing with oral and written instructions. The following core language elements have all been integrated into a single curriculum by Oxford University Press.

Core English Elements

- ✓ Grammar – Students will learn basic forms of English grammar including simple and progressive verb tenses, parts of speech, and prepositions. Students will practice these structures through communicative and functional activities.
- ✓ Oral Communication – Through listening comprehension and oral performances, students will practice their communication skills. Students will learn to comprehend the main ideas in short passages and listen for specific detail as well as engage in short conversations and report personal information and express opinions.
- ✓ Reading Skills – Emphasis will be on vocabulary growth and comprehension and expression of the main idea. Students will develop study and reading skills such as pre-reading.
- ✓ Writing Skills – Emphasis will be on development of sentence structure and sentence variety to the paragraph level. Students will also be introduced to the paragraph form, including expression of the main idea in general sentences.

Exam Committee

The Exam Committee at the English Language Centre (ELC) organizes and coordinates all mid-term and final exams. Faculty and students can turn to the Exam Committee regarding the execution of the rules and regulations as stipulated in the official rules and regulations from the ELC.

Learning Strategies

- ✓ Lecture
- ✓ Discussions
- ✓ Group Interaction
- ✓ Self-Learning

Assessment Tools

- ✓ Class participation
- ✓ Short quizzes
- ✓ Midterm Exam
- ✓ Final Exam
- ✓ Presentations

Assessment and Evaluation

The final course mark will be based on the following three major assessments. The assignments for the course are included within the course work.

Course Work	20%
Mid-Term Test	30%
Final Exam	50%

Total Mark	100%

Unit Overviews – Beginner, Elementary, Pre-Intermediate and Intermediate

The course units and corresponding weeks for all levels include the following:

Weeks	Unit	Textbook	Contact Hours
1 to 8	One to Fourteen	Elementary	96 hrs
9 to 12	One to Fourteen	Pre-Intermediate	96 hrs

Course Materials

Texts & CDs

- Soars, L. & Soars, (2007). New Headway Plus – Beginner. Oxford University Press. Oxford, UK.

- Soars, L. & Soars, (2007). New Headway Plus – Elementary. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – PreIntermediate. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Intermediate. Oxford University Press. Oxford, UK.

Teacher's Book

- Soars, L. & Soars, (2007). New Headway Plus – Teacher's Book Beginner. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Teacher's Book Elementary. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Teacher's Book Pre-Intermediate. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Teacher's Book Intermediate. Oxford University Press. Oxford, UK.

CDs & CD-ROMs

- Beginner, Elementary, Pre-Intermediate, Intermediate Audio CDs + CD-ROMs for each level.

Internet

- Additional readings are provided in all units located on the internet. Therefore, each student is advised to expand his language skills by searching links related to each unit topic.

a2. English for Specific Purposes (ESP): Health Colleges (2009-2010) Program

Introduction

This is an ESP (English for Specific Purposes) course which runs in the second semester of every year beginning in February. We use a professional careers curriculum provided by Oxford University Press consisting of two textbooks: Nursing 1 and Nursing 2. The goal of these ESP levels are to focus on the functional language needed in order to succeed in

university in their specific program of choice. Overall, this ESP course provides students the language, information, and skills needed for their studies and careers in the area of health services. It presents them with English from a variety of nursing-specific topics and situations, and develops their communication skills with patients.

Course Code: 705200-12

Duration and Hours

Course Duration: One Semester (16 weeks)

Contact Hours: 192 hrs

Credit Hours: 2.0 credit hours

Prerequisite

English for General Purposes (EGP) 705200-12

Course Objectives

- ✓ Provide ESP instruction to enhance students' reading and writing in order to provide practice and interest in the language.
- ✓ Prepare students to sit for assessments and evaluations such as tests and quizzes in order to test and revise proper acquisition of the English language.
- ✓ To build students' confidence and motivation through exposure to facts, figures, quotations, and the latest technological innovations to generate interest in the language from an ESP perspective.
- ✓ To provide students the reading and writing practice using a variety of clinical texts to develop skills in patient care.
- ✓ To allow students to gain key strategies and expressions for communicating with professionals and non-specialists.
- ✓ To provide students with facts, figures, and quotations generate interest for further discussion in the English language.

Course Description

This is an ESP course for students studying in Umm Al-Qura University, specifically for students in the Medical and Health Colleges. Key features are a skills development focus, a task-based approach, fifteen units covering a wide range of authoritative integrated syllabus. These integrated levels are adopted for the Middle East and includes an audio-CD

and a teacher's book. The following core language elements have all been integrated into a single curriculum by Oxford University Press.

Core English Elements

- ✓ Grammar – Students will learn basic forms of English Grammar including simple and progressive verb tenses, parts of speech, and prepositions. Students will practice these structures through communicative and functional activities.
- ✓ Oral Communication – Through listening comprehension and oral performances, students will practice their communication skills. Students will learn to comprehend the main ideas in short passages and listen for specific detail as well as engage in short conversations and report personal information and express opinions.
- ✓ Reading Skills – Emphasis will be on professional vocabulary growth, comprehension and expression of the main idea. Students will develop study and reading skills such as pre-reading.
- ✓ Writing Skills – Emphasis will be on the development of sentence structure and sentence variety to the paragraph level. Students will also be introduced to the paragraph form, including expression of the main idea in technical sentences.

Teaching Facility

Instruction is conducted in normal classrooms. Staff members bring their laptops and speakers to facilitate the audio related exercises and teaching. Once a week, each group gets an opportunity to use the language lab of the health colleges. For next academic year, all instruction will be conducted in the language labs as health colleges will also join the preparatory year program.

Exam Committee

The Exam Committee at the English Language Centre (ELC) organizes and coordinates all mid-term and final exams. Faculty and students can turn to the Exam Committee regarding the execution of the rules and regulations as stipulated in the official rules and regulations from the ELC.

Learning Strategies

- ✓ Lecture
- ✓ Discussions
- ✓ Group Interaction
- ✓ Self-Learning

Assessment Tools

- ✓ Short quizzes

- ✓ Midterm Exam
- ✓ Final Exam
- ✓ Presentations

Assessment and Evaluation

The final course mark will be based on the following three major assessments. The assignments for the course are included within the course work.

Course Work	10%
Mid-Term Test	15%
Final Exam	25%

Total Mark	50%

Unit Overviews – Nursing 1 and Nursing 2

The course units and corresponding weeks for the two texts include the following:

Weeks	Unit	Textbook	Contact Hours
1 to 8	One to fifteen	Nursing 1	96 hrs
9 to 16	One to fifteen	Nursing 2	96 hrs

Unit Titles for Nursing 1 and Nursing 2

Nursing 1 includes the following units:

- Unit 1: The Hospital Team
- Unit 2: In and Around the Hospital
- Unit 3: Hospital Admission
- Unit 4: Accidents and Emergencies
- Unit 5: Pain
- Unit 6: Symptoms
- Unit 7: Caring for Elderly
- Unit 8: Nutrition and Obesity
- Unit 9: Blood
- Unit 10: Death and Dying
- Unit 11: Hygiene
- Unit 12: Mental Health
- Unit 13: Monitoring the Patient
- Unit 14: Medication
- Unit 15: Alternative Treatments

Nursing 2 includes the following units:

Unit 1: Admission by A and E
Unit 2: Admission by Referral.
Unit 3: Obstetrics.
Unit 4: Pharmacy.
Unit 5: Ophthalmology.
Unit 6: Dermatology.
Unit 7: Oncology.
Unit 8: Gastroenterology.
Unit 9: Neurology.
Unit 10: Coronary.
Unit 11: Surgery.
Unit 12: Infections Diseases.
Unit 13: Renal.
Unit 14: Psychiatry.
Unit 15: Outpatient.

Course Materials

Texts and CDs

- Grice, T. & Meehan, A. (2007). Nursing 1 – Student’s Book. Oxford University Press. Oxford, UK.
- Greenan, J. & Grice, T. (2007). Nursing 2 – Student’s Book. Oxford University Press. Oxford, UK.

Teacher’s Book

- Greenan, T. & Meehan, A. (2007). Nursing 1 – Teacher’s Book. Oxford University Press. Oxford, UK.
- Greenan, J. & Grice, T. (2007). Nursing 2 – Teacher’s Book. Oxford University Press. Oxford, UK.

CDs

- Technology 1 and Technology 2 Audio CDs.

Internet

- Additional readings are provided in all units located on the internet. Therefore, each student is advised to expand his language skills by searching links related to each unit topic.

B. Preparatory Year

b1. English for General Purposes (EGP): Preparatory Year (PY)

2009-2010 Program

New students to Umm Al-Qura University are required to complete a preparatory year program, which gives them the opportunity to be prepared for undergraduate study in several colleges. All preparatory students are required to successfully pass an English Language for General Purposes (EGP) in the first semester and English for Specific Purposes (ESP) in the second semester.

Introduction

This is an EGP course which runs in the first semester of every year beginning in September. We use the New Headway Plus curriculum provided by Oxford University Press consisting of four levels: Beginner, Elementary, Pre-Intermediate, and Intermediate. The goal of these EGP levels are to prepare PY students to advance to the ESP levels so they may develop the English language skills necessary for success in a university setting. Overall, the EGP course revises the students' fundamental knowledge of the English language in the following areas: grammar, reading, writing, listening, and speaking. After successful completion of this course, the students should be prepared to work or study in an English medium environment.

Course Code: 4800170-6

Duration & Hours

Course Duration: One Semester (16 weeks)

Contact Hours: 256 to 320 hours for the term. Students with some strength in English at their intake stage attend 16 contact hours of English language instruction per week while weaker students are offered four extra hours to bring it to 20 contact hours per week. At the end of the first term, all students should be prepared to receive ESP materials instruction.

Credit Hours: 6.0 credit hours

Prerequisite

English Language Proficiency Placement Test

Course Objectives

- ✓ Provide English Language instruction to enhance students' proficiency and enable them to understand and use all four language skills.

- ✓ Prepare students to sit for assessments and evaluations such as tests & quizzes in order to test proper acquisition of the English language.
- ✓ To build students' confidence and motivation through exposure to the four language skills. These in turn help students' become exposed to a wide range of universal topics selected from a wide variety of materials.
- ✓ To enhance the use of everyday English – this practices the functional language skills and social interaction.

Course Description

This is an EGP course for students studying in Umm Al-Qura University, especially in the Engineering College. Key features are a skills development focus, a task-based approach, twelve to fourteen units covering a wide range of authoritative integrated syllabi. These integrated levels are adopted for the Middle East and includes an Interactive Practice CD-ROM, an audio-CD and a teacher's book – provides opportunities for further listening in the class in dealing with oral and written instructions. The following core language elements have all been integrated into a single curriculum by Oxford University Press.

