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EFL Materials in public school classrooms in Saudi Arabia.

An investigation of the extent to which teachers engage in materials/textbooks development in order to design learning experiences to meet the needs of their students as an indicator of teacher autonomy.

By

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**A Thesis Submitted in Fulfilment of the Requirements for
the Degree of Doctorate of Philosophy in Curriculum
Studies**

(Policy, Pedagogy and Practice Group)

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Abstract

This study aims to investigate the ways in which EFL teachers in Saudi Arabia use, design, and evaluate their teaching materials, in a context where teachers are expected to use only the prescribed textbooks inside the classroom. The extent to which teachers supplement and adapt the set textbook is used as an indicator of their willingness and ability to adapt their teaching in response to the needs of the learners in their classrooms. Saudi teachers' willingness and ability to take control of their personal teaching and learning in this way is investigated using Huang's framework of autonomy. The study explores the different responses of the teachers in the study to the policy of the Ministry of Education regarding the use of the prescribed textbook and the extent to which through their use, design and evaluation of teaching materials, teachers are able to enhance their professionalism.

Data was collected using classroom observations and semi-structured interviews of 6 male EFL (English as a Foreign Language) teachers in Saudi public schools and analysed using Narrative and Grounded theory approaches. The hybrid approach adopted for this study proved useful in uncovering much rich information about teachers' perceptions about and use of the textbook and the implications of the extent to which they engaged in materials development in response to the needs of their students. The study revealed different perceptions and degrees of responsiveness to the need to adapt materials for the learners in the classroom. In some instances, whilst teachers described themselves as exercising autonomy the observation of classroom practice was not entirely consistent with such a perception. Conversely, some teachers were more proactive in the classroom than responses in interviews might suggest.

The study builds on previous work into the trend for learners in EFL classrooms in Saudi Arabia to exercise more learner autonomy and the relationship between learner demands, the capacity of teachers to engage in materials development and teacher professionalism is examined. The study concludes that more research into providing scope for adaptation and variation in the use of textbooks in EFL in classrooms in Saudi Arabia could shed light on how institutional and personal constraints on teacher autonomy could be mediated without jeopardising the quality and consistency of learning and teaching.

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Author's declaration

I declare that, except where explicit reference is made to the contribution of others, that this dissertation is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.

Signature:

A solid black rectangular box used to redact the author's signature.

Printed name _____ Sultan A. Albedaiwi _____

Appreviations:

1. **KSA:** Kingdom of Saudi Arabia.
2. **MOE:** Ministry of Education.
3. **GDA:** General Directorate of Assessment.
4. **EFSA:** English For Saudi Arabia.
5. **EFL:** English as Foreign Language.
6. **TEFL:** Teaching English as Foreign Language.

Key Words:

Textbooks, Materials development, Teacher professionalism, Teacher autonomy.

EFL Materials in public school classrooms in Saudi Arabia.

An investigation of the extent to which teachers engage in materials/textbooks development in order to design learning experiences to meet the needs of their students as an indicator of teacher autonomy

Chapter 1

Introduction

1-1 Statement of the problem

English for Saudi Arabia (EFSA) is the only textbook the Ministry of Education (MoEAdministration, 2010) has provided for teaching English since 1992. Therefore, it constitutes the sole, official guidance on English teaching and controls the way teachers teach English by shaping their experience, and sets parameters for the approach to be used, the skills required and limits the scope for teachers to exercise personal creativity in the planning of learning experiences for their students. It is argued that the constraints imposed by the MoE textbook prevents teachers from recognising the difference among students (Al-Sadan, 2000) and discourages them from developing approaches that meet the needs of the students in their classes.

Recently, the MoE has been working with publishers to introduce new textbooks but this has been without any involvement of teachers and the potential value of their input into the development of teaching materials and the evaluation of teaching approaches remains unrecognised. All that both teachers and students are expected to do is to follow what has been prescribed.

Regulation of all public education forums in KSA, (MoEAdministration, 2010) stresses that teachers must duly complete teaching of all the unit content provided in the textbooks provided by the MoE:

Due to what has been noticed in the educational field in schools that there are some delays by some teachers in finishing the planned courses of the textbook, the ministry hereby stresses that such delay would impair the overall goals of the material and

affects the level of cognitive achievement (cumulative) for students' sequential stages of education, which is the educational policy overall aim in public schools in Saudi Arabia (MoEAdministration, 2010). (see Appendix 1, Arabic text)

This is just one example of the demands of the MoE on teachers, which requires them to complete the whole content of textbooks in their courses (see also(Council, 2000)). Therefore, teachers are faced with a struggle to complete the units prescribed by the MoE in the textbooks and cannot find time to develop additional materials to teach concepts that their students find hard to understand or which the textbook simply does not explain.

Moreover, if a school wishes to make a change in the curriculum (such as using a different or a supplementary textbook) the change must be approved by the Ministry, which has several sub-offices in each of the five provinces and this is a time consuming process and it is not encouraged. So, although a province with the approval of the MoE could make changes or amend a non-basic rules, such as classroom testing strategies, Saudi education is standardised in the government's public schools. The schools all have the same curriculum and use the set textbook distributed countrywide by the MoE (Alabdelwahab, 2002).

According to Al-Roumi (2012), the vice minister of education for planning and development, the ministry does not give any permission to the efforts of an individual teacher to modify the units or lessons provided in the textbook, or add an extra page to the book, or even alter any of its specifications, or divide it into parts. This restriction on the teacher to design material and activities can have detrimental consequences for their students.

Al-Roumi continued declaring that such view of protecting textbooks from any amendments agrees with the view of the General Directorate of Curricula, which leads the project to develop curricula and textbooks that can reach international standards. They appear to want to devise a 'teacher-proof' textbook in terms of controlling content, design, and accompanying educational materials, to take account of all the requirements of all the students who will then need only to practice the tasks in the textbooks correctly (Al-Roumi, 2012).

Furthermore, the circulated new policy, according to Al-Roumi (2012), stressed the need to maintain the textbooks and courses in the image and specifications without any change, alteration or deletion, as they have already been quality assured prior to publication; the assumption being that any changes made by teachers in the classroom would diminish rather than enhance the quality of the learners' experience.

The vision for the learner, the school and the district in contemporary KSA depends on redefining the role of the Ministry of Education. Under this new vision, the Ministry of Education will focus mostly on policy-making, development of standards, development of curricula, provision of high quality teaching and administrative staff, and provision of resources and tools to Districts and schools (Tatweer, 2008-2012).

Tatweer is King Abdullah Bin Abdul Aziz Public Education Development Project that will radically alter the current Saudi education model bringing it in line with the highest international standards (Saudi Gazette, 2011).

According to the Alweeam online newsletter (Alweeam, 2012), the Tatweer project involves the production of curricula from the developed world that can be transferred into the local environment of the Kingdom of Saudi Arabia, as well as designing quality training packages and global programmes that are modern and internationally accredited for teachers who teach English as a foreign language (EFL).

However, the implication of the Tatweer strategy for EFL, and for this study, is that none of their plans, as indicated previously, include the knowledge and experience of the EFL teachers themselves who are excluded from material development and constrained from adapting tasks to meet the needs of their learners. It would appear that this strategy is simply the continuation of a long history of amendments, which now seems to have reached the peak of their development without any involvement of teachers in the process.

1-2 Theoretical Framework

According to Barfield et al. (2001), teaching is always context-orientated and the professionalism of teachers is directly linked to their ability to adopt and adapt approaches that can meet the needs of their particular classes and individual students.

Teachers need to be able to exercise a degree of autonomy in order to reflect upon the features of their specific teaching environment and be willing and able to learn from their experiences for the promotion of effective responses to learner needs.

Current thinking explores the extent to which a teacher develops a greater/lesser sense of autonomy through their capacity to respond to the needs expressed by students and whether this contributes to more effective learning (La Ganza, 2008, Lamb, 2008).

The role of teachers in curriculum development is an important indicator of the extent to which they are considered to have a professional enough status to be trusted in the modification of content and modes of. Stenhouse (1975) argues that curriculum development is a central component of teachers' professionalism as they are the experts on how to promote learning in their classroom.

However, in this thesis I was exploring a more restricted, but still very important aspect of this, by focusing on the teachers' role in the development of materials to support learning in the EFL classrooms. To what extent do the teachers in the study have the scope to deal with students' eagerness and enthusiasm, if any, and can this help teachers develop their skills and professionalism? Bell and Gower (2011) have stressed the importance for teachers to adapt already provided materials, if they are to be adaptive to the students' context and needs.

A teaching approach that is student-centred should be able to allow for further modifications of the curriculum to fit different students and learning environments during the teaching process and the implementation of its materials (Galton, 1998). This can be further supported by the fact that curriculum development does not only rely on curriculum creation, but all the processes and stages involved in its classroom implementation (Varış, 1997).

The previous studies suggest that teachers who tackle their teaching work using the student-centred approach need to be given the choice of freedom to understand and interpret the current textbooks in their own ways and in the ways they think are best suited for their students.

For example, teaching in Saudi Arabian regions can be very demanding in terms of more responsibility and limited choices, since the teaching methods used in teaching English do not allow for the use of a student-centred approach and instead use the traditional teacher-centred approach (Grami, 2012).

Challenges that teachers face in this region, related to teaching English, are those that arise due to cultural differences and some educational factors that help shape the curriculum of the area (Gray, 2000, McKay, 1992, Whitfield and Pollard, 1998). Other factors that influence English learning in Saudi are the processes that the national government have put down for recruiting new English teachers, processes which do not, in any way, prepare the newly recruited teachers for the tasks that lay ahead (Al-Hazmi, 2003).

For these reasons, Saudi students are always left behind in learning the language and are therefore not able to relate classwork with what happens in real life environments (Syed, 2003). Due to this, it is always difficult for them to pass language tests like TOEFL and IELTS.

There are many researchers who, in the past, and still do, stress the need for balance between teachers exercising autonomy and overall responsibility, which would allow for proper functioning of various school activities (Anderson, 1987, Gutmann, 1999).

However, other researchers stress that exercising autonomy should not be used as an excuse to demand professional freedom, as this will reduce teacher cooperation with their fellow workmates in schools and the entire school management, and make them remain in professional isolation (Little, 1990, Pearson and Moomaw, 2005). The effect of this, according to the researchers, is reduced performance amongst teachers, which does not promote the curriculum.

1-3 Saudi EFL Teachers and exercising autonomy?

The definition of the term ‘teacher autonomy’ in this study is, as stated by Huang (2005, p. 206) , the willingness, ability and freedom of the teacher to undertake the control of personal learning and teaching. This study later measures the participants’ practise of the term according to their views and knowledge.

In Saudi Arabia, there are no steps in place to encourage teachers to exercise or encourage the availability of the option of autonomy for anybody who is already teaching at all levels of education in primary or higher education. Teaching in this country is mainly focused on following instructions and pre-written textbooks (Al-Seghayer, 2005). This implies that even if teachers were to be given such choice on exercising autonomy by their supervisors, a real degree of autonomy would not be realised, but be a mere perception.

The approach of teaching English that is used in Saudi is teacher-centred (Grami, 2012) and this means that the students majorly depend on what is given to them by the teachers, and therefore consider the teachers as their sole source of information. Furthermore, the teachers themselves largely depend on the textbook as their main teaching material (Al-Sadan, 2000). This means that teachers have the responsibility to stay on top of their profession in a bid to satisfy the demands of the students.

Effective participation of teachers in material reforms requires that they be given space and opportunity to access and implement the materials in a way that is comfortable with their teaching methods (Johns, 2002). Many studies indicate that the limitations that are faced in attaining material reforms depend on the context of application (in this case Saudi Arabia). Such influences caused by the present context of application help in migrating from the conventional methods, where teaching only depended on old textbooks and reference materials, to the present resources like the internet and various other forms of technology applied to learning. This opens up the teaching environment and breaks it off from the bond of fixed and conventional teaching materials.

The present era has enabled many teachers in the language department to achieve some degree of autonomy by adopting new learning materials like personal computers, electronic libraries and several others automated learning services (Thanasoulas, 2000). Moreover, the presence of a need to upgrade learning systems promotes autonomy. In addition to this, the presence of technology provides teachers with better methods for analysing their students, teaching them, keeping records and modifying their current teaching environments to perfectly suit their students (Thanasoulas, 2000).

This helps teachers break the chain of limited services provided by the MoE. This is needed because, to them, English language is a new subject that is challenging to master and requires new concepts and effective learning methods (Waters, 2009). Moreover, Zemke (1998) asserts that the introduction of technology to learning environments has created a stiff worldwide learning competition and an ever-growing need to have better and more efficient learning methods and flexible curricula.

1-4 The purpose of the study

In all educational institutions of Saudi Arabia (primary, intermediate, secondary, colleges and universities), English is strictly a core subject and is either studied as a major field or as an elective. Everybody who passes through any educational institution in Saudi has to have some form of English knowledge. Therefore, even those who do not study English are expected to undertake an introductory course in English.

The urge to undertake this study came out as a result of my personal experiences, having served as a lecturer in a relevant department in a higher education institution. This job entailed supervising teachers. The need to discuss the role of teachers in improving learner autonomy in learning environments of Saudi Arabia had also been accessed in a dissertation that was part of a Master of Education in English Language Teaching (Al-Bedaiwi, 2010).

It is evidenced that promoting autonomy of teachers promotes better education and that promoting better learner education promotes teachers' autonomy. Furthermore, with the present teaching methods, it is difficult for teachers to satisfy students' urges to acquire better and more concepts, if they (the teachers) have not adopted autonomy. Therefore, without self-autonomy, teachers cannot be entrusted with the work of promoting student autonomy (Barfield et al., 2001). This implies that teachers themselves need to embrace autonomy to cope.

From the long study, it can be concluded that learners have the ability to enable teachers to achieve their own degree of autonomy that will, in the long run, allow them to devise more efficient teaching methods. It is for this reason that I am eager to explore how teachers could be conscious of the new methods and techniques of teaching EFL in order to promote learning.

Concurrently, the research also declares that the major set-back in the present Saudi materials/textbook is its inability to cope with the present occurrences and practices in learning institutions. The conventional materials ignore the importance of collective teacher, students and parents' participation in materials and their implementation.

Therefore, the research stresses upon the need for the active involvement of teachers in material development and the need to give them freedom to modify and implement it in their own way and without external interruptions. This will enable them to edit the presently used reference materials like textbooks so that the students can be awarded with more precise information and more updated methods of teaching.

For teachers to be encouraged to exercise autonomy is essential to develop new teaching strategies and methods. The role of teachers in material development has, for this reason, attracted interests of many researchers who created principles and guidelines that allow teachers to reform their teaching methods. In conjunction to this, it is absolutely true to say that teachers' development has a direct relationship with curriculum development and promotes the curriculum by a significant amount (Stenhouse, 1975, p. 24).

We established in the introduction that if some authors are for the idea of teachers being involved in the curriculum development, it is then given that teachers' involvement of material development is vital. Teachers' educators should be on the frontline of encouraging teachers to adopt the practices recommended by the previous research works (Nespor, 1987, Pajares, 1992, Richardson, 1996). It follows that the key factor in evaluating the practices of teachers and coming up with the best teaching strategies that promote student learning is for teachers to exercise autonomy.

This research further explores how the introduction of teachers exercising a certain degree of autonomy may help create recommendations for better teaching methods that improve English teaching. According to Zaid (1993), in the first reform of designing the English curriculum, teachers have been invited informally to submit recommendations for improving English teaching mainly through textbooks, however, due to the lack of knowledge on curriculum development in general and teacher training, many did not participate. This has also led to the development of a new centralised system of curriculum development (Al-Roele, 2000).

1-5 The aim of the research

This research aims to understand and explain the role of teachers with regards to them being able to develop materials through a study of how they respond to the restricted context of a prescribed textbook. It further explains that for teachers to exercise autonomy, they have to first become materials developers.

This study further discusses the attitude of teachers and the extent to which they feel they are faced by eager and enthusiastic students who are exercising autonomy by using various resources obtained by new technology and through websites, who also believe they should be allowed to practice autonomy.

The study also explains the level at which teachers contribute to learning, especially in learning institutions in the Qassim and Riyadh regions in Saudi Arabia. This also includes the role played by the schools' learning culture in promoting the teaching of languages and EFL materials. Teachers are expected to implement new techniques and approaches that relate to pedagogy in language and EFL classes. However, the conventional teaching practices might hinder this practice, and thus the need for teachers' choices of new methods and might also hinder techniques like exercising autonomy.

So far, there were no signs of research that links teachers who exercise autonomy and the use of textbooks in Saudi Arabia. This applies whether the concern is material development or just design, and therefore my thesis is fully original and positively contributes to the education of Saudi Arabia.

1-6 The research questions

The research in the present paper explores how teachers use the government-provided textbooks in the EFL classroom in public schools in Saudi Arabia. It also, focuses on the extent to which the teachers engage in material development and feel able to exercise a degree of autonomy in designing learning experiences that meet the needs of their students.

Theoretically, the concept of teachers exercising autonomy covers many aspects of language development and could possibly involve wider research that would combine all subjects and both genders, in public schools.

Therefore, this research examines EFL male teachers' needs and how such involvement reflects upon their learners to foster their degree of autonomy.

Moreover, the present research asks the question of how the adoption of autonomy promotes learning and the importance of teachers to be involved with material development. Furthermore, there is a need to answer the question of how exercising autonomy from learners and teachers will help increase teacher motivation and performance.

1-7 Thesis summary

In order to address the former issues of professional teachers who exercise a degree of autonomy as materials developers, my thesis will be structured in the following order:

- Chapter 1 (Introduction) outlines the background and significance of the study.
- Chapter 2: (Education system in Saudi Arabia).
- Chapter 3 provides a thorough review of the literature on exercising autonomy, textbooks and materials development.
- Chapter 4 outlines the methods and methodologies employed in the research, including reviews of qualitative paradigms, details of the research instruments used, the research design, and the methods of data collection and analysis.
- Chapter 5 covers an in-depth analysis of the data obtained from the interviews and the classroom observations are examined.
- Chapter 6 provides a detailed look at the findings of the study in relation to the literature review, and adds new knowledge to the field.
- Chapter 7 summarises the principal findings, discusses the implications, identifies some limitations of the study, and maps out a framework for developing/exercising autonomy at public schools in Saudi Arabia, and suggests possible avenues for further study.

Chapter 2

The Study Setting: Kingdom of Saudi Arabia (KSA)

2-1 EFL TEACHING IN KSA: HISTORICAL AND OVERVIEW

There are many reasons as to why people travel abroad (Crystal, 2003, p. 104) and each journey has immediate and significant linguistic consequences as for communication to be established languages need to be learned and interpreted. The English language probably first entered Saudi Arabia through Hejaz, the area famous through which thousands of pilgrims enter to visit Mecca. In order to communicate with travellers, the natives learnt English and this has continued with English being used as the means of communication in companies now trading with KSA (Prokop, 2003).

The spread of English in Saudi Arabia accelerated during the period of the discovery of oil, but was limited to translation and interpreting for business purposes (Alam, 1986). The KSA now employs a large number of people from neighbouring countries like India (Kachru, 1992, p. 58, Al-Haq and Smadi., 1996) for whom English is the lingua franca.

For instance, according to (Al-Jarf, 2008), thousands of houses now have foreign maids and Arablish¹, a mixture of Arabic and English, serves as the means of communication between the different nationalities. Both the Saudi government and private companies also host workers from around the world, so the common language in hospitals, shopping malls, banks, and other institutions and English serves as “a link between speakers of various languages” Kachru (1992, p. 58).

The education system of Saudi Arabia has a total of five sectors: kindergarten (children under 6 years), elementary (between 6-11 years), primary (between 12-14), secondary level (between 15-18 years) (Khafaji, 2004) and the university level (between 19-24 depending on the majors and type of education). After passing secondary school by attaining marks above 60%, a student can join a higher learning institution (Alshumaimeri, 1999).

¹ The term Arablish was first introduced by Yano (2001), to explain the intense mixture of English and Arabic in a masolect variety of English in many Arab countries.

English was introduced by the Saudi government into the education system in 1927 as a subject at secondary level schooling, along with French (Al-Abdulkader, 1978). When first introduced, English as a school subject did not have specific learning objectives, but when an intermediate level (grades 7, 8, and 9) was introduced to form an intermediary stage between the elementary and secondary schooling in 1959, specific instructional objectives and syllabi were established (Jan, 1984).

In the 1990s, the Saudi government re-examined the usefulness of the existing English curriculum and in 1994-1995, a new curriculum and textbook was introduced called “Saudi Arabia School English”. Once again, a monoculture textbook where all students are expected to learn the same things, the same way, at the same time, was presented, but with the introduction of English at the intermediate and secondary levels (Al-Seghayer, 2005). However the aims and objectives as stated by the MoE showed no difference.

2-1-1 Tatweer Project

According to Saudi Gazzett (2011) and as indicated in the introduction of this thesis, *Tatweer* is King Abdullah Bin Abdul Aziz Public Education Development Project that will radically alter the current Saudi education model bringing it in line with the highest international standards. In 2008 up to SR9 billion in funds were allocated for harmonizing the education standards of the KSA with the international standards (Al-Kinani, 2008).

One major method to be used is to redefine the functions of the MoE and leave them only with policy-making, standards development, provision of the required standards of staff and also provision of the necessary resources to all learning institutions (Tatweer, 2012). This will give teachers the opportunity to contribute to material development and implementation.

New public education sector strategies will radically alter the current Saudi education model, bringing it in line with the highest international standards, according to a source at King Abdullah Bin Abdul Aziz Public Education Development Project (Tatweer) (Saudi Gazzette, 2011).

A pilot scheme of the “New School Project” has already been implemented since the beginning of the new academic year 2009/2008; Dr. Ali Al-Hakami, Tatweer project director, is quoted as having said, “The project has been applied in seven education administrations all over the Kingdom and 200 schools run by them,” (Asharq Al-Awsat, 2013).

According to the Alweaam online newsletter (accessed and reported 21st May 2012), The Tatweer project involves the production of curricula from the developed world that cope with the local environment of the Kingdom of Saudi Arabia. In addition it aims to design training packages of quality and global programmes for teachers of English as a foreign language that are modern and internationally certified and accredited and also produce advanced educational materials and interactive websites and computer programs for determining attainment levels.

As the need to learn English language grows, the government has introduced English from the 6th grade. Private schools, however, start learning English in Kindergarten (McBeath et al., 2008). In 2004, the government approved a plan that will enable the introduction of English as early as in the 4th grade in response to recommendations from researchers on Foreign Language by the Elementary Schools (FLES) (Almeniei, 2005).

As for the development of EFL in KSA, according to Prince Faisal Al Saud, the former minister of education, (Sabq, 2012), the ministry implemented the project “Development of the English language” in order to raise internal and external efficiency in the field of English language teaching in public education and meet the requirements of higher education and the labour market.

Prince Faisal explained that the English language policy is being implemented through the decision of the Council of Ministers to approve the application of English language teaching to start from the fourth grade in public schools and forward. He also declared that English language will now be included as a major subject along with traditional courses (Sabq, 2012).

Prince Faisal added that the ministry has completed the restructuring of English teaching with the aim of improving the effectiveness of teaching in intermediate and secondary stages.

Such improvement would be through the development of curricula and raising the adequacy of teachers and employing modern technologies in teaching methods. This is in order to enable the educated and the uneducated to master an international language besides their native language (Sabq, 2012). This creates a great responsibility for teachers to meet the demands of the present time and respond actively to students' needs.

2-1-2 Assessment in the Saudi education system

The kind of assessment procedures and regulations used in Saudi Arabia do not focus on a specific group of work or individual (Al-Sadan, 2000). It is a process that is meant to promote personal development. The statement by Alsadan clearly outlines how the practising teachers are ever limited with restricted forms of assessment and is left with no room for professional teaching or their exercise of autonomy within their teaching environments. This ensures that students only get used to a predefined style of taking exams and exam questions and thus limit learning.

The tests used in Saudi Arabia are mainly for testing the performance of students in concepts that have been previously taught (Hughes, 1989). To make matters worse, even in testing, teachers still follow strict guidelines and marking schemes provided to them by the General Directorate of Assessment (GDA), which controls the way tests are designed and presented to students. Teachers are further limited from modifying the available textbooks to suit their learners and situations and have to follow the textbooks without any deviation (GDA, 2013).

In the KSA, student assessment is mainly done in two parts; student's work done during the semester which counts for up to 40% and the other 60% from the student's marks in the final examination. A student can only proceed to the next level when he/she has passed all the examinations of the current level. In cases of a fail, there are re-sit examinations to be carried out. Contrary to this, the Ministry of Education has produced a technique in which students who are still in primary schools will be constantly assessed and the final examination scrapped (Oyaid, 2009).

Tests of English language carried out in the first year of Secondary are categorised into two: written tests which examine a student's reading, grammar, writing and vocabulary, and oral tests which test the skills of both listening and speaking.

Teachers giving out these tests usually have to follow instructions provided by the GDA and also the provided marking schemes. The GDA insists that a total of 45 marks are awarded for written tests and the other 5 awarded for oral tests. This only means that oral tests generally provide a maximum of 10% of a student's end level overall mark (Oyaid, 2009). The teachers' book also has a proposed marking scheme, which, however, differs from that provided by the GDA.

2-2 EFL textbooks and pedagogy in Saudi context

The MoE policy about use of textbooks in general is that it expects teachers to follow the units in the prescribed textbooks exactly as arranged even in situations when such an action may have negative impact on the students. This means that in a standard public school in KSA, textbooks are the only teaching source for teachers (Al-Sadan, 2000).

As for the use of EFL textbooks and different pedagogies for EFL in general, the MoE has only sanctioned textbooks for EFL for use by teachers and provided a series of textbooks for English teaching called English For Saudi Arabia (EFSA). Various English For Saudi Arabia writers (EFSA) insisted that a teacher's book is the best training course for teachers and improves their teaching, an assumption that has been dismissed by several other scholars. The truth is that textbooks limit learners although they act as reference materials (Alshumaimeri, 1999).

The implication of the MoE policy regarding the use of textbooks in general or within the EFL pedagogy according to (Al-Sadan, 2000), is that if textbooks are the only teaching source for teachers this practice often leads to ignorance among students, as well as the inability to identify personal weakness and abilities in learning the language. Moreover, the major objective for assessing the use of textbooks in public schools is to determine their relevance to student learning, which also form another implication as the only means of evaluation is through examinations that is the only form of educational assessment for learning institutions (AL-Salloom, 1987).

It is argued that textbooks provide a sort of security to learners, especially language learners. The impact is inevitably high, as many students have pointed out (Alshumaimeri, 1999) that their textbooks are very useful and they see them as a reference and a guide.

Since this is the way learners view textbooks, it is all the more important that their textbooks must fulfil their needs, which is going to be explored and investigated in more depth from data gathered from teachers themselves in this study.

There are ways that can be used to explore the various factors that affect a teacher's degree of exercising autonomy. These ways can be extended by observing the way a teacher designs, evaluates and uses the teaching materials provided and this includes the extent to which teachers are dependent on using and exploiting their textbooks. The exploration of these explains a teacher's degree of autonomy.

Though, as English is not very well needed for communication within the Saudi community, teachers are not encouraged to teach communicative competence or encourage students to speak in English. The lack of methods other than traditional methods, which mainly emphasize teaching grammar, is a problem. Despite the widespread criticism of the Audio Lingual Method "ALM" and the Grammar Translation Method "GTM", they are still used for English teaching in Saudi Arabia (Alresheed, 2008).

Alresheed (2008) proceeds that because the language laboratory is an essential aspect of the ALM, it is important to utilize such laboratories. If English teachers in Saudi Arabia are not using laboratories it means that they are not following the basics of the ALM. This is adding to the problem of the system of teaching English in the country.

King Fahd University of Petroleum and Minerals (KFUPM) designed the existing textbooks in cooperation with the Ministry of Education as a government project in 1986, which are still in use officially in public schools. KFUPM runs a very successful English programme for students who mostly plan to obtain a career in The Arabian and American Company of Oil (ARAMCO). This is the reason the MoE have asked KFUPM to prepare EFL textbooks for schools in Saudi Arabia.(see appendix 7)

The textbooks consist of (a) the teacher's guide book which contains steps and recommendations that teachers should follow to help them with the applications of teaching techniques, (b) student's books that contains the actual lessons and material students are to learn, and (c) the student workbook, which students use to do part of their homework. English instruction starts in elementary schools in private schools.

A study carried out to show the effects of textbooks (EFSA) on the educational satisfaction in year one secondary school found out that the majority of the students also agreed that it needed serious changes. They also explained that the textbooks limit their skills and creativity as it does the teachers' (Alshumaimeri, 1999). Textbooks are therefore thought not to help students develop listening and speaking skills in language teaching. This is because much more focus is given to grammar than listening and speaking (Alshumaimeri, 1999).

While the objective of the textbook as defined by the designers emphasises speaking and listening, students thought the textbook did not provide enough help to develop these skills. Similarly, the findings of the study indicated that most of the time spent in the English lessons were allocated to grammar, while speaking and listening received the least attention (Alshumaimeri, 1999).

As the example of one of the EFSA textbooks provided according to Alshumaimeri (1999), is EFSA secondary year one textbook, its units' description are divided into eight lessons in each unit as follow:

Lesson I: provides practice in listening and speaking. The teacher is required to use a poster in order to introduce the subject, and a cassette player to practise listening and speaking. However, there were no posters or cassettes provided with the textbook and PT1 converted his listening lesson to a reading comprehension lesson.

Lesson II: focuses on grammar from the interview. Pupils are expected to practise repeating them. The main grammatical points are either summarised in tables or diagrams.

Lesson III: deals with the skill of reading. It is designed for teaching pupils how to read by themselves.

Lesson IV: includes the 'word study'. New words are defined and described in English in context.

Lesson V: pays attention to writing. Pupils are asked to write memos and short paragraphs based on notes, tables, maps and pictures.

Lesson VI and VII are two activities' lessons wherein the contents of EFSA term one & two are presented. In these activities, pupils practise speaking in different situations, using the words and structures that they know. Lesson VIII is revision unit of the grammar rules as indicated in the following picture of the official EFSA textbook content.

Picture 1: EFSA secondary year one textbook content.

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Unit 1 - Lesson 1

Listening

Let's Meet the Team

Listen. Then read.

1. What is Mr. Al-Ali's programme called? 3. Who is Yasser Al-Omar?

2. What is Mr. Al-Ali doing in picture 3? 4. Where is Mr. Salman from?

7

The textbooks only provide learners with the knowledge of the language and assume its practical application in real life. For this reason, the methodological framework of the textbooks needs to be changed and real communication promoted. Other researchers in the KSA also stress that the textbook is one of the reasons why students are unsatisfied with learning techniques (Al-Hajailan, 1999, Al-Juhani, 1991).

There have been several complaints from students, supervisors, teachers and even parents in the local media concerning the inefficiency of the textbooks (Al-Haweel, 1998, Al-Mane'a, 1999).

Despite all these complaints, textbooks still provide teachers with the much needed reference notes and an opportunity for them to refresh their skills. Authors like Hutchinson and Torres (1994, p. 325) even insist that complex textbooks require teachers to use more complex techniques and therefore promote the growth of their skills. For this reason, textbooks can be considered a means of re-skilling provided teachers have the scope to adapt and develop materials.

Another textbook is to be presented as an example for the MoE attempts to overcome the old publishing of the current textbook and imported a new provisional native published textbook from United Kingdom of a series called “Aim High”. This textbook is still in a trial process where the MoE is trying to see if it fits with the EFL subject in KSA or needs to be altered or changed to a different textbook.

According to the authors of the *Aim High* series Hudson et al. (2011, p.3), this textbook was designed to meet to the learning objectives of the Common European Framework of Reference (CEFR), which is a description of linguistic competence at six levels: A1, A2, B1, B2, C1 and C2. Aim High matches the CEFR levels as follows: Aim High 1 and 2: A2 Aim High 3 and 4: B1/B2 Aim High 5 and 6: B2/C1. Each level is divided into five skill areas – speaking, reading, listening, conversation and writing. Each skill has a number of descriptors that explain what a student can do with the language.

Aim High seems to also support content of the language, reading, writing, vocabulary as did the current textbook of EFSA, except that the communicative aspects in this textbook was also considered valuable. Hudson et al., (2011, p. 2), was quoted in the textbook stating the following:

Aim High has a very clear unit structure, which has been designed to enable teachers to take students from input (reading) to output (writing). In addition, in order to support the challenging grammar and vocabulary input, we have provided a reference section and extra practice in the Student's Book. While teachers need to ensure that students adequately cover the required grammar syllabus, equal importance needs to be given to the communicative aspects of English.

Aim High contains 7 topic-based units:

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Aim High

KSA Edition

Teacher's Book

3

Contents

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Jane Hudson Alex Raynham
Tim Falla Paul A Davies

The general conclusion that has been drawn concerning textbooks states that not only a single textbook should be used for full teaching contexts (Allwright, 1981, O'Neill, 1990, Sheldon, 1988, Tomlinson, 2003). This means that a textbook should only be used as a reference and an example book.

From many studies, however, it is evident that textbooks are the most widely used reference materials worldwide (Chu and Young, 2007, Davcheva and Sercu, 2005, Lee and Bathmaker, 2007, Richards, 1998). According to those studies, this is a worrying trend as overdependence on them by teachers contributes to the dwindling skills of the present teachers. If this continues and deskilling continues, teachers will be reduced to textbook dependent people who have no control over their teaching environments and their ability to respond to learners' needs and thus, according to Haung's (2005) framework, have lower autonomy.

Even though textbooks are used in virtually all learning environments (Chandran, 2003, Chu and Young, 2007, Lee, 2005, Litz, 2005, Loewenberg and Cohen, 1996), the fact is still that there have been very few studies on the ELT textbook that seek to explain the behaviour of teachers, practices, beliefs and attitudes (Hutchinson and Torres, 1994, p. 315). The evidence, therefore, indicates that textbooks form the control materials and the central tools in nearly all present learning environments (Lee, 2005, Westbury, 1990, p. 1, Chu and Young, 2007).

The fact that teachers are required to follow the textbooks by the General Inspectorate at the Ministry of Education, need not be a problem, but unfortunately the approach adopted in the KSA leaves very little room for modifying the contents and applying personal innovation (Alshumaimeri, 1999).

Moreover, it is forbidden to change, alter, add, edit or join any other textbook rather than the one provided by the Ministry of Education and if there are ways to provide supplementary materials it would be difficult as teachers are obligated to adhere to the textbook very closely (Al-Sadan, 2000), and required to follow the ministry rules regarding finishing all the content as mentioned in page seven, which suggests that teachers are expected to follow the timeframe that is provided by the MoE and attached with the teacher coursework planning.

Regarding the teachers' role in the curriculum development, teachers have, in the past years, tried to develop teaching materials and devised teaching methods and techniques that can fit their teaching environment (Motteram, 1997). This suggests that teachers shift their teaching skills depending on their teaching environments, an assumption which insists that when teachers are transferred to specific environments, they are able to adjust their teaching skills and practices to meet the specific environment. However, the Directorate for Curricula and Plans within the MoE has the mandate to choose a committee of authors to write a particular textbook for all subjects to be taught in Saudi Arabia and advise the MoE, which are then mass-produced and distributed to all schools in urban and suburban settings (Salamah, 2001), as it will be explained in the next section.

2-3 CURRICULUM DEVELOPMENT AND TEACHER PREPARATION IN KSA

Saudi Arabia is a large country that is divided into several regions. There are those people who live in urban centres and thus practice urban lifestyles and others who live by traditional lifestyles. This means that the social setting of the environment for learning English differs according to the different lifestyles of the people. However, according to Al-Sadan (2000) the Ministry of Education in Saudi Arabia (MoEAdministration) sets the content of all public schools; for writing, publishing, and developing textbooks and prescribes the use of only one type of textbook for each grade in all subjects.

Regarding the English subject however, the developed curricula mainly focus on content teaching rather than creating individuals who are competent enough in English communication and this negative effect is caused by the textbooks that are in use (Al-Hajailan, 1999). The initial curricula in the KSA were specifically developed by the MoE in the 1960s to reflect the culture and satisfy KSA schools (Al-Hogel, 1990), Later in 1964, the Directorate for Curricula and Plans was developed to handle the writing of books by chosen committees.

Contrary to what many people consider, foreign teachers should not only be considered as a single homogenous group but as representatives of a complex diversity of cultural, national and occupational types and as people who have significant impact on the society of Saudi Arabia (Nabti, 1980).

Even though the advancement of the KSA curriculum requires more qualified and learned teachers, KSA still prefers Saudi teachers who are natives of Saudi rather than highly qualified foreigners (Razik and Willis, 1978).

The priority given to Saudi teachers mainly arises due to the fact that native teachers possess the same cultural background of the pupils, an aspect that is very important in teaching at lower levels. This therefore promotes successful learning of English as a foreign language (TEFL), and therefore a better outcome of education. Saudi teachers are a step ahead in teaching English language since they can easily interact with pupils without any cultural hindrances (Razik, 1992). Teachers have a greater responsibility of ensuring that students get favourable learning environments in all corners of a learning institution. This, sometimes, requires the teachers to adopt an autonomous nature that helps them not only understand their students but guide them towards educational success.

There are several obstacles, which hinder smooth learning but trained teachers are able to devise solutions, guide students and provide psychological support on the same basis. A better learning practice is often realised when there is teacher-student exercising of autonomy without limitations from the present policies and regulations. For these reasons, Stenhouse (1975, p. 44) expressed his concern that the way how teachers exercise autonomy is currently limited means there can never be satisfactory education progress. This is based on his analysis of the link between teachers' role in curriculum/material development and their personal practice of autonomy.

According to Krashen (1985), language learning environments can be categorised into two: foreign language environment and second language learning environment. In a foreign language learning environment, the input efforts of a student only relate to what the teachers teaches while the second language is where the students are forced to adapt to the language since the language is necessary as it is used for various instances.

In the Kingdom of Saudi Arabia, the students always interact within both the environments and this depends on a number of factors. These factors include social standards, economic standards, age, background and geographical location.

For instance, in urban areas, residents are usually exposed largely to spoken English in varied dialects due to the presence of foreigners, businessmen and government-introduced forums. Learners in such environments always find it easier to learn the language and master its necessary vocabulary.

2-3-1 Teacher Training

Training procedures of EFL teachers in Saudi Arabia are generally inadequate and weak (Al-Seghayer, 2014). Over the last years, EFL teachers have just been graduates from the many universities in the KSA, having studied various forms of degrees in Education and specifically English Language and also Literature. Different colleges prepare their students in different ways with colleges of arts to be English specialists or English-Arabic translation specialists and not teachers of English (Zaid, 1993).

Students who train to become English teachers usually enrol in a very intensive course for a single semester. They later join the normal academic English programmes to study phonology, linguistics, syntax, English literature, teaching methods and morphology. The students also have to undertake the standard education courses that prepare them to be teachers. In addition to these, courses set by the English department also have to be taken and other electives added on to fill the number of courses required (Al-Seghayer, 2005, p. 129).

The complete four-year course according to Al-Seghayer (2005) mainly focuses on developing skills in English language, linguistics, translation, applied linguistics and English literature. Only one course on EFL methodology of teaching is taken. This is surely not enough with the high needs and expectations of the EFL teachers.

EFL teachers, just like other ordinary teachers, take courses like evaluation, curriculum studies, educational psychology and school administration, none of which meets the needs of a future EFL teacher. According to (Cross, 1995), admitting unqualified teachers to the teaching environment has negative effects on the quality of education. This comes from there being a lack of quality teaching and student preparation, thus limiting education. In order for one to develop real teaching skills and professionalism, there is always a need to gain an in-depth understanding of the language. This implies that teachers, by no doubt, need several sources of information and modern training that fully prepares them for the work ahead.

As is the nature of both teaching and learning, teachers and students both need to boost their understanding of learning concepts and ideas in a bid to manage to apply them comfortably well in everyday learning adventures (Timperley et al., 2007).

In 2000, the MoE, in collaboration with the British Council and the U.S. Embassy, arranged for an all-round teacher training that acquaints teachers with modern teaching methods and helps them counter the limitations that they meet as English teachers. With an aim of training over 600 English teachers plus supervisors in several learning institutions, the forum is meant to improve English teaching by a great deal around the country. For instance, 60 English teachers already did attend a 3-day English training programme in the month of August 2002 (Al-Awadh, 2002).

Such programmes have been organized and carried out throughout Saudi Arabia and have helped change the teaching attitude of many teachers. There has even been training that was used to train EFL supervisors and teachers on the latest developments concerning English language and technology (Al-Hazmi, 2003).

The actions taken indicate the intention to move towards improving English language learning in the KSA. However, it is still important to determine the steps that need to be used in order to improve the preparation of EFL teachers in Saudi Arabia (Al-Hazmi, 2003). The Ministry of Education has also identified loopholes in its administration of education and the best practices that are to be adopted if at all effective English learning is to be realised. This means that training procedures of new teachers have been modified to meet the EFL teachers' requirements and training organized for already existing teachers (Oyaid, 2009).

Given the limitation of teacher training for EFL in the KSA and the lack of the necessary skills to work creatively with a textbook as indicated in the latter section by Al-Seghayer (2014), we cannot argue that the textbook necessarily deskills them as they did not have the skills in the first place (Stoffels, 2005). However, in a context where teachers are required to rely only on the textbook as a guide for teaching at all times, their dependency reaches a point where they will be unable to teach without the textbooks. Therefore, it is argued that good textbook and poorly trained teacher might be better than no textbook and poorly trained teacher.

Chapter 3

Literature review

3.1 Introduction

The main thrust of the policy for EFL in KSA is to secure the best possible standard of teaching and learning. The question being explored in this study is the extent to which the provision for EFL, particularly the role of the textbook, enables teachers to take control of learning and teaching in order to respond to the needs of individual learners and engage in materials development. It is argued that EFL teachers who lack the scope to develop materials may not be able to function as effective professionals.

3.2 Characteristics of effective EFL teaching- learning

Researchers attempting to describe the characteristics of effective teaching and learning in EFL focus on teaching professionalism, practice and the personal attributes of successful classroom teachers (Schulz, 2000). In the context of teaching a foreign language, as in the case in Saudi Arabian schools, teachers in classrooms are often the only speakers of English with whom students have the opportunity to interact in the process of developing their English language skills. Thus, the effectiveness of foreign language teachers is seen as especially critical (Çelik et al., 2013).

Society expects a lot from teachers in all subjects. Numerous concerns about the quality of a teacher have forced adoption of more strict regulations and minimum requirements a person must meet before being declared fit to be a teacher. This is in accordance with a conference of Teacher Education Policy in Europe Network (Snoek, 2010). It has been suggested that foreign language teachers are different to teachers of other subjects (Borg, 2008). Borg reported that foreign language teachers are distinctive in the nature of the subject, in the teaching content and methodology, in the interaction between the teacher and students, and in the issue about being native or non-native.

Several studies have investigated characteristics of effective language teachers. Brosh (1996) reported that those who are considered effective language teachers usually (a) teach comprehensibly, (b) master or command the language, (c) make lessons interesting, (d) help students with their independent study, and (e) do not discriminate among students. Penner (1992, p.16) indicated that effective language teaching lies in the growth and improvement of classroom communication, and effective language teachers should have adequate ability to communicate to students. None of this need be jeopardized by the use of a textbook unless the teacher feels inhibited from responding to the needs of the learner.

In the past few decades, there have been a number of different approaches to teaching foreign languages. These have appeared through the description of principles and procedures, which are expected to develop the foreign language learning process. Some of these approaches have been discussed thoroughly within teaching EFL in Saudi Arabia between a struggle and complete ban, which are the Grammar translation, Audio-lingual and Communicative approaches.

3-2-1 Range of pedagogies within EFL teaching.

A- The grammar- translation method (GTM)

In Germany, at the beginning of the nineteenth century, the grammar-translation method was established, which was supposed to be, and designed, for secondary schools (Howatt, 2004).

The two main principles of this GTM are, firstly, no texts are used in teaching grammar, and secondly, in teaching meaning and practicing exercises, teachers focus on translation from the target language to the mother tongue (Celce-Murcia, 2001). In this approach the teacher is not obligated to use the target language at all, and was an approach that attempted to facilitate learning languages.

Students were given extensive grammatical explanation in their L1 (first language), lists of bilingual vocabulary, and some practice exercises to translate from L1 into L2 (second language) or vice versa. In this method, the content focused more on reading and writing skills. Vocabulary was only used as a way of illustrating grammar rules (Zimmerman, 1997, as cited in Schmitt, 2000).

Students were expected to learn new vocabulary themselves by using bilingual word lists. Thus, the bilingual dictionaries became an important reference tool. Steinberg and Sciarini (2006) state that the Grammar-Translation Method “has enjoyed and continues to enjoy acceptance in many countries around the world.” This especially includes countries where language teachers are not fluent and the classes are very large (p. 114). Despite its advantages, there are many problems associated with the Grammar-Translation Method. One of the main problems was that it focused on language analysis instead of language use. It also focused on reading and writing skills, which did not help develop the ability to communicate orally in the target language (Schmitt, 2000).

The importance of investigating teachers beliefs about grammar teaching stems from the fact that, to date, there is no consensus among language educators about how best to teach grammar (e.g. Littlewood, 1981; Ellis, 2001; Borg, 2003). For example, whether grammar should be formally taught is still an unresolved issue. Grammar teaching, therefore, might involve focus on forms (with an s), focus on form and focus on meaning or communication (Burgess & Etherington, 2002).

‘Focus on forms’ refers to the type of instruction that views languages as discrete set of rules and that mastering them would be best attained through deductive teaching, use of terminologies and where accuracy is emphasised over fluency (Schmidt, 1994; Ellis, 2001). Focus on form, differs in that it is a feature of Communicative Language Teaching (CLA) where there is occasional reference to forms (Basturkmen et al., 2004).

‘Meaning-focused instruction’ derives from the CLA and involves implicit practice of grammar rules through communicative tasks or authentic situations, where the focus is on meaning and fluency rather than form and accuracy (Cele-Murcia & Hilles, 1988; Ellis, 2006).

Therefore, grammar teaching can be described a ‘messy construct’ as well, and hence it is highly likely that teachers are left undecided about which approach(es) to use for in teaching grammar lessons. For this reason, it is feared that teachers might default into the ways they were taught when they were language learners (Bosch, 2010).

Borg (2001, p.124) drew our attention to “the value of developing pedagogically oriented understandings of grammar among teachers, as opposed to conceptions of grammatical knowledge” which has no connection with real classroom practices. The polarity of traditional grammar teaching dominating the Arab world (Abdel Rauf, 2010) makes it vital to investigate the belief system of English language teachers as a potential perpetuator of the tradition.

