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The Teaching of EFL Speaking in Developed Secondary Public Schools for Females in Saudi Arabia: A Case Study

by

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This work is dedicated to:

My parents

My wonderful husband, Osamah

My lovely daughters, Joory, Joanne and Tuleen

With all my love and respect…

ABSTRACT

This study investigates the teaching methods for EFL speaking in developed secondary schools for females in Saudi Arabia. The research methodology employed in this study was a qualitative case study, in which the main data collection techniques are classroom observations and interviewing. The study aims to understand and evaluate the teaching methods of EFL speaking by determining the extent in which the teaching methods of EFL speaking address the different aspects of speaking, based on the theoretical conceptualisation presented in the thesis, namely accuracy versus fluency, speaking functions, speaking as a skill versus knowledge of the language, communication routines, negotiation skills, speaking strategies, and conversation features. The study also examines the use of mother tongue in the classroom by the teachers as well as the students and its purpose.

The findings of classroom observation reveal that the teachers mostly implement a traditional method of teaching, where instruction is led by the teachers and the roles are rigidly defined. However, the communicative approach is employed to some extent by the teachers, where group work is sometimes used. The classroom interaction is led and dominated by the teachers, where students' contribution to classroom talk is limited. In addition, the various aspects of EFL speaking were not taught explicitly to the students. Hence, there is not any guarantee that all students will acquire the desired skills of EFL speaking. It is found also that the English language is largely employed by the teachers in the classrooms, where their use of the mother tongue is limited. However, the students use Arabic most of the time.

In addition, the study provides an understanding of the teachers' and students' opinions about EFL learning, their EFL speaking knowledge, the nature of EFL speaking and its value, and the current EFL speaking teaching methods. The interview data reveals that the teachers and students generally have a positive attitude towards English language learning and show a desire to develop their English language speaking. However, the teachers and students have an undeveloped understanding about the nature of EFL speaking and its related aspects. The teachers believe that the current teaching methods are a good way to teach EFL speaking. However, they believe the speaking skill does not receive enough emphasis in the textbook. The students, on the other hand, are not satisfied with the teaching strategies they experience, and most of them declare that these strategies need to be modified, as they believe that they don't have enough opportunities to practice the language in the classroom. The thesis provided detailed description of how EFL speaking is taught inside the developed secondary schools for females in Saudi Arabia and proposed recommendations to improve it.

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DECLARATION OF AUTHERSHIP

I, Amany Alsaedi, declare that the thesis entitled "The Teaching of EFL Speaking in Developed Secondary Public Schools for Females in Saudi Arabia: A Case Study" and the work presented in the thesis are both my own, and have been generated by me as the result of my own original research. I confirm that:

- this work was done wholly or mainly while in candidature for a research degree at this University;

- where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;

- where I have consulted the published work of others, this is always clearly attributed;

- where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;

- I have acknowledged all main sources of help;

- where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

- none of this work has been published before submission

Signed:

Date: 31-03-2011

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ABBREVIATIONS

CLT: Communicative Language Teaching

EFL: English as a Foreign language

IRF: Initiation, Response, Follow-up

L1:   The Mother Tongue

L2:   The Target Language

MOE: Ministry of Education

SLA   Second Language Acquisition

TBLT: Task-based Language Teaching

CHAPTER 1

Introduction

1.1　Introduction

The purpose of this chapter is to establish the background against which this research study was undertaken and outline its aims in order to provide necessary context for the chapters that follow. Consequently, since this study was conducted in Saudi Arabia, the chapter starts with presenting and overview on the country, followed by a discussion of relevant cultural background. A brief description of the educational system in Saudi Arabia is then provided. Information is also given on the context of English as a foreign language (EFL) teaching in the Saudi educational system, followed by a review of related literature in order to highlight the problem and the gap that the current research study aims to address. Then, the purpose of the study is outlined. The scope and limitations of this study are then presented. Finally, the organisation of the thesis is provided.

1.2　Overview on Saudi Arabia

The Kingdom of Saudi Arabia, unified in 1932 under its current name, is a monarchy ruled by the House of Al-Saud as an Islamic state (i.e. its constitution is based on Islam). The country has 14 administrative regions, where Riyadh city is the capital. The Kingdom of Saudi Arabia is located in the south-western corner of Asia and covers most of the Arabian Peninsula. It is bounded by Jordan, Iraq, and Kuwait on the north; the Persian Gulf, Qatar, and the United Arab Emirates on the east; the Sultanate of Oman and Yemen on the south; and the Red Sea on the west. It has an estimated

population of 28.7 million, and its size is approximately 2,150,000 square kilometres (830,000 sq mi). Saudi Arabia is divided into five major provinces:

1. The Central Province (Najd): The capital of Saudi Arabia, Riyadh, is located in this province. The Central Province is largely a desert plateau. The Empty Quarter lies towards the southern edge of Najd, which is famous for its moving sand and its lack of human life.
2. The Eastern Province: This region holds about 30% of the world's crude oil reserves, which highlights its importance to the Saudi and the world economy. It is also famous for its agriculture and irrigation.
3. The Western Province: This region is of unique importance not only for Saudis but also for Muslims all over the world because the two holy Islamic cities, Makkah and Madinah, are located in this region. In addition, Jeddah is located in this region, which is considered the second largest city in the country.
4. The Southern Province: This region is famous for its beautiful landscape, mild weather and traditional handicrafts. It is regarded as a summer resort for those escaping the raging summer heat from other regions in Saudi Arabia and from the surrounding countries.
5. The Northern Province: This region has the smallest portion of the Saudi Arabian population. It is mainly a desert plateau with very cold winters and very warm summers.

The population of the country was separated and ruled by different tribes, until King AbdulAziz Al-Saud united the country in 1953. Nevertheless, most Saudis are still bound by strong tribal relationships. The majority of Saudis live in large cities. However, the Bedouin population is scattered outside the cities living in small communities in open lands. According to the most recent census in 2006, the population of Saudi Arabia is estimated to be around 27 million consisting of about 50.4% males and 49.6% females. Expatriates comprise a significant portion of the population due to the increasing demand for manpower since the country was united. This demand is still driven by the development of the country in various fields. Nowadays, the country is investing in training Saudi men and women in order to maintain self-sufficiency and eventually replace most of the expatriate population.

1.3　Cultural background

Arabic is the only official language in Saudi Arabia. It is the language of the Holy *Quran,* and of Arab poetry and literature. However, English language is widely used in the country due to the large expatriate population and the international nature of business in Saudi Arabia. Consequently, it is taught as a compulsory foreign language in public schools.

Islam is the main religion in Saudi Arabia that inspires every aspect of a Muslim's life. The word 'Islam' is an Arabic word, which means 'submission' to God and obedience to his law and is derived from a word that means 'peace'. There are two main sacred texts in Islam, namely the Holy *Quran* and *Hadith*. The Holy Quran is the word of God that was revealed to the prophet Mohammed, peace be upon him. Hadith is a collection of sayings and actions of the prophet Mohammed, peace be upon him. The Holy *Quran* and *Hadith* are used as the basis for all guidance in the religion.

Islam requires every Muslim to seek knowledge. Furthermore, Islam and its teaching are emphasised in the educational system in Saudi Arabia. For example, the teaching of Islam dictates that males and females are to be separated in schools. This concept is essential when addressing education in Saudi Arabia. According to the educational policy in Saudi Arabia, item 155: "*co-education is prohibited at all stages of education with exception of nurseries and kindergarten*" (2007). Nevertheless, both males and females receive equal opportunities for education. The teaching of Islam is reflected in the curriculum at all educational levels. All students receive religion-specific courses that are concerned with the different aspects of Islam. The teaching of Islam is also reflected throughout the material of the English language curriculum. For example, women appear always wearing head covering throughout the English language textbook.

The customs of the Saudi people have generally remained the same as they were in the past in many parts of the country. Generally, people in Saudi Arabia are well known for their strong faith, respect for family values and generosity. However, great changes are taking place due the fast development of the country. Therefore, it is essential to

consider the effect of cultural elements on teachers' and students' beliefs as well as assumptions about the EFL learning process. More specifically, appreciating the manner of interaction accepted in Saudi culture can help in understanding the behaviour of teachers and students in the classroom. Two major elements of the Saudi culture that are related to classroom behaviour are discussed here, namely authority and face saving.

Understanding authority in the Saudi culture sheds light on how the roles of teachers and students in the classroom are culturally perceived. It also explains the source of teachers' and students' beliefs and assumptions about the nature of classroom interaction, as well as their rights and responsibilities in the classroom. Saudi teachers are brought up in a society that believes in a single authority figure. More explicitly, the Saudi culture emphasises the importance of one thinker, one responsible person, and one speaker in life matters, who is usually the male in the family or parents in general. The authority figures in Saudi culture include the parents, teachers, and male members of the family. Children are expected to follow advice and commands from parents or teachers and failure to comply is regarded as irresponsible behaviour and thus criticised by family, teachers and society at large. Students hence believe that it is disrespectful to question a teacher or express different point of view. Therefore, at school, teachers are the authority and students should be the passive obedient followers. This teacher-student relationship, which is imposed by society and cultural values, affects and shapes the classroom interaction.

Another cultural element that may play some role in affecting classroom interaction is face saving. According to the Arabic culture, speakers should observe and think carefully before responding, and should show modesty and reservation in expressing opinions. This culturally-induced behaviour may make students feel discouraged from expressing opinions in public and, specifically, from taking the initiative in classroom interaction. Therefore, Saudi students tend to be sensitive to making errors when speaking since it may be perceived as lack of intelligence and knowledge and may cause them to lose face. Hence, Saudi students tend to be worried about making mistakes, when speaking English in front of their teachers and classmates as they feel that these mistakes may incur laughter and ridicule and lose face.

1.4 Education in Saudi Arabia

The Saudi government has considered education as an essential aspect of development since the cou ntry's unification in 1932. There was a noticeable increase in the opening of new schools in the country after the discovery of oil. Citizens are granted free education at all levels according to the educational policy of Saudi Arabia. Expatriates are also granted free education at all levels except at higher education. Nowadays, the public educational system in Saudi Arabia comprises about 20 universities, more than 24,000 schools, and a large number of colleges and other educational and training institutions (Al-Hamed, Zyada et al. 2007). Schools are generally well resourced and teachers receive healthcare coverage and various subsidies and bonuses in addition to their stipend.

1.4.1 Structure of public education in Saudi Arabia

The public education in Saudi Arabia is divided into three stages, namely Primary Education, Intermediate Education and Secondary Education. The description provided in this section is based on information from the Saudi Ministry of Education (MOE 2009).

1.4.1.1 Primary education

The duration of the Primary Education stage is six years, starting from age 6 to 12 years old. The school years are referred to as Primary Year 1 to Primary Year 6. The curriculum of Primary Education includes Arabic, art education, geography, history, mathematics, Islamic studies and science. In addition, the curriculum of Primary Education includes home economics for girls and physical education for boys. Recently, English was added to the curriculum for Primary Year 4, 5 and 6.

1.4.1.2 Intermediate education

The duration of the Intermediate Education stage is three years, starting from age 13 to 15 years old. These school years are referred to as Intermediate Year 1, Intermediate Year 2 and Intermediate Year 3. The curriculum of Intermediate Education includes Arabic, art education, English, geography, history, mathematics, religious studies and science. Additionally, the curriculum of Intermediate Education includes home economics for girls and physical education for boys.

1.4.1.3 Secondary education

The duration of the Secondary Education stage is three years, starting from age 16 to 18 years old. These school years are referred to as Secondary Year 1, Secondary Year 2 and Secondary Year 3. The curriculum of Secondary Year 1 Education includes Arabic, biology, physics, chemistry, English, geography, history, mathematics, and religious studies. In addition, the curriculum of Secondary Year 1 Education includes home economics for girls and physical education for boys. After successfully passing Secondary Year 1, students can choose to continue the remaining two years studying in either a scientific stream or literary stream.

1.4.2 History and development of secondary education

The current Ministry of Education in Saudi Arabia was established in 1953 to replace the Directorate of Education, which was not able to accommodate the increased number of schools in the country. Since then, there have been many amendments to the education system in Saudi Arabia, especially to the secondary education, where the subdivision to the scientific stream and literary stream now starts from secondary Year 2 instead of secondary Year 3. The secondary education in Saudi Arabia has passed through a series of regulations and developments since its inception, including changes to the academic system and the curriculum. Students were given the freedom not only to choose between the scientific and literary streams, but also to choose specific subjects of interest. Several types of secondary schools, such as commercial,

agricultural and technical secondary schools, were introduced in order support the development of the country. Following subsections section will discuss the traditional secondary school system and its development to what is referred to as 'the developed secondary school system'

1.4.2.1 The traditional secondary school system

The traditional secondary school system is the original system that was used by all secondary schools since their inception in 1935 until a decade ago when the developed secondary school system was introduced. The traditional secondary school system complements the intermediate education level and includes traditional subjects, such as Arabic language, religion, mathematics and science. Students study all subjects during the first year. Then, during the second and third years, students choose between literary or scientific streams. The secondary school certificate is adequate for the students to be eligible for studying at public or private universities. This traditional education has been the only option for the mainstream secondary school level for more than fifty years for boys and girls in Saudi Arabia. However, several concerns have been raised by the education decision makers regarding the traditional secondary education, including the following (MOE 2011):

- The traditional secondary education failed to meet the requirements and development plans of the country.
- The traditional system focuses on cognitive aspects of education and neglects important real-life skills.
- The traditional secondary system does not take into consideration the individual differences among the students.
- The traditional education system is not adequate to prepare the students to the different fields in higher education.

Subsequently, the Ministry of Education started to examine a number of successful experiences around the world to improve the secondary education, which resulted in the introduction of 'the developed secondary education'.

1.4.2.2 The developed secondary school system

The developed secondary school system was introduced in 1986. The Ministry of Education was planning to implement the developed system in all secondary schools in Saudi Arabia within a period not exceeding ten years. In 1990, the number of schools that adopted the developed system had increased to 112 schools all of which are boys' schools. In 1991, the developed secondary school system was cancelled, after five years of its introduction, because of problems related to the curriculum, students and school administrations. The 112 developed secondary schools were requested to go back to the traditional secondary school system. However, in 2005, an improved version of the developed secondary school system was implemented in 11 boys' secondary schools and in two girls' secondary schools. In 2006, the number of schools that adopted the new developed system had increased to 60 boys' and girls' schools. In 2010, 322 secondary schools employ the developed system. The Ministry of Education plans to increase the number of developed secondary schools to 25% of the total number of secondary schools in the country by 2015.

The objectives of the developed system are similar to the objectives of the traditional system as they both emphasize the values of Islam and deepen the spirit of citizenship among the students. However, the developed system seeks particularly to overcome the issues associated with the traditional system that are mentioned in Section 1.4.2.1. The developed system is designed to make a quantum leap in secondary education and its objectives, structures, methods and contents. It is designed to meet the requirements of the country development plans as the traditional system was not adequate to keep pace with the rapid development all around the world especially in the field of science and technology. It seeks to achieve the following objectives (MOE 2009):

1. Contribute to achieving the aims of secondary education in Saudi Arabia, which includes the following:
   - Reinforce Islamic values among the students
   - Promote social values and citizenship among students
   - Provide the students with appropriate level of knowledge and useful skills, according to systematic planning that takes into account the characteristics of students in this level.

2. Minimise wasted time and costs by avoiding the repetition of the complete school year when failing courses, which reduces the related psychological, social and economic problems
3. Reduce the number of courses taught to the student per semester by focusing their contents
4. Develop the student's ability to make the right decisions concerning his/her education and career
5. Provide the student with basic practical and technical skills
6. Use learning strategies that provide students with the opportunity to be innovative and creative thinkers
7. The development of life skills, such as: independent learning, collaboration, communication, teamwork, constructive dialogue and tolerance of others' opinion
8. Develop skills to deal with different learning resources and modern technology and information
9. The development of sincerity, commitment, and positive attitudes towards a profession

1.4.3   Women's education in Saudi Arabia

Official schooling for females was started in 1959 by King Saud, who issued a royal decree emphasising the importance of providing education for women in the country. During its early stages, female education was under the supervision and administration of religious leaders, where girls were taught Islamic principles, household education and childcare. In the early 1960s, the religious leaders established the General Presidency of Girls Education (GPGE), which assigns educational offices in every province to monitor and supervise female schooling. Since then, male and female curricula have been almost the same. However,   physical education is given to males only, while cooking, sewing, and childcare are presented to females only. In 2003, the GPGE and the Ministry of Education for boys were combined as the Ministry of Education that supervises both male and female schooling (Al-Hamed, Zyada et al. 2007).

1.5   EFL teaching in Saudi Arabia

The English language is currently the most widespread and most spoken language around the world. It is the language of science, technology, communication and business throughout the globe (Crystal 1997). The fact that English is an international language has driven many countries to take teaching English as a foreign or second language seriously. Saudi Arabia is no exception to this global trend. Saudi Arabia has invested a considerable portion of its oil revenues into human development. The development of the education system is seen as the key to advancement by the government of Saudi Arabia, where teaching English as a foreign language is considered as a vital element of the education system (MOE 2009). Learning English is perceived as a must-have skill that enables Saudi citizens to open to the world and lead the development of the country. This section provides a general overview on EFL teaching in Saudi Arabia along with the objectives of EFL teaching in the secondary level. A brief description of the secondary Year1textbook is also presented. Then, attitudes towards English learning in Saudi Arabia are discussed. Finally, a review of related literature is provided in order to highlight the problem and the gap that the current research study aims to address.

1.5.1   Overview

Teaching English in the Saudi public schools was first introduced in 1927. Since then, EFL teaching has experienced several developmental actions by the government. The Ministry of Education is currently engaged in developing EFL teaching, and EFL teachers are encouraged by the Ministry of Education to provide feedback and suggestions for the teaching of English in order to contribute to its future development (MOE 2007). The Ministry of Education also considers reports from EFL teaching supervisors as well as researchers who investigate EFL teaching. Nowadays, EFL teaching receives special interest from the Saudi government. This is driven by the belief that students need to learn to speak as well as write in English because it is not only the international language, but it is an essential factor in the development of the country. Minimum command of English is usually required from applicants to most industrial employers in Saudi Arabia. Furthermore, Saudi Arabia is considered one of

the fast developing countries, which is linked to the developed western world by many relations. Consequently, in order for Saudi Arabia to be competitive in trade, economics, education, and other related fields, businessmen, students, and politicians are indeed required to demonstrate a high proficiency in English. Additionally, students will most likely need English after finishing high school either when they continue their postsecondary education in the technical and vocational institutes or when they study medicine or engineering at the university level (Zaid 1993). Al-Nafisah (1997) provided further insight into the importance of learning English in Saudi Arabia. He conducted a survey of parents regarding their perceptions about the situations where English can be used. The reported situations included travel abroad, whether as a tourist or for medical treatment; reading instructions that come with, for example, medicines or electrical equipment; higher education; computer usage; in companies and banks; and dealing with foreigners in the domestic environment, such as a driver or housemaid.

The Ministry of Education recognises the importance of teaching English as a foreign language in public schools of Saudi Arabia for the following reasons (MOE 2007):

1. English is the first language in many countries in different parts of the world like Britain, USA and Australia.
2. It is the second language in many countries all over the world.
3. It is the most used language for advanced science.
4. It is the most used language for running a first class business.
5. It is needed by students travelling abroad to start or continue their university learning.
6. It provides students in this level with human experiences, technical and scientific skills that are important for the human to lead a successful life or continue one's learning.
7. English is the foreign language taught in many countries all over the world.

English is the only foreign language taught in Saudi Arabian public schools. Student in the Saudi Arabian public schools used to begin learning English at the Intermediate Year 1 level (12-13 years old) and continue through the Secondary Year 3 (18 years

old). In 2003, the Ministry of Education started a three-year plan to gradually shift teaching English to the Primary Year 4 (8-9 years old) by 2005 as follows:

- English is taught in the Primary Year 6 from 2003;
- English is taught in the Primary Year 5 from 2004; and finally
- English is taught in the Primary Year 4 from 2005.

However, the project got behind schedule and the Ministry of Education actually started teaching English in the Primary Year 4 only from 2008.

English is also taught in private schools. These schools are run and funded by private parties and monitored and supervised by the Ministry of Education, which prescribes the curriculum, textbooks, and guidelines. English instruction usually starts from the first grade in most private schools. This early start could help children acquire and achieve better command of English. Consequently, many parents prefer to send their children to private schools in order to give them a head start in learning English.

English is also taught in most military, police, and air force academies in Saudi Arabia as a required subject. Passing an English test, in addition to other subjects, is usually required in order to be promoted to the next grade level in such academies. However, many students perceive learning English as merely a tool for passing the grade level they study. Their attitude is driven by the belief that they do not need English or that they will work in a non-English speaking job environment. Additionally, in order to cope with the requirements for passing the grade level, students tend to memorize grammatical rules, passages of written English, and vocabulary.

Most of the teachers of English in public schools are Saudis. They have Bachelor of Arts (BA) degrees in teaching English from colleges of education or colleges of arts in Saudi Arabia. In addition, there are foreign teachers who are recruited from different parts of the Arab world, such as Egypt, Sudan and Jordan.

1.5.2   English at the developed secondary level

The ministry of Education stated general and specific aims for EFL teaching in the secondary level as follows (MOE 2009):

1- To afford the secondary school pupil a window on the world.
2- To give the secondary school pupil an experience of delight through reading samples of English that have a universal appeal both in arts and sciences.
3- To cultivate the pupil's critical thinking as a useful adjunct to intelligent reading of English texts.
4- To give play to the pupil's imagination by means of imagery in poetry and visualisation of character.
5- To provide the pupil who intends to join the university or other higher institutes with an adequate knowledge of English to help him in his future studies.
6- To give the pupil who finishes his formal education in the third year of secondary education sufficient knowledge of the language to help him in his vocation.

The specific objectives of EFL teaching in the secondary level are:

1- To help the pupil gain in three years a reasonable mastery of the four language skills which are:

    a. Listening with understanding to spoken English;

    b. Speaking current English correctly with the proper stress and intonation;

    c. Reading with understanding English texts that vary in difficulty from adapted and simplified material to the original in an abridged form;

    d. Writing a connected passage of up to a full page on a subject of a descriptive or a discursive nature.

2- To stress the instrumental value of learning a foreign language as a useful tool for cultural as well as social and economic communication.

3- To foster in the pupil an interest in reading so that later on he may be prepared to read reference books, periodicals and pamphlets bearing on his future field of specialisation.

Based on these objectives, textbooks for the developed secondary stage were designed. Through the years, the textbooks have been revised and renewed. The latest version is called "*English Language Essentials*", published by Teachers Created Materials, Inc., 2010. It has been designed especially for Saudi Arabia according to the Islamic, Arabic

and Saudi culture. The textbook is written and developed by an English Unit under the supervision of the General Director of Curricula, at the Ministry of Education. These materials are prescribed by the Ministry of Education and distributed free of charge to all public schools in Saudi Arabia, where their use is compulsory. Developed Secondary Year 1 has two sets of materials: Level 1 and Level 2 for the first and second academic terms, respectively. Each set consists of a student's book, and a CD of audio recordings for listening activities. The current developed Secondary Year 1 English textbook was introduced in the 2009/10 academic year. As we have seen, the English syllabus at these two levels includes the skills of listening, speaking, reading and writing. The course book is divided into 12 units that are spread over the academic year. Each unit is divided into eight lessons. Students study five 45-minute sessions of English each week. Therefore, each unit is covered during a period spanning about two weeks. Each unit deals with a specific topic and one type of a grammar rule. A typical unit along with its objectives is summarised in Table 1.1. A copy of the complete unit in Table 1.1 is provided in Appendix 1.

There is one lesson focussing on speaking in each unit, which is "Unit Project" in Lesson 1. In the "Unit Project" lesson, there are two task types. In the first type, students are required to collect information about a certain topic either from their background knowledge or from other sources, such as internet and books. Then, they are asked to present their work in front of the whole class. In the second type, students practice reading aloud from written theatre scripts. It should be noted that although Lesson 5 is about "Listening, Speaking and Fluency", the main focus of the lesson is actually on the listening skill. After listening to an audio recording, the students are asked to answer questions related to the recording, where the answers are generally short.

Table 1.1: A typical unit from the text book (Unit title: Environmental Awareness)

	Lesson	Objectives
Lesson 1	Unit project (Space Junk Clean-up Committee)	- Discriminate and use appropriately the rising and falling of intonation - Participate in various school activities such as discussing different topics in English
Lesson 2	Reading (Trouble in the Coral Reefs)	- Apply various strategies to comprehend, interpret, and evaluate text - Use the topic to make, confirm, and prediction about text
Lesson 3	Vocabulary	- Recognize the meaning of the words - Spell the assigned vocabulary word correctly
	Grammar	- Use present perfect and present perfect continuous verb tenses
	Punctuation	- Capitalize people's names and titles of literature
Lesson 4	Writing	- Write an essay on a given topic using suggested hints - Plan, draft, revise, and edit a short text
Lesson 5	Listening, Speaking, and Fluency	- Listen to and comprehend a passage - Understand the elements of character development

1.5.3 Attitudes towards learning English

English language has become the focus of attention of many members of Saudi society. Views on the importance of the English language are expressed by educators and parents in many articles in different journals and local newspapers. People in Saudi Arabia perceive the English language as an international language and an essential factor in the development of the country. The fact that English is an international language seems to place demands on Saudi citizens to learn the language if they wish to be able to communicate with people from different parts of the world. Therefore, some parents send their children to private schools so they can learn English at an early stage. In addition, parents usually feel proud if their children speak English. In addition to its international importance, this positive attitude towards English language may be due to the fact that the Kingdom of Saudi Arabia was not colonized. Therefore, the Saudi

people do not have any feelings of hatred or hostility towards the English language. There is no conflict between learning another language and the traditions and religion in Saudi Arabia. Indeed, it is recommended in Islam to learn foreign languages. From another perspective, the English language is considered a sign of modernization, civilization and freedom which attracts youngsters (Al-Majed 2000). Therefore, many of them are keen to improve their language by taking extra English courses in institutes in Saudi Arabia or abroad. They also sometimes use code switching into English when communicating with each other verbally or through other communication means, such as the internet and mobile phones. Besides, they are positively attracted by aspects of English leisure culture, e.g. they are interested in watching movies and listening to Western songs.

However, there are some people who see English as a threat to language, culture and religion since learning English opens the window to Western culture, where some Westerners' ideas and behaviour conflict with Islamic values and traditions. Moreover, some educationists do not agree with the emphasis on EFL in schools as they believe that this will lead to neglect of other more important subjects such as Religion and Arabic subjects. They also express their concern regarding the introduction of EFL teaching in lower grades as they think it affects the acquisition of Arabic language (Al-Qahtani 2007; Al-Jumhoor 2002).

1.5.4   Current situation of EFL teaching in Saudi Arabia

This section aims to shed some light on the current situation of EFL teaching in Saudi Arabia, based on previous research. The teaching of English in Saudi Arabia has been investigated by several researchers. Research in the 1980s (e.g. Al-Ahaydib (1986) found that English teachers in Saudi Arabia employed the grammar translation method, where the central focus of their teaching was explaining grammatical structures as well as memorisation and vocabulary instructions. Moreover, English teachers often used Arabic in their teaching and rely on translation (Abu-Ghararah 1986; Abu-Ghararah 1990). According to Zaid (1993), the audio-lingual method was more emphasised and preferred by English teachers although not all the components of the audio-lingual method are incorporated. More specifically, language laboratories were not employed,

which according to this researcher deprived Saudi students from proper exposure to authentic spoken English. However, the processing of 'stimulus' and 'response' situations was emphasised through grammatical rule drills and repetition of words and phrases. Al-Hajailan (1999) investigated the areas of strengths and weaknesses of Secondary Year 3 English textbook. He proposed recommendations to improve the textbook, which included putting the textbook, workbook and the writing book in one book; putting pictures on the book's cover to make it attractive; re-organising the lessons to follow the order of teaching skills; increasing grammar; and updating the book's topics every five years. Even in 2005, Al-Seghayer asserted that the methods employed in teaching English in Saudi Arabia are the audio-lingual method and, to some extent, the grammar translation method (Al-Seghayer 2005). Up to the mid-2000s therefore, there is little evidence of widespread use of meaning-based approaches such as communicative language teaching. However, cooperative learning has been adopted by the developed secondary schools in Saudi Arabia across the curriculum since 2006. More recently, cooperative learning has also been introduced in the traditional secondary schools in the country. In 2010, the Kagan cooperative learning approach has been employed though only in the developed secondary schools (MOE 2010).

In the domain of spoken language, Al-Shumaimeri (2003) investigated the relationship between the exposure to oral tasks and the motivation and performance of male students in four comparable classes of secondary schools using questionnaires and interviews. He found a positive and strong relationship between different amounts of exposure to oral tasks and learners' oral production and motivation. In addition, a number of studies have been carried out on the issue of classroom codeswitching. A study on the use of Arabic during the teaching of English was conducted by Al-Abdan (1993). The study included 451 male and female teachers in intermediate public schools in Saudi Arabia, who were asked to respond to a questionnaire. He found that use of Arabic was relatively limited, i.e. 75% of the teachers reported using Arabic for just 10% of the class time, and said they did so in order to respond to their students' needs. Al-Maini (2006), employed classroom observation, interviews and document analysis to investigate the teaching and learning of reading in a male secondary public school in Saudi Arabia. Using these different methods, he found that teachers tended to use Arabic extensively rather than adapt their English to the students' level. He also

found that teachers' use of mother tongue varied according to students' level. For example, the teacher of the first grade tended to use Arabic up to 70% of the class time. However, the teacher of the second grade in the same school tended to spend around 30% of the time allotted speaking in Arabic. Al-Nofaie (2010), conducted a further codeswitching study in a Saudi intermediate public school for females, investigating teachers' and students' attitudes towards employing Arabic as a facilitating tool in English classes. The participants in the study were 30 students and three teachers of English. Three research tools were used for data collection: questionnaires, interviews and four observations of one classroom. Participants believed that the use of Arabic was an unavoidable phenomenon. Moreover, the teachers showed their awareness of the disadvantages of the excessive use of Arabic. They said they used the mother tongue according to their students' specific needs most of the time, as they preferred to use it with beginners and low achieving students in order to help them understanding the target language. Moreover, the teachers employed Arabic for some specific functions, such as explaining grammatical terms, introducing new vocabulary and giving exam instructions. Also, despite the teachers' flexibility in using Arabic in some situations, they appeared to be strict about insisting that students used English.

Regarding students' codeswitching, Al-Maini (2006) found that the students' use of English was limited. Students used English mainly to answer teachers' questions, and they rarely spoke in complete sentences. Storch and Aldosari (2010) conducted an experimental study in a college for males in Saudi Arabia. This study found that overall, there was a modest use of Arabic in pair work activity and that task type had a greater impact on the amount of L1 used than proficiency pairing. L1 was mainly used for the purpose of task management and to facilitate deliberations over vocabulary. When used for task management, L1 tended to reflect the kind of relationship the learners formed. When used for vocabulary deliberations, L1 was used not only to provide explanations to peers but also for private speech.

The low standard of students' skill and achievement in EFL has been a topic of concern for many researchers and educators in Saudi Arabia (see e.g. Al-Nafisah 1997). This issue has been raised and discussed by Saudi educators in journals and major newspapers. Different views have been expressed regarding the possible reasons behind

this problem, and different techniques have been suggested to sort it out. Some 1980s researchers blamed the traditional method (i.e. grammar-translation method) employed by the teachers, and hence they recommended that teaching techniques could be varied to meet students' needs (Al-Kamookh 1981). Al-Ahaydib (1986) found that students' participation in class activities was limited due to the dominant role of the teacher in the classroom. This observation is also asserted by Bakarman (2004), who found that the opportunity for students to practise the spoken language in the classroom is limited. Al-Samani (1999) also studied the factors related to the EFL reading difficulties of senior secondary school male students using students' questionnaires and interviews with teachers, where he found that the students are generally not motivated to read Al-Johani (2009) also found that there is evidence that Saudi EFL teachers have poor knowledge of theories and inadequate skills related to EFL teaching.

The above mentioned studies discussed the methodology of the English language teaching in Saudi Arabia, including teacher training, the use of mother tongue and attitudes and motivation of students toward learning English. They shed light on the current status of English language teaching in Saudi Arabia, and highlighted the need for change in the current EFL teaching system. However, apart from a group of studies dealing with teacher and student codeswitching, hardly any attempt has been made by these studies to investigate the teaching of EFL speaking. In addition, the above mentioned studies have typically discussed the problems of EFL teaching in Saudi Arabia, in general terms, without little reference to specific language skills: listening, speaking, reading and writing. The problem is that such a broad discussion of EFL teaching in Saudi schools might not be sufficient, as each language skill has its own related issues and circumstances that need special focus. Also, no study has investigated the recently introduced developed EFL education. In addition, no study, within the knowledge of the researcher, has conducted an observational study in female EFL classrooms in Saudi Arabia in both traditional and developed education. Observational studies conducted in male EFL classrooms may not be fully generalised to the female EFL classroom due to the reported gender differences in the literature with respect to EFL learning (Doolittle and Welch 1989; Bügel and Buunk 1996; O'Reilly and McNamara 2007). According to Dolittle and Welch (1989), females scored higher than males with humanities-oriented reading passages, but lower than

male with science-oriented passages. Moreover, O'Reilly and McNamara (2007) found that males scored higher than females on measures of science knowledge, state science test, and passage comprehension. In addition, Bügel and Buunk (1996) examined the impact of passage topic on gender differences in FL reading comprehension. They found that females performed better in female topics, such as midwives, a sad story, and a housewife's dilemma.

Furthermore, based on the researcher's reading in the field of EFL in the Saudi literature, the speaking skill is considered a weak aspect. After spending six years learning English at school, students go to the university with little skill in expressing themselves in English. Moreover, the researcher's interest in the EFL speaking skill stems from her belief that it is an important skill that students need to master in order to be able to communicate and connect with the world. Also, EFL learners often evaluate their success in language learning on the basis of how well they speak this language. The above-mentioned reasons make the researcher feel that there is a strong need for an in-depth investigation to develop a better understanding of how EFL speaking is taught in female schools in Saudi Arabia and identify the areas of strengths and weaknesses. Hence, the researcher was encouraged to undertake this observational study in developed public secondary schools. The choice of developed secondary schools rather than their traditional counterpart was driven by the fact that developed schools supposedly employ the most recent EFL teaching methods that could eventually be generalised to traditional secondary schools. This effort will help understand how the speaking skill is taught as well as determine the areas of weaknesses and strengths in the speaking instruction.

1.6   Purpose of the study

The study is structured to investigate the teaching of English as a foreign language (EFL) in the Saudi Arabian girls' education system. The particular focus of the study is on the teaching of speaking, which is considered to be a weak aspect of English language instruction. The study aims to investigate how the speaking skill is taught, as well as the attitudes of both teachers and Year 1 secondary school students toward the

skill. The current EFL speaking teaching practices in Saudi Arabia will be compared with international practice and recommendations will be made for future development of speaking instruction. The study attempts to address the following issues:

I. How is EFL speaking taught in female public schools in Saudi Arabia?
II. What are the areas of strengths and weaknesses of the teaching methods for speaking?
III. Is there any room for improving the teaching methods of speaking?

1.7 Scope and limitations of the study

The current study was structured to investigate the teaching of EFL speaking in developed secondary school for females in Saudi Arabia. It was undertaken in one school in the city of Makkah. This particular school was selected because it is a typical female developed secondary public school in Saudi Arabia, i.e. the characteristics of the school, which are relevant to the current study, are similar to those of other developed secondary schools in Saudi Arabia. More specifically, with respect to the current study, the relevant characteristics include classroom size, education and experience of the teachers, and the teaching methods and materials of EFL speaking. For the current study, the researcher will consider three Year 1 secondary classrooms. Each classroom consists of one teacher and 31 students. The students are at the age of 16-17 years. The choice of Year 1 secondary level was driven by the fact that at this level, students from both science and literature streams study together. By contrast, at Year 2 and Year 3 secondary levels, students from science and literature streams study separately.

The study was limited to female secondary schools, therefore, no male teachers or male students were involved in this study as data collection procedures in public schools in Saudi Arabia are only allowed by researchers of the same gender in accordance with Islamic principles. Moreover, the findings of this study are limited to the study population from which the sample was taken from with no attempt to conduct the study in another population in Saudi Arabia. However, the education system in Saudi Arabia is centralized by one main body which is the Ministry of Education. In other words,

both girls and boys receive similar instruction in the developed secondary schools. Consequently, the outcome of the current study could be relevant to some extent to the national level in Saudi Arabia with respect to the developed schools despite the above-mentioned gender differences with respect to EFL learning, discussed in Section 1.5.4.

1.8   Organisation of the study

The remaining chapters are organised as follows:

CHAPTER 2: LITERATURE REVIEW

This chapter presents a review of the literature that is related to the focus of the current study. The purpose of this chapter is to lay a theoretical foundation for the study by considering international good practice in teaching EFL speaking, which will eventually facilitate shaping the investigation and guiding the analysis. First, essential issues of the nature of speaking, including complexity, accuracy, fluency and the distinction from the written language, will be discussed. Next, the various functions of speaking will be described in more detail. Then, more insights will be presented, especially, with respect to the interaction skills. This chapter will also explain the strategies that speakers employ to overcome communication problems. Conversational structure will be then addressed. The chapter will also discuss the various methods of the teaching of EFL speaking. The main findings of recent empirical studies on EFL speaking will be summarised. The chapter will also discuss the various types of speaking activities and the features of classroom discourse. Finally, the research questions of the current study will be outlined based on the theoretical conceptualisation of speaking and also based on the gap in the literature presented in Chapter 1.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter will describe the research methodology employed in the study, namely a qualitative case study, in which the main data collection techniques are classroom observations and interviewing. First, the chapter will provide a

detailed description of these methods and specifically demonstrate why they are appropriate to the current study. A description of the pilot study will be presented. Then, a detailed presentation of the field work will be provided, where the employed data collection methods and analysis procedures will be explained in more detail. Finally, ethical issues relevant to the current study will be discussed.

CHAPTER 4: ANALYSIS OF CLASSROOM OBSERVATION

This chapter will report on the classroom observation dimension of the study. First, a general overview of the teaching of EFL speaking will be provided based on the classroom observation. Then, an account of whole class interaction will be presented, followed by a discussion of the employed classroom activities. Then, the obtained classroom observation data will be analysed according to conceptual categories, which are developed directly from the research questions. These conceptual categories are identified as follows: accuracy and fluency; speaking as a skill versus knowledge of the language; common communication routines; negotiation skills; speaking strategies; conversation features; and code-switching. Finally, a discussion on these issues will be provided and conclusions will be drawn concerning the extent of opportunity being provided for the development of the speaking skill.

CHAPTER 5: ANALYSIS OF TEACHERS' INTERVIEWS

This chapter will provide an analysis and discussion of the teachers' interviews. A content analysis of the interviews will be carried out, using seven main themes. These main themes are: the teachers' own background, teachers' attitudes towards EFL learning, teachers' opinions about their EFL speaking knowledge, teachers' beliefs about the nature of EFL speaking and its value, teachers' opinion about the current EFL speaking teaching methods, teachers' opinion about the use of mother tongue, and teachers' opinions about group work implementation. Finally, a discussion on these issues will be presented and the teachers' strengths and limitations in terms of speaking pedagogy will be evaluated.

CHAPTER 6: ANALYSIS OF STUDENT' INTERVIEWS

This chapter will report an analysis and discussion of the student interviews. A content analysis of the interviews will be carried out, using five main themes. These main themes include the students' own background, students' opinions about their EFL speaking knowledge, students' beliefs about the nature of EFL speaking and its value, students' opinion about the EFL speaking teaching methods, and students' opinion about the current EFL speaking activities. Finally, a discussion on students' attitudes and opinions about these issues will be provided.

CHAPTER 7: DISCUSSION AND CONCLUSION

This chapter will present a review on the research findings in order to answer the research questions raised in the study. Then, the contribution of the study to the field of EFL speaking teaching will be assessed. Recommendations will be made for the sake of improving the teaching of EFL speaking in secondary schools in Saudi Arabia. Chapter 7 will also provide an evaluation of the strengths and weaknesses of the current research study. Finally, directions for future research in the field of EFL speaking teaching will be presented.

1.9   Summary

This chapter provided an overview on Saudi Arabia, followed by a discussion of relevant cultural background. A brief description of the educational system in Saudi Arabia was then provided. Information was also given on the context of EFL teaching in the Saudi educational system, followed by a review of related literature in order to highlight the problem and the gap that the current research study aims to address. Then, the purpose of the study was outlined. The scope and limitations of this study were then presented. Finally, the organisation of the thesis was provided.

CHAPTER 2

Literature Review

2.1 Introduction

As indicated in the previous chapter, the purpose of this chapter is to lay a theoretical foundation for the study by considering international good practice in teaching EFL speaking, which will eventually facilitate shaping the investigation and guiding the analysis. First, essential issues of the nature of speaking, including accuracy, fluency and the distinction from the written language, will be discussed. Next, the various functions of speaking will be described in more detail. Then, more insights will be presented, especially, with respect to the interaction skills. This chapter will also explain the strategies that speakers employ to overcome communication problems. Conversational structure will be then addressed. It will also describe and evaluate the treatment of the speaking skill in a range of language teaching methodologies, and present a range of activities recommended in the contemporary literature for the teaching of speaking. Features of classroom discourse will also be discussed in order to understand communication in the second language classroom. Finally, the research questions of the current study will be outlined based on the theoretical conceptualisation of speaking presented in this chapter and also based on the gap in the literature presented in Chapter 1.

2.2 The nature of speaking

The current study is interested in documenting and evaluating the teaching methods of EFL speaking in developed secondary public schools for females in Saudi Arabia. It is

therefore necessary first of all to define the speaking skill, to highlight the main differences between spoken and written language, and to address the following aspects of speaking: complexity, accuracy and fluency.

2.2.1   Definition of speaking

Speaking can be defined as an interactive productive process, which involves receiving, constructing and conveying meanings embedded in spoken words. It is not merely producing and pronouncing words (McDonough and Shaw 1993; Brown 1994). A speaker has to employ language effectively and appropriately in order to communicate his/her needs to a listener (Fulcher 2003: 23). Sound waves represent the external manifestation of our speech. On the other hand, the internal meaning of speech is reflected by the structure and meaning of written and spoken language. Levelt (1989) proposed four processes that are involved in speech production:

- *Conceptualisation* in which planning message content happens;
- *formulation* in which words and phrases are selected to express the meaning;
- *articulation* in which physical production takes places; and
- *self-monitoring* is the fourth process which is concerned with identifying and correcting mistakes.

However, speakers not only have to coordinate these complex processes in real time, they also have to take account of the reciprocity of speech (see Bygate 1987, discussed below).

2.2.2   Spoken and written language

A considerable body of research has shown that there are differences between spoken and written language (Halliday 1985; Biber 1988). For example, people who 'speak like a book' are usually criticised by others (White 1978). Fulcher (2003) states that speech differs from written language in a number of respects. A speaker tends to use less formal vocabulary than that in written language, fewer complete sentences, more repetitions and repairs, and more conjunctions linking main clauses, instead of subordination. However, both spoken and written language share the same syntactic

and semantic rules (Fulcher 2003). According to Bygate (1987), the main differences between spoken and written language are attributed to two set of conditions, namely processing conditions and reciprocity conditions. 'Processing conditions' refer to the internal conditions of speech, where speech takes place under the pressure of time. In other words, time limitations directly influence the form of spoken language in terms of planning time, memory and production under pressure. 'Reciprocity conditions' involve the dimension of interpersonal interaction commonly experienced in conversation, where interaction crucially affects the speaker's decisions and the way he/she adjust his/her use of language (Bygate 1987: 7-13).

2.2.3   Complexity, accuracy, and fluency

The constructs of L2 performance and L2 proficiency are multi-componential in nature, characterized adequately by the notions of complexity, accuracy and fluency (Skehan 1998; Ellis 2003; Ellis and Barkhuizen 2005; Ellis 2008; Housen and Kuiken 2009). Complexity, accuracy and fluency have been used as parameters for the oral and written assessment of language learners and also as indicators of learners' proficiency (Housen and Kuiken 2009). Housen and Kuiken (2009) further demonstrated that the notion of this triad originated in the 1980s, when fluent usage of L2 was distinguished from the accurate usage in the context of L2 oral proficiency development. This principle was pioneered by Brumfit (1984) who distinguished between 'fluency-oriented' activities, which are intended to promote spontaneous oral L2 production, and 'accuracy-oriented' activities, which emphasise both linguistic form and the controlled production of grammatically correct L2 structures. Complexity was first added by Skehan (1989), when he proposed his L2 model that included complexity, accuracy and fluency as principal L2 proficiency dimensions.

In the 1990s, the three dimensions were given their traditional definitions. However, although researchers and language teachers share common definitions of complexity, accuracy and fluency, it is evident that agreement cannot be taken for granted and that various definitions of these three constructs coexist (Housen and Kuiken 2009). Accuracy is considered to be the most transparent and consistent construct, which can be defined as the ability to produce error-free speech (Lennon 1990). Accuracy can also

refer to the degree of deviation from a particular norm, which is characterised as errors (Hammerly 1991; Wolfe-Quintero, Inagaki et al. 1998). However, the criteria for evaluating accuracy and identifying errors are controversial with regard to whether they should be based on standard norms, which are exemplified by an ideal native-speaker, or on non-standard target language usage that may be acceptable in some social contexts (Polio 1997; James 1998; Ellis 2008). Learners make grammatical errors when speaking, which sometimes interfere with communication. 'Error gravity' is the technical term used to describe the significance of these errors (James 1998); 'low gravity errors' often do not interfere with communication. However, 'high gravity errors' generally remove information that is essential for communication. In teaching speaking, high gravity errors are usually corrected immediately, while low gravity errors can wait (Fulcher 2003: 27). It is worth mentioning, that these errors can also be found in learners' written productions. However, communication in writing and speaking skills can be affected differently by these errors. Since more time is available for planning what is to be written, communication through writing is less likely to be affected by lack of accuracy. The reader also has more time to read and reread the written message. However, little time is available for detailed planning of speaking. In addition, the listener depends solely on his/her memory to comprehend the spoken message. Hence, lack of accuracy has more impact on the quality of communication when speaking, as compared to when writing (Bygate 1987).

Fluency may be defined as the ability to process the target language with 'native-like rapidity' (Lennon 1990: 390). Fluency can also be defined as a learner's general language proficiency that is characterised by perceptions of ease, eloquence, and smoothness of speech or writing (Lennon 1990; Chambers 1997; Guillot 1999; Koponen and Riggenbach 2000; Hilton 2008). According to Tavakoli and Skehan (2005), speech fluency consists of multiple components in which different sub-dimensions can be identified, such as speed fluency (rate and density of delivery), breakdown fluency (number, length, and distribution of pauses in speech), and repair fluency (number of false starts and repetitions) (Tavakoli and Skehan 2005). Moreover, most language teachers have an intuitive understanding of fluency. However, according to Fulcher (2003), fluency – or the lack of it – is usually described in metaphorical language by interlocutors, using terms such as 'slow and uneven', 'hesitant', 'jerky', or

'uneven' as opposed to 'smooth'. Non-fluent speech is also described as 'disconnected' or having incorrect 'rhythm'. It is, however, rare for perceptions of 'fluency' to be associated with particular observable speech behaviours (Fulcher 2003: 30). Richards and Schmidt (2002) have operationalised 'fluency' as a level of language proficiency which includes

- "the ability to produce written and/or spoken language with ease;
- the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar;
- the ability to communicate ideas effectively; and
- the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication"

(Richards and Schmidt, 2002: 204)

The speaker is described as being 'fluent', when his/her speech becomes evidently automatic. Accordingly, the following phenomena may help define what is meant by 'fluency' – or the lack of it – (Fulcher 2003: 30):

- Hesitation consisting of pauses, which can be unfilled (i.e. silence) or filled (i.e. with noises like 'erm').
- Repeating syllables or words.
- Changing words.
- Beginning in such a way that the grammar predicts what comes next, but the speaker changes the structure of the utterance part way through.

The construct complexity is the most complex and ambiguous dimension of the triad (Housen and Kuiken 2009). It has been characterized as '[t]he extent to which the language produced in performing a task is elaborate and varied' (Ellis 2003: 340). In the second language acquisition (SLA) literature, the term complexity refer both to properties of language task (task complexity) and to properties of L2 performance and proficiency (L2 complexity) (Robinson 2001; Skehan 2001). L2 complexity can be further interpreted in two different ways, namely cognitive complexity and linguistic complexity (Williams and Evans 1998; Housen, Van Daele et al. 2005; DeKeyser 2008). According to Housen and Kuiken (2009), cognitive complexity is defined from the perspective of the L2 learner, while linguistic complexity is defined from the perspective of the L2 system or the L2 features. Thus, the two types of L2 complexity (i.e. cognitive complexity and linguistic complexity) refer to different language features, such as items, patterns, structures, rules or (sub)systems, namely

phonological, morphological, syntactic, lexical thereof. More specifically, cognitive complexity refers to the relative difficulty of processing language features in L2 performance and acquisition. Housen and Kuiken (2009) further elaborate that:

> [t]he cognitive complexity of an L2 feature is a variable property which is determined both by subjective, learner-dependent factors (e.g. aptitude, memory span, motivation, L1 background) as well as by more objective factors, such as its input saliency or its inherent linguistic complexity.
>
> (Housen and Kuiken 2009: 463)

Linguistic complexity, on the other hand, can be interpreted in two different ways. It can be seen as a dynamic property of the learner's interlanguage system referring to 'the size, elaborateness, richness, and diversity of the learner's linguistic L2 system' (Housen and Kuiken 2009: 464). Linguistic complexity can be also seen as a more stable property of the individual linguistic features that constitute the interlanguage system, which is related to the structural complexity (Housen and Kuiken 2009). Structural complexity refers to both the formal and the functional complexity of an L2 feature (Williams and Evans 1988; DeKeyser 1998; Housen et al. 2005).

