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**Using the Textbook to Promote Thinking  
Skills in Intermediate School EFL  
Classrooms in Saudi Arabia:  
An Analysis of the Tasks and an  
Exploration of Teachers' Behaviours and  
Perceptions.**

**By**

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**A Thesis Submitted in Fulfilment of the Requirements for the Degree of  
DOCTOR OF PHILOSOPHY**

**School of Education  
College of Social Sciences  
The University of Glasgow**

**(October) 2014**

## **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

*Nurah Alfares*

## **Acknowledgments**

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## Abbreviations

EFL	English as a Foreign Language
TS	Thinking skills
TMOE	The Ministry of Education
APK	Activate Prior Knowledge
CL	Cooperative Learning
MS	Metacognitive Skills
PMS	Promote Metacognitive Skills
PMT	Potential Metacognitive Task
Non-PMT	Non- potential Metacognitive Task
MFL	Modern Foreign Language
ALM	Audio Lingual Method
TBA	Textbook Analysis
FN	Field Note

## **Abstract**

This exploratory study has grown out of my interest in learning thinking skills (TS) in English as a Foreign Language (EFL). An aim of TS in EFL is to help learners to understand how they learn, which could help them in using the target language with other learners in language classrooms, and in their social life. The early researchers have criticised the system of teaching methods in EFL applied in Saudi schools, as they claim that it does not produce students who are highly proficient in English. Some of them suggested that enhancing learners' TS would help to improve the learners' proficiency of using the EFL. The textbook in Saudi schools is the central material for teachers to follow in the EFL classroom. Thus, this study is investigating the main issues that could promote TS in Saudi EFL: the textbook and the teachers.

The purposes of the study are: to find out the extent to which the tasks in the textbook have the potential to support teachers in promoting TS; to discover insights into the nature of classroom activities that teachers use to encourage TS from the textbook and to explore the teachers' views on the role of the textbook in promoting TS in the English language. These aims will improve understanding of the connection between the potential of the textbook content and the participants' theoretical knowledge and their teaching practice. The investigation employed research techniques including the following: (1) analysis of the textbook; (2) questionnaire for EFL teachers; (3) observation for EFL classroom; (4) interviews with EFL teachers. Analysis of the third intermediate grade textbook has been undertaken and six EFL teachers from five intermediate schools were involved in the study.

Data analysis revealed that 36.71 % of the tasks in the textbook could have the potential to promote TS, and 63.29 % of the tasks in the textbook could not have the potential to promote TS. Therefore, the result of the textbook analysis showed that the majority of the tasks do not have the potential to help teachers to promote TS. Although not all teachers of the observed lessons displayed behaviour helpful to promote TS, teachers who presented potential TS tasks in their lesson encouraged learners' interaction and students' engagement more than teachers who presented tasks that did not have the potential to promote TS. Therefore, the result of the teachers' data showed that having a textbook that has the potential to promote TS is not enough to develop teaching TS in Saudi EFL, since teachers' behaviour could make the task more or less productive.

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# **Chapter One: Introduction**

## **1.1 Introduction**

My interest in the study emerges from my previous work on cooperative learning and its benefits in developing learners' achievement in EFL. One of the general findings in my previous study, is that cooperative learning can support the learners to develop cognitive skills, practise the language and enhance their independence (Alfares, 2010). Thus, my investigation in the previous study concluded that the potential benefits of cooperative learning led to improving learners' thinking skills (TS). These are important skills in EFL that help learners to tackle their learning, understand how they learn and be aware of their learning through their articulation of their thinking with other learners.

This chapter will present the issues that need to be explored in relation to teaching TS in EFL in Saudi Arabia. Then the research question for the study will be identified, based on the issues discussed. I will also set out the aims, rationale and significance of the study to justify the importance of this study's contribution. The last part of this chapter discusses the concepts of theories to be considered in the literature and for this study.

## **1.2 Issues in TS in a Saudi EFL classroom**

The modern 21st century world needs people who are able to think for themselves to engage actively in their society. Saudi Arabia is considered one of the fastest developing countries in the Middle East (Al-Degether, 2009). Therefore, The Ministry of Education (TMOE) sees that it is more effective to help learners learn well, and part of this approach is the view that TS are a vehicle to a good education. TS could help to prepare people, which the country needs in order to enhance its educational performance, economic growth and prosperity (Al-Degether, 2009). Thus, Saudi Arabia is trying to offer new opportunities for individuals to develop their TS in their learning in order to help deal with the changing world (Al-Degether, 2009).

Al-Motairi (2005) claimed that teaching EFL has long been an issue of debate in public schools and he pointed out that the main reason for this heated argument is that the ability

of Saudi students in EFL (particularly school-leavers) has consistently been far below the required level. The level of English that students are required to achieve from the English subject in school is nearly intermediate level in which students would be able to talk about themselves, have a short conversation with foreigners, and understand a short extract of text in the English language. Al-Motairi (2005) perceived that EFL teachers, supervisors and parents have shown dissatisfaction with Saudi students' abilities to use EFL in their social lives, and their concerns have been confirmed. Despite the fact that students study EFL for at least seven years at school, for an average of four hours a week, most students graduating from secondary school have difficulty in expressing themselves in English. These concerns about the low achievement of Saudi students confirm the recent problems in teaching EFL in Saudi Arabia (Alabdelwahab, 2002). Furthermore, it seems there are problems in the grounding of teaching EFL since it is hard for students to learn English in schools and achieve the required level.

TMOE is aware that research indicates that the traditional way of teaching does not support teachers in promoting TS (Ennis, 1990; Swartz and Perkins, 1989; Haynes, 2002), so it is important to develop teachers' ability to think critically and reflect on their teaching methods. TMOE emphasizes the importance of promoting TS in the EFL curriculum to enhance learning, since the Saudi EFL curriculum is aimed at helping learners to master their learning of the language, so that they will be able to use their learnt knowledge of the skills. In the view of TMOE, teaching TS in EFL could help learners to increase their awareness in learning and using the target language. To achieve this goal, TMOE is going through different procedures to develop the materials to promote Saudi learners' professional skills in EFL. For example, it is developing the EFL textbook to adapt its content of knowledge and skills in line with recent topics and a methodological approach, such as applying TS.

Efforts have been made by the department of English language in TMOE and English supervisors to develop and encourage the promotion of TS in language curricula. Furthermore, TMOE is setting up some training courses for teachers to implement and develop teaching TS for all subjects (Al-Degether, 2009). Al-Degether (2009) recalled that the in-service teachers' programme focuses on developing teachers' TS so that they are able to use them in the classroom. She added that Saudi teachers are becoming more interested in TS and their application. However, lack of applying TS in language

classrooms could lead to a mismatch between the provided training and professional development for teachers and the skills that they need to foster within the language classroom (Alwehaibi, 2012a). For example, some teacher preparation programmes provide systematic courses to develop teaching strategies to promote learners' TS, but teachers claim that these courses are not adequate because they are not practical during the actual teaching process (Alwehaibi, 2012a). This could be because teachers in these courses were trained to incorporate specific TS into some suggested tasks, (see appendix 8 for a sample of a preparation plan for a problem-solving task from an EFL textbook). Thus, it could be difficult for them to apply the strategies that they have learnt into different tasks in a selected textbook. Therefore, this study will explore the chemistry between the textbook and the teachers, and how they are related to each other in teaching TS in the Saudi EFL classroom.

Furthermore, there is an effort from TMOE that is concerned with the generic TS which require teachers to receive training of TS as discrete skills, separate from any subject, and then to infuse these skills in their lessons. So there are contradictions between the policy of teaching EFL and the services provided for two reasons. First, one of the goals of EFL in Saudi Arabia highlighted the importance of enhancing the learners' intellectual skills in learning (see section 2.4 for the EFL goals) but there was not sufficient training for EFL teachers to promote TS. There was a lack of education for the teacher in how to use the learning strategies that help in promoting TS e.g. using the questioning strategy (Alwehaibi, 2012a). The second reason is that the textbook provided by TMOE is compulsory and teachers are required to use it in their lessons. However, the training that was provided for teachers deals with specific TS, such as problem-solving strategy, so teachers would not be able to apply the strategy for the majority of the tasks in the textbook. Further, some of the training deals with TS in a generic sense and as a general subject for all in-service teachers for different subjects (Al-Degether, 2009; Alwehaibi, 2012a), so there is no high chance for EFL teachers to apply what they learned to all English tasks, since generic TS would not be suitable for all kinds of tasks. To inform this debate, Saudi Arabia needs studies that are concerned with exploring the combination of TS, the materials used and teachers' behaviour to enhance the learners' learning within the subject.

Since TS requires openness, autonomy and reflection on learning (Wilson and Murdoch, 2008), the materials provided should encourage these qualities in the learner (Shirkhani and Fahim, 2011). It is interesting that TMOE is very keen to develop TS through the materials provided (the textbook) and teachers' training, but they need to be aware that it is important and more practical to improve future teachers and train them to match the materials provided with their teaching methods to develop TS, since it would not be more effective to consider separately the development of the main issues in the EFL curriculum design (Alwehaibi, 2012a). Further, the teachers trained to teach TS may not apply their knowledge if there are limitations in the textbook. Therefore, in order to help teachers implement TS in their lessons we need to provide them with the materials that could open up opportunities for their mediation to achieve this aim (Shirkhani and Fahim, 2011), as well as provide them with training that helps them to promote TS (Al-Degether, 2009; Alwehaibi, 2012a), and dealing with any limitation of the textbook. Teacher's mediation could help EFL learners to engage in interaction and negotiation of meaning, so they can reach an understanding of the presented task in the textbook (Turuk, 2010).

Since education in Saudi Arabia is centralized, it could be reasonable to infuse the materials used in the teachers' preparation so that teachers have suitable practical knowledge for their future careers. Furthermore, in Saudi Arabia, whatever improvement they want to bring to the education system is done through designing the textbook (as a main material) and providing it for the teacher. This is because the course design could impact on developing the language classroom (Tomlinson, 2003). Thus, I am assuming that the potential productive textbook of TS is a good vehicle to support teachers in promoting TS in Saudi EFL classrooms. Therefore, the aspects of the curriculum designs – textbook and teachers' behaviour – should lead to interest from TMOE and should aim to achieve the goal of EFL learning.

The issue of this study is that TMOE is making efforts to promote TS in general (Al-Degether, 2009) and in a particular focus for EFL (Alwehaibi, 2012a), as well as working on establishing the teaching of TS as presented in the goals of EFL (see section 2.4. for the goals). However, in Saudi learning, because the system is totally controlled, teachers are provided with a specific textbook and they need to think about it, plan their lesson and deliver it to students, which forces teachers to have a limitation on their teaching and

thinking. Researchers highlight the limitations of textbooks e.g. Ur (1998) claims that textbooks are insufficient in providing for every learner's needs.

On the other hand, the language textbook is a dynamic object which has a function and purpose – it is a tool to learn a language (Richards, 1995; Tomlinson, 2003). It could help in creating meaning if other participants in language classroom act communicatively to itself (Richards, 1995; Tomlinson, 2003). In this study, I will explore the chemistry between the textbook and the teachers, and how they are integrated together to help in promoting TS in EFL classrooms. I will also explore how teachers behave and evaluate the way they interpret the task and the extent to which it may be more or less productive for TS.

This study is concerned with two key issues: what the textbook is aiming to do and what the teacher does with it. I will explore neither the potential of the textbook to promote TS on its own, nor how the teachers support learners' TS in a generic way. This study will explore the chemistry between the textbook and the teachers, and how they are related to each other in teaching TS. Therefore, the framework for this study is about investigating issues in teaching TS in the EFL curriculum with regards to the two essential aspects: the textbook and the teacher's behaviour. Based on the explained issues for the current study, the research question will now be identified.

### **1.3 The research question**

To address the issues of the study I have identified a main research question and two important sub-parts. The research question has been identified to explore and understand the potential of the textbook used to promote TS through its content and through the behaviours and the perspectives of the teachers. The research question for the study is:

#### **1- To what extent do the tasks in the textbook have the potential to support teachers to promote thinking skills?**

*A- How do the teachers use the textbook and what else do they do?*

*B- What are the teachers' perceptions of the textbook for promoting thinking skills?*

The answers to this question will help in achieving the aims of the study.

## **1.4 Aims of the study**

The general aim of this study is to explore the potential of the tasks in the EFL textbook to promote TS. Since the issues of the study are broad for all EFL learning in different stages in the schools, I selected the third intermediate grade to be the focus in order to make the study more manageable (details of the selected textbook will be explained in section 2.6). Therefore, I will focus on how the third intermediate textbook helps teachers to promote TS. Some specific aims have been identified for the current study:

- 1- To ascertain the extent to which the tasks in the textbook have the potential to support Saudi teachers in promoting TS.
- 2- To get insights into the nature of classroom activities that teachers use to encourage TS from the textbook.
- 3- To explore the teachers' views on the role of the textbook in promoting TS.

## **1.5 Rationale and significance of the study**

I am interested in considering TS since they could help students to be more independent, manage to use their knowledge and continue their learning. From Saudi studies, most of the literature about EFL textbooks' evaluation (Alamri, 2008; Al-Yousef, 2007; Khafaji, 2004) is related to many issues: appropriateness, content, quality, match to student's level, social and cultural contexts, language skills, flexibility, teaching methods, practice and testing. Further, many studies discuss different issues related to EFL in Saudi Arabia, but few studies have been done to investigate teaching TS in Saudi EFL (Alnofaie, 2013; Alwehaibi, 2012a). However, this study is one of the few studies on Saudi Arabia that directly addresses the potential of the textbook to promote TS in EFL.

Based on my knowledge of the Saudi system, the textbook is the main vehicle for the EFL curriculum. Therefore, the Saudi system develops the textbook to bring in any change in teaching and learning, as well as to apply the theory of learning. Thus, this study has significance for EFL curriculum policymakers in TMOE as it gives them an insight into the effect of the materials used on teachers' promoting TS in the curriculum, so it could open a space to develop the critical issues that affect teaching TS in EFL classrooms. Further, I hope in this study to contribute useful knowledge that will help in developing learners'

education through TS in EFL and to find out useful information that would help educators in Saudi Arabia to understand the reflections of teachers' behaviours and perceptions of the textbook to promote TS.

Therefore, to help students promote their TS in Saudi EFL, the textbook should have the potential from its tasks to enable teachers to support learners in gaining its benefits. However, previous studies such as Reid (1998) suggest that it is difficult to find textbook that support TS in EFL. Further, Alwehaibi (2012a) claims that teaching methods and the teacher's role have a greater effect on promoting learners' TS than the materials used. This is because teachers could follow some guidelines and change their behaviour to help learners promote their TS.

English language subjects are controlled and assessed by the Department of English Language at the General Directorate for Curriculum Development at TMOE. It is responsible for assessing and developing the materials and creating the guidelines for the subject. From 1993 the EFL curriculum has presented students with authentic materials and texts based on the communicative competence approach (Alabdelwahab, 2002). This is 'emphasis on oral communication in generic contexts as the cornerstone of beginning and intermediate foreign language' (Swaffar, 2006, p.246).

EFL textbooks are designed and written by TMOE; so they have been adapted to Saudi students' cultural concepts (Abdan, 1991). They emphasise the teaching of EFL without promoting different customs and morals that go against Saudis' religious beliefs. Therefore, I'm expecting the textbook is related to the Saudi culture where it could open the space for learners to enhance TS since they could apply their experience to their learning. It has been generally known that textbooks play an important role in language classrooms (Richards and Rodgers, 2001). However, the actual role of textbooks in EFL is based on the potential and limitations of using it in the classroom (Richards and Rodgers, 2001). Thus, textbooks developers need to be aware of how teachers use the textbook in actual teaching settings. Richards and Rodgers (2001) believe that it will create a mismatch if those involved in textbook development are not involved in EFL teaching and research. This study could show insight into the teachers' actual practice of the textbook, and how their practice helps them to achieve the goals of EFL practically related to TS.

Therefore, it is important to look not only at the textbook, but also at the teachers' practice – it is important for TMOE to provide teachers with suitable training to make the EFL curriculum more productive as regards TS. So I wanted to investigate how teachers currently help to promote TS through the constrained textbook. The textbook could be an effective source for EFL teachers and learners because it is the product of experienced academics and designers (Harmer, 2001). This study is important in order to explore the extent to which the textbook provided have the potential to support teachers in promoting TS for learners and helping them to be aware of the process of learning.

Furthermore, this study is important because it investigates two dependent issues in the EFL curriculum design: the textbook and the teacher (Wen-Cheng et al. 2011), and how they support each other. Even if the textbook did have the potential to promote TS, we cannot assume it is helping learners' TS if the teacher does not make it more productive and obtain the benefits of it (Baumfield and Oberski, 1998; Baumfield and Devlin, 2005; Shirkhani and Fahim, 2011). Therefore, this study focuses not only on what is written in the textbook that promotes TS, but also on what the teacher does with the tasks to realise their potential to promote TS.

Thus, the focus of this study is the analysis of the tasks in the textbook to explore its potential for supporting teachers in promoting TS in EFL. Therefore, I am aiming to investigate how teachers use the textbook through observations to see how they deliver the tasks for learners. This is important since the way they interpret the task can either make it more productive or less productive for TS. The effectiveness of the textbook depends on the level of the teachers' perceptions of their use of the teaching methods (Al-Yousef, 2007). Another aspect of this study is the teachers' knowledge and beliefs about teaching TS through the recent textbook. Teachers' perception of the textbook is important since the actual practice may contradict their perceived methodological orientation (Al-Yousef, 2007).

The last significance of the study is that it does not identify TS in a generic way, focusing on skills such as comparing, analysing and making an argument. This is because this study is concerned with TS in EFL, and emphasises the TS that support learners' education and help them to apply their learning inside the classroom to the actual learning, and outside the classroom to social activities. Therefore, in language learning what is important in TS

are those skills which assist learners to promote the metacognitive skills (MS), which is defined as learners' awareness of their own knowledge and their ability to understand, control and manipulate their own cognitive processes (Halpern, 1998). These skills could help them to become better language learners.

## **1.6 The concepts of the study**

This study considers the theoretical concepts that are relevant for language learning and TS. Language development and thinking are closely related, since TS are concerned with how learners learn well (Rojas, 2001; Liaw, 2007). Language learning is a tool which involves learning word meanings and adopting the structure of the language. Since learning a foreign language consists of learning to use its content and structures, so learners would be able to formulate structures (such as sentences, make a dialogue, write a paragraph) if they learned the role of the target language (Lightbown and Spada, 2006).

Therefore, it is an active process of knowledge construction. Constructivism theory is defined as the understanding that knowledge is constructed in a dynamic process through individuals or groups, and not basically conveyed (Reagan, 1999). This could be through exposing learners to materials, experiences and situations from which they can inductively build their own knowledge. Thus, in my study I have based my thinking on social constructivist theory and mainly on the theories of Vygotsky (The Russian psychologist) and Dewey (the American philosopher), since they both claim that learning involves constant reinterpretation (Vygotsky, 1978) and reconstruction of experience (Dewey, 1938a), which helps learning to be meaningful and increase conciseness in the language (Kinging, 2002).

Kinging (2002) states that the significance of the social constructivist approach in foreign language education is that knowledge is not fixed and given, it is shaped and reconstructed through using the target language in diverse social settings and at different times (Kinging, 2002). The constructivist approach can facilitate language learning by giving students a range of opportunities and by providing language practice that is interesting and meaningful. Constructivist theory highlights that it is important for learners to be conscious in the process of learning, rather than being passive learners who only focus on finding the

outcome of the content knowledge. Conscious reflection on the language may help learners in the process of constructing knowledge (Kington, 2002).

Further, the theories of Vygotsky (1978; 1986) and Dewey (1938a; 1938b) highlight the importance of dialogue in learning as a tool for teachers' mediation. Vygotsky (1978) focused his attention on the cognitive process and noted that social interaction is important to develop the process of cognition. Therefore, he claimed that experience construction and building understanding are natural characteristics of the social activities. Vygotsky (1978) highlighted the interaction between an adult and a child in a Zone of Proximal Development (ZPD), since it is essential part of developing the child's cognitive abilities, The ZPD is defined as:

‘the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.’

(Vygotsky, 1978, p.86)

All kinds of interaction, between an adult and a child or between children at the same level, require dialogue. Mediating learners through dialogue helps to develop the learning process and the cognitive acquisition. The school-based education could be performed through teacher-students dialogue (Mercer and Littleton, 2007). Vygotsky's concepts of the language highlighted the importance of putting the sociocultural theory into practice through emphasising the teacher's role to work as a mediator for learners and help them to understand and use the language tool for thinking (Mercer and Littleton, 2007).

Therefore, the concept of ZPD is a challenge for EFL teachers since they need to realize the limitation of their students and then focus on developing their learning until they close the gap (Shayer and Adey, 2002). Through the dialogue, teachers would be able to understand the limitations of the learners, and then they could identify the kind of help that they require, so they could work on bridging the gap (Shayer and Adey, 2002). Dialogue could help teachers to strike a balance between the learners and the task, whereas the difficulty of the task could be just above the learners' level, and the teacher should mediate the learning until students close the gap (Shayer and Adey, 2002). Thus, the balance

between the task and the students is required, and the teacher is responsible for adjusting that (Shayer and Adey, 2002).

Teachers' instructions should be limited to the ZPD, so teachers and learners could work within these boundaries and learners could be supported and mediated (Donato, 2000). In language class, it does not work for learners if the teacher only assigned the task for them without assistance and mediations, since the sociocultural constructivist theory considers the collaborative achievement between the learners and teachers, not the isolated individual effort (Donato, 2000). The ZPD could provide opportunities for interaction and negotiation of meaning in the language classroom, so language could be developed (Donato, 2000). Further, the ZPD theory highlighted the importance of the interaction within instructions. This interaction during the ZPD could help learners to enhance their awareness of how the social interaction might enhance their cognitive skills. According to Vygotsky:

‘Social instruction actually produces new, elaborate, advanced psychological processes that are unavailable to the organism working in isolation.’

(Vygotsky, 1989 cited in Donato, 2000, p. 46).

The ZPD could reflect the importance of metacognitive skills (MS) in learning since they could be tools to help learners to learn how they learn and develop learning strategies to make meaningful knowledge in the classroom. MS could help learners relate the learning experience to their life, so it develops the learners' TS (Williams and Burden, 1997). The constructivist teacher takes the challenge to encourage TS (Gayle et al., 2006, p.35). I would expect the Saudi EFL teachers to take the constructivist teacher role in mediating and facilitating the learning through encouraging learners to use their MS to promote their TS. Further, the potential metacognitive task (PMT) could allow a chance for teachers to initiate a dialogue in the EFL classroom, but the teacher mediation could enhance learner-teacher or student-student dialogues. Since the lessons in Saudi EFL classrooms are from the textbook, I will focus on the PMT as a tool to help teachers' incorporate MS into the learning, so they could promote the learners' TS.

## 1.7 Structure of the thesis

The thesis is divided into seven chapters:

- **Chapter 1:** it presents the topic, its importance, the issues to be explored, the research question, the aims and theoretical concepts of the study.
- **Chapter 2:** it sets out the Educational Context of the study and constitutes a critical overview of the policy and the role of designing the materials and the teachers' preparation in Saudi EFL.
- **Chapter 3:** it presents the literature review for the topic – the theoretical framework of the research. Chapter 3 considers the definition of TS and how they are applied through suggested frameworks in EFL area. It also presents the framework of the current study and the main elements that have been considered.
- **Chapter 4:** it concerns the research design and methodology used. It discusses the selected methods to address the research question: textbook analysis, questionnaire, classroom observation and interviews for EFL teachers. It also presents the findings of the textbook analysis. Issues related to the process of data collection, the process of data analysis and the research participants are also discussed.
- **Chapter 5:** it presents the findings of the six vignettes. Each vignette presents the gathered data from the questionnaire, observations and the interviews, as well as the analysis findings of the observed tasks.
- **Chapter 6:** it discusses the significant similarities and the differences that arose from the teachers' behaviours and their perceptions.
- **Chapter 7:** it summarises the general findings of the study, draws a conclusion and points out recommendations and suggestions for further research.

## **Chapter Two: Educational Context in Saudi Arabia**

### **2.1 Introduction**

This chapter will present the literature within the context of the study to give a clear picture about the current EFL curriculum in Saudi Arabia and to explore the factors that influence teaching English language in general, and more specifically teaching TS in EFL. The first part of the chapter will present the general education system in Saudi Arabia. The second part will present the importance of EFL and objectives of teaching EFL in Saudi Arabia. An explanation of the objectives of teaching EFL in intermediate schools and use of the textbook for the third intermediate grade will then be presented. Next, a discussion of teachers' preparation programmes and the teaching methods used will be presented.

### **2.2 Education system in Saudi Arabia**

The education system in Saudi Arabia is controlled by The Ministry of Education (TMOE), affecting all schools around the country. Saudi schools are divided into two types: public schools and private schools. Public schools are run by TMOE, while private schools are run by Saudi individuals. Private schools have the same curriculum as public schools except for some optional courses, such as English at the primary stage. Private schools have to use the same EFL textbooks distributed by TMOE. Both types of schools (public and private) are required to follow the ministry's policies and guidelines for all educational issues: subjects, curriculum, grading and final examinations (Alabdelwahab, 2002). Although teachers have a certain amount of freedom in all schools to choose the kind of tests during the semesters, they have to follow the regulations set by TMOE for the final examinations (Alabdelwahab, 2002).

TMOE in Saudi Arabia is responsible for the systems for all educational issues. The system of education is based on Islamic concepts and the cultural values of Saudi people. Although education is encouraged in Saudi Arabia, it is not compulsory, and it could give

people the opportunity to make choices about their lives (Alabdelwahab, 2002). Alabdelwahab (2002) explained the structure of schools in the Saudi system as follows:

- 1- Pre-elementary stage:** kindergarten, mostly for private sectors, but there are a few public kindergartens; children between the ages three and five can enrol in them and they receive informal education.
- 2- Elementary schools:** these consist of six grades; students from the age of six can enrol in these schools, and it is expected that they will complete them by the age of 11. English language is introduced to students in most elementary schools at grade 4, but it is not a compulsory subject, and they receive two periods of 35 to 45 minutes a week. There are no final examinations at this stage in any of the subjects. Students are assessed continuously during each semester, and they progress on to the following stage based on their overall performance.
- 3- Intermediate schools:** these consist of three grades; students enrol in the schools from the age of 12 and it is expected they complete the grades at the age of 15. English is introduced to the students as a compulsory subject. They receive four classes of 35 to 45 periods a week and at the end of each grade they take an exam in all the subjects and if they pass they can progress to the following grade.
- 4- Secondary schools:** these consist of three grades and students enrol in these schools at the age of 16 and it is expected that they will complete the grades by the age of 18. Students at this stage continue to study English and they take four classes (35 to 45 periods) a week. At the end of each grade they take an exam in all the subjects and if they pass they can progress to the following grade. Passing the examination for the last grade means students are eligible to be admitted into a university. A satisfactory level of English is required in many departments at university. Therefore, these departments set an examination test for the English language as a requirement to gain admission.

Saudi schools in all regions of the country receive the same textbooks for all subjects. Therefore, the education system in Saudi Arabia is centralised. The textbooks for all subjects are designed by TMOE. Furthermore, teachers have to create questions for the exams just from the textbooks and they are not allowed to introduce any questions not included in the textbooks (Al-Degether, 2009). Therefore, Saudi teachers are limited to use the provided textbook and follow the education regulations.

Both types of schools (private and public) have to use the textbooks received from TMOE, and no substitutions are allowed for any textbooks (Alabdelwahab, 2002). However, private schools could add additional textbooks but they must obtain approval from TMOE. Therefore, private schools introduce the EFL subject in the first grade, but they have to teach using the textbook introduced by TMOE at the intermediate stage (Alabdelwahab, 2002). Therefore, it could be frustrating for the students since they have been studying English for six years and the textbook is designed for the beginners' level, which is suitable for students in public schools. Thus some issues about certain textbooks need to be considered in future (Alabdelwahab, 2002).

The education system in Saudi Arabia is not co-educational, since they segregate the sexes. Both of them receive the same quality and almost the same educational subjects, and they also go through similar stages at school. However, there are slight differences between them in order to meet their appropriate needs. For example, at the intermediate stage, both sexes take practical studies, but the lessons for each sex have a different focus: boys take physical education and girls take home economics, sewing and needlecraft classes (Alabdelwahab, 2002). In this study, I will gather the data from the girl intermediate school, since the regulation does not allow me to have a visit to the boys' school.

The general aims of education in Saudi Arabia (presented in Appendix 11) are to spread Islamic thinking, to help learners be aware of cultural concepts and to improve the academic and social experiences of the learners. It is clear from these aims that the Saudi educational policy is based on Islamic principles. Therefore, based on these aims, all related issues are designed: systems, policies, regulations and textbooks. The regulations and the aims of Education in Saudi Arabia highlight the importance of TS in learning. McGuinness (1999, p.5) set many significant concepts for TS and learning:

‘Although it may seem self-evident, focusing on thinking skills in the classroom is important because it supports active cognitive processing which makes for better learning. Thus, pupils are equipped to search out meaning and impose structure; to deal systematically, yet flexibly, with novel problems and situations; to adopt a critical attitude to information and argument, and to communicate effectively’.

Most of the educational aims in Saudi Arabia require learners to enhance their TS in order to achieve them. For example, there are some aims related to the fact that learning could help learners to take part in their society, as stated in the document presented in Appendix

11: 'The student must be provided with the necessary information and skills to become a worthwhile member of society'. Also, 'The students' feelings about society's problems (e.g. social, economic and cultural) and to assist in resolving them'. Another aim which requires TS is 'Individuals' dignity must be reinforced and he/she must be given equal opportunities to develop his/her skills to participate in the development of the country.' In order to help learners achieve these goals in learning, teachers could promote TS to help them be members in their society as well as be able to solve social and cultural problems. This is due to the fact that TS could reflect an impact on learners in 'gaining knowledge and understanding through active engagement and reasoning, developing talk, kindling intrinsic motivation to learn, raising self-esteem and confidence, developing social skills, nurturing learner independence' (Leat, 1998). Thus, the impact of TS in learning could help learners to be better learners, so they could be skilful and able to take part in the community and participate in solving social problems.

Acquiring only knowledge from schools would not be sufficient to support learners to engage in their social communities, so schools could help learners to enhance their TS, which enable them to make use of their experience and be part of their community. Vygotsky (1978) encourages teachers to help their learners work on mental activities to develop their intellectual skills, rather than concentrate on teaching concert facts, since repetition could produce uninspired students (Turuk, 2010). So, students could be taught how to use the learning strategies to construct their own knowledge (Turuk, 2010). This could help in moving students from the parrot type of learning, in which they focus on the instructions of the language, to the abstract thinking type of learning that could develop their intellectual skills (Turuk, 2010). Thus, to help learners acquire TS in learning, teachers' mediation through dialogue should be encouraged (Baumfield, 2006).

Encouraging teacher-student dialogue could present a chance for teachers to provide the appropriate mediation that could help developing learners' TS (Baumfield and Oberski, 1998). Dialogue in learning could help teachers to have a clearer picture of what learners need, so they can provide help to close the gap. Furthermore, through dialogue, teachers could encourage learners to use their MS (McGuinness, 2007) to help them articulate their thinking, so they could get support from teachers (Baumfield, 2006). Also, it could enhance learners' ability to use their own knowledge in different contexts.

The educational aims in Saudi Arabia also place more importance on the individual than the group, as stated in the aims of education's document presented in appendix 11: 'To view each student as an individual and to be able to direct them and help them to grow in a way best suited to their abilities.' Thus, infusing TS in Saudi curriculum would enhance this view of individuality, and encourage independency in order to help learners learn by themselves. However, in the beginning stages of learning, learners cannot make knowledge individually; there should be interaction and communication with each other in order to construct new and shared knowledge. There is a claim that interaction helps children to discover the world in order to develop personal and mental illustration of it (Mercer and Littleton, 2007). Gradually, the mental representations become more mature. Stage by stage, these illustrations become independent of physical knowledge. At this stage, they could be able to predict more environmental issues without needing to have direct knowledge of them (Mercer and Littleton, 2007).

Vygostky (1978) highlighted that learning is supported by social interaction with peers and teachers and through real world experiences. Thus, learners alone cannot reconstruct knowledge, so they need support and guidance from teachers, which helps them to be self-regulated and to control their own learning. In the view of social constructivist theory, teachers act as facilitators and mediators for learning (Waterman, 2006).

Therefore, teachers' mediation to promote TS is the core strategy to help learners in learning (Lin and MacKay, 2004). The teacher intervenes to facilitate and stimulate learners TS and encourages them to articulate their thinking. This process helps learners to reflect on their learning and it could help them to connect with their existing knowledge. Mediation could be in any stage of the lesson; it starts with teachers listening and monitoring the learners' work, then through the teachers' assessment, they can decide when and how they might provide support (Lin and MacKay, 2004). The teachers could use suitable strategies to close the gap in learning, and some of the mediation strategies could be prompts, cues, task strategies analysis, or breaking the steps of the tasks into small parts (Lin and MacKay, 2004). In language learning, EFL learners would not be able to enhance their TS without teacher's mediation to support their continued work on the required task. The next section will discuss the English language in Saudi Arabia and how mediations could help TS to be infused in EFL learning.

## **2.3 Importance of the English language**

Al-Motairi (2005) claimed that the changes in Saudi Arabia, with respect to their economy and society, have led to the need to encourage Saudi people to interact with the international community. This requirement has led to the importance of teaching English in Saudi Arabia being considered. As a result, in 1927, the government of Saudi Arabia introduced English as an obligatory and essential subject in intermediate and secondary schools (Al-Motairi, 2005).

Al-Motairi (2005) stressed that English plays a central role in developing the Saudi economy, which has seen rapid development in the last two decades. The growth of the economy has achieved international interest in Saudi Arabia. In the last decade, Saudi Arabia has come to be a large market for both South Asia and Europe, which is explained by the fact that it has diplomatic relationships with both English native speaking countries and non-native speaking countries (Al-Motairi, 2005). Thus, in Saudi Arabia English is considered to be the language of business and international relations.

English has a distinctive status in Saudi Arabia at the present time (Alfares, 2010). Many young people see English as an essential language to learn (Alfares, 2010). English is generally seen as a key to achieving academic, economic and social success in Saudi life (Al-Motairi, 2005). Saudi Arabia is one of the fastest developing countries and is keen to gain the advantages of accessing the multi international science and technology community in which they use the English language as an essential language for communication (Al-Motairi, 2005).

Al-Hajailan (2003) also claimed that English is an important subject in Saudi's educational system since TMOE has maintained the teaching of English through several enterprises. TMOE is drawing attention to the fact that teaching English in Saudi schools could be developed through the methods of teaching used. Al-Hajailan (2003) identified a number of reasons for teaching English in Saudi schools. Firstly, it is related to the position of the English language since it is considered the first global language used in the East and in the West. Secondly, English is the language of most published materials in the world and of international research. Thirdly, English is the language of international trade and economy. Finally, English is the formal language of the United Nations as well being used by most

countries for multiple purposes such as trade, education and tourism. One other reason given relates to the use of English as an international language by Muslim people who want to interact with other Muslims around the world.

One of the aims of the general education in Saudi Arabia is ‘To teach students at least one foreign language so they can benefit from it.’ (The Ministry of Education, 1970). Therefore, the English language is taught in Saudi school in order to help learners make use of it, and TS is the essential tool to help learners use what they have learnt in schools, since the link between learning a language and thinking is in understanding how the language is learned rather than what has been learned (Lin and Mackay, 2004). In addition, according to Al-Motairi (2005) the main goal of teaching EFL in Saudi Arabia seems to be the development of students’ intellectual, personal and professional abilities with respect to using the English language and increasing their language proficiency. To achieve that, EFL in Saudi Arabia needs to transform the curriculum from being teacher-centred to being more learner-centred to help in implementing TS (Wilson and Murdoch, 2008). This is important since the transformation of the curriculum could encourage learners’ engagement and interaction in learning.

By infusing TS in language learning, learners could understand the structure of the target language: the rules, vocabularies, and the main elements. They also could understand how these work in order to make meaning of them in the target language (Lin and Mackay, 2004). Further, in TS lessons, learners could understand how the linguistic content they have learnt could be used in different situations. Learners could be involved in thinking when they know how the application of the rules of the language could be used, learning how to use clues to make meaning of the language. There would be an increase in the learners’ knowledge of their own culture and the target language culture, so they could increase their awareness of learning the language (Lin and Mackay, 2004). Thus, all these could support and encourage learners to enhance their intellectual abilities and help them to make use of the target language. This means that there is a possibility that learners would be able to achieve this goal of the Education in Saudi Arabia through infusing TS.

Enhancing learners’ strategies, which help them to reasoning and interacting, have a positive effect on their intellectual skills and their learning (Mercer and Littleton, 2007). Vygotsky’s theory (1978; 1986) also supports this, since he has seen that social interaction

helps learners to develop intellectually. He stressed the importance of focusing on practice and natural dialogue in a classroom – not only focusing on how children develop their learning. We could learn more about the process of constructing knowledge and we could work on enhancing the learners' understanding through applying dialogue to support learners' interaction (Mercer and Littleton, 2007).

Recently, the need to use the English language has increased in Saudi Arabia due to the fact that many educational organisations, large companies and popular hospitals use English as a medium of communication. Furthermore, English is considered to be a medium of instruction for many subjects in higher education: that is, science, medicine, pharmacy, computing and engineering. A satisfactory level of English is nowadays one of the conditions of being accepted as a student onto some degree courses, such as medicine and engineering (Al-Motairi, 2005).

On the other hand, although the language of instruction and assessment is Arabic in some university departments, English language proficiency is one of the requirements for entering these university departments (Alabdelwahab, 2002). The aim of English language proficiency is to make sure that students have the advantages of using and accessing wider and international references and to add to their knowledge in their studies. Therefore, students are required to pass a test such as TOEFL or IELTS when they apply to a university. The current developments in teaching EFL have highlighted the significance of promoting TSs as an essential part of English language instruction since there is evidence to prove that cognition and language development are closely associated and learners' skills in both interconnected (Rojas, 2001). Thus, infusing TS instruction into the EFL pedagogy could help in enhancing the learners' competency of the language (Alwehaibi, 2012b).

English in Saudi Arabia is considered a foreign language, as it is not the first language or the official language of the country. However, Al-Motairi (2005) claimed that English plays a very important role in most Saudi people's lives. This is due to the fact that the extensive growth in the economy, investment in oil and increase in personal income have led to employment of a high number of foreign workers from different countries, such as Pakistan, India, the Philippines and Indonesia (Alfares, 2010). This dependency on foreign workers has created a need to use English as a means of communication since the majority

of them use English as a second language (Alfares, 2010). For example, many Saudi people use English at home to interact with domestic helpers who come from non-Arabic speaking countries. Furthermore, English is used in certain places in Saudi Arabia, that is, shops, supermarkets, restaurants and professional organisations so that people can interact with others who do not speak Arabic. Therefore, in Saudi EFL learning, it would be easier to link the cultural experiences with the academic experiences to enhance learners' thinking and help them to use the language.

Vygotsky's concept of the language recognises that it is important to put the sociocultural theory into learning practice. In order to achieve this, we could encourage teachers to work as guides for learners and help them to understand and use the language tools for thinking (Mercer and Littleton, 2007). There are various ways to help teachers to combine the social culture with constructing knowledge to achieve a new and modified knowledge (Mercer and Littleton, 2007). Teachers could incorporate examples from learners' social lives into the lessons. This would help students to link the new knowledge to what they already know. This would also help students to construct continuity, combination, collective and advanced understanding. Thus, as Dewey (1938a) believes, learners would not be able to learn from direct experience, they need to have experience mediated by teachers through the language.

The Zone of Proximal Development (ZPD) in language learning could complement the understanding of language learners, since the language is gradually developed, and learners would be able to reshape the structure to adapt the context (Williams and Burden, 1997). In teachers' mediation, the explicit instructions for learners are still needed in order to help them to acquire the basic skills of the second language (Williams and Burden, 1997). In language learning, there is need to set stages, from low to high, since this could help the learners to gradually understand the knowledge and could open a chance for them to try different layers of knowledge, before they could shape their own knowledge (Carson and Leki, 1997). Learning the language is different from other subjects, because learners need more help and support in the beginning of their learning. This means that they cannot handle the task until they go through stages of learning (Carson and Leki, 1997).

Thus, through the ZPD, teachers mediate learners by encouraging them and facilitating to them their use to the MS to enhance their awareness in learning, and through this process:

language and thinking could be developed (Lin and Mackay, 2004). The relationship between TS and MS is that TS makes the process of learning more explicit to the learner and to the teacher and it requires learners to articulate and talk about what they are doing and how they are doing it. So, when learners talk about what they are doing it actually makes metacognition visible, and that enables teacher's mediation and intervention to support the learners (Baumfield, 2006). Thus, the gap in learning could be closed through the ZPD interaction, since it would clarify what is missing, so teachers could work to provide the missing information (Donato, 2000). Therefore, if learners received an appropriate mediation they would be able to work independently and apply their learning in other contexts. Social interaction could help learners to understand what words in the target language mean, and how they can use them (Lin and Mackay, 2004). So, language learners could promote their TS through their use of MS in learning.

## 2.4 Aims of Teaching EFL

TMOE's General Directorate of Curricula stated that TMOE is focusing on the importance of EFL in Saudi schools. TMOE (2005) listed the general goals and standards for these goals for teaching English in schools in Saudi Arabia. The general goals are as follows:

- ‘1- To explain and defend the tenets of Islam with a vision to promoting international understanding and tolerance;
- **Standard One:** Students will use English to introduce Islam to others.
- **Standard Two:** Students will use English to respond to criticism involving topics and issues central to the Islamic identity.
- 2- Interact with an international community of English language users;
- **Standard One:** Students will realize the importance of English as a means of communication in international contexts.
- **Standard Two:** Students will develop an awareness of the importance of English as a means of advancement in various international fields.
- 3- To promote mutual cultural understanding;
- **Standard One:** Students will use English to communicate a respect for their culture to other international English language users.
- **Standard Two:** Students will use English to understand and appreciate the cultures of other international English language users.

4- To enhance cognitive and problem solving skills.

- **Standard One:** Students will use English to develop personal, intellectual, and professional skills.
- **Standard Two:** Students will use English to develop knowledge of cultural, economic, and social issues.'

(The Ministry of Education, 2005, p.2)

These objectives aim to improve and help Saudi students in their use of the English language academically and socially. It is obvious from the above goals for teaching English that they consider developing learners' TS, since they emphasise enhancing the learners' cognitive and problem solving skills in the fourth goal. They also identify standard one for this goal as developing the intellectual and professional skills. Further, students would not be able to achieve all of these aims without TS, since they are the core skills that would enable them to be better learners and achieve the goals of learning EFL. It seems that Saudi EFL goals for teaching consider TS to be the key issue in educational policy and regulation, but previous studies show that they fail to succeed in the practice of teaching TS. This is because many Saudi learners are not able to cope with simple problems in learning, such as working out the meanings of new words, although there is more focus nowadays on student-centred teaching and using active tasks (Alabdelwahab, 2002).

## **2.5 Aims of Teaching EFL in intermediate schools**

The intermediate stage is preparation for the secondary stage – it prepares students to think rationally, perform a simple analysis and improve their basic knowledge (Alabdelwahab, 2002). In the same way as the general goals for EFL, most of the presented Intermediate EFL goals (See appendix 12 for full version of the goals) require learners to have the ability to use their thinking in learning in order to achieve skills. Learners will strive to:

- 'Understand what they hear and respond appropriately to others by identifying the gist of an account or key points in a discussion and evaluate what they hear
- Asking relevant questions to clarify extend and follow up ideas;
- Recalling and re-presenting important features of an argument, talk, radio or television program;

- Identifying specific features related language use (for example, to persuade, instruct or entertain).
- Responding to others appropriately, taking into account what they say
- Speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences by reading with fluency, accuracy and understanding by using inference and deduction;
- Looking for meaning beyond the literal;
- Make connections between different parts of a text (for example, how stories begin and end, what has been included and omitted in information writing);
- Using their knowledge of other texts they have read;
- Scanning texts to find information; Obtaining specific information through detailed reading;
- Drawing on different features of texts (including print, sound and image) to obtain meaning;
- Using organizational features and systems to find texts and information;
- Distinguishing between fact and opinion; and considering an argument critically.

(The English Language Syllabus, 2004)

These goals are aimed at developing learners' abilities to evaluate, find relevance, ask questions, make connections, deduce meanings, use inference, adapt knowledge and materials to different purposes and use previous experiences to find meaning. Thus, it is not only that TS could help in enhancing the language competence for learners, but also that the National Curriculum for Modern Foreign Language (MFL) in the United Kingdom claims that there are possibilities that teaching a foreign language could help in promoting three types of thinking. The types are as follows:

- 'Developing pupils' ability to draw inferences from unfamiliar language and unexpected responses;
- Enabling pupils to reflect on the link between languages;
- Developing pupils' creative use of language and expression of their own ideas, attitudes and opinions'.

(NC For MFL 1999, p.9)

These types of thinking could help Saudi learners to achieve the goals of EFL in intermediate schools. Therefore, without promoting learners' ability to use TS they would not be able to achieve these goals. Thus, TS could be fundamental to the EFL textbook and in the teachers' training in Saudi Arabia.

## **2.6 Textbook for the third intermediate grade**

In 2005, TMOE introduced the textbook *Say It in English* to the third intermediate grade in intermediate schools designed by a team in the English subject department. The authors of the textbook claimed that the major objective of the third intermediate grade textbook is to develop communicative competence. This can be seen in the increase in the number of activities that promote speaking skills. They considered speaking skills to be an essential part of the syllabus. Therefore, the claim is that most of the other functions, such as grammar and vocabulary, are intended to be developed through speaking tasks – this textbook helps learners to learn the language functions rather than focus on the language forms. Thus, it was assumed this textbook could support teachers to encourage dialogue and interaction in their teaching, since the authors claimed that the textbook activities could support that.

Al-Yousef (2007) evaluated the third-grade intermediate EFL textbook used in Saudi Arabia. He used mixed methods but mainly a quantitative approach. He distributed the questionnaire to a total of 184 supervisors, teachers and students. The evaluation of his study was divided into two parts: micro evaluation, which referred to the results of the interviews, and the document analysis. In this evaluation he used Cunningsworth's (1995) list which included 50 criteria divided into 14 categories: Content, Grammar, Vocabulary, Phonology, Language Skills, Methodology, Study Skills, Visuals, Practice and Testing, Supplementary Material, Objectives, Content Selection, Gradation and Recycling, and the Teacher's Manual.

The macro-evaluation attempts to identify whether the categories have been well presented in the syllabus or not by comparing its results with the scale used. The main findings of his study were as follows:

- 1- The majority of the participants perceived that the visual aspects in the textbook are attractive, well presented and stimulating with the exception of a few pictures;
- 2- The textbook contains various activities combining structural and functional practical activities;
- 3- The textbook meets the objectives and the general goal of teaching EFL in Saudi Arabia, with the exception of a few points; however, some writing and reading tasks do not satisfy the general goals of the textbook (English Language Syllabus, 2004). This is because some of the writing and reading tasks are very difficult for learners, while with respect to the document goal the perception is that students should be asked to read and write simple texts.

The findings of his study revealed that the textbook is perceived as moderately adequate by supervisors, teachers and students, and it also meets the objective of the subject. Since the objectives of EFL in intermediate schools require promoting TS to enable learners to achieve them, and this textbook was found by Al-Yousef (2007) to meet the objectives, it follows that it is expected that it could have the potential for promoting TS. Therefore, I selected this textbook for this study to explore its potential to promote TS for learners.

Al-Yousef (2007) claimed that the *Say It in English* textbook facilitates orientation for teachers, since it consists of two tables of contents: a general one for the topics of the units at the beginning of the book and a specific one for each unit, which contains the topic, function and skills covered. He found that it contains thirty authentic dialogues. In addition, he claimed that the textbook identifies areas of students' needs since the authors of the textbook explained that they match the learners' interests based on recent EFL research – for example, study skills, speaking skills and dictionary skills. He also claimed that this textbook encourages an inductive approach to learning. Although some of his findings revealed a few disadvantages of the textbook, the overall results revealed that the textbook *Say It in English*, is appropriate to support the development of communicative competence and professional skills.

In addition, he also claimed that the textbook contains interesting and familiar topics, which help to increase the motivation of Saudi learners. However, few topics are unrelated to students' social lives and they are quite difficult for learners. There are some open tasks, which are quite helpful for the communicative approach. Moreover, there are reports for

evaluating and self-checking progress, which could help learners to evaluate their progress. This kind of task could encourage learners to use their MS and realise what they like and good at and what they do not. Therefore, the textbook is not based mainly on grammatical accuracy; so the tasks that encourage language use are better than the tasks that help learners to focus on forms: the authors said in this. Potential TS tasks based mainly on the language use and meaningful interaction. Thus the overall finding of his study showed that: content analysis, the perceptions' of the teachers and supervisors and the perceptions of students show that the textbook to be moderately adequate and it also meets the goals in teaching English language at the intermediate level.

Therefore, based on the characteristics of the tasks in the textbook presented above, I decided to select this textbook to explore the potential of it to support teachers in promoting TS for learners. Since some of the goals of teaching EFL at the intermediate level emphasise promoting learners' TS, it was claimed that *Say It in English* meets the goals of teaching EFL in Saudi intermediate schools. It was expected that this textbook has the potential to support EFL teachers in promoting TS.

## **2.7 EFL teachers' preparation**

Over the last four decades, EFL teachers have been graduating from the college of art or education colleges, and they hold a bachelor's degree in English language or English literature. In the colleges of art, students study English on a four-year programme. They are taught English language skills, English literature, linguistics and applied linguistics and translation. In the final year, students-teachers attend a preparation programs for teaching which prepare students who studying in all departments and colleges as teachers in their subjects. During this year, they are required to take the basic educational courses and teaching methodology courses. Also, teachers are offered selective courses: educational psychology, school administration, curriculum studies and evaluation.

It is important to mention that the total number of courses and the number of courses in each of these previous kinds of courses may differ from one establishment to another. Educational colleges focus on educational concepts in the preparation of teachers, while a college of art does not prepare students to be English teachers, since they can choose to be translators (Al-Hazmi, 2003). English-teaching methods come under the category of

applied linguistics courses and it includes only three courses (Al-Seghayer, 2013). This includes the introductory and the first teaching method courses, and a teaching practical course which they usually achieved it in the last semester. Further, the fact that student teachers in both types of colleges have only practical courses in the last semester of their studies (Al-Hazmi, 2003). The practical course adds to student- teacher approximately eight credit hours and it varies as well from establishment to another (Al-Seghayer, 2013). They complete the practical course between the intermediate and secondary schools and they teach a few classes a week (Al-Hazmi, 2003).

On the other hand, English departments in colleges and universities offer for student-teachers to complete the required courses which 90 percent of them represent non-methodological courses and 10 percent of them offer teaching-methods courses (Al-Seghayer, 2013). Al-Hazmi, (2003) believe that studying only these courses is not sufficient to prepare EFL teachers and meet their needs, since none of the non-methodological courses would be beneficial for EFL teachers into their practice. Therefore, Teachers may have been provided with the theoretical knowledge that they may need them but they may lack to the practical experiences to learn how they can apply their knowledge into practice.

Recent in-service teachers' education programmes are controlled by the department of education and have some limitations such as lack of the appropriate duration for the programme to prepare EFL teacher well, since EFL teachers need to implement theories to enhance using EFL strategies. Furthermore, English teachers and supervisors are not capable of undertaking the requirements for in-service programmes. This is because they lack the competence to teach English methodology and language ability, such as the ability to speak fluently in the English language (Al-Hazmi, 2003). Although TMOE has been working to improve the English language curriculum from 1991 until recent times, they are still providing the same facilities for EFL teachers (Al-Hazmi, 2003). There is a wide gap between teachers' preparation programmes and learners' needs in the classroom. For example, student teachers are graduating from university and colleges with a lack of high level of the essential English skills such as speaking, writing (Al-Hazmi, 2003). The possible reason of that is the preparation's programmes provided to prepare EFL teachers are not adequate to enhance their practice of the language' skills (Al-Hazmi, 2003).