More specifically, in Saudi Arabia, there is widespread criticism of the current methods used in classrooms that are adopted within the textbooks and one of those methods is the Grammar Translation Method “GTM”. It is argued that even though the provided textbook was published more than two decades ago, teachers in Saudi Arabia are still using such traditional teaching approaches such as GTM, which is one of the dominating teaching methods in classrooms (Alresheed, 2008).

In current MoE policy, teachers are not expected to have any input in the curriculum or materials development in Saudi Arabia and GTM considered a traditional and in some cases a classic approach considering the old publishing of the textbook. Therefore, it is argued that there can be no doubt that teachers are expected to maneuver around it to participate actively in the implementation of such materials and help develop it and exploit it rather than being passive recipients (Al-Sadan, 2000).

B- The Audio Lingual Method – (ALM)

This method originated during the 1940s, in the United States, and emphasizes spoken language and resulting habits that are formed when learning new languages (Cook, 2001). Separating the main skills and introducing foreign languages in dialogue, are some of the Audio Lingual Method’s characteristics (Stern, 1983). Furthermore, in practice this method emphasizes memorization, repetition and structural drills. In teaching, there is no use of the mother tongue, as skills of the target language are being developed.

According to Al-Kamookh (1981) the ALM is a traditional method that emphasizes the process of stimulus and response situations. The ALM is used in Saudi Arabia because it may serve some of the country-wide goals of teaching English such as, helping students learn the grammar of English as well as reading and writing.

Al-Kamookh (1981) found that the English language laboratory use, which is an audio-visual installation used as an aid in modern language teaching, was not emphasized in the schools. The use of laboratories is an essential part of the ALM, because students listen to native English voices and authentic sounds of the language. If the laboratories are not used in most Saudi schools, Saudi students are missing the opportunity to listen to native English speech. Therefore, ALM is not fully applied in the teaching of English in Saudi Arabia and teachers tend to follow some parts of the method and ignore others.

Brown (1987) argues that the ALM, although it is popular and used more than other methods, fails to accomplish the goal of providing students with communicative competency. The ALM is a good method for teaching grammar, but students are not taught how to communicate in the language, which maybe one of the reasons that most of the Saudi students cannot express themselves in English, even after finishing secondary school.

As Alsaadat (1985) argued, in some cases, teachers of English in Saudi Arabia tend to apply some aspects of other methods such as the Grammar Translation Method, the cognitive code learning, According to Hinkel (2012, p.625) the cognitive code learning is the variety of the traditional grammar-translation method, with an attendant goal of overcoming the shortfalls of the audio-lingual approach. The direct method on the other hand, attempt to associate students between objects and concepts and the corresponding words using only the target language (Zainuddin et al, 2011, p.64).

Based on Alsaadat (1985) claim, it seems that teachers are not encouraged to teach communicative competence and encourage students to speak in English. The lack of methods, other than those of a traditional nature, which mainly emphasize teaching grammar, is a problem and despite the widespread criticism of the ALM and the grammar translation method, they are still used for English instruction in Saudi Arabia.

Besides adopting the GTM within the current provided textbooks as mentioned in the previous section of GTM, such textbooks as well tend to follow some part of the ALM as indicated by Alresheed (2008). Those two English teaching methods are

argued to be the most dominating methods in schools in Saudi Arabia regardless of its proper usage in schools that do not have the suitable English language laboratories.

As indicated by Al-Kamookh (1981), ALM is not fully applied in the teaching of English in Saudi Arabia and teachers still tend to follow some parts of the method and ignore others. Such issue, not using the ALM properly, is because of lack of English language laboratories in schools. This allow teachers to work around it and provide alternatives such as audiocassettes or CDs and other authentic sounds for English language native speakers or any audio-visual aids to help teachers develop their materials in order to capture the suitable ALM approach if they need to use it.

C- Communicative Language Teaching (CLT)

Some researchers argue that the central human cultural skill is linguistic communication, and that communicative function is the determining factor in producing language structure. They believe that language acquisition is related to general social, cognitive, and symbolic development (Lieven, 1994, 1997). The changed views on the nature of language and learning in the 1970s and 1980s resulted in the emergence of a new language teaching methodology, namely Communicative Language Teaching (CLT).

As opposed to the traditional approaches of the 1950s and 1960s, which viewed language as “a system of rule-governed structures, hierarchically arranged” and language learning as “habit formation” (Nunan and Lamb, 1996, p. 14), CLT defined language as “a system for the expression of meaning” (Richards and Rodgers, 1986, p. 71), the primary function being interaction and communication.

The role of teachers in this learning experience is to help students develop the necessary skills for becoming independent learners. Dickinson (1987, p. 34) suggests that this can be achieved by providing learners with opportunities to practise language for communicative purposes: “... many teachers using such (communicative) methods are, consciously or not, involved in helping their students to learn how to learn”. Hence, it can be concluded that CLT promotes a learner-centred methodology, not only because the design of such programmes is based on real-life needs and the communicative goals of the student, but also because the practice of communicative methods plays a significant role in learner training.

Though, as seen in the two previous sections of GTM and ALM, English is not very well needed for communication within the Saudi community and as a result, teachers are not encouraged to teach language communicative skills or encourage students to speak in English (Alresheed). The lack of methods other than traditional methods, which mainly emphasize teaching grammar, current textbooks are therefore thought not to help students develop listening and speaking skills in language teaching. This is because much more focus is given to grammar than listening and speaking, which are the two main skills needed to adopt communicative approaches (Alshumaimeri, 1999).

As EFL textbooks in Saudi Arabia are mainly focus on content teaching and grammar rather than creating individuals who are competent enough in English communication (Al-Hajailan, 1999), teachers might be forced to cope with new language approaches including the communicative approach.

The globalisation and the lingua franca has led to the demand of better communication in the English language, which has significantly increased the responsibility of the English language teacher to work independently if needed to acquire the proper scope to develop the materials provided, if any, in order to keep pace of such global demand. The application of Communicative Language Teaching (CLT), however, has faced problems and resistance in the English as a Foreign Language (EFL) context (Ellis, 1996; Li, 1998; Liao, 2000).

Some teaching methods are suitable for some contexts and some are not. For example, English as a Second Language (ESL) differs from English as a Foreign Language (EFL) context. The difference of these two contexts (ESL/EFL) has been distinguished well by Ellis (1996, p. 216) in the following words:

ESL is integrative, in that it is designed to help individuals function in the community, EFL is a part of the school curriculum, and therefore subject to contextual factors such as support from principal and the local community, government policy etc. It is also dependent on the teacher's language proficiency, teaching resource and, the availability of suitable material.

Chowdhry (2010) also wrote: “when CLT was introduced, the English as a foreign language (EFL) context in which it would inevitably be applied, was not considered”. As Ramanathan (1999, p. 212) also asserted: “the much professed and popular theories (i.e. CLT) devised in the inner-circle of countries may or may not be compatible with the teaching conditions in the outer-circle countries”.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

In this present study I have indicated several usages of teaching approaches within the several educational contexts and how such approaches have been applied, using varieties of EFL/ESL textbooks that are sometimes favoured by teachers who adopt some of the approaches within the textbooks. Some of these approaches, indicated earlier in detail, are the Grammar Translation Method (GTM), Audio Lingual Method and the Communicative Language Teaching (CLT) approach.

As we have seen, the textbook in Saudi Arabia favours GTM and makes little use of ALM because of lack of facilities and CLT is less relevant given the context that waived using the English language within the country for a communication purposes. The role of textbooks in the effective EFL teaching and learning will be discussed thoroughly in the following section.

Waiving the choice of teaching English using the communicative approach was the reason why teachers in Saudi schools prefer using traditional teaching methods like the Grammar Translation Method (GTM) or Audio Lingual Method (ALM) (Alresheed, 2008) as indicated previously. It may be the case that favouring GTM encourages teachers to rely on prescribed textbooks when the communicative method might encourage more material development.

3-2-2 Studies intended for other contexts

Additional studies concerning the characteristics of effective English language teachers have been carried out in a variety of contexts.

For example, Shishavan and Sadeghi (2009), in their examination of the opinions of English language teachers and learners in Iran, found that English language teachers believed that preparing lessons well, using appropriate lesson plans and assessing what students have learned in a reasonable fashion are most important.

In terms of methods and approaches used, for instance, Brown (2009) found that American students favoured a grammar-based approach, whereas their teachers preferred a more communicative classroom. Favouring the grammar-based approach rather than the communicative approach suggests that teachers and students may hold different perceptions and expectations with respect to the characteristics of an effective foreign language teacher.

In this theory, teachers and learners have different perceptions of the effective characteristics of EFL teaching, as supported by Park and Lee (2006). Their research revealed that, while English language teachers in Korea ranked pedagogical knowledge as more important than English language proficiency. On the other hand, Korean EFL students prioritized teachers' English skills over their instructional approach and socio-affective characteristics.

On the other hand, the students who participated in Shishavan and Sedeghi (2009) study expressed that the ability to teach English using the learners' mother tongue was the leading quality of an effective language teacher. Furthermore, while mastery of the target language, having accurate pedagogical knowledge, and being able to use specified techniques and methods were important for the teachers, the students opted for a teacher's positive personality.

In a similar study carried out in Iran, Ghasemi and Hashemi (2011) investigated students' views of the characteristics of effective English language teachers under three main categories: subject matter knowledge, pedagogical knowledge, and socio-affective skills. According to their findings, certain teacher characteristics such as reading and speaking proficiency, the ability to arouse students' interest in learning English, and building students' self-confidence and motivation were seen as universally desirable. Moreover, many of their participants emphasized listening ability and grammatical proficiency as especially important.

Using Thai classrooms, Wichadee (2010) explored the qualities of effective English language teachers based on the four categories of English proficiency. The results of their investigation suggested that teachers' organization and communication skills were of greatest significance to students. In contrast, the teachers surveyed in their study, ranked English proficiency as the most important quality in effective language teaching.

On the other hand, Chen and Lin (2009) found that junior high school students in China generally perceived teachers' personality and teacher-student relationships to be more important than their instructional competence; the teachers surveyed similarly believed that being enthusiastic, friendly, open-minded, respectful, and caring were the leading characteristics of effective English language teachers.

In Turkey, Korkmaz and Yavuz (2011) demonstrate that prospective teachers view fairness, knowledge of how to teach efficiently, ability to motivate students and skill in applying various teaching methods as important qualities for EFL teachers. On the other hand, knowing how to promote agreeable relationships, communicate with parents, and act as a leader in society were given the least significance.

Similarly, a study by Arikan et al. (2008) revealed that university-level students characterize an effective foreign language teacher as a friendly, non-native speaker of English who is fluent in the English language and who is young; while little emphasis was placed on the teacher's authority in the classroom. In addition, Arikan, Taşer and Saraç-Süzer study showed that students ranked foreign language teachers' personal qualities such as enthusiasm, creativity, and fairness in their decisions as more important than pedagogical skills, including error correction techniques, use of technology, ability to teach language skills and classroom management.

In another study conducted in Turkey, Cubukcu (2010) found that successful teachers must embrace the ideal of caring about students and their learning. In addition, language teachers are advised to have the ability to use a variety of instructional methods in their classrooms, create a relaxing environment, and adapt to the needs of students regarding language learning motivation and interests.

3.3 The role of textbooks in effective teaching and learning of EFL

From the EFL teaching approaches and pedagogy in the previous section, there is nothing to indicate that the use of a textbook per se is either detrimental or beneficial. However, one can say that teaching always contextually situated as indicated by Barfield et al., (2002) and that teacher's willingness, ability and freedom of the teacher to undertake the control of personal learning and teaching, is a key component of any claim for teaching as a profession Huang (2005).

The relationship that exists between EFL teachers and textbooks is further discussed in this section. Textbooks remain at the core of education and teachers are frequently dependent on them to establish instruction parameters and influence the content of education, and more often, they take heed to texts, using them as sources of knowledge in a school setting (Altbach and Kelly, 1988, p. 3). Many people endorse this view. According to Elliott and Woodward (1990, Preface), textbooks form a part of schooling that is enduring and very influential, and such textbook also describe what is mostly learnt by students and their teachers. It is also deemed that textbooks form the core of attention of learning materials in modern schooling (Westbury, 1990, p. 1). Lastly, Sheldon (1988, p. 237) stated that textbooks depict the heart of an ELT programme that can be visualised.

Textbooks have a crucial role in classrooms of English language teaching worldwide and as such, play a relevant role in the teachers' professional lives (Richards and Mahoney, 1996, p. 40). For instance in the U.S., as seen by Zahorik (1991, p. 187) 82% of teachers employ textbooks in their teaching while Shannon (1982, cited in Zahorik, 1991, p.185) established that textbooks are employed in about 70-90% of the time spent by students in their classrooms. Additionally, Elliott and Woodward (1990, p. 179) demonstrated that instructional materials were used approximately 89% of the time in classroom.

Regarding a Scandinavian study, which focused on the use of textbooks inside classrooms in Norway, Johnsen (1993, p. 165-167), revealed that for English subjects, the initial research demonstrated that the application of material that has been commercially published, not government produced textbooks, accounted for 96% of the classroom time, while 71% of such teaching materials were upon the use of textbooks.

This scenario appears to be the same in Hong Kong, with reports from Li (1994, p. 11) that demonstrate that textbooks play a crucial role in English teaching in secondary schools. This finding is in line with Law (1995), who discovered that use of textbooks in secondary schools is widespread.

Similarly, it was established by Richards et al. (1992) that the primary sources for teachers are commercial textbooks of English. They are sources of ideas and material for teaching, as demonstrated by Richards and Mahoney (1996) who, after studying the Hong Kong teachers' attitudes and beliefs about textbooks, discovered that use of textbooks is pervasive and has a major function in Hong Kong classrooms, but that the majority of teachers had the option to omit certain parts of textbooks, or simply supplement or modify what was already documented. Mahoney concluded that Hong Kong teachers were driven by textbooks but were not dominated by them. As we have seen previously, this is not the case in Saudi Arabian policy.

This proposition is also supported by Lee and Bathmaker (2007), which addresses secondary school English learners in Singapore. The study discovered that teachers never used textbooks only in the teaching and instead supplemented the textbook by using other materials that have been produced commercially. They also did this using material they designed themselves. This is unlike teachers in Malaysia, who did not design their own teaching materials, and if it happened, it was on rare occasions (Chandran (2003, p. 164).

Other studies including those conducted by Chandran (2003), Lee (2005), Litz (2005), Chu and Young (2007) also supported the finding of widespread textbook use in contexts of learning foreign languages, including in Saudi Arabia, and Harwood (2005, p. 152) who posits that a number of teachers stick to textbooks in a slavish manner.

Research indicates that the majority of teachers employ commercially produced materials, and use them as bridges for the stimulation of critical thinking as well as the basis for providing the best classes, which could be referred to as 'spurs' directed to promote creativity (Harmer, 2001, p. 8). Criticism about the teachers of Hong Kong has been raised as being strongly textbook-bound, since the majority of the teachers depend on textbooks (Lee, 2005, p. 38).

Arva and Medgyes (2000), conducted an interesting study on some teachers in Hungary, which revealed that textbook use is widespread in all teachers who are non-native English speakers, the teachers depending on one or even up to four textbooks. Conversely, none of the native English speakers used textbooks, preferring to make use of the materials designed by themselves. It is not surprising to find that teachers who are not native English speakers use textbooks. The question is, how they use the textbook(s) and whether they are willing and able to explore the use of supplementary materials.

In conclusion to this section, with the high degree of influence teachers have on the environment of teaching and learning as indicated earlier, textbooks are a major focus of research in education. Different percentages of the usage of the textbook tend to identify varieties of contexts such, Hong Kong, Singapore, Malaysia, USA and Norway.

3.4 Introducing the term ‘teaching materials’

Regarding Saudi Arabia, I will explore some research conducted by Al-Bedaiwi (2010), which investigated the teacher’s role in the promotion of the learner’s autonomy in classrooms of EFL Secondary schools and demonstrated that teachers and the Saudi Arabian education system employ the term ‘curriculum’ to stand for textbooks for many reasons that have been mentioned in the statement of the problem in the introduction. One of these reasons for instance, is that textbooks are the only materials to be used for teaching inside classrooms.

(Tomlinson, 2011, p. 2), regarded using the term ‘language learning materials’ for the textbooks, which agrees with Al-Bedaiwi (2010) as demonstrated in the previous paragraph, as this is the main experience of both students and teachers in using any materials. However, Tomlinson (2011) added that language learning materials could consist of many teaching resources such as, textbooks, DVDs, Youtube, photographs and flash cards etc., and any other resource that can be beneficial for students’ learning, experiences and knowledge.

3-4-1 The teacher perspective of material development

Before starting to indicate the teachers’ perspective of materials development, one can ask, what is materials development?

Materials development can be defined as adapting materials to enhance its results to best suit the learners' needs and consider the individual differences among students. Such adaptation can be through adding, editing, joining, shortening or supplementing any of the provided (textbooks) or created new materials by teachers (Tomlinson, 2011, p. xiv). Such a definition of materials development is the point of view explored by me in this present study.

As indicated on page 35, teachers have no input in the curriculum as well as in the materials development in Saudi Arabia. Though, there can be no doubt that teachers know their own students better than authors of the various textbooks as they are aware of the concerns of students, what they like or dislike, and their capabilities and weaknesses (Christophoruo, 1994). It is also emphasised by Kimpston and Rogers (1988) and Garrett (1990) that teachers are the ideal people to design/develop their teaching materials and they are required to do this in schools even without aid from outsiders. Teachers are supposed to analyse their perspectives and materials in their classrooms for their effectiveness. They can also assess their delivery methods. Teachers can rapidly preserve their empowerment in teaching if the manner of implementation of the curriculum has an impact on the perceptions of students about the curriculum, or its materials and activities (Chandler, 1992, p. 51).

These student's interpretations and perceptions on the materials are powerful and cannot be dismissed easily. Learners will develop their personal impressions of the delivery of their teachers and received messages, which may push teachers to exercise more adaptable methods including their autonomy, to provide the best methods available to meet the learners' needs. This is the focus of this research. Chandler (1992) affirms this notion, stating that the manner in which a teacher plans, and fails to cover particular topics hinders the learning opportunities and the acquiring the necessary information.

Chandler's statements show the urgency for consideration of the manner of information-delivery to students. It also shows that whatever information can be said or not, can mean a lot to specific students at any moment. Educators require to be provided with information regarding the exact materials they are presenting but also beliefs in philosophy and pedagogy, which aid in shaping and informing the methods of instruction and practice.

If teaching of subjects is to be done well in Saudi schools, the suitability of the materials is among the crucial factors. To realise this reformation, just like in any other curriculum reform that has been successful, teachers are required to participate actively in the implementation of its materials and help develop it and exploit it rather than being passive recipients as is the case in Saudi schools (Al-Sadan, 2000).

Tomlinson (2011) declared that teachers are considered materials developers and they are majorly responsible for any materials that are applied by them to students. With regard to the importance of textbooks in teaching and learning, authors of textbooks like O'Neill (1990) and Haycroft (1998) depict materials in a manner that cannot fit the reality of the classroom and cannot be altered to meet the students' needs.

Teachers usually understand the individual needs of their students more appropriately than any authors of textbooks can do. Hence, it is the duty of EFL teachers to direct textbooks to the needs of students (Harmer, 2007). However, even with a given textbook they need the opportunity to be material developers.

The level of match and mismatch found between new curriculum and assessment development and the perspectives of teachers on the curriculum as acting as an explanation for the flourishing or failure of these developments have been neglected by planners of education (Munn, 1995).

Regarding this, it is stated that it does not matter how well the school community joins hands in developing the school curriculum, or how the objectives, materials and activities of learning are interrelated, the success of the programme of the school mainly lies on the teacher as an individual in the classroom (Kealey, 1985, p. 35).

Therefore, with respect to this, teachers will still be dependent if they are to follow the learning objectives that are listed in writing by policy makers or if they follow the manner in which materials 'should be' presented inside the classroom. McGrath (2013) touched on the idea that some teachers might only follow certain rules to apply the available materials without any adaptation and their view of the materials agrees with their designers. However, there are some other teachers who only think of the provided materials as learning aids that go alongside others and they need to be supplemented.

Materials are meaningless without the adaption of teachers as they are the ones who evaluate their usage according to their current context and whether such materials needed to be ‘animated or deleted’ (Bell and Gower, 2011). According to McGrath (2013, p. 46), such adaptation of materials by the teacher can be applied relative to the teachers’ creativity and decision on how such materials best fit their learning environment.

There are several educators, worldwide and at a regional level, who say that any reform in education begins in the classroom. Tyack (1993, p. 25) posits that the fundamental way to enhance schooling is to begin with classroom and attending to teachers. By advancing from the inside out an individual effort of teachers may better understand their delivery improvement and best understood by learners.

Following this notion, Goodlad (1975) posits that the school is where success reforms can begin. In 1999, the Ministry of Education in the KSA developed the Comprehensive Project of Curriculum Development (CPCD), a project that is based upon Tyler (1949) classical model. The Ministry of Education provides teachers with new ready-made textbooks that will consist of detailed instruction on what is to be taught by teachers.

Tyler’s classical model (cited in Kelly, 2009, p.15) suggests that there are “four fundamental questions which must be answered in developing any curriculum and plan of instruction”. These he lists as:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organised?
4. How can we determine whether these purposes are being attained?

This analysis, if taken just as it stands, would give us a very simple model for curriculum planning, a linear model which requires us to specify our objectives, to plan the content and the methods which will lead us towards them and, finally, to endeavour to measure the extent of our success (Tyler, 1949p.15).

This curriculum strategy shows that schools at all levels may fail to trigger materials development that can meet the needs of the schools and district level. Specifically, the Saudi Arabian Ministry of Education as described in chapter two employs the top-down strategy which is influenced by ‘the myth’, as illustrated by Liberman (1982), that statements of paper, goals that are broad, and money can change the manner in which schools operate.

Liberman Liberman (1982pp. 249-260) continues to declare that those outside the classroom can assume that if a person can outline a practice, the teacher can use the practice. The top-down strategy fails to accept a position for teachers in development of curricula, and therefore, the implementing of the materials, which researchers such as Liberman have shown to be an important aspect of successful teaching and learning. According to this view it is vital that the Ministry of Education be aware of the need to involve teachers in Saudi Arabia in the process of developing materials.

Miller and Dhand (1973, cited by Cheung, 2000), examine the four significant implications of exploring the perspectives of teachers about the curriculum, for the clarification and understanding of their personal strategies of teaching and learning, for clarification of concept within the curriculum materials for specific learning contexts, to develop relevant programmes of staff development, and to offer guidelines for development of curricula.

Ignoring the teachers’ perspectives of the curriculum or materials’ may result in poor performance of materials-development strategies. According to Babin (1979), problems of efforts of ‘curricularists’ (curriculum/materials developers and decision makers) during the 1960s are:

During that period, it was believed that all you had to do was bring educators together and that they would become clones of the person officially responsible for curriculum change. It was assumed that everyone thought alike. How unfortunate! The result, on innumerable occasions, because the participants did not get to know and respect each other’s curricular stance, was subterfuge, sabotage, and mediocrity. “Innovative” curricula became infectious; unpropitiously, they came and went never to be seen again. (p. 2).

Since Saudi Arabia possesses its own special environment and varieties among the urban and suburban settings, it depicts the necessity for teacher participation in the development of materials, as only they can be aware of the contexts of their students. This is similar to Al-Roele (2000) input, as he suggested that it is mandatory for teachers to take part in the development of materials with respect to the needs of the students and the districts.

Hence, teachers who would take part in the development of materials should know their materials and their materials must be consistent and organised. More consistency in the perspectives of an individual teacher with regards to their materials results in enhanced efficiency in teaching, within subject teaching and the development of materials.

Roehler et al. (1988, cited in Richardson, 1994, p. 95) demonstrate that teachers who have more years of experience in teaching are more efficient than teachers who have lesser years of experience, since their structures of knowledge are integrated and more coherent, thus facilitating their ease in accessing knowledge and coming up with solutions to problems faster.

The key concept is that teachers' thinking should be systemised and coherent. Therefore, the curriculum activities of a teacher and its materials entail the attribution of a subject matter. For example, curriculum activities are supposed to be designed in accordance with the teacher's knowledge of teaching the subject.

As initially shown at the start of this section and noted in the statement of the problem, teachers are more able to choose what to teach in class, despite the content prescribed in the curriculum content, methods and standards (Thornton, 2005). Elmore (2004) had a belief that instructional practice in the classroom has been understudied and it is relevant to learning, compared to any indicator related to schools. Hence, additional research is required to direct attention to the perspectives of teachers in the process of curriculum and materials change. This would enable establishment of the best support for instructional practices in the efforts made in classrooms to enhance learning. The main force in the development of materials is aimed at moving those materials to be closely related to the classroom environment to suit differences amongst provinces in a wide country like Saudi Arabia, whether in the urban or rural settings.

The development of materials is actually controlled by the Ministry of Education. The minute details that explain the textbooks' contents and the visits of supervisors of education represent the main means of control of the process of curriculum and materials change (Razik and Willis, 1978).

There are sections, which form the common ground among people with the responsibility of curricular leadership and materials development. These sections need to be established for successful development of programmes and projects. Hence, Goodlad (1984) posits that realising a uniform standard and belief in the educational system amongst teachers and supervisors is a proper practice.

If teachers and supervisors voice their educational views, if they are similar, there are higher chances of establishing good relationships towards their impact of materials development (Wiley, 1972, Loewenberg and Cohen, 1996). Moreover, a view of the aim of materials development that is shared among different perspectives of educationalists in schools is the most important element towards the successful development of materials.

Actually, an ideal concept of what materials should be, that is shared and coordinated, helps supervisors, curricularists and teachers to communicate with each other with no misconception in order to ease its implementation in classrooms (Al-Roele, 1990, Martin, 1995). Therefore, it is crucial that educators of teachers and supervisors of education encourage modern teachers to develop coherent and explicit beliefs on issues such as materials selections, educational purpose, student learning and the school organisation (Doll, 1996).

For many fundamental reasons, teaching English in the Saudi classrooms context requires various interpretations for the provided teaching materials as indicated in page 45, one can say that every teacher has his/her own beliefs of how to deliver knowledge to suit the learner's needs instead of just following the provided textbook by the MoE. The influence of the beliefs of teachers in the development of materials is part of the procedure of knowing the manner in which teachers conceptualise their work. Beliefs tend to affect the process of knowledge acquisition, interpretation, understanding and task selection, as well as organisation, and these can change, person to person (Pajares, 1992, p. 308).

Richards (2001) emphasised the importance of teachers' textbook evaluation to check whether it covers all the learning aspects needed by the students, or whether there are missing parts and gaps from its publisher, which need to be filled in by the teacher in the implementation process.

With respect to the application and design of the materials used in teaching, (Block, 1991) is of the view that teachers have the responsibility of attending to their teaching materials since they are reflective practitioners. Block also posits that development of material is a part of a high level responsibility for teachers to attend to, for whatever takes place in the classroom.

The manner, in which teachers employ and design their materials for teaching and how they perform a reflection of their materials with regards to their sense of responsibility as teachers in obtaining a certain degree of autonomy, is an area of focus in this study.

Regarding this information, Klein (1991) demonstrates that prior to a teachers' expectation in taking part in development of materials as professionals, they must acquire the necessary understanding and expertise. The knowledge and skills of teachers, as per (Griffin, 1991), arises in place of ranges from the differentiation of techniques that are of a high order and those that are of low order, via grouping of learners by likes and capabilities, after carefully developing students' perspectives of concept and philosophy.

Hence, for policy makers to obligate Saudi teachers to participate in the development of materials successfully, they would need to show a greater level of trust of teacher's professionalism and provide a higher level of adequacy of teacher training. It may be that prescribing the set textbook is a safer choice as it has less obvious resource implications so the country obtain the control of the uniform education system countrywide (Al-Seghayer, 2014).

For instance, as per Stenhouse (1975), perspectives on materials can be obtained by observing the teachers' work and by evaluating the contemporary methods of teaching via their recordings and discussing the assessments in an open and honest manner as professionals of similar interests.

Stenhouse described the teachers who assess the learning setting to attain the perspective desire as a conspicuous attribute of a professionalism that is extended:

The outstanding characteristics of the extended professional are a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures (Stenhouse, 1975p. 144).

As a consequence, the success of any of the strategies of development of materials, top-down or bottom-up, depend upon the consistency observed between the perspective on materials from teachers and their best options for their own preferences of materials development. I believe it is important to adopt the recommendations made by Fullan (1993), where he demonstrated that attempts of educational transformation can only be possible if there is a clear understanding of what schools can provide and what is currently available in the school (Fullan, 1993).

Despite the several authors who are for the notion of teachers having a role in curriculum development, I argue in this study that it is unfair, with the current insufficient teacher training (Al-Seghayer, 2014, Alnahdi, 2014), that teachers should be involved in the curriculum development as a whole. However, being part of the materials development is essential. For a better understanding of the role of Saudi teachers regarding the development of the curriculum, in the doctoral dissertation by Al-Saad (1980) under the title “The Role of Public School Teachers as Curriculum Innovators in Riyadh, Saudi Arabia”, he examined the duty of teachers in the process of curriculum development.

The study revealed that teachers do not participate in planning and development of curriculum. However, they have a feeling that they are supposed to take part in making decisions regarding curriculum development. His research demonstrated that Saudi teachers are not prepared adequately in their undergraduate programmes to take part in curriculum development, which agrees with what I have demonstrated by several authors in chapter two. Additionally, a more recent study conducted by Al-Ajmi and Al-Harthy (2004), agrees with the above notion. It stated that teacher training colleges still teach the student teachers in traditional ways and they have not kept pace with modern technology for the preparation of teachers.

Moreover, another study conducted by Alnahdi (2014) on the educational change of Saudi Arabia indicated a similar view to a study conducted in the 1980s by Al-Saad. He indicated that teachers should be trained properly to be qualified for their job and be obligated to attend courses constantly to develop their skills and materials inside classrooms. Teachers must contribute to the decisions on materials development to enable completion and owning of these decisions (Al-Salloom, 1996; Al-Hathele, 1997). According to Al-Qahtani (1992), teachers must be given the chance to teach current events, which are vital to learners and their community, without considering the appearance or absence of these events in textbooks.

Regarding this, Al-Dehan (1994) researched the views of secondary school teachers in the involvement in materials development. The findings of this study show that teachers of Saudi are very eager to take part in the development of materials. A conclusion of this study recommends teacher motivation for being part of materials change, particularly in classroom matters. Studying the perspectives teachers have about materials and textbooks may positively impact materials development and other educational projects.

In a broader perspective, Aleman (1992, p. 97) posits that it is not proper to be a teacher with no reason and failing to understand what teachers do and what makes them effective upon learners needs. Being a unskilful teacher is also not allowed without understanding the reasons to such lack of skills, and migrating from one career to another is neglectful and may cost the interest of students.

Hence, it is posited by Simpson and Jackson (1984, p. 15) that with lack of curricular thinking, a teacher will adopt an approach that is narrow minded towards questions in education. Also, an additional responsibility of teachers is making judgments in philosophy, considerations in theory like questions of philosophy linked to the practice of education to help them interpret the current issues of their own learners' contexts (Simpson and Jackson, 1984p. 5).

3.5 Teachers' professionalism and professional development

The approach of teachers to the use of textbooks in EFL can be linked to their confidence as teachers and this in turn may depend upon the adequacy of their training and their depth of knowledge.

Taking the teaching approaches, ALM, GTM and CLT, as indicated in the section 3.1, into account, it is difficult to set standards for teaching and teachers themselves and the process of developing teachers as qualified professionals.

A lot has been said and done on the area of learner-centeredness in language education, but not as much has been said or done about teacher development towards such a pedagogical approach. Vieira (2000, p.222) believes that professional development of teachers towards pedagogy in the foreign language classroom might rest upon the assumption that there is a close interplay between reflective teaching and pedagogy. According to Evetts (2006) and Freidson (2001), professionals should have total control of their individual work, provided they have the necessary knowledge, skills and values. The fact that they have a right of discretion to appreciate their students' individual differences is also an aspect that solely describes their professionalism.

According to the McKinsey report entitled 'How the World's Best-performing School Systems come out on Top', teachers are exclusively considered as the key players and the most important people in the success of students (Barber and Mourshed, 2007). The McKinsey report also insists that the variation in the quality of student learning in schools is largely controlled by the quality of teachers in that school. Research carried out by Hattie (2009) also found that the quality of teachers in a school has a more significant impact to the positive learning of students than the quality of the laid down curriculum itself, prescribed teaching methods, roles played by parents or the structures of the school.

Hattie (2009) explains how teachers play a major role in changing the students' thinking and attitude towards learning; it requires that the teachers always stay alert and observant so as to be able to understand the students and provide them with progressive and positive development oriented experiences. Moreover, the teachers are also expected to provide solutions to psychological problems encountered by the students and help them create learning strategies in regard to the successive and deep learning levels. In order for teachers to be professional in their response to the needs of their learners, there should always be a significant interconnection between trust, autonomy and competence as described by Snoek (2010).

Snoek (2010) explains that the exact role of all professionals in their relevant service to clients (like the kind of service offered by teachers to students and parents) absolutely requires professional autonomy focused on the learner needs, and this requires public trust. Public trust needs to be based entirely on successive use of teacher professionalism, and not necessarily on the magnitude of their respective results of such professionalism to meet the needs of their students. The adoption of these results would create an improved quality of learning and a more efficient teaching process for the teachers.

The latter discussion about the different approaches to pedagogy and teacher professional development implies that policy makers also have a significant role in creating a successful learning system, in that they are the people who set references for teacher training programmes.

For instance, if they only train teachers while providing them with only the basic teaching materials, without ever allowing them to practice any form of independent thinking, the teachers produced will not be sufficiently competent. It is therefore, a delicate balancing act to maintain standards whilst also permitting teacher experimentation.

Because of this, teachers require scope to exercise a degree of autonomy to manoeuvre around the limited resources and their students' eagerness for answers and therefore need utmost trust from the society. This is because the only eminent reason as to why the society is hesitant to give teachers any degree of autonomy is simply because they do not trust the teachers. With that taken into account, it is true to say that exercising autonomy for teachers to sustain such a manoeuvre starts with the attainment of trust from society.

The decision to resist or allow teachers to practice autonomy as a supporting principle within teacher professionalism, through grammar translation, audio-lingual, or communicative skills, is also discussed within English language pedagogy. Therefore, teachers are expected to act professionally towards selecting what is best for their students according to their language acquisition needs.

3.6 Teacher professionalism and teacher autonomy

Defining teacher autonomy is, as declared by Little (2000), problematic and different researchers' offer different clarifications in the literature. In this study however, I am eager to establish the extent to which teachers are able to work through the available textbooks/materials of EFL, applying different pedagogical techniques in classrooms, and also practicing a certain degree of autonomy to increase their professionalism, and how this would be exhibited. The exercise of autonomy may rotate with ideas about professional freedom and self-directed professional growth (Benson, 2011, p.174, citing McGrath, 2000).

As indicated in the introduction chapter, the description of the term teacher autonomy followed by this study is the one stated by Huang (2005, p. 206) as the willingness, ability and freedom of the teacher to undertake the control of personal learning and teaching. Huang's preference for a concise definition of teacher autonomy was drawn from several scholars who used the term and applied it within their own empirical studies such as Benson's (2001), whose argument for a concise definition was linked to learner autonomy, and Barfield et al. (2002), who stated that teaching is always contextually situated and without self-autonomy, teachers cannot be entrusted with the work of promoting student autonomy.

The three terms Huang indicated in his definition of the concept of teacher autonomy - "willingness", "capacity" and "freedom" – specifically lead to a measurement of how teachers in this study try to correlate these three dimensions of autonomy within the Saudi Arabian context. Huang's idea of autonomy related to those three concepts, willingness, ability and freedom, seem to cover most needed aspects of teacher autonomy in order to show their professionalism which I try to make a link between the two terms, teacher professionalism and autonomy, in this study.

The three terms of Huang's (2005) framework "willingness", "capacity" and "freedom" – according to Huang (2009, p.20) generally resemble to three dimensions of teacher autonomy that he thought are significant: "social-motivational, technical-psychological, and critical-political" "teaching" and "learning" correspond to the two interrelated domains of teachers' classroom life: domain of teaching and domain of teacher-learning.

I chose Huang's framework because it contains the most related aspect of teacher autonomy that I could relate in my study. As indicated previously in this thesis, the education policy in Saudi Arabia does not recognize the concept of autonomy or motivate teachers who are actually applying it inside classrooms. Such unfamiliarity of the concept or might be ignorance was because the system is so controlled and centralised that most teachers could not in fact practice autonomy with ease.

The three broad dimensions of teacher autonomy that Huang used to capture the clear picture of the concept of autonomy of teacher's willingness, ability and freedom were actually related to teacher's social-motivational, technical-psychological, and critical-political (Huang, 2009, p.20).

On my part in this study, I was hoping to correlate those three dimensions where I think teachers might try to maneuver around the available EFL materials/textbooks. Teachers might read what fits their learning environment and apply what they think it is suitable for their students' needs and such maneuver could possibly be a social motivational.

Teachers could be in a position where they could evaluate their current teaching materials, if any, and aim for providing a suitable teaching environment to satisfy the requirements of their jobs as teachers. They could possibly meet several constraints on applying their teaching methods and such constraints could be related to personal teaching or learning, difficulties in relation to students' current level and teaching environment in schools.

I could read that such position of teachers in their professional evaluation of materials and their appreciation of individual differences among students was a sign of a technical- psychological dimension to fulfill their job requirements.

The last dimension according to Huang (2009) is the critical-political. I have indicated that the MoE in Saudi Arabia is the only provider of the education system and act as representative for the Saudi government that would like to provide a unit and uniform learning environment countrywide. The MoE has prescribed the EFL textbooks and asked teachers to follow it. The MoE has also established rules for teachers to work with such prescribed textbooks and indicated penalties, such as transferring their jobs from teaching to administration, for who does not apply them.

Therefore, such issue of the government needs might sometimes contradicts the learning environment of both teachers and learners and only teachers might read the proper learning situation that could be fitted within their varieties of contexts. I think teachers were able to some extent work differently, if needed, and plan a head and try to work through such rules and at the same time keep heed their learning needs.

Smith (2003) agrees with Huang's dimensions and indicated that such definition addresses the three senses of teacher autonomy. Smith thinks it relates to the capacity for self-directed professional action, capacity for self-directed professional development and the freedom from control by others over both professional action and development.

Therefore, Huang (2009) thinks that the concept of "autonomy" is related to terms concerning the capacity for and/or willingness to engage in self-direction as indicated by Smith (2003) in language learning and teaching. Moreover, Huang believes that self-directed behaviour or psychology of it related to teachers' ability and agency.

For the moment, it is sufficient to note that we may act, for example teach (exercise of agency), but do not necessarily have the capacity to take control over our acting/teaching (autonomy). (Huang, 2009, p. 20)

Usma (2007) indicates that Huang definition of teacher autonomy, willingness, ability and freedom, is integrated to conceptualise the discussion in the literature around the term teacher autonomy and could possibly presents one of the most recent and comprehensive definitions in the field.

However, Usma (2007, p.268) believes that teacher autonomy, motivation, and competence need to be clearly separated in future definitions and studies. He thinks that motivation and professional competence may function as factors that promote or constrain professional action, while teacher autonomy should be assumed either as a personal sense of freedom for professional action, or as the power to exercise control in different school matters. According to Usma (2007) Neglecting to separate teacher motivation, professional competence, and teacher autonomy, or merging them together into a definition of teacher autonomy, can generate confusion and lead to misinterpretations of the concept of teacher autonomy.

Usma (2007, p.269) also with the notion that separating teacher autonomy and teacher empowerment would lead to a clear definition of the concept. He stated that teacher empowerment allows teachers to be part of the decision-making within the education system and rather engage in collaboration with the school administration. Teacher autonomy on the other hand, can be conceptualised over the capacity to take exercise the control of teaching and assessment, materials or professional development taking account the school system and the overall learning aims.

According to Bandura (1997) the term “control” within teacher autonomy could refer to the ability to *exert influence* over those things that affect one’s own life in order to obtain or prevent determined results. Moreover, the term “control” in the context of teachers’ professional autonomy needs to be comprehended as “a question of collective decision-making rather than individual choice” (Benson, 1996, p. 33; See also Benson, 2011).

Usma (2007, p. 270, citing Contreras, 1997) indicated that teacher autonomy should not be defined as further obligations specified to teachers as a way to hold them more accountable for their job or as a strategy for the state to reduce its obligations towards school communities. Teacher autonomy refers to the right of the teacher to exert initiative and carry out professional action according to school stakeholders’ needs and based on the necessary conditions of success.

Even with the highly regarded importance of teachers, not everybody fully concurs with the consideration that teachers need to exercise autonomy or what would constitute such an exercise in the teaching profession. For this reason, the approach given to the latter statement of Huang’s framework of autonomy depends on the specific model of teaching professionalism.

The current debate in the UK, according to Thomas (2012), is concerned with the professionalism of teachers and whether teaching is considered to be a profession or a craft compared to other professions, like the medical profession, and how much autonomy teachers should enjoy from the state. It also concerns the role of teachers and students in relation to knowledge, as stated by Bash (2005) and Goodson (2003).

Thomas (2012) used the term ‘professionalism’ as a descriptor of a combination of teachers’ specific capabilities and knowledge, and the purpose and ethical underpinnings of their work, the extent to which they are able to exercise independent and critical judgement, their role in shaping and leading changes in their field, and their relationship to policy makers. Thomas (2012) statement of teachers’ independency regarding their practice and knowledge agrees with Haung’s (2005) models for teacher autonomy that relies on their willingness, ability and freedom to undertake the control of personal teaching and learning, which is the present study focus.

The policy of the English Secretary of State for Education, (Gove, 2013), for example, mentioned in his speech about teachers in charge, at the National College for Teaching and Leadership:

This is a great opportunity for teachers to take control of the education debate – the profession is now being empowered to demonstrate what genuinely gets results and generate the data which will determine what evidence-based policy really looks like.

He also affirms that teachers as professionals are entitled to their choices regarding their profession, not the stakeholders or instructors or media:

Because public perceptions of the teaching profession rest, not on what politicians or OFSTED inspectors or the media say, but on what teachers do.

The Secretary of State also admits that he agrees with establishing an independent college that supports only the profession of teaching:

There is a growing consensus that teachers should emulate other professions, and set up a new Royal College – like the Royal College of Surgeons or Paediatricians – identifying, exemplifying and defining best practice in the teaching profession.

Therefore, the process of stimulating the professional commitment of teachers requires national governments and leaders of schools to be willing to increase the number of teachers. The curricula, on the other hand, should encourage the growth of professional self-worth and awareness of teachers who are still being trained, and in this way fully prepare them to coach students.

It is also fair to assume high levels of responsibility with regards to accountability, quality control of their profession, curriculum innovation, as well as the development and improvement of practical and realistic knowledge of both learning and teaching.

Therefore, it is clear that teachers are required to achieve a high standard of professionalism. This is fully supported by the assumptions stated and discussed by Snoek (2010) with regards to teachers and the overall learning process. Putting all of these into consideration, in order to maintain a high level of professionalism, teachers need to be given a desired opportunity to exercise a degree of autonomy. This will enable them to reach a high standard of professionalism.

The success of any school system largely depends on the teachers' own professional development and their responsiveness to the learners' eagerness and needs. To achieve this, we need the ability to learn and define consequences from our own experiences and therefore balance the much complementary dimensions associated with both action and reflection, not forgetting networking and the idea to exercise a degrees of autonomy (Altrichter and Krainer, 1996).

According to Stenhouse (1975), this would be realised by the "continuous prolonging of basic competencies by the means of systematic self-study" and their general adaptation to the constant change. Hoyle (1975) introduced the term 'professionalism'. At this time, he simply used it to outline two separate aspects of the professional lives of teachers: professionalism and professionalism.

In the same year, Hoyle further explained and clarified the distinction of the terms as those which are related to status elements of the work of teachers, he termed 'professionalism', and the elements of the teachers' job which comprises of the skills, knowledge and professional procedures that teachers always use in their course of duty he defined as 'professionality'.

The two models of professionalism available are the 'extended' and 'restricted' models (Hoyle, 1975, p.318). The characteristics that are considered to explain the two hypothetical models led to the creation of what can be seen as being on a continuum, with a model of intuition and experience and is fully guided by limited perspective which is classroom-based and which takes into serious consideration the daily practicalities of teaching which is of a 'restricted' professional.

On the other hand, the characteristics associated with the 'extended' professionalism tries to explain a wider visualization of what education entails, by valuing the theory that undermines pedagogy and the consideration of rationally-based and intellectual approaches to the teaching job (Evans, 2007). The latter statement of Hoyle (1975), introduced by the current policy makers, that touches on the professional development of teachers, integrates into the daily practices of schools and gives teachers a broader recognition as the key members of the modern educational professional organisation. This also includes their teaching roles.

Therefore, schools are viewed as learning organisations, and teachers, who are recognised as 'reflective practitioners', are highly regarded as the major playmakers. Additional emphasis given to the teaching profession focuses on the teachers' secondary roles forms part of the on-going modernisation of the teaching profession. All these result in teachers being considered as innovators, researchers, people who receive feedback from colleges, principals' collaborators, active colleagues and as those who promote the concept largely known as "teacher leadership". (European, 2010, p.191). According to Usma (2007), an increased level of decision-making by teachers inside classrooms is not an automatic indication of increased teacher autonomy, or at least acquire the choice of autonomy in any needed educational situation inside the classroom.

This is because even with regards to this, there is still a need to instil new teacher responsibilities and unconditional support that, in the long run, drive the professionalism of teachers. In this regard, it is now upon policy makers and educational administrators to recognise and upgrade the complex process involved in teacher learning and in this way provide necessary and realistic conditions that enable teachers to succeed in their improved responsibilities facing the students' needs and enthusiasm (Usma, 2007).

The latter discussion implies that policy makers also have a significant role in creating a successful learning system as they are the people who set references for teacher training programmes. For instance, if they only train teachers while providing them with only the basic teaching materials without ever allowing them to practice any form of independent thinking, the teachers produced will not be sufficiently competent.

3.7 Are teachers considered professionals?

If teachers are given limited choices in exercising autonomy, it becomes difficult to determine whether they are really professionals. It is true to say that everyone involved in teaching wants it to be considered as a profession and they themselves be considered as professionals. Despite this fact, still not many of these people recognise the contribution of exercising autonomy in making teaching a profession. This is because some of them hardly possess autonomy or exercise it.