2.2.4 Interaction of complexity, accuracy and fluency

Language researchers have investigated the in(ter)dependence of the three dimensions of complexity, accuracy and fluency in L2 performance and development (Ellis 1994; Skehan 1998; Robinson 2001; Towel 2007; Ellis 2008). Ellis (1994) argues that the differential development of knowledge analysis and knowledge automatisation in L2 acquisition leads to the development of one dimension at the expense of the others. For example, increase in fluency may occur at the expense of development of accuracy and complexity. Ellis (1994) further explains that the differential evolution of fluency, accuracy, and complexity would result due to the fact that:

> the psycholinguistic processes involved in using L2 knowledge are distinct from acquiring new knowledge. To acquire the learner must attend consciously to the input and, perhaps also, make efforts to

monitor output, but doing so may interfere with fluent reception and production.

<div align="right">(Ellis 1994: 107)</div>

Other researchers believe that fluency in L2 production competes for attentional resources with accuracy, while accuracy in turn competes with complexity due to the fact that the human attention mechanism and processing capacity are limited (Skehan 1998; Bygate 1999; Skehan and Foster 1999). More explicitly, according to Housen and Kuiken (2009), learners may focus (consciously or subconsciously) on one of the three dimensions at the expense of the others. Additionally, according to Fulcher (2003), the notions of 'accuracy' and 'fluency' are related through the concept of automaticity. In order for speech to be fluent, the process of planning what is to be said, retrieving the required grammar and vocabulary, and production, needs to be automatic. The distinction is also evident among SLA researchers, who may differentiate between 'norm-oriented' and 'communicative-oriented' learners (Clahsen 1985), or 'rule-formers' and 'data-gatherers' (Hatch 1974), or 'planners' and 'correctors' (Seliger 1980). The first of the two categories in each case mentioned above refers to learners who are more concerned with building grammatical rules and producing more accurate forms than with fluency. The second category refers to learners who are concerned with the communicative fluency on the expense of accuracy (Fulcher 2003). The relation between accuracy and fluency is summarised in Table 2.1 (Rivers and Temperley 1978; Brumfit 1984; Nunan 1989; Schmidt 1992).

Table 2.1: The relation between accuracy and fluency (Rivers and Temperley 1978; Brumfit 1984; Nunan 1989; Schmidt 1992).

Fluency	Accuracy
Focus on meaning, process and quantity	Focus on form, product and quality
Informal skill–using (use)	Formal skill-getting (usage)
Student-dominated	Teacher-dominated
Automatic and unconscious acquisition	Controlled and conscious learning
Experimental approach	Analytic approach
Mother-tongue-like use	Not mother-tongue-like use

2.3   Functions of speaking

Speaking has various functions in human interaction that have different implications for teaching and learning. Brown and Yule (1983) classify these into transactional functions and interactional functions. The transactional functions of speaking are concerned with the exchange of information, while the interactional functions help establish and maintain social relationships. Richards (2006) developed Brown and Yule's framework to an expanded three-part version after Jones (1996) and Burns (1998), which includes: talk as transaction, talk as interaction and talk as performance.

2.3.1   Talk as transaction

During transactional talk, the focus is on what is said, and in addition, speakers focus more on being understood clearly and accurately, rather than on social interaction with the listeners (Richards 2006). According to Jones (1996), in transactions,

> … talk is associated with other activities. For example, students may be engaged in hand-on activities [e.g. in a science lesson] to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.
>
> (Jones 1996: 14)

Burns (1998) further identifies two types of transactional talk. The first type is associated with giving and receiving information, while the second is concerned with obtaining merchandises or services. Richards (2006: 6) provides the following examples:

-   Classroom group discussions and problem solving activities
-   Discussing needed repair to a computer with a technician
-   Discussing sightseeing plans with a hotel clerk or tour guide
-   Making a telephone call to obtain flight information
-   Asking someone for directions on the street
-   Buying something in a shop
-   Ordering food from a menu in a restaurant.

He further specifies the main features of transactional talk as (Richards 2006: 6):

- It primarily focuses on information
- The communicated message is the main focus, i.e. not the participants
- Linguistic accuracy is not always important as long as the communicated information is understood clearly
- There may be negotiation and digression.

In order to understand the implications of transactional talk for the teaching and learning of EFL speaking, Richards (2006: 6) highlights some of the skills involved, which include:

- Explaining a need or intention
- Describing something
- Asking questions
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons
- Agreeing and disagreeing.

2.3.2   Talk as interaction

Interactional talk serves a social function. During interactional talk, Richards (2006: 4) explains that 'the focus is more on the speakers and how they wish to present themselves to each other than on the message'. According to Brown and Yule (1983), interactional talk may be casual (e.g. interaction during dinner parties) or more formal (e.g. a new employee chatting to her or his boss in the car park). Examples of interactional talk are presented by Richards (2006: 5) and include the following:

- Chatting to an adjacent passenger during a plane flight
- Chatting to a school friend over coffee
- A student chatting to his or her professor while waiting for an elevator
- Telling a friend about an amusing weekend experience.

Richards (2006: 4) further summarises the main features of interactional talk as follows:

- Has a primarily social function

- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflect degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed.

Again, in order to understand the implications of interactional talk for the teaching and learning of EFL speaking, Richards (2006: 5) identifies some of the skills involved in producing interactional talk as follows:

- Opening and closing conversations
- Choosing topics
- Making small-talk
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency-pairs
- Interrupting
- Reacting to others.

2.3.3 Talk as performance

Talk as performance, according to Richards (2006), refers to public talk, where information is communicated to an audience, such as public announcements and speeches. Richards (2006: 7) further elaborates that talk as performance 'tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language'. Jones (1996) explains that spoken utterances associated with talk as a performance:

> … often have identifiable generic structures and the language used is more predictable.
> … Because of less contextual support, the speaker must include all necessary information in the text – hence the importance of topic as well as textual knowledge.
> And while meaning is still important, there will be more emphasis on form and accuracy.

<div align="right">(Jones 1996: 14)</div>

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Examples provided by Richards (2006: 7) include:

- Giving a class report about a school trip
- Conducting a class debate
- Giving a speech of welcome
- Making a sales presentation
- Giving a lecture.

According to Richards (2006: 7) the main features of talk as performance include:

- There is a focus on both message and audience
- It reflects organisation and sequencing
- Form and accuracy is important
- Language is more like written language
- It is often monologic.

He summarises the skills that are associated with talk as performance as follows:

- Using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using appropriate opening and closing.

2.4   Speaking routines

The types of talk described above sometimes follow recognisable patterns. Bygate (1987) refers to these patterns as routines, i.e. the typical patterns that speakers employ when organising what they want to communicate. More specifically, these routines correspond to typical kinds of message and thus deal with recurring cognitive problems. For example, these routines include story telling or joke telling; descriptions or comparisons; and instructions. Routines are 'conventional ways of presenting information'. The fact that routines are 'conventional' makes them predictable and easily interpreted by the listener. Generally, there are two types of routines, namely information routines and interaction routines (Bygate 1987: 23).

2.4.1   Information routines

Information routines refer to frequently recurring types of information structures, such as stories; description of places and people; presentation of facts; comparisons; and instructions. These types of routines occur in both speech and writing. However, they are likely to involve slightly different forms according to whether the language used is oral or written. For L2 learners, using such routines in speech is also likely to require practice under the conditions of normal speech (Bygate 1987).

Information routines have been further classified as expository or evaluative. According to Brown and Yule (1983), the main types of expository routine are narrative, description, and instruction. Table 2.2 identifies the differences between these three types (Bygate 1987: 23).

Table 2.2: Features of expository routines

	Sequencing	Subject
Narrative	Yes	Yes
Description	No	Yes
Instruction	Yes	No

Evaluative routines are usually based on expository routines, where they involve the drawing of conclusions and requiring the expression of reasoning. As shown in Table 2.3, evaluative routines normally involve explanations; predictions; justifications; preferences and decisions (Bygate 1987: 24).

Table 2.3: Information routines

Expository routines	Evaluation routines
description	explanation
narration	justification
instruction	prediction
comparison	decision

The number of variables involved in an information routine determines the amount of challenge the speaker can face. For example, narrative consists of several essential components, namely setting, time, participants, event and a point. A narrative will be more challenging if any of these categories has more than one element, such as more than one participant or more than one event (Brown and Yule 1983). Consequently, the skills of speakers to handle information routines involving this aspect of complexity should be targeted in order to be improved and tested (Bygate 1987: 25).

2.4.2   Interaction routines

Interaction routines are concerned with the sequences turns occurring in typical kinds of interactions rather than with the information content. In other words, interaction routines can be 'characterised in broad terms to include the kinds of turns typically occurring in given situations, and the order in which the components are likely to occur'(Bygate 1987: 25-26).   Examples of interaction routines include telephone conversations, interview situations, conversations at parties, conversations around the table at a dinner party, lessons, and radio or television interviews. The incompetence of a speaker can be recognised when the characteristic sequence of a certain interactional routine is not preserved, such as starting talking with guests at a party without producing an initial greeting or talking on the phone without checking who is on the other end of the line (Bygate 1987).

Language speakers build up an extensive range of routines, both informational and interactional. However, another more general kind of skill is also needed by learners, which is the skill to negotiate specific communicative problems (Bygate 1987). The next section will address this skill in more detail.

2.5   Speaking as a skill

The current study is investigating the teaching methods of EFL speaking in developed secondary schools for females in Saudi Arabia in terms of their treatment of speaking as a skill and also as the knowledge of the language. Therefore, it is essential to recognise the difference between knowledge about a language and the skill to use it.

Learning to speak proficiently in a second or a foreign language does not merely depend on how to employ *knowledge* of grammar and vocabulary to assemble sentences. The ability to produce these sentences fluently in real time and adapt them to the circumstances is also an essential requirement for proficient speaking. This ability includes making decisions rapidly, implementing them smoothly, and adjusting spoken utterances according to the unexpected circumstances that develop during conversation. The distinction between knowledge and skill is crucial since dealing with learners' problems in each area often requires different pedagogical actions (Bygate 1987).

The knowledge of the language involves the knowledge of grammar and vocabulary as well as the speaking aspects discussed in Section 2.2. However, speaking as a skill may be decomposed into two different types of skills, namely motor-perceptive skills and interaction skills. Motor-perceptive skills include 'perceiving, recalling, and articulating in the correct order sounds and structures of the language'. This is referred to as the 'context-free' type of skill, which is described by Levelt (1989) and discussed above in Section 2.2.1. On the other hand, interaction skills involve using knowledge and basic motor-perceptive skills to carry out successful communication. More specifically, this involves making decisions about what to say and how to say it according to the development of conversation (Bygate 1987). Interaction skills involve 'negotiation' skills, which include all skills needed by speakers in order to enable them to be clearly understood and solve various communication problems that are expected to occur in a conversation. Examples of the negotiation skills include the ability to check on specific meanings, to modify wording, to correct mistaken interpretations, to find words to express ideas that the speaker does not already know how to describe. Negotiation skills involve two main aspects, namely the negotiation of meaning and the management of interaction (Bygate 1987).

2.5.1   Negotiation of meaning

Negotiation of meaning involves the development of mutual understanding between interlocutors, as opposed to individual understanding. There are two main factors that affect the sought mutual understanding. The first factor is the level of explicitness that is determined by the speaker's choices of expression according to what she/he thinks

the interlocutor knows, needs to know or can understand. Speakers have to predict or guess what their interlocutors know and only add more if the interlocutors indicate that this is necessary. The second factor that affects the negotiation of meaning is the procedures that speakers employ to ensure that understanding takes place. These procedures include paraphrase, metaphor and the use of vocabulary to vary the degree of precision with which speakers communicate. They also include need to take account of what has already been said (Bygate 1987).

2.5.2   Management of interaction

Management of interaction refers to the freedom speakers have when they are engaged in a conversation as opposed to a meeting or a lecture. Speakers have the right to take a turn as and when they wish without the intervention of anyone else, such as a chairperson. The management of interaction has two main aspects according to Bygate (1987). The first aspect is referred to as agenda management, which is basically the control over the content of an exchange. In other words, agenda management refers to the right of participants in a conversation to 'choose the topic and the way the topics are developed' (Bygate 1987: 36). Brown and Yule (1983: 11) have pointed out that topics in a typical piece of conversation shift a lot, which constitutes a potential source of difficulty for the foreign language learner. The second aspect of interaction management is turn taking, which is concerned with who speaks when and for how long (Bygate 1987). Bygate (1987: 36) identifies five abilities that are essential for efficient turn taking:

1. Knowing how to signal that one wants to speak by using appropriate phrases, sounds, or gestures.
2. Recognising the right moment to get a turn.
3. Knowing how to use appropriate turn structure in order not lose the turn before finishing what one has to say.
4. Recognising other speakers' signals of their desire to take a turn.
5. Knowing how to let someone else have a turn.

2.6   Strategies for speaking

The current study is also interested in finding out how the teaching methods of EFL speaking in developed secondary public schools for females in Saudi Arabia address the various strategies that speakers employ to overcome communication problems. Bygate (1986) points out that 'an understanding of these features of learners' attempts to cope may improve our perception of the learning process and so enable us to follow learners' progress more closely'. The term strategic competence was defined by Canale and Swain (1980: 31) as 'coping' when a speaker encounters communication difficulties. These difficulties could be due to limited competence in either grammatical or sociolinguistic skill. Bachman (1990: 106) changed the definition of strategic competence to 'a general ability, which enables an individual to make the most effective use of available abilities to carry out a given task'. According to this definition, the mechanism of some components of Communicative Language Ability are utilised in a specific speech event. Additionally, the definition was seen as a way of managing communication with more general cognitive capacity rather than a way of coping with problems (Fulcher 2003). Bachman and Palmer (1996), extended strategic competence to include metacognitive strategies, such as setting goals in communication, assessing what is said, and planning utterances were included. However, Faerch and Kasper (1983) as well as Yule and Tarone (1997) provided the most practical approach to strategy definition for teaching and testing L2 speaking. Faerch and Kasper (1983: 36) define communication strategies as follows:

> Communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.

Studies of learners' communication strategies have identified two main types of strategies, namely achievement strategies and avoidance strategies (Faerch and Kasper 1983). Achievement strategies can be defined as the strategies that learners follow to solve problems in communication by using alternative means of expression because they lack knowledge of the language (grammar or vocabulary) (Fulcher 2003: 31-32). Avoidance strategies refer to strategies that learners follow to avoid using language they do not control. The messages that learners who use avoidance strategies

communicate are only those that they already have the linguistic means to convey. (Fulcher 2003).

2.7   Conversational structure

The current study is also interested in finding out how the teaching methods of EFL speaking in developed secondary public schools for females in Saudi Arabia address conversation features in the target language. Informal everyday conversation takes various forms, where speakers and situations vary considerably. Nevertheless, despite their random and unstructured look, all conversation follows recognisable patterns, which are governed by specific rules. These rules determine certain aspects of conversation, such as how to start or close a conversation; who speaks and when; and how long a turn lasts. These rules are essential so that speakers in conversation can take turns properly and smoothly, and avoid unnecessary interruptions and simultaneous talk (Dornyei and Thurrell 1994: 40).

Conversation structure and its rules have attracted considerable research interest (Brown and Yule 1983; Cook 1989; Cheepen and Monaghan 1990; Richards 1990). The main finding is that conversation is an organized activity, which requires specific skills that language learners should acquire. This explains why some language learners fail in real conversation despite their knowledge of the grammar and vocabulary of that language. Hence, according to McCarthy (1991), learners should be introduced to these conversational routines explicitly or at least implicitly and given the opportunity to practice them in the classroom. He, further, asserts that significant cultural differences in conversational norms can at least be pointed out to the learner. This section will describe essential elements of conversational structure and rules with emphasis on their implementation in the language classroom.

2.7.1   Openings

Openings may be defined as 'the beginning of the conversational encounter after the exchange of formulaic greetings to signal and establish an interpersonal framework for

the encounter' (Cheepen and Monaghan 1990: 32). A conversation may be started in different ways; a frequent example is the sequence of greetings and introductions:

S1: How are you?
S2: I'm fine thanks. And you?

Other opening forms appropriate in English conversation include questions, comments on something, comments on the weather, general complaints, social lines, etc. (Dornyei and Thurrell 1994: 42). Examples of possible English openings are listed below.

S1: Excuse me, where is…? (a question)
S1: This is a nice car… (a comment on something)
S1: It is a bit warm today… (a comment on the weather)
S1: The prices in this place are simply incredible… (a general complaint)
S1: Nice show, isn't it? (a social line)

Learners are not generally aware of the fact that they can easily turn any everyday exchange, such as buying something in a shop, into an informal conversation by using some of the above mentioned openings (Dornyei and Thurrell 1994). Such openings could be incorporated into the conversation class in order to provide learners with the required tools to start a conversation.

2.7.2   Turn-taking

Section 2.5.2 discussed turn-taking mechanisms in detail. It was shown that these mechanisms are essential rules and signals that determine who talks, when, and for how long. According to Dornyei and Thurrell (1994), the language classroom does not provide enough opportunities for learners to develop their awareness of turn-taking mechanisms or to practice turn-taking skills. This is particularly significant for learners from cultures whose turn-taking rules and conventions are different from those in the target language. The acquisition of turn-taking ability cannot be assumed to occur automatically. It needs, however, to be 'developed consciously through awareness-raising observation and listening tasks involving videoed and/or taped authentic

conversation' (Dornyei and Thurrell 1994: 42). Learners, then, can practice the observed mechanisms through conversation exercises in the classroom.

2.7.3 Interrupting

A special case of turn-taking is interrupting, which is, according to Dornyei and Thurrell (1994: 42), 'a definite conversational blunder in many cultures'. Interruption is almost inevitable in everyday conversation, where it is used mainly to clear up misunderstanding. However, interrupting too frequently or outside the proper situations is considered rude in most cultures. In English, there are 'set phrases' that usually precede interruptions in order to promote politeness (Dornyei and Thurrell 1994: 43). Examples of such English set phrases include:

S1: Sorry to interrupt, but my point was …
S1: Sorry, but I am not sure if I understand …

Learners need to become aware of such set phrases. Conversation exercises in the classroom should either include controlled and direct interruption practice, or otherwise, topics of conversation exercise could be chosen which are sufficiently challenging such that misunderstanding is unavoidable, which leads to a natural interruption situation.

2.7.4 Topic-shifts

Informal everyday conversation often covers several different topics in a short span of time. Therefore, it is common that people engaged in a conversation may want to stop talking about a certain subject further or want to start talking about a new subject of interest. These topic-shifts may be performed by employing certain conversational routines, such as (Dornyei and Thurrell 1994: 43):

S1: Oh, by the way …
S1: That reminds me of …

Other conversational phrases are used to return to the subject, such as (Dornyei and Thurrell 1994: 43)

S1: Going back to ...
S1: As I was saying ...
S1: Yes, well, anyway ...

2.7.5 Adjacency pairs

According to McCarthy (1991), adjacency pairs are defined as pairs of utterances in talk that are often mutually dependent. Examples of such utterances include questions, invitations, requests, apologies, compliments, etc. The initiating utterance (i.e. *first pair-part*), produced by a communication partner, requires an immediate response (i.e. *second pair-part*) from the other communication partner. The initiating utterance and its response constitute what is called adjacency pair (Schegloff and Sacks 1973). McCarthy (1991) classifies the responses (second pair-part) into two main categories, namely accept or reject. The acceptance reaction represents the expected response (e.g. accepting an invitation). The rejection reaction refers to the unexpected response, such as refusing an invitation. The rejection reaction is more difficult to produce, especially politely. The afore-mentioned two types of reactions have been also called *preferred* and *dispreferred* answers, respectively (Dornyei and Thurrell 1994).

Again, learners need to become aware of these frequently occurring patterns. A special emphasis should be put on the rejection or dispreferred reaction since it is often disappointing to the partner who initiated the adjacency pair. Thus, learners should be exposed to techniques that enable them to, for example, reject a request or an invitation without being rude. This may be accomplished by apologising or providing justification. McCarthy (1991: 121) refers to the dispreferred reaction as 'the polite refusal of the initiation', where he segments it into appreciation, softener, reason and face-saver, as shown in the following English example:

S1: Would you like to come over for a drink tomorrow?
S2: Thanks very much, but I'm afraid I'm booked up tomorrow night, what about ...
　　 (appreciation) 　　　 *(softener)* 　　　 *(reason)* 　　　　 *(face-saver)*

2.7.6 Closings

According to Laver (1975), closings of conversation function and operate in a similar fashion to openings, but instead of setting up the conversation, closings sum up what the interpersonal relationship has been. Closings are constituted by sequences of pre-closing, such as the English examples below (Dornyei and Thurrell 1994: 43):

S1: It's been nice talking to you …
S1: Well, I don't want to keep you from your work …
S1: We must get together sometime…

Language learners experience difficulties with closings at two levels. First, they may not recognise closing signals. Second, they do not realise the need employ them to conclude and leave a conversation without sounding abrupt and rude (Dornyei and Thurrell 1994).

The above sections (Sections 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7) provided theoretical perspectives on speaking in different dimensions. This presentation is essential in order to develop an interpretation of what 'speaking' is, which is needed to formulate the research questions and guide the empirical analysis of the current study. The theoretical conceptualisation of speaking developed in the above sections includes the following aspects: accuracy versus fluency, functions of speaking, speaking as a skill versus knowledge of the language, communication routines, negotiation skills, speaking strategies and conversation features. These dimensions of 'speaking' will all receive attention in the following empirical investigation.

2.8   Teaching of speaking

This section will briefly discuss the different approaches employed in the teaching of speaking in the recent past following the discussions presented in key contributions (e.g. Howatt 1985; Richards and Rodgers 1986; Richards 1990; Hughes 2002; Thornbury and Slade 2006). In addition, this section will discuss cooperative learning,

group work and codeswitching in the context of EFL speaking teaching. The objective of this section is to identify the main background influences on the teaching approach currently employed in the English language curriculum in Saudi Arabia for the teaching of speaking.

2.8.1   Grammar-translation method

Howatt (1985: 76-77) asserts that the passion for accuracy of expression and stylistic elegance promoted 'good speech' in the eighteenth century. Nevertheless, spoken language remained essentially 'extra-curricular' and made little impact on the basic education system in the nineteenth century. The grammar translation method was created by German reformers at the end of the eighteenth century, where it dominated foreign language teaching in the eighteenth and the beginning of the nineteenth century (Howatt 1985). It has its roots in teaching classical languages, such as Greek and Latin, which are considered dead languages that people only learned in order to read and write. The grammar translation method was initially intended to simplify the language learning process. The grammatical structures of language are emphasised in the grammar-translation method and form the core of the teaching method. The central aspect of this method was the replacement of the traditional texts by exemplificatory sentences whose purpose was to create a practice opportunity and also to facilitate the learning of grammar. Howatt (1985) explains these two purposes as follows:

> The grammar-translation sentences had a second purpose besides affording opportunities for practice work. They exemplified the grammar in a more concentrated and, it was hoped, clearer way than texts could do.
>
> (Howatt 1985: 132)

However, grammar translation method has been associated with aspects that current language teaching theories avoid, such as 'a strong focus on isolated sentences, mechanical translation of sentences in and out of mother tongue, arcane and overly complex grammatical explanation, no place for real (spoken or written) communication' (Hughes 2002: 22). Grammar translation methods are still used in

some countries, but it generally marginalises the teaching of speaking as there is no place for real (spoken or written) communication.

2.8.2   Audio-lingual methods

Toward the end of the 1950's, structural linguists were inspired by Skinner's (1957) behaviouristic theory of learning. They viewed language learning as a coherent system of structurally related items that, if comprehended, will result in meaning and speech. The audio-lingual method was developed in the twentieth century and was driven by advances in both colour publishing and tape technology (Hughes 2002). It focused on the intensive oral drilling of basic sentence patterns.

The following aspects are characteristics of audio-lingual method according to Partor and Celce-Murcia (1979)

- New material is presented in dialogue form.
- There is dependence on mimicry, memorisation of set phrases and over learning.
- Structures are sequenced and taught one at a time.
- Structural patterns are taught using repetitive drills.
- There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.
- Skills are sequenced-listen, speak, read, and write.
- There is much use of the tapes, language labs, and visual aids.
- There is extended pre-reading period at the beginning of the course.
- Great importance is attached to pronunciation with special attention to intonation.
- Some use of mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is a great effort to prevent students' errors.
- There is a tendency to manipulate language and disregard content.

A conversation practice according to audio-lingualism looks as follows:

| (S1) Are you a lawyer? | (S2) No, I'm not a lawyer. I'm a student. |
| (S2) Is that a window? | (S1) No, it's not a window. It's a blackboard. |

Continue round the class. This practice should be as natural as possible. Questions are to be restricted only in that they must have been covered previously in class. An authentic conversation atmosphere is what is desired.

(Ramsey 1967: 7 cited in Thornbury and Slade 2006: 251)

Similar to the grammar translation methods, the audio-lingual methods were 'little concerned with language beyond the sentence level'. Moreover, the audio-lingual lesson employs conversation merely as 'a way of dressing up pattern practice drills' (Thornbury and Slade 2006: 251). Although these methods were 'naturally' oriented, the speech used in the audio-lingual teaching processes was far from the natural speech used in natural spoken communication. This is due to the fact that spoken interactions were generally controlled and constrained as scripted dialogues so that specific isolated grammatical structures could be practiced (Hughes 2002: 23). Furthermore, real conversation was considered appropriate only for the most advanced student (Thornbury and Slade 2006: 252).

2.8.3   Communicative approaches

Language researchers realised that the over-emphasis of the audio-lingual method on repetition and accuracy did not lead to achieving communicative competence in the target language. Noam Chomsky (1966) argued that language is not a habit structure that can be acquired by repetition. He further explains that natural linguistic behaviour usually involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy. According to Bygate (2001: 15), the audio-lingual method failed to take into account two further aspects of language in communication. First, 'it neglected the relationship between language and meaning'. Second, 'it failed to provide a social context within which the formal features of language could be associated with functional aspects, such as politeness.'

Subsequently, during the 1970s there were considerable transformations within language teaching, and a range of teaching activities emerged which emphasised the need for learners to focus more on the conveyance of meaning (Brumfit and Johnson

1979). These transformations were driven by the assumption that it was not enough in language teaching to focus only on language structure without developing the capacity of learners to express meanings (Widdowson 1978). More specifically, in the 1970s, cognitive and sociolinguistic theories of language and learning influenced language teaching and led to the development of a communicative approach in two ways. First, a notional-functional approach extended the teaching of grammar to the concept of 'notion' and 'function'. In this approach, a 'notion' refers to a particular context in which interaction occurs, while a 'function' denotes a specific purpose for the interaction in a given context or notion. For example, the 'notion' or context of *social gatherings* would require 'functions' like greetings and introductions. The second way in which the communicative approach was developed is the emergence of a learner-centred approach that emphasised the importance for learning of starting from the meanings learners would like to communicate, and working out how these meanings can be expressed (Bygate 2001).

Communicative language teaching may, therefore, be defined as an approach to language teaching where the target language is used by the learner in a range of contexts and for a range of purposes. It thus emphasises the use of language skills in real settings (Carter and Nunan 2001). Nunan (1991) identifies several features of communicative language teaching:

- Learning to communicate is emphasised through interaction in the target language.
- Authentic texts are employed in the learning process.
- The enhancement of the learner's own personal experience is regarded as an important contributing element to classroom learning.
- Classroom language learning is linked with language activities outside the classroom.

As discussed above, the use of the target language by learners in different contexts and for different purpose is considered as a key component of the communicative language approach. This would provide learners with an opportunity to produce output as well as to provide comprehensible input for each other, which is essential for developing the speaking skill. The communicative language approaches have been also welcomed by teachers and educators within various EFL contexts (e.g. Wang 1990; Anderson 1993;

Kleinsasser 1993; Nunan 1993). The success of communicative language teaching was reported by Wang (1990) in terms of oral competence in a foreign language school in China. According to Wang (1990), an emphasis on oral communication contributed to enhancing learners' reading and writing skills beside the expected development of listening and speaking skills. Nunan (1993) also indicates that learner's engagement in making meaning with their teacher as well as with their peers is a significant feature in language success.

However, teachers' and learners' attitudes towards communicative language teaching (CLT) play a crucial role in the effective implementation of CLT. Hence, it is essential at this stage to discuss both teachers' and learners' attitudes towards CLT. Teachers' attitudes could be one of the reasons for the mismatch between CLT theory and practice (Karavas-Doukas 1995). The investigation of teachers' attitudes serves as a starting point to identify the possible contradictions between teachers' beliefs and CLT principles, as teachers' attitudes reveal teachers' thinking about language teaching. According to Littlewood (1981), the idea of the communicative approach may conflict with EFL teachers' existing thoughts about teachers' roles and teaching methods. The mismatch between the beliefs and practices may contribute to the neglect of examining teachers' attitudes before implementing any new approach (Karava-Doukas 1995). In other words, only promoting the approach and trying to convince the teachers of the effectiveness of CLT does not successfully change the teachers' existing beliefs about language learning and teaching. Similar results were found by Razmjoo and Riazi (2006), where the teachers expressed positive attitudes towards the basic principles of CLT. In Italy, Hawkey (2006) conducted both survey and interviews to explore whether teachers agreed with the advantages of the communicative approach in language teaching. The teachers showed positive views about CLT such as "CLT improving learner motivation and interest", and "CLT improving communicative skills" (p. 247). Additionally, the teachers were motivated to use pair-work activities to meet the learners' communicative needs (Hawkey 2006). Liao (2003) applied a survey to investigate high school English teachers' attitudes toward CLT in China. The results indicated that among 302 participants, 94% responded positively toward CLT and were willing to practice it (Liao 2003). Chang (2000) conducted a survey study in Taiwan to investigate 110 high school English teachers' attitudes toward CLT and their practice

of CLT. The findings showed that Taiwanese high school English teachers hold positive attitudes toward CLT. In addition, their favorable beliefs and attitudes led them to use more communicative activities in their classroom practice.

The above mentioned findings indicate that many EFL teachers display favourable attitudes towards CLT. Moreover, it is noticeable that teachers' views shift to a more communicative paradigm. However, a number of studies highlight some teachers' concerns about CLT. According to Hawkey (2006), Italian teachers of English think that correcting grammar and lexis errors is necessary. Li (2004) investigated Chinese teachers' opinions at a tertiary level. The results showed that the teachers thought that learners must be given feedback when they produce L2 to modify their production. Carless (2004) conducted a study revealing that some students used the simplest linguistic forms to complete the tasks. According to Burnaby and Sun (1989), Chinese college students learn the knowledge of English mostly for future jobs, such as reading technical articles or translation of documents. Tsai (2007) confirms Burnaby and Sun (1989) findings, where he reported that Taiwanese teachers think that EFL students have no immediate need to communicate in English. They need, however, grammar and reading skills for the sake of learning content knowledge.

As mentioned above, learners' attitudes towards CLT also play a crucial role in the effective implementation of CLT. Savignon and Wang (2003) conducted a survey to investigate Taiwanese EFL learners' attitudes and perceptions with regard to meaning-based as well as form-focused classroom practices. The findings indicated that there is a mismatch between learner needs and preferences and their reported experience of classroom instruction. In addition, learners expressed positive attitudes toward a more communicative approach and negative attitudes toward form-focused instruction, particularly among those learners who began learning English at an early age. These findings confirm those of Huang (1998) who found that Taiwanese senior high school students believe that the proper way to learn English is through the use of English. According to Huang (1998), the students are consistent with current classroom language learning theory, which emphasizes the value of meaning-based experience in the development of communicative competence. In addition, Rao (2002) applied both survey and interview methodologies to investigate Chinese students' perceptions of

communicative and non-communicative activities in EFL classroom. The results of the study showed a tendency that most of the students favour a combination of communicative and non-communicative activities in their English classroom.

2.8.4   Task-based approaches

Task-based approaches may be considered as a logical development of communicative language teaching, since they are based on principles inspired by the communicative language teaching movement (Richards and Rodgers 2001). More specifically, Prabhu (1987), who initiated an early influential proposal for the use of task-based approaches within the context of the Bangalore Project, argued that an essential support for achieving communicative competence is the focus on communicating from the beginning. Hence, according to Prabhu, language teaching should involve 'the creation of conditions in which learners engage in an effort to cope with communication' (Prabhu 1987: 1). These conditions can be created with the aid of sequences of well-structured tasks.

Ellis defines a task as:

> … a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources … A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world.
>
> (Ellis 2003: 16, cited in Thornbury and Slade 2006: 267)

Task-based approaches provide a sensible deployment of Krashen's (1982, 1985) input hypothesis, Long's (1981, 1985) interaction hypothesis and Swain's (1985) output hypothesis. More explicitly, tasks provide full opportunities for both input and output requirements. In addition, tasks promote processes of negotiation, modification, rephrasing and experimentation, which are central for second language learning. According to Richards and Rodgers (2001: 228-229), within the context of task-based

approaches, 'task is the pivot point for stimulation of input-output practice, negotiation of meaning, and transactionally focused conversation'.

Different aspects of classroom tasks can be manipulated, to influence learners' spoken language production in different ways (e.g. to force attention to accuracy or to fluency). There is a wide and rapidly expanding literature on task-based language teaching (TBLT). Task-based approaches play a central role in the stimulation of input-output practice, negotiation of meaning, and transactionally focused conversation (Richards and Rodgers 2001: 228-229). Various aspects of task-based instruction have been investigated by language researchers, such as pre-task planning and task complexity.

Pre-task planning affects various aspects of learners' oral production, such as amount of speech, fluency, accuracy and complexity and is one of the pedagogic techniques most widely studied in the task-based teaching literature (e.g. Hulstijn and Hulstijn 1984; Ellis 1987; Foster 1996; Foster and Skehan 1996; Skehan 1996; Skehan and Foster 1997; Wigglesworth 1997; Ortega 1999; Sanguran 2001; Yuan and Ellis 2003; Ellis 2005). Pre-task planning has been advocated to have beneficial effects on fluency (Foster 1996; Foster and Skehan 1996; Skehan and Foster 1997; Wigglesworth 1997; Mehnert 1998; Ortega 1999). However, some researchers have observed positive effects of pre-task planning on accuracy (e.g. Ellis 1987; Kawauchi 2005; Sangarun 2005). On the other hand, others found no significant accuracy differences (Crookes 1989; Wendel 1997; Yuan and Ellis 2003). Robinson (2001) demonstrated that significantly more confirmation checks were produced during more complex direction-giving map tasks. Hardy and Moore (2004) showed that the amount of conversational negotiation increased with more complex tasks. Several studies also have examined the effects of manipulating task complexity specifically on how learners attend to form. Robinson (1995) observed higher accuracy with more complex tasks. The above studies acknowledge the benefits of some aspects of task-based instruction, such as pre-task planning and task complexity as they have a positive effect on learners' oral production.

2.8.5   Cooperative learning and group work

Cooperation has attracted the attention of social psychological research since as early as the 1920s. Roger Johnson and David Johnson began investigating cooperation and competition in learning situations in the 1960s (Johnson, Johnson et al. 1998). Since then, cooperation has attracted substantial interest among researchers in general education as a classroom activity. Olsen and Kagan (1992) define cooperative learning as:

> Group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.
>
> (Olsen and Kagan 1992: 8)

In other words, during cooperation, each learner seeks outcomes that are both beneficial to him or herself and to the other group members (Johnson, Johnson, and Holubec, 1998). Slavin (1990) further argues that cooperative learning encourages students to help each other achieve their learning objectives. According to Rimmerman (1996), most people like to mix with others and work together, implying that cooperative learning is suitable for all ages, subjects areas, and types of students.

In 1985, Spencer Kagan introduced the structural approach to cooperative learning, which is now employed in classrooms at all grade levels all around the world (1985), and has recently been promoted in Saudi Arabian schools (see below). The Kagan structural approach facilitates the introduction of cooperative learning at any point in any lesson to create greater engagement and learning for all students (Kagan 2010).

Kagan (1994) identifies five basic principles that constitute cooperative group work, namely positive interdependence, individual accountability, equal participation, simultaneous interaction and group processing. He further describes the characteristics of each principle as follows:

- **Positive interdependence** is an essential principle of cooperative learning, which promotes a commitment to success through the fact that each learner's efforts benefit both him- or herself and the whole group involved in the group activity.

- **Individual accountability** implies that each group member is important and should be held accountable for contributing to the group activity.

- **Equal participation** refers to the active participation of each member in the learning process.

- **Simultaneous interaction** promotes success by encouraging learners to share resources, help, support, and praise other learners' efforts to learn.

- **Group processing** facilitates the learning of effective leadership, decision-making, communication, and conflict-management skills, where group members discuss and monitor which members' actions are helpful and which are not.

Kagan (1994) has developed about 200 classroom "structures", which may be readily adopted as classroom activities. Several examples of Kagan cooperative learning structures for language learning are provided in Appendix 2.

Within the context of L2 learning, research findings outside the Kagan tradition acknowledge the benefits of cooperative learning for many learners (Long and Porter 1985; Long 1985; Mcmanus and Gettinger 1996; Kohonen, Jaatinen et al. 2001). These studies found that cooperative learning serves such values as intrinsic motivation and task achievement as compared with competitive or individualistic learning. As mentioned above, in cooperative learning, students try to achieve a "group" success through helping each other, which is consistent with the social constructivist theory of Vygotsky (1986). Such an approach enables language learners to receive scaffolding from more capable peers in the group, which depends on the skill of the teacher in organising the group work to maximise the gain of cooperative learning.

In traditional classrooms, low proficiency learners have limited opportunities for teacher and peer communication (Long 1980; Schinke-Llano 1983). Cooperative learning, however, provides EFL learners with opportunities to hear more language and produce more complex language during interaction with each other. The exposure to increased complexity of input facilitates language learning and development of EFL speaking skill. This notion comes in line with Krashen's input hypothesis (1985), where he pointed out that learners should be exposed to comprehensible input, which is

referred to as *'i + 1'*, where *'i'* represents the learner's current language level, and the *'+1'* represents the language level that is just beyond the learner's current level. In addition to the comprehensible input, Swain (1985) emphasised the importance of comprehensible output, which is produced during learners' interaction, negotiation and clarification of meaning. More specifically, the production of comprehensible output during interaction stretches and pushes learners' current linguistic resources and eventually facilitates language development. In simple terms, educators highlight the importance of providing the learners with opportunities for both comprehensible input and comprehensible output in order to promote language learning process (Swain 1985; Pica, Holliday et al. 1989; Pica, Kanagy et al. 1993; Swain and Lapkin 1995; Pica, Lincoln-Porter et al. 1996).

Kagan cooperative learning structures have also been promoted as relevant for EFL learners, and are claimed to provide the following benefits in the language classroom (Kagan 2010):

- Greater Comprehensible Input. Students adjust their speech to the level of their partner because they are working together.
- Natural Context. Language is used in real life, functional interaction, reducing problems of transference.
- Negotiation of Meaning. Students have the opportunity to adjust their language output to make sure they understand each other.
- Lowered Affective Filter. Whereas it is frightening to speak out in front of the whole class, it is easy for students to talk a supportive teammate.
- Peer Support. Students encourage and support each other in language use.
- Enhanced Motivation. Because the structures are engaging interaction sequences, and students need to understand each other there is high motivation to speak and listen for understanding.
- Greater Language Use. Using a pair structure such as Timed Pair Share, it takes but two minutes to give every student in the class a full minute of language output opportunity.

Outside the 'cooperative learning' movement, other, language education specialists have also claimed that group work has numerous benefits that promote language learning. Brumfit (1984) summarises the advantages as follows:

> Small groups provide greater intensity of involvement, so that the quality of language practice is increased, and the opportunities for feedback and monitoring also, given adequate guidance and preparation by the teacher.

> The setting is more natural than that of the full class, for the size of the group resembles that of the normal conversational grouping. Because of this, the stress which accompanies 'public' performance in the classroom should be reduced. Experience also suggests that placing students in small groups assists individualization, for each group, being limited by its own capacities, determines its own appropriate level of working more precisely than a class working in lock-step with its larger numbers.
>
> (Brumfit 1984: 77)

The implementational issues of employing group work inside the language classroom have been discussed in detail by language education theorists.

Group formation: The total number of the students in the class should be taken into consideration when forming the groups. According to Byrne (1986), as a general rule, the group size should be 5–8 students in each group and not more than 5–6 groups in the class. Moreover, (as in the Kagan procedure) students should work in mixed-ability groups (i.e. good students with weak students), so as to help one another (Cohen 1998). Each group has to have its own 'leader' or 'coordinator'. At the beginning, the teacher can assign the group leader. After that, the students are allowed to choose their leader. Byrne (1986) argues that the purpose of a group leader is not to dominate the group, but rather to coordinate their activities and to be as a link between the group and the teacher.

The role of the teacher: The teacher's role is generally seen as crucial in both setting up the activities and in supervising them while they are in progress. According to Byrne (1986), the teacher should select the activities carefully and ensure that these activities are appropriate for the students' level. Also, the teacher should work out the instructions for an activity carefully. Cohen (1986) believes that teachers' role includes keeping students interdependent and self-directed during group work by observing and supervising them. Byrne (1986), further, explains that the role of the teacher is not to correct the students' mistakes of language while they are working on a group activity, but rather she or he could make a note of any observed mistakes and use them later as a basis of feedback. Johnson and Johnson (2000) further summarise the roles of teachers when employing group work in their classes as follows:

- Teachers must determine the lesson's objectives clearly.

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- They should determine the group size and assign the students to their groups before the class is started.
- They should arrange the class so that group members are close to each other and facing each other.
- They should provide clear instructions for completing the assignment.
- They should provide the groups with the required materials that students need to explore, study and share with their peers within the group.
- They must observe the groups during group work and only intervene when necessary assistance is needed.

It is generally acknowledged that teachers cannot achieve this degree of skill in managing group work without training (Slavin 1989).

Difficulties: Language education theorists have acknowledged some potential difficulties when implementing group work in the classroom. Byrne (1986) presents these difficulties under various headings as follows:

- *Time:* some teachers are frustrated from implementing group work as it is time-consuming, and because they do not notice that their students are making any obvious and measurable progress.
- *Involvement:* it is argued that some students, especially the lazy students, are not involved in a group activity.
- *Discipline:* there are some potential problems of discipline that happen from time to time when carrying out group work. Students take time to get used to new procedure, and may tend to opt out of learning.
- *The use of mother tongue*: it is noticeable in monolingual groups that students sometimes use the mother tongue when communicating with each other. The use of mother tongue by the students and its functions will be discussed in more detail in Section 2.8.6.2.

The above-mentioned implementational issues of group work have also been confirmed by several empirical studies. According to Littlewood (Littlewood 2007), many teachers are concerned with the problems of classroom management created by implementing group work in large classrooms. Many teachers face difficulties in controlling their classes especially when students are engaged in task-related work. In an early study of the implementation of task-based learning in Hong Kong primary

schools Morris *et al.* (1996: 58) observed that 'many teachers had difficulty resolving the dilemma over the need for teacher control and the need to facilitate pupil-centred learning'. Carless (2004) also concluded that concerns over noise and discipline in classrooms are always associated with task-based teaching, when he conducted a later case-based study of primary school teachers in Hong Kong. Moreover, according to D. Li (1998) within the context of South Korea, it is very difficult to manage classrooms when using CLT, especially when the class becomes noisy as a result of everyone talking. A Chinese teacher also complains about the lack of involvement of many students when carrying out communicative group work, which leads to her frustration and the decision to switch to grammar and exercises (C. Y. Li 2003).

Byrne (1986) summarised some ideas for teachers to overcome the above-mentioned problems:
- Explain to the students why they are doing activities of this kind: i.e. that is an opportunity to use English;
- Demonstrate whenever it is possible how they can 'get round' difficulties i.e. through alternative expressions. (Many students think that they cannot say something unless they know the exact word)
- Encourage the students to consult you if they have real difficulties;
- Ask them – at least from time to time – to impose self-discipline e.g. through a penalty system which requires them to pay a small fine if they use the mother tongue. This can be done in a fun-like way so that the students actually enjoy catching one another out.

(Byrne 1986: 79)

2.8.6   Code switching

One of the major theoretical issues that have dominated the field of second language learning and teaching for decades is the use of the mother tongue by both teachers and learners. According to Nunan and Carter (2001: 275), code switching is defined as 'a phenomenon of switching from one language to another in the same discourse'. This section will discuss the functions of code switching by both teachers and learners within the context of ES/EFL learning and discuss the place of codeswitching in the teaching of speaking in particular.

2.8.6.1 The functions of teachers' code switching

Teachers usually use code switching in second or foreign classrooms for different functions. However, they are not always aware of the functions and outcomes of the code switching process as code switching in some cases is performed unconsciously by the teachers. However, code switching may promote the language learning process by serving some basic functions. These functions are identified by Mattson and Burenhult (1999) as topic switch, affective functions, and repetitive functions.

The first function of teacher code switching is the **topic switch** function. In this case the teacher changes his/her language according to the topic that is under discussion. This function is often noted when teaching grammar as the teacher shifts his/her language to the mother tongue of the students in order to explain particular grammar points, which are taught at that moment. Cole (1998) suggested that a teacher can exploit students' previous L1 learning experience to improve their understanding of L2.

Teachers' codeswitching may also carry **affective functions**, which serve for expression of emotions. In other words, the teachers may use code switching for the sake of building intimate relations with the students, which create a supportive language environment in the classroom. The affective functions of teachers' code switching may occur consciously as well as unconsciously by the teachers.

Teachers also use codeswitching for **repetitive** purposes**,** where they transfer the necessary knowledge for the students in order to clarify meaning. For example, instructions given in the target language are followed by elaborations in the native language by the teachers. In this way, the teachers stress the importance of the target language content for effective understanding. However, the repetition of instruction in the mother tongue may lead to the situation where learners lose interest in listening to the instructions in the target language.

2.8.6.2 The functions of students' code switching

Similar to teachers' code switching, students sometimes are not aware of the reasons, functions and outcomes when they perform code switching. Eldridge (1996) defines equivalence and reiteration functions of students' codeswitching.

The first function of students' codeswitching suggested by Eldridge (1996) is **equivalence**. In this case, students code switch to their mother tongue as they try to make use of the native equivalent of a certain lexical item in target language. Therefore, this function provides students with the opportunity to continue the communication by bridging gaps in their target language knowledge.

The other function of students' codeswitching is **reiteration**. Eldridge (1996: 306) defines this function as: 'messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood'. In this case, after the student said the message in the target language, the student repeats this message using the mother tongue, perhaps because the student may have not conveyed the exact meaning in the target language.

A frequently voiced concern associated with the implementation of communicative language teaching is that students may not use the target language as a medium of communication, when they are involved in group work. Lee (2005), for example, observed that learners in South Korean primary school classrooms depend extremely on their mother tongue to complete communicative tasks, which prevents learners from utilising the opportunity to listen and speak in the target language. Carless (2004) also documented the concern of teachers with regard to learners' use of mother tongue during communicative tasks, when they referred to this issue as the major difficulty that occurred during tasks. Cook (2001) mentioned that learners prefer using L1 with each other when explaining tasks, negotiating their roles and checking their production and understanding. In addition, Cameron (2001) pointed out that learners tend to use L1 when seeking help from peers or teachers. C. Y. Li (2003) attributed the use of mother tongue during tasks to the learners' low English proficiency. Other potential reasons are highlighted by Tsui (1996) in the Hong Kong setting, namely lack of confidence or fear of making errors; peer's pressure; and peer's unwillingness to speak in a foreign

tongue. Nation (2003) pointed out that learners tend to apply L1 either because they are not proficient, or are shy or unmotivated to communicate in L2. Moreover, codeswitching between English and Chinese is a common behaviour between students when they work together in English classes (Chen and Hird 2006). Also, Guk and Kellogg (2007) found that the use of L1 was extensive in an FL context (Korea) in learner–learner interactions (46.93% of the total learner–learner utterances).

However, according to Skiba (1997), students' codeswitching could promote fluency instead of presenting interference in language. More specifically, if a student is unable to express meaning in the target language, he or she could use the mother tongue moderately as a bridge to maintain the flow of communication. This eventually exposes the students to longer episodes of interaction in the target language, which improves their EFL speaking skill.

2.8.7 Speaking anxiety

Anxiety has been reported to obstruct many types of learning (Horwitz, Horwitz et al. 1986; Scovel 1991; Young 1991; Onwuegbuzie, Bailey et al. 1999). McIntyre and Gardner define anxiety as 'a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system' (McIntyre & Gardner, 1994: cited in Onwuegbuzie et al 1999). In the context of foreign language learning, anxiety is mostly associated with the two skills needed for interaction, namely listening and speaking (Horwitz et al., 1986: 29). Cope *et al.* (1986) assert that foreign language learners often feel uneasy and nervous while speaking in the target language, especially speaking to native speakers, teachers, or in public. It has been found that anxiety in the language classroom may stem from multifaceted sources related to psychological, linguistic and social contexts (Scovel 1991; Horwitz 2001).

Language anxiety may be attributed to psychological sources associated to the learner's own self, including his or her self-perceptions; perceptions about peers, teachers and interlocutors; target language interaction context; and his/her beliefs about foreign language learning (Schwartz, 1972 cited in Scovel, 1991). Learners' low achievement in target language may also be a cause of language anxiety (Horwitz, 2001). Woolfolk

(2004), further, points out that anxiety and low achievement in target language may form a vicious circle, i.e. they could escalate each other. Language anxiety may be also caused by social reasons. More specifically, language learners sometimes experience anxiety because of extrinsic motivators, such as different social and cultural environments, and social status of the speaker and the interlocutor, i.e. a sense of power relations between them (Schwartz, 1972 cited in Scovel, 1991). Awareness of the factors that cause anxiety in the language classroom is essential to the teachers in order to reduce anxiety in the classroom environment and hence improve learners' target language learning.