Therefore, the majority of teachers may encounter limitations to use recent teaching materials (Sheikh, 1993).

In the past, TMOE has recruited non-Saudi teachers to meet the demand (Al-Hazmi, 2003). However, there is still a shortage of EFL teachers in Saudi Arabia (Al-Hazmi, 2003). Moreover, the teachers recruited have not been well-trained EFL teachers (Al-Hazmi, 2003). The preparation programmes are helping TMOE to cope with the increased demand for EFL teachers around the country (Al-Hazmi, 2003) since it could lead to graduating many teachers a year. However, focusing mainly on meeting the demands of teachers without sufficient and adequate preparation for them could lead to a decrease in the quality of teaching and learning in the schools (Cross, 1995).

The suggested solution for this problem is to require from all EFL teachers basic knowledge of the language proficiency in which teachers are able to use all the language skills clearly and accurately, then provide them with a comprehensive training pre- and in-service programme (Al-Hazmi, 2003), such as TEFL or CELT diploma. Furthermore, there is a need for a long-term programme that aims to familiarise EFL teachers with the methods of teaching the communicative syllabi (Al-Yousef, 2007).

According to (Al-Hajailan, 1999, p.154), 'a contingent training plan should be adopted to prepare teachers and supervisors for better performance and better use of textbooks'. Teachers' beliefs in the teaching methodology could have an impact on the effectiveness of the textbooks (Al-Yousef, 2007). This because teachers' perceptions of the methodology could differ from the appropriate methods to apply to the textbook provided (Nunan, 1989; Al-Yousef, 2007). Therefore, teachers could participate in designing the materials for EFL classrooms, since this could help developing teachers' thinking so they could bring the learners' needs to the EFL textbook (Nunan, 1989; Al-Yousef, 2007). Furthermore, their guided participation in designing the curriculum could help them to be aware of the objective of the textbook and work for achieving them (Nunan, 1989; Al-Yousef, 2007).

On the other hand, recent education programmes for teachers in Saudi Arabia have started systematically to infuse teaching TS into their subjects by assigning courses that aim to develop the students' TS (Alwehaibi, 2012a). However, the proposed programmes seem ineffective in preparing the teachers to apply TS in their teaching, since teachers perceive that this programme would not help them to apply knowledge and skills in the EFL

classroom. Thus, the training for the student-teachers in the faculties of education is not satisfactory for teaching TS, since the methodology of the courses does not help them to get more knowledge or allow them practical experience in the actual teaching of TS in schools (Alwehaibi, 2012a). Further, the programme does not provide teachers with knowledge of teaching strategies that stimulate students' thinking, such as the questioning strategy (Alwehaibi, 2012a).

The programme of teaching preparation needs enhancement in order to help teachers promote TS and incorporate them into their curricula (Alwehaibi, 2012a). On the other hand, many universities in Saudi Arabia have developed courses that aim to promote TS independently of any subject area, since they intent to help teachers to be able use the TS in different contents and for different subjects (Alwehaibi, 2012a). Although teachers are advised to teach TS, Al-Degether's study (2009) has shown that teachers teaching at colleges in Saudi Arabia perceived that they do sometimes use critical TS strategies. However, they are not sure of the features of critical TS strategies, although they highlighted the importance of teaching them to learners.

Since the programmes to prepare teachers to teach EFL in Saudi Arabia are perceived as 'non-systematic' and not appropriate (Al-Hazmi, 2003), a collaborative work has been conducted in recent times by TMOE and the British Council and the American embassy in Saudi Arabia to provide intensive training programmes for EFL teachers (Al-Hazmi, 2003). There are 600 EFL teachers and supervisors who are expected to join the programmes. Another positive piece of work done by TMOE is that they help teachers to develop their practical methods of teaching EFL by sending them to native speakers' countries to enhance their professional teaching (Al-Hazmi, 2003). This work could lead to enhanced language skills for Saudi EFL teachers, which in turn could result in better teaching in Saudi EFL classrooms. Enhancing the language proficiency for teachers could help them to become more interested in using the recent teaching methods and incorporate thinking skills strategies to improve learners' English language.

## **2.8 Recent Teaching Methods In EFL**

According to Al-Seghayer (2005), grammar translation method is a common teaching methodology in the Saudi EFL curriculum. Richards and Rodgers (2001, p. 5) explained

that the grammar translation method is ‘the way of studying a language that approaches the language first through detailed analysis of its grammar roles, followed by application of this knowledge to the task of translating sentences and text into and out of the target language’. Al-Seghayer (2005) saw that it mostly helps English language teachers to use the Arabic language in teaching and in some situations they depend heavily on translations. This method would not help the Saudi EFL teacher to mediate the learning through using MS since it is based mainly on teacher presentation and translation of the lesson. Thus, it encourages the teacher-centred approach where the main role of the teacher in the lesson, so it did not allow learners to articulate their thinking during learning.

Another teaching method used by Saudi teachers is the direct approach to teaching, which leads to learners receiving direct knowledge rather than them being trained to use contextual clues to work out new knowledge (Zaid, 1993; Al-Seghayer, 2005). The direct method focuses on teaching vocabulary through teachers carrying out presentations and teachers and students exchanging questions and answers to check the students’ understanding. In addition, Zaid (1993) claimed that Saudi teachers sometimes follow cognitive code learning, which promotes the selecting of conscious grammatical forms, which is essential in the learning process. This method is based heavily on accurate forms of grammar, but it may cause problems for students at the beginner or intermediate levels of language learning when they try to participate. Thus, this method is based on forms of the language more than meanings in the language. To promote TS in language learning, the teacher could concentrate on methodology that brings meaningful interaction rather than teaching the accuracy of language. Promoting dialogue between the teacher and students, or student and student, could increase the meaningful communication in the language classroom.

Previous researchers (Zaid, 1993; Al-Seghayer, 2005) have stated that the audio lingual method (ALM) is the most popular teaching method for teaching EFL, even though some schools lack facilities that are necessary in incorporating the ALM. The ALM depends on rigid drilling in grammatical rules and repetition of words. Zaid (1993) perceived that EFL teachers like to use the ALM since they believe it helps them to meet the objectives set for teaching English in schools. However, Zaid (1993) explained that there is no correspondence between the goals of teaching English and the methods used in Saudi EFL schools that are promoted by TMOE. An example of that, from the Goals of EFL: ‘To

enhance cognitive and problem solving skills'. However, the ALM method would not be effective in helping learners to enhance their cognitive skills. Further, ALM would not be suitable to apply TS strategies in learning, since the EFL teacher needs to promote TS through mediating the learning. This involves helping learners to use their metacognitive strategies to enable them to make meaning of their learning, not simply repeating what they have been told. Since promoting TS requires teachers to encourage interaction and discussion in order to construct knowledge, using the ALM would not help students to understand the knowledge constructions since they are ready for students and they need to do more practice to make use of it.

Furthermore, Zaid (1993) claimed that the ALM is not a successful method for helping teachers to apply new methodologies for EFL teaching, such as the communicative approach. In addition, Al-Seghayer (2005, p. 129) explained his view of the ALM, and he said with reference to this point that 'although built on sound pedagogical objectives, [it] fails to produce learners who can carry on a basic conversation or comprehend a simple oral or written message'. Therefore, the ALM would not be an appropriate method for meeting the objectives of EFL in Saudi Arabia, since it is mainly based on drilling. The methods based on accuracy and drilling would not be effective to promote the learners' TS since they would not allow any chance for teachers and students to have more communication and dialogue to come to understanding together. It could encourage learners to be passive in the classroom and follow only the teacher's instructions. However, TS strategies encourage learners to be active during the lesson and enhance their understanding in learning, and this is what the theories of Vygotsky (1978; 1986) and Dewey (1938a; 1938b) highlighted. They claimed that conceptual understanding and thinking happen through social interaction before they happen internally.

On the other hand, Zaid (1993) and Al-Seghayer (2005) found that teachers are not interested in developing the communicative approach with learners in EFL classrooms. They believed that the reason for this is that EFL teachers in Saudi Arabia perceive that reading and writing skills are the essential skills in EFL. Therefore, they spend most of the lesson time focusing on teaching the language content rather than helping learners to use and practise the language in active learning. However, the communicative approach is based on CL and could help teachers to promote dialogue for learners, and through this dialogue the teacher could understand what learners know and could close the gap by

adding to their knowledge. Learners could also understand better by relating their experience and explaining how they are going to achieve the required task. Therefore, it is suggested that the importance of the recent methods that lead to interaction, communication and CL could be highlighted to Saudi EFL teachers through theoretical and practical knowledge. These are the methods that could lead to prompting learners' TS in language classrooms.

The above teaching methods, used in Saudi Arabia, seem to focus more on helping learners to receive the content and forms of a language rather than making practical use of it. Therefore, they are less likely to help learners to be active in the classroom and promote their intellectual abilities, although all goals of teaching EFL in Saudi Arabia require the implementation of TS to help learners achieve them. Also some of them explicitly encourage the promotion of TS. Al-Juraf (1986) stated that the problem for Saudi students' reading skills in English results from the fact that learners only focus on recognition skills to understand the meaning of a word, rather than exploring the meaning through various skills that would help them to reach a clear understanding of the text. This could be due to the teaching approach used, if it is one that focuses heavily on memorisation (Alabdelwahab, 2002).

## **2.9 Conclusion**

Chapter 2 discusses the education system in Saudi Arabia. It presents the aims of teaching the English language in general and in intermediate schools specifically. Some of the aims emphasise that students need to develop their intellectual and cognitive abilities. The programmes for preparing EFL teachers and how these programmes are perceived by some researchers as inappropriate to support EFL teachers in their actual practice are also analysed. Furthermore, the teaching methodologies used by teachers at the current time are discussed. It seems that the teaching methods used by EFL teachers (such as Grammar translation, Direct method, ALM) are inadequate in terms of promoting TS for learners, since all the used methods consider the language form and accuracy more than the producing meaningful interaction. Moreover, the preparation programmes for teachers are aimed at meeting the increased needs for EFL teachers rather than the quality of teaching practice. The programmes are designed to produce teachers who present knowledge and prepare them to deliver knowledge to learners.

## **Chapter Three: Thinking Skills in EFL: Theory and Application**

### **3.1 Introduction**

Chapter 2 has presented the EFL curriculum in Saudi Arabia and the regulations of the provided materials in the Saudi EFL Education policy. As described in Chapter 2, the EFL textbook provided by TMOE is compulsory material that teachers have to use in their classes. This research aims to focus on the potential of the textbook to support EFL teachers in promoting TS. The importance of the textbook is that it is a manifestation of the underlying principles of language learning and course design. However, the textbook is only one of the key tools in Saudi EFL; thus, this study aims also to find out how the teachers' perceptions of the provided textbook influence their practice of teaching TS. As I discussed before there are many studies that have evaluated different EFL textbooks for different grades. However, there is no known study that analysed the textbook to explore the potential to support teachers to promote TS in Saudi Arabia. Since there is a strong trend for TMOE in Saudi Arabia to apply TS in EFL, the beginning of the process for changing the non- thinking EFL classroom to become a thinking EFL classroom involves providing materials that have a strong potential to support teachers and lead them to reflect TS for students. TS could be a possible solution for the EFL learners' low attainment, since they could help learners to reflect on their thinking to support their learning.

This chapter will begin by identifying the range of views on what TS are and what TS refers to in the context of the study. The benefits of teaching TS in general, then the application of teaching TS in EFL learning will be reviewed after that. A critical discussion about the application of TS in EFL will then be presented. A summary of previous studies that address thinking skills in EFL will be summarized, with a particular focus on how the present study contributes to the literature. After that, the frameworks of applying TS in EFL and the framework of the study will then be examined. Three main concepts are considered in the framework of the study: the task on TS within an EFL lesson; the Metacognitive strategies to promote TS, and three strategies in the lesson's stages were considered: Activate Prior knowledge (APK), Cooperative Learning (CL) and Transferring

Strategy. The last main concept is the teacher's role in promoting TS, and two important strategies will be considered for application by EFL teachers: scaffolding and questioning.

In this chapter, I reviewed all related literature by authors who write about TS, higher order thinking and critical thinking but all of the reviewed literature supports the point that it is important to mediate learning through dialogue to help learners use their MS to enable them to articulate their thinking. Some of them have called it critical thinking and higher order thinking, but I called it thinking skill (TS) as a term to use it in all parts of the study. The definitions of critical thinking, higher order thinking and thinking skills would clarify more this meaning of TS that I used in this study.

### **3.2 What does TS mean?**

In recent times, since there has been no consensus about the definition of TS among scholars, it is controversial and there are different ways of defining it. The differences in thinking definitions result from the differences in its purpose, procedures and elements, as well as the strategies used in various contexts.

Kuhn (1999) defines TS as different forms of metacognition. She believes that the forms of metacognition could lead to higher methods of thinking. The first form (Metacognitive understanding) is the thinking related to declarative knowledge, which concerns what a person knows and how he or she comes to know it. The second form (Meta-strategic knowing) is thinking that enables learners to use their procedural knowledge, and is concerned with monitoring and evaluating the used strategy, and answering questions such as: 'Is this strategy working?' The last form of metacognition (Epistemological understanding) is concerned with philosophical questions such as: 'How does anyone know anything?'.

In addition, Gelder (2005) and Willingham (2007) believe that metacognition comes under the heading, thinking skills. They argue that one of the main elements of TS is the ability to choose the suitable strategies at the right time, so learners can use strategic knowledge, which is defined as the acquisition of declarative and procedural knowledge that are internalized as a mental model, and this strategic knowledge is considered a part of metacognition construction (Kuhn and Dean, 2004; Schraw et al., 2006). Halonen (1995)

identifies metacognition as the ability to monitor the quality of critical thinking. Also, Lewis and Smith (1993) believe that MS involve higher order thinking:

‘Higher order thinking occurs when a person takes new information and information stored in memory and interrelates and/or rearranges and extends this information to achieve a purpose or find possible answers in perplexing situations.’

(Lewis and Smith, 1993, p.136).

Bartlett (1958) defines higher order thinking as ‘gap filling’. He believes that thinking is processing through one of the procedures of gap filling: ‘interpolation’ (filling the missing information), ‘extrapolation’ (extending an incomplete statement) and ‘reinterpretation’ (redisposition of information to result in a new construal). Further, Bartlett defines thinking as ‘the extension of evidence in accord with that evidence so as to fill up gaps in the evidence: and this is done by moving through a succession of interconnected steps’ (1958, p. 75). From this definition, TS could be viewed to help learners to work on sequence stages to build in the missing information, as well as relate their experience to knowledge to create meaningful learning.

Glaser (1941, pp. 5-6) defined critical thinking in three points ‘(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends’. This definition considers TS as a process of deep thinking within learners’ experiences and activating learners’ inquiry strategies to find evidence for the required knowledge.

Fisher (2005) explained the meaning of critical thinking into two main points:

- 1- ‘ Learning how to question, when to question and what questions to ask;
- 2- Learning how to reason, when to use reasoning and what reasoning methods to use’.

(Fisher, 2005, p. 53)

Fisher's definition considers TS as the process of questioning and reasoning, so TS for Fisher are similar to the theories of Vygotsky (1978; 1986) and Dewey (1938a; 1938b), in which they consider the process of inquiry as helping learners to engage in the process of thinking. Similarly, at the recent time, Paul and Elder (2008) defined critical thinking as the process that requires interaction to enable the learners to control their learning: they identified that:

‘Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism.’

(Paul and Elder, 2008, p.4)

In the current study, I aim to explore the potential of the textbook in supporting teachers to promote TS in their lessons. Since TS is defined in different ways depending on the context in which it takes place, as a guide, I will use Halpern's definition for the purpose of this study, since she believes of the integration of TS and MS. Halpern's definition is:

‘The use of cognitive skills or strategies that increase the probability of a desirable outcome..... thinking that is purposeful, reasoned, and goal-directed.....and effective for the particular context and type of thinking task’

(Halpern, 1997, p. 4)

According to Halpern, metacognition is the ability to use knowledge to direct and improve TS. TS aim to develop ability, rather than just help learners to achieve the goals of acquiring the knowledge in learning. Halpern (1998) points out that metacognition monitors thinking and strategy use by asking the following kinds of questions: ‘What do I already know? What is my goal? How will I know when I get there? Am I making progress?’. Halpern believes that metacognition and TS are related, and to develop TS it is necessary to go through MS. I found her definition the most suitable since it explains my discussion of thinking skills in relation to metacognitive skills in language learning. Based on this, I identified the framework of TS, that will be considered in this study, which focus mainly on using MS to promote TS.

### **3.3 How can TS be taught?**

There are three schools of thought that have different ideas of teaching TS (Maclure and Davies, 1991). The first group approve of the direct method in teaching, in which they believe that TS can be taught independently of any subject. Dr Edward de Bono and Professor Reuven Feuerstein belong to this group. The second group consists of those who believe that TS can be taught within each subject in a school curriculum, the so-called 'infusion model'. This belief could help in transferring the traditional strategies in schools to more developed strategies that concentrate on thinking and help students to think. Professor Antoine de la Garanderie belongs to this group. Since this study discusses TS as infused skills within the EFL subject, it considers the second school. Further, the third group views thinking as a traditional strategy. However, it is interested in applying cognitive knowledge in the strategy of teaching thinking, but does not believe in any specific method (Maclure and Davies, 1991).

The infusion approach could be easy for teachers to apply since they need to add some activities to the lessons. However, teachers that choose to apply the other approach (such as the 'direct method of teaching') have to design a course that focuses on the process of thinking (Nisbet, 1991). In recent times, TMOE in Saudi Arabia has provided training for EFL teachers for teaching TS in general, and recommends that they apply their training to teach TS within the subject, so they encourage the infusion model with each subject. An example of infusing TS into EFL lesson is presented in appendix 8.

Many teachers already use the infusion approach of teaching thinking since they use problem-solving activities (Nisbet, 1991). Indeed, the modern transformation of learning not only focuses on problem-solving activities, but also many activities that help learners to improve their thinking such as deducing, defining, analysing, comparing the problem, relating and looking for a contradiction to the problem (Nisbet, 1991). Thus, there is an emphasis to transform the education through applying TS in both meanings generic and specific. However, since this study discuss TS in EFL, it considers thinking in its specific meaning which focuses on the application of MS, so it could help learners to enhance their learning of the language skills.

Further, Caillot (1991) believes that teaching TS should be included in the curriculum of each subject. He states that the result of previous research in cognitive science has led him to two main beliefs. The first is that learning is the process of creating and developing knowledge. Students come to school with previously constructed knowledge from real life experience. However, this may be inaccurate, incomplete or clash with real knowledge. As a result, students go through the process of changing and completing their existing knowledge. The second belief is based on previous research; there are differences between high and low-ability students. The high-ability students are good at classifying knowledge and relating it to a particular subject area. However, the low-ability students use general and inefficient technique, which does not help them to relate their knowledge to a specific subject.

### **3.4 The benefits of teaching TS**

Lipman (1991) states that traditionally the goal of education has been to acquire knowledge. The educated person is considered to be a knowledgeable person, and this should happen during the process of learning. However, in the meantime, learning focuses on the process that helps learners to improve their ability of judgement and reasoning (Lipman, 1991).

Kornhaber and Gardner (1991), supported by Lipman's view, suggest that the traditional system may make students depend more on the subject of memorisation. However, the modern system helps students to think, classify, compare and relate the answers. Moreover, Resnick (1987) argues that the purpose of education is to produce efficient people who can apply and produce knowledge rather than people who store knowledge. The goals of education in Saudi Arabia highlight the importance of education in promoting TS for students to enable them to take part in the community (see appendix 11 for the educational goals in Saudi Arabia). In recent times, there has been an obvious increase in the importance of TS in education (Al-Degether, 2009).

Some authors note that teaching TS is teaching for a purpose (Clarke and Biddle, 1993). Therefore, it is called 'purposeful thinking' (Davis, 2000). They believe that TS is more than a list of skills, and highlight that teaching TS helps learners to be successful in their learning through planning the use of their skills (Clarke and Biddle, 1993). Planning is one

of the MS that could help learners to control their learning. Thus, MS could be important in helping learners to promote their TS development in learning.

Nickerson (1985) maintains that teaching TS is essential in helping learners to be good thinkers and independent in facing social problems. Teaching TS could help students to hear their voice and to make decisions. Swartz and Perkins (1989) believes that teaching thinking should be considered in any field of knowledge; thinking should not be isolated, rather it should be in all content of knowledge since the content could develop the reasoning skills of the subject area. If any subject lacks thinking, it could limit students' learning since there is a lack of essential needs (Clarke and Biddle, 1993). In Saudi Arabia, the textbooks for all subjects are designed to meet the goals of education, so there is a likelihood of a potential for the textbooks to promote TS. However, providing a potential productive textbook of TS would not be enough to achieve the goals of education that have been set out for Saudi Education.

Therefore, to achieve the TS's goals, effort is needed from the teachers to understand learners' skills, so they can improve and be able to use them in different situations (Clarke and Biddle, 1993). Thus, the materials provided to students (textbook) and the process that teachers follow to deliver the lesson both together could/could not lead to promoting learners' TS. Al-Degether (2009) highlighted the importance of promoting TS among students in schools. Al-Degather (2009) found in her study that Saudi in-service teachers for all subjects perceived the importance of promoting TS in students' learning, but they are not sure of its application. It seemed that her study showed a sign of that it could be problems of using TS in Saudi classroom, and this research aimed to explore the problems through analysing the textbook and investigating the teachers' actual practice, with a particular focus on the EFL classroom.

Al-Degether (2009) highlighted that the advantages of TS literatures since it is emphasizing on the importance of developing TS in schools. Previous researchers (Norris, 1985; Ghanem, 2004; Guttami, 2005) stated many benefits of teaching TS: it increases the learners' motivation for schools learning; it provide chances for learners to make a dialogue to reach understanding which prepares them to take part in their committees, it makes the classroom a preparation environment, since it provides activities and gives students chances to practise inside and outside the classroom; it converts the classroom

environment from undertaking a passive role to an active role; it leads to meaningful learning; it enables students to control their thinking during their learning, which helps them to take a decision in their learning; it enhances their independence in their learning; it enhances their achievement in the subject; it encourages learners to be open minded; it promotes the classroom interaction. The benefits of TS in learning are mainly related to Vygotsky and Dewey's ideas, since their theories consider the interaction and dialogue that bring learners' experiences into the classroom to enhance their thinking and produce meaningful learning.

Dewey's theories (1910) highlighted the benefits of teaching TS, since he argued that students come to schools with a varied knowledge, so they are expecting education to reflect their experience from their social lives and schools will enhance and increase these experiences. Further, Dewey's theories (1910) highlighted the disadvantages of not applying TS in learning since he argued that when schools often failed to activate learners' prior experience, students will not have a chance to apply what they learned in school to their social lives. However, this could be a result of curriculum organizers who design the curricula materials (such as developing the textbook) and who are responsible for teachers' training.

Since I based my thinking of the study on these two key theorists: Vygotsky and Dewey, I believe that it is important to activate learner's prior knowledge to bring their experience into the classroom and promote interaction to make meaningful learning, they both could lead learners to transfer the learned skills and knowledge into different contexts inside and outside the classroom, particularly in EFL classroom since learners need to make use of the target language. The application of TS in language learning from the literature will be detailed next.

### **3.5 Application of teaching TS in EFL**

In language learning, it is essential to build learners' TS to help guide them and enable them to make decisions when they need to (Feldman, 2002). TS help learners to use their knowledge and experience to extend their learning through using inference meaning, using alternatives and solving problems in various contexts. It is a continuous process, so all EFL learners at any level could benefit from TS.

Many researchers (Tarvin and Al-Arishi, 1991; Chamot, 1995; Davidson and Dunham, 1997; Davidson, 1998; Connolly, 2000) highlight the value of promoting TS in EFL. They believe that teaching TS could lead to language learners' successful achievement. Research on teaching students TS in EFL has suggested that TS facilitates learning reading and writing in the language (Stanford and Roark, 1974; Moffett and Wagner, 1983; Pearson and Tierney, 1984; Staton, 1984). In addition, there are experimental studies that show the value of TS in EFL (Chapple and Curtis, 2000; Davidson, 1994; 1995).

Moreover, the Qualifications and Curriculum Authority (2001-2002), in the Department of Education and Skills in the UK, emphasises the importance of integrating TS in the language classroom, since this would help learners to reflect on their use of metacognitive learning strategies. Thus, they highlighted the importance of integrating activities that help learners to understand the connection between lexical, syntax and grammar forms, between their native language and the target language. Also, this could help language learners to infer unfamiliar language concepts through using previous knowledge.

However, there is an argument that teaching TS could cause interrelatedness, which leads to integrating and mixing between the TS process and language learning process. Thus, language learning and thinking are separated in the system of typical school (Suhor, 1984). Therefore, traditionally some educators diminish the importance of teaching TS in EFL. They argue against integrating TS with language learning instructions (Pica, 2000), and they do not believe that TS could be infused in a language classroom. However, this study will consider the TS that might help language learners to enhance their learning of the language and be responsible and independent learners.

The British Council conducted the thinking-approach project (2004) in the United Kingdom and criticised the traditional methods of teaching such as the grammar-based syllabus and natural approach in language classroom. They state that these methods do not aim to prepare students for real life. Further, Kabilan (2000) points out that the communicative approach does not help learners to interact with others enough to develop their proficiency in the language if TS were not involved in their interaction to help them use and construct forms of the target language.

Further, the National curriculum for Modern Foreign Language (MFL) in the UK highlighted the benefits of teaching TS in a language classroom and the main liberating effect:

- ‘- Opportunities for exploratory talk, both in and about the target language- giving kids the space to think out loud, to make mistakes, to learn from each other.
- Moving away from the transactional type of language and the rote learning that has tended to dominate language learning in this country for too long
- Moving towards opportunities for meaningful interaction in the language and engagement with the language at more than a superficial level.’

Lin and Mackay (2004) emphasise that teaching TS in language classrooms is essential in helping learners to be aware of what is going on in the classroom. Teaching TS could infuse learning strategies that are important in enhancing learners’ motivation, put some excitement and enjoyment into the classroom and increase their use of intellectual abilities. In this study, I will explore the type of tasks that have potential to promote learners’ thinking, and then I will investigate how the task is affected by the teacher’s practice. I intend that the findings to be useful for enhancing teaching TS in EFL, so all the benefits presented above could be achieved by the language’s learners.

### **3.6 Critical perspectives of TS in EFL learning**

Some of the EFL researchers debate the validity of teaching TS in EFL (Atkinson, 1997; Davidson, 1998; Day, 2003; Kubota, 1999). The debate is about whether TS is a western feature that could not be taught to non-western people. Atkinson (1997) argues that TS is a social practice, so the culture has a considerable effect on initiating and developing learners’ thinking. Atkinson suggests that the use of TS could become unconscious, so students who acquire it in their society can use it automatically in the educational environment.

Atkinson’s argument reveals that he sees TS not as an active process, since he believes that if an individual does not have TS from early age he/she will not be able to develop TS and develop the ability to use it when of school age. However, Long (2003) revised the different definitions of TS and concluded that, although there are differences between

researchers about the meaning of TS, they all agree that TS is an active process which an individual can activate through multiple skills.

However, Siegel (1989, p.9) rejects an argument in seeing only the validity or the invalidity of TS; he calls this 'self-reflexive justificatory strategy'. Thus, critics of TS must consider the validity of applying it even if they are against that case (Davidson, 1998). Further, Kubota (1999) argues that Atkinson's argument emphasises cultural thinking, but she sees TS as a general skill, which can be taught to all students without any limitation. In addition, Davidson (1998) discusses Atkinson's argument and states that this is mostly based on his definition of TS, which sees TS as a social practice.

Atkinson (1997) explains his view through an example concerning a large number of EFL professors who are not able to define TS, although they see it as important. Therefore, from his example, he confirms TS could be identified as a social practice rather than an educational practice. However, Davidson (1998) views this as more related to a lack of understanding of TS, not related to the lack of ability to use TS. Also, he clarifies his point of view through an example, which is Ruminski and Hanks' study (1995). In their survey of 172 individuals, they were able to distinguish between two groups: college journalism and educators. The majority were unclear about what TS meant, even though 89% believed that they applied it in their teaching. In contrast to Atkinson's view of TS, they conclude that instructors should be clearer about TS and adapt it for different purposes of teaching. I expect to find lack of understanding and application of TS from the participants' teachers, but that does not lead to there being no possibility of its application in the Saudi EFL classroom. It could be more related to the fact that teachers need to develop their knowledge of TS and attend training to enhance its application in the Saudi EFL classroom.

In addition, Atkinson (1997) believes that TS focuses more on masculinity and individuality, so it is not applicable in non-western cultures, where the group, not the individual, is the focus. However, Davidson (1998) disagrees with his view that TS is a characteristic of masculinity and cites Lipman (1991, p.25), since he rejects the idea that the critical thinker is 'a self-sufficient cognitive macho type, protected by umbrella of invincibly powerful arguments'. In reality, 'the reflective model is thoroughly social and communal' (Lipman, p.19). Also, he presents the view of Ennis (1996) to clarify his

disagreement with TS as focusing on individuality. Ennis believes that TS could be applicable to group decision-making as it is to individual decision-making (Davidson, 1998). In Saudi's Educational aims (see Appendix 11 for the educational aims in Saudi Arabia) they highlight the importance of developing the individual needs and skills, so they are concerned with the individuality of learners.

Although Davidson (1998) perceives that it is true in some cultures, he does not accept the criticism in some contexts such as a religious and political environment. But that does not mean TS is paralysed for them. They may encourage TS in other contexts, even though they encourage silence and imitation. In this respect, Ennis (1996) discusses the problem of some educators who focus on the value of TS within other societies more than the important issues, which are how and when they implement TS. Thus, Davidson (1998) maintains that the EFL teacher's role is to prepare learners to communicate with native speakers, who value explicitly opinions and accept criticism, so TS could be more important in the EFL subject than others.

On the other hand, Atkinson (1997) refers to the example of TS as a more social practice, an exchange between an Inuk parent and a regular teacher from Canada.

Teacher: Your son is talking well in class. He is speaking up a lot.

Parent: I am sorry.

(Crago, 1992, p.496)

This example suggests that, for the parent, speaking is not polite behaviour for a student. This parent is expecting his/her child to listen, observe and learn from the teacher. Politeness in his/her view is being quiet – he/she sees silence as one of the characteristics of a good learner (Scollon and Scollon, 1981; Brown and Levinson, 1987).

As a result, the differences in researchers' views of teaching TS in the EFL classroom could be due to the cultural differences between L1 and L2 learners. Another conclusion that can be drawn from this debate is the difference in the education system between western and non-western countries. Thus, for critics it may not be possible to include TS in a system that does not consider individual opinion. To some extent, this view could be true but that does not mean that TS would not be applicable in non-western culture – it could

have an effect on the limitation of applying TS in these cultures. In the Saudi context, although the system of the country may consider the group opinion more than individual opinion, TMOE consider the individuality of learners and they are making an effort to promote TS in education since they are going through processes and plans to help learners to become good thinkers. It could be some limitations of these developments in the educational sectors, but creating educational change could be the start of changing the system to give the individual more voice.

Moreover, in this debate, some critics, such as Atkinson, compare western and non-western students, but not in a language classroom, since the comparisons between them were in different subjects that infused TS. However, language learning is a tool which involves learning word meanings and adopting the structure of the language, so learners would be able to formulate structures. Thus, the focus on learning a language skill not on the content of knowledge; so the aim of the subject content in a language classroom is to empower language learners' use of the target language academically and socially.

As mentioned previously, I based my thinking of the study framework on Vygotsky and Dewey theories, in which they aim at enhancing TS. They focus their ideas on the fact that learners could be good thinkers and independent when they engage in challenging tasks and are provided with appropriate mediations through dialogue. They could activate their prior knowledge to bring meaning to their learning. Thus, this is the case in language since learning the content of information is not totally new for learners so they could construct, restructure, and extend their ideas to make meaningful knowledge, which they could use in different contexts. So, what language learners need, in order to tackle the task themselves, is the support from teachers to guide them to use the strategies and make use of the strategic process in future. TS in the language classroom are concerned with the process of learning rather than the content of knowledge. Therefore, there are differences between infusing TS in language learning and other subjects. We cannot generalise teaching TS in all subjects through using the same strategies. I believe that every subject has different characteristics that require from teachers the application of different strategies.

Thus, I think that there is a misunderstanding about the application of TS in language learning between some researchers, since it would not be suitable to teach TS based purely on philosophy or psychology for EFL learners. Philosophical thinking requires a good

level of language ability, so it would not be suitable for all levels of language learners, while psychological thinking is based on cultural thinking, so it would not be effective in some cultures that discourage thinking. Thus, integration between psychological and philosophical thinking in teaching EFL could be an appropriate approach for all learner levels and different cultures. This is because psychological thinking concerns the cognitive tools for learners to improve understanding and philosophical thinking concerns reasoning, so it could help in promoting learners' thinking to a higher level of cognition, which is metacognition. This study considers both psychological and philosophical approaches to promote TS for EFL learners, since integrations of both approaches could be applicable to EFL learning.

Although, according to Atkinson (1997), TS has been attributed recently as a distinctive feature in the area of second language composition, he maintains that educators should be careful when adopting TS pedagogies in the EFL classroom for the following reasons:

- 1- TS could be more related to the social practice than pedagogical practice;
- 2- TS is more characterised as exclusive and reductive, which is not beneficial for all groups of learners;
- 3- Teaching TS in EFL could cause learners problems in their cultures;
- 4- Teaching TS in EFL could have limitation, which prevents learners from transferability in the wider environment.

Atkinson gives an example of the limitation of TS, and explains that Walters (1994), a philosopher, views most of the recent types of TS as logics, which impose on the curriculum a formal approach that could diminish its advantages.

A final critical issue, noted by Atkinson (1997), is that there are no empirical studies that prove the transferability of thinking skills in EFL. However, Davidson (1998) disagrees with his point of view and cites the example of a pilot study by Davidson and Dunham (1997), which compares two groups of EFL learners in a commercial critical thinking essay test: the first is the Experimental group, who receive critical thinking instructions, and the second control group receive only content-based instructions. They conclude that the Experimental group outperformed the control group. This result could be evidence of the positive impact of teaching TS in EFL.

### **3.7 Previous studies of TS in EFL learning**

To argue with Atkinson's claim and to prove the validity of teaching TS in EFL, I will present many recent studies that examine the efficacy of TS in EFL learning. Most of these studies found a positive effect of TS skills in EFL learning, while some of them found a positive effect on learners' achievement of learning the language more than enhancing their TS. Thus, there are two possibilities of the influence of TS on EFL: the enhancement of learners' ability of the EFL and an improvement of learners' TS.

Davidson and Dunham (1997) conducted a study to examine the Japanese learners' progress in TS after employing an intensive programme of English instructions. They use the Ennis-Weir Critical Thinking Essay Test in their study. Two groups were tested for the study: control and experimental. The former group received only intensive English content-based instruction, while a later group received further training in CT. The findings revealed that the experimental group scored significantly higher on the test ( $p < .001$ ). Therefore, the findings of the study suggest that TS can certainly be taught in EFL academic instruction.

Sokol et al. (2008) conducted an empirical study to examine the efficacy of the Thinking Approach to EFL teaching and learning. The approach aimed at the development of learners' inventive TS in EFL learning. The participants of the study were upper secondary students of two schools in Latvia. The study aimed to explore whether learners working with the Thinking Approach show an increase in their inventive TS. An inventive thinking test was applied as a tool in the methodology. The findings revealed that students working with the thinking approach demonstrate a significant increase in their inventive TS and outperform the control group ( $t = 3.32, p = 0.001$ ). This study suggests that infusing TS in EFL could help language learners to enhance their TS into learning. Similarly, the aim of infusing TS in Saudi EFL is to develop learners' intellectual skills, which could lead them to be good learners, so they could enhance the competency of learning the language.

Kamali and Fahim (2011) conducted a study to investigate the relationship between TS, resilience, and reading comprehension of EFL texts, which include unfamiliar vocabularies. They conducted their study on 63 intermediate EFL learners, and they used Peter Honey's (2004) appraisal test, Connor and Davidson's (2003) Resilience Scale – a

vocabulary checklist. They divided the subjects into two groups of high and low TS and resilience groups. The findings showed that: the levels of TS had significant influence on the marks of the subjects on resilience scale; the levels of TS had significant influence on the ability of reading text which contains unfamiliar vocabularies and the levels of resilience had significant effect on the subjects' reading ability of texts with unfamiliar vocabularies. Therefore, the findings indicated that the three variables are related in EFL learning.

Shangarffam and Mamipour (2011) investigated the influence of the application of teaching TS on EFL learners' writing skills. Sixty intermediate female participants were assigned randomly to treatment and control groups. The result of the analysis revealed that the treatment group scored higher than the control group on the writing post-test. Therefore, the findings point out that teaching TS had a significant impact on learners' writing skills in the EFL subject.

Fahim and Sa'ee pour (2011) investigated the influence of teaching TS skills on reading comprehension and application on a debate in EFL learning. Sixty intermediate students were assigned to two groups: experimental and control. Then, a pre-test for the reading comprehension and a TS assessment were administered to both groups. Further, the experimental group received eight sessions of using a debate as an activity in the classroom. Both groups have the same post-test results, and the findings showed a significant difference between the two groups on the reading comprehension test. However, the difference in the TS test was non-significant. Therefore, the results show that teaching TS in the EFL context could enhance the language learning.

In the Saudi context, Alwehaibi (2012b) conducted a study to examine the effect of TS, through a proposed programme, on students' learning and thinking in EFL department. She did intervention work in five weeks with eighty female participants study EFL in the university. Her study focus mainly on selected TS: causal explanation, determining the reliability of sources, argument, prediction, and determining parts-whole relationships, and the findings confirmed statistically significant improvements in the five TS examined. Alwehaibi's study proved improvement in learners' TS but it has been done for the University level learners. However, this study will explore the potential of the textbook to promote TS for intermediate school learners, so the textbook is the essential material in

schools while in University the lecturer could bring different materials for the curriculum. Therefore, the school curriculum designers should consider the intervention work and develop the school textbook.

Most of the above-presented studies are experimental studies to investigate and prove the influence of TS in EFL. Therefore, the result of these studies could be an evidence of the benefits of TS in EFL, particularly in developing learners TS and their achievement in language learning. However, there is need for exploration studies to investigate the potential of the curriculum design to apply TS in EFL learning. Therefore, this study is one of the few studies in the literature that aims to explore the potential of the used textbook in promoting learners TS in EFL.

### **3.8 Frameworks of application TS in EFL lesson**

Research by ‘The Thinking Skills Research Centre’ at the University of Newcastle investigated the effect of infusing the thinking skills into the national curriculum for different subjects. Leat (1998) provided a framework for geography teachers, ‘Thinking through Geography’, which introduces exemplars and strategies for them to use and adopt in their lessons to promote learners’ thinking. These strategies have been used and applied by different teachers for different subjects. In 2004, Lin and MacKay introduced ‘Thinking through Modern Foreign Language’ and applied all the exemplars and strategies that have been provided by Leat in (1998), and they found them effective to promote TS in foreign language classes. They help to change the teacher from only delivering the lesson to helping learners be more aware of how they learn.

This study used the characteristics of Leat’s strategies and exemplars for TS to explore the potential of the textbook to promote TS. McGuinness (1999) perceived that Leat’s project of ‘Thinking through Geography’ is an important framework that proved its effect in different subjects. McGuinness (1999, p.1) did a search review for developing pupils’ thinking and she found that:

‘Current attempts to teach thinking are part of a more general thrust in educational reform which emphasise quality of thinking process and thinking skills as a means to raise educational standards and to prepare children and young people for lifelong learning. Raising standards requires that attention is directed not only on

what is to be learned but on how children learn and how teachers intervene to achieve this.'

Therefore, McGuinness's theories highlight the importance of the process of learning and how they create different and successful learning. Also, from her review she found that infusing thinking through the subject is more effective since it provides learners with a chance to try out different practices. Infusion refers to teaching both the objective of the subject learning and the objective of TS and makes a balance between them in the same lessons (Leat, 1998). From McGuinness (1999) review, some important conclusion has been highlighted to be as key concepts in framework for developing TS:

- The general framework for developing TS includes some main features: there is a need to make TS more explicit in the classroom, coaching form for teaching TS, considering metacognitive perspectives, collaborative learning;
- There is a need to design a learning task that could help learners to promote their TS, through open-ended activities, to allow learners to make meaning, make judgement or produce different solutions;
- It is important to develop TS lead by the theories of cognition which see learners as an active in the learning process to search out meaning and making structure;
- It is important to allow learners the time to talk in the classroom about the thinking process to make it more explicit for them and increase their awareness of the learning process;
- It is vital to acquire and use metacognitive skills as they are essential to promote TS curriculum;
- New knowledge is interactively constructed in the classroom through dialogue, reflection and discussion with peers and adults;
- Developing thinking skills had a considerable effect not only on students, it also on teachers' practice and their knowledge development.

McGuinness concepts highlighted the importance of materials used for the curriculum, and strategies used by the learners and teachers to promote TS. Further, McGuinness (1999) stated that Leat's framework of TS is one of the infusion frameworks that have been tested and adopted by different teachers. Leat's strategies consider most of the key concepts that have been highlighted by McGuinness (1999) for developing a TS framework. The

pedagogic context of Leat's framework is concerned with the interventions process, and subject infusion (Leat, 1998).

TS in teaching language provide teachers with insight into how they might use TS strategies to enhance learners' autonomy, since they are essential skills for learning a foreign language (Lin and MacKay, 2004). At the same time, research of EFL draws attention to the importance of enhancing the MS in learning a foreign language and enhancing learners' awareness in the process of learning. Williams et al. (2002, p. 524) said:

‘There is also a need to move towards the active development of the cognitive and metacognitive strategies necessary for language learning as well as the need to help learners to develop beliefs in their own abilities to learn a language and to control the process of learning’

The MS are different and effective strategies could be used in language learning, such as activating background knowledge, inference, co-operation, ask questioning...etc. These strategies could help learners to cope during challenging tasks and be able to apply the used strategies for different contexts, as well as to real life (Chamot and O'Malley, 1993). Chamot and O'Malley (1994) perceived that successful metacognitive instructions could lead learners to effective learning strategies. Therefore, metacognitive instructions provide for language teachers a framework of how to use the strategies to help change the learning experience from teacher-guided activities to students' independent activities.

Further, the metacognitive model needs to be implemented explicitly to the curriculum to help learners enhance their awareness of the learning process and use the suitable strategies (Chamot and O'Malley, 1993; Chamot and O'Malley, 1994). Chamot (1999) presented an example of applying the metacognitive model of strategic learning to EFL. For a reading lesson, it supposes that a student has a prediction of the reading text in the planning process, such as what is the text about, the goals, and a link to their prior knowledge. Then he/she moves to the monitoring process while he/she reads, and makes sense of what he/she reads, and some of his/her prediction could be changed and developed through the reading process. In the last process of the task, the student evaluates his/her work and understanding, and if there are problems encountered, the student can go through problem solving strategies (Chomot, 1999). Thus, in the textbook analysis, I consider the tasks to have potential to be metacognitive tasks (PMT), if there is a possibility they will lead to

learners going through similar processes as previously stated. All the strategies that have been mentioned in the example would not be achieved successfully if there were no explicit instructions for learners and support from the EFL teachers to mediate learners in the actual practice.

Therefore, the MS are the core skills for promoting a TS curriculum since in the EFL classroom; the aim of TS lesson is to infuse teaching strategies to develop MS into the process of learning (Lin and Mackay, 2004). Teachers' meditation is important to help learners use their MS to promote their TS. Implementation of TS in language classes is a unique process (Adey and Shayer, 1994). Adey and Shayer (1994) who designed the Cognitive acceleration approach in teaching to develop students' thinking ability in 1981 at King's College London, claimed that 'we have more difficulty applying the cognitive-develop mental model to the skills required to learn a foreign language than to the subjects discussed so far'. The reason for this is that learning a language is not learning content but it is a medium of learning and that makes it more challenging. Thus, it could need more effort from language teachers to help in activating the process of TS in the language classroom.

Therefore, Lin and Mackay (2004) applied the strategies and exemplars provided by Leat (1998) to the foreign language classroom, since the strategies used could have the potential to enable teachers to mediate learners because it could encourage dialogue between students and teachers or students and students. Through this dialogue, learners could use their metacognitive skills to come to an understanding. All exemplars are open and allow learners to go beyond the information presented to activate their intellectual skills. An example will be detailed at the end of this section to give a clear picture of how these strategies could help in stimulating learners' thinking in the foreign classroom.

Lin and Mackay (2004) stated that the English National Curriculum requirements emphasize key skills of thinking that help learners 'to learn to learn': communication, application of numbers, information technology, working with others, improving own learning and performance, and problem solving. Lin and Mackay (2004) suggested that four of these could be applied to the foreign language classroom: communication, working with others, improving own learning and performance and problem solving. It is clear from the skills chosen by Lin and Mackay that they emphasize CL through communication and

interaction, enhancing independency in learning through raising metacognitive awareness (knowing the purpose of learning, reflecting on learning, awareness of the difficulty and finding solutions), and application of solutions to similar problems. Therefore, Lin and Mackay identified the following as important skills in learning a language: cooperation, reflection and independency.

Lin and Mackay (2004) emphasize the role of task and teacher in developing learners' TS. They explain that in a TS lesson, the teacher provides a challenging task and then works on helping learners to achieve the target of the task. They highlight how the teacher helps learners reach the target of the task through mediation and intervention in learners' learning, so learners could achieve the potential performance that could build their independency and help them to continue their learning. Lin and MacKay (2004) consider the principles of MFL framework when they adapt Leat's strategies for MFL (see table 1).

Table 1 MFL Framework, DfES 2003, p. 12

<b>The Principle</b>	<b>The Action</b>
Make learning active	Provide tasks in which pupils make meaning, construct knowledge and develop understanding and skills through problem solving, investigation and enquiry
Support pupils' application and independent learning	Use prompts, frames or other forms of support and targeted intervention.
Build reflection	Teach pupils to think about what and how they learn, and involve them in setting targets for future lessons.

I based my thinking of the study on the identified main principles in the above framework for the main elements of TS in MFL. As presented in the framework, the first principle is making the learning active through providing tasks that could lead learners to engage in learning. This principle is related to the material provided for learners in the foreign language classroom. The characteristics of the task that make learning active: help learners learn in a meaningful environment, helps learners to build knowledge and help them to enhance their understanding of the targeted knowledge. The second and third principles in the framework are more related to the teachers' behaviour in the foreign language classroom to promote TS. The first behaviour is helping learners to apply knowledge through mediations and interventions: prompts to provide support, and intervention to help them build their independency in learning. The last principle is building reflection for

learners through helping them to increase their metacognition in learning and be able to talk about what and how they learn.

Therefore, since the current study aimed to analyse the textbook and investigate the teacher's role as factors that could have a considerable effect in promoting TS in Saudi EFL, it seems that adopting the principles in this framework are the most related and suitable for the study. However this framework is used to identify only the key principles of TS actions that should be considered related to the task and the teacher. Further, to identify how these key principles should be implemented through the lesson, the characteristics of the potentials TS' tasks, strategies used and teachers' role to promote TS were adopted in all stages of the lesson from Leat (1998) frameworks for 'Thinking through Geography'. Since Lin and Mackay (2004) applied Leat's strategies, nine strategies have been designed for language lessons. The strategies are: Odd One Out, Maps From Memory, Reconstruction, Sequencing, Reading Images, Mysteries, Fact or Opinion, Fortune lines and Taboo. These strategies aimed to help learners to locate and collect relevant information, analyse part or whole relationships, draw inferences, make deductions, make decisions, informed by evidence, sequence, compare, contrast, use precise language to explain thinking, sort, judge the value.

The purpose of these designed strategies by Leat (1998, p.1) is to help learners engage in learning and help teachers to be a way from statement like 'Pupils should be taught.....' Therefore, Leat (1998) highlighted that these strategies could help teachers who want their students to be excited and motivated in the classroom, like their students to be independent, encourage their students to ask questions.

Leat (1998) considered the below principles when he designed the exemplars and the strategies in his book. Since this study is concerned with TS in EFL learning, I will present some of his principles that could be related to language learning in which they have been considered by Lin and Mackay (2004) as essential in designing task in a MFL classroom:

- Constructivism: which refer to that learners learn through their prior knowledge and add new knowledge to the existed one;
- Metacognition: which refer to the ability of learners to tackle the task and be aware of the process of completing the task, and think of what he done in the debriefing stages;

- Challenge: the aims of the strategies is to challenge students to think hard and create a cognitive conflict that lead learners to struggle, so teachers can provide support to help them continue learning themselves;
- Talk and Group work: most of the strategies applied through group work, which help learners to enhance talking then reach to the aims of the strategies;
- Bridging and transfer: each strategy should be transferable if learners have been allowed opportunities at the debriefing stage for reflection.

Lin and Mackay (2004) stated that different language teachers worked on these strategies and organized their lessons through three stages to help learners gain the benefits from the used strategies and reflect on their learning. These stages represent also the typical structure of EFL lesson, but teachers' mediation could be different in EFL TS' lesson. The stages of TS lesson: Launching the activity is the stage where the teachers shares with pupils the purpose of the lesson and start to engage them in learning; Managing the activity is the stage where pupils are engaged in a thinking skills strategy typically working collaboratively to solve a problem; De-briefing the activity is the stage where pupils reflect upon and talk about what they have learnt.

Therefore, the strategies that were applied in the language classroom open the chance to encourage TS in the classroom, and the organized stages of the lesson help learners and teachers to get the benefits of the strategies of TS. Basically in a TS lesson, the three stages of the lesson start with activating the learners' prior knowledge, then engaging them in CL to encourage articulation, and after that helping them to connect their learning (Lin and Mackay, 2004). For the purpose of the study, since I am analysing the textbook, I considered the three stages of TS's Lesson as key principles while I'm analysing each task in the textbook. However, since the teacher could explain more than one task in the lesson, I dealt with them as principles, not as stages, since the principles for each stage could occur twice or more in the lesson. Therefore, the framework of this study is considering these three principles: Activate Prior Knowledge (APK), Cooperative Learning (CL) and Transformation of information, without limitation in promoting them in specific stages; although it is common that they occur in stages, this study consider them as though they could occur at any stage. Thus, Lin and Mackay's framework helped me in identifying the strategies of TS lessons in the foreign language classroom as well as in identifying the characteristics related to the task used in the lesson and the teacher's role.

An example of the strategies that was provided by Leat (1998) and adopted to the foreign language by Lin and Mackay (2004) is Odd One Out. This strategy leads students to think of the characteristics of things such as pictures, sentences and verbs. It helps students to discover by themselves the similarities, differences, and the relationship between items. It also calls on inductive teaching since it expects that learners induce understanding from the given data. It is different from the traditional approach where teachers inform the students about the similarities and differences, while in this task students find them by themselves. Line and Mackay (2004) used this exemplar for grammar, finding the differences and similarities between regular and irregular verbs in German language. Therefore, I will present an example of an Odd One Out task from Lin and Mackay's exemplars (for the German language) to clarify how this strategy helps in promoting TS in language learning.

The Odd One Out activity for regular and irregular verbs in the German language consists of two sheets. The first sheet of the task (see Fig. 1) presents the list of vocabularies in German and each square is numbered, then students are given the numbers of items to be discussed, for example number 11, 17, 18, 24. The students find the appropriate items on the grid, and then they take a note of them and underline the Odd One Out. This activity could be used in different situations and for different purposes to achieve different results (See The Phrase Sheet in Fig. 1 and the Instructions sheet in Fig. 2).