One way in which teachers' professionalism can be analysed is by comparing it to other classical professions such as doctors and lawyers in a way that their differences and similarities are identified and analysed (Snoek, 2010). The classical professions were used as references and ideal examples. Standard characteristics were drawn from them and noted. Afterwards, the differences were used to distinguish professionals from other non-professionals by outlining their differences and similarities with other existing occupations.

This method mainly focused on identifying categories for classifying the occupations (Gewirtz et al., 2009) where the reference, classical professions, is regarded as the 'true professions' or archetypes and there are several typical attributes used in this method. Professional autonomy, which is applicable through the use of professional monopoly of the profession members with their own individual work (Snoek et al., 2009).

Another attribute is the control of the applicable entry requirements of a profession and constant professional development of the practising individuals. Fellow professionals and senior practitioners also have the power to monitor, evaluate and dismiss members who fail to keep up with the expected professional standards of their professions. This also includes the general ethical code. According to (Snoek, 2010), when the characteristics associated with teaching are compared to the standard attributes generated, teaching is undoubtedly not considered a profession.

This conclusion is a result of the consideration of the several attributes stated above. First, teachers never control entrance to their profession and this is the first attribute that disqualifies them. Second, teachers lack freedom of professional establishment and are, instead, employed by the schools.

This however, excludes Scotland's education policy as their teachers have had some influence since the early and mid-1960s when the General Teaching Council (GTC) decided to set some major foundations of the council that include teachers' valid and active membership regulation within their own profession. According to Hamilton (2009), the director of GTC, this was seen as a strong element of growing professional status for teachers in Scotland, as it was a unique part of Scotland's history of education. On the other hand, as observed by Whitty (2006, in Thomas, 2012), it has been argued that the very process of protecting teachers' professional autonomy against erosion by government has made the teacher intra-community relationships more difficult to achieve. This concept of professionalism tends to accentuate an elite body of knowledge held exclusively by a single group of (qualified) practitioners.

Thomas continues that notions of sharing knowledge and practice with other (non-professional) groups may be seen as a dilution and/or threat to professionalism. The Chief Executive of the General Teaching Council of England, Carol Adams, expressed such explicit concerns in 2005 in response to the increasing number of teaching assistants in classrooms. She asked, "Could pupils, parents and the wider community become confused about the unique role and contribution of the teacher? Could a child's right to learn be threatened by the new multi-disciplinary agenda?" (Whitty, 2006)

Over the past years, 'new professionalism' is a term that has been widely used to refer to the work of the members of other occupations, which cannot be fully categorised as professions. These include teachers, civil servants and social workers (Eraut, 1994, Evans, 2007, Genc, 2010). The meaning that is associated with 'new professionalism' may vary from one context to another and one author to another but there are general attributes that can be uniformly considered.

Several known authors (Verbiest, 2007; Snoek et al 2009), have in the past, outlined the strict output requirements levied on professionals by governments and not deliberately by the professionals. This is absolutely the case with teacher education and the teaching profession. This is because various national governments enforce strict changes through creation of various laws and professional procedures that are applicable to all schools and institutions of higher learning (Eraut, 1994, Evans, 2007).

Moreover, the need to perform assessments on professionals has gained prominence and governments are now assessing professionals in a bid to gain reasonable insights into their overall performance and professional contribution to their working environments. This has had some adverse pressure on teachers and forced them to create aims, goals, monitor children, create teaching schedules and even monitor learning more keenly (Hattie, 2009).

There are authors who emphasise the importance of a knowledge base which is of a professional nature and does not only need to be academic-related or formal like in classical professions, but can also result from relevant reflection and experience. These make them insist that teaching is not a profession. Like Runté (1995), who further explained that teachers have all along been using, and still use, outdated and flawed professional models.

The usage of these models is argued to have steered them towards irrelevant goals. Because of this, there is always an absolute need to set up and implement standards that can confidently be used to describe qualifications and competences of new professionals as well as expert ones (Eraut, 1994). Professionalism also entails constant improvement of personal work and the innovation of concepts, tools and methods that aim to improve current procedures (Evans, 2007).

Real professionals should always move from the conventional autonomy and authority and instead promote new and better relationship between stakeholders and fellow colleagues (Hargreaves, 1994, Whitty, 2008). This further implies that the professionals should be inclined towards constant lifelong learning and alleviate attention towards professional resources and growth.

As a result of all the discussed limitations, teachers are only left with limited choices to exercise autonomy in their work. Similarly, there are many countries which lack ethical codes applicable to teaching. This is worsened by the lack of proper guidelines governing the academic qualifications of the teaching profession. Most of the now applicable standards and codes of conduct are those that have been laid down by governments and this means that there is barely any teacher involvement in the creation of the standards as is the case in Saudi Arabia.

Several scholars in several scientific literatures have also defined teacher autonomy. These various definitions provide varied differences that are important in explaining this concept. Amongst the many definitions realised from these publications is one I find the most agreeable. It explains that autonomy refers to the freedom that teachers have in their professional fields while doing professional work (Castle, 2004, Friedman, 1999, Pearson and Hall, 1993, Short, 1994).

It is also evident from the definitions that autonomy of teachers is not confined necessarily to the general planning and respective implementation of teaching activities. It wholly covers the general improvements of the role of teachers and the improvement in their power in standard decision-making activities that relate to the typical school environment, human resource management, both material and financial management and their overall working conditions (Friedman, 1999, Öztürk, 2011).

In order for teachers to fully and effectively perform their duties and carry out their full responsibilities, it is necessary to fairly recognize their greater powers and potential. Contrary to what should happen, the current planning and drafting of teachers' regulations, guidelines and methods grant the teachers low levels of autonomy and power that undoubtedly undermine the greater responsibilities and jobs done by the teachers in promoting education as a whole.

Teachers have taken more significant control over their work and now fully understand their individual roles and their collective responsibilities as an entity in a school system and in this way they can better promote education processes and steer successful learning outcomes amongst their students (Ingersoll, 2007).

There are many attributes that are essential in recognising teaching as a profession and teachers who exercise autonomy is one major attribute that has to be considered in the development of teachers. Just like other classical professionals, such as doctors and lawyers, for teachers to be considered as equal professionals, they must be accorded the relevant and necessary freedom and powers of performing their professional activities (Pearson and Moomaw, 2005, Webb, 2002).

There are authors who relate autonomy of teachers to their students. For instance, Gimeno-Sacristan (2000) explains that for teachers, their autonomy is specifically restricted by the autonomy of learners who are directly or indirectly affected by the education, of which teachers are the major role players. He further explains that the autonomy of teachers should be directly linked to the commitment and responsibility of an existing educational project that is fully accepted by the entire educational community involved.

The existing limitation is considered by Contreras (1997) as the obligation that teachers have to the community and forms one of the major dimensions of the teacher responsibility as one of the dimensions. The second dimension is the professional competence, which includes the principles, skills and awareness of the consequences and meaning of our consistent pedagogical practice.

The last dimension of Contreras's (1997) is the moral obligation, which is the fact that teachers not only have to operate within their academic achievements but also have to go and transform themselves into free and peaceful human beings in order to respond properly to the enthusiasm of learners. The ways in which teachers tackle the latter three dimensions are important for teachers to achieve different teaching perspectives and push towards exercising autonomy. According to Larrivee (2000, p. 294), a kind of thinking that allows for uncertainty and generally allows for strategic dilemmas have, in the past, been defined using terms like critical thinking, reflective thinking, critical reflection, reflective practices and reflective judgement.

Likewise, in cases where the teacher exceeds the knowledge of basic teaching and teaching practice ethics, they develop self-efficacy and ability to solve complex student-related problems and provide a mind-set for learning. Conclusively, critical intellectual concepts require that autonomy can be considered as a series of efforts and processes that, together, transform the educational realities of different communities and completely free themselves from any kind of external expression. He further suggest that teachers are capable of becoming competent in whatever activity they perform and therefore have the power to transform the current practices. Teachers are further required to take full responsibility for the areas in which they exercise their teaching skills (Larrivee, 2000).

For these reasons mentioned by Larrivee (2000), teachers are expected to know the outcomes, directions and consequences of every action they take. Even though teachers are cautious of the difficulties that they face during their teaching work, they are also not hesitant to open up new opportunities and create new environments and conditions that allow the process to go through.

In conclusion, this research considers the teachers who are exercising a degree of autonomy along with the main focus of their role as materials developers and their responsiveness to students' needs as indicated in page 10. This concept is explored with the diverse aim of relating it to how it can be used to the adoption of teachers to exercise autonomy with other current pedagogical strategies used in teaching environments. Even though many assume that teachers can be optimally competent even without exercising autonomy, it is clear, from the discussion, that teachers still need autonomy for them to remain as competent as possible, an issue that cannot be ignored.

3.8 Teachers' professionalism, material innovation and autonomy

Since teaching is considered in many studies as an occupation that is spread over time, there are some teachers whose experience in teaching environments make them competent but in a way that is limited and this can be referred to as 'crystallised expertise' (Berliner, 2001). Such a teacher may find it difficult to adapt to the changing environments and may not be robust in solving students' problems as they are limited to their professionalism that directs them to discipline, instruct, teach and access their students.

According to Berliner (2001), the number of years that a teacher has spent teaching is not the most important thing but the level at which they have improved their 'fluid expertise' and developed their professional self. Therefore, exercising autonomy requires that teachers develop a sense of 'fluid expertise'.

For instance, teachers may often want to explore and scrutinise how well a generally produced solution will be efficient in addressing their personal problems and in that respect tailor the solutions to fit them and their working environments.

The only hindrance to this is at the level of effort and time needed to be dedicated towards the process, and this always creates tension for them between upgrading

their professional expertise and the possible risk of creating a new version of the existing wheel (Hall, 2009).

Several past research studies (Hall, 2009) have found that those who declared that for teachers a robust professional identity is a key factor in professionalism, often support a certain degree of autonomy and a space for teachers to do their own work in their own ways without external oppression or direction (Day et al., 2006, in Hall, 2009).

However, the conception taken by Stenhouse (1981, in Hall, 2009) insists that teachers are active agents whose roles are like those done by professional researchers. This implies that a professional researcher's work is not only to engage in planning their activities, but to know more about them and strictly solve them.

The starting point of effective teaching falls within the teaching environment as this is the place where teachers can identify challenges and take actions that counteract them, thus working collectively to produce corrective outcomes.

These challenges are the ones that encourage teachers to engage more in constructive learning activities, pursue greater understanding and contribute to their own attainment of professional identity. The effects of professionalism in the work place seem to be important with regards to how positive teachers feel about themselves and the motivation to stay in the same profession. This is expressed in the distinct separation between long-term experienced teachers and expert teachers (Berliner, 2001, in Hall, 2009).

The point here is that there is clearly a link between a teacher's work place, students-centred approach and their respective fluid expertise. To stress on this further, Ecclestone's studies (2000, 2002, in Hall, 2009) of teachers at various levels of education show clearly how several teachers, who were able to exercise a degree of autonomy, and groups of professionals became learners by the use of the same framework that it uses to promote learning autonomy in various environments. Despite all these, professionals that aim to improve their status and recognition need to follow the procedures that qualify them to become real professionals.

This section explained the importance of letting teachers modify their materials and

textbooks (according to Hall (2009)) and develop their own craft. Furthermore, providing teachers with a professional workspace is an act that gives them the recognition as major role players of education and materials development.

To agree with the latter statements and the introduction of this study, a link between a teacher's involvement in the materials development and their professionalism and the degree in which they are able to practice autonomy is required. In order to find the answers to their eager learners' questions and to best aid their students who were able to think out of the box, teachers must obtain the needed technology available in the present era and be able to themselves think out of the box and develop upon the materials they have been provided.

Such access would allow them to practice autonomy. It is also a reason for teachers to acquire the choice of having a degree of autonomy and apply their own interpretation, which results in self-efficacy. This last point will be addressed in the following section.

3-8-1 Teacher self-efficacy

The responsibility of teachers includes a huge amount of personal interpretations of the appropriate materials that are applied in classrooms. This can answer the anticipated results set by the Saudi educational ministry in various provinces. However, teachers cannot neglect the main goal of the profession, despite wanting to avoid the hurdles they meet by application of the personal interpretations, which is required for exercising autonomy in their teaching approaches or chosen materials. This results in 'self-efficacy'.

Self-efficacy of teachers was described as a judgment that is self-reflective of a person's ability to impact on outcomes of students, engagement as well as studying, without regard to environmental or student attributes (Pajares, 1996, Tschannen-Moran and Hoy, 2001). The aspect of self-efficacy holds a big role regarding the resulting impact upon teachers' role at their work place. The sense of efficacy of teachers is a minute idea with a big impact, which acts as a stronghold while examining the beliefs and behaviour of teachers (Fives, 2003, Tschannen-Moran and Hoy, 2001).

Self-efficacy of teachers is vital for teacher encouragement and behaviour since it directs people to take action from their knowledge (Fives, 2003). It is also the primary determinant of effort. Making decisions in pedagogy is affected by the self-efficacy of a teacher (Cousins and Walker, 2000, Woolfolk et al., 1990). The self-efficacy of teachers informs the choices differently. For instance, people may participate in behaviours, which they trust will result in success, escaping behaviours they are not confident in (Schunk and Pajares, 2002). Moreover, when a person has a greater self-efficacy, he or she may persist in case of hardships (Schunk and Pajares, 2002, Zimmerman, 2000).

Self-efficacy is likely to occur with unknown reactions of students as well as teachers who are limited by restricted materials and policies to be applied in classrooms. Self-efficacy is a result of a responsibility that requires teachers to follow their sense of exercising autonomy. Such responsibility put forward in order to achieve the required impact for the sake of the learners' individual differences and needs, which will be addressed in more detail in the following section.

In this present study, I am not arguing that teachers should necessarily be curriculum developers, but the importance of having the flexibility to respond to learners needs through the development of teachers materials is well supported by the literature.

3.9 Textbooks, materials development and Huang's framework for teacher autonomy: some final remarks

It is preferable for me to remind you that what I am undertaking in my thesis is investigating the link between having a set textbook, scope for the development of materials by the teacher and teachers' sense of responsibility. As teachers face learners' needs and learner autonomy sometimes forces them to exercise a degree of autonomy themselves.

I will now look briefly at the situation in three different contexts, KSA, Scotland and the Netherlands, as an illustration of the fact that there need not be a simple causal relationship whereby a set textbook in itself prevents teachers from having a sense of exercising autonomy or that teachers empowered to be materials developers is necessary for exercising autonomy.

Graph 1: KSA, Dutch and Scotland varied responses to textbooks and materials development.



The Ministry of Education in the Netherlands, provide set textbooks similar to the Saudi education system (Hughes, 1989). Teachers also always follow the instructions and the marking scheme of the General Directorate of Education (GDE) in designing their tests, much like the Saudi system.

However, their education system provides schools with the freedom and the scope to develop their own educational programme and materials (Thijs et al., 2009). Therefore, unlike the Saudi system, Dutch schools devise their own curricular plan, teaching methods, and they select teaching materials (Encyclopedia).

In The Netherlands, English occupies a certain position in a number of formal domains of Dutch society. That is to say that the foreign language functions vividly within 'modern' domains such as media and business (Ytsma, 2000). For example, there is extensive exposure to English in the mass media.

De Bot (1994) remarks that 40 to 60 per cent of the television programmes in The Netherlands are English language (all subtitled in Dutch). Moreover, English is increasingly used in commercial advertising. In this respect, Gerritsen (1996) mentions that almost a fifth of the pages in Dutch newspapers and magazines contained English language advertisements.

Gerritsen (1996) concludes that fully English-language advertisements are fairly well established in The Netherlands. In essence, all primary, low secondary and upper secondary schools in the Netherlands emphasise upon communication skills and the communicative function of the English language and, therefore, the objectives come down to plain communicative abilities in the domains of understanding, speaking and reading (Ingersoll, 2007).

The next system to be illustrated is the Scottish education system, which has no set textbooks, unlike the Saudi and the Dutch systems, but a variety of commercial textbooks, which puts the responsibility on the teachers, in terms of materials planning and delivery.

Nevertheless, the teachers' responsibility, which depends on a guideline for its flexibility in organising, scheduling and delivering the experiences that results in teaching methods that satisfy all the students' needs suggest that Scotland teachers exercise lower degrees of autonomy than Dutch (Executive, 2007). Although there are no requirements that are specific like time allocation as is the case in Saudi systems (Government, 2010).

The notion about the Saudi system is that it follows the top-down system and is based upon textbooks assessments (Al-Sadan, 2000, Ali, 2007). Particularly when teachers in Saudi are given time limits on teaching certain units in the textbooks (MoEAdministration, 2010), this limitation hinders teachers and does not necessarily negatively implicate the content of the textbook, since the test of the textbook and the learner's progress is viewed as the extent they have gone through the textbook and not what they have gained (Al-Sadan, 2000).

Accordingly, the Saudi teacher faces difficulties in providing materials or books other than the official textbook. Moreover, because the teacher is obligated to finish all the units of the textbook, he/she has no time to focus on materials that demands extra attention.

This leads to my claim that teachers in Saudi Arabia feel they are frustrated about the lack of scope and space to apply or develop new materials to supplement the textbook and being able to exercise a certain degree of autonomy.

However, having a set text textbooks need not preclude the teacher from engaging in materials development because teachers can have a set textbook and around that they can construct and develop the materials.

For example, KSA has set textbooks and teachers have no formal recognised role in materials development (Al-Sadan, 2000), and despite this they have been informally invited to submit some recommendations at some stages with no particular material development training (Zaid, 1993).

Teaching English in Saudi Arabia, as explained in more detail in chapter two, page 22, is not intended for communicative purposes as the Saudi community is rarely exposed to foreigners in situations where the use of the English language is needed and used as a necessary tool for communication.

Therefore, the communicative approach could be difficult to apply in schools, and instead Audio Lingual Methods and Grammar Translation Methods were the two traditional teaching methods that are applicable in the Saudi English Language teaching context (Alresheed, 2008). Finally, a reminder of the reason why I have illustrated the aforementioned three systems (GTM, ALM and CLT) is that my thesis explores the relationship between having a set textbook, the teacher as materials developer and teachers who wish to have a degree of autonomy. Those are the three dynamics that are built in this study.

The way those three dynamics interact are slightly different within the systems of Scotland, Saudi and The Netherlands. Such arguments suggests that it is not an automatic conclusion that the Saudi education system has set textbooks, but that it has no recognition of the need to exercise autonomy, as textbooks do not necessarily constrain the teacher, and it is my intention to explore such a relationship in the data collection.

This section presents an investigation of the literature relevant to issues surrounding the Saudi teachers of English language and their participation in the development of materials and their relationship with learners' needs and as a result, a review of the implications of teachers exercising levels of autonomy.

It also explores teachers' exclusive relationship with the application, design and assessment of materials of teaching and participation of reformation of textbooks. Moreover, the aim of this section is to reveal factors that will get updated through the exercise of different level of teacher autonomy, and the level of control exerted by teachers in their teaching.

This present study's questions were researched relative to the literature discussed in this section, and the results are presented in the coming chapters. The literature presented in this section showed the motives of teachers in many published studies regarding the usage of materials and their effects on the degree of autonomy of teachers, and the vivid relations between these two.

The ideas in this chapter will become more apparent in the methodology, which is in the coming chapter, and which marks the existing relations between teacher autonomy and curriculum development (with special interest in usage of material, design and assessment) in the context of the Saudi educational system. The next chapter focuses on the methodological framework, methods, instruments, and data analysis methods used in this study.

Chapter 4

Methodology

4-1 Overview

This present research explores how teachers use the government provided textbooks in the EFL classroom in public schools in Saudi Arabia and the extent to which the teachers engage in the development of materials in designing learning experiences that meet the needs of their students. Participation in materials development is taken to be an indication of the extent to which a degree of autonomy is being expressed. These are the three dynamics that are built into this study to be examined using stated the framework proposed by Huang (2005, p. 206) for the willingness, ability and freedom of the teacher to undertake the control of personal learning and teaching.

In order to answer the above questions this researcher will need to present a plan, methodologies of research and a choice of a suitable method to use in the research. It will include a description of the research instruments, data collection, and analysis techniques. The first part involves the model of the research and the technique employed to appropriately tackle the research questions.

Moreover, the data analysis is presented using a matrix of the individual narratives of the participants' experiences based upon the interviews and a comparison of themes across all of the participants (using a grounded theory approach). The hybrid use of qualitative approaches serves to triangulate the data and so will help to increase the validity and reliability of the study.

I aim to establish the extent and the positions of the teachers teaching with textbooks in the classrooms with regard to their practicing levels of autonomy and how such positions is conveyed or communicated. The degree of teacher confidence in interpretation, development and modification of the textbook is the key theme/subject matter in this section. The study seeks answers from a number of teachers to explore if they are willing to adapt to a teaching method that involves the development of materials.

Furthermore, the study investigates teachers in relation to how they conceptualise the idea of practicing autonomy in classrooms, in a varieties of contexts. Cohen et al. (2007, p. 22) stated that the purpose of the interaction of the adaptation of teachers and their positions of their different ways dealing with textbooks is to comprehend how such interpretation of reality occurs at one time and in one place and then measures it with what happens at another time and place

4-3 Participants' recruitment (Interviews & observations)

I obtained permission to investigate the students' records at the University to attain the contact information for the teacher participants for the study. I aimed to conduct the study using six male EFL teachers who have been teaching in both the periods of the old EFL textbooks, as most schools now are still using them, and the new textbooks, which are provided by the MoE in Saudi Arabia.

I was also interested in participants who attended the same EFL programme in their undergraduate degree that was the same one attended by me as well, as I was fully aware of the teaching environment, policy and textbooks provided. The years of experience and qualifications amongst the participants had to match the requirements of the conducted study. The old textbooks are still currently the official materials used in schools and the MoE are only trying to include the new textbooks in the future, but the MoE had not yet decided which one is suitable when this study was conducted.

I was also interested in teachers who have been teaching in several educational environments and in a variety of different contexts, and have been teaching different levels during their teaching careers (primary, intermediate and secondary schools). The reason for these varieties is to have a wide range of views and data based on their actual teaching experience in these schools.

I have reached the specific 6 profiles of teacher participants in the study across two provinces in the middle region of Saudi Arabia, (the Qassim and Riyadh provinces). Those two provinces are likely to be the most appropriate parts for the study to be accessible for me. For example, Riyadh is the capital city of Saudi Arabia, where the official location of the Ministry Of Education is, while Qassim contains plenty of rural and urban contexts that can be explored to help conduct the study.

I have contacted the participants by phone, introduced myself and explained my interest in an informal conversation, and asked to meet the participants in person to extend the conversation about the study.

I then asked the participants to provide their email addresses so they could receive a formal invitation to the study and read more about the study in order to answer their questions, if any, before meeting them in person. Copy of the ethical approval obtained from the University of Glasgow, the 'Plain Language' statement, consent form and questions for the interview were sent as attachments via email to the participants (see appendix 3-4). The participants then were fully aware of the study and nature of the topic, and as a result, demanded an informal meeting, free of formality, which allowed me to give more information in a comfortable context

Some participants recognised me, as I was, for a fact, the only student from their year of graduation who was selected to be a teacher assistant at the university in the Teaching Methods and Curriculum department. Other participants had taken several courses with me as well, with no formal acquaintance, which rather eased introducing the topic to the participants.

Moreover, teachers who participated in the interviews also gave their permission to be observed as a second procedure of data gathering. This would give information about how they view the idea of exercising a certain degree of autonomy in the classroom. The participants had prior knowledge of the aim of the study, having participated in the interviews.

The teachers were issued with proformas containing a summary of the aim of the visit and the process of the visit before the observation began. The students of the observed classes in this present study were assured that this visit was not part of their assessment and that it would not tamper with their learning.

I chose six male teachers as participants because this is desirable for rich, qualitative data. I needed to try to acquire some insights into how teachers manage the current education environment at their schools. Therefore, a qualitative study design was decided upon, and as a result limited the number of participants to six, so I could really explore these six in more depth. This number of participants is suitable as I desired richness instead of comprehensiveness.

Although, some people might think that this is a limitation, because of the small sample size, the system in Saudi is so controlled and centralised (Alshumaimeri, 2003) it can be argued that actually these six teachers were representative of teachers across Saudi Arabia. Contexts are not needed because the system is so tightly controlled and the schools are implementing the same textbook rules and regulations countrywide.

Interestingly, across such a limited number of participants for the richness of the results, I found that the six teachers had very different ways of dealing with the same education system. From that, I cannot obtain any variations among the structures and organisations of the schools. Although, teachers are teachers and what my central argument here is that teachers will use whatever chance they have to respond differently, a result that was obtained from the richness of the data, as they responded in different ways and with different behaviours.

The number of participants gave a rich study that raises many questions about how the uniformity of education across Saudi Arabia does not prevent individual teachers from finding different ways of responding, which is the central interest of this present study. These different responses also raise many extended questions to the same study, which future researchers will be able to investigate further.

Therefore, it is less important to have a larger group of participant teachers as they are all required to follow the same protocols and also required to teach within the same parameters and the same textbook that are set by the MoE in the KSA.

Table 1: Methodology plan shows the methods used and a timeline of the research phases.

Methods	Interviews	Observation	
Data analysis	Narrative approach	Grounded theory approach	
Timeline	Pilot research	Main field work	Revisiting data collection

4-4 Methods

4-4-1 Interviews

I used interviews because they are vital for identifying the participants' feedback and make known some critical issues in the education system in Saudi Arabia, as well as identifying some solutions. An interview further endows the participants with the free will and solitude to make observations and gives me the opportunity for a precise analysis of their feedbacks (Wimmer and Dominick, 1997).

Furthermore, the concept of the term 'autonomy' in Saudi Arabia is a sensitive issue in relation to education policies, as well as in the diversified political contextual framework and religion thoughts. Thus interviews were the suitable means to conduct the research. Renowned education experts such as Nicholas, Wimmer and Dominick implied that interviews are an appropriate means to deal with the sensitive topic and they need a good relationship and understanding between the respondent and interviewer (Wimmer and Dominick, 1997, p. 100, Nichols, 1991, p. 13).

A strong interview is one that allows the respondent to have the freedom of movement at all times. This flexibility lets me to explore, simplify, devise and formulate new questions in relation to what has by now been heard (Glaser and Strauss, 1967, p. 273).

Whyte (1979, p. 57) made a suggestion that interviews should allow and permit the dialogue to flow naturally while noting the characteristics of the explanation of the events. A flexibly structured interview permits me to identify statements, which requires adjustments to new techniques of investigation or even new questions. The informant, further, is trying to give explanations or leaving them out for the interviewer to formulate questions to fill in omissions, or rather checking the interviewer's level of understanding of what has been given as a feedback (Whyte, 1979, p. 60).

In order to permit the dialogue to flow naturally, as posited by Whyte, and allow the respondents to have the freedom of movement at all times during the interview, as indicated by Glaser and Strauss, a semi-structured interview was my choice in this study.

Moreover, I opted to conduct a semi-structured interview using open-ended questions to give a better flexibility and to pose more questions, in addition to allowing the participants to deliver further information (Kvale and Brinkmann, 2009). This is further illustrated below:

The structured interview is the mode of choice when the interviewer knows what he or she does not know and can therefore frame appropriate questions to find it out. As for the semi-structured interview, it is the mode of choice when the interviewer does not know what he or she doesn't know and must therefore rely on the respondent to tell him or her (Lincoln & Guba, 1985, p. 269).

A semi-structured interview is well suited for this study, especially as the data gathered from every participant in the interviews were treated as case studies, which enables the freedom and deep exploration of each participant's experiences and allow the interviewer to retain control (Drever, 1995). For the previous reasons indicated in the recruitment of the participants (i.e. I knew the topic I intended to explore well, knew the participants backgrounds, qualifications and experience) I was known to the participants before conducting the interviews and observations, which allowed me to be an 'insider interviewer' and observer as well.

An insider interviewer in a study is an advantage for carrying out a study as it allows the subjects to be in a recognisable environment, which allows the respondents to disclose extra elements and aspects of their lives to someone deemed compassionate and known to the topic (Hockey, 1993, p. 199, in Hellawell, 2006).

Hellawell (2006, citing Robert Merton, 1972)) referred to the 'insider' interviewer as the person who has got a priori intimate awareness of the society and its inhabitants, while an 'outsider' interviewer is referred to as when the researcher lacks a priori recognition with the environment and the individuals the researcher is researching. This type of study has for a long time had its intrinsic worth inscribed in the traditional literature. Mercer (2007 in (Griffith, 1998, p. 361 in Mercer, 2007) also supports Merton definition of the insider, as an individual whose life history such as gender, class, race and so on gives his life-time familiarity with the group being studied, while the outsider refers a researcher who does not possess any in-depth knowledge of the subject matter of the study prior to getting into the study group.

Contrary to this, the fact that some people may fail to share vital information with an insider as they might have the fright and panic of being misjudged (Shah, 2004, p. 569). Some interviewees in this present study shared, in the interview, what they would like to do in the ideal world, as opposed to the real world, though these types of answers were identified when they were examined at later stages of this research.

Similarly, the interviewee may fail to give their insight to an outsider who is detached, as opposed to with someone so who confidentially known to such educational environment and organisation systems, and therefore entangled their insights in this powerful interrelation (Mercer, 2007). The motive for me is to be watchful and cautious of the choice of interviewee to participate. The interviewee should know that I am in search of their views, answers, solutions and recommendations in relation to the topic that is under study in this research work.

4-4-1-1 Limitations of the Interviews

Though interviews can be modified, which permits exhaustive and comprehensive information collection and allow free feedback and flexibility, not existing in other methods, they possess their own demerits (Seliger and Shohamy, 1990, p. 166)

Firstly, the number of the interviewees may be less than the questionnaires prepared. Secondly, the process is time consuming and labour-intensive. Finally, interviews possess a challenge of arranging them logically. Therefore, a dissimilar approach was used together with the interviews so as to understand theories around the interviewees' feedback in this study. They were categorised using two methods of analysis for example, the grounded theory and narrative approaches.

Demerits include taking a lengthy time in processing and interpreting/translating the interviewees' feedback and they may also be biased. According to (Borg, 2006, p. 87), an interviewee may be too eager to appease the interviewer, there could be vague opposition between the interviewee and the interviewer and further, the interviewee may give wrong answers so as to conform to his predetermined ideas. Marshall and Rossman (2011) posit that the data may be interpreted differently, biased with ethical issues, thus giving the wrong impression, mostly in face to face interviews. Lastly, Flowerdew et al. (1998) argues that interviews may fail to give the correct impression of what was meant to be asked, thus giving responses reflecting the preference of the interviewer. Despite this, the merits of the interviews overshadow the demerits.

4-4-2 Observation

Observation is regarded as a major qualitative research instrument in this study because of its extensive literature. It is an aspect of describing logically, noting and recording the events, behaviours and objects within the area of study (Marshall and Rossman, 2011, p.79). Through observation, a researcher is able to describe events using his five senses thus providing a picture of the reality of the events within the area of the study (Erlandson et al., 1993). Hopkins (1993) described observation as a pivotal activity, bearing on essential functions in a classroom study and in teachers' growth in their profession.

There are three main parameters employed in observation (McDonough and McDonough, 1998): the observer, objectives of the observation and the observations process (who, why, and how). These measures are affected by the environmental setup where the observation is being carried out. This study employs a structured observation approach. Richards (2003) suggests four main aspects in support of structured observation, where the setting represents space and objects, people represent actors, relationships and feelings, while the system represents formal and informal, and finally behaviour represents times, routines, process and events. He further says that closed observation has the strength of permitting researchers to concentrate on those areas they want to know more about, thus gaining more understanding.

Structured observation was found suitable for this study to find out how teachers use their teaching materials within classrooms. The proforma experimental design centred on the utility of textbooks and how they conform to the intended learning activities to meet materials development for the teachers participating in the research. For example, the participants' responses to individual learners within their classroom settings were taken into consideration, as well as various teaching and learning methods to explore the idea of exercising different levels of autonomy.

Huang's (2005) framework of teacher autonomy was introduced to measure the teachers' willingness, ability and freedom to undertake their personal teaching and learning, which encourage me to pursuit their learners' personal life experiences as well to employ as bases for the development of teachers' professionalism inside the classroom.

Such pursuit was through observing learners' reaction towards the teachers' varieties of teaching approaches inside the classroom and the way they interact with learners individual differences (see appendix 6).

I observed six English teachers' lessons at different times hoping that I will be acknowledged as a non-participant inside observer and sat quietly at the rear of the classroom with no interruption to the teachers. I was in need for an insider participant-observer approach and took the role as someone who progressively carries out their responsibilities in an institution that will impact hugely on the study, more than an outsider consultant (Hawkins, 1990, in Mercer, 2007). However, Hawkins was the principal of the school in which he was carrying out his research thus his recommendation is likely the truth, based on his personal situation, therefore, this is less likely in the present paper because I did not have any direct duty in the assessment system where they were studying.

Hockey (1993, p. 204) says that insiders are able to fit into conditions and thus are not likely to modify the research setting. The setting is dependent on the position the researcher will assume inside a classroom. I, as an insider-observant, had a clear understanding of the societal setting based on the issues of familiarity since they knew the context of the subject matter and thus can out-rightly observe the connections between the events and situations as well as the outcomes of following particular inquiry channels.

Cohen et al. (2007) and Wiersma and Jurs (2009), amongst others, described the two principal types of observation as being participant observation and non-participant observation. Since I did not wish to engage in the activities, he planned to observe the classroom (that is participant observation). I became a detached observer who stood apart from the activities taking place in the classroom (that is non-participant observation) and observed the teachers giving a full lesson of 45 minutes inside their classrooms.

Lastly, the observation techniques employed here present significant support and implement the information acquired during the interviews. As argued by Robson (2011), what individuals say they engage into may vary from what they actually do. Thus, an observation approach can be concurrently used as an instrument of correction to ensure a 'reality check' (Cohen et al., 2007, p. 396).

4-4-3 Limitations of observations

Observation influences the behaviours of those being observed (Seliger and Shohamy, 1990). Observing people may further cause self-consciousness and anxiety to the person being observed. It was anticipated that frequent observations of my participants and the personal and professional relationship we built over years would do away with those challenges.

Issuing the proforma in advance might be considered as a limitation to the observation process as teachers might have studied them and intended to apply them accordingly. I was aware of such a hypothesis and issued the proforma in order to build a trust and spent more time in the interviews prior to the observations explaining to the participants the idea of the proforma and the aim of the observations.

Some teachers tried to use the steps indicated in the proforma, however, having a controlled and centralised learning system prevented such attempts and forced them to go back to what they were planning to do in the classrooms. The data collected by observation can be manipulated or biased to suit the researcher's interest, thus lacking exact quantifiable measures that defines the features of a research study (Denzin, 1989).

The combination of interviews and observations will present a fare data collection and analysis with great control on carrying out research on a group other than a whole population. Recurrent observations carried out logically and systematically over different circumstances, which give similar findings, are more realistic than those collected based on personal patterns and will enable the generalisation of the outcome (Tsui, 1995).

Precise and use of clear observation criteria will be of further importance. Lastly, legality and reliability of observation data can be enhanced through triangulation of data observed with that from questionnaires and the interviews (Richards, 2003).

4.4.4 Triangulation

Triangulation is defined as application of a combination of techniques in investigating a set of study questions (Mason, 1996, p. 148). It is qualitative cross-validation and it can be carried out using various data collection techniques (Wiersma and Jurs, 2009, p. 287). Berg (2008) stated that each data collection method “is a different line of sight expressed towards a similar point; through the combination of a number of lines of sight, researchers obtain a better and a more substantive image of reality.”

Since the results from the six interviews with teachers cannot be so readily quantified, the findings are presented differently, reflecting the fact that “qualitative data analysis techniques deal with non-numerical data, usually linguistic units in oral or written forms” (Seliger and Shohamy, 1990, p. 201).

Despite triangulation having criticisms, both Mason (1996) and (Seale, 1999) jointly recognised that various data approaches and data organization are probably going to result in various types of answers. Thus, it is likely to obscure the concept being studied other than shedding light on the questions of the study. A number of individuals have identified the importance in strengthening the reliability of research data. Based on this research, a suitable analysis technique to approve the data, for the purpose of this study from every degree of triangulation, will ensure consideration and support of the above concerns.

For example, interviews are meant to have closer theoretical viewpoints about the perception of the teachers and measure these against their performance through the their interaction with students in the classroom, via observations, which will afterwards be matched with data analysis, addressed in the research, via the narrative accounts and on the grounded theory approach.

Use of triangulation in legalising the uniformity and reliability of the outcome was attested by Wiersma and Jurs (2009), Lincoln and Guba (1985). Patton (2002, p. 248) further states that various types of data may result in diversified outcomes but identifies that these discrepancies can be illuminated, since any discrepancies, far from being an indication of weakness in the study, can present chances for deeper insight into the interrelationship between investigative approaches and the subject matter under research.

4-5 Data analysis

The research uses a qualitative method based on descriptive analysis obtained through interviews and observations. Interviews and observations were conducted on six male English language teachers in Saudi Arabia. Previous research related to the issue of teachers' professionalism and their involvement of materials development in public schools and the approach to the research questions was also considered.

Another focus of this study is the teachers' exercise of autonomy, where autonomy is considered as Huang's (2005) framework, which is based on willingness, ability and freedom to undertake personal teaching and learning. Therefore, two main methods were used so as to analyse teachers' feedback/responses.

These methods include the narrative approach involving the teachers' feedback to the six questions and amalgamating teachers' feedback to every question into a single complete narrative. An analysis of the questions and the teachers based on the main themes that arose within their responses was carried out for the grounded theory as the second form of analysis.

Having constructed the narrative and considered the responses, an analysis, across the questions and the teachers, of the key themes that appeared within the responses was conducted for the grounded theory. This second method of analysis is shown in graph 2. It also shows how I tried to make sense of the data and how they interpreted the teachers' responses in order to try different ideas and finally arrived at this blended approach.

Graph 2: Example of how narrative and grounded theory approaches were blended, the participants shown below using initials with codes (PT) as Participant Teacher.

Case Studies	Participants	Narrative approach (All the story)	Grounded Theory approach	
- Profiles. - Interviews. - Observations	PT1	PT1 confirmed why he considers that teachers have the capacity to emulate a self-evaluating system for the current learning setting, which proves how essential it is for teachers to engage in the development of materials: <i>“Being a teacher, I have been quiet close to my students and have built a firm relationship with them and as such, I suppose that I can design appropriate materials for them.”</i>	Theme	Category
			The importance of being part of the EFL materials development	-Levels of Agreement -Reasoning -Teachers’ Perceptions
Th2	PT2		Theme	Category
Th3	PT3		Theme	Category
Th4	PT4		Theme	Category
Th5	PT5		Theme	Category
Th6	PT6		Theme	Category

4-5-1 Narrative approach

The narrative approach in this study consists of data gathering and developing stories from the participants as a method of data analysis or rather, as a measure of structuring and organising the research project. In various instances, informers mainly speak in the form of a story during the course of the interviews, while the researcher listens and tries to understand the informants’ story (Gudmundsdottir, 1996, p. 295).

The narrative approach was used in this study because interviews were time-consuming and according to Gray (1998), requires the researcher to allow the storytellers to recount the experience of being (or teaching) a student in their own way. A narrative method is highly suitable when the researcher carrying out the research wishes to depict extreme individual accounts of human experience.

Gray continues to claim that such stories may not emerge in the first interview until a trusting relationship has developed between researcher and storyteller; otherwise, it is highly unlikely that such intimate information will be shared (Gray, 1998, p. 12).

Gathering data for narrative studies, according to Gray, requires me to permit the individual telling the story to modify the conversation, with me posing follow-up questions.

Such individual engagement with me, as a researcher, comprises some aspects of risks and specific moral issues. The individuals telling the story may make a decision that they disclose more of their reactions than they are prepared to share in public and they may request contain considerable and significant editing upon leaving and departing the project (Gray, 1998.).

4-5-2 Grounded Theory Approach

A 'grounded theory' approach was employed to acquire an appropriate data analysis of the research design (Glaser and Strauss, 1967). Strauss (1987) posit that the grounded theory is an approach of performing qualitative analysis that involves various distinctive and diverse aspects which include theoretical sampling and guidelines based on methodological certainties, e.g. performing regular assessments, associations and application of coding system to ascertain the development of concepts (Strauss, 1987, p. 5).

Grounded theory is used to establish and identify a qualitative approach rather than a quantitative approach, which is the objective of this study. Grounded theory is a qualitative approach or, rather, a technique and should be a more efficient and effective approach when the objective of the research is to formulate a theory (Strauss and Corbin, 1998).

The key objective of the qualitative technique is the explanation of teachers' different levels of autonomy, as well as investigating their ability to develop materials for the classroom, based on a concise explanation of an occurrence.

This is achieved by the classification of major aspects of that occurrence/event and further sorting the interrelationship of those aspects based on the framework and the procedure of the experiment (Davidson, 2002). Audio interviews were carried out in Arabic, recorded and then translated into English. Carson et al. (2001) recommend that three features are needed of the research problem so that the grounded theory can be appropriate in application.

First, I should possess interpretive knowledge and secondly, the research should focus on complex and difficult social procedures between individuals. Lastly, there should be no existence of theories based on the event/phenomenon or the theories that exist are obviously inadequate. In this study however, there are theories about exercising autonomy in general, though not in this aspect of Saudi Arabia.

Initially, Glaser and Strauss (1967) illustrated that a grounded theory should be wholly based on data gathered from the research. However, later, Strauss and Corbin (1998) conceded that a researcher provides a substantial environment/setting in professional as well as disciplinary knowledge to an inquest.

They Strauss and Corbin (1998) explain a developing theory as an intricate action/event compounded with envisaging thoughts, initiatives and devising these logically, systematically and strategizing them in such a manner so that they can be explained.

If it is established that the grounded theory is the most appropriate technique for a study, the steps outlined above should steer the first stage of the research procedure and data gathering. Knowledge and experience acquired from previous significant literature reviews by me may be important in devising groundwork and a theoretical model, prior to proceeding to the prime data gathering step.

They also Strauss and Corbin (1998) argue that there is an advantage in adhering to this advice because experience and knowledge acquired previously are key to sensitising the researcher on essential challenges and pertinent concerns in the data, and permits a researcher to search for different explanations, and finally to identify dimensions and properties of emerging aspects.

4-6 Methodology Timeline

4-6-1 Pilot Study

My instructor advised me that as a researcher, I should first carry out a pilot study of my proposed research. I applied to The Ethical Committee of the University of Glasgow consented to an ethical approval prior to carrying out the fieldwork for the pilot research in Saudi Arabia, in the first year of the PhD, which lasted for approximately two months from November 2010 to January 2011.

The aim of the pilot study was to present an account of the design of the study, research technique and the justification for the choice of the technique to use. A pilot study involves a concise description of pilot research tools, data gathering and methods applied in the analysis of the results. It further concentrates on the research models and the methods used to appropriately find out the answers to the research questions, which later looked suitable and applicable for the main body of the research.

The terminology ‘pilot study’ is mainly applied in two various ways in social science based research. First, it can be used to refer to feasibility studies, which refer to small preparations carried out in anticipation for a major study (Polit et al., 2001, p. 467). Meanwhile, pilot research can be used as an approach of testing out research tools (Baker, 1998, p. 183).

Merits of carrying out a pilot study may give warnings in advance to areas where the project could experience failures. It may also highlight where the research procedures may not be adhered to or instances where the proposed techniques or tools may not be suitable, or may be too complex.

De Vaus (2002, p. 54) said, “do not take the risk, Pilot Test first.” The above concerns are very important for performing a pilot study though there are other additional reasons. For instance, one can use a pilot study to source and convince the funding entities to fund your research proposal by simply convincing them that it is the best proposal for the main study.

Therefore, pilot studies are performed for various reasons as outlined in the previous page. Having tested semi-structured interviews by use of the six sets of questions in the pilot study, it was found that they could be used in the main study. These questions are:

1. Do you believe it is essential for teachers to be engaged in developing the EFL materials and instructions in Public Schools? Give an explanation why.
2. Do you have a concise view pertaining to how teachers are supposed to engage in the development of materials in EFL public schools and give new teaching approaches? Give examples based on your experience on how a teacher should and should not engage.
3. Was there teacher participation in materials development? If yes, to what level does it promote teachers' skills and their development of the EFL materials? If there wasn't any participation, does it pose a discouragement to the teachers' professional or personal enhancement? Give an explanation how/why.
4. At what level have teachers been motivated or de-motivated to be integral to EFL material advancement and new ways to teach disciplines in EFL classes? (This is from the public school system, syllabus, teachers' training and Ministry of Education rules).
5. What is your opinion on teachers' exercising autonomy, and to what level can it be rated, based on the teachers' contribution to materials development and new methods for disciplines of study?
6. Does being an independent teacher promote the disciplines of study techniques provided in EFL materials with regards to Saudi Arabian public schools? Can you give further explanations based on your personal experience using examples?

After taking the documents of the responses of the above six questions from the participants, I agreed to adopt two techniques of analysis, which included: building a narrative account of every teacher, and secondly performing a thematic analysis on all the teachers as a grounded theory. I arrived at this decision because there was lot of repetitiveness in the responses to the questions and the solution to a single question may be well understood by further putting into consideration the solution to another question.

I counterchecked the clarity of the questions and their instructions, and made a judgment on whether the structure and the format of the questions provided any difficulties (Bell, 2010, p. 127) using the responses of three teachers who had participated in the pilot interviews (p. 128).

Having performed the interviews in advance, this further gave me an opportunity to make an estimation of the length of time it took respondents to finish the interviews. This was an average of 15 to 30 minutes. The pilot research established that some modifications were required in the 'Personal Information Part' where details and profiles of the participants will be identified in chapter five, inclusive of modifying the 'English Speaker' choice to 'First Language' by including additional section/part, i.e. 'Academic Qualifications', (Table two).

Thus in the pilot research, questions were posed in English and required a response in English from the participants. It was recognised that this approach resulted in very short answers. Nevertheless, when I gave the respondents a chance to respond in Arabic language, I obtained much more data.

A decision was made to modify the literature review through the incorporation of particular comparisons of teachers' who are willing to but could not exercise autonomy and how the utility of textbooks worked in various nations. Key alterations were further identified on research design after performing the pilot study within the first year of the PhD. At first, all the interviews were designed to be analysed by use of grounded theory method and further sectioned into themes and various groups to be obtained from the interviews data gathering.

Based on the outcome of the pilot study, a decision was made that sole application of grounded theory alone would not permit full analysis and discussion of all the data collected. In addition, a decision was made to include the narrative method to ascertain inclusion and consideration of all features of the long and demanding answers.