The academic literature has not provided sufficient consistent and persistent findings on how anxiety affects language learning and performance (Price 1991). According to Scovel (1978), the relationship between anxiety and learner's performance has even become more complex as the subject is further investigated. Some studies found a negative relationship between anxiety and language achievement, namely high anxiety leads to lower achievement (Clement, Gardner, & Smythe, 1977, 1980 cited in Onwuegbuzie et al. 1999). On the other hand, some studies found no relationship or a positive relationship (Pimsleur, Mosberg, & Morrison, 1962, Backman, 1976 cited in Onwuegbuzie et al., 1999; Scovel, 1978). In other words, anxiety has been found to debilitate language learning on some occasions, and facilitate language learning on others. Scovel (1991: 22) explains that debilitating anxiety 'motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour'. By contrast, facilitating anxiety 'motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behaviour' (Scovel 1991: 22). Kondo and Yang (2004) investigated how learners manage English learning anxiety. They identified five anxiety-managing strategies: preparation, relaxation, positive thinking, resignation, and finally peer seeking. The final strategy, namely peer seeking, highlights the benefits of cooperative learning and group work for reducing language anxiety, which also supported by Young (1991). Overall, awareness of the factors that may cause anxiety in the language classroom would be beneficial for understanding students' behaviour with respect to EFL speaking in the current study.

2.9 Speaking activities

It is essential to establish a theoretical basis for evaluating the EFL speaking activities employed in female public secondary schools in Saudi Arabia. Designing EFL speaking activities and instructional materials cannot be isolated from distinguishing the various functions of speaking, discussed in Section 2.3. According to Richards (2006), the first step for planning EFL speaking activities is to determine what speaking function the course will focus on. The second step is to specify appropriate teaching strategies that provide opportunities for learners to learn each type of speaking functions. This section reviews activities which have been suggested in the international literature for the various speaking functions presented above in Section 2.3.

2.9.1 Activities for speaking as transaction

The main objective of activities for speaking as transaction is to provide the learners with opportunities to practice sharing and obtaining information as well as engaging in real-world transactions (Richards 2006). This may be achieved by employing communicative activities, such as group activities, information-gap activities, role plays, brainstorming, and simulations. Numerous such activities are provided in the literature (Rivers and Temperley 1978; Littlewood 1981; Ur 1981; Byrne 1986; Bygate 1987; Thornbury 2005; Harmer 2007). Some example activities include the following:

- **Group activities**: Students working in a group may be asked to write up a list of controversial topics. Written lists may then be exchanged between groups for discussion. Example topics include: "Schools should do away with exams", "Vegetarianism is the only healthy life style", and "The Olympic games are a waste of money" (Richards 2006: 9).

- **Information-gap activities:** Students are given flashcards containing simple geometrical shapes and are asked to work in pairs. Each student describes his or her shape to his or her partner so that it can be drawn accurately (Thornbury 2005).

- **Simulations and Role plays:** Examples include individual role cards for a travel agent and a customer; for two interviewers and a candidate for a job;

and a policeman and several witnesses of a crime (Bygate 1987, Harmer 2007).

- **Brainstorming activities:** This includes generating ideas from a central them, listing objects with the same qualities, listing various uses of the same object, and listing characteristics of, for example, a good teacher or a good job (Ur 1981, Bygate 1987).

2.9.2   Activities for speaking as interaction

Interactional talk was discussed in Section 2.3.2. According to Richards (2006), interactional talk is best taught through incorporating features such as opening and closing conversations, making small talk, recounting personal incidents and experiences, and reacting to what others say. Rivers and Temperley (1978) argue that engaging successfully in social interactions dictates that learners need to be able to establish and maintain social relations as well as to express reactions. They further provide example activities that are based on simulations and role-plays, which provide opportunities for developing the skills needed for interactional talks. The proposed activities include:

- **Establishing and maintaining social relations:** practicing short dialogues based on small social situations, such as answering the door, giving birthday greeting, interacting at a party, or welcoming visitors.

- **Expressing reactions:** introducing situations that need reactions, for example, watching a TV show, photographic or painting exhibitions, or watching a slide show.

2.9.3   Activities for speaking as performance

Learners may be prepared for delivering talk as performance by observing examples of speeches, oral presentations or stories with the aid of video or audio recordings (Richards 2006). The learners could also practice delivering some of these performances in class. Thornbury (2005) provides the following activities for speaking as performance:

- **Show–and–Tell**: This involves asking learners to speak about an object of special interest to them for two to three minutes. Then, the other students ask the speaker few questions about the object.

- **Did you read about …?:** Students are asked to talk about something they read in newspapers or heard in the news. They could work on this activity in groups rather than in front of the whole class. The students are told about this activity beforehand so that they come to class prepared. The most interesting story in each group can then be presented to the whole class.

- **Presentations:** Learners are first exposed to video or audio recorded presentation examples. Then, they work in groups, where they are asked to prepare a presentation about a certain topic (e.g. academic or business topic). They are next asked to deliver their presentation to the whole class.

Reading aloud is also a helpful activity for teaching students speaking as performance, especially delivering presentations. A useful technique for preparing scripts for reading is provided in (Thornbury 2005). The activity is broken down into the following steps:

1. Give the learners a short text to 'chunk' – i.e. to decide where pauses would naturally fall, and with what effect. …
2. Learners then highlight the stressed words in each chunk, especially where these serve to mark a contrast.
3. Learners then indicate the sequences of words which could be emphasised by a slower, more deliberate delivery. If they are working on the text on a word processor they can space these words out accordingly.
4. Learners practise delivering the prepared text and then perform the same operations on a text of their choice.

(Thornbury 2005: 70)

2.10 Features of classroom discourse

In order to understand communication in the second language classroom, the principal characteristics of L2 classroom discourse from the teacher's perspective need to be described as teachers usually play a central role in managing classroom discourse. According to Walsh (2006), these principal characteristics include control of patterns of communication; elicitation techniques; repair strategies; and modifying speech to learners.

Control of patterns of communication: The features of second language classroom discourse can be easily identified, as the topic of conversation and turn-taking is led and controlled by the teachers (Walsh 2006). According to Johnson (1995), L2 teachers control most of the patterns of communication in the classroom, mainly through restricting or allowing learners' interaction (Ellis 1998), taking control of the topic (Slimani 1989), and facilitating or hindering learning opportunities (Walsh 2002). According to Sinclair and Coulthard (1975), the typical structure of second language lessons is represented by the so-called IR(E/F) sequence of discourse moves. 'I' refers to teacher initiation, 'R' refers to learner response, and 'E/F' is an optional evaluation or feedback by the teacher. This model was later modified to be represented by the IRF sequence, where 'F' refers to follow-up. The following example illustrates an IRF sequence:

(I)   T: Two things to establish for the writer at the beginning of the story. One situation situation. What is the situation at the beginning of the story anybody? What's the situation Douglas? Have you read the story Douglas?

(R)   S: No sir.

(F)   T: Ah that won't help then will it who's read the story what is the situation at the beginning Michael? Is it Michael?

(Walsh 1987)

Elicitation techniques: L2 classroom discourse is usually dominated by question and answer routines, where teachers asking most of the questions (Walsh 2006). There are different studies which have queried teachers' questioning behaviour (Long and Sato 1983; Brock 1986; Nunan 1987; Chaudron 1988; Banbrook and Skehan 1990; Winterguest 1993; Seedhouse 1996; Thompson 1997; Cullen 1998). Some of these studies have examined the ways in which questions facilitate the production of target language forms or correct content-related responses (Chaurdron 1988). It was found that many of the question-types used by L2 teachers are the closed question-types, which requires short responses from students (Walsh 2006). Other studies have examined the extent to which questions produce responses, which are 'communicative', highlighting that referential questions are to produce more 'natural' responses than display questions (Long and Sato 1983; Brock 1986; Nunan 1987). Later studies examined the value of the distinction between display questions and referential questions (Banbrook and Skehan 1990; Seedhouse 1996). According to Walsh (2006), display questions typically refer to questions that the teacher already knows the answer

for (e.g. what's the past tense of go?). However, referential questions refer to questions that the teachers do not know the answer to in advance (e.g. do you have brothers and sisters?). Walsh (2006) further argues that display questions are functionally different from referential questions, as the former requires shorter and simpler responses from learners. According to Thompson (1997) and Cullen (1998), teachers should be aware of the distinction between display and referential questions. Wintergest (1993) found that many teachers fail to ask why-questions or questions that stimulate longer responses.

Repair: According to van Lier (1988: 276), 'apart from questioning, the activity which most characterizes language classrooms is correction of errors'. According to van Lier (1988), there are two conflicting views of error correction or repair in the language classroom. One viewpoint is against error correction as it disrupts communication. The other viewpoint encourages consistent error correction in order to 'avoid the learner's interlanguage turning into some form of pidgin (van Lier 1988).

Modifying speech to learners: According Lynch (1996), understanding language modification by teachers for learners is important for helping teachers use proper strategies in the classroom that enhance the learning process. Lynch (1996) further argues that learners should first understand the input they receive from their teachers in order to progress in L2. In addition, teachers' speech to learners may be the only exposure to target language that learners receive. Chaudron (1988) pointed out that L2 teachers usually modify four aspects of their talk to learners. First, they use simplified vocabulary. Second, they employ simplified grammar, where they use shorter and simpler utterances. Third, teachers tend to modify their pronunciation by using slower and clearer speech. Finally, L2 teachers also use gestures and facial expression increasingly. Tardif (1994) observed that language teachers employ five speech modification strategies, namely self-repetition, moving on to linguistic modelling, providing information, expanding an utterance and using elicitation.

2.11 Research questions

As mentioned in Section 1.6, the purpose of the study is to investigate the teaching of EFL speaking in the Saudi Arabian girls' education system. The study is driven by the gap in literature, discussed in Section 1.5.4. The study aims to investigate how the speaking skill is taught, and the attitudes of both teachers and Year 1 secondary school students toward the skill. The current EFL speaking teaching practices in Saudi Arabia will be compared with international practice based on the theoretical conceptualisation of speaking, discussed in Sections 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7, which guides the empirical analysis of the current study. The present study will answer the following research questions:

RQ.1.   What is/are the teaching method/methods of EFL speaking currently employed in female public schools in Saudi Arabia?

RQ.2.   To what extent do the teaching methods of EFL speaking address the following aspects of speaking:
   i.   accuracy versus fluency
   ii.   functions of speaking
   iii.   speaking as a skill versus knowledge of the language
   iv.   communication routines
   v.   negotiation skills
   vi.   speaking strategies
   vii.   conversation features

RQ.3.   To what extent is the mother tongue used in the classroom and for what purpose?

RQ.4.   What are the teachers' and students' attitudes towards EFL learning?

RQ.5.   What are the teachers' and students' opinions about their EFL speaking knowledge?

RQ.6.   What are the teachers' and students' beliefs about the nature of EFL speaking and its value?

RQ.7.   What are the teachers' and students' opinions about the current EFL speaking teaching methods?

2.12 Summary

This chapter presented a general review of the literature that is related to the focus of the current study. First, essential issues of the nature of speaking, including complexity,

accuracy, fluency and the distinction from the written language, were discussed. Next, the various functions of speaking were described in more detail. Then, more insights were presented, especially, with respect to the interaction skills. Speaking strategies were provided, followed by a discussion of the conversational structure. Then, a range of language teaching methodologies was presented, followed by a range of speaking activities. Features of classroom discourse were also discussed in order to understand communication in the second language classroom. Finally, the research questions of the current study were outlined based on the theoretical conceptualisation of speaking presented in this chapter and also based on the gap in the literature presented in Chapter 1.

CHAPTER 3

Research methodology

3.1 Introduction

In order to achieve the research objective of gaining understanding of teaching methods for EFL speaking in developed public schools for females in Saudi Arabia, the researcher felt that there was a need to immerse herself deeply in everyday experience of the EFL teaching context, through the medium of a case study. The purpose of this chapter is to provide a description of the research methodology employed in the study, namely a qualitative case study, in which the main data collection techniques are classroom observations and interviewing. First, the chapter will provide a detailed description of these methods and specifically demonstrate why they are appropriate to the current study. Then, a description of the pilot study will be provided. Next, a detailed presentation of the field work will be provided, where the employed data collection methods and analysis procedures will be explained in more detail. Finally, ethical issues relevant to the current study will be discussed.

3.2 Qualitative research

The current research study employed a qualitative research approach, namely a case study, in which the data collection techniques include observations and interviewing. The purpose of this section is to provide a detailed description of these methods and demonstrate specifically why they are appropriate to the current study.

3.2.1　Overview on qualitative research

Qualitative research is often concerned with the holistic description of a particular phenomenon within its natural setting (Fraenkel and Wallen 2000: 502). More specifically, qualitative research avoids any experimental intervention which isolates the phenomenon under consideration in order to identify causal relationships among isolated variables (Silverman 2000). Furthermore, according to Mackey and Gass (2005: 162), qualitative research is 'based on descriptive data that does not make (regular) use of statistical procedures'; it usually includes the following characteristics: rich description, natural and holistic representation, few participants, open-ended processes and research questions.

There are two main types of qualitative research, namely case studies and ethnographic studies (McKay 2006). Ethnographic studies focus on group behaviour and the cultural patterns underlying that behaviour. In other words, ethnographic studies generally focus on the group rather than on the individual, consider the larger sociocultural context, and endeavour to present an emic perspective of the phenomena under investigation (Mackey and Gass 2005). Both ethnographies and case studies aim to provide a holistic description of a phenomenon within a specific population and setting. For example, with respect to language learning research, ethnographies focus on cultural patterns within groups, while case studies tend to present detailed descriptions of specific learners within their learning setting (Mackey and Gass 2005). Case studies along with their data collection methods will be discussed in more detail in the next section owing to their relevance to the current study.

3.2.2　Case study

This section provides an overview on what a case study is. It specifically demonstrates why a case study is appropriate to the current research investigation. Then, the section highlights some of the main concerns that are associated with the case study methodology. A discussion on how these concerns are addressed by the researcher is also presented.

3.2.2.1 What is a case study?

Case study is one of the more difficult methodologies to define because case studies can be used in different disciplines and for different purposes. McKay (2006: 71) refers to a case study as 'a single instance of some bound system, which can range from one individual to a class, a school, or an entire community'. Yin (2003), furthermore, defines case study as the most appropriate method, when distinguishing the phenomenon under study from its context is not straightforward. The phenomenon under study may be a project or a programme in an evaluation study, where, for example, the definition of this project or programme is ambiguous in terms of determining when the activity started or ended (Yin 2003: 3). Stake (1995: xi in Bassey 1999) further defines case study as 'the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances'. In addition, Bassey (1999: 47) refers to case study as the thorough study of a particular set of events in their natural settings. Hitchcock and Hughes (1995) identified the distinctive features of a case study as follows:

- It is concerned with a rich and vivid description of events relevant to the case.
- It provides a chronological narrative of events with the analysis of them.
- It blends a description of events with the analysis of them.
- It focuses on individual actors or groups of actors and seeks to understand their perceptions of events.
- It highlights specific events that are relevant to the case. An attempt is made to portray the richness of the case in writing up the report.

      (Hitchcock and Hughes 1995: 317 in Cohen, Manion et al. 2007: 253)

In the context of educational research, Bassey (1993: 58 in Bassey 1999) identifies the educational case study as an empirical enquiry which is:

> conducted within a localised boundary of space and time … into interesting aspects of an educational activity, or programme, or institution, or systems mainly in its natural context and within an ethic of respect for persons in order to inform the judgments and decisions of practitioners or policy-makers or of the theoreticians who are working to these ends … .

      (Bassey 1993: 58 in Bassey 1999)

Furthermore, in the context of language learning and teaching, Mackey and Gass (2005: 171) identify case study as a method which seeks to provide 'a holistic description of language learning or use within a specific population and setting'.

3.2.2.2 Why case study is appropriate for the current study

The reason for case study being considered the most appropriate method for answering the current research questions may be argued as follows. The literature is lacking in studies that address the teaching of EFL speaking in public schools in Saudi Arabia. Consequently, conducting, for instance, experimental or correlational studies that try to introduce change in specific aspects of the current teaching methods of EFL speaking would not be justified before understanding how EFL speaking is currently taught inside the classrooms in Saudi Arabia. Therefore, it is appropriate, given the current status of the literature, to conduct an in-depth investigation in order to answer the following basic questions: how is EFL speaking taught in developed secondary public schools for females in Saudi Arabia, and what are the strengths and weaknesses of the teaching methods of EFL speaking?

The in-depth investigation would be best conducted using a case study approach as opposed to other research methods, since case studies, as mentioned above, generally provide a holistic description of language teaching and use within a specific population and setting (Mackey and Gass 2005: 171). Another advantage of case study, as argued by Adelman *et al.* (1980: 59), is the provision of data that are 'strong in reality', when compared with other research methods. Subsequently, adopting a case study method renders the findings and insights of the current research more authentic, and consequently, effective recommendations for improving the teaching of EFL speaking in Saudi Arabia and in general could be identified. Additionally, the conclusions of the current case study on the teaching of EFL speaking may be more easily and readily adopted by the national education authority in Saudi Arabia, since case studies are 'a step to action' and 'present research data in a more publicly accessible form than other kinds of research report' (Adelman, Kemmis et al. 1980: 60).

3.2.2.3 Criticisms of case study

Despite the advantages of adopting a case study method mentioned above, many research investigators consider it a less desirable method of inquiry than other methods, for several reasons (Yin 2003). First, case studies have been perceived as less rigorous than other methods. In other words, it has been claimed that case study researchers often allow bias in their views to affect the direction of the findings and conclusions of the research study. However, the problem of bias can also influence the findings of other research methods. For example, the conduct of experiments, the design of questionnaires for surveys or carrying out historical research may be easily affected by bias (Yin 2003). However, the researcher made this case study more rigorous by being systematic and meticulous when recording observations. In addition, the well-defined case described in Section 3.4 along with the proposed triangulation of data collection improves the rigour of the current case study.

The second concern associated with case studies is the perception that they provide little basis for scientific generalisations. A commonly heard question is "How can you generalise from a single case?" Nevertheless, the same question could be directed to experiments: "How can you generalise from a single experiment?" (Yin 2003: 10). Moreover, both female and male developed public schools in Saudi Arabia employ the same EFL curriculum and teaching methods which are specified by the national education authority. Consequently, the outcome of the current study could be generalised to the developed schools in Saudi Arabia.

The third common criticism of case studies is that they require a long time to be conducted and they produce massive, unreadable reports (Yin 2003). However, the current case study was conveniently carried out within a 12-week period, during which the researcher is fully sponsored. In addition, the well-defined case of Section 3.4 ensures that the report produced is of a reasonable size.

3.2.3 Data collection

A wide variety of different techniques for collecting data can be employed for qualitative research. In this section, techniques that are relevant to the current study, namely observations and interviews, are discussed in detail.

3.2.3.1 Observations

Observation refers to data collection methods which involve the researcher immersing her/himself in a research setting in order to observe various dimensions of the setting, such as interactions, relationships, actions or events (Mason 1996). According to Foster (1996), observation is probably the most important data collection method used in school enquiry. There are several schemes in the literature that categorise observation into distinct divisions. Wallace (1991) divides observation into system-based, ethnographic and *ad hoc* procedures. Seliger and Shohamy (1989) distinguish only between structured and open observations. Hopkins (1993) breaks down observation into systematic, structured, focused and open observations. However, the most straightforward distinction is based on how structured observations are, in which two main types of observation may be identified. The first type is referred to as 'structured or systematic' observation, in which researchers usually employ a detailed checklist or rating scale classifying whatever is to be observed into categories, which are carefully worked out before commencing the data collection. The second type is referred to as 'less structured' observation, in which researchers are usually interested in generating detailed descriptions of the phenomena being observed by relying on field notes or audio/video recording (Mackey and Gass 2005).

This section discusses the purpose of classroom observation and why it is essential to the current study. This section also discusses the recording of the observation in more detail. It also addresses the issue of observer's effect and demonstrates how it was resolved in the current study.

3.2.3.1.1 The purpose of classroom observation

The purpose of employing classroom observation in the current study is to provide an in-depth picture of the various perspectives of the teaching of EFL speaking in developed secondary public schools for females in Saudi Arabia as far as is possible from an insider's point of view. Hence, the researcher employed the less structured type of observation in order to achieve the research objectives by audio recording classroom talk, both teachers' and students' talk, and complementing the recording with clarifying field notes. The choice of the less structured observation is driven by the interest of the researcher in developing an overall understanding of the teaching of EFL speaking in female public schools in Saudi Arabia.

3.2.3.1.2 Recording observations

Observations can be recorded by a number of different methods. Among these methods, the most comprehensive means of recording observations is the use of video and/or audio technology. Technological advances, especially in recent years, have made recording equipment less obtrusive and more portable on the one hand, and have improved the recording quality on the other. All these improvements have made the use of such equipment more feasible (Foster 1996). Another commonly used method, which enables researchers to record their observations, is the writing of field notes. Researchers can either use notebooks or files to write down what they see and hear as fully as they can or merely write down what they feel is significant to complement the audio/video recording, which in turn facilitates the data analysis. The field notes are best written at the time of the observation, or as soon as possible afterwards (Foster, 1996).

In the current study, classroom talk was recorded using audio recording and was complemented by field notes in order to answer the research questions. The use of video recording in the current study is not acceptable for religious reasons, since female students and teachers do not wear the Islamic Hijab inside schools, which is required when they appear in public. Particular care was therefore taken by the researcher when

writing field notes to capture relevant non-verbal aspects of the observed English lessons.

This section discusses the use of audio recordings and field notes, highlighting their purpose in the current study and demonstrating how these methods assist the researcher in achieving the research objectives.

3.2.3.1.2.1 Audio recording classroom talk

The researcher recorded classroom talk, both teachers' and students' talk, using audio recording technology during ten 45-minute lessons (i.e. during whole class teaching) in order to identify the teaching method/methods of EFL speaking currently employed in female developed secondary schools in Saudi Arabia, which corresponds to research question 1. In addition, in order to answer research question 2, the researcher used audio recording to determine the extent to which the teaching methods of EFL speaking address the following issues:

- accuracy versus fluency
- functions of speaking
- speaking as a skill versus knowledge of the language
- communication routines
- negotiation skills
- speaking strategies
- conversation features

The researcher also used audio recording for the sake of determining the extent to which the mother tongue is used in the classroom, and for what purpose, which is related to research question 3.

The use of audio technology is necessary to achieve the current research objectives since it provides detailed and accurate records of spoken language (Foster 1996). In other words, the recorded intricacies of a classroom talk allow later analysis to reveal patterns of behaviour, which properly would not be apparent otherwise. Therefore, the audio recording of classroom talk in the current study enabled the researcher to obtain detailed and accurate records of spoken language and, in turn, to identify the various aspects of EFL speaking mentioned above.

Another advantage of using audio recording is its flexibility and availability. After recording and transcribing the behaviours of observed subjects, the files can be played and replayed several times, permitting a more careful, flexible and complex analysis (Fraenkel and Wallen 2000). In the current study, this implies that the researcher can investigate classroom talk more thoroughly by going over spoken sequences and their transcription repeatedly to verify her interpretations and take the analysis further. Consequently, the use of audio recording enhances the validity of the claims that the researcher make about the observed patterns of the features of EFL speaking.

However, using audio recording is not always a trouble-free option, but rather there are some difficulties, of which the researcher should be aware. Permission to record needs to be obtained from all subjects. Furthermore, the behaviour of the subjects being observed can be distorted by the set-up of the audio recording devices (Fraenkel and Wallen 2000). According to Foster (1996), subjects are more likely to behave differently when they are aware that their behaviour is being audio recorded, especially when the recording equipment is visible and obtrusive or the subjects are positioned deliberately for recording. After obtaining proper permissions to record, the issue of reactivity was dealt with in the current study by setting up the recording devices in the classroom several times prior to commencing the actual observation in order to make the teachers and students accustomed to their presence. The researcher also utilised the miniaturisation of audio recorders and microphones by recent digital technology, which rendered the recording equipment less obtrusive.

Moreover, the researcher has to have some experience and training in carrying out such taping, otherwise trained technicians are required (Fraenkel and Wallen 2000). Audio recording may also suffer from background noises that could degrade the quality of the recorded data (Fraenkel and Wallen 2000). The researcher ensured that she was sufficiently familiar with the audio recording instruments. In addition, the effect of potential technical difficulties were minimised in the current study by using high quality digital audio recording instruments, which also have noise suppression capabilities to resolve the background noise problem. The current project has enough funding to accommodate these solutions. Generally, if the researcher is aware of these

issues and able to control them, the use of audio recording is considered an efficient technique for collecting, storing and analysing data.

3.2.3.1.2.2 Field notes

While audio recording captures only the verbal behaviour of the subjects, field notes go further by including the physical and social context in which these behaviours occur. In the current study, the researcher employed observational field notes as a complement to the audio recording in order to answer the research questions.

There are various forms in which field notes can be taken. Researchers usually develop their own particular style and organization. For example, some researchers make their notes in longhand; others write them in idiosyncratic shorthand and type them up in more detail later. Some researchers use diagrams to record the physical organization, while others prefer the narrative form. Also, some researchers record their observations in note books or files (Foster, 1996). In the current study, the researcher used files to record the observations, from which pages can easily be taken for copying or reorganization.

The researcher was taking field notes simultaneously while audio recording for the sake of identifying different issues in the current research study. More specifically, field notes aimed to provide basic contextual information, such as date, time, place and other information about the context of any relevant event or behaviour. The researcher also used observational field notes to describe the classroom setting, which includes classroom layout, seats and desks arrangement, and number of students. This provides a general picture of the classroom setting. The researcher also used field notes to clarify ambiguous behaviour while observing lessons, such as providing reference to teachers' statements that may be ambiguous when the audio recording is played for data analysis. Another important benefit of using the field notes in the current study is the simplification of the timing and synchronisation of the audio recording with certain events in the classroom.

3.2.3.1.3 The observer effect

Data collected through observation may be easily distorted as a result of the effect of the observer's presence on the behaviour of the participants and the effect of the observer's attitude on the recorded data, which is also known as the observer bias (Fraenkel and Wallen 2000). In this section, these two potential sources of data distortion are discussed in detail, with special emphasis on how they were resolved in the current research study.

3.2.3.1.3.1 Effect of the observer's presence on the observed

The presence of the observer usually has some effect on the behaviour of the subjects of a study. This effect is manifested in two ways. First, the presence of the observer may stimulate curiosity among the subjects, which may often lead to distraction from the task and phenomenon under investigation. This distraction usually results in an abnormal behaviour that may distort the data collection process (Fraenkel and Wallen 2000). The presence of the researcher, when observing the classroom could distract the students or the teachers, which may affect their behaviour inside the classroom, resulting in inaccurate data about the teaching of EFL speaking. However, the researcher tried to minimise the effect of her presence on the subjects by visiting the classroom to be observed several times in order to make the students and the teachers accustomed to her presence before commencing the actual recording of the observation.

The second manifestation of the effect of the observer's presence on the observed is that the subjects' behaviour may be affected by the researcher's purpose, especially when the subjects are aware of its details (Fraenkel and Wallen 2000). However, although the researcher's general interest in the teaching of the EFL speaking skill may be obvious to the teachers and students, the fine details of what the researcher is interested to observe may not be necessarily available to them, which minimised this effect.

3.2.3.1.3.2 Observer bias

It is widely established that observers' prejudice may influence their data. This sort of influence is referred to as observer's bias, which is common among qualitative researchers. This is also related to observer expectations, in which the observer expects certain behaviour from the subjects, which may be different form the actual behaviour (Fraenkel and Wallen 2000). For example, if the researcher expects that the teaching methods of EFL speaking address accuracy only, as opposed to fluency, there is a risk that the observer's conclusions would be affected by these expectations.

Observer bias may be controlled, to some extent, using the techniques discussed by Robson (2002). First, the researcher made every effort to avoid selective attention which is driven by her prejudice. More explicitly, the researcher made a conscious effort to distribute her attention widely and evenly. Second, the researcher strove to avoid the selective encoding and interpretation of observed data which was driven by her expectation, as the selective encoding and interpretation usually lead to basing judgement on partial information (Robson 2002).

3.2.3.2 Interviews

Interview is a flexible tool which enables the researcher to collect data from various multi-sensory channels: verbal, non-verbal, spoken and heard (Cohen, Manion et al. 2007). Furthermore, according to Mackey and Gass (2005), interviews enable researchers to study phenomena that are not directly observable, such as students' self-reported perceptions or attitudes. In addition, the interactive nature of interviews allows researchers to elicit additional information in case initial answers are vague, incomplete, off-topic, or not sufficiently specific (Mackey and Gass 2005). McKay (2006) argues that interviews are useful tools in finding out more about teachers' and students' background, reported behaviour, and opinions as well as attitudes about various aspects of language learning. Interviews are also useful when the research objectives include the focus on a specific aspect of classroom life in detail (Hopkins 1993).

Interviews can be generally divided into three categories based on the nature of the questions asked, namely structured, semi-structured and unstructured. Structured interviews are similar to standard verbal questionnaires, in which the questions are specified in advance so that interviewees are asked exactly the same questions in the same order. Structured interviews allow researchers to compare answers from different participants. Semi-structured interviews also rely on a pre-specified list of questions but they are used only as a guide in which interviewers have the freedom to elicit more information from the interviewees. However, unstructured interviews are more similar to natural conversations, in which the direction of the interview is intentionally determined by the responses of the interviewees. More explicitly, the outcomes of the interview are not 'limited by the researcher's preconceived ideas about the area of interest' (Mackey and Gass 2005: 173).

This section discusses the purpose of interviews and why they are essential to the current study. This section also explains the types of interviews that the researcher employed when interviewing the teachers and students. Finally, important issues which the researcher needs to consider when conducting the interviews are discussed in detail.

3.2.3.2.1 The purpose of interviews

The purpose of the interviews is to elicit more information from the teachers and students about their knowledge of EFL speaking as well as their beliefs about the nature of EFL speaking and its value, in order to account for any potential influence that these may have on the observed behaviour inside the classroom. In other words, classroom observations on their own do not grant the researcher access to the teachers and students' motivation for their behaviour inside the classroom, which could be clarified using the interviews. The interviews also elicited more information from the teachers and students about their opinions of the current EFL speaking teaching methods, which assisted the researcher both in understanding how EFL speaking is taught and in identifying the areas of strengths and weaknesses of the current EFL speaking teaching methods from the viewpoint of the teachers and students. The topics and questions that the researcher addressed during the teachers' and students' interviews are listed in Appendix 3 and Appendix 4, respectively.

3.2.3.2.2 Types of interviews

The researcher interviewed the teachers using the general interview guide approach, which is considered to be of the semi-structured interview type (McKay 2006). A list of topics and questions has been designed by the researcher to guide the interview with the teachers, which were discussed above. The researcher obtained further information based on the responses of the teachers if needed. The researcher also employed lesson follow-up interviews. The purpose of these interviews was to clarify any ambiguous behaviour inside the classroom that is related to the current research objectives.

The researcher interviewed the students using focus group interviews (McDonough and McDonough 1997; Mackey and Gass 2005; McKay 2006). The students were asked the series of pre-specified questions outlined in Appendix 4, which refer to the topics discussed above. Focus group interviews have several attractive benefits. According to Hopkins (1993), students participating in a focus group interview can 'spark' each other into perceptive lines of discussion (Hopkins, 1993 in McDonough and McDonough 1997). Moreover, McKay (2006) asserts that students involved in focus group interviews may appreciate having the opportunity to share their views on particular topics. Focus group interviews also improve students' comfort and motivation, leading to richer interactions (Cooper and McIntyre 1996: 29). The researcher recorded both the teachers and students' interviews using audio recording technology. The audio-taped interviews then were transcribed and analysed using standard content analysis techniques (McDonough and McDonough 1997; McKay 2006). More details on the analysis of the interviews are provided in Section 3.4.6.

3.2.3.2.3 Recording interviews

There are three main methods for recording interviews: write-up after the interview, note-taking during the interview, and audio recording. According to McDonough and McDonough (1997), write-up after the interview is prone to the problems of selective memory and note-taking is difficult while listening, since it also distracts the attention of both interviewer and interviewee. Consequently, the researcher audio-taped all

interviews, as mentioned above, in order to obtain a comprehensive objective record of what was said. The audio recording was accompanied by abbreviated note-taking. There are several advantages of taking such abbreviated notes, even if the interviews are being tape-recorded (McKay 2006). First, the notes can remind the researcher of the topics that have been covered in each tape. Second, the notes highlight important parts of the interview, which facilitates the analysis of the transcripts. Finally, note-taking may be considered as a non-verbal gesture, signalling to the interviewee that something important has been said which may eventually motivate further input. Audio recording is not a trouble-free option. The problems of audio recording and their potential solutions, presented in Section 3.2.3.1.2.1, are also relevant to audio recording of interviews. The researcher also followed the solutions discussed in Section 3.2.3.1.2.1 in order to mitigate the problems of audio recording interviews.

3.2.3.2.4 Issues in interviewing

There are several issues of which the researcher should be aware and take into account when conducting interviews. According to Hall and Rist (1999: 297-298), interviews may involve 'selective recall, self-delusion, perceptual distortions, memory loss from the respondent, and subjectivity in the researcher's recording and interpreting of the data'. The researcher in the current study addressed this issue by interviewing all students in the classroom in order to minimise any potential respondent-related distortion. In addition, the audio-taping of interviews eliminated the researcher's subjective recording. The audio-taping also reduced the subjective interpreting of the data, since the transcribed interviews will be accessible to other researchers. Another potential source of distortion in the interviewing process is when the teachers or students 'pick up cues from the researcher related to what they think the researcher wants them to say, thus potentially influencing their responses' (Mackey and Gass 2005: 174). However, as mentioned before, although the researcher's general interest in the teaching of the EFL speaking skill may be obvious to the teachers and students, the fine details of what the researcher is interested to find out may not necessarily be available to them, which could minimise the potential distortion related to this issue.

Several factors may also influence students' responses in focus group interviews. McKay (2006) outlines three such factors. Some students may have less opportunity to offer their opinions. Furthermore, it is difficult to determine whether a student is expressing her own viewpoint or she is led to answer in a certain way for the sake of fitting into the group. In addition, one or more students may simply dominate the discussion during the focus group interviews. In order to address these issues and also generally improve the quality of interviews, the researcher adhered to the following suggestions proposed by Mackey and Gass (2005: 174) as well as by McKay (2006: 55):

- Motivate the teacher and students by explaining to them the purpose of the interviews, what will be done with the information, and what the benefits are for them.
- Encourage open-ended discussion either by keeping silent after a respondent completes her answer or by explicitly asking for more input.
- Make the interviewees as comfortable as possible by conducting the interviews in a familiar place and always starting with small talk in order to relax the interviewees.
- Ask the key questions in the middle of the interview because the interviewees are usually nervous at the beginning and tired by the end.
- Make sure each question addresses only one idea.
- Repeat the interviewee's responses neutrally in order to provide an opportunity for reflection and further input.

3.3   Pilot study

The aim of this section is to provide a description of the pilot study and some reflections on the employed data collections techniques, namely classroom observation, teachers' interview and students' interview.

Pilot work can be defined as 'a preliminary study conducted prior to the main task' (Rowntree 1981: 217). According to Bell (1999), a pilot study often provides the researcher with a useful opportunity to understand the working of the social environment, where the main study would be conducted. Moreover, it allows the researcher to test the proposed instruments and procedures to ensure their usefulness for

data, so the researcher can modify the procedure before commencing the main study (Gall, Borg et al. 1996)

The pilot study was conducted in January 2010 in the selected school after gaining an access to English classes. It was intended as a trial of the procedure of classroom observation, which is the main data collection technique in the main study. The pilot study also was meant to try the interview instrument with one teacher and one group of students.

3.3.1   Classroom observation

The researcher considered one "Speaking and Listening" lesson for the pilot study. The researcher introduced her identity to the participants and explained the main purpose of her presence, which is to find out how the speaking skill is taught and to hopefully set recommendations based on the findings of the study. After seeking the teacher's approval, the lesson was audio recorded. It was obvious that the teacher understood the purpose of the research and she agreed that the researcher could record the classroom interaction and the teaching practice using audio recording. The researcher also used field notes in order to provide basic contextual information, such as date, time, classroom setting and other information about the context of any relevant event or behaviour. The recorder was placed on the teacher's desk. The voices of the teacher and students were clear and loud. After recording the data, the researcher listened to the tape several times in order to make herself familiar with the content of the classroom observation. Then, the researcher transcribed the tape fully so that all of the whole class talk was considered in the analysis.

3.3.2   Interviews

In addition to the classroom observation, the researcher managed to conduct a general guide approach interview with one teacher and a focus group interview with one group of students. All of the interviewees were from the observed class in the pilot study. The teacher's interview took about 30 minutes to be conducted, while the students' interview

took about 45 minutes. The teacher's interview was conducted in English according to the teacher preference. However, the students' interview was conducted in Arabic. All of the interviews were audio-recorded after taking the interviewees' permission. They were then transcribed fully and translated. Finally, the interview data was analysed based on topics driven directly from the interview questions.

3.3.3 Reflections on the pilot study

The pilot study confirmed the importance of the classroom observation as a main technique in the current study. It made the researcher aware of the demands of conducting and recording the classroom observation and interviews effectively. Besides, the researcher realised the importance of the follow up questions in order to elicit additional information about the topic from the interviewees as some opinions may need more clarification. It should be noted that the headteacher was very cooperative and she asked the teachers to facilitate the researcher's mission. The teacher and students were also cooperative and interested to get involved in the current study. The researcher did not also face any difficulties in recording and following what was going on in the classroom. The pilot study showed that the employed data collection techniques are appropriate to the current study, and hence, no need to change them when conducting the main study.

However, several modifications were made in the actual study in light of the pilot study. For example, interview questions were modified following the observation that there was an extensive use of the mother tongue by the students in the classroom. Such observation raised questions about the reasons behind this behaviour. Thus, the researcher decided to modify the questions in the actual study in order to obtain further information and explanations regarding this issue in the teachers' and students' interviews. Additionally, the researcher sat in the front of the classroom in the pilot study in order to observe the classroom interaction. However, the researcher noticed that some students were distracted. Therefore, in the actual study, the researcher decided to sit at the back of the classroom in order to minimise the distraction. The researcher also tried to record the students' talk during their interaction in their groups. However, the pilot study revealed that it was unpractical to record the students' voices, when they

interacted with each other, so the researcher, instead, decided to use field notes to capture the students' behaviour in the classroom. In addition, it was observed that the students interacted in Arabic with each other, which makes the recording of their interaction insignificant to the current study. The researcher also planned to conduct the study in one classroom. However, after conducting the pilot study, the researcher found that the other EFL teachers were enthusiastic to be involved in the study. Hence, she decided to consider three Secondary Year 1 classrooms in the actual study, especially that the headteacher facilitated the researcher's mission.

Generally, the pilot study provided the researcher with good training in how to administrate the classroom observations and interviews effectively. It also gave the researcher helpful insights about the possible issues, which could be raised during interview with both teachers and students. In addition, the pilot study also provided the researcher with opportunity to practice the use of follow up questions, which are very useful in getting additional information about the topic from the interviewees. Moreover, the researcher learned how to make use of the field notes and how to make them more complete and informative.

3.4 Field work

This section provides a description of the conducted field work. It first defines the case of the current study. Then, it describes the case study school. The section also discusses the employed data collection methods.

3.4.1 The case of the current study

This section introduces the case of the current study, since a well-defined case that has clear scope and depth is essential for conducting successful case studies. The case definition determines where the investigation starts, where it should end, what it should include and what it might exclude. In other words, the case definition determines what needs to be investigated and sets the priorities for data collection. The typical statement, "Let's collect information about everything" is not realistic and the

investigator without a well-defined case 'will soon encounter enormous problems in limiting the scope of the study' (Yin 2003: 22-23).

The case of the current study is a clustered of three Secondary Year 1 classrooms and their EFL teachers. The study was undertaken in one developed public secondary school for females in Saudi Arabia, since the researcher is a Saudi woman who herself studied in female public schools in Saudi Arabia. The duration of the study was 12 weeks. It was conducted in the second semester of the 2009/2010 academic year (January 2010 to April 2010). Furthermore, the researcher is sponsored by a Saudi government authority to conduct the current study, which facilitated the researcher's access to the classroom. The school is located in the city of Makkah, where the researcher was born and raised. This means that the researcher shares a similar cultural background with the subjects, which makes her more likely to be accepted, when conducting the study. This particular school was selected because it is a typical developed public school for females in Saudi Arabia. In other words, the characteristics of the school, which are relevant to the current study, are similar to those of other developed public schools in Saudi Arabia.

More specifically, with respect to the current study, the relevant characteristics include classroom size, education and experience of the teachers, and the teaching methods of EFL speaking. For the current study, the researcher considered three Secondary Year 1 classrooms. Each classroom consisted of one teacher and 31 students, at the age of 16-17 years. The choice of Year 1 secondary level was driven by the fact that at this level, students from both the science and literature streams study together. By contrast, at Year 2 and Year 3 secondary levels, students from the science and literature streams study separately.

The current study seeks to provide an in-depth depiction of the teaching of EFL speaking in female developed secondary schools in Saudi Arabia, in its natural setting, by taking a closer look at the practices inside the classroom. In particular, the study attempts to understand how EFL speaking is taught in this type of public schools and identify the areas of strengths and weaknesses of the teaching methods of EFL speaking. In order to achieve these research objectives, the researcher employed

various data collection techniques, namely classroom observations, teachers' interview and students' interview, which were discussed in Section 3.2.3. The implementation of these data collection techniques in the current study is described in Sections 3.4.3, 3.4.4 and 3.4.5, respectively.

3.4.2   The case study school

The case study school is located in Makkah. The school is accommodated in a large single building established in 1999. The four-story school includes 16 classrooms and one large teachers' room containing 32 teacher's desks. There is also a library that contains different educational books, magazines and story books. There are also a chemistry laboratory and a physics laboratory. The students have also access to computer workstations and one smart board. However, the school has no language laboratory. There is a 30-minute break every day from 9:30 am to 10:00 am, where the students usually buy little snacks from the school cafeteria and spend the break in the patio. The school staff includes a head teacher, nine administrative assistants and 32 teachers; five of them are EFL teachers.

The classes have plenty of routine classroom supplies and easy access to facilities, such as air conditioners, windows, a white board, a projector, a computer and loudspeakers. There is also a teacher's table and chair. The students always sit in five groups while the teachers stand in the front of the class. Each group consists of five to seven students. The number of the students accommodated in each class is 31.

It was noticeable that the English teachers were very active. The teachers organised a school activity: 'An exhibition about saving the environment'. The event was attended by several head teachers from other schools and EFL supervisors. Some students participated in the event as volunteers, where they were involved in making the display materials, which included pictures and posters related to the topic of the exhibition. The students also participated in making handmade gifts, such as cards. All the display materials and gifts were in English. As part of the event, the students were talking in English to the EFL teachers and supervisors. In addition, most of the speeches at the event were in English. Appendix 5 shows some pictures of the event. The school

usually hosts and arranges similar events every year that are intended to complement the EFL teaching. The students were also involved in another school activity, where they were given marks for their participation. The students were asked either to design advertisement materials in English, such as for brooches and necklaces, or to play a role in a 10-minute play in English.

3.4.3   Classroom observation

In order to achieve the research objectives and provide an in-depth picture of the various perspectives of the teaching of EFL speaking in developed secondary public schools for females in Saudi Arabia, the researcher employed a classroom observation where both teachers' and students' talk were audio recorded. The classroom observation was complemented by using field notes. The classroom observations were carried out in the second semester of the 2009/2010 academic year (January 2010 to April 2010). The participants were three EFL teachers and 93 students from three 31-student classes. The researcher observed 12 45-minute lessons, which are presented in a chronological order in Table 3.1.

First, the researcher observed lessons to do with the four language skills, i.e. reading, writing, listening and speaking, as the current study aims to examine the teaching of EFL speaking in speaking lessons as well as during the other skills lessons. After covering all other language skills, the researcher tried to focus on the selection of lessons particularly associated with speaking, namely "Unit Projects". The various lesson types within a typical unit of the EFL textbook were explained in Section 1.5.2, and a copy of a typical unit is provided in Appendix 1. The researcher observed 12 lessons (three classrooms). As shown in Table 3.1: The observed lessons and teachers, the researcher observed eight lessons for Teacher 2, which was the maximum number of lessons available within the 12 weeks period of the field trip. The reason behind observing Teacher 2 more than the other two teachers is that Teacher 1 was assigned to teach upper level classes and Teacher 3 was less welcoming than Teacher 2. The researcher also observed three lessons for Teacher 3 and one lesson for Teacher 1 for the sake of getting further insights from different classrooms and teachers.

Table 3.1: The observed lessons and teachers

Teacher	Lesson Number	Lesson Type	Recording Type
Teacher 1	Lesson No. 1	Listening and Speaking	Field Notes and Audio-Recording
Teacher 2	Lesson No. 2	Unit Project	
	Lesson No. 3	Reading	
	Lesson No. 4	Writing	
	Lesson No. 5	Listening and Speaking	
Teacher 3	Lesson No. 6	Unit Project	
Teacher 2	Lesson No. 7	Unit Project	
	Lesson No. 8	Unit Project	
Teacher 3	Lesson No. 9	Unit Project	
	Lesson No. 10	Unit Project	
Teacher 2	Lesson No. 11	Unit Project	Field Notes Only
	Lesson No. 12	Unit Project	

The classroom data was recorded in two forms, namely field notes and audio-recording as demonstrated in Table 3.1. The data obtained from the audio-recording was transcribed fully so that all of the whole class talk could be considered in the analysis. It was not practical to record students' talk during group work. However, the researcher tried to make use of the field notes to record the students' behaviour during group work.

3.4.3.1 Researcher stance

At the beginning of the field work the researcher was introduced to the participants as an observer. The role of the researcher was to sit at the back of the room and observe what is going on in the classroom. Sitting behind the students allowed the researcher to observe the teaching of EFL speaking inside the classroom. In addition, it minimised the effect of the researcher's presence as the students were not feeling that they were being observed. The researcher did not participate in the teaching process as she felt that being as an observer could be more beneficial for the study. Being 'a researcher as an observer' allowed the researcher to investigate the teaching of EFL speaking in the Saudi Arabian girls' education system in its natural setting. Moreover, in order to minimise changing or distorting the learning situation, the researcher did not join the students when a group activity took place. However, the researcher observed group behaviour from a close distance, which is beneficial for maintaining the authentic learning atmosphere as much as possible.

Although the researcher was introduced to the participants as an observer at the beginning of the field work, some students thought that the researcher would assess their performance in the classroom. Teachers 1 and 2 commented that some students asked them whether they will be assessed by the researcher. Thus, the researcher restated the purpose of her presence to the students, which is to merely observe the teaching of EFL speaking inside the classroom. In addition, the researcher tried to interact with the subjects in a natural, unobstructive and non-threatening manner

3.4.3.2 Reaction from participants

The researcher made a good relationship with the participants. The teachers appeared to be more like colleagues for the researcher. During the classroom observation the teachers seemed to be very confident when teaching and it seemed that they conducted the lessons as naturally as they usually do.

As for the students, the presence of the researcher as an observer did not seem to affect their behaviour in the classroom. The students may have felt awkward of the

researcher's appearance at the beginning of the fieldwork. However, they got accustomed to the researcher's presence as it became routine. Generally speaking, the researcher was treated in a positive way during the field trip by both the teachers and students.

3.4.3.3 Field notes

The classroom data was partly recorded in the form of field notes. Field notes were particularly helpful when recording students' group work as it was not practical to use audio recording. Field notes provided basic contextual information, such as date, time, classroom setting and other information about the context of any relevant event or behaviour.

3.4.3.4 The use of audio recording devices

Audio recording was used to record ten lessons. The researcher used a high quality audio recording devices. Therefore, the sound quality was loud and clear. The data was recorded in mp3 format. The recording was positioned in the front of the classroom. Most of the data recorded was the teachers' talk. As mentioned above, it was not practical to record students' talk during group work, but field notes were used instead.

3.4.4   Teachers' interview

Two types of teachers' interviews were considered. The researcher used the general guide approach interview and lesson follow-up interviews with three teachers of the observed English language classes. The purpose of the interview is to elicit more information from the teachers about their opinions and attitudes towards the English language and the current EFL speaking teaching methods. This helped the researcher in understanding the observed behaviour inside the classroom. In other words, classroom observations, on their own, do not grant the researcher access to the teachers'

motivation for their behaviour inside the classroom, which could be clarified using the interviews.

3.4.4.1 Contacting the interviewees

In January 2010, when the researcher went to Saudi Arabia to conduct her study, she started to make contact with the interviewees. The researcher interviewed the teachers after the class and also at other times of the day, whenever the interviewees were available. The researcher did not find any difficulty in contacting the teachers and setting the appropriate time to conduct the interview.

3.4.4.2 Administering the teachers' interview

All interviews were conducted in Arabic according to the interviewees' preference. Each interview took about 40 minutes. The interviews were audio-recorded with the interviewees' permission. They were then transcribed fully and translated. They were conducted in the school building, either in the school library or in one of the unoccupied classrooms. All of the interviewees were very cooperative and interested to be interviewed. They responded very positively and provided very useful information for the current study. Generally, there was no difficulty when conducting the interviews. In order to accomplish the above-mentioned purpose of the interview, four parts were considered: teachers' attitudes towards EFL learning, teachers' opinions about their EFL speaking knowledge, teachers' beliefs about the nature of EFL speaking and its value, and teachers' opinion about the EFL speaking teaching methods. Some of these themes will be analysed under subsequent topics related to the interview questions as seen in Appendix 3.