Odd One Out

Les Vacances

PHRASE SHEET

1	le chef	13	un terrain de camping
2	l'auberge de jeunesse	14	téléphoner à l'avance
3	le soleil	15	la patronne
4	le directeur	16	à trois étoiles
5	du brouillard	17	l'hôtel de ville
6	la nourriture	18	une chambre double
7	en avion	19	une chambre à deux lits
8	une réservation	20	gratuit
9	une valise	21	une chambre simple
10	un numéro vert	22	la cabine téléphonique
11	bon marché	23	une tente
12	un réchaud de camping	24	de luxe

Figure 1 The Phrase Sheet for the Odd One Out strategy, Lin and MacKay, 2004, p23.

## Odd One Out

### INSTRUCTIONS

You have been given a set of phrases, which you might have come across during your work on *Les Vacances*. You are going to use these phrases to complete the following tasks.

#### Task 1

Working with a partner, look at the sets of numbers below, which match with a phrase from the list on the phrase sheet. Pick out the phrases and write them in your book. Then decide which phrase from each set is the **ODD ONE OUT**. Underline this phrase in your book and explain why it is the Odd One Out and what the other two have in common.

Set A	2	13	17
Set B	4	15	1
Set C	14	8	22
Set D	22	10	13
Set E	1	12	14
Set F	20	11	24
Set G	3	5	12
Set H	17	2	19

#### Task 2

Now that you have started to see a pattern, add an extra phrase to each set which matches the pair. **KEEP THE SAME ODD ONE OUT.**

#### Task 3

Now try to put together your own set of phrases with an Odd One Out. You must have a good and obvious reason. Swap your group of phrases with your partner and see if they can work yours out.

#### Task 4

Now try to sort out all the phrases from the list into five groups.

## Les Vacances

Figure 2 Instructions Sheet for the Odd One Out strategy, Lin and MacKay, 2004, p24.

Further, Lin and Mackay (2004) presented a template for language teacher to use them in their classroom (see Fig. 3). Teachers could choose three items and insert them in the three triangles in the template. This template is a diagram organizer, which could help students to brainstorm their ideas and stimulate their thinking to find out the required information.

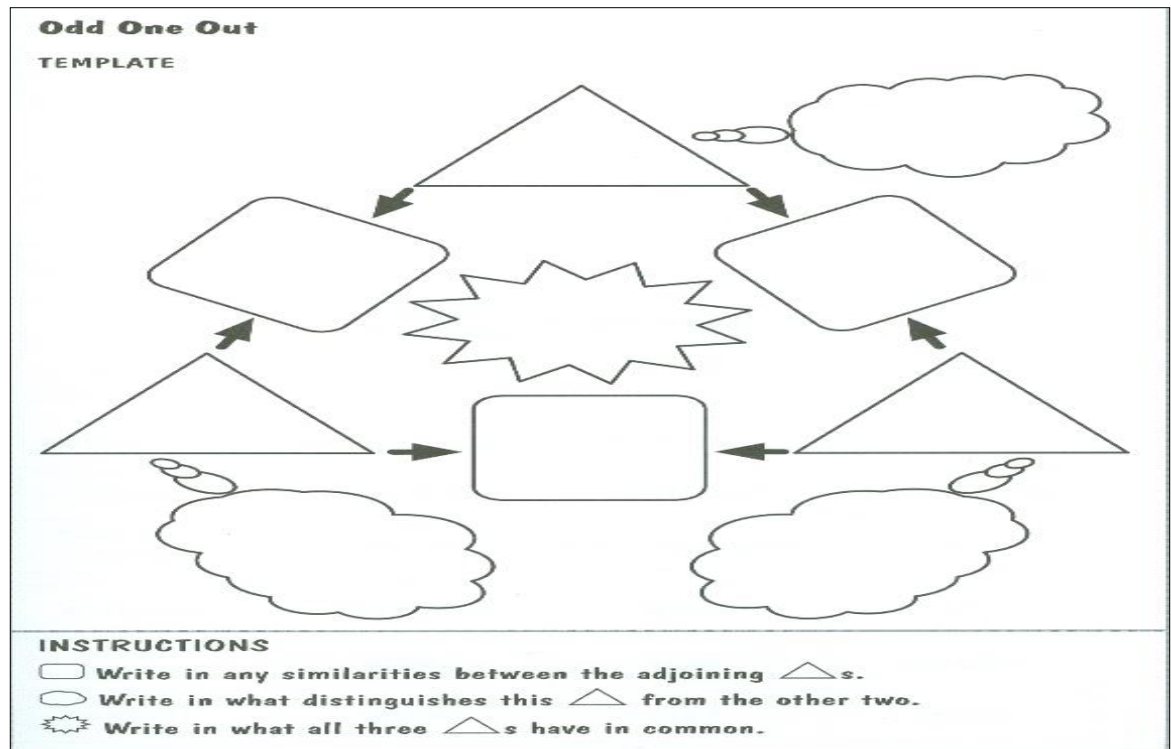


Figure 3 A template of Odd One Out strategy, Lin and MacKay, 2004, p 25.

### **The procedures of working on Odd One Out strategy by using the template**

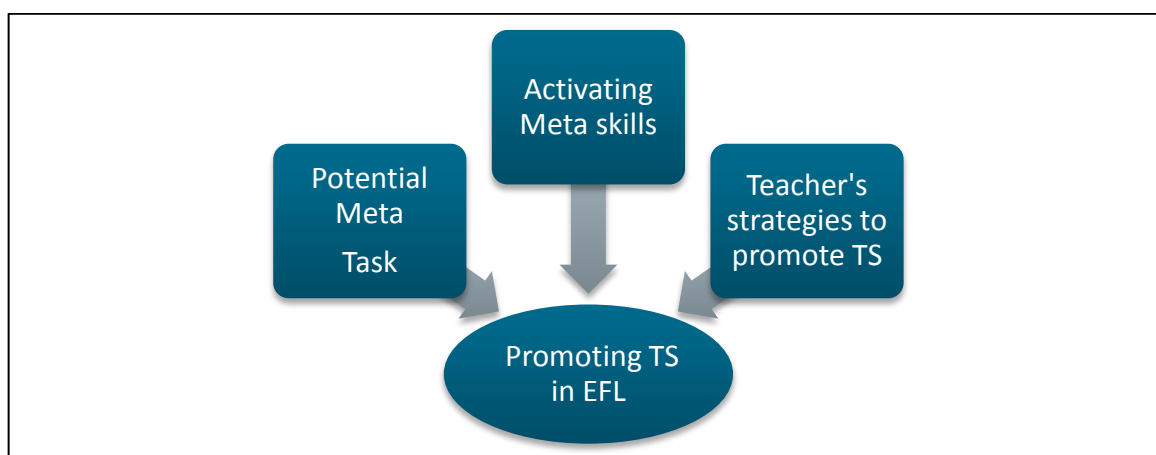
- 1- Pupils are given a set of three items inserted in the triangles, e.g. phrases, pictures or verbs.
- 2- Pupils working in pairs or groups, and identify the Odd One Out and why, also what the items have in common and write them in the squares any similarities between the two adjoins triangles.
- 3- Students use the bubbles to write what distinguish that item from the other two.
- 4- In the centre of the template ask students what all three items have in common.
- 5- The list that students work on should allow for different possible answers rather than one correct answer.

### **The strength of this strategy**

1. The activity can be a fun way to consolidate existing knowledge and understanding of the target language.
2. The activity can be exploited as a context for exploratory talk about the target language
3. It provides opportunities to develop an inductive understanding of the target language such as colours, shapes and sizes.
4. It could provide context in which to introduce linguistic terminology, giving students labels for concepts or aspects of language that they are already familiar with.
5. It can provide a context for the development of oral skills in the target language, if pictures were used, this is would allow students opportunities to compare and contrast objects in the provided pictures.
6. It provides an opportunity to develop pupils' ability to categorise and use categories, which promotes higher order thinking and inductive mental understanding.
7. This task could be at the beginning of the lesson to help learners gain a baseline assessment for their linguistic terms, or it could be used at the end to assess and evaluate learners' outcomes.

### **3.9 The study's framework for teaching TS in EFL**

Since the education system in Saudi EFL requires teachers to use the textbook as a main material to teach the lesson, I will identify the key issues that should be considered in the study to explore the potential of the application of TS in Saudi EFL. Fig. 4 represents the key issues: the task, the learning strategies and the teacher's strategies. I have used 'task' in this study to refer to the activities and exercises that are given to EFL learners during the lesson, which is mainly from the provided textbook. Further, I used 'learning strategies' (particularly the use of MS) in this study to refer to the process that learners go through when they complete the task, while 'teacher's strategies' refers to the methods the teacher applies to help learners complete the task.



**Figure 4 Key issues in the study to promote TS**

Therefore, the application of TS in EFL could be promoted through three principles: the potential metacognitive task (PMT) to promote TS, the metacognitive skills (MS) to promote TS and the teachers' behaviour to mediate learning using the strategies to promote TS. An effective use of the three principles could lead to promoting learners' TS. Developing learners' TS could come through teachers' mediation by encouraging learners' use of these skills (Magno, 2010). Developing learners' metacognitive skills could result from the actual teacher's behaviour to support learners' interaction and from the tasks that have the potential, from instructions and content, to lead them to gain intellectual skills and develop their awareness.

### ***3.9.1 EFL Task in TS' Lesson***

The aims of most language textbooks are to help learners to acquire a language, develop their language, improve their communication, connect previous experiences through learned language, apply learning in real life and provide explicit teaching and practice (Reid, 1998; Arnold, 1999; Tomlinson, 2003). However, it is challenging to find an EFL textbook that teaches TS to learners (Reid, 1998). EFL textbooks need tasks that have the potential to promote MS to help learners develop their TS. This is because a PMT is 'process-oriented activities', in which the value of the activities is in the process of accomplishing them, not in the content outcome of the activities (Tarvin and Al-Arishi, 1991). Thus, students need to follow steps in the process of completing the activities, and use different skills in each one. At the end of the activities, they should be able to apply all the used skills to accomplish work by themselves (Tarvin and Al-Arishi, 1991).

### 3.9.1.1 Characteristics of TS' Task in EFL

Based on the literature, PMT has some characteristics that can help learners to use their MS and be aware of their learning in the EFL classroom (Chamot, 1999; Lin and Mackay, 2004). Water (2006) considered higher and lower-order TS in EFL. He classified memory and translation as lower-order thinking since they require learners to stay within the information given in the text, while he believes the skills that could help learners to develop higher order thinking are interpretation, application, analysis, synthesis and evaluation. Through higher order TS, learners could build their metacognitive awareness of learning. Further, metacognitive awareness could help learners to use their MS to plan for their learning. Therefore, according to Chamot (1999) and Lin and Mackay (2004), tasks that help learners to use MS are those that encourage the following concepts:

**1- Activate prior knowledge:** tasks that help learners to recall what they know and are familiar with in order to understand new knowledge could potentially be metacognitive. This builds gradual knowledge for learners, and in order to understand the task, learners need to relate what is in the task to their life. Thus, learners could develop higher order skills: interpretation, analysis and connection.

**2- Cooperative learning:** group or pair task that encourages learners to have a dialogue with their colleagues. This could develop learners' awareness through the process of learning. Cooperative learning (CL) helps learners also to articulate their thinking and plan their learning with their peers. It opens the space for learners to learn from each other (Lin, 2011). Therefore, CL tasks could encourage learners to go through the metacognitive process independently and progress to advanced stages of metacognition.

**3- Transfer:** tasks that encourage learners to transfer what they have learnt in one context to another similar context could help them to develop their higher-order thinking (Lin, 2011). A transfer task could encourage learners to use the target language in their social life through higher order thinking skills: application, synthesis and using alternatives and substitutes for the learned knowledge.

**4- Open ended task:** a task does not have one specific answer, and all answers will be valued as long as they include well-justified evidence. An open-ended task could provide the opportunity for learners to explore different methods that help them reach the advanced

stage of metacognitive process. It helps them to use their higher order thinking skills: analysis, synthesis and to produce alternative and substitute answers (Lin, 2011).

These characteristics have been identified as having the potential to promote metacognitive skills (PMS), since they encourage learners to go through the metacognitive process in their learning. Further, these features of tasks require learners to construct knowledge beyond the presented information. However, a task that encourages learners to work within the presented information in the text could encourage them to rehearse and drill the language items, so they do not have potential to promote MS since they are based on rote learning.

In addition, these characteristics of metacognitive tasks could have the potential for helping learners to achieve positive results in language learning for the following reasons. First, tasks that encourage learners to bring related information to create meaning could develop their skills of how they make meaning of new concepts in language. Thus, they could cope with the difficulties of new learning. However, tasks that help learners to activate prior knowledge should be related to their social life and culture, since unfamiliar topics could create barriers for them to connect knowledge.

Second, tasks that encourage learners to transfer could help in developing their awareness of language use; this prepares them to use the language in the inside and in the outside environment. However, transfer tasks could be difficult for low ability learners; therefore, they should be presented in a highly structured text. This could help learners in comprehending the general ideas and develop their knowledge to a higher level (Jiang and Grabe, 2007). The structure and the organisation of the text affect the learners' comprehension, which could create barriers for them to develop their skills (Jiang and Grabe, 2007). Thus, to help learners engage smoothly with the task, we need to present the easy knowledge in the beginning, so they can start with a simple process. Therefore, in the analysis of the textbook for this study, I consider the structure of the pre-task activities, which they could be mainly in the textbook for the purpose of activating learners' prior knowledge, so it could help them to extend their experiences to the task.

Further, open-ended tasks could give learners the opportunity to choose their method of learning. Therefore, PMT are open since they aim to help learners to reach an appropriate answer and not aim to find specific answers. This could help learners to engage in the tasks

and worry less about the result. Also, this could help learners to avoid what Ellis (1990, p.116) finds happening in some language classrooms, that is, students ‘go through the motion of agreeing so that they can display solidarity’. However, an open-ended task could also be difficult for low-level learners, since their knowledge of the language is limited so they may emphasise on repeating the language items that they know. Thus, their motivation could be an important factor for the teacher to consider when trying to help learners to achieve the aims of open-ended task in language learning. This is because learners need much support from the teacher in order to accomplish the task. Thus, teacher’s mediation could be more important in these kinds of tasks to help learners promote their TS.

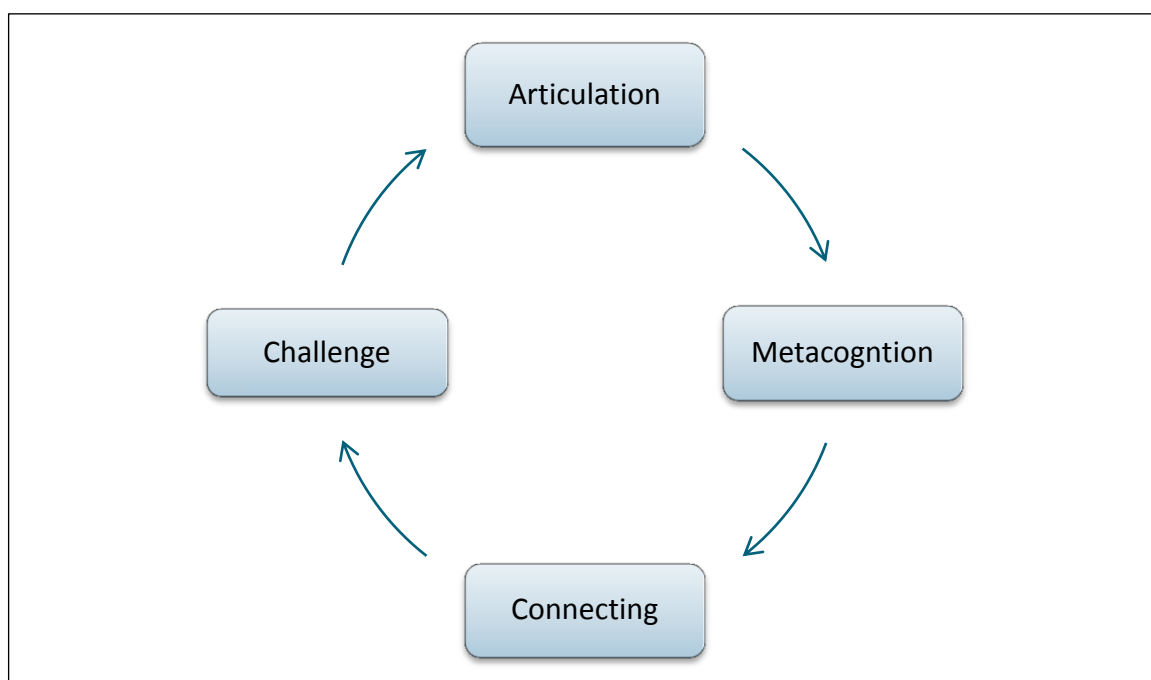
Another PMT is group and pair tasks, which could be a logical reason for giving learners clarification and purpose for being together to work cooperatively. Thus, CL task could encourage positive social relationships and collaboration. Doveston and Keenaghan (2006, p.8) identify that ‘the democratically agreed group task provides a common purpose and motivation for the students to be involved with each other’. Therefore, the purpose of group and pair tasks could lead to promote TS or not promoting TS, since what learners can accomplish from working together could identify the potential of the CL task. This is because there are some CL tasks that require learners to work in groups or in pairs – drill, rehearse some presented knowledge or read the text as a role play – so they are CL tasks. However, because they do not ask learners to go beyond the presented information, they would not have the potential to develop MS. The purpose of CL tasks’ content and process should encourage learners to construct knowledge that goes beyond the presented knowledge.

As I explained in chapter two that the textbook *Say It in English* is expected to have the potential to promote TS in the teaching of EFL, since the authors and the result of Al-Yousef’s study proved that this textbook is based on a communicative approach and language meaningful practice. Since the textbook is considered as a key part of the study, I believe choosing to analyse a textbook that has been developed and evaluated recently could help to explore the potential of updated tasks and related methodology to help in promoting TS in the EFL classroom. Thus the selection for the textbook explored in the study is identified as being based on the literature reviewed in this chapter, and I aim to

explore the potential of the characteristics of the tasks in the textbook to support teachers in promoting TS.

### ***3.9.2 Application of TS' strategies in EFL***

The aim of learning a foreign language is to enable learners to use it orally and in written form (The Ministry of Education, 1970). There are strategies that could help learners to promote their TS in EFL and to enable them to use what they have learned. Mediation is the most important principle to help the strategies to work and to encourage the process of thinking. All TS could be at any stage of the lesson, but there are different strategies that could be implemented at different stages of the lesson through mediation. Therefore, mediation works as the process that helps learning to go in a circular direction: learners start with a challenging task → Articulation → Metacognition → Connecting → Challenging (see Fig. 5). Thus, mediation works on finalising the missing space in the process of learning (Lin and Mackay, 2004).



**Figure 5 Mediation and the Learning Cycle, Lin and Mackay, 2004, p.174.**

To help learners control their learning and promote their TS, they should develop in a circular process during their learning. I will explain three strategies that could help achieve the circular learning to promote learners' TS. These could be applied at different stages in

the lesson. As I explained before, I used strategies to refer to the stages that learners need to go through when they complete the task.

### **3.9.2.1 Activating prior knowledge strategy**

The first strategy involves activating learners' prior knowledge (APK) (DeVillar et al., 1994; Tudor, 1996; Crowl et al., 1997; Chamot, 1999), which helps learners to make meaning of the new information in the lesson. APK is one of the strategies in the planning stage, which is crucial in helping learners to promote their metacognition in their learning (Chamot, 1999). This is because it encourages them to reflect on their knowledge before they start working on the task (Chamot, 1999).

Activating prior knowledge is defined as 'Activating background knowledge [which] helps bring to mind information that you know about the topic, the word, and the language to help you do the task' (Chamot, 1999, p.19). Thinking about their previous experience helps learners to familiarise themselves with the content of the task before they start working on it. This could facilitate for learners the comprehension of the new knowledge, through making connection with the background knowledge (Chamot, 1999).

Prior knowledge could be explained according to schema theory, as both occur when learners try to understand knowledge based on their previous knowledge. The stored knowledge in the learner's mind is called a schema. A schema is a real mental arrangement in the human mind that represents general concepts (Ajideh, 2003). Cook (1989, p.69) states 'The mind stimulated by key words or phrases in the text or by the context activates a knowledge schema.' Schema theory does not help learners to make meaning of knowledge, but helps them to use already learned or known knowledge in order to make meaning of the current knowledge. Schema helps the learners to integrate their background knowledge with the new concept. Thus, learners elicit knowledge from their schema by making connections and mapping between the stored information in the schema and the new information (Chamot, 1999).

Activating prior knowledge is more related to constructivism theory, which states that 'learners use their background knowledge of the world as an initial frame for relating to new information' (Chamot, 1999). Learners can use the cognitive strategies to make meaningful learning from the previous and current knowledge. Therefore, the main role of

MS is in helping learners to interpret the related information in order to learn (Chamot, 1999). Further, APK is strongly related to Dewey theories. He said that teachers need to mediate learners through experience since learning cannot occur in isolation (1938a; 1938b).

In the process of connecting learners to their previous knowledge, they plug to their schema, and go through the process of scaffolding tasks to acquire its meaning. This process helps learners to increase their knowledge of the world as a whole because they are taught to construct relationships between all concepts around them. Also, at the same time, it helps learners to develop their higher order thinking, since they are connecting two concepts (Crowl et al., 1997).

Therefore, teachers could help learners to realise the importance of previous knowledge to use in the classroom (Tudor, 1996). They can use this strategy in two ways (Tudor, 1996):

- 1- Discovering a sample in the language used as a starting point for helping learners to guess the meaning of the content;
- 2- Considering the likely predictability of the language used in different situations, starting from very broad concepts to narrower concepts.

Using these two strategies helps learners feel that learning another language is an activity that can be done by making connections to their experiences. It could also help them by facilitating access to the target language (Tudor, 1996). I believe that when learners go through this process, they participate in constructing knowledge and making meaning of what they learn. In doing so, they develop their metacognitive awareness, since they develop their ability to know how they understand the new knowledge. Further, using this strategy could help learners to acquire general knowledge from the task; then they could go into more detail. It helps learners to make sense of their input or their prior knowledge.

In the EFL class, it is very difficult for students to comprehend the main task if they do not know a little about the topic, context, new vocabulary and other related concepts. This is because introducing very new knowledge to language learners could cause them frustration when they cannot figure out what the symbols and the sound of the target language mean. This could lead to discouraging learners, who then do not try to engage in the learning process, on account of not having any signs or hints of the learned knowledge and not

feeling confident. Therefore, the building bridge strategy could help learners to engage in interaction in the classroom, and to experiment. Helping learners to increase their prediction of the learning content adds to their confidence in communication in the target language (Tudor, 1996).

Pre tasks could help learners in prediction, which is necessary for comprehending a task (Ajideh, 2003). They are also essential in the planning stage of metacognition (Chamot, 1999). Prediction could help learners to activate the thinking process, thus increasing the understanding of the text. Another important point is that when learners use their prior knowledge and try to link it to recent knowledge, the reasoning skills of learners could be enhanced (Ajideh, 2003).

Therefore, DeVillar et al. (1994) maintains that APK strategy is very important for learning a second language. The environment of learning that establishes prior knowledge learning helps in developing TS in learners, who construct their knowledge on their own and facilitate their own understanding (Chen et al., 2011). This leads to meaningful learning, which is the most suitable context for promoting thinking skills.

On the other hand, the mismatch between previous knowledge and current knowledge leads to decreased communication by learners due to lack of knowledge (Carrell, 1983). Two concepts could lead to the mismatch. The first is learners' lack of ability using their APK strategy. In the second, the topic is not related to students' social or previous knowledge. To encourage and promote learners to use APK strategy, we could engage them in CL to help them share experiences with learners in their age group, so they can enhance their use of APK strategy and stimulate their thinking. The next section explains how CL strategy helps learners to develop their TS.

### **3.9.2.2 Cooperative learning strategy**

The second strategy is cooperative learning (CL) (Hythecker et al., 1988; Webb, 1989; McDonell, 1992; Qin et al., 1995; Oxford, 1997; Tan et al., 1999), which helps learners to construct knowledge with their colleagues. The CL strategy could be applied to the second stage in the lesson, which is managing the activity. CL is one of the monitoring strategies, which help learners to promote their metacognition in learning. This is because interaction

and cooperation could lead to the development of learners' responsibility for their own learning.

CL is very useful to develop instructions for learning strategies, since it helps learners to be responsible for applying the strategies (Chamot, 1999). Learners in groups may like to talk with their group members more than the teacher. Thus, group work could increase learners' discussion, which enhances TS (Tan et al., 1999). This is because when learners interact with each other, they can ask questions, explain, share ideas, brainstorm, disagree and persuade. Also, group work gives learners the opportunity to try a new strategy suggested by other members (Chamot, 1999).

Researchers (Hythecker et al., 1988; Webb, 1989; Qin et al., 1995) emphasise that CL helps promote TS in the following ways:

1. CL increases student-student interaction, which leads them to rethink and restructure their ideas, explain, clarify and summarise the tasks for others;
2. Positive disagreement between group members helps students to rethink their ideas and reform their cognitive strategies;
3. Group work helps learners to enjoy their learning; they are eager to explore other ideas and to benefit from different experiences;
4. Group work helps learners to work and discuss their ideas in a less anxious environment. They ask for support from other members, and receive more freedom to try new ideas;
5. Help learners to be open to different perspectives and insert new ideas into their thinking.

CL in the EFL classroom is a very useful strategy for learning a language. It is an opportunity for learners to negotiate meaning, solve problems, communicate with others and think critically (McDonell, 1992). CL strategy supports the functional and structural models; the former indicates the use of language, and the latter indicates knowledge of the lexical items in language. It also helps the interactional model of the second language, because learners in CL can practise more the second language (Richards and Rodgers, 2001).

There are many benefits of CL in the classroom: increased motivation, enhanced higher-order thinking, the positive attitude of learners in the learned subject, improved self-esteem and more time to work on tasks (Oxford, 1997). In CL, the difference in academic levels helps both higher-ability students to offer support to others, and lower-ability students to work in a more relaxed context and get help from their peers, rather than expose themselves to the whole class (Petresky, 2004).

Therefore, CL strategy in the language classroom has a positive impact on improving the fluency skills and awareness of language learners. This is because CL helps them to work in a safe context away from criticism, fear of making mistakes and being the focus of other learners when they participate (Harmer, 1991). McDonough (2004) conducted a study to determine instructors' and learners' perceptions of pair and group work in EFL activities in Thai. McDonough (2004) found that learners working in pairs and groups demonstrated an improvement in language, even in activities useful to improve language.

Finally, using CL strategy could help learners to apply transfer strategy, since learners' awareness of the process of learning is higher in CL than individual learning. Applying CL strategy could also lead to a more student-centred approach that promotes metacognitive skills. The next section explores how transfer strategy could help in promoting TS in EFL.

### **3.9.2.3 Transfer strategy**

The third strategy is transferring in learning, which enables learners to apply the suitable tools to solve problems and learning in different contexts. One of the characteristics of MS is the ability to transfer the information to new situations. Transfer in learning means the ability of learners to apply the acquired skill or knowledge to present for future tasks that are similar (Hacker et al., 1998).

Implementation of the transfer strategy is more suitable in the last stage of the lesson, which is the debriefing stage. This also could help learners to use what they have learnt in different contexts in the inside and outside environment. In this study, I use transfer strategy to refer to the application of the information to different tasks as a way to prepare students to apply information during the actual learning or in the outside environment. The ability to transfer indicates that the learners not only understand the knowledge, they are also able to use it in similar places. Thus, transformation requires learners to learn how

they can generalise strategy or knowledge to make use of it again. In order to help learners to learn how they can practise transformation, teachers could mediate their learning, first to enhance their metacognitive awareness, which leads to enhanced use of MS (Hacker et al., 1998).

Although there are two types of transferring – strategic knowledge and task knowledge – both of which are useful in learning, strategy instruction is the suitable way to help learners improve their use of strategies (Wenden, 1999). The way that a teacher delivers the strategy instruction to learners should be informed, provide controlled knowledge and enhance the mindfulness of learners. Informing and teaching learners the strategy makes them aware of its purpose, and controlled knowledge helps them to realise the expected outcome of using it and where they can use it. They may then use it in various different settings (Wenden, 1999). Helping learners to be more aware enables them to decide on using similar and appropriate strategies (Wenden, 1999). When learners take training in these three concepts, they can enhance the transformation of knowledge.

Learning a language means that learners can use this tool in different situations in their life. Therefore, EFL learners need to learn strategies that they can benefit from in using a language in different locations. In the process of transformation, learners have to choose a suitable strategy to complete the goal of the task. Thus, choosing a strategy to complete a task depends on the learners' knowledge of learning strategy (Wenden, 1999). If learners have a good knowledge of learning strategies, and the opportunity to practise choosing and using the strategy, using transfer strategy could improve. For example, teachers explain to learners how they can understand the meaning of unfamiliar words in the text by inferring the meaning from the text. Learners could use this strategy for different written texts, or oral contexts. Thus, helping learners to use effective strategy in their learning leads them to transfer this to different contexts (Wenden, 1999).

In the literature, transformation skill helps language learners to develop their metacognitive and autonomy learning which lead to developing their TS (Wenden, 1999). The use of metacognitive strategies in foreign language learning is also referred to as learner's autonomy. The teacher in a foreign language class could help learners to reflect on their learning and self-direct their language learning. Thus, learners can instruct themselves, so they can develop their linguistic autonomy (Wenden, 1999). Learners' autonomy helps

learners to plan, control and evaluate their learning (McCafferty, 2006), as well as to work independently and take responsibility for their learning. Thus, Van Lier has connected the autonomy with Vygotsky's perspective of metacognition (McCafferty, 2006).

### ***3.9.3 Teacher's role in promoting TS in EFL classroom***

Barath (1991) argues that the thinking process is the responsibility of the students, but that teachers can lead them towards methods that develop their thinking. The teacher's role is to help students to identify the relations of the learned concepts, encourage them to construct the knowledge and prove the knowledge (Barath, 1991). The teacher is the 'co-constructor' of the information, as he/she chooses the examples from the knowledge, guides learners to improve their abstract knowledge and helps them to negotiate the information with them (Barath, 1991).

TS in EFL aim to change the approach and the role that a teacher takes from teacher-centred to learner-centred, 'from product-oriented approach to process-oriented approach, from knowledge transmitter to knowledge organiser, from doer for the pupils to facilitator, assessor to mediator, from Subject content deliver to promoter of holistic learning.' (Lin and Mackay, 2004, p.174). Lin and Mackay (2004) discuss the role of the teacher in the TS classroom. They explain the teacher's role in the three stages of the TS lesson.

The first stage, 'launching the activity', is considered the most important stage because it is the start of engaging students in the thinking process. At this stage, the teacher mediation focuses mainly on encouraging learners to create a connection between what they already know and new knowledge. This can be done by helping students to use the analogy between the items that exist in the new learning and relate these to their experiences. Alternatively, presenting a related example could help them to connect learning. The teacher also encourages students to create meaning from the new information, and helps learners to be aware of the strategies that they should use to perform the task.

In the second stage of the lesson, which is 'managing the activity', the main role of the teacher is to monitor students' learning and check whether the gap in learning has been closed. If not, mediation could help learners to close the gap through their efforts. By closing the gap at this stage, students can process their thinking for the following stage.

There are many methods suggested by Lin and Mackay (2004) to support learners to progress in their thinking. These are some of them:

1. Teachers should encourage learners to learn how they can justify their answers;
2. Teachers should walk between groups and ensure that students reach the right understanding of doing the task. If teachers see that students need help, a scaffolding can be provided to help them reach a solution by themselves;
3. Teachers should check whether students are choosing the suitable strategy for solving their problems.

In the third stage of the lesson, which is a ‘debriefing stage’, teachers mediate students to reflect on their learning and develop their metacognitive awareness. Also, teachers help learners to raise and develop their learning in order to improve their MS. This helps learners to think about how they worked on the tasks, what strategies they have used and what information they brought to the task. Thus, ‘the main components of metacognitive knowledge include Person knowledge, Task knowledge and strategic knowledge’ (Lin and Mackay, 2004, p.181). Since the first stage in the lesson, as Lin and Mackay (2004) state, is considered the most essential in introducing TS, the third stage is considered the challenging stage where students must apply TS.

The theories of Dewey (1938a; 1938b) and Vygotsky (1978; 1985) highlighted that the main role of the adult or teacher to support students’ thinking is through mediation. This will help learners to enhance their understanding of the process of learning. In this study, I will discuss, from the literature, two important mediation strategies that could be applied by EFL teachers: scaffolding and questioning. EFL teachers could apply them at all stages of the lesson in order to help learners improve their MS to promote TS. Many relevant behaviours could come under these strategies. Application of scaffolding and questioning strategies by EFL teachers could help them to stimulate learners to engage in the process of learning and articulate their thinking, and these are reviewed in detail in the following sections.

### **3.9.3.1 Scaffolding**

Scaffolding provides learners with gradual development in skills and understanding (Slavin, 1995). This gradual support develops their higher order thinking; the teacher will

provide support in the process of constructing knowledge, but learners will construct the knowledge. Thus, scaffolding can help learners understand how to perform a task in order to be able to work on a similar task independently: ‘What a child can do with support today, she or he can do alone tomorrow’ (Gibbons, 2000, p.10). Therefore, scaffolding is an effective method of promoting metacognitive knowledge and strategies. In scaffolding, the ‘more competent others (teachers, parents, peers) help students by providing them with information and temporary support which is gradually decreased as the students’ competence increase’ (Hartman, 2001, p. 166).

Scaffolding makes learners less dependent on the teacher (Hartman, 2001). This method is applied by giving students cues and prompts to help them to do part of the task (Hartman, 2001). This stimulates them to link what they know and what they need to know. Therefore, to develop MS in the classroom, the teacher should stimulate students to identify all the possible results of the task. This is an effective way to develop metacognitive thinking if a teacher gives students a chance to explore the process of metacognition themselves.

However, there is a limitation to teacher scaffolding, since it is recommended that the teacher provides enough support for learners, and gives them the opportunity to continue their own work. Too much support or too little support could affect the development of learners’ higher-order thinking (Kauchak, 1998). Scaffolding should also be provided for learners even if they do not ask for it, considering that they feel they would not be able to work by themselves. Scaffolding can help significantly in activating students’ schemata (Crowl et al., 1997). Learners may have previous knowledge and experiences of the knowledge, but they may not be able to make use of their knowledge (Crowl et al., 1997). Thus, scaffolding helps learners to develop their skills for using previous knowledge.

Kauchak and Eggen (1998) recommend ways of scaffolding learners to help them become aware of the process of thinking. Here are some of them:

- At the beginning of the lesson, they suggest teachers use different examples related to the tasks;
- Teachers should check understanding before they start scaffolding, and if learners need scaffolding, they can provide them;

- Visual materials could be helpful, e.g. drawing;
- Presenting an example of the problem and possible solution could help.

Demonstrating to students how to work on a task helps them to become aware and realise the steps. For this reason, they do not need much help or direction from the teacher (Kauchak and Eggen, 1998). This demonstration could encourage learners to suggest more examples, which help them practise the steps of doing the task and realise how different solutions relate to the problem.

Scaffolding could occur at all stages of the lesson, but more usually at the start (Kauchak and Eggen, 1998). This is because a teacher's direction for learners at the beginning of the class helps them to check the learners' progress, and spot the gap in learning that needs more scaffolding (Kauchak and Eggen, 1998). Much scaffolding while learners work on the task could help them to understand the complexity of real life problems (Kauchak and Eggen, 1998).

In my opinion, the integral part of the scaffolding process in an EFL lesson could be asking learners questions, which help them to think of the steps of working on a task. Questioning could help learners to be aware of what they are doing, what they need to bring and how they complete it. Thus, questioning could enable scaffolding students to think of an answer and continue their work on the task, and this is will be reviewed next.

### **3.9.3.2 Questioning**

Questioning is essential to develop MS. Gavelek and Raphael (1985, p. 114) state, 'question asking represents one of the primary means by which individuals are able to foster their own comprehension and as such represent a powerful metacognitive activity'. In the EFL classroom, Van Lier (1996) maintains that questions should be asked to help learners to produce the language.

Further, the questions in the classroom are very important to build dialogue and, through dialogue, learners could promote their TS and build an understanding of the knowledge. However, the assessment of the questions is not of their quantity, their assessment, the time of asking the questions and the purpose behind each question (Mercer and Littleton, 2007; Fisher, 2009). Therefore, Brock (1986) believes that referential questions, the answers to

which teachers do not know, help learners to engage in discourse in the EFL classroom. However, display questions, the answers to which the teacher already knows, may not help learners to produce more output of the target language. This is because referential questions require learners to have a dialogue to reach an answer or think of an answer, while display questions focus more on specific answers known by the teacher. Closed questions, which require yes-no answers, would not help learners much in completing the task, but open-ended questions help learners to connect to their schema to bring the needed knowledge and complete the task. The effective questions are the open questions, which help learners to promote creativity and to process thinking (Mahaya and Jacobs, 2000).

Another type of question that helps learners to think of their learning is the higher order question, which requires an elaborated response that does not exist in the text or the materials they study (McNeil, 2010). However, lower-order questions require from learners to recall knowledge that already exists in the materials. It also does not require from learners to elaborate their answers (McNeil, 2010).

A teacher could ask questions at any time in the class; before the lesson, during the lesson and after the lesson (Fisher, 2009). Questions before the lesson should include the cognitive and metacognitive levels – what we have learnt before and what we are going to learn (Fisher, 2009). This helps children to link to their previous experience. A teacher could remind children not by telling them what they did before; it is asking them questions that help them to remember their previous knowledge. Questions after the lesson could be useful to review learners' thinking.

Researchers recommend that EFL teachers encourage learners to formulate questions to the teachers and also to other learners if they do not feel confident to ask the teachers. This could help lower proficiency learners to develop reasoning skills and improve thinking of their learning. Questions also are a way of testing the learners' comprehension (Fisher and Frey, 2007).

To summarise, questioning is a strategy used by teachers to help learners to stimulate their thinking. It is a tool that helps learners to think about their learning, so they can promote their metacognition in learning. Thus, questioning is a means of encouraging learners' thinking. The questions that help learners to promote their TS and improve their metacognitive awareness are open, referential and involve higher-order thinking.

### **3.10 Summary and Conclusion**

To summarise, I will highlight what Lin and Mackay (2004) discussed as important features of a TS lesson in a language class in relation to the tasks, strategies and the teacher's role. First, the tasks in the lesson should be challenging and encourage APK in learners. The task should be open and require various answers. Second, CL should be implemented and students encouraged to talk in groups. Also, the teacher should monitor group learning. Third, the teacher should scaffold learners a few times, so they can have the time to work independently. The teacher should hold back, so students can experience cognitive conflict, because this helps them to stimulate learners to solve the problems. Therefore, cognitive conflict creates the impetus for learning. Fourth, in the last stage of the lesson, the teacher should engage learners in a discussion to articulate the process of the work to help them transfer their learning and see the bigger picture.

## **Chapter Four: Methodology**

### **4.1 Introduction**

This chapter will explain the research methods that are adopted in this study to answer the research question. The main research question, as stated in the introduction chapter, is ‘To what extent do the tasks in the textbook have the potential to support teachers to promote thinking skills?’. Further, multi methods will be used in the study to address the two sub-parts of the main question, which are: ‘A. How do the teachers use the textbook and what else do they do?’ and B. What are the teachers’ perceptions of the textbook for promoting thinking skills?’. This chapter will also present, from the literature, why the methods used have been selected, and how they have been designed. It also will discuss from the literature the strength and the limitation of the used methods. The last part discusses the methods applied in the process of analysis, which could help in presenting all the findings from multi methods.

### **4.2 Research Approach**

In order to investigate the potential of the textbook to support the teaching and development of TS, the study took an exploratory approach using a combination of methods. Mixed methods research defined as:

‘a research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study’.

(Tashakkori and Creswell, 2007, p.4).

Since this research is conducted to understand a real problem, mixed methods could help to explore in-depth the problem, and to discuss the phenomenon with real participants who have direct way for effective on the field. Therefore, mixed methods could help me to explore the potential effect of the textbook in helping teachers promoting TS, the nature of classroom activities, and to explore the teacher’s views on the role of the textbook in promoting TS.

Punch (2009) explained the advantage of mixed methods research, which is mainly that combining quantitative and qualitative data could help to strengthen both methods. He stated an example of how both methods could strengthen the research:

‘Quantitative research brings the strengths of conceptualizing variables, profiling dimensions, tracing trends and relationships, formalizing comparisons and using large and perhaps representative samples. On the other hands, qualitative research brings the strengths of sensitivity to meaning and to context, local groundedness, the in-depth study of smaller samples, and greater methodological flexibility which enhances the ability to study process and change’.

(Punch, 2009, p. 290)

One of the aims of using mixed methods in the research is a triangulation, which is defined as ‘the combination of methodologies in the study of the same phenomenon’ (Denzin, 1978, p.291). There are four types of triangulation: Data triangulation which indicates the use of different sources for a study, investigator triangulation indicates the use of different researchers for the context of the study, theory triangulation which indicates the use of different theories to interpret the findings and the last one which was used in this study is methodological triangulation and indicates the use of multiple methods to investigate the research phenomenon (Denzin, 1978).

Denzin (1978) makes a further distinction between within-methods triangulations that use either qualitative mixed methods or quantitative mixed methods, and between-methods triangulations, which indicate the use of both quantitative and qualitative approaches. In this study, I used between-methods triangulations since I used between qualitative and quantitative methods. Denzin (1978) suggested that using between-methods triangulation could help in decreasing the bias of any individual method, when data are integrated together.

Further, Sieber (1973) recommended that a combination of methods could lead to an effective result for the design of the research, data collection and data analysis stages. For example, in the research design process, quantitative data could help in identifying qualitative component and identifying samples for the research. In the current study, the textbook analysis helped me to understand the potential of the textbook in supporting the development of TS in the EFL curriculum before conducting the observation and identifying the interview and the questionnaire questions.

Finally, mixed methods research could increase the reliability and validity of the research methods. Considering all the influence issues in the process of collecting data could also help in that. Further, mixed methods research could strengthen the research data and balance the limitation of each individual method. The next section will discuss the used research methods and how they have been used.

### **4.3 The research methods**

Four research methods were used to gather data: textbook analysis, questionnaire, observation and semi-structured interview. These methods have been selected to address the research question and bring a full understanding of the targeted phenomenon. Textbook analysis was used to explore the potential of the tasks to support teachers to promote learners' TS. The observation was used to have an insight of the teachers' practice in the classroom. The questionnaire and the interview were used to understand the teachers' perception of how the used textbook supports them to promote learners' TS. The used methods for this research will be discussed in the chronological order of their utilization. The first method for data collection is textbook analysis and this will be explained next.

### **4.4 Textbook analysis**

Chien and Young (2007) pointed out that analysis of the textbook could help in explaining the teachers' potential to develop their teaching practice in the curriculum. Therefore, the textbook analysis in this study was conducted to prepare expectations of the possible teaching practice that promote TS for learners in the classroom. Newton and Newton (2005) said that the textbook could be seen as a model for potential practice in the classroom, although, different possible ways of teaching practice could be applied to the same textbook.

Previous researchers (e.g. Sheldon, 1988; Sharp, 1999; Pepin and Haggarty, 2001) discussed the textbook as a material to support teaching and learning. Sheldon (1999) pointed out that the textbook is an essential part of the course. Further, Newton et al. (2002) discussed that the textbook may also help teachers to plan lessons as they may use it as a source for classroom activities.

As I discussed in Chapter 2, the education system in Saudi Arabia has provided the textbook for teaching use in the classroom and it is considered a key material for the teacher to work with. Al-Saif (2005, p.7) pointed out:

‘Textbooks are central to how EFL teaching is done in Saudi Arabia; there is much need for an evaluation of their content and to investigate their role in teaching practice and methodology’.

Consequently, I thought that it would be important in this study to investigate the main source for teaching and the potential effect of its content for promoting students’ TS. On the other hand, Chien and Young (2007) discussed the fact that teachers depending on the textbook in their teaching could cause limitation, inflexibility and de-motivating in students’ learning, while; Newton and Newton (2009) argue that textbook could help in developing students and lead to successful learning through enhancing their achievements.

The document analysis differs from textbook evaluation, which it focuses more on the context and the background of the content knowledge (Ellis, 1998; Tomlinson, 2003). It is useful because it is a systematic analysis of what kinds of activities are in the book that has the potential to promote TS. Thus, analysis of the textbook has been used and seen as an important method to explore the potential effect of the textbook to promote TS.

Another reason for analysing the textbook is that there is much theoretical effort from the Ministry of Education in Saudi Arabia to facilitate TS application in the EFL curriculum (Al-Degather, 2009). However, it would be difficult for the teacher to help learners promote TS if they are asked to teach a selected textbook that does not have a high potential for promoting learners’ TS. Consequently, I investigated the content of the textbook to explore the kind of tasks in the book and to find out their potential to promote TS. The textbook analysis could help me to determine what sorts of thinking and theories were provided in the book. For these reasons, the researcher has selected the textbook analysis as the first method in this research.

#### ***4.4.1 The categorization of the tasks***

I started the analysis of the textbook by deciding on criteria and labels for the different tasks in the textbook. I looked at all the activities to decide what they required the student to do and whether this activity has a potential to lead learners to use their MS or not, based

on the characteristics of PMT to promote TS, as mentioned in literature review (in section 3.9.1.1). The selected criteria and the related labels which have been used in the process of the textbook analysis will be detailed in the end of this section. The analysis and the categorization of the textbook aimed to find out the extent of the tasks in the textbook to promote students' TS in EFL classrooms. Thus, the analysis aimed mainly to find out the frequency of the tasks that have a potential to help students to promote their TS skills.

Thus, in order to know the nature of the activities that encourage TS, I focused more on the analysis of the type of task and the required work from students to complete the task or engage in the process of the task completion. After understanding these two main features of each task, I categorized them as either metacognitive (Meta) or not metacognitive (Not Meta), based on the features of the task in section (3.9.1.1) and the process that students may go through when they complete the task. Also, I have identified the reasons for classifying the tasks as a Meta or Not Meta tasks in the analysis categories. These reasons are based on the characteristics of Meta and Not Meta tasks and they will be explained later.

The labels of the process of the analysis are divided into three headings criteria to analyse each individual task. The first main criteria for analysis are task type. From the tasks in the textbook, I identified that they could come under 10 subheadings based on the EFL types of tasks (Tomlinson, 2003; Harmer, 2007; Scrivener, 2010; Ur, 2011), and these are as follows:

1. 'Activate schemata' for the tasks that help students to activate their prior knowledge by identifying or producing what they already know about the information of the task;
2. 'Brainstorm' for the tasks that help students to bring all ideas or vocabulary that is related to information;
3. 'Evaluation' for the tasks that presented for learners to evaluate knowledge or evaluate their learning;
4. 'Grammar application' for the task that require from learners to apply learned grammar rule;
5. 'Knowledge comprehension' for the tasks that help learners to comprehend knowledge through the process of completing the tasks;

6. 'Listening' for the tasks that presented in the textbook to help students to listen to knowledge to practice listening skill;
7. 'Listening for specific information' for the tasks that presented in the textbook for listening to find knowledge or understand knowledge, or write knowledge;
8. 'Test fluency' for the task that presented in the textbook for learners to practice speaking and communicative skills and complete the task orally;
9. 'Vocabulary application' for the tasks that presented in the textbook for learners to apply the learned vocabulary;
10. 'Composition/writing' for the tasks that are presented in the textbook to help learners to complete compositions writing task.

The second main criterion for analysis is 'what students are asked to do to complete the task?'. From the related literature to this criterion (Tomlinson, 2003; Harmer, 2007; Scrivener, 2010; Ur, 2011), I categorized in five labels 'the given instructions for students to complete the task in textbook', and these are as follow:

- 1- 'Identify knowledge' for the tasks that asked students to learn knowledge or complete task for finding knowledge;
- 2- 'Evaluate' for the tasks that ask students to evaluate their work;
- 3- 'Produce oral knowledge' for the task that asks students to speak, discusses the knowledge;
- 4- 'Produce written knowledge' for the tasks that ask students to write to complete the information in the task;
- 5- 'Receive knowledge' for the tasks that ask students to listen, or understand the knowledge from the presented tasks.

The third main criterion is 'does it involve Meta or Not Meta features, and the reasons for that'. This category includes two main labels for tasks, which are 'Meta' and 'Not Meta'. A Meta task, as I explained previously, indicates that the task has potential of being helpful, from its demand, for students to use their MS to promote their TS. The characteristics of TS task (in section 3.9.1.1) explained that Not Meta tasks are those that do not have potential, from its demand, for students to make use of their MS, and focus more on features such as: practising language functions, drilling, receiving language knowledge.

I summarised six common features for the tasks in the textbook that lead to identify the potential metacognitive tasks (PMT) or the non-potential metacognitive Task ( Non- PMT) (Chamot, 1999; Lin and Mackay, 2004) as follows:

- 1- Activate Prior Knowledge (APK), which are Meta tasks that help students to activate and bring their previous knowledge;
- 2- Transformation of information (TI) is applied to the Meta tasks that have potential to help students to transfer their information from one format or context to another or from the classroom to their real life;
- 3- Cooperative learning (CL) for the Meta and Not Meta tasks that ask students to work in-group or pairs to complete the task. For Meta task when the task require from learners to work together to make meaning or understanding, for Not Meta task when the task require from learners to do drilling, or any instruction that does not help learners to engage cooperatively;
- 4- The fourth one is finding out information, for Meta and Not Meta tasks, which requires learners to bring knowledge and it is not necessary that they have a familiarity of the required knowledge;
- 5- ‘Practice’ for Not Meta tasks that require learners, individually or in groups, to repeat or drill language function for practice the linguistic form of the language;
- 6- The last subheading is knowledge comprehension (KC) for Not Meta tasks that require learners to complete closed task to enhance their understanding of the learned knowledge, but they aimed for specific answers.

#### ***4.4.2 The process of categorization***

When I completed setting the labels for the selected criteria as presented in the previous section, I started to relate every task in the textbook (Pupil’s book and Work book ‘Term 2’) to its suitable labels. I used excel programme in the analysis, and I insert the details of each task in excel table.

I started with the first unit and the first lesson of the textbook of Term 2, and then I went through every single task in the textbook (Pupils’ book and Work book) in the chronological order. Then, in order to categorise the task as having potential of being Meta or Not Meta task, I completed the tasks myself and I found out the processes that students

could go through when they complete the tasks. By completing the tasks, I realized and identified the features of the tasks. Based on the features, I classified the tasks to their suitable labels. Some examples of the analysed tasks will be presented below to further clarify how I categorized the tasks.

An example of a Meta task is presented in Fig. 6. This is a task requiring activation of prior knowledge (APK). It is likely to occur in any stage of the lesson.

**B. Complete the web for cooking your favourite dish.**

Ingredients	Preparation	Cooking Method

**Figure 6 Meta task, Brainstorm, APK, Unit 13, Lesson 3, WB, P 48.**

In the task in Fig.6, the demand of this task could lead learners to think of the related information from previous experience, and organizing them in the web. The features related to this task are as follows: brainstorm, APK, produce written information, categorizing and sequencing. These features could have the potential for helping students to use their MS to promote TS.

Another example of a Meta task is in Fig. 7. This task is likely to occur in the debriefing stage and requires students to produce written knowledge and apply all learned knowledge to their writing – it is an open task. Although this task involves learners in thinking about the related information of the selected country, learners are equipped with the tools required to complete this task correctly, because there is a model for a letter has been presented before this task. The model discussed some of the points that students are required to write about in this task. The features of this task are: APK about the visited country, select and organise knowledge, and write a letter by following the characteristics of the model that were presented before. So it is categorized in the textbook analysis as a Meta task, since students could draw on previous input and interact with the task.