Core English Elements

- ✓ Grammar – Students will learn basic forms of English grammar including simple and progressive verb tenses, parts of speech, and prepositions. Students will practice these structures through communicative and functional activities.
- ✓ Oral Communication – Through listening comprehension and oral performances, students will practice their communication skills. Students will learn to comprehend the main ideas in short passages and listen for specific detail as well as engage in short conversations and report personal information and express opinions.
- ✓ Reading Skills – Emphasis will be on vocabulary growth and comprehension and expression of the main idea. Students will develop study and reading skills such as pre-reading.
- ✓ Writing Skills – Emphasis will be on development of sentence structure and sentence variety to the paragraph level. Students will also be introduced to the paragraph form, including expression of the main idea in technical sentences.

Teaching Facility

The Preparatory Year (PY) at Umm Al-Qura University uses a language laboratory enhanced with an audio-visual installation used as an aid in learning the four language skills. Each lab is equipped with a flat screen computer set and a microphone. The teachers' position is electrically connected to the number of rows of student's carrels, containing a student headset with a microphone to ensure proper communication between instructor and

student. The purpose of these labs is to benefit students who are deficient in English and also to build their confidence in using the language in order to prepare for competitive assessments and evaluations.

Exam Committee

The Exam Committee at the English Language Centre (ELC) organizes and coordinates all mid-term and final exams. Faculty and students can turn to the Exam Committee regarding the execution of the rules and regulations as stipulated in the official rules & regulations from the ELC.

Learning Strategies

- ✓ Lecture
- ✓ Discussions
- ✓ Group Interaction
- ✓ Self-Learning

Assessment Tools

- ✓ Class participation
- ✓ Short quizzes
- ✓ Midterm Exam
- ✓ Final Exam
- ✓ Presentations

Assessment & Evaluation

The final course mark will be based on the following three major assessments. The assignments for the course are included within the course work.

Course Work	20%
Mid-Term Test	30%
Final Exam	50%

Total Mark	100%

Unit Overviews – Beginner, Elementary, Pre-Intermediate and Intermediate

The course units and corresponding weeks for all levels include the following:

Weeks	Unit	Textbook	Contact Hours
1 to 3	One to Fourteen	Beginner	80 hrs
4 to 9	One to Fourteen	Elementary	80 hrs
9 to 12	One to Fourteen	Pre-Intermediate	80 hrs
13 to 16	One to Twelve	Intermediate	80 hrs

Course Materials

Texts and CDs

- Soars, L. & Soars, (2007). New Headway Plus – Beginner. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Elementary. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – PreIntermediate. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Intermediate. Oxford University Press. Oxford, UK.

Teacher's Book

- Soars, L. & Soars, (2007). New Headway Plus – Teacher's Book Beginner. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Teacher's Book Elementary. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Teacher's Book Pre-Intermediate. Oxford University Press. Oxford, UK.
- Soars, L. & Soars, (2007). New Headway Plus – Teacher's Book Intermediate. Oxford University Press. Oxford, UK.

CDs and CD-ROMs

- Beginner, Elementary, Pre-Intermediate, Intermediate Audio CDs + CD-ROMs for each level.

Internet

- Additional readings are provided in all units located on the internet. Therefore, each student is advised to expand his language skills by searching links related to each unit topic.

b2. English for Specific Purposes (ESP): Preparatory Year (PY) 2009-2010 Program

Preparatory Year Technology I and Technology 2

Course Description (2009-2010)

Introduction

This is an ESP (English for Specific Purposes) course which runs in the second semester of every year beginning in February. We use a professional careers curriculum provided by Oxford University Press consisting of two textbooks: Technology 1 and Technology 2. The goal of these ESP levels are to focus on the functional language needed in order to succeed in university in their specific program of choice. Overall, *Technology 1* and *2* gives students the language, information, and skills needed for their university program of study. It presents them with English from a variety of technological fields and situations, and develops their communication skills.

Course Code: 4800171-6

Duration & Hours

Course Duration: One Semester (16 weeks)

Contact Hours: 256 hrs

Credit Hours: 6.0 credit hours

Prerequisite

English for General Purposes (EGP) 4800170-6

Course Objectives

- ✓ Provide ESP instruction to enhance students' reading and writing in order to provide practice & interest in the language.
- ✓ Prepare students to sit for assessments and evaluations such as tests & quizzes in order to test & revise proper acquisition of the English language.
- ✓ To build students' confidence and motivation through exposure to facts, figures, quotations, and the latest technological innovations so to generate interest in the language from an ESP perspective.

- ✓ To allow students to gain key strategies and expressions for communicating with professionals and non-specialists.

Course Description

This is an ESP course for students studying in Umm Al-Qura University, especially in the Engineering College. Key features are a skills development focus, a task-based approach, fifteen units each of Technology I and Technology II covering a wide range of authoritative integrated syllabus. These integrated levels are adopted for the Middle East and includes an audio-CD and a teacher's book. The following core language elements have all been integrated into a single curriculum by Oxford University Press.

Core English Elements

- ✓ Grammar – Students will learn basic forms of English grammar including simple and progressive verb tenses, parts of speech, and prepositions. Students will practice these structures through communicative and functional activities.
- ✓ Oral Communication – Through listening comprehension and oral performances, students will practice their communication skills. Students will learn to comprehend the main ideas in short passages and listen for specific detail as well as engage in short conversations and report personal information and express opinions.
- ✓ Reading Skills – Emphasis will be on vocabulary growth and comprehension and expression of the main idea. Students will develop study and reading skills such as pre-reading.
- ✓ Writing Skills – Emphasis will be on development of sentence structure and sentence variety to the paragraph level. Students will also be introduced to the paragraph form, including expression of the main idea in technical sentences.

Teaching Facility

The Preparatory Year (PY) at Umm Al-Qura University uses a language laboratory enhanced with an audio-visual installation used as an aid in learning the four language skills. Each lab is equipped with a flat screen computer set and a microphone. The teachers' position is electrically connected to the number of rows of student's carrels, containing a student headset with a microphone to ensure proper communication between instructor and student. The purpose of these labs is to benefit students who are deficient in English and also to build their confidence in using the language in order to prepare for competitive assessments and evaluations.

Exam Committee

The Exam Committee at the English Language Centre (ELC) organizes and coordinates all mid-term and final exams. Faculty and students can turn to the Exam Committee

regarding the execution of the rules and regulations as stipulated in the official rules and regulations from the ELC.

Learning Strategies

- ✓ Lecture
- ✓ Discussions
- ✓ Group Interaction
- ✓ Self-Learning

Assessment Tools

- ✓ Class participation
- ✓ Short quizzes
- ✓ Midterm Exam
- ✓ Final Exam
- ✓ Presentations

Assessment & Evaluation

The final course mark will be based on the following three major assessments. The assignments for the course are included within the course work.

Course Work	20%
Mid-Term Test	30%
Final Exam	50%

Total Mark	100%

Unit Overviews – Technology 1 and Technology 2

The course units and corresponding weeks for the two texts include the following:

Weeks	Unit	Textbook	Contact Hours
1 to 8	One to fifteen	Technology 1	128 hrs
9 to 16	One to fifteen	Technology 2	128 hrs

Unit Titles for Technology 1 and 2

Technology 1

Unit 1: Technology and Society

Unit 2: Studying Technology

Unit 3: Design

Unit 4: Technology in Sport

Unit 5: Appropriate Technology

Unit 6: Crime Fighting and Security
Unit 7: Manufacturing
Unit 8: Transport
Unit 9: High Living: Skyscrapers
Unit 10: Medical Technology
Unit 11: Personal Entertainment
Unit 12: Information Technology
Unit 13: Telecommunications
Unit 14: Careers in Technology
Unit 15: The future of Technology

Technology 2

Unit 1: Ways in Technology
Unit 2: Food and Agriculture
Unit 3: Bridges and Tunnels
Unit 4: Plastics
Unit 5: Alternative Energy
Unit 6: Aeronautics
Unit 7: Future Homes
Unit 8: Mass Transportation
Unit 9: Petroleum Engineering
Unit 10: Environmental Engineering
Unit 11: Robotics
Unit 12: Household Technology
Unit 13: Defense Technology
Unit 14: Electronics
Unit 15: Career Development

Course Materials

Texts

- Glendinning, E. (2007). Technology 1 – Student’s Book. Oxford University Press. Oxford, UK.
- Glendinning, E. (2007). Technology 2 – Student’s Book. Oxford University Press. Oxford, UK.

Teacher’s Book

- Glendinning, E. (2007). Technology 1 – Teacher’s Book. Oxford University Press. Oxford, UK.
- Glendinning, E. (2007). Technology 2 – Teacher’s Book. Oxford University Press. Oxford, UK.

CDs

- Technology 1 and Technology 2 Audio CDs.

Internet

- Additional readings are provided in all units located on the internet. Therefore, each student is advised to expand his language skills by searching links related to each unit topic.

C. Technical English 102 (2009-2010) Program

Course Description

This course has been designed for learners who will be using English in a scientific or an engineering medium. Students will be introduced to the necessary vocabulary in the fields of algebra, geometry, chemistry and physics. Students are encouraged to work independently and with others in order to communicate and understand basic technical concepts.

Introduction

This course provides students with the basic English language skills to function within an English instruction university depending on the university program they enroll in. It revises the students' fundamental knowledge of the English language in the following areas: grammar, reading, writing, listening, and speaking. After successful completion of this course, the students should be prepared to work or study in an English medium environment.

Course Code: 705102-40

Duration and Contact Hours

Course Duration: One Semester (16 weeks)

Contact Hours: 48 hrs

Credit Hours: 3.0 credit hours

Prerequisite

Technical English 101

Course Objectives

- ✓ Provide English Language instruction to enhance students' proficiency and enable them to understand the technical language offered in English as a medium of instruction.
- ✓ Prepare students to sit for assessments and evaluations such as tests & quizzes in order to test proper acquisition of the English language.
- ✓ To build students' confidence and motivation through exposure to the technical language. Exposes students to a wide range of topics. Builds knowledge of key vocabulary in their relevant fields.

Course Description

This is a practical course for English language students studying technical English in Umm Al-Qura University, especially in the applied science field. Key features are a skills development focus, a task-based approach, twenty-one units covering a wide range of technical themes, five hundred technical terms, transferable reading and listening skills with grammar for clarification and support. An audio-CD is included with the teacher's book – provides opportunities for further listening in the class in dealing with oral & written instructions to allow documentation such as operational systems & safety. The following core language elements have all been integrated into a single curriculum by Oxford University Press.

Core English Elements

- ✓ Grammar – Students will learn basic forms of English grammar including simple and progressive verb tenses, parts of speech, and prepositions. Students will practice these structures through communicative and functional activities.
- ✓ Oral Communication – Through listening comprehension and oral performances, students will practice their communication skills. Students will learn to comprehend the main ideas in short passages and listen for specific detail as well as engage in short conversations and report personal information and express opinions.
- ✓ Reading Skills – Emphasis will be on vocabulary growth and comprehension and expression of the main idea. Students will develop study and reading skills such as pre-reading.
- ✓ Writing Skills – Emphasis will be on development of sentence structure and sentence variety to the paragraph level. Students will also be introduced to the paragraph form, including expression of the main idea in technical sentences.