The participants, thereafter, were asked to expand upon a single point they had made in the interview and their responses were applied in the reflection of a slightly different point. For example, some participants attempted to extend their answers from a single question in the interview, which lead to answering the next question.

I therefore, asked the participant sub-questions relevant to his theory before the participant completely transfers to the following question. The reason I did that is because the participant was keen to tell his story without actually fully clarifying his current view yet of the asked question. The open-ended questions of the interviews were helpful in capturing a clear view of the participants' theories.

The purpose of this strategy was to capture data that is more meaningful, candid and relevant. Initially, the observation methodology was planned to be carried out in the study, with participants separate to those who were interviewed, but the pilot research provided a suggestion for those observations to be carried out with similar participants who were chosen to participate in the interviews to gauge their theory and experience/practice at the same time.

4.6.2 Main Field work

In the second year of the PhD, the main fieldwork was conducted after the Ethical Committee of the University of Glasgow consented to an ethical approval prior to carrying out the main fieldwork of the research in Saudi Arabia. This lasted approximately four months. Every interview session was taped and transcribed. It was also translated when needed. Evaluation of the transcripts was carried out using grounded and narrative theory strategies. Additionally, theory development is an implication of, and partner to, systematic collection of data as well as analysis. (Cohen et al., 2007, p. 491). Regarding the grounded theory, data analysis, coding and categorization of results into groups occurs iteratively. The methods will observe the following procedure:

- 1- Before every interview, participants were issued with questions via mail. The questions were presented in both Arabic and English in order to enhance their understanding. The participants can inquire about anything before and during the interview.
- 2- During the interview, open-ended questions were asked in a semi-structured format and those questions were exactly the same as the question that were successfully tested in the pilot study and shown their validity.

Additionally, direct observations took place after every participant's interview, the interviewee's classroom was observed for triangulation of the data by setting their answers from the interview in full teaching session classroom.

The interviewee chose a class for observation. All observations took approximately 30-45 minutes relative to the participant's lesson of choice. The method adopted the following steps:

A-Before every observation, a written note was issued by my employers, bearing a signature of the Chairman of the Department of Teaching Approaches and Curriculum at the university in Saudi Arabia that the study participant worked at. This served as the consent for every principal of the participating school (see appendix 2).

B-Also, there was issuance of a proforma in advance to the participants via email. The proforma was in English only as to enhance the understanding of participants of the observational process and build their trust that this is not an assessment visit.

C- During the observation session, a semi-structured proforma bearing open ended questions was used.

When the pilot study was concluded, a decision as to how to present the participants of the research with regard to their profiles and how to perform a proper interpretation of the answers was made. Some of the participants were very experienced in teaching compared to others and the qualification levels differed. The place of teaching and the level of schools range from rural to urban settings. Additionally, each school was different with respect to the application of new textbooks from the MoE or old textbooks in teaching.

4.6.3 The follow up and revisiting data collection

I applied for a Furth of Glasgow to be approved for the revisiting data collection in the third year of the PhD and obtained the approval to be Furth of Glasgow to Saudi Arabia for two months. Issues surrounding the complexities of returning to old datasets arose for me upon revisiting his data that was collected in previously completed fieldwork for the purpose of generating new theories and findings.

Most of my difficulties arose because they realised that the data was on a topic of the dynamic and reflexive nature of a particular research encounter, which both described, and also delimited, the meaning of the data.

The Ministry of Education in Saudi Arabia has developed many issues, which have been raised in this study, regarding providing new textbooks and organised workshops for teachers to cope with them, and evaluate how these textbooks are applied in classrooms. Such updates required travel back to Saudi Arabia and to revisit some of the participants to read their views and make sure to collect any new evidence of the data that newly arose to support the study and make sure that nothing is left behind. According to many researchers such as Bowles and Klein (1990), Hammersley and Atkinson (2007), Harding (1991), Roberts (2013), Stanley and Wise (1983), Vidich and Lyman (1994) 'reflexivity' (that is, the dynamic self-reflection necessary for researchers to acknowledge and engage with their role in, and contribution to, the research processes and theories) is recognised as a key feature of qualitative research across social science disciplines.

4-6 Summary

The methodology chapter provides all the processes of the research study techniques, its design and the justification of the study. The chapter has further provided a concise measure on how the empirical work was obtained as well as a clear illustration of the models and instruments of the research.

Methodologies of gathering the relevant data and data analysis approaches are appropriately detailed within this chapter based on their literature relevance. This chapter has outlined the eclectic, multi-method approach the present paper took with regards to this study. It has also provided a rationale for employing this mixed method approach, discussed the research design and outlines the research instruments employed in collecting the data, and the reasons for using them. This chapter also briefly looked at issues regarding the analysis of the data.

The following chapter outlines the results of the information/data obtained from the recorded interviews and observed classrooms for each individual participant in the study.

Chapter 5

Findings & results

5-1 Overview

In the previous chapter, the focus was on the methodological guideline, instruments, methods and methods of analysis of data applied in the study. This chapter details the results depicted from the observations and interviews of male Saudi teachers of EFL in public schools. The observations represented attempts to establish more information on the issues highlighted by the participants during interviews. It is worth noting that the particular beliefs, experiences and attitudes shown by every teacher in the interview may affirm that the practice of the person is not a real reflection of the responses given regarding the theories in the interview. As such, the observations will validate the data more.

The interview with teachers and the classroom observations revealed interesting information on divergence and convergence within the various schools that were visited during the research. For example, a participant responded by revealing that he was not independent since his access to teaching material was limited, and he could only use the textbook in teaching. However, during the observation of his lesson, he taught with the aid of projectors, posters and audiotapes in the computer lab indicating at least a degree of freedom to adapt materials to meet the needs of his students, which match some aspects of Huange's framework of teacher autonomy based on the participant's ability and freedom, but suggests that his equipment need never represented his willingness to exercise autonomy.

Another participant reported the use of textbooks as a disadvantage when teaching and yet the observation indicated that he was able to use examples presented in the textbook in such a way that it facilitated his lesson plans instead of, as he perceived, it being a limitation. Such procedure was indicated in chapter three, where I indicated that need not be a simple causal relationship whereby a set textbook in itself prevents teachers from having a sense of exercising autonomy or that teachers empowered to be materials developers is necessary for exercising autonomy.

I also clarified that by specifying different context such as the Netherlands, where they have prescribed textbooks, but have the scope to develop materials and therefore, exercise a degree of autonomy.

The names of the participants are noted down using initials with letter codes (Goetz and LeCompte), standing for Participant Teacher, and then a digit, which is important to me (the researcher) only. Examples of the codes are PT1, PT2, PT3, PT4, PT5, and PT6. Italics differentiate the response from the participants

5-2 Data analysis

Every participant, whether applying the old or new textbook, had a number of issues related to the development of the old one, or with the design of the new textbook that was recently changed and brought to schools since they adhere to the teaching protocol (Al-Seghayer, 2005, Alshumaimeri, 2003), as noted in the chapter prior to this..

Regarding the results in this chapter, some of the participants stated that they worked independently and preferred using the old textbook. This is because there was flexibility in the application of a number of methods of teaching, contrary to the new textbook, which has a large amount of information. There was also no time for application of different methods of teaching as revealed by participant PT6. The profiles of participants are represented in the table below.

Table 2: The description of the participants and the information on the teaching experience at the time of the current study conducted.

Participants	Descriptions
PT1	PT1 had been a secondary school teacher in the Saudi capital city (Riyadh) for one year when he requested to be moved closer to his family, 350 km away from the capital, in a small city and he is now in his fourth year in a new school. He has taught for 5 years using the old textbook, with which he was interviewed and observed. Presently he is a teacher at a rural secondary school at the city's edge. He used the old system of the MoE's old textbook during his interview observation, hence a part of his response and stories relate to his textbook and materials.
PT2	PT2 is a teacher at a secondary school in the city. He has taught in various secondary schools in the city for the last five years. He was using the new textbook offered by the MoE, as he offered in the interview and observation. Hence some of his responses relate to that textbook and materials.

PT3	PT3 is a teacher at a primary school in the city and has been teaching for the past three years. During his first two teaching years, he followed the old textbook for the MoE materials. Presently, he is using the new textbook offered by the MoE according to his response during the interview and observation. Hence, some of his responses relate to that textbook and materials
PT4	PT4 has been a 6 th grade and a secondary school teacher concurrently for one year now. At present, he is a teacher at an urban secondary school. He has been a teacher in various schools and even established an English laboratory for his class in one school and applied the use of the IT laboratory as a teaching material. The English laboratory is privately funded. He has been in the teaching profession for five years now. He is still following the old MoE textbook according to his responses in the interview and observation. Hence some of his responses relate to that textbook and materials. He is now at the second year of his master's degree in Curriculum and Instructions and writing his dissertation
PT5	PT5 has been a teacher at three educational levels (elementary, primary and secondary) for a year in a small town. Later he requested to be shifted closer to his family in a bigger city. He is almost in his fourth year in the current city and has taught in various secondary schools in the city. He has been using the old textbook for teaching for five years now, according to the answers in the interview and observation. He still follows the old MoE textbook from the interview and observation responses too. Hence some of his responses relate to that textbook and materials.
PT6	PT6 has been a teacher in three villages and in rural primary schools of Saudi for one year. Thereafter he was transferred to a bigger town in a rural secondary school and he has been there for about 2 years now. He has been in the teaching field for three years while using the old textbook as revealed from the interview and observation. He was requested to adopt the new textbook offered by the MoE, but he wanted to continue using the old textbooks according to his responses in the interview and observation. Hence some of his response relates to that textbook and materials. He received a master's degree in Management Business Administration (MBA) before starting to teach.

5-2-1 Interviews & Observations

5-2-1-1 Narrative approach

In this part, I start with the narrative approach first for every interview with the participant, to discuss and analyse their stories relative to their complete views and stories for all the questions. Every participant's response was categorised in all questions so as to provide more space and flexibility to their stories of their experiences as teachers. The participant teachers were treated as individual cases in the data analysis.

Detailed descriptions of their histories, qualifications, and teaching contexts were applied to frame their responses to the interviews and to the observations of their teaching. Rich descriptions of teaching practice including details of the textbook used and the interactions observed were provided within each case.

Moreover, I have made use of Huang's (2005) analytic frame for autonomy in the observations to differentiate between the participants' willingness, ability and freedom of the teacher to undertake the control of personal learning and teaching.

PT1, profile, interview and observation

Profile:

PT1 had been a secondary school teacher in the Saudi capital city (Riyadh) for one year when he requested to be moved closer to his family, 350 km away from the capital, in a small city and he is now in his fourth year in a new school. He has taught for 5 years using the old textbook, with which he was interviewed and observed. Presently he is a teacher at a rural secondary school at the city's edge. He used the old system of the MoE's old textbook during his interview observation, hence a part of his response and stories relate to his textbook and materials.

PT1 was using the textbook 'English For Saudi Arabia' (EFSA) for secondary school term one (10th Grade). EFSA was the official textbook applied in secondary schools at the time of the interviews and observations took place, and still is at present. Descriptions of the textbook will be indicated clearly in the observation section.

Interview:

PT1 explained his thoughts on the ability of teachers in using a regime of self-evaluation in the present learning settings, which demonstrate how relevant it is for teachers to participate in the process of developing teaching materials:

"As a teacher, and because of the strong relationship with my students and being close to them, I think I could design suitable materials for my own students."

PT1 knows that his work in different schools with different levels offers him the capability to analyse his present issues on the clarifications of teaching in the classroom at the time of the lesson:

"For example, I have been teaching in several schools and each school has different students with different levels; therefore, sometimes I try to give more explanation about a particular subject and sometimes do not."

He posits that the offered textbook is highly advanced compared to the present levels of his students. Therefore he made efforts to make the textbook simpler and jump over some of the rules of grammar that required more information and comprehension:

“I become aware of the fact that the current textbook is more advanced than their current level, so I tried to simplified the textbook as possible and skip some of the grammatical rules that need more comprehension and more details.”

He also knew that context pushes the teacher to offer emergency solutions regarding the approach to teaching. For him, notions like this limit the manner in which parents raise their children, and their jobs that are highly ranked socially at that particular setting.

Whether they are in an urban or rural society bears upon the probability of exposure to the use of foreign languages as in a city, there might be a larger population of foreign employees who can only communicate at times in English. It is less likely to encounter the same probability of English speakers in his present city, which is relatively small:

“When I was teaching in one of the public schools in the capital city in Riyadh, I noticed the advanced level of my students, which I think is because of the education environment of those students who were raised by engineers, doctors and English teachers, also, they are living in the capital city of Saudi Arabia they are exposed to more English language”

PT1 demonstrated the relevance of understanding the level of his students and staying close to them and recognising the appropriate strategy for the arrangement of a proper course design for their learners through adding or implementing what is essential for the students to maintain a clear perspective:

“Knowing the students’ level and being close to them help me add or edit the suitable materials for them.”

He encountered a number of assumptions related to his strategy of teaching students at his level. Because of this he used novel methods of teaching every year, varied for his interests:

“if you had the chance to attend one of my classes last year which was the same book, but, this year you will find totally different style to be more reliable and exciting for the current students.”

PT1 tried to assess the textbook and found out that it is not best for learners since it has a very long content and the majority of theoretical approaches in all units avoid the textbook being used to suit the individual differences amongst learners inside classrooms:

“The main issues of the current textbook at the moment lay on the long content with its theoretical approach which may not be a good use for students; as a result, the textbook in general adopts a one way approach that does not take account for the individual differences.”

PT1 has thought of himself as being able to use many methods of teaching if he could participate in the EFL materials development. This participation, according to him, will motivate him to appreciate creativity in terms of new teaching approaches, and the selection of appropriate teaching methods to satisfy the needs of his students:

“if I took part in developing the materials design I could adopt many teaching methods that suit me as a teacher, so, it is natural that I should participate in developing the materials. As a result, participating in developing the EFL materials encourages me to apply new teaching methods.”

PT1 had an interesting statement regarding the disadvantage of the present textbook and whether or not it is appropriate for the current level of students, which is known to be a good assessment of the textbook. He also puts in more effort to apply different aids of teaching like use of visual aids or different methods since he does not have time:

“The textbook itself is not eligible for teaching different approaches, and sometimes there is no time for me to explain a particular subject or using visual aids or other techniques.”

PT1 has strong beliefs for teacher diversity with respect to the teaching methods, which are not linked to the rules. This diversity offers proof that teacher differences at the individual level and that the freedom for selecting suitable approaches, which fit

with their own thoughts about education, as teachers are best for their students, is important:

“Every teacher has his/her own way of teaching, for example, I myself find a particular approach which I think suits me, and when I visit another colleague of mine and I found that he/she is adopting a different method that suits him/her and their students, so every teacher has a particular teaching approach.”

PT1 referred to the old edition of the present textbook as serving a discouragement to applying different teaching approaches, as well as an opposition to the application of the required methods of teaching:

“I think the old publishing of the English book which is provided by the Ministry of Education in Saudi Arabia discourages me to apply different approaches,” then he proceeded to explain why he believes the new textbook fails to appreciate the personal differences within students and it is more detailed than the present level of his students *“unfortunately, it does not appreciate the individual differences, as it is an advanced textbook, which I think may be hard for many students.”*

Nevertheless, his thoughts regarding the new textbook are that it is more advantageous for him while using the novel methods of teaching, which he would not use with the present textbook. Additionally, he states that the old (current textbook for other schools) textbook which was used in a number of schools and was generated by the educational ministry, would be more appropriate for teachers:

“The Ministry of Education has developed a new textbook which is more advanced than the existing one, but, it has not been activated for all schools yet, only two or three schools within one city. Nevertheless, I can say that this new textbook is more reliable and applicable for teachers which help the teacher apply new and many teaching methods.”

PT1 links the outdated textbook used by the ministry in every school as the biggest discouragement for him and it also limited his options for different methods of teaching:

“I think the old publishing of the English book, which is provided by the Ministry of Education in Saudi Arabia, discourages me from applying different approaches.”

PT1 feels having the freedom from limitations serves as the key to being an autonomous teacher, and for facilitation of teaching using personal methods:

“It is very important for teachers to be free of restrictions towards applying their methods in classrooms”

PT1 confirms that practicing the idea of teacher autonomy is very crucial in propelling education, contrasting with teachers who are limited and are only allowed to apply the textbook and complete all the textbook units, as it is their duty while in class:

“Practicing teacher autonomy is a major necessity for the cycle of education, unlike controlled teachers who are limited to the textbook only and obligated to finish all the units of that book”

PT1 also stated that if teachers were given the opportunity to participate in the development of materials, it would be more commendable for students since it will generate a more enhanced educational setting:

“if the teacher took part on the development of the EFL materials, it may be more accepted and well received, furthermore, such participation gives the opportunity for teachers to be part of the responsibility and proceed on creating a better education environment).

PT1 claimed that, due to the relationship between the teachers and their students and the responsibilities of a teacher, teachers must be engaged in materials development so as to fulfil the needs of the students:

“Apart from the responsibility the teacher getting into, and the strong relationship with students, the teacher comprehends the student’s needs and understands how the materials should be designed in general”.

He had beliefs that, alongside the responsibilities related to his work, he stands a better opportunity on the creation of favourable setting for his students:

“Such participation gives the opportunity for teachers to be part of the responsibility and proceed on creating a better education environment.”

Observation:

According to the textbook description at the first page of EFSA textbook, each unit is divided into eight lessons:

Lesson I: Lesson I provides practice in Listening and Speaking. The teacher is required to use a poster in order to introduce the subject, and a cassette player to practise listening and speaking. However, there were no posters or cassettes provided with the textbook and PT1 converted his listening lesson to a reading comprehension lesson.

Lesson II: Lesson II focuses on Grammar from the interview example inside the textbook. Pupils are expected to practise repeating them. The main grammatical points are either summarised in tables or diagrams.

Lesson III: Lesson III deals with the skill of reading. It is designed for teaching pupils how to read by themselves.

Lesson IV: Lesson IV includes the 'word study'. New words are defined and described in English, in context.

Lesson V: Lesson V pays attention to Writing. Pupils are asked to write memos and short paragraphs based on notes, tables, maps and pictures.

Lesson VI and VII: Lesson VI and VII are two activities' lessons wherein the contents of EFSA term 1 & 2 are presented). In these activities, pupils practise speaking in different situations, using the words and structures that they know.

Lesson VIII: Lesson VIII is revision unit of the grammar rules.

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The lesson was a listening lesson about *Money* and Currencies, but there were no cassettes or CDs to carry out the tasks in lesson, so PT1 converted the listening lesson to a reading comprehension lesson. It was about two Saudi media reporters who are planning a trip to do a TV programme in the Sudan. They went to a currency exchanger shop to exchange their currency from Saudi Riyals to The Sudanese local currency.

PT1 started his lesson by writing the vocabulary from the textbook on the whiteboard in a very slow way, in order to encourage his students to guess each word, and then asked his students to write them down on their study booklets. PT1 used the whiteboard only to build a conversation and story from the vocabulary that was already taken from the textbook.

He gave his students hints as to how to explain such vocabulary according to his story without indicating their meanings directly. This provided students the ability to translate them according to the story's context without the teacher's help.

He did not indicate the name of the topic and made his students elicit some of the vocabulary about currencies in general, which lead to the speaking about the different and most common currencies around the globe. Each student added some of their knowledge to the conversation about currencies, and some shared their personal experiences about the topic from their own previous travels. Later he asked his students about what the topic could be. This was Money and Currencies.

PT1 placed the textbook aside, engaged with his students about their own experiences, and tried to select some of the mentioned vocabulary from the students and match them with what was already studied in the lesson in order keep the lesson maintained. He made use of the textbook as a secondary material inside the classroom in order to engage his students to brainstorm their own knowledge about the topic from their personal experiences and several past lessons on how to build sentences.

It was an opportunity for him to involve grammatical rules within their conversations without extending more time to the lesson and to make them easy to remember.

Some students were asking about some of the unknown vocabulary on the board and PT1 did not answer directly and instead spoke about what is closer to its meaning in the same subject. He was intending to explore the students' own experience and add more vocabulary to the topic that was not mentioned in the textbook.

For that, students were competing to show how much vocabulary they were able to provide and the class was very active as some of them were using past lesson and sentences they had learnt in them to match them with what they were speaking about at that moment in order to participate.

Some students were eager to speak more about the topic, which encouraged the teacher to tell stories from his own experiences about the different currencies around the world from some of his travels and then compare them to the Saudi currency (Riyals).

Some students went back to the textbook to make use of the pictures in order to comprehend the meaning of some vocabulary and then all began to solve the reading questions at the end of the page.

PT1 did not stand in one place in the classroom and instead was walking around to see each student answers and he was able to answer their questions individually. Every time a student asks about something that is not mentioned in the textbook the teacher was forced to explain in his own context and compare it to what the student had asked about so the student did not lose track and fall behind his classmates.

Regarding PT1's scale for exercising autonomy inside the classroom, he was willing and able, to some extent, to be free of the textbook arrangements. However, his willingness and ability were not at a point where he was free to undertake his personal learning and teaching, as indicated by Huang's definition of teacher autonomy, which is adopted in this study. Even though PT1 used the textbook as a secondary material and used more of the students' own experiences and backgrounds, he was forced to complete his full lesson using only the textbook.

- PT1 lesson textbook actual page.

Unit 5 - Lesson 1

Listening

Money

Listen. Then read.
The "In Focus" team is going to travel to Sudan to make a programme. Yasser and Sa'ad want to change some money for their trip. They are at the money exchanger's now.

Now answer the following questions:

- Where are Yasser and Sa'ad going to?
- Does the money exchanger's have Sudanese pounds?
- What other currency should they take?
- Where should they go to buy traveller's cheques?

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Unit 5 - Lesson 2

Grammar

... had better ...

Look at this:

We say this when we think something **Should** happen.

Now practice and learn the tables:

I	fly there.	I'd	stop.
He	go by train.	He'd	wake up.
She	had better	It'd	better
It	drink some water.	You'd	run.
We	sleep now.	They'd	swim.
You		We'd	
They			

Finally, **say** some sentences about these pictures. Remember: Use the **short forms**.

Questions We Ask When We Think the Answer Will Be No

Look at this:

We only ask questions like this when we think the answer will be "No".
(We only use them when we speak to someone. We do not usually write them.)

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PT2, profile, interview and observation

Profile:

PT2 is a teacher in a secondary school in the city. He has taught in various secondary schools in the city for the last five years. His students are from urban areas. He was using the new textbook offered by the MoE, as he stated in the interview and observation. PT2 was using a new textbook provided by the MoE, published by the Oxford University Press, for all levels of some secondary schools called “Aim High KSA Edition 3”, which will be discussed in detail in the observation section.

According to the *Aim High*'s aims and contents, it introduces the English language as if they started studying the series in secondary 1 in *Aim High* 1 and 2.

However, students only started studying this series in secondary 2. This means that they have missed the first two series of the textbook (*Aim High* 1 & 2) and other textbook series such as *Get Ready*, which are relevant from the 4th until the 6th Grade, and *Lift Off*, which are relevant from the 7th until the 9th Grade. Both are published by the Oxford University Press. This issue has been recurring with some other participants in this study as well. Therefore, some of his responses relate to that textbook and materials.

Interview:

PT2 ruled the benefit of teachers' participation in materials development as a crucial aspect that propels the cycle of education and leads to being able to edit the existing textbook design:

“It helps push forward the educational cycle.”

He also knew that a clear relationship exists between the participation of teachers in materials development and development in their teaching:

“...which also a major factor to develop the EFL teaching and materials.”

PT2 proposed that conferences, courses or seminars must be conducted in order to discuss, in detail, issues about education and the development of materials for EFL. He further stated that teachers might research their students' requirements and look

for answers away from the textbooks, and what they find could be included in the materials development:

“Attending seminars and conferences and courses regarding the development of the EFL materials and surfing the internet to search everything help the teacher take part in such development.”

PT2 goes ahead to discuss the findings of the conferences and seminars mentioned previously regarding the participation of teachers in the materials of EFL. He suggested that they are there to establish advantages on the ways teachers seek additional teaching methods or pedagogy:

“Teachers can survey on their students about their needs and weaknesses in studying the language which may help open up for new teaching approaches.”

Additionally, PT2 states that his ability of practising autonomy depends on his strategies inside the classroom without consideration of MoE rules as much as they are advantageous to students. He showed that he provided his students with the popular English words to offer them a solid background of vocabularies in English, which was a personal activity from the teacher.

PT2 practiced independently in several of his experiences as a teacher and posited that such a step was never planned in the textbook offered, and that was only a personal activity:

“An example of my own experience is that I give my students the most common words used in English language to give them a solid foundation of English vocabulary which is an individual activity from the teacher as it does not exist in the EFL textbook.”

Hence, he made a promise to proceed with the teaching approach, i.e. foundation of English vocabulary, and use his independent teaching in the future in as much as it is appropriate for his learners, which, with regard to him, will also include the development of materials:

“Such activity and others are suitable to involve teachers into developing the EFL materials as all my students show interest and benefit a lot from such activities and I will keep doing the same in the future.”

PT2 favours the participation of teachers in the development of teaching materials. He states it as a necessity for the development of teachers themselves since it is an encouragement and in itself facilitates the enhancement of the skills of teaching. It also motivates teachers to be creative in designing their own teaching approaches:

“If the teacher is involved in the EFL materials development it will absolutely enhance the teaching skills and the materials themselves, because, teachers are free of limitations that prevent them from the educational development success and give them a motivation to produce more.”

PT2 thinks that if teachers have no part in the materials development, this will lead to the demotivation of teachers from being creative and more productive as teachers are the closet people to learners in the classrooms. Additionally, teachers are tricked by the many rules and policies of teaching which hinder them from participating in materials reformation:

“if the teachers have been discouraged to be part of such participation, it will affect his/her teaching validity and their educational production inside classrooms, because, they lack freedom and are faced by a load of conditions and limitations regarding their involvement of materials development.”

PT2 blames the MoE protocols for hindering teachers from applying more strategies inside the classroom and also for blocking him from choosing or combining the MoE textbook with other textbooks:

“The MoE does not give enough space for the teacher to enhance their pedagogical methods or even to participate in materials development. Furthermore, teachers are forbidden from joining a second text book inside classrooms rather than the one provided by the Ministry of Education.”

Furthermore, he states that the administration of education fails to offer reliable courses of seminars which concern the importance of the development of teachers, and rather offers courses that concern general classroom management or other administrative duties a teaching might have:

“Regarding the teacher training courses that are usually provided by the administration, they are general courses depending on how teachers arrange their exam questions or classroom control or students’ discipline.”

PT2 states that teachers of Saudi schools are not autonomous, yet they are the fundamental individuals that are needed in materials development. However, if he made efforts to become autonomous, his options were limited and he could jeopardise his teaching profession:

“Even though the teacher plays a major role in developing the new materials and applying new methods of teaching, there is no teacher autonomy or freedom inside classrooms so he/she can use a new pedagogical method. On the other hand, if a teacher earns his/her freedom inside classrooms by joining another book or providing different materials, they will be considered as convicted and are responsible for their actions”

PT2 believes that the exercise of teacher autonomy is related to the development of materials and to the provision of novel teaching strategies:

“Exercising teacher autonomy plays a major part for developing the EFL materials and for providing new pedagogical methods as well”.

PT2 had an independent job that was risky and used a different textbook in class alongside the one offered by the ministry, which according to his experience, offered another approach. Nevertheless, he had thoughts that this encounter may be a threat to his profession:

“In my experience, I have joined a different book rather than the one provided by the Ministry of Education as an alternative action, but it is not legal to do so which may affect my career.”

PT2 described that as an independent teacher, you have the benefit of teachers being able to motivate themselves as well as develop, which will finally satisfy the needs of the students and develop the materials:

“if a teacher can be autonomous, it will be a motivation to enhance their own teaching methods or even produce more pedagogical methods which all be an advantage for students. But, there is no teacher autonomy in the Saudi public schools

at all, and if there were teacher autonomy in public schools it would return its benefits to students and would also develop the materials themselves and enhance the pedagogical methods”.

Observation:

According to the authors of the *Aim High* series: “*Aim High* has been designed to be compatible with the learning objectives of the Common European Framework of Reference (CEFR). The CEFR is a description of linguistic competence at six levels: A1, A2, B1, B2, C1 and C2. *Aim High* matches the CEFR levels as follows: *Aim High* 1 and 2 for the European Framework is A2, *Aim High* 3 and 4 for the European Framework is B1 and B2 and *Aim High* 5 and 6 for the European Framework is B2 and C1” (Jane Hudson, Alex Raynham, Tim Falla and Paul A Davies, p.3)

According to the description of the *Aim High* textbook, it is a six-level English language course. It contains the following aspects:

- a challenging input of active and passive vocabulary
- a strong focus on reading and writing skills
- rapid progression in the grammar syllabus
- plenty of support for skills work, especially writing
- a focus on dealing with idiomatic English and dictionary skills
- serious, but motivating, topics
- plenty of extra practice material.

Aim High has a very clear unit structure, which has been designed to enable teachers to take students from input (reading) to output (writing). In addition, in order to support the challenging grammar and vocabulary input, authors of *Aim High* have provided a reference section and extra practice in the Student’s Book.

While teachers need to ensure that students adequately cover the required grammar syllabus, equal importance needs to be given to the communicative aspects of English.

The textbook contains:

7 topic-based units

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Aim High

KSA Edition

Teacher's Book **3**

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Jane Hudson Alex Raynham
Tim Falla Paul A Davies

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- a *Dictionary Corner* section in each unit to promote dictionary skills and learner autonomy.
- *I can* statements at the end of each unit to encourage conscious learner development
- 7 *Grammar Reference* and *Builder* sections, containing clear grammar explanations and further exercises for each unit.

- Tip boxes giving advice on specific skills and how best to approach different task types in all four main skills.
- a *Wordlist* providing a lexical summary of the active and passive vocabulary of each unit with a phonetic guide for pronunciation. The Oxford 3000TM key symbol in the Wordlist indicates the most useful words for students to learn.
- An irregular verbs list.

The lesson observed for this present study was a reading comprehension lesson about *Gifts* and Famous Monuments like the Statue of Liberty in New York and the Palace of Culture and Science in Warsaw. The unit contains many exercises, but PT2 selected only few of them to be fit to the lesson time limit.

PT2 started his lesson by asking his students about the meaning of the highlighted vocabulary from the textbook in the reading comprehension passage in order to check their vocabulary level before the start. He also tried to encourage his students to guess the meaning of each unknown word and asked them to help each other to provide the meaning. Each unknown vocabulary would be then written on the whiteboard to discuss and solve them together later in one of the reading exercises.

He made use of the textbook as a major material inside the classroom and the lesson was about the textbook only. The reason PT2 had to only use the textbook is because he had no space for any other materials or plans in order to fit most of the exercises within the lesson time limit, which was actually a concern for each of the other participants who was provided with and used the new textbook series.

Some students were eager to find the meaning of some other vocabulary that was not highlighted in the essay and the teacher had to answer to each student individually. Answering his students' questions about the meaning of the unknown vocabulary took a longer time than the teacher expected, but PT2 continued answering each student question as he thinks it is part of the reading lesson in general.

However, at some point he needed to stop answering every question, as a result, he asked his students to keep working in groups to find the meaning of any other unknown vocabulary.

Later, he asked his students to match the correct words in one of the exercises provided in the textbook to its meaning and come back to the whiteboard to check any unknown vocabulary, which was discussed at the beginning of the lesson. In order to keep track of the lesson time, PT2 had to ask his students to work together in order to finish answering the question of the exercise.

He also indicated that whoever needs help with the exercise had to ask his classmates. Some students were eager to ask more questions to the teacher about the unknown vocabulary, but PT2 kept asking his students to answer, unless no student knew the answer to that question and he would answer it himself.

Other students were competing with each other in providing some of the answers from their own experience, knowledge and past lessons. Nevertheless, some questions forced the teacher to create a discussion in order to inspire them to be more engaged in the conversation instead of answering directly, which was the last task of the lesson.

Regarding PT2's position on the exercise of autonomy inside the classroom scale, he was willing to exercise autonomy, as he tried to engage his students in a group discussion away from the textbook to discover the meaning of every unknown vocabulary. However, his usage of the textbook as the only material inside the classroom forced him to be unable to be free of the textbook arrangements.

Therefore, his abilities were to a level where he was free to undertake his personal learning and teaching, as would comply with Huang's definition of teacher autonomy.

Even though PT2 has used the textbook as a major material, he tried to engage his students' own experiences and encourage the group work for solving the exercises, which was not part of the lesson plan or the textbook method for teaching, as indicated in *Aim High* description at the beginning of PT2's observation report.

- PT2 lesson textbook actual pages:

5 Gifts

Famous gifts

BEFORE READING

Think of three famous buildings in the world. Answer the questions.

- 1 What kind of building is it? Choose from the words in the box.
- 2 Where is it?
- 3 Is it a tourist attraction today?

Buildings castle concert hall government building museum palace tower skyscraper opera house temple stadium

THIS UNIT INCLUDES

Vocabulary • parts of buildings • people
• compound nouns • prepositions of place
synonyms: cheap or expensive? • shopping
Grammar • present perfect • contrast:
past simple
Skills • listening to a radio programme
Writing • an informal letter

READ

Reading tip

When you scan a text for information, look to help locate the sentences that you need information about height and age might numbers, and the words: metres, years,

- 1 Read the Reading tip. Read the texts and choose which of the three buildings is:

1 the oldest 2 the newest 3 the highest

MONUMENTAL GIFTS



From Russia with Love

Poles either love it or hate it. The Palace of Culture and Science has dominated the Warsaw skyline for over 50 years, and is still one of the tallest landmarks in Europe. It was a personal gift from Joseph Stalin to the Polish people and he sent 3,500 workers from the former Soviet Union to build it. Work on the building lasted from May 1952 until July 1955 and 16 workers died in accidents during construction. It stands 231 metres high and it has got 42 storeys and 3,288 rooms including three theatres, a swimming pool, a museum and a congress hall. Today it hosts exhibitions and concerts and it is the home of a Polish university. It is also one of the city's most popular tourist attractions and every year thousands of people visit the terrace on the 35th floor and enjoy the views across the city.

Taking Liberties

Since 1886, the Statue of Liberty has been famous monuments in America – in fact, it was a gift to America from the French. The statue was a gift to America from the French. The statue was a gift to America from the French. The statue was a gift to America from the French.



- 2 Read the text again and choose the best answers.

- 1 The construction of the Palace of Culture and Science took
 - a over 50 years.
 - b 231 days.
 - c over three years.
- 2 The Palace of Culture and Science
 - a has a terrace with good views on the top floor.
 - b has a variety of work, educational and leisure facilities.
 - c has a university that is visited by thousands of tourists.
- 3 The Statue of Liberty
 - a is the tallest building in New York.
 - b was the tallest building in New York.
 - c is now taller than it was in 1886.
- 4 The Statue of Liberty
 - a is 40 kilometres away from the coast.
 - b is still working as a lighthouse.
 - c helped sailors in the past.
- 5 Today, Balmoral Castle is
 - a a tourist attraction and the queen's home in Scotland.
 - b a private home for the queen and her family.
 - c a place for visitors to have dances and parties.

- 3 Decide which building each sentence is about: the Palace of Culture and Science, the Statue of Liberty or Balmoral Castle.

- 1 They built this building next to an older one.
- 2 This building did a particular job for sixteen years.
- 3 Some people died when they were working on this building.
- 4 This building isn't in a city.
- 5 People visit this building so they can see other buildings.
- 6 They made this building in one country and re-built it in another.

UNDERSTANDING IDEAS

Answer the questions. Look at the text, and use your own words and ideas.

- 1 Why do you think tourists like to visit these three places?
- 2 Which of the three buildings do you think is the most impressive? Why?
- 3 Are there any buildings in your town that you love or hate? Why?

VOCABULARY

Monumental gifts

- 1 Match the highlighted words in the text with the definitions.

- 1 The members of a family that are born and live around the same time.
- 2 Owned by someone.
- 3 Organizes an event and provides the things that you need to do it.
- 4 Something that is constructed or built.
- 5 A tower next to the sea that uses a light to warn ships of danger.
- 6 Well known buildings or objects that you can easily see and that help you know where you are.
- 7 Continued for a period of time.
- 8 So big or high that it was very easy to see.
- 9 To live in a particular place.
- 10 The shapes made by buildings or mountains against the sky.
- 11 A public celebration where lots of people walk through the streets.
- 12 The land and gardens around a big house.
- 13 The buildings and land that someone owns.
- 14 Sent goods to customers by air, land or sea.
- 15 The process of building something.

- 2 Do you know these words?

ballroom congress hall exhibition former monument spectacular storey tourist attraction



Queen of the Castle

Balmoral Castle in Scotland was a present for Queen Victoria from her husband, Prince Albert, in 1852. The countryside around the castle is spectacular, and includes Lochnagar, a mountain 1,160 metres high. The royal couple decided that the original castle was too small, so they built a new one. They completed it in 1856, with a beautiful tower about 30 metres high. The castle has belonged to the British royal family since that time, and each new generation has improved the property. Today, the queen and her family always reside at Balmoral when they visit Scotland. The castle grounds have been open to the public for over 35 years, and visitors can also visit the ballroom in the castle.

Workbook: page 36

PT3, profile, interview and observation

Profile:

PT3 is a teacher in a primary school, in the city, and has been teaching for the past three years. During his first two teaching years, he followed the old textbook from the MoE. Presently, he is using the new textbook offered by the MoE, according to his response during the interview and his observation. All his students live in an urban context in the capital city of Saudi Arabia, which is the largest city in the country. PT3 was using ‘Lift Off’ for primary school 1 (7th Grade). Lift Off was one of the new textbooks applied in primary schools at the time of the interviews and observations took place.

According to the textbook’s aims and content, it introduces the English language as if they started studying the series since their 4th grade, with the textbook series called Get Ready. However, they only started studying the textbook series from the 7th Grade, which means that they have missed two years of the plan of the textbook series. Some of his responses relates to that textbook and materials.

In some instances within the textbook, the authors keep reminding the teacher that some vocabulary and names were already introduced in the elementary level series of Get Ready. For example: *Those who have studied the Grade 6 course Get Ready should also recognise the two boys Rakan and Yasser (p. 26), students who have studied Get Ready will know TV, but not television (p. 60).* A detailed description of the textbook content will be indicated clearly in the observation section.

Interview:

PT3 confirms the existence of some mistakes in the new textbook, which was provided in all schools countrywide, i.e., using the contractions in phrases like don’t, can’t – do not, can not, while supervisors insisted using them in full, however, the textbook encourages using those phrases in short. This will create a uniform level and teachers are the only people who can decide how to deal with such issue. His obligations make it necessary in his job to apply some changes.

He wondered if these amendments in the textbooks would be performed solo or if they required help. Otherwise, he would only bring himself forward and assess his current educational setting and describe the issues:

“They will equalise every class in the country and apply the same textbook, even in one school you will find different levels among classes, I should present myself and explain the mistakes I found in the book, but the question is; is there anybody who will cooperate with me?”

Additionally, PT3 posits that alongside the authors’ names of the textbook, publishers and as well as their positions in the educational ministry, or whether they serve as the principals or supervisors, they still stand for equality in all classrooms to be taught with the use of one universal textbook. All those persons have no connections with students themselves, and therefore, cannot appreciate the students’ needs.

As a consequence, the teacher stands out as the only educationalist close to the students who has the knowledge of the requirements and differences at the individual level:

“If we say the supervisors or the principals or even people who are responsible for designing the textbooks and have their names on it, I don’t think they have met the students as the teacher did.”

PT3 linked the teaching job with engaging in materials development and generalised it as routines of the teaching profession. Therefore, with respect to him, teachers stand out as the main pupil’s learning source inside and outside the classroom. He further explained that such an engagement could be carried out through various approaches, such as contacting the supervisors within the MoE or via mass media concerning issues of education and give their insights in the materials development:

“As a habit or a routine for the job of the teacher that he/she should take part in the materials development, either by contacting with the supervisor, or contact one of the TV programmes that host educationalist or materials designers and give them your comments or notes on the given materials.”

PT3 proceeds with relating the duties of the teachers and his duties while in the classroom with an event that needs emergency detour from the instructions given in

the textbook. He says his work requires additional efforts and owns the right to assess what is supposed to be taught in the class to the current levels of his learners:

“Because you are the teacher who is responsible on teaching that book, sometimes, I skip some of the units because they are not yet suitable for my students, for example, it is impossible to teach them (students) a conversation without teaching the alphabet or how to make questions and answer them.”

PT3 took note of the statement written at the back of the textbooks. It was a declaration about the present textbooks as the pilot one and it would be implemented later following the comments from the teachers’ and the ministry’s recommendation, although, he claimed, during the data collection, that he is supposed to bring himself forward and describe the mistakes he discovered in the book. However, there seemed to be a question, and he asked if there was any individual interested in joining him so they would present the recommendations. He found out that the teachers’ supervisors, who act as representatives of MoE, are not aware of the contents of the new textbook and tend to use their own methods during teacher assessment. PT3 was also once criticised on the teaching strategy he uses, which was in line with the textbook instructions:

“When the ministry provided the new textbooks, it said on the back cover that they are a pilot edition and there should be notes from the teacher on this new book, as once I taught abbreviations that are mentioned in the book and the supervisor asked me not to teach them and I told him it mentioned in the book, then he asked me to write any comments at the end of the book with my name and signature and it will be taken under consideration.”

PT3 described the manner in which textbooks, at times, detailed things that are not available in the mind or culture of students, instead of giving details of things that can be found in the students’ real life. He posited that teachers own the right of selecting the students’ best interests even if their choices will affect his profession. Taking the students away from the classroom is against the teaching rules:

“The book was a start point for the teacher to change a certain style within the book and choose what is best for his students even if it is illegal to take students outside the class.”

PT3 proves his capability in participating in the development of materials so as to satisfy the needs of the students. He became upset with the manner in which the ministry chose to change the materials and ordered textbooks from outsiders, whose authors did not have full access to the culture of Saudi, and as such failed to come up with a textbook detailing the live research on the present levels of the Saudi students:

“Why should there be a person from America or Britain, who may be called Dave for example, comes to teach our students, while I could give them what he can?” (‘Dave’ is among the writers who authored the new English textbook of Saudi Arabia”.

With respect to the provided textbook, PT3 knows that it is supposed to be regarded as a teaching material, which according to him, would be regarded as so if it allowed him to use himself as the reference point for students to begin relating to it in different activities, as teachers find new approaches which differ with the present textbook:

“The teacher may use the book as an example or as start, and then create more approaches that are different than the book.”

He explained that he favours the idea of the real world vocabulary examples within the school to be replaced with the ones already exist in the textbook. He also explained that using more real life examples for students outside the class for more comprehensiveness rather than its usage in theory within the textbook only, would be beneficial for the students:

“For instance, there is a graph in the book that explains how hospital rooms and receptions etc. are organised, and if it can be changed to a school for example and the teacher takes his students in a tour around the school to explain to them how the corridors are arranged and how the rooms and offices are shaped and organised.”

PT3 proceeded to describe his thoughts with respect to practice as an independent teacher and made a comparison with other teachers in the school, in different disciplines, who have managed to get funds for field research from the school. He felt he was not lucky. He believes that he can use his lesson period with all possible methods that appear to be appropriate for students in practice or in theory. PT3 had a feeling of unfairness in the treatment of his subjects compared with other subjects, including physics, which he knows are able to use such independent approaches in the given lesson period, as long as the students will be advantaged by it:

“The physics teacher takes his students outside to the theme park only to tell the physical movement of the tools there and funded by the school, so why not me? I have a rule; the teacher has 45 minutes in one class, so he should do everything for the benefit of his students in these 45 minutes either inside the class or outside as long as they will be back at the end of lesson time to the class.”

PT3 was disappointed by the MoE and their application of rules, which seemed unethical. The rules discriminated against teachers, preventing them from executing their tasks appropriately and regarded them as functioning just like machines, according to PT3:

“The Ministry of Education rules sometimes are a big disappointment for teachers as they think that the teacher is a machine or a walking robot, after that the school will ask me why I didn’t finish the book, which is a rule by the Ministry of Education that you should finish the book even if the ministry didn’t know whom you are teaching.”

PT3 feels the ministry is doing its work against the will of teachers and also directs the students against their teachers by using them as examples inside the class:

“The Ministry of Education always gives contradictory memos and rules that make the students turn against the teacher sometimes, which may affect the teacher’s work sometimes.”

PT3 assessed the ministry offered textbook’s level and regarded it as a discouragement. According to him, its design targeted professionals for English learning. Nevertheless, he had the idea that many disappointments he may have encountered, like neglect of the recommendations and suggestions regarding the textbook were not appreciated by the ministry:

“The greater disappointment than this is when one comment on the new textbook and this might not be recognised by designers. Therefore, I don’t care anymore if that happens.”

PT3 affirmed that he had no limitation in his profession; if he were allowed to apply the textbook alone learners would not comprehend the learning sessions:

“If I was limited to the book for example, and couldn’t choose other examples from outside the book, the students may never understand it at all”.

This confirms that when he taught EFL, he experienced many setbacks while changing the examples from the ones given in the textbook so as to be clear to many of his learners. Although, his learners may not recognise his examples since they only understood the example provided in the textbook and the assessment is upon what is mentioned in the textbook:

“If I have the chance to practice autonomy I can invent other teaching methods, for example I can change the examples from the book to be more suitable for my students, for example, I change what Dave explained in the hospital to the school that my students are located now, but unfortunately, when they have their exams they will find the example from the book and they will never know the answer because they studied a different example, therefore I’m obligated to teach them what is in the book, even if they understood the lesson very well when I explained to them in an applicable way as a natural teaching.”

PT3 had believes that the 7th grade does not have a higher student level and those students in the 7th grade should be treated as beginners. According to him, they are only required to learn the basic in alphabet and numerical and it is an achievement if they excel in the tests.

His learners begin to study the alphabet and numerical digits while in the 6th grade, although he still encounters students who fail to understand them:

“In my point of view, the 7th grades are very beginners for me. Therefore, if the 7th grade pass after understanding the alphabet and numeric and all the basics it will be considered as a big achievement as I still have students who don’t know the alphabet even if they studied the alphabet in 6th grade.”

PT3 bears the thoughts that supervisors can only assess the level of the students against goals that have been set by the ministry for every semester’s end, hence, there must be a clear position for the teacher to be independent and encouraged to put in more effort and realise the goals, without the supervisors directing questions to him about the planning of all lessons and the textbook:

“I think if the supervisor didn’t ask for my lesson plan and asked only for the results at the end of the semester, it would be huge, because you would be motivated to buy new things for your students even if it is from your own money to cover all the designed

aims at the end of every semester, so I wouldn't be limited to the book anymore but obligated to meet the aims themselves".