**B. A friend is planning to visit your country. In your notebook, write a letter telling, him/her about the customs related to two of the following points.**

suitable clothes

greeting people

giving presents

wearing abaya / thobe

table manners

**Figure 7 Meta task, Writing, APK, Unit 10, Lesson 3, WB, P17.**

**C. In pairs : Make up a phone conversation ( asking for someone, making a doctor appointment, an invitation, a hotel or a plane reservation.)**

**Figure 8 Meta task, Test fluency, Transformation, CL, Unit 14, Lesson 2, P 55.**

Another example of a Meta task is shown in Fig. 8 and could encourage learners to transfer and engage in a CL. This task is likely to occur in the debriefing stage and there are more features related to Meta features. First, it is a transformation of information task since it could encourage learners to make conversations in different situations from their social life. Second it could encourage CL, since making conversation will be between two students in 'pair work'. There is a possibility in this task to involve learners in thinking about the familiar knowledge to use in conversation and discuss the conversation in pairs.

An example of a Not Meta task is in Fig. 9. This task is likely to occur at the debriefing stage, but there is no Meta features related to the task and its demand for students. It is a closed, multiple-choice task and students are required to select the accurate vocabulary. So it is a knowledge comprehension task that does not encourage students to go through the metacognitive process to complete it.

**Vocabulary**

**Choose the correct answer.**

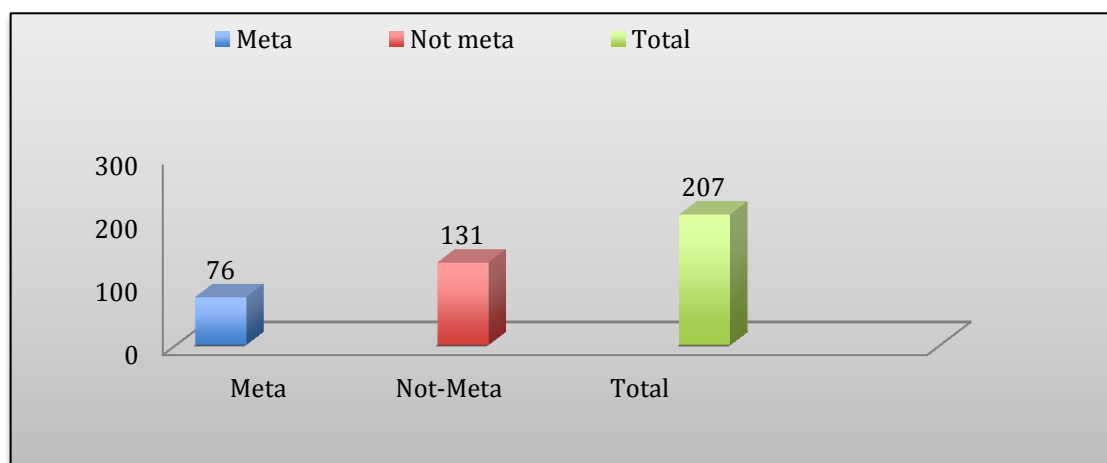
1. The person who answers the phone in a company is a / an .....  
☐ caller  
☐ operator
2. If someone is on the phone, their line is .....  
☐ busy  
☐ full
3. The telephone piece that you hold in your hand is the .....  
☐ hand  
☐ receiver
4. You have to ..... a number to speak to someone on the phone.  
☐ mark  
☐ dial

**Figure 9 Not Meta task, Vocabulary, Unit 14, Lesson 4, P 61.**

As far as Not Meta tasks are concerned in the textbook, there are two common features, which are practice and knowledge comprehension. So the tasks that have these features could be categorized as Not Meta tasks. Practice of the language items could refer more to drilling (individually or in groups), and knowledge comprehension could also refer to the closed task: application, true or false, filling the blank, which does not encourage learners to go through the metacognitive process.

### ***4.4.3 The findings of the textbook analysis***

#### **4.4.3.1 The frequency of ‘Meta and Not Meta tasks’**



**Figure 10 The frequency of ‘Meta and Not Meta tasks’**

Fig. 10 presents the frequency of the two main categories, Meta and Not-Meta tasks. As shown in the chart, the frequency of the Meta tasks is 76 and the frequency of Not-Meta tasks is 131. Therefore, 36.71% of the tasks in the textbook have a potential for promoting MS, and 63.29 % of the tasks in the textbook do not have a potential for promoting MS.

It is a predictable in language learning, to find at least 30% percentage of the textbook focus on mechanical activities to promote memorisation, because language would not be learned if learners did not memorize some vocabularies by heart. However, the findings of the textbook showed that that the smaller percentage of tasks focus on meaning practice to help student apply their language knowledge to new contexts, while the higher percentage of tasks focus on memorization. This percentage (36.71%) seems not enough to help in promoting TS lessons in EFL curriculum, since the teachers need more flexibility and openness from the tasks to choose strategies to support TS in learning. This result reveals the extent to which the tasks in the textbook have the potential to help teachers promote TS.

The textbook analysis helped me to have a clear idea of the content of the textbook before she developed her research tool to see and discuss how the textbook supports teachers in the real context. In reality, the main aim of analysing the textbook is to explore its potential of helping EFL teachers to apply TS in their lessons. Although the textbook analysis is a primary method in the study, it would not be enough to understand its potential until we observe teachers in real classes.

Having looked at the potential of the textbook to help teachers promote TS, further methods were developed in this study to explore the phenomenon from different angles. The aim of the further methods – questionnaire, observations and interviews – is to enable a far greater understanding of what teachers expect from textbooks. The observation helped me to gain an insight into the teaching approach, and the questionnaire and the interview showed why a teaching approach has been used in a certain way. The next section will discuss the following methods, which is the questionnaire for EFL teachers.

## **4.5 Questionnaire**

Dörnyei (2002, p.6) has defined questionnaires as:

‘Any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers’.

As I wanted to find out the teachers’ views on TS and the textbook, a questionnaire was used in this study to achieve the third aim of the research (see section 1.4 for the aims of

the research). Some themes could be difficult for teachers to explain orally because they may need time to think about them or bring some resources to fill the questions. This is because some of the questions require the participating teachers, to spend time reflecting on some previous experiences, such as the materials of the training courses and the goals of teaching EFL. Thus, I thought that it could be better for them to write the answer down rather than speak about it. Second, the questionnaire can cover some material which allows time for thought and means less material has to be covered in the face-to-face interview, which may not give the teachers the freedom to voice their opinions due to the limitation of the interview time. Another further reason is that it allows me to have more time for teacher's interview after the lessons and focus more in the interview on the teacher's behaviour during the observed lesson.

To take into account the bias of the questionnaire, I designed open-ended questions to help in decreasing the bias that could occur in the closed questions. Therefore, I tried to be objective in the questionnaire questions and asked the participant to bring their thought and perceptions.

Tashakkori and Teddle (2003) suggest that there are some disadvantages of the questionnaire in collecting data. It might result in missing data, a low response rate, and no responses to some questions, such as open-ended questions. This could be because, as Gillham (2007) says, people may talk more easily than they write. Kumur (2005) suggests that questionnaires could lack the opportunity for clarification. For example, if respondents do not understand certain questions, they cannot ask for clarification of meaning. Since I handed the questionnaire in and out for the EFL teachers myself, and I interviewed them after the lessons, I found that it was a chance for me to offer help for the respondents in case of any misunderstanding.

Furthermore, Gillham (2007) suggests a further disadvantage of the questionnaire, since it seeks information only by asking specific questions. However, this is not the case in my research, since I used the questionnaire with a combination of mixed methods, so the questionnaire could support other methods and give a full idea of the investigated concept.

The questions are the basis of the questionnaire. The questions should reflect the aim of the questionnaire to help me get the required data. The type of questions should be chosen based on the purpose of the questionnaire. In this study, I chose open-ended questions

since the purpose of the questionnaire is to build understanding of the teachers' perceptions of their approach to teach the textbook and promote TS.

In open-ended questions, the respondents are asked to write their answers in more detail, to elicit their attitudes, opinions or experiences of the object. Sometimes, it required them to state examples to support their answer, since the answers to this kind of questions are not pre-determined – the analysis could be more complex because each response must be recorded and analysed to expose and deduce the meaning (Wilkinson and Birmingham, 2003). Data analysis is time consuming for open-ended questions but I was targeting a limited number of participants (6-10).

Table 2 The questionnaire questions

<p><b>1- Background information:</b></p> <p>-What is your major?</p> <p>-Years of experience in teaching English Language subject?</p> <p>-What is your degree?</p> <p>-The college or university you graduated from?</p> <p><b>2- What do you think are the goals of teaching English subject in intermediate schools in Saudi Arabia?</b></p> <p><b>3- Can you explain how the objectives for today's lesson relate to the goals of the course?</b></p> <p><b>4- One of the goals of the textbook is to promote thinking skills. What does "thinking skills" mean to you?</b></p> <p><b>5- What do you think are the benefits for students of teaching thinking skills in an English language classroom?</b></p> <p><b>6- What training did you have related to the teaching of English Language subject (textbook)? And how did that help you?</b></p> <p><b>7- In your view, how does the textbook of English language subject encourage the teaching of thinking skills? Explain with examples?</b></p> <p><b>8- What are the challenges for you to teach thinking skills?</b></p> <p><b>9- Can you mention some of the classroom activities you have used that you think have helped students to promote their thinking skills?</b></p> <p><b>10- Do you use any supplementary materials (visuals tools, external workshops, and media) to teach thinking skills in the English classroom? If yes, what are the materials that you use and how do you think these materials help you in teaching?</b></p>
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In this study, the questionnaire includes ten questions, ranging from very general questions to more detailed questions. Based on the views of teachers in the EFL classroom, developed in the literature review, the questions cover teacher bios and these themes: goals

of teaching EFL; objectives of the lesson; perception of what TS are; and the benefits of their use; training to teach the book; perceptions of teachers on the materials used; teachers' views of the challenges of teaching TS; any activities and supplementary materials used to help in teaching TS. See table 2 for the questionnaire questions and the original version of the questionnaire will be presented in Appendix 1.

This section has presented the rationale for using a questionnaire in this study and the design of the questions. Since the questionnaire is considered an important method for data collection, which could lead to specific information, it could be a very good tool in mixed methods research (Tashakkori and Teddle, 2003). To complement this information, the next section will present the classroom observation tool.

## **4.6 Classroom Observation**

Classroom observation could be defined as 'the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest' (Johnson and Christensen, 2004, p.186). To answer part A of the research question, observation was used to gain insight into the teachers' classroom behaviour that might work with the textbook to develop TS in the EFL classroom. Observation data for my research provided samples of teachers teaching in a real classroom. This is because people may not always do what they always say they do in reality (Johnson and Christensen, 2004). Further, teachers may have the required knowledge, but this may not be reflected in their teaching.

Drew et al. (2008) states that there are two types of observation: participant and non-participant. I used non-participant observation because my role was as an observer and I was not allowed to share knowledge with students and teachers during the observation of the lesson. However, I was allowed to use an observation sheet to record teachers' behaviours that demonstrate the investigated themes.

Classroom observation was chosen because I want to look for evidence of teachers scaffolding. In the literature, scaffolding learners through dialogue was identified as an important behaviour for teachers when developing TS. Through the dialogue teachers are able to understand the limitations of the learners, and they can then identify the kind of help that they require and work on bridging the gap (Shayer and Adey, 2002).

An observation schedule was used (see Appendix 2 for the observation schedule) to cover the research areas identified in the literature review: tasks, roles of the teacher, strategies and external materials used. Also, I collected some related materials from the teachers, such as a copy of the external workshop, a copy of training course content, and a copy of the teacher's preparation for the observed lessons after the lesson had finished.

Being aware of the limitations of observation methods, such as requiring a long time and possibly not leading to natural behaviour from observed people (Johnson and Christensen, 2004), I combined the observation with an open-ended questionnaire and interviews to collect more data on the teachers' perspectives on using the textbook to teach TS in the EFL classroom. Denzin and Lincoln (1998) mentioned that the findings are more validated when combined with other methods, so to follow up the observation, an interview was conducted, as presented in the next section.

## **4.7 Interview**

The interview as 'a method of data collection, information or opinion gathering specifically involves asking a series of questions' (Jupp, 2006, p.157). The interview reflects the social and personal interactions that could occur in meetings between people (Jupp, 2006). I used an interview in my research to gather the teachers' perceptions of their behaviour and get a full picture of how they believe they use the textbook and other methods to promote thinking skills in their EFL classroom.

To address the second part of the research question that focuses on finding out the teachers' perceptions of how the textbook helps in promoting students' TS, the interview is an appropriate tool. Interviewing the teachers could allow me to investigate more about the teachers' beliefs and perceptions related to students developing their TS in EFL. Interviews also allow respondents to express their thoughts about the setting and the place that they work in. Various constraints affect teachers, however their own beliefs, that guide how they adapt their teaching to meet the students' needs, might have a stronger effect on their classroom behaviour than the textbook. Thus, the interview is a very useful method for understanding other people's beliefs (Cohen et al., 2007; Punch, 2009).

The interview was used to obtain detailed information from the teachers in relation to their

perceptions of how TS is applied in EFL, and other methods may not provide the details that the interview brings to this research (Wilkinson and Birmingham, 2003). Wilkinson and Birmingham (2003, p.44) state ‘while other instruments focus on the surface elements of what is happening, interviews the researcher more of an insight into the meaning and significance of what is happening’.

Of the different types of interviews – face-to-face interviews with individuals; face-to-face group interchanges; and telephone interviews – the most commonly used is face-to-face interviews (Jupp, 2006). As such, this is the type of the interview that is used in this study. In face-to-face interviews it is suggested that levels of structure and the degree of clarity and openness could differentiate interview methods (Robson, 2002; Wilkinson and Birmingham, 2003; Jupp, 2006; Kvale and Brinkmann, 2009).

For example, open/unstructured interviews give respondents the freedom to express themselves in a more open way and to clarify their views. The questions are not predetermined before the interview, but I will identify the interest areas that should be discussed. However, it is difficult to handle the time and control the discussion if it deviates from the main interest areas. Finally, analysis of the unstructured interview could be very difficult, time consuming and complex.

Another format is semi-structured interviews, which has certain questions determined before conducting the interview. They allow the interviewee to offer more explanations, and also a little deviation. This type of interview was used in this study because it allows the respondents to answer selected questions freely and deviate to identify some issues that they believe it is important to add. Freebody (2003, p.133) stated that ‘leaving the sequence and the relevance of the interviewee free to vary, around and from that issue’. Also, there is flexibility in the semi-structured interview, so I use prompting to encourage the respondent to extend or develop their responses (McDonough and McDonough, 1997).

However, Gillham (2007) points out that there is strong belief that different interviewers could lead the respondents towards different answers. In my study, I’m aware of the potential bias in the interview, but I had observed the lesson, and most of the interview questions were based on the teacher’s behaviour and the presented tasks in the observed lesson.

The interview schedule, developed for the present study (see Appendix 3 for the interview schedule), contained open questions, as seen below, and some further questions were asked during the interview to acquire more details when the situation needed. The questions for the interview were designed to cover two important themes of the second part (part B) of the research question (see section 1.3 for the Research Question). Firstly; to present the questions related to teachers' perceptions to her behaviour to the observed lesson (see table 3); secondly, to present the questions related to the teachers' perceptions of the textbook, supported materials and his/her application of the strategies that promote TS (see table 4).

Table 3 Questions for the observed lesson

1- <i>What were the objectives of your lesson?</i>
2- <i>What are the teacher's responsibility to achieve the objectives and the student's responsibility to help in achieving the objectives?</i>
3- <i>What part(s) of the lesson worked particularly well?</i>
4- <i>Is there anything in the lesson that you would have done differently?</i>
5- <i>Do you think the lesson-encouraged students to make a link to their own experience, life and culture? Example of activity.</i>
6- <i>If there was any connection, did that help them to participate?</i>

Table 4 Questions for the teacher's perceptions of the textbook, supported materials and her application of the strategies that promote TS.

7- <i>How useful do you think the textbook is in the lesson to help develop thinking skills of students (explain with specific examples)?</i>
8- <i>Do you follow the teachers' book to explain the lesson? If yes, how does the book help you to teach thinking skills? Explain.</i>
9- <i>Many people think that questions are important to promote thinking skills, so do you normally encourage students to ask you questions if they need more clarification or if they do not understand any point of the lesson? If yes, ask for a specific example, if no why?</i>

The questions for the first theme were designed to gain information about the teachers' role to achieve the lesson's objectives, reflections from the teacher about her behaviour in the lesson: what is she happy and not happy about as well as the link of the lesson to the

students' life. While the questions for the second theme were designed to gain information about the teachers' perceptions of the textbook and the other supported materials (teacher's manual) in relation to teaching TS in EFL. Also, it investigates the teachers' perceptions of encouraging questioning skills to promote TS.

From these questions I expected to find out the teachers' beliefs and views/perceptions of their actual behaviour. Also, I expected to find out about the teachers' perceptions of their role, and their perceptions of using the supported materials and applying TS strategies.

In the previous sections I have discussed the textbook analysis, the questionnaire, the observation, and the interview used in this research. I used mixed methods to help in increasing the validity and reliability and coping with the limitations of each method. Validity and reliability in mixed methods will be explained in the next section.

## **4.8 Validity and reliability in mixed method research**

It is really important in any type of research to produce valid and reliable knowledge and findings (Merriam, 2009). In the present study, the relationships between the research question, the research tools and data collection are discussed fully to clarify the validity and reliability in the research (Opie, 2004). I selected and designed the methods for the research to answer the research question (see section 1.3 for the research question). The validity in mixed methods approach could depend on the construction of the research problem, the design and the implementation of the study, and mostly on how the researcher interprets the data (Calfee and Sperling, 2010).

Reliability means 'the extent to which a measuring instrument, for example a test to measure intelligence, gives consistent results' (Jupp, 2006, p. 262). Despite the importance of reliability in measurement, the researcher should measure the validity of the data as well (Jupp, 2006). Validity refers to 'the extent to which an indicator or variable adequately measures the theoretical concept it purports to measure' (Jupp, 2006, p. 314). On the other hand, according to Gibbs (2007), quantitative validity means that the researcher checks for accuracy in findings by applying specific procedures, while qualitative reliability indicates that the researcher's approach is consistent across different research settings and different projects.

Some strategies have been applied to establish validity and reliability in this study to give an adequate measure of the extent to which the textbook offers potential to develop thinking skills in the EFL classroom. Since any individual method gives a restricted view of the problem, so mixed method could allow valid interpretation (Johnson and Christensen, 2004; Creswell, 2004; Calfee and Sperling, 2010). The mixed methods approach was use as a triangulation strategy, which helps to bring multiple perspectives from different sources of data – they could increase the methodological rigor by utilizing multiple methods, so they were better in presenting valid ‘story of reality’ (Calfee and Sperling, 2010).

Further, Cohen et al. (2007) argues that one way to ensure the validity of the interview is to associate interview data with another method that has been approved in terms of validity. Since the aim of each method used in the present study was to elaborate on each other findings, I linked all data: textbook analysis, questionnaire, observation and interview outcome in each individual vignette (see section 4.12.3 for Vignette presentation) because the data from the four methods complement each other. Cohen et al. (2007) suggested that if the outcome of all methods is in agreement, it could be said that the interview validity is related with confirmed validity of the other methods used.

Another strategy to improve the reliability, and for the study to be replicable, is that the procedures of data collection are explained in a detailed and clear way (Burns, 2000). Researchers could achieve the validity and reliability in the research if they take care in the way data are collected, analysed, and interpreted (Merriam, 2009).

The last strategy to increase the reliability is that I asked for some native speakers and Arabic translators to check the clarity of the questionnaire and the interview questions for the Arabic versions (see Appendixes 6 and 7 for the Arabic versions for the questionnaire and the interview). Also, I used audio recording equipment (Gay et al., 2009) during the interview to fully recall all details that participants mentioned.

Since the data in the current study was collected in five different schools with six different EFL teachers, the generalizability is limited. However, the main aim of the study is to understand the textbook and the extent to which its use by teachers supports the development of thinking skills in EFL, and there is a possibility that some readers could relate some findings of the research to their own context (Burns, 2000; Johnson and

Christensen, 2004).

This section has demonstrated the reliability and validity in the mixed methods approach by explaining in detail the research design and the research tools. The next section focuses on choosing and recruiting the sample, the process of collecting data, and presenting data and analysis.

## **4.9 Recruitment of the participants in the research**

In my research, I aimed to select schools based in nearby locations, which I could easily and conveniently reach. The criteria for choosing the teachers are: those who are EFL female teachers, and agreed to take part in my study, and those who are teaching the English textbook *Say it in English* for third intermediate grade.

In the first stage of data collection, I visited ten schools. I met the EFL teachers for the third intermediate grade and talked with them about my study and gave them the information sheet (presented in Appendix 4) and the informed consent (presented in Appendix 5). Then, I took their contact details to get back in touch with them in order to see if they were interested to take part in my study.

I got agreement from six teachers in five schools. All of them are Saudi teachers who have taught EFL for more than twelve years. Then we (teacher and me) agreed on a time and on the lesson that I would attend. Then, I organized my timetable for attending their classes in the following weeks and prepared the lessons that I was going to observe by going back to the textbook analysis to see the potential of the tasks in each of the selected lessons. The process of data collection took eight weeks starting from getting the permission from the Ministry of Education to access schools and completing the observations and interviews with the six participants. The context of the recruited participants will be discussed next to present an overview of the schools and teachers before I analyse the data.

## **4.10 The context of the participants**

The participants are from five public intermediate schools. The public intermediate schools are divided into three stages: first grade, second grade, and third grade. There are three to

six classes for each grade. There are thirty to thirty-five students in each class and three to four English teachers in each school. Students take four classes a week of English, and it is a mandatory subject for all students. The approximate length of time for each class is 35 to 40 minutes. The age of students in the third grade is between 14 and 15 years old, and they have been learning English for 4 to 6 years.

The facilities in EFL classrooms are different in the public schools – some schools are provided with an English lab, which supports the teachers with all the materials they need in their lessons. This can include projectors, posters, dictionaries, smart boards and flashcards. Also, the seating arrangements in the laboratory are circular, so it could encourage EFL teachers to promote CL.

From TMOE regulations, all EFL classes should be conducted in English so the teachers are not allowed to use the native language (Arabic) to present the lesson. Thus, the tension that exists in EFL classes is related to the issue of which language a teacher should use to enable learners to use their metacognitive skills: native or target language. It would be more feasible in EFL learning to develop learners' metacognitive skills in their native language, since these skills enable learners to enhance their awareness of how they use the target language appropriately. In Saudi EFL, if the teachers are encouraged to develop learners' metacognitive skills, they could have a problem if they encourage that through the target language, since it would be difficult for learners who may not have the competence to speak and think in the target language. This could be an issue for TMOE, since it could identify a contradiction between the aims and objectives of learning EFL and what is required from the teachers in terms of what they do in the classroom. TMOE may not have highlighted this issue, but it could cause difficulties for the teachers since it creates limitations for them to develop different kinds of classroom speech and dialogue, which are necessary to help learners in the target language. However, the aim of this research is to focus on the space that opens up between teachers and the textbook and how this space offers teachers opportunities to promote learners' TS.

I observed six classes led by six EFL teachers in five different schools. The participating teachers hold a Bachelor's degree from the Department of English Language and Literature at the Education College or at the University. The experience of the participating teachers

varies between twelve and twenty-three years. The first and second participating teachers were from the same school and the others were from different schools. The selection of the lessons was random and I chose some lessons that included PMT and some lessons that included Non-PMT. The reason for that is that I wanted to explore how the teachers make use of the PMT and Non-PMT. I believe in some situations, the teachers could have more effect on the learners and make efforts to achieve the goals of learning even if the supported materials do not help to achieve the goals. After completing the process of collecting data, I started the process of analysis as explained in the next section.

#### **4.11 The process of analysis**

The first stage of the analysis (as mentioned in section 4.4) was the textbook analysis – finding out to what extent the textbook has the potential to promote TS. The data from the Questionnaire, observation and the interviews was complex. Therefore, the analysis has been conducted in depth through following four stages: preparing the data sources and becoming familiar with the data, developing themes, (Cohen et al., 2007), presenting the data in quadrant maps, then developing vignettes and interpreting and reporting the outcome in the last stage. The process of analysis did not follow a linear form since there was some 'back and forth movement between the steps' as well as between different sources of data (Lodico et al., 2006, p. 302).

Taking into account the complex nature of investigating teaching practice through using the textbook, four sets of data were used to provide complementary information: classroom observation sheets, audio-taped interviews and the questionnaire hand-outs. The other set of data was using the analysis of the observed task for each class. These form the 'source of evidence' (Burns, 2000, p. 467), and they could be appropriate in exploratory research.

After data collection, this information needed to be put into a structure that would be easier for analysis (Litchman, 2006, p. 166). This required transcribing of the interviews verbatim and organising questionnaire data and the observational sheets. Then, the next step was reading the transcripts several times, which was helpful for me to be familiar with the data. The same process has been done for the questionnaire and the observations sheets. In the first stage, a cross-case analysis was done leading to generalisation about the

teachers' teaching practice and their perceptions. Then, to understand the data in more depth, I worked on different procedures and stages. These will be detailed below.

## **4.12 Stages and the procedures of the analysis:**

### ***4.12.1 Stage 1: Thematic Categorization***

To enhance my understanding and get deep thinking of the data, I developed themes for the teachers' data and I organized them in tables so I can understand how they are similar and different in their behaviours and perceptions. This process helped me to be more familiar with the issues related to the teachers' behaviours and perceptions with regard to TS and textbook and their actual practice in the classroom. It is also helped me in understanding each theme individually and finding out the common behaviour and the perceptions between the six participants.

However, the thematic categorization was not strong enough to show a clear picture of what happens in the real context for these reasons. First, the number of participants is not large. Second, the study participants are from different backgrounds and vary in the number of years of teaching experience. Also, another important point was in the differences of the topics in the observed lessons, since I observed different topics for every teacher, apart from two teachers who shared the same topics in their lessons. The last, and the main reason, is that thematic categorization did not help in the findings for chemistry between the teachers and the textbook, since it considered each source of data separately. Thus, the categorization of data based on themes is not a reliable method to integrate between the different levels of data. Therefore, I tried a different method of analysis which is a quadrant map to help me work on the process of integration of the themes to develop my thinking and understanding of the data, so I can engage in deep thinking to find out the chemistry between the teachers and the textbook.

### ***4.12.2 Stage 2: Quadrants map presentation***

I worked on developing a quadrants map which is defined as:

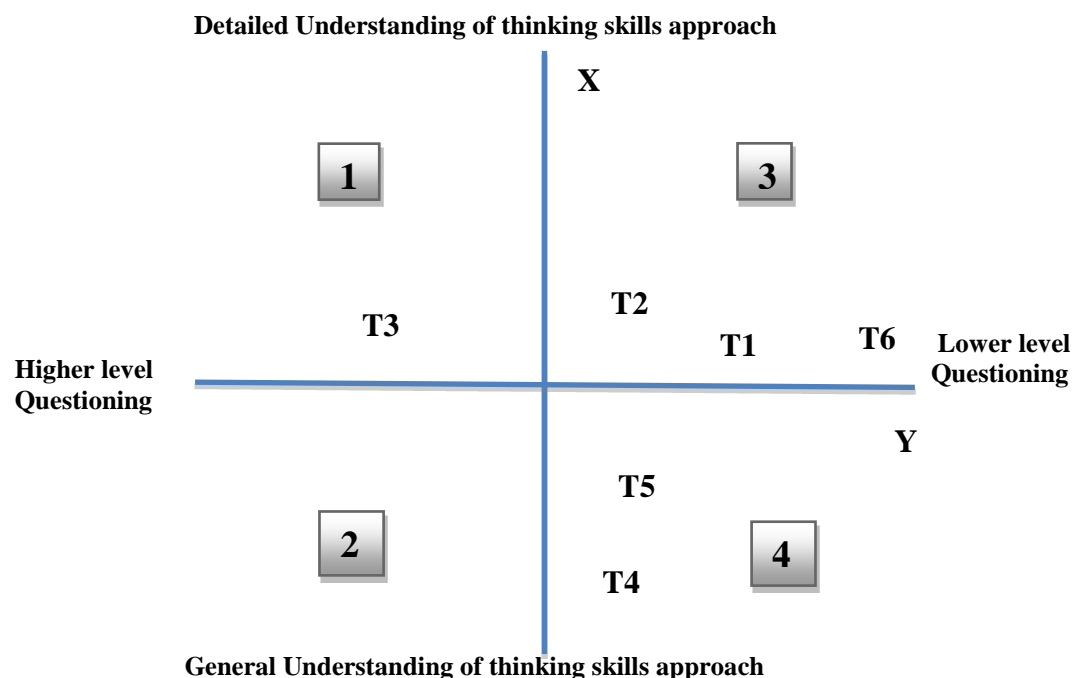
‘The axes of a two-dimensional Cartesian system divide the plane into four infinite regions, called quadrants, each bounded by two half-axes. These are often

numbered from 1st to 4th and denoted by Roman numerals: I (where the signs of the two coordinates are (+,+)), II (-,+), III (-,-), and IV (+,-)'.

(Concise Dictionary of Mathematics, 2012, p.64)

It is a geometry instrument but I used it as a thematic map to understand the chemistry between the teachers and the textbook, since it could give support to highlight relations within a studied phenomenon. These relations can be understood as patterns that emerge by combining ideas of different resources. Actually, the quadrant presented the relationship between two themes of different levels of data and the relation found through quadrant is v general and it did not reflect on my thinking. This is because it did not allow me to go in depth to develop my understanding in order to find a clear picture of the chemistry between the teachers and the textbook. I will present an example that explains the general process of analysing my data using the quadrant map. Another example of how I used the quadrant map will be presented in Appendix 14.

**Quadrant map to find the relationship between the teachers' understanding of TS and the purpose of their questions in the classroom**



The Quadrant explains the relationship between the teachers' understanding of TS and the types of questions they ask to students in the classroom. The X-axis presents the understanding of thinking approach, while the Y-axis presents the type of questions they asked to students in the lesson. One teacher is in area one in the Quadrant, three in area three and two of them in area four. Areas one and two indicated that teacher asks a lot of open questions that promote students' TS. Area one indicated that teachers have a detailed knowledge of the TS approach, while area two indicated that teachers have a general knowledge of the TS approach. Areas three and four indicated that teachers ask closed questions, which do not help in promoting TS. Area three shows that teachers have a detailed understanding of TS, while area four shows that teachers have general understanding of TS. I have the data that related to teachers' understanding of TS from the teachers' questionnaire while I have the data for the purpose of teachers' questioning from the observation sheet.

However, because the aim of this study is to find out the chemistry between the teacher and the textbook and how they integrate together in the classroom to promote TS, I need to find out the classroom interaction based on the presented task and its relation to the teacher's behaviour and perceptions. Unfortunately, finding the relationship through using the quadrant map did not allow me to reach to a clear understanding of the chemistry since linking four sources of data are so complex and it was not possible through the quadrant map to reach a clear conclusion that reflects the chemistry between the teacher and the textbook. I found that the quadrant leads to clarification to the relationships between the targeted themes, but there are many factors and issues we need to understand that are related to these themes, and it is impossible to go into more depth using the quadrant map.

Thus, I found that following the quadrant map could identify gaps in presenting the findings of the study, so this method did not work well to present the findings. The factors that cause this problem are: the sources of data are different, so the levels of data are varying based on the methods used; teachers presented different lessons, so the presented data could be affected from their different lessons. The lessons that involve PMT could have a possibility to reflect on teachers' behaviour to encourage learners to engage in TS

activities, while the lessons that involve Non-PMT could have a possibility to effect teachers' behaviour by not encouraging learners to enhance their TS.

Finding the relationship between themes from different sources as well as from participants who explained different lessons would not help in producing clear findings for the chemistry between the teacher and the textbook. Therefore, I need to understand each lesson in its own, so I tried to find out for a process to present the data in informative and strong way. Then, I explored a vignette to present all sources of data for each individual participant separately to understand the whole picture for every teacher's case based on her lesson and her background, as well as to see the data from different sides. It helped me to treat each participant as a comprehensive case. This required analysing all sources of data from each participant individually and trying to understand every case separately. The vignette is suitable for my study to integrate and synthesis the findings for each individual participant. Vignettes will be explained in detail in the next section.

#### ***4.12.3 Stage 3: Vignette presentation***

In order to combine and integrate the data from multiple methods (textbook analysis, questionnaire, observation and interview), I used vignettes, which have been defined differently based on the way that researchers use them in their studies (Erickson, 1986; Miles, 1990; Miles and Huberman, 1994). Miles (1990, p. 38) points out that 'Vignettes provide a snapshot, or perhaps a mini-movie, of a professional practitioner at work'.

In my study, I used the vignette according to the following definition:

'The vignette is a more elaborated piece of literature, a more polished version of the account found in the fieldnotes'.

(Erickson, 1986, p.150).

Thus, the vignette was used to develop better understanding of teachers' practice from their perceptions and behaviour in the classroom, and the analysis of the tasks that were used by teachers. Based on the literature, it is the most appropriate method to present the data since it allows me to bring different sources of data together in order to characterize the different levels of understanding and approaches to using the textbook and promoting TS in the EFL classroom.

I brought into the vignette the data from all the methods used to present a detailed picture of each participant teacher. Therefore, I used the vignette as a method of integrating all different sources of data to build up a clear picture of the data for each participant, since the results will not be clear enough if I analyse them separately. Integration of all the data for each participant in each individual vignette could help me to have a clear picture to understand the concepts from different angles, so it hoped to reflect on me to find out the chemistry between the teacher and the textbook.

In order to conduct the integrations in the vignette I used a narrative form that helps me to present a story for each participant teacher. Elliott (2005, p.3) explained that ‘a narrative can be understood to organize a sequence of events into a whole so that the significance of each event can be understood through its relation to that whole’. Since one of the aims of using mixed method in this research is to understand the concepts from different perspectives, each method could offer a different perspective of the investigated concepts. So using the vignette helps by bringing the various explanations together in one piece of writing that enables me to understand each perspective from its connection with the other perspectives.

In this study, what I wanted is to present the potential of the textbook and the teachers’ thoughts and actions in order to form a deeper understanding of what every concept has provided, and how they are integrated together to support promoting TS in the EFL curriculum. The vignette could provide the related field with a rich description of the targeted phenomenon since it presents real examples, and there is a possibility of suggesting reasons for the actual practice (Miles, 1990).

One of the disadvantages of the vignette is the researcher bias (Miles, 1990). In my study I used the vignette, not as a data collection tool for field notes, I used it to integrate data from multiple methods, and the presented data in the vignette has been taken from the textbook analysis, questionnaire, observation, and the interview. So each teacher’s story has been created based on the outcome of these methods. Further, I tried to avoid any judgement during writing the vignette. This is done through explaining the potential of the presented task and how the teacher used this potential. Also, how the teacher’s actual behaviour leads the task to be more or less productive of TS is important. Then, I reflect the teachers’ perceptions of their behaviour to make meaningful interpretations.

In my reflection at the end of the vignette, I tried to make meaning of the teachers' perceptions and behaviours by presenting examples and evidence from data, to show to the reader the reflections of my interpretation on these examples. Also, I discussed in the vignette the potential effect for the used task based on the criteria of TS task, which have been presented in detail in the process of textbook analysis (see section 4.4). By considering all these issues, I could help in increasing the awareness of using data in the vignette, which could help in avoiding the bias.

On the other hand, the vignettes are more useful to me than the reader in this study. They provide me with full understanding of the chemistry of the teachers and the textbook. They help me to understand how the teachers interact with PMT and Non-PMT in their actual practice. Further, they clarify how the teachers' perceptions related to the teachers' behaviours. Integrating all the sources of data and understanding the relationship between them led me to this understanding.

However, the comprehensive process of each vignette could make it more complicated for the reader to understand the chemistry between the textbook and the teachers because it is an extensive process – there is no model of presenting the vignettes, since each lesson is different based on what task is required and how the teacher delivers it in a way that could or could not promote students' TS. Thus, I deduced the similarities and the differences of the outcome of the six vignettes in chapter six which could present a clearer picture for the reader and present to them an overview of how the chemistry between the teacher and the textbook worked between teachers who presented PMT and teachers who presented Non-PMT. Therefore, the vignettes will be presented in Chapter five to give a full and detailed picture of each individual teacher, while the similarities and the differences that have been deduced from the vignettes with their link to the literature will be presented in Chapter six.

## **4.13 Conclusion**

This chapter has discussed the research methods and the procedures of selecting and designing the methods for conducting the present study. It has also discussed how the selected methods could help to address the research question. Observation enabled me to watch for teacher scaffolding, since it is an important action from teachers to support learners' TS. From Vygotsky's theories the main role for teachers in supporting learners is

to scaffold them through the process of studying to help them be aware of their learning (Vygotsky, 1978; 1986) Scaffolding could enable learners to use their MS, so it develops the learners' TS through providing them with the opportunity to relate the learning experience to their life (Williams and Burden, 1997). Further, the textbook analysis enables me to determine what sort of thinking process was being provided by the textbook. It helped me to identify to what extent the tasks enable teachers to apply some of the activities that the literature identified as important for developing TS. So, the textbook analysis helps to explore the PMT and non-PMT and how both characteristics appear and what elements they have. Therefore, the observation and the textbook analysis enable me to demonstrate how students experience learning.

This chapter also discussed the design of each method and the strengths and limitations for using them. After that, it discussed the reliability and validity of the used research methods. The final part of this chapter discussed the recruitment sample for the study and the different stages of presenting and analysing data through using: Thematic Categorization, Quadrant map and vignette presentation. The next chapter will present the findings and the interpretation of the vignettes.

## Chapter Five: Presentation of the Findings

### 5.1 Introduction

This chapter presents my interpretation of the findings of the participants in the study. I will present the vignettes from the six teachers, whose lessons I observed, I interviewed them after the lesson and they filled out a questionnaire for me. The presentation of the vignettes will be in the chronological time order. As I explained in the previous chapter I used the vignette to present a full and clear picture of each participating teacher. Therefore, in the vignette, I integrated the data from the four methods used in this study: textbook analysis, questionnaires, observations and interviews. Each vignette presents a story about each teacher and focuses on their perceptions and behaviour of using the textbook to promote thinking skills.

### 5.2 Vignette T1

**Table 5 Main features for vignette T1**

<b>Years of experience</b>	Nineteen years
<b>Education</b>	Bachelor degree of English language and literature from king Saud University
<b>Training and workshop</b>	Different training courses
<b>Physical layout of the classroom</b>	Circle arrangement
<b>Number of students</b>	Thirty –two students
<b>Type of the task</b>	Mainly Potential Metacognitive task
<b>External teaching aids</b>	Board

T1 graduated from ‘King Saud University’ from the department of English language and literature. She has been teaching English for nineteen years. In her classroom, the seats were arranged in circles, and there were thirty-two students in total. Five to six students worked in each circle. The classroom provided enough room for students to move around.

The lesson of T1 focused on a late stage of the unit – the observed lesson for T1 was on application of the lessons learned throughout the unit. The previous unit lessons are: the discussion of the unit (on the phone), and this task discussed the purposes of using the phone; the conversation task on how to make an invitation; grammar tasks discussed what expression students can use when they make invitations; listening tasks presented people who invited each other and students should identify the type of conversation and be aware of the expression used for accepting and refusing the invitation; the vocabulary used when you use the ‘phone. The application part of the unit required students to hold a conversation in multi-context – so they needed to understand the purpose, the rule, the expressions used and the vocabulary required to reconstruct conversations. It assumes that students already know a lot about the rules of conversation from the previous lessons in the unit, but they now need to adapt it to new situations. Although the conversation task in this lesson could help students to learn how to have a phone conversation for different purposes, the students are restricted to applying all the rules of holding conversations that have been learned before. However, based on the textbook analysis, there is the potential for this task to help learners to transfer their learning to different contexts.

When I went to T1’s classroom, I had a seat at the front of the class. The teacher wrote the title of the unit on the board, and then she asked students to open their textbook to go through the homework with her. T1 asked the homework questions in chronological order and elicited answers from students raising their hands.

**Vocabulary**

**A. Read the group of expressions below. Choose a suitable title from table for each group, then write it on the green line.**

Starting a phone conversation	Ending a conversation	Solutions
Problems getting through	Asking for someone	Asking who is on the phone

1. \* \_\_\_\_\_ :  
Hello.  
Good morning! / Good afternoon!  
This is Baher Sa'ada.  
Baher Sa'ada speaking.


2. \* \_\_\_\_\_ :  
\_\_\_\_\_ Who's speaking?  
\_\_\_\_\_ Who's calling?

3. \* \_\_\_\_\_ :  
\_\_\_\_\_ (Can / Could) I speak to Mr. Smith, please?  
\_\_\_\_\_ Mr. Smith, please?  
\_\_\_\_\_ Is Mr. Smith around?

4. \* \_\_\_\_\_ :  
\_\_\_\_\_ The line's busy.  
\_\_\_\_\_ There's no reply.  
\_\_\_\_\_ Sorry, wrong number.  
\_\_\_\_\_ I'm sorry Mr. Brown is out at the moment / isn't in today / is on another line.

5. \* \_\_\_\_\_ :  
\_\_\_\_\_ I'll ring him/her back later.  
\_\_\_\_\_ Could you ask him/her to call me?  
\_\_\_\_\_ Can I take a message?  
\_\_\_\_\_ Dial number .....  
\_\_\_\_\_ Hold the line, please.  
\_\_\_\_\_ Hang up and try again later.

6. \* \_\_\_\_\_ :  
\_\_\_\_\_ Thank you. Good bye.  
\_\_\_\_\_ Thank you for your help.  
\_\_\_\_\_ Thanks for calling.  
\_\_\_\_\_ I look forward to (seeing you / hearing from you) soon.



**B. The above expressions are either used by the caller, the receiver or both. Read them then write ( c ) for the caller, ( r ) for receiver or ( b ) for both next to the number.**

Figure 11 Vocabulary task, Unit 14, Lesson 2, P 55.

Then T1 started the new lesson, by holding a revision session on the previous lesson, which was about the vocabulary used in the telephone conversation. T1 asked many closed questions to check the students' comprehension about the previous lesson (T1 revised the vocabulary used and what the caller and receiver should say and replay on the phone). Fig. 11 presented the vocabulary task from the previous lesson. The revision was done as a plenary whole group interaction, between the teacher and the students who raised their hands.

T1 asked students to introduce the new topic by checking the textbook. Once they had introduced the new topic, the teacher wrote the topic on the board. The topic was 'Telephone Calls'. T1 explained briefly the content of the lesson topic and the related vocabulary (vocabulary related to caller and receiver, as presented in Fig.11). Then, T1 drew a diagram on the board to explain the meaning in English language for the key vocabulary. T1 classified in the diagram the vocabularies that could be used for the caller in one group, and the vocabulary that could be used for the receiver in another group. T1 asked the students to repeat the vocabulary in order to practise the pronunciation.

After the revision of the vocabulary used on the telephone, T1 asked students to present the prepared oral conversation on the telephone. Fig. 12 presents the task that students worked on and they were required to present their work on this lesson.

**C. In pairs : Make up a phone conversation ( asking for someone, making a doctor appointment, an invitation, a hotel or a plane reservation.)**

**Figure 12 Test fluency, Transformation, CL, Unit 14, Lesson 2, P 55.**

Before I observed the lesson, I analysed the textbook, and I categorised the pedagogical aim of this task as being to develop the students' fluency skills (TBA.U14.L2) by encouraging them to reconstruct knowledge and produce more language output. The students are asked to make up a conversation. There are more features related to meta-cognitive skills. Firstly, it could encourage learners to transfer learned knowledge and reconstruct new knowledge and make conversations in multi contexts. Secondly it could encourage CL, since making conversation will be between two students in 'pair work'. Therefore, during CL there is a possibility that learners could articulate their thinking through reconstructing knowledge. Thus, there is a potential for promoting metacognitive skills (PMS) in this task, since it required learners to recall and reconstruct new knowledge through CL.

While this task is expected to PMS through using strategies that help learners to activate prior knowledge (APK), cooperative learning and transformation of information, the teachers could aim to help students to self-regulate their learning and improve their meta-cognitive awareness by going through the steps and the process of learning that help them to complete the task and promote their TS. It was expected that this lesson would change the approach of teaching from teacher-centred to student-centred. Also, it was expected that there would be potential for T1, through scaffolding them during the CL, to help learners to achieve the aim of this task and complete it by themselves.

During the lesson, in the beginning of this task (in Fig. 12) T1 chose two students (a pair) to present their conversation: the telephone conversations were prepared in pairs before the lesson, and now they were required to present their work. A pair carried out an oral telephone conversation about 'how to ask for a hospital appointment' and presented it in front of the whole class. Then T1 asked the other students closed questions related to the knowledge of the pair's conversation to check the comprehension of the listening students.

T1 selected another pair to have a conversation about “a party invitation”, and again asked the listening students to demonstrate their comprehension by answering related questions.

While I was observing the lesson, I noticed that T1 had strategies for supporting the students’ understanding of the pair’s conversation by using gestures with her hands to facilitate other learners’ understanding of the conversation’s content. A further pair presented a conversation in front of the class, and again T1 asked the other students questions about the conversation. Finally, T1 asked for volunteers to present a telephone conversation during the next lesson. This would provide them with practice for making oral telephone conversations in different situations.

In the last part of the lesson, T1 asked open and display questions to allow the students to revise the lesson, e.g. ‘what are the purposes of making telephone calls?’(FN. T1). T1 praised the students who answered the revision questions and then gave out homework, which asked students to prepare a telephone conversation in pairs for any purpose they liked (invitation/hospital/appointment).

When I talked to T1 after the lesson, she said:

‘The objectives of the lesson are to help students learn the uses of the phone and to hold a conversation on the phone with their friend.’ (T1.I)

T1 explained that when students practise making telephone conversation in the classroom, it could help them to hold a conversation in the outside environment, such as when they want to make an appointment at the hospital or if they want to invite their friends somewhere. Therefore, this task has a potential to encourage learners to transfer knowledge and skills for the purpose of having a conversation. T1 explained in the questionnaire that this lesson related to thinking skills in speaking and listening tasks, and she explained that this is because ‘while some students make conversation (dialogues), the other students will listen to this conversation and answer the questions’.

In the interview with T1 after the lesson I made out more about her impression of the lesson, since she stated that she liked the students’ preparation and their presentation for the telephone conversations themselves. T1 looked very impressed about that, she said, ‘I can help them and correct their mistakes but I gave them the chance to choose any kind of conversation they liked, and they did it.’ (T1.I ). She also perceived that having an oral

conversation is not an easy task for students, but when they cooperate with each other, they can support each other and complete the task.

T1 also perceived that the topic for this lesson is related to students' lives, and this helps students to relate their own knowledge to the new topic and participate with her. She explained that:

‘The unit’s topic is on the phone. You will find that most students have mobile phones, and they are familiar with most phone programmes. They use Facebook, Twitter and many other chatting programmes. It is strongly linked to their life; they may be experts using the phone.’ (T1.I)

Therefore, T1 saw that the familiarity of the students for the topic could be a reason for their participation. Also, she stated in the interview that she enjoyed the lesson because some students brought some information that was new to her. She said:

‘Some students introduced some ‘phone programmes which I myself did not know about it, they gave me a lot of information about the ‘phone, but they explained it in the Arabic language.’ (T1.I)

T1 explained in the interview that she used questioning skills to check students' understanding, not for helping students to extend their answers. T1 perceived that in the discussion task she usually leaves students to discuss the topic more freely, which sometimes results in extending the discussion in the Arabic language. Furthermore, T1 explained that she encourages students to answer in English, and if they cannot, she moved to the second option, which involved encouraging students to use some English words in their Arabic conversation. T1 perceived that the main reason for students not speaking in English is shyness.

T1 sees the teacher's role as one of familiarity with the information in the lesson, the methods for delivering them to students, and the objective of the lesson and the whole unit. However, she considered that the students' responsibility to help in achieving the objectives is to pay attention to her in class, and to be familiar with each lesson's objective. T1 gave more detail, and explained how, at the beginning of each unit. she mentioned the objectives for the whole unit, so the students' role should involve having awareness of the objective for each lesson in the unit.

T1 thinks that the textbook is not up-to-date, since the content is not suitable for current life, so students would not be familiar with some of the textbook content. T1 said:

‘The textbook includes many tasks (especially in the workbook) which are so old and the information is not relevant nowadays, so I deleted these tasks. I did not ask students to work on them’. (T1.I)

Also, T1 stated that there are some challenging tasks in the workbook, e.g. the task presented in Fig. 13. T1 explained that this task required students to categorise stories that they had never read before. She said:

‘They want students to know the category of the stories from the names and I notice contradiction in their answers. I do not know what the benefit of this task is and there are many tasks I do not give to the students because I see they are suitable for their level.’ (T1.I)

A. Read the titles of these books. Arrange each title in its category.	
Days to Remember	True stories
The Spaceship	
Ali Baba	Detective
Planet 17	
The Night Mary Was Killed	Horror
Where Is Mr. Hyde?	
Darkness	Adventure
History of Sports	
Good Old Barney	Science Fiction
The World of Robots	
True Shark Tales	

**Figure 13 Classification task, Unit11, Lesson 1, P11.**

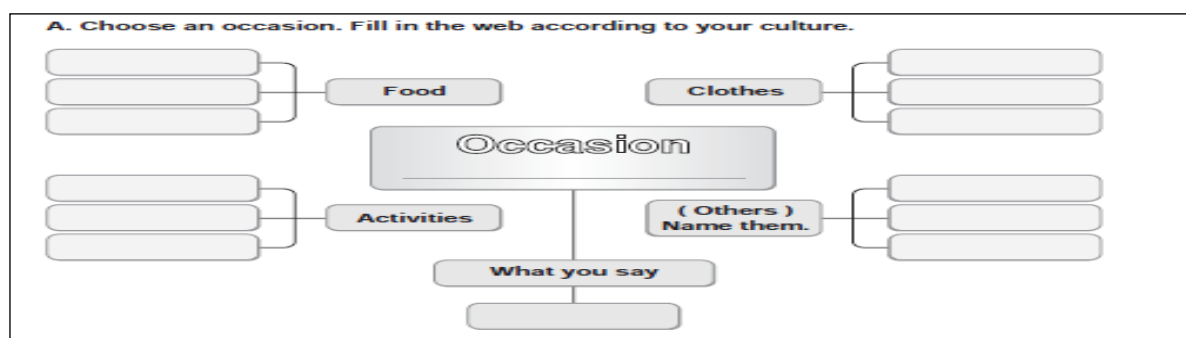
Also, another critical issue that T1 acknowledged about the textbook is related to the topics which are not suitable for the students’ level, since they are too difficult for them. For example, in the lesson that was about using the dictionary, she said:

‘I tried to support students to help them learn how they use the dictionary, but because they do not use the dictionary regularly it was so difficult for them to learn how to use it – they will not understand it unless they need it. If they use a dictionary in their studies they will think about it and learn how to use it.’ (T1.I).

She perceived also that the task that required students to summarise the text is above their level, so it is difficult for students to work on this. T1 perceived also that the phonics tasks are more useful for the teacher than the students, since students would not apply what they learned in phonics tasks, but the teacher can practise phonics during her explanation. T1

explained that she excluded from her lessons the tasks that are not useful for students (T1.I). Therefore, she avoids these kinds of tasks rather than thinking of some strategies to help them cope with them.

However, T1 perceived that there are some useful tasks that are of interest for students, such as graphic organiser tasks, an example of which, from T1's lesson, is presented in Fig. 14. Also, she said that reading tasks in the textbook is useful and interesting for students. T1 perceived that the textbook encourages TS since there are some tasks that require students to work cooperatively (T1.I).



**Figure 14 Graphic Organizer task, Unit10, Lesson 2, P 7.**

T1 thinks that the teacher's manual is designed to help the new teacher to apply all the skills in the objectives of learning EFL. She believes it is useful for the new teacher, but when the teacher gets more experience in teaching, they can add some additional instructions to the task, to help the students to learn. She said that she used to depend on the teacher's manual instructions when she started teaching until she got more familiar with the instructions for each type of task. Now she does not use it any more (T1.I).