Learning Strategies

- ✓ Lecture
- ✓ Discussions
- ✓ Group Interaction
- ✓ Self-Learning

Assessment Tools

- ✓ Class participation
- ✓ Short quizzes
- ✓ Midterm Exam
- ✓ Final Exam
- ✓ Presentations

Assessment and Evaluation

The final course mark will be based on the following three major assessments. The assignments for the course are included within the course work.

Course Work	20%
Mid-Term Test	30%
Final Exam	50%

Total Mark	100%

Unit Descriptions

The course units for Technical English 102 include the following:

- Unit 1: Points and Lines
- Unit 2: Fractions and Ordinals
- Unit 3: Arithmetic
- Unit 4: Surfaces and Angles
- Unit 5: Spaces and Volumes
- Unit 6: Measuring
- Unit 7: Algebra and Formulas
- Unit 8: Natural or Man-Made
- Unit 9: Bits and Bytes
- Unit 10: Computer Networking
- Unit 11: Elements and Compounds

Total # of Weeks = 16

Total # of Hours = 48

Weeks	Textbook	Contact Hours
1 to 16	Technical English	48 hrs

Course Materials

Text and CD

- Phillips, T. (2006). Technical English. Garnet Publishing Ltd. Reading, UK.
- Phillips, T. (2006). Technical English – Teacher’s Book. Garnet Publishing Ltd. Reading, UK.
- Technical English CD

Internet

- Additional readings are provided in all units located on the internet. Therefore, each student is advised to expand his language skills by searching links related to each unit topic.

D. Technical English 103 (2010-2011) Program

Course Description

This course has been designed for learners who will be using English in a scientific or an engineering medium. Students will be introduced to the necessary vocabulary in the fields of algebra, geometry, chemistry and physics. Students are encouraged to work independently and with others in order to communicate and understand basic technical concepts.

Introduction

This course provides students with the basic English language skills to function within an English instruction university depending on the university program they enroll in. It revises the students' fundamental knowledge of the English language in the following areas: grammar, reading, writing, listening, and speaking. After successful completion of this course, the students should be prepared to work or study in an English medium environment.

Course Code: 705103-40

Duration and Hours

Course Duration: One Semester (16 weeks)

Contact Hours: 48 hrs

Credit Hours: 3.0 credit hours

Prerequisite

Technical English 102

Course Objectives

- ✓ Provide English Language instruction to enhance students' proficiency and enable them to understand the technical language offered in English as a medium of instruction.
- ✓ Prepare students to sit for assessments and evaluations such as tests & quizzes in order to test proper acquisition of the English language.
- ✓ To build students' confidence and motivation through exposure to the technical language. Exposes students to a wide range of topics. Builds knowledge of key vocabulary in their relevant fields.

Course Description

This is a practical course for English language students studying technical English in Umm Al-Qura University, especially in the applied science field. Key features are a skills development focus, a task-based approach, twenty-one units covering a wide range of technical themes, five hundred technical terms, transferable reading and listening skills with grammar for clarification and support. An audio-CD is included with the teacher's book – provides opportunities for further listening in the class in dealing with oral & written instructions to allow documentation such as operational systems & safety. The following core language elements have all been integrated into a single curriculum by Oxford University Press.

Core English Elements

- ✓ Grammar – Students will learn basic forms of English grammar including simple and progressive verb tenses, parts of speech, and prepositions. Students will practice these structures through communicative and functional activities.
- ✓ Oral Communication – Through listening comprehension and oral performances, students will practice their communication skills. Students will learn to comprehend the main ideas in short passages and listen for specific detail as well as engage in short conversations and report personal information and express opinions.
- ✓ Reading Skills – Emphasis will be on vocabulary growth and comprehension and expression of the main idea. Students will develop study and reading skills such as pre-reading.
- ✓ Writing Skills – Emphasis will be on development of sentence structure and sentence variety to the paragraph level. Students will also be introduced to the paragraph form, including expression of the main idea in technical sentences.

Learning Strategies

- ✓ Lecture
- ✓ Discussions
- ✓ Group Interaction
- ✓ Self-Learning

Assessment Tools

- ✓ Short quizzes
- ✓ Midterm Exam
- ✓ Final Exam
- ✓ Presentations

Assessment and Evaluation

The final course mark will be based on the following three major assessments. Please note that the assignments for the course are included within the course work.

Course Work	20%
Mid-Term Test	30%
Final Exam	50%

Total Mark	100%

Unit Descriptions

The course units for Technical English 103 include the following:

- Unit 12: States of Matter
- Unit 13: Properties of Matter
- Unit 14: Symbols and Keys
- Unit 15: Structures and Plans
- Unit 16: Forces, Loads, and Tools
- Unit 17: Energy and Motion
- Unit 18: Cells, Organs, and Systems
- Unit 19: Chains, Webs, and Cycles
- Unit 20: Micromachines
- Unit 21: Electricity and Magnetism

Total # of Weeks = 16
 Total # of Hours = 48

Weeks	Textbook	Contact Hours
1 to 16	Technical English	48 hrs

Course Materials

Text & CD

- Phillips, T. (2006). Technical English. Garnet Publishing Ltd. Reading, UK.

- Phillips, T. (2006). Technical English – Teacher’s Book. Garnet Publishing Ltd. Reading, UK.
- Technical English CD

Internet

- Additional readings are provided in all units located on the internet. Therefore, each student is advised to expand his language skills by searching links related to each unit topic.

Appendix I

I. ELC Male Members of Staff with Some Details

01. Abdulelah Abdulmalik Kotby

First Name: Abdulelah	Second Name: Abdulmalik	Surname: Kotby
Date of Birth: 1958	Place of Birth: Makkah, Saudi Arabia	Nationality: Saudi
Degree: MA, MSc, PhD Candidate	Major: ESP	Grad. Year: 2003
University: The University of Manchester, Manchester, UK		
E-mail: kingstox@gmail.com		
Website: http://www.kingstocks.com/vb/		

02. Abdul Haseeb Khan

First Name: Abdul	Second Name: Haseeb	Surname: Khan
Date of Birth: 1967	Place of Birth: Muzaffar Garh, Pakistan	Nationality: Pakistani
Degree: MA	Major: English Language & Literature	Grad. Year: 1991
University: University of Balochistan Quetta, Pakistan		
E-mail: haseeb_khan94@yahoo.com		
Website:		

03. Abdulmajeed Al-Tayib Omar

First Name: Abdulmajeed	Second Name: Altayib	Surname: Omar
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Date of Birth: 1953	Place of Birth: Madani-Sudan	Nationality: Sudanese
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25. Yasmeen Muhammad Sawalha

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Date of Birth: 1975	Place of Birth: Irbid, Jordan	Nationality: Jordanian
Degree: MA	Major: Methods in English Language teaching	Grad. Year: 2004
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26. Zahra' Jameel Al-Fageeh

First Name: Zahra'	Second Name: Jameel	Surname: Al-Fageeh
Date of Birth: 1984	Place of Birth: SanDiego, U.S.A.	Nationality: Saudi Arabia
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Appendix I: Sample of Observation Notes

Teacher #4 (Lesson 2)

Class: ESP Technology

Lesson: Vocabulary

Campus: Al-Shisha

Technology/Materials: Whiteboard, Teacher's Laptop

Class Component	Time	Interaction	Procedure
Introductory Discussion	15 mins	Teacher addressing students, followed by group discussion	Introducing the topic (Crime Fighting and Security) enabling students to understand the meaning of the types of crimes by asking them to look at the images in the book and tried to explain to their partners what they see. Then teacher asked students to discuss the question in task in groups. The aim of this stage was to get students to express their feelings and opinions toward this topic. Students were very interested and excited. Teacher also narrated to them a story that happened to her, she tried to be involved in the practices along with the group discussion.
Listening Task	15 mins	Pair work	Teachers asked students to listen to the recording about crime in task 2, advised them to take notes while they are listening to this story because when they finished they will narrate it to their partners what did they hear. Then students worked in pairs to discuss what they listened with their partners.
Presentation of New Vocabulary	10 mins	Teacher addressing students	Teacher explained the new vocabulary from the listening task.
Vocabulary Task	20 mins	Pair work	Teacher asked students to work in pair to do the practices in this vocabulary task, at finishing each practice, teacher checked with them their answers.

			Teacher needed sometimes to say the instructions in Arabic when she noticed some students didn't understand, she tried to clarify to them what they need to do without dominating the class.
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Appendix J: Teacher Interview Transcripts

Teacher One: Amina

Age Range:

18 – 25: 26 – 35: ✓

36 – 45: 46 – 55:

56 – 65: 66 – 75:

Nationality:

Saudi Arabia

Time in KSA:

28 years

Education:

BA in English Language (from UQU, KSA) and MA in Translation (from the UK).

ELT Qualifications

TESL Diploma

Teaching Experience

Approximately 5 years as lecturer in the English language department in the UQU, and two years in the ELC.

Time at ELC

Two years

1. *Which subjects do you teach at the ELC?*

EGP and ESP

2. *How long have you been teaching this course?*

1 year: EGP in the first semester and ESP in the second semester

3. *In your view, what is the difference between teaching ESP and EGP?*

Teaching ESP is harder and needs more classes, and teachers should centre the classes.

4. *Would you use a different approach/teaching methods for ESP and EGP courses?*

There are actually many preferred methods for teaching EGP, especially with beginners, but time could be a real obstacle.

5. *How do you typically prepare each of your lessons? Do you incorporate specific activities, audio-visual tools, or other resources?*

Generally speaking, planning lessons forces teachers to choose the best way of conveying information and how to prepare students. Students usually dislike the classroom atmosphere and prefer to learn through activities, although preparing such activities can take time.

6. *Are there particular resources that the ELC doesn't currently provide that your lessons could benefit from (e.g., computers, audio-visual tools, etc.)?*

Unfortunately, teachers often have to bring their own tools with them.

7. *In your opinion, what teaching methods are most effective in teaching the English language?*

Honestly, I don't have a good knowledge of different approaches, but from my teaching experience I can say that activities and reinforcing lessons by repetition are two of the most

effective teaching methods, since students get used to the new information and remember them easily.

8. From your personal experience, what teaching methods have been least effective?

Memorising new words out of context, and the grammar translation method.

9. What qualities do you possess that you think make you a good and effective teacher?

Creating a friendly atmosphere and bridging gaps between old lessons and new ones. For the future, I hope to use technology in an effective way.

10. Do you think that your students are satisfied with your teaching?

Although they are not satisfied with the courses themselves, or the evaluation process, they are fully satisfied with my teaching because I am always prepared and willing to answer their questions.

11. How has the in-house training offered by the ELC helped you become a better teacher?

I haven't taken any training courses in the ELC.

12. Are there teacher training courses the UQU doesn't provide that you would be interested in taking?

The ELC should provide more training courses in TESOL

13. Do you think that the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses)?

Yes, of course.