PT3 claimed that closeness to students is at times necessary for preparation of his lesson in a different manner so as to recognise the present situation in exams, which according to him, has departed from the independent way of teaching:

"I can be autonomous on certain things like skipping some units for a better time especially when they have exams and try to give them activities and revisions, because you are close to your students you will know their behaviour and feeling at that time, so according to this you select the best lesson for them at this time and you can't say I will teach and I don't care".

PT3 affirmed learners need not be material dependant by using the only offered textbook in class and memorising it, but instead put in more effort relative to their level:

"They shouldn't memorise the book and they only need to meet the main aim of this level".

PT3 proposes that employing learners as examples will motivate them and engage them more in the discipline as well as encourage them:

"I can use the students themselves as examples in my lesson so they will understand the lesson well, so they will be motivated and simulated by the action they have in the class."

Observation:

The textbook, according to its description, has a selection of games and activities, which provide further practice of language and numbers taught in the book. The authors advised that it might be necessary to explain some of these activities to the students in Arabic. This is acceptable at this stage. Every Review lesson contains a Grammar Study box. *Lift Off* introduces Basic English grammar. Students are encouraged to study this box in class and copy it for homework

There are ten units in the book. The units each contain four lessons in grammar, function, vocabulary, reading & writing skills and pronunciation. The fourth lesson in

each unit provides a Review of the language in the unit.

There is a dictionary at the end of the textbook. It contains the vocabulary introduced in previous textbooks that have never applied in Saudi Arabia such as ‘Get Ready’ as well as the new vocabulary in *Lift Off* 1a, which is the new textbook applied provisionally in some schools now and PT3 as using it. *Lift Off* 1 presumes that students have covered the material in ‘Get Ready’ but need to revise and re-cycle this material. Thus, for instance, in the early units, students are given short activities to practise the western alphabet and numbers.

These pictures show the content of *Lift Off 1a*.

Grammar	Functions	Vocabulary	Skills Reading/Writing	Pronunciation
UNIT 1: NEW FRIENDS				
LESSON 1 It's nice to meet you	Revise Greetings Revise introducing self	meet/One Revise numbers 1 – 20	Revise a – f	Question (!)
LESSON 2 Meet the family	Revise Introductions to be (I) Revise How old ... ? Into regular plurals call me ...	nephew/sister/son/daughter Revise family (all) English names	Revise d – m	Polite question
LESSON 3 This is my cousin	Revise What's your name? My/Her name's ...	More intros Revise 1 – 20 cousin	Revise 1 – 20 Dialogue completion	Questions
REVIEW	Grammar study: present affirmative to be atom			
UNIT 2: MY THINGS				
LESSON 1 What's he wearing?	What's ... wearing? ... is wearing What colour is it?	Revise colours Revise clothes + blouse/coat/skirt jeans/coat/uniform badge documents/burse police/mans/volider	Writing colours	/s/ /d/
LESSON 2 My father's car	Possessive 's	study (n) More rev. clothes/colours	Punctuation 's	Question (!)
LESSON 3 Find's things	Revise I've got Revise Where's the ... ?	Position of objects camera/mobile phone TV/DVD player/camcorder camera Revise rooms	Revise 1 – 2	/s/ /d/
REVIEW	Grammar study: Possessive objectives			
UNIT 3: AROUND SCHOOL				
LESSON 1 The language school	This is ... It's nice/good to ...	Formal introduction directions/office/Come in card	Form filling Information about self	/s/ /d/
LESSON 2 What's it like?	What's ... like? Rev. prep/subjects place teacher/teacher's	Rev. classroom condo/dorm/any/reception store/captain's fast/slow/sound/squarehouse	Adjectives	
LESSON 3 My school	Present continuous (regular affirmative)	project /project/day outside take/school/watch (n) milk/interesting	Present continuous	
REVIEW	Grammar study: Present continuous affirmative			
LESSON 2 It's too expensive				
Present simple (negative) like + adj How much ... ?	Asking prices	cost/cheap/price/cheapness unusually Excuse me	like + adj	Polite requests
LESSON 3 A menu in English	What would you like? Rev. I'd like Can I ... ? price/price/amount	Requests water/tea/wine/beer (great) pepper/vegetable menu/pasta	A menu food items	some/any/pasta
REVIEW	Grammar study: present simple negative and short forms			
UNIT 4: I'M SORRY I'M LATE				
LESSON 1 My watch is wrong	I'm sorry Why ... ? Because ...	Apologies early/late watch /wrong Revise appointments	Apology completion Cappotes Describing noises	Polite apology
LESSON 2 A DVD about Oxford	very	Description of place Imagined/imagined/imagined population/imagined market/old Large numbers	Matching	
LESSON 3 I was asleep on the bus	Past to be (positive)	Narrative past money/deep modern/cent/capital (city) premier/important Pharaoh/King/Egypt/Africa Egyptian	Historical text was/were	angry/hungry
REVIEW	Grammar study: to be past tense affirmative Project about place			
UNIT 5: BUS TIMES, GOOD TIMES				
LESSON 1 I wasn't very well	Past to be (negative)	Describing illness Expressing sympathy well/better/health/booth/ache headache/stomach ache Oh dear/just/very	Punctuation was/were (weak/strong) Sympathy/interjection	
LESSON 2 Top of the class	Revise past to be I've got + illness	Expressing enthusiasm top/very/very/great beautiful/important Well done/remember (as/this week)	Sequencing (e-mail) A poem	Enthusiasm Interjection
LESSON 3 All about Jeddah	Past to be + ago	Talking about place port/wallage/duh/hydro/align market/weekly Large numbers	Historical text family tree	was/were (weak/strong)
REVIEW	Grammar study: to be past questions and negatives			
UNIT 6: TIME TO GO				
LESSON 1 I'm on time	Pres. continuous (future use)	Following directions catch (transport)/on/volley avoid take the road/leave/kilometre	Tourist information A kilometre	
LESSON 2 Follow me	General revision	Present narrative follow/directions/get/leave/leave Rev. food/happy/dinner (n)	e-mail	
LESSON 3 Nines present	General revision	Expressing thanks present (n) congratulate	Expressing thanks	
REVIEW OF THE BOOK	Grammar study: present continuous with future meaning			
UNIT 4: WHEN IS IT?				
LESSON 1 What's the time?	Revise time Telling the time Making arrangements	quarter/half/post/quarter to Writing the time		
LESSON 2 Can you help us?	Revise can (requests)	Requests Months, January – June date/month/year Ordinals E-mail vocabulary	Months Ordinals E-mail address	/s/
LESSON 3 In winter it's cold	When are ... ?	Times of year of events Months, July – December winter/spring/summer/autumn holiday cold/frost/snow/autumn leaves (n)	Months A poem	Word stress
REVIEW	Grammar study: When questions			
UNIT 5: FOOD AND MEALS				
LESSON 1 We'd love to	Would you like to ... ? I'd like to love to	Inviting and accepting (use in like very much) midnight Revise food	Invitation Polite/accepting	
LESSON 2 It smells good	It's made with ... Pres. cont. questions Rev. past place + above	Complimenting smell/look/taste good bottle/spoon	Questions/answers Enthusiasm Silent letters	
LESSON 3 What's it called?	What's it called? Pres. cont. questions Rev. past place + above	Expressing disapproval dislike/soupe hold	Disagreeing Enthusiasm	
REVIEW	Grammar study: present continuous questions, negatives and short forms			
UNIT 6: HOT AND COLD				
LESSON 1 What's the matter?	What's the matter?	Expressing problems Geographical positions hot/cold/hungry stomach/ache Pain of compass/come country/like/important Place names	Geographical positions A hot/ice	/s/ /d/
LESSON 2 The weather	It's + weather Frequency Pres. simple Revise what's ... like?	Talking about weather Expressing frequency sunny/hazy/windy cloudy/drawing weather/forecast different/happier/sic Frequency adverbs	Describing weather Daily activities	
LESSON 3 It often rains	Revise present simple Revise frequency pres. simple pres. simple	Talking about climate weekly/seasons/Wales mountain	Present simple Note taking	/s/ /d/
REVIEW	Grammar study: present simple affirmative and questions			
UNIT 7: GOING TO THE MAIL				
LESSON 1 Your house at 6	Revise let's Time propositions agreed/agreeing	Making Arrangements shopping mall garage/cost (rounds/time)	Punctuation Shop times	Word stress

PT3's observed class was a listening lesson about *Around School*, but there were no cassettes or CDs provided with the textbook to do the lesson, so, PT3 converted the listening lesson to a reading comprehension lesson.

Before PT3 started his lesson, he was forced to explain to his students the basics about tenses so they could understand the lesson easily, this took him around 15 minutes of the lesson time (45min).

All his students did not understand the lesson tense (present continuous), which was the first tense they had ever studied. This issue was a result of applying the new textbook in a continuous series that started from the 4th Grade called Get Ready.

Lift Off 1 contains no introduction whatsoever on any other tense except *the present continuous*. However, he tried to explain, to his students, the tense of the lesson in no major detail so he could explain later, in other lessons, about its usage with more examples. PT3 wrote all the new vocabulary from the textbook very slowly, a letter at a time, on the whiteboard so he could help his students remember the complete words. He was trying to find out from his students if they knew the correct pronunciation of each word, and if not, he pronounced them slowly and asked them to repeat.

Later, he wrote half of some of the sentences on the whiteboard so his students could recognise the rest of the sentence by using the vocabulary they just had been introduced to at the beginning of the lesson. He asked his students to write them down on their worksheets. After that, he told his students that they will only start solving some of the exercises attached to the lesson and the rest would be homework in order to fit them in the lesson time limit.

He noticed that some of his students were a little behind on writing in their worksheets, in the lesson, and he tried to help them individually to keep track with their classmates. Most of his students asked the teacher to translate some of the exercises questions before they could start to answer them, but the teacher engaged the other students in the conversation and encouraged them to help each other in explaining the questions and the exercises before they proceeded to solving them.

Later, he asked each student to continue solving the problems from the textbook individually with no help from others except him and he refused to answer them immediately in order to state their questions on the whiteboard. When all students finished solving what they could, they found their entire unanswered question written in the whiteboard. PT3 then opened an extensive discussion about those questions and engaged all students on answering them from their own past knowledge, which he discovered later that some students answered their classmates questions without the help of the teacher. Most of examples that were indicated in the discussion were from the students' personal experiences.

PT3 realised that some students were speaking about the tenses while answering their tasks and wrote notes on their correct usage for some examples that were discussed previously. He then tried to explain to them about the grammatical rules in order to differentiate between the simple and continuous tense by using (-s or -ing), which they felt later that this made it easier to understand.

Regarding PT3's exercise of autonomy inside the classroom, he was willing and able to be free of the textbook arrangements. Moreover, his willingness and ability were to an extent where he could have the freedom to undertake his personal learning and teaching, which complies with Huang's definition of teacher autonomy, which is adopted in this study.

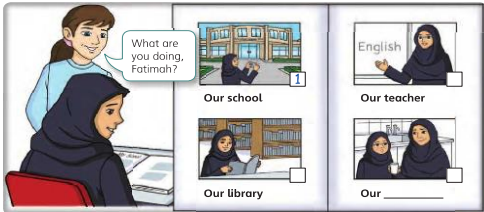
Even though PT3 used the textbook as a secondary material and used more of students' own experiences and backgrounds, he was forced to complete his full lesson using only the textbook, as did PT1.

PT3 lesson textbook pages:

Unit 3 **Around school**

LESSON 3 *My school*

1 Look, listen, number and write. Track 27

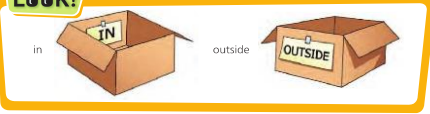


a) Look at the pictures. What can you see?

b) Listen and number the pictures 1 – 4.

c) Listen again and complete.


2 **LOOK!**



in outside

Unit 3 - Around school - LESSON 3

3 Read and match.




What's she doing? She's doing an English project. What's she doing? She's talking to the nurse.

a) Look at the pictures and read the sentences.

b) Match the sentences and the pictures.

- 1 She's taking a photograph.
- 2 He's doing his homework.
- 3 He's playing football.
- 4 She's cooking.
- 5 He's drinking juice.
- 6 She's reading a book.



4 Write.

Complete the sentences.

I'm I'm You're The cat's He's She's We're They're

(eat) I'm eating breakfast.

(We/study) _____ English.

(They/go) _____ to the mosque.

(The cat/drink) _____ milk.

(She/watch) _____ TV.

(He/open) _____ the door.

(You/wear) _____ a cap.

(I/talk) _____ on my mobile phone.

PT4, profile, interview and observation:

Profile:

PT4 has been a 6th grade and a secondary school teacher concurrently for one year. At present, he is a teacher in an urban secondary school. He has been a teacher at various schools and has even established an English laboratory for his class in a school and applied the use of IT resources as teaching materials. The English laboratory is privately funded.

He has been in the teaching profession for 5 years now. He is still following the old MoE textbook according to his responses in the interview and observation. Hence, some of his response relates to that textbook and materials. He is now at the second year of his master's degree in Curriculum and Instructions and completing his dissertation.

PT4 was using 'English For Saudi Arabia' (EFSA) for secondary school term 2, 11th Grade, EFSA was the official textbook applied in secondary schools at the time of the interviews and observations took place and still is at present. Detailed description and content of the textbook will be indicated clearly in the observation section.

Interview:

PT4 claimed that teacher participation is very significant in helping the process of the development of materials as it is teachers who propel the cycle of education and look for appropriate learning setting for students:

"I believe that teachers are the most important part for materials development as they are the ones who push the education cycle forward for better education environment."

PT4 is of the idea that, to facilitate the involvement of teachers in materials development, it is necessary that the application of the recommendations by teachers about the textbook is used, in teaching, which would encourage their teaching to improve:

"If the teacher is taking part for the materials development and have their agreement on all of the recommended requests, they will have insightful encouragement and enhancement performance."

PT4 proclaimed that an organisation of teachers should be put in place to host teachers with experience for discussions on the new educational issues, concerning the new textbook or any textbook that may be useful in the future:

“I believe there should be a teachers’ social club for the outstanding teachers which concentrate on the education cycle and to discuss about the current textbook or the new textbook that may be applied soon.”

PT4 demonstrated that this teachers’ organisation is to reference specific recommendations from teachers. These recommendations should be regarded as important and applied by the organisation as well as the government and keep them for future references:

“The decisions of such a club should be considered and appreciated from the part of the organizations and government and considered their decisions as references for the future.”

PT4 said that he encountered situations which required consultation from the supervisors, although, he would proceed alone. This is because one of the supervisors came around for their usual visits and for critical situations and therefore, PT4 claimed that his supervisors did not share their encounters during teaching as they were required:

“my supervisors just come for a typical visit and search for mistakes with no recommendations of their previous and personal qualifications in the field of education.”

PT4 went ahead to declare the designers of materials neglect teacher recommendations and avoid the teacher’s role, which is important in materials development, in meetings that host teachers for discussions on the new textbooks. He stated that all teachers who were available opposed the additional exercises in the new textbooks and that more time was required in the classroom.

He described that the ignorance from the representatives of the new textbook was based on the representatives’ rudeness to the teachers. Such rudeness are based on the responses towards the teachers’ assessment of the new provided textbooks. For example, they were not inquiring about their opinion, which PT4 thought was a

critical response that they have heard for a long time. This will also impact on the motivation of teachers:

“There was one single workshop with teachers in one of the schools that have applied the new textbooks, and all attended teachers have agreed that the extra exercises are one of the disadvantages of the new textbook with no proper time giving for each exercise. Nevertheless, the new textbook’s representatives did not appreciate that and responded in a very bad behaviour and firmness on the discussion has been a typical response for years, therefore, such old school responses from those representatives is a bad influence on teachers.”

PT4 still inquired about the plans for education used by the ministry, which with respect to him, ignored flexibility instead of encouraging solidity. He stated that his supervisors appeared visits only criticise and find mistakes, without any recommendation based on their prior qualifications as professional supervisors in the educational field:

“I can say that the education cycle is still applying the old rules that adopted the solidity and ignores the flexibility.”

PT4 also said that motivation and appreciation on the teaching job must be there, as according to him, this would encourage creativity and will transfer its benefits to students, who will also embrace creativity:

“there should be an encouragement and an appreciation for teachers and what they are teaching, which give them more stimulation and allow them to be more creative. Even though, such enthusiasm will be reflected on the students themselves and give them the chance to be creative as well. The teacher is the mirror for the students and the students are the mirror of the teacher.”

He stated that teacher demotivation, with regard to being isolated in the field of education, can be separated from the process of materials development. He believes that teachers are very important to ensure that their students have met their concerns and needs:

“if there is no participation from teachers it may be counted as a disregard for the teachers’ productivity in the future as they considered to be the education centre that encounter the students’ needs.”

PT4 confirmed during the collection of data that if there is a lack of teacher engagement in materials development, motivation and productivity will be affected, and this according to him, is the main reason for less enthusiasm and low moral for creativity. He goes further in saying that teachers are being like programmed instruments to follow the operator’s commands.

This discourages and neglects the efforts and ideas of a teacher. He trusted that teachers tend to feel pinned down for the discrimination on the design of materials and this, according to him, can be compared to the treatment of army men, who follow the rules, without questions. His thoughts are that this treatment may cause a feeling of disempowerment for a teacher, as being creative and productive in the job and being part of the school’s old teaching traditions is not encouraged:

“Thus, they will be discouraged to produce more as they believe that it will be ignored sooner or later as what already happened with their disregard as an auto robot that obeys orders with no discussion as this is the old traditional technique, which is listen to me and do it, and such thing kills the enthusiasm and creativity and thoughts.”

PT4 linked his discouragement to the limits placed upon his freedom. His experiences as a teacher made him felt disregarded and separated from the provision of important knowledge with respect to generating the usual exam tests. Such limitations made him believe that he was separated from the process of materials development:

“Teachers do not have the right to make questions from their own experience and teaching through the year. Therefore, if teachers do not have the right to make their own questions, it is vital that they do not have a place to be part of the materials development.”

He claimed that the MoE neglected teachers’ of English language requirements or appropriate training and instead gave general workshops on the manner in which exams were to be conducted:

“About the training courses, they are very general and not specified for English language teachers; however, English language teachers usually attend a workshop at the beginning of their teaching about the procedures of how to make an exam.”

PT4 claimed that the teaching profession needs more efforts and time so as to be able to manage the new approaches in teaching, for the development of students, which is the reason he has the idea that the participation of teachers in the development of materials is mainly related to independent actions:

“As a teacher, I may give more effort and try to reload with materials and outside worksheets, lesson plans and activities to support the new teaching methods, but this will take at least most of my lesson time per week, and should be designed with new examples and new activities in the book”.

PT4 proposed that an issue like this requires sustenance via improving the textbook itself. He suggested the designation of worksheets and activities so as to be able to manage the novel methods of teaching, which according to him, are not consistent with his exercise of teacher autonomy:

“There should be a new textbook design that fits with new teaching approaches so I can, as a teacher, compromise with such activities and don’t waste a lot of my time. I can design my own worksheets, but that doesn’t mean I have autonomy”.

PT4 regards the level of the present textbook as outdated as it fails to meet some of the novel methods of teaching like group work and guessing approach:

“Regarding the new approaches to pedagogy, I will first speak about the group work approaches which is not supported by the old book that is still used for many schools, even the guessing approaches or any of the new teaching methods, therefore, the old book is supported by the old teaching methods.”

PT4 stated that the teacher is a major factor for the development of the teaching skill and application of different or new strategies. The teacher also boosts the enthusiasm of the students as well as their skill level:

“Regarding the development of my teaching skills if I can exercise autonomy, I think I have developed a lot, as I used new approaches such as the communicative approach

because I have seen the excitement among my students and the enhancement of their level”.

PT4 was impressed with the learners when he put in more effort outside the class for enhancing the development of student learning and did more work in looking for materials and find the appropriate way of the level of his students’:

“I remember a personal experience that happened with me last year, I copied audio conversations from outside the book (interchange one) which suited my students’ level, and tried to fit them with my teaching schedule per week, and noticed the excitement of my students and the spirit in the activities from those conversations, which I didn’t find in the book itself”.

PT4 stated that the justification of teachers is from their supervisor’s bad judgment. The supervisors assess their efforts relative to the given textbook, as much as he may be striving to assist his learners in satisfying their needs as well as recognising their differences at the individual level:

“if there is a scheduled supervisor visit, I will have to go back to the book, because, he will evaluate my teaching according to the book, so, even if I have tried to benefit all my students and provide new teaching approaches, I also tried to appreciate their learning needs and individual differences among them, but by doing this, I’m now outside the law because I didn’t use the book. As a result, I hope there will be autonomy in the future among teachers and learners as well”.

Observation:

According to ‘English For Saudi Arabia’ (EFSA) for secondary school year two, it contains 6 units, and each unit contains eight lessons as shown in the following description:

Lesson I: The unit always starts with discussions, and the teacher will never begin his/her words by saying (Open the book page so and so).

Teachers often discuss with students the new material in English, with a few new words, using posters, and there are a lot of words and information that students will be discussing to enhance their skills in reading essays that follows in the unit.

Then they look at an essay without properly reading it. For example, students will only read the title of the essay and discuss the pictures in English. They should know that the teacher would not translate or summarise their essay in Arabic, as in this lesson students will practise asking questions in English.

Lesson II: In the second lesson, students will exercise reading skills and this means silent reading, with an exception at the end of the lesson for the final review of the pronunciation of some words. The teacher might offer students certain information to check before reading, and then ask them some questions about the essay. Later, students are asked to read them secretly to discover the answers, and they are expected to have a serious attempt at discovering the meaning of certain vocabulary by themselves.

Lesson III: The third lesson will be the end of the silent reading and will address the study of words. Students discuss the meanings of some new unknown words from the second lesson, which they did not understand by themselves.

The textbook pages were organised alphabetically as in all English dictionaries so students could use them easily whenever they need them for new vocabulary. However, a difference between English dictionaries and these organised textbook pages is the unanswered questions at the end of each definition (in the textbook).

Lesson IV: This lesson is on the study of English grammar, which will increase the students' knowledge of English grammatical rules, which will be extensively studied in the discussion during the first two lessons.

Lesson V: This is a writing lesson. Students will be given some information in the form of notes or schedules and they are asked to write them in full. They are not asked to use some vocabulary from their own experience and instead, they will be provided with samples and they will be asked to follow the sample closely in a different context.

Lesson VI: This lesson is a review of the grammatical rules in the unit for those that have already studied this before or a summary of the new rules for those that have not, and there are some examples in this unit. This lesson also summarises the questions that were practised before. Moreover, students can use this lesson as a reference unit for all previous lessons.

Lesson VII and VIII: At the beginning, there are activities that will increase students' ability to read, and will help them get an overview of the contents of the essay, although they should have already read the essays at home several times. Students should have a major role in reading and comprehending the essay without the help of the teacher, except for encouragement in their learning autonomy. The role of the teacher is to organise the lessons and help students achieve their learning aims.

Picture shows the content of EFSA secondary year two, term one.

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C

PT4 used the computer lab to conduct his reading lesson, which helped him play a reading audiocassette that was not provided with the textbook. He also used the projector to show the textbook page clearly. He searched for that cassette independently in order to use them in the reading and listening lessons from the textbook.

He started his reading lesson by organising the classroom into pairs and circulated the activities amongst students. Then he read the lesson topic in English and waited until he was certain that some students did not understand it, at which point he decided to translate it in Arabic as well.

The lesson was the *Food For Energy* reading lesson. He asked his students to open the lesson page in order to start their silent reading activity. He walked among the students to check their pronunciation and most students were asking questions and enquired about most of the vocabulary meanings, some of which were answered individually by the teacher.

However, PT4 could not answer all questions at once and instead asked them to write them down in a note to discuss them later together with the rest of the class. Later, he played the audio cassette to allow them check their own reading pronunciation and asked them to listen carefully to write down the words they had read them wrongly.

PT4 used the reading text in the textbook to test his students' knowledge, check their pronunciation, and discuss these extensively together in the classroom.

He engaged most of his students' own experiences into the discussion and used their own vocabulary to compare them to what already existed in the textbook.

For example, one student suggested the word (fat) to indicate obesity, which was different from the vocabulary of the topic that suggests 'fat' as a food source or calorie.

Some students were left behind in the lesson because they were chatting with each other away from the lesson, which forced the teacher to engage them as well into the discussion without indicating any frustration or anger and it worked well.

Students then began to ask more questions about some vocabulary meanings and PT4 started to translate them into Arabic and asked his students to write their translations in front of every word. This lasted for approximately 15 minutes. Students asked for extra time to complete this, but PT4 then was forced to stop answering every question separately and asked his students to use their word translation to solve the reading exercises on the next page in order to save what was left of the lesson time.

PT4 tried to show that the teacher is not the only source of information inside the classroom and tried to validate the group work strategy. Therefore, most students were forced to ask their classmates about the unknown meanings of the other words. PT4 was surprised that, because of the group work, all students were able to solve all the exercises without the help of the teacher before the end of the lesson.

Regarding PT4's ability to exercise autonomy inside the classroom, he was unwilling and unable to some extent to be free of the textbook arrangements. He used the textbook as the major material inside the classroom. However, his method of teaching the textbook was with the help of other visual aids and audio player in an IT private funded lab.

However, PT4 was able to have the freedom to undertake his personal learning and teaching, which follows Huang's definition of teacher autonomy, which is adopted in this study. PT4 used the textbook as a major material and used more of students' group work inside the classroom to help encourage independent learning.

- PT4 lesson textbook actual pages:

Unit 4 - Lesson 2

Reading

FOOD FOR ENERGY

Fuel for the Human Machine

The human body is like a machine that is moving and working all the time. All machines need fuel to give them energy. The fuel for the human body is food and most of the energy comes from two substances in our food: *carbohydrates* and *fats*. Carbohydrates are found in food like potatoes, bread, cereals (rice, wheat, corn, etc.) and sugar. Fats come from food like cheese, butter, oil and meat.

Calories

Energy in food is measured in *calories*. For example, an apple has about 40 calories, an egg has about 80, a fresh date has 15, and a tomato has around 12.

Too Many Calories

You need about 40 calories a day for each kilo that you weigh. So if you weigh 60 kilos, you will need about 2,400 calories per day. If a person eats more calories than he needs, his body stores the extra calories as fat. A person who gets all the calories he needs in his meals but in addition drinks only one tin of softdrink a day may gain five kilos per year.

Food like this gives us carbohydrates

Food like this supplies fats.

Compare the number of calories in a tin of softdrink with the number of calories in a tin of oil

Unfortunately, food which contains carbohydrates is usually cheaper than other food and it is often convenient and attractive. All "junk food" contains carbohydrates and fats. If you eat a lot of junk food, you probably get fat.

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Unit 4 - Lesson 2

Reading Questions

Write answers to the questions below.
First, find the answer on page 54 of your book.
Then write the numbers of the lines where you found the answer.
Finally, write the answer to the question.

E.g., How is energy in food measured?
I found the answer in lines 12 to 13.
In calories.

- Why does the human body need food?
I found the answer in
To give it
- Which has more calories, an egg or a tomato?
I found the answer in
- Why do softdrinks have a lot of calories?
I found the answer in
Because
- How many kilos may you gain in one year if you drink two tins of softdrink a day?
I found the answer in
- Why will you probably get fat if you eat a lot of junk food?
I found the answer in
Because

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PT5, profile, interview and observation:

Profile:

PT5 has been a teacher at three educational levels (elementary, primary and secondary schools) for a year in a small town. Later he requested that he be transferred close to his family in a bigger city. He is almost in his 4th year in the current city and has taught in various secondary schools there.

He has been using the old textbook in teaching for five years now, according to the answers from the interview and observation. Hence, some of his response relates to that textbook and materials.

PT5 was using 'English For Saudi Arabia' (EFSA) for secondary school year one. EFSA was the official textbook applied in secondary schools at the time the interviews and observations took place and still is at the present. Detailed description of the content of the textbook will be indicated clearly in the observation section.

Interview:

PT5 agrees that participation of teachers in materials development is vital, which according to him, needs higher levels of autonomy to handle the novel methods of teaching, so to allow for appreciation of the needs of the individual learners:

"I support the idea of the teacher participation of the materials development by his/her own way of exercising teaching autonomy so they can provide more effort by appreciating the individual differences among students."

PT5 stated that relying on teacher's professional sense is a fundamental factor for them so as to enable application of various strategies inside the classroom, which are viewed as appropriate for the learners' needs, despite bending a few rules of the MoE, as his thought is that his responsibility is the students only.

"I prefer using my own teaching approach even if I broke some of the Ministry of Education rules, because, I'm the only one responsible for my students."

PT5 appreciates that practicing a degree of autonomy, to participate in the development of materials and implementation where it is required to satisfy the

learning needs of the students with respect to their educational level and age, is needed:

“As a result, I prefer there is a chance to exercise autonomy for teachers and be part of the materials development, so, I can add or skip some units that are suitable for my students according to their level and age”.

PT5 experienced a rough time with his learners during new semesters, since their acquisition of English was poor and impacted on the old methods of teaching and rendered learners victimised from the years that had passed. He had thoughts that the new students have been victimised in the strategies for teaching and the effect has been experienced in his classroom. Therefore, he is required to act independently so as to break this constraint.

He used a rule in all the new semesters to go over such constraints through repetitions of the basics of English so that he can maintain his methods of teaching:

“Most students are victims of the old teaching approaches and therefore, I find it hard to keep track of their own level with my new teaching methods, I usually start from the beginning as a foundation and continue with my new methods”

PT5 expanded more on his teaching of the basics, which he adopted in all semesters to simplify the subject for his learners, as seen in the statement below:

“I have a system at the beginning of every semester; I start by testing them on the alphabet and numbers for each level, I teach them because they are basics for every learner, which unfortunately, the vast majority of students do not comprehend correctly.”

Additionally, PT5 claimed that since most of the students were victimised in the old strategies of teaching, they were required to start again from the beginning and with regard to him, it will serve as a chance for them to have a new beginning in language acquisition, and as such, he realised it was difficult to maintain their level and handling his new methods of teaching, if he failed to adopt the approach.

Hence, he has developed a system which allows him to begin a new page with his learners, which with respect to him, will necessitate additional actions:

“I do that for other reasons, first, it is a sign for learners to start clean and secondly, to break the ice between the teacher and learners so there would be an action from the beginning.”

He stated that he has done several exams related to the alphabet and numbers for every level, as it is procedural for his system so as to excite his students and assist them to brainstorm their prior knowledge. According to him, this will amend the strong relationship existing within his students and him:

“Moreover, I benefit from two things, one, is the activities and excitement among students and the connection between me and the learners, two, I try to brainstorm their minds of previous information that are learned in the past.”

PT5 stated that, after all, teachers are different from each other with respect to their participation in materials development - it is more related to their practices as well as their behaviours as teachers:

“This question depends on the teacher habits and behaviour.”

He also had ideas that his manner of teaching must be respected since he is doing it with passion. He also thinks about benefiting learners and, prior to that, he has given thought to assisting himself in building his skills of teaching. He knows his efforts in materials reformation should not be an issue with the educational ministry or the textbooks writers, but he also knows that his involvement in materials development is for a broader purpose that concerns his teaching profession:

“I think there should be a finger print of my own way of teaching, especially, I have a passion as a teacher that I should give my best at my job, therefore, it shouldn't be a problem that I can add my touch in the materials and aim for developing the teaching skills either for the benefit of the learner or for my self-fulfilment.”

PT5 said that schools are known to offer material for teachers, but it depends on the teachers themselves if they are able to use or avoid them with respect to their teaching approaches and practices. However, those are not available for teachers of English language:

“There may be suitable equipment for the teacher inside every school, but it depends on the teacher ability and behaviour to validate their usage. There is general equipment for teaching, but not for the English language.”

He also claimed that putting teachers asunder from materials development would make them feel discouraged from working effectively, particularly, if the schools do not have equipment for teaching English language:

“However, if there is no participation, surely I will be discouraged especially if I want to have my own finger print at my school, and if there is no special equipment for English language.”

Lack of this equipment, as stated by PT5, was his major inspiration for his autonomous performance and he looked for alternatives via various resources that were downloaded from the Internet and refused to remain standing with less efforts so as to handle the methods of teaching language of English and culture:

“it might force me to search for alternatives, which I did, I searched on the web and provide many things regarding the English language and culture and did not wait for assistance.”

PT5 has ideas that the ministry favoured students and neglected teachers. This came about from the many rules, which turned learners against their teachers such that they may become undisciplined:

“For instance, one of the rules is that the teacher should never ask students to go out the class during the teaching period, which is an obstacle because the teacher has no time to waste and the punishments are not the teacher responsibilities in the school. Students sometimes deliberately annoy the teacher in the class because they know that the Ministry of Education rules are for the benefit of the students against the teacher, which may confuse the teacher.”

PT5 claimed that training courses for teachers are categorised into sessions of morning and evening hours. He states that morning hour lessons are chosen randomly and not for all teachers, which is only offered through the school principal's acceptance while the evening lessons are meant for every teacher:

“There are two shifts to undertake a teaching course, one is the morning shift, which is selected by the principal and it is a choice of luck, so not all teachers can undertake them, another one is the evening shift which is for everybody. I once applied for a special education course and was refused by the principal because it is not my field as he said. As a result, there are rules and obstacles and limitation.”

PT5 believed that the process of materials development is a significant factor for the independent teacher. He knows that leaving the old teaching approaches makes an autonomous teacher bend some of the rules for the advantage of learners:

“Of course it is considerable, because the teacher needs to stimulate learners inside the class that is not mentioned in the teacher booklet and the book, which force you sometimes to break the rules, but at the end it will change the learners’ routine and make learners like the subject.”

PT5 views rules as being tough at times and difficult to adhere to, which results in a bad influence on the students:

“Some teachers make students afraid of the English subject either to make them respect the teacher or make them work hard, but they will hate the subject.”

Regarding him, rules strain students at times from reaching the learning goals, since it is hard to follow them at times and this results in anxiety amongst students. Hence bending of some rules seems like a suitable solution:

“If teachers tried to be perfect and applied every rule with the students, they need to be harsh and cause fear among students, so you need to be autonomous and break the rules sometimes in order to make a change and be remembered.”

PT5 had an idea that independent teachers aid the development of enhanced teaching expertise and employ novel methods of teaching regarding their own assessment of the level of students and encourage them to do more:

“Of course it will develop the pedagogical methods, because you have used new teaching approaches according to the students’ level and age, and if there is progress, it will encourage the teacher to keep using those methods or even do more.”

PT5 has independently applied the manual strategy to simplify the lesson for his learners and so he could be sure the level of comprehension of the lesson was to a high standard. However, he has faced criticism instead of being encouraged:

“In every lesson I try use the time before the end of the lesson and ask the best student to re-explain the lesson in their own way, so if they didn’t understand from me they will understand from their classmate, I don’t care about the way students understand the lesson as long as they understand it at the end, and this way makes my supervisor criticise the method on every approach I do inside the class and find the disadvantages instead of the advantages.”

PT5 has used many teaching strategies without taking note of who will follow or not follow the rules used by the MoE, as long as they are appropriate for learners. He has thoughts that the MoE neglects the quality of results, which require independent teaching interference and novel teaching methods:

“If the teacher concentrate on the rules and applied every step in the book which is supporting the quantitative results rather than the qualitative ones, it will be unfair for students which are against the students’ individual differences, therefore, as a teacher you should interfere and make a change for the benefits of the students, and try to be autonomous to apply new methods that were never known for learners from your own effort, to motivate learners and in the end you will meet the students’ needs.”

PT5 posited that the Saudi MoE is only concentrating on the numbers of students who perform well instead of the learning quality. The rules of the ministry at times contradict the system of the schools with respect to failing or excelling in exam.

Schools, at times, force teachers to make the learners excel in the tests although a number of the students tend to be under qualified with respect to the MoE rules of performing well in the exam:

“For example, some schools only want students to pass the exams, even if there are no educational results for learners. The Ministry of Education demands that you should apply the rules and the school demands that you help students to pass, so I should do this to be just.”

PT5 critiques the inflexibility of his supervisor in adopting the rule of the MoE, which according to PT5, is not fair for learners at times, since his supervisors favours the old school system which adopts the use of old approaches of teaching, which limits teachers from being independent in application of the new teaching methods.

He stated that this appropriateness on following every rule of the MoE may make students not be interested in the subject and weaken their educational relationships with their teachers:

“My supervisor is an old school with old system, and he asks me to be perfect and apply every rule, which is unfair for students, and may lose contact with students’ cooperation and break the rule of the teacher/the student relationship, which is important if you want them to like the subject and respect the teacher.”

PT5 was very interested in being visited by his supervisor in class. He claimed that he strives hard to keep that opportunity and teach a complete revision or reading session, monitored by his supervisor:

“When the supervisor visited me I tried not to make him skip me especially if he knew that I have a reading lesson or a revision, so I choose a previous full lesson so that he could come inside my class and comment, as it happened with my colleague when his supervisor visited him and saw him teaching a reading lesson skipped him and rescheduled another visit.”

During his supervision, his supervisor accused him of his time management:

“So my supervisor criticises me why I’m late in teaching the book. At the end, I think the provided books may benefit student on their theoretical life not the applicable one.”

Observation:

According to the textbook description at the first page, each unit is divided into eight lessons.

Lesson I: Lesson I provides practice in Listening and Speaking. The teacher is required to use a poster in order to introduce the subject, and a cassette player to practise listening and speaking.

However, there were no posters or cassettes provided with the textbook and PT1 converted his listening lesson to a reading comprehension lesson.

Lesson II: Lesson II focuses on Grammar from the interview example in the textbook. Pupils are expected to practise repeating them. The main grammatical points are either summarised in tables or diagrams.

Lesson III: Lesson III deals with the skill of reading. It is designed for teaching pupils how to read by themselves.

Lesson IV: Lesson IV is revision unit of the grammar rules.

Lesson V: Lesson V pays attention to Writing. Pupils are asked to write memos and short paragraphs based on notes, tables, maps and pictures.

Lesson VI and VII: Lesson VI and VII are two activities' lessons wherein the contents of EFSA term 1 & 2 are presented). In these activities, pupils practise speaking in different situations, using the words and structures that they know. Lesson 8 is revision unit of the grammar rules as shown in the following picture.

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The observed lesson was about the grammatical rules on *Comparing*. The only materials used at that lesson were the whiteboard and the textbook. However, PT5 started his lesson before requesting to open the textbook pages and instead tried brainstorming the students' background on the presented topic by only writing some of their vocabulary on the whiteboard.

After writing the topic on the whiteboard, PT5 asked if some of his students knew what it meant, then he got varied answers from students. Some tried to explain the topic and others explain its meaning, while some tried to translate the word only and some used it in a sentence to indicate his understanding of the word '*Comparing*'.

PT5 sensed from his students' answers that they needed more grammar basics before engaging in the lesson. Therefore, PT5 tried to write very slowly to engage his students to what he is intending to write in order to acquire more of the students' attention and knowledge, which showed the students' individual differences and background. The classroom was very active and created many completions of the teacher's sentences on the whiteboard.

Students were eager to participate and added much vocabulary and many ideas on the topic, randomly, with no specific usage. PT5 was then forced to introduce the textbook to coordinate the discussion to lead it to the current topic for the lesson before the discussion became a waste of the students' effort. The textbook however, was not used significantly in the lesson and was only a reference for most of the ideas that were indicated in the lesson.

PT5 engaged his students on the previous lessons, which considered some of the grammatical rules used in the current lesson. Some student went back to the textbook to match their answers without indicating their intentions to the teacher.

PT5 later used the students' examples in the lesson to build the grammatical rules and ignored the examples from the textbooks. This encouraged his students to engage in a competition on remembering some of the rules that were studied before without waiting for permission from the teacher to participate. PT5 was happy as he chose most of his students' answers and wrote them on the whiteboard.

Some answers were introduced in the wrong context, which made PT5 to ask every students who wrongly added his answer to come in the front and cross his idea and only keep the correct answer. That was the main reason why most students chose to reference the textbook and check their answers without the help of the teacher.

PT5 allowed every student who missed the first correct answer a second chance to correct it and discussed it with their classmates and the teacher.

Some students were correcting the teacher's style of writing on the whiteboard and the teacher was happy to rewrite his answer with a smile. However, some of the students' correct answers needed to be rearranged according to the *subject-verb agreement* rule in order to be clear for the rest of the students.

At the end of the lesson, PT5 asked if any of the students wanted to explain the lesson again to his classmates in front of them and all were eager to participate. One student was then selected randomly to explain the lesson in his own words while others were trying to help him and sometimes completed his sentences.

The class then was in the hands of the students and they were discussing the lesson together without the interference of the teacher, except when he answered questions by some individual students. Some students indicated that they would have their turn on the next lesson to explain to their classmates about what they will study later.

Regarding PT5's level of autonomy inside the classroom, he was willing and able to be free of the textbook arrangements as he started his lesson explaining previous grammatical rules that students should have studied in previous levels. His method of teaching was unorthodox, for example, he asked his students if one of them wanted to repeat the lesson with their own words with the help of his classmates.

Moreover, his willingness and ability were enough to an extent where he could have the freedom to undertake his personal learning and teaching as indicated by Huang's definition of teacher autonomy, which was adopted in the study.

For example, PT5 used the textbook as a secondary material, as he used more of his students' own experiences and independent learning ability. This was clearly shown when his students were able to undertake their own way of learning inside the classroom without the help of the teacher.

- PT5 lesson textbook actual pages:

Unit 3 - Lesson 3

Grammar

Comparing

Look at these sentences with **more than**, **fewer than**, and **less than**:

1

At 17, Saudi students have to study **more subjects than** British students.

A



Saudi children have **more time in class than** British children.

B



British children go to **fewer schools than** Saudi children.

C



British children have **less time in class than** Saudi children.

D



Look at these sentences:

2

A. The school day in Britain seems **longer than** Saudi Arabia.

B. The start of school is **earlier than** in Saudi Arabia.

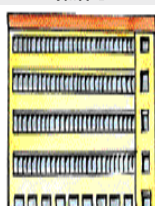
Now look at these two schools. Compare them. Use the adjectives in the box on the left.

wide big
high noisy
small quiet
new
old bad
good

School A



School B



Unit 3 - Lesson 3

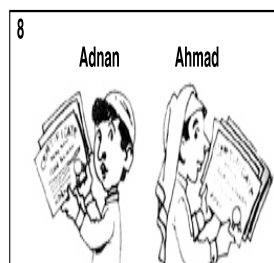
Use the following words to complete the sentences below:

more fewer less

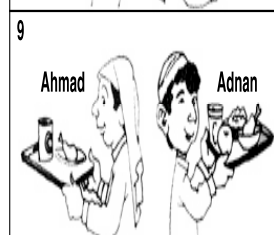
Example: Saudi Arabia has **less** rain than Britain.

- There are _____ foreigners in Saudi Arabia than ten years ago.
- We have _____ religion at school than geography.
- We have _____ geography at school than religion.
- A mechanic has _____ training than a doctor.
- If you want to learn more, you must do _____ homework.
- If you want become an engineer, you must study _____ science than arts.
- Most boys think football has _____ fun than homework.

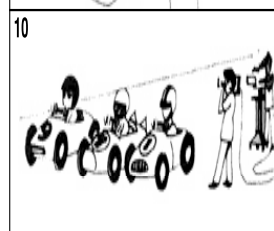
- Adnan has _____ certificates than Ahmad.



- Ahmad has _____ food than Adnan.



- There are _____ cameramen than drivers in this picture.



PT6, profile, interview and observation:

Profile:

PT6 has been a teacher in three villages and in rural primary schools of Saudi for one year. Thereafter, he was transferred to a bigger town in a rural secondary school and he has been there for about 2 years now. He has been in the teaching field for three years while using the old textbook, as revealed from the interview and observation.

He was asked to adopt the new textbook offered by the MoE, but he wanted to continue using the old textbooks according to his responses in the interview and observation. Hence some of his responses relate to that textbook and materials. He received a master's degree in Management Business Administration (MBA) before starting to teach.

PT6 was using 'English For Saudi Arabia' (EFSA) for secondary school year two instead of *Aim High 3*. EFSA was the official textbook applied in secondary schools at the time of the interviews and observations took place and still is at the present. Detailed description and content of the textbook will be provided in the observation section.

Interview:

PT6 commented regarding his view that the vital duty of a teacher towards curriculum development equals the importance of materials development for teachers to gain an appropriate level of autonomy:

"It is very important for the teachers to be offered a chance to practice their autonomy and it is also important for the teacher to be part of materials development. WHY?"

He proclaimed that teachers are the most relevant people with regards to the evaluation of their students' level, simply from their years of experience. They are also the most relevant in evaluating the progress of learning, and as such, the teacher is the best individual to make decisions regarding the best textbooks for learners:

"The teacher is the most capable to evaluate the students' level as a teacher because of the direct contact between the teacher and the students and if there is any progress

in the students' level generation after generation, who can feel this progress? The first one who can feel the students' progress is the teacher and the teacher is the one deciding which textbook is suitable for each generation whether it should be changed or developed."

PT6 goes ahead to describe the manner in which teachers are willing to exercise autonomy and how it can act as an encouragement to the participation of teachers in the process of materials development. This is again the reason why teachers are able to accept the differences existing in the broad culture alterations from all sides, in Saudi Arabia.

PT6 recognises that the learning style in the middle Saudi Arabian province has its own means of learning language, and it differs from that in the west province regarding language memorisation and comprehension:

"Secondly, about the teachers practicing levels of autonomy, as you know every teaching method or approach differs from one place to another, as we have different environment as the middle area of Saudi Arabia which is very different from Jeddah (the far west of Saudi Arabia), as they should memorise while in the middle area we should comprehend before we memorise."

Due to this reason, his thoughts are that diversification requires more exercise of autonomy so as to be able to handle the learning requirements of students:

"Therefore, if I don't have a chance to exercise my autonomy, how could I, as a teacher, reach to my students in this matter by my way?"

PT6 stated that the teacher is only able perform his modifications of the design of the materials if he was offered the freedom to strategize his methods via his learners and his own teaching style. He claimed that the MoE requires the results of the strategy, which they could receive through achieving the learning aim of the current grade or the guidelines that need to be used and allow the teacher to work on those guidelines with freedom as long as the government gives guidelines as to what the students should have achieved by every semester's end.