In another interesting finding, related to the teacher's knowledge, T1 perceived that the thinking skills are many, and one of these was creative thinking which includes some sub-skills – she focused more on one of the creative thinking skills which are fluency skills, and she tries to apply them in the EFL classroom. T1 perceived that thinking skills help learners to get the benefit of their knowledge and improve their ability to use the EFL, to increase and release their imagination, to enable students to practise the skills that are relevant to life outside the classroom, such as drama skills through working in a role play task. Another example that T1 stated for developing students' skills, is helping students to practise drawing skills. When T1 asks them to explain by drawing, she believes this is like visual explanation, as she maintained in the interview that she used two important activities

to promote their thinking skills: role play and drawing. This could be because they involve the transfer of information from one format to another.

Although T1 did not use any external materials in the lesson, she perceived that the main material that helps students to promote TS is technology, such as computers and projectors (PowerPoint) (T1.I). She perceived that presenting information on the projector could help students to see the pictures and the written text in a way that attracts their attention and activates their thinking (T1.I).

At this point, after I have observed the lesson with T1 and after she completed the questionnaire and I talked to her, I will explain how the teacher's perceptions of TS reflected on her behaviour in the classroom. In T1's lesson, the revision at the beginning was quite helpful for students as it helped them to remember related vocabulary and rules of conversation. So T1 helped students to activate learners' schemata in order to introduce the new lesson. This is an important stage in the lesson, since students could learn better by making connections between their experiences of the previous learning and the recent learning. T1 tried to make this connection by asking a lot of closed questions related to the previous lessons in the same unit. Further, she believes it is very helpful for students to remember everything they have learned related to the phone, such as the purposes of calling on the phone, grammar of phone conversations and the related vocabulary that they can use when they want to have a conversation on the phone. After the revisions, T1 clarified the meaning in English for the new vocabulary and this could be useful behaviour to promote TS. This could help students to make meaning of their learning.

However, in her lesson, T1 did not give a chance for all pairs to work at the same time, since she asked students for a presentation of the prepared conversation. So not all the students in the class had a chance to participate in making a conversation since there were thirty-two students and only two of them were given the opportunity to present their conversation. T1 allowed nearly twenty minutes of the lesson for this activity, and each pair took around five minutes with questions after their conversations. Therefore, only eight students had a chance to work on this task, but twenty-four were listeners to the pairs' conversations. Thus, I think that dividing the students into small groups helps most students engage in the task. Further, T1's support for the CL was not entirely comfortable and useful for students. This could be because students are encouraged to present their

work in a time that they are not ready for that. The way that T1 applied CL was not allowing students to work in a relaxed environment.

The role that the teacher took in the classroom, specifically for pair work, would not help students to be aware of their mistakes and their difficulties, since the teacher already fixed the mistakes during their presentation, and replaced them with an accurate form. There is a possibility that students could forget what they have done wrong while they present, because they do not realise their own difficulties and find solutions for them. Thus, I think if the teacher gave the presenters a chance to think of their mistakes, or other students to highlight the pairs' mistakes, this could help in developing their awareness of their difficulties.

Therefore, T1 could encourage TS if she helped students to improve their MS. This can be done by encouraging students to explain the process of completing the task: what they need to achieve in the task, how they can work on the task, and why they are working on it. Thus, I believe that helping students to talk about the process of learning helps them to articulate their thinking and reflect on their learning. By doing so, they can work on improving their TS by realising and using a suitable strategy for completing the task and coping with their difficulties in learning. Pair work could provide the chance for all students to work during class time if they were not asked for presentations, thus the teacher could scaffold and monitor pairs, during which time, the rest of the pairs can continue working on the task.

The findings from T1 explained generally that T1's knowledge of TS could lead her to focus more on the fluency skills, as she pointed out it is essential for creative thinking, which is one kind of TS. Also, she highlighted that fluency skills are important to improve students' ability of speaking. I think that the teacher aimed for language production, without focusing more on how students can realise and learn better how they can do the work by understanding all parts of the task. Based on T1's perception from the questionnaire and the interview, she seemed to be aware of the group work benefits for promoting TS and she strongly encouraged it. However, she lacked the appropriate application of the CL process.

**Table 6 A brief summary of the main themes from vignette T1**

<b>Themes</b>	<b>Teacher's response</b>
<b>Activate Prior knowledge</b>	Asking closed-end questions to bring learners' experience but they only require recalling few words rather than engaging in extended discussion or dialogue/ highlighting the key vocabularies of the lesson.
<b>Cooperative learning</b>	Encouraging learners to engage in CL but with limitations/pairs created conversations together, but the teacher focused more on the outcome of the task and required presentations for some pairs.
<b>Transfer of learning</b>	Encouraging learners to complete an independent work cooperatively and then present the result of the task. However, it missed the opportunities for teachers to scaffold learners.

### 5.3 Vignette T2

**Table 7 Main features for vignette T2**

<b>Years of experience</b>	Twenty-three years
<b>Education</b>	Bachelor degree of English language teaching from the College of Education
<b>Training and workshop</b>	Language communication/ creative Thinking.
<b>Physical layout of the classroom</b>	Rows arrangement
<b>Number of students</b>	Thirty –five students
<b>Type of the task</b>	Mainly Potential Metacognitive task
<b>External teaching aids</b>	Using pictures/ projector/ Board.

T2 has a Bachelor's degree in English language teaching from 'The College of Education'. She has been teaching English for twenty-three years. And attended two training courses: language communication and creative thinking. The seats in the classroom are arranged in rows and there are thirty-five students in total. The classroom was small and busy with limited room to move around.

T2's lesson covers the first lesson in unit fifteen. The first task in this lesson was a discussion task (Fig. 15). Based on the textbook analysis, the pedagogical aim of this task

was to activate students' schemata and help them to learn more about the topic (TBA.U15.L1). The students were asked to respond to open questions and to identify who was in the pictures, what was said by each person, and to clarify their opinion. Lastly, students were asked to come up with a related example (TBA.U15.L1). Therefore, its characteristics could indicate that this task could have the potential for PMS.

**Discussion**



**King Faisal**



**Einstein**



**Helen Keller**



**Niel Armstrong**

The upbringing of our youth was based on three principles: belief, education and work.

The important thing is never to stop questioning.

Life is a daring adventures.

That's one small step for man, one giant leap for mankind

- Who are the people in the pictures.
- What was each of them talking about?
- Do we learn from other peoples' experiences?
- Who is our greatest teacher? Can you report some of his sayings?

**Figure 15 Discussion task, Unit 15, Lesson 1, P 63.**

When I went to T2's classroom, I had a seat at the back of the class. The teacher began the lesson by presenting the students with a picture with many people on it. Then she asked students to infer from the pictures the title of the unit. T2 asked students: 'If you describe the picture, you can work out the title, so what do you see in the picture?'(T2.FN). T2 did not wait for the students to respond, but started to prompt them to know the title, e.g. she helped students by giving them clues about the answer: (Ex. T said the first letter of the title) (T2.FN).


Then she introduced the topic and wrote it on the board, which is "People Said". Then, after T2 gave a brief introduction of the task (Fig. 15), she asked students for an example of a quote (an example from Hadith or Aia from the Quran). After that, T2 gave a detailed explanation and displayed the first quote in the task (Fig. 15) on a projector. She then asked the students questions about it e.g. 'What does this quote mean?', and 'Who said this quote?' (T2.FN)

T2 explained the new vocabulary and did a choral drill for them. This structure of presenting was done for all quotes in the discussion task (Fig. 15). Lastly, the teacher held a discussion of the questions in the task (Fig. 15) with the students. The discussion task was explained to students through an interaction between the teacher and some students

(students raised their hands and responded to the teacher). The teacher presented the tasks' pictures on a projector, read each quote aloud, asked questions and cited a response from students. Through my observation of T2's lesson, this task was a plenary discussion.

After the discussion task, T2 displayed to students a picture of a man and a boy on the projector. T2 asked students for an explanation of the presented picture, such as: 'what do you see in the picture?', and this was an introduction for the next task, which was a conversation between a father and his son. Fig. 16 presents an example of a conversation task.

**Conversation**



**A. Listen and practise.**


Father : Omar! You're still studying! You need to sleep.  
It's getting late.

Omar : I hope I get full marks. I want to be the best in class.

Father : Good, but it's not only your marks tha'll make you the best. Prophet Mohammad, peace be upon him, said, "The best amongst you are those who have the best character".

Omar : What does that mean?

Yousuf : I know what it means. Our teacher said that people have good manners and qualities are the best.



**B. Which of the Prophet's saying do you follow all the time? Why?**

**Figure 16 Conversation task, Unit 15, Lesson 1, P 63.**

The pedagogic aim of Task two (in Fig. 16) is, in section (A) students are asked to listen and drill the conversation, so there is no potential for this task to PMS. In section (B) students are asked to test fluency, and to respond to an open question that asked them to bring previous knowledge, so there is the potential for PMS in this task.

Then, T2 asked students to have a look at the conversation in the textbook. While students were looking, she prepared questions on the board. Then she asked students to pay attention to her as she drew three men on the board and numbered them (those men represented people who were holding the dialogue in the conversation). T2 read the conversation line by line and pointed to the one who was talking. She displayed the conversation on a projector and read it line by line. She then asked questions about the conversation knowledge and asked students to give examples from Hadith (the explanation of the Prophet Muhammad to the Islamic rules). She then wrote these examples on the board.

After presenting the conversation, T2 asked three students to read the conversation (role play), and another three students to read the conversation again. Lastly, T2 concluded her

lesson by asking students to work on tasks in a booklet. An example of a task in this booklet is presented in Fig. 17.

Unit 15 People said		___ \ ___ \ 14 H	
<b>NEW VOCABULARY</b>			
The word	meaning	The word	meaning
Experience		forgiveness	
upbringing		wealth	
youth		confidence	
based on		education	
principles		success	
belief		wisdom	
daring		motivation	
giant		proverb	
leap		glove maker	
mankind		attended	
manners		strict	
quote		forgiveness	
<b>Answer:</b>			
1-Do we learn from other people's experiences?			
2-Who is our greatest teacher?			
Complete these quoting words :			
" The upbringing of our youth is based on three _____ and _____ " said by _____			

**Figure 17** An example of a task in T2' booklet

As T2 explained in the interview after the lesson, the objectives of the lesson are to help students to learn how to find the sources of knowledge, to use the important information from Quran and Sunnah, how they can follow the moral behaviour, and how they achieve the benefits from other people's experience that are suitable for them (T2.I). T2 explained also that the objectives of this lesson are related to the objectives of teaching EFL in Saudi Arabia in a way that promotes the importance of Quran and Sunnah in Muslims' lives, promotes the behaviour in the Quran for Muslim people, encourages learning from experiences of others and encourages students to search and think (T2.Q).

When I talked to T2 after the lesson I knew more about her impression of the lesson, since she stated that she liked the conversation (between the son and the father) section in the lesson. She reported that conversation knowledge was very useful for students since it discussed manner and behaviour, and she believes that this is the most important information that students should know about. This is because students in this age range (fourteen–fifteen) need direction and support from others to help them follow the right path with regards to their behaviour.

T2 also perceived that the topic for this lesson is related to students' lives, and this helps students to relate their own knowledge to the new topic and participate with her. She stated in the interview, with regards to the lesson's topic:

‘In today’s lesson, when I asked about the reasons for sleeping late, one of the students said drinking coffee, so they could relate it to what they were doing. It is easy for them to relate the information for the topic to what they know about it.’ (T2.I)

Therefore, T2 wished she had brought more examples of quotes unseen in the textbook and related to manner (T2.I). This could give students the chance to apply them in their lives. Also, T2 explained in the interview that she was working very hard to revise all the learned lessons for students, and because she uses this revision strategy in her teaching practice. As she explained in the interview, students remember all the previous learned information due to the frequent revision that the teacher does with the students. She said:

‘Because I always ask a lot of questions about what they have learned previously in the unit, students say that these questions and revision helps when they want to prepare for the exam: they feel that they know everything. So this is what I wanted, I want students to remember everything they have learned.’ (T2.I)

T2 encourages students to promote questioning skills only in grammar, as she believes it would not be helpful to develop these skills in the other language skills (writing/reading/listening) (T2.I). Therefore, T2 reported that the most important questions to ask are to check the students’ comprehension of the previous lesson in the same unit before starting the new topic. In the lesson, T2 generated some questions for students for describing pictures; introducing the topic, recognising the following task and pre-listening questions: these questions are not to discuss before the task, simply to help students to think about it while they reading.

When I interviewed T2 after the lesson, she explained to me that the teacher’s role is to facilitate students getting the knowledge from the textbook. She believes it is the teacher’s role to provide questions and tasks that will help students to promote their thinking, since the textbook does really help to promote TS. She explained that teachers could apply what they have learned from the training courses and make an effort to add extra works and questions for different kinds of tasks, in order to promote TS. She stated in the interview, with regard to further responsibilities for teachers, that:

‘The teacher should research many sources, and find out about other people’s experiences, as well as the preparation done by other teachers. Also, she should ask supervisors, as they always provide us with handouts (printed summary of courses that they give to some teachers). These handouts help other teachers who do not attend these courses as they can use them to learn.’ (T2.I)

On the other hand, T2 believes that the students' role is to pay attention to the lesson; also they should prepare and find the meaning of new vocabulary before the lesson. As T2 stated in the interview, this preparation could assist students in the understanding of the new knowledge, and help the teacher too since they (the prepared students) would be more confident to participate and share their knowledge with others. Although she saw that preparation is very important for students, she maintained the importance of the teacher's role to help students understand the knowledge and get support in the class time, she said:

‘If students have a look at the book without attending the class and learning from the teacher, they will not be able to learn or know anything by themselves. It is the teacher's role to facilitate and explain to them what they need to do.’(T2.I)

Another important finding is that T2 perceived that the textbook is good in general, but it is not suitable for promoting thinking skills. She also perceives that the teacher's role in developing students' ability is more important than the role of the textbook. She said:

‘The textbook is good but there are no questions in the book that promote TS. They give you the essential tasks and we, as teachers of the English language, have to create questions, as well as additional tasks, based on the skills that we have learned and the courses that we have attended. We need to create questions and tasks that help students to use TS.’(T2.I)

There was another interesting finding related to the teacher's knowledge. T2 explained to me in the questionnaire what thinking skills involve and expanded the definition that includes the characteristics of critical thinking, creative thinking, and meta-cognition. T2 defined TS as:

- ‘ Analysis, synthesis, assessment (critical thinking skills);
- Fluency, flexibility, originality (creative thinking);
- Remembrance, taking the responsibility, classifying, time management, concluding, identifying the priority, comparisons, looking for substitutes, reality and imagination.’(T2.Q)

Her definition could lead to the interpretation of the fact that T2 is aware of the meaning of thinking skills; it could be from her knowledge or from the training course she attended, but it is surprising that she sees no sign of these features in the textbook. She also stated that TS have many benefits for students since they help them to be enthusiastic,

independent, creative, have strong goals, practise critical thinking, independent learners and to benefit from a comprehensive education. Further, as she explained in the interview, she used some activities to promote students' TS: using real comparison, presenting students' stories and asking them to complete it, presenting problems to students and asking them to find solutions, using the imagination in many places, and using CL. She considered that these are the activities that could be helpful in promoting TS.

As an observer of this lesson, I noted that T2 tried to deliver most of the knowledge in the lesson through pictures and drawing. She tried to connect the text with visual materials to help students understand better when they were learning. Also, she believes strongly that visual information could improve students' TS. In the questionnaire, T2 reported that presenting pictures could help a lot in promoting students' TS in EFL, since they will link what they are seeing with their knowledge (T2.Q). So, T2 depended a lot on the projector to explain all stages of the lesson. She used it to present pictures and to present the information about the tasks. T2 also used drawing on the board and pointed to the characters while she was reciting the conversation. She believes strongly that visual data – audio/video clips – is important to help to promote students' thinking (T2.Q). T2 stated in the questionnaire that she likes to display data on the projector to stimulate students' thinking. This could explain T2's use of pictures and projectors in the lesson since she saw them as important materials to promote TS. In my opinion, presenting the information on the projector made the lesson joined and organised. It also could help students to identify the relationship between some information in the lesson, how the tasks linked together, and facilitate their comprehension of the presented knowledge.

Another resource that T2 liked to use is worksheets for the students to use after the lesson. T2 stated in the interview that the worksheet helps students to work on tasks related to the lesson. T2 asked students to work on worksheets found in the booklet that the teacher handed out. When I interviewed T2 after the lesson, she explained that she handed out this booklet at the beginning of term. It contains tasks and lists of new vocabulary for all units in the textbook, created by T2 for students to work on after each lesson. T2 reported in the interview that these tasks in the booklets aim to help students to revise all the lessons and check their comprehension of the main lessons in the textbook. When I looked at the booklet, I found that most of the tasks in the booklet were application tasks that asked students to fill in the blanks, answer multiple-choice questions and identify the meaning of the new vocabulary.

At this point, after I observed the lesson and talked to T2, I found that T2 focused heavily on how to facilitate the understanding of new knowledge. So she provided the students with some materials that helped them to understand the lesson. T2 used mainly visual materials in her lesson as she considered them to be important in promoting TS. Thus, she presented every single point visually on the projector and then assessed the students' understanding. According to the literature, the purpose and the process of introducing the visual materials to help in promoting students' TS are important. However, what was obvious from the teacher's lesson was that T2 used pictures mainly to facilitate the students' understanding more than to help them to promote their thinking. For example, T2 presented a picture at the beginning of the lesson to help students know the topic. When they could not work it out, she gave them a clue without waiting for them to think or asking them to work in groups to discuss ideas about the presented picture.

Another example of T2's lesson clarifies how she interacts with students through pictures. T2 displayed to students a picture of a man and a boy on the projector. T2 asked students for an explanation (she asked the students 'what do you see in the picture?'). Then, when learners identified that they saw a man and a boy, she started to present the task without waiting for learners to give more descriptions of the picture. It could encourage learners' thinking if she asked more open and stimulating questions, such as 'what do you expect the man say to the boy' or 'describe the place in the picture', rather than using the picture for identifying the characteristics. Thus, the materials that the teacher used to support students are very useful since they encourage students to acquire the information in the lesson. However, the way of presenting the materials weakens its effect.

When I observed her lesson, I came up with the findings that the real concern for T2 is in her delivery of the content of the lesson, and there is no tangible work in which she tries to develop the students' ability or help them to get the information themselves, so the basic role that T2 took is a dominant in the class. Although, she explained her point of view that the teacher is a facilitator of the knowledge and the students are the recipients of it – her behaviour in the classroom could reflect that she work as a presenter of the knowledge. Also, she worked hard to help students to recall the knowledge when she asked for it, and this made her feel happy since she believed that she had achieved her job as she had seen the results that she aimed to reach. T2 did not take an effective role that could help students since she was controlling the classroom and the main interaction was between her and

some students. Also, she spent the majority of class time talking, presenting, showing, and asking. Thus, I can say that T2 focused more on the outcome of learning the content, since it was obvious from the findings that she based her teaching practice on memorisation and preparing students for exams.

On the other hand, when I talked to her, I found that T2 is motivated to bring different sources of knowledge, since she is encouraged to relate the knowledge about the lesson to students by bringing more related examples to the classroom. Usually, as T2 explained in the interview, teachers are restricted to the tasks in the textbook first, and if they wish to bring more materials, sources and examples, they should leave it until the end of the lesson. T2 complained that the limited lesson time prevents her from thinking about bringing related materials that could be very useful for students to achieve some of the goals of teaching EFL. From her perception, we could say that T2 would be motivated to improve her teaching practice to promote thinking skills and helping students to learn, but she faces some barriers that prevent her from achieve her goals in teaching.

The findings of the vignette suggest that T2 has a clear knowledge of the meaning of thinking skills, why they are important to students and how they can help students, but there are few applications of this knowledge in the observed lesson. One possible reason for this result is that there is a possibility that the teacher has been provided with good knowledge of thinking skills that help her to be aware of their importance, but she may not have been provided with good training to help her apply TS in the real classroom. Evidence of this can be seen in the way that T2 reported that she had training course for creative thinking, but from her lesson there were no evidence of application strategies to promote learners' thinking as well as her perception believed that she tried to help students develop their skills and pushed them to understand the lesson.

**Table 8 A brief summary of the main themes from vignette T2**

<b>Themes</b>	<b>Teacher's response</b>
<b>Activate Prior knowledge</b>	Using pictures to introduce the topic, but the process reflects using pictures to facilitate the lesson rather than engage learners in extended discussion/highlighting the key vocabularies of the lesson.
<b>Cooperative learning</b>	Not encouraging Cooperative learning.
<b>Transfer of learning</b>	Encouraging memorisation and practising the knowledge of the lesson more than supporting them to transfer knowledge to different contexts.

## 5.4 Vignette T3

**Table 9 Main features for vignette T3**

<b>Years of experience</b>	Eighteen years
<b>Education</b>	Bachelor degree of English language and literature from the Education College.
<b>Training and workshop</b>	General teaching methods/ writing and dictation skills.
<b>Physical layout of the classroom</b>	Rows arrangement
<b>Number of students</b>	Thirty-five students
<b>Type of the task</b>	Mainly Potential Metacognitive task
<b>External teaching aids</b>	Board/projector

T3 graduated from the Department of English Language and Literature at 'The Education College'. She has been teaching English for eighteen years. T3 attended some courses that helped her with her teaching methods, for example, courses in teaching methods in general and courses in writing and dictation skills.

When I went to T3's lesson, I had a seat at the back of the classroom. The seating was arranged in rows and there were thirty-five students in total. The classroom was of a medium size, and busy with students – There was not enough room for the teacher or students to move around comfortably.

Before I observed the lesson, I analysed the textbook and categorised the pedagogical aim of the task for this lesson (Figs. 20 and 21). This task was to learn how to write a message based on a phone conversation (TBA.U14.L3) by following the model of the conversation before the task. In the task (C Fig. 21) students were required to work on writing a message details, so they should be aware of the information that they should know before taking the message (TBA.U14.L3). Although the context of writing the phone conversation is specified, there is a potential for this task to help students promote their meta-cognitive skills, since it requires them to complete the conversation through transferring what they have learned before and apply the rule to create new knowledge related to them.

T3 started with a revision of the previous lesson, which was a grammar lesson (reported speech), T3 wrote some sentences on the board and asked students to report them. For example, one of the sentences on the board said, 'I'm busy in my work today', and one of the students reported this sentence, and said "he said he is busy in his work today". Student responded to T3 by raising their hands, so the students chosen by T3, changed the form of the sentences to reported speech. The unit's topic involved being on the phone, and today's lesson explored how to write a message while on the phone, so it is 'a writing lesson'. The previous lessons in the unit were: Discussion, Conversation, Vocabulary, Reading, Listening and Grammar lessons – all of these lessons discussed the phone topic. Thus, I expect that students would be familiar with the knowledge of the topic, since they had already worked on different tasks that discussed the phone topic.

After the revision, at the beginning of the new lesson, T3 started by asking about the purpose of calling a clinic. She asked the students this question: 'why do we call a clinic?' she drew a web on the board and listed the reasons given by the students. Fig. 18 presents how T3 listed the answers by drawing a web on the board.



**Figure 18** The web drawn by T3 on the Board



**Figure 19** The model for leaving a phone message.

After this activity, T3 presented the model for leaving a message on the phone through the projector. T3 asked students to read the list of instructions in the model and T3 paraphrased and explained the purpose of each one. The models for leaving the phone messages are presented in Fig. 19.

After that, T3 drew the attention of the students to ‘the reasons for calling a clinic’ on the web drawn on the board, and went through the steps of leaving a message on the projector. T3 then moved to the lesson’s task, which was conversation completion from the textbook (Fig. 20 presents the task). T3 displayed the task on the projector and asked students to complete it orally first. So, T3 began to ask closed questions, and the answers for her questions allowed students to complete each line. Students raised their hands and were chosen by T3 to participate in completing the conversation as a whole class. Every participating student completed a line in the conversation task.

Nurse :	Hello. <u>Dr. Livingstone's clinic.</u> Can I help you?
You :	
Nurse :	
You :	
Nurse :	
You :	
Nurse :	
You :	

**Figure 20** Conversation task, Unit14, Lesson 3, P 58.

Then T3 told students to fill in the blank conversation in their textbook. T3 asked students for individual completion but she suggested that students could work in pairs to help each other. During the individual completion of the conversation, T monitored students by

walking between their desks and checking their work. Some of the students had some difficulties while they were working on the tasks and needed to ask questions. T3 answered and clarified misunderstandings to make it easier for students to complete the conversation. T3 then showed students the rules for making this conversation that were presented in the textbook and advised them to follow these one by one. Also, during T3's monitoring of the individual work for the task, T3 checked students' writing of the conversation and commented on their work, praising those doing well, and helping those who needed it.


When the students had completed the task, T3 asked some students to present their conversation to the whole class. As T3 explained to students, their presentation could be a model for students writing a message on the phone, and T3 asked students to complete this line by line on the board. So, students who were willing to write their answers on the board raised their hands and the selected students wrote their different conversations on the board.

After students completed their writing on the board, T3 commented that all students' conversations were OK, and explained that the differences between their conversations were due to the differences in the purposes for calling a clinic. T3 explained that these answers could be some of the possible models for this task of 'conversation completion'. Further to this, T3 added more possible answers for each line to give students more suggestions for each tip. Then, T3 asked a pair of students to read one of the completed conversations on the board that had been written by some students. While the pair read aloud to the class, T3 corrected the spelling and grammatical mistakes of the written conversation on the board.

In the last part of the lesson, T3 moved to the last part of the task, which was writing a message (note) in a message pad (Fig. 21 presents the task).

**C. The following page from a message pad, gives you an idea about what to write when taking a message. Use the conversation above to write a message for Dr. Livingstone.**

To :	_____
From :	_____
Date :	_____
Time :	_____
Phone :	_____
Message :	_____
	_____
Taken by :	_____



**Figure 21 Writing task , Unit14, Lesson 3, P 58.**

T3 began the task with this question, ‘what do we have to write in the message?’, though did not wait long, and asked another questions after only a few seconds, which was ‘what is the important information to write in the message?’ Again, T3 did not wait long for students to respond. After that, T3 presented the task on the projector and asked students to read it. Then she went through each point on the message pad and asked students, as a class, to complete the note on the board line by line. She also provided suggestions for more answers. Then, T3 asked students to work in pairs to fill out the note in their textbook. While the pairs were working on this task, T3 walked between their desks and praised students who were doing well.

When most of the pairs had completed the writing of the message on the pad in their textbook, T3 asked them to write their answers on the board. Any pairs, who were willing to write their message, raised their hand, and T3 selected students from these volunteers.

For the last point in the lesson, after the selected pairs completed their writing for the messages pad on the board, T3 highlighted the mistakes in the written conversations. Then, T3 asked the rest of the class to correct the highlighted mistakes in the conversations.

When I talked to T3 after the lesson, she explained to me that the objectives of this lesson are: students should make use of the English language and they should use expressions in the English language that are useful for their daily life. She mentioned an example of the useful expressions. She said, ‘vocabulary and expressions that help them to make appointments and call the hospital’. Also, T3 stated that one of the objectives for today’s lesson is reading and cooperative work for students to find the results of the tasks together.

From the questionnaire that T3 handed me after the lesson, I learned more about the teacher's perception of TS , since she defined these as:

1. Students can identify previous information and recover what they have learned;
2. Students would be able to apply ideas;
3. Students would be able to apply information and expression in the new context. (T3.Q).

Further, T3 perceived the benefits of promoting students' TS, and she stated some of the benefits in the questionnaire. The first point that she explained was that it could help students to promote their advanced TS. Secondly, it helps students to use different vocabulary and sentences in different situations. And the last benefit is that it could help students to be able to relate what they have learned at school to their social life, since it could be very useful for students to use their learned knowledge. From her comments, I can say that T3 believes TS help learners to use knowledge and previous experience in a new context, which in turn could help them to use the target language in their social life.

T3 perceived this lesson as encouraging students to make a link to their own experiences. However, she believes that students at this age (fourteen–fifteen), are too young to use such styles of communication by themselves in their real life, since they are dependent on their parents to do everything for them. So, T3 did not perceive that there is the possibility for students of this age to use the learned knowledge. T3 perceived that it is good to help students learn at least how to speak in a polite way, and to know what they need to in order to prepare before making an appointment. She believes that even if students do not use what they have learned, at least they understand some phrases that they might hear outside the classroom.

In the interview, I learned more about T3's perceptions of the lesson. She seemed happy when she found that students had performed well in the conversation completions and some of them wrote their conversations on the board. T3 wished that there were no rules for the conversation in the textbook, so students would be able to write an open dialogue, without any specifications of restricted rules for writing a dialogue. T3 saw that the open dialogue gave them free choice to choose any situation they wanted. T3 did not like specifying the topic for the dialogue in the textbook and asked students to write about

calling a doctor. T3 wished that the textbook encouraged free writing, which she believed could be more useful for students and might encourage them to be more creative and produce something new. She gave the example of two students in this lesson. She said:

‘I noticed two students did that when I asked them to make an appointment with the doctor. They used different instructions and they got the same result. I like what they have done, it is really good work from them.’ (T3.I)

T3 perceives that the topics that related to students’ lives could help students to become familiar with the topic quickly. Also, she believes that by building the familiarity, they can enjoy their learning. She gave an example of a familiar topic for students, as follows:

‘When I gave them the topic of healthy-eating food, some students knew some kinds of food in the English language from restaurant menus, so it was easy for them to recognise different food vocabulary from their social life. Also I found that they enjoyed the lesson.’ (T3.I)

Another example offered by T3 was the way that familiar topics have an effect on students’ engagement with the lesson. She said:

‘I gave a lesson about travel and some students gave me information about different countries. When I asked them how they knew this, they told me it was from the TV, so they learned a lot from the outside environment and brought their information into the classroom.’ (T3.I)

In the interview, when I talked to T3 about her responsibility to achieve the objectives, she said that it is important to organise and explain the task in a clear way. T3 maintained that students should do most of the work, and that the teacher’s role is mainly to help students to understand the lesson and give them some direction. Also, she believes that the main active role in the classroom is for students and not for the teacher. However, T3 perceives that there are some difficulties teaching TS in EFL. She said:

1. ‘Inability of students to use the English language, although they study it for three years;
2. Students are not used to explaining in English in an oral or a written form.’ (T3.Q)

Furthermore, T3 believes that students should work hard, search, and try to learn English. She believes that if students cannot understand the terms or the vocabulary then they can

go back to the previous lessons to find the meaning of them. She noticed that some students did that, since they went back to the previous lessons and used some expressions that were suitable for the current lesson – they used expressions from grammar tasks in writing tasks. She explained that students should apply what they have learned and she stated ‘some students do that, they are creative, they make sentences themselves, but some of them need me to help them.’ (T3.I).

**Writing**

**A. Are you an inventor? Think of a useful object you can invent for home or school. Name the object, describe it and give instructions for using it. Complete the web.**

**Name of the Invention**

**What does it look like?**

**What does it do?**

**How can it help people?**

**How do you use it?**

**B. Write a paragraph in your workbook about your invention.**

**Figure 22 Writing task, Unit 9, Lesson 3, P 7.**

With regards to T3’s perceptions of the textbook, she thinks that some of the tasks are useful, for example, Fig. 22. T3 saw this as useful for students since it encouraged them to invent and think of something new, and it helped students to have an open discussion. T3 found that this task helped some students to create something new. Another interesting point that T3 explained is that:

‘It depends on the students’ willingness to think and create, since some students were creative in this task, other students were not willing to think and bring new ideas, so they used some of the existed invention in their life.’(T3.I).

**Writing**

**A. A friendly letter.**

**Greeting** → Dear Saud,

**Body** → I arrived in Cassablanca two days ago. It's really beautiful. People here are kind and generous. I like their strong green tea with mint. You know, It's a custom here to serve it everywhere and all times of the day. I also love their food, especially Tajins and Basteela. It was interesting to see some people wearing their traditional Koftan. I bought one for Dad. I'll tell you more when I get back home.

**Closing** → Best regards,

**Signature** → Khaled

**Closing**

Your friend, ( to a friend)  
 Love, ( to a special friend or relative)  
 Best regards,  
 Sincerely, ( in a business letter or to a friend)  
 Your cousin, (to a cousin)

**B. A friend is planning to visit your country. In your notebook, write a letter telling, him/her about the customs related to two of the following points.**

suitable clothes      greeting people      giving presents  
 wearing abaya / thobe      table manners

Figure 23 Writing task, Unit 10, Lesson 3, P17.

T3 also addressed the task presented in Fig. 23: writing a letter. T3 said that she used authentic materials for this task, e.g. real letters. She shows them to students in order for them to have an idea of what a letter looks like in English. Then, she asks them, if they have travelled, 'they could write a letter to their friends about the country they travelled to, and if they have not travelled, then they could write a letter to their friends about the country that they hope to travel to.' She also added that, before students start the real writing, she asks them first to brainstorm their ideas in a web, and find out what they know about the country. Therefore, T3 believes that the discussion task and the brainstorming before the lesson could help to prompt students' thinking – so she tried to use them to encourage students to engage in the task.

Another useful activity in the textbook that T3 mentioned is the activity at the end of the textbook, e.g. flashcards, creating stories and the tasks that promote students' imagination – for example, imagine that you are a customer in the restaurant, or a nutritionist composing a diet. T3 perceives that these kinds of tasks are really good and useful for students, and she complained about the shortage of lesson time, which sometimes means that she cannot ask students to work on these tasks as they should. T3 explained that sometimes she changes some of these tasks to paired writing tasks, which, as she said, could make the task easier for students (rather than asking them to work on it as a speaking task).

Further to this, T3 explained that she does this because working on them as speaking and discussion tasks is above the students' level of language. T3 criticised the textbook because many of the activities are too difficult for students and are not suitable for their level of knowledge and English. T3 has seen a gap between the book in this grade and in the previous one. She commented that the difficulty was not gradual for students, since the previous book at the previous stage was suitable for students and suitable for their level. But this book for the third grade was very difficult for them in all skills – writing, reading, listening and speaking. Referring to this big gap between this stage and the previous one, she mentioned this example:

‘In the previous stage, the students have only to fill in the blank in a writing task. There is no free writing at all, so all students will write the same information. When I correct their notepads it is easier for me to go through all the passages because I have a model for the answers.’(T3.I)

Another critical issue related to the textbook is that T3 noticed a lot of repetition of some tasks and she believed that this was going to waste the learners' time. Sometimes, she made a decision not to give students similar tasks to those that they have worked on before. Also, T3 suggested that some of the tasks in the textbook could be rewritten, since some of the application tasks after the grammar rules are not suitable for students to apply the rules and work on them. As T3 explained, this is because there is new vocabulary in these tasks, so, even though it is an application task and not a vocabulary learning task, students spend a lot of time translating and getting the meaning. She said:

‘They should use the familiar vocabulary for students in order to help students practise the learned grammar rules. In this case, I changed the application task myself and used the familiar words for students and created simple sentences, which help students to understand the rule and use it.’ (T3.I)

However, although T3 perceived that free writing is very useful for students to promote their thinking, she thinks it is very hard for teachers when they check students' writing, especially when they are teaching a large number of students, because they cannot find sufficient time to read and comment on the students' writing. T3 said: ‘in this book I found a lot of free writing tasks. It is really hard for me to correct the different passages for a large number of students. I think the free writing is time consuming, and they did not think about it when they designed the book.’ This comment is surprising because, T3 offered different perceptions in the questionnaire. There she said: ‘The textbook does not help a lot

with thinking skills and that is because most of the exercises require filling in the blanks, so students do not rely on their thinking and free writing.’ (T.3.Q)

T3 perceives that CL could help students a lot in promoting their thinking and engaging in the activity. However, she sees some difficulties in asking students to work in groups due to the classroom size and the number of students. T3 perceived that if teachers of all subjects asked students to work in groups, the arrangement of the class could be changed to a circle, which could make it easier for students to talk to their group members. So she explained that she does not ask them to work in groups, but she usually asks them to work in pairs, as they do not need to move their chairs. In pair work, every student works with a student near to him/her.

T3 believes that the teacher manual is not important, since teachers do not need to go back and check the model for the answers. She believes that most of the answers for the task in the textbook are open; since the answers to many of the tasks could be varied, so there are no specific models for it. The only type of task that T3 uses the manual for is listening tasks.

When I talked to T3 in the interview, she stated that she encourages students to ask questions, and she explained that if students need any help while working then they can ask her for that. However, when I talked to her about her encouragement for students to extend their answers she explained that she asks questions at the start, but not at later stages, since she wanted them to be familiar with the topic and the content of the unit.

The final interesting finding for T3 is that, although she believes that variety of the external materials can help in promoting TS, she does not use many. The materials that T3 tries to use to teach TS are: visual aids, mind maps, graphic organisers, and tables. T3 also stated that she uses some external activities, e.g. worksheets and the tasks at the end of the textbook.

At this point, after I observed the lesson with T3 and after she completed the questionnaire and I talked to her I will explain how T3’s behaviour appeared to encourage learners to develop their TS, and how her perception of TS reflected on her behaviour. T3 started with building students’ familiarity with the lesson topic as well as making connections for them with previously learned knowledge. T3 aimed to help students to brainstorm related

information to the new lesson and understand the purposes of the lesson, so she started with 'why are we learning this lesson?' She used a web to list the aims of the lesson and help students to be aware of what could help them to engage more, since this could help them to understand what they should do to complete the tasks. Furthermore, she explained that she preferred to start with the tasks that helped students to bring their experiences to the lesson.

T3 presented the model for completing the task through use of the projector. Then an explanation of the purpose of completing the task was explained on the board. T3 displayed the task on the projector and asked students to complete the task through asking closed questions. Completing the task as a whole class aimed to help students to understand how they can go on to work on the task themselves. Then, T3 assigned to students an individual task. However, although she suggested that students could work in pairs to help each other, she did not encourage that. Thus, few students engaged in group work to complete the task.

Further, from her perception of CL, she has seen that CL is extremely helpful in promoting TS, but she perceived many difficulties in using this strategy, especially during group work. This could explain the reason for her behaviour of not encouraging students to engage in group work. T3 explained the main difficulties of group work were class size, number of students and seating arrangements in the classroom. Furthermore, T3 perceived that transformation of information for students at this age could be, to some extent, impossible, but she aimed to help them to understand the knowledge that could occur in their social lives. T3, in her perceptions, saw that free writing encourages students to be a lot more creative, since applying identified structure, specific topic, or chosen situation could limit their creativity and their thinking of information, because they only applied the rules.

During the individual completion for the task, T3 monitored students, answered some questions, and provided support to students to clarify the misunderstandings. The main role that T3 took was a mediator, and in her view, she maintained that students should do most of the work, and the teacher's role was mainly to help students to understand the lesson and give them some direction. Also, she believed that the main active role in the classroom

was for students and not for the teacher. Her lesson could reflect her view although the interaction in the classroom was mainly between the teacher and the student.

Finally, T3 perceived that the textbook could affect students' achievements and promote their skills in language learning. Sometimes, the difficulty of the tasks and the shortage of the lesson time forced T3 to change the instructions for some kinds of tasks, in order to adapt to the limitation of the time, and make it possible for students to respond to her. T3 saw that the difficulty of the task should be gradual, and move from easy and go through steps until students could work on higher-level tasks. By doing that, students would be able to achieve well and progress in their skills. T3 did not care for the difficult tasks in this grade, since she has seen that students are not well prepared for these kinds of tasks. So, she puts more effort into facilitating them for students, since she thinks it might be impossible for students to work on these tasks by themselves. This could explain T3's behaviour when she repeated a lot of instructions for tasks and the steps for completing the tasks to help students understand fully what they should be doing.

**Table 10 A brief summary of the main themes from vignette T3**

<b>Themes</b>	<b>Teacher's response</b>
<b>Activate Prior knowledge</b>	Asking open-ended questions to enhance learners' awareness of the lesson's aims. Highlighting the aims through a web.
<b>Cooperative learning</b>	Although the teacher encourages the individual learning more than CL, learners completed some of the tasks in pair work.
<b>Transfer of learning</b>	Encouraging transfer of learning by being flexible for writing different types of conversations, as well as different roles of writing the conversations to practise using these in different contexts.

## 5.5 Vignette T4


Table 11 Main features for vignette T4

<b>Years of experience</b>	Twenty years
<b>Education</b>	Bachelor degree of English language and literature from the Education College.
<b>Training and workshop</b>	General teaching methods
<b>Physical layout of the classroom</b>	Rows arrangement
<b>Number of students</b>	Thirty-two students
<b>Type of the task</b>	Mainly Non-Potential Metacognitive task
<b>External teaching aids</b>	Board/Booklet.

T4 graduated from the department of English language and literature at 'The Education College'. She has been teaching English for twenty years. T4 attended some courses and workshops that help her in teaching methods for the new textbook.

In my analysis of the textbook, I categorised the pedagogical aim of the lesson's tasks. The first one I looked at is the conversation task (presented in Fig. 24) because of its ability to develop listening skills (TBA.U15.L3). The students were asked to listen to the conversation and absorb the knowledge. Then they had to practise reading the conversation by drilling. This is a knowledge practice task and it is classified as Non-PMT, unless the teacher decides to add her own activities to make it more productive in teaching TS.

**Conversation**



**A. Listen and practise.**

Student 1 : "Believe you can and you're half way there."  
This quote is powerful.

Student 2 : It was the title of the lecture I attended last week.

Student 1 : It must've been interesting.

Student 2 : The lecturer said that self-confidence was the most important thing.

Student 1 : I read that confident people are happy about who they are.

Student 2 : Exactly. He also told us that there were things we could do to build self confidence; do you want to know them?

Student 1 : Sure. What did he say?

Student 2 : He told us not to use "self-killer" phrases.

Student 1 : "Self-killer phrases"!

Student 2 : Yes, such as, "I can't", "I'm stupid" and so on. He also asked us never to give up.

Student 1 : So, believing in yourself is the key to success.

Figure 24 Conversation task, Unit15, Lesson 3, P 67.

The second task of this lesson is the grammar task (Fig.25), and the pedagogical aim, as I categorised it in the textbook analysis, is to practise grammar rule 'reported speech' (TBA.U15.L3). This helps learners to revise their previous knowledge and to think about

how they might convert the form of the sentences from direct command to reported commands, and direct request to reported request. In task A, the students are asked to apply the grammar rule. They are asked to convert the forms of the direct sentences to reported sentences. So, task (A) was classified as Non-PMT since it focused more on the students' consideration of the tasks, while task (B) was classified as PMT, since it asked the students to change the forms of sentences that they had garnered from their teacher, father and mother (TBA.U15.L3). There is the potential for task (B) to help students to promote their meta-cognitive skills since it required learners to recall their previous knowledge and apply the grammar rule to it. It also encouraged CL, as learners were required to work together on the same task to create reported sentences.

Grammar	
<b>Reporting commands and request (4)</b>	
<b>Direct Commands</b>	<b>Reported Commands</b>
"Get rid of self-killer phrases."	He told us to get rid of self-killer phrases.
"Don't use killer phrases."	He told us not to use killer phrases.
<b>Direct Requests</b>	<b>Reported Requests</b>
"Please, be persistent."	He asked us to be persistent.
"Could you tell me more tomorrow"?	She wanted me to tell her more the following day.
"Please, don't give up."	He asked us not to give up.
<b>A. Decide if the following are commands or requests. Write C for command and R for Requests. Then, rewrite them in reported speech.</b>	
1. "Could you 'try harder'?"	
2. "Forgive many things in others; nothing in yourself"	
3. "Could you attend your lecture"?	
4. "Put your future in good hands-your own."	
5. "Please, keep quiet."	
6. "Knock the "t" off the "can't."	
<b>B. In pairs: Report the last two commands or requests that were given by your teacher / father / mother to your partner.</b>	

Figure 25 Grammar task, Unit 15, Lesson 3, P 64

When I attended T4's classroom, I noticed that the seats were arranged in rows. I also counted 32 students in total. The classroom was an appropriate size and adequate to enable the students to move around comfortably.


T4 started the lesson by checking the HW, which involved going around the students' desks in the classroom. Then T4 asked the students to describe what unit 15 was about and what they had covered in the previous lesson. The previous lesson consisted of reading some quotations, which is a knowledge comprehension task and requires learners to read knowledge, identify knowledge and it was classified as Non-PMT (Fig. 26 Present the reading task). T4 asked many questions about the previous lesson 'Ex, can you mention some quotations from the reading passage in the previous lesson?' T4 elicited answers from students, and also suggested to students that they read some from the textbook. T4

listened to the students' answers and corrected their mistakes, praising those who performed well.

**B. Read People Said.**

## People said ...

Often we hear people quoting words from a text or a speech. These words are a gist of life-long-experiences and observations of famous, intelligent and wise people. They usually teach us important things about life. Here are some quotations that can make a difference in your life.



"Friendship is one mind in two bodies." <b>Mencius</b>	"You must look into people, as well as at them." <b>Lord Chesterfield</b>
"I have not failed. I have just found 10,000 ways that works." <b>Thomas Edison</b>	"First, learn the meaning of what you say, and then speak." <b>Epictetus</b>
"Have faith and you will triumph." <b>Muhammad Ali Jinnah</b>	"The only way to have a friend is to be one." <b>Ralph Waldo Emerson</b>
"Live as if you were to die tomorrow. Learn as if you were to live forever." <b>Mahatma Ghandi</b>	"Knowledge speaks, but wisdom listen." <b>Jim Hendres</b>
"Knowledge is the only wealth that can neither be stolen as we use it." <b>Anonymous</b>	"Time is the most valuable thing a man can spend." <b>Laertius Kllogenes</b>
"Lay the foundation of your future today, don't wait tomorrow: it may never come." <b>Anonymous</b>	"When you teach a man, you teach an individual. When you teach a woman, you teach a family." <b>Van Harest</b>

**C. Put the quotations under the following headings. Some quotations can go under more than one headings.**

Future	Success	Wisdom	Friendship
--------	---------	--------	------------

**D. Choose one of the categories and write what you have learned from the quotes about it.**

Figure 26 Reading task, Unit 15, Lesson 2, P 66.

T4 asked students to open the textbook and she began the task by reading aloud the conversation (presented in Fig. 25) as the students listened to her. Then T4 acted out a role-play with one student and enacted the conversation with her. T4 then asked for a volunteer to do another role-play. A pair came forward and undertook the role-play as T4 listened to them and offered praise.

T4 then proceeded to ask students questions about the content of the conversation after they had finished in order to test their comprehension, e.g. 'What is the conversation about?' Then T4 dissected the conversation to help students understand the meaning of what they had just said. After that, T4 asked students to explain some vocabularies that had already been discussed, e.g., self-killer, never to give up. T4 helped them to find the right meaning by suggesting opposite words for each of them. For the two phrases, she gave examples such as: self-killer/confidence, and give up/keep going. She used synonyms for the new terms to make it easier for students to acquire the meaning.

Then T4 explained the conversation line by line to help learners understand the meaning, new vocabulary and the structure of the grammar used in the conversation. T4 explained to

students that she would assign them grammar tasks that related to the conversation. The students were asked to identify examples of reported speech in the conversation. Since students had learned about reported speech in a previous lesson, she expected them to be able to recognise 'reported speech' sentences. The students were able to identify some examples, such as 1: 'the lecturer said that self-confidence was the most important thing' and 2: 'He told us that there were things we could do to build self-confidence'. Then T4 moved on to the grammar task presented in Fig. 25. The board was divided into two sides; the first side was command sentences and the second one was reported sentences.

First of all, T4 revised the grammar rules to check students' understanding. Then she wrote on the board some of the examples sentences that were provided from the conversations text. She asked students about the sentences, e.g. 'what is the difference between commands and reported speech?' Then T4 began to do more drilling on students' answers, reminding them how to change the sentences from a command to a reported sentence. T4 then asked students to change some sentences from a command to a reported one. When T4 asked students to give examples of reported sentences, they responded with suggestions such as: 'My mum said to me, do not sleep late'. T4 offered praise to the respondent.

To provide the opportunity for further practice, T4 asked students to converse in pairs. One student would say a command sentence, and the other student would write it down. A couple of pairs did this in the class, and presented their sentences and the reported sentences to the class at the end. T4 consistently praised all of the students who performed well in this activity.

After that, T4 moved on to a different rule, which was a request and examined the method for changing sentences to reported speech. She wrote some request sentences on the board under the command sentences and asked the students to differentiate between them (e.g. she asked students to find out how the verbs were used in the command and request sentences). Then she highlighted the differences in the verbs between the command and the request sentences.

The last task in the lesson was the application task (see Fig. 25, B). T4 asked students to work in pairs, – one student made a request and the other wrote it down it. Students then had to think of sentences and take examples from their own experiences. T4 monitored students while they were worked on the task, and corrected their mistakes where necessary.

She continued to provide positive feedback to students who completed the task well, and encouraged those who struggled with it. The students were not allowed long to complete this task, which meant that it was impossible for all students to complete it, although a few students did very well.

When I talked to T4 after the lesson, she explained the lesson objective to me. She said:

‘The lesson aimed to teach students grammar, how to make commands and requests in reported speech, the first task ‘conversation’ is an introduction for second task ‘grammar’.’ (T4.I)

T4 explained in the interview that this lesson was linked to students’ lives, since it helped students to learn about how they can transfer what other people say to them and how they can report their speech. Furthermore, T4 believed ‘The lesson helped students to promote making commands and making requests, in a polite expression’ (T4.I).

During the interview, I discovered more about T4’s perceptions of the lesson – she liked her behaviour during the grammar portion of the lesson. She said:

‘I have seen the grammar section was really good, even though I could not finish all the tasks in textbook to do more application, but I felt that they have a good introduction for the grammar and explain the rule through steps, so I found it easy for students to understand the rules.’ (T4.I).

T4 explained in the interview that she encouraged students to ask questions and to ask for clarification if they required it. However, T4 saw that the students had difficulty in forming questions for the English teacher. Thus, she saw the students’ role as paying attention and focusing on the teacher’s presentation of the lesson. T4’s perception was that it is hard for students to promote their questioning skills despite the fact that she believed students’ questions to be highly important. She said: ‘I found it was very difficult for the students to ask questions, but for me I encouraged them a lot to ask if they did not understand or needed more clarification.’ (T4.I).

T4 saw today’s lesson as an opportunity to help students to promote their thinking since it encouraged them to bring their experiences to the lesson. She said: ‘when I asked students whether they could mention any quotes related to their life, and they brought some quotes’ (T4.I). However, T4 perceived that, for the third grade, this textbook was very difficult for

students, and that there was a big gap between this stage and the previous one. Thus, she saw that the teacher should work hard to help students to meet their aims. Furthermore, students are required to work on the lesson preparation before they come to the class. This is because preparation helps them to participate and be active in the class. Plus, preparation allows students to become familiar with the lesson topic and reduces the difficulty of the task. Since T4 encouraged students to prepare before each lesson, there is a possibility that the students will be ready when the next lesson begins.

T4 thinks that the textbook topics need to be related to students' lives, since some students struggle with unrelated tasks. So she worked hard to help students understand and achieve the goals of the lesson. For example, compiled a booklet with other teachers to help students work on tasks that are suitable for their level of language. She said in this point:

‘Sometimes I delete some tasks and I create by myself a task that is suitable for students, I create a booklet for students and I put all the tasks that are useful for them, all these tasks are related to what students have learned in class. This booklet has been created by a group of teachers not only me, and we use it.’  
(T4.I).

An example of one of the task in the booklet provided by T4 has been presented in Fig. 27.

"I want to register for an English course."	She told me <u>he wanted</u> to register for an English course.
" We are going to call you back"	They said <u>they were</u> going to call you back.

*A) Report the following :*

1- I am trying to study hard.

2- We write our names .

3- He has big dreams .