14. How do you evaluate your own teaching and improve your lessons?

In the beginning, I was simply giving what I should provide as a language teacher. However, with time, I tried to be professional and improve my qualifications by attending courses to enrich my CV. Now I feel as a qualified teacher because all of that is reflected in everything around me, especially my students' understanding of the subject.

15. How is your teaching evaluated in the ELC?

I don't feel that we are really evaluated at the ELC. We just summarise everything we have been doing throughout the semester in a form. I also do not understand the criteria on which the groups are allocated to teachers! Some teachers are responsible for excellent groups (and we wonder why!). We are also evaluated by the students' surveys.

16. Do you think that the current teacher evaluation system at the ELC can be improved?

Yes, it can, and should, be improved, but honestly, I don't know how.

17. Have student surveys about your teaching been helpful?

Yes, they were very helpful. I actually care more for my students opinions because, in the end, I am working for their sake.

18. Do you think that your academic training has prepared you to be a good teacher?

Unfortunately I haven't done any teacher training.

19. What motivates you to be a better teacher at the ELC?

Actually, there are many motivations. Teaching language courses are more focused than teaching literature or linguistics in general.

20. Do you feel like you are continually improving as a teacher?

Yes. There is always something new to learn while teaching, and teaching abilities and experience will improve with time.

21. Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?

Not bad.

22. Do you feel comfortable, safe and valued in the ELC?

No, the atmosphere is not healthy or encouraging at all.

Teacher Two: Noor

Age Range:

18 – 25: 26 – 35: ✓

36 – 45: 46 – 55:

56 – 65: 66 – 75:

Nationality:

Saudi Arabia

Time in KSA:

Since birth

Education:

BA (English Language) and MA (Foreign Language Education) – from the USA.

ELT Qualifications

None

Teaching Experience

One and a half years

Time at ELC

One year

1. Which subjects do you teach at the ELC?

EGP and ESP

2. How long have you been teaching this course?

1 year

3. In your view, what is the difference between teaching ESP and EGP?

The differences between teaching ESP and EGP can be seen in the course curriculum itself. EGP teachers are teaching English language skills such as reading, writing, listening and speaking like daily conversations or communication. Teaching ESP is more concerned with academic factors, like teaching English as a preparation course for medical, administrative and scientific majors' students. The teacher needs to make more effort in the class.

4. Would you use a different approach/teaching methods for ESP and EGP courses?

No, I don't use different teaching methods. While teaching both ESP and EGP I use audio and visual activities and practices to related to the course's topics and vocabularies.

5. How do you typically prepare each of your lessons? Do you incorporate specific activities, audio-visual tools, or other resources?

Usually I use a lot of audio and visual activities and practices in my lessons. No, I don't use different activities, however I will increase audio-visual activities because this kind of activity will make it easier for students to absorb the course content.

6. Are there particular resources that the ELC doesn't currently provide that your lessons could benefit from (e.g., computers, audio-visual tools, etc.)?

Yes, it is better to have private language labs rather than teaching in computer labs.

7. In your opinion, what teaching methods are most effective in teaching the English language?

Really I prefer TPR, or total physical response method, as I feel it is the most effective one. I like it because when teaching English language in a classroom that has different levels, it helps weaker students to get the target language like the stronger ones.

8. From your personal experience, what teaching methods have been least effective?

I don't know really

9. What qualities do you possess that you think make you a good and effective teacher?

Patience, because if a teacher is patient while teaching language, using different teaching methods, this will show that the teacher is good and effective.

10. Do you think that your students are satisfied with your teaching?

Honestly, no, because I was not ready to teach last semester. I did not prepare the semester syllabus with clear course objectives.

11. How has the in-house training offered by the ELC helped you become a better teacher?

I did not get any training in the ELC, I don't think there's any training course available at the ELC.

12. Are there teacher training courses the UQU doesn't provide that you would be interested in taking?

There should be courses in TESOL, TEFL that will increase teachers' knowledge in ELT, and these courses might give us chances to teach under observation, so I will have more guidance to be a better teacher.

13. Do you think that the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses)?

Yes, I think so

14. How do you evaluate your own teaching and improve your lessons?

I need more teaching experiences, including better chances to teach under observation, so I can have more guidance to be a better teacher.

15. How is your teaching evaluated in the ELC?

According to the results of students' evaluation survey last semester, my statements of objectives are above average, my explanation of objectives is above average, and my accent is excellent. The variety of my teaching strategies is above average, the feedback I provide on different assignments is above average and the interest I show in the subject matter is above average. My commitment is excellent, and the overall opinion of students of my performance is above average.

16. Do you think that the current teacher evaluation system at the ELC can be improved?

I don't think so, because the male directors in the ELC are responsible for everything in the female department, so it's really hard to improve anything without getting back to them. The female directors are very restricted in the ELC.

17. Have student surveys about your teaching been helpful?

Yes, the survey's results show me that I have to be clearer about my course syllabus early.

18. Do you think that your academic training has prepared you to be a good teacher?

Yes, training helped me to be a better teacher. I learned how to be more patient. I learned how to deal with different level of students.

19. What motivates you to be a better teacher at the ELC?

Observing students improve and gain better grades each semester.

20. Do you feel like you are continually improving as a teacher?

Yes, because I am always looking for new teaching techniques and I like asking and sharing other ELC teachers' teaching experiences.

21. Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?

Yes

22. Do you feel comfortable, safe and valued in the ELC?

Yes, but not valued

Teacher Three: Asma

Age Range:

18 – 25: 26 – 35: ✓
36 – 45: 46 – 55:
56 – 65: 66 – 75:

Nationality:

Saudi Arabia

Time in KSA:

Since birth

Education:

BA (English Language) from UQU

ELT Qualifications

TESL

Teaching Experience

Three years

Time at ELC

2 years

1. Which subjects do you teach at the ELC?

EGP and ESP

2. How long have you been teaching this course?

EGP: 3 semesters, ESP: 2 semesters

3. In your view, what is the difference between teaching ESP and EGP?

EGP is the teaching of four integrated skills (listening, speaking, reading and writing). The main focus here is to teach the general skills of English language at different levels. On the other hand, ESP courses are specially designed according to the necessary subject skills. They target the basic required skills for the degree course.

4. Would you use a different approach/teaching methods for ESP and EGP courses?

Indeed, and according to students' level of proficiency; sometimes you can apply the same method or approach but with more modifications to cope up with the students' levels: Beginners, Elementary and Advanced.

5. How do you typically prepare each of your lessons? Do you incorporate specific activities, audio-visual tools, or other resources?

Depending on multiple resources is an essential part of teaching a language. In our case, in the EGP course, for example, we apply several tools starting from the textbook itself, which contains illustrated visuals, jigsaw activities, etc. Also, we have to play the audio tracks in each class for the listening parts. Some teachers design presentations to further enhance the teaching of each unit's content and add videos to their lessons when needed.

6. Are there particular resources that the ELC doesn't currently provide that your lessons could benefit from (e.g., computers, audio-visual tools, etc.)?

The ELC doesn't provide teaching equipment like digital projectors, interactive boards or Internet connection to further facilitate the teaching process.

7. In your opinion, what teaching methods are most effective in teaching the English language?

The optimal way to teach any language (not just English) is through Communicative Language Teaching methods (TLC). There is no point of having an excessive amount of input without practicing or interacting with others and to use what has been learned in real language contexts.

8. From your personal experience, what teaching methods have been least effective?

The least effective method is the Natural method; having students listening to the teacher then repeat and/memorize some phrases. The reason behind that is because the ELL (English Language Learner) would get stuck at some point and failed to deliver or articulate his/her ideas properly if he/she only relied on memorized words, phrases or what we called: chunks of language.

9. What qualities do you possess that you think make you a good and effective teacher?

Personality is the key word here. A teacher must be aware of her students' strengths and weaknesses and act based on that; to motivate them if they were lacking in motivation and to encourage them all the time to boost up their confidence by practicing the language. I'd like to improve myself in terms of Educational Technology and to be able to keep myself constantly updated with new technological ideas and usages and to apply those ideas and tools into my daily teaching.

10. Do you think that your students are satisfied with your teaching?

Mostly yes. Based on the Online Evaluation Survey results by students, I've always had a high rating total score. Of course, I had some points to consider in order to improve the

teaching quality, but overall, the general course and teacher evaluation is pretty high each semester.

11. How has the in-house training offered by the ELC helped you become a better teacher?

We haven't been given any training course at the ELC, but they give us sometimes a course at the beginning of each academic year to explain to us the curriculum and how we should handle this curriculum, I think this course was tailored to meet specific needs of students; to improve the integrated teaching skills and to further enhance the focus-on-the-learner goal.

12. Are there teacher training courses the UQU doesn't provide that you would be interested in taking?

I think a course in: "ESP Teacher Training" would be of great help to every ELC teacher or staff member as it will elaborate their knowledge on how to teach English for specific purposes; either ESP in Administrative, Technical or Medical fields.

13. Do you think that the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses)?

Yes of course, more learning and more experience in teaching absolutely helps to be an effective language teacher.

14. How do you evaluate your own teaching and improve your lessons?

Mostly, I rely on the end-of-the-semester evaluation by students, and see the students' grades: if they've taken good results, that means I've done a very good job and I'm a good teacher.

15. How is your teaching evaluated in the ELC?

Students' online evaluation survey and peer review on the students' grades in the exams.

16. Do you think that the current teacher evaluation system at the ELC can be improved?

I think so, yes. Actually, the evaluation system has gotten improved and is better than it used to be. Two years ago, the evaluation process used to include: paper-and-pencil questionnaire and verbal interviews with students by the administrators. The disadvantage of both methods is that in the questionnaires, students used to be in a hurry (as the questionnaires were given to them at the end of the exam), so most of the students were just trying to fill out the questions randomly. Likewise, the verbal interviews were not really objective because most of the students get intimidated by the situation which hindered them from expressing their feelings freely. Nowadays, the centre's policy with the evaluation has shifted to an on-line evaluation, where the student can write and rate everything related to the course or to the teacher anonymously and without being afraid of the consequences

17. Have student surveys about your teaching been helpful?

It helped me a lot especially to raise my awareness to things I've never considered before. For example, my teaching methodology, the application of technology inside the class.

18. Do you think that your academic training has prepared you to be a good teacher?

I think no matter how many training courses you obtain, the actual teaching is still very different than any theoretical or practical training you've had before. Teaching is a dynamic learning process where you learn something new every day. It requires sharp observation, full assessment, understanding of students' backgrounds (cultural and educational backgrounds), and self-improvement. All these factors must be taken into consideration in order to improve yourself as a professional language instructor.

19. What motivates you to be a better teacher at the ELC?

Students' level. When I teach an advanced group, I always tend to improve myself more to meet their academic expectations unlike teaching lower-level students.

20. Do you feel like you are continually improving as a teacher?

Yes. By teaching a different group and a different course each semester, this variation in teaching actually encourages the teacher to adapt herself with the new experience and; thus, to work more on improving her teaching skills.

21. Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?