His thoughts were that since he is aware of the level and ability of his students, it would benefit him in designing his own materials. PT6 stated that all teachers must

adhere to the protocols of the rules from the ministry, but should be given an opportunity to teach using their own approaches regarding the protocols:

“the best way to be part of designing materials is by only giving me the headlines and leaving me to deal with the rest, give the aims of each level and let me design the material, I’m capable of designing the textbook. I know my students’ level, I know their capabilities, and I know my own teaching methods and what the school can provide for me.”

PT6 revealed how the subjects can be made simple to students. This was through teaching the groups that had a minimum of one student per group who was a high achiever, although, this approach could not be used in every classroom and the teacher was the only person who could measure the level:

“I can find a different teaching approach for each class if wanted as they have different qualifications. For example, if I have 5 outstanding students in one class, I would be able to teach in groups and spread those 5 with each group, but, I can’t do it in another class, because, their levels are the same”,

PT6 stated that he did not like the design of the new textbook and that its contents did not include live examples that could be used by the students. As PT6 did not have the power to establish his own materials design, he applied resources from outside and offered small unmarked examinations to test the students’ progress of language acquisition and if they excelled, they would be given a token of prizes that are funded by him:

“I can’t of course, design the whole materials as I don’t have the authority to do it. However, when I noticed my students’ level, I was forced to pick them up by new vocabulary, 150 simple common words, and I arrange a hand sheets from the internet and the book, but differ in the clarification as I didn’t like the way the book explains its content as it doesn’t contain many examples to be applied by students, so, I asked them to study the hand sheets and I made a test on them with 100 SAR or PlayStation voucher for each student to pass the test.”

PT6 regards the teacher to be the person with the most knowledge of his students. He or she has the ability to assess the student level and choose the suitable method, which is sometimes more than just following what the ministry has provided.

He wants the ministry to allow him to select his approaches for teaching according to the student's level of learning. He also states that he can continue teaching in his way without using the given textbook, although he knows that it will be against the rules:

"In my point of view, the ministry should allow me to choose as I'm the most capable person who knows what they studied before, as I make an evaluation test before they start, but, sticking to one way of the textbook which I could, but, I have ability to teach without the provided book, but, it's illegal."

PT6 raised questions about the participation of teachers in the development of teaching materials and the manner in which the participation would proceed, whether it would be via the teacher's presence inside the classroom or through assisting in decision-making and initiating a difference, or via voting. He stated that were teachers able to participate, it would be an encouragement and act as a symbol for the best action of teachers in teacher training, and for development to the best level:

"it gives you a motivation to be the best of everything, which is the most important aim, but to extend, I can say it depends on the scope of participation, by only my existence, or a decision making, or by voting, so what kind of participation are we talking about?"

According to PT6, if teachers had been among the materials developers they would be happy to bring forward their ideas and describe them happily, as if they had inquired from him the appropriate tense to teach students or the additional vocabulary choices, even if the engagement will not entail more time as well as effort:

"However, if they MoE have included me on a discussion workshops on how to explain the present continuous or what kind of vocabulary teachers should add, or if we have short stories, therefore, I will be motivated and stimulated even if I stayed all night for it, it will be fine for me."

He went further by saying, if the students inquired about the textbook choice, he would feel thrilled and he would go for relevant textbooks, which fit in the levels of the students and their needs. He has a thought that choosing the best textbook is the beginning for him to look for the strategy linked to that textbook:

“and if it is voting on some choices, I will be only excited on only choosing what best of the selected books, even if I choose the best, I should find the best approach for my students to teach this book.”

PT6 proceeds by listing his thoughts as an independent teacher and offers examples of the things he could have performed if he were given the opportunity to choose the textbook for his students, which he would do with respect to the environment in which his students are living (rural or urban). He said that students who reside in urban settings differ from students in the rural settings with respect to the audio or visual aids present in the classroom.

According to him, students from the urban settings may be advantaged from the visual aids as compared to students from the rural areas due to the fact that majority of the people in the rural areas do not have televisions and so the audio-visual equipment will not be appropriate for them:

“For example, the students in the city can be taught something visual, so, I give them visual aids, and if they need to listen only, I will give them audio CDs, but, in the rural areas people may not have TVs, I can’t give them something to see, maybe only audio tapes or CDs, and just reading, or posters and photos.

He also had thoughts on the choice of vocabulary used when teaching as, according to him, it should vary with regards to culture. For instance, some cities lack restaurants including McDonalds, or trademarks like Apple Mac and so here it is better to use terms such as cows, camels or farms and hence, his involvement is very useful:

“The vocabulary is also important, so, if in rural areas I will choose camels and desert, but, in the city I will say Apple Mac™, Jareer™, McDonalds™, and Herfy™, so, every place has options that needed my participation.”

He began to categorise the Saudi educational settings into various styles including the coastal and middle province. These areas, according to him, are very different environments to teach in, particularly if they are using a universal textbook:

“The coastal areas also have different needs for vocabulary. For instance, I can’t ask the middle area students about the canyon that he didn’t live with or watched before,

or, the red fish, but I can ask them about wells and water route in farms. Therefore, if there is a gap in the understanding of the vocabulary and the students' environment, it will not benefit them."

PT6 also has ideas that, apart from teaching English in various provinces, will result in diversification among students learning - teaching in Arabic also, will be different with respect to rural and urban settings. This kind of diversity will put more efforts of the shoulders of the teachers to allow for appreciation of the differences and in considerations when choosing vocabulary:

"Even though, in Arabic you will do the same with words (جمل: العنقاء²) can only be used with rural areas rather than the urban one. Therefore, the teacher will choose the best for students to develop their vocabulary."

PT6 has a belief that a poor foundation level of English is a discouragement since the students received poor teaching from their previous schools, which applied textbooks only and then left the victimised students without a good foundation:

"The discouragement I had was going through a rough performance with badly founded students with no basics from the previous teachers who only used the book, and the student is the victim here, so I tried to start from the beginning with them and built a foundation with every student."

PT6 went further to declare that learners were discouraged since they only had the urge of using the textbook as a primary source for language acquisition so that they could excel in their exams:

"Moreover, I found a discouragement from the students themselves as they indicated that they only interested in the book, because, they think that they only need to study the book for exams."

PT6 thought that the MoE rules were okay to be being bent and nobody will notify the ministry if they are broken. However, the MoE will still observe the teachers' usage of the textbook. He even questions the kind of violation he will get or the way the MoE will recognise such violation if he did not complete teaching the textbook:

²Camel: that has a tall neck.

“About the Ministry of Education rules, the best thing about those rules is that nobody asked me to apply them except finishing the book, everyone asked about the book, the book (He repeated), but, there is no punishment if I didn't finish with the book because no one will tell the ministry about that”

PT6 told a long tale about the first experience in his teaching job and the disadvantages that he experienced during that time. He gave a few examples of the manner in which school principals and the schools differ in rural settings and in urban settings, despite the fact that they are under a similar system and use similar rules.

“By public school system: it depends on the school principle, for example, now my principle's rule is I do everything, but, he doesn't want to see me confronting people about any claim (adding, deleting), while my previous school principle was different, he was dominating everything. I taught at three different schools, every principle is different than the other.”

For instance, PT6 claimed that flexibility as well as solidity in heads of schools in the rural setting represented the main constraints he encountered and this discouraged him from using the teaching methods that he was using:

“I have taught in rural areas and the principle there was not helpful with me as it is a small school containing a very small amount of students and most of the teachers were relatives of the principle in this area except me, which is why I found difficulties in communicating with him, for instance, I had a very under achieving student who was about to fail the exams in 6th grade, because it was the first time English subject was applied at that time, therefore there is no foundation and no basics and the textbook was very hard for him, as he was under pressure of family issues, so, I decided to work with him separately. I tried with him on the alphabet and numbers only and from the beginning, because I was very sure it would be repeated in 7th grade. That was the only thing I could do with him at that time, while other students were finished with this early, which are individual differences. Therefore, as a system it is illegal to do this because it is beyond the teacher ability and not all teachers can manage to do this. It contradicts with the Ministry of Education rules, but, there is one connection between me and the ministry which is the supervisor, whom approved everything I applied, he always asked me to have all my papers completed (teacher booklets), which means that even the supervisors are dominated by the Ministry of

Education rules and afraid to break them, and at the end of the semester he comes and checks with me the teacher booklets only, he never comes inside my class to observe my auditions or evaluate my teaching, he is only interested in the teacher booklets at the end of every semester”

The validity of the book represented the other constraint experienced by PT6. He thought that the textbook does not fulfil the learner’s interests of covering all that is needed of them in college. Hence, he independently made efforts to close the gap by encouraging students to apply other resources, which according to him, is the responsibility of the teacher (to fill the gaps):

“The book never meets the student’s needs and when the student wants to go to college, he/she will fail because teachers didn’t prepare them for that in the first place, he comes and conducts two exams and that’s it. This gap between public school teachers’ results and colleges are because of the dependence on the book only which is very weak, but I usually try to motivate them to use other sources and encourage them with simulations only to satisfy my conscience as a teacher.”

PT6 went further to describe his perspective on the training of teachers and started to explain some of the ways through which workshops are implemented and raises questions regarding the procedures that are relevant in those workshops, suggesting that this is why trainers are only making introductions of the theories and ignoring how they might be applicable in real life:

“About the teachers training, today I went to the school library and found a very dusty book about teacher methodologies that was published 30 years ago, and once I went to a workshop for new teachers and the trainer told us a story about a Sudanese teacher who applied a direct method among his students, I raised my hand and said it is impossible to apply this method in Saudi Arabia, for example, if I taught my students how to use the words to ride the bus, they can’t, because they all speak Arabic (and we don’t have buses), I taught them how to order in a restaurant, but they can’t because again they will speak in Arabic as we are studying English as a foreign language, not a second language, therefore, the best method is the grammar translation method or the silent method, so I told the trainer it is impossible because we don’t have enough time and I can’t depend on the book only and also the environment around me as we are in a committed community, not an open one, and we

don't have many nationalities who speak English, so how can I apply it. Therefore, there are no courses for English language teachers' development.

Additionally, PT6 stated that the families of the students are the only people who appreciated his exercise of autonomy. They maintain communications with him and they also motivate him to continue applying his approach. He swore by himself to work more outside the classroom and deliver an electronic booklet to the students back in class via email, but only to those he thought had interest in his approach, since it was not allowed by the ministry:

"The students' families understand that the textbook is weak, so, if I added or deleting anything, they thank me and appreciate my effort as I communicate with them by emails and also prepare an electronic booklet by PowerPoint and send it to students, as I can't do that in the school because not all students are interested, and this is not a rule by the ministry as it is taken from my own time outside school, unless I tutor one to one.

According to PT6, the materials that were allowed by the ministry could only be delivered in posters, the textbook CDs and flash cards. It is so unfortunate that no teacher had access to these materials to be joined with the textbook:

"The tools that are approved by the ministry are the textbook CDs and posters and flash cards, there is not anything that should be provided as is said in the teacher hand-outs every year (CD, CD recorder and 6 posters), even the book was hard to find."

PT6 responded to my question regarding his exercise of autonomy with another question. He questions the validity of his teaching when lack of materials and rules limit it:

"If I have been limited or dominated by rules and limited materials, and no equipment, and no autonomy, so, what is the point of teaching and what should I do?"

PT6 raised more questions about the validity of the learning aims of the ministry in providing the best knowledge for the learners in schools. The person who is capable of passing over the aim to the learners, which are the teachers as stated by PT6:

“I’m the one who prepared the textbook so to be free, and I have the autonomy to control it and make sure how to deliver it, so at the end, the most important feature, which the student should achieve, are the main goals that are set by the ministry”.

PT6 experienced this hindrance when he used his approaches in class, and he accuses the ministry for that constraint. He states that the ministry failed to commit to offering suitable equipment that would help teachers in delivering the best content for students inside and outside the classroom. He sees that, due to that reason, he should have the freedom of using his best teaching methods for his students:

“if the ministry provided the equipment they should give me the freedom to do it right, Therefore, if there are limitations, they should be after the ministry has provided every tool and equipment I need.”

PT6 also states, the teacher was left with no teaching materials and yet the opportunity for being an independent teacher was hindered:

“So, there should be autonomy, because, we as teachers have gone beyond teaching, we began to deal with the computing systems, and school advisers, meet with students’ families, just to deal with the first aid and become a nurse.”

PT6 stated metaphorically that the teachers are held hostage in class since no materials are left for them, rather they are requested to offer the best they can in school:

“You handcuff my hands and don’t give me anything and you say try to do it. I’m the one who prepares the materials to be free and I have the freedom to control it and make sure how to deliver it, so at the end the most important feature which the student should achieve are the main goals set by the ministry.”

PT6 regarded teachers who are exercising autonomy as scholars who own the expertise to look for the best strategies for their students and who have the ability to look for solutions in teaching from the past encounters:

“It is natural that being an autonomous teacher will develop the teaching skills, every activity in education you find teacher search for the best, so, if I as a teacher search for the best, I will create solutions, and every solution will be abducted from a past experience”.

PT6 comments on how relevant it is for teachers to go ahead and satisfy the needs of their students with respect to the learning options in class. He also thinks that teachers strive to improve the urge for more explanations and examples, so as to simplify the new teaching strategies to students regarding the present educational setting:

“I have designed and arranged a student’s booklet from 46 different previous booklets from other colleagues even if it contradicts the ministry rules. I also rearranged the provided book and added more examples and vocabulary. The ministry provided a direct method book, while I used a grammar translation method. I also tried to develop their reading skills because they are weak on reading, as they were taught by a weak teacher who spelt the silent characters in a word like laugh (the previous teacher asked them to spell them all)”

He also proposed that if teachers can re-organise or modify the textbook specifications, they could also design it:

“If I have the ability to pre-arrange the textbook, shouldn’t I create it in the first place? Which means it will develop the materials in the future, so if choose the most used 800 words, that means I may add them to the textbook, and if I know that grammar translation method will be suitable for students, sure thing I will add it to the textbook with more examples, as there are not many examples of grammar”

Observation:

According to PT6, the textbook ‘English For Saudi Arabia’ (EFSA) for secondary school level 2, 11th Grade, contains 6 units, and each unit contains eight lessons, as shown in the following description:

Lesson I: The unit always starts on discussions and the teacher will never begin his/her words by saying (Open the book page so and so). Teachers often discuss with the student the new material in English with a few of new words, using posters, and there are a lot of words and information that students will be discussing to enhance their skills in reading essays that follows in the unit. Then they look at an essay without properly reading it.

For example, they will only read the title of the essay and discuss the pictures in English. Students should know that the teacher would not translate or summarize the essay in Arabic, as in this lesson they will practise asking questions English.

Lesson II: In the second lesson, they will exercise reading skills and this means silent reading and not aloud, except at the end of the lesson for final review to the pronunciation of some words. The teacher might offer students certain information for checking before reading, and then ask some questions about the essay. Later, students are asked to read them secretly to discover the answers, and they are expected to have a serious attempt at discovering the meaning of certain vocabulary by themselves.

Lesson III: The third lesson will be the end of the silent reading and will address the study of words. Students discuss the meanings of some new unknown words from the second lesson, which they did not understand by themselves.

The textbook pages were organised alphabetically as in all English dictionaries so students could use them easily whenever they need them for new vocabulary. However, a difference between English dictionaries and these organised textbook pages is the unanswered questions at the end of each definition (in the textbook).

Lesson IV: This lesson is on the study of English grammar, which will increase the students' knowledge of English grammatical rules, which will be extensively studied in the discussion during the first two lessons.

Lesson V: This is a writing lesson. Students will be given some information in the form of notes or schedules to write it. They are not asked to use some vocabulary from their own experience and instead, they will be provided with samples and they will be asked to follow the sample closely in a different context.

Lesson VI: This lesson is a review of the grammatical rules in the unit, either a summary of the new rules, or for those that have already studied this before, and there are some examples in this unit. This lesson also summarises the questions that were practised before. Moreover, students can use this lesson as a reference unit for all previous lessons.

Lesson VII and VIII: At the beginning, there are activities that will increase students' ability to read, and will help them get an overview of the contents of the essay, although they should have already read the essays at home several times.

Students should have a major role in reading and comprehending the essay without the help of the teacher, except for encouragement in their learning autonomy. The role of the teacher is to organise the lessons and help students achieve their learning aims.

This picture shows the content of EFSA secondary year two:

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C

The observed lesson was a discussion lesson on *The Environment*. PT6 started his lesson by writing the vocabulary from the textbook on the whiteboard and asked his students to copy them into their study booklets.

PT6 began to pronounce what he wrote from the vocabulary and asked his students to repeat after him to master the correct pronunciation. However, he was forced to use Arabic to explain the lesson more clearly.

PT6 used the pictures in the textbook to help students understand the meanings of the vocabulary and added more vocabulary to the textbook to match them with what he had written on the whiteboard.

PT6 later began to narrate stories on the subject (The Environment) and compare them with the students' current context, a village outside the city, which was more accessible than what they were about to study in the current lesson.

All students were from a rural context and their families were farmers. PT6 used their own experiences from growing up on the farms and explained the lesson according to their own understanding of the context. All students then were eager and enthusiastic to add more to the topic and try to participate more accurately. Some students indicated their own stories and matched them with the current lesson, using only Arabic.

PT6 gave enough time for students to finish writing all the vocabulary and their translations before proceeding. Some students were confused by some of the vocabulary and needed to ask the teacher and they were treated individually to allow others to complete writing. PT6 then realized that most students had questions and he allowed only those who finished his writing to ask what they needed to know in order to save time.

PT6 then started to engage students in a discussion about air pollution and the environment, which was a very rich discussion as PT6 made sure that every student participated in the subject and answers had no interruptions from others.

He also encouraged his students to answer each other and create a conversation on the topic and stood aside to observe his students proceed in their discussion which followed and used the pictures of the textbook and its vocabulary. PT6 later asked his students to provide a full sentence on the topic, using their own words, and if they could not, they could use the vocabulary from the whiteboard and the pictures in the textbook.

However, most students were not able to provide a full sentence of their own and only used the provided vocabulary from the textbook with the pictures. They were also asking questions about how to complete their sentences, but the teacher only allowed their classmates to answer without the teacher's help.

PT6 later asked his students to create a story about every picture in the textbook with his or their classmates' help, and gave enough time for every student to tell their story. Some students owned cars and it was easy for them to relate to some of the pictures and create a story from their own experience.

For example, they spoke about the A/C and emissions and how they could be a reason for air pollution. This was very exciting for other students, who jumped into the conversation and participate, and added more to their stories by using their parents' cars brands in the story, which later turned into a competition.

PT6 seized the chance to use his students' own examples from the stories and apply them to the textbook, as most students did not understand the examples that were provided in the textbook. PT6 then engaged them with conversations and added real stories about the air pollution history in their town and how it started several years ago, which was very interesting. PT6 was forced to transfer to another subject for a few minutes and talked about physics and tried to explain to them how the air pollution starts and relates to the environment. He then drew a picture of layers of the sunrays to clarify his idea more in more detail, using.

Regarding PT6's level of autonomy inside the classroom, he was willing and able to be free of the textbook arrangements as he started his own design of the textbook using the same topics. He was even free of limitation when evaluating the new textbook of *Aim High 3* as having too many exercises with no time reference. Moreover, he considered that the new textbook would be a connected series of previous parts of the series that his students were not aware of. His methods of teaching were interesting and attractive, especially when he spoke about their town and enquired about their families' farms to relate to the vocabulary of the lesson.

Moreover, his willingness and ability were enough to an extent where he could have the freedom to undertake his personal learning and teaching, as needed to follow Huang's definition of teacher autonomy, which is adopted in this study.

For example, PT6 used the textbook as a secondary material, as he used more of his students' own experiences and current knowledge. That was clearly shown when his students were able to provide more to the subject when their context was introduced. PT6 was able to help his students follow their own way of learning inside the classroom without his help, which encouraged their learning autonomy.

- PT6 lesson textbook actual pages:



Unit 6 - Lesson 1

Discussion

THE ENVIRONMENT



Look at the pictures. Then discuss the questions below.

A. POLLUTION OF THE ATMOSPHERE



1. What can you see on the left and on the right?
2. What is happening to the smoke and gases?
3. What do you think the result is?

B. POLLUTION OF THE RIVERS AND SEAS

1. What can you see on the left and on the right?
2. What are the chemicals and the oil polluting?
3. What has happened to the birds and the fish in the pictures?

C. POLLUTION OF THE LAND

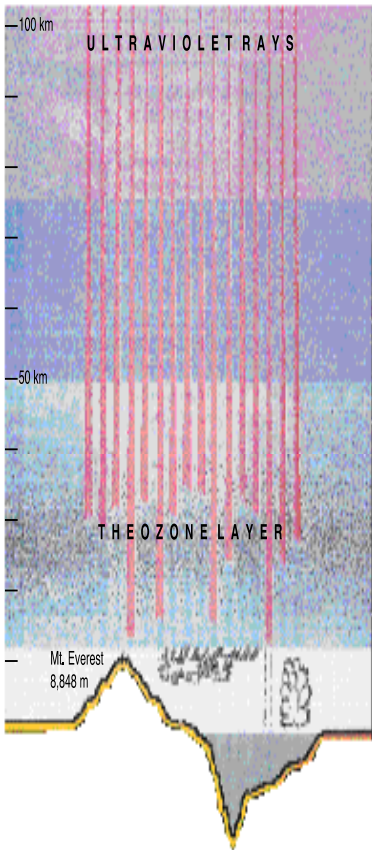



1. What is the plane doing on the left?
2. What is the bulldozer doing on the right?
3. What will the result be?

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Unit 6 - Lesson 2

Reading



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5-2-1-2 Grounded Theory approach

This part explains how the study employed the grounded theory of data collection as well as an analysis of the data obtained from interviewing the participants. The participants of this study have demonstrated a broad consideration of the research questions, which gave me (the researcher) a chance to generate a lot of information from all the interviews.

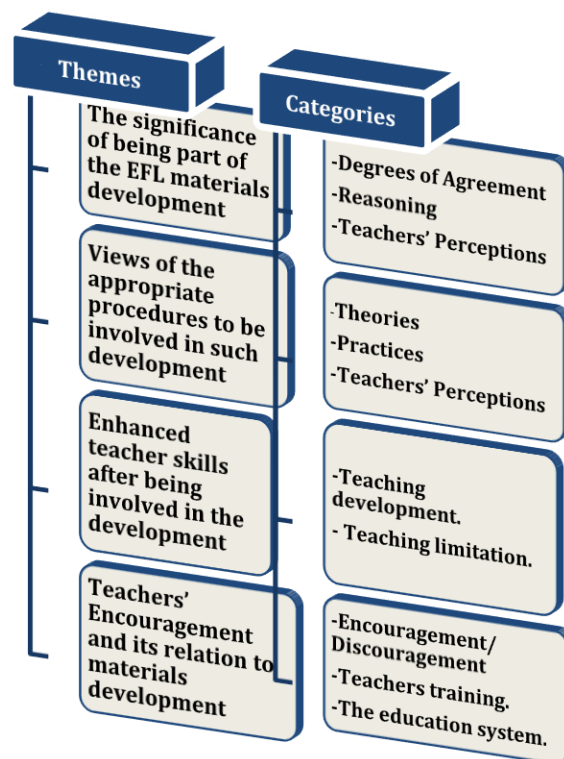
Their responses were different based on enthusiasm, feeling and eagerness to provide answers to this study questions. Hence, some of their responses tend to be interrelated and in certain instances, they seemed to be repeated and contradicted, which I fail to analyse with all the available responses.

Due to this, this research employed the use of codes and categories, rather than conducting an analysis of every question in a separate manner to escape a hurdle of answers, which appear to be unrelated to their questions. The codes plus the categories in graph 3 below are applied in the place of the grounded theory to link this research to the results for the data collected on every theme.

1) Teachers development and materials reform

Every theme and category has been analysed from the responses of the participants in each question and has been divided amongst the themes plus the categories to be assessed and described with clarity to the audience under the topic “Teacher development and materials reform”. This is depicted in the following graph and follows from the title of teachers exercising autonomy on graph 3:

Graph 3: Themes and categories for the EFL teacher and materials development:



I. The significance of being part of the EFL materials development:

A. Degrees of Agreement

It is clear from the perspective of the participants that the amount they agree on, regarding their points of view on the extent of the participation of teachers in development of materials, is, for the most part, similar. This adheres to the perspective of the majority of educationalists like McCulloch (1997), Christophoruo (1994), Tyack (1993), and others, who are of the idea that teachers form a fundamental part of the issues linked to the requirements of students, their strengths, weakness and the factors, which foster the knowledge acquisition and progress towards a good future in education.

This complied with the statement from PT4, which posited that this kind of participation assists in progressing forward the cycle of education:

“I believe that teachers are the most important part for materials development as they are who push the education cycle forward for better education environment.”

B. Reasoning

Every participant agreed on the main point of supporting the engagement of teachers in materials development as depicted in the review of literature, which affirms, with clarity, that teachers understand the concerns of their students, their likes and dislikes and their strength and weaknesses (Christophoruo, 1994).

PT1 claimed that he feels teachers are able to use the regime of self-evaluation of the current learning setting, which confirms how vital it is for teachers to participate in the development of materials:

“As a teacher, and because of the strong relationship with my students and being close to them, I think I could design suitable materials to my own students. For example, I have been teaching in several schools and each school has different students with different levels; therefore, sometimes I try to give more explanation about a particular subject and sometimes do not”

The other participants, including PT2 and PT3, also included in the statement that they are of the same view as PT4, PT5 and PT6, as described by PT1 who affirmed the relevance of teachers’ participation in the process of materials development. He regards it as the main aspect in the development of education - to be able to edit the existing design made by the developers of the textbook.

PT2: *“It helps to push forward the educational cycle which is also a major factor to develop the EFL teaching and materials”*

Additionally, PT3 responded: *“The answer is yes, the teacher is the most important person who can change, add, find mistakes or even edit the textbook, because he is the one who teaches and takes control of the textbook and knows the students very well”*

C. Teachers’ Perceptions

As stated initially in the literature review, the use of textbooks and the manner in which they were applied in teaching is significant. It also known that textbooks present materials in a way that may adjust well in the classroom reality, or alter the requirements of the learners.

Instructors always understand their learners very well compared to other people, including the writers of textbooks (Haycroft, 1998, O'Neill, 1990). Hence, PT1 states that the textbook is more suited to more able students than to the present level of the students, so he made efforts to make the textbook much simpler as best he could, and to avoid some rules of grammar, which needed more comprehension and information:

“if the teacher is taking part in the materials development and agreed for all their requirements for taking part, they will have insightful encouragement and enhanced performance.”

Additionally, PT3 affirmed that there were some mistakes in the new textbook that was recently offered to schools all over the country. This new textbook forces each class to be taught at the same level, country-wide. Teachers are the only people who are able to personalise this uniform ability level that is set by the new text book. Relating to his (PT3) obligation, PT3 found it necessary for a teacher to do some alterations. This affirmation is similar to the statements made by PT5 and PT6. Hence, PT3 inquired if the alterations in textbooks would be considered in terms of being acted upon alone or with help:

PT3 *“they will equalise every class in the country and apply the same textbook, even in one school you will find different levels among classes, I should present myself and explain the mistakes I found in the book, but the question is; is there anybody that will cooperate with me?”*

The previous statement made by PT3 involving a question on teachers' cooperation, which may be required by teachers, which complies with the PT4's statement -he wanted the application of the recommendations from the teachers about a textbook to be recognised for it to be used with excellence in class:

PT5: *“If the teacher is taking part in the materials development and has their agreement on all of the recommended requests, they will have insightful encouragement and enhanced performance.”*

II. Views of the appropriate procedure to be involved in such development:

A. Theories

Different educationalists, such as Iannone and Obenauf (1999)), Roehler et al. (1988, cited by Richardson, 1994), suggest that every practice must reflect a strong foundation and a solid theory as the starting ground. Additionally, they also depict the perspectives that the materials should depend on organised guidelines. Also, they show that teachers who have more experience in teaching are active, which confirms that if they are in the contrary, that is to say they are less experienced at teaching, they will be of the opposite, namely less active.

Following a sequence, the present research conducted examined a number of issues with respect to the case of the manner in which the teachers' beliefs, regarding their engagement of materials development, is the foundation, for every action in education. PT3 for example related his job and actions as a teacher with things that are involved in the teaching itself; hence teachers are the crucial passage for the students inside and outside their class.

This engagement may be implemented through different ways, either via the traditional means, such as contacting a supervisor, or through the media:

“As a habit or a routine for the job of the teacher that he/she should take part in the materials development, either by contacting with the supervisor, or contact one of the TV programmes that host educationalist or materials designers and give them your comments or notes on the given textbook”

Moreover, PT4 proposed that there is a need for a teachers club to exist that involves teachers who are experienced. This would allow them to hold a discussion over the issues of the present textbook and any other textbook that may be applied in future:

“I believe there should be a teachers' social club for the outstanding teachers which concentrates on the education cycle and facilitates discussion about the current textbook or the new textbook that may be applied soon.”

PT2 also had similar views with PT4, but in a different perspective. He recommended that there must be seminars, conferences or courses, structured to give space for discussions of the issues of education and the development of the materials of EFL:

PT2: “In attending seminars and conferences and courses regarding the development of the EFL materials and surf the internet to search everything to help the teacher take part in such development.”

PT1 used a very different approach and only showed the relevance of understanding the level of your students and being close to them till it reaches a time when a teacher identifies an appropriate way to come up with a suitable design for the course of their students:

“Knowing the students’ level and being close to them helps me add or edit the suitable materials for them.”

PT5 struggles at times with his students every new semester, since their acquisition of English was very poor and influenced by the outdated methods of teaching and kept down the victimised students from the years that had passed. He has thoughts that this affection has hit against the approach of teaching and needed him to act autonomously to resolve the strain:

“Most students are victims of the old teaching approaches and therefore, I find it hard to keep track of their own level with my new teaching methods, I usually start from the beginning as a foundation and continue with my new methods”

PT6 stated a theory that the teacher is only able to design his materials by offering his freedom to approach teaching via his learners, in his personal teaching style. He further explained that the MoE in Saudi Arabia only requires the outcome of the strategy the MoE has established, which could occur by revealing the overall aim of the student level or the guidelines that are organised:

“The best way to be part of the materials reform is by only giving me the headlines and leaving me to deal with the rest, just give me the aims of each level and let me design the materials; I’m capable of designing the materials. I know my students’ level, I know their

capabilities, and I know my own teaching methods and what the school can provide for me.”

B. Practices

After studying the theories given by the participants initially, a practice comes up to present the education system or the basics that were recommended earlier and work on them on a step by step basis. PT4 showed that this organization of teachers or union is supposed to make specific proposals that must be in a closer, recognised and applied “*The decisions of such a club should be considered and appreciated from the part of the organizations and government and considered their decisions as references for the future.*”

PT2 goes further to the results of the conferences and seminars that he recommended previously regarding the participation of teachers in the materials of EFL and describes the benefits of using the knowledge of teachers for further encounters with the pedagogical methods:

“Teachers can survey on their students about their needs and weaknesses in studying the language, which may help open up new teaching approaches.”

In addition, PT1 encountered several areas of improvement with respect to his strategy of teaching the level of his student and hence used the new teaching methods differently every year:

“if you had the chance to attend one of my classes last year which was the same book, but, this year you will find a totally different style to be more reliable and exciting for the current students.”

PT3 proceeds to relate the duties of the teachers and his duty in the class with any scenario that requires departure from the instructions given in the book:

“because you are the teacher who is responsible for teaching that book. Sometimes, I skip some of the units because they are not yet suitable for my students, for example, it is impossible to teach them (students) a conversation without teaching the alphabet or how to make questions and answer them.”

The previous practice by PT3 complies with the PT5's practice who described the basics in all semesters to simplify the subject for the learners:

"I have a system at the beginning of every semester I start by testing them on the alphabet and numbers for each level, I teach because they are basics for every learner; unfortunately, not all students comprehend them correctly and this is the vast majority."

Meanwhile, PT6 brought out a crucial way of simplifying the subjects for the students, which is through teaching the students in groups with every group having at least one brilliant student:

"if I have five outstanding students in one class, I would be able to teach in groups and spread those five with each group, but, I can't do it in another class, because, the level of all the students is the same."

PT6 continues in his personal approach to interest students using a prize after they excel in the test of common English vocabularies, a strategy which he felt required to use after he observed that the skill level of his students was not high enough:

"When I noticed my students' level, I was forced to increase their new vocabulary, simple 150 common words, and I prepare worksheets and hand-outs from the internet and the book, but differ in the clarification as I didn't like the way the book explains its content as it doesn't contain many examples to be applied by students, so, I asked them to study the worksheets and I gave a test on them with 100 SAR or PlayStation voucher for each student to pass the test."

C. Teachers' Perceptions

Dobson and Dobson (1983), Simpson and Jackson (1984) both posited the significance of the assumption that in situations there is a need to making judgments of philosophy by teachers. Such judgements are considered to be a clarification of the ambiguous, unsolved matters that are raised in schools or education environments in general. The contribution of teachers is added as an extra responsibility to the main duty together with the materials used in classrooms.

The outcome of this was that every participant in this present research considers different teaching strategies that were not in the list present in the offered textbooks, or highlighted the behaviours of supervisors upon their visits to teachers in schools. For example, PT4 stated that the designers of the textbook neglect their suggestions and ignore the vital duties of the teacher in the development of the materials:

“There was one single workshop with teachers in one of the schools that have applied the new textbook, and all teachers who attended agreed that the extra exercises are one of the disadvantages of the new textbook with no proper time given for each exercise. Nevertheless, the new materials’ representatives did not appreciate that and responded with very bad behaviour and firmness to the discussion which has been a typical response for years, therefore, such an old school response from those representatives is a bad influence on teachers.”

This statement complies with Munn (1995), who believes that the match and mismatch existing in the materials, evaluation of development, the perspective of teachers in the materials and a description for the good or bad performance regarding these developments have been neglected by planners of education.

In conclusion regarding this theme, as per the statement given by PT6, the teacher is the person with crucial knowledge about his students. The teacher is also the one who is able to assess his students’ level and the appropriateness of the teaching method being used to teach them, instead of these factors being decided in advance by the MoE:

“I’m the most capable person who knows what they studied before, as I make an evaluation test before they start, but, I sticking to one way of the textbook but I have the ability to teach without the provided book, but it’s illegal.”

III. *Enhanced teacher skills after being involved in the materials development.*

A. *Teaching development*

Development of teaching may be dependent on the outcome and motivation of how the work progresses, whether forward or backwards. Hence, many educators like Cheung (2000), Griffin (1979), Miller and Dhand (1973) stand for the view of a significant role for teachers in the development of the materials. They also investigated the expectations

of the teachers and their beliefs about the materials, which direct their practices, and the quality of the decisions and also to their influence regarding the individual or group work. This affirmation tends to comply with outcomes from the study.

For example, PT1 has thoughts that he could use many methods of teaching if he could participate in the development of the materials of EFL and this would encourage him to be more active and creative as well:

“if I took part in developing the materials design I could adopt many teaching methods that suit me as a teacher, so, it is natural that I should participate in developing the materials. As a result, participating in developing the EFL materials encourages me to apply new teaching methods.”

PT2, who recognises the involvement of teachers in materials development as an important thing, revealed the relevance of teacher development, which would include encouragement and enhancement of the skills of teaching:

“if the teacher is involved in the EFL materials development it will absolutely enhance their teaching skills and the materials themselves, because, teachers are free of limitations that prevent them from the educational development and give them motivation to produce more”

PT4 also revealed that teachers must be appreciated in their teaching, which, as declared by him, offers the bonus of being more creative and transference of the benefits to the students:

“There should be an encouragement and an appreciation for teachers and what they are teaching, which gives them more stimulation and allows them to be more creative. Even though, such enthusiasm will be reflected on the students themselves and give them the chance to be creative as well (the teacher is the mirror for the students and the students are the mirror of the teacher.”

Hence PT1, PT2, PT4 all comply with PT5, who trusts that his teaching approach must be respected, since he is the only person who is passionate about his work and who wishes to

be of benefit to his students, and prior to that, assist himself to enhance his teaching skills:

“I think there should be a finger print of my own way of teaching, especially, I have a passion as a teacher that I should give my best at my job, therefore, there shouldn't be a problem that I can add my touch to the textbook and aim for developing the teaching skills either for the benefit of the learner or for my self-fulfilment.”

Additionally, PT6 complied with the previous statements from his colleagues, but he inquired about how to achieve such an involvement in the development of materials. Would it be by his presence in the class or by assisting them in making decisions and instituting a difference? The relevant quote is below:

“It gives you a motivation to be the best at everything, which is the most important aim, but to extend, I can say it depends on the scope of participation, by only my existence, or a decision making, or by voting, so what kind of participation are we talking about?”

B. Teaching limitations

A large number of statements are given in the literature review, which identify the danger attached to neglecting the major role of the teacher in development of the materials and as such, many people who demand for it, like Bell and Gower (2011), McDonough et al. (2013), McGrath (2013), Richards (2013) plus many others, and who trust the rights of teachers to be part of the process of materials development. Furthermore, this research links to the disadvantage of the lack of involvement in the development of materials which is put on the teachers in class, and the teachers who facilitated this study as participants.

For instance, PT2 and PT4 complied with the notion that not participating in materials development will lower the morale of teachers and hinder them from being creative:

“If the teachers have been discouraged from being part of such participation, it will affect his/her teaching validity and their educational production inside classrooms, because, they lack freedom and are faced by a load of conditions and limitations regarding their involvement in materials development.”

PT4 also affirmed the demotivation of teachers might be experienced with respect to isolation in the field of education and be put aside from participating in the process of materials development:

“If there is no participation from teachers it may be counted as a disregard for the teachers’ productivity in the future as they are considered to be the education centre that encounters the students’ needs.”

Regarding PT1 and PT3, they stated that it does not suit the students’ differing levels and learning styles, which is in agreement with the claims from PT1:

“The textbook itself is not eligible for teaching different approaches, and sometimes there is no time for me to explain a particular subject or using visual aids or other techniques.”

PT3 also described in a similar manner that the textbook explains concepts that are lacking in the minds and culture of students, rather than describing examples relevant to the real life of students:

“The book was a start point for the teacher to change a certain style within the book and choose what is best for his students even if it is illegal to take students outside the class.”

Also, PT1 and PT3 described how it would be of convenience for teachers to be involved in the development of teaching materials:

“However, if I took part in developing the materials design I could adopt many teaching methods that suit me as a teacher, so, it is natural that I should participate in developing the materials. As a result, participating in developing the EFL materials encourages me to apply new teaching methods.”

This also complies with the PT3 statement regarding his capability of participating in the development of the materials so as to satisfy the requirements of the students:

“Why should there be a person from America or Britain who may be called Dave for example coming to teach our students, while I could give them what he can” (Dave is one of the authors who wrote the English textbook”

IV. Teachers' Encouragement and its relation to materials

A. Encouragement/ Discouragement

This research experiences a sign of the limitations and discouragement of teachers with respect to the choices which are restricted, or the scenarios they are subjected to in schools or in their classrooms, which demoralise their creative abilities as teachers.

The majority of research has been executed to link the importance of motivating the teacher to be part of the materials development, much like the study by Al-Dehan (1994), who researched teachers of secondary schools and their opinions regarding their participation in the development of the materials.

Al-Dehan (1994) demonstrated that the Saudi teachers highly needed to be included to participate in the development of materials and gave out suggestions with respect to motivating teachers in participating in the development of the materials.

This research similarly, revealed that teachers lack the exposure to be motivated to develop classroom materials, or even apply new strategies to pedagogy in the classes of EFL. PT1, PT3 and PT5 encountered a motivation during their teaching approaches in general, although none among the teachers was motivated to take part in the development of the materials.

PT3 has come across a fulfilling motivation from the school, as they promised to offer all equipment that is required and his supervisor also motivated him, but he did not mention the kind of encouragement that he specifically received:

“The school in general has encouraged me as they promised me that they would provide anything I need, the supervisor also always encouraging me whom he is different than other supervisors who are not”

PT2 stated that all the teachers including those who are in training and those in the MoE tend to be a demotivation to the teachers in schools:

“In my point of view, there is no encouragement for teachers' education development whether through teacher training courses or school system or even the Ministry of Education”,

He assessed his statement through affirming the neglect he encountered while in school with respect to provision of a reliable place that is appropriate for language teaching:

“The school system prohibits providing a private place for language learning such as a language laboratory. This prevents the teacher from developing new pedagogical methods in schools.”

PT4 linked his discouragement to the limitation of his freedom he experiences as a teacher. He had feelings of being underestimated through the isolation from the appropriate knowledge he needed to make the questions for the exam, and the manner in which this limitation also put him aside for participating in the process of materials development:

“Teachers do not have the right to make questions from their own experience and teaching through the year. Therefore, if teachers do not have the right to make their own questions, it is vital that they do not have a place to be part of the materials development.”

PT1 stated that the old publishing of the present textbook is also a demotivation:

“I think the old publishing of the English book which is provided by the Ministry of Education in Saudi Arabia discourages me to apply different approaches.”

He then proceeds to explain why he believes that the present textbook fails to recognise the differences at the individual level and that it is also advanced compared to the current level of the students:

“unfortunately, it does not appreciate the individual differences, as it is an advanced textbook, which I think it may be hard for many students.”

However, PT1 has thoughts that the new textbook will advantage him on application of more methods of teaching, which he could not manage to use with the present textbook. Furthermore, he added that the new textbook which was applied in a number of schools, but not all of them, is going to be very relevant to meet the students' needs and it will also be advantageous for teachers:

“The Ministry of Education has developed a new textbook which is more advanced than the existing one, but it has not been activated for all schools yet, only two or three schools within one city. Nevertheless, I can say that this new textbook is more reliable and applicable for teachers, which helps the teacher apply new and many teaching methods.”

PT3, who teaches the new released textbook in the capital city of Saudi Arabia, partly agrees with PT1, who obviously did not yet experience teaching the new curriculum by himself, however, PT3 declared neither an applicable nor reliable as what PT1 thought the new textbook would be.

PT3 claimed that it is similar to the old textbook in terms of their preferences and that it is more enhanced than the level of his students, as thought by his colleague regarding the textbook:

“The main problem is the book itself, because its level is far beyond my students, who are aged around 12, but it is designed for professionals or special English language institutions, therefore, this is the main discouragement.”

PT had beliefs that his students had a poor foundation level of English, which was also a demotivation by itself, since they were poorly taught by their previous teachers. The teachers applied the textbook only and left the students lacking in basics:

“The discouragement I had was going through a rough performance with badly founded students with no basics from the previous teacher who only used the book, and the student is the victim here, so I tried to start from the beginning with them and built a foundation with every student.”

PT6 continues to affirm that the students themselves were a discouragement, since they only possessed the interest of using the textbook as the primary source for language acquisition so as to excel in their examinations:

“Moreover, I found a discouragement from the students themselves as they indicated that they were only interested in the book because they think that they only need to study the book for exams.”

B. Teacher training

PT2, PT4 and PT6 all agreed with the notion that the administration in education fails to provide adequate courses or seminars, which concern the development of teachers, and rather offers opportunities for general workshops with respect to classroom subjects as well as exams:

“Regarding the teacher training courses that are usually provided by the administration, they are general courses focused on how teacher arrange their exam questions or classroom control or students’ discipline”(PT2), “About the training courses, they are very general and not specified for English language teachers, however, English language teachers usually attend a workshop at the beginning of their teaching about the procedures of how to make an exam.”

Meanwhile, PT1, PT3 and PT5 appear to be very content with the training of teachers, which they enrolled for, although they failed to indicate the particular type of training that they go through. Although, PT1 seem to be generally satisfied with teacher training, with clarification of what kind of satisfaction or type of courses:

“The only encouragement I found is the training courses which are provided by the education administration in Saudi Arabia.”

C. The MoE/school system

The MoE, which provides the system of education in Saudi, is amongst the demotivating factors that teachers tend to experience, often with respect to the materials development offered by the ministry or development of teachers. Hence, the majority of teachers, as with the people who participated in this study, possess issues directly or indirectly with the Saudi MoE.

For example, PT1 links the old textbook that was supplied by the MoE in all the schools to the main disappointment to his teaching and as a limitation to the choices he can make on other approaches of teaching:

“I think the old publishing of the English book, which is provided by the Ministry of Education in Saudi Arabia, discourages me to apply different approaches.”

Moreover, PT2 accuses the rules of the Ministry of Education, which act as a limitation to the teacher from using more methods of teaching in the classroom and also hinder him from combining or getting another textbook:

“The MOE does not give enough space for the teacher to enhance their pedagogical methods or even to participate in materials development. Furthermore, teachers are forbidden from joining a second text book inside classrooms rather than the one provided by the Ministry of Education.”

PT3 and PT5 were discouraged by the MoE, who imposed rules that are unethical according to them, which hindered teachers from performing their tasks efficiently and treated them as machines, as declared by PT3:

PT3 *“The Ministry of Education rules sometimes are a big disappointment for teachers as they think that the teacher is a machine or a walking robot, after that the school will ask me why I didn’t finish the book, which is a rule by the Ministry of Education that you should finish the book even if the ministry didn’t know whom you are teaching.”*

This affirmation made by PT3 comply with the affirmation made by PT6, who had thoughts that the rules were meant to be bent and no person will present the information to the MoE when they were bent:

“About the Ministry of Education rules, the best thing about those rules is that nobody asked me to apply them except finishing the book, everyone asked about the book, the book (Repeated), but, there is no punishment if I didn’t finish with the book because no one will tell the ministry about that.”

Both PT3 and PT5 think of the MoE as opposing teachers and they believe it often establishes rules and sends memos to schools that cause students to turn against their teachers, which might affect the teachers’ job inside classrooms:

“The Ministry of Education always gives contradictory memos and rules that make the students turn against the teacher sometimes, which may affect the teacher’s work sometimes”

PT5 also claimed a similar example, which was explained earlier by PT3, regarding the disruptive student in class, who wasted the time of both students and teachers concurrently. The teacher is forced, by policy, to keep that student inside the classroom:

“For instance, one of the rules is that the teacher should never ask students to go out the class during the teaching period, which is an obstacle because, the teacher have no time to waste and the punishments are not the teacher responsibilities in the school. Students sometimes deliberately annoy the teacher on the class because they know that the Ministry of Education rules is for the benefit of the students against the teacher, which may confuse the teacher.”