3.4.5 Students' interview

Five focus group interviews were carried out with students. Each group consisted of five students, involving a total of 25 secondary Year 1 students (16-17 years old). The

interviews were also carried out during the second semester of the 2009/2010 academic year. The aim of the interview is to obtain more information from the students about their opinions and attitudes towards the English language and the current EFL speaking teaching methods. This helped the researcher in understanding the observed behaviour inside the classroom.

3.4.5.1 Contacting the interviewees

After visiting the class, the researcher asked for volunteer students. The interviews were conducted whenever the students were available during the school day. The students were very interested to be interviewed and responded very positively to the questions. For example, some students came to the researcher and showed their desire to be interviewed. The only problem was finding free time for the students to be interviewed. However, this problem was sorted out when the researcher made arrangements with the school administration to be informed whenever the students have free time due the absence of their teacher. Generally, there was no major difficulty during conducting the students' interviews.

3.4.5.2 Administering the students' interview

All students' interviews were conducted in Arabic according to the students' preference. The interviews were audio-recorded with the students' permission. They were then transcribed fully and translated. Each interview took about 45 minutes to be conducted. All of the interviews were carried out in the school premises, either in a classroom or in the science laboratory. The interview consisted of four main themes: students' attitudes towards EFL learning, students' opinions about their EFL speaking knowledge, students' beliefs about the nature of EFL speaking and its value, and students' opinion about the EFL speaking teaching methods. Some of these themes will be analysed under subsequent topics related to the interview questions as seen in Appendix 4. The complete transcripts of the translated students' interviews are provided in Appendix 9.

The employment of the above-mentioned data collection methods ensured that the current study achieves its objectives with sufficient diversity. The triangulation of the employed data collection techniques enhances the validity and reliability of the collected data in the present study as it reduced the observer's and interviewer's bias.

3.4.6   Data analysis

This section discusses the analysis of observational data and interviews of the current study in more detail. In qualitative research, data analysis often begins during the process of data collection (Foster 1996). In other words, according to Foster (1996), data are usually analysed shortly after they have been collected, and this analysis directs further data collection. Moreover, according to Ezzy (2002), researchers may miss valuable opportunities when they start analysing data only after data collection is completed. More explicitly, data analysis might reveal certain issues that require additional data to be investigated, which cannot be provided since data collection is complete. Thus, the researcher in the current study started the data analysis during the data collection stage.

After transcribing the audio recorded classroom observations and interviews, the resulting text was analysed using the 'content analysis' method (Cohen, Manion et al. 2007). The first stage in the content analysis of qualitative data is the preliminary analysis of data (Foster 1996). The preliminary analysis, according to Foster (1996), includes reading the data carefully so that the researcher may become thoroughly familiar with what they are about and their basic features. The researcher begun to study the data with respect to the research objectives, and examined how the data address the research questions. During the preliminary analysis, the researcher also looked for key themes and topics in the data that are relevant to the research questions and objectives. Another advantage of preliminary analysis is the early organisation of data so that they can be stored, indexed and retrieved more efficiently. The data of the current study were organised and analysed using NVivo software.

According to Foster (1996), the second main stage in the analysis of qualitative data is the development of conceptual categories with which the data can be classified. Conceptual categories are basically 'labels assigned to types of phenomena sharing certain characteristics' (Foster 1996: 64). The advantage of organising the data into categories is that doing so reduced data complexity and highlight the key features of EFL speaking inside the classroom. The conceptual categories were directly developed from the research questions presented in Section 2.11. Examples of such categories with respect to classroom observation that are related to the current research questions include accuracy versus fluency, functions of speaking, speaking as a skill versus knowledge of the language, communication routines, negotiation skills, speaking strategies, and conversation features. It is worth mentioning that the concept of complexity is not a useful parameter in the analysis of speaking skill development in the current study due to the limited length of students' unprepared contributions.

Different units of analysis were used to analyse the classroom talk, depending on the proposed research question. The unit of analysis for answering **research question 1** was a whole speaking lesson. For answering **research question 2**, a teaching episode constituted the appropriate unit of analysis. **Research question 3** was answered based on individual utterances as the unit of analysis. For answering **research questions 4 to 7**, the interview data was analysed based on the categories directly obtained from the interview questions. The last stage of data analysis is 'the comparison of the data allocated to different categories', which is conducted in order to reveal potential variations and patterns (Foster 1996: 65). For example, data related to 'accuracy' is compared to data related to 'fluency' in order to find out which of them receives more emphasis in the classroom. Classroom observations, interviews and field notes, are linked together in order to answer the proposed research questions more meticulously. More explicitly, during the classroom observation the researcher made notes on anything that appeared to be of interest. Some of these points were later taken into consideration when interviewing teachers and students. The field notes also provided a clarification to some ambiguous behaviour by the subjects in the classroom. The interviews also elicited more information from the teachers and students about their knowledge of EFL speaking as well as their beliefs about the nature of EFL speaking and its value, which accounted for the influence that these had on the observed

behaviour inside the classroom. In other words, classroom observations on their own do not grant the researcher access to the teachers and students' motivation for their behaviour inside the classroom, which could be clarified using the interviews.

3.5   Ethical issues

The researcher followed several official arrangements in order to ensure that ethical issues during her field trip were properly addressed. First, a letter was sent from the Saudi Culture Office in London to the Local Authority of Education in Makkah city in order to allow the researcher to conduct her study inside the chosen local school. Second, after receiving approval from the Local Authority of Education in Makkah city, the request was forwarded by Saudi Culture Office in London to the researcher's sponsor (Ministry of Higher Education, Saudi Arabia) along with a letter from the researcher's supervisor at the University of Southampton outlining the purpose of the field trip. Third, the researcher completed the ethical paperwork required by the University of Southampton before leaving to conduct the fieldwork. Finally, before commencing the fieldwork, the researcher ensured that she had obtained the consent of all participants to record classroom observations and interviews.

3.6   Summary

This chapter described the research methodology employed in the current study, namely a qualitative case study, in which the main data collection techniques were classroom observations and interviewing. First, the chapter provided a detailed description of these methods and specifically demonstrated why they are appropriate to the current study. The pilot study was also discussed. Then, a detailed presentation of the field work was provided, where the employed data collection methods and analysis procedures were explained in more detail. Finally, ethical issues relevant to the current study were discussed.

CHAPTER 4

Analysis of Classroom Observation

4.1 Introduction

The research questions of the current study have been answered through the employment of three data collection techniques, namely classroom observation, and interviews with the teachers as well as the students. The analysis of the collected data will be presented in Chapters 5, 6 and 7. This chapter reports an analysis of the classroom observation data in order to partly answer the following research questions:

RQ.1. What is/are the teaching method/methods of EFL speaking currently employed in female developed public schools in Saudi Arabia?

RQ.2. To what extent do the teaching methods of EFL speaking address the following aspects of speaking:
  i. accuracy versus fluency
  ii. functions of speaking
  iii. speaking as a skill versus knowledge of the language
  iv. communication routines
  v. negotiation skills
  vi. speaking strategies
  vii. features of conversation structure

RQ.3. To what extent is the mother tongue used by the teachers and students in the classroom and for what purpose?

The classroom data was recorded in two forms, namely field notes and audio-recording as demonstrated in Table 3.1. This chapter is organised as follows. First, a general

overview of the teaching method of EFL speaking and of classroom interaction patterns currently prevailing in female public schools in Saudi Arabia, will be provided based on the classroom observation. Then, an account of the employed classroom activities will be presented. Then, all obtained data will be analysed according to conceptual categories, which are developed directly from the research questions. These conceptual categories are identified as follows: accuracy and fluency; speaking as a skill versus knowledge of the language; common communication routines; negotiation skills; speaking strategies; conversation features; and code-switching. Excerpts from the transcriptions of the observed classrooms will be provided to support the analysis of each category. Then, the interaction during group work will be discussed. Finally, the findings of the research question will be concluded at the end of the chapter. The selected excerpts were typical examples, where all different cases within every category are accounted for. Sometimes an excerpt is used more than once where it illustrates different aspects of speaking. The complete transcripts of classroom observations are provided in Appendix 6. Some screenshots of NVivo nodes and codes are shown in Appendix 10.

4.2   Overview of classroom organisation and interaction

In responding to Research Question 1, "What is/are the teaching method/methods of EFL speaking currently employed in female public schools in Saudi Arabia?" this introductory section first of all aims at identifying and describing the overall patterns of classroom organisation and of classroom interaction, based on the analysis of lessons. The observed classes consist of 31 students each. The classes have plenty of routine classroom supplies and easy access to facilities, such as a white board, a projector, a computer and loudspeakers. The students always sit in five groups while the teachers stand in the front of the class. Each group consists of five to seven students. All students are required to sit in mixed-level groups determined by the teachers. The teachers mostly implement a traditional method of teaching, where instruction is led by the teachers and the roles are rigidly defined. However, they occasionally implement cooperative teaching strategies called 'Kagan cooperative strategies', as discussed in Section 2.8.5. This method has been recently introduced in public schools in Saudi

Arabia by the Saudi Ministry of Education. The teachers attended several short courses and workshops to learn how to apply the strategies, as will be discussed in more detail in Chapter 5 (Analysis of Teacher Interviews). It is also noticeable that the teachers occasionally employ less structured forms of group work in the classroom but less frequently than that based on the Kagan cooperative method.

According to the observed classes, the classroom interaction is led and dominated by the teachers. The teachers control most of the patterns of communication in the observed classrooms, mainly through restricting or allowing learners' interaction, taking control of the topic and facilitating or hindering learning opportunities. As discussed in Section 2.10, this pattern of communication is a common practice in L2 classrooms. It is noticeable also that the structure of the interaction in the observed classes is represented by the IRF sequence of discourse moves, which is a typical structure of second language lessons as mentioned in Section 2.10. 'I' refers to teacher initiation, 'R' refers to learner response, and 'F' refers to follow-up. An example of an IRF sequence from the observed classes is illustrated in Excerpt 4.1: IRF sequence

Excerpt 4.1: IRF sequence

I	Teacher 2	What do you think about awareness?
R	Student	Noun
F	Teacher 2	Yes, very good. This is a noun, but when we have … Do you

Moreover, similar to the findings of the studies discussed in Section 2.10, the discourse of the observed classrooms is dominated by question and answer routines, where teachers ask most of the questions. In addition, most of the questions used by the teachers in the observed classes are those of display questions, which require short responses from students. As discussed in Section 2.10, display questions are functionally different from referential questions, as the former requires shorter and simpler responses from learners.

It is also noticeable that all the teachers talk most of the time in English fluently. This indicates that the students are getting comprehensible input in English from their teachers, far beyond rehearsal of textbook language. On the other hand, students' talk

in the target language is limited to certain cases. Students mainly respond briefly to teachers' greeting or questions. They also read from the textbook or other materials following teachers' request. Moreover, students sometimes are asked to give presentations, which are mostly written in advance and merely read by the students. Furthermore, students always use the mother tongue (i.e. the Arabic language), when communicating with each other, both in group work and for general purposes. They also use the mother tongue when initiating a conversation with the teachers, though the teachers sometimes respond in English.

4.3   Classroom activities

This section describes the various speaking-related activities employed in the observed classrooms. An activity, in the context of this section, refers to all classroom tasks planned by the teacher and/ or prescribed in the textbook, that involve students in producing or processing spoken English language. The employed activities most relevant to development of the speaking skill may be categorised as follows: reading aloud activities; student presentations; discussion activities; and listening activities. Below is a description of these activities.

4.3.1   Reading aloud activities

According to the observed classes, the teachers sometimes ask the students to read aloud different types of written texts, such as paragraphs, sentences, phrases, questions and answers. These written materials come either from the text book or from other sources, such as worksheets and the white board. Read aloud activities expose the students to opportunities to hear and also contribute spoken English, if only by practicing pronunciation of the target language. However, the ability to produce spoken language and adapt it to the circumstances is also an essential requirement for proficient speaking, as discussed in Section 2.5. This ability includes making decisions rapidly, implementing them smoothly, and adjusting spoken utterances according to the unexpected circumstances that develop during interaction. This ability is neglected by the read aloud activities employed in the observed classes as they mostly involve

producing and receiving written texts. An example of a read aloud activity is shown in Excerpt 4.2, where the transcription conventions used in all excerpts in this chapter are presented in Appendix 6.

Excerpt 4.2: Lesson no. 2, (Unit Project), Teacher 2

1	Teacher 2	Yes, very good. A little text or some words said or written by
2		someone or famous writer or famous person, ok here this tuote
3		(quote) is said by or written by Einstein, Albert Einstein, ok who
4		can read it loudly?
5	Students	Please teacher, please teacher [*Nine students are raising their*
6		*hands*] *Shayma*
7	Student	'Look deep into nature, and then you will understand everything
8		better.'
9	Teacher 2	Yes very good.

4.3.2   Student presentations

The second activity type relevant to the speaking skill is student presentations that were observed in four Unit Project lessons with two different teachers (Lesson Nos. 9, 10, 11 and 12: Field notes were used to record all four of these lessons, while Lesson Nos. 9 and 10 were also audio recorded). Usually, the topic of the presentations is related to the general topic of the unit. The students present their work in groups consisting of three to five students without specific instructions on how long they run their presentations. The teachers ask each group to prepare their presentations in advance, which have to be related to the unit topic and in English. All presentations are conducted on a similar pattern. The groups create power point presentations using videos or pictures about the topic they will talk about. Each member of the group presents part of the presentation. All presentations are delivered in English. However, they are mostly prepared and written in advance and read aloud by the students, as evident from the observation that most girls stand to speak carrying written notes. A complete presentation by a group of students who read aloud their presentation is shown in Excerpt 4.3. Only two out of sixteen observed groups conduct their presentations without reading their pre-written presentations. One of these two groups conducts their presentation about the religious places in Makkah. The other group did not prepare for their presentation, so Teacher 3 asks them to repeat a role-play dialogue

called "the little women", which they had performed previously in a school activity. Furthermore, students sometimes code switch during their presentations, as demonstrated in Excerpt 4.4. One student of a group conducts her entire presentation in Arabic. It is observed that student presentations are mostly another example of read-aloud activities that ignore important requirement for proficient speaking development, such as the skill to produce spoken language and adjust it to the circumstances of the interaction, as discussed in Section 4.3.1. In addition, the teacher does not seem to be bothered by the fact that the students read aloud their presentations as well as the use of Arabic (mother tongue) by one student. The reason behind the acceptance of students' use of L1 in the classroom is discussed in Section 5.9 from the analysis of teachers' interviews chapter.

Excerpt 4.3: Lesson no. 9, (Unit Project), Teacher 3 – Student presentations

1	Student1	Makkah is in the western region, and it is a valley. It surrounded
2		by mountains. The weather is always hot and dry. It is a holy
3		City in Islam. Five times a day, Muslims pray towards Makkah
4	Student 2	Zamzam water {a well which is located in the Holy Mosque in
5		Makkah} is the best of mineral water used in the treatment and
6		hospitalization in the world. It's strange in Zamzam water that
7		sweet taste, despite the increase in total salt. The properties of
8		Zamzam, it doesn't change taste or color or smell. It is like a
9		honey bees which is not affected by exposure to air
10	Student 3	The door which in the Kaba {a black cube which is located in
11		The Holy Mosque in Makkah} is made of gold. Inside, there are
12		many gold and silver the floor is covered by marble. Near the
13		door there is the Eastern corner of the Kaba. There is curtain
14		surrounded by silver.
15	Student 4	Information about Makkah. First, the number of lamps hanging
16		made of copper, silver, glass, engraved xxx verses dating back
17		to the Ottoman Empire. Second, the staircase up to the roof of
18		The Kaba is made of aluminium and crystal. Third, A collection
19		of marble tiles that have been collected from every era from the
20		Era of they expended the Haram the holy mosque.
21	Teacher 3	Ok, thank you

Excerpt 4.4: Lesson no. 10, (Unit Project), Teacher 3 – Student presentations

1	Student	الدييبازة (type of sweets). Ingredients, water, sugar,
2		هيل (cardamom) to taste, nuts to taste. Methods, heat the nuts
3		first, then, melt the sugar with the cardamom. Then, we put it
4		on the fire is nuts. Only to intensify. And put in the fridge

4.3.3   Discussion activities

The third activity type relevant to the speaking skill that is implemented in the observed classes is discussion activities. Three discussion activities are observed in three different classes, namely Lesson Nos. 1, 4 and 6. In Lesson No. 1 (Listening and Speaking), Teacher 1 asks the students to complete a discussion task about "the best way to study" by working in groups following a Kagan cooperative strategy. She distributes small white boards and pens to the groups. She also distributes a list of vocabulary related to the topic in order to help the students compose ideas about the best way to study. The students spend few minutes discussing ideas. It is noticeable that the students use mainly Arabic when discussing how to compose ideas and only use English for the necessary language to complete the activity. Finally, the students read aloud the written answers from the boards. This group work task is discussed in more detail below in Section 4.11.

In Lesson No. 4 (Writing), Teacher 2 starts by referring to a writing assignment from the previous lesson that the students had just completed. The students had been asked to write an essay about "global warming" that answers several questions specified in the book. The students had also been asked to find information about the topic from the Internet or any other sources. In Lesson No. 4, Teacher 2 discusses the questions that the students were supposed to write about. The students answer the teacher's questions by reading aloud from their essays, as illustrated in Excerpt 4.5. Again, this discussion activity is just another variation of read aloud activities, which are discussed above. It has the advantages of providing the students with opportunities to produce and hear spoken target language. However, the activity lacks the spontaneous nature of discussion activities that students need to learn during their quest to become proficient speakers.

Excerpt 4.5: Lesson no. 4, (Writing), Teacher 2 – Discussion activity

1	Teacher 2	… Now the essay that you wrote about it is about global warming.
2		Ok, what do you know about global warming? [*Two students are*
3		*raising their hands*]
4	Students	Please Miss, please Miss
5	Teacher 2	Yes
6	Student 1	Global warming is climate change
		……………………………………..
7	Teacher 2	Look at your essay what does mean when I say global warming, I
8		think global means something is an international because of the
9		word global, is from the word globe you know globe, warming
10		what does it mean warming? *Eylaaf* Ok
11	Student 2	[*The student reads from a paper*] What is the global warming? An
12		increase in the temperature of the air atmosphere, especially
13		atmosphere that causes climate changes
		……………………………………..
14	Teacher 2	There are two reasons for this problem, what are they? What do you
15		think?
16	Student 3	Human activities
17	Teacher 2	Yes, manmade cause, what else? What else? [*One student is raising*
18		*her hand*]
19	Teacher 2	*Eylaaf*
20	Student 2	[*The student reads from a paper*] Always one hundred per cent of
21		the observed temperature increase over the last fifty years. As men
22		due to the increase in the atmosphere of green house. Gas
23		concentration like water river carbon-dioxide CO2, methane and
24		ozone. Greenhouse gases are those gases that contribute to the
25		green house affect sea blue.
		……………………………………..
26	Teacher 2	… Ozone layer is one of the atmosphere layer احدى طبقات الجو {it is
27		one of the atmosphere layers}, but why is it important? The ozone?
28		Because it? *Hadeel* yes
29	Student 5	[*The student reads from a paper*] It protects our planet from the
30		extreme high sunlight, and if we don't stop it the hole will be
31		bigger and bigger
32	Teacher 2	Very good.

Finally, In Lesson No. 6 (Unit project), Teacher 3 asks the students to open their textbook to the title page of unit 4 "Makkah and Islamic Practices". She, then, discusses with the students the picture of the Holy Mosque in Makkah that appears on the page. She asks them to think about the picture and guess the possible topics that could be covered in the unit. Excerpt 4.6 shows samples from this discussion. It is obvious from the excerpt that the teacher controls and dominates the discussion, as discussed in

Section 4.2. The interactions mostly follow the IRF discourse sequence of Section 2.10, where students' answers are short and are mainly composed of phrases.

Excerpt 4.6: Lesson no. 6, (Unit Project), Teacher 3 – Discussion activity

1	Teacher 3	Ok, have a look to the book. Open the books page ninety seven or
2		seventy nine. [*The students are opining their textbooks*]
3		What do you see in the picture? What do you see?
4	Student 1	الحرم {The holy mosque}
5	Teacher 3	Yes, the holy mosque in
6	Students	*Makkah* (a holy city, which is located in Saudi Arabia)
7	Teacher 3	What do think about the book? What do think about the unit? It
8		will be about
9	Students	Islam
10	Teacher 3	About Islam, ok what else?
11	Student 2	About *Makkah*
		…………………………………..
12	Teacher 3	… Is *Makkah* the same have the same buildings as the same
13		buildings as past? Same streets? Same designs?
14	Students	No
15	Teacher 3	Yes, *Afnan*
16	Student 3	No it is change
17	Teacher 3	It is change for these centuries, yes *Gadi*
18	Student 4	Some cultures change
19	Teacher 3	Also some cultures may be changed, ok? Yes *Wegdan*
20	Student 5	The amount of people
21	Teacher 3	The amount of people also is increasing, what else? Yes *Mariam*
22	Student 2	The relationship between people
23	Teacher 3	The relationship between people is changing, what else? Also the
24		place here, the shape of the streets the designs, what else? Also
25		الحرم {the holy mosque} the holy mosque is changing from past
26		until now, you understand?
27	Students	Yes

4.3.4 Listening activities

The last activity type relevant to speaking that is implemented in the observed classes is listening activities. Three listening activities are observed in three different classes, namely Lessons No. 1, 2 and 6. During the first activity, Teacher 1 plays a video clip about "plagiarism" in Lesson No. 1 (Listening and Speaking). Then, she distributes worksheets and asks the students to work together and provide answers to the questions. The students spend a few minutes working on the task, where it is noticeable

again that the students use Arabic to discuss the answers. English is only used for the necessary language to compose the final answers. Then, the students read aloud their written answers to the whole class. This activity is depicted in Excerpt 4.7.

Excerpt 4.7: Lesson no. 1, (Listening and Speaking), Teacher 1 – Listening activity

1	Teacher 1	Ok, now we have, oh I forget my speakers, please *Manal* go and
2		bring the speakers, do you know where is my desk? In teachers'
3		office ok? I have an office like this here, open it and take the
4		speakers in a black bag. Quite please quite, we have another
5		researcher here in this group?
6	Students	Yes
		…………………………………….
7	Teacher 1	Let us complete our listening. [*The teacher sets the computer and*
8		*the speakers*] Whose talking? The researcher or the manager?
9	Students	Hahah
10	Teacher 1	Yes, now we will start
11	Student 1	Teacher
12	Teacher 1	Yes
		…………………………………….
13	Teacher 1	Choose which picture is the best? Listen again
14		[*The teacher plays the video*]
15	Students	Yes
16	Teacher 1	Quite
		[*Five students rise their hands*]
17	Teacher 1	On the board, finished?
18	Students	Yes
19	Teacher 1	Show me your board please, ok, this group show me show me the
20		board, OK, OK , here choose number one, two or three, ok here?
21	Student 2	Three
22	Teacher 1	Don't say it ok, erase we will check, we have?
23	Student 3	Three
24	Teacher 1	Correct, OK let us continue, please listen carefully
25		[*The teacher plays the video*]
26	Students	Please miss
		[*Six girls raise their hands*]
27	Teacher 1	This group, ok all the groups one, but this group we have?
28	Students	Three
29	Teacher 1	We will check, so we have, correct? You are wrong
30	Students	Hahaha
31	Teacher 1	OK, so we have picture number
32	Students	One
33	Teacher 1	One, OK, let us continue [*The teacher plays the video*]
		…………………………………….
34	Teacher 1	Correct, very good, right, thank you very much. Now let us play
35		this video
		[*Video is still playing*]

36	Teacher 1	So this is?
37	Students	False, wrong
		[Video is still playing]
38	Teacher 1	So this is?
39	Student 4	Cheating
40	Students	Hahahah (the student on the clip got F grade in the exam)
		[Video is still playing]
41	Teacher 1	OK, do you understand?
42	Students	Yes

The second listening activity is conducted in Lesson No. 2 (Unit project), where Teacher 2 gives the students a brief introduction about the lesson topic "Environmental Awareness". Then, she plays a video about space junk. The video contains some pictures of space junk. It is noticeable that the sound in the video is low, but Teacher 2 tries to explain the content of the video by providing additional comments. Then, she asks the students some questions about the content of the video. Again, similar to other activities, the teacher controls and dominates the interaction. The students answer the teacher's questions briefly, where their answers are mainly constituted by short phrases. After that, Teacher 2 distributes worksheets to the students containing an article from the Internet on "Space Junk". The students are asked to work in groups in order to read the article to find the main points and answer some questions. Then, the students provide the answers by reading aloud from the article to the whole class. In other words, the students are merely reading aloud the proper answer from the printed article with no effort from the teacher to take the discussion further beyond the simple display question and answer of Section 2.10. The listening activity lasts for the whole duration of Lesson No. 2, where Excerpt 4.8 shows a small portion of the activity.

Excerpt 4.8: Lesson no. 2, (Unit Project), Teacher 2 – Listening activity

1	Teacher 2	Ok, now before we start talking about this unit, we will discuss the
2		tuote (quote) that is a beginning of this unit. Again, do you
3		remember what does it mean toute (quote)?
4	Students	Yes
5	Student 1	اقتباس {Quote}
6	Teacher 2	Please in English? What does it mean toute (quote)? Means what?
7		[*Four students are raising their hands.*] Yes *Asma*
8	Student 2	Written text said by famous umm
9	Teacher 2	Person
10	Student 2	Person
11	Teacher 2	Yes, very good. A little text or some words said or written by
12		someone or famous writer or famous person, ok here this tuote
13		(quate) is said by or written by Einstein, Albert Einstein, ok who
14		can read it loudly?
15	Students	Please teacher, please teacher [*Nine students are raising their
16		hands*] *Shayma*
17	Student 3	'Look deep into nature, and then you will understand everything
18		better.'
19	Teacher 2	Yes very good.
		…………………………………
20	Teacher 2	[*The teacher plays a video clip about the space*]
21		
22		OK, what you can see here? The Earth or the space?
23		You know space?
24	Students	Yes
25	Teacher 2	Ok, what can you see else here? Now again what can you see
26		here? What are these? Space craft … yes stand up
27	Student 4	Satellite
		…………………………………
28	Teacher 2	OK, now read this one together please. [*The teacher distributes
29		sheets containing a task*]
		…………………………………
30	Teacher 2	Now together please try to get the answers for this five questions
		[*Students are working together*]

The last listening activity is conducted in Lesson No. 6 (Unit Project). Teacher 3 starts by introducing the topic of the lesson "Makkah and Islamic Practices". She, then, plays a video about the religious history of Makkah. Next, she distributes worksheets containing pictures of some religious places in Makkah and asks the students to provide names for these places. The teacher gives permission to the students to write the Arabic names but using English letters. The teachers' general tolerance to the use of Arabic in

the classroom is discussed in Section 5.9. Teacher 3 finally asks the students to complete the task at home since the time for the lesson is run out. The listening activity is illustrated in Excerpt 4.9.

Excerpt 4.9: Lesson no. 6, (Unit Project), Teacher 3 – Listening activity

1	Teacher 3	… So please stop talking there and look at the video here. [The
2		teacher sets the video about the religious history of The city of
3		*Makkah*]
		[*The video is playing*]
4	Teacher 3	… Now, look here, we have work sheets, this is about *Makkah*,
5		some pictures given from *Makkah*, you are going to name them,
6		ok? just name them. [*The teachers distributes work sheets to the*
7		*students*] Look at the pictures, name the pictures below, what do
8		you see.
		[*The students are working in groups*]
9	Students	واضحة مهي صورة فيه {One picture is not clear}
10	Teacher 3	Prophet Ibrahim (Abraham) standing near the *Kaaba* (a black
11		cube which is located in the holy mosque in *Makkah*) building
12		the *Kaaba,* there is a sign on the ground, the last one الصورة
13		الأخيرة {the last picture} something surround the *Kaaba*
14	Student 1	بالانجليزي؟ ولا بالعربي نحل {Are we supposed to write the answers
15		in Arabic or English?}
16	Teacher 3	You can use Arabic words but use English letter.

In summary, all observed speaking activity types expose the students to opportunities to hear and also contribute spoken English by practicing pronunciation of the target language. However, the ability to produce spoken language and adapt it to the circumstances is also an essential requirement for proficient speaking, as discussed in Section 2.5. This ability includes making decisions rapidly, implementing them smoothly, and adjusting spoken utterances according to the unexpected circumstances that develop during interaction. This ability is neglected by the activities employed in the observed classes as they mostly involve reading aloud of the written answers of the activities as discussed above.

4.4 Accuracy and fluency

This section analyses the classroom observation to investigate the extent in which the teaching methods of EFL speaking address accuracy and fluency, which is related to research question 2.i. The concept of complexity, as discussed in Section 3.4.6, is not a useful parameter in the analysis of speaking skill development in the current study due to the limited length of students' unprepared contributions. Thus, the aim of this section is to examine whether accuracy or fluency receives focus more than the other. This is also essential to determine whether a proper balance of accuracy and fluency is employed in the observed classrooms for the teaching of EFL speaking, as discussed in Section 2.2.4.

Generally, the teachers tend to ignore the grammatical and pronunciation errors that the students make. In Excerpt 4.9: Lesson no. 6, (Unit Project), Teacher 3 – Listening activity from a listening and speaking class, Teacher 1 gives the students a speaking task, where she distributes a list of vocabulary related to the question "What is the best way to study?", in order to help the students come up with ideas. The students compose and write short sentences using the given vocabulary. Then, they read aloud what they have written. It is observed from Excerpt 4.9: Lesson no. 6, (Unit Project), Teacher 3 – Listening activity that Teacher 1 ignores the pronunciation errors made by the students. Moreover, the students make two grammatical errors in the same task as shown in Lines 9 and 11, which are also ignored by Teacher 1, which indicates that she seems to focus on fluency. The teacher's focus on fluency is appropriate for this activity since the students' errors do not risk the understanding of their meaning.

In Excerpt 4.11 from a reading class, Teacher 2 asks the students to read a passage from the textbook. One student commits an error in pronouncing the word "provided" as shown in Lines 4 and 5, which is ignored by Teacher 2.

It is also obvious from the observed classes that errors made by the students during their presentations are often not corrected, which indicates that the teachers seem to prioritise fluency during this activity type. This is exemplified further in Lessons no. 9 and 10, when Teacher 3 does not interrupt the students when making grammatical or

pronunciation errors during their presentations, as seen in Excerpt 4.12 and Excerpt 4.13.

Excerpt 4.10: Lesson no. 1, (Listening and Speaking), Teacher 1 – Ignoring students' errors

1	Teacher 1	Ok, now use the board, now arrange the words ok.. arrange the
2		Words please, ok.. then in your group find what is your opinion
3		about the best way to study? The best way to study?

4	Teacher 1	Very good .. here?
5	Student	Write the main idea
6	Teacher 1	Yeah
7	Student	Study hard eferyday (everyday)
8	Teacher 1	Right
9	Student	Ask the teacher if you no understand
10	Teacher 1	Right
11	Student	Understand the lesson careful
12	Teacher 1	Excellent excellent right, thank you very much

13	Teacher 1	Excellent group, thank you very much, here please?
14	Student	Study in quite blace (place)
15	Teacher 1	Right
16	Student	Studying everything,
17	Teacher 1	Everything

Excerpt 4.11: Lesson no. 3, (Reading), Teacher 2 – Ignoring students' errors

1	Teacher 2	Yes *Jehan,* raise your voice please
2	Student	'For millions of years, there have been special underwater …
3	Teacher 2	Ecosystems
4	Student	'Ecosystems called coral reefs. They have provo provided
5		(provided) homes and food for thousands of living things.'
6	Teacher 2	Thank you, next.

Excerpt 4.12: Lesson no. 9, (Unit Project), Teacher 3 – Ignoring students' errors

1	Student	Hi everybody, I want talk about Makkah. Who is … all the Muslims
2		what we mean about Makkah. What is your feeling about Makkah?
3		Makkah locate in the *Hijaz* in Saudi Arabia, has several names,
4		including *Um Alqura*, holy city to Muslims, the holy mosque and
5		the Kaba. Dating from the founding of Makkah to more than two
6		thousands years BC, and was the beginning of a small village
7		located in a valley, dry, surrounded by mountains on every side.
8	Teacher 3	Thank you, Clap for *Nada*
		[*The students are clapping*]

Excerpt 4.13: Lesson no. 10, (Unit Project), Teacher 3 – Ignoring students' errors

1	Student	Makkah is a city holy to Muslims. The holy mosque and the Kaba,
2		which Muslims face it when they pray.
3	Teacher 3	OK, who else?

However, Teacher 2 occasionally corrects students' errors on the spot, especially their pronunciation errors when reading aloud. On the other hand, there is no evidence showing that she corrects errors related to grammar or vocabulary during this activity type. For example, in Excerpt 4.14 from a unit project class, Teacher 2 asks the students to read from the textbook. One student commits an error when pronouncing the word "smallest" as shown in Line 13 in Excerpt 4.14. Teacher 2 corrects the error by pronouncing the word correctly and explaining the grammatical rule for this word. Another student pronounces the word "plants" wrongly. Again, Teacher 2 corrects the word by pronouncing the word correctly as shown in Lines 19 and 20. Furthermore, Teacher 2 corrects the errors made by a student in Lines 23 to 27 in Excerpt 4.14. Similarly, in Excerpt 4.15 from another unit project class, Teacher 2 corrects the error made by a student by first explaining how to pronounce the grapheme /ph/ and then pronouncing the word correctly as illustrated in Lines 3 to 5 in Excerpt 4.15.

Excerpt 4.14: Lesson no. 7, (Unit Project), Teacher 2 – Correcting students' errors

1	Teacher 2	Rely on each other to survive, this is ecosystem. Again the
2		Definition of ecosystem is different animals rely on each other to
3		survive, it's called an ecosystem. Now next, who can read it? [*Four*
4		*students are raising their hands*]
5	Students	Please teacher, please teacher
6	Teacher 2	*Abrar*, ok
7	Student 1	'Some of the most
8	Teacher 2	The question before please, reader number five page fifty eight
9	Student 1	'What about far out in the ocean?'
10	Teacher 2	Thank you, now this is the question here, what about far out in the
11		ocean? Who can read it, can you *Abrar,* page number fifty nine
12	Student 1	'Some of the most important living creatures and plants in the
13		ocean are also the smelliest (smallest).'
14	Teacher 2	'The smallest', smallest is a superlative of the adjective small, yes
15		*Suhayla*
16	Student 2	'Sometimes these animals and plants are so small that they can
17		only be seen through a microscope.'
18	Teacher 2	That means very very small, yes *Aumayma*
19	Student 3	'These tiny planets (plants) and animals'
20	Teacher 2	Not planets plants

Excerpt 4.14 (continued)

21	Student 3	'Plants and animals are called plankton.'
		--
22	Teacher 2	Can you read it *Rawan*?
23	Student 4	'When you fellow (follow)'
24	Teacher 2	'Follow'
25	Student 4	'Follow the chin (chain)',
26	Teacher 2	'The chain'
27	Student 4	'Chain, one of those animals needs to eat plankton to …'
28	Teacher 2	'To survive'

Excerpt 4.15: Lesson no. 8, (Unit Project), Teacher 2 – Correcting students' errors

1	Teacher 2	Yes good, this is number one, zooplankton, this is number one,
2		number two *Jumanah*
3	Student 1	Pytoplankton (Phytoplankton)
4	Teacher 2	What do you think about PH together, it is pronounced as F
5		phytoplankton, yes thank you, right, number one zooplankton,
6		umber two phytoplankton, what does it mean zooplankton? The
7		Definition of zooplankton, what does it mean? *Abrar*
8	Student 2	Consist of little animals that whales eat

It seems from the analysis of the transcripts that the teachers occasionally correct students' errors. However, the teachers mostly ignore students' errors, which appear as if the teachers are encouraging fluency at the expense of accuracy, at least during activities which focus on aspects of listening and speaking. Nevertheless, as discussed in Section 2.5, in order for the speech to be fluent, the process of planning what to be said, retrieving the required grammar and vocabulary, and production, needs to be automatic. It is evident from the classroom data analysis that the students do not have opportunities to practice the spontaneous production of the target language. Moreover, the elements of accuracy are introduced in grammar lessons and writing lessons, where more attention is paid to grammar.

4.5   Speaking as a skill versus knowledge of the language system

This section analyses the classroom observation and investigates to what extent the teaching methods of EFL speaking address speaking skills on one hand and knowledge of the language on the other hand, which is related to research question 2.iii. Learning to speak proficiently in a second or a foreign language does not merely depend on how to employ the *knowledge* of grammar and vocabulary to assemble sentences. The *skill* to produce these sentences and adapt them to the circumstances is also an essential requirement for proficient speaking as discussed in Section 2.5.

All three teachers provide rich spoken English input for their students, as can be seen throughout the quoted lesson excerpts. It is also noticeable from the transcripts of the classroom observation that Teacher 1 and Teacher 2 tend to pay attention to knowledge of the language system, including teaching the students vocabulary and grammar. Accordingly, the students have opportunities to learn language forms. However, from all observed lessons of Teacher 3, there is no incident showing that she pays explicit attention to any aspect of knowledge of the language system. Table 4.1 summarises the above mentioned observations. These observations are only applicable to the observed lessons, which are mostly related to the teaching of speaking. All three teachers do teach knowledge of language including grammar and vocabulary in other lessons that are explicitly related to these aspects of language learning.

Although students are given opportunities to hear spoken English input and to develop their knowledge of the language system, students are not offered opportunities to implement this knowledge in an all sided way. More explicitly, they do not have the opportunity to build and improve their skill to not only to produce spoken utterances, but also to adjust them according to the unexpected circumstances that develop during real-life interaction. They do make occasional responses to teacher questions in English, but their utterances are typically only a word or two in length and there is no systematic encouragement for them to develop these contributions more fully.

Table 4.1: Focus on knowledge of the language system in the observed classes

	Number of observed lessons	Knowledge of Vocabulary	Knowledge of Grammar
Teacher 1	1	Yes	Yes
Teacher 2	8	Yes	Yes
Teacher 3	3	No	No

In Excerpt 4.16, from a Listening and Speaking lesson, Teacher 1 provides an explanation for the activity in English, thus providing the students with access to meaning focussed English input. She also asks the students about the meaning of the word "researcher" and the phrase "school uniform". However in both cases, the students provide their answers in Arabic as shown in the excerpt. Although Teacher 1 comments that the answer should be in English, she does not actually solicit the answer in English from any student, as illustrated in Lines 5 and 13 in Excerpt 4.16.

Excerpt 4.16: Lesson no. 1, (Listening and Speaking), Teacher 1 – Knowledge of vocabulary

1	Teacher 1	It is ok. Now I will make some rules for the role ok, choose
2		who wants to be the researcher? What is the meaning of
3		researcher?
4	Students	باحثة [researcher]
5	Teacher 1	Don't say it in Arabic, ok? Only the researcher collects the
6		information ok? And helps the reporter, we have reporter, so
7		the researcher will help what?
		………………………
8	Teacher 1	Yes, conclusion, ok? Then we have rephrase and review the
9		Three examples ok? We have finished now, ok. I'll show you an
10		example here. We have what? The introduction 'school
11		uniform' what is the meaning of school uniform?
12	Students	الزي المدرسي {school uniform}
13	Teacher 1	Don't say it in Arabic, please, are what? A good way to help
14		"PHS" the name of the school, then we have what?

Moreover, in Excerpt 4.17 from the same lesson, Teacher 1 gives the students an activity in which they are required to express their opinion about the best way to study. Again she manages the activity in English, so that the students get rich meaning focussed input during the explanation. However, the students are then asked to

assemble their responses with the aid of a given vocabulary list. In this activity the students practice their knowledge of the language including vocabulary and grammar by composing simple sentences or phrases, and one student has to present the planned response to the rest of the class. Thus there is a speaking opportunity for that student, but her spoken utterance is pre-planned as the group spends some time preparing the responses. In addition, the spoken utterance is dependent on language items provided by the teacher, since the teacher provides the groups with key words to complete the activity and prepare the responses.

Excerpt 4.17: Lesson no. 1, (Listening and Speaking), Teacher 1 – Practice knowledge of the language

1	Teacher 1	Ok, now use the board, now arrange the words ok .. arrange the
2		words please, ok .. then in your group find what is your opinion
3		about the best way to study? The best way to study?
		……………………
4	Teacher 1	Ok, now we have, who will be the reporter? yes yes, please,
5		give us your ideas
6	Student 1	Study hard, arrange your ideas, put the questions and ask the
7		teacher
8	Teacher 1	excellent, ok, whose the researcher here? you went to the other
9		groups right? Ok you went with one idea or two or three?
10	Student 2	Yes
11	Teacher 1	you went to the other groups with one idea ok, and you came
12		Back with one or two or three ideas?
13	Student 2	Three
14	Teacher 1	Three ماشاء الله {Good, God has willed it} .. very good .. yes
15		Please
16	Student 2	Arrange the time
17	Teacher 1	Yes
18	Student 2	Studying workdays
19	Teacher 1	Yes excellent
20	Student 2	Study hard
21	Teacher 1	Yes right
22	Student 2	Just this
23	Teacher 1	Thank you very much

According to the observations, Teacher 2 pays attention to knowledge of vocabulary in each lesson by asking the students about the meaning of some words or phrases. Teacher 2 also pays attention to knowledge of grammar but less frequently than her attention to knowledge of vocabulary. In Excerpt 4.18, Teacher 2 asks the students

about the meaning of the word "starve". One student provides the answer in Arabic. Teacher 2 acknowledges the answer of the student and then herself explains the meaning of the word in English, rather than requiring a student to do this.

Excerpt 4.18: Lesson no. 7, (Unit Project), Teacher 2 – Teaching vocabulary meaning

1	Teacher 2	Starve, what does it mean starve?
2	Student	الجوع {Hunger}
3	Teacher 2	Yes very good, die of hunger die of hunger, write the meaning,
4		starve means die of hunger,

Moreover, in Excerpt 4.19, from Lesson no. 2 (Unit Project), Teacher 2 pays attention to knowledge of both vocabulary and grammar. She asks the students about the meaning of some words, like "environmental", "environment", "awareness" and "aware". It is noticeable that the students answer in English, though their contributions consist of single words and phrases only. However, when one student speaks in English and provides the wrong answer for the meaning of the word "aware", Teacher 2 does not encourage her to try to clarify or negotiate the meaning in English, but instead she immediately gives her permission to speak in Arabic, as seen in Lines 21 and 22.

It is also observable in the excerpt that during her explanation of the previous words, Teacher 2 comes across some grammatical rules related to adjective and noun forming suffixes, such as "environmental" and "awareness". Again at this point, some students show they can answer questions about word classes in English, but these brief exchanges in English are not further developed.

Excerpt 4.19: Lesson no. 2, (Unit Project), Teacher 2 – Teaching vocabulary meaning and grammar

1	Teacher 2	Awareness, yes, very good. Now, do you know the meaning of
2		Environmental mean? The same meaning of?
3	Students	Environment
4	Teacher 2	Yes *Asmaa* again
5	Student 1	Environment
6	Teacher 2	Do you know the meaning of environment? Everything around
7		you, like?
8	Students	Mountain
9	Teacher 2	Yes, mountain, river and so on. Environment means a noun,
10		Environmental?

11	Student 2	Adjective
12	Teacher 2	Adjective. What do you think about awareness?
13	Student 3	Noun
14	Teacher 2	Yes, very good. This is a noun, but when we have … Do you
15		know the meaning of awareness? You can remember another
16		word like this one, you know the meaning of aware?
17	Students	Yes
18	Teacher 2	Aware only is an adjective but when you add 'ness' we get a
19		noun, here environment is a noun, environmental is an adjective.
20		So what does mean 'aware'?
21	Student 4	Safe
22	Teacher 2	No. No problem you can say it in Arabic. Yes *Afraah*
23	Student 2	الوعي البيئي {environmental awareness}
24	Teacher 2	Yes very good. That's means how to protect your environment
25		and so on.

Another example of teaching knowledge of vocabulary comes from the same lesson, Unit Project, when Teacher 2 asks the students about the meaning of the word "ecosystem". First, Teacher 2 asks the students to circle the word "ecosystem" in the textbook and underline its definition. After that, Teacher 2 asks a student to read the definition of this word from the textbook, rather than encouraging her to create her own definition.

Excerpt 4.20: Lesson no. 7, (Unit Project), Teacher 2 – Teaching vocabulary meaning

1	Teacher 2	Yes very good, now put the word 'ecosystem' in the square or a
2		circle, the word 'ecosystem' and underline the definition, what
3		does it mean 'ecosystem'? Again reader number seven, the line
4		before the last, 'ecosystem' means *Gada*
5	Student	[*The student reads from the textbook*] When different animals
6		rely on each other to survive
7	Teacher 2	Rely on each other to survive, this is ecosystem. Again the
8		definition of ecosystem is different animals rely on each other
9		to survive, it's called an ecosystem.

Moreover, Teacher 2 sometimes clarifies the meaning of some words by providing their meaning in Arabic. For example from, in Lesson 4, writing, Teacher 2 clarifies the

meaning of the phrase "atmosphere layer" by giving its meaning in Arabic. This example is illustrated in Excerpt 4.21.

Excerpt 4.21: Lesson no. 4, (Writing), Teacher 2 – Teaching vocabulary meaning

1	Teacher 2	Yes no oxygen, so this bad for your health and also it is bad for
2		any … and what do you know about the ozone layer? What do
3		know about ozone layer? What is the problem or what is
4		Happen to the ozone layer? There is what? A hole in this layer,
4		but why is the ozone layer important? Ozone layer is one of the
5		atmosphere layer احدى طبقات الجو{it is one of the atmosphere
6		layers}, but why is it important? The ozone? Because it?
7		*Hadeel* yes

It is essential to recognise the difference between knowledge about a language and the skill to use it. The lessons involve considerable meaning-oriented use of English, but this mostly takes the form of comprehensible input produced by the teacher, with occasional word or phrase level contributions from students. It is obvious from the classroom observation that there is no systematic attempt by the teachers to develop students' ability to use their knowledge of the language in communicative oral production. More specifically, the students are not offered opportunities to implement their knowledge of the language smoothly and extend their ability to adjust spoken utterances according to the unexpected circumstances that develop during conversation.

4.6   Communication routines

This section analyses the classroom observation to investigate to what extent the teaching methods of EFL speaking address another speaking aspect, namely communication routines, which is related to research question 2.iv. Communication routines refer to the typical patterns that speakers employ when organising what they want to communicate. Speaking does not merely involve the production of language forms that are understood by listeners. Speakers should possess enough communication skills that enable them to convey what they want to say in a way which the listener finds understandable, as discussed in Section 2.4.

It is important to note that teaching of these routines is not found in the observed classrooms. However, teachers sometimes introduce them implicitly in their speech. According to the observed classes, all of the teachers sometimes use English for both *information routines* and *interaction routines*, which were explained in Section 2.4. The observed information routines conducted in English include explanation of new activities and management of behaviour. On the other hand, the observed interaction routines include social greetings and social exchanges.

The explanation of new activities takes place in English in some lessons. Excerpt 4.22 from Lesson no. 1, (Listening and Speaking), illustrates how Teacher 1 uses a communication routine by giving the students some instructions on how to carry out the group speaking activity, which is analysed in more detail in Section 4.11. The students seem to be familiar with how the activity is carried out since the group activity is based on Kagan strategies, which the teacher explained to the students in the preceding session. It is also observed that the extended set of instructions seen Excerpt 4.22 is negotiated with the students in English. The negotiation of meaning is discussed in more detail in Section 4.7.

Excerpt 4.22: Lesson no. 1, (Listening and Speaking), Teacher 1 – communication routines

1	Teacher 1	It is ok. Now I will make some rules for the role ok, choose who
2		wants to be the researcher? What is the meaning of researcher?
3	Students	باحثة [researcher]
4	Teacher 1	Don't say it in Arabic, ok? Only the researcher collects the
5		information ok? And helps the reporter, we have reporter, so the
6		researcher will help what?
7	Students	The reporter
8	Teacher 1	Ok, to collect what?
9	Students	Information
10	Teacher 1	Not just from the group, she will go to what? Other groups and take
11		some information from this, them ok . This is not a cheating, you
12		understand?
13	Students	Yes
		……………………
14	Teacher 1	Finished? Finished? Ok, hurry up, hurry up.
15		Ok, now we have manager, ok, organises the group and makes sure
16		everyone has returned. Make sure the task is completed, ok?
17	Teacher 1	… then we have scribe, scribe down the ideas from the
18		group, ok? Scribe will write what?
19	Students	The ideas

Excerpt 4.22 (continued)

20	Teacher 1	The ideas, ok? From the group discussion after discussion, ok? She
21		will write then work with the reporter, work with what?
22	Students	The reporter
23	Teacher 1	We still have reporter, ok? So who will work with the reporter?
24	Students	Scribe
25	Teacher 1	Scribe and what?
26	Students	Researcher
27	Teacher 1	Researcher, very good, ok, choose scribe hurry up, finished?
28	Students	ابلة يا انا ...ابلة يا انا {Please teacher … please teacher}
29	Teacher 1	Then we have reporter works with the scribe to get all the
30		information organised, will present the information to the class, she
31		will to the class, she will read, ok? Finished? Finished? Hurry up,
32		hurry up choose, very good, now we have mentor, shhhhh keep
33		quiet, please. Mentor helps other members of the group and the
34		group carry out their jobs, she will tell them do this and do this and
35		do this and make makes sure everyone knows what they are doing,
36		reports any problems to the teacher, she will come if they have
37		problem, she will tell the teacher. So, finished?