Yes

22. Do you feel comfortable, safe and valued in the ELC?

Yes

Teacher Four: Khadija

Age Range:

18 – 25:	26 – 35: ✓
36 – 45:	46 – 55:
56 – 65:	66 – 75:

Nationality:

Saudi Arabia

Time in KSA:

17 years

Education:

MA (Saudi Arabia)

ELT Qualifications

I have been teaching an ESP course for over three years. I have attended a TESOL conference before as well. During my BA and MA years at university, I took courses in writing and reading in EFL. I have also attended a few orientation sessions in EAP held at the university where I am now employed.

Teaching Experience

Thirteen years

Time at ELC

3 and a half years

1. Which subjects do you teach at the ELC?

EGP and ESP

2. How long have you been teaching this course?

3 years

3. In your view, what is the difference between teaching ESP and EGP?

ESP courses are more specialized and contain many technical vocabulary words. It requires a deep understanding of the subject matter and quite a lot of preparation on the teacher's part. EGP on the other hand basically deals with developing general language skills and teaching EGP comes down to practicing grammar rules and exercises.

4. Would you use a different approach/teaching methods for ESP and EGP courses?

No I wouldn't, because the provided textbooks take care of that well. I would, however, add to the time allotted to teach speaking skills, which students have little time to practice.

5. How do you typically prepare each of your lessons? Do you incorporate specific activities, audio-visual tools, or other resources?

I do try to incorporate different visual aids especially videos and movie clips. Sometimes I resort to power point presentations and downloaded worksheets or activities from the book.

6. Are there particular resources that the ELC doesn't currently provide that your lessons could benefit from (e.g., computers, audio-visual tools, etc.)?

The ELC needs to provide more tools such as computers, audio-visual aids, zerox machines, large screens, etc.

7. In your opinion, what teaching methods are most effective in teaching the English language?

I believe there is no one specific method. However, a student-centered teaching method mixed with integration of skills and electronic interaction would be fantastic.

8. From your personal experience, what teaching methods have been least effective?

Constant teaching of grammar rules without practice and implementation has proved to be a waste of time – e.g., a grammar translation method or audio lingual method. Students rarely remember any rules during speech. They may remember the rule, but they will not apply it in speech, even if it is planned. Another time wasting technique is out-of-context vocabulary teaching.

9. What qualities do you possess that you think make you a good and effective teacher?

I think I am a very patient and positive teacher. I am willing to explain and repeat as many times as needed. I enjoy using different mediums for teaching such as videos, presentations, movie clips, worksheets, etc. I like communicating with all students whenever they need me and try to make the classroom atmosphere as fun as possible. I also constantly encourage my students to learn and improve on their own and to look for language around them and to change their attitude towards language learning. For the future, I would like to work on my punctuality and organization. I think if I had better time management skills I would get more things done and have an even more enjoyable time in class.

10. Do you think that your students are satisfied with your teaching?

Praise be to Allah, my students often show gratitude towards my teaching efforts and I am usually rated as an excellent teacher in students' online evaluation.

11. How has the in-house training offered by the ELC helped you become a better teacher?

The curriculum chosen has shown me the correct way of language teaching. And upon reflection, although there is always room for improvement, the few orientation sessions offered by OUP have been useful and gave us teaching ideas that we can easily add on to.

12. Are there teacher training courses the UQU doesn't provide that you would be interested in taking?

Yes. TESOL courses would be very beneficial but unfortunately we must pay expenses to attend such a course. I discovered the benefits after attending TESOL Arabia 2013. I learned so many different and amazing techniques to language teaching and met amazing people in this field. I was even able to apply a few of those techniques in the classroom and such opportunities would be great if a group of teachers would be able to attend every year. Some

ideas were practical and others theoretical while many dealt with the new era of technology and language teaching.

13. Do you think that the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses)?

Yes, absolutely!

14. How do you evaluate your own teaching and improve your lessons?

I evaluate my own teaching by the outcome I see from students by their exams, from their evaluation of me as a teacher and of the course as a whole. Through quizzes and simple on-going assessment I can also figure out how I am doing as a teacher. To improve, I try to attend conferences, watch online videos on teaching, and sometimes get ideas from my colleagues on campus. I try to experiment with new teaching techniques and assess their success every now and then.

15. How is your teaching evaluated in the ELC?

We are evaluated by our students electronically through an online survey administered every semester.

16. Do you think that the current teacher evaluation system at the ELC can be improved?

No, I think it is fine as it is

17. Have student surveys about your teaching been helpful?

Yes they have. The students provide information a teacher might not find important or that she may overlook. When the student mentions them, a teacher becomes more aware and can then work to improve the point mentioned and strive to improve or develop it.

18. Do you think that your academic training has prepared you to be a good teacher?

Yes I do. I think we have been taught many things that became useful to us as teachers such as language testing techniques and Reading in EFL. However, no amount of learning can prepare you to become a good teacher as actual teaching and experience.

19. What motivates you to be a better teacher at the ELC?

Recognition by my students.

20. Do you feel like you are continually improving as a teacher?

Yes, first through experience, and second through opportunities for professional development, which we attend on our own as teachers.

21. Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?

Not always. For example, our computer allowance has been taken away despite our heavy and extensive use of computers. The offices provided to teachers are far from professional.

22. Do you feel comfortable, safe and valued in the ELC?

I feel comfortable and safe, but not always valued.

Teacher Five: Khulod

Age Range:

18 – 25: 26 – 35:
36 – 45: 46 – 55: ✓

56 – 65:

66 – 75:

Nationality:

American

Time in KSA:

8 years

Education:

MA (US)

ELT Qualifications

TESOL and TEFL

Teaching Experience

25 years

Time at ELC

8 years

1. Which subjects do you teach at the ELC?

EGP and ESP

2. How long have you been teaching this course?

8 years

3. In your view, what is the difference between teaching ESP and EGP?

As its name indicates, EGP is for general English use while ESP focuses on specialized English use, i.e. business, academic, etc., ESP needs more effort and more time for preparation and sometimes I find it very hard to teach ESP

4. Would you use a different approach/teaching methods for ESP and EGP courses?

To tell you the truth, in EGP courses we can use different methods and techniques with the communicative language teaching, it's really easier to do this in EGP rather than ESP. I feel that in teaching ESP we are very restricted in using different methods, as we have lots of new knowledge that needs to be taught in a specific time.

5. How do you typically prepare each of your lessons? Do you incorporate specific activities, audio-visual tools, or other resources?

There can't be any successful teaching without proper teaching strategy including lesson plans and diversified activities. Thus, there should be a variety of activities integrated into the lessons in addition to proper preparation of concepts and appropriate explanations.

6. Are there particular resources that the ELC doesn't currently provide that your lessons could benefit from (e.g., computers, audio-visual tools, etc.)?

Yes, all these tools should be available in any campus at any time

7. In your opinion, what teaching methods are most effective in teaching the English language?

I like the integrated method where all the major English language skills (listening, reading, speaking, writing, etc.) are taught within the lesson or topic. This gives the students an opportunity to practice all language components, and exposes them to a semi-natural

language learning environment. Honestly, from my point of view, the most effective approach in language teaching is the communicative approach.

8. From your personal experience, what teaching methods have been least effective?

In my opinion, the Grammar Translation method where students learn grammatical rules and units in isolation without other language components, can be less effective than the other methods.

9. What qualities do you possess that you think make you a good and effective teacher?

This question should be asked by a third party to get an objective answer, but personally, teachers should be knowledgeable in the language field: for example, in the teaching methods, managing the class successfully and motivating students

10. Do you think that your students are satisfied with your teaching?

According to the teacher's evaluations over the years, my students were satisfied with my teaching style; but in the ELC I've never received any bad feedback.

11. How has the in-house training offered by the ELC helped you become a better teacher?

We don't have any training courses in the ELC, but they usually give us an orientation course at the beginning of each academic year. This contributes to give us updates of this field and guides of how to teach the EGP and ESP curriculum.

12. Are there teacher training courses the UQU doesn't provide that you would be interested in taking?

Not really

13. Do you think that the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses)?

Visionary policies and progressive strategies can be helpful not only to staff, but also for the institution.

14. How do you evaluate your own teaching and improve your lessons?

Both my teaching style and professional experience can be rated as excellent. Of course, there is always a room for improvement. Teaching is not an end product but an ever evolving and continuous process. Technology or IT is one of the best things that happened to language teaching.

15. How is your teaching evaluated in the ELC?

I think just by the students' survey at the middle of each term.

16. Do you think that the current teacher evaluation system at the ELC can be improved?

There is always a room for improvement, I think one thing that should be changed is that we must take instructions from the female directors, not from the male directors.

17. Have student surveys about your teaching been helpful?

Yes, I think sometimes.

18. Do you think that your academic training has prepared you to be a good teacher?

I think getting more experience in teaching helps you to be a more effective teacher, I don't think the academic training helps the teachers to be good .

19. What motivates you to be a better teacher at the ELC?

The love I have for the students. Also, teaching in the most popular place for Muslims – Mecca – is motivating me to be a very good teacher to be able to stay longer here.

20. *Do you feel like you are continually improving as a teacher?*

Sometimes, more experience in teaching helps to improve you as a teacher

21. *Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?*

Yes

22. *Do you feel comfortable, safe and valued in the ELC?*

Yes

Teacher Six: Tasneem

Age Range:

18 – 25:	26 – 35: ✓
36 – 45:	46 – 55:
56 – 65:	66 – 75:

Nationality:

Pakistani

Time in KSA:

2 years

Education:

MA in English Literature (Pakistan)

ELT Qualifications

None

Teaching Experience

8 years

Time at ELC

2 years

1. Which subjects do you teach at the ELC?

EGP and ESP

2. How long have you been teaching this course?

2 years

3. In your view, what is the difference between teaching ESP and EGP?

I think there is no difference between the two in theory; however, there is a great deal of difference in practice. ESP differs from EGP in the sense that the words and sentences learned and the subject matter discussed are all relevant to a particular field or discipline. The design of syllabuses for ESP is directed towards serving the needs of learners seeking for or developing themselves in a particular occupation or specializing in a specific academic field. ESP also increases learners' skills in using English, also teachers need to make more efforts when they teach ESP. English for General Purposes (EGP) is essentially the English language

education in junior and senior high schools. Learners are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse. There is no particular situation targeted in this kind of language learning. Rather, it focuses on applications in general situations: appropriate dialogue with restaurant staff, bank tellers, postal clerks, telephone operators, English teachers, and party guests as well as lessons on how to read and write the English typically found in textbooks, newspapers, magazines, etc. EGP curriculum also includes cultural aspects of the second language.

4. Would you use a different approach/teaching methods for ESP and EGP courses?

English for Specific Purposes is that kind of English teaching that is built upon what has been acquired earlier in EGP with a more restricted focus. In other words, its main objective is to meet specific needs of the learners. Of course, it indicates that there is no fixed methodology of ESP that can be applicable in all situations, but rather each situation and particular needs of learners belonging to a particular domain impose a certain methodology of teaching. Thus, ESP is centered on the language appropriate to the activities of a given discipline

5. How do you typically prepare each of your lessons? Do you incorporate specific activities, audio-visual tools, or other resources?