As indicated in several occasions in this data collection, the teachers’ supervisors acted as the mediators/agents of the MoE and therefore, are the ones who evaluate or guide teachers in situations, where they needed their professional opinion. However, PT4 and PT5 stated that they went through scenarios that required consultation or advice from their supervisors, although they acted as individuals since their supervisors did not encourage their teaching approaches and only visited them when they wanted to discover mistakes or criticise. Thus, PT4 said:

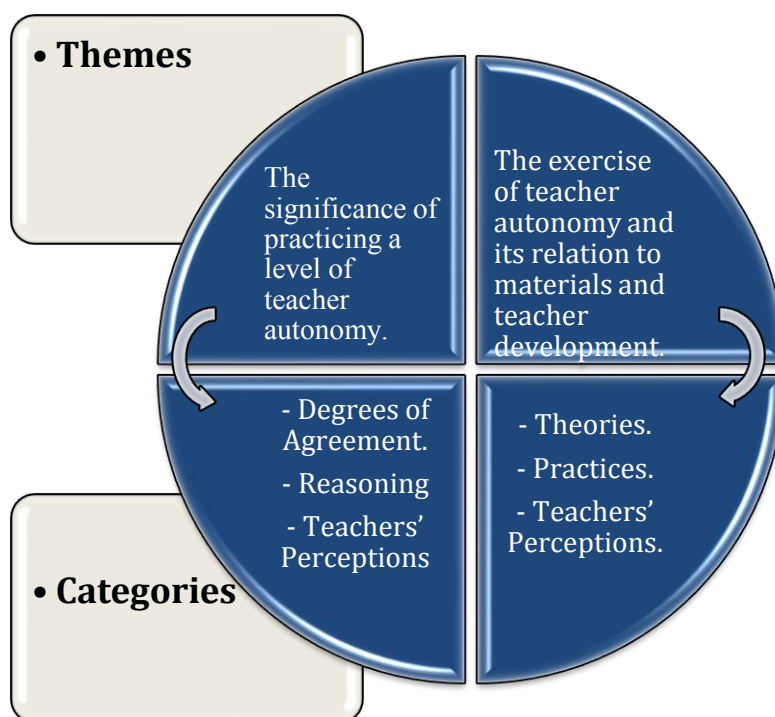
“my supervisors just come for a typical visit and search for mistakes with no recommendations of their previous and personal qualifications in the field of education”.

PT5: *“I don’t care about the way students understand the lesson as long as they understand it at the end, and this way makes my supervisor criticise the method on every approach I do inside the class and find the disadvantages instead of the advantages.”*

2) Teachers exercising autonomy

After choosing the appropriate themes and categories from the study questions, I opted to separate a number of the themes and categories in relation to the changed topic in the interviews, from the development of teachers, to their levels in practicing autonomy and its engagement in this perspective so as be made more clear, as depicted in a separate graph (graph 4).

Graph 4: Themes and categories of teachers exercising levels of autonomy:



I. The significance of being an autonomous teacher.

A. Degrees of Agreement

The autonomy of learners is dependent on the autonomy of teachers (Little, 1995), which is the most vital factor that almost every participant approved in this research. Furthermore, every participant found being under the limitations of the rules set out by the MoE a constraint and so felt they could not use different methods of teaching inside the classes.

For example, PT1 has thoughts that having freedom from limitations is the fundamental factor for attainment of independent teaching so the teacher is able to use his or her own personal teaching methods:

“It is very important for teachers to be free of restrictions towards applying their methods in classrooms.”

This issue may otherwise result in the use of teaching methods in a random manner and fail to achieve the main purpose of teaching, which was experienced by PT6, who responded to the question by asking another question. He inquires on the validity of the methods of teaching whether it was limited by the existing rules or by the absence of materials:

“If I have been limited or dominated by rules and limited materials, and no equipment, and no autonomy, so what is the point of teaching and what should I do?”

This statement is with regard to Little Little (1995) that the main aim for every teacher to discover their actions of pedagogy, they must be able to autonomously investigate their professional skills.

B. Reasoning

Saudi teachers need to follow the set textbooks, even if these necessities may result in severe consequences amongst students, as the set textbooks are the sole sources for the teachers in schools and this may neglect the differences and abilities among students (Al-Sadan, 2000).

Hence, the major reasons for the majority of participants to gain a degree of exercising teacher autonomy, was to leave both obligations and constraints that oppose this main factor. For instance, PT1 and PT3 declared that the independent teacher is important so as to assist in propelling the sequence of education forward:

PT1 *“Practicing teacher autonomy is a major necessity for the cycle of education to be pushed forward, unlike controlled teachers who are limited to the book only and obligated to just finish all the units of that book.”*

PT3: *"If I was limited to the book for example, and couldn't choose other examples from outside the book, the students may never understand it at all."*

Little explains autonomy of teachers but does not define the autonomy of teachers when he claims:

"Successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploiting the freedom that this confers" (Little, 1995, p. 179).

The main reason to gain a certain degree of teacher autonomy is the crucial reflection (Aoki (2002). A vital aspect of practicing autonomy and reflective action needs teachers to dedicate a lot of time and energy. Offering support to the progress of learning of a student also needs both time and energy. This typical reflection lays on the duty of teaching, for the fostering of learner development, as well as promoting their expertise, which represents an obligation that can only be managed in class.

PT4 and PT5 comply with this assertion and claimed that the teaching job needs more work and time so as to be able to handle the new approaches of teaching just for the learners' advantages, which is why they have the thoughts that the participation of teachers in materials development is mainly related to the teacher' independent practices inside or outside the classroom:

PT4 *"As a teacher, I may give more effort and try to reload with materials and outside worksheets, lesson plans and activities to support the new teaching methods, but this will take at least most of my lesson time per week, and should be designed with new examples and new activities in the book."*

PT5 thought that materials development is a factor to be considered in autonomy of teachers. He believes that being involved in the old approaches of old textbook creates a teacher who is autonomous to bend the rules for the advantage of the students:

"Of course it is considerable, because the teacher needs to stimulate learners inside the class that is not mentioned in the teacher booklet and the book, which force you

sometimes to break the rules, but at the end it will change the learners' routine and make learners like the subject."

PT5 regarded the rules at times to be very tough and difficult to use, which has negative impacts on the learners:

"Some teachers make students afraid of the English subject either to make them respect the teacher or make them work hard, but they will hate the subject."

Larrivee (2000) believes that in order to become an effective teacher these days, it entails more than just using many skills and approaches. Larrivee (2000) also claims that succeeding as a teacher involves more than adopting the approaches for giving instructions, and making the students remain attentive to the work and also handling the behaviours of the students. PT6 went ahead to affirm Larrivee's statement and raised inquiries on the validity of the goals of the ministry, in terms of offering the best knowledge for learners in schools with valid statements with respect to the person who is transferring these goals to students, which according to PT6, is the teacher:

"I'm the one who prepares the materials to be free, and I have the autonomy to control it and make sure how to deliver it, so at the end, the most important feature, which the student should achieve, are the main goals that are set by the ministry."

C. Teachers' Perceptions

Hacker and Barkhuizen (2008, p. 162) believed that the cognition of teachers is very important for teachers to grow as efficient independent teachers. PT1 stated that if teachers are given the chance to participate in the materials development, the materials will be more reliable and acceptable for learners, which also establishes a more developed environment of education:

"If the teacher took part on the development of the EFL materials, it may be more accepted and well received by students."

Cheung et al. (2008, p. 624) noticed effective teachers as bearers of strong cognitive skills who have the ability of choosing, organising and delivering content.

The majority of educationalists on the other hand, inquire on the extension of the validity of the concept of autonomy for some Arabic cultures (Palfreyman and Smith, 2003, p. 7). Hence, PT2 also claimed that in schools of Saudi, there is no autonomy amongst teachers, yet he thinks that as a teacher he owns the fundamental role on the development of the materials. However, if he attempted be autonomous, his options are limited and may jeopardise his teaching profession:

Even though that the teacher play a major role for developing the new textbook and apply new methods of teaching, but, there is no teacher autonomy or freedom inside classrooms so he/she can use a new pedagogical methods. On the other hand, if teacher earn his/her freedom inside classrooms by joining another book or provide different materials, they will be considered as convicted and are responsible for their actions”.

At times students have the obligation of memorising vocabulary with the intention of passing the exams, but various examples in one subject may be confusing and may require clarification for many learners. This proves the affirmation made by PT3 while teaching EFL. He encountered hurdles when he altered the examples from the offered textbook so as to enhance clarity for his students. However his learners failed to internalise the examples since they only memorised them as they appeared in the textbook:

“If I have the chance to exercise autonomy I can invent other teaching methods, for example I can change the examples from the book to be more suitable for my students. For example, I change what Dave explained in the hospital to the school that my students are located in now, but unfortunately, when they have their exams they will find the examples from the book and they will never know the answer because they studied a different example. Therefore, I’m obligated to teach them what is in the book, even if they understood the lesson very well when I explained it to them in an applicable way as a natural teaching.”

Additionally, Motteram (1997) detailed information regarding the many years that have been spent on the developing the materials for their classes and adjusting their strategies of teaching to a particular setting. He noted down that when teachers shift to autonomous

learning, they might expect the shift of the prior skill to a new setting that is student-oriented. PT4 recommended that this aspect requires maintenance via development of the materials themselves, as he proposed to come up with a design of the worksheets and actions so as to be able to handle the novel approaches of teaching, which he feels regard to him, do not really represent his exercise of autonomy:

“There should be new materials design that fits with new teaching approaches so I can as a teacher compromises with such activities and don’t waste a lot of my time. I can design my own worksheets, but doesn’t mean I have autonomy.”

The methods described by PT5 comply with the research executed by Rex and Nelson (2004), which demonstrated that the primary concern of a teacher was closely linked to his or her feelings about what would happen to their students after leaving school. Due to this concern, the teachers became more concerned with the efforts to develop their students on the skills they viewed to be very essential to their excellence in future.

Constraints caused by an institution, such as a school, are amongst the four constraints of the practice of autonomy, together with language conceptions, policy constraints and methodologies of teaching language, as Benson (2000) realised. PT6 experienced this constraint when he was using the approaches in his classroom, and he accused the ministry for that constraint:

“If the ministry provided the equipment they should give me the freedom to do it right. Therefore, if there are limitations, they should be after the ministry has provided every tool and equipment I need.”

PT6 describes that teachers are left with none of the materials for teaching and also have their approach of being an autonomous teacher blocked:

“So, there should be autonomy, because, we as teachers have gone beyond teaching, we began to deal with the computing systems, and school advisers, meet with students’ families, just to deal with the first aid and become a nurse.”

II. *Teachers engaging in materials development and its relation to exercising autonomy*

A. Theories

McDonough et al. (2013, p. 50) claim that the ability of efficiently assessing the materials of teaching is a very vital professional practice for teachers of EFL. Obedat (1989) also proposes that teachers are supposed to choose the requirements of the materials in the light of the needs of the students and district.

These suggestions resemble the input of the majority of the participant teachers, who acted autonomously relative to using materials. Additionally, each participant who declared the significance of teachers exercising autonomy as a fundamental duty of their position in the development of the materials, opted to declare differently with regard to their personal practice and setting.

For instance, PT1 claimed that due to the duty of the teacher, and his or her relationship with the learners, teachers must be engaged in the development of the materials so as to satisfy the needs of the students:

“Apart from the responsibility the teacher getting into of their sense of responsibility towards students’ needs, and the teacher strong educational relationship with students, they are able to comprehend the student’s needs and understand what particular materials should be designed in general for those students.”

PT2 agreed with PT1 and stated that the practicing of teacher autonomy is linked to the development of the materials, and to offering new teaching approaches:

“teacher autonomy plays a major part for developing the EFL materials and for providing new pedagogical methods as well.”

Furthermore, it complies with the views described in Garrett (1990), Kimpston and Rogers (1988), both of who posit that teachers are reliable people for the development of materials and they must do this in school, whether or not they get assistance from outsiders.

PT3 contributed more to this illustration that supervisors are only supposed to assess the learners' level goals, which are set by the MoE at each semester's end, hence, there must be some clear position for the teacher to be encouraged to put in more effort and realise the goals, without the supervisors making inquiries about the planning of every lesson and textbook:

"I think if the supervisor didn't ask for my lesson plan and asked only for the results at the end of the semester, it would be huge, because you would be motivated to buy new things for your students even if it is from your own money to cover all the designed aims at the end of every semester, so I would not be limited to the book anymore but obligated to meet the aims themselves."

Therefore, as explained in the literature review, it is the responsibility of EFL teachers to direct textbooks to the needs of the students (Harmer, 2007). PT4 stated that practicing teaching autonomy is the major factor for the development of teaching skills and for using new or varied approaches, and it is also important for him to develop his skills of teaching for the benefit of his learner's enthusiasm of studying and enhancement of their skill level:

"Regarding the development of my teaching skills if I have autonomy, I think I have developed a lot, as I used new approaches such as the communicative approach because I have seen the excitement among my students and the enhancement of their level."

Hence, it is a right for teachers to use additional or modified material, since they understand their students better than any other author of the textbooks that they use. They know about their concerns, their interests and dislikes and their abilities and weaknesses (Christophoruo, 1994). PT5 knows that independent teachers aid the development of enhanced teaching expertise and employ novel methods of teaching regarding their own assessment of the level of students and encourage them to do more:

"Of course it will develop the pedagogical methods, because you have used new teaching approaches according to the students' level and age, and if there is progress, it will encourage the teacher to keep using those methods or even do more."

Additionally, PT6 regarded exercising teacher autonomy as similar to how scholars are experienced in looking for the best strategies for their learners. He also thought it important for the establishment of solutions of teaching from previous experiences:

“It is natural that being an autonomous teacher will develop the teaching skills, every activity in education you find teacher search for the best, so, if I as a teacher search for the best, I will create solutions, and every solution will be drawn from a past experience.”

Al-Momane (1988) recognises that teachers are the best people to understand the current events of the society, which influences their educational efforts and materials. Therefore, teachers will add additional things from their own objective and subjective environments to the materials, whether or not they have the intention.

B. Practice

Razik and Willis (1978) claim that the main thrust in development of curriculum is to move the materials so it is more closely related to the educational setting. Hence, it is mandatory that every public and private school teacher, both in rural and urban settings, apply the same textbooks.

Because similar textbooks are authored for learners living in all parts of the country, and from every corner of the life in rural and urban areas and upper and lower social settings, there have been some hardships which have been observed among learners in terms of relating the contents present in the textbooks to their life (Alnahdi, 2014).

These types of universal textbooks can be very contradictory for a number of teachers since as they attempt to teach various schools in various cities, and because they teach diversified language levels of students, which is affirmed by PT1, who stated that this diversity has surprised him when he shifted to a smaller city from the capital city:

“For example, today, I had a grammatical rule to explain for my students which was very easy for me to explain when I was teaching in Riyadh three years ago, because of the advanced level of those students, but, at the moment my students have changed and their level also differs.”

The major objective of the evaluation in public schools is to evaluate the validity of the set textbooks. This evaluation depends only on the system of testing students, which represents the only tools for assessing the education (AL-Salloom, 1987). Nevertheless, PT2 had a different responsibility and used a different textbook and he has thoughts that this effort may become a threat to his profession:

“in my experience, I have joined a different book rather than the one provided by the Ministry of Education as an alternative action, but it is not legal to do so which may affect my career.”

Kealey (1985, p. 35) claimed that it does not matter how efficient the collaboration is between the schools and the community towards the development of the school curriculum. No matter how well the objectives of learning are listed, or how these objectives are related, the activities, the materials and the excellence in the activities of the programmes of the school, all are still dependent upon the teacher as an individual in class. Unless the teacher comprehends the philosophy of the school, the programme is rendered non-viable.

Every specific situation that learners usually encounter in schools, like times of examination, has its own setting for the learner and could entail anxiety as well as delaying, which requires exclusive treatment that can only be handled by teachers. Treatment of desires related to psychology, tend to differ from one teacher to the other, like PT3 and PT5, who held different responsibilities in revealing how they direct their concern in the manner in which students deal with their issues in learning, as a teacher who is independent.

For instance, PT3 stated that closeness to learners, at times, requires a teacher to prepare his lesson in a different manner so as to consider the present situation of the students in exams, which regarding him, is a thing that encouraged his independent teaching:

“I can be autonomous on certain things like skipping some units for a better time especially when they have exams and try to give them activities and revisions, because you are close to your students you will know their behaviour and feeling at that time, so

according to this you select the best lesson for them at this time and you can't say I will teach and I don't care."

As such, to neutralise the disadvantage of over applying the use of textbooks, Richards (1993, p. 9) suggested that the textbook requires to be interpreted. This interpretation could be achieved via teachers generating and applying their means for assessing textbooks. Richards precedes that with the sole purpose being that after the teachers know the methods in the textbook, and are also able to visualise the advantages and disadvantages of the provided materials, they will be forced to carefully employ the use of the materials.

There is also another instance, which complies with Richard's former statement, which was executed by PT5 also, who independently applied the manuals in an effort to simplify the lesson for his learners using every means possible:

"In every lesson I try to use the time before the end of the lesson and ask the best student to re-explain the lesson by their own way, so if they didn't understand from me they will understand from their classmate."

PT4 also made a good impression with his learners when he dedicated his time for them outside the book, which was for their advantage, in terms of the learning development of his students, and he also spent more of his time looking for materials and determining the best way to attain the desired level of enhancement of his students:

"I remember a personal experience that happened with me last year, I copied audio conversations from outside the book (interchange one) which suited my students' level, and tried to fit them with my teaching schedule per week, and noticed the excitement of my students and the spirit in the activities from those conversations, which I didn't find in the book itself."

PT6 also commented on how relevant it was for teachers to move forward and satisfy the requirements of their students with regards to their choices in the class, and also attempt to enhance the mind by using examples, so as to allow the coping of the students of the novel strategies, in relation to present teaching environment:

“I have designed and arranged a student’s booklet from a 46 different previous booklets from other colleagues even if it contradicts with the ministry rules, as I also, rearranged the provided book and added more examples and vocabulary. The ministry provided a direct method book, while I used a grammar translation method. I also tried to develop their reading skills because they are weak on reading, as they were taught by a weak teacher who spells the silent characters in a word like laugh (the previous teacher asked them to spell them all.”

That validates the orientations of every learning setting and the differences in classrooms, which teach only the set textbook of English, and all the EFL teachers may discover a different way of teaching for the sake of their learners, which complies with Loewenberg and Cohen (1996, p. 6), who demonstrated that educators tend to belittle textbooks and teachers who are change-centred renounce them. This notion of professional autonomy results in the view that teachers who are good do not necessarily comply with the rules in the textbook, but rather generate their personal materials.

C. Teachers’ perceptions

Rex and Nelson (2004) stated that teacher’s main motivational force propelling what they are interested in focusing on while in class is their duty to their students. This obligation was similar to the perceptions of PT1 and PT2, regarding the participation of teachers in the process of materials development and his or her exercise of autonomy:

PT1 *“Such participation gives the opportunity for teachers to be part of the responsibility and proceed on creating a better education environment.”*

PT2 described that being an independent teacher is for the advantageous for teachers as they themselves feel encouraged. This led them to realise the needs of their students and materials development:

“if a teacher can be autonomous, it will be a motivation to enhance their own teaching methods or even produce more pedagogical methods which will all be an advantage for students. But, there is no teacher autonomy in the Saudi public schools at all, and if there is teacher autonomy in public schools it all returns for students’ benefits and it also, develops the materials themselves and enhances the pedagogical methods”.

Hutchinson (1987, p. 37) believed that materials of teaching are not just the everyday instruments to be used by the English language - they are like an outline of the goals, methods and values of the specific methods of teaching. This statement is similar to PT3's affirmation on the addiction of one material in the class, which in this case represents the textbook. He believes instead they should put more effort on the major purpose of the level itself:

"They shouldn't memorise the book and they only need to meet the main aim of this level."

Tomlinson (2003) insisted that teachers require to generate skills in assessing and conforming to the materials of the classroom that they use. Teachers should also be assisted in being less dependent on the textbooks and enhancing them in terms of creativity, in the manner in which they employ the textbook. This entails a procedure for identification of what a textbook aims to perform and the way in which it realises these aims and generating means for efficiently assessing textbooks.

PT4 stated that teachers are often suffer from a bad judgment coming from their supervisors, who assess their job with respect to the textbook that has been provided, even if he is making efforts to the advantage of his learners and satisfy their requirements and value their differences at the individual level:

if there is a scheduled supervisor visit, I will have to go back to the book, because, he will evaluate my teaching according to the book, so, even if I have tried to benefit all my students and provide new teaching approaches, and also tried to appreciate their learning needs and individual differences among them, but by doing this, I'm now outside the law because I didn't use the book. As a result, I hope there will be autonomy in the future among teachers and learners as well".

A long time ago, some educationalists like Al-Jaml (1983), trusted that teachers possessed the 'real' and relevant knowledge with respect to their interactions with their learners, for the development of curriculum, in order for them to generate the theoretical guideline for both the planning and implementation of the materials.

PT5 employed many approaches of teaching with no respect to who will or will not agree with him, with respect to the applied MoE rules, as long as they are appropriate for the learners.

PT5 has thoughts that the ministry is aiming for quantitative outcomes and neglecting quality, which requires a type of independent teaching approach such as the use of novel methods that the students have not encountered before:

“if the teacher concentrate on the rules and applied every step in the book which is supporting the quantitative results rather than the qualitative ones, it will be unfair for students which are against the students’ individual differences, therefore, as a teacher you should interfere and make a change for the benefits of the students, and try to be autonomous to apply new methods that were never known for learners from your own effort, to motivate learners and in the end you will meet the students’ needs.”

Furthermore, PT6 recommended that if teachers are able to implement the materials that they can also manage to design them:

“if I have the ability to pre-arrange the textbook, shouldn’t I create it in the first place? Which means it will develop the textbook in the future, so if choose the most used 800 words, that means I may add them to the textbook, and if I know that grammar translation method will be suitable for students, sure thing I will add it to the textbook with more examples, as there are not many examples of grammar”.

Similarly, Abdulrahman (1977) had feelings that, because the materials are structured to provide solutions to the needs and likes of the students, teachers can enhance the materials by developing necessary experiences of education, instead of the experts who do not understand students like they do.

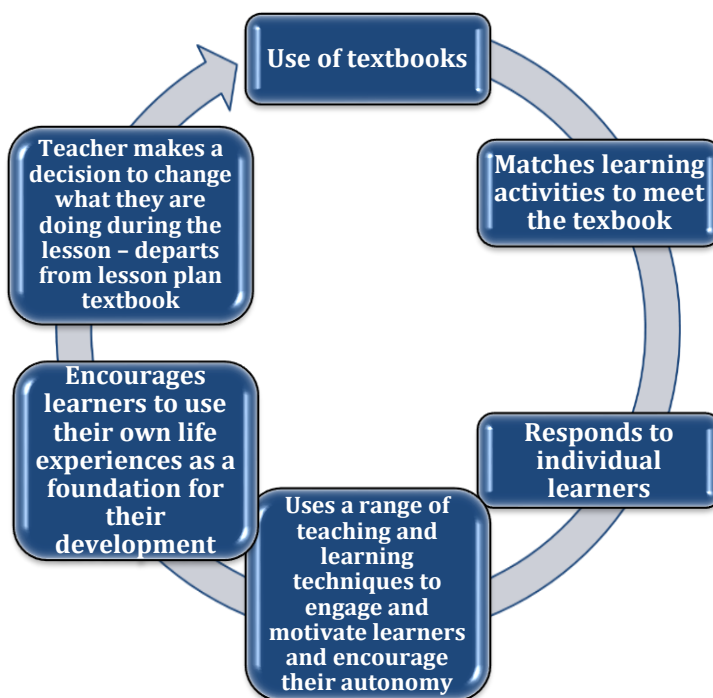
The previous analysis of the observation was integrated into one section with the interviews under each participant as single cases in the narrative approach. Therefore, I think it would be helpful to remind the reader that the following section contains the themes of the proforma in the observations method, where I triangulated the data from the teachers’ own accounts.

5-2-1-3 Observations

This part of the present study developed an analysis of the complete learning session of 45 minutes, in every class with each of the participants and incorporated each observed class with other participant as a grounded theory account. As detailed in the previous chapter, open-ended questions in a semi-structured proforma were applied in every classroom that was observed, to simplify my identification and appreciation of the practice of teachers, in the event of the observations or the information that had been captured from the classrooms getting lost.

The graph below illustrates the manner in which the proforma was employed in the classroom and arranged the selected topics with every participant separately to enhance the analysis of the collected data in the research and make it simpler to keep track of the practice of teachers in the classroom.

Graph 5: Teacher development/levels of autonomy in direct observation proforma/ Aspects/ Observations



The thematic observations in general will be indicated in detail in the following themes:

I. Use of textbooks/Materials:

PT1, PT3, PT5 and PT6 depicted minimum use of the textbook as the primary material source in classroom, and instead employed it as an aid for teaching in terms knowledge delivery to the learners like the use of available vocabulary and sample pictures in the textbook. PT6 contrasted them all and added a different vocabulary to the new textbook.

Nevertheless, those participants show similarity in the approach in their explanation of the vocabulary and making efforts to construct them from the pictures and offer hints about their meaning so that the students try to translate them on their own. Meanwhile, PT2 and PT4 apply the textbook as the sole sources in the class and even had ideas of applying it as the only source to escape the students' random responses.

II. Matches learning activities to meet the textbook/Material:

Participants including PT1, PT3 and PT6 managed to match their actions with vocabulary that was provided in the textbook, although, they failed to depend on it as the sole source of the examples and the classroom exercises, even with the explanations of the lesson in general. Meanwhile, PT2, PT4 and PT5 employed the other activities, which were completely similar to the ones in the textbook, as opposed PT1 and PT6, with the exception of PT5, who did not employ the examples from the textbook and employed the examples from the learners themselves.

PT2 and PT4 represented the only participants, who added translation exercises to be compulsory activities in class, but PT2 requested his learners work independently while translating the vocabulary in the textbook and describe the vocabulary, which would be learned later in class for additional information.

III. Response to individual learners:

Through the lessons that were observed, every participant responded with a lot of motivation and valued their differences at individual levels in class. For instance, PT1, PT3 and PT5 never understood to ask questions from the learners in class. But PT1 had the textbook in his hand opened on the page that was requested and so learners did not get confused about the page that was needed.

Additionally, he employed the spelled words by his learners and described them at separate instances, and adopted the student names to describe the words with the aim to excite and motivate them. PT2 and PT6 also responded to every question that the student asked in separate instances, and dedicated their time in their classes on the responses, particularly on the hard vocabularies.

PT3 used the same strategy used by PT1 and PT5, so he proceeded fast during the session, looking for questions and inquiries from his learners. He focused more on the students who jumped past some of the practices that were required by the lesson, and failed to maintain track of the lesson. He allowed them to skip ahead and be at the same level as the other students to ensure they do not lag behind.

PT4 employed the textbook to respond to all the questions raised by his learners. He asked one of his learners to read through some of the sentences located in the textbook and maintained his closeness with the student to help him finish the reading. He maintained his clarity on the request he made while in class, as he used the activities many more times so that each student will stay on the course, which was similar to the observation made in PT3's class.

PT5 employed a number of notes from his students and made corrections on some of the inscriptions that were made on the blackboard. For instance, he did not give space between some sentences and some of his learners noticed that and stated it in a very polite manner, for which he later did some editing and congratulated his students. He focused on the individual writing of his students and assisted them in rewriting sentences, if they needed correcting.

PT6 provided more time on the inquiries like PT2. Additionally, he did not leave his student when he had not given answers to all the questions and assisted them in becoming independent. He was very positive in his responses to some of the students who experienced trouble and asked them to read, to their peers, a number of the activities highlighted in the textbook without being assisted. PT6 was the only participant who asked his learners to read some of the sentences given in the textbook while standing up in class.

IV. *Use a range of teaching and learning techniques to engage and motivate learners and encourage their autonomy:*

Every participant showed unity in their strategies in their classes by involving students in several methods of teaching like working in groups, attempting to guess the meaning and performing a self-assessment of their work in class by collaborating with their fellow students to perform the translations.

This was to motivate them to be independent students and practice on their own without the help of the teacher. Participants failed to respond to the inquiries made by the students at times and rather engaged their fellow students to collaborate and assist each other regarding the responses and examples. Among the participants, PT5 requested the learner to stand before the rest of the students and re-describe further, with more information so that his fellow learners may understand in a different view.

V. *Encourage learners to use their own life experiences as a foundation for their development:*

PT1, PT2, PT3 and PT4 taught some vocabulary, leaving pupils to devise their own ways of understanding the vocabulary with each learner's personal internalisation, via the examples they give from their personal experiences of life. For instance, PT1 requested that the students describe a number of the international currencies and that they give their examples and their respective countries. This is something very different from what is given in the textbook. He also noted down some rules of grammar in an incomplete manner and left the students to complete them using their understanding from the previous lessons.

When PT5 requested one of his learners to re-describe the whole lesson at the end of it, the other learners assisted him in describing the whole lesson and hinted to him on the ways of giving details of the class. PT6 also engaged his student's imagination by embellishing on, for example, the decoration or add-ons of vehicles, like A/C, as well as giving information about the ozone. In this way he attempted to apply and coordinate with what will be studied in other classes, like pollution of the environment, and each student attempted to offer examples of their individual life experiences which may have been influence it in different ways.

For example, some learners resided in farms and they stated that they owned some machinery, which uses a large amount of oil, and how that contributed to pollution.

VI. *Teacher makes a decision to change what they are doing during the lesson/ departs from the lesson plan in the textbook/Material:*

Through the time of the lesson, PT1 and PT6 were forced to neglect some examples that were offered in the textbook, since they were vague to learners, and describe some examples of real life situations, which are not present in the textbook. Additionally, PT1 and PT6 used some of the names of his students on the board, during the lesson, and this motivated them. He at times stopped teaching and revisited some of his learners who seemed not to have understood the concept and re explained it briefly for the student to maintain remain at a similar knowledge level to his or her classmates, regarding the present step of the lesson, and as recognition of the differences between the students at the individual level.

PT3 and PT5 delayed their present session for the learners on a number of the conversations provided in the textbook since learners did not understand some tenses employed in the conversations. For example, PT3's lesson regarding the *present and past continuous tenses* and went back two years' time to describe to the class what the *present and past simple* is, which covered about a third of the time of the lesson, at which point he could revisit the present lesson. PT4 distracted some conversations between the learners and asked them to read out loudly from the book so he could employ it as an example while teaching.

A) Teachers' exercise level of autonomy:

As indicated in the narrative account where the participants' responses were treated as individual case studies, I have made use of Huang's (2005) analytic frame for autonomy in the observations to differentiate between the participants' willingness, ability and freedom to undertake the control of personal learning and teaching. From the classroom observations and from the integration of all the sources of data and in the previous analysis, I have merged a summary to discuss all participants' ability to exercise autonomy, making reference to Huang's framework to form this chapter's conclusion.

Teachers' practises varied from participant to participant and showed different interpretations towards applying the textbook inside classrooms. PT1 was willing and able, to some extent, to be free of the textbook arrangements.

Both PT2 and PT4 used the textbook as the only material inside the classroom, which meant that they were not free to some extent from the textbook arrangements. PT3, PT5 and PT6 however, were completely willing and able to be free of the textbook arrangements. Although, PT1 and PT3 have used the textbook as a secondary source and PT2 used it as a major source inside the classroom, all have shown that their willingness and ability were not enough at a point where all those three participants could have the freedom to undertake their personal learning and teaching, except PT4.

PT4 was unwilling but able, to some extent, to be free of the textbook arrangements. For example, PT4 was able to have the freedom to undertake his personal learning and teaching when his method of using the textbook was with the support of other teaching aids such as projector and audio player in an IT private funded lab (electronic book). Although, PT4 used more of students' group work inside the classroom, which helped students be encouraged to exercise learning autonomy, he however, chose to use the textbook as a major and only material inside the classroom.

PT1 and PT3 used more of students' own experiences and backgrounds and PT2 also tried to engage his students in a group discussion away from the textbook to discover the meaning of every unknown vocabulary. PT2 also engaged in his students' own experiences and encouraged group work for solving the exercises, which was not part of the lesson plan or the textbook method for teaching as it was not indicated in his textbook (*Aim High*) description. However, those participants (PT1, PT2 and PT3) were forced to complete their full lesson using only the textbook including PT4, who chose using only the textbook. As for PT5 and PT6, their willingness and ability were enough for them to have the freedom to undertake the control of their personal learning and teaching. For example, both participants have encouraged their students to practice their learning autonomy. PT5 and PT6 tried to engage their students to undertake their own way of learning inside the classroom without the help of the teacher, which encouraged their learning autonomy.

PT5 attempted to involve his students in an unusual method of teaching when he asked if one of them wanted to repeat the lesson with their own words with the help of his classmates. PT6 started his own design of the textbook using the same topics. He was even free of limitation when evaluating the new textbook of *Aim High 3* as having too many exercises with no time frame. Moreover, PT6 considered that the new textbook is part of a connected series that has previous parts in that series, which his students were not aware of, which encouraged him to use the old textbook. His methods of teaching were interesting and attractive especially when he spoke about their town and enquired about their families' farms to relate to the vocabulary of the lesson.

5-3 Summary

This chapter hosts the findings and results of the gathered data of the study. It contained two main methodologies, i.e. interviews and observations to deliver the data and two account designs, i.e. the narrative and grounded theory accounts to analyse it. The differences amongst the data gathered from a variety of sources with each participant does not necessary mean their theories in interviews agree with their practices in observations, it simply means that their views are fairly and properly introduced and analysed from all angles.

This chapter introduced a table of the participants' professional descriptions and details for their teaching experiences and other significant details regarding the place where their schools are located. The chapter also includes four graphs, which indicate the themes and categories for the grounded theory analysis account. One graph is for the *Teacher development and materials reform* and another graph is for *Teachers exercising autonomy*, in order to address those two issues significantly. The third graph contained the aspects and details of the observation proforma. This chapter linked the analysed data with the literature in order to see an outside perspective regarding other countries and different educational policies that agree with the study and rather show more clarification to the current analysis in this chapter. The last graph included Huang's analytic frame for autonomy, where this present researcher made use of such a frame to analyse the teachers' practise of autonomy inside the classroom.

Chapter 6

Discussion

6-1 Overview

Regarding the outline given earlier, this research is a multi-methodological examination of Saudi Arabian EFL public school male teachers who are experiencing levels of autonomy in responding to their students' needs. Moreover, this research examines to what extent teachers' experience offers them scope to be developers of teaching material.

An additional area was investigated, relative to teachers different views about exercising autonomy. This present thesis investigated the extent to which teachers managed and improved their teaching by participating in different educational settings in a single-minded policy and system. It is suggested that teachers who fail to play the role of a material developer might not be competent enough to exercise any degree of autonomy. Another aspect that attracted a lot of interest was if factors like the school system, teaching setting, textbooks and the effects the policy of education have a significant impact to teachers' levels of autonomy.

I measured teachers' exercise scale of autonomy using Huang's (2005) framework of teacher autonomy that is based on their willingness, ability and freedom to undertake their personal learning and teaching. All participants have shown certain level in exercising autonomy in classrooms, however, each exercise is different from participant to participant as shown in the previous chapter.

The literature found little evidence to measure the level of the autonomy of a teacher's practices relative to the process of materials development. This study represents an attempt to offer assistance in the explorations of the factors, which have an effect upon the level of the autonomy of the teacher to materials development and teacher professionalism. This thesis also aims to contribute to the understanding of how the factors of prescribed textbooks, teachers' scope for materials development and sense of autonomy interact, using a small sample of Saudi EFL teachers.

Surprisingly, with the widespread application of textbooks in teaching language, significantly little research has centred on the attitudes of teachers with respect to these textbooks and their classroom responsibilities, which will make my thesis an original contribution to the education field in Saudi Arabia. I am looking forward to filling that gap and discussing the answers to the aimed questions.

To allow for the enhancing of the validity of the research, an indirect strategy was considered for the data collection, and as the interviews and observations in the classrooms tried to find how teachers employ their teaching materials, the data that was captured was being employed indirectly to visualise the extent to which the teachers exercise autonomy as the autonomous behaviour would be reflected in the manner through which they participate with their materials and their teaching processes.

As noticed earlier, the description of the term teacher autonomy followed in this study is the one stated by Huang (2005, p. 206) as the willingness, ability and freedom of the teacher to undertake the control of personal learning and teaching. As much as it has been identified in the literature review, my knowledge about the exercise of autonomy amongst Saudi teachers, as shown by their efforts and willingness, was to be the developers of the materials in the platform of enhancing their professionalism. As such, teachers are independent when they are able to employ teaching materials so as to satisfy the requirements of particular learners. But, when they fail to do so, in the case of learners exercising their own autonomy, then they are not exercising autonomy.

The study questions on page 76 represent the base from which the study was developed. Its logic is supporting the fact that this study is less of an examination of the attitudes of the teachers relating to their materials of teaching, but more of an additional investigation into the views of teachers' utilisation, design, assessment, and participation in materials development. In this present study, there is also focus on how teachers' reflect upon their levels of autonomy inside classrooms (that is the capacity, willingness and freedom to undertake control over their personal learning and teaching to respond properly to the learners' needs and their eagerness, when they are practicing learner autonomy). I have investigated these issues relative to the literature review and the outcomes of the research.

6-2 The Saudi context

As we viewed in chapter two of the Saudi context, and because what I am doing is trying to fill the gap that is found in the Saudi context, my study confirms the fact that there is a weak sense of exercising the concept of autonomy amongst teachers. This confirms the idea that teachers find the textbook constraining and they do not see a clear role for participation in the materials development.

Even though the Saudi EFL learning materials have been revised repeatedly over the years, the process has not been fast enough to be able to engage the teacher in the process of the development. In spite of the fact that continued development in the area of language acquisition needs strategic modification of the materials of EFL, the system of education has not maintained the pace. In general, the level of proficiency in English is expected to be in a steady state at its present level unless the factors that are relevant change. Upgrades also need to be considered so as to be able to manage the competition with developed nations.

Regarding the concept of teachers taking part in materials development, the absence of flexibility in the history of the Saudi curriculum is a very crucial aspect as it influences the actions of planning of the instructions for teachers. In relation to the choice of the contents of the course specifically, the high level of the content of the official textbook looks like a drawback for enhancing the role of teachers and their levels and ability to exercise autonomy in the development of the language learning materials.

With respect to the data captured in the study, a Saudi teacher can practice his or her autonomy via “*The individual autonomy variable*”, which represents an average of six items. The items covered a very large number of classrooms like course content, course texts, techniques of teaching, assessment of students, determining homework and disciplining students. Ingersoll and Isalam (1997) have employed these items in gauging teachers’ individual practice of autonomy.

6-3 The levels at which teachers exercise autonomy & the development of materials

The results from this study demonstrate that the participants have a very limited impact on the preparation of plans for instruction. The contents of yearly instructional plans are usually obtained just the MOE, along with the textbooks. As such, it is seen that the appropriate choices and decisions of the teachers are rarely represented during the preparation of materials of the course and plans for instructions. Therefore, the requirements and the styles of learning of students are not considered.

Nevertheless, regarding the view of the participants, via interviews and observations in this research, the scenario was a bit different in the sector of the implementation of the plans and the actual practices of instructions, which take place in the classroom. In the event of the application phase, some of the teachers managed to reflect their options and decisions regarding the instruction practices and the styles of teaching more than it was highlighted in the yearly instructional plans, and an adaptation like that may threaten their teaching profession because of neglecting the makers of policies at the MoE's.

This also meant that observations, of the teachers, had been made and they had wider spaces for opportunities to adopt any degree of autonomy in the practice phase, which is enhanced by the kind of privacy found in classrooms, which is separated partially from the effects of the world outside. The environment in the classes offer the teacher, to a certain degree, the opportunity to exercise autonomy since the teacher represents the authority in the class and usually there lacks any specific control and overseeing on his practices, with exceptional cases like the MoE's official inspection.

Nevertheless, we cannot claim that such teachers who are willing to practice autonomy and flexibility are able to offer the design of the process of instructions with the requirements, expectations and styles of learning of students. Specifically, in the classes that host students who experience hardship in learning, it had been noted that the majority of problems come from their development relative to the use of the instruction manuals. The flexibility of teachers during the application process does not suffice to close the space between plans of instructions and the realities found in classrooms.

The flexibility of the teacher in the process of application, as noted, led to various actions in the choosing of the content and materials of the course activities and the techniques of teaching. The other teachers who tend to rely on the textbook managed their personal choices and options for methods and materials for teaching.

With respect to the outcomes of the studies carried out by Eurydice and the Organisation for Economic Cooperation and Development OECD (2005), Desurmont et al. (2008), in the majority of countries in Europe, the contents are described by the official curricula and as such the allowed level of autonomy for teachers is dependent on the curricular organisation. Regarding this sense, the official materials are very vital. It is fundamental that materials possesses aspects of flexibility and give the teachers the opportunity to individually reflect on their options of their practices of teaching (Hesapçioğlu, 2008).

Regarding the literature, it is claimed that there is an existing relationship between the contributions made by the teacher towards the development of materials and their level of professional development (Macpherson et al., 1999). The development in profession is also a pre-qualification for effective adoption of teacher autonomy in practice (Steh & Pozarnik, 2005). The outcomes of this research demonstrate the differences found between teachers in relation to the level of participation in planning, as well as improvement of the process of instruction. It has been noted that the teacher contributions, from teachers who have sufficient knowledge, expertise and encouragement, to the efficient application of the new methods and materials of teaching, are at an enhanced level.

The results demonstrate that absence of enhancement may be related to the lack of methodologies for development of autonomy of the teachers in education in the KSA and it may also be related to the neglect of teacher participation in the development of materials. Structures and materials can be offered for both teachers and learners to work together so as to improve their skills to practice autonomy.

The majority of educationalists raise queries regarding the validity and effectiveness of the autonomy of teachers in some cultures, including the Arabic culture. This study refers to the issue brought forward in many different studies (Palfreyman and Smith, 2003) in discussing the significance of the cultures in Arabic and the Gulf countries. Some studies also link the development of the idea of autonomy for teachers and individuality of the learners in a community, which has been a main subject that combined learners-teacher autonomy and its separation within a complex society.

6-4 Teacher training, knowledge & the development of materials

There is a clear disparity between what is taught in teacher-training colleges and the reality of education. The current situation agrees with this study's results and proceeds at its level of professional discrimination on neglecting the teacher's part in the materials development because teachers are not trained to be part of the curriculum development in general at their undergraduate degree, which was indicated on page 30.

There are a number of researchers in Saudi Arabia who discovered that teachers are never part of the development of the materials, and even if there were any participation, it would be very unreliable (Aklobi, 1992, Al-Seghayer, 2014, Alnahdi, 2014). Regarding this, one of the studies demonstrated that teachers in Saudi do not participate in issues of the materials whether in the level of theory or in practice (Musharraf, 2000).

As such, a number of researchers in Saudi have joined the support for the participation of teachers in materials development. Nevertheless, it is very important to emphasise that the teachers, prior to being engaged in the issues of the materials, must meet the full qualifications to execute this task excellently. Amongst the most significant qualifications is that the teacher is supposed to have an organised perspective regarding the materials, which would aid them in thinking clearly and systematically about the issues combined within such development.

The interviews and observations in class were significantly important in elucidating the relationships between the use of materials by the teachers and their autonomy level in theory as well as in practice and offered detailed data, which would not have been achieved via other methods of research. Nevertheless, some of the statements shown in the interviews were not in line with some of the movements of teachers from the observations made in class.

The observations proved that some of the participants encountered various methods in class which are different from their personal perceptions in the interviews, which was explained later that these variations were related to the limited help of the resources they apply in the classrooms. However, these variations at times rendered it difficult obtaining clear results and it was one of the reasons to encounter the Narrative approach.

Klein (1991) claims that prior to the expectation of teachers to participating in the development of materials as professionals, it is mandatory that they develop the required knowledge and skills his knowledge and expertise, according to Griffin (1991), includes methods like distinguishing between the lower and higher questions via grouping students for instruction by preferences and capabilities to act on well-developed perspectives of philosophy and concepts.

In this respect, they must as well bear an internal consistency in their perspective of either implementing the curriculum or handling the issues of the materials or even in an extended sense, handling the issues of education. With respect to this rationale, the initial step to successfully involve the Saudi teachers in the development of the materials is the determination of the existence of any perspectives that are logical regarding the materials. Equally, they may have contrasting perspectives on them, which are rarely transformed to conclusions that are logical. Common sense tends to move backwards and forward in a series of compromises that are inconsistent (Dewey, 1902).

Nevertheless, regarding the outcomes from this study, the available pedagogy strongly emphasises on the discipline of students and the dominating responsibility of the teacher as the person with the authority inside the classroom.

In addition, the notion of the autonomy of teachers is greatly misunderstood or neglected in a large number of the programmes and conferences of teachers, which are hosted in the universities and the systems of education.

Meanwhile, the success of the curriculum of the MoE as a whole is majorly dependant on the level of consistency between its materials that are generated by the MoE and the perspectives of the Saudi teachers regarding the materials development. With respect to this, McNeil (1996) posits that unless other school elements are compatible with innovation as well as technological change, a top-down strategy, there are chances of it being temporary or circumvented.

Hence, it is not reasonable to assume that teachers of Saudi will efficiently use the MoE's materials as they may be different from their perspectives and they may not be suitable for specific learners. Specifically, teachers do not change the material neutrally, as it was generated originally (Connelly and Elbaz, 1980).

Noss and Hoyles (1996), for example, claimed that any innovative implementation that ignores the efforts of teachers and state of work as coordinated mediators of innovation is prone to fail. Hence, it is essential to consider the knowledge of Saudi teachers as well as their beliefs related to the integration of English based materials, and also the factors that influence the decisions of teachers relative to the integration of the issues accompanying the materials.

The outcome also suggests that all together, the teachers of Saudi did not have the knowledge relating to the curriculum theory and development of its materials. This might be attached to the reason that these teachers did not receive reliable preparation for dealing with the perspectives of the textbooks/materials by the colleges of education and teachers.

Also, the MoE may not have trained them to analyse the varied perspectives of the materials and they did not have a clue of the curriculum perspective that was employed in developing their own materials. This conclusion may lead to the wrong interpretation of some terms relative to specific concepts regarding the materials and its implementation.

6-5 Constraints against teachers' practice of autonomy

It is vivid that the responses from the participants were that Saudi schools do not have many of the factors that can be employed by the teacher to enhance their exercise of autonomy in order to respond properly to their learners' enthusiasm and needs.

Many approaches have been applied by each participant to motivate teacher-learner autonomy, which agrees with the study by Deci et al. (1981), who discovered that learners in classrooms with independently supportive teachers showed more intrinsic motivation and expected competence, as well as self-esteem, than learners with teachers who were controlled.