The management of behaviour is another form of communication routines, which is used by all the teachers from time to time. Examples are provided in Excerpt 4.23, Excerpt 4.24 and Excerpt 4.25, where the teachers use English to try to control unwanted behaviour of some students in the classroom.

Excerpt 4.23: Lesson no. 1, (Listening and Speaking), Teacher 1 – communication routines

1	Teacher 1	Then we have reporter works with the scribe to get all the
2		information organised, will present the information to the class, she
3		will to the class, she will read, ok? Finished? Finished? Hurry up,
4		hurry up choose, very good, now we have mentor, shhhhh keep
5		quiet, please. Mentor helps other members of the group and the
6		group carry out their jobs,

Excerpt 4.24: Lesson no. 5, (Listening and Speaking), Teacher 2 – communication routines

1	Student 1	[*The student reads from the textbook*] 'Developing Listening Skill.
2		Listen to the audio recording. Afterwards, complete this graphic
3		organiser …'
4	Teacher 2	Shhhhhh don't talk
5	Student 1	'With the information you heard.'

Excerpt 4.25: Lesson no. 6, (Unit Project), Teacher 3 – communication routines

1	Teacher 3	Pictures and information, you should give some pictures …
2		So please stop talking there and look at the video here.
3		[The teacher sets the video about the religious history of The city of
4		*Makkah*] [*The video is playing*]

Moreover, all the teachers always use some social greetings in English, when they meet the students at the beginning of each lesson, as shown in Excerpt 4.26, Excerpt 4.27 and Excerpt 4.28. The teachers initiate the social greeting, which is always followed by a response from the students.

Excerpt 4.26: Lesson no. 1, (Listening and Speaking), Teacher 1 – communication routines

1	Teacher 1	Good morning girls
2	Students	Good morning teacher

Excerpt 4.27: Lesson no. 2, (Unit project), Teacher 2 – communication routines

1	Teacher 2	Hello every body
2	Students	Hello teacher

Excerpt 4.28: Lesson no. 9, (Unit project), Teacher 3 – communication routines

1	Teacher 3	Hello every body
2	Students	Hello teacher

Also, the teachers sometimes use other forms of social exchanges using English. This may happen at the beginning of the lesson, at the end of the lesson and for other social purposes during the lessons. For example, in Excerpt 4.29, from Lesson no. 10, Teacher 3 initiates a social exchange by asking the students "How are you?" The students respond in English by saying "Fine, thank you". Then, they initiate another social exchange by asking the teacher "how are you teacher". Teacher 3, finally, responds by saying "I am fine". Another social exchange is illustrated in Excerpt 4.30, from Lesson no. 10, where Teacher 2 initiates a social exchange to end of the lesson by saying "Thank you girls, good bye". The students respond by saying "Good bye teacher". In Excerpt 4.31, from Lesson no. 1, Teacher 1 acknowledges a student's action by thanking her, where the student follows up the teacher's acknowledgement by saying "You are welcome". In Lesson no. 1, also, one student acknowledges Teacher 1 by thanking her for her help, which is followed by the teacher's statement "OK, no

problem", as shown in Excerpt 4.32. The above-mentioned communication routines are also carried out sometimes in Arabic, as discussed in more detail in Section 4.10.

Excerpt 4.29: Lesson no. 10, (Unit Project), Teacher 3 – communication routines

1	Teacher 3	How are you?
2	Students	Fine thank you, how are you teacher?
3	Teacher 3	I am fine. Are you ready for the project or not?

Excerpt 4.30: Lesson no. 2, (Unit Project), Teacher 2 – communication routines

1	Teacher 2	Thank you girls, good bye.
2	Students	Good bye teacher.

Excerpt 4.31: Lesson no. 1, (Listening and Speaking), Teacher 1 – communication routines

1	Teacher 1	Don't say it in Arabic, please, are what? A good way to help
2		"PHS" the name of the school, then we have what? Yes [*the student*
3		*brought the speakers to the teacher*] Thank you very much
4	Student 1	You are welcome

Excerpt 4.32: Lesson no. 1, (Writing), Teacher 1 – communication routines

1	Student 1	كرسي ولا مافي أبلة يا كرسي أبغى{Teacher, I need a chair, I couldn't find
2		any chair here}
3	Student 2	فيه هنا {There is one over there}
4	Teacher 1	Here *Eylaaf*
5	Student 1	Oh thank you
6	Teacher 1	Ok, no problem

4.7   Negotiation skills

This section analyses the classroom observation and investigates to what extent the teaching methods of EFL speaking address negotiation skills, which is related to research question 2.v. Negotiation skills are concerned with the speaker's ability to solve various communication problems that are expected to occur in a conversation, as discussed in Section 2.5. Negotiation skills involve two main aspects, namely the negotiation of meaning and the management of interaction. Negotiation of meaning refers to the skill of communicating ideas clearly, involving development of mutual understanding, through the repair of communication problems if necessary, as opposed to individual understanding. Management of interaction refers to the freedom that

speakers usually have when they are engaged in a conversation as opposed to a meeting or a lecture, to initiate new topics, to ask questions etc. In other words, speakers have the right to take a turn as and when they wish without the intervention of anyone else, such as a chairperson.

From the observed classes, the students get limited practice in the skill of negotiation of meaning, which mainly involves providing the meaning of certain vocabulary. For example, in Excerpt 4.33 from Lesson 5 (a listening and speaking class), Teacher 2 asks the students about the meaning of the words "landfill" and "lesson". The students try to explain the meaning of these words in English.

Excerpt 4.33: Lesson no. 5, (Listening and Speaking), Teacher 2 – negotiation of meaning

1	Teacher 2	Ok, that set, now when you read a title like this, what can you
2		understand? What will you read about? Now look at the passage,
3		the passage it has three paragraphs, ok? but when you read the
4		title what can you understand? 'A lesson from a landfill', first of
5		all, what does it mean 'landfill'? what does it mean?
		[*Five students are raising their hands*]
6	Students	Please Miss, please
7	Teacher 2	Yes *Maha*
8	Student 1	The Earth
9	Teacher 2	Ok, *Eylaaf*
10	Student 2	Something related to the environment
11	Teacher 2	Ok, but what does it mean? Landfill? *Balgees*
12	Student 3	A big place that that or area
13	Teacher 2	Yes very good, the place or area that garbage or umm, ok now the
14		title is 'A lesson From the Landfill', what does it mean when you
15		say a lesson? Means what?
		[*Two students are raising their hands*]
16	Students	Please Miss
17	Teacher 2	*Moneera*
18	Student 4	Something we learn it
19	Teacher 2	Yes something you will learn if you read this passage, like the
20		moral message from this passage. Now read this paragraph silent

Another example of the negotiation of meaning in the observed classrooms is demonstrated in Excerpt 4.34 from Lesson no. 8 (Unit Project). Teacher 2 asks the students to provide a synonym for the word "amazing".

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Excerpt 4.34: Lesson no. 8, (Unit Project), Teacher 2 – negotiation of meaning

1	Teacher 2	Yes, very good, now reader number five, read it *Rafaa*
2	Student 1	'That's amazing!
3	Teacher 2	What does it mean amazing? In English give me another word
4	Student 2	Fantastic
5	Teacher 2	Ok, or that's great, you can write great or wonderful

Moreover, Teacher 2 tries to discuss the meaning of the phrase "environmental awareness" by explaining other forms of the words as shown in Excerpt 4.35. However, despite the students' attempts to explain the meaning in English, they do not succeed in providing a proper meaning for this phrase, which leads Teacher 2 to ask them to provide the meaning in Arabic (Line 22). This indicates that there is a possible opportunity for the negotiation of meaning, which is not exploited by the teacher especially that the students are already engaging with the teacher as seen in the excerpt.

Excerpt 4.35: Lesson no. 2, (Unit Project), Teacher 2 – negotiation of meaning

1	Teacher 2	Now, do you know the meaning of
2		environmental mean? The same meaning of?
3	Students	Environment
4	Teacher 2	Yes *Asmaa* again
5	Student 1	Environment
6	Teacher 2	Do you know the meaning of environment? Everything around
7		you like?
8	Students	Mountain
9	Teacher 2	Yes, mountain, river and so on. Environment means a noun,
10		environmental?
11	Student 2	Adjective
12	Teacher 2	Adjective. What do you think about awareness?
13	Student 3	Noun
14	Teacher 2	Yes, very good. This is a noun, but when we have … Do you
15		know the meaning of awareness? You can remember another
16		word like this one, you know the meaning of aware?
17	Students	Yes
18	Teacher 2	Aware only is an adjective but when you add 'ness' we get a
19		noun, here environment is a noun, environmental is an adjective.
20		So what does mean 'aware'?
21	Student 4	Safe
22	Teacher 2	No. No problem you can say it in Arabic. Yes *Afraah*
23	Student 5	الوعي البيئي {environmental awareness}
24	Teacher 2	Yes very good. That's means how to protect your environment
25		and so on.

Another opportunity for the negotiation of meaning is shown in Excerpt 4.36, again from a listening and speaking class, where Teacher 1 asks the students about the meaning of the word "researcher". Then, a student provides her answer in Arabic. Although the teacher asks her not to say the answer in Arabic, the negotiation again does not go any further, and Teacher 1 continues the interaction without any attempt to obtain further information about the meaning of the word.

Excerpt 4.36: Lesson no. 1, (Listening and Speaking), Teacher 1 – An opportunity for negotiation of meaning

1	Teacher 1	It is ok. Now I will make some rules for the role ok, choose who
2		wants to be the researcher? What is the meaning of researcher?
3	Students	باحثة [researcher]
4	Teacher 1	Don't say it in Arabic, ok? Only the researcher collects the
5		information ok? And helps the reporter, we have reporter, so the
6		researcher will help what?

Another example of wasting an opportunity for the negotiation of meaning is illustrated in Excerpt 4.37, from a Unit Project class. Teacher 2 asks the students about the meaning of "starve", which is answered by one student in Arabic. Teacher 2 accepts the Arabic answer and provides an English explanation of the word "starve".

Excerpt 4.37: Lesson no. 7, (Unit Project), Teacher 2 – An opportunity for negotiation of meaning

1	Teacher 2	Can you read Abrar
2	Student 1	'Without plankton, most animals in the ocean would eventually
3		starve.'
4	Teacher 2	Starve, what does it mean starve?
5	Student 2	الجوع {Hunger}
6	Teacher 2	Yes very good, die of hunger die of hunger, write the meaning,
7		starve means die of hunger, so if there is no plankton that means
8		all creatures or all animals will what?
9	Student 3	Will die
10	Teacher 2	Eventually starve, yes die very good.

Furthermore, Teacher 2 has an opportunity in Lesson no. 2 (Unit Project) for the negotiation of meaning of the word "debris", as seen in Excerpt 4.38. She, however, immediately provides the students with a synonym of the word "debris" without

making an effort to exploit the negotiation of meaning.

Excerpt 4.38: Lesson no. 2, (Unit Project), Teacher 2 – An opportunity for negotiation of meaning

1	Teacher 2	…. this is number one, you need to learn 'how much debris is in
2		the space?'. And what the debris is, this number two, you should
3		know that. Did you understand what does it mean 'debris? What
4		does it mean 'debris? Trash, you know the meaning of debris?
5		Now again, number one you need to know 'how much debris is
6		in space and what the debris is?'.

Accordingly, it is evident from the discussion above that the students have limited opportunity to learn the skills of negotiation of meaning in English. These skills are not taught explicitly in the observed classrooms, and there are only a few occasions to practise them, where limited negotiation of some vocabulary takes place in English. It is also obvious from the observed classes that classroom interaction is always managed by the teachers; this can be seen in all of the whole class excerpts cited throughout this chapter. More specifically, the students get little opportunity to practice the conversational skills of topic management and initiation, as during whole class interaction, they mainly respond to the teachers' questions. Group work is rare, and during the examples seen, discussed below in Section 4.11, the student interaction is largely in Arabic. There are also potential opportunities for the negotiation of meaning, which is not exploited by the teachers. Teachers' lack of eagerness to exploit the potential opportunities for the negotiation of meaning may be attributed to the teachers' concern about time limitation in the classroom, as will be discussed in Chapter 5 (Analysis of Teachers' Interviews).

4.8 Speaking strategies

This section analyses the classroom observation and investigates to what extent the teaching methods of EFL speaking address speaking strategies, which is related to research question 2.vi. Two main types of speaking strategies, namely achievement strategies and avoidance strategies were discussed in Section 2.6. Achievement strategies can be defined as the strategies that learners follow to solve problems in

communication by using alternative means of expression. This is driven by their lack of knowledge of the language (i.e. grammar or vocabulary). On the other hand, avoidance strategies refer to strategies that learners follow to avoid using language they do not have control of. In other words, learners, who use avoidance strategies, only communicate the messages that they already have the linguistic means to convey. Among the two strategy types, the achievement strategies are more likely to improve language learning, especially when the alternative means of expression are produced in English.

According to the observed classes, the above-mentioned speaking strategies are not discussed, and achievement strategies are not taught explicitly. Moreover, the teachers' talk does not involve visible achievement strategies, so the students do not see any examples of them. Furthermore, there is no evidence showing that avoidance strategies are employed by the students since their talk is limited. However, achievement strategies are employed by the students on limited occasions. More specifically, this occurs when they cannot convey the message they want to communicate in English. For example, in Excerpt 4.37, a student uses the mother tongue to explain the meaning of the word "starve". In addition, in Excerpt 4.39 during a group activity, another student also avoids using English, when asking Teacher 2 whether she can take the worksheet to the other group.

Excerpt 4.39: Lesson no. 3, (Reading), Teacher 2 – Achievement strategy

1	Teacher 2	Ok. now number four number four from right to left, be careful,
2		stand up, *Sahar* from right, *Ibtehal*, here *Rawan, Sahar* stand up,
3		now stray with your sheet with your sheet to the nearest team. The
4		remaining students please
5	Student 1	أبلة أخذ الورقة معايا؟ teacher, shall I take the worksheet with me?} }
6	Teacher 2	Yes with your sheet, the remaining students should what? Raise
7		their hands? All of you please.

It is noticeable from the observed achievement strategies discussed above that although the students' use of the mother tongue solves the communication problem for the moment, it does not contribute to language learning.

4.9   Conversation features

This section analyses the classroom observation and investigates to what extent the teaching methods of EFL speaking address conversation features, which is related to research question 2.vii. Informal everyday conversation takes various forms, where speakers and situations vary considerably. Nevertheless, despite their random and unstructured look, all conversation follows recognisable patterns. These rules determine certain aspects of conversation, such as openings, turn-taking, interrupting, topic shifts, adjacency pairs, and closings, as discussed in Section 2.7.

According to the observed classes, the above-mentioned aspects of conversation are again not explicitly taught to the students. However, some related linguistic realisations are implicitly performed by the teachers and students. For instance, the students are exposed to openings at the beginning of every lesson in the form of social greetings. This is illustrated in Excerpt 4.40 and Excerpt 4.41 from classes of Teacher 2 and Teacher 3, respectively.

Excerpt 4.40: Lesson no. 2, (Unit Project), Teacher 2 – Openings

1	Teacher 2	Hello every body
2	Students	Hello teacher
3	Teacher 2	How are you?
4	Students	Fine thank you, how are you teacher?
5	Teacher 2	I'm fine. Ok, today is … who can say the date please? [*Seven*
6		*students are raising their hands*] Ok *Abrar*
7	Student 1	Sunday umm fourteen umm fourteenth of umm
8	Teacher 2	أول ربيع {The third month in the Arabic calendar}
9	Student 1	أول ربيع {The third month in the Arabic calendar}umm fourteen,
10		thirty one

Excerpt 4.41: Lesson no. 9, (Unit Project), Teacher 3 – Openings

1	Teacher 3	عليكم السلام {Peace be upon you}
2	Students	السلام وعليكم {Peace be upon you}
3	Teacher 3	Good morning girls
4	Students	Good morning teacher
5	Teacher 3	Hello everybody
6	Students	Hello teacher
7	Teacher 3	How are you?
8	Students	Fine thank you, how are you teacher?
9	Teacher 3	I am fine.

It is also noticeable from the transcripts of the observed classes that turn-taking is very ordered, and is mostly controlled and managed by the teachers. Furthermore, the students rarely speak out of turn. The teachers give turns to the students by either asking a question or adjusting their voice pitch to indicate a question. This observation is demonstrated throughout the transcripts of the observed classes. The turn is sometimes taken by several students who together answer the teacher's question, as seen in Excerpt 4.42. On some occasions, the teachers decide who takes the turn, as exemplified in Excerpt 4.43, where Teacher 2 names the student who could answer the question. On other occasions, the teachers do not control who takes the turn, as seen in Excerpt 4.44.

Excerpt 4.42: Lesson no. 1, (Listening and speaking), Teacher 1 – Turn-taking

1	Teacher 1	Choose, organise, right, we have what? Planning and organising
2		your?
3	Students	Essay
4	Teacher 1	Then we have?
5	Students	Introduction
6	Teacher 1	Very good, this is the base of what?
7	Students	Introduction
8	Teacher 1	Of the essay right, we introduction, then we have what?
9	Students	Paragraph
10	Teacher 1	Right, we can have three or what?
11	Students	Four
12	Teacher 1	Or?
13	Students	Any number

Excerpt 4.43: Lesson no. 8, (Unit Project), Teacher 2 – Turn-taking

1	Teacher 2	'Cause tsunami.' Yes, thank you. Now give me some examples
2		Mentioned here in reader theatre some natural disaster, like …? Ok,
3		tsunami is number one, what is mentioned here? some examples of
4		natural disaster, yes *Asma*
5	Student 1	Volcano

Excerpt 4.44: Lesson no. 8, (Unit Project), Teacher 2 – Turn-taking

1	Teacher 2	What does it mean amazing? In English give me another word
2	Student	Fantastic
3	Teacher 2	Ok, or that's great, you can write great or wonderful

The ordered structure of turn-taking mentioned above minimises the occurrence of interruption inside the observed classrooms. However, there are a few instances of interruptions that are mainly performed by the students, which are illustrated in Excerpt 4.45 and Excerpt 4.46. It is noticeable that all observed interruptions are performed in Arabic language.

Excerpt 4.45: Lesson no. 1, (Listening and speaking), Teacher 1 – Interrupting

1	Teacher 1	Listen, please ان شاء الله {hopefully} today our lesson about
2		speaking and?
3	Students	Listening
4	Students	عندنا حل تمارين teacher [*teacher, we are supposed to do some*
5		*activities*]
6	Teacher 1	Yeah I know ان شاء الله {hopefully} we will complete it tomorrow
7		or after tomorrow, ok?
8	Students	Ok
9	Teacher 1	So let us start about listening and speaking. Close everything,
10		please.

Excerpt 4.46: Lesson no. 4, (Writing), Teacher 2 – Interrupting

1	Teacher 2	Now, today we have writing. Do you remember the rules of
2		writing? Or how do you write an essay?
3	Student 1	أبغى كرسي يا أبلة مافي ولا كرسي {Teacher, I need a chair, I couldn't
4		find any chair here}
5	Student 2	هنا فيه {There is one over there}
6	Teacher 2	Here *Eylaaf*
7	Student 1	Oh thank you
8	Teacher 2	Ok, no problem. Ok how do you write an essay? What does it
9		mean an essay?

As is to be expected in teacher-led instruction, there are regular incidents where the teachers make topic shifts in the observed classes. The teachers usually employ certain English phrases to indicate a topic shift. For example, in Excerpt 4.47 from a unit project class, Teacher 2 uses the word "now" to signal a topic shift from the game the class is playing to answering a new question, as seen in Line 7.

Excerpt 4.47: Lesson no. 8, (Unit Project), Teacher 2 – Topic shifts

1	Teacher 2	Thank you *Shayma*, yes another please
2	Students	صعبة {It's difficult}
3	Teacher 2	Yeah, this is more difficult than 'Four fine fresh fish for you', I
4		think this is more difficult, *Asma* , yes *Asma*
5	Student 1	'She sells sea shells on the sea shore, 'She sells sea shells on the
6		sea shore, 'She sells sea shells on the sea shore'
7	Teacher 2	No problem, ok thank you, that's it, you can write it. Now, the last
8		question in this page is … Who can read it? Yes *Reema*, can you
9		Read it the last question here is

In Excerpt 4.48 from a unit project lesson, Teacher 3 and the students are performing some hand exercises. Teacher 3, then, uses the word "now" to indicate a topic shift to watching a video about the history of Makkah, as seen in Line 8.

Excerpt 4.48: Lesson no. 6, (Unit Project), Teacher 3 – Topic shifts

1	Teacher 3	Now you should have space between you and the desk, ok, you
2		should have space between you and the desk, ok? The first group
3		watch the sign, I will give a sign and you make, just one group,
4		two, three, four, and five, ok? Now make this sign, just here. [*The*
5		*teacher is rubbing her hands together to make a sound and the*
6		*students imitate her*]. Now group number two, all of you, like this,
7		here. [The *teacher and students make some hand movements*] Ok
8		thank you very much all of you, now we want to see here we have
9		a video about *Makkah* history, ok?

Teacher 1 in a listening and speaking lesson employs the English phrase "until she comes, let us …" in order to specify a temporary topic shift to a new activity, as illustrated in Line 7 from Excerpt 4.49. She, then, signals the return to the original topic by using the phrase "let us complete …", as seen in Line 14.

Excerpt 4.49: Lesson no. 1, (Listening and speaking), Teacher 1 – Topic shift

1	Teacher 1	Ok, now we have, oh I forget my speakers, please *Manal* go and
2		bring the speakers, do you know where is my desk? In teachers'
3		office ok? I have an office like this here, open it and take the
4		speakers in a black bag. Quite please quite, we have another
5		researcher here in this group?
6	Students	Yes
		…………………………………………
7	Teacher 1	Until she come, let us revise the writing. You remember writing?

Excerpt 4.49 (continued)

8	Students	Yes
		………………………………………
9	Teacher 1	Don't say it in Arabic, please, are what? A good way to help
10		"PHS" the name of the school, then we have what? Yes [*the*
11		*student brought the speakers to the teacher*]
12		Thank you very much
13	Student 1	You are welcome
14	Teacher 1	Let us complete our listening. [*The teacher sets the computer and*
15		*the speakers*] Whose talking? The researcher or the manager?
16	Students	hahah
17	Teacher 1	Yes, now we will start

It is also noticeable from the observed classes that different forms of adjacency pairs are presented in the classroom talk by both teachers and students. The observed adjacency pairs include 'greeting – greeting', 'inform – acknowledge', and 'leave-taking – leave-taking', which are demonstrated in Excerpt 4.50, Excerpt 4.51 and Excerpt 4.52. In addition, many question – answer adjacency pairs are observed as evident from the reported excerpts throughout this chapter. According to the transcripts of the classroom observation, greeting pairs occur more frequently than the others. It is also noticeable that the initiating utterance (i.e. the first pair-part) of the observed adjacency pairs is mostly performed by the teachers, where the response (i.e. the second pair-part) is performed by the students. However, the students occasionally perform the initiating utterance of the 'inform – acknowledge' pair, as shown in Excerpt 4.53.

Excerpt 4.50: Lesson no. 9, (Unit Project), Teacher 3 – Adjacency pairs

1	Teacher 3	عليكم السلام {Peace be upon you}
2	Students	السلام وعليكم {Peace be upon you}
3	Teacher 3	Good morning girls
4	Students	Good morning teacher
5	Teacher 3	Hello everybody
6	Students	Hello teacher
7	Teacher 3	How are you?
8	Students	Fine thank you, how are you teacher?
9	Teacher 3	I am fine.

Excerpt 4.51: Lesson no. 2, (Unit Project), Teacher 2 – Adjacency pairs

1	Teacher 2	Thank you girls, good bye.
2	Students	Good bye teacher.

Excerpt 4.52: Lesson no. 4, (Writing), Teacher 2 – Adjacency pairs

1	Student 1	أبغى كرسي يا أبلة مافي ولا كرسي
2		{Teacher, I need a chair, I couldn't find any chair here}
3	Student 2	هنا فيه {There is one over there}
4	Teacher 2	Here *Eylaaf*
5	Student 1	Oh thank you

Excerpt 4.53: Lesson no. 1, (Listening and speaking), Teacher 1 – Adjacency pairs

1	Teacher 1	[*the student brought the speakers to the teacher*]
2		Thank you very much

Explicit closings of interactional episodes are occasionally noticed in the observed classrooms, where teachers use certain phrases to indicate an end to interaction about a specific topic. For example, Teacher 2 employs the English phrase "that's it" to close the discussion concerning the game that the class is playing, as illustrated in Line 7 from Excerpt 4.54.

Excerpt 4.54: Lesson no. 8, (Unit Project), Teacher 2 – Closings

1	Teacher 2	Thank you *Shayma*, yes another please
2	Students	صعبة {It's difficult}
3	Teacher 2	Yeah, this is more difficult than 'Four fine fresh fish for you', I
4		think this is more difficult, *Asma* , yes *Asma*
5	Student 1	'She sells sea shells on the sea shore, 'She sells sea shells on the
6		sea shore, 'She sells sea shells on the sea shore'
7	Teacher 2	No problem, ok thank you, that's it, you can write it. Now, the last
8		question in this page is … Who can read it? Yes *Reema*, can you
9		Read it the last question here is

Therefore, it is evident from the discussion above that there is considerable modelling of conversational features at the level of the exchange, throughout the observed lessons. However, students' role is limited and, more importantly, there is no explicit discussion or awareness-raising of the conversational features.

4.10   Classroom code switching

As discussed in Section 2.8.6, many educationists assume that the use of the target language 'only' is preferable practice, while the excessive dependence on the mother tongue to solve communication problems deprives the students of the opportunities to practice the target language. In responding to research question 3, this section analyses the classroom observation in order to investigate to what extent the mother tongue is used in the classroom by both teachers and students and for what purpose. The analysis considers all classroom talk including when teaching the speaking skill, when teaching the other skills, and when interacting in general inside the classroom.

4.10.1   Teacher's code switching

Teachers usually use code switching in second or foreign classrooms for different functions. However, they are not always aware of the functions and outcomes of the code switching process as code switching in some cases performed unconsciously by the teachers. Therefore, sometimes it may be observed as an automatic and unconscious behaviour, as discussed in Section 2.8.6.1. It is clear from the observed classes that the teachers' use of the mother tongue is limited, where they use English as a medium of instruction most of the time. The teachers sometimes use code switching in some cases for different purposes, such as religious expressions, lesson explanation, lesson organisation, disciplinary purposes and social interaction.

The teachers use code switching sometimes for religious purposes, such as Islamic greeting and other religious expressions. These purposes fall into the category of *affective functions*, which serve for expression of emotions, as discussed in Section 2.8.6.1. In these cases the teachers may use code switching for the sake of building intimate relations with the students, which create a supportive language environment in the classroom. At the beginning of each lesson, all of the teachers in the observed classes always greet the students in Arabic using the religious utterance السلام عليكم (*Assalamu alaikum),* which means 'peace be upon you' as illustrated in the beginning of the transcripts of each lesson. It is an expression that Muslims are recommended to say whenever they meet one another according to Islamic instruction. However, this

Arabic greeting is always followed by English greetings, such as "Hello everybody" and "Good morning girls", as illustrated in Excerpt 4.55.

Excerpt 4.55: Lesson no. 1, (Listening and Speaking), Teacher 3 – Teacher's code-switching

1	Teacher 3	السلام عليكم {Peace be upon you}
2	Students	وعليكم السلام {Peace be upon you}
3	Teacher 3	Good morning girls
4	Students	Good morning teacher
5	Teacher 2	Hello everybody
6	Students	Hello teacher

The teachers sometimes use the religious expression إن شاء الله (*Enshallah*), which literally means 'if God wills', and is used often by Muslims to indicate a hope for an aforementioned event to occur in the future. The phrase can be translated into English as "God willing" or "If it is God's will", but the teachers always used the Arabic expression, as shown in Excerpt 4.56 and Excerpt 4.57 .

Excerpt 4.56: Lesson no. 1, (Listening and Speaking), Teacher 1 – Teacher's code-switching

1	Teacher 1	Listen, please إن شاء الله {hopefully} today our lesson about
2		speaking and?
3	Students	Listening
4	Teacher 1	Yeah I know إن شاء الله {hopefully} we will complete it tomorrow
5		or after tomorrow, ok?
6	Students	OK

Excerpt 4.57: Lesson no. 3, (Reading), Teacher 2 – Teacher's code-switching

1	Teacher 2	Ok, did you understand now? Next time إن شاء الله {hopefully}
2		you should what? Write as a sentence or as a point like this.

Another religious term which is occasionally used by the teachers is ماشاء الله (*Mashallah*), which literally means 'what God has willed' as illustrated in Excerpt 4.58. It is common in the Islamic culture to use this expression to show joy and praise of something, in recognition that all good things come from God and are blessings from Him. Besides, it is used to prevent the evil eye when witnessing something admirable.

1	Teacher 1	you went to the other groups with one idea ok, and you came
2		back with one or two or three ideas?
3	Student 1	Three
4	Teacher 1	Three ماشاء الله {Good, God has willed it} .. very good .. yes please
5	Student 1	Arrange the time
6	Teacher 1	Yes
7	Student 1	Studying workdays
8	Teacher 1	Yes excellent
9	Student 1	Study hard
10	Teacher 1	Yes right
11	Student 1	Just this

Furthermore, although the English language is the main medium of instruction, the mother tongue is occasionally used to serve *repetitive functions*, where the teachers transfer the necessary knowledge for the students either for clarification or for emphasis, as discussed in Section 2.8.6.1. Such clarifications may take the form of providing a direct translation of new vocabulary, giving instructions to the students regarding the lessons or the course, or giving instructions for disciplinary purposes inside the classroom. In this way, the teachers stress the importance of the target language content for effective understanding. However, the repetition of instruction in the mother tongue may lead to the situation where learners loose interest in listening to the instructions in the target language. Examples of this function are provided in Excerpt 4.59, Excerpt 4.60, Excerpt 4.61 and Excerpt 4.62.

Excerpt 4.59: Lesson no. 4, (Writing), Teacher 2 – Teacher's code-switching

1	Teacher 2	very good. Ozone layer protects the Earth from sunlight sunlight
2		and umm what is it called? Ultra violet rays الأشعة فوق البنفسجية
3		{Ultra violet rays}. So, it protects us from this dangerous rays

Excerpt 4.60: Lesson no. 5, (Listening and Speaking), Teacher 2 – Teacher's code-switching

1	Teacher 2	*Emaan,* which sentence best uses the word ecosystems? Do
2		remember the meaning of ecosystem?
3	Students	Yes
4	Teacher 2	The meaning in English please, ecosystem means? Yes biological
5		environment, النظام البيئي{biological environment}, yes *Emaan*

Excerpt 4.61: Lesson no. 3, (Reading), Teacher 2 – Teacher's code-switching

١	Teacher 2	Each one should write an contribution
٢		{Each one of you should write كل وحده لازم تكتب مع صاحبتها و تشارك
٣		with her group members, and should participate}

Excerpt 4.62: Lesson no. 9, (Unit Project), Teacher 3 – Teacher's code-switching

1	Teacher 3	Please, stop talking here, be quiet, اللي ورا اسكتوا لو سمحتوا {please
2		Keep quiet, the group in the back}, خلاص يا أول {stop talking girls}.

Finally, it is noticeable that the teachers do not usually interact with the students regarding school social activities inside the classroom. However, on one occasion, Teacher 3 uses the mother tongue while discussing a school activity with the students, as illustrated in Excerpt 4.63. This school activity is explained in Section 3.4.2 with all other school activities.

Excerpt 4.63: Lesson no. 6, (Unit Project), Teacher 3 – Teacher's code-switching

1	Teacher 3	بالنسبة للنشاط ايش هو؟ {Regarding the school activity, what is your
2		activity?}
3	Students	اعلانات {Advertisements}
4	Student	وجدان راح تشارك معانا في التمثيل {*Wegdan* will participate with us in
5		acting}
6	Teacher 3	طيب ماورونتوني منها شي. في قروبات وروني البروشات والتعليقات انتو ماورونتوني
7		ولا شي متى تبغو الاختبار؟ اختبار التعبير؟ {You
8		haven't showed me anything, some groups showed me the brooches,
9		The necklaces, but you haven't showed me.
10		When do you want the exam, the composition exam?}

As seen in the transcripts of the classroom observation, the use of code switching by the teachers is limited and systematic. The teachers talk most of the time in English, which provide students with opportunities to hear rich input of the spoken English. This exposure of comprehensible input enhances the process of language learning and development. Moreover, the use of code switching into Arabic may promote the language learning process by serving some basic functions, namely affective and repetitive functions.

4.10.2 Students' code-switching

According to the evidence of the observed classes, the use of mother tongue among the students is extensive. They always use the mother tongue when communicating with each other, either for social interaction or when conducting group work, as will be discussed in Section 4.11. They also use the mother tongue most of the time when interacting with the teachers for different purposes, including greetings, interaction related to the lesson and interaction not related to the lesson.

As discussed in Section 4.10.1, at the beginning of each lesson, the teachers greet the students in Arabic using the religious utterance السلام عليكم (*Assalamu alaikum*), which means 'peace be upon you'. Although it is recommended in Islam to say *Assalamu alaikum* whenever meeting one another, the reply to this greeting by saying وعليكم السلام (*Wa alaikum assalam*), which also means 'peace be upon you', is mandatory in Islam. The students' reply to the teacher's Islamic greeting is documented in all classroom observation transcripts and is always in Arabic.

As apparent from the excerpts discussed in Sections 4.5, 4.6, 4.7 and 4.9, the students occasionally use English when interacting with the teachers regarding several issues related to the lessons. However, according to the observed data, the students mostly use the mother tongue when interacting with the teacher regarding a range of issues related to the lessons, such as answering questions, seeking clarification, reporting a problem and presenting an excuse. The students use the mother tongue when answering the teacher's questions, mainly, when asked about the meaning of new vocabulary as demonstrated in Excerpt 4.64. The students also often use Arabic when seeking clarification, as shown in Excerpt 4.65 and Excerpt 4.66. The use of mother tongue, when reporting a problem is highlighted in Excerpt 4.67, while the use of mother tongue when presenting an excuse is shown in Excerpt 4.68.

Excerpt 4.64: Lesson no. 7, (Unit Project), Teacher 2 – Students' code-switching – Answering a question

1	Teacher 2	Starve, what does it mean starve?
2	Student 1	الجوع {Hunger}
3	Teacher 2	Yes very good, die of hunger die of hunger, write the meaning,
4		starve means die of hunger, so if there is no plankton that means all
5		creatures or all animals will what?

Excerpt 4.65: Lesson no. 6, (Unit Project), Teacher 3 – Students' code-switching – Seeking clarification

1	Teacher	Pictures and information about *Makkah*, streets, buildings,
2		relationships, anything about anything about *Makkah*. Shhhh why
3		are [you] talking, stop talking please
4	Student	Teacher, لازم نجيب information بس ولا pictures? {do we have to
5		bring some information or just pictures?}
6	Teacher	Pictures and information

Excerpt 4.66: Lesson no. 3, (Reading), Teacher 2 – Students' code-switching – Seeking clarification

1	Teacher	Ok. now number four number four from right to left, be careful,
2		stand up, *Sahar* from right, *Ibtehal*, here *Rawan, Sahar* stand up,
3		now stray with your sheet with your sheet to the nearest team.
4		The remaining students please
5	Student	أبلة أخذ الورقة معايا؟ {teacher, shall I take the sheet with me?}
6	Teacher	Yes with your sheet

Excerpt 4.67: Lesson no. 4, (Writing), Teacher 2 – Students' code-switching – Reporting a problem

1	Student	أبلة ما نسمع شي {Teacher, we can't hear}
2	Teacher	Try to read the words here. This is the problem now, global
3		warming. [*The video is playing*]

Excerpt 4.68: Lesson no. 9, (Unit Project), Teacher 3 – Students' code-switching – Presenting an excuse

1	Teacher	Now, by names, حنادي بالأسماء {I will call you, one by one}, please
2		stop talking, we will listen to the first group
3	Student	{Teacher, I am والله يا أبلة نسيت الورقة, والله سويت الموضوع بس نسيت نسيت
4		really sorry, I forgot the paper that I am going to read from, I
5		swear to god I did it, but I forgot it}

It is noticeable from the transcripts that the teachers have different reactions towards students' code-switching. More specifically, Teacher 1 mostly has no tolerance to students' code-switching, as illustrated in Excerpt 4.69 and Excerpt 4.70. On the other hand, Teachers 2 and 3 show more tolerance, as demonstrated in Excerpt 4.71 and Excerpt 4.72. They actually never insist on the students using English when they code-switch.

Excerpt 4.69: Lesson no. 1, (Listening and Speaking), Teacher 1 – Students' code-switching – Teacher's reaction

1	Teacher 1	One, ok, let us continue [*The teacher plays the video*]
2	Students	عيدي صعبة مرة {it is very difficult, play it again}
3	Teacher 1	Oh, say it in English
4	Students	Again
5	Teacher 1	Again? Yes
6		[*The teacher plays the video*]
7	Teacher 1	Ok ok, all the groups two, we have?

Excerpt 4.70: Lesson no. 1, (Listening and Speaking), Teacher 1 – Students' code-switching – Teacher's reaction

1	Teacher 1	What is the meaning of school uniform?
2	Students	الزي المدرسي {school uniform}
3	Teacher 1	Don't say it in Arabic, please, are what? A good way to help "PHS"
4		the name of the school, then we have what? Yes [*a student*
5		*brought the speakers to the teacher*] Thank you very much

Excerpt 4.71: Lesson no. 2, (Unit Project), Teacher 2 – Students' code-switching – Teacher's reaction

1	Teacher 2	Aware only is an adjective but when you add 'ness' we get a noun,
2		here environment is a noun, environmental is an adjective. So what
3		does mean 'aware'?
4	Student 1	Safe
5	Teacher 2	No. No problem you can say it in Arabic. Yes *Afraah*
6	Student 2	الوعي البيئي {environmental awareness}
7	Teacher 2	Yes very good. That's means how to protect your environment and
8		so on.

Excerpt 4.72: Lesson no. 6, (Unit Project), Teacher 3 – Students' code-switching – Teacher's reaction

1	Teacher 3	Now, look here, we have work sheets, this is about *Makkah*, some
2		pictures given from *Makkah*, you are going to name them, ok? just
3		name them. [*The teachers distributes work sheets to the students*]
4		Look at the pictures, name the pictures below, what do you see.
		[*The students are working in groups*]
5	Students	{One picture is not clear فيه صورة مهي واضحة}
6	Teacher 3	Prophet *Ibrahim* (Abraham) standing near the *Kaaba* (a black cube
7		which is located in the holy mosque in *Makkah*) building the
8		*Kaaba,*

4.11 Interaction during group work

This section analyses the classroom observation and investigates how group work was implemented. This activity is given more detailed attention here, because cooperative learning is a core teaching strategy in the developed secondary EFL curriculum in Saudi Arabia, where group work is an essential element. This follows a widespread international consensus that group work provides an opportunity for the students to learn to communicate through interaction in the target language, as discussed in Section 2.8.5. It was not practical to audio record the group work effectively, without more sophisticated recording equipment. Therefore, the researcher employed field notes in order to investigate how the students interact during group work and for what purpose. In other words, the field notes provide an overall picture of how the students carried out group work activities.

There are two types of group work employed in the observed classrooms, namely less structured group work and Kagan structured group work, which is discussed in Section 2.8.5. The less structured group work refers to group work activities where students are given a task to complete 'without' further instructions on how to manage the group work. On the other hand, the students are given specific roles when carrying out activities in Kagan structured group work. Kagan strategies have been recently introduced by the Saudi Ministry of Education for EFL instruction of the developed secondary schools, where teachers are encouraged to employ them in the classroom. The teachers had several in-service training in order to learn how to apply these

strategies. Each observed classroom consists of five groups and each group consists of 5-7 students. There is a 'leader' in each group who is assigned by the teachers at the beginning of the course. The function of the leader is to coordinate the group activities as well as to be a link between the group and the teacher, as discussed in Section 2.8.5. Group work is employed only five times in the observed classrooms, as shown in Table 4.2.

Table 4.2: Group work types and duration

Lesson No.	Teacher	Lesson Type	Group Work Type	Activity Type	Duration
1	Teacher 1	Listening and speaking	Kagan method	Speaking	4 minutes
			Traditional method	Listening	3 minutes
2	Teacher 2	Unit Project	Kagan method "One Stray" Strategy	Speaking	10 minutes
3	Teacher 2	Reading	Kagan method "Round Table" Strategy	Reading	14 minutes
6	Teacher 3	Unit Project	Traditional method	Listening	6 minutes

In Lesson no. 1 (listening and speaking), Teacher 1 employs a Kagan strategy for a speaking activity dictating that each group must have 'a manager' to organise the group; 'a researcher' to collect information from other groups; 'a scribe' to write down the ideas from the group; 'a reporter' to help the scribe to reorganize the ideas; and 'a mentor' to provide advice to the group if they face any problems. If the group consists of more than five students, two students can share their roles. Teacher 1 first reminds the students of their roles, and then she asks them to carry out a speaking activity. Teacher 1 asks the students to complete a task about 'the best way to study'. She distributes small white boards and pens to the groups. She also distributes a list of vocabulary related to the topic in order to help the students compose ideas about the best way to study. The students spend about 4 minutes discussing the composition of these ideas. Then, Teacher 1 asks the researchers from each group to move around the class to collect ideas from the other groups. The students use the small boards in order

to record the information in English. It is noticeable that the students only adopt the language provided in the vocabulary list. After collecting information from other groups, each researcher discusses the ideas she collected with the other members in her group. They together rearrange and rewrite the collected information. Finally, Teacher 1 asks each researcher to say what her group agreed on. The student read the English written answers composed by their groups from the boards. It is noticeable that students speak mostly in Arabic when interacting with each other and when working on the speaking activity. However, they code switch to English when composing their answers. It is obvious that Teacher 1 accepts the use of Arabic by the students during their group discussion. However, she herself interacts with them in English while carrying out this activity. Although the students interact with each other mostly in Arabic during the group work, this activity provides them with some opportunities to produce and hear the spoken language, since they produce some phrases in English related to the answer of the activity and also interact with the teacher in English. It is also clear that most of the students are actively engaged in the activity.

Teacher 1 employs group work again in Lesson no. 1 (listening and speaking) for a listening activity. The second group work activity begins near the end of the session. Teacher 1 plays a video clip about "plagiarism". Then, she distributes worksheets containing a multiple choice activity and asks the students to work together to provide answers to the questions. The students spend about 3 minutes to complete this task. Teacher 1 does not employ any Kagan strategy for this group work. More specifically, Teacher 1 does not instruct the students to play specific roles within their groups. A copy of the worksheet for this group work is attached in Appendix 7. According to the field notes and similar to other group work, the students always use Arabic language when interacting with each other in this group activity. Moreover, it is found that some students are not engaged in the group activity. Some of them talk in Arabic about some social topics which are not related to the activity. One student, for example, discusses the time of the maths exam with her classmate. Another student tells her classmate about the latest album by a western pop singer. At the end of the activity Teacher 1 asks the students to provide their answers. Some students read the answers aloud, while others just provide the number of the answer.

In Lesson no. 2 (Unit Project), Teacher 2 employs a Kagan strategy for a speaking activity. First, Teacher 2 distributes worksheets containing a passage from the internet about "Space junk", which is attached in Appendix 7. Then, the students are asked to work in groups in order to read the passage and underline the main points of the passage. They spend about 3 minutes to complete this task. It is noticeable that some students work individually, while the others work in pairs or in groups. After that, Teacher 2 numbers each member within each group. Then, she calls student number three from each group to stand up while the remaining students remain seated and raising their hands. Teacher 2 asks students number three from each group to "stray" to a group that has their hands up. The group members lower their hands when a new member joins them. Then, students work in their new groups to share the answers they obtained from their original groups. Finally, Teacher 2 asks the students to return to their original groups and share what they learned when they strayed. During this activity, Teacher 2 gives the students instructions in English on how to apply this strategy. She also, explains in English the meaning of the word "stray" and what the purpose is of moving around the class. The students spend an additional 7 minutes working together on the second part of the group work activity. Then, Teacher 2 asks the students to provide their answers. The students read aloud some answers. Teacher 2 asks the students to complete the rest of the activity as homework, since they run out of time. This Kagan strategy is known as "One Stray". According to the classroom observation, it was noticeable that students again speak Arabic when interacting with each other and working on the speaking activity. However, most of the students were actively engaged in the activity. It is obvious again that Teacher 2 accepts the use of Arabic by the students during their group discussion. However, she interacts with them in English while carrying out this activity. Although the students interact with each other mostly in Arabic during the group work, this activity again provides them with some opportunities to produce and hear the spoken language, since they interact with the teacher in English.

In Lesson no. 3 (reading), Teacher 2 employs another Kagan strategy for a reading activity. First, Teacher 2 explains the new strategy for the students and gives them some instructions in English on how to apply it. The students are asked to read silently a passage from the textbook about "Trouble in the coral reefs", which is attached in

Appendix 7. Then, Teacher 2 distributes one blank sheet and one pen to each group. The students are asked to work together within their groups. They are asked to write the main point of each paragraph including the introduction and the conclusion. In this strategy, within each group, students take turns passing the worksheet and the pen around, where each member writes one answer and makes a contribution. After spending about seven minutes working together, the teacher asks one student from each group to take the worksheet of the written answers with her and go to the nearest group. Each student is supposed to share and discuss the answers with the group. After the students return to their groups, the teacher discusses the answers with them by asking the students to read aloud the answers. The students spend about 14 minutes to complete this task. This Kagan strategy is called the "Round Table" strategy, in which students take turn generating written responses, solving problems, or making a contribution. Similar to the previous group work, students mostly speak Arabic, when interacting with each other and working on the speaking activity. However, they sometimes code switch to English when they compose their answers. Also, they write the answers in English on the worksheets. It is noticeable that Teacher 2 does not pay attention to monitoring the groups in order to make sure that English language is used by the students while they are working in their groups. She works on her laptop most of the time and interacts with some students in Arabic or English when they ask for help. The impact of this activity on speaking development was more limited therefore. The students read aloud the written answers and hear the spoken language. However, According to the classroom observation, most of the students were motivated and engaged in the activity.

In Lesson no. 6 (unit project), one group work activity was conducted. First, Teacher 3 plays a video clip about "the history of Makkah". Then, she distributes worksheets to the students containing pictures of some religious places in Makkah, which is attached in Appendix 7. The students are asked to work together within their groups and write down the names of these religious places. However, no specific instructions are given to the students on how to work together. Some students ask the teacher whether they should use English or Arabic language in order to answer this activity. Teacher 3 suggests that they can write the Arabic names of the places in the pictures but using English letters. The students spend about 6 minutes to complete this activity. According

to the field notes and similar to previous group works, the students mostly use Arabic language when interacting with each other in this group activity. Moreover, it was noticeable that some students are not engaged in the group activity. Some students discuss their unit project for the next English class. One student, for example, is completing grammar homework. Additionally, some students talk about social topics that are not related to the lesson. It is noticeable that teacher 3 does not pay attention to monitoring the groups in order to make sure that English language is used by the students while working in their groups. She either reads from some papers or works on her laptop most of the time and interacts with some students in Arabic or English when they ask for help. This activity does not have any impact on speaking development since the names of the pictures in this activity are given in Arabic and merely written in English letters.

Although group work is supposed to be a core teaching strategy in the observed classes, as discussed Section 1.4.2, it is obvious from classroom observation that group work is employed infrequently. The reason behind this behaviour is discussed in more detail in Section 5.10. It is also noticeable from the observed classes that the students use the mother tongue when they communicate with each other. This students' behaviour is typical of EFL learners in monolingual contexts around the world. In other words, as discussed in Section 2.8.6.2, many EFL teachers are concerned of students' extensive dependence on the mother tongue and using it as a medium of communication in the classroom, especially when they are interacting with each other. The excessive dependence on the mother tongue to solve communication problems obviously deprives the students of the opportunities to hear more input and produce more complex output during interaction with each other, as discussed in Section 2.8.5. It seems also that the teachers need more training on how to scaffold students into greater English medium communication. The teachers do implement group work sometimes, and examples of parts of the Kagan method are being adopted. However, the main issue of concern regarding the teaching of speaking is the teachers' lack of strategies to get students to use English during group work. The benefit of group work is thus deactivated, which deprives the students from being exposed to more input and producing comprehensible output during interaction, as discussed in Section 2.8.5.

4.12 Discussion

The classroom observation analysis reveals that the classroom interaction is led and dominated by the teachers. The teachers control most of the patterns of communication in the observed classrooms. As discussed in Section 2.10, this pattern of communication is a common practice in L2 classrooms. In addition, the structure of the interaction in the observed classes is represented by the IRF sequence of discourse moves, which is a typical structure of second language lessons, as mentioned also in Section 2.10. Classroom instruction consists mainly of question and answer routines, where most of the questions are display questions, which require short responses from students. Students' contribution to classroom talk is limited. Students mainly respond briefly to teachers' questions or read from the textbook or other materials following teachers' request. Moreover, students sometimes are asked to give presentations, which are mostly written in advance and merely read by the students. The fact that the teachers talk most of the time in English and dominate classroom talk provides the students with considerable amount of target language input, as can be seen throughout the quoted lesson excerpts. However, it deprives them from potential opportunities to produce spoken language.