First of all I plan my lesson while identifying the learning objectives for my class. Then I design appropriate teaching activities and develop strategies to obtain feedback on students' learning so my lesson plan focuses on these points: 1) Objectives, 2) Teaching/learning activities, 3) Strategies to check students' understanding. I think when information is presented through different methods, more is taken in and better understood and remembered. So for some topics I use audio visual aids e.g power point presentations and having videos , and sometimes I prefer to make models as well.

6. *Are there particular resources that the ELC doesn't currently provide that your lessons could benefit from (e.g., computers, audio-visual tools, etc.)?*

We are getting all the resources needed for the course like textbooks, teachers' manuals, projectors, computers and audio resources, but I think sometimes the technology is out of our hands, also, not all the classes provide projectors and computers.

7. *In your opinion, what teaching methods are most effective in teaching the English language?*

I think the most effective method of teaching is when you force your students to only speak English, this method is known as the *direct method* or the *natural method* of teaching a foreign language, and focuses heavily on correct pronunciation and gaining conversational skills. Also, the first skill you will need to master to start successfully teaching English as a foreign language is the ability to use body gestures and signs effectively. Many students find that they learn a new language better when they are forced to speak *only* English in the classroom. By refusing to use your student's native language, you force them to learn English by first using your body language and gestures to teach them new words, and then using what they've learned to build even more knowledge. Another important strategy when teaching English is to have your students practice common phrases until they feel completely comfortable with those phrases. This technique is often used with diplomats and allows the student to focus heavily on correct pronunciation and accent.

8. *From your personal experience, what teaching methods have been least effective?*

I think the grammar translation methods because its depending on the native language (mother tongue and memorisation).

9. *What qualities do you possess that you think make you a good and effective teacher?*

I am always prepared and focused. I go early and always ready to teach. I always try to present the concepts with everyday examples. I form strong relationships with my students and show them that I care about them as people. I am warm, accessible, enthusiastic and caring. I think one should be slow and clear in speaking in an ESP class where you find different students of different levels, and sometimes during the lecture I start speaking fast.

10. Do you think that your students are satisfied with your teaching?

Receiving student feedback in the middle of the semester help me know what I am doing that facilitates the learning of the students and it will help make me aware of any difficulties they may be having with my instruction. It allows me to make adjustments needed by students in my class before the end of the semester and will foster a feeling among my students that I care about my teaching. Often minor adjustments on my part can make tremendous difference in the classroom. This semester our respected Deputy, Dr. **** suggested me to take written feedback as well, in the form of a questionnaire about my teaching. The anonymity of the questionnaire will allow students to be honest about how they feel about the course and about me as their teacher.

11. How has the in-house training offered by the ELC helped you become a better teacher?

Orientation sessions and biweekly seminars are very helpful in developing one's personality.

12. Are there teacher training courses the UQU doesn't provide that you would be interested in taking?

I want UQU to arrange some Arabic courses so that it may help teachers in guiding the below-average students.

13. Do you think that the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses)?

Yes, of course, as learning should never be stopped. The more you learn the more it will be easier to teach and be an excellent teacher.

14. How do you evaluate your own teaching and improve your lessons?

I think you need to be willing to be honest with yourself and accept that there will be no sacred cows in this process. By checking their test scores and homework if my students retained the information that I taught them. I take notes during the class on what worked and what didn't work. Sometimes I ask my colleague as well to read my lesson plan.

15. How is your teaching evaluated in the ELC?

I don't know exactly what's their procedure, but I think the only way they have is the students survey.

16. Do you think that the current teacher evaluation system at the ELC can be improved?

I am satisfied with their evaluation systems.

17. Have student surveys about your teaching been helpful?

I think student evaluations do not properly measure teaching effectiveness. The students comment on their experience in the class but they are typically not suited to evaluate pedagogy. These are negatively associated with direct measures of teaching effectiveness. Additionally, factors such as ethnicity, gender and attractiveness of the instructor can influence results.

18. Do you think that your academic training has prepared you to be a good teacher?

Training has helped me in gaining more confidence. I feel better equipped to tackle a wider range of levels or groups and to try out new ideas. I've acquired new skills which helps improve my status within the college.

19. What motivates you to be a better teacher at the ELC?

Our respected Deputy Dr. ***** – her dedication and commitment towards her profession motivates me a lot and I am motivated to be the best teacher I can be because everyday I try to focus on helping to make each student a little better than they were last year. I want their time spent in my classroom to be time spent growing into a better person or citizen. Finally, its considered as a very good opportunity for us to work in Mecca

20. Do you feel like you are continually improving as a teacher?

I feel I am becoming more skilled and confident with the passage of time.

21. Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?

Yes, I am 100% satisfied.

22. Do you feel comfortable, safe and valued in the ELC?

Yes

Teacher Seven: Aisha

Age Range:

18 – 25: 26 – 35: ✓

36 – 45: 46 – 55:

56 – 65: 66 – 75:

Nationality:

Pakistani

Time in KSA:

24 years

Education:

MA in English Language and Literature (Pakistan)

ELT Qualifications

TEFL

Teaching Experience

24 years

Time at ELC

6 years

1. Which subjects do you teach at the ELC?

EGP and ESP

2. How long have you been teaching this course?

6 years

3. In your view, what is the difference between teaching ESP and EGP?

Both are interesting. In one we learn and teach English for everyday use and the other is profession and workplace related.

4. Would you use a different approach/teaching methods for ESP and EGP courses?

I would like to lessen the number of units to practise every day communication more because students are shy of speaking, students should be very confident in the EGP first then move to the ESP

5. How do you typically prepare each of your lessons? Do you incorporate specific activities, audio-visual tools, or other resources?

It is a mix of spoken, written, activities and use of audio-visuals so that students find a variety.

6. Are there particular resources that the ELC doesn't currently provide that your lessons could benefit from (e.g., computers, audio-visual tools, etc.)?

Yes, we need computers and audio visual tools.

7. In your opinion, what teaching methods are most effective in teaching the English language?

Communicative / Direct Method. Once students start speaking confidently their interest in the target language increases.

8. From your personal experience, what teaching methods have been least effective?

Grammar Translation Method. We first think in mother tongue then transfer it into the target language.

9. What qualities do you possess that you think make you a good and effective teacher?

I am ready to address their academic problems 24/7 but I think I have to work more on the use of technology.

10. Do you think that your students are satisfied with your teaching?

Some of them are satisfied. Those who are not, are actually dreading English, not me.

11. How has the in-house training offered by the ELC helped you become a better teacher?

It's not offering training; it offers tips to motivate students.

12. Are there teacher training courses the UQU doesn't provide that you would be interested in taking?

I am interested in Celta and IELTS etc. They would make me think and study and be more helpful to students. I wish the university gives scholarship to foreigners also for higher studies in English speaking countries or give us such any courses in ELT.

13. Do you think that the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses)?

Yes

14. How do you evaluate your own teaching and improve your lessons?

I think I am seven out of ten. Might be self-reflection.

15. How is your teaching evaluated in the ELC?

I am evaluated by students' surveys.

16. Do you think that the current teacher evaluation system at the ELC can be improved?

It can improve. Instead of male directors our female deputy directors and coordinators should evaluate us, because they monitor our work directly. Their evaluation is unbiased.

17. Have student surveys about your teaching been helpful?

Sometimes when they give honest opinions, they are helpful. Last year they levelled baseless charges against me.

18. Do you think that your academic training has prepared you to be a good teacher?

More than teachers' training I urge myself to improve on day to day basis. I also take tips from my worthy colleagues.

19. What motivates you to be a better teacher at the ELC?

I feel motivated when I realise that Umm Al-Qura University in Mecca considers me responsible enough to teach its youth English.

20. Do you feel like you are continually improving as a teacher?

No I do not feel I am improving. I teach basic English which does not add to my scholarship.

21. Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?

I am not satisfied. There are three tiers of salary, one for the Saudis, one for the native English speakers and third for the people from the third world. But the fact of the matter is that we all are teaching the same syllabus.

22. Do you feel comfortable, safe and valued in the ELC?

I feel valued and comfortable at ELC female wing. Our female deputy and coordinators are excellent professionals. Sometimes I am not given my due by the male directors because they have disagreements with my husband who is working at ELC male wing

Teacher Eight: Muna

Age Range:

18 – 25: 26 – 35:

36 – 45: ✓ 46 – 55:

56 – 65: 66 – 75:

Nationality:

UK

Time in KSA:

2 years

Education:

Diploma (Nursing)

ELT Qualifications

TESOL

Teaching Experience

3 years

Time at ELC

2 years

1. Which subjects do you teach at the ELC?

EGP and ESP

2. How long have you been teaching this course?

2 years

3. In your view, what is the difference between teaching ESP and EGP?

In ESP courses we target the basic required skills for the degree course while in EGP our focus is more on the language in general.

4. Would you use a different approach/teaching methods for ESP and EGP courses?

Yes! Since ESP has a lot of terminology so we give great importance to vocabulary. Before beginning a new lesson, discussing new words from the unit gives students an idea about the lesson. They get familiar with the terms to the level of ease.

5. How do you typically prepare each of your lessons? Do you incorporate specific activities, audio-visual tools, or other resources?

Yes, we use audio-visual tools to make our lessons easier to understand. Some days are devoted to presentations prepared by students. The lessons are accompanied by a wealth of pedagogical material to create a healthy learning environment.

6. Are there particular resources that the ELC doesn't currently provide that your lessons could benefit from (e.g., computers, audio-visual tools, etc.)?

Carrying laptops every day just for the sake of using a smartboard is not possible. If we are provided with official netbooks, things would become a lot easier and better.

7. In your opinion, what teaching methods are most effective in teaching the English language?

Methods that involve interacting with students and testing them frequently about what they have already memorized, keep them attentive and active all the time, hence producing better results so I prefer the audio lingual method.

8. From your personal experience, what teaching methods have been least effective?

Grammar translation methods, that have less student interaction, tend to be less effective, such as giving lectures without getting student input.

9. What qualities do you possess that you think make you a good and effective teacher?

Approachable, motivating, passionate, positive attitude, friendly and good at communication.

10. Do you think that your students are satisfied with your teaching?

Yes, they are. I take anonymous feedback in the middle of every semester

11. How has the in-house training offered by the ELC helped you become a better teacher?

We haven't been given any training course by the ELC, but actually any training will surely refresh our skills that we gained during our study.

12. Are there teacher training courses the UQU doesn't provide that you would be interested in taking?

There should be conferences where teachers from other Saudi universities can participate and share their experience in teaching English language in Saudi Arabia.

13. Do you think that the university should provide further career progression opportunities (e.g., teacher training courses, mentoring, conferences, computer courses)?

Yes, of course

14. How do you evaluate your own teaching and improve your lessons?

Self-reflection, student feedback.

15. How is your teaching evaluated in the ELC?

We are evaluated by our students' surveys at the middle of each semester.