Nevertheless, participants provided many constraints, which describe the isolation of teachers since they work independently with no encouragement from the system of the school or supervisors. Teachers are separated, for their supervisors are experienced and work as representatives for the MoE in Saudi Arabia.

Considering an objective view, the autonomy of a teacher in practice is conceptualised as the practice of control over the matters of the materials and schools, despite the active impacts of external constraints, which may limit it. Regarding this view, even though the cognitive and psychological forms of analysis give valuable highlights about the concept of autonomy of teachers, and the process of making decisions as an internal process, they ignore the teaching and schooling dimensions from a political side (Vieira, 2007).

Because of this, analysis made on an objective and crucial level inevitably investigates the variations of domains in which teachers input practice of autonomy and the number of constraints that are external and can impinge on the various environments of education.

Studies on the autonomy of teachers at this crucial level demonstrates that the engagement of teachers in the design of materials, in taking part in research about teachers, implementation of the new teaching methods, participation in the transformation of schools, and teaching and evaluating practices are being significantly influenced by external constraints.

Such constraints includes work load, limited time, school paperwork that is in excess, salary, policies of education that are imposed, external pressures, contrived collegiality, absence of collegial support as well as administrative support, and lastly institutionally centred power facilities.

The results of this study approve the varied levels of teachers exercising autonomy as their different engagement regarding the materials development and responsibility, notably affected by a number of external constraints. Such constraints are concerning load of work, isolation, deskilling, and imposition of stringent control mechanisms over teachers.

In various angles, scholars of the literature depict the manner in which governments had dedicated all efforts into the application of the process of accountability, so as to control what is practiced in schools. Such dedication may offer a part explanation for spending money on the control of teachers, rather than on the provision of their professional development (Webb, 2002).

Processes of accountability, including the teacher, accreditation of the school and programme, standardised examinations for both teachers and learners at every level and national systems, which distribute resources on the basis of the criteria imposed are continuously being adopted at the international level. Teachers are faced with a new system, which is furnished with new roles and responsibilities (Kohonen, 2001).

Such new responsibilities often traverses teachers' traditional teaching methods in the class, and as such, result in a series of contrasting feelings from the teachers that are affected, which can impact their encouragement, confidence and energy (Hargreaves and Fullan, 1998).

The practice of teacher autonomy to control teaching, school operations, materials and professional development takes place in the company of strict intensification of work. Such limitation lowers the creative teaching profession to resemble a daily survival tactic, an unwished incapability to internalise the implications of reforms of education politically, and demoralising inability to implement the structural conditions.

Hence, teachers exercise the power for deception and experience several breaking rules for the sake of their learners' needs (Agudelo-Valderrama, 2006, Smyth, 1995, Contreras, 1997).

Therefore, teacher's practice of autonomy tends to be reduced to a deceptive view of control, and the creativity and freedom of teaching is eaten out by the policies of education and practices and processes, which have been imposed to determine the learning aims established by governments that are supposed to be done.

The ability of teachers to impact the educational community, as well as the system, is facing reduction, while the overall discussion of the aim of schooling is subjected to central bureaucracies, which generate new processes that are very demanding to apply, according to the economic and political interests.

All these results show the different challenges for researchers and professionals of education. In the first place, they demand our focus on reframing the true meaning of teacher autonomy as the first viewpoint to restate and defend it.

Teachers and scholars are required to take the view that autonomy of teachers is very crucial and could be related with more work, but rather should be seen the professional practice of teachers of overseeing a change, which is the first step in the structuring of the kind of schools needed in every community.

For scholars, this demonstrates that the examination of policies of education, institutional structures, practices of education, working conditions of teachers and other constraints that are external, personal or hidden, as relative to professional practice. The restructuring of the concept of teacher autonomy would facilitate their professional development, a common goal that is valid for school shareholders, and a logical construct to be researched in the educational studies.

Moreover, these results reinforce the need for enhancing the conceptual and empirical examination of autonomy of teachers by valuing different theories across specific disciplines, so as to account for its complexity.

In the particular arena for teaching foreign languages and learning foreign languages, the debates on the autonomy practice of teachers must be widely extended, rather than being centred on the link between the autonomy of student and that of teachers, which in spite of making up a considerable research area, has limited the attention on a lesser aspect of the development.

The research on autonomy may involve studies of teacher encouragement, decision-making, empowerment, and professional development, which may efficiently link with the language proficiency of teachers.

Lastly, and in spite of the fundamental benefit of the crucial view for the analysis of teacher autonomy, it is relevant to stress upon the complementary aspect of the psychological, cognitive and critical perspectives of the sense and exercise of teachers' various levels and styles of autonomy. As explained above, the autonomy of teachers agrees with the clear concept of teachers' sense and exercise of autonomy.

Avoiding to act accordingly, teachers' sense and exercise of autonomy, will lower the interesting area of enquiry to an individual concern totally separated from the education setting, or it may limit it to disputes of politics far from the classroom and complexities of cognitive and psychological behaviours of teachers.

The literature review, as well as this study, demands for comprehensive research, which may appreciate the complexity of the term teacher autonomy regarding teachers' professionalism and their role in materials development. It is only through this that teachers who are exercising autonomy will be considered as a relevant tool for the additional understanding of professional development, decision making processes of teachers, reformation of schools, and the learning of students.

6-6 Teacher development and external pressures

6-6-1 the Saudi education policy

This study found that external pressures caused by the MoE forced teachers to minimise support for students' psychological needs. The more pressure the teachers felt, the more they reported the establishment of constrained learning conditions for their students.

Another important finding of this study is that these pressures were associated with different parties in the educational environment. All of the parties, viewed from the teachers' eyes, contributed to producing constraints that restricted their practices and teaching methods. The perception of such pressures tended to cause teachers to be more controlling with their students, either by limiting their options or by being less attentive to their needs for autonomy, despite the key role that it plays as a source of intrinsic motivation. Supervisors, who, to teachers, represent the MoE in schools, made the teachers feel that their work or teaching methods was being criticised. This resulted in the teachers being more directive and authoritarian with their students.

This finding suggests that the teachers are more likely to generate environments conducive to learning when they find themselves in a supportive working environment. Moreover, the present results indicate that factors influencing teacher practices are not limited to the classroom.

External parties can also play an important indirect role. This is through communicating their disagreement or disapproval. The outside parties are seen to constitute sources of tension and frustration for teachers. Working conditions characterised by opposition in turn cause teachers to establish classroom climates that are not open to the development of intrinsic student motivation, or stay at a certain level with no development.

Furthermore, such pressures appear to lower teachers' self-efficacy, ultimately causing them to reduce autonomy-promoting practices. Indeed, our teachers with low self-efficacy reported conducting pedagogical activities that were more controlling and not humanistic. This was in the sense that they provided less support for student's individual differences, which is very important.

When teachers' self-efficacy is lowered, it in turn causes a reduction in the practices, which are favourable to satisfying students' autonomy needs. Therefore, teachers with low self-efficacy tend to exhibit authoritarian and directive behaviours and seem to pay less attention to the well-being and satisfaction of their students. This is an uncontrollable force that impacts negatively even if they attempted to act solo in some situations when a change of the materials is needed.

Setting up classroom activities that reinforce the comprehension and practice of autonomy presupposes certain availability on the part of the teacher. Instead, these teachers may not be available because they are focusing on trying to preserve their already-weakened self-efficacy.

In short, practicing this profession in a social setting, characterised by disapproval of the MoE or acting supervisors in schools, may cause teachers to question their effectiveness or doubt their own ability to help students learn new things, or respond to their students' outside school knowledge that are acquired autonomously thorough new technology. This kind of social persuasion appears to be stronger when it comes from a source that is credible (Bandura, 1993) in the teacher's eyes, as is the case with colleagues, parents, and students.

6-6-2 Teachers' educational and social beliefs

What stands out from this study is that, not all factors influencing teachers' motivational styles are behavioural. Teachers' beliefs about themselves, amongst other factors, also plays an important role. Moreover, the factors that account for teaching behaviours are not strictly limited to the classroom, but seem to extend to the general social context in which teachers practice their profession.

This study has numerous implications for the teaching world. First of all, by providing a unified analysis framework, it facilitates a more integrated view of the patterns of personal and contextual variables that act upon motivational classroom climates established by teachers. A setting that enhances teachers' self-efficacy, favours adherence to an incremental theory and reduces pressures on teachers would evidently go a long way in ensuring an autonomy-supportive motivational climate, and ultimately the most autonomous types of student motivation are promoted. In contrast, an environment that weakens teachers' beliefs and doubts their knowledge, increases adherence to an entity theory and is characterised by strong pressures and will very likely cause teachers to be more controlling with their students.

However, it should be noted that, while it is important to take specific steps toward the development of educational environments, which are based on cooperation amongst the various parties involved and reinforcing teachers' self-esteem, the key to this undertaking lies in the knowledge of the processes at play. Educating teachers about these processes will no doubt contribute to the necessary awakening, which could in turn help them modify their classroom practices.

6-7 Alternative methods applied by teachers

This present research suggests that the EFL teachers' are able to work independently to promote their own way of autonomy by balancing system requirements and students' needs. Above all, teachers had to avoid neglecting learners' needs by lobbying for and personally supplying any suitable facilities and materials that were provided (if any), by the school. If not, then their own money was used to ensure the continuity and validity of the learning cycle.

Therefore, such alternative action agrees with Little (1995) who asserted that learner autonomy depends on teacher autonomy. The research also shows that there is a dependence on the teacher's delivery of knowledge and the lack of the equipment, tools and appropriate programmes, which underlines the importance of exercising teacher autonomy to appreciate the students' individual differences and needs.

Hutchinson and Torres (1994, p. 325, cited in McGrath, 2013, p.133)) have experienced similar issues regarding teachers that are not satisfied with the provided English for Specific Purposes (ESP) textbooks, in the Philippines. They claimed that teachers, as well as learners, do not use the textbook and instead teachers designed their own lessons by adapting the existing textbook by amending, adding, deleting, rearranging the written tasks and creating new ones.

They also report that teachers have planned new tasks for their interaction with learners in during the lesson in classrooms. The findings clarify the contradictions amongst teachers and supervisors, showing that the latter hold old positions that support the old textbook provided by the MoE.

As representatives of the education system, supervisors do not appreciate new technology and other updated resources that would help the teachers in keeping autonomy in the developed nations. Furthermore, the research shows that there was a clear neglect on the part of the community to encourage teachers to practice autonomy by concentrating only on learner discipline.

All interviews in this study support the view that a vast majority of teachers engage actively with the textbook, and are willing to actually alter, adapt, modify, omit, reorder and supplement the activities in the textbook.

This indicates that they are not just passive users of the textbook, as they called themselves on several occasions in the data, but that they feel that they are autonomous users who are willing to change the textbook to meet the needs of their students.

However, this may as well be a *belief* held by teachers, but not a *practice* that was fully supported by the observations, which found very clearly that the degree of engagement with the textbook was determined by the experience of the teacher. A more experienced teacher could also be termed as more autonomous in the way that the teacher was found to engage critically with the textbook through observable behaviour.

Again, the real-world behaviour of inexperienced teachers found that they did not engage actively with their course materials as well, or did so to a small degree, compared to their more experienced colleagues. Therefore, although they perceived themselves to be autonomous beings, their actions belied this notion (participant profiles were included in the results & findings chapter).

6-8 Approaches to pedagogy and the concept of exercising autonomy

According to the data analysis, there are impediments to the use of the concept of teacher autonomy in the Saudi education, including the lack of awareness of teachers about the importance of teachers' practice of autonomy. This can be seen through the mixture of understanding the term 'teacher autonomy' and how it can be fostered in Saudi education. Interpreting what the teachers said is difficult because the phrase 'teacher autonomy' seems to be a bond of contention and there is no established definition of it.

I was trying to elicit from their responses what they understood by it, but the little knowledge of the known term in the Saudi context made it all the more difficult in interpreting what they told me.

Therefore, teachers found it difficult to speak about their experiences in terms of when they think they are exercising autonomy, and sometimes when I used the phrase, it may have led to a misunderstanding of what I may have been saying. It is unclear from the responses of PT2, PT3, and PT5 whether or not they comprehend the term ‘teacher autonomy’. However, some strategies they used inside and outside the classroom was akin to the practice of the teacher autonomy approach.

For example, PT2 argued that teachers in Saudi public schools lack autonomy: *“there is no teacher autonomy in the Saudi public schools at all”*. However, he addressed that he has adopted an approach that only teachers who, to an extent, experience autonomous practices would do, which lies in choosing a different textbook rather than the ones already provided by the Ministry of Education that he thinks will suit his students’ needs. *“In my experience, I have joined a different book rather than the one provided by the Ministry of Education as an alternative action, but it is not legal to do so thus may affect my career.”*

Another example was stated by PT3 who strongly claimed that he is not an autonomous teacher: *“I’m not autonomous and I have not tried it yet.”* He evaluated the supervisor’s assessment approach and suggested a style from what is implemented and said that if the suggestion will be applied, it will be a huge step for him *“but, I think if the supervisor didn’t ask for my lesson plan and asked only for the results at the end of the semester, it would be huge, because you would be motivated to buy new things for your students, even if it is from your own money to cover all the designed aims at the end of every semester, so I’m not limited to the book anymore.”* He even follows an educational rule while teaching to free himself from any limitations: *“I have a rule, the teachers have 45 minutes in one class, so he/she should do everything for the benefit of his students in this 45 minutes either inside the class or outside as long as the students will be back to class by the end of lesson time.”*

PT4 applied many approaches that support his practices of autonomous teaching. However, he still thinks that applying such approaches does not mean he is exercising autonomy: *“I can design my own worksheets, but that doesn’t mean that I have autonomy.”* He skipped many pages in the provided textbooks and replaced them with alternative worksheets from different live resources to seek the best learning materials for his students’ needs: *“I copied audio conversations from outside the book (interchange one) which suit my students’ level and tried to fit them with my teaching schedule per week. I noticed the excitement of my students and the spirit in the activities from those conversations, which I didn’t find in the book itself.”*

PT4 continues to deny that he has tried being an autonomous teacher while he proceeded to apply many methods that he carefully examined through his experience of working in different schools in both urban and suburban settings, which could be counted as a sign of exercising his own definition of autonomy: *“I hope there will be autonomy in the future among teachers and learners as well, regarding the development of my skills in teaching. If I have autonomy, I think I have developed a lot because of the usage of new approaches such as the communicative approach, because I have seen the excitement among my students and the enhancement of their level.”*

Additionally, the lack of understanding of the principles and the poor practice of such methods in the schools and education system is revealed by the content of the teaching materials provided by the MoE. These do not develop the communicative approach needed to implement confidence within every learner. Zaid (1993) noted that more emphasis is placed on teaching the content of the language than on developing communicative competence.

Teachers expressed a desire to have maximum freedom to modify the textbook to suit the needs of their students. This is in accordance with one of the three tenets of Huang (2005) definition of teacher autonomy, which is the freedom to take control of their teaching, and it is expressed here through their use of materials. Most teachers believe that they have the freedom to do so. Though, an analysis of the data reveals a number of constraints as mentioned earlier, teachers’ freedom to teach are the constraining factors on their practicing of autonomy.

Nevertheless, the data shows that teachers who desired the freedom to modify their teaching materials did in fact have a degree of freedom to do so. It further reveals that they used that freedom to modify the materials.

Again, the interviews did not fully support this view with regards to the majority of teachers. For example, some of the teachers interviewed expressed concerns that some course supervisors encouraged them not to change or supplement the materials beyond a marginal degree. Other teachers were self-limiting in this regard through reasoning that since the textbook met the aims and objectives of the course, they felt it in the best interests of their students to cover the materials therein.

6-9 Teachers exercise of autonomy and the textbook

A concern which is raised in the literature (Littlejohn, 1998, McGrath, 2005) is that teachers are in danger of having a reduced role in the classroom, thus losing control of their teaching through using the packaged course materials.

This includes the textbook, Teacher's Book, audio-visual materials containing the units of the provided textbook content, which are all provided by the course writer(s) in the sense that, the course materials are making teaching choices for them and therefore, devolving their practice of autonomy.

As can be seen in the interviews and data observations, teachers are highly disposed to following the textbook and use it for the majority of their teaching due to the myriad of reasons given in previous chapters. The way in which they use those materials can be seen as a teacher's attempt to gain back that control through judicious and critical engagement with the course materials. Thus, it lies in the way they alter, adapt, omit, supplement and reorder the activities in the textbook which asserts their control over teaching and levels of autonomy.

Consequently, how far teachers alter, adapt, omit, supplement and reorder the activities in the course materials is an indication of the extent of their autonomy as teachers. With regard to this, it is important and illustrative to note the way in which the experienced and less experienced teachers are engaged in the teaching materials.

The observations clearly showed a difference in the way the experienced teachers used the materials compared to the way the inexperienced engaged with them. Both of the experienced teachers filtered the activities through the needs of their students in terms of learner outcomes, interest levels selected, omitted, altered and supplemented the material as deemed to be necessary.

One of the inexperienced teachers did this to a degree mainly in the observation stage in terms of omitting a couple of activities based on time limitations but, the other inexperienced teacher showed no evidence of doing this. Instead, the class followed a linear route through the material without any attempt to adapt or modify it. Therefore, teaching experience is likely to be one of the reasons for effective and innovative classroom management.

As Tsui (2003) found, experienced teachers have a wide range and repertoire of resources, which are built up over the years, upon which to draw. Through engaging creatively with the materials, they adapt, omit activities and think about the best ways in which to put the materials across to their students. The experienced teachers are seen to exercise more control over their teaching thus exhibit more degrees of autonomy.

In terms of lesson planning, the experienced and less experienced teachers confirmed the view in the literature (Kagan and Tippins, 1992, Tsui, 2003) that novice teachers spent a long time preparing detailed lesson plans. These often included instructions of what to say at particular stages of the lesson while most experienced teachers planned their lesson mentally and only used brief notes.

As Kagan and Tippins (1992) found, when teachers were not confident in their subject knowledge, they scripted their lessons to a fine degree in order to maintain control of the lesson and the students. Given that the inexperienced teachers were less familiar with what was being taught, while the experienced teachers had taught the course before, my findings may well be in line with this view

The view may have more to do with Stoffels (2005) belief that in contexts where teacher training does not include interpretative skills such as how to evaluate and adapt the textbooks, teachers are less effective at performing such tasks.

As is the case in Saudi Arabia and where teachers in this study received their professional training, the issue of deskilling is redundant. Skills such as materials selection, development and evaluation cannot be deskilled if they were never developed to start with.

Deskilling teachers could be through a reduced level of skill to be textbook dependent people who have no control over their teaching environments and their ability to respond to learners' needs and thus, according to Haung's framework, have lower autonomy.

One consequential negative impact of this is that they have not developed the ability as part of their professional training, skills and knowledge to interact and engage meaningfully with their course materials. Such teachers may as well remain forever textbook-bound, where "the centrality of textbooks in teachers' work will curtail skill development" (Chu and Young, 2007) and thus reduce teachers' levels of autonomy.

6-10 Summary

In conclusion, while teaching is clearly a complex job, one can additionally say that to teach in a way that promotes teacher's practices of autonomy for the intrinsic motivation of students is all the more challenging when the mechanisms involved are poorly understood. It is therefore essential to conduct additional studies on the antecedents of teaching practices and their involvement in materials development.

Further insight into these factors could ultimately be the basis for designing educational devices that increase teacher-student motivation in schools. Moving the chain of causal relations should help us identify the factors responsible for these motivational climates, leading to better-targeted interventions by the various parties (MoE, supervisors and schools) who are involved in the educational field. This will be addressed in the following chapter, along with other research extensions that could be followed.

Chapter 7

Conclusion

7-1 Overview

The central theme in this study is the degree to which some teachers have the confidence to interpret, develop and change the textbook. For instance, some teachers felt able to adapt some of the textbook's preferences and arrangements and others felt they were not able to do so. Moreover, the study looks into the perceptions of the teachers in terms of how they conceptualise and exercise autonomy with the aid of only the provided teaching materials in the classroom.

The study adopted Huang's (2005) framework to measure teachers who exercised autonomy in classrooms that was based on their willingness, ability and freedom to undertake their personal learning and teaching, which was indicated all the way through this thesis. The teachers' abilities to autonomously depart from such planned lessons and materials and switch to another teaching lesson was also incorporated in the research.

The study also investigated how EFL Saudi public school teachers view 'autonomy' in relation to the development of materials and the extent to which they participate in it. The significance of the concept of practicing autonomy as a factor towards materials development, in terms of the Ministry of Education (MoEAdministration) policy, is also considered. I chose to conduct the proposed study on teachers who play active roles in applying new pedagogical methods, not taking into account the many years in schools where they have interacted with students.

This chapter summarises the data analysis in the research, discussions incorporated in the findings and the conclusions derived from participants' statements regarding the teachers' roles in the promotion of autonomy. The limitations of this study and recommendations that were either made by the participants or resulted from the findings are also presented here.

7-2 Main Theme

This present research mainly focused on the teachers' views, feelings and perceptions on certain issues related to the teachers' exercise of autonomy, in response to when students exercise learner autonomy in education. It also investigated the relationship between the ability to practice autonomy and teachers' role in the development of materials. The most suitable way to explore and understand this is through the utility of data collection.

Qualitative approaches such as interviews and observations amongst other data collection tools were employed to understand social interactions and socially constructed meanings to ensure a special focus on individual differences.

The study adds fresh knowledge to the literature through conducting an investigation into the relationship between the use, design and evaluation of teaching materials, degree of engagement in materials development and teachers' level and practice of autonomy. The way teachers use, design and evaluate their teaching materials clearly impacts upon teachers' exercise of autonomy.

The relation is evident in terms of how more autonomous teachers exhibit greater control over their teaching, as does the degree of engagement in the process of critical reflection on the teaching process that they routinely engage in before, during and after lessons.

Such greater and more meaningful engagement with their teaching materials and the teaching process indicates a greater level of teacher autonomy because through such behaviours, a teacher can exercise more control over their teaching and therefore develop their sense of autonomy.

The way, and degree to which a teacher adapts, alters, omits, re-orders or supplements the activities in the provided textbook by the MoE is related to the level of control they exercise over their teaching, and thus reflects their responsibilities towards their pupils' needs. Additionally, teachers who designed and used their own material expressed higher confidence in their teaching, which led to the development of a greater sense of control over their teaching, thus impacting positively on their autonomy practices as teachers. The study also identified new context-specific constraints on exercising autonomy.

The constraints stem from institutional factors like the need to follow the course materials that are provided by the MoE. Such issues reflect upon the course aims and objectives and cause lack of time, set aside in teachers' timetables, to prepare their own material. Moreover, some constraints come in the form of the existing load of exercises in the textbook and the desire of some course supervisors (MoE representatives) for teachers to not modify the course beyond a small degree.

Therefore, the need to balance teachers' professional autonomy in how they choose to teach a course, while ensuring quality control across courses taught by numerous teachers, so that the students receive the same degree of input and quality of instruction in all provinces in the KSA is highly advised. Personal factors from the teachers themselves, including teachers' lack of confidence in designing their own teaching materials, are also included.

The idea is held by some teachers that the textbook is the authority in terms of content and methodology, due to it being written by the MoE, and it is thought better to follow it as they could risk their job if they disregard the MoE rules. Some teachers also felt that they lack experience in evaluating and adapting course materials to better suit the needs of the students.

However, the way teachers critically engage with their teaching materials can moderate these constraints, to some extent, and this observation was also found to be true. This is where teachers, who do not engage critically with their teaching materials, can feel the impact of the constraints and thus, erode or in the least fail to develop their level of autonomy.

The research shows an indication that the relationship between teachers' part in materials development is tangentially related to teachers' practice of autonomy, with its varieties of application, since it was found that most teachers benefit from proactive, interactive and post active reflection, in terms of their professional development. The teachers believed that being involved in the materials development is amongst the contributing factors in improving their teaching.

In carrying out materials development, owing to the data in this study, teachers are viewed to exercise control over their teaching, leading to the development of their level of autonomy as teachers.

It could also be argued that the interactive reflection that teachers undertake is a corollary to their experience and teaching expertise. This is to mean that those who are most comfortable with reflection-in-action were the teachers with more experience, as the observations showed. The more experienced teachers are those who demonstrated their professionalism through fluidity and flexibility in planning and teaching their lessons, and thus displayed greater levels of autonomy (teachers profiles included in chapter 4).

The study discovered that it is possible to compare the relative levels of autonomy that the teachers exhibit and state that any teacher is more (or less) autonomous than another. This was based on their willingness, ability and freedom to undertake their personal learning and teaching as per Huang's (2005) definition of teacher autonomy.

Moreover, the comparison among teachers' levels of professionalism also lies in the degrees which can be high, low or non-existent in relation to how they critically engage with their teaching materials (textbooks) and the choices they make with regard to using, designing and evaluating those textbooks and the levels of their students. Those teachers who consistently adapt, modify, omit, reorder and supplement their teaching materials are shown to exercise more autonomy over their teaching than those who rarely or never do so, which link between teachers who exercise autonomy and their professionalism.

Finally, the triangulation approach adopted for this study proved useful in uncovering more interesting and valuable information about such relationship that exists between teacher autonomy and teacher professionalism, and a number of ideas were found to concur across the data. However, it remains that a number of contradictions in the data exist, with some aspects of the interview and observation. In some instances, it is clear that what teachers say and what they actually do are quite different. It is seen that, while teachers perceive themselves to be autonomous beings that are in control of their teaching and learning, this is not true as there is no consistency with such a perception, considering their real-world behaviour, especially considering the more inexperienced teachers.

7-3 The analysis

The study used a descriptive, analytical and qualitative approach presented through interviews and observations with 6 male English language public school teachers in Saudi Arabia. In addition, the approach monitored some of the previous studies that addressed the issue of the role of a teacher from the literature.

In the present study, a semi-structured interview was conducted with open-ended questions. The interviews revolved around six questions and in order to analyse the teachers' responses, I decided to do two things: obtain a narrative account of each teacher's responses for the six questions and conduct an analysis across the questions and the teachers of the key themes.

In this research study, each teacher who was interviewed also consented to be observed as another method of data collection, which would provide more information on how autonomy was exercised in practice in the classroom. The participants were already aware of the purpose of the research judging from their participation in the interview. However, they were given an observation proforma prior to the observation visit, which outlined the purpose and process of the visit. This was meant to act as a reassurance that it was not an assessment visit and would not in any way disrupt their teaching.

A pilot study of the proposed research was conducted before the main fieldwork of the research and data collection in order to examine the validity of the planned questions. The pilot study was intended to provide an account of the study's design, research methodology and a rationale for the choice of method.

It included a description of the pilot research instruments, data collection and analysis techniques. It focused on the research paradigm and the interview method was utilised so as to best address the research questions. The approach appeared to be valid and appropriate for the research of the main study.

As a result of the pilot interviews, it was decided that the review of literature should be extended to include the comparison of how autonomy and use of textbooks operated in different countries. Further, as a result of the pilot study it was decided that the use of grounded theory alone would not allow the full analysis and discussion of the all data.

Consequently, it was decided to employ the narrative approach so that all aspects of the long and involved stories of the participants could be considered and included. Three teachers of the investigation participated in the pilot study of the interviews, allowing me to “check that all questions and instructions were clear” (Bell, 2010, p. 127) and to judge “whether the wording and format of questions would present any difficulties” (Bell, 2010p. 128).

Trying out the interviews ahead of time also allowed me to check how long it took the respondents to complete it, which turned out to be 15-30 minutes on average. The pilot study led to the discovery that some changes needed to be made to the Personal Information section like changing the ‘English speaker’ option to ‘First language’ and adding in an extra section, which was the academic qualification for every participant.

7-4 Recommendations

Until now, little examination has been conducted on the EFL teachers’ attitudes towards textbooks and the role, functions and use of textbooks in the classroom and the relationship that is identified between teachers’ use of their teaching materials and teacher-learner autonomy. However, it is clear that the use of textbooks is extensive in language teaching at all levels (primary, intermediate and secondary) as uncovered in this study.

The ways in which teachers interact with their materials can influence their levels of teacher autonomy, which could be expressed the following aspects, which are outlined in the next sections.

7-4-1 Teacher training and professional development

There should be an intensive investigation conducted in applying new methods such as the basic idea of the teachers’ autonomy in schools in Saudi Arabia. Moreover, preparation programmes for the teachers should include training in order to promote their autonomy in order to act responsibly to the needs of their learners, and clarify the importance and benefits of teacher-learner autonomy.

It is seen that, at the wider level of teacher training programmes, developing teacher autonomy to promote learner autonomy is evidently beneficial. In addition to equipping EFL teachers with specialist and pedagogical knowledge, it is necessary to develop the critical competences of EFL teachers that will allow even the inexperienced teachers to manage, shape and control their own teaching.

The aspect of such development, which will be of benefit to teachers, is that which involves textbook evaluation and materials adaptation. This will furnish teachers with the skills and knowledge necessary to enhance evaluation and adaption to the existing materials and the teachers may eventually design their own materials. It will also raise their awareness and allow them to have more control over their teaching and increase their level of autonomy.

The study uncovered the existence of a number of institutional and personal constraints on both teacher and learner autonomy. By far the most serious institutional constraint was found to be teachers' lack of time to develop their own materials to respond properly their learners' needs. The action of freeing up time in the timetable would be necessary in order to foster this aspect and avoid such critical issues.

7-4-2 Teaching materials and their professional evaluation

From the findings of this study, it is believed that establishing a framework within the institution, which would help to promote learner autonomy and as a result develop teacher autonomy, is necessary.

Such a framework might include: Giving teachers the tools and therefore, the confidence in order to develop their own materials may be helpful to teachers at the institutional level in the long run. Tomlinson (2003) suggests that helping teachers develop an ability to evaluate materials in a systematic way can help them to develop criteria for evaluation. This is important as it can later serve as a guide for developing their own materials and help them develop confidence as they realise that other people's material are not perfect. Accordingly, it may as well be beneficial for teachers to have some guidelines to follow when evaluating course materials.

Criteria for evaluation could be developed by those teachers with experience in writing the materials or in tandem with their less experienced colleagues as a means of building up their knowledge and experience. It may also be beneficial to instigate a more formal textbook evaluation procedure, either at regular intervals throughout the semester or during the end-of-semester meeting.

Currently, no formal feedback procedures are in place in any of the public schools in the KSA, but it may prove useful for course supervisors to collect feedback, from everyone involved in teaching the courses. Such feedback would be on information regarding to the organization and structure, the number and type of activities, the suitability of the materials, the material's level of interest to students, the material's fit with the course objectives. The feedback could also measure whether the materials are suitably challenging or not, and it may also prove useful to ensure that any and all valid comments and suggestions are implemented. Such a procedure would also be a way of maintaining and enhancing the quality of the teaching materials.

Furthermore, there is a need to provide material resources, spaces, and tools in schools in order to exercise teacher autonomy. In addition, the government and sponsors should activate the role of learning resource centres and school libraries, which are essential for the autonomous learner process. Seminars and workshops on methods of learning autonomy should also be held. Further research and studies on the pedagogy of learner autonomy should be applied in order to benefit all stages of public education and promote the concept of teacher autonomy.

7-4-3 Shared coordination of materials development

Experienced EFL teachers, who have more years of experience in teaching, and course supervisors and policy makers could perhaps work together in preparing the policy in applying the materials. This is meant to show the areas that they should draw attention to when preparing their own teaching materials. The areas may include the knowledge of the students, materials, classroom organisation, student learning and subject content.

The more sophisticated knowledge base of those experienced teachers could also be a valuable resource to those inexperienced teachers with lesser years of experience in teaching, if deployed appropriately. The establishment of writing materials into teams could also help develop teachers' autonomy.

Tomlinson (2003, p. 451) believes that helping teachers develop procedures (for the systematic adaptation of materials) is a way of encouraging teachers to eventually produce their own materials. He suggests a formal process which includes profiling a class, analysing a set of materials, evaluating the materials, omitting, reducing, replacing, expanding, modifying and adding sections to the materials. The relationship between policy makers in Saudi Arabia and teachers should be inseparable, according to the results identified in this thesis. The Ministry of Education, i.e. the policy makers, have applied those textbooks without involving the teachers.

According to UNESCO (2013) a country's education sector should not interact in isolation of other sectors in the country, but rather interacts with other sectors both in the national and international arena. Reforms undertaken in the education sector can strongly affect other sectors within a country. However the effects of such isolation may not be identifiable in the short term. Education policy reforms often address acknowledged needs, and are subjective to the global and regional development agendas. This section describes some of the most extensive global priorities that tend to influence the national educational policies.

The ministry will be enlightened by this thesis about the various issues that underlie teacher professionalism such as the role of public school teachers in the materials development, and the degree into which teachers exercise their autonomy, so as to work through the MoE decisions that concur to the research issues that arose from this study data regarding teachers' perception of the MoE policy and the adequate teacher's needs of training that I might have failed to address. Yanow (2000) further acknowledges how such advice would enable the policy makers to make decisions, which would see them evaluate the projected outcomes. However this may encompass much procedural knowledge that is necessary for the execution of such activities.

7-4-4 Adoption of the experienced EFL teachers' views and knowledge

More experienced EFL teachers have professional practical knowledge, which is valuable, and reflects of the practice of teaching. This practical awareness could be of real benefit to teachers who are either just starting out in their careers or for those with limited teaching experience.

The first step lies in identifying the 'expert' teachers. These experienced teachers could act as mentors to their younger and less experienced colleagues. They would also provide regular and specific support and feedback, which would help develop their professional skills and levels of autonomy.

As the literature shows (e.g. (Tsui, 2003)), teachers consider the classroom experience as the most important source of knowledge about teaching. Therefore, it may well be beneficial to instigate a two-way learning system from the observation programme. This is whereby experienced teachers regularly observe their less experienced colleagues in a more facilitative way rather than a threatening one.

In addition, the less experienced teachers also observe their more experienced colleagues as a means of exposing them to new teaching methods, ideas and approaches. The two-way nature of the observations could help to establish a common ground for those involved in the observation process and minimise the potential stress that may be felt by the less experienced teachers.

7-5 The limitations of the study

7-5-1 Number of interviews and classroom observations

The small number of participants and the small scale of the school provinces impact on the generality of the findings as observing more teachers during most of the times would have helped give a more universal representation of the situation.

7-5-2 Lack of research resources on the topic

There is limited research that associates teachers' exercises of autonomy and the treatment of materials and textbooks in Saudi Arabia.

The literature available regarding the material design and its development will come in handy in contributing to the originality of my thesis and to the education field, not only Saudi Arabia, but also the world. I am looking forward to filling the gap that evidently exists and to discussing the answers to the research questions that were presented earlier in this present thesis.

Unfortunately, the current local research studies that concern materials development in Saudi Arabia were published years ago, and are therefore likely to contain very old topics and subjects, which are outdated, and examples of past life situations for a foreign English speaker in the context of Saudi Arabia.

As a result, the present researcher may face difficulties in understanding these old studies and mastering the needed topics in the literature of the English language, teachers and the connection that exists between their practice of autonomy and the materials development.

7-5-3 The participant teachers' genders

Due to the education system in Saudi Arabia, the male section is separated from the female education section, although both administrative sections work under the Ministry of Education. Therefore, the research was conducted in all-male gender schools, with male participants.

I had no access to all-female gender schools and female participants. Therefore, because the study investigates only the male gender, there was an existing gap in the research, which needs to be explored within both genders in Saudi Arabia.

7-6 Suggestions for Further Research

7-6-1 Suggestions for the literature

The scope of the subject of teacher autonomy is wide and its definitions are broad. To be more accessible, researchable and finalised and ensure that the role of the autonomous EFL teacher as materials developer in schools in Saudi Arabia is understood and tapped is the main reason for specifying the topic to the targeted teachers involved in the study.

More research would also be useful in order to discover the role that textbooks can and should play in language teaching, especially in the school systems.

It is seen that training teachers in the techniques of textbook evaluation and providing them with systematic guidelines to follow when evaluating course materials would be beneficial to their classroom practices in using textbooks, as well as their overall professional development.

Practical classes that show teachers how to best use, adapt and supplement the textbook would play a crucial role to teachers. Since the textbook is a primary resource for language teachers, it would be advantageous for teachers especially those with less experience, to understand how they can be better employed and exploited in the classroom.

A similar study looking at language teachers in another context in Saudi Arabia might prove valuable in terms of comparison and the generality of this study's findings. The other consideration would lie in a comparative study involving more than one country or more than one language programme (e.g. English and Arabic, or English and Dutch). This will add more light, which was mentioned slightly in the last section in chapter three regarding the general education systems, in those three languages in page 72.

Further to this, perhaps there could be a comparative study of English teachers' sense of autonomy (as reflected through their teaching materials and students' needs) at all school levels (Elementary, primary and secondary). This would be instructive and may also uncover very different sets of influencing factors, constraints and solutions, which could then be considered as ways of increasing teachers' levels of autonomy.

7-6-2 Suggestions to be extended after this study

This study attempted to investigate views and attitudes of male EFL teachers' of Saudi male students about the promotion of teacher-learner autonomy, to show how they are interrelated in one context and one environment.

This is in order to help understand teachers' perceptions and attitudes and make suggestions that may develop new methods in teacher autonomy. Suggestions for further studies are made below:

- Further research should be conducted with a large group of Saudi EFL teachers and pre-service teachers to investigate their attitudes. Both quantitative and qualitative data should be gathered to grasp a more profound understanding.
- Further research should be conducted with a larger group of Saudi EFL students to investigate their attitudes towards their school autonomy/policy and how they may enhance their attitude.
- An investigation should be conducted to examine parents' views, participation, cooperation, and attitudes toward teacher autonomy as a major topic and their role in developing the materials for their children.
- Further research may be conducted on all other subjects with both male and female teachers, as well as male and female students. This would be for the determination of their attitudes and perceptions toward their roles in motivating autonomous teachers to activate their part in the process of the materials development and decisions of policy making.

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Appendixes:

1- Policy document 2010 asks teachers to finish teaching all the units (translated in the text):

٣١٥٣٨٩٠٠ :الرقم
٥١٤٣١ / ٥ / ٢١ :التاريخ
يرون :المقررات

الموضوع : بشأن تنفيذ كامل الخطة الدراسية للمقررات

وزارة التربية والتعليم
Ministry of Education & Training

المملكة العربية السعودية
وزارة التربية والتعليم
الإدارة العامة للتربية والتعليم بمنطقة القصيم
إدارة الإشراف التربوي

تعميم عام

المكرم / مدير مدرسة وفقه الله

السلام عليكم ورحمة الله وبركاته

سعيًا لتحقيق الأهداف التربوية والتعليمية المنبثقة من السياسة العامة للتعليم في المملكة العربية السعودية، ونظرًا لما تم رصده من ملاحظات في الميدان التربوي من تأخر بعض المعلمين في تنفيذ خطة المقررات الدراسية، مما يخل بالأهداف العامة للمادة ويؤثر على مستوى التحصيل المعرفي (التراكمي) عند الطلاب في مراحل التعليم المتتابعة .

إليه أمل إيلاء هذا الموضوع عنايتكم الشخصية بصفتكم المشرف المقيم في المدرسة ومتابعة ذلك عاجلاً مع المشرف التربوي للمادة من أجل مساهمته في متابعة تنفيذ الخطة الدراسية للمادة وتقييم تحقق أهدافها التربوية والتعليمية.

شاكرين لكم اطلاع جميع معلمي المدرسة عليه وأخذ توقيعهم بالعلم .

وتقبلوا تحياتي ،،،

المساعد للشؤون التعليمية

سليمان بن عبد الرحمن الفايز
٥ / ٢١

من / إدارة الإشراف التربوي .
من / لكل مكتب تربية وتعليم للمتابعة .
من / لكل قسم من أقسام الإشراف التربوي .
من / لوحدة المتابعة .
من / للاتصالات الإدارية .

2- Letter for teachers/school principals: for their permission to conduct the interviews (teachers) and their classroom observations (principals):

Kingdom of Saudi Arabia
Ministry of Higher Education
Qassim University
College of Education

جامعة القصيم
كلية التربية
وكالة الشؤون التعليمية

الرقم: ~ التاريخ: ٩ / ١ / ١٤٣٣ هـ

المرفقات: ~ الموضوع:

إلى من يهمه الأمر

السادة عمليكم ورحمة الله وبركاته، وبعد:

يقوم طالب الدراسات العليا / سلطان بن عبدالعزيز البديوي بإجراء بحث رسالة الدكتوراه ، بعنوان : "مدى تأثير استقلالية معلمي اللغة الانجليزية في مشاركتهم لتطوير مناهج وطرق تدريس اللغة الانجليزية في المدارس العامة في المملكة العربية " ، ويتطلب هذا البحث مقابلة وزيارة بعض معلمي اللغة الإنجليزية .

عليه ؛ نأمل منكم التكرم بتسهيل مهمته لتطبيق بحثه على معلمي اللغة الإنجليزية .

شاكرين لسعادتكم حرصكم وتعاونكم ،،،،

وكيل الكلية للشؤون التعليمية
١/٩
د. خالد بن إبراهيم الداغيم
١٤٣٣ هـ

جامعة القصيم
Qassim University
الشؤون التعليمية
كلية التربية ببريدة

3- Plain Language Statement was sent to every participant prior to conducting the interview:



Plain Language Statement

1. Study title and Researcher Details

EFL Materials in public schools' classroom in Saudi Arabia.

An investigation of the extent to which teachers engage in materials/textbooks development in order to design learning experiences to meet the needs of their students as an indicator of teacher autonomy.

2. Invitation paragraph

You have been invited to take part in a research study that examines your prior influences and perspectives on becoming a teacher and your interpretation of teacher autonomy. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information.

3. What is the purpose of the study?

This research is an attempt to enhance Saudi teachers' understanding of teachers' autonomy and how this relates to the development of pedagogical strategies within a classroom and to encourages EFL teachers to submit recommendations for improving English teaching

4. Why have I been chosen?

You have been chosen because you are a teacher of English and can share your experience of learning and teaching in Saudi classrooms.

5. Do I have to take part?

Participation in this project is entirely voluntary and it is your right to withdraw your consent and any data previously supplied at any time during the project.

6. What will happen to me if I take part?

I will meet with you and carry out an audio taped interview that lasts 15-25 minutes and if appropriate produce a timeline of previous influences on your learning.

7. Will my taking part in this study be kept confidential?

Any data gathered will be secured in locked filing cabinets with access by the project researcher and PhD supervisor only. Data will be anonymised to protect your identity.

8. What will happen to the results of the research study?

Once I have interviewed you I shall transcribe the interview and translate any parts that were recorded in Arabic. I will then analyse the data to see what themes emerge. I will write up this work as part of my PhD. An electronic copy of the thesis will be supplied to any participant wishing to see the final version. Finally, all the data in the computer files, the hard copy files and the audio recordings will be kept safe until the successful completion of the degree and then will be destroyed.

9. Who is organising and funding the research? (If relevant)

Fully sponsored and funded by the Saudi Cultural Bureau Presented by Qassim University.

10. Who has reviewed the study?

The ethics committee of the School of Education at the University of Glasgow has approved the study:

If you have any concerns regarding the conduct of the research project you can contact

The College of Social Sciences

Ethics Office

Dr Georgina Wardle

georgina.wardle@glasgow.ac.uk

11. Contact for Further Information

s.albedaiwi.1@research.gla.ac.uk

4- Consent Form was sent to every participant prior to conducting the interview:



Title of Project: EFL Materials in public schools' classroom in Saudi Arabia.

An investigation of the extent to which teachers engage in materials/textbooks development in order to design learning experiences to meet the needs of their students as an indicator of teacher autonomy.

Name of Researcher: Sultan Abdul-Aziz Albedaiwi

1. I confirm that I have read and understand the Plain Language Statement for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I agree to participate in the project and understand that this involves taking part in a 15-30 minute face to face interview which will be audio taped. In addition, prior to the interview, I agree to produce a timeline of previous influences on my learning.
4. I understand that my actual name will not be used in the transcriptions, as the transcript data will be coded using a pseudonym.
5. I understand that all the data will be kept on a password protected data pen and accessed only by the researcher and PhD supervisor.
6. I agree / do not agree (delete as applicable) to take part in the above study.
7. I understand that all the data in the computer files, the hard copy files and the audio recordings will be kept save until the successful completion of the degree and then will be destroyed.

<u>Name of Participant</u>	<u>Date</u>	<u>Signature</u>
<u>Researcher</u>	<u>Date</u>	<u>Signature</u>

1 for subject; 1 for researcher

5- Questions of the interview were sent to participants before conducting the interview



University of Glasgow | Faculty of Education

The University of Glasgow, charity number SC004401

Open-ended semi-structured interview questions for the pilot/main study

This study attempts to answer the following open-ended questions:

1. Do you believe it is essential for teachers to be engaged in developing the EFL materials and instructions in Public Schools? Give an explanation why.
2. Do you have a concise view pertaining to how teachers are supposed to engage in the development of materials in EFL public schools and give new teaching approaches? Give examples based on your experience on how a teacher should and should not engage.
3. Was there teacher participation in materials development? If yes, to what level does it promote teachers' skills and their development of the EFL materials? If there wasn't any participation, does it pose a discouragement to the teachers' professional or personal enhancement? Give an explanation how/why.
4. At what level have teachers been motivated or de-motivated to be integral to EFL material advancement and new ways to teach disciplines in EFL classes? (This is from the public school system, syllabus, teachers' training and Ministry of Education rules).
5. What is your opinion on teachers' exercising autonomy, and to what level can it be rated, based on the teachers' contribution to materials development and new methods for disciplines of study?
6. Does being an independent teacher promote the disciplines of study techniques provided in EFL materials with regards to Saudi Arabian public schools? Can you give further explanations based on your personal experience using examples?

6- Observation proforma: Teacher development/levels of autonomy in direct / Aspects.



Teacher development/autonomy direct observation proforma

Aspects	Comments
Use of textbooks/Materials	
Matches learning activities to meet the Textbook/Material	
Response to individual learners	
Use a range of teaching and learning techniques to engage and motivate learners and encourage independence	
Encourage learners to use their own life experiences as a foundation for their development	
Teacher makes a decision to change what they are doing during the lesson – departs from the lesson plan in the textbook/Material	

7- Copy of EFSA textbook cover in 1992:

ENGLISH FOR SAUDI ARABIA

First Year Secondary, English 2

TEACHER'S BOOK



**Written and prepared at
King Fahd University of Petroleum and Minerals
Dhahran, Saudi Arabia
1992**

**Dr. Khedir O. Al-Qurashi
Martin Watson
John Hafseth
Douglas Hickman
Richard Pond**