The selection of speaking activities in the observed classrooms is not sufficient for balanced development of the speaking skill, based on the main functions of speaking of Section 2.3, namely transaction, interaction and performance. It is noticeable that the students' presentation activities of Section 4.3.2 address the performance function of speaking, which is discussed in Section 2.3.3. Students are prepared for delivering talk as performance by providing oral presentations, but the practice is only limited to reading aloud pre-written presentations. Moreover, the transaction function, discussed in Section 2.3.1, is considered by the discussion activities and the listening activities of Sections 4.3.3 and 4.3.4. However, the students' exposure to the transaction function of speaking is limited to reading aloud written answers. The interaction function of speaking, described in Section 2.3.2, is overlooked by the activities in the observed classes. All observed speaking activity types expose the students to opportunities to hear and also contribute spoken English by practicing pronunciation of the target language. However, the ability to produce spoken language and adapt it to the

circumstances is also an essential requirement for proficient speaking, as discussed in Section 2.5. This ability includes making decisions rapidly, implementing them smoothly, and adjusting spoken utterances according to the unexpected circumstances that develop during interaction. This ability is neglected by the activities employed in the observed classes as they mostly involve reading aloud of the written answers of the activities as discussed above. There are also more opportunities for practicing the transaction and interaction functions of speaking, which are wasted since the students use mainly Arabic when discussing the activities and only use English for the necessary language to complete the activities.

The classroom analysis also reveals that the teachers occasionally correct students' errors. However, the teachers mostly ignore students' errors, which appear as if the teachers are encouraging fluency at the expense of accuracy, at least during activities which focus on aspects of listening and speaking. However, the elements of accuracy are introduced in grammar lessons and writing lessons, where more attention is paid to grammar. Nevertheless, as discussed in Section 2.5, in order for the speech to be fluent, the process of planning what to be said, retrieving the required grammar and vocabulary, and production, needs to be automatic. It is evident from the classroom data analysis that the students do not have opportunities to practice the spontaneous production of the target language.

The classroom analysis further reveals that communication routines, negotiation skills, speaking strategies and conversation features are not explicitly taught in the observed classrooms. Nevertheless, these aspects of speaking are sometimes present in classroom talk between the teachers and students. For instance, according to the analysis of the observed classes, all the teachers sometimes use different forms of communication routines in English, such as the explanation of new activities, the management of behaviour, social greetings and social exchanges. However, this exposure is not sufficient for the students to develop an understanding of communication routines and make progress in using them.

Additionally, the analysis of classroom observation reveals that the students do not get much practice in different aspects of negotiation skills in English, namely the

negotiation of meaning and the management of interaction. More specifically, the negotiation of meaning observed in the classrooms mainly involves providing a synonym to the vocabulary under discussion. The students do not practice how to employ their English ability in order to communicate their ideas clearly. Furthermore, there are several possible opportunities for the negotiation of meaning through English, which are not exploited either by the teachers or students. More specifically, the students sometimes provide the meaning of a specific word in Arabic, and at these times the teachers usually carry on the interaction without any attempt to obtain further information about the meaning of the word in English. Teachers' lack of eagerness to exploit the potential opportunities for the negotiation of meaning may be attributed to the teachers' concern about time limitation in the classroom, as will be discussed in Chapter 5 (Analysis of Teachers' Interviews).

Moreover, achievement strategies are employed by the students only on very limited occasions. More specifically, this occurs when they cannot convey the message they want to communicate in English, and use the mother tongue instead. However, there is no evidence showing that avoidance strategies are employed by the students since their talk is limited. Additionally, the teachers' talk does not explicitly model any speaking strategy type, nor do they discuss these with the students.

According to the analysis of the observed classes, the various aspects of conversation are not explicitly taught to the students. However, some related linguistic realisations are implicitly performed by the teachers and students. For instance, the students are exposed to openings at the beginning of every lesson in the form of social greetings. It is also noticeable that turn-taking is very ordered, being mostly controlled and managed by the teachers. Furthermore, the students rarely speak out of turn. The teachers give turns to the students by either asking a question or adjusting their voice pitch to indicate a question. In addition, the ordered structure of turn-taking minimises the occurrence of interruption inside the observed classrooms. There are a few instances of interruptions that are mainly performed by the students, which are performed without any proper 'set phrase' that usually precedes interruptions in order to provide polite and smooth ways for this rather delicate task. For example, phrases such as "sorry teacher, but …" or "sorry for interrupting, but …" could precede the interruption to avoid rudeness. Also,

no interruption is made by the teachers since they make most of the talk, while the students merely answer their questions. Furthermore, the students' exposure to techniques for topic shifts is limited to the use of the word "now", which is employed by the teachers to indicate topic shifts. Moreover, the students do not make any topic shifts since their talk is limited as mentioned above. It is also noticeable from the analysis of the observed classes that the adjacency pairs presented in the classroom talk by both teachers and students include 'question - answer', 'greeting – greeting', 'inform – acknowledge', and 'leave-taking – leave-taking', where the initiating utterance (i.e. the first pair-part) is mostly performed by the teachers, and the response (i.e. the second pair-part) is performed by the students.

Overall, the above discussion regarding the various speaking aspects demonstrates that the implicit existence of these aspects does not guarantee that all students will acquire the desired skills of EFL speaking. However, at least the students are exposed to input involving these aspects of the speaking skill, which may implicitly improve the students' awareness of them. In addition, the teachers could explicitly raise students' awareness more systematically, if they were trained to do so.

The classroom observation data reported above has also shed some light on to what extent the mother tongue is used in the classroom and for what purpose. As seen from the analysis of the classroom observation, English language is largely employed by the teachers in the classrooms, both in teaching and in communicating with the students. The use of mother tongue by all three teachers in the observed classrooms is limited and systematic. The teachers use code-switching for different purposes, such as religious expressions, lesson explanation, lesson organisation, disciplinary purposes and social interaction. The teachers talk most of the time in English, which provide students with opportunities to hear rich input of the spoken English. This exposure of comprehensible input enhances the process of language learning and development. Moreover, the limited use of code switching may promote the language learning process by serving some basic functions, such as affective function and repetitive function.

The observation also reveals that the code-switching is a common practice among students. They use Arabic most of the time, especially, when discussing the speaking activities in their group work, i.e. explaining tasks, negotiating their roles and checking their production and understanding. This students' behaviour is typical of EFL learners in monolingual contexts around the world. In other words, as discussed in Section 2.8.6.2, many EFL teachers are concerned of students' extensive dependence on the mother tongue and using it as a medium of communication in the classroom, especially when interacting with each other in their groups. The excessive dependence on the mother tongue to solve communication problems obviously deprives the students of the opportunities to hear more input and produce more complex output during interaction with each other, as discussed in Section 2.8.5. The reasons that explain the students' preference for using the mother tongue include avoiding mistakes, lacking of competence and attitudinal reasons. More discussion on the reasons behind students' avoidance of using the target language in the classroom is presented in Sections 5.9 and 6.6.

The use of Kagan group work in the EFL classroom is often proposed as a way of encouraging students to make more meaning-focused use of English. However the classroom observation analysis also reveals that although cooperative learning is a core teaching method that is recommended by the Ministry of Education, it is not always employed by the teachers in the observed classes. The reasons that prevent the teachers from implementing group work are expressed by the teachers in Section 5.7. These reasons are mostly related to difficulties when implementing group work, such organising the groups, motivating students to get involved in a group activity and time limitation. It is noticeable that the teachers lack of strategies to get students to use English during group work. Moreover, the teachers need more in-service training on how to organise the groups and how to motivate the students to get involved in a group activity. Nevertheless, it is observed that working within a group offers the students a more relaxed atmosphere for expressing their ideas and thoughts as opposed to speaking to the whole class. More specifically, students seem to be more confident to speak up their ideas and thoughts, when they are allowed to discuss them first with their peers in a group setting. This is due to the fact that students practice speaking up their thoughts to a relatively smaller group before speaking up to the whole class.

Another possible reason is that students actually represent their group opinion rather than their individual opinion when speaking up to the whole class.

The analysis of classroom observation also reveals that various Kagan cooperative strategies of group work were implemented in the observed classrooms. The employment of these strategies seems to motivate students to 'actively engage' in the group discussion. Moreover, students seem to feel that they need each other to succeed and that they can't hide. This is mainly because the group activities are structured in such a way that each student has a specific role for which she is individually held accountable. Consequently, each student has to positively interact with each other. It is also observed that the number of the students in each group is more than the recommended number in Kagan method, which is four students per group. Accordingly, sometimes one role is given to more than one student within a group.

Moreover, group work activities provide the students with opportunities to produce and hear the spoken language, since they produce some phrases in English related to the answer of the activities during both the group work phase and the reporting back phase. Group work also provides the students with opportunities to undertake of transactional and interactional talk in English, which are discussed in Sections 2.3.1 and 2.3.2. However, these major potential benefits of group work are wasted due to the fact that students use mostly Arabic language when communicating with each other during group work.

According to the analysis of classroom observation, it is also noticeable that the teachers employ less-structured types of group work, when they feel they are running out of time. In these cases, some students seem to be distracted and they avoid engaging in the group activity. This is mainly because no specific roles are given to each student. Hence, some students feel that they are not held accountable for their participation within their group. This problem is not observed, when employing Kagan cooperative strategies, where each student has specific role within her group, as discussed above.

Finally, the analysis of classroom observation shows that the number of students is relatively high with respect to the area of the classroom. It was observed that the teachers cannot move beyond the two groups in the front of the classroom. This indicates that the other three groups are deprived of the teacher's assistance and monitoring. Generally all the teachers in the observed classes do not pay attention to monitor the students while doing group work. The teachers tend to finish other work or get busy with something else, such as looking at some papers or at the laptop. However, if some groups need the teacher's assistance, the teacher either goes to them, if they are one of the front groups, and help them using the Arabic language or she responds to their assistance need by talking to the whole class using Arabic or English language.

4.13 Summary

This chapter has reported an analysis and discussion of classroom observation. First, a general overview of the teaching method of EFL speaking, currently employed in female public schools in Saudi Arabia, was provided based on the classroom observation. Then, an account of whole class interaction was presented, followed by a discussion of the employed classroom activities. Then, all obtained data were analysed according to conceptual categories, which were developed directly from the research questions. These conceptual categories were identified as follows: accuracy and fluency; speaking as a skill versus knowledge of the language; common communication routines; negotiation skills; speaking strategies; conversation features; and code-switching. Finally, a discussion on these issues was provided and conclusions drawn concerning the extent of opportunity being provided for the development of the speaking skill.

CHAPTER 5

Analysis of Teachers' Interviews

5.1   Introduction

Research questions nos. 4 to 7 are concerned with teachers' attitudes and opinion regarding the EFL speaking skill, teaching methods. This chapter will provide an analysis of the teacher's interviews in order to partly answer the following research questions with respect to the teachers' point of view:

RQ.4.   What are the teachers' and students' attitudes towards EFL learning?

RQ.5.   What are the teachers' and students' opinions about their EFL speaking knowledge?

RQ.6.   What are the teachers' and students' beliefs about the nature of EFL speaking and its value?

RQ.7.   What are the teachers' and students' opinions about the current EFL speaking teaching methods?

Interviews were conducted with the three teachers of the observed English language classes, as detailed in Section 3.4.4. All interviews were conducted in Arabic and were audio-recorded. They were then transcribed fully and translated. Therefore, the quotations given throughout this chapter are the researcher's own translations into English of the teachers' words. A content analysis of the transcriptions was carried out using four main themes related directly to the above-mentioned research questions. These main themes are: teachers' attitudes towards EFL learning, teachers' opinions about their EFL speaking knowledge, teachers' beliefs about the nature of EFL speaking and its value, and teachers' opinion about the EFL speaking teaching methods. Some of these themes will be analysed under subsequent topics related to the

interview questions as seen in Appendix 3. The complete transcripts of the translated teachers' interviews are provided in Appendix 8. At the end of the chapter, there will be a discussion of the findings from the analysis of interview data. Some screenshots of NVivo nodes and codes are shown in Appendix 10.

5.2   Background information about the interviewees

The information provided by the teachers on their educational background is summed up in Table 5.1. All the teachers had earned their bachelor's degree in teaching EFL. They have been trained to teach EFL during a four-year preparation programme at the department of English either at a university or a college in Saudi Arabia. The teaching experience of the teachers ranged from 9 to 14 years. While teaching, all the teachers had attended several short courses and workshops in EFL teaching at the Centre of Administration for Training Teachers, which is managed by the Ministry of Education.

Table 5.1: Educational background of the teachers

Teacher no.	BA from a university	BA from a college	Number of teaching workshops attended	Years of teaching
1		✓	12	14
2	✓		2	9
3	✓		7	13

5.3   Teachers' attitudes towards English language learning

This section provides an analysis of teachers' attitudes towards English language learning including their views towards the importance of the English language and its effect on the Saudi culture. All teachers express positive points of view on English language learning, and believe that English is a very important language. For example, Teacher 1 thinks that the English language is an important language because it is the language of science and the internet. Teacher 2 declares that English is the global language, while Teacher 3 sees that the English language is the link between the Saudi people and people around the world.

Moreover, all of the teachers agree that learning the English language does not have a negative effect on their 'home' culture including religion, traditions and the Arabic language. In terms of the effect on religion, they believe that by learning English language they can convey their ideas of Islam and illustrate the concept of Islam to the rest of the world. Teacher 3, for example, stresses that learning another language is recommended in Islam, and believes this helps to eliminate the negative stereotypes about Islam.

In terms of the effect of English language learning on the tradition, all of the teachers agree that learning the English language opens a window to Western culture allowing their students to pick up the good values of the Western culture. Besides, both Teachers 1 and 2 agree that English language enables them to spread Arabic culture to different parts of the world and share its good habits with them. Moreover, Teacher 2 thinks that the English language is a medium to communicate and share our traditions with foreign people who come to Saudi Arabia.

In terms of the effect of English language learning on the Arabic language, all of the teachers perceive that code-switching to English when speaking Arabic may be a negative influence of English. However, Teachers 1 and 2 believe that acquiring the English language does not have a negative influence on the Arabic language overall. Teacher 1 thinks that it depends on the individual, whether he or she allows it to affect his/her Arabic language positively or negatively. However, Teacher 3 believes that EFL teachers are most likely to be influenced by the English language. She mentions that EFL teachers are most likely to code-switch into English in their speech because they are exposed to the English language more than the others. She states that this code switching does not affect their proficiency in Arabic since they are adults and they can differentiate between the two languages. However, she believes that children's Arabic language acquisition is most likely to be affected by English. She suggests that children should acquire Arabic first and then they can learn the English language.

The above-mentioned positive attitude of the teachers towards English language learning is not always shared by some people in Saudi Arabia, including educationists and parents, as discussed in Section 1.5.3. Some educationists express their concern

regarding the introduction of EFL teaching in lower grades as they think it affects the acquisition of the Arabic language. Moreover, some parents worry that learning the English language affects their youngsters' culture and religion. Although all of the teachers are aware of these opposing views, they believe that this does not affect their EFL teaching, as the positive attitude towards EFL learning is increasingly adopted by most of the public, as explained also in Section 1.5.3.

5.4   Teachers' opinions about their EFL speaking knowledge

This section provides an analysis of teachers' knowledge of EFL speaking, based on their own perceptions. Overall, the teachers report their proficiency level of English as ranging from intermediate to advanced. Teacher 1 believes that her proficiency level is between upper intermediate and advanced, while Teacher 3 declares that her proficiency level of English and EFL speaking is advanced to some extent and that she is satisfied with her current level of English proficiency: "I am satisfied with my proficiency level of English to some extent but I wish I could study English language abroad" (Teacher 3). However, Teacher 2 thinks that her proficiency level of English is intermediate, while she sees her speaking as not that fluent although she has a good knowledge of vocabulary: "I think my proficiency level of EFL speaking is good. I have a good knowledge of the vocabulary that I can use in teaching, and vocabulary commonly used in the daily life" (Teacher 2). All of the teachers show an interest in learning EFL abroad in order to improve their proficiency level of English, which represents an evidence of the teachers' 'international' orientation. However, none of them had a chance to actually study the English language abroad.

Regarding their confidence to speak English, Teacher 1 expresses positive confidence, while Teachers 2 and 3 seem to be less confident. Both Teachers 2 and 3 show their desire to study EFL abroad in order to improve their language ability when they were asked about their confidence to speak English: " I hope that I could study abroad in order to improve my command of the language," (Teacher 2), and "I wish I could study abroad to improve my English language" (Teacher 3). Teacher 3 further points out that

she works hard in order to improve her language proficiency. She declares that her improved proficiency is a result of her personal effort.

All of the teachers report that their proficiency level of English is adequate to teach the current EFL speaking syllabus. Teachers 2 and 3 further explain that their level is even beyond the student's knowledge of the language: "I speak sometimes so fast, which is hard for some students to understand, so I try to speak slowly and repeat with simpler words" (Teachers 2) and "I sometimes feel that the girls don't understand some of the vocabulary I use" (Teachers 3).

All of the teachers are developing their English language knowledge in different ways. For example, Teachers 1 and 3 tend to develop their English language speaking by reading from language-related books and some language learning websites on the Internet. Also, Teacher 1 mentions that she tries some software applications for language learning on the Internet. However, Teacher 2 is developing her English language speaking more directly, by trying to use the English language when she speaks with the students even outside the classroom and with her family members, such as her husband. She declares that she has had the attitude to improve her language since she was a student at the university: "I remember when I was a university student I used to write the English news on Saudi Channel 2 and present a summary of the news" (Teacher 2).

The classroom observation presented in Chapter 4 shows that the teachers' EFL proficiency matches what the teachers report about themselves, where a great deal of the teachers' spoken English is seen on display. More explicitly, as seen from the transcripts of classroom observation, the teachers are generally fluent speakers of English, and they are quite able to run their lessons very effectively through the medium of English, which what they report about themselves. However, the teachers aspire to improve their English language proficiency, where they express their desire to study abroad.

5.5 Teachers' beliefs about the nature of EFL speaking

This section provides an analysis of teachers' beliefs about the nature of EFL speaking, including their definitions of speaking and some related aspects, namely accuracy, and fluency. As discussed in Section 2.2.1, speaking is defined as an interactive productive process of receiving, constructing and conveying meanings using spoken words, not just producing and pronouncing words. Teacher 1 and 2 show a reasonable understanding of the meaning of speaking: "Conveying your ideas in simple understandable words to communicate with people" (Teacher1) and "Speaking is the means of communication between people" (Teacher 2). However, Teacher 3 defines speaking only partially, where she merely provides a purpose for speaking: "Express yourself with confidence and without hesitation" (Teacher 3). In addition, the teachers do not provide further elaboration on any related aspect of speaking as an interactive process, though they do provide further comments on aspects of speaking as language production, including accuracy, and fluency.

As discussed in Section 2.2.3, accuracy can be defined as the ability to produce grammatically correct sentences. On the other hand, fluency is defined in Section 2.2.3 as a learner's general language proficiency that is characterised by perceptions of ease, eloquence, and smoothness of speech or writing (Lennon 1990; Chambers 1997; Guillot 1999; Freed 2000; Koponen and Riggenbach 2000; Hilton 2008). Only Teacher 3 recognises these speaking aspects in English and provides acceptable definitions for them. She defines accuracy as: "the right form of the language", while she defines fluency as: "speaking with no hesitation". However, Teacher 1 and 2 seem not to be familiar with these terms in English. Nevertheless, they recognise what they refer to when the researcher translated the terms into Arabic.

The above-mentioned teachers' comments show that all of the teachers have a fairly basic and undeveloped understanding of the speaking skill. They do not mention the need to develop students' speaking in a variety of genres, such as dialogue, monologue, conversational interaction, speaking strategies and conversation management.

5.6 Teachers' beliefs about the value of EFL speaking

This section reports an analysis of the teachers' beliefs about the importance of teaching EFL speaking and its various aspects to the students. It is clear that speaking is a desired skill which the teachers believe that the students need to acquire during the learning process. All of the teachers think that speaking is important because it is used as a means of communication with others.

All of the teachers declare that they themselves enthusiastic to speak in English, for instance, Teacher 3 believes that it is 'prestigious' to speak in English. In addition, all of the teachers think that the students are enthusiastic to speak in English. Teacher 2 elaborates further: "Also, I ask them to use the English language when they communicate with each other and when they talk with me outside the classrooms" (Teacher 2). Moreover, Teacher 3 sees that girls nowadays tend to mix Arabic with English when they speak. She explains further:

> Some girls feel proud when speaking in English. Nowadays, the girls feel that they have to speak in English and mix Arabic with English in order to be referred to as "cool girls". It is a trend these days that the girls find mixing English and Arabic when speaking so prestigious. This was not the case in the past. However, with recent development and the internet, the English language has become the language of the Messenger and chatting. The girls usually send messages to each other using mixed Arabic and English language through mobile phones and the Internet.

With regards to the importance of accuracy and fluency, Teacher 1 and 3 prefer to focus on fluency when they teach. Teacher 1 believes that it is essential to focus on fluency when teaching students at the beginning stages of learning EFL and to ignore the students' errors. She prefers to focus on grammar gradually, and to highlight the common errors made by the students during the grammar lessons. She further explains:

> Also according to the new strategies they (the Ministry of Education) want from us to focus on fluency even when students make errors, they recommend not to correct them, and they think if we correct them this will make the students frightened to speak again. They say, allow the students to speak and speak without correcting them and they will learn the right pronunciation of the words by the time.

Teacher 3 also thinks that fluency is more important than accuracy. She stresses that: "it is important to focus on 'communicative language', it is enough for the speech to be understood, and communication is the most important thing." On the contrary, Teacher 2 prefers to focus on grammar errors because she believes that accuracy is more important than fluency, especially at the early stages of EFL teaching. She states:

> I think accuracy is more important at the beginning of language learning. So, I should correct their mistakes at the beginning, so that they build a strong language foundation. Then, with time and practice the students will develop their fluency skill.

Although Teacher 2 says that she believes that accuracy is more important than fluency, the classroom observation, presented in Section 4.4, shows that all of the teachers do not pay much attention to accuracy during most lessons. They generally promote fluency on the expense of accuracy.

5.7 Teachers' opinions about the EFL speaking teaching methods

This section provides an analysis of the teachers' opinions about the current EFL speaking teaching methods which are employed in the classroom. Cooperative learning has been recently promoted in public schools by the Saudi Ministry of Education to replace the teacher-fronted method previously employed. Teacher 3 positively expresses that the educational system in Saudi Arabia has been improved greatly, by comparison with the past. She further elaborates:

> In recent years, the education in Saudi Arabia has been developed. As EFL teachers, we are given more flexibility and authority. Of course, there are some rules that cannot be changed … you are attending my classes and Teacher 2's classes and you may notice that our styles of teaching are different, each one of us has her own style. At the same time, we do not exclude anything from the syllabus and we cover everything in the syllabus, but each one teaches according to her style. It is not like the past, where we start with a presentation of the lesson, teach the lesson, listen to the students, and repeat what we say. Now, every teacher has more freedom of how to teach.

All of the teachers express their positive points of view on the current EFL speaking teaching methods. All of the teachers believe that the current teaching methods are a good way to teach EFL speaking, and that they are better than the old methods. All of the teachers agree that the current teaching methods promote team work values among the students as opposed to the old methods, where students used to work individually. Besides, Teacher 3 thinks that the current teaching methods make students feel more confident to speak, while Teachers 1 and 2 believe that they provide students with opportunities to produce the spoken language. Teacher 2 further explains:

> They provide the students with opportunities to speak and express their opinions in their own way especially through working on the projects, and also through the cooperative learning, where students work as a team within their groups, each group introduces one project and presents it together, so I feel that each one learns from the other, it is much better than the old methods where the students just receive information without making any contribution.

The teachers' view on cooperative learning matches the findings discussed in Section 2.8.3, where many EFL teachers display favourable attitudes towards cooperative learning. Moreover, it is noticeable that teachers' views shift to a more communicative paradigm. However, it seems that there is a contradiction between teachers' attitudes towards cooperative learning, reported above, and their practice in the classroom, which discussed in the analysis of the observed classes in Section 4.11. More explicitly, students' talk in the target language is limited to certain moments, mostly responding to initiatives from the teachers. Moreover, while students sometimes are asked to give presentations, these are mostly written in advance and merely read aloud by the students. Furthermore, students always use the Arabic language, when communicating with each other, both in group work and for general purposes. More specifically, the students do not have the opportunity to build and improve their speaking skill to be able to adjust them according to the unexpected circumstances that develop during real-life interaction. The contradiction found in teachers' attitude towards cooperative learning and their actual practice inside the classroom may be attributed to the teachers' rather limited understanding of the EFL speaking skill, which is presented in Section 5.5. Another possible reason for this contradiction is teachers' concern about time limitation, which is discussed in Section 5.9. In addition, the contradiction may be due

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to the teachers' lack of training on how to implement the newly proposed cooperative learning techniques, which is discussed in Section 5.10.

With regards to the Kagan strategies, which are currently used by the teachers, all of the teachers show an interest in employing these strategies when teaching. However, some of the Kagan activities involve physical movement of the students around the classroom, which is seen as undesirable by both Teacher 2 and 3 because they feel that such movements waste time. This is supported by the classroom observation reported in Section 4.11 which shows that the teachers sometimes employ the less-structured types of group work, when they feel they are running out of time. Moreover, Teacher 2 expresses her frustration when employing the Kagan strategies as she thinks that some students are not involved in group activities. However, the analysis of classroom observation of Section 4.11 reveals quite the opposite, where the students are always actively engaged in the group work activity whenever the teachers employ the Kagan activities. By contrast, the students show less motivation to participate in the less-structured group work activities. This behaviour could be due to the fact that in Kagan method, the students' participation is more or less compulsory. In other words, when the teachers implement a Kagan strategy, each member within a group is involved to complete a task. On the other hand, when implementing a less-structured group work, the students are not given a specific role. Thus, some of them are not necessary engaged in a group work activity. However, the main limitation to the way the Kagan activities are implemented is the failure to develop students' skills to carry them out in English.

Additionally, all of the teachers believe that the current teaching methods need to be modified, so as to re-balance the teaching of different skills and give greater importance to speaking. Teacher 2 believes that methods need to be focused to a greater extent on the speaking skill. In addition, Teacher 1 outlines how the teaching methods could be more focused on the speaking skill as follows:

> Yes I think speaking teaching methods need to be modified according to the learners' needs, because they need to learn English language and speaking this language in all aspects of life. They should try different speaking strategies in all lessons, such as role play, specialize a day to

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speak in English with others, organise trips to some places and communicate with each other in English.

The above-mentioned comments show that the teachers are well motivated to give a greater attention to speaking. However, they need more training on how to scaffold students into greater English medium communication, such as how to teach turn taking, and negotiation of meaning.

5.8   Teachers' opinions about the EFL speaking activities

This section reports an analysis of the teachers' opinions about EFL speaking activities. As discussed in Section 1.5.2 and Table 1.1, there are two speaking activities in the textbook, one in Lesson 1 "Unit Project" and in Lesson 5 "Listening, Speaking and Fluency". In the "Unit Project" lesson, there are two task types. In the first type, students are required to collect information about a certain topic either from their background knowledge or from other sources, such as internet and books. Then, they are asked to present their work in front of the whole class. In the second type, students practice reading aloud from written theatre scripts.   In the "Listening, Speaking and Fluency" lesson, the students are asked to answer questions orally after listening to an audio recording.

All of the teachers declare that the speaking skill doesn't receive enough emphasis in the textbook. Only Teacher 3 sees that the speaking activities in the textbook are satisfactory to some extent. She believes that these activities provide students with opportunities to speak in the classroom: "they are useful to some extent. They give students more space to talk, and they are not strictly specified" (Teacher 3). However, both Teachers 1 and 2 seem to be dissatisfied with the speaking activities in the textbook. They think that the speaking activities are not useful for the students. Teacher 1, for example believes that there is a lack of variety of speaking activities in the textbook, where she comes across incidental reference to different speaking genres, as she explains: "I mean they need more activities and they should have variety of activities as stories, dialogues, games and some texts, and these will help them to speak and become more fluent." Moreover, Teacher 2 thinks that some of the activities are

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not satisfactory because some of the topics of student presentations are difficult and beyond the students' ability. She states:

> In the first unit the students are asked to give the scientists some advice and solutions about how to clean up the space debris, I feel they give the students something beyond their ability, so, I simplify the question and I ask them to provide ideas from their point of view even providing some ideas even if it is fictional. So, I think they ask difficult questions of the students, and the girls always tell me that the questions in the 'Unit project' are very difficult (Teacher 2).

Both Teachers 1 and 3 think that the interest of EFL speaking activities for the students depends on the topic type. They believe that students find the scientific topics difficult and boring, while social topics are more interesting for them. Teacher 3, for example, reports that students are more interested in topics related to everyday life style. She says:

> I think they prefer topics related to fashion and style. I wish there were more topics about everyday issues, about social occasions and events, for example, how to invite someone to a party, how to talk about girl-related topics, such as clothes names, make-up, restaurants, and some food names. You know they are girls and they will like these kinds of topics.

However, Teacher 2 declares that the interest of EFL speaking activities for the students depends on the students' personality since some students are terrified to speak in front of the classroom. She further explains:

> Some girls have a 'phobia' to talk in front of the whole class. Some students prefer that only one or two students from their group speak in front of the class, they are afraid to speak and they said 'when we stand in front of the class we forget everything, when the other students look at us, we forget everything'.

Regarding the difficulty of the EFL speaking activities in the textbook, all of the teachers believe that the degree of difficulty depends on the topic type. They declare that the science-related topics are more difficult for the students to speak about, while the social topics seem to be easier: "The girls like the unit about Makkah, and they talked in this unit more than in the units about the scientific topics" (Teacher 2).

In summary, all of the teachers believe that EFL speaking activities in the textbook need to be modified according to the students' need. Teacher 1 thinks that different speaking activities can be added, such as storytelling and dialogues in order to let the students practice the target language. Moreover, both Teachers 2 and 3 declare that the activities about scientific topics could be replaced with everyday life topics. This view confirms the findings in Section 1.5.4, as it is found that male students scored higher than female students on measures of science knowledge, state science test, and passage comprehension. In addition, it is noticeable that females performed better in female topics, such as midwives, a sad story, and a housewife's dilemma.

5.9   The use of mother tongue

This section provides an analysis of teachers' attitudes towards the use of mother tongue by both the teachers themselves and the students. All of the teachers prefer to use the English language when they teach. They declare that when teaching in English, the students learn more effectively. Teacher 1, for example, believes that this is the best way of teaching students to acquire fluency. Moreover, Teachers 2 and 3 believe that using English language when teaching allows students to learn new vocabulary. However, Teachers 2 declares that she sometimes uses the Arabic language to explain some grammatical rules after explaining them in English, while Teacher 3 sometimes translates some difficult words into Arabic.

Teachers 2 and 3 declare that some students, who are referred to by Teacher 2 as 'weak students', ask them to use the Arabic language when teaching. However, both of them report on their efforts to clarify the importance of teaching in English as follows:

> I tried to convince them that using English language when I teach is the best way to learn it, also to get used to it, and to learn new vocabulary from my speech (Teacher 2).

> They sometimes say 'teacher we just understand the overall meaning from your speech' and I say 'that is fine, the most important thing that you understand the main idea, not every word'. I think this is good for them in order to get used to the language and learn the new vocabulary from my talk (Teacher 3).

According to the analysis of the observed classes in Section 4.2, it is obvious that all of the teachers use the English language most of the time, when they run their lessons. Hence, the reported evidence in classroom observation bears out what the teachers report about their limited use of the Arabic language. However, they sometimes use code-switching in some cases for different purposes, such as greetings, religious expressions, lesson organisation, lesson explanation, social interaction and disciplinary purposes as discussed in Section 4.10.1. This generally agrees with the other empirical studies, which were conducted in Saudi Arabia, presented in Section 1.5.4, where it was seen that the teachers in the reported studies use the target language most of the time.

Although all of the teachers agree that the students should use English when interacting with each other or with the teachers in order to improve their language, they show some tolerance to students' use of the mother tongue. They believe that the students avoid using the target language because it is easier to communicate with each other or with the teachers using the mother tongue. Teacher 1 and 2 declare that the possible reasons behind the students' preference for using the mother tongue during group work include topic difficulty and shortage of time. They elaborate as follows:

> I sometimes ask the students to speak in English. But sometimes when the topic is difficult and they want to collect idea as much as they can, they use the Arabic language. However, it is better to use the English language (Teacher 1).

> I never pay attention. I don't focus on this issue, so I did not ask them to speak in English. … I don't mean I don't focus, but I mean I always find myself running out of time, this is my fault (Teacher 2).

Teacher 3, on the other hand, declares some benefits of using the mother tongue during group work. She says:

> During group work, the students use Arabic, of course Arabic, because the bright students should help the weaker students as it takes time if I wait for them until they translate for each other in case they speak in English (Teacher 3).

According to the analysis of classroom observation in Section 4.10.2, code-switching is seen as a common practice among students. They use Arabic most of the time, especially, when discussing the speaking activities in their group work. This students' behaviour is typical of EFL learners in monolingual contexts in Saudi Arabia and around the world, as discussed in Sections 1.5.4 and 2.8.6.2. Generally, a frequently voiced concern associated with the implementation of communicative language teaching is that students may not use the target language as a medium of communication when they are involved in group work. Here we also see teachers' acceptance of such L1 use, which they do not seem to find problematic.

5.10   Implementation of group work

This section reports an analysis of the teachers' opinions about the implementation of group work in the observed classrooms. All of the teachers declare that they have been trained on how to organise the groups according to the students' achievement level during the Kagan structures workshops. However, all of the teachers agree that organising group work according to students' achievement level is difficult, since some students prefer to stay with their friends within their groups. They further explain as follows:

> I try to organise them once every month according to their levels or randomly, and sometimes the girls choose their groups. Actually, we have been taught these ways during Kagan structures workshop … Some of the students do not like it, and each one wants to stay with her friends, and I try to explain to them that they will get more benefit and they will learn more. So, we try to sort out these difficulties (Teacher 1).

> I wish I could organise them according to their achievement level, because you can find an active group, a lazy group, or only one active student within a group… I leave them as they want, because as they said they prefer to choose their group members in order to be able to work together (Teacher 2).

> Organising the groups is difficult. We are supposed to organise the students in mixed-level groups. However, the problem is that the girls prefer to work with their friends and don't like to split. They say 'I want to stay with this girl and not that girl', so we leave them as they like. One

time I told them that I am going to organise them as I want, they said 'no teacher, if you do so, we will not work well' (Teacher 3).

The second concern expressed by the teachers on implementing group work is that some students are not involved in the group activity. They further elaborate as follows:

> There are some girls who do not work with the members of their groups and only the bright girls work in their groups. However, when we employ a Kagan strategy, such as 'Round Robin', each member has to participate. I mean they use a pen and a paper, the first girl in the group starts to write on the paper, then, the paper is circulated around all the girls within the group, I mean everyone has to write on the paper, then, they select one of them to speak aloud the answer (Teacher 1).

> One student complained to me that she was doing all the work and the girls in her group did not participate in the group work. So, I had to distribute the weak girls to the other groups and I convinced them that they will get along with time and this is eventually better for them (Teacher 2).

> For example during the group work activities only one or two students within a group do the work while the other members of the group do not, then they get one score for the whole group (Teacher 3).

The teachers also state that they have been trained during the Kagan training workshops to put four girls in each group. However, Teacher 3 declares that she faces a problem in dividing the students in such a way as the number of the students is large. Moreover, Teachers 2 and 3 believe that this issue prevents them from monitoring and controlling the students. They further elaborate as follows:

> The students number is large so I cannot walk between the groups and make sure that they speak in English, maybe if the number of students is fewer, I can better control the students and hear all of them (Teacher 2).

> The main issue is group work. I wish the number of the students in the classroom is fewer. The maximum number is twenty five, no more, now we have thirty one students! It is impossible to control each group and see what they are doing (Teacher 3).

Finally, all of the teachers express their concern regarding the use of mother tongue by the students when they are involved in group work. As seen in Section 5.9, all of the

teachers show their awareness about the importance of using the English language as a medium of communication by the students when they are involved in group work. They, however, do not seem to be worried about students' use of the mother tongue. Moreover, they believe that there are some possible reasons that make the students depend on the mother tongue to solve communication problems, as mentioned in Section 5.9. They did not discuss any strategies for helping students extend their use of English in the group work setting. This contradiction may be because of the reasons mentioned by the teachers in Section 5.9, namely topic difficulty and shortage of time.

Again, all of the above-mentioned teachers' concerns regarding the implementation of group work are commonly seen in EFL classes around the world as discussed in 2.8.5. In addition, the interviews show that the teachers are motivated to adopt group work in their classes. Nevertheless, the classroom analysis in Section 4.11 shows that the teachers do implement group work sometimes, and examples of parts of the Kagan method are being adopted. However, the main issue of concern regarding the teaching of speaking is the teachers' lack of strategies to get students to use English during group work. Moreover, the teachers need more in-service training on how to organise the groups and how to motivate the students to get involved in a group activity.

5.11 Discussion

The interview data reported above has shed some light on the teacher's overall attitudes and opinions regarding the EFL speaking skill, teaching methods, and their thoughts on some challenges for EFL speaking teaching, such as the use of mother tongue and group work implementation.

The interview data reveals that all the teachers have a positive attitude towards English language. This positive attitude is not always shared by some people in Saudi Arabia, including educationists and parents, as discussed in Section 1.5.3. Some educationists express their concern regarding the introduction of EFL teaching in lower grades as they think it may affect the acquisition of the Arabic language. Moreover, some parents worry that learning the English language affects their youngsters' culture and religion

as explained in Section 1.5.3. Although all of the teachers are aware of these opposing views, they believe that this does not affect their EFL teaching, as the positive attitude towards EFL learning is increasingly adopted by most of the public.

As seen in the interview data, the teachers aspire to improve their English language proficiency. Moreover, the classroom observation presented in Chapter 4 shows that the teachers' EFL proficiency matches what the teachers report about themselves, where a great deal of the teachers' spoken English is seen on display. More explicitly, as seen from the transcripts of classroom observation, the teachers are generally fluent speakers of English, and they are quite able to run their lessons very effectively through the medium of English, which is in line with what they report about themselves.

The interview data also shows that all of the teachers have a fairly basic and undeveloped understanding of the speaking skill, which they view primarily as a matter of oral production. They do not mention the interactive aspects of speaking, such as the nature of conversation, topic management, speaking strategies, nor how to develop students' skill in these aspects. Although they do criticize the lack of variety of genres of speaking in the textbook, they do not seem to be aware of how to develop students' speaking in a variety of genres, such as dialogue, monologue, conversational interaction, speaking strategies and conversation management.

It is evident however that all of the teachers appreciate the value of EFL speaking as they believe that mastering this skill will enable the students to communicate effectively. Furthermore, all of the teachers seem to be enthusiastic to teach speaking. Also, they think that students are enthusiastic too to learn speaking. Moreover, Teachers 1 and 3 express agreement about the importance of teaching the students fluency as opposed to accuracy. Teacher 2, however, says she prefers to focus on accuracy when she teaches. Nevertheless, the classroom observation presented in Section 4.4, shows that all the teachers do not pay much attention to accuracy during most lessons. They generally promote fluency at the expense of accuracy.

Concerning the teaching methods that are currently employed, cooperative learning has been recently promoted in public schools by the Saudi Ministry of Education to replace the teacher-fronted method previously employed. All of the teachers express their positive points of view on the current EFL speaking teaching methods. They believe that the current teaching methods are a good way to teach EFL speaking, and that they are better than the old methods. More explicitly, the teachers' view on cooperative learning matches the findings discussed in Section 2.8.3, where many EFL teachers display favourable attitudes towards cooperative learning. Moreover, it is noticeable that teachers' views shift to a more communicative paradigm. However, it seems that there is a contradiction between teachers' attitudes towards cooperative learning, reported above, and their actual practice in the classroom, which discussed in the analysis of the observed classes in Section 4.11. This contradiction may be attributed to the teachers' rather limited understanding of the EFL speaking skill, which prevented the teachers from appreciating the importance of developing the speaking skill interactively. Other possible reasons for the contradiction include teachers' concern about time limitation and teachers' lack of training on how to implement the newly proposed cooperative learning techniques.

According to the analysis of the interview data, all of the teachers declare that the speaking skill doesn't receive enough emphasis in the textbook. They believe that the textbook lacks variety of speaking activities, such as storytelling, dialogues and games. Also, some of the topics of student presentations are difficult and beyond the students' ability.

The analysis of the interview data also reveals that all of the teachers prefer to use English language when teaching as they think students will become more fluent and learn more effectively if they are taught in English. According to the analysis of the observed classes in Section 4.2, it is obvious that all of the teachers use the English language most of the time, when they run their lessons. The classroom observation thus bears out what the teachers report about their limited use of the Arabic language. However, they sometimes use code-switching in some cases for different purposes, such as greetings, religious expressions, lesson organisation, lesson explanation, social interaction and disciplinary purposes as discussed in Section 4.10.1. This ensures that

students are exposed to comprehensible input which facilitates the learning process. This generally agrees with the empirical studies presented in Section 1.5.4, where it was seen that most of the Saudi teachers use English most of the time when teaching.

On the other hand, although all of the teachers agree that the students should use English when interacting with each other or with the teachers in order to improve their language, they show some tolerance to students' use of the mother tongue. The teachers attribute their tolerance to topic difficulty and time limitations. The analysis of classroom observation in Section 4.10.2 confirms that students' code-switching is a common practice. Nevertheless, this students' behaviour is typical of EFL learners in monolingual contexts in Saudi Arabia and around the world, as discussed in Section 1.5.4 and 2.8.6.2. Generally, a frequently voiced concern associated with the implementation of communicative language teaching is that students may not use the target language as a medium of communication when they are involved in group work.

It seems from the analysis of the interview data that the teachers are motivated to adopt group work in their classes. However, they encounter some difficulties when implementing group work. These difficulties are mostly related to organising the groups, motivating students to get involved in a group activity and the use of mother tongue. The teachers' concerns regarding the implementation of group work are commonly seen in EFL classes around the world as discussed in Section 2.8.5. In addition, the classroom analysis in Section 4.11 shows that the teachers do implement group work sometimes, and examples of parts of the Kagan method are being adopted. However, the main issue of concern regarding the teaching of speaking is the teachers' lack of strategies to get students to use English during group work. Moreover, the teachers need more in-service training on how to organise the groups and how to motivate the students to get involved in a group activity

5.12 Summary

This chapter has reported an analysis and discussion of the teachers' interviews. A content analysis of the interviews was carried out using four main themes related directly to research questions nos. 4 to 7. These main themes are: teachers' attitudes towards EFL learning, teachers' opinions about their EFL speaking knowledge, teachers' beliefs about the nature of EFL speaking and its value, and teachers' opinion about the EFL speaking teaching methods. Some of these themes were analysed under subsequent topics related to the interview questions as seen in Appendix 3. Finally, a discussion on these issues was provided and the teachers' strengths and limitations in terms of speaking pedagogy were evaluated.

CHAPTER 6

Analysis of Students' Interviews

6.1 Introduction

Research questions nos. 4 to 7 are concerned with students' attitudes and opinion regarding the EFL speaking skill, and teaching methods. This chapter provides an analysis of the students' interviews in order to partly answer the following research questions with respect to the students' point of view:

RQ.4. What are the teachers' and students' attitudes towards EFL learning?

RQ.5. What are the teachers' and students' opinions about their EFL speaking knowledge?

RQ.6. What are the teachers' and students' beliefs about the nature of EFL speaking and its value?

RQ.7. What are the teachers' and students' opinions about the current EFL speaking teaching methods?

As explained in Section 3.4.5, five focus group interviews with the students were carried out. The researcher employed a focus group interview with the students in order to create a comfortable environment which in turns encourages the students to provide more information. Moreover, students participating in a focus group interview can 'spark' each other into perceptive lines of discussion leading to richer interactions. Each group consisted of five students, involving a total of 25 secondary Year 1 students (16-17 years old). All interviews were conducted in Arabic and were audio-recorded. They were then transcribed fully and translated. Therefore, the quotations given throughout this chapter are the researcher's own translations into English of the students' words. A content analysis of the transcriptions was carried out using four main themes related directly to the above-mentioned research questions. These main

themes are: students' attitudes towards EFL learning, students' opinions about their EFL speaking knowledge, students' beliefs about the nature of EFL speaking and its value, and students' opinion about the EFL speaking teaching methods. Some of these themes will be analysed under subsequent topics related to the interview questions as seen in Appendix 4. The complete transcripts of the translated students' interviews are provided in Appendix 9. At the end of the chapter, there will be a discussion of the findings from the analysis of interview data. Some screenshots of NVivo nodes and codes are shown in Appendix 10.

6.2   Background information about the interviewees

This section provides background information about the interviewees concerning their EFL learning experience. The students' EFL learning experience ranged from 4 years to 11 years. Most of the students had been studying English for four years. Some students had studied at private schools, where English starts from the first grade. In addition, most of the students had attended extra EFL courses ranging from three to eight weeks in Saudi Arabia.

6.3   Students' attitudes towards English language learning

This section reports students' attitudes towards English language learning including their views of the importance of the English language and its effect on the Saudi culture. All of the students express positive attitudes and interest towards English language learning as follows:

> It is a global language. By using English, you can communicate with anybody around the world. I can call it the communication language (Group No. 5 Interview).

> I think it is very important because now the first year (the foundation year) at the universities is conducted in English, so we have to learn the English language to be able to study at universities (Group No. 3 Interview).

It is important for communication when traveling abroad. Also it is important to be able to study at universities (Group No. 3 Interview).

Our religion encourages us to learn the other languages. Moreover, learning the English language allows me to travel abroad and enjoy my life (Group No. 4 Interview).

It is important because nowadays English language is related to every aspect of our life, in business and in travel (Group No. 3 Interview).

A negative attitude towards English language learning is shown by one student only as she said: "I think it is not important for our future and it is not useful for us" (Group No. 3 Interview).

Most of the students agree that learning the English language does not have a negative effect on Saudi culture including religion, traditions and the Arabic language. Some students believe that learning English has rather a positive effect on religion, where they state that the English language is a means that can be used to spread the concept of Islam and illustrate the true image of Islam to different parts of the world. In addition, other students stress that learning another language is recommended in Islam. The following comments are representative of their positive opinions regarding the effect of EFL learning on religion, language and tradition:

I think it will help us spread the concept of Islam (Group No. 3 Interview).

It is recommended in our religion to learn other languages (Group No. 4 Interview).

It would have a negative impact if the English language is the first language and the official language. However, if the Arabic language is the first language learning English does not affect the Arabic language negatively (Group No. 3 Interview).

I don't think it has an effect on our language, because the Arabic language is the first language (Group No. 5 Interview).

I don't think that learning English language has an effect on our culture because we just want to learn the language (Group No. 3 Interview).

We can make use of learning the English language. We can spread our culture to different parts of the world and change the bad stereotypes about Islam (Group No. 5 Interview).

The above-mentioned positive attitude towards English language learning is common among young people in Saudi Arabia, as discussed in Section 1.5.3. However, as seen from the analysis of classroom observation in Chapter 4, although most of the students have positive attitudes towards English language learning, the use of English is limited in the classroom. Students tend to use the Arabic language when communicating with each other in the classroom.

6.4 Students' opinions about their EFL speaking knowledge

This section provides an analysis of students' EFL speaking knowledge, based on their own perceptions. Most of the students report that their proficiency level of English is intermediate. Some of them declare that their proficiency level of English is upper intermediate. The students seem to confuse their proficiency level of English with their achievement level of English. Hence, their evaluation is based on their grades in the English language course. The majority of the students believe that their EFL speaking proficiency level is low, while the others believe that it is intermediate and above. Two students mention that their weak EFL speaking proficiency level is due to the lack of proper vocabulary: "I think the main problem in speaking is lack of vocabulary" (Group No. 2 Interview). One student, on the other hand, believes that her weak EFL speaking proficiency level is due to pronunciation difficulties despite having a good vocabulary knowledge: "my vocabulary knowledge is good, I know the meaning of the word and I know how to spell it and write it, but I do not know how to pronounce it, my reading is very bad" (Group No. 2 Interview).

Moreover, few students state that they are confident to speak in English while most of them feel that they do not have enough confidence to do so. They attribute the lack of confidence to being shy, nervous or afraid of making mistakes. Some of them declare that they feel they are judged by other people based on how well they speak in English. The following statements illustrate the reasons behind the lack of confidence:

I feel shy to speak in front of the class, I don't want to make mistakes then the girls may laugh at me (Group No. 3 Interview).

I feel nervous when I make a mistake, people will laugh (Group No. 1 Interview).

I do not feel confident to speak English with people, I am afraid of making mistakes and losing face (Group No. 4 Interview).

Maybe because you feel that your friends are judging so you prefer not to speak unless you speak well (Group No. 2 Interview).

Some students express that they feel the lack of confidence only during certain situations, such as talking to strangers, and when the teacher does not tolerate mistakes as demonstrated below:

It's OK with me to speak in English with the teacher in the classroom even when I make mistakes, because we are at a school and we are learning another language, but I don't like to speak English outside the school, I am afraid of making mistakes (Group No. 1 Interview).

It depends on the person who I am talking with, I prefer to speak with people who I know, at the same age, at the same level, if her proficiency level is higher than mine, it is ok, because this way I will learn from her. I don't feel relaxed when I speak with foreigners (Group No. 1 Interview).

This depends on the teacher whether she tolerates our mistakes and corrects them, this way I feel confident to speak (Group No. 2 Interview).

It is OK to speak with my family members, but I don't feel confident to speak with other people (Group No. 4 Interview).

The above mentioned reasons expressed by the students about the lack of confidence to speak in English could explain the students' avoidance of using English in the classroom, as seen in Chapter 4 (Analysis of Classroom Observation). The students also show a high level of anxiety about speaking in the classroom. EFL speaking anxiety is a commonly reported phenomenon, as discussed in Section 2.8.7, where it has been found that anxiety in the language classroom may stem from multifaceted sources related to psychological, linguistic and social contexts. The students' EFL

speaking anxiety may be also attributed to cultural elements concerning face saving, which is discussed in Section 1.3. The students actually show their concerns about losing face, especially with respects to the reaction of peers when making mistakes.