16. Do you think that the current teacher evaluation system at the ELC can be improved?

I think it is just fine.

17. Have student surveys about your teaching been helpful?

Yes, Indeed. They give confidence and satisfaction or help you improve

18. Do you think that your academic training has prepared you to be a good teacher?

Yes. Training sessions that I had, gave us an opportunity to learn new ideas and techniques.

We did course related fun activities/worksheets and made use of different new ideas in class to motivate students.

19. What motivates you to be a better teacher at the ELC?

Appreciation and encouragement.

20. Do you feel like you are continually improving as a teacher?

Yes, of course. We try new things and learn with our experience.

21. Are you satisfied with the benefits that the ELC offers (e.g., salary, promotion, working conditions)?

There should be a University wide standard for giving allowances to all. Promises to pay children's fees should be fulfilled by the University.

22. Do you feel comfortable, safe and valued in the ELC?

Yes

Appendix K: Manager Interview Transcripts

Manager One

1. How long have you been working in the KSA?

All my life

2. What is your job title?

Assistant Professor

3. What qualifications do you have?

BA in English, MA in Applied Linguistics, and PhD in English (Applied Linguistics)

4. How many years of teaching experience do you have and where?

Two and a half years as a full timer in the ELC-UQU and one year as a part-timer in the English Department and in the College of Community Service

5. To your knowledge, does the Ministry of Higher Education have specific criteria that they use to identify good teachers?

I do not believe that there are specific criteria for good English language teachers. There are criteria for selecting new academic staff in general (written exams, interviews, etc.) but nothing specific for the English language teaching field.

6. What qualities do you think good and effective teachers possess?

Good teachers can deliver the lesson clearly to students and can manage the classroom in a smooth way. Effective teachers go a little bit higher by providing an atmosphere where

students can develop as independent learners of the English language in a motivating atmosphere.

7. Does the ELC have methods to identify and evaluate a good English language teacher during recruitment? What do you look for when recruiting new teachers? Does it matter if they are native speakers or not?

It does not really matter if they are native or not, especially given the fact that native speakers of English language are rarely Muslims and thus, are not allowed into the holy city of Mecca. Of course, if a native speaker is a Muslim and possesses the main following characteristics it would be an advantage.

The criteria includes:

a- A degree in English language teaching, Applied Linguistics or a related field, for the Saudis at least a masters degree in any major related to the ELT.

b- Passing the language test (Oxford Online Placement Test) successfully.

c- Passing the written test (theories of language teaching and classroom management) successfully.

d- Passing the interview successfully.

e. Any experience in teaching English is always an advantage.

8. Are teaching qualifications a definite mark of a good teacher?

Not necessarily from my experience. Some of our very good teachers have degrees in English literature but possess the talents of delivering lessons clearly and motivating students. On the other hand, a language teacher can hold a degree in ELT and not be able to deliver lessons. Thus, I believe a good teacher is a good teacher regardless of whether she holds a degree in

language teaching. With the talent and experience, she can develop her skills to a large extent. Completing a degree in teaching-related qualification can then help her direct her skills correctly.

9. What specific appraisal methods does the ELC use to evaluate/assess teachers? Do you think the current evaluation system at the ELC could be improved?

We use evaluation surveys by students at the end of the semester. The administration door is always open for students in case they have any complaints or suggestions throughout the semester. The two together can provide continuous and non-intrusive feedback on the teaching/learning process. However, I do believe the system can improve by establishing an objective, neutral and non-intrusive system to attend teachers' classes to have a closer look at the way the classroom is managed and the lessons are delivered.

10. Should teachers use different approaches and/or teaching methods for ESP and EGP classes? Is there a specific criteria for each?

I believe that a good teacher, if a hard-worker, can be a good EGP and ESP teachers. ESP surely requires more effort on the part of the teacher as the specific field of study might not be familiar to her at all (e.g., a holder of an MA in English literature teaching an ESP course in medical English). However, from my experience, I believe that if she is able to put effort and navigate through various books and websites, she can do it. As for the teaching strategies, I believe that they are basically the same (especially when both the EGP and ESP courses are integrative and do NOT focus on one specific skill or language component, the way courses are structured in the ELC-UQU). But, the focus is a little bit different. While in the EGP course the teacher focuses more on the development of language skills towards building the student's basic ability in English language, the focus in the ESP course should be more on the terminology within the context of the four skills. In the ESP course, the teacher needs to find

suitable strategies to encourage and motivate students towards learning more and more field-specific terminologies.

11. Do you think the ESP/EGP courses meet the students' needs? Do you think that students are satisfied with these courses provided by the ELC?

Yes it is, we found they've been improved, and cover their needs for the future study.

12. Are there particular resources that the ELC doesn't currently provide that you think students and teachers might benefit from (e.g., computers, audio-visual resources, textbooks etc.)?

Speaking about the female section, Abdya PY (preparatory year) Campus is fine in terms of teaching facilities (although some problems still persist when it comes to white boards and their replacement with smart boards which cannot be used interactively). However, in the other PY campus, i.e., Shisha Campus, there is a need for more data-show projectors and a more powerful internet connection in order to fully utilize technology in teaching. The same thing applies to Zahir Campus in which it becomes extremely difficult to deliver a lesson using PowerPoint presentations.

13. In your opinion, what teaching methods are most effective in teaching the English language?

I believe that no one teaching method is enough in itself. It all depends on the type of lesson to be delivered and the context of teaching. For example, with beginners, it might be difficult to use the indirect, inductive, approach to language teaching (task-based learning activities for example) as they might find it difficult to discover the rule. However, with more advanced learners in an English-speaking country, language learners might find it boring to follow the teacher as she delivers a grammatical rule explicitly (directly) through the

Grammar Translation Method. Thus, to wrap up, the teacher needs to be flexible in selecting the most appropriate teaching method based on the context, students' levels, and their needs.

14. In your opinion, which methods are the least effective?

As stated above, it is difficult to make a general judgement as the most/least effective teaching method is a decision to be made by the teacher based on a number of variables. Saying that, I believe that the audio-lingual method of language teaching with drill repetition might leave the students helpless and not develop their literacy skills

15. Does the in-house training offered by the ELC help to improve the quality of English language teaching?

It does through providing orientation sessions and workshops (delivered by the ELC staff and by international entities, Oxford University Press) which help teachers to get their way into the material to be taught. However, I believe a more systematic approach to identifying teachers' needs is important in order to deliver tailor-made workshops specifically meeting these.

16. Are there teacher-training courses that the ELC doesn't provide that you think would be beneficial?

One possible course that I believe that ELC needs to help its staff get is a TESOL Diploma. This diploma can be done online. This is one way in which the ELC can invest in its staff development.

17. Do you think that the use of student surveys as an evaluation tool is effective?

Yes, they are. As stated above, we have been using them for almost three semesters now. And most of the time, they can help administration to locate problems and find solutions for them.

However, it is worthy of notice that they should be dealt carefully as sometimes the students use them as a tool to take revenge of a teacher who was strict with them.

18. How do you motivate teachers to continually improve at the ELC (e.g., appraisal, salary, promotion etc.)?

At the female section, we mostly use appraisal (by recognizing the highly-rated teachers).

19. Do you believe that the teachers are satisfied with working at the ELC?

It is difficult to judge from the point of view of administration whether teachers are satisfied or not, my view will be always biased. However, I do believe that in general they are satisfied with a number of points (being treated fairly, having the advantage of choosing the campus where they would like to teach, they are teaching in Mecca) and are unsatisfied with other points (unavailability of important resources, e.g., printers and data-show projectors, large classroom size, and small staff office).

20. Do you obtain feedback from the teachers regarding the ELC so that you can improve their working conditions and facilities?

Yes, we do. At the end of each academic semester, we conduct an anonymous online survey in which teachers can rate the course, deputy, and coordinator on various points. They can also write any comments they have in mind. These are then analysed and read carefully to plan improvement.

Manager Two

1. How long have you been working in the KSA?

All my life

2. *What is your job title?*

[redacted]

3. *What qualifications do you have?*

BA in English language, MA in Translation, MA in teaching pedagogy, PhD in translation and pedagogy.

4. *How many years of teaching experience do you have and where?*

25 years of teaching experience in Saudi Arabia

5. *To your knowledge, does the Ministry of Higher Education have specific criteria that they use to identify good teachers?*

Nothing is coming from the Ministry of Higher Education; we are usually taking the instructions from the university, but we don't have any criterion or assessment to identify good teachers.

6. *What qualities do you think good and effective teachers possess?*

Teachers must be knowledgeable in their field in EGP/ESP so if we find the student are satisfied by passing the exams and have been developed in the English so that means they are effective, because the ELC plays a very essential role in the UQU, the ELC aims to raise the students levels in English to be able to face confidently their majors.

7. *Does the ELC have methods to identify and evaluate a good English language teacher during recruitment? What do you look for when recruiting new teachers? Does it matter if they are native speakers or not?*

Yes, I think our criteria of recruiting new teachers are effective, before recruiting the foreigners, they must pass a different exams and pass the interview. If we find they are good then they would be selected to be one of the ELC instructors. For the Saudi applicants, they must be at least MA holders, in applied linguistics or any major in ELT. One important point needs to be mentioned is we are serving all the university, we are providing the English courses for all the preparatory year students. The students' number is increasing and in the same time we are suffering of lacking of the teachers, because of this lack we are forced to accept teachers from outside without stressing their qualifications. We don't have time to find the perfect teachers, we need to teach the students and provide the EGP&ESP courses.

9. What specific appraisal methods does the ELC use to evaluate/assess teachers? Do you think the current evaluation system at the ELC could be improved?

We use evaluation surveys by students at the end of the semester. I've found this is a very good evaluation method, by this survey then we can see if the students are satisfied by the teachers performance in the class, also we always see the students results in the exams at the end of each semester , if we notice the students results are very low then we will have to go back to the teachers and we will investigate the problem and sort it out, but I have a strong belief that all the teachers who are teaching in the ELC are doing their jobs in a very good way and they are very honest because they are working in the place of the holy mosque, so teachers will have a strong religious believe that is considered as one of their religious duties to help Mecca students, to help any people live in Mecca, so they will do their best in teaching to satisfy their religious belief.

10. Should teachers use different approaches and/or teaching methods for ESP and EGP classes? Is there a specific criteria for each?

From my teaching experience, the good teachers can use various integrated methods for teaching both ESP and EGP, there is no difference in teaching methods.

11. Do you think the ESP/EGP courses meet the students' needs? Do you think that students are satisfied with these courses provided by the ELC?

Yes I think, we found they cover their needs.

12. Are there particular resources that the ELC doesn't currently provide that you think students and teachers might benefit from (e.g., computers, audio-visual resources, textbooks etc.)?

The ELC yearly is asking the UQU to support us with the technological tools, we are telling them the students number is increasing so the classes are increasing, and we are waiting to have enough amount of these tools.