- Put ( True ) or ( False X ):-

1- Wisdom is a bad way of thinking.. ( )

2- Happiness is a nice enjoyable feeling.( ).

4-We should keep on trying to have the best character.( )

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**Figure 27 An Example of a task in T4' booklet**

Despite these difficulties, T4 noticed that some of the tasks in the textbook are quite helpful for students in promoting their TS. This is particularly true of tasks that are related to students' lives. T4 pointed out that the familiar topics would encourage students to participate more confidently in the classroom. Examples of familiar topics are 'invitations' and 'how they can ask for help'. This could reflect the fact that although T4 has seen

difficulties in the tasks for students, and believes the textbook is above the students' level, she perceived that there are some topics in the textbook that could encourage students to apply their learning outside of the classroom. She said: 'The textbook have many good and bad things, I always look for the things that help students to improve their English language, for example paraphrasing and summarising tasks, and these exist in all units' (T4.I).

Therefore, T4, as she said, leaves out the tasks that would not be useful for students when it comes to learning English – for example, filling in the blanks, true or false etc. She thinks that these kinds of tasks do not help learners to improve their target language. However, the tasks in the booklet focus more on memorising and practising the linguistic forms, such as the meaning of practising the grammar rule. As T4 explained, the main aim of the tasks in the booklet is to provide revision for learners of all learned knowledge.

Her view of the importance of TS may indicate that TS is the key to achieving the aims of EFL in Saudi Arabia. T4 recognises the benefits of thinking skills in students' lives in general, since they could help students to actively engage in their community, as well as take part in their social lives, outside and inside school. However, her definition of TS would allow her to achieve its benefits, since T4 perceived that thinking skills means 'Students should be able to understand, analyse, compare and describe.' Thus, her definition reflects her view that TS could help students to recognise and understand the new knowledge.

Finally, although T4 did not use external materials in the lesson, besides the booklet, she believes that 'pictures, stickers and modern technology' (T4.Q) are beneficial for learners – she thought that if she used a projector, the lesson could be delivered in a better way for students.

Once I had finished observing T4's lesson, she completed the questionnaire and I talked to her about her work. I will now explain how T4 encouraged learners to develop their TS and how the teacher's perception was reflected in her behaviour in the EFL classroom. In the beginning of her lesson, T4 asked many questions about the previous lesson, since she saw that relating the quotes of the previous lesson to the conversation could help students' understanding, as they would be familiar with the topic. The teacher could build the

students' familiarity even though the task did not require it. Nearly all of the questions were closed and each one required only a short answer. Thus, students did not engage in any discussion or extended answers. Also, the teacher's behaviour may have shown that she focused more on helping students to recognize the topic of the previous lesson, since when students did not response to her, she asked them to open the textbook and read the answer.

On the other hand, during the lesson, she linked between the tasks in a way that could make it easy – she asked students to find examples in the conversation of the 'reported speech'. This could explain the gradual integration process that T4 followed in her lesson which made it clearer for the students to follow her presentation of the new lesson and enhance their understanding. Further, this could explain her view that the conversation task was a good introduction for the grammar rule, which helped students to link between tasks.

Another positive behaviour in T4 is in the way that she presented the rule of the grammar on the board and encouraged students to engage in interaction with her, which would help them to remember the role of 'the reported speech'. So, students engaged in changing the form of the sentences and were then asked to assign the grammar rule in practice. In the application task, T4 encouraged CL and asked learners, if they were willing to, to undertake the spoken task in pairs, although it was difficult for some students who did not have a thorough understanding of the grammar rule.

On the other hand, not all of the students were able to complete this task and only students who were keen to present their sentences undertook the task in pairs. The behaviour of T4 could reflect that there were no appropriate mediations for students, since low ability students, who were working independently, struggled to complete this task. Therefore, this finding could reflect her view that, in order to help students to promote their TS, she should help them first to understand the lesson. This is particularly true since she is aware that not all students will engage well in completing independent tasks that could support their TS. Further, T4 believed that helping students in understanding might help them to make more practical use of the knowledge. Thus, she believed that to explain the tasks in the textbook, T4 needed to put a lot of effort into each lesson, which included the use of external materials.

Further, through observing her behaviours and her perceptions, it became clear that she was more attentive to the teacher's role than the students' role in the classroom. Since T4 focused more on providing the students with understanding of the lesson, the findings suggest that T4 sees the teacher's role mainly as knowledge transmitter more than facilitator, and the students' role mainly as knowledge receiver. This is evident in the way that she considered the importance of paying attention during the lesson more than encouraging them to take the active role. This finding could explain her view of the teacher's role as working hard at presenting new knowledge for students to achieve the aims of the lesson. However, promoting TS could make the job of the teacher easier, since what the teacher needs more than anything is to intervene and mediate learning in order to develop the way of students' thinking and help them learn about how they learn.

From T4's viewpoint, it seemed that even if the presented task has a potential to PMS, she would do most of the work in the classroom since she would not expect all of the students to engage in PMT. There is a possibility that T4 behaved in the way that she did because, the PMT requires more time than other tasks. However, she had the majority of the lesson to talk, read, present and explain, so it would not be possible to allow students longer time to work on PMT.

**Table 12 A brief summary of the main themes from vignette T4**

<b>Themes</b>	<b>Teacher's response</b>
<b>Activate Prior knowledge</b>	Not enough familiarising with the topic, new lesson was presented after a brief revision of the previous one.
<b>Cooperative learning</b>	Using role play activity; however, it did not require learners to engage cooperatively, it is just taking different roles in a reading task.
<b>Transfer of learning</b>	Providing application tasks but it lacks an independent work, since the process of completing the task was guided and controlled by the teacher.

## 5.6 Vignette T5

Table 13 Main features for vignette T5

<b>Years of experience</b>	Fifteen-years
<b>Education</b>	Bachelor degree of English language from the college of Art.
<b>Training and workshop</b>	Creative vocabulary task/creative thinking task/cooperative learning.
<b>Physical layout of the classroom</b>	Rows arrangement
<b>Number of students</b>	Thirty-two students
<b>Type of the task</b>	Mainly Non-Potential Metacognitive task.
<b>External teaching aids</b>	Board/Poster/Flash Cards.

T5 graduated from the department of English Language at the College of Art. She has been teaching English for fifteen years. T5 reported that she had attended courses on creative vocabulary tasks, creative thinking tasks, and cooperative learning.

The pedagogical aim of the grammar task, in Fig. 28, as I categorised it in the textbook analysis, is to practise the grammar rule ‘reported speech’ (TBA.U15.L3). It helps learners to revise their previous knowledge of how they can change the form of the sentences from direct command to reported commands, and direct request to reported request. In task A, the students are asked apply the grammar rule. They are asked to change the forms of the direct sentences to reported sentences. So, task A was classified as Non-PMT since it focused more on practising knowledge of the tasks, While task B was classified as PMT, since it require students to change the forms of sentences that had been heard from their teacher, father and mother (TBA.U15.L3). So, there is the potential for task B to help students to promote their MS since it required learners to recall their previous information and apply the grammar rule to it. It also encouraged CL because it required learners to work together on the same task to form reported sentences.

Grammar	
<b>Reporting commands and request (4)</b>	
<b>Direct Commands</b>	<b>Reported Commands</b>
"Get rid of self-killer phrases."	He told us to get rid of self-killer phrases.
"Don't use killer phrases."	He told us not to use killer phrases.
<b>Direct Requests</b>	<b>Reported Requests</b>
"Please, be persistent."	He asked us to be persistent.
"Could you tell me more tomorrow?"	She wanted me to tell her more the following day.
"Please, don't give up."	He asked us not to give up.
<b>A. Decide if the following are commands or requests. Write C for command and R for Requests. Then, rewrite them in reported speech.</b>	
1. "Could you 'try harder'?"	
2. "Forgive many things in others; nothing in yourself"	
3. "Could you attend your lecture"?	
4. "Put your future in good hands-your own."	
5. "Please, keep quiet."	
6. "Knock the 't' off the 'can't.'"	
<b>B. In pairs: Report the last two commands or requests that were given by your teacher / father / mother to your partner.</b>	

Figure 28 Grammar task, Unit 15, Lesson 3, P 64.

When I went into T5's classroom, I found that the seats were arranged in rows and there were thirty-two students in total. The classroom was of a medium size and busy with students. I took a seat at the back of the class. T5 was teaching the same task, 'Grammar', as in T4's lesson. She began the lesson with the question, 'who is the greatest Teacher?' (T5.FN). This question was intended to remind students of the topic of the unit. After the students responded to her (one of the students stated that the answer was the prophet Muhammad peace be upon him) and then students were able to state the topic, which was 'people said'. T5 moved on to the lesson's task and introduced the grammar point of the lesson (see Fig. 28).

T5 gave three students flashcards that she had made, and asked them to read aloud the sentences on the cards. The first student read a command sentence; the second one read this question, 'what is this student talking about?' (T5.FN), and the third one read the answer to the question, which is a reporting sentence. T5 performed this activity twice with different students then wrote the sentences that the students had read from the cards on the board.

T5 started to explain the grammar rule for reported speech. On the board, T5 listed the vocabulary that comes with request sentences (such as 'please' and 'could') and the vocabulary that comes with command sentences (such as 'get rid of' and 'do not do that') in two separate columns. Then T5 explained the rule of reported speech with regard to the sentences on the board. Also, T5 used a poster, to present more example sentences for commands and requests. Then she asked students to identify the kinds of sentences – is it a

command or is it a request – by pointing to the examples. Then other students created ‘reported speech’ sentences.

T5 facilitated students in reaching the right answers by helping them to conjugate the right verb forms in the past tense. She helped students to differentiate between the verbs that come with command sentences and request sentences. Students responded to her questions by raising their hands. T5 asked students to open the textbook and read the examples in the book on P 64 (see Fig. 29 for the example sentences in the grammar box) and then helped students to read each sentence. Then, T5 moved on to grammar application tasks to practise the grammar rule. T5 required students to do it individually, so she allowed them five minutes to work on the task. T5 was monitoring students, as they worked on this, walking around the students’ desks and assisting those who needed it. Then T5 checked that all students had completed the task.

After that, she asked them to complete it as a whole class together – T5 read every sentence in task A and students who were willing to complete the sentences raised their hands. Those who responded were asked to complete the sentences with her. T5 wrote the answers on the board, to present a model of the answers. T5 then asked students to open their Work Book and she completed two examples of grammar task (see Fig. 29) as models. The students completed the remainder of the sentences orally with the teacher’s help. Then T5 wrote the example on the board for the students to copy into their WB and then asked them to complete the entire task as homework.

**A. Report the following quotes. Decide if they are statements, commands or requests.**

1. "Men of few words are the best."	<b>George Washington</b>
<hr/>	
2. "Kindness and honesty can only be expected from the strong."	<b>Unknown</b>
<hr/>	
3. "Responsibility walks hand in hand with capacity and power."	<b>Josiah Gilbert Holland</b>
<hr/>	
4. "Forgive your enemies, but don't forget their names."	<b>John Kennedy</b>
<hr/>	
5. "Remember that time is money."	<b>Benjamin Franklin</b>
<hr/>	

**Figure 29 Grammar application task, WB, P 31.**

When I talked to T5 at the end, she explained to me the lesson objective and said: 'The objective is changing the request and command to indirect speech' (T5.I). T5 perceived that the lesson is linked to students' lives, since it includes many quotes that could be applicable to their social lives, if they had a good understanding of them. In T5's opinion, because this lesson was linked to students' lives, it helped them to respond to the tasks in the lesson. Further, she believed that capable and well-prepared students could make use of the knowledge from this lesson in their social life.

An important point that T5 explained in the interview was related to the teacher's role. She perceived that it is expected of the teacher to prepare very well by being familiar with the content of the lesson and bringing the most suitable materials to help students to understand the lesson. Further, T5 saw the students' role as being almost similar to what the teacher was expected to be doing. She perceived that students are expected to prepare for the lesson in order to understand it in the right way.

T5 thought that, in this lesson, it was very confusing to ask students to differentiate between the reported speech for commands and the reported speech for requests. She seemed unhappy about this lesson and wanted to give the students a worksheet that was related to the tasks. However, since there was insufficient time, she was not able to help

them with external materials. She believed that the worksheet as an external material could facilitate the understanding for students and would help them to apply the rules of grammar, since it required students to do more practising.

A further important point that T5 made in the interview is that the textbook is difficult for students, and that it was above their level of the English language. She explained that she would try to bring some worksheets with her to facilitate the lesson for students and help them also to prepare for the exam. Thus T5 believes that the teachers should work hard and put a lot of effort into helping students understand.

**Writing**

**A. Are you an inventor? Think of a useful object you can invent for home or school. Name the object, describe it and give instructions for using it. Complete the web.**

```

graph TD
    A[Name of the Invention] --> B[What does it look like?]
    A --> C[What does it do?]
    B --> C
    C --> D[How do you use it?]
    D --> E[How can it help people?]
  
```

The form consists of five light blue boxes with rounded corners and horizontal lines for writing. The boxes are arranged in a web-like structure. At the top is a box labeled 'Name of the Invention'. Two arrows point down from this box to two boxes: 'What does it look like?' on the left and 'What does it do?' on the right. An arrow points from 'What does it look like?' to 'What does it do?'. From 'What does it do?', an arrow points down to 'How do you use it?'. Finally, an arrow points from 'How do you use it?' to 'How can it help people?' on the left.

Figure 30 Writing task, Unit 9, Lesson 3, P 7.

On the other hand, T5 believes that there are some types of tasks in the textbook that are useful for promoting students' thinking, for example Fig. 30. As T5 believed that using a writing frame for the task in Fig.30 enables students to think of invention and explain how it works, so it encourages students to engage in the task and articulate their thinking. From the textbook analysis, writing tasks in Fig.30 were classified as PMT, since they require students to brainstorm and bring their previous experience.

With regards to the teaching manual, T5 did not find it useful in her teaching and that was why she tried to find other useful sources from the Internet, such as flash cards, that helped

her in explaining the lessons with more clarity. However, T5 explained in the interview that she rarely asks her students questions, since she is sure that she will get a weak response. As she explained, if she asked the students questions, she should help them to get to the answers, since they would not be able to interact with the English teacher in English.

Another finding, related to T5's knowledge, as she explained in the questionnaire her understanding of TS and said:

‘TS means helping students to be able to solve problems and make decisions and present oral ideas. It encourages the speedy thinking of the individual to remember vocabulary and create new sentences or produce a large amount of vocabulary, and find synonyms. Also, students are able to find many ideas in a specific time.’ (T5.Q)

T5 also thinks that teaching TS is beneficial for students in an English language classroom for the following reasons given in the questionnaire:

1. ‘Increase students’ knowledge of what happens in their life;
2. Find more than solutions to problems;
3. Increase students’ activity in finding solutions for their problems;
4. Increase the ability for students and develop their thinking when facing a problem;
5. Activate the teacher’s role.’ (T5.Q).

However, T5 perceived the main difficulties in teaching TS were the lesson time and the textbook. She said: ‘The tasks are not sufficient in both the students’ book and in the workbook, so I would provide students with worksheets if there was enough time.’ (T5.I). Also, T5 added that the materials for teaching TS are not provided by the school. Therefore, T5 maintained that if there were enough time after explaining the main lesson, she would provide students with useful worksheets, which include related tasks to the learned lesson. She believes that this is a good opportunity for learners to practise vocabulary.

Finally, although T5 only used a flashcard as a supplementary material in this lesson, she saw that technology could be helpful for students. T5 believed that flashcards and

technology, such as a projector in order to present topics related to the lesson or learned task, could help her in encouraging TS.

In T5's perception, she believes that the grammar task could be linked to students' lives and that is why she brought examples of quotes that students might hear in their social lives. This should make it easier for them to understand the meaning of the texts that they had to use for practising the grammar rule. However, the second task in this lesson, grammar (B), which required pair work, was skipped by T5. This is despite the fact that it is classified as PMT in the textbook analysis, since it could help students to recall information and engage in CL. However, T5 said because this task (B) asks students to do more application work, it is not important if the time is not sufficient for it. Further, she perceives that students already worked on a closed application task in section A, which was sufficient for them to understand the rule (T5.I).

At this point, after I have observed the T5's lesson and after she completed the questionnaire and I talked to her, I will explain how T5 encouraged learners to develop their TS and how the teacher's perception was reflected in her behaviour in the EFL classroom. It was a positive behaviour from T5 to begin the lesson with a question, but the answer for her question did not encourage extended discussion since it just required a few words. Another positive behaviour from T5 is that she used a flash card activity to introduce the topic of the lesson, but the purpose, and the way of using the activity, did not allow students to reap the benefits to promote their TS. T5's behaviour could reflect that she is aware of useful materials but it could be the case that she is not aware of the appropriate application and the appropriate time required for using them.

Although T5 scaffolded learners and helped them to change the tense of the verbs and create an accurate grammar form, it seemed that she helped them to reach to the answer rather than to allowing them to continue working on the task themselves. Further, T5's focus was more on facilitating the understanding of the grammar rule, since she believes it is really hard and difficult for students to make use of the lesson knowledge in their social lives. Therefore, this could explain T5's perception of not being happy about the lesson topic and the content, since it is difficult for students to apply them in their life – they would not be able to put the learned knowledge into practice independently due to their

low level of the language. This could reflect her behaviour of not encouraging CL in the classroom.

However, T5 explained that there are many quotes in this lesson that could be related to students' lives, and students can use them if they understand them, but she emphasises that students would not be able to reach this level of understanding. This finding could clarify T5's perceptions, since she acknowledges that the knowledge of the lesson is related to students' lives, but thinks that it could be hard for students to understand and be able to apply since the language is above their level.

An important point that T5 explained in the interview is the teacher's role. She perceived that the teacher is expected to thoroughly prepare by being familiar with the content of the lesson and bringing the most suitable materials to help students to understand the lesson. An important point that T5 made in the interview, which could explain her perception of the teacher's role, is that the textbook is difficult for students, and that it was generally above their level of the English language. She explained that she would try to bring some worksheets to the lesson to hand out to students in order to help them prepare for the exam. Thus, as T5 believes, teachers should work hard and put a lot of effort in to help students understand the lesson to perform well in the exams. Finally, T5's behaviour of controlling most of the lesson's time and presenting all the lesson's knowledge could reflect the transmitter role in her lesson.

**Table 14 A brief summary of the main themes from vignette T5**

<b>Themes</b>	<b>Teacher's response</b>
<b>Activate Prior knowledge</b>	Brief presentation of the lesson/presented related examples but learners did not have enough time to become familiar with the lesson.
<b>Cooperative learning</b>	Using role play activity; however, it did not require learners to engage cooperatively to complete the task/ lack of encouraging CL.
<b>Transfer of learning</b>	Providing application tasks but to practise the knowledge of the lesson more than transfer it to different contexts or learners' social lives.

## 5.7 Vignette T6

Table 15 Main features for vignette T6

<b>Years of experience</b>	Twelve years
<b>Education</b>	Bachelor degree of English language and literature from King Kalid University.
<b>Training and workshop</b>	Non
<b>Physical layout of the classroom</b>	Rows arrangement
<b>Number of students</b>	Thirty-two students
<b>Type of the task</b>	Non-Potential Metacognitive task
<b>External teaching aids</b>	Board/Poster.

T6 graduated from ‘King Kalid University’, from the Department of English Literature. She has been teaching English for twelve years.

Before I observed the lesson, I started with analysing the textbook; I found that the pedagogical aim of this task (in Fig. 31) is to teach students how to make some verbs plural (TBA.U15.L4). The students are asked to change the form of the verbs in the box into the plural form – to follow the rule for changing verbs into plurals. There is no potential for this task to promote the MS, because its purpose is knowledge comprehension.

**Phonics** QR10

**Plural**

A plural is a word that means more than one.  
Add **s** to most words to make them plural but