Most of the students show a desire and some effort to develop their English language speaking in different ways. Some of them are developing their EFL speaking by reading from EFL books. Others prefer to go to some language learning websites on the internet. Some students are developing their English language speaking more directly, by trying to use the English language when they speak with people who are acquainted with, such as family members and friends. In addition, they practice their language when speaking with other people when travelling abroad. They also chat on the internet with people who speak English. Moreover, some students prefer to improve their English by watching movies and listening to Western songs, where they are exposed to input and listening rather than engaging in speaking. The following comments are representative:

> Sometimes I get obsessed with learning English, I go to some online English websites, read some stories and try to learn the new vocabulary (Group No. 4 Interview).

> For me, my sisters and I specialise a day for speaking in English, sometimes not always. Also, by watching movies, and by reading English language learning books (Group No. 1 Interview).

> As I mentioned earlier, I try to improve my language by watching movies and listening to songs. Also, I sometimes use English when speaking and chatting with my friends online (Group No. 2 Interview).

> We have a maid who does not speak Arabic and she can speak English, so I try to speak with her in English. Also, my uncle speaks English and sometimes I speak with him in English (Group No. 2 Interview).

> I am subscribed to some websites for improving the English language and also I try to learn the new words by listening to songs (Group No. 4 Interview).

> I practice the English language when I travel abroad with my family (Group No. 5 Interview).

The above-mentioned comments show a general enthusiasm by the students to develop their proficiency by practicing speaking outside the classroom. They are so much more willing to speak English on the internet or at home, than in class. The reasons behind students' feeling of anxiousness about speaking English in the class are discussed above.

6.5   Students' beliefs about the nature of EFL speaking and its value

This section reports an analysis of students' beliefs and assumptions about the nature of EFL speaking including the definition and value of speaking and some related aspects, namely accuracy, and fluency. Most of the students provide a basic definition of speaking, where they define it as a medium to communicate with other people. Moreover, some students refer to speaking as expressing opinions and views (Group Nos. 3 and 4), exchanging views (Group Nos. 4 and 6), being fluent (Group Nos. 2 and 6), and related to self-confidence, where the person who is confident can speak about whatever she/he likes (Group Nos. 5 and 6). However, all of the students do not seem to be familiar with the above-mentioned speaking aspects, as they do not provide any definition of them, when they are asked about each term in English. It is obvious that the students have an undeveloped understanding of the nature of the speaking skill. In addition, they do not mention the variety of speaking genres, such as conversations, dialogue, and monologue.

All of the students show a positive attitude towards the importance of learning EFL speaking. They believe that speaking is an important skill because it is used as a means for communication with other people, which is similar to the opinion of the teachers presented in Section 5.6. Moreover, one student declares that the purpose of EFL learning is to eventually practice the language orally: "We learn all of this to practice the language orally" (Group No. 1 Interview).

Most of the students agree that focusing on accuracy is more important than fluency. They justify their viewpoint by highlighting the importance of being understood and

the importance of building up language knowledge as illustrated in the following statement:

> Accuracy is more important and also using the proper grammar (Group No. 3 Interview).

> I believe accuracy is more important even if we speak slowly, because I will be understood even I speak slowly (Group No. 4 Interview).

> For me, grammar is more important in order to build up my language properly (Group No. 5 Interview).

Some students, however, believe that fluency is more important than accuracy: "Fluency is more important regardless of accuracy" (Group No. 3 Interview), and "It is more important to speak fluently and then learn grammar with time" (Group No. 5 Interview).

Two students see that accuracy and fluency are equally important and learning them should be balanced as stated below:

> I believe accuracy is important and fluency as well, so it would be better to learn both of them (Group No. 4 Interview).

> Both of them are equally important. If I speak fluently and make mistakes I will not improve my language, also, if I speak slowly with correct grammar, my speech would be boring, so we should balance between them (Group No. 5 Interview).

The above comments demonstrate that all of the students show a positive attitude towards the importance of learning EFL speaking. The interview, however, shows that the students have an undeveloped understanding about the nature of EFL speaking and its related aspects, such as accuracy and fluency within the context of EFL speaking. Nevertheless, some of the students show an interest in learning these aspects. Most of them see that accuracy is more important than fluency. This might be due to their inexperience and lack of practice in speaking. Hence, they might believe that mastering accuracy is a first step towards learning EFL speaking.

6.6   Students' opinions about the EFL speaking teaching methods

This section provides an analysis of the students' opinions about some aspects of the EFL speaking teaching methods, which are employed in the classroom. These issues include the opportunities for students to practice English speaking, the use of mother tongue, the implementation of group work and the implementation of Kagan strategies. Cooperative learning has been recently promoted in public schools by the Saudi Ministry of Education to replace the teacher-fronted method previously employed. The majority of the students agree that there are not enough opportunities for them to practice English speaking in the classroom. They believe that the issues behind the limited opportunities include the large student number, time limitation and students' reluctance to speak in English. Their typical comments include:

> We don't actually have enough opportunities to employ the vocabulary we know (Group No. 2 Interview).

> I think that the opportunities are limited. I don't feel that I am in a classroom, but rather I feel that I am reading from a magazine, I just read and read. We don't speak (Group No. 4 Interview).

> I feel that there are opportunities but they are not what I am looking for, I don't benefit as expected … I wish that I could practise the language. I want to have some time for me just me to practise the language. I mean I participate and the teacher asks me to answer, but she cannot do that because she has to ask other students to participate (Group No. 4 Interview).

> The number of the students is large and the teachers cannot hear all of us. When we raise our hands to answer the teacher's questions she only lets one or two students to answer (Group No. 1 Interview).

> For me, I think there are opportunities but they are not enough because the teacher needs to ask some students to participate in order to assess them, and time is limited, so I think that the opportunities are limited (Group No. 4 Interview).

> Sometimes, because when I communicate with my classmates I use Arabic and we speak in Arabic all the time ... because the students' abilities are different. They will not understand if we speak in English (Group No. 5 Interview).

> I think if there are opportunities the students don't make use of them, they don't want to speak in English (Group No. 5 Interview).

Two students share their own experience of EFL speaking learning in private institutes and compare the speaking opportunities to their experience in the classroom. They highlight the greater amount of time dedicated to EFL speaking and also the importance of EFL speaking assessment in private institutes. They point out:

> I think that here in the school they focus on grammar. I have attended an English course in a private institute, they spend one week teaching us only speaking and then then they assess us; here they don't assess our speaking (Group No. 2 Interview).

> We don't actually have enough opportunities to employ the vocabulary we know. I mean in some private institutes, the students are given more time to speak (Group No. 2 Interview).

The above-mentioned comments reflect a match between the observed teaching methods discussed in Chapter 4 and the students' opinions about the available opportunities to speak English in the classroom. The analysis of classroom observation presented in Chapter 4 reveals that students' talk in the target language is limited to certain cases. Students mainly respond briefly to teachers' greeting or questions. Moreover, students sometimes are asked to give presentations, which are mostly written in advance and merely read by the students. They also read from the textbook or other materials following teachers' request. As discussed in Chapter 4, reading aloud may be an opportunity to 'produce' and 'hear' the target language. Nevertheless, this does not give the students an opportunity to practice the 'creative' production of the target language. More explicitly, they do not have the opportunity to build and exchange utterances, and improve their skill to adjust them according to the unexpected circumstances that develop during real-life interaction.

However, two students think that they have enough opportunities to practice EFL speaking as one of them states: "I think there are enough opportunities when we discuss something with the teacher and when we answer her questions" (Group No. 5 Interview). This comment highlights some students' limited awareness of the nature of

speaking, where they believe that merely answering the teachers' questions constitutes an adequate opportunity for practicing EFL speaking.

Concerning the students' attitudes towards the use of the mother tongue by the teachers in the classroom, the students prefer that the teachers use the English language as a medium of instruction. They express agreement about the importance of the use of the target language by the teachers in order to improve their language proficiency. Moreover the students perceive that the use of English by the teachers is expected since it is an English course. The following comments are representative:

> I think if the teacher uses English most of the time, we will improve our language even when she talks about topics that are not related to the lesson (Group No. 3 Interview).

> It is better in English, because it is an English class, even if you feel that you don't understand, you will have to understand in time (Group No. 4 Interview).

> It is better to improve my language and enhance my knowledge of the language (Group No. 5 Interview).

> This is an English class, so she should teach in English (Group No. 1 Interview).

Moreover, two students express agreement that the teachers should use English in the classroom on the condition that only simple and comprehensible language is used. They point out:

> Some teachers use difficult vocabulary in their speech, other teachers use simple vocabulary when they speak, it is Ok with me as long as they use simple and clear words (Group No. 2 Interview).

> I agree with her, I prefer that the teachers use simple words that we know (Group No. 2 Interview).

Furthermore, some students prefer that the teachers use English in general, however, they favour the teachers' use of Arabic, when introducing new words and explaining grammar rules. They comment:

I prefer in English, but there some difficult words, which is better to be translated into Arabic (Group No. 2 Interview).

I prefer that the teacher uses Arabic when explaining grammar rules (Group No. 3 Interview).

Sometimes we encounter difficulties in understanding some words, so we prefer to explain them in Arabic (Group No. 5 Interview).

It is evident that the students generally prefer to be taught in English, as they associate the exposure to spoken target language with the development of their EFL proficiency. The classroom observation reported in Chapter 4 indeed showed that the teachers use English most of the time. However, this seems not to be appreciated by some students who prefer that the teachers use simple language only and avoid difficult issues by using Arabic. This implies that some students are not aware that language development involves the exposure to spoken utterances beyond their current language proficiency. Nevertheless, some students do appreciate the importance of this issue, as one student comments: "It is good to make the level of the activities higher than our proficiency level, because this way we will learn new vocabulary" (Group No. 3 Interview).

With regard to students' attitudes towards their use of the mother tongue, some students say they wish to use the English language as a medium for communication with each other. They show agreement about the importance of the use of the target language in order to improve their language proficiency. Also, they believe that this will help them prepare for study at the university, where English is used as a medium of instruction. The following comments are representative:

I wish we speak in English in order to improve our language and get used to university level because at the university the English language is the medium of instruction (Group No. 1 Interview).

We should speak in English in order to learn from each other and improve our language (Group No. 1 Interview).

I prefer to use English in order to improve our language (Group No. 2 Interview).

On the other hand, some students prefer that they use the Arabic language when they interact with each other during the group work or in general. They believe that it is easier and faster to communicate using the first language. Some of them mention that they use both Arabic and English. More specifically, they use Arabic, when discussing the answers for an activity, but they present the answers using English words. The students say:

> I mean I speak English and Arabic, when I participate and answer the teacher's question, I say the answer in English, and I use Arabic when I talk with my classmates when we discuss the answer to the activities (Group No. 4 Interview).

> For me, I use both Arabic and English. I use Arabic when we discuss the activities, we discuss how to answer the questions, and when we say the answers we say them in English (Group No. 4 Interview).

Although some students show an awareness of the importance of the use of English language, we have seen that they actually do not use it in the classroom. The reasons behind this behaviour, according to the students, are either their lack of competence or other attitudinal reasons. They further explain:

> I wish we speak in English, but the girls in one group have different proficiency level, so some girls refuse to speak in English and some cannot speak in English because of their low proficiency level (Group No. 1 Interview).

> This depends on the student's personality. For example, when I am working with a weak student, I don't like to speak in English because I don't want her to feel that I am showing off. Also, some students, who are good in other subjects but weak in English, don't like to speak in English because they don't want to feel that other students are better than them when they make mistakes in the language (Group No. 2 Interview).

> Of course Arabic, even in case I want to speak in English maybe the girls don't know how to speak English, so I don't want to embarrass them. I mean I speak English and Arabic, when I participate and answer the teacher's question, I say the answer in English, and I use Arabic when I talk with my classmates when discussing the activities answer (Group No. 4 Interview).

The above-mentioned comments illustrating the students' attitudes and opinions about their use of the mother tongue and the reasons that prevent them from using the English language can explain the students' behaviour discussed in Section 4.10.2. It was shown that they always use the Arabic language, when communicating with each other, both in group work and for general purposes. They also use the mother tongue when initiating a conversation with the teachers, though the teachers sometimes respond in English. Moreover, the students' behaviour is typical of EFL learners in monolingual contexts in Saudi Arabia and around the world, as discussed in Sections 1.5.4 and 2.8.6.2. Generally, a frequently voiced concern associated with the implementation of communicative language teaching is that students may not use the target language as a medium of communication when they are involved in group work.

The students in this study raise several issues concerning the implementation of group work. They seem not to be satisfied with the teachers' way of organising them in mixed-level groups. The majority of the students are frustrated when sitting away from their friends. Some students are not happy to share opinions with other students than their friends. Some students also complain that when working on a group activity, some of the group members do not accept opposite views or they misunderstand them. Moreover, some students do not seem to like the idea of permanent roles, as in the Kagan system, as they believe it prevents them from having a chance to speak. Other students are frustrated because there are some students who do not become involved in group activity but still get the same mark as everyone in the group. In addition, some students mention that low achieving students may think that if they work with bright students, the bright students will look down on them. Typical comments include:

> Sometimes the group work makes us frustrated. I mean sometimes we don't get along with the group members. Some teachers want to improve the students' language proficiency but I think students' emotion is important as well. I feel that the teachers punish the bright students by taking them away from their friends (Group No. 1 Interview).

> I prefer that each student works with her friend because they know each other and they will accept any comment from her, but when a student works with her other classmates they will not accept any comment from her (Group No. 3 Interview).

Maybe I say something and they will misunderstand me (Group No. 2 Interview).

Imagine that one student works with a bright student, she will say of course 'the bright student will look down on me', she will feel disappointed and her language proficiency will not improve (Group No. 2 Interview).

I like them, but I don't like it when the teacher specifies a permanent role for each student in the group, so some of us don't have the chance to speak (Group No. 5 Interview).

Only two students in the group get involved while all students in the group get the same mark (Group No. 1 Interview).

For example, I work with weak students, and when we work on an activity, they don't try to make any effort while I try to work hard and I am taking care of my marks, and eventually I may take a good mark or I may not. I mean we are affected negatively (Group No. 2 Interview).

When a bright student sits with low achieving group, she will be disappointed. Every member in the group will not pay attention, she is the one who works and eventually everybody will take the same mark (Group No. 4 Interview).

One student goes to the extreme, where she declares that group work is a useless method because she sees no benefit from discussion: "We usually work together in the group work and some of us say their opinion and the other disagree so I feel that group work is useless" (Group No. 2 Interview). However, another student from the same group disagrees with this view as she declares: "I like the idea that we work together because not everyone in the group knows all the required vocabulary so we learn from each other" (Group No. 2 Interview).

Concerning students' attitudes and opinions about the Kagan group work method, most of the students are not satisfied with these strategies. They point out:

Some of the strategies are not useful and we don't like (Group No. 2 Interview).

They don't have any educational value (Group No. 2 Interview).

I think they are not useful … when we move around the class and go to another group … the teacher gives a worksheet and we work together in our

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group, then, we go to another group and we exchange the information … I think it is useless and it wastes the class time (Group No. 3 Interview).

A very small number of students hold an opposite view about the Kagan strategies. They think that they are useful since they enhance the learning process by exchanging information (Group No. 3 Interview) and (Group No. 5 Interview).

Some students suggest recommendations in order to improve the current EFL speaking teaching methods. The majority of the students express agreement that teaching methods should include some sort of games (Group No. 1 Interview), (Group No. 2 Interview), (Group No. 4 Interview) and (Group No. 5 Interview). Others suggest that the roles of the students in their groups should be changed every week so everyone can have a chance to produce spoken language (Group No. 1 Interview). Some students also recommend that the teacher could discuss the strategies with them and employ the best of them according to the students' needs (Group No. 5 Interview).

It seems from the above-mentioned comments that the students are still not accustomed to group work. They are also not aware of the objectives of group work with respect to the development of the speaking skill, which are discussed in Section 2.8.5. The teachers also do not seem to be trained enough to effectively run group work to facilitate language learning as discussed in Section 5.10. More specifically, they need to train how to organise the groups and how to motivate the students to get involved in a group activity.

6.7   Students' opinions about the EFL speaking activities

This section provides an analysis of students' opinions about the EFL speaking activities prescribed in the students' textbook. The majority of the students perceive that the presentation activities are difficult and not appropriate for their proficiency level. For example, some students declare:

> The level of the activities is higher than our proficiency level (Group No. 3 Interview).

> For me I think that speaking activities level is higher than our proficiency level (Group No. 5 Interview).

However, other students see the difficulty of the speaking activities as a good way to enhance the process of language learning. They believe that their language ability will be improved by learning new vocabulary. Also, they report that presentation activities improve their proficiency level, and prepare them for study at university level. Some students also declare that they like the fact that presentation activities are not guided, which provides them with more freedom to express their opinions. One student mentions that the topics of the activities are appropriate for our culture. Another student believes that presentation activities make them brave and confident to speak in front of the class. The following comments are representative:

> It is good to make the level of the activities higher than our proficiency level, because this way we will learn new vocabulary (Group No. 3 Interview).

> I like the presentation activity because this way we get used to discussions, which we will need when we go to the university (Group No. 1 Interview).

> What I like the most about speaking activities is that I can express my opinion, I feel free and I can talk as I want (Group No. 4 Interview).

> They are interesting because they are appropriate for our culture and our life (Group No. 4 Interview).

> Presentation activities make us brave and confident to speak (Group No. 5 Interview).

Moreover, some students perceive that presentation activities are interesting (Group No. 1 Interview), (Group No. 2 Interview), (Group No. 4 Interview) and (Group No. 5 Interview). However, other students declare that some of the topics for these activities are boring, especially the scientific topics. Typical comments include the following:

Some of the topics are boring (Group No. 1 Interview).

Some of the topics are boring and not interesting, especially the scientific topics, they are so boring (Group No. 3 Interview).

I think there some interesting topics and some boring scientific topics (Group No. 4 Interview).

All of the students declare that the speaking activities in the textbook need to be modified, and they provide several suggestions to improve these activities. Some students recommend that the textbook could include different types of speaking activities, such as conversation activities and discussion activities. Other students see that activities that involve some sort of games will make them motivated to learn. Some of them also suggest that the topics of the activities could be related to everyday life issues. Other students mention that the activities should be easier and more appropriate to their proficiency level. Also, some of them want to be given more freedom to choose the topic they want to talk about in their presentations. One student recommends that there could be an activity at the end of each unit that involves using the vocabulary of this unit. The students further recommend:

I notice that all speaking activities are limited to only one type. It is better to include various speaking activity types. They can include conversations and some topics that are related to daily life (Group No. 4 Interview).

I wish that we have a discussion activity every week (Group No. 3 Interview).

I recommend that speaking activities could be modified by including some new topics that are familiar to most of the people (Group No. 4 Interview).

It is supposed that the textbook includes a speaking activity at the end of each unit where we can use the vocabulary that we learned and turn it into speech (Group No. 2 Interview).

That's right, the teacher should give us the freedom to express ourselves, and there must be more speaking activity types (Group No. 2 Interview).

I prefer that they employ speaking activity games; they will be useful and interesting in the same time (Group No. 1 Interview).

I prefer that they make the activities involve some sort of games, for example, who talks faster, and who answers faster and so on (Group No. 5 Interview).

They could be changed and modified to be easier (Group No. 3 Interview).

In summary, the students believe that EFL speaking activities in the textbook need to be modified according to their needs. The students show awareness of other speaking activities that could be added to the textbook, such as conversation activities and discussion activities. Moreover, the students declare that the activities about scientific topics could be replaced with everyday life topics. These views match the teachers views discussed in Section 5.8. Additionally, this view confirms the findings in Section 1.5.4 as it is found that male students scored higher than female students on measures of science knowledge, state science test, and passage comprehension. In addition, it is noticeable that females performed better in female topics, such as midwives, a sad story, and a housewife's dilemma.

6.8   Discussion

The interview data reported above has shed some light on the students' attitude and opinion regarding the EFL speaking skill, and teaching methods. As seen from the analysis of the students' interview, the students show a positive general attitude towards English language learning, which is also a common view among youngsters in Saudi Arabia, as discussed in Section 1.5.3. Most of the students also agree that learning the English language does not have a negative effect on Saudi culture including religion, traditions and the Arabic language. Some students actually believe that learning English has rather a positive effect on religion, where they feel that the English language is a means that can be used to spread the concept of Islam and illustrate the true image of Islam to different parts of the world. The students, however, tend to avoid the use of the target language, when communicating with each other in the classroom. Moreover, they attribute their lack of confidence to speak in English in

the classroom to several reasons including their lack of competence and other attitudinal reasons. These reasons could explain the observed students' avoidance of using English in the classroom, which is discussed in Sections 4.10.2 and 4.11. However, the students try to make some effort in order to develop their EFL speaking proficiency level.

The above mentioned reasons expressed by the students about the lack of confidence to speak in English could explain the students' avoidance of using English in the classroom, as seen in Chapter 4 (Analysis of Classroom Observation). The students show also a high level of anxiety about speaking in the classroom although the lesson observations in Chapter 4 do not show any reason for them to worry. The classroom atmosphere is also relaxed and the teachers have a good relationship with the students. Nevertheless, EFL speaking anxiety is a commonly reported phenomenon, as discussed in Section 2.8.7, where it has been found that anxiety in the language classroom may stem from multifaceted sources related to psychological, linguistic and social contexts. The language anxiety may be attributed to psychological sources associated with the student's own self, including self-perceptions and perceptions about peers and teachers. Students' low achievement in target language may also be a cause of their language anxiety, where anxiety and low achievement may form a vicious circle. Students sometimes experience language anxiety because of extrinsic motivators, such as social status of the student and the teacher, i.e. a sense of power relations between them. The students' EFL speaking anxiety may be also attributed to cultural elements concerning face saving, which is discussed in Section 1.3. The students actually show their concerns about losing face, especially with respects to the reaction of peers when making mistakes. Basically, the Saudi students are sensitive to criticism and often feel shame when aware of their mistakes as making errors may usually be interpreted by others as lack of intelligence and knowledge and hence may cause them to lose face. Awareness of the factors that cause anxiety in the language classroom is essential to the teachers in order to reduce anxiety in the classroom environment and hence improve learners' target language learning.

The interview analysis also shows that the students have an undeveloped understanding about the nature of EFL speaking and its related aspects, such as accuracy and fluency

within the context of EFL speaking. Nevertheless, some of the students show an interest in learning these aspects. Most of them see that accuracy is more important than fluency. This might be due to their inexperience and lack of practice in speaking. Hence, they might believe that mastering accuracy is a first step towards learning EFL speaking.

The analysis of the interview data also reveals that most of the students believe that they don't have enough opportunities to practice the language in the classroom. This view is confirmed by the observed teaching methods discussed in Chapter 4, where students' talk in the target language is limited to certain cases. The majority of the students prefer that the teachers use English language when teaching, which reflects their awareness of the importance of the exposure to English input which facilitates the learning process. However, they declare that they use Arabic most of the time when speaking to each other. They also express several reasons for this behaviour, including their lack of competence and other attitudinal reasons. The above discussion on EFL speaking anxiety also sheds further light on students' avoidance of using the target language and, hence, may explain their reliance on the mother tongue when speaking to each other. This students' behaviour is typical of EFL learners in monolingual contexts in Saudi Arabia and around the world, as presented in Sections 1.5.4 and 2.8.6.2.

The analysis of the interview data also reveals that the students seem not be satisfied with the teachers' way of organising them in mixed-level groups. They report some difficulties when getting involved in a group work activity. However, these difficulties show that the students are evidently still very unaccustomed to group work. They are also not aware of the objectives of group work with respect to the development of the speaking skill, which are discussed in Section 2.8.5. They also show that the teachers are not trained to run group work effectively in order to facilitate language learning, as discussed in Section 5.10. More specifically, they are not trained on how to organise the groups and how to motivate the students to overcome concerns about face and get involved in a group activity.

Moreover, the students are not satisfied with the adopted teaching strategies. In addition, most of the students declare that these strategies need to be modified

according to their needs. Some of them assert that they should be exposed to different speaking teaching strategies. They recommend adopting games, changing the students' roles in their groups, discussing the strategies with the teachers and selecting the most effective ones.

Finally the interview data shows that the students are not satisfied with the EFL speaking activities, which they find difficult, not useful and not adequate. The students show awareness of the other speaking activities that could be added in the textbook, such as conversations activities and discussion activities. Moreover, the students show agreement with the teachers regarding the inclusion of everyday life topics instead of the current scientific topics, as discussed in Section 5.8. This view matches the findings discussed in Section 1.5.4, which showed that male students scored higher than female students on measures of science knowledge, state science test, and passage comprehension. Females, however, performed better in female topics, such as midwives, a sad story, and a housewife's dilemma.

6.9   Summary

This chapter has reported an analysis and discussion of students' interviews. A content analysis of the interviews was carried out using four main themes related directly to research questions nos. 4 to 7. These main themes are: students' attitudes towards EFL learning, students' opinions about their EFL speaking knowledge, students' beliefs about the nature of EFL speaking and its value, and students' opinion about the EFL speaking teaching methods. Some of these themes were analysed under subsequent topics related to the interview questions seen in Appendix 4. The complete transcripts of the translated students' interviews are provided in Appendix 9. At the end of the chapter, a discussion of the findings from the analysis of interview data was provided.

CHAPTER 7

Discussion and Conclusion

7.1 Introduction

This chapter presents a review on the research findings in order to answer the research questions raised in the study. Then, the contribution of the study to the field of EFL speaking teaching is provided. Recommendations are made for the sake of improving the teaching of EFL speaking in secondary schools in Saudi Arabia. The chapter also provides an evaluation of the strengths and weaknesses of the current research study. Finally, directions for future research in the field of EFL speaking teaching are presented.

7.2 Overview of research findings

This study aimed to investigate the following nine research questions:

RQ.1. What is/are the teaching method/methods of EFL speaking currently employed in developed secondary public schools for females in Saudi Arabia?

RQ.2. To what extent do the teaching methods of EFL speaking address the following aspects of speaking:
  i. accuracy versus fluency
  ii. functions of speaking
  iii. speaking as a skill versus knowledge of the language
  iv. communication routines
  v. negotiation skills
  vi. speaking strategies
  vii. conversation features

RQ.3.   To what extent is the mother tongue used in the classroom and for what purpose?

RQ.4.   What are the teachers' and students' attitudes towards EFL learning?

RQ.5.   What are the teachers' and students' opinions about their EFL speaking knowledge?

RQ.6.   What are the teachers' and students' beliefs about the nature of EFL speaking and its value?

RQ.7.   What are the teachers' and students' opinions about the current EFL speaking teaching methods?

Chapter 1 provided an overview on Saudi Arabia, followed by a discussion of relevant cultural background. A brief description of the educational system in Saudi Arabia was then provided. Information was also given on the context of EFL teaching in the Saudi educational system, followed by a review of related literature in order to highlight the problem and the gap that the current research study aims to address. Then, the purpose of the study was outlined. The scope and limitations of this study were then presented. Finally, the organisation of the thesis was provided.

Chapter 2 presented a review of the literature that is related to the focus of the current study. The purpose of Chapter 2 was to lay a theoretical foundation for the study by considering the international good practice of teaching EFL speaking, which facilitated shaping the investigation and guiding the analysis. First, essential issues of the nature of speaking, including complexity, accuracy, fluency and the distinction from the written language, were discussed. Next, the various functions of speaking were described in more detail. Then, more insights were presented, especially, with respect to the interaction skills. Chapter 2 also explained the strategies that speakers employ to overcome communication problems. Conversational structure was then addressed. This theoretical conceptualisation of speaking, as both production and interaction, was essential in order to formulate the research questions and guide the empirical analysis of the current study. Chapter 2 also discussed the various methods of the teaching of EFL speaking. The main findings of recent empirical studies on EFL speaking were summarised. The chapter also presented a range of activities recommended in the contemporary literature for the teaching of speaking. Features of classroom discourse

were also discussed in order to understand communication in the second language classroom. Finally, the research questions of the current study were outlined based on the theoretical conceptualisation of speaking presented in this chapter and also based on the gap in the literature presented in Chapter 1.

Chapter 3 described the research methodology employed in the study, namely a qualitative case study, in which the main data collection techniques were classroom observations and interviewing. First, the chapter provided a detailed description of these methods and specifically demonstrated why they are appropriate to the current study. The pilot study was also discussed. Then, a detailed presentation of the field work was provided, where the employed data collection methods and analysis procedures were explained in more detail. Finally, ethical issues relevant to the current study were discussed. The data collected from classroom observations and interviewing has been descriptively analysed in **Chapters 4, 5, and 6** to develop answers to the above-mentioned seven research questions. The main findings are presented below.

Concerning **research question 1**, the analysis of classroom observation reveals that a communicative approach is employed to some extent by the teachers, where group work is sometimes used. However, the teachers mostly implement a teacher-led instructional approach, where classroom roles are rigidly defined. The teachers control most of the patterns of communication in the observed classrooms. This pattern of communication is a common practice in L2 classrooms. In addition, the structure of the interaction in the observed classes is represented by the IRF sequence of discourse moves, which is a typical structure of second language lessons. Moreover, the classroom instruction consists mainly of question and answer routines, where most of the questions are display questions, which require short responses from students. Students' contribution to classroom talk is limited. The fact that the teachers talk most of the time in English and dominate classroom talk provides the students with a considerable amount of target language input. However, this behaviour deprives them from potential opportunities to produce spoken language themselves.

The teachers occasionally implement cooperative teaching strategies called 'Kagan strategies'. The employment of these strategies seems to motivate students to 'actively engage' in the group discussion. It is also found that the teachers occasionally employ less structured forms of group work in the classroom, but less frequently than that based on the Kagan cooperative method. However, major potential benefits of this group work for the speaking skill are wasted due to the fact that students use mostly Arabic language when communicating with each other in the observed classrooms. Therefore, one main issue of concern regarding the teaching of speaking is the teachers' lack of strategies to get students to use English during group work. This deprives the students from being exposed to more input and producing comprehensible output during interaction.

The classroom observation reveals that four EFL speaking activities are also employed: reading aloud, student presentation, discussion and listening activities. The selection of speaking activities in the observed classrooms is thus not sufficient for balanced development of the speaking skill. All observed speaking activity types expose the students to opportunities to hearing spoken English, and also provide practice in certain aspects of production of the target language, such as pronunciation. However, the ability to both produce spoken language and adapt it to the unexpected circumstances that develop during interaction is neglected by the activities employed in the observed classes, as the students' role mostly involves reading aloud of written answers for the different activities.

Research question 2 has also been mainly answered through the analysis of classroom observation. It seems from the analysis of the observation transcripts that the teachers mostly ignore students' errors in spoken English, which suggests that the teachers are encouraging fluency at the expense of accuracy. However, it is found that the students do not have opportunities to practice the spontaneous production of the target language. It is also found that the elements of accuracy are introduced in grammar lessons and writing lessons, where more attention is paid to grammar.

Additionally, the analysis reveals that the students do not get much practice in different aspects of negotiation skills in English, namely the negotiation of meaning and the management of interaction. More specifically, the negotiation of meaning observed in the classrooms mainly involves single lexical items, e.g. providing a synonym to the word under discussion. The students do not practice how to employ their English ability in order to communicate their ideas clearly. Furthermore, there are several possible opportunities for the negotiation of meaning through English, which are not exploited either by the teachers or students, such as the incident quoted in Chapter 4 when the students provided the meaning of a specific word in Arabic.

All of the teachers use a range of communication routines in English, such as the explanation of new activities, the management of behaviour, social greetings and social exchanges. However, this exposure is not sufficient for the students to develop an understanding of communication routines and, more importantly, make progress in using them. Achievement strategies are employed by the students only on very limited occasions. More specifically, the most usual achievement strategy occurs when students use the mother tongue instead of English whenever they cannot convey the message they want to communicate. It is not possible to tell whether avoidance strategies are employed by the students since their talk is so limited. Additionally, the teachers' talk does not explicitly model any speaking strategy type, nor do they discuss these with the students.

The various features of conversation identified in Chapter 2 Section 2.7 are not explicitly taught to the students. However, some related linguistic realisations are implicitly performed by the teachers and students. For instance, the students are exposed to 'openings' at the beginning of every lesson in the form of social greetings. It is also noticeable that 'turn-taking' is very ordered, being mostly controlled and managed by the teachers. Furthermore, the students rarely speak out of turn. The teachers give turns to the students by either asking a question or adjusting their voice pitch to indicate a question. In addition, the ordered structure of turn-taking minimises the occurrence of 'interruption' inside the observed classrooms. There are a few instances of interruptions that are mainly performed by the students, but these are performed without any proper 'set phrase' that usually precedes interruptions in order

to provide polite and smooth ways for this rather delicate task. Also, no interruption is produced by the teachers since they already make most of the talk, while the students merely answer their questions. Furthermore, the students' exposure to techniques for 'topic shifts' is limited to the use of the word "now", which is employed by the teachers to indicate topic shifts. The students themselves do not make any topic shifts since their talk is limited as mentioned above. It is also noticeable from the analysis of the observed classes that the 'adjacency pairs' presented in the classroom talk by both teachers and students include "question – answer", "greeting – greeting", "inform – acknowledge", and "leave-taking – leave-taking", where the initiating utterance (i.e. the first pair-part) is mostly performed by the teachers, and the response (i.e. the second pair-part) is performed by the students. Overall, the classroom analysis thus reveals that communication routines, negotiation skills, speaking strategies and conversation features are not explicitly taught in the observed classrooms. Nevertheless, these aspects of speaking are sometimes present in classroom talk between the teachers and students. Hence, at least the students are exposed to input involving these aspects of the speaking skill, which may implicitly improve the students' awareness of them.

Concerning **research question 3**, the analysis of the classroom observation showed that English is largely employed by the teachers in the classrooms, both in teaching and in communicating with the students. The use of mother tongue by all three teachers is limited and systematic. They infrequently use code-switching for particular purposes, such as religious expressions, lesson explanation, lesson organisation, disciplinary purposes and social interaction. This limited use of code switching may promote the language learning process by serving some basic functions, such as an affective function and a repetitive function. The observation also reveals that code-switching is a common practice among students. They use Arabic most of the time, especially, when discussing the speaking activities during group work. According to the students' interviews, the reasons include avoiding mistakes, lack of competence and attitudinal issues.

With regard to **research question 4**, the interview data reveals that all of the teachers have a positive attitude towards the English language. They all believe that English has no negative influence on their religion, language and tradition. Although all of the teachers are aware of the opposing views held by some people, they believe that this does not affect their EFL teaching, as a positive attitude towards EFL learning is increasingly adopted by most of the public. The students' interview also shows a positive general attitude towards English language learning. Most of the students also agree that learning the English language does not have a negative effect on Saudi culture including religion, traditions and the Arabic language. Some students actually believe that learning English has rather a positive effect on religion, where they feel that the English language is a means that can be used to spread the concept of Islam and illustrate the true image of Islam to different parts of the world. Some students are also interested in English medium leisure culture, as they declare that they like to watch English movies and listen to Western songs.

Concerning **research question 5**, the interview findings show that the teachers view their own proficiency level in English as ranging from intermediate to advanced. All of the teachers also believe that their proficiency is adequate to teach the current EFL speaking syllabus. They show an interest in learning EFL abroad in order to improve their proficiency level of English. According to them, they are developing their English language knowledge in different ways, including reading from language-related books, reading from language learning websites on the Internet, working on software applications for language learning, and trying to use the English language when speaking with the students even outside the classroom and with family members.

Regarding their confidence in speaking English, Teacher 1 expresses positive confidence, while Teachers 2 and 3 seem to be less confident. The teachers aspire to improve their English language proficiency. In addition, the classroom observation data shows that the teachers' EFL proficiency matches what the teachers report about themselves. More explicitly, as seen from the transcripts of classroom observation, the teachers are generally fluent speakers of English, and they are quite able to run their lessons very effectively through the medium of English.

According to the student interview analysis, the majority of the students believe that their EFL speaking proficiency level is low, while a minority believe that it is intermediate and above. Two students mention that their weak EFL speaking proficiency level is due to the lack of proper vocabulary. One student, on the other hand, believes that her weak EFL speaking proficiency level is due to pronunciation difficulties despite having good vocabulary knowledge. Moreover, few students state that they are confident to speak in English, while most of them feel that they do not have enough confidence to do so. They attribute the lack of confidence to being shy, nervous or afraid of making mistakes. Some of them declare that they feel they are judged by other people based on how well they speak in English.

Most of the students show a desire to develop their English language speaking and report making some effort, in different ways. Some of them are developing their EFL speaking by reading English books. Others prefer to go to some language learning websites on the internet. Some students are developing their English language speaking more directly, by trying to use the English language when they speak with people who are acquainted with, such as family members and friends. In addition, they practice their language, when speaking with other people while travelling abroad. They also chat on the internet with people who speak English. Moreover, some students prefer to improve their English by watching movies and listening to Western songs, where they are exposed to input and listening rather than engaging in speaking.

Research question 6 has been mainly answered through analysis of the teachers' and students' interviews. All of the teachers have a fairly basic and undeveloped understanding of the speaking skill, which they view primarily as a matter of oral production. Fluency seems to receive great value by Teachers 1 and 3. Teacher 2 says she prefers to focus on accuracy when she teaches. In contrast to these aspects of oral production, the teachers do not mention the interactive aspects of speaking, such as the nature of conversation, topic management, or speaking strategies, nor do they discuss how to develop students' skill in these aspects. Although they do criticize the lack of variety of genres of speaking in the textbook, they do not seem to be aware of how to

develop students' speaking in a variety of genres, such as dialogue, monologue, conversational interaction, speaking strategies and conversation management. It is evident however that all of the teachers appreciate the value of EFL speaking as they believe that mastering this skill will enable the students to communicate effectively. Furthermore, all of the teachers seem to be enthusiastic to teach speaking, and they think that students are enthusiastic too to learn speaking.

The interview analysis shows that the students also have an undeveloped understanding about the nature of EFL speaking and its related aspects, such as accuracy and fluency within the context of EFL speaking. Nevertheless, some of the students show an interest in learning these aspects. Most of them believe that accuracy is more important than fluency.

Finally, with regard to **research question 7**, the findings from the teachers' interview show that all of the teachers believe that the current teaching methods are a good way to teach EFL speaking, and that they are better than the old methods. In particular, they have positive points of view on the cooperative learning style, which is being promoted for use in the classroom.

However, all of the teachers declare that the speaking skill does not receive enough emphasis in the textbook. They believe that the textbook lacks variety of speaking activities, such as storytelling, dialogues and games. Also, according to them, some of the topics suggested for student presentations are difficult and beyond the students' ability. The analysis of the interview data has also revealed that all of the teachers prefer to use the English language when teaching as they think students will become more fluent and learn more effectively if they are taught in English. However, although all of the teachers agree that the students should use English when interacting with each other or with the teachers in order to improve their language, they show some tolerance to students' use of the mother tongue. The teachers attribute their tolerance to topic difficulty and time limitations. The findings from the interview data also show that the teachers are motivated to adopt group work in their classes. However, they encounter some difficulties when implementing group work. These difficulties are mostly related

to organising the groups, motivating students to get involved in a group activity and the use of mother tongue.

The analysis has also revealed that most of the students believe that they don't have enough opportunities to practice the language in the classroom. The majority prefer that the teachers use English language when teaching, which reflects their awareness of the importance of exposure to English input for the learning process. However, they acknowledge that they use Arabic most of the time when speaking to each other. They express several reasons for this behaviour, including their lack of competence and other attitudinal reasons. The findings also show that the students do not seem to be satisfied with the teachers' way of organising them in mixed-level groups. They report some difficulties when getting involved in a group work activity, which suggests that they are still very unaccustomed to group work. They are also not aware of the objectives of group work with respect to the development of the speaking skill.

The students also are not satisfied with the teaching strategies they experience, and most of them declare that these strategies need to be modified. Some of them have suggestions about different speaking teaching strategies. They recommend adopting games, changing the students' roles in their groups, discussing the strategies with the teachers and selecting the most effective ones. Finally the interview data reveals that the students are not satisfied with the EFL speaking activities found in the textbook, which they find difficult, not useful and not adequate. This attitude matches the findings reported in the literature, which show that male students scored higher than female students on measures of science knowledge, state science test, and passage comprehension. Females, however, performed better in female topics, such as midwives, a sad story, and a housewife's dilemma. The students also show awareness of other speaking activities that could be added, such as conversation activities and discussion activities.

So far the findings gained from the classroom observation, teachers' interview and students' interview have been reviewed separately. Triangulation of the findings across the data sets will now be considered. Firstly, the data from classroom observation seems to confirm the findings from the teachers' interview. More specifically, the

classroom observation shows that the teachers prefer to use English language when teaching in the classroom. The teachers' interview data confirms this observation and shows that the teachers are aware of the importance of using English for the language learning process (see Sections 4.2 and 5.9). The data from classroom observation also shows that group work is not always employed by the teachers although it is the core teaching method. The teachers' interview findings express some difficulties concerning the implementation of group work, which confirms this observation (see Sections 4.11 and 5.10). Fluency seems to receive great value by Teachers 1 and 3, based on their interview. The classroom observation confirms this perception and shows that the teachers do not pay much attention to accuracy during most lessons as they generally promote fluency at the expense of accuracy (see Sections 4.4 and 5.6). All of the teachers agree that the students should use English, when interacting with each other or with the teachers in order to improve their language. However, according to the interview data, they do not seem to be worried about students' use of the mother tongue. This finding is confirmed by the analysis of classroom observation (see Sections 4.10.2 and 5.9).

Secondly, the data from classroom observation also confirms the findings from the students' interview. The students, for instance, claim that they do not have enough opportunities to speak English in the classroom. The findings from the analysis of classroom observation seem to reflect this claim (see Sections 4.2 and 6.6). The classroom observation also shows that the students avoid using the target language and rely on the mother tongue extensively as they use it as a medium of communication in the classroom. The students' interview data provides possible explanations for this behaviour, including lack of competence; EFL speaking anxiety; and other attitudinal reasons (see Sections 6.4 and 6.6).

Finally, the data obtained from the students' interview seems to confirm the findings from the teachers' interview. The students show awareness of some speaking activities that could be added to the textbook, such as conversation activities and discussion activities. The students also show agreement with the teachers regarding the inclusion of everyday life topics instead of the current scientific topics (see Sections 6.7 and 5.8).

This mutual confirmation of the findings from the employed data collection methods strengthens the claims to validity and reliability of the project overall.

7.3 The contribution of the study

This type of research has not been conducted in Saudi Arabia and, up to the researcher's knowledge, no observational study investigated English teaching in Saudi girls' schools. This effort will help understand how the speaking skill is taught and determine the areas of weaknesses and strengths in speaking instruction in girls' schools. The empirical research findings of the study also provide an understanding of the teaching of EFL speaking in developed secondary schools for females in Saudi Arabia. They document the extent to which the teaching methods of EFL speaking address the different aspects of speaking as it has been conceptualised in this study, i.e.: accuracy versus fluency, speaking as a skill versus knowledge of the language, communication routines, negotiation skills, speaking strategies, and conversation features. In addition, the findings shed further light on the use of mother tongue in the English classroom by both the teachers and the students. Also, they provide an understanding of the teachers' and students' opinions about EFL learning, and the current EFL speaking teaching methods.

The research study has provided a theoretical background and conceptualisation of speaking in its different dimensions, which is presented in Chapter 3. The findings from classroom observation, teachers' interview, and students' interview provide a detailed description of the teaching of EFL speaking in some typical L2 classrooms in a developed secondary public school for females in Saudi Arabia. They also identify strengths and weaknesses in the teaching of speaking, based on the above-mentioned theoretical background of Chapter 3. The empirical data shows that the teachers use English most of the class time, which provides the students with rich input that guarantees at least implicit exposure to some of the aspects of speaking mentioned in the theoretical background. Another strength of the EFL speaking teaching method is the opportunity given to the students to practice speaking as performance through the presentation activity. The research study has also contributed towards identifying the

weaknesses of the EFL speaking teaching method, and highlighting directions for improvement. To illustrate, the weaknesses identified include the extensive use of mother tongue by the students; teachers' lack of training with respect to group work implementation; the limited range of speaking activity types; and the fact that the various speaking features are not taught explicitly.

The teachers' and students' interviews have specifically contributed towards understanding the reasons behind some of the above-reported weaknesses of the EFL speaking teaching method. More explicitly, the findings from the teachers' interview explain the difficulties of group work implementation. In addition, the findings from the students' interview provide explanation for their extensive dependence of the use of Arabic when communicating in the classroom, which also confirms the influence of cultural values, discussed in Chapter 1 (Section 1.3).

7.4 Recommendations of the study

This section provides some recommendations that may resolve the issues raised in this study concerning EFL speaking teaching. The recommendations fall generally into two categories, namely teachers training as well as EFL speaking teaching methods and activities.

The teacher's role is crucial in both setting up speaking activities and in supervising them while they are in progress. The findings in this study show that the teachers need more in-service training in order to improve their EFL speaking teaching. The teachers need training on how to explicitly and systematically raise the students' awareness of the various speaking aspects, such as accuracy versus fluency, speaking as a skill versus knowledge of the language, communication routines, negotiation skills, speaking strategies, and conversation features. The teachers also need more training on how to scaffold students into greater English medium communication. The teachers do implement group work sometimes, and the study has shown how parts of the Kagan method are being adopted. However, the main issue of concern regarding the teaching of speaking that needs attention is the teachers' lack of strategies to get students to use

English during group work. Furthermore, the teachers need training to help the students overcome their EFL speaking anxiety. That is, they need to know how to raise the awareness of the students about the importance of using the target language. They also need to learn techniques that build up the students' self-esteem and confidence for speaking in the classroom. Teachers also need to learn to determine the speaking lesson's objectives clearly, e.g. whether these are focussing on accuracy or fluency. For example, teachers should be trained to observe the groups during group work and only intervene, when assistance is needed. Similarly, the role of the teacher is not to correct the students' language mistakes during a group activity, but rather she could make a note of any observed mistakes and use them later as a basis for feedback.

The findings of this study also show that the students have limited opportunities to practice EFL speaking, as the classroom interaction is led and dominated by the teachers, and students' talk in the target language is limited to certain moments. The findings of the study provide some explanation for this issue, including students' reluctance to speak in English, inadequate selection of EFL speaking activities, the large student numbers, and time limitation.

The above-mentioned recommendations about teacher training should help resolve students' reluctance to speak in English. The issues related to the EFL speaking activities dictate the need for revising and re-evaluating the textbook activities, where more speaking activity types are needed. The selection of speaking activities should be designed for balanced development of the speaking skill across its different functions, namely speaking as transaction, speaking as interaction, and speaking as performance. Speaking activities should promote the ability not only to produce spoken language but also to adapt it to the circumstances, which is an essential requirement for proficient speaking. This ability includes making decisions rapidly, implementing them smoothly, and adjusting spoken utterances according to the unexpected circumstances that develop during interaction. In order to achieve this ability, speaking activity types, such as conversation activities, discussion activities, games, storytelling, and role plays could be considered. Moreover, the students should be trained to use the target language when discussing and completing the activities in their groups in order to

create more opportunities for practicing the transaction and interaction functions of speaking.

More broadly, the EFL syllabus should be shortened in order to provide the teachers more time for implementing group work and give the students more opportunity to speak. Otherwise, more time should be allocated to the EFL course in order to allow the teachers enough time to run engaging activities. If the number of students could be reduced, students should have more opportunities to practice EFL speaking. In particular, smaller number of students in each group would make it easier for the teachers to monitor and run group activities. Finally, students should be provided with a supportive environment, in which they can express their own views, and make suggestions about the effectiveness of teaching methods and activities.

7.5 Evaluation of the study

The internal validity of the current study was assured by spending 12 weeks (January 2010 to April 2010) in conducting classroom observation, where classroom observation and interviews were all audio-recorded. This allowed the researcher to capture the teaching process in detail. All the data gathered from classroom observation reflects the natural setting of the teaching and learning practices of the participants (teachers and students), which provides the study with accurate data. During the classroom observation the teachers seemed to be very confident when teaching and they conducted the lessons as naturally as they usually do. As for the students, the presence of the researcher as an observer did not seem to affect the students' behaviour in the classroom. This might be because the researcher was sitting at the back of the classroom, so they were not aware that they were observed by the researcher. The students may have felt awkward of the researcher's presence at the beginning of the fieldwork. However, they got accustomed to the researcher's presence as it became routine. Generally speaking, the researcher was treated in a positive way during the field trip by both the teachers and students. The study also addresses the issue of reliability by explaining the theories used in the current study. A theoretical perspective on speaking in different dimensions (The nature of speaking, functions of speaking,

speaking as a skill, strategies for speaking, conversational structure, the teaching of speaking, speaking activities, and features of classroom discourse) was developed in Chapter 3. The data collection methods in the study include classroom observation, teacher' interview and students' interview, and these methods support one another very well. For example, the data from classroom observation seems to confirm the findings from the teachers' interview and students' interview. For instance, the classroom observation shows that the teachers prefer to use English language, when teaching in the classroom. The teachers' interview data confirms this observation and shows that the teachers are aware of the importance of using English for the language learning process. In addition, the classroom observation shows that the students avoid using the target language and rely on the mother tongue extensively as they use it as a medium of communication in the classroom. The students' interview data provides possible explanation for this behaviour, including lack of competence; EFL speaking anxiety; and other attitudinal reasons. Moreover, the data obtained from the students' interview seems to confirm the findings from the teachers' interview. The students show awareness of some speaking activities that could be added in the textbook, such as conversations activities and discussion activities. This claim corresponds to what the teachers state in their interviews. Therefore, the reliability and validity of the findings in the present study are supported by the employment of the triangulation methodology, as discussed in Section 3.2.2.3.