13. In your opinion, what teaching methods are most effective in teaching the English language?

Communicative approaches because it's aiming to let the students use the target language, but hard to apply it with large student numbers in the class, and this method would be very effective with the advanced students.

14. In your opinion, which methods are the least effective?

Grammar translation methods, because it's very limited based on the grammar only.

15. Does the in-house training offered by the ELC help to improve the quality of English language teaching?

It does through providing orientation sessions and workshops (delivered by the ELC staff and by international entities, Oxford University Press) that sometimes happened beginning of the

academic year aims to explain to the teachers how they should deal with the curriculums, and focuses on the students needs.

16. Are there teacher-training courses that the ELC doesn't provide that you think would be beneficial?

Any course in TESOL /ESP / will be beneficial for the teachers.

17. Do you think that the use of student surveys as an evaluation tool is effective?

I think yes, by the student survey we can see if the teachers are doing well or not.

18. How do you motivate teachers to continually improve at the ELC (e.g., appraisal, salary, promotion etc.)?

Not really.

19. Do you believe that the teachers are satisfied with working at the ELC?

Most of them yes, we haven't received any bad feedback from them mentioning that they are not satisfied.

20. Do you obtain feedback from the teachers regarding the ELC so that you can improve their working conditions and facilities?

Yes, why not. We are always accepting all the views and at the end we are Muslims so we have to know that there is no difference between Saudis and the foreigners.

Manager Three

1. How long have you been working in the KSA?

All my life

2. *What is your job title?*

[redacted]

3. *What qualifications do you have?*

BA in English language, MA in applied linguistics and PhD in applied linguistics.

4. *How many years of teaching experience do you have and where?*

20 years of teaching experience in Saudi Arabia

5. *To your knowledge, does the Ministry of Higher Education have specific criteria that they use to identify good teachers?*

There is no any criterion to identify good teachers from the Ministry of Higher Education, and there's not any specific criterion provided by the ELC or the UQU, but we just have a recruiting criterion.

6. *What qualities do you think good and effective teachers possess?*

Teachers should be able to manage the class, have good communication skills, should be able to increase students' knowledge in the English language. Let students understand the target language, be able to communicate in English, improve all the skills and be able to study their majors in English by passing the exam of each semester and reach to the required level in English.

7. *Does the ELC have methods to identify and evaluate a good English language teacher during recruitment? What do you look for when recruiting new teachers? Does it matter if they are native speakers or not?*

If they are English native speakers that would be better, but it's rarely we find non-Muslims English native speakers, the recruiting criterion is good, and we've found lots of foreign applicants love to work here, which is considered a very good opportunity to them working in Mecca, the place of the holy mosque, for practicing their religious duties. Most of the applicants are qualified, have a very good level of English, they have to pass the exams. The number of Saudi teachers are very limited for that reason, we've been forced to accept the applicants from outside to be able to cover the needs of the preparatory year.

9. What specific appraisal methods does the ELC use to evaluate/assess teachers? Do you think the current evaluation system at the ELC could be improved?

We just have the students' survey on the teachers performance in the class, it might be not enough and not really very trustful but that's what we have until this moment. I think our teachers are qualified, because we've noticed the students improved.

10. Should teachers use different approaches and/or teaching methods for ESP and EGP classes? Is there a specific criteria for each?

Honestly teaching ESP and EGP are different: in the EGP we can use different methods and techniques, we can adapt various activities, we can elicit from the students the target language but when it comes to the ESP that's totally different, the teachers should dominate the class to give the students the target language, the teachers need to do lots of efforts to make the lesson more interesting and simple.

11. Do you think the ESP/EGP courses meet the students' needs? Do you think that students are satisfied with these courses provided by the ELC?

Yes it is, students improved and covered their needs.

12. Are there particular resources that the ELC doesn't currently provide that you think students and teachers might benefit from (e.g., computers, audio-visual resources, textbooks etc.)?

Yes, we need more of the technological tools, we are suffering of lacking amount of these tools. The University doesn't provide enough numbers of these technological tools to the ELC.

13. In your opinion, what teaching methods are most effective in teaching the English language?

Personally, the most effective method is the Communicative approach, but sometimes is very hard to apply it if the students' level of English is poor.

14. In your opinion, which methods are the least effective?

Honestly, I can't decide which method is least effective.

15. Does the in-house training offered by the ELC help to improve the quality of English language teaching?

The courses given by the Oxford University Press are useful, it's showing the main aims and goals of the course books/Headway/.

16. Are there teacher-training courses that the ELC doesn't provide that you think would be beneficial?

Any courses in ELT would be great for our staff because such courses will help the teachers to expand their knowledge in the ELT word, and of course will show them the most effective way in teaching this language.

17. Do you think that the use of student surveys as an evaluation tool is effective?

Yes, to see if the students are satisfied with the teacher's performance in the class.

18. How do you motivate teachers to continually improve at the ELC (e.g., appraisal, salary, promotion etc.)?

Honestly, we don't have any kind of promotion in the ELC for the foreigners, but they are really felt happy to work in the UQU, to serve Mecca students.

19. Do you believe that the teachers are satisfied with working at the ELC?

Yes I think, most of foreigners are extending with us, so that proves they are satisfied.

20. Do you obtain feedback from the teachers regarding the ELC so that you can improve their working conditions and facilities?

Yes, our office is open for all the staff any time.

Manager Four

1. How long have you been working in the KSA?

All my life

2. What is your job title?

Lecturer and Co-ordinator at the ELC

3. What qualifications do you have?

I have a bachelor's degree in English Literature, and master's degree in translation which both were acquired from Umm Al-Quran University.

4. How many years of teaching experience do you have and where?

Officially 6 years and I worked as a volunteer instructor for 4 years in the English Language Department in the UQU, so I have around 10 years of teaching and administration experience.

5. To your knowledge, does the Ministry of Higher Education have specific criteria that they use to identify good teachers?

Honestly, we have limited relations with the Ministry of Higher Education, we are used to take the instructions from the university, and the university refers to them.

6. What qualities do you think good and effective teachers possess?

If students pass the exams and get good results that means teachers are very good teachers, so one of the traits is the students achievements, and they should be knowledgeable. Also, teachers should be able to control the class, to have good management able to cover all the required syllables in determined time, if we found the students are stratified by their teachers, that usually shown in the survey, so then we can judge if they are good or not.

7. Does the ELC have methods to identify and evaluate a good English language teacher during recruitment? What do you look for when recruiting new teachers? Does it matter if they are native speakers or not?

First of all, we are looking for a qualified teacher. Here we have more than one decision in recruiting: For Saudi ladies, it depends on the positions they are applying for, some positions require BA in English language. For the instructors and lecturers positions, the ELC is looking for MA degrees in linguistics, they prefer to be in speciality of English language teaching , such as TESOL, TEFEL , ESP, EGP and MA in translation is accepted as well Also, they've been asked to take a serious exam and the interview. For the contractors, (the foreigners) there's community in the male branch who are mainly deal with this, and Dr.

Ahmad Shah is responsible for recruiting the contractors and I don't have exactly what's his methods, but I know that it's not all the contractors have MA. Co-operative teachers, who aren't officially working with the university but at the end of the semester the university pays for them

9. What specific appraisal methods does the ELC use to evaluate/assess teachers? Do you think the current evaluation system at the ELC could be improved?

A-Evaluated by their students.

1-At the end of each semester , the teachers have been evaluated by their students and that's done by online form, then the head of the ELC in the Female department sorts out the evaluation , and send each teacher her evaluation, points of strengths and points of weakness , and send the students' comments in a very private manners.

2-There's another evaluation , but it doesn't take effect in each every semester , this one is related to the university itself, when the students logs on into the website to check their grades, the website requires them to evaluate the teacher before they see the grades, but that doesn't happen every semester, for example I didn't find any evaluation for myself in the website of the UQU in the last two semesters,

10. Should teachers use different approaches and/or teaching methods for ESP and EGP classes? Is there a specific criteria for each?

Yes, it is totally different in teaching. The EGP is boring for students, not interesting to them, and kind of repetitive, but we are trying to make it interesting and more fun to them ,but the ESP is very fun and interesting to them although the ESP is requiring lots of efforts but they love it more than the EGP especially the medical students. I don't think so that there is a

specific criterion for each , that could depend on the teachers on how do they usually handle with each curriculum of EGP/ ESP.

11. Do you think the ESP/EGP courses meet the students' needs? Do you think that students are satisfied with these courses provided by the ELC?

Yes they did meet the students needs and achieve the goals of each course is related to ESP: the syllabus of the course is covering lots of medical terms, so they are able to make the students are more knowledgeable and confident of their specific filed into the next phase either in the technological or medical majors.

12. Are there particular resources that the ELC doesn't currently provide that you think students and teachers might benefit from (e.g., computers, audio-visual resources, textbooks etc.)?

Currently, the ELC is trying the best in providing the technical tools to the teachers and we are always asking the male directors to provide us with these tools, but sometimes we can say the technology is out of our hands, in some classes there are computers, audio visual tools and the internet, but some classes they don't have them. So I think we should benefit from the technology because honestly the technical tools make the lesson more fun and interesting also its saving the time lesson.

13. In your opinion, what teaching methods are most effective in teaching the English language?

It's the communicative language teaching, because it helps to get the students to be engaged and involved in the class.

14. In your opinion, which methods are the least effective?

Audio-lingual methods because it's based on the memorization.

15. Does the in-house training offered by the ELC help to improve the quality of English language teaching?

The ELC offers an orientation course at the beginning of each semester that does not happen yearly; this course is designed and oriented by some staff of the Oxford University, the main aim of this course is to train the teachers in how they should teach the (Headway course book for EGP & ESP) and explain to them the curriculum, especially our curriculums are designed specifically for the Saudi students, which is fitting with our culture and Islamic religion, but honestly we found sometimes these training courses are boring and repetitive and we usually say that to the male administrators who are responsible for these courses and in the ELC the male administrators section have the main power in managing and administering the centre even on the female departments..

16. Are there teacher-training courses that the ELC doesn't provide that you think would be beneficial?

Any course in ELT would be helpful for the students.

17. Do you think that the use of student surveys as an evaluation tool is effective?

Yes, it is. After obtaining the students' responses on the surveys, the administrators are handling these results, looking for the gaps and trying to solve and discuss these problems with the teachers individually if the students are not satisfied, and the administrators are seeking to provide good solutions for the next semester.

18. How do you motivate teachers to continually improve at the ELC (e.g., appraisal, salary, promotion etc.)?

Really, we don't have any particular appraisal method, and there is no any kind of promoting system in our centre. In my point of view, for non Saudi teacher, renewing their contract each year that would be considered kind of motivation for them to work harder to be able to keep working in the ELC.

19. Do you believe that the teachers are satisfied with working at the ELC?

I think yes, they are very happy to work with us and its consider a very good a opportunity for them to work at the ELC in Mecca city.

20. Do you obtain feedback from the teachers regarding the ELC so that you can improve their working conditions and facilities?

Our office is opened for the all teachers and students, and we don't reject to listen any feedback from the teachers and the students.