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graph TD
    A[If the word ends in] --> B[X, ss, s, sh, ch]
    A --> C[Consonant + y]
    A --> D[f e]
    B --> E[a / Add _ es]
    C --> F[Change y to i and add _ es]
    D --> G[Change f to v and add _ es.]
  
```

**A. Read the rules above and look at the examples, then give the plurals of the following words.**

1.	Box		2.	Hatch		3.	Boss		4.	Watch	
5.	Leaf		6.	Wife		7.	Half		8.	Thief	
9.	Potato		10.	Tomato		11.	Hero		12.	Buffalo	
13.	Fly		14.	Family		15.	Baby		16.	Pony	
17.	Glass		18.	Star		19.	Ape		20.	Car	
21.	Story		22.	Apple		23.	Bus		24.	Buzz	
25.	Half		26.	Wolf		27.	Life		28.	Loaf	
29.	Month		30.	Class		31.	Fox		32.	Couch	

**Figure 31 Phonics task, Unit 15, Lesson 4, P 69.**

When I went to T6's classroom, I found that the seats were arranged in rows and that there were thirty-two students in total. The classroom was of a medium size and busy with students. At the beginning of the lesson, T6 suggested that students should work on their homework task together (Fig. 32 Presents the homework task) From the textbook analysis, this task was classified as Non-PMT since it required learners to apply learned knowledge by practising the grammar rule of the reported speech. T6 read the quotes in the task and students responded to her by raising their hands. T6 wrote the students' answers on the board, to present a model for other students for the homework answers. T5 praised students who wrote the homework answers on the board.

<b>Report the following quotes. Decide if they are statements, commands or requests.</b>	
1. "Men of few words are the best."	<b>George Washington</b>
<hr/>	
2. "Kindness and honesty can only be expected from the strong."	<b>Unknown</b>
<hr/>	
3. "Responsibility walks hand in hand with capacity and power."	<b>Josiah Gilbert Holland</b>
<hr/>	
4. "Forgive your enemies, but don't forget their names."	<b>John Kennedy</b>
<hr/>	
5. "Remember that time is money."	<b>Benjamin Franklin</b>
<hr/>	

**Figure 32 Reported speech, Unit 15, Lesson 3, WB, P 30.**

Then T6 moved to the new lesson in the textbook. She said: 'let's go to our lesson today on P.69' (T6.FN). T6 presented an introduction for the lesson by introducing the topic, and said 'today we will learn about plurals' (T6.FN). T6 presented examples of plural nouns on the board e.g. choices and options.

After that, T6 started to explain the rule of plurals from the textbook. T6 read the meaning of plural in greater detail to the class (see Fig. 31 the phonics task) and then she explained how to make words plural if they end in Sh → es, Y → ies, and Fe → ves. After her explanation of the rule, T6 wrote examples (such as 'leaf' and 'baby') and clarified the rule to the students through words ending with 'sh', 'y' and 'af'. Then, she completed phonics

application task A as a plenary exercise. T6 held the textbook and wrote on the board and read the lists of the singular words in task A. She elicited answers from the students (the plural forms). T6 tried to facilitate by explaining the rules again when she noticed the response from students was getting weaker. T6 asked students to do task B as homework (Fig. 33 presents task B).

**B. Rewrite the following paragraph, changing the nouns into plural.**

I always spend one hour on my farm, on which there is a calf, a horse, a pony, and a turkey. Last wednesday, I picked a daisy, a poeny, a rose and a mango for my mother because she always bakes one loaf of bread and sends it to me.

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**Figure 33 Phonics task, B, Unit 15, Lesson 4, P 69.**

T6 then moved on to the grammar summary without making any link to the previous task (plural), Fig. 34, which allows students to practise the rule of reported speech. Also it aims to teach students how they can use the expression of time in reported speech. For example, time expression such as today → that day. It is a knowledge comprehension task, so it is classified as Non-PMT. T6 read the rule and explained it in order to remind the students. Then students read it for a second time, this time changing the sentences into direct quotes. T6 read the sentences again in task A and selected students to change the forms of the sentences. T6 corrected the students' mistakes, and praised those who participated well, while they changed the sentences. Then T6 asked students to complete the last two sentences in task A and gave them five minutes to read the rule to help them remember.

Grammar Summary						
Reported Speech (3)						
"There <b>are</b> many routes in the book."		He	said told me	(that)	there <b>were</b> many routes in the books.	
"My sister <b>wants</b> to become a teacher."		She			her sister <b>wanted</b> to become a teacher.	
" <b>We</b> will learn a lot from the lecture tomorrow."		They			<b>they would</b> learn a lot from the lecture.	
Reporting requests and commands (4)						
Direct commands and requests / subjects				Reporting verbs		Reported commands and requests
Could you		(Don't)	Repeat the lecture?	He	Asked us told us ordered us	( not ) to repeat the lecture.
Please				She		
				They		
Time expressions						
Direct speech		Reported speech				
Today		That day				
Tomorrow		The following day				
This morning		That morning				
Next week		The following week				
<b>A. Change the reported quotes into direct quotes.</b>						
1. He told us not to let life discourage us.						
2. He asked us not to waste our time.						
3. She told us to do what we could with what we had wherever we were.						
4. They told us to deal with other people's faults as gently as we would with our own.						
5. He asked us to begin each day as if it were on purpose.						

Figure 34 Grammar summary, Unit 15, Lesson 4, P 70.

After the students had completed all of the tasks, T6 suggested that they could present their answers to the whole class. Then T6 read the sentences, students' responses, and she wrote the answers on the board for students to copy. T6 praised students who completed the sentences and interacted with her.

After the lesson, and during the interview, T6 talked about the objectives of the lesson. She said:

'I intended to teach students how to make plurals from the words, and to teach them how to make plurals depending on the ends of the words. I also did some revision on reported speech.' (T6.I).

When I talked to T6 afterwards, I knew more about her perceptions of this lesson. T6 seemed to think that this lesson was not linked to students' lives at all, but it could be related to tasks that students undertaken before – for example, past tense. She was not happy at all, particularly about the grammar task, and stated, 'this grammar rule is useless; students will not use it in their life.' (T6.I). However, this lesson could be relevant to anyone learning EFL, but because it was explained more formally (such as the rule of plural then application of the rule/the rule of grammar and then application of the rule) this

makes it less likely for the teachers to believe that students would be able to apply the rule of the linguistic forms in their lives.

T6 perceived that the content topics that related to students' lives could help them to participate, while in this lesson she perceived that students were not motivated to participate. This made T6 think that students do not enjoy the grammar lessons, since they do not make use of the knowledge. Thus, T6 consider the willingness of students to participate with teachers in the lesson to be very important, since it could make the lesson better. T6 expected students to be active in the classroom, and be familiar with vocabulary that has been learned before to help them to engage in working on tasks and help them to understand the lesson. However, she used the repeating technique for presenting the information to students to encourage them to engage in learning and participate with her. However, this is did not work with her students, and this could explain her perception that students need to work for themselves. On this point, she said:

‘For the reported speech I think the students should work very well to understand it. But I cannot get a good result from the students, even though I have explained the lesson to them before. I cannot get a good response from them. It is difficult for the teacher to explain it again and again.’ (T6.I)

This could be evidence of the fact that teachers' repeating of the information would not be a motivational method to encourage learners to participate, since this could lead them to take more of a passive role, than engage in learning by taking an active role. What teachers need to promote TS is to help students to make meaning of the presented knowledge rather than present the knowledge for them and ask them to repeat what they have understood. TS can assist with this problem so that the difficulty of the task could be contextualised and discussed, so beside the teacher mediation, they can cop on these issues in the tasks by themselves.

T6 considers the teacher's responsibility is to achieve the objectives and so, if necessary to use extra materials and posters, and create more exercises. Also, T6 perceived that choosing the materials for the lesson depended on the objectives. For example, reading and vocabulary require the teacher to use the projector in order to present the text of reading, and the new vocabulary, which may help teachers to get students attention during the lesson. For the grammar, teachers need to give students application worksheets, since T6

believed that the grammar rule needed more practice from students through application tasks.

Another important issue that T6 pointed out is that, first, she has to finish working through the tasks in the textbook and workbook, and that she could provide students with extra materials if she finished her lesson – she is required to cover the tasks that are included in the exams first. T6 explained that she uses different sources to help her explain the lesson, e.g. the Internet. In this lesson, T6 explained that she used posters that presented easy sentences for students in order to help them to understand the rules of the grammar of plurals. Although T6 used only the poster to explain this lesson, she believed that other materials, for example, flashcards, videos, a recorder, posters, PowerPoint presentations and worksheets, could be helpful in promoting TS (T6.Q). The classroom activities that T6 liked to use to help students promote their thinking skills were external tasks, which help them to relate current knowledge to previous. She also liked to use the categorisation tasks to facilitate students' understanding (T6.Q). However, T6 perceived the teaching manual as not useful, since the instructions in the manual is so difficult for students if the teacher follows them. Also, these instructions required more time than the class allowed, so it is impossible for the teacher to use.

Regarding the textbook, T6 explained that each unit in the textbook starts with good tasks, e.g. reading, vocabulary, and discussion. T6 perceived that students enjoy these kinds of tasks because they are familiar with some of the knowledge and they can use it outside the classroom. Further, she said that there are some topics in the units in the textbook that are linked to students' lives. T6 stated some examples of the topics related to their lives: healthy eating, culture. These topics could spark students' curiosity to know more about them. In general, T6 perceived that there is a gap between the textbook at this stage and the textbook at the two previous stages – the first and second grade. The three textbooks in the intermediate school should be linked to each other, to help students to progress in their learning.

Regarding the TS strategies, T6 perceived that encouraging CL in the classroom is quite difficult, and she said:

‘I think if the class has more than twenty-five students it is very difficult for the teacher to ask them to work in groups. I think cooperative learning is good for

students who have a good level of English, but in my classes you find that eight students out of thirty have a good level of English. It is very difficult to support for everyone to support each other.’ (T6.I)

Thus, T6 discouraged CL for these two reasons: the number of students in the class, and the students’ level of English. Further, T6 explained that she encouraged questioning in the classroom only for checking students’ comprehension. However, her perceptions did not apply to her lesson.

T6 defined TS in the questionnaire as an aspect of learning that ‘means that students can find the chance to increase their awareness, and use and apply what they have learned, in their social life. Also, it helps students to relate what they have learned before to what they are studying in the recent time’ (T6.Q). T6 also perceived that TS are beneficial for students and help them have a chance to develop their language skills. However, T6 said that it is necessary to know more about students’ ability and previous learning. This is because she found some difficulties of teaching TS, which are:

- 1- Students are not willing to learn and respond to me;
  - 2- There is no previous knowledge for students;
  - 3- There is a big gap in the textbook between grades (first, second and third).
- (T6.Q).

At this point, after I observed the lesson for T6 and after she completed the questionnaire and I talked to her, I will explain how T6 encouraged learners to develop their meta-cognitive skills. Also, I offer an interpretation of how the teacher’s perception reflects on her behaviour in the classroom. T6 was direct when she started the lesson, she introduced the topic of the lesson and then she started to explain the lesson. She did not spend a lot of time familiarising students with the topic and the content. She presented the topic without warm-up activities, without using external materials, and without questioning the students or revising previous lessons in the unit.

The way that T6 started the lesson and presented the topic reflects the traditional approach of teaching. This could be because T6 has seen that the language topic of the lesson – phonics and reported speech – is not related to students’ lives, so she did not believe that students would be familiar with the topic. However, they are essential if students use English anywhere. This could explain how the formal language learning and practice could

lead to that teacher believing that it is irrelevant to the social life, since if learners are trying to use the target language, they will not recover the rule of how they can use the language forms. Using the language could occur automatically if learners give emphasis to the meaningful items rather than the accurate items.

Since the whole lesson was controlled by T6 there weren't many chances for students to engage in the activity and work on the task independently since the strategy that T6 used is asking learners to make the words plural of the words reciting them and waiting for a response. Since the task was Non-PMT, I did not expect it to reflect students' learning to promote TS, unless the teachers make it productive. However, the method that T6 applied would not help in TS, since the formal presentation of the task and the weakness of the students' response to the tasks led to T6 continuously reading the task and completing the answers by herself – students in her lesson were listeners, while TS lessons should help learners to take on the main role.

I think that, during the lesson, T6 focused on how to make it easy for students to understand the rule through repetitive presentations of the plural and grammar rules. Although T6 saw that it is important to help students learn how they can make use of the learned knowledge, there were few opportunities for the students to make use of their learned knowledge. Also, there were no used effective strategies by T6 to help students to engage in learning. There is one possible reason for that, since T6 complained about the unwillingness of students to learn English, and the weakness of their English. She did not make an effort to engage them in any active participation, which emphasises her belief that students would not be able to engage in learning. Although she complained about the students low level of English, she seemed happy with the teaching approach she used to deliver the lesson to students, since she believed that this was the best possible method to help students to enhance their learning.

**Table 16 A brief summary of the main themes from vignette T6**

<b>Themes</b>	<b>Teacher's response</b>
<b>Activate Prior knowledge</b>	Teacher started with a brief presentation of the lesson, as well as presented related examples but learners did not have enough time to become familiar with the lesson.
<b>Cooperative learning</b>	Using the traditional strategies of teaching, lots of closed questions/ brief answers/ lack of encouraging CL.
<b>Transfer of learning</b>	Lack of activities that encourage application of the knowledge / focused more on drilling and memorising the lesson's knowledge.

## **5.8 Conclusion**

This chapter presented the findings from the vignettes of the six participating teachers. The vignettes organized the different sources of data and illustrated the teachers' behaviour and their perceptions of their implementation of TS in the EFL classroom. The process of integrating all data in vignettes helped me to get the findings of each vignette and understand in more depth how the teacher interacted in each lesson with regard to the PMT and Non-PMT. Thus, the process of integrating different levels of data and building familiarity with its relationship helped me to make meaning and bring out the findings of data in the vignettes, which is important in reflecting and developing my thinking of the data. So, through the analysis and integration of data in the vignettes, I found some significant similarities and differences in what the teachers did and perceived with regard to TS in EFL. The main similarity between all teachers is that most of them did not apply the open-questioning strategy to stimulate learners' thinking and understanding, even though they perceive that it is an important strategy to use in teaching, while the significant differences in their behaviour related mainly to the tasks used in their classroom: PMT and Non-PMT. Although teachers who presented PMT did not do very effective work to stimulate learners' TS, they did better than those teachers who present Non-PMT in terms of: providing scaffolding for learners through activating their prior knowledge, encouraging CL and transfer in learning. I will discuss the similarities and the differences between the six teachers in their behaviours and in their perceptions in the next chapter.

## **Chapter Six: The Similarities and the Differences between the Teachers' Behaviour and Perception**

### **6.1 Introduction**

From the observations of the data presented and discussed in Chapter 5, all of the classes were teacher-centred. The main roles of the teachers were as knowledge organisers and transmitters and they mainly produced the orientations for students to complete tasks. There were similarities and differences between some teachers who presented mainly potential metacognitive tasks (PMT) e.g. T1, T2 and T3 as well as some similarities and differences between some teachers who presented mainly not potential metacognitive tasks (Non-PMT) e.g. T4, T5 and T6. I will discuss the similarities and differences between teachers' behaviour in the three stages of the lesson: activating prior knowledge (APK), and supporting cooperative learning (CL), and preparing learners for transfer. The discussion of the similarities and the differences in the teachers' behaviour toward PMT and Non-PMT will be presented first. Then the similarities and the differences between the teachers' perception in these themes: definition of TS; benefits of TS; challenges of teaching TS; teachers' role; teachers' perception of the textbook. The external resources to promote TS will be discussed next.

### **6.2 Teachers' Behaviour Towards Potential Metacognitive Task (PMT)**

#### ***6.2.1 Activating Prior Knowledge***

In the launching stage, T1 and T3 had similar roles when they started the lesson, but they are different in using scaffolding and questioning strategies. They began with a revision of the previous lesson to remind the students of the unit topic. T1 started the lesson by asking closed questions related to the previous lessons in the same unit. The questions were related to purposes of the topic and previously learned grammar and vocabulary tasks. Mainly these questions were to check students' comprehension of the previous lesson and

continue on the same general topic. However, the purpose of these questions is to link knowledge from previous lessons to the current one. Thus, closed questions did not help students to engage in a dialogue or extended discussion in T1's lesson, since it required students to provide few words for the answers to questions. Further, T1 did not provide appropriate scaffolding to students for helping them to introduce the new topic of the lesson. T1's process nearly followed the direct and traditional way of presenting the topic at the launching stage.

Although T3, like T1, used questioning at the beginning of the lesson, she is the only teacher in which she started the lesson by asking open questions to enhance students' awareness of the lesson's aims e.g. 'why we are learning this lesson'. Open questions could help learners to engage in a dialogue in the beginning of the lesson. Also, open questions could help teachers to discover learners' abilities and their interests. Therefore, a teacher would be able to direct learners based on their individual needs (Mercer and Littleton, 2007). T3 used a web to list the aims of the lesson. Using a web could help students to be aware of the aims of the lesson and may help them to engage more, since this could help them to build their awareness of the required work expected from them to complete the tasks. As Lin and Mackay (2004) point out, helping students to be aware of the purpose of the lesson, such as why they are doing the task and what they need to bring, could help them, in turn, to engage in the process of learning and increases the likelihood of achieving the aim of the lesson.

Furthermore, T1 and T3 have some similarities when introducing the new topic. T1 introduced the new vocabulary for the new lesson, since her lesson was about creating a conversation to apply the new vocabulary. While T3's lesson was about writing a conversation, she introduced the model of writing the conversation and explained the purpose of it. Both T1 and T3 focused in the beginning of their lesson on helping students to understand the meaning of the lesson by explaining the key concepts. Giving learners the key words for the lesson could help them to engage in using the target language in their TS' lesson (Lin and Mackay, 2004).

Although, T1 and T3 started their lesson with a revision of the previous lessons, and then highlighted the key concepts of the lesson, they did not engage learners to make a bridge between their social knowledge and the new knowledge. This could be because their lessons are not at the beginning of the unit and students may be familiar with the general

topic of the unit. Making a bridge between learners' experience and what they need to know could help in improving their comprehension and build their familiarity of the topic. Therefore, it is useful if teachers make this kind of bridge in every lesson, since this could help students to refresh their memory, bring their experience and engage more during the class. Lin and Mackay (2004, p.179) suggest that one of the characteristics of a TS lesson is 'drawing upon pupil experience'. Smyth et al. (1987), propose that, as learners have stored schema and framework of previous knowledge, to improve their comprehension, they need to refresh and recall their knowledge to use it in guiding new learning. They believe also that the stored knowledge can help learners to build their expectation of what will happen next by inference of the knowledge based on previous experience.

T2's lesson was the first lesson in the unit, so she did not start with revision of the previous knowledge for students since it is different knowledge to the previous lesson. T2 started her lesson with presenting pictures that introduced the topic, and asked students to figure out what the topic was. She tried to connect the text with visual materials to help students to understand the meaning of the topic, as well as by building familiarity. In her lesson, T2 scaffolded learners through using pictures – in a foreign class, pictures can help teachers to explain, discuss, prompt the students to bring out their ideas and generate new knowledge (Beyer, 1991). It also helps the teacher to control the instruction of activities. It helps students to familiarise themselves with new knowledge and to learn more details from the general concepts (Beyer, 1991). Starting the unit with some pictures can help students to discover what they know about the objects in the pictures, thus they can relate their previous knowledge to the new knowledge in the unit.

According to Krashen and Terrell (1983), pictures can help students to generate more ideas related to them, stimulate their interaction and communication with the teacher or with the other students, thus improving their oral production. People can acquire knowledge and meaning of the new concepts from what they see in their environment (Beyer, 1991). Therefore, to stimulate students' thinking by using visual tools, teachers should encourage students' communication and interaction to figure out the meaning and construct the knowledge themselves, since using the picture as a tool to stimulate the thinking process could help students activating their TS. Actually, when T2 presented the picture and asked what they could see in it, she did not get a response. So she prompted them by giving them a clue to guess what the picture showed. The clue that T2 used was mentioning the first

letter, which was a very direct way. It could be explained that T2 used the picture to help students to recognise the topic of the lesson, rather than to familiarise students with knowledge, which could suggest that T2 was more motivated to get the results for the content of the activity rather than to help learners go through the process themselves.

However, presenting the picture was effective for attracting students' attention to the topic. The process that T2 followed in the presentation appeared to decrease the benefits of the visual aid in activating students' knowledge. This is due to the fact that, when T2 presented the picture for students, she did not encourage students to think of what was in the picture by setting some related open questions, phrases, or key words to help students engage in a dialogue. It is the teacher's role to prepare questions, since talking in the classroom cannot happen naturally – the teacher could initiate a discourse setting that helps learners to discover knowledge (Mercer and Littleton, 2007). Using the questioning technique could help teachers to scaffold learners during their learning. Questions that help learners to think of their learning are Higher-Order Questions, which require learners to give an elaborate response that had not existed in the text or in the materials they studied (McNeil, 2010). However, Lower Order Questions require learners to recall a knowledge that already exists in the materials and they need not elaborate their answers (McNeil, 2010). Even though T2 used in her lesson useful concepts with the PMT, such as visual tools, she did not use them as effectively as she could have done, in a way that could promote students' thinking in their learning since she did not scaffold learners in a way that would develop their independency from the teacher to enable them to continue to tackle the tasks themselves.

On the other hand, a positive behaviour from T2 in the beginning of the lesson can be seen in the way that she asked students to bring a related example to the topic from their social lives. Lin and Mackay (2004) pointed out that the familiar examples could help students to get access to the lesson's introduction as well as facilitate their comprehension through applying TS. Also, Lin and Mackay (2004) agreed that connecting the lesson's topic to the students' lives helps them to see how their learning relates to 'the bigger picture', since they can link the new term to the previous one or to their learning from outside school.

In summary, it was clear from the vignettes, that T1, T2 and T3 presented the first stage of the lesson in a more organised way, with a clearer structure, than other teachers. They focused, in the beginning of the presentation of the lesson, on explaining the aims, related

examples or keywords. T1 and T3 explained clearly the aims of the lesson and they highlighted the key words. T2 used pictures to introduce the introduction as well as highlighting the new words. However, there were some critical issues in T1 and T2's behaviours, since they could work in a way that could help learners to promote their thinking of their learning and reflect the tasks' characteristics on students' learning. Therefore, there is a possibility that PMT could lead teachers to clarify the main concepts in the introduction of the lesson. Also, it helps the teachers to structure the lesson in a clearer way, but the teacher's reflection on the task is essential to help in achieving the aim of the lesson. This finding could explain how the PMT and the appropriate teachers' behaviour together could lead to PMS for learners, particularly at the beginning of the lesson.

### ***6.2.2 Supporting Cooperative Learning***

Cooperative learning (CL) in the EFL classroom is a very useful strategy to promote TS in learning a language, since it provides an opportunity for learners to work in groups or pairs to negotiate meaning, solve problems and communicate with others (McDonell, 1992). Pair work could help students to share responsibility for achieving the task rather than letting them accept the entire load themselves (Baleghizadeh, 2010). It gives the chance for all students to work during the class time – even if the teacher scaffold a pair, the rest of pairs can continue working. T1 and T3 encouraged learners to work in pairs but with some limitations. T1 applied CL in her lesson and encouraged students to work on the task in pairs, since the task required that. T1 encouraged students to present the conversations that they had prepared in pairs. However, in her lesson, T1 did not give the chance for all pairs to work at the same time; she wanted a pair to present their phone conversation and the rest of the students to listen to the presentation. T1 asked students for a presentation of the prepared conversation. The result is that not all the students in the class had a chance to participate in holding conversation. Therefore, allowing students to work on their own in small groups can help more students to engage in the task.

From T1's classroom, I can see that the approach and the process that T1 followed did not give students the chance to take advantage of CL. This is because T1 asked students to prepare a conversation before the class in pairs, and to present their conversation to the class. To help students engage in the process of CL, teachers should monitor the group work, since the process of learning gives students the chance to discuss, negotiate, disagree

and make decisions about their work. Baleghizadeh (2010) conducted a study to investigate the benefits of pair work to learning languages and she found that pair work could help to develop the language if teachers ensure that the characteristics of pair work have been met. Therefore, teachers could support students to reach the goal of CL through their monitoring of group work. Also teachers could offer help if students needed it. Thus, unsupervised pair work could result in students switching to the native language as well as decreasing the benefits of pair work to promote students' TS.

From the observation I found that, in the presentation of the pair conversations, students were confused, stressed and shy. T1 asked students to present their work to the whole class, which could cause anxiety to the students in their learning, since language learners would feel more comfortable talking to other students rather than presenting their work. One of the main benefits of CL to promote learners TS is preparing them to use their learning in the outside environment. Therefore, teachers can give learners a chance to work in a relaxed and small environment until they feel they are ready to share their work with the whole class. This may also help in improving their thinking and confidence. Since students learn English as a second language, they may apply the new learning and transfer the information learned with a lot of difficulties if they do not do a lot of practising in how to use the information learned in the second language. After a lot of practising within groups, students can build their confidence and be ready to present, so they can show the outcome of the pair task to others. It could be very useful for pairs to report on their work and how they did it to the other students, since this could increase their satisfaction and give them another chance to practise the target language (Baleghizadeh, 2010). Also students could feel more confident when they see that they are able to control their learning and use it independently by presenting their work with a good understanding.

On the other hand, T3 suggested that students choose if they like to work individually or with their partner in application tasks, but she did not encourage learners in CL. Furthermore, all pair work in the application task was controlled by the teacher, and students could not choose the partner that they wanted to work with – they had to work with the student next to them. This was due to the size of the class and the seating arrangement, which made it difficult to apply CL in a way that could help promote students' TS. Learners should have a chance in CL to negotiate their perceptions with other learners. CL is a teaching strategy that prepares learners to engage in a discussion and

respect others' ideas, so it could help them to promote their thinking (Mahaye and Jacobs, 2000). Therefore, teachers need to ensure that negotiation occurs during group work or pair work.

Despite the fact that T3 divided the lesson tasks into smaller parts to facilitate students' involvement, and scaffold learners to complete the task themselves – prompting, explaining the rules and encouraging them to correct mistakes – the interaction in T3's lesson was a plenary exercise, which did not allow opportunities for all learners in the class to engage in turn-taking with the teacher (Edwards and Westgate, 1994; Barnes and Todd, 1995; 1997). Generally, T3 encouraged individual work more than cooperative work, which could reduce the chances for students to articulate their thinking and share their work.

Shaaban and Ghaith (2005) pointed out that group work helps students to achieve the tasks that require higher intellectual ability, since they will be from different levels of academic proficiency, so they can make meaning of the task together. Pair work has proven its effect in promoting TS, but the process of working in pairs could be very important to get the benefits of CL. This is because the purpose of helping students to engage in CL is to help them learn how they can share their knowledge with others, learn to be aware of their problems, and think of ways to solve their problems.

T2 did not ask the students to work in groups or pairs, although she presented a task that had the potential for PMS. T2's scaffolding was mainly to help students complete the task, reach an answer, and understand a point. This could be because of the time limit for the lesson, the large number of students and the size of the classroom. Further, it may be because the teacher's belief or attitude did not feel that group work could be a useful strategy to use with students. However, the advantages of group work in EFL learning, particularly the interaction, could help in enhancing TS (Dang, 2010).

To summarise, although two teachers, T1 and T3, used CL in their lessons, they did not encourage learners to work cooperatively – both of them applied pair work in a way that did not really develop learners' thinking of their learning and self-regulate themselves in the process of learning. This finding could suggest that PMT alone are not sufficient in EFL classrooms to help learners engage in CL to promote their TS, since teachers could encourage the process of CL to promote students' TS even though the task does not require

that. So, the actual practice of EFL teachers helping learners engage cooperatively and complete the task together to reach a shared knowledge is more important to promote learners' TS.

### ***6.2.3 Preparing learners for transfer***

Transformation could support the application of the new knowledge in the lesson. T1, T2 and T3 had different approaches to helping learners use and practise the learned knowledge. T1 encouraged learners to work on independent work in pairs. However, the independent work missed the opportunities of the teacher's monitoring. T2 presented to learners practical tasks but she did not assign independent work for learners. To improve the learners' autonomy in learning, teachers should assign to them independent work to increase their awareness of the process of learning knowledge (Littlewood, 1996), as well as to help them to use what they have learned in their social lives. Enhancing learners' autonomy and their independency in the learning process could help in promoting their TS. T3 encouraged learners to reconstruct new knowledge, but to undertake the independent tasks individually, so that the process of learning lacked the learners' interactions with each other. This is important as learners need to have training in transferring knowledge to share with students of their age before they use it in the outside environment.

Although T1's lesson had the potential to help learners to relate knowledge to different contexts in their life, she did not make an effective effort in her class to help students be aware of what they have done. This is because, from the observation, it was clear that students memorised the knowledge more than they understood the process of creating it in different places. This would not help students to manage their learning and be able to apply the task by themselves. This could encourage them more to memorise the new information rather than transfer or apply it to new situations. It could be very important to give students the chance to work cooperatively and solve the disagreements that emerged between members. This could lead to rethinking and reconstructing the idea in a way that all group members could agree on or have similar perceptions about. This is the process of learning that helps learners promote their TS to transfer knowledge, while they are managing the tasks by themselves.

T2 focused more on memorisation of the knowledge, For example, in the last stage of her lesson, students were provided with worksheets for practising the information learned in

the lesson. From the worksheet tasks, it seemed that she focused more on memorisation and drilling the information. She did not help them to reconstruct knowledge, and this is more related to the traditional approach of teaching.

However, although T3 used individual rather than group or pair work for students, she helped students to reconstruct information themselves. She gave them opportunities to choose the purpose of writing a conversation, and did not mind if learners did not follow the model for writing the conversation. Therefore, transfer of learning was supported by the PMT from the textbook, as well as by the teacher's behaviour and her reflection on the task.

In summary, teachers who presented mainly PMT gave some opportunities for students to work on the task. This is due to the fact that the task could require the students' engagement in the process of learning. However, at the same time, the teachers controlled the students' engagement. This is due to the fact that T1 and T2 did not provide scaffolding in a way that helped students' TS. Only T3 is the one who scaffolded learners to the extent that it could promote their TS. However, her behaviour did not involve encouragement of student interaction in order to enhance learners' independency. Thus, there is a possibility that the tasks could reflect on some teachers' behaviours to scaffold students, but it seemed from the findings that teachers' behaviour regard to the PMT could result in making the task more productive or less productive of TS.

## **6.3 Teachers' Behaviour Towards Non Potential Metacognitive Task (Non-PMT)**

### ***6.3.1 Activating Prior Knowledge***

T4 and T6 followed the traditional method of starting the lesson: T4 used the direct method of starting the new lesson after a brief revision of the previous lesson, while T6 started her lesson with a brief explanation of what the topic was about, and then she presented some examples. She did not spend a lot of time familiarising students with the topic and the content of the lesson. T4 helped students to interact with her – she asked them to bring examples from the previous lesson – and then she explained the new lesson through the learners' examples. Use of learners' examples could be useful for learners in learning

(Higgins et al., 2001). However, learners' examples were not from their own knowledge, the examples were from the previous lesson and they were recited by some students from the textbook.

The method in which T4 and T6 applied them in their lessons could cause problems for students in understanding and disable them from engaging in the thinking process. Previous authors discussed that one of the main aspects causing difficulty in comprehension for language learners could be the lack of familiarity with the new knowledge, so teachers need to take this into consideration and prepare learners in this stage (Echevarria and Short, 2004/2005). Fahim and Ahmadi (2012) confirmed this idea in their study and concluded that building students' familiarity with the content could help them achieve higher-order thinking. Therefore, the distinctive feature of the launching stage in TS lessons is preparing pupils for the demand of the task, both linguistically and cognitively (Lin and Mackay, 2004).

On the other hand, T5 used a different method at the launching stage. She briefly discussed what the new topic encapsulated, then she presented an example, through using flash cards, of normal sentences and reported sentences, and asked students to figure out the meaning behind the presented examples and the type of sentences from the flash cards. Although she encouraged learners to figure out from this activity what the lesson was, it was difficult for them to recognise that the lesson was about reported speech. Further, the time for this activity was very short, so it is possible that T5 intended for this activity to help learners recognise the topic more than to familiarise students with the new topic. The activity that T5 used, could help learners to make inference by plugging into their own schema about the world and represent the expected knowledge to the related concept of the world (Chiang and Dunkel, 1992). However, it seemed that students at this stage needed more time and effort from the teacher to help them activate relevant schemata.

Preparing EFL learners to recall and remember what they already know about the topic helps a lot in their positive achievement, and the opposite of this behaviour could lead to weakness in learners' communication of the target language. This is because when students start without general knowledge of the concepts of learning, they may struggle to gain meaning of their learning, so students lacking the familiar knowledge of the topic could result in them being put off the process of learning (Chiang and Dunkel, 1992)

In summary, in lessons 4, 5 and 6 the teachers could have explained the aims of the lesson more clearly for the students. Also, they could have helped students to be aware of what information they needed to bring with them and how they should complete the task. Although, T4 and T6 highlighted the new vocabulary in the lesson, students needed more than a clue from the lesson to engage in the process of learning. The clarity of the lesson is essential in teaching TS, since students need to understand why they do it and what they need to bring to achieve the aim of the lesson (Higgins et al., 2001).

### ***6.3.2 Supporting Cooperative Learning***

T4 and T5 asked their students in the class to read as a role-play – role-play is one of the strategies that could promote learners' TS. However, those teachers used this strategy for learners only for reading conversations and different forms of sentences. So, students didn't need to take on a role themselves. Therefore, students worked as a group not in a group, which indicated that they have been assigned to group work activity; however, the task did not require from learners to engage in interaction and cooperation with other group members.

Further, T5 and T6 did not ask the students to work in cooperative groups or pairs. Although there was a task that asked learners to work cooperatively in T5's lesson, she omitted it from the lesson. It may be because the teacher does not feel that group work could be a useful strategy to use with students since T5 explained that that task is asking students to do more application work, and it is not important, if there is not enough time for it (T5.I). T5 clarified that students already worked on the previous application task, which is enough for them to understand how they can apply the rule. Thus, the time limit of the lesson and the high demand of the lesson's activities did not allow teachers to apply CL.

Further, T5 encourages students to respond to her mainly to check comprehension, and the main role of students was as listeners. In general, in the three lessons (T4, T5 and T6) the teachers did most of the work in the class, and the learners were passive. The teachers used 'initiate-response-feedback' (IRF) methods, since they set a question for learners, then they get a response, then the teacher gives feedback (right/wrong). Li (2011) pointed out that IRF exchanges, which mainly encourage students to repeat the information rather than

construct new knowledge, have no evidence of helping students to reconstruct the comprehended knowledge.

Therefore, it seemed that teachers focused more on helping students to memorise the lesson, because all the suggested questions for students are closed and display questions. However, open questions, that do not have specific answers, could help learners to begin a discussion which could lead to giving them space to articulate their thinking (Higgins et al., 2001). Also, referential questions, in which the teachers do not know the answers, help learners to engage in a discourse in EFL classrooms. This is because referential questions require learners to have a dialogue to reach an answer or to think of an answer, while display questions focus more on specific answers known by the teacher and so may not help learners to produce more output of the target language (Walsh, 2006).

### ***6.3.3 Preparing learners for transfer***

Generally, in these lessons (T4, T5, T6), teachers presented tasks, explained them, then they asked students to work on practical tasks to apply their comprehension. Although the application task did not require students to construct new knowledge, teachers scaffold them a lot to complete the tasks. None of the three teachers provided learners with fully independent work since they were not giving students chances to continue the work themselves, so they were transferring the new knowledge to students.

In T4's lesson, she asked students to work on application tasks after she explained the rules of the grammar. She encouraged them to bring examples and apply the rules of grammar, since this could help them learn how they could use the rule. However, she did not give them the chance to try work themselves. She told them exactly what to do, so there was no room for working it out independently. Also, the group work task in her lesson was not giving students a space to work freely, since it was dominated and controlled by the selected task and the teacher.

Further, T5 asked students to work on application tasks and she monitored students while they were working, but she did not encourage them to apply the knowledge to their social lives. Teachers in foreign classes could help learners to reflect on their learning and self-direct their language learning. Thus, learners can find a chance to give instructions for themselves, so they can develop their linguistic autonomy (Wenden, 1999). Learners'

autonomy helps learners to plan, control and evaluate their learning (McCafferty, 2006) and helps learners to work independently and take the responsibility for their learning, since they would be able to answer what and how the knowledge and information was learned. Thus, there is a possibility to develop learners' TS when teachers promote autonomy in the EFL classroom. Therefore, promoting transformation skills could help language teachers to develop students' TS and autonomous learning through self-regulation (McCafferty, 2006).

While T6's whole lesson was controlled, there were not many chances for students to engage in the activity and work on the task based on what they had learned. Also, T6 did not use a lot of external activity to help them apply the phonics rule. During the lesson, T6 focused on how to make it easy for students to understand the phonics rule since she guided everything in the lesson. Furthermore, she did the work for students if she did not get a response. There were no chances for students to figure out the task, gain new knowledge and contribute to the process of learning. It was obvious from her lesson that she focused on drilling the students and practising knowledge. To promote TS for learners, teachers need to scaffold and help learners to complete the task themselves. Even if teachers do not get a response from students to engage in learning, they could try another way to facilitate learners' engagement.

## **6.4 The similarities and differences between the teachers' perceptions**

### ***6.4.1 The perceived definitions of TS***

The study's findings on the teachers showed that there are similarities and differences in terms of their perceptions of the nature of TS. T3 and T6 had a very similar understanding of TS – both of them explained that TS involve the learners thinking about their own learning. The following examples demonstrate the view that drawing on TS is an approach that helps students to recall their previous knowledge and experience, and apply it to new contexts. This could help them to transfer learning skills as well as to create meaning in their learning. Quotes from T3's definition as follows:

1. Students can identify previous information and recover what they have learned;
2. Students would be able to apply ideas;
3. Students would be able to apply information and expression in the new context. (T3.Q).

Further, T6 maintains that TS help students to develop their awareness in their learning, which helps them to use their knowledge in the outside environment by utilizing what they have learned in the class. Quotes from T6's definition as follows:

‘TS means that students can find the chance to increase their awareness, and use and apply what they have learned, in their social life. Also, it helps students to relate what they have learned before to what they are studying in the recent time’ (T6.Q).

EFL learners who use MS are aware of their thinking and learning (McClintock, 1988). T3 and T6's understanding of TS is more related to metacognition, since they believe that TS is the ability of learners to use their MS in learning. Previous studies suggest that TS are the outcome of metacognition (Tan, 2007).

Turning to T2 and T5, although there are similarities between them, they conflict in their understanding of a TS approach in teaching. They both believe that TS increase the learners' engagement during an activity. At the same time they believe that TS could facilitate learners' memorization of the new information and speed the recall of previous memorized knowledge.

In more detail, T2 believes that TS could be divided into three main categories: critical thinking skills, creative thinking and general skills. She stated that multi-skills relate to each part. Her explanation demonstrates that she has a general knowledge of all the related skills that could promote TS. She described these skills as:

- ‘Analysis, synthesis, assessment (critical thinking skills);
- Fluency, flexibility, originality (creative thinking);
- Remembrance, taking the responsibility, classifying, time management, concluding, identifying the priority, comparisons, looking for substitutes, reality and imagination.’ (T2.Q)

However, she extended her explanation of TS and pointed out that it helps learners in memorizing the information. She said:

‘In other words, the thinking process aimed to collect information and memorize it through analysis, planning and assessment as well as to help learners to attain results and make decisions.’ (T2.Q)

Her perception could reveal that she is aware of the related skills for thinking. However, she seemed to use these skills in a way that encouraged learners to memorize more than understand. Therefore, there is a possibility that T2 still holds the traditional view of teaching EFL, which is more dependent on memorization. Also, there is a further possibility that T2 focuses on applying lower-order thinking, which demands the mechanical and the routine application of the previous memorized knowledge, for example word lists (Morgan, 1986).

Similarly, T5 believes that TS is a problem-solving approach, while at the same time she perceives that TS is the rapid remembering and recalling of the information. She said on this point:

‘TS means helping students to be able to solve problems and make decisions and present oral ideas. It encourages the speedy thinking of the individual to remember vocabulary and create new sentences or produce a large amount of vocabulary, and find synonyms. Also, students are able to find many ideas in a specific time.’ (T5.Q)

Her perception could explain that, although she believes that TS helps learners to tackle the task and find solutions through developing problem-solving skills, she still has the belief that memorization is the basic skill in learning. This is because she maintained that the short time for producing the language output is an important concept in TS. However, waiting time is a very important technique that can be used by teachers to promote learners’ thinking (Hunkins, 1995). T5 believes that it would not be expected for learners to consume much time in recalling or developing knowledge. Therefore, this could reveal why she expected learners to memorize the information and recall it quickly in the classroom, rather than allowing learners more time to recall related knowledge.

At the same time there are also differences between T1 and T4 in their explanations of their understanding of TS. T4 stated that TS is a set of skills – understanding, analysing,

comparing and describing – while T1 believes that TS is applicable due to the creativity, since the most used skill is the fluency. She said:

‘There are many TS skills that are usually applied, such as creative thinking that includes many aspects or parts; the most used part is the fluency.’(T1.Q).

Her perception could explain why T1 is focusing on one skill, which is developing the fluency. She perceived that creative thinking is the most usable approach in EFL. However, the critical approach and the creative approach could not be separated since solving a problem requires the adequate ability of logical reasoning and capability of creativity. Therefore, combining both of these approaches leads to perfect thinking (Fisher, 2005).

These definitions illustrate the range of concepts of what TS mean to EFL teachers. Teachers’ perceptions of TS demonstrate that they are, to some extent, generally aware of what TS means in learning. Some teachers were general in their explanations, while others were more specific to a list of selected skills, which are part of TS. Most of what teachers have reported could help EFL learners to promote their TS if teachers relate their view to the actual practice. Thus, the process of implementing their understanding in the EFL classroom is more important.

#### ***6.4.2 Teachers’ perceptions of the benefits of teaching TS:***

All six participating teachers identified benefits for students in teaching TS, and there are similarities and differences between some teachers’ views. T1, T3, T4 and T6 have similar perceptions of the benefits of TS, since they all believe that teaching TS helps learners to use the target language in their social life. Their views link with those of Liaw (2007) who suggests that TS are essential to help the learners improve their linguistic and cognitive skills, so they can use the English language in multi-contexts.

In addition, T1 and T5 see that the importance of teaching TS is in developing the learners’ creativity of related skills. T1 said TS can help to:

‘Increase and release their imagination, apply other skills that students have, e.g. some students have representation or acting skills. He/she can apply those through role-play and some students are good in drawing skills so they can apply those through explanation by drawing.’ (T1.Q)

T1 sees that teaching TS could help learners to have space to develop multi-creative skills, such as imagination, acting and drawing, so learners can create new concepts or take on a new role through using TS. Similarly, T5 sees that the importance of TS is in developing problem-solving skills. She said that TS could help learners to:

1. ‘Increase students’ knowledge of what happens in their life;
2. Find more than solutions to problems;
3. Increase students’ activity in finding solutions for their problems;
4. Increase the ability for students and develop their thinking when facing a problem;
5. Activate the teacher’s role.’ (T5.Q).

T5 in her perception believes that TS could help learners to improve their skills of finding alternative solutions to the problems. Improving learners’ problem-solving skills may help them to control their learning. The teachers concur with the view that problem-solving skills are a kind of cognitive process (Moseley et al., 2004) and they could be improved by working on learners’ TS and creativity. Problem-solving, imagination and acting are kinds of creative skills and learners could not engage in creative thinking if they did not develop their TS, since they would not be able to be creative if they do not analyse, compare, synthesize and find alternatives. Thus, improving TS could lead to improving creative thinking (Fisher, 2005).

T2 focused on her explanation that teaching TS could help to develop learners’ autonomy, which could lead to effective learning in EFL. An autonomous person could self-regulate and control his work (Littlewood, 1996). Further, an autonomous and independent person could be encouraged to transfer learning, and developing transformation abilities (Littlewood, 1996).

The above findings show that there are differences and similarities between some teachers in their views on the benefits of TS. Teachers' thoughts on the presented benefits could confirm the positive view of teaching TS in Saudi EFL, but still the practical behaviour of EFL teachers can be criticised.

#### ***6.4.3 The perceived challenges for teachers to teach TS***

Teachers perceived some difficulties of teaching TS in the EFL classroom. The main difficulties related to students' level of English, a lack of the facilities provided by TMOE to help teachers promote TS. There are similarities and differences between some teachers in the perceived difficulties of teaching TS in EFL.

T1, T3 and T6 had a similar perception of the difficulties of teaching TS, and they reported that the first challenge for them is the students' weak level of English language. However, they have some differences in the reported difficulty for students.

The first example shows that T1 sees that the students are not qualified to apply TS in English, since they cannot speak the language with fluency. She said on this point:

‘The difficulty is that students are not qualified to apply all skills and that is because of the weakness of their English language, as well as the fact that they are not able to speak with fluency and the two most important reasons for that are anxiety and shyness.’ (T1.Q).

She perceives that fluency skill is the main requirement for TS, so she believes if students are not fluent they will not be able to develop their TS. Further, she believes that the difficulties for learners from not speaking with fluency leads to anxiety and shyness. T1's perception could explain that her behaviour in the classroom could cause the challenges of teaching TS. This is because, in the TS lesson, students need to work in a more relaxed environment away from negative feedback and criticism. A relaxed environment could give learners the feeling of informal learning which encourages them to engage more in learning and promotes their TS. Previous research agrees with this finding, for example Fisher (2005), who believes that preparing a positive environment may lead to a creative outcome that helps students to contribute and communicate their thinking with others. However, a negative environment may weaken or diminish the ability for thinking and creativity.

Similarly, T3 reported that, although they have been studying English for at least four years, students are not familiar with using the English language in a written or oral form. Further, T6 reported that, as they lack previous experience of using English, students are not willing to respond in learning either. This makes it difficult for the teacher to apply TS in EFL.

Those teachers (T1, T3 and T6) perceive that they would not be able to teach TS effectively, since they consider that TS requires a high level of competence in the English language. Thus, their belief could lead them to have no expectation from learners to engage in TS, so they may not aim to promote TS in their classrooms. However, researchers (Tarvin and Al-Arishi, 1991; Chamot, 1995; Davidoson and Dunham, 1997; Connolly, 2000) maintain that teaching TS is a way to develop learners' ability in EFL. The idea of developing TS in the EFL classroom does not mean that learners do not have the ability using TS, as they may have used them in the their native language (Liaw, 2007). Therefore, EFL teachers could help learners to identify how they can use their TS in the target language. Developing learners' TS in the EFL classroom could promote their higher-ordered thinking, which helps them to be successful people who are able to self-regulate their thinking and learn in relation to in their society (Liaw, 2007). Through developing TS, regardless of students' level of English, all EFL students could use TS in learning, since they can improve their ability to recognize how they learn and how they can use the language (Liaw, 2007).

On the other hand, difficulties in learners' communication in the language classroom could create barriers in developing their cognitive competence. For example, learners who lack the interaction with the teachers or their peers in the classroom could reflect on their productivity in the EFL classroom. Interaction could help learners to be more productive in using the target language. Learners who cannot express themselves experience a negative effect on their TS in EFL (Wright, 2009). Low levels of competence in the English language need more focus on the very basic skills of language (Wright, 2009). However, teaching TS could help learners to use the basic skills and develop them (Liaw, 2007).

The teaching approach that has been used in Saudi EFL is teacher-centred, which may encourage learners to be passive and to take all their direction from the teachers. Thus, this approach of teaching would not help in developing learners' English. Most teachers

encourage learners to memorize their learning through drilling, and this could cause a limitation in their learning, since they would not be able to reproduce the language. The feedback that is given by some teachers may discourage students to increase their willingness in engaging in the process of learning. Those teachers tend to correct students' mistakes directly without giving them a chance to realize that they can work on the mistakes themselves. This tendency could reduce the learners' participation and could lead to personal criticism for less confident learners (Higgins et al., 2001).

Another area of difficulty mentioned by some teachers, T2 and T5, is in the lack of facilities provided for teachers to help them promote TS. T2 sees that there is a lack of training courses for teachers to develop their teaching. Other writers also suggest that there is a need in Saudi Arabia to develop EFL teacher-training programmes to help them progress in their careers (Al-Hazmi, 2003). Changes in the curriculum begin with changes in the teachers' behaviour and practice. Thus, to develop teaching TS in EFL it is important to start developing teacher practice to implement TS in their lessons.

The teachers' training would assist with planning – planning for the process of learning is a very important stage to help students promote their TS (Baumfield and Oberski, 1998). T2 perceived that the overload of the teachers' responsibilities creates barriers for them in planning for the lesson, since there is not enough time to think about developing students' skills. Lack of time for teachers may lead them to focus on the outcome content of the lesson (Baumfield and Oberski, 1998). T2 said on this point:

‘The teacher has many classes to teach, so she would not be able to plan and think about the lesson for a sufficient time.’ (T2.Q)

Training would support that necessary shift in TS' lesson so that teachers use the same amount of time (to think of their lesson) to plan, but would plan in a different way.

#### ***6.4.4 Teachers' perception of their role in the classroom***

The teachers' perception of their role could reflect their identity and how they see themselves as teachers in the EFL classroom (Farrell, 2011). From the findings, there were similarities and differences between some teachers on the perceived role they should take

in the EFL classroom. The perceived roles of all the six teachers were as follows: knowledgeable presenters, facilitators, learners, and organisers (Farrell, 2011).

The findings show similarities between T1 and T5, since they both perceived that the main role of the teacher involves the efficient preparation of the lesson content to build learners' familiarity with the topic. An example from T1:

‘The teacher should be familiar with all the information in the lesson and how she delivers it to students and also she should be familiar with the objectives of the whole unit, and she should know which one of the objectives she is going to achieve in today's lesson. For example, she should know what expressions are used by the caller and what the expressions are that the receiver uses on the phone and also there are some expressions for both the caller and the receiver and she should prepare well.’ (T1.I)

They do not expect the teacher to go to the lesson and be unsure about any related information. This finding could reflect that these teachers see their role as a knowledgeable presenter in the lesson, so in this case teachers would not encourage referential questions, which encourage students to engage in extended dialogue.

Further, there are similarities between T4 and T6 in their perceived role of the teacher. They believe that a teacher should support the lesson with extra materials that facilitate learners' understanding. They suggested that teachers could use technology for some lessons to make it easy for students to understand the lesson. Further, teachers can use worksheets to develop learners' understanding of the lesson. T6 maintained that teachers could decide on the materials that should be used depending on the purpose of the lesson. This finding could reflect that T4 and T6 see the role of the teacher as a facilitator, since they highlighted their importance of their role with regard to bringing the materials that could improve learners' comprehension.

On the other hand, T2 sees that teachers should learn from other teachers' experiences as well as through the Internet or the provided hand-outs from the EFL supervisors. She said on this point:

‘The teacher should research many sources, and find out about other people's experiences, as well as the preparation done by other teachers. Also, she should ask supervisors, as they always provide us with handouts (printed summary of courses that they give to some teachers). These handouts help other teachers who do not attend these courses as they can use them to learn.’ (T2.I)

She perceived the teacher as a learner since she sees that teachers have to learn about the knowledge of teaching from all useful sources (Farrell, 2011). T2 believes that teachers need to develop their teaching, even if they do not have a chance to attend training courses, since they can learn from other teachers who have completed the training.

T3 has a different perception from all the other teachers, since she believes that the teacher's role is to be the organizer of the lesson and the main role in the class is that of the students. T3 said:

‘They organize and explain the tasks in clear way. I think most of the work should be done by students, but we should help them to understand the situation and give direction when they do the task, but in general it is the students’ role to do all things.’ (T3.I).

Her perception indicates that she aims to encourage a student-centred approach, since she highlighted the learners’ role in the classroom rather than the teacher’s role. Although T3’s lesson could reflect some characteristics of a TS lesson, the teacher did not take the student-centred approach in her lesson. In a TS lesson, all the teacher can do is provide the students with the appropriate scaffolding and give orientation for them to complete the tasks, and it is necessary that students work or engage in all tasks in the lesson (Lin and Mackay, 2004). Teacher’s mediation during the lesson is very important to help students enhance their awareness and be able to engage in restructuring knowledge (Lin and Mackay, 2004).

#### ***6.4.5 Teachers’ perceptions of how the textbook helps to promote TS***

The textbook makes a contribution towards encouraging learners’ TS. Interesting materials could lead to successful learning and help learners to enjoy being in the classroom (Baumfield and Oberski, 1998). There are similarities and differences between some teachers in their perceptions of the benefits of the textbook to promote TS. This section reports their views. Three teachers (T3, T5 and T6) perceived that although there are few tasks that have the potential to promote TS, most of the textbook does not support TS. All teachers reported disadvantages of the textbook, but some reported benefits.

Three teachers (T1, T3 and T5) had a similar perception, since they believed the graphic organizer task to be very useful in the textbook in promoting TS. Graphic organizers have

been used in the foreign language class as a tool to stimulate the scaffolding and to bring more enjoyment and interest to the classroom (Beyer, 1991). These teachers demonstrate this understanding. They explained that these tasks stimulate students' thinking and help to develop their knowledge. Further, they reported that students like these kinds of tasks. Graphic organizers are essential in developing the communicative skills since they can promote the interaction between a teacher and students in the L2 classroom (Beyer, 1991). Graphic organizer tasks could help teachers to introduce a general idea of the task or to divide a complex task by breaking it up into parts (Hyerle, 2009). Graphic organizers give the learners opportunities to access the knowledge in different ways by analysing the key concepts (Hyerle, 2009). Therefore, at the current time, educators recommend using graphic organizers in EFL textbooks as a main tool to facilitate the tasks instructions (Jiang and Grabe, 2007).

T6 appreciated that the first task of each unit (discussion task) is quite useful for students since it stimulates their response to a discussion to build a familiarity with the lesson. Similarly, T5 commented on the value of these tasks since they include some pictures to help students transfer meaning from picture to text. As mentioned earlier, pictures can help students to develop their TS, since there are no specific right answers. Pictures could help students to generate more ideas related to them, stimulating their interaction and communication with the teacher or with the other students, thus improving their oral production (Beyer, 1991).

T3 also, reported that authentic tasks are quite useful in providing learners with meaningful input, to give them something to talk about and thus develop their language skills. This link with previous research such as (Custodio and Sutton, 1998) established that using authentic tasks could help low-level students of English, since they could increase students' willingness to bring their prior knowledge. Also, it could give them the feeling that they have learned from the surrounding environment, so it is a real kind of learning that can be used in their normal social life (Guariento and Morley, 2001)

T4 acknowledged that a good task helps learners to use knowledge from previous lessons to give meaning to the knowledge in the current task. Cook (1989, p. 69) states 'The mind stimulated by key words or phrases in the text or by the context activates a knowledge schema'. A schema helps the learners to integrate their background knowledge into the

new concept. By doing this, learners can make better sense of a task and build a good comprehension of the text. Therefore, metacognitive tasks could stimulate learners' prior knowledge and help them to be aware of their basic knowledge (Ajideh, 2003).

T1 commented that CL tasks could be very useful in promoting TS. It is acknowledged in the literature that in order to help students to be critical thinkers they should participate in discussion, share ideas and be responsible for their learning (Totten, 1991). Students may achieve more intellectual improvement when working in a cooperative group than when they work individually (Vygotsky, 1978). Also, cooperative groups help students to improve their ability in problem-solving since group work allows students to be exposed to different ideas and knowledge (Bruner, 1985). Further, cooperative learning helps students to combine their previous experience and outside knowledge with their thinking, thus it could help them to improve their intellectual knowledge (Gokhale, 1995).

On the other hand, all teachers reported disadvantages and difficulties with the textbook in terms of promoting learners' thinking in learning. T1 complained that some of the topics are challenging for learners, as they are not related to their current knowledge:

‘I tried to support students to help them learn how they use the dictionary, but because they do not use the dictionary regularly it was so difficult for them to learn how to use it – they will not understand it unless they need it. If they use a dictionary in their studies they will think about it and learn how to use it.’ (T1.I).

Her comment shows her view that some topics are not related to student life at all. She sees students struggling with these kinds of tasks since they do not have previous experience; also the tasks are not adapted to their level of English. It would be difficult for students to understand the meaning of these tasks. Her view is supported by Constructivism theory, which asserts that ‘learners use their background knowledge of the world as an initial frame for relating to new information’ (Chamot, 1999). Learners can use the cognitive strategies to facilitate meaningful learning from their previous and their current knowledge. The main role of MS is in helping learners to make an interpretation of the related information to learn (Chamot, 1999). Therefore, learners may not be able to interpret or make meaning from unrelated information. Another example from T1 (see Fig. 13 for the task), and she said regard to the task:

‘They want students to know the category of the stories from the names and I notice contradiction in their answers. I do not know what the benefit of this task is and there are many tasks I do not give to the students because I see they are suitable for their level.’ (T1.I)

Learners can use the cognitive strategies to facilitate meaningful learning from their previous and current knowledge.

Similarly, T6 reported that students are not willing to work on some kinds of tasks, such as grammar tasks, since she said that they do not use them in their lives. However, it is hard to claim that grammar tasks are unrelated because grammar knowledge is a part of learning the English language, and students may apply it to writing and speaking skills, even if they may not be aware that is grammar. These views of T6 could be based on the textbook presentation of the grammar task in a formal and traditional way (presenting the rule first, then application task). T6 said on this point:

‘I think each unit starts with a good task, reading and vocab discussion, all these students are familiar with them, but when I start the grammar lesson, students do not like it, because it does not relate to their life and they do not use it outside.’ (T6.I)

Learners may not have an interest in the traditional presentation. They may prefer the more attractive presentation of the task such as the visual and graphic organizer tasks, since it could be easier for them to interact with visual forms rather than with text forms.

T2 perceived that the textbook provided too many activities that make learning EFL boring, as well as causing difficulty for students to manage working on tasks. Also, T5 perceived that the tasks are not suitable to promote TS for learners, and she has to provide external work for learners if the lesson duration allowed that. Two teachers created a booklet (T2 and T4) as additional materials for the textbook. They created easily related task that help students to apply their understanding of each lesson (see Fig. 17 and Fig. 27). However, the tasks in these booklets are closed tasks, since all that is required of students is that they repeat the knowledge that has been learned in the lesson. These tasks would not help learners to promote their TS, since they encourage learners to memorize knowledge.

In addition, T4, T6 and T3 pointed out that there is a gap between this textbook and the textbook in the previous stages (one and two), since this textbook (third grade) is very difficult for students to use. Furthermore, teachers perceived that the textbook in the

previous grade was very easy for students as they could manage the tasks. Some teachers explained that, in this textbook, students would not be able to manage any task without the teacher's support and facilitation. Thus, teachers' scaffolding in EFL lessons could have a considerable effect for learners. The teachers view is that the difficulty of the tasks would not help learners to promote TS, and it may limit the learners' thinking. This could be true since these tasks would cause barriers for students to grasp knowledge independently.

However, since some teachers refer to some complex tasks as difficult for learners, the literature suggests an opposite view to this, which is that the complexity of the tasks is useful in helping learners with their TS, because it encourages them to take another route to reach the result (Sousa, 2001). In a TS task, the difficulty of the tasks should be gradual – from very easy concepts to more complicated ones – since this may help learners to grasp, first the knowledge of the task, then they can improve it and build their thinking in the last stage. However, it appears that the teachers believe that the designer of this textbook did not appropriately consider the gradual progress of the difficulty between stages. The teachers seem to see this as a problem as it may have a negative effect on TS for intermediate students.

T6 reported another major difficulty of the textbook in teaching TS. She said that:

‘Most of the exercises that I give to students are from the workbook. I do not have the freedom to give them exercises and ask them to be included in the exam. I can give them exercises from me but I do not ask students to look at it before the exam.’ (T6.I)

The compulsory use of the textbook discourages the addition of supplementary material. This view suggests that, in order to help teachers develop TS, it might be helpful to delimit the control of TMOE for the selected material in the EFL curriculum. This is because we need to encourage teachers to be autonomous themselves, since those teachers who reflect on students' learning are more likely to promote TS (Harrison et al., 2005). Further, this may offer the opportunity for teachers to design and use materials that are suitable for learners' needs, interest and level, since they are the people who can identify which tools can help learners to engage in learning. TS teachers could help in encouraging students to be thinkers.

The last comment of note on the perceived difficulty of the textbook is from T3, who reported that the worksheets at the end of the textbook are useful (see appendix 10 for an example of the worksheet) but they are above the students' level. She believed that it is quite difficult for learners to work on these tasks in the oral form. Also, oral tasks require a long time and the lesson duration does not allow teachers to help students work on them. Thus, she changed some of the speaking tasks into writing tasks, which she said were more appropriate for the students' level. She said on this point:

‘Imagine that you are a customer in a restaurant or a nutritionist making a diet. This idea is really good, but I cannot find enough time to do that task, so I change it to a writing task and I asked students to do it in pairs, or sometimes I include them in the revision unit, but I do not follow the instructions in the teacher's book that these kinds of tasks (at the end of the textbook) should be speaking tasks during class.’ (T3.I)

From T3's perception, it seemed that she does not expect any tangible outcome from the learners, since she believes that they are at a lower level than the textbook. Therefore, the teacher was not trying to take them to a higher level, she is trying to bring in and adapt some materials and change the instructions for some tasks to help them to at least understand the content of the lesson.

Finally, T2 sees that the textbook alone does not help learners to promote TS, but that teachers need to use the textbook to work on this. She believes it is the teacher's role to promote TS, even if the textbook does not help learners. She appreciates that if there is no effort from the teachers to develop learners' TS, learners may continue learning EFL in the traditional way. She said on this point:

‘The textbook is good but there are no questions in the book that promote TS. They give you the essential tasks and we, as teachers of the English language, have to create questions, as well as additional tasks, based on the skills that we have learned and the courses that we have attended. We need to create questions and tasks that help students to use TS.’ (T2.I)

All teachers' views with regard to the textbook show that the textbook needs development to adapt it to the students' level of English, needs and interests. Although most teachers identified some useful tasks in the textbook to promote TS, the majority of them reported limitations of the textbook to support them in promoting TS.

#### ***6.4.6 Teachers' perceptions of other resources with potential to promote TS***

There are similarities between all six teachers in their perceptions of other resources to promote TS. Along with previous researchers (Lajoie and Derry, 1993) all six teachers reported that computer technology may help learners in developing their cognitive skills, since it could help them to be guided and supported as well as being a tool to extend their thinking. For example, teachers said that they use the projector to present the lesson in since they believe it helps students to promote their thinking when teachers visualize the text. This is because what students can see could be easier for them to understand. It also helps to 'activate the brain' to combine their thinking with what they see. An example from T1:

‘I use technology such as computers and projectors (PowerPoint). I think this technology helps in promoting TS for students because he/she can see the pictures and words in a clear way and in attractive colours to activate the brain.’ (T1.Q)

This links with Baylor and Ritchie's (2002) comments that, in order to help learners improve their TS, we need to engage them in tasks that help them to increase their thinking and find clues from the information themselves. So using the technology could help learners to go through this process. When teachers use technology to help learners to become involved in TS (e.g. comparing, analysing, contrasting), learners could improve their intellectual capacity. Some teachers commented that they like to use video and audio recorders to help students to respond to them.

Baylor and Ritchie (2002) conducted a study to examine the impact of technology, such as a projector, on higher-order thinking, and they found that there is a relationship between the degree of the teachers' openness to change, and the impact of technology on higher-order thinking. They concluded that it is not only the use of technology that helps learners with higher-order thinking, the teacher should be innovative and help learners to build their skills rather than simply using technology to drill and practise knowledge. To improve learners' TS, technology needs to be used in tasks that help learners to engage intellectually, and to help them be more creative we need to integrate technology with collaborative work. Therefore, I think that the aim and the process of using technology could have a positive effect on learners.

Further, most teachers identified that they use visual tools, such as posters, pictures, flash cards and stickers. Some teachers (T2, T3 and T4) also reported that they use pictures to help learners promote their TS, since these tools help in attracting students' attention. Furthermore, it could make students more active in the classroom, since they like to see rather than merely listen. Teachers present pictures that relate to the lesson's topic so they see that by using visual materials, learners can connect visual images with the text, and this is how meaning could be constructed and it could develop a deep and better understanding (Early and Tang, 1991). This helps students to accomplish the complex activities since it could facilitate the structure of the tasks (Early and Tang, 1991).

Krashen and Terrell (1983) recommended providing more visual representation in the foreign language classroom, since this helps learners to identify words and strange concepts from different cultures. In foreign language classes pictures can help teachers to explain, discuss and prompt students to bring out their ideas and generate new knowledge (Beyer, 1991). People can acquire knowledge and understand the meaning of the new concepts that they see in their environment (Beyer, 1991).

However, it was expected that the materials that encourage learners to promote their TS could also help them to cooperate and share ideas, but one of the teachers reported that she uses the external materials to create a competition between learners in their response.

‘I used CD’s, flash cards. These helped me to attract students’ attention in a good way and make a competition between them to make them active in doing tasks.’  
(T5.Q)

Further, from the findings, teachers perceived that they could use some useful materials to promote learners' TS. However, from their perceptions of the supported materials, it seemed that they use the reported resources inappropriately. They emphasise their use of the selected resources in helping learners to recognize knowledge, as they believed this could develop students' understanding of the lesson. In reality, the time provided and the process of using the materials could have a major effect on the benefits of the materials used. One of the teachers (T6) stated that external materials could be useful for students if the duration of the lesson allowed the teachers to work on them appropriately, since they need more time to help students to gain the benefits from them.

## 6.5 Conclusion

This chapter has discussed the main similarities and differences between the teachers' behaviour in the three stages of the lessons: activating prior knowledge, supporting cooperative learning and preparing learners for transfer. Also, it has discussed the similarities and the differences in the teachers' perceptions of the definitions of TS, the benefits of TS, the challenge for EFL teachers to apply TS, the teachers' role to promote TS, the textbook to promote TS and the external materials to support teaching TS. This is a useful indicator to find the relationships between the range of teachers' perceptions of TS and their view of the textbook, and how these could reflect on their actual behaviour.

From the range of teachers' perceptions, it seemed that teachers believe TS could be restricted to specific skills such as fluency, creativity and problem solving. It seems that some teachers have a very restricted view of TS in learning and this could cause some barriers of their application in EFL classroom. They do not see the approach as consisting of an underlying philosophy of how learning occurs. The main discussed difficulties for teachers applying TS were the learners' level of English; the time limit of the lesson; the overload responsibilities for teachers and the limitation of the supported external materials in Saudi EFL classrooms.

In general, from all the teachers' behaviour and their view of TS and the textbook support, I can draw the conclusion that, even though teachers explained their view of the importance of TS to EFL learners in Saudi classroom, their main concern seemed to be with delivering the lessons rather than promoting TS. It was obvious from the findings of their actual behaviour and their perceptions that they were making an effort to cover all of the textbook content and help students to meet the exams. Although there was no tangible work from all teachers to promote TS in EFL, it seemed that the teachers who presented PMT appear to allow more space for the development of TS than teachers who presented Non-PMT, since the former teachers provided better scaffolding and using of questioning strategies for students to achieve the lesson's goals. Despite the fact that the PMT could help teachers to encourage TS's application in the EFL classroom, the findings showed that the teachers' reflection of the task and their use of the appropriate methods could be more important in promoting students' TS.

The next chapter will highlight the main findings based on the research question of the current study and some recommendations will be suggested to help with enhancing teaching TS in Saudi EFL classrooms.

# **Chapter Seven: Conclusion, Limitation and Recommendation for Further Research**

## **7.1 Introduction**

This chapter includes the conclusions of the main findings in relation to the research question and comes up with some practical recommendations to resolve the issues related to the textbook and those issues related to teachers' behaviour and perceptions. The chapter also presents the limitations of the study and suggests areas for future research.

## **7.2 Research Question 1: To what extent do the tasks in the textbook have the potential to support teachers to promote thinking skills?**

- The textbook analysis indicated that 36.71% of the tasks in the textbook have a potential for promoting TS, and 63.29% of the tasks in the textbook do not have the potential to promote TS. Therefore, the textbook does not have high potential for supporting teachers to promote TS for EFL learners, and the following main important points in the textbook have been highlighted:
  - The majority of the tasks in the textbook are mechanical activities to promote memorisation; a smaller percentage of the tasks are considered as having potential to be metacognitive task (PMT) to stimulate students' TS;
  - The textbook covers tasks that do not allow learners to bring various answers, since the majority of them are closed. This encourages controlled practice in language skills, and discourages meaningful practice, which encourages learners to stimulate discussion and promote their TS.
- The tasks in themselves are not sufficient to help learners promote their TS, since how the teachers behave in the classroom could make the PMT more productive of TS. They could also change some of the instructions and add materials to improve the Non-PMT. For example, to help learners engage in CL to promote TS, teachers could encourage that even though the task does not require group or pair work.

- The PMT helps teachers to provide more scaffolding to help learners engage in learning. Although the tasks help the teacher to encourage learners continue their work after providing initial scaffolding for the PMT, the teachers' scaffolding in the study appeared to be mainly intended to help students reach the right answers, not to complete the work themselves. This finding could explain that the PMT and the appropriate teachers' behaviour to the task could promote TS for EFL learners.
- The PMT allowed teachers to present their lessons in a more organised and more clearly structured way than Non-PMT. This is because PMT leads teachers to explain the aims at the beginning of lessons, and bring related examples and key words to learners' experience. Therefore, there is the possibility that the PMT could help teachers to clarify the main concepts in the introduction to the lesson. However, teachers' reflections on the tasks are essential to help reap the benefits.
- The PMT leads teachers to give more opportunities for students to work on them. This is due to the fact that the tasks could require the students to engage in the process of learning. However, the students' engagement in the observed lessons was controlled by the teachers.

### **7.3 Research Question 1/A: How do the teachers use the textbook and what else do they do?**

- Teachers who presented PMT in the observed lessons provided more scaffolding in activating learners' knowledge, supporting cooperative learning and preparing learners to transfer more than teachers who presented Non-PMT. However, there were some issues for teachers' behaviours who presented PMT, since they could work in a better way to help learners to promote their thinking of their learning and reflect the tasks' characteristics on students' learning.
- Teachers who presented Non-PMT were not very clear in the lesson structures, since they gave less attention to explaining the aims of the lesson, helping students to be aware of what information they needed to bring, and how they should complete the task. Although some teachers highlighted the new vocabulary in the beginning of lesson, students needed more than a clue from the lesson to engage in

the process of learning. Since clarity is essential in teaching thinking, students need to understand why they do it and what they need to bring to achieve the aim (Higgins et al., 2001), and teachers need to enhance the clarity of each presented task. This could help teachers to make the task more productive in teaching TS.

- In PMT, teachers allowed learners to take an active role in the lesson, although there was a limitation to their engagement. This finding showed that the activity content and its instructions would give space for learners' engagement, but the teacher role could increase or decrease their engagement in learning.
- In Non-PMT, teachers were not giving students opportunities to continue the work themselves, so they were transferring the new knowledge for them. There was no chance for teachers to scaffold learners or promote questioning strategies, since completing the task did not require that. As a result, this task led the teacher to take a transmitter role and this encouraged them to control the entire lesson.
- In both tasks, PMT and Non-PMT, Teachers encourage and use some useful materials to support the textbook and promote learners' TS, such as visual materials, projector, flash cards and worksheets. However, from their behaviour towards the supported materials, it seemed that they use them inappropriately since they emphasise their use to help learners recognize knowledge and reach understanding. In reality, the time provided and the process of using the materials could have a major effect on the benefits of the materials used to promote TS.

#### **7.4 Research Question 1/B: What are the teachers' perceptions of the textbook for promoting thinking skills?**

- Some teachers reported advantages of the textbook in terms of promoting learners' TS, and these are as follows:
  - Some teachers perceived the benefits of the CL task in the textbook, since it could be very useful in promoting TS. Students may enhance their intellectual skills when working in pairs or on group tasks more so than when they work individually;

- Some teachers believed the graphic organizer task in the textbook is very useful to promote TS, since it can promote interaction between teachers and students in the language classroom. They explained that these tasks stimulate students' thinking and help to develop their knowledge;
  - Some teachers reported that the first task of each unit in the textbook (the discussion task) is quite useful for students since it stimulates their responses to a discussion to build familiarity with the lesson. This is because they include some pictures to help students transfer meaning from picture to text and help to stimulate a discussion about them, describe them, and become familiar with the topic of the unit;
  - Some teachers thought that the task that helps learners to use knowledge from previous lessons to give meaning to the knowledge in the current task is very good for students to stimulate their schemata. A schema helps the learners to integrate their background knowledge into the new concept.
- All teachers reported disadvantages and difficulties with the textbook in terms of promoting students' TS and these are as follows:
- Some teachers think that some tasks are not adapted and updated for current students' social lives, so it would be difficult for students to understand the meaning of these tasks;
  - Some teachers recognise some topics that are not related to student life at all. Students struggle with these kinds of tasks since they do not have previous experience. The main role of MS is in helping learners to make an interpretation of the related information to learn (Chamot, 1999). Therefore, learners may not be able to interpret or make meaning from unrelated information;
  - Some teachers think that some tasks are not adapted to learners' levels of English. Teachers are then required to bring in more external materials to help them understand the task. For example, from the current study, two teachers provided a booklet for learners as an additional material to the textbook, since they believe that it is important to provide easy, related tasks that help students to apply their understanding of each lesson. However, the tasks in these booklets are closed tasks, since they only require students to undertake a controlled practice of the knowledge that has been learned in the lesson. These

would not help learners to promote their TS, since they encourage learners to memorize knowledge;

- Some teachers reported that some tasks are difficult for learners to work on in an oral form as it needs a long time, while the lesson duration does not allow teachers to help students to work on them. For example, the external worksheet at the end of the textbook, which requires learners to perform a role-play, create a story, or play games. Thus, teachers changed some of the speaking tasks into writing tasks to make them more appropriate for the students' level, as they perceived them.
- The final general finding is that some teachers believe that it is the teacher's role to promote TS, even if the textbook does not help learners. They perceived that, since the textbook is not very useful in promoting TS, teachers need to work hard to compensate for this.

## **7.5 Recommendations for EFL curriculum**

The following recommendations are made following the findings of the study and the TS literature review in Saudi EFL. I would recommend the following steps for the English language and curriculum development departments in the Ministry of Education in Saudi Arabia. They should be clear as to the essential concepts that are needed in the textbook to support teachers in promoting TS and how they help teachers to apply the aims of the developed textbook.

The results of the textbook analysis showed that the textbook includes many activities that encourage learners' language memorisation more than helping them to promote their TS. It would be useful to have more tasks that have potential for promoting TS, based on the characteristics of metacognitive tasks that stimulate TS. Here are some important points that could be considered in developing the textbook:

- Choosing real-life topics that can provoke students' TS, encourage them to generate their ideas from their social lives, and encourage them to show their opinions. These kinds of tasks allow students to bring their experience into the classroom and to talk more in the EFL classroom. This, in turn could stimulate their TS;

- Students vary in their interests. Therefore, the textbook should focus on various interests appropriate to learners' ages, cultures and religions. Meeting the students' interests could motivate their interaction in the classroom;
- Making the most of the CL tasks that encourage learners to work cooperatively in groups or pairs to complete or create knowledge together on the same pieces of work. These kinds of tasks could encourage cognitive conflict, which could enhance learners TS and help them to negotiate meaning;
- Creating more open-ended tasks that allow learners to think of various answers, which could encourage learners to find out appropriate answers rather than one specific answer. The alternative could cause limitation and decrease the chances for higher thinking;
- Allowing some flexibility in the tasks by providing the opportunity for students to practise language formally and informally. This would allow students to practise various degrees of the linguistic forms and transfer the less formal language since they may use it in their social life. Formal practice of the language concentrates more on accuracy, while informal use of the language emphasises the meaning, and creates meaningful forms.

Even though improving the tasks based on the metacognitive characteristics could help to support TS for learners, encouraging teachers to select and decide what is suitable for learners may produce a tangible result in promoting TS in Saudi EFL. I would not expect any language textbook to involve 100% Meta tasks because this is not how language is learned. A language cannot be learned if some vocabularies are not memorised by heart. Lin and MacKay (2004) adopted Leat's strategies because they want the language teacher to select the task and the strategy when they think it is appropriate, so they are giving a lot of freedom to teacher to do that. Thus, encouraging teachers' autonomy in teaching could enhance their theoretical knowledge of the teaching practice and this impacts upon the actual teaching practice. Therefore, another recommendation of this study is to have as Lin and Mackay (2004) exemplars (see section 3.8), and the teacher chooses what it is suitable based on the aim of each lesson.

The next points concern the difficulties that EFL teachers encounter in applying TS in EFL. Although some teachers received training courses and workshops for applying TS in learning, they might need more training courses and particularly practical courses to

provide a chance for them to become familiar with incorporating TS into their teaching. Some of the reported problems may be resolved with proper practical training programmes for teachers that could help successfully train teachers in how to implement TS in the EFL classroom.

A further recommendation is to enhance the EFL teachers' awareness of TS and their benefits for learners. TS tasks are not enough to lead learners to promote their intellectual skills, so EFL teachers need to view teaching as a process of developing and enhancing students' ability to learn how to learn, rather than simply delivering the knowledge to them. The teacher's role in a TS lesson is not to transmit knowledge, but to work as a facilitator for learning (Lin and Mackay, 2004). Therefore, teachers are expected to provide scaffolds to support learning, encourage learners to discuss ideas and share understanding (McGregor, 2007). The teacher's behaviour may stimulate students' active participation where students' thinking can be activated and inspired. Therefore, it is important to explain explicitly the aim of using TS to EFL learners. This could make them aware of the benefits of using TS in the learning process and its potential impact on performance.

Another important recommendation is to decrease the responsibilities of EFL teachers, since an overload of responsibilities would not encourage them to spend sufficient time to make the tasks in the lesson more productive of TS. It is important to encourage interactions between EFL teachers as they allow them to exchange and support each other and stay up to date with new strategies, which help in developing teaching practice to promote TS in Saudi EFL. For example, some teachers reported that it was very useful to take advice from one of the EFL supervisors and to exchange experience with other teachers who attended useful courses to promote TS.

Some of the above recommendations highlight the importance of the textbook designed for supporting teachers to enhance students' TS. However, a productive textbook for TS would not be sufficient to promote learners' TS, since teachers' behaviour, in terms of how they use the productive material, could affect the benefits. Therefore, the Saudi EFL curriculum requires change, not only in the textbook used, but also in EFL teacher's behaviour. Further, it requires change in issues related to teachers' responsibilities, teachers' training, and interactions between teachers. Relevant factors need to be taken into account to promote TS effectively in the EFL classroom.

## **7.6 Limitation of the study**

Previous research on TS in Saudi EFL is limited. Thus, it was difficult to find sufficient related studies that have investigated these issues in EFL classrooms within Saudi Arabia, to compare and relate to the findings of the current study. Therefore, I related most of the research findings to studies from different countries, rather than depending solely on EFL research from Saudi Arabia.

Since this research has investigated the potential of the textbook to support teachers in promoting TS in EFL classes, it was thought that exploring teachers' perceptions of the textbook would help me to understand its place in the Saudi EFL classroom. However, one of the limitations of this study is that I only considered the teacher and textbook as the two main factors that could be investigated, rather than considering the learners' perceptions and their motivation to engage in TS activity in EFL classrooms.

Another limitation of this research is that I was a sole researcher, so I tried to avoid judgement during the analysis through presenting the outcome of each different method in the vignettes. It was difficult to take this role through the analysis because I wanted to explore the potential of the textbook, teachers' reflections on their behaviour and perceptions of the textbook to promote TS in the EFL classroom. However, there is a disadvantage to this since the subjectivity of the interpretations could increase the bias of the analysis and the interpretation may distort the data. Although being a sole researcher could possibly lead to a limited view of some parts of the analysis, it reflected in this research an advantage, which is the ability to create a very rich picture that had not been presented before. Further, in order to enhance this limitation, I triangulated my data, since I used different sources of methods to bring in a range of knowledge as well as to explore the phenomena from different sides.

Another limitation to acknowledge is that I aimed to contact several schools and meet EFL teachers to invite them to take part in the study. However, it was difficult to gain the permission of some EFL teachers. Only six teachers from five public schools participated in the current research.

The final limitation of the research is that the study only considers female EFL teachers, since the sexes are segregated in Saudi schools and the policy does not allow a female researcher to access boys' schools.

Related to the above, generalisations are limited to female Saudi EFL teachers in the five participating schools. Despite these limitations, the study makes a valuable contribution to what we know about the potential of the existing textbook to support EFL teachers in promoting TS. Further, the depth of the analysis of the vignettes could have an important impact on future researchers and workshops for teacher training in Saudi EFL. This is because it gives an insight into how teachers behave and what teachers believe about the textbook in terms of its potential for promoting TS in EFL. Thus, my work on the vignettes enabled me to identify the space between the TB and the teacher and how teachers use the space in different ways to promote TS in the EFL classroom. Since there is no previous study that explored in-depth the analysis of the TB and the teachers' behaviours and perceptions, the rich information in the vignettes would be very helpful for Saudi EFL learning.

## **7.7 Suggestions for further research**

During the analysis stage, several ideas arose that could be of interest and worth exploring more thoroughly. It would be interesting to investigate the EFL teachers' difficulties in applying TS. This study explores this issue, but there is a need to have a large study with a large number of participants so that common difficulties could be highlighted and resolved. Participants in this study reported difficulties, such as students' low levels of English or lack of the provided facilities to promote TS. Further research needs to be completed to understand the reasons for these difficulties.

Another suggestion is for a study to measure learners' TS on EFL tasks, so we could clearly understand the extent to which TS affects Saudi EFL learners. There are many studies found worldwide, but more studies are needed for Saudi EFL learners since this could reveal the benefits of TS in Saudi EFL learning.

The last interesting issue for further research is investigating the impact and effectiveness of the provided TS workshop and training on teachers practice. One of the findings of this study revealed that EFL teachers received some training workshop for applying TS, but a tangible result from these workshops cannot be seen in the current study. Thus, there is a need to investigate these issues to enhance the provided training and workshop and make them more practical in the EFL classroom.

## **7.8 Conclusion**

The present study highlighted that The Ministry of Education, as well as syllabus designers of the textbook, should take into account the level of learners and the degree of preparation by teachers when designing the textbook to render it more supportive for teachers to promote TS. Further, they need to encourage teachers to change the approach of teaching from being teacher-centred to a student-centred approach that can engage students effectively through excitement, fun and emotion, as well as through CL activities, such as pair work, games, puzzles and role-play, which can help students carry out their learning in real life. These kinds of activities can allow discussion and increase learners' use of the language.

Although there has been some effort from TMOE to promote TS in the curriculum for all subjects, they need to understand teachers' perceptions regarding that, and to provide materials that have the potential to apply TS. Therefore, TMOE should adopt a continuing plan that aims, not only to improve Saudi EFL teachers' performances, but also to familiarise them with the methods of teaching TS and how they can apply them to the EFL textbook. Teachers also need to be involved in the future development of teaching from the textbook, in order to draw on their knowledge of learners' needs. This may also improve their understanding of the rationale and objectives of the textbook for the EFL subject. This is because they are the only people that understand the learners' interests and their difficulties in learning, so they would be able to suggest what learners can and cannot do in the classroom.

The final conclusion is that the cooperation between TMOE, responsible for developing and training the school teachers, and the Ministry of Higher Education, responsible for teachers' preparation programmes, is recommended to ensure that TS is part of the teacher-

training programmes and that EFL teachers are encouraged to apply them in their lessons. EFL teachers will not be able to incorporate strategies for promoting TS in their classroom unless they are provided with appropriate preparation programmes that focus on practical training of how they could apply TS into the EFL subject. Thus, EFL teachers who are trained in applying TS could help in teaching the EFL learners and enhance teaching TS in the Saudi EFL classroom.

## **7.9 Final remarks**

To sum up, this research as a whole has been a very inspiring and valuable experience at both an academic and personal level.

This research has investigated the potential of the used textbook to support teachers to promote TS. Nevertheless, the analysis of the textbook, the links with the behaviours, and the views of the participant teachers and links to theoretical aspects, as well as the attempts to find answers to the research question, have all represented an important source of practical development for me as a researcher and for my future academic job in the area of TS and language learning.

The main general finding of this research has shown that, despite there being issues in the provided textbook, teachers' behaviours and perceptions of the provided textbook are more important. Further, most teachers perceived considerable benefits of TS even though they had difficulties with its application.

On a personal level, this research, involving the analysis of the textbook, discussions with EFL teachers and my observations of their classes and better understanding of their perceptions of teaching TS in EFL, has been an enlightening and life enhancing experience. This has enriched my knowledge of TS and what needs to be done to enhance the application of TS in EFL classrooms in Saudi Arabia.

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# Appendix 1 The Questionnaire

## Questionnaire for English language teachers

1- Background information:

A. What is your major?

.....

B. Years of experience in teaching English Language subject?

.....

C. What is your degree?

.....

D. The college or university you graduated from?

.....

2- What do you think are the goals of teaching English subject in intermediate schools in Saudi Arabia?

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.....  
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3- Can you explain how the objectives for today's lesson relate to the goals of the course?

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- 4- One of the goals of the textbook is to promote thinking skills. What does “thinking skills” mean to you?

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- 5- What do you think are the benefits for students of teaching thinking skills in an English language classroom?

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- 6- What training did you have related to the teaching of English Language subject (textbook)? And how did that help you?

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- 7- In your view, how does the textbook of English language subject encourage the teaching of thinking skills? Explain with examples?

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8- What are the challenges for you to teach thinking skills?

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9- Can you mention some of the classroom activities you have used that you think have helped students to promote their thinking skills?

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10- Do you use any supplementary materials (visuals tools, external workshops, and media) to teach thinking skills in the English classroom? If yes, what are the materials that you use and how do you think these materials help you in teaching?

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## Appendix 2 the Observation Sheet

### 1- Classroom context:

Number of students.....

Seating arrangement.....

Size of the room.....

Teacher.....

Length of the lesson.....

Topic.....

Unit.....

Lesson.....

Stages	activities	Objectives	Teacher's role and	Materials
Warm-up activities				
Presentation				
Practice and Closure activities				

Comments:

## **Appendix 3 The interview Schedule for EFL teachers**

### **The Interview Questions:**

- 1- What were the objectives of your lesson?
- 2- What are the teacher's responsibility to achieve the objectives and the student's responsibility to help in achieving the objectives?
- 3- What part(s) of the lesson worked particularly well?
- 4- Is there anything in the lesson that you would have done differently?
- 5- How useful do you think the textbook is in the lesson to help develop thinking skills of students (explain with specific examples)?
- 6- Do you follow the teachers' book to explain the lesson? If yes, how does the book help you to teach thinking skills? Explain.
- 7- Many people think that questions are important to promote thinking skills, so do you normally encourage students to ask you questions if they need more clarification or if they do not understand any point of the lesson? If yes, ask for a specific example, if no why?
- 8- Do you think the lesson encouraged students to make a link to their own experience, life and culture? Example of activity.
- 9- If there was any connection, did that help them to participate?
- 10- Would you like to add anything?

**Thanks very much for taking part in this study, Good Luck with your work.**

## Appendix 4 Plain Language Statement



### Plain Language Statement

**Title of Project:** The role of the textbook in promoting thinking skills in intermediate school EFL classrooms in Saudi Arabia.

**Name of the researchers:** Nurah Alfares [n.al-fares.1@Research.gla.ac.uk](mailto:n.al-fares.1@Research.gla.ac.uk)

**Phone number:** 00447892717254

**Supervisors:** Prof. Vivienne Baumfield and Dr. Esther Daborn

*This project is undertaken towards a PhD degree at the University of Glasgow.*

#### What is the purpose of the study?

The purpose of this study is to explore the role of the textbook in promoting thinking skills.

#### Your participation

I would like you to participate in the project because you are a teacher of English language. I would like to ask you to answer a questionnaire, to allow me to observe your class and to interview you after the observation

#### How long will it take?

- The questionnaire should take 20 to 25 minutes
- The observation of one of your classes should take 45 minutes.
- The interview (audio recorded) should take 30 to 40 minutes.

## **Confidentiality**

The information you give me will not be shared with anyone else. All responses will be treated confidentially and every effort will be taken to protect your anonymity at all times.

## **Right to withdraw**

You have the right to decide not to take part in this study at any point.

If you have any questions at any point during the study please do not hesitate to contact the researcher: Nurah Alfares [n.al-fares.1@Research.gla.ac.uk](mailto:n.al-fares.1@Research.gla.ac.uk) or the supervisors of the project: Prof. Vivienne Baumfield [Vivienne.Baumfield@glasgow.ac.uk](mailto:Vivienne.Baumfield@glasgow.ac.uk) and Dr. Esther Daborn [Esther.Daborn@glasgow.ac.uk](mailto:Esther.Daborn@glasgow.ac.uk)

*This procedure has been reviewed by the university of Glasgow Ethics committee, If you have any concerns regarding the conduct of the research project, you can contact the College of Social Sciences Ethics Officer by contacting [valentina.bold@glasgow.ac.uk](mailto:valentina.bold@glasgow.ac.uk)*

If you are clear about the information presented above and wish to become involved in the study, please sign the Consent Form on the following page.

Thank you very much for your time and I hope you decide to participate.

Best wishes

Nurah Alfares

## Appendix 5 Consent form



### Consent Form

**Title of Project:** The role of the textbook in promoting thinking skills in intermediate school EFL classrooms in Saudi Arabia.

.

**Name of Researcher:** Nurah Alfares

1. I confirm that I have read and understand the Plain Language Statement for the above study and I agree to take part in this research.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I understand that all the information I give will be treated confidentially and every effort will be taken to protect my anonymity at all times.
4. I agree / do not agree (delete as applicable) to take part in the above study.

---

Name of Participant

---

Date

---

Signature

## Appendix 6 Arabic version of the Questionnaire

### استبانة لمعلمات اللغة الانجليزية لمرحلة الثالث متوسط

1- معلومات عامة  
أما هو تخصصك ؟

.....  
ب- ماهي الجامعة او الكلية التي تخرجت منها؟

.....  
ج- ماهي الدرجة التي حصلت عليها؟

.....  
د- كم عدد سنين الخبرة في تدريس اللغة الإنجليزية؟

.....

2- ماهي اهداف تدريس اللغة الانجليزية لمرحلة المتوسطة في المدارس السعودية؟

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3- اشرحي من فضلك كيفيه ارتباط أهداف درس اليوم بأهداف اللغة الإنجليزية للمرحلة المتوسطة ؟

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4- من اهداف تدريس مادة اللغة الإنجليزية "تنمية مهارات التفكير" , ماذا تعني لك " مهارات التفكير"؟

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5- من خلال وجهة نظرك, ماهي فوائد تدريس مهارات التفكير في فصل اللغة الانجليزية؟

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6- ما التدريبات التي حصلت عليها لتدريس اللغة الانجليزية وكيف كانت مساعده لك في تدريس المنهج؟

.....

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7- اشرحي مع امثلة , هل كتاب اللغة الانجليزية يساعد في تدريس مهارات التفكير, وكيف يتم ذلك ؟

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8- ماهي الصعوبات والتحديات التي تواجهك في تدريس مهارات التفكير في اللغة الانجليزية؟

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9- اشرح بعض النشاطات الفصلية التي استخدمتها لتساعدي الطالبات على تنمية مهارات التفكير لديهم؟

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10- هل تستخدمين اي وسائل مساعدة ( وسائل بصرية- نشاطات خارجيه-وسائل اعلام) لتدريس مهارات التفكير في

فصل اللغة الانجليزية؟ اذا كانت الاجابة بنعم ماهي الوسائل التي استخدمتها وكيف ساعدتك على تنمية مهارات

التفكير؟

.....

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.....

## Appendix 7 The interview Schedule for EFL teachers (Arabic version )

### أسئلة المقابلة لمعلمات اللغة الانجليزية للمرحلة الثالث متوسط

- 1- ماهي أهداف الدرس؟
- 2- ماذا يتطلب من المعلمة لتحقيق أهداف الدرس وماذا يتطلب من الطالبة للمساعدة في تحقيق أهداف الدرس؟
- 3- هل كان هناك اي جزء من الدرس أنجزته بطريقة جدا جيدة؟
- 4- هل كان هناك اي جزء من الدرس كنت تطمحين أن تنجزيه بطريقة مختلفة ؟
- 5- من خلال وجهة نظرك, اشرحي بالاستدلال بأمثلة من الكتاب فوائد كتاب الطالب للغة الانجليزية للمساعدة في تنمية مهارات التفكير؟
- 6- هل تتبعين كتاب المعلم لمساعدتك لشرح الدرس؟ اذا كانت الاجابة بنعم , هل كتاب المعلم ساعدك في تدريس مهارات التفكير؟
- 7- الكثير من الناس يعتقد ان الأسئلة جدا مهمة لتنمية مهارات التفكير, لذلك هل تشجعين الطالبات على طرح الأسئلة اذا اكانوا بحاجة لتوضيح أكثر أو لم يتمكنوا من فهم نقطة معينة بالدرس؟ اذا كانت الاجابة بنعم (اشرحي مثال معين) واذا كانت بلا (ما لسبب وراء ذلك)؟
- 8- هل تعتقدين أن الدرس يشجع الطالبات على ربط الموضوع بخبراتهم في الحياة او المواضيع الاجتماعية والثقافية لديهم , اشرحي بالاستدلال بأمثلة من الدرس.
- 9- اذا كان هناك علاقة بين موضوع الدرس وخبرات الطالبات , هل تعتقدين ان ذلك يساعد الطالبات في المشاركة في مادة اللغة الانجليزية؟
- 10- هل هناك اي معلومة ترغبين اضافتها ؟

شكرا جزيلاً للمشاركة ..

## Appendix 8 Samples of the materials used in the Thinking skills workshop

### Sample 1 a preparation plan for a Problem-solving lesson

Unit : 5 - Lesson : 4 ( Save Our Planet )  
Language Skill : Speaking

Grade : 3<sup>rd</sup> Year Intermediate

Day : Wed.

Date : 28/11/1429 AH

Time : 45 minutes

Content of the Lesson : Students speak about 3 types of pollution after group discussion .  
They give solutions .

Thinking Skill Used : Problem Solving

Objectives of the Content	Objectives of Thinking Skill
<ul style="list-style-type: none"><li>✓ To identify three types of pollution ( air , water , land )</li><li>✓ To speak about one type of pollution</li><li>✓ To give solutions for each type of pollution</li></ul>	<ul style="list-style-type: none"><li>✓ To specify the problem</li><li>✓ To analyze the problem</li><li>✓ To formulate possible solutions</li><li>✓ To evaluate possible solutions</li><li>✓ To choose a solution considering three factors ( consequences , pros &amp; cons , value )</li></ul>

Aids : mind map – graphic organizer – meta cognitive questions

### Procedures

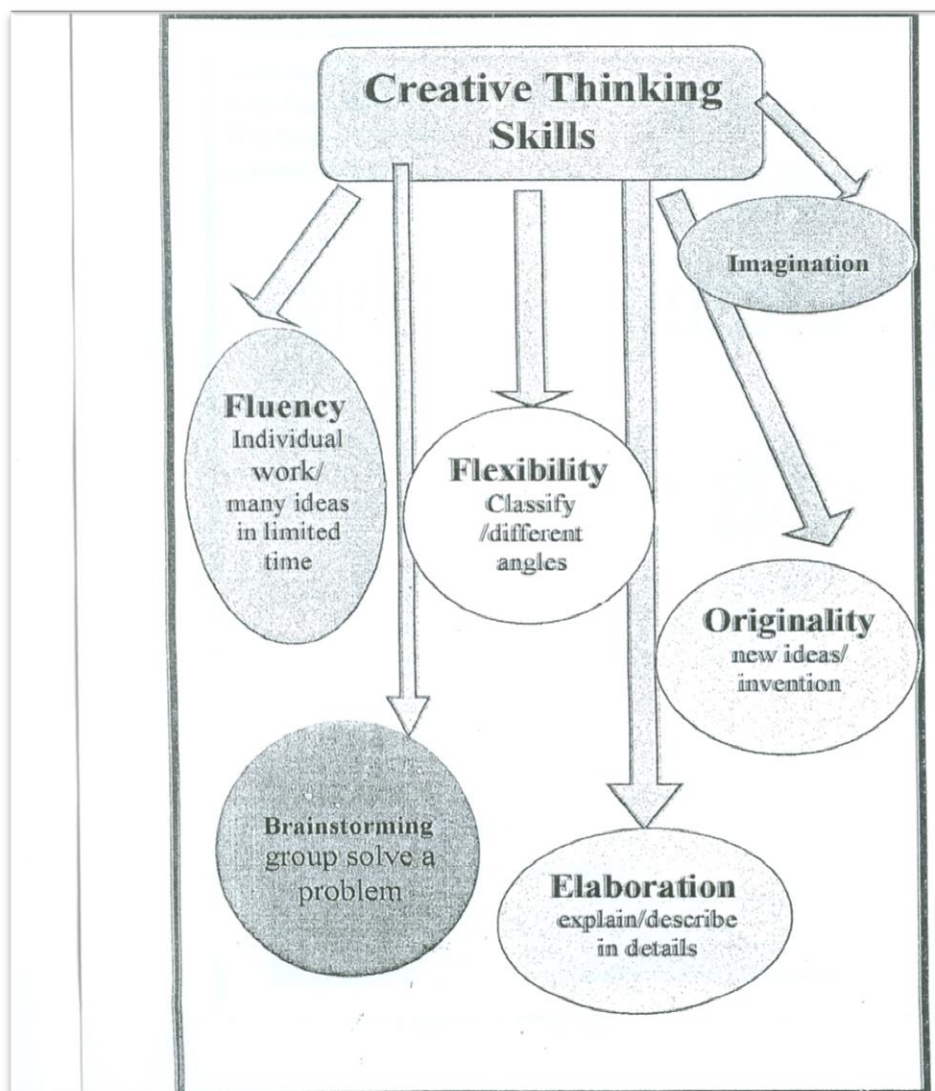
Introduction	<ul style="list-style-type: none"><li>✓ Teacher mentions the main aims of the lesson &amp; the aims of the skill ( problem solving )</li><li>✓ Sts show ( as a group ) pictures they took about the 3 types of solutions ( last week's home work )</li><li>✓ Teacher checks with sts the checklist for problem- solving guide</li><li>✓ Using the cause &amp; effect graphic organizer &amp; brain storming sts write possible causes &amp; effects for the assigned types of pollution</li></ul>
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	<p>with the help and guidance of the teacher in order to achieve steps 1&amp;2 of the problem – solving strategy .</p> <ul style="list-style-type: none"> <li>✓ After eliciting the answers , the teacher asks sts the following questions : [ why do we list causes &amp; effects of these types of pollution ? ]</li> </ul>
Demonstration	<ul style="list-style-type: none"> <li>✓ Teacher indicates that sts achieved steps 1&amp;2 of the problem–solving strategy .</li> <li>✓ Teacher shows sts the mind map of the main factors they need to consider when looking for solutions .</li> <li>✓ Teacher urges sts to use the graphic organizer concerning the previous mentioned factors .</li> <li>✓ Teacher gives an example of noise pollution to clarify the idea .She asks questions to check for sts' understanding .</li> </ul>

Active Thinking	<ul style="list-style-type: none"> <li>✓ Using the mind map &amp; the graphic organizer sts find solutions of the assigned type of pollution .</li> <li>✓ Teacher explains that they will achieve the rest of the problem–solving strategy ( teacher mentions these steps ) .</li> <li>✓ Teacher helps sts and gives directions .</li> <li>✓ One representative from each group present the problem &amp; solution . They should justify their choice of the suitable solution .</li> </ul>
Meta Cognitive Qs	<ul style="list-style-type: none"> <li>✓ Teacher distributes the metacognitive questioning .</li> <li>✓ She indicates the aim of answering these questions . She asks give examples of the use of problem solving in your life ?</li> <li>✓ Sts answers the questions .</li> </ul>
Application	<ul style="list-style-type: none"> <li>✓ Sts use the same steps to solve the problem of ( Deforestation ) .</li> <li>✓ They work in groups with little help of the teacher .</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>✓ Teacher gives projects for sts to work individually following the same steps to solve the problem of their choice with no help of the teacher .</li> </ul>

## Sample 2

A hand-out has been distributed to teachers.



## Types of Fluency

Oral

Intellectual

illustrative

ex.  
warming up  
or evaluation

### Oral Fluency

✓ List as many as possible words that start with the letter (a) in two minutes.

✓ Name as many as possible kinds of fruit & vegetables in two minutes.

### Intellectual Fluency

✓ Give as many as possible titles for the reading passage in two minutes.

### Illustrative Fluency

by drawing

OR

by illustrating

✓ Draw as many as possible objects that have circular shape in two minutes.

This can be done as

## Appendix 9 Examples of the preparation plan for the EFL lesson from the participating teachers.

### Example 1

First Grade.  
My Body.

Unit : 10

Date : 19-3 To 30-3

Lesson 1

Class	Objectives	Learning Strategy	Teaching Aids	H.W
1/1	Ss will :-	Creative thinking	* Data show	w.b
1/2	* Name some body parts.		* Books	p.5
1/3	* Describe people * Ask and answer questions with "How"		* Board.	ex. B

Lesson 2

Class	Objectives	Learning Strategy	Teaching Aids	H.W
1/1	* Ss will be able to :-	Creative thinking.	* Books	w.b
1/2	* Ask "what does he look like?"		* Board	p.5
1/3	and answer using adjectives.		* Data show	A -

Lesson 3

Class	Objectives	Learning Strategy	Teaching Aids	H.W
1/1	Ss will :-	Creative thinking	* Books	w.b
1/2	* Ask and answer "What's the matter?"		* Board	p.6
1/3	* Use "has - have got" to describe some health problems.		* Data show	ex. 1 p.7 ex 2

Lesson 4

Class	Objectives	Learning Strategy	Teaching Aids	H.W
1/1	* Ss will :-	Cooperative learning.	* Books.	w.b
1/2	* Go over the unit for revision.		* Work sheets on notes	p.78
1/3	* Do some phonics.			ex. 3

unit ( 15 )	Title	People said			Period	Date / / 14	
Lesson ( 3 )					class	Grade Inter. ( 3 )	
Previous Homework	5 Min.	T. asks students to exchange their workbooks. Ss correct each other under the T's supervision.					
Revision	5 Min.	T. revise the previous lesson by asking some questions and Ss try to answer them in discussion					
Introduction	5 Min.	a - introduce the lesson . b - Write the topic , skim the lesson and give them a brief summary about its objectives .					
Specific objective	Time	Materials	Procedures			Verification & Application	
1-Pupils should be interested in the lesson.		P.B	- Check the previous homework. Write the answers on the board and have them correct their mistakes.			- pupils correct their mistakes .	
2- They should be able to listen and practice a conversation .		W.B Work sheet Markers	- Practice listening. Have them listen to the recorder. they will listen to a conversation between Safa and Fawzia. we will practice it Then I'll ask them the question. -How do you invest in yourself ?			pupils will listen to the recorder and practice the conversation then answer the question.	
3-They should be able to use ( reporting commands ) correctly.		Book Computer Cassette Board Tutorial	I will write an example on the board and explain how we use ( reporting commands) - Direct command:- "get rid of self killer phrases" - Reported command:- he told us to get rid of self killer phrases A-I'll explain more examples orally then I'll give them time to report the commands. B - I'll ask them to report the last two commands or requests that were given by me or by their father or mother. -after they finish we'll check their answers.			-Pupils read the grammar box on page 67 then they will report the commands -they will report the last two commands .	

Example 2

## Appendix 10 An example of the worksheet in the textbook

Unit : 13

Lesson 4

Student B

Nutritionist cards

**Name :** Ron

**Age:** 73

**Height :** 170

**Weight :** 75

**Health problem :**

High cholesterol

High blood pressure

**Name :** Mahir

**Age:** 23

**Height :** 167.5

**Weight :** 68

**Health problem :**

Diabetes

### Marwa's daily diet

#### Morning

1 cup of tea with sugar

2 slices of brown bread with butter jam

#### Afternoon

Potato with margarine

A large salad of lettuce, cucumber, spring onion

Some apple pie custard

2 cans of pepsi

10 pieces of chocolate

2 pieces Baglawa

#### Evening

1 glass of orange juice

1 piece of fried fish

1 small tomato omelet

2 slices of white bread with cheese

1 cup of Arabian coffee

1 chocolate biscuit

2 cans of pepsi

### Reem's daily diet

#### Morning

3 glasses of mineral water

1 glass of carrot juice

1 glass of apple juice

1 banana

1 peach

Half a cup of white coffee

1 thin slice of brown bread

1 cup of tea

Some grapes

#### Afternoon

Nothing

#### Evening

1 piece of white fish

Some stuffed cabbage

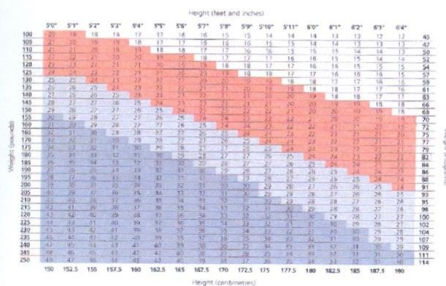
1 tomato

1 small packet of nuts

12 olives

### Are you a healthy weight?

Using the chart below, find your weight and height. The point at which these two figures meet will tell you what your BMI is.



- ☐ Underweight less than 18.5
- ☒ Normal weight 18.5 to 24.9
- ☐ Overweight 25 to 29.9
- ☐ Obesity 30 or greater

## **Appendix 11 Goals and Objectives of Education in Saudi Arabia.**

### **Foundation Aims of Saudi education:**

- (1) To encourage an integral Islamic concept of life, mankind and the universe.
- (2) To stress that in this life on Earth every human being invests their capacities with a complete comprehension of and faith in the after-life.
- (3) To encourage faith in human dignity as set out in the Quran and to cooperate with other countries in the interests of justice and peace.
- (4) To stress the importance of scientific knowledge in constructing a new society and fostering various kinds of thinking in young people.
- (5) To judge theories and applications of science and knowledge from an Islamic viewpoint.
- (6) To benefit from all types of human knowledge and experiences.
- (7) Science and technology are the most important means of cultural, social, economic and physical development.
- (8) Align all the stages of education with the state's general development plan.
- (9) Encourage interaction with other countries while remaining cautious.
- (10) Offer individuals opportunities to develop and take part effectively in the development of their communities.
- (11) To stress the right of females to have the same educational opportunities as males.
- (12) Arabic should be the language of instruction at all stages unless requirements necessitate the use of another language.

(The Ministry of Education, 1970)

### **In the light of these principles, the MOE (1970) identified the following goals:**

- 1-The student must be provided with the necessary information and skills to become a worthwhile member of society.
- 2-The students' feelings about society's problems (e.g. social, economic and cultural) and to assist in resolving them.
- 3-Individuals' dignity must be reinforced and he/she must be given equal opportunities to develop his/her skills to participate in the development of the country.
- 4-To encourage the ethos of scientific thinking and research, reinforcing observation
- 5-and to inform the student about God's miracles and wisdom in order to orient social life in the right direction.
- 6-To teach students about great achievements in literature, science and other fields, showing that scientific progress results from the efforts of all mankind.
- 7-Mathematical thinking, arithmetical skills, reading skill and reading habits should all
- 8-be developed and the student should be trained in the use of the language of figures and its uses in the scientific field.
- 9-To teach students to express themselves correctly in speech and in writing.
- 10-To teach students at least one foreign language so they can benefit from it.
- 11-To view each student as an individual and to be able to direct them and help them to grow in a way best suited to their abilities.
- 12-To allow students to have the opportunity to do manual work and gain experience in laboratories, building and agricultural work.
- 13-To study the scientific principles of various activities in order to encourage progress and innovation in mechanical production.

## Appendix 12 Goals and Objectives for intermediate stage

The *English Language Syllabus* (2004) stated the objective of teaching EFL at the intermediate stage.

***Learners in the intermediate school should be able to:***

***1- Understand what they hear and respond appropriately to others by***

- *Identifying the gist of an account or key points in a discussion and evaluate what they hear*
- *Asking relevant questions to clarify extend and follow up ideas;*
- *Recalling and re-presenting important features of an argument, talk, radio or television program;*
- *Identifying specific features related language use (for example, to persuade, instruct or entertain); and*
- *Responding to others appropriately, taking into account what they say.*

***2- Speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences by***

- *Using vocabulary and syntax that enables them to communicate more complex meanings;*
- *Gaining and maintaining the interest and response of different audiences (for example, by varying pace and using persuasive language to achieve particular effects);*
- *Choosing material that is relevant to the topic and to the listeners;*
- *Speaking audibly and clearly, using spoken standard English in formal contexts; and*
- *Evaluating their speech and reflecting on how it varies.*

***3- Read with fluency, accuracy and understanding by***

- *Using inference and deduction;*
- *Looking for meaning beyond the literal;*
- *Make connections between different parts of a text (for example, how stories begin and end, what has been included and omitted in information writing);*
- *Using their knowledge of other texts they have read;*
- *Scanning texts to find information;*
- *Obtaining specific information through detailed reading;*
- *Drawing on different features of texts (including print, sound and image) to obtain meaning;*
- *Using organizational features and systems to find texts and information;*
- *Distinguishing between fact and opinion; and*
- *Considering an argument critically.*

***4- Develop their writing on paper and on screen by***

- *Choosing form and content to suit a particular purpose;*
- *Using language and style that are appropriate to the reader;*
- *Using and adapting the features of a form of writing, drawing on their reading; and*
- *Using features of layout, presentation and/or organization effective*

***(English Language Syllabus, 2004, p. 4)***

## Appendix 13 The process of analysing the Textbook

PN	Unit/lesson	types of tasks	what sets are asked to do	Does it involve meta	Why
2	U9, L1, D	Activate Schemata	Identify Knowledge	Meta	APK
2	U9, L1, C,A	Listening	Receive Knowledge	Not meta	KC
2	U9, L1,C,B	Evaluation	Identify Knowledge	Not meta	KC
3	U9, L1, G, A	Grammar Application	Receive Knowledge	Not meta	KC
3	U9, L1, G, B	Grammar Application	Produce oral Knowledge	Meta	TI/CL
3	U9, L1, L	Listening for specific info	Identify Knowledge	Not meta	KC
1 WB	U9, L1, A &B	Vocab application	Identify Knowledge	Meta	APK
1 WB	U9, L1, C	Grammar Application	Produce Written Knowledge	Not meta	KC
4	U9, L2, V, A	knowledge comprehension	Identify Knowledge	Not meta	KC
4	U9, L2, V,B	Vocab application	Produce Written Knowledge	Meta	TI
4	U9, L2, V, C	Evaluation	Evaluate	Not meta	KC
5	U9, L2, R, A	Activate Schemata	Identify Knowledge	Not meta	KC
5	U9, L2, R, B	knowledge comprehension	Identify Knowledge	Not meta	KC
5	U9, L2, R, C	knowledge comprehension	Produce Written Knowledge	Meta	TI
5	U9, L2, R, D	knowledge comprehension	Produce Written Knowledge	Meta	TI
2 WB	U9,L2, A	Vocab application	Identify Knowledge	Not meta	KC
2 WB	U9, L2, B	Vocab application	Identify Knowledge	Meta	TI
6	U9, L3, C,A	Listening	Receive Knowledge	Not meta	Practice
6	U9,L3, G, A	Vocab application	Identify Knowledge	Not meta	KC
6	U9,L3, G, B	Grammar Application	Produce oral Knowledge	Meta	TI/ CL
7	U9, L3, W,A	Brainstorm	Produce Written Knowledge	Meta	APK
7	U9, L3, W, B	Composition Writing	Produce Written Knowledge	Meta	TI
4 WB	U9, L3, B	Evaluation	Evaluate	Meta	Evaluation/ CL
3 WB	U9, L3, A &B	Grammar Application	Identify Knowledge	Not meta	KC
8	U9,L4, Ph, A	Listening	Receive Knowledge	Not meta	KC
8	U9, L4, Ph, B	knowledge comprehension	Identify Knowledge	Not meta	KC
9	U9, L4, G, A	knowledge comprehension	Produce Written Knowledge	Meta	TI
9	U9, L4, S	Test fluency	Produce oral Knowledge	Meta	TI
10	U9,L4,R(ABCD )	knowledge comprehension	Identify Knowledge	Not meta	KC
5 WB	U9,L4, A & B	Evaluation	Identify Knowledge	Meta	Evaluation
5WB	U9, L4, C	Activate Schemata	Produce Written Knowledge	Meta	APK
5WB	U9, L4,	Evaluation	Evaluate	Meta	Evaluation

					on
12	U10, L1, D	Activate Schemata	Identify Knowledge	Meta	TI
12	U10, L1, C, A	Listening	Receive Knowledge	Not meta	Practice
12	U10, L1, C, B	Test fluency	Produce oral Knowledge	Not meta	Practice
13	U 10, L1, G, A	Grammar Application	Identify Knowledge	Not meta	KC
13	U 10, L1, G, B	Grammar Application	Produce Written Knowledge	Meta	TI
13	U10, L1, L, A	Activate Schemata	Produce Written Knowledge	Meta	APK
13	U10, L1, L, B	Listening for specific info	Receive Knowledge	Not meta	KC
14	U10, L2, V,A	knowledge comprehension	Identify Knowledge	Not meta	KC
14	U10, L2, V	Brainstorm	Produce oral Knowledge	Meta	APK/CL
15	U10,L2, R, A	Activate Schemata	Identify Knowledge	Meta	APK
15	U10, L2, R,(B&C)	knowledge comprehension	Produce Written Knowledge	Not meta	KC
7WB	U10, L2, A	Brainstorm	Produce Written Knowledge	Meta	APK
7WB	U10, L2, B	knowledge comprehension	Identify Knowledge	Not meta	KC
16	U10, L3, C, A	Listening	Receive Knowledge	Not meta	Practice
16	U10, L3, C, B	Test fluency	Produce oral Knowledge	Not meta	Practice
16	U10, L3, G (A&B)	Grammar Application	Identify Knowledge	Not meta	KC
17	U10, L3, W, A	knowledge comprehension	Identify Knowledge	Not meta	KC
17	U10, L3, W, B	Composition Writing	Produce Written Knowledge	Meta	APK/CL
8WB	U10, L3, B	Evaluation	Evaluate	Meta	Evaluati on
18	U10, L4, Ph	knowledge comprehension	Identify Knowledge	Not meta	KC
19	U10, L4, G	Grammar Application	Produce Written Knowledge	Not meta	KC
19	U10,L4, S	Test fluency	Produce oral Knowledge	Not meta	Practice
20	U10, L4,V	knowledge comprehension	Identify Knowledge	Not meta	KC
20	U10, L4, L(A&B)	Listening for specific info	Identify Knowledge	Not meta	KC
10WB	U10, L4	Grammar Application	Identify Knowledge	Meta	TI
10WB	U10, L4	Brainstorm	Produce Written Knowledge	Meta	APK
10WB	U10, L4	Evaluation	Evaluate	Meta	Evaluati on
22	U11,L1, D	Activate Schemata	Identify Knowledge	Meta	APK
22	U11,L1, C, A	Listening	Receive Knowledge	Not meta	Practice
22	U11, L1, C,B	Test fluency	Produce oral Knowledge	Not meta	Practice
23	U11,L1,G, A	Grammar Application	Identify Knowledge	Not meta	KC
23	U11,L1,G,B	Grammar Application	Produce oral Knowledge	Meta	TI/ CL
23	U11,L1, (A&B)	Listening for specific info	Identify Knowledge	Not meta	KC
11WB	U11, L1, A	knowledge comprehension	Identify Knowledge	Not meta	KC
11WB	U11, L1, B	Grammar Application	Produce Written Knowledge	Not meta	KC
24	U11,L2,V,A	knowledge comprehension	Identify Knowledge	Not meta	KC

24	U11,L2,V,B	knowledge comprehension	Identify Knowledge	Meta	APK
24	U11,L2, V,C	knowledge comprehension	Identify Knowledge	Meta	APK/CL
25	U11,L2,R,A	Activate Schemata	Identify Knowledge	Meta	APK
25,26	U11,L2 R(C,D,E,F)	knowledge comprehension	Identify Knowledge	Not meta	KC
12WB	U11,L2	knowledge comprehension	Identify Knowledge	Not meta	KC
27	U11,L3,CA	Listening	Receive Knowledge	Not meta	Practice
27	U11,L3,C,B	Test fluency	Produce oral Knowledge	Not meta	Practice
27	U11,L3,G,A	Grammar Application	Produce Written Knowledge	Not meta	KC
27	U11,L3,G,B	Grammar Application	Produce oral Knowledge	Meta	APK
28	U11,L3, W ,A	knowledge comprehension	Produce Written Knowledge	Meta	TI
28	U11,L3,W,B	Brainstorm	Produce Written Knowledge	Meta	APK
28/13 WB	U11,L3,W,C& A in WB	Composition Writing	Produce Written Knowledge	Meta	TI
13WB	U11,L3,B	Evaluation	Evaluate	Meta	Evaluation
14WB	U11,L3, C&D	Grammar Application	Produce Written Knowledge	Not meta	KC
29	U11,L4,Ph,A	Listening	Receive Knowledge	Not meta	Practice
29	U11,L4,Ph,B& C	knowledge comprehension	Identify Knowledge	Not meta	KC
30	U11,L4,G	Grammar Application	Produce Written Knowledge	Not meta	KC
31	U11,L4,Sp	Test fluency	Produce oral Knowledge	Meta	APK/TI
32	U11,L4,R,(B&C )	knowledge comprehension	Identify Knowledge	Not meta	KC
15WB	U11,L4,A	Composition Writing	Produce Written Knowledge	Meta	TI
16WB	U11,L4,B	knowledge comprehension	Identify Knowledge	Not meta	KC
34	U12, L1, V	Vocab application	Identify Knowledge	Not meta	KC
34	U12, L1, L	Listening for specific info	Identify Knowledge	Not meta	KC
35	U12, L1, LF	Grammar Application	Identify Knowledge	Not meta	KC
35	U12,L1, S	Brainstorm	Produce Written Knowledge	Meta	TI
17WB	U12,L1,A&B	Grammar Application	Identify Knowledge	Not meta	Practice
36	U12,L2, C	Grammar Application	Identify Knowledge	Not meta	Practice
36	U12,L2,S	Test fluency	Identify Knowledge	Meta	CL
37	U12,L2,R (A,B,C)	knowledge comprehension	Identify Knowledge	Not meta	KC
18WB( C&D)	U12,L2 (C&D)	Grammar Application	Produce Written Knowledge	Not meta	KC
38	U12, L3, G (A&B)	Grammar Application	Identify Knowledge	Not meta	KC
38	U12,L3,S	Test fluency	Produce oral Knowledge	Not meta	Practice
39	U12,L3,W	Brainstorm	Produce Written Knowledge	Meta	TI
19WB	U12,L3	Grammar Application	Identify Knowledge	Not meta	KC
40	U12,L4,V	knowledge comprehension	Identify Knowledge	Not meta	Practice
40	U12,L4,L	Listening for specific info	Identify Knowledge	Not meta	Practice

41	U12,L4,G,A	Grammar Application	Identify Knowledge	Not meta	Practice
41	U12,L4,G,B	Grammar Application	Produce Written Knowledge	Not meta	KC
41	U12,L4,S	Test fluency	Produce oral Knowledge	Not meta	Practice
43	U13,L1,D	Activate Schemata	Identify Knowledge	Meta	APK
43	U13,L1,C,A	Listening	Receive Knowledge	Not meta	Practice
43	U13,L1,C,B	Test fluency	Produce oral Knowledge	Not meta	Info
44	U13,L1,G,A	Grammar Application	Identify Knowledge	Not meta	KC
44	U13,L1,G,B	Grammar Application	Produce oral Knowledge	Not meta	Practice
44	U13,L1,L,A&B	Listening for specific info	Identify Knowledge	Not meta	KC
20WB	U13,L1(ABC)	Grammar Application	Produce Written Knowledge	Not meta	KC
45	U13,L2,V,A	Activate Schemata	Identify Knowledge	Meta	APK
45	U13,L2,V,B	Vocab application	Produce Written Knowledge	Meta	TI
45	U13,L2,R,A	Activate Schemata	Identify Knowledge	Meta	APK
46	U13,L2,R(B&C )	knowledge comprehension	Identify Knowledge	Not meta	KC
21WB	U13,L(B&C)	knowledge comprehension	Identify Knowledge	Not meta	KC
47	U13,L3,C,A	Listening	Receive Knowledge	Not meta	Practice
47	U13,L3,C,B	Test fluency	Produce oral Knowledge	Meta	Info
47	U13,L3,G,A	Grammar Application	Identify Knowledge	Not meta	KC
47	U13,L3,G,B	Test fluency	Produce oral Knowledge	Not meta	KC
48	U13,L3, W,A	Activate Schemata	Identify Knowledge	Not meta	KC
48	U13,L3,W,B	Brainstorm	Produce Written Knowledge	Meta	APK
22WB	U13,L3, A	Composition Writing	Produce Written Knowledge	Meta	TI
22WB	U13,L3,B	Composition Writing	Produce Written Knowledge	Meta	TI
49	U13,L4,Ph,B	Listening	Receive Knowledge	Not meta	KC
49	U13,L4,Ph,C	knowledge comprehension	Identify Knowledge	Not meta	KC
50	U13,L4,G,A	Grammar Application	Identify Knowledge	Not meta	KC
50	U13,L4, S	Test fluency	Produce oral Knowledge	Meta	CL
51	U13,L4,	knowledge comprehension	Identify Knowledge	Not meta	KC
23WB	U13,L4 (A&B)	Composition Writing	Produce Written Knowledge	Meta	APK
36WB	U13,L4	Evaluation	Evaluate	Meta	Evaluati on
53	U14,L1,D	Activate Schemata	Identify Knowledge	Meta	APK
53	U14,L1,C,A	Listening	Receive Knowledge	Not meta	Practice
53	U14,L1.C,B	Test fluency	Identify Knowledge	Not meta	KC
54	U14,L1,G(A&B )	Grammar Application	Produce Written Knowledge	Not meta	KC
54	U14,L1,L(A&B )	Listening for specific info	Identify Knowledge	Not meta	KC
24WB	U14,L1(A&B)	Grammar Application	Identify Knowledge	Not meta	KC
55	U14,L2,V(A&B )	knowledge comprehension	Identify Knowledge	Not meta	KC
55	U14,L2,,V,C	Test fluency	Produce oral Knowledge	Meta	TI/ CL
56	U14,L2,R,A&B	Activate Schemata	Identify Knowledge	Meta	APK
56	U14,L2,R,C&D	knowledge comprehension	Identify Knowledge	Not meta	KC
25WB	U14,L2(ABC)	knowledge comprehension	Identify Knowledge	Not meta	KC

57	U14,L3,A	Listening	Receive Knowledge	Not meta	Practice
57	U14,L3,B	Test fluency	Produce oral Knowledge	Not meta	APK
57	U14,L3,G,A	Grammar Application	Identify Knowledge	Not meta	KC
57	U14,L3,G,B	Grammar Application	Produce oral Knowledge	Meta	TI/ CL
58	U14,L3, W,A	Activate Schemata	Identify Knowledge	Meta	APK
58	U14,L3,W,B	Composition Writing	Produce Written Knowledge	Not meta	KC
58	U14,L3,W,C	Writing	Produce Written Knowledge	Not meta	KC
26WB	U14,L3,	Evaluation	Identify Knowledge	Meta	Evaluati on
59	U14,L4,Ph, A	Listening	Receive Knowledge	Not meta	Practice
59	U14,L4,Ph, (B&C)	knowledge comprehension	Identify Knowledge	Not meta	KC
60	U14,L4,G	Grammar Application	Produce Written Knowledge	Not meta	KC
61	U14,L4,L	Listening for specific info	Identify Knowledge	Not meta	KC
61	U14,L4,V	knowledge comprehension	Identify Knowledge	Not meta	KC
61	U14,L4,S	Test fluency	Produce oral Knowledge	Not meta	CL
27WB	U14,L4(ABC)	Grammar Application	Identify Knowledge	Not meta	KC
63	U15,L1,D	Activate Schemata	Identify Knowledge	Meta	APK
63	U15,L1,C,A	Listening	Receive Knowledge	Not meta	Practice
63	U15,L1,C,B	Test fluency	Produce oral Knowledge	Not meta	Practice
64	U15,L1,G,A	Grammar Application	Identify Knowledge	Not meta	KC
64	U15,L1,G,B	Grammar Application	Identify Knowledge	Meta	APK
64	U15,L1,L (A &B)	Listening for specific info	Identify Knowledge	Not meta	KC
28WB	U15,L1	Grammar Application	Identify Knowledge	Not meta	KC
65	U15,L2,V,B	knowledge comprehension	Identify Knowledge	Not meta	KC
65	U15,L2,V,C	Test fluency	Produce oral Knowledge	Meta	APK
65	U15,L2,R,A	Activate Schemata	Identify Knowledge	Meta	APK
66	U15,L2,R,(BC)	knowledge comprehension	Identify Knowledge	Not meta	KC
66	U15,L2,R,D	knowledge comprehension	Identify Knowledge	Not meta	KC
29WB	U15,L2(BCD)	knowledge comprehension	Identify Knowledge	Not meta	KC
67	U15,L3,C,A	Listening	Receive Knowledge	Not meta	Practice
67	U15,L3,C,B	Test fluency	Identify Knowledge	Not meta	KC
67	U15,L3,G,A	Grammar Application	Identify Knowledge	Not meta	KC
67	U15,L3,G,B	Test fluency	Produce oral Knowledge	Meta	TI/ CL
68	U15,L3,W	Brainstorm	Produce Written Knowledge	Meta	APK
30WB	U15,L3(A&B)	Composition Writing	Produce Written Knowledge	Meta	TI/Evalu ation.
30WB	U15,L3,C	Grammar Application	Identify Knowledge	Not meta	KC
69	U15,L4,Ph(A& B)	knowledge comprehension	Identify Knowledge	Not meta	KC
70	U15,L4,G,A	knowledge comprehension	Identify Knowledge	Not meta	KC
71	U15,L4,S	Test fluency	Produce oral Knowledge	Not meta	Practice
71	U15,L4,W,A	knowledge comprehension	Identify Knowledge	Meta	APK
71	U15,L4,W,B	Composition Writing	Produce Written Knowledge	Meta	TI
31WB	U15,L4	Grammar Application	Identify Knowledge	Not meta	KC

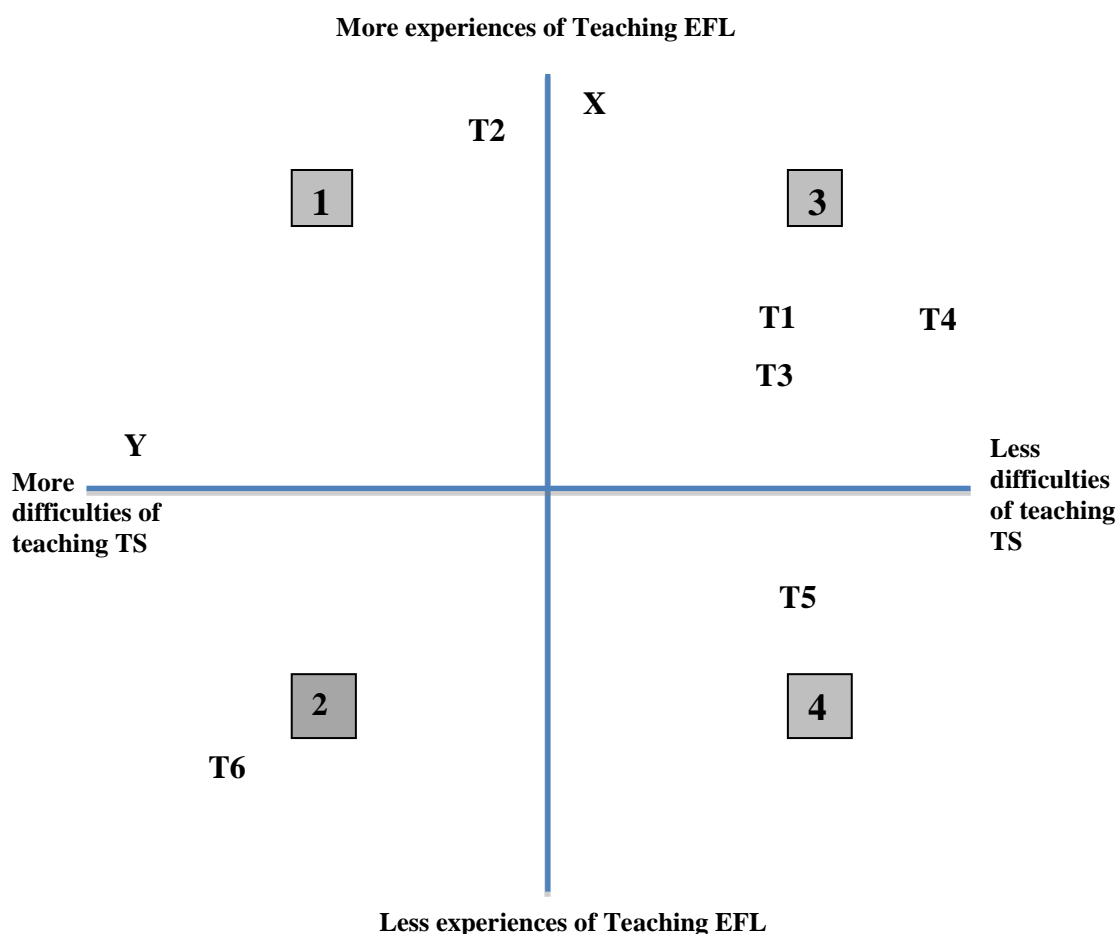
37WB	U15	Evaluation	Evaluate	Meta	Evaluati on
73	U16,L1,D(A&B )	Grammar Application	Identify Knowledge	Not meta	KC
73	U16,L,W	Composition Writing	Produce Written Knowledge	Meta	APK
74	U16,L1,S	Test fluency	Produce oral Knowledge	Meta	CL
34WB	U16,A	Composition Writing	Produce Written Knowledge	Meta	KC
75	U16,L2,V,A	Activate Schemata	Identify Knowledge	Meta	APK
75	U16,L2,V,B	knowledge comprehension	Identify Knowledge	Not meta	KC
75	U16,L2,S	Test fluency	Produce oral Knowledge	Meta	CL
76	U16,L2,L	Listening for specific info	Identify Knowledge	Not meta	KC
76	U16,L2,LF	Grammar Application	Identify Knowledge	Not meta	KC
32,34 WB	U16,L2,B&E	knowledge comprehension	Identify Knowledge	Not meta	KC
77	U16,L3,G(1&2)	Grammar Application	Identify Knowledge	Not meta	KC
77	U16,L3,S	Test fluency	Produce oral Knowledge	Not meta	KC
78	U16,L3,W	Brainstorm	Produce Written Knowledge	Meta	APK
32WB	U16,L3,A	Composition Writing	Produce Written Knowledge	Not meta	KC
79	U16,L4,R,A	knowledge comprehension	Identify Knowledge	Not meta	KC
79	U16,L4,R,B	knowledge comprehension	Identify Knowledge	Not meta	KC
79	U16,L4,S	Test fluency	Produce oral Knowledge	Meta	CL
80	U16,L4,V(A&B )	knowledge comprehension	Identify Knowledge	Not meta	KC
80	U16,L4,LF	Grammar Application	Identify Knowledge	Not meta	KC

## Appendix 14 Summary of the main findings of the vignettes

Ts	Activate Prior Knowledge	Cooperative Learning	Transfer of Learning
<b>T1</b>	Asking closed-end questions to bring learners' experience but they only require recalling few words rather than engaging in extended discussion or dialogue/ highlighting the key vocabularies of the lesson.	Encouraging learners to engage in CL but with limitations/pairs created conversations together, but the teacher focused more on the outcome of the task and required presentations for some pairs.	Encouraging learners to complete an independent work cooperatively and then present the result of the task. However, it missed the opportunities for teachers to scaffold learners.
<b>T2</b>	Using pictures to introduce the topic, but the process reflects using pictures to facilitate the lesson rather than engage learners in extended discussion/highlighting the key vocabularies of the lesson.	Not encouraging Cooperative learning.	Encouraging memorisation and practising the knowledge of the lesson more than supporting them to transfer knowledge to different contexts.
<b>T3</b>	Asking open-ended questions to enhance learners' awareness of the lesson's aims. Highlighting the aims through a web.	Although the teacher encourages the individual learning more than CL, learners completed some of the tasks in pair work.	Encouraging transfer of learning by being flexible for writing different types of conversations, as well as different roles of writing the conversations to practise using these in different contexts.
<b>T4</b>	Not enough familiarising with the topic, new lesson was presented after a brief revision of the previous one.	Using role play activity; however, it did not require learners to engage cooperatively, it is just taking different roles in a reading task.	Providing application tasks but it lacks an independent work, since the process of completing the task was guided and controlled by the teacher.
<b>T5</b>	Brief presentation of the lesson/presented related examples but learners did not have enough time to become familiar with the lesson.	Using role play activity; however, it did not require learners to engage cooperatively to complete the task/ lack of encouraging CL.	Providing application tasks but to practise the knowledge of the lesson more than transfer it to different contexts or learners' social lives.
<b>T6</b>	Teacher started with a brief presentation of the lesson, as well as presented related examples but learners did not have enough time to become familiar with the lesson.	Using the traditional strategies of teaching, lots of closed questions/ brief answers/ lack of encouraging CL.	Lack of activities that encourage application of the knowledge / focused more on drilling and memorising the lesson's knowledge.

## Appendix 15 A sample of the quadrants map for the second stage of the analysis

The relationship between the perceived difficulties of Teaching TS for teachers and their experience of teaching English language



T1 has nineteen years experience of teaching the English language and she identified some difficulties of teaching TS, all of which related to the students' level of English language. She explained that the main difficulty is that students are not qualified to apply all skills and this is because of their low level of the English language. Further, she identified that they are not able to speak fluently and the two most important reasons for that are anxiety and shyness (T1.Q). Thus, in the quadrant map, the most suitable area for her is three, which is close to the themes of 'more experience in Teaching EFL' and 'less difficulty in teaching TS'.

T2 has twenty-three years' experience of teaching English language, but she identified many difficulties for teaching the English language: some related to the textbook, some related to the training courses, some related to the materials in the classroom and some related to teachers overwhelming responsibilities. Thus, I placed this teacher in area one that is close to the themes of 'more experience' and 'more difficulties'.

T3 has eighteen years' experience but she identified two difficulties and both of them related to the students. As she explained that students are unable to use the English language, although they have been learning English for three years. Further, she perceived that students are not used to using the English language in an oral or written form (T3.Q). Thus, in the quadrant map, the most suitable area for her is three, which is close to the themes of 'more experience in Teaching EFL' and 'less difficulty in teaching TS'.

T4 has more than twenty years' experience and she did not identify any problems of teaching. Thus, in the quadrant map, the most suitable area for her is three, which is close to the themes of 'more experience in Teaching EFL' and 'less difficulty of teaching TS'. However, T5 have 15 years experiences and all problems that she identified related to the textbook and the materials. She explained that the tasks in the textbook are not sufficient to support teaching TS (T5.Q). Thus, I located her in area four, which is closer to the themes 'less experience' and 'less difficulty'.

T6 has twelve years experience of teaching English language, and all the difficulties that she identified related to the students and the textbook. The difficulties of students: unwillingness to participate in the class and that students lack prior knowledge. The difficulties related to the TB is that the gap between the textbook for this grade and the previous one, which causes barriers for learners to respond to the teacher (T6.Q). Thus, in the quadrant map, the most suitable area for her is two, which is close to the themes of 'less experience in Teaching EFL' and 'more difficulty in teaching TS'.