Moreover, the process of data collection and data analysis is described in detail in Chapters 4, 5 and 6. This provides a clear picture to the reader to understand how this study was carried out and how the reported findings were derived from the data. The study deals with the generalisability by providing a description of the teaching of EFL speaking in a female developed public school in Saudi Arabia. The study is contextualised with a more general discussion of EFL teaching in Saudi Arabia and in particular the teaching of English in developed secondary schools (Chapter 1). It was shown that the education system in Saudi Arabia is centralized by one main body, which is the Ministry of Education. In other words, both girls and boys receive similar instructions in the developed secondary schools. The reader, hence, can understand the setting in which the study was conducted and, more importantly, determine how it can be applied to other settings in Saudi Arabia. Consequently, the outcome of the current

study could be relevant to some extent to the national level in Saudi Arabia with respect to the developed schools despite the gender differences with respect to EFL learning, discussed in Section 1.5.4.

Finally, the researcher monitored her own subjectivity by making every effort to avoid the selective attention which is driven by her prejudice and expectations. More explicitly, the researcher made a conscious effort to distribute her attention widely and evenly. The theoretical conceptualisation of speaking presented in Chapter 2, which guided the analysis and interpretation of data, helps the researcher avoid the selective encoding and interpretation of observed data which could be driven by her expectations, as the selective encoding and interpretation usually lead to basing judgement on partial information.

However, the study has some limitations. The study has limitations in depth in discussion of features of speaking due to the broad range of aspects the study focussed on. The study also was limited to one developed secondary school for females in Saudi Arabia. Therefore, no male teachers or male students were involved in this study as data collection procedures in public schools in Saudi Arabia are only allowed by researchers of the same gender in accordance with Islamic principles. Moreover, the findings of this study are limited to the study population from which the sample was taken. However, the findings of the current study could be helpful for understanding the teaching of EFL speaking in the context of Saudi Arabia at large, as discussed above with reference to the generalisability of the study. In addition, another limitation is the fact that the researcher did not directly measure the actual speaking proficiency of the participating students. The data suggests that they are likely to be strongest in (planned) production and presentations, weakest in interactional activity, such as negotiation of meaning and management of interaction. However, the researcher does not know exactly what they were learning from their English lessons. The researcher had to rely on observation and self-report to assess their English speaking skills, where it would have been useful to have direct evidence.

7.6 Future research

Suggestions for building on the findings of this study are provided in this section. First, the findings of the current study showed that the students do not get much practice in different aspects of negotiation skills in English, namely the negotiation of meaning and the management of interaction. More specifically, the negotiation of meaning observed in the classrooms mainly involves providing a synonym to the vocabulary under discussion. The students do not practice how to employ their English ability in order to communicate their ideas clearly. Furthermore, there are several possible opportunities for the negotiation of meaning through English, which are wasted, especially, because the students interact with each other in Arabic during group work. The teachers seem not to pay attention to this issue even though the main method of teaching is based on a communicative approach. This suggests that further research could investigate this issue on a larger scale beyond the school boundaries including curriculum design and teacher training to further understand the reasons behind the observed behaviour. Second, this study focused on the teaching methods for EFL speaking in one Saudi female secondary school. It would be interesting to examine the teaching methods of EFL speaking in additional female schools, and also in developed secondary schools for males, and compare the findings to the results of the present study. Third, the findings of the current study showed a high level of anxiety by the students regarding speaking in English in the classroom. This study also highlighted the potential reasons behind this phenomenon. Future research could investigate the reported reasons in more detail across the psychological and sociocultural dimensions. The research findings of the present study suggest that the students are not very used to Kagan group work methods. Therefore, it could also be interesting to research the adoption of Kagan group work methods in other curriculum areas. If the method was routinely in use in other subjects, the students should be more accustomed than they seem to be, to work in mixed ability groups rather than friendship groups.

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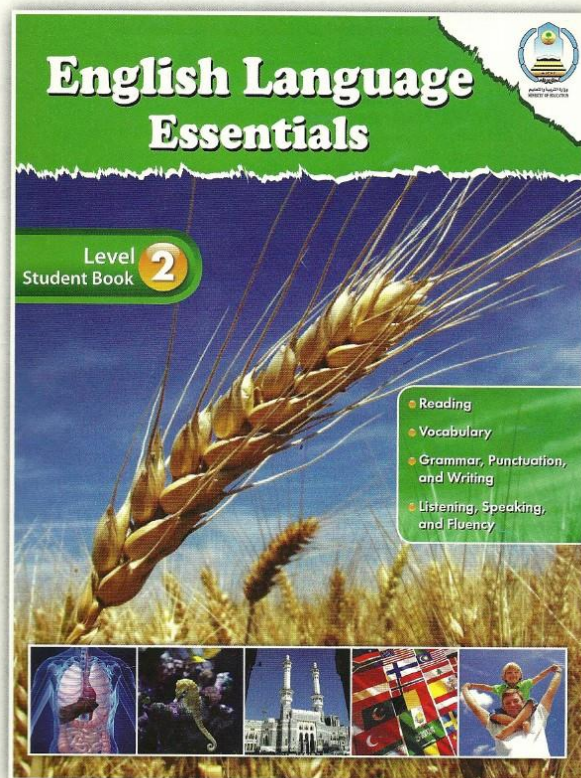Rao, Z. (2002). "Chinese students' perceptions of communicative and non-communicative activities in EFL classroom." System **30**: 85-105.

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APPENDIX 1

A Typical unit from the textbook

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ENVIRONMENTAL AWARENESS

Lesson	Objectives
Unit Project (Space Junk Cleanup Committee)	- Discriminate and use appropriately the rising and falling of intonation - Participate in various school activities such as discussing different topics in English
Reading (Trouble in the Coral Reefs)	- Apply various strategies to comprehend, interpret, and evaluate text - Understand the cause-and-effect structure in an informational text
Vocabulary	- Recognize the meaning of words - Spell the assigned vocabulary words correctly
Grammar	- Use present perfect and present perfect continuous verb tenses
Punctuation	- Capitalize people's names and titles of literature
Writing	- Write an essay on a given topic using suggested hints - Plan, draft, revise, and edit a short text
Listening, Speaking, and Fluency	- Listen to and comprehend a passage - Identify the main idea of a text

Space Junk
Cleanup Committee

Student Project

Directions for Students

You are on the Space Junk Cleanup Committee. Your committee must study the problem of orbital debris in space. You need to learn how much debris is in space and what the debris is. You must also learn how this debris is currently being tracked as it orbits Earth. Record any information you learn on the Space Junk Cleanup Committee Information Collection Grid (page 5). You must study ways that scientists have suggested for cleaning up the debris. Use the information you record to propose a plan for cleanup. Your plan must include at least two ways to clean up the junk. Be prepared to present your plan to the Space Junk Cleanup Officials. You must convince them that your plan will succeed in removing the debris from space. You may include related graphics or pictures, if you wish.

Each plan must include:

1. How much junk is in space

2. A description of the kind of junk that is found in space

3. Ways in which the junk is being tracked

4. Ways in which scientists have proposed for getting rid of it

5. At least two recommendations for getting rid of it

Resources

Internet resources can be found by using a search engine with key words that might include: *space junk, junk in space, trash in space,* and *orbital debris.*

6

Space Junk Cleanup Committee

Information Collection Grid

How much junk is in space	
What the junk is made of	
How the junk is being tracked	
Scientists' suggested ways of cleaning it up	
Your suggested ways of cleaning it up	

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Trouble in the Coral Reefs

For millions of years, there have been special underwater ecosystems called coral reefs. They have provided homes and food for thousands of living things. Fish and sea birds live near the reefs. They share it with giant clams, sea turtles, crabs, starfish, and many others.

Now these beautiful places are in danger. So are all of the sea plants and animals near them. Scientists blame it on people and pollution. We have ruined more than one-fourth of Earth's coral reefs. Unless things change, all of the remaining reefs may die soon.

Some people think that coral is stone because it is rough and hard, but coral is an animal! Tiny polyps form coral reefs. They are many different colors. These colors come from the algae living in the coral. The algae are food for the coral polyps.

Billions of coral polyps stick together. New ones grow on the skeletons of dead coral. This happens year after year. Over time, the coral builds up a reef. The reef rises from the ocean floor and grows until it almost reaches the sea's surface.

Coral reefs have been harmed in different ways. People have broken off pieces to sell or keep for themselves. To catch more fish, people have dropped sticks of dynamite into the water. This has blown up parts of reefs. Water pollution has caused the sea plants near coral reefs to grow too much. They block the sun that the algae need.

The worst problem is that the world's oceans are heating up. Warm water kills the algae. When the algae die, the coral loses both its food and its color. The coral turns white and dies. Scientists call this process *coral bleaching*. The bleached part of the coral reef cannot recover.

8

Cause and Effect

Part 1

Directions: List some things that cause harm to coral reefs.

_____

_____

_____

Part 2

Directions: Tell how you think people or pollution affect the coral reefs. Then draw a picture to go with your response.

_____

_____

Part 3

Directions: Think about the effects that people and pollution have on coral reefs. How could you tell someone about those effects?

_____

_____

_____

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Cause and Effect (cont.)

Part 4

Directions: Write what would happen if there were no coral reefs. In other words, what would the effects be?

_____

_____

_____

_____

Part 5

Directions: Write the causes and effects that you found in the passage.

Cause	Effect

UNIT 1
LESSON 2

Comprehension Review

Directions: Fill in the best answer for each question.

1 Which one does **not** cause harm to the coral reefs?

A People break off pieces of coral.

B Fish and other wildlife live in the coral reefs.

C People have blown up parts of the reef with dynamite.

D The world's oceans are heating up.

2 What is the effect of the oceans heating up?

A Coral reefs have become much larger.

B Coral reefs attract more fish.

C More coral grows because the water is warmer.

D Warm water kills the algae that feed the coral.

3 What happens when sea plants near the coral reefs grow too much?

A They provide food for more coral reefs.

B They cool the ocean temperature.

C More fish come to feed on them.

D They block the sunlight that algae need.

4 What are coral polyps?

A rocks

B plants

C animals

D algae

5 What is another word for dynamite?

A clay

B explosives

C fire

D poison

6 What will probably happen if all of the coral reefs die?

A Many ocean animals will die.

B The ocean will get colder.

C The ocean will get warmer.

D The ocean will get deeper.

Show What You Know

Directions: Write a clue for each word in the crossword puzzle.

Down

1. _____

2. _____

4. _____

6. _____

Across

3. _____

5. _____

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Vocabulary Questioning

Directions: Choose a vocabulary word from the previous page.   Use the following chart to answer questions about the vocabulary word you chose in order to develop a deeper understanding of it.

Vocabulary Word: _____

How does this vocabulary word connect to my **personal experience**?	Why do I need to know this word? How will it be **useful** to me?
How does this word **connect to other words** that I am learning related to this topic?	What **similes or metaphors** could I create using this word?
What **sensory details** connect to this word?	What are some **examples** of this word?

English Language Essentials, Level 2

13

Present Perfect and Present Perfect Continuous

The tense of a verb tells us how the action or state of being relates to time. It is important to use the correct tense, when describing an action, to accurately communicate when the action took place.

Use the *present perfect* tense for an action that began in the past and was completed at an unspecified time or that continues in the present. The present perfect is formed by combining the present tense form of the auxiliary verb *have* with the past participle of the main verb.

- War **has left** its mark on Britain.
- For years, tourists **have flocked** to the Tower of London.
- I **have lived** here for 10 years.
- She **has passed** her exam again.
- I **have been** to the market six times this week.
- He **has worked** there for five years.

When an action that was started in the past continues in the present, it is written in the *present perfect continuous* form. The present perfect continuous is formed by combining the present tense form of the auxiliary verbs *have* and *be* to the gerund form of the main verb. Gerunds are verbs that show a continuing action.

- They **have been walking** for two hours.
- She **has been cleaning** for three hours.
- He **has been running** for 30 minutes.
- They **have been attending** the school since August.
- We **have been playing** this game for the last hour.
- The students **have been learning** since 8:00 A.M.

In both of these tenses, the actions started in the past. Remember, if the action finished in the past at an unspecified time, then it is *present perfect*. If the action is still happening in the present, then it is *present perfect continuous*.

Present Perfect and Present Perfect Continuous (*cont.*)

Directions: Underline the verb phrase, and write the verb tense on the line. Remember, if the action was completed in the past, it is **present perfect**. If the action is still happening, it is **present perfect continuous.**

1. The tour group has visited six museums. _____

2. I have packed a picnic for our boat trip. _____

3. Aadeel has been swimming since this morning. _____

4. They have been studying the coral reef for two years. _____

5. The whales have traveled to the Red Sea before. _____

Directions: Fill in the blanks with the correct form of the verb in the parentheses.

6. The students (to pack) _____ their books for school.

7. Amir and Mohsen (to fish) _____ for many hours.

8. She (to clean) _____ the living room for 10 minutes.

9. Hani (to finish) _____ his project on the environment.

10. Layth (to help) _____ to make the environment clean all summer.

Directions: Write your own sentences that use the present perfect and present perfect continuous tenses.

_____

_____

_____

_____

Proper Titles

Titles of All Works: Capitalize the first word, the last word, and all nouns, pronouns, adjectives, verbs, adverbs, and subordinating conjunctions in any title of a work.

Novel:	*The Secret of the Old Clock*
TV Show:	*Planet Earth*

Titles of Longer Works: Titles of books, magazines, television shows, movies, newspapers, radio programs, and other long works should be underlined or printed in italics.

Books:	Gulliver's Travels		*Eragon*
Magazines:	Fly-Fishing Monthly		*TIME*
Newspapers:	Arab News		*Saudi Gazette*
Movies:	The Architecture of Mud		*Al-Sahraa*
TV Shows:	Happy Days		*The Office*

Titles of Shorter Works: The titles of short stories, book chapters, and the articles from magazines and newspapers should be enclosed in quotation marks.

Short Stories:	"To Build a Fire"		"The Necklace"
Articles:	"How to Organize Your Closet"		"Be an Educated Voter"
Book Chapters:	"A Misunderstanding"		"General Grant"

Proper Titles *(cont.)*

Directions: Underline the titles of longer works and enclose the titles of shorter works in quotation marks.

poem:	The Wasp		**chapter:**	The Revolution Begins
short story:	Young Goodman Brown		**book:**	The Life of Ida Tarbell
novel:	White Fang		**article:**	A Miracle Diet
newspaper:	The Chicago Tribune			

Directions: Read the following passage. Find the titles of works and underline them or put them in quotation marks.

Welcome to our school library. Here you will find such great old works as the novel, A Tale of Two Cities, by Charles Dickens, and other newer novels such as A Tale of Cyberspace. You will also find poetry. Here is one of my favorite poems by Edgar Allan Poe. It is titled The Haunted Palace. If you enjoy reading plays, you might want to read this amusing one by Shakespeare: Twelfth Night. Over here, we have newspapers and magazines. You will find our local paper, The Daily Sun News, as well as more important newspapers such as the Washington Post. The library subscribes to several fine magazines. Here is Cricket, for the younger kids. And look, here is an article titled Educational Standards in TIME Magazine. Finally, here is our collection of movies. It is not a large collection, but we do have my favorite: Chitty Chitty Bang Bang.

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The Writing Process

Using the writing process can help you organize your essays. The more familiar you are with the writing process, the more efficient you will be at using it. Read the description of the writing process steps below. Using the writing process can really help you think through your writing and ensure that each step of writing is addressed.

Brainstorming/Prewriting

This is the beginning stage where all writing starts. At this stage, you are coming up with ideas, brainstorming topics, webbing ideas, or just talking or thinking about ideas. Graphic organizers are a great way to organize brainstorming and prewriting.

What does brainstorming and prewriting look like? Here are the key features:

- Discussing with teacher, partner, or class
- Brainstorming individually, as a class, or with a partner
- Using webbing or other graphic organizers independently or as a group

Drafting

At this stage of the process, you are beginning to get your ideas on paper. Generally, you need to start with a strong beginning. The topic sentence should be clearly stated. A draft needs a beginning, middle, and end.

What does drafting look like?

- Recording writing ideas on paper and creating an outline of the essay
- Creating a rough draft version of the essay or writing assignment

Editing/Revising

At this stage, there are two parts. Editing looks at the mechanics of writing, and revising looks at the organization and structure of writing. Look back on what you have written and ask questions about your writing.

What does editing and revising look like?

- Conferencing (peer/teacher)
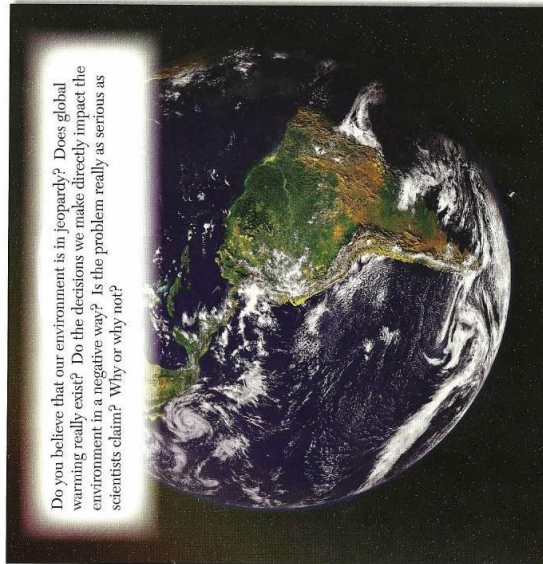- Reading and revising (student)

Reflecting

Reflecting is a key stage in the writing process. It asks you to analyze your writing. Reflecting allows time for you to see how much progress you are making in your writing skills.

The Writing Process (cont.)

How to Write an Essay

Writing an essay can seem overwhelming, but it is actually easier than you think. Follow these steps to ensure essay writing success.

Step 1

Read the writing prompt carefully. Figure out what the prompt is asking you to do. Are you comparing or contrasting, explaining or analyzing? Before you begin, be sure you understand exactly what your assignment is.

Step 2

Brainstorm and write down all of your ideas. Think of a graphic organizer that can help you organize your thoughts. Think of the main idea of the topic. Try to come up with at least three reasons that support your position.

Step 3

Write your thesis statement. This should be the main idea of the whole essay. Be sure that you have enough evidence and support for your thesis statement. It should restate the prompt and include the three pieces of support that you came up with or chose.

Step 4

Write the introduction. Your introduction will set the tone for the rest of the essay. You may even choose to begin your essay with a question. A question can catch the reader's attention and reel him or her in.

Step 5

Write at least three paragraphs that support your thesis statement. The topic sentence in each paragraph will introduce each piece of support. The remaining sentences contain facts that support the topic sentence.

Step 6

Write a conclusion. The conclusion must restate the thesis. The conclusion needs to tie all the major points of the essay together. The conclusion will also make connections to the future and show how the issue is important in society.

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Clean It Up!

Dear Editors:

You've heard this before, and you will hear it again. We need to clean up the environment! There are so many things that need to change. As citizens of this planet, there are so many things that we need to be doing. Cleaning up the environment is not just something that happens on Earth Day. Keeping the environment clean has turned into a part-time activity when it should be part of our daily schedules.
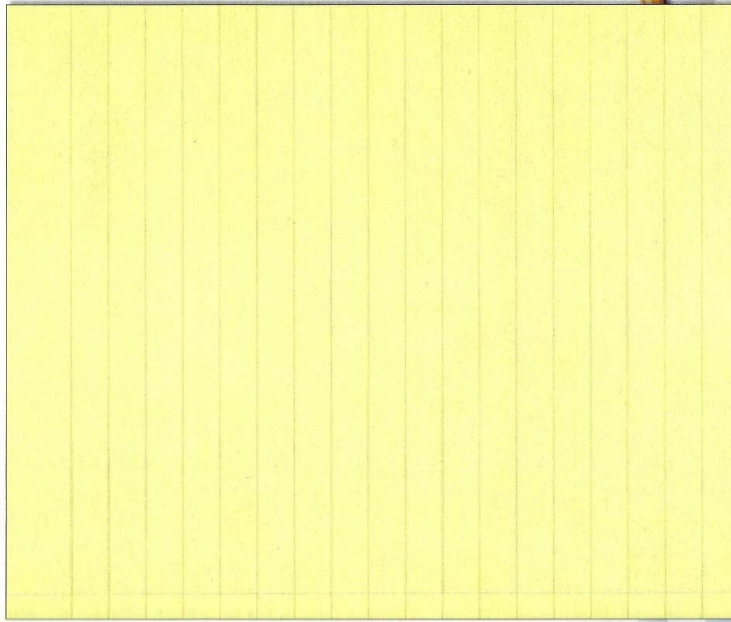
What we do with the environment today affects the future of our planet. It's been said that we are borrowing the planet from our children and future generations. It needs to be pointed out that we are getting a failing grade on this assignment. The effects of our decisions are something that should be taught in school so that we can hold people accountable. We need to train children to be responsible citizens of the environment.

Some scientists claim that the environment is not an issue at all. We hear reports that global warming does not exist. But for every lame statement, there is scientific evidence to support the environmentalists. Many of these "scientists" are like ostriches putting their heads in the ground. They believe that if we pretend it doesn't exist, it doesn't.

Pollution is one of the biggest enemies to the environment. Pollution destroys not just the air but also the water, land, animals, and plants. Pollution is also one of the easiest things to stop. We must make changes in our habits. We've got to do better and act now. If we wait, it will be too late.

Clean It Up! *(cont.)*

Directions: Think about the passage you read on page 18. Then read the writing prompt below. Use pages 20 and 21 to plan and write an essay in which you develop your point of view on this issue. Be sure to cite specific examples to support your thesis statement. Support your position with reasoning and examples taken from your readings, studies, experiences, and observations.

Do you believe that our environment is in jeopardy? Does global warming really exist? Do the decisions we make directly impact the environment in a negative way? Is the problem really as serious as scientists claim? Why or why not?

Clean It Up! *(cont.)*

Directions: Think about how you would like to answer the questions on page 19. Complete the graphic organizer below to organize your thoughts before writing your response.

My Point of View: _____

Details:

I.

  A.

    1.

    2.

  B.

    1.

    2.

II.

  A.

    1.

    2.

  B.

    1.

    2.

III.

  A.

    1.

    2.

  B.

    1.

    2.

IV.

  A.

    1.

    2.

  B.

    1.

    2.

Clean It Up! *(cont.)*

Directions: Write your response to the questions on page 19 on the lines below.

Self-Editing Checklist

There are different areas to consider when reviewing your writing. Read through the writing criteria below to assess your writing.

Purpose and Meaning

Does the writing say something? Does it have meaning?

Is the purpose reflected in the form?

Structure

Does the writing have structure, showing a well-developed sequence of ideas?

Is there an effective beginning, middle, and end?

Does the writing use the appropriate structure?

Clarity

Is the writing clear?

Is there adequate information?

Is extraneous information deleted?

Support

Is the main idea of the essay clearly stated?

Are all of the main points supported with details?

Is the support balanced for all key points?

Word Choice

Is word choice precise?

Is appropriate vocabulary used?

Grammar, Usage, and Mechanics

Are there sentence run-ons or fragments?

Is correct and appropriate punctuation used?

If spelling is incorrect, is there evidence to show approximate spelling?

Is there sentence variety?

Peer Editing Form

Use this form to evaluate each other's writing. Be as specific as possible with your comments.

Your Name: _____

Author's Name: _____

Directions: Mark an X under the appropriate column below.

	Very Much	Somewhat
1. I think this writing is easy to read.		
2. The writing appeals to the audience.		
3. The writing is organized with a clear focus.		

Directions: Answer the following statements as best you can. Remember, your job is to help the writer.

1. One thing I really like about this essay is . . . .
   _____
   _____

2. One thing I think the author can improve upon is . . . .
   _____
   _____

3. Discuss the structure used in this essay.
   _____
   _____

4. Discuss the spelling, grammar, and punctuation in the essay.
   _____
   _____

5. Discuss the effectiveness of the essay.
   _____
   _____

Developing Listening Skills

Directions: Listen to the audio recording. Afterwards, complete this graphic organizer with the information you heard.

1. What is the main idea of this passage?

_____

_____

2. What is a coral reef?

_____

3. Draw a simple picture of what a coral reef looks like, based on what you heard.

4. What should be done to protect coral reefs?

_____

_____

A Lesson from the Landfill

Emil's class had been on a field trip that morning. They had taken a tour of a recycling facility. The students learned some useful lessons. Their guide pointed out what types of items are recyclable. Bottles, boxes, and cans are all recyclable. So are magazines and newspapers. Glass, metal, plastics, and paper are separated from each other. Then they are sent to places that turn them into new products or materials. Even oil can be recycled.

Their guide explained that recycling keeps items out of landfills. This reduces pollution. In just a few years, millions of these materials are recycled! She said that recycling saves resources. Recycling paper helps save trees. Recycling beverage cans saves aluminum. It also creates jobs and reduces the need for new landfills.

Emil realized that recycling was important to him. He decided that he would not throw away empty bottles or cans anymore. He would hold onto them until he saw a recycle bin. He planned to ask his friends to do the same. He would make sure recyclables were always separated from real trash at home. Emil was glad to be doing something good for the environment.

Directions: Fill in the best answer for each question.

1. Where did Emil learn about recycling?
   - (A) at a recycling facility
   - (B) at the library
   - (C) at the landfill
   - (D) in his home

2. Which of the following is **not** recyclable?
   - (A) oil
   - (B) glass containers
   - (C) beverage cans
   - (D) food

3. Which statement is true about recycling?
   - (A) Recycling creates a greater need for trash cans.
   - (B) Recycling conserves resources.
   - (C) Recycling pollutes water.
   - (D) Recycling creates landfills.

4. We can recycle things by _____.
   - (A) buying them directly from a recycling center
   - (B) sending them to a center to be turned into new things
   - (C) throwing them in the trash
   - (D) putting them into a landfill

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Grammar, Punctuation, and Vocabulary Assessment

Directions: Fill in the best answer for each question.

1. Which is **not** in present perfect tense?

   Ⓐ We have worked on the project for ten years.

   Ⓑ I have lived in the same house all my life.

   Ⓒ He is going to become a doctor.

   Ⓓ She has worked for the same company since she graduated from school.

2. Which is in the present perfect continuous tense?

   Ⓐ teaching

   Ⓑ will teach

   Ⓒ teaches

   Ⓓ has been teaching

3. Which should **not** be underlined?

   Ⓐ the name of a movie

   Ⓑ the name of an article

   Ⓒ the name of a newspaper

   Ⓓ the title of a book

4. Which is **not** the correct way to write the name of a book?

   Ⓐ capitalize the title

   Ⓑ underline the title

   Ⓒ put the title in quotation marks

   Ⓓ italicize the title

5. Which sentence best uses the word *ecosystems*?

   Ⓐ The rainforest animals are a part of the various local ecosystems.

   Ⓑ Our principal said that the school's ecosystems need improvement.

   Ⓒ His family maintains happy ecosystems with their relatives.

   Ⓓ Ecosystems are harmful to the environment.

6. Which of the following means the same as *algae*?

   Ⓐ large animal

   Ⓑ freshwater fish

   Ⓒ plantlike, aquatic organism

   Ⓓ seaweed

Write About It

Directions: Think about something in the environment around where you live that is being harmed. What is happening that is causing the trouble? What can be done to help the environment? How can you make a difference?

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APPENDIX 2

Examples of Kagan Structures

One Stray

One teammate strays from his or her team to a new team to share information or gather information.

1. A number is randomly called and that student from each team stands up. The remaining three teammates remain seated but raise their hands.

2. Teacher called, "Stray".

3. Standing students stray to a team that has their hands up.

4. Teams lower their hands when a new member joins team.

5. Students work in their new teams to share or gather information.

6. Students return to their original teams to share what they learned when they strayed.

RallyCoach

Partners take turns, one solving a problem while the other coaches.

Setup: Each pair needs one set of high-consensus problems and one pencil.

1. Partner A solves the first problem.

2. Partner B watches and listens, checks, coaches if necessary, and praises.

3. Partner B solves the next problem.

4. Partner A watches and listens, checks, coaches if necessary, and praises.

5. Partners repeat taking turns solving successive problems.

Note: ReallyCoach may be used with worksheet problems, oral problems provided by the teacher, and with manipulative.

Pairs Check. After solving two problems, pairs check

RoundTable & RallyTable
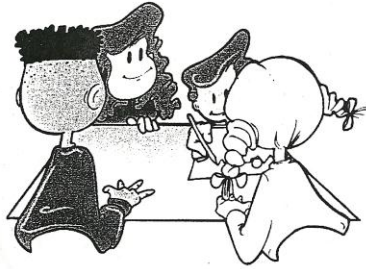
Students take turns generating written responses, solving problems, or making a contribution to a project. In RoundTable, students take turns in their teams. In RallyTable, partners take turns.

1. The teacher provides a task to which there are multiple possible responses, and provides think time.

2. Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.

Timed Pair Share

In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles.

1. The teacher announces topic, states how long each student will share, and provides think time.
2. In pairs, partner A shares; Partner B listens.
3. Partner B responds with a positive gambit.
4. Partners switch roles.

Hint: The teacher provides positive response gambits to use in step 3:

Copycat response gambits

- "Thanks for sharing"
- "You are interesting to listen to!"

Complete the sentence gambits

- "One thing I learned listening to you was..."
- "I enjoyed listening to you because..."
- "Yours most interesting idea was...."

APPENDIX 3

Topics of Teachers' Interview

Teachers' background in EFL teaching

A: Where were you trained to teach EFL?

A: How long have you been teaching EFL?

A: Have you attended any extra courses in English language, how long and where?

A: And what did you train about?

A: And have attended any English language courses to improve your language?

Teacher's attitudes towards English language learning

A: In your opinion, what is the importance of learning English language?

A: To what extent do think that English language has an effect on our religion?

A: To what extent do think that English language has an effect on our culture?

A: And on the Arabic language?

Teachers' EFL speaking knowledge

A: What do you think your proficiency level of English is?

A: What do you think your proficiency level of EFL speaking is?

A: Are you confident enough to speak in English?

A: Do you think your EFL speaking proficiency level is adequate to teach the current EFL speaking curriculum?

A: Are you developing your English language speaking? How?

Teachers' believes about the nature EFL speaking

A: What do you think speaking is?

A: What do you think pronunciation and intonation refer to within the context of EFL speaking?

A: Do you think it is important to teach these aspects to the students?

A: What do you think accuracy and fluency refer to within the context of EFL speaking?

A: Do you think it is important to teach the students these aspects of speaking, and which one is more important than the other?

Teachers' believes about the value of EFL speaking

A: Is it important for the students to master the speaking skill, and why?

A: Yes, speaking skill, and why it is very important?

Teachers' opinions about EFL speaking teaching methods

A: Do you think that the current teaching method of EFL speaking is a good way to learn English Speaking?

A: Do you prefer to teach students in Arabic or English language? How important is that?

A: Do you think that students learn more effectively when you use Arabic or English language?

A: Are you enthusiastic to teach speaking?

A: Are the students enthusiastic to learn speaking?

A: As an EFL teacher, do you think that EFL speaking teaching methods need to be modified according to the learners needs? How?

Teachers' opinions about EFL speaking activities

A: Do you think that the speaking activities in the textbooks are useful for the students?

A: Do you think that the speaking activities in the textbooks are interesting to the students?

A: Do you think that the speaking activities in the textbooks are difficult for the students?

A: Does speaking receive great emphasis in the textbooks?

A: As an EFL teacher, do you think that EFL speaking materials need to be modified according to learners needs? How?

APPENDIX 4

Topics of Students' Interview

Students' background in EFL teaching

A: How long have you been learning EFL?

A: Have you attended any extra courses in English language, how long and where?

Students' attitudes towards English language learning

A: In your opinion, what is the importance of learning English language?

A: To what extent do think that English language has an effect on our religion?

A: To what extent do think that English language has an effect on our culture?

A: And on the Arabic language?

Students' EFL speaking knowledge

A: What do you think your proficiency level of English is?

A: What do you think your proficiency level of EFL speaking is?

A: Are you confident enough to speak in English?

A: Do you think your EFL speaking proficiency level is adequate to teach the current EFL speaking curriculum?

A: Are you developing your English language speaking? How?

Students' believes about the nature EFL speaking

A: What do you think speaking is?

A: What do you think pronunciation and intonation refer to within the context of EFL speaking?

A: Do you think it is important to teach these aspects to the students?

A: What do you think accuracy and fluency refer to within the context of EFL speaking?

A: Do you think it is important to teach the students these aspects of speaking, and which one is more important than the other?

Students' believes about the value of EFL speaking

A: Is it important for the students to master the speaking skill, and why?

A: Yes, speaking skill, and why it is very important?

Students' opinions about EFL speaking teaching methods

A: Do you think that you have enough opportunities to practise English speaking during the lesson?

A: Do you prefer the teacher teaches you in Arabic or English language? How important is that?

A: When you work on speaking activities with other classmates, do you prefer to speak in Arabic or in English? Why?

A: Do you think that the current teaching methods of EFL speaking are the best way to learn English Speaking?

A: What are your opinions about implementing group work?

A: As an EFL learner, do you think that EFL speaking teaching methods need to be modified according to your needs? How?

Students' opinions about EFL speaking activities

A: To what extent do you think that the level of speaking activities is appropriate to your speaking proficiency level?

A: To what extent do you think that the speaking activities in the textbooks are useful?

A: To what extent do you think that the speaking activities in the textbooks are interesting?

A: To what extent do you think that EFL speaking activities need to be modified according to your needs? How?

APPENDIX 5

Pictures of a School Event
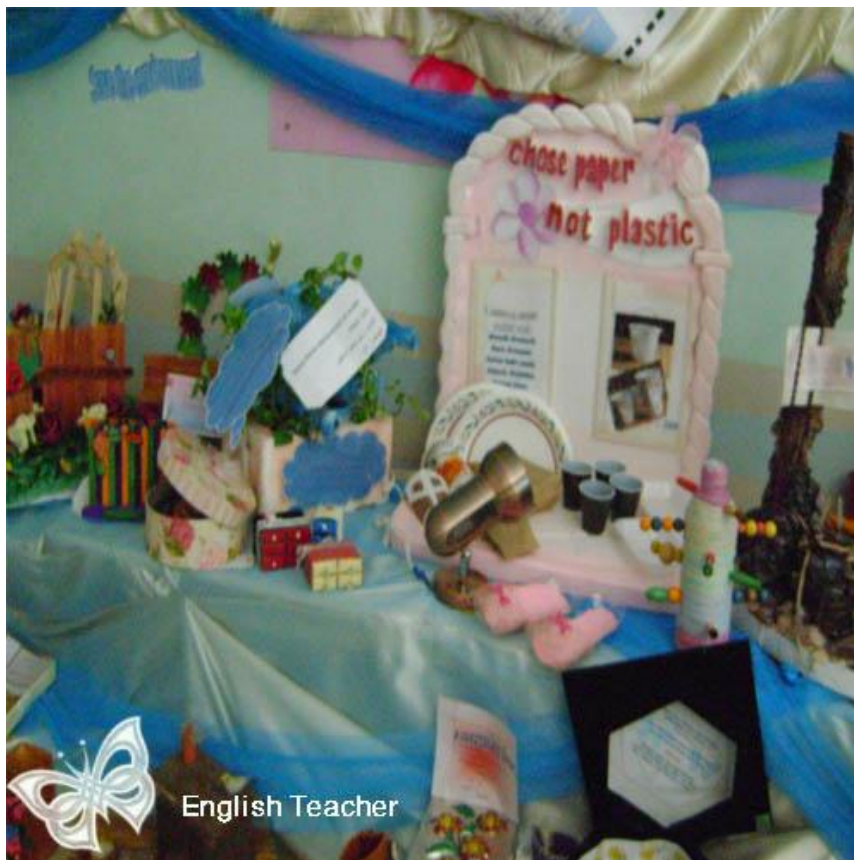
English Teacher

APPENDIX 6

Transcripts of Classroom Observations

Key:

T	Teacher
S	Student
Ss	Students
(…)	Clarification of a mispronounced word
{….}	Translation of an Arabic word
[…]	Description of an action by the teacher or the students
'…'	A word or phrase that is read from any material or written on the whiteboard

Classroom Observation No.1
Listening and speaking Lesson: AA

T: السلام عليكم{Peace be upon you}
Ss: وعليكم السلام ورحمة الله وبركاته{Peace, God's mercy and his blessings be upon you}
T: Good morning girls
Ss: Good morning teacher
T: Arrange the class please
[*Students are arranging the chairs and the tables in the class*]
T: Who's absent?
S: *Mariam Gazzaz*,
T: *Mariam*, aha
S: *Dalia*
T: *Mariam*, *Dalia* yes
S: *Inas*
T: Ok
S: *Shaymaa*
T: Ok, *Shaymaa* also
S: And *Rasha*
T: So, we have five girls, right?
Ss: Right
[*Two students arrived to the classroom*]
(5 min)T: Please don't be late again ok
S: Ok
T: Do you have homework?
Ss: No
T: Yes or no
Ss: No
T: Ok

T: Listen, please ان شاء الله {hopefully} today our lesson about speaking and?

Ss: Listening

Ss: عندنا حل تمارين teacher [*teacher, we are supposed to do some activities*]

T: Yeah I know ان شاء الله {hopefully} we will complete it tomorrow or after tomorrow, ok?

Ss: Ok

T: So let us start about listening and speaking. Close everything, please. [*Students are closing their books*] Ok, now close everything please, close. Ok I will teach you today, Hurry up, [*a student arrived to the class*] come please, where are the leaders? Hurry up hurry up. [*The leaders from each group are raising their hands*] Alright, we have five groups yes [*the leaders of each group are standing up*] no no no sit down sit down in your groups. We will not use the board today. We have small ones [*the teacher is distributing small white boards to the students*] Ok, I am very sorry I have only four of these ok, so one group will take this [another white board similar to the previous ones] It is the same, you can write and?

Ss: Clean

T: And clean

T: Yes, take it please [*the teacher gives a student the small white board*] How many girls in each group, how many six?

Ss: seven

Ss: six

Ss: seven

T: We will rearrange the groups ان شاء الله {hopefully}, ok? I want only four or five. We will make it as face to face ok, and shoulder to shoulder ok, yes, you are *al- Gazzaz* right? So here come come with them please

Ss: Teacher, *Rasha* absent

T: It is ok. Now I will make some rules for the role ok, choose who wants to be the researcher? What is the meaning of researcher?

Ss: باحثة [researcher]

T: Don't say it in Arabic, ok? Only the researcher collects the information ok? And helps the reporter, we have reporter, so the researcher will help what?

Ss: The reporter

T: Ok, to collect what?

Ss: Information

T: Not just from the group, she will go to what? Other groups and take some information from this, them ok. This is not a cheating, you understand?

Ss: Yes

T: You should what? Help each other, you understand, so who will be the researcher? Choose in each group; hurry up, who will be the researcher?

T: Finished? Finished? Ok, hurry up, hurry up.

T: Ok, now we have manager, ok, organises the group and makes sure everyone has returned. Make sure the task is completed, ok? The manager, who will be the manager? Ok, this group, where is the researcher and manager? Hurry up, researcher is very interesting. Very good, here researcher, ok, I will check, so we have what?

Ss: Manager

T: Finished?

Ss: Yes

T: Two, ok, then we have scribe, scribe down the ideas from the group, ok? Scribe will write what?

Ss: The ideas

(10 min)T: The ideas, ok? From the group discussion after discussion, ok? She will write then work with the reporter, work with what?

Ss: The reporter

T: We still have reporter, ok? So who will work with the reporter?

Ss: Scribe

T: Scribe and what?

Ss: Researcher

T: Researcher very good, ok, choose scribe hurry up, finished?

Ss: انا يا ابلة … انا يا ابلة {Please teacher … please teacher}

T: Then we have reporter works with the scribe to get all the information organised, will present the information to the class, she will to the class, she will read, ok? Finished? Finished? Hurry up, hurry up choose, very good, now we have mentor, shhhhh keep quiet, please. Mentor helps other members of the group and the group carry out their jobs, she will tell them do this and do this and do this and make makes sure everyone knows what they are doing, reports any problems to the teacher, she will come if

they have problem, she will tell the teacher. So, finished? We have ماشاء الله {Good, God has willed it} five girls, ok; now now in this group shhhh shhhh the jobs are five, in this group we have?

Ss: Six

T: Six, so we want two researchers, two, ok? If we have more than five two researchers. Here five enough enough, right, finished? I repeat we have mentor and we have?

Ss: Reporter

T: Reporter, scribe, ha?

Ss: Manager, researcher

T: Manager, researcher. Ok, where is the manager in each group? Hurry up, where is the manager? The manager? *Fayza* and what is your name?

S: *Khadeejah*

T: You understand?

Ss: Yes

T: Ok, now use the board; now arrange the words ok .. arrange the words please, ok .. then in your group find what is your opinion about the best way to study? The best way to study? Hurry up, give information. Reporter, researcher she will go hurry up, listen listen please, who will go to the other groups, who will go? Hurry up

[*The researchers are moving around the class*]

(15 min)T: hurry up please, one two three, *Leena Leena* hurry up pleases go back go back. One two three four five six seven eight nine ten, finish please finish, hurry up, have you finished?

Ss: yes

T: Ok, now we have, who will be the reporter? yes yes, please, give us your ideas

S: study hard, arrange your ideas, put the questions and ask the teacher

T: excellent, ok, who's the researcher here? You went to the other groups right? Ok you went with one idea or two or three?

S: yes

T: you went to the other groups with one idea ok, and you came back with one or two or three ideas?

S: Three

T: Three ماشاء الله{Good, God has willed it} .. very good .. yes please

S: Arrange the time

T: Yes

S: Studying workdays

T: Yes excellent

S: Study hard

T: Yes right

S: Just this

T: Thank you very much .. where is the researcher? Ok, you went with one idea or two to the other groups?

S: Two

T: Two ideas very good and you came back with?

S: Three, three ideas

T: Three .. five

S: Five

T: Very good .. here?

S: Write the main idea

T: Yeah

S: Study hard eferyday (everyday)

T: Right

S: Ask the teacher if you no understand

T: Right

S: Understand the lesson careful

T: Excellent excellent right, thank you very much, where is the researcher, *Monaa* ok *Monaa* right? You went to the other groups with how many? From your group, how many one or two ideas?

S: Two

S: Two

T: Four, good researcher. Clap for her

(students are clapping their hands)

T: They have how many?

S: Four

T: Four only? The four ideas from other groups?

S: No, four from other groups

T: And four from here?

S: Yes

T: ماشاء الله{Good, God has willed it}they have

S: Eight

T: Excellent group, thank you very much, here please?

S: Study in quite Blace (place),

T: Right

 S: Studying everything,

T: Everything

T: Two ideas only?

S: I will kintinue (continue) work,

T: Right

S: Revision

T: Ok, thank you very much. How many ideas from your group?

S: From our group, find new ideas and research new information

T: Two only? Thank you very much, good good. Here please?

S: Organise the time, memorise the lessons, listen carefully to the teacher, study all the time, do the homework, organising.

T: Excellent, good ideas. Yes, where is the researcher?

S: In our group six ides, in the other group two ideas

T: Excellent, so we have

Ss: Eight

T: Eight, thank you very much. You like it?

Ss: Yes

T: Thank you very much. ان شاء الله{Hopefully, God willing) we will arrange what?

Ss: The groups

T: The groups, ok, yes, don't forget your jobs, ok? The reporter, the scribe, the manager, ok? Because we will use them in other activities. Erase please, clean your boards

[*Students are cleaning the boards*]

T: Who?

S: *Amal*

T: Did you go and help her?

S: No

T: Why?

S: xxx

(20 min)T: Until she come, let us revise the writing. You remember writing?

Ss: Yes

T: We said the writing is like

Ss: Building

T: Building what?

Ss: A house

T: Right very good, so we have what?

T & Ss: Brain storm, ideas, and examples for the essay

T: Right, then we have what?

S: Choose the best idea

T: Choose, organise, right, we have what? Planning and organising your?

Ss: Essay

T: Then we have?

Ss: Introduction

T: Very good, this is the base of what?

Ss: Introduction

T: Of the essay right, we introduction, then we have what?

Ss: Paragraph

T: Right, we can have three or what?

Ss: Four

T: Or?

Ss: Any number

T: As you want any number, right, then we have example number one, two and three , ok? Then we have what?

Ss: Conclusion

T: Yes, conclusion, ok? Then we have rephrase and review the three examples ok? We have finished now, ok. I'll show you an example here. We have what? The introduction 'school uniform' what is the meaning of school uniform?

Ss: الزي المدرسي{school uniform}

T: Don't say it in Arabic, please, are what? A good way to help "PHS" the name of the school, then we have what? Yes [*the student brought the speakers to the teacher*] Thank you very much

S: You are welcome

T: Let us complete our listening. [*The teacher sets the computer and the speakers*] Who's talking? The researcher or the manager?

Ss: hahah

T: Yes, now we will start

S: Teacher

T: Yes

S: It is hot

T: I am very sorry [the teacher turns on the AC]

[*The teacher plays the video*]

T: can you hear now?

S: thank you

T: you are welcome .. use the board and choose the number and write

Ss: ما نسمعteacher [T*eacher, we can't hear*]

T: I will turn it off, sorry [*The teacher turns off the AC*]

T: Choose which picture is the best? Listen again [*The teacher plays the video*]

Ss: Yes

T: Quite

[*Five students raise their hands*]

T: On the board, finished?

Ss: Yes

T: Show me your board please, ok, this group show me show me the board, ok ok , here choose number one, two or three, ok here?

S: Three

T: Don't say it ok, erase we will check, we have?

S: Three

(25 min)T: Correct, ok let us continue, please listen carefully [*The teacher plays the video*]

Ss: Please miss

[*Six girls raise their hands*]

T: This group, ok all the groups one, but this group we have?

Ss: Three

T: We will check , so we have, correct? You are wrong

Ss: Hahaha

T: Ok, so we have picture number

Ss: One

T: One, ok, let us continue [*The teacher plays the video*]

Ss: مرة صعبة عيدي{it is very difficult, play it again}

T: Oh, say it in English

Ss: Again

T: Again? yes [*The teacher plays the video*]

T: Ok ok, all the groups two, we have?

Ss: One

T: Only group one, so we will check two [*The teacher plays the video*]

Ss: Yeeeeeeh hahaha

T: So number two is?

Ss: wrong

T: very good, so we have this group excellent. Let us continue [*The teacher plays the video*]

T: Very complicated, ok, write ok ? Here, ok this group? All the groups we have two correct right, continue [*The teacher plays the video*]

T: Electricity, ok all the groups we have three, ok

T: Ok one one one

S: Again

T: Ok, please listen [*The teacher plays the video*]

T: Finished?

Ss: Yes

T: Ok one one one, what is this?

Ss: Three

T: Three or one?

Ss: Three

T: Ok two groups for three, so one one three

Ss: Three

T: Ok, let us take a look [*The teacher plays the video*]

T: It is

Ss: Hahahaha

T: So we have?

Ss: Three

T: Correct, very good, right, thank you very much. Now let us play this video

[*Video is playing*]

T: So this is?

Ss: False, wrong

[*Video is playing*]

T: So this is?

S: Cheating

Ss: Hahahah (the student on the clip got F grade in the exam)

(30 min)[*Video is playing*]

T: Ok, do you understand?

Ss: Yes

T: Ok, who can give me ايه{a verse from the holy Qur'an} or حديث{sayings of prophet Mohammed} about plagiarism?

[*Eight students raise their hands*]

Ss: Please teacher .. please teacher

T: Yes

S: من غشنا فليس منا{If you cheat us, you are not of us}

T: Who said this?

S: الرسول صلى الله عليه وسلم{Prophet Mohammed peace be upon him}

T: Prophet Mohammed peace be upon him, right, thank you very much, ok, now who the xxx who please? You will help each other, each group do one please, ok, it is very easy

S: Teacher عن ايش؟{teacher, about what?}

(35 min)T: About the video, only choose, read and choose

[*The teacher distributes worksheets containing a task to the students and asks them to complete it in groups*]

[*The bill is ringing*]

T: Hurry up please, Hurry up please, very fast, ok number one?

[*Only one student raises her hand*]

T: Hmmm? hurry up. Yes please

S: B

T: B, no thank you very much

S: E

T: No, my hands hmmm? A, B, no, yes, yes, *Deena* A, no

S: C

T: Ok, number two .. what can conclude from the fact that people often plagiarise without meaning to? A, B, C, or D

S: D

S: E

T: Hmmm? A, B, C, or D?

S: D

T: D? who say D? A, B, C, or D?

S: A

T: A no, we have B

Ss: B

T: B, yes. Number three hmmm? Number three A, B, C, or D? Choose the best answer, borrowing, giving, paraphrasing or stealing

Ss: Stealing

T: So we have?

Ss: C, D

T: C? C? C or B?

Ss: B, D, B, C, D

T: D yes, ok number four we have A, B, C, or D? Yes

[*Three students raise their hands*]

Ss: Teacher teacher

T: Yes please?

S: D

T: D

S: A

T: A

S: C

T: C

S: D

T: D and this group?

S: D

T: Ok, we have

Ss: D

T: The right answer is A. You know the meaning of 'see'? Ok, looking by eyes, ok number five? Number five hurry up please? Ok, let us complete it tomorrow. I want you to think about some advises we will do as group work. Some advises ok you write or say it to your friend who is using plagiarism, ok. (40 min)S: Teacher tomorrow?

T: Yes, for tomorrow ان شاء الله{Hopefully, God willing}. See you and thank you. Give me the pens please and boards

Classroom Observation No. 2
Unit Project Lesson: AB

T: Hello every body

Ss: Hello teacher

T: How are you?

Ss: Fine thank you, how are you teacher?

T: I'm fine. Ok, today is … who can say the date please? [*Seven students are raising their hands*] Ok *Abrar*

S: Sunday umm fourteen umm fourteenth of umm

T: ربيع أول{The third month in the Arabic calendar}

S: ربيع أول{The third month in the Arabic calendar}umm fourteen, thirty one

T: Ok, thank you. Now today we have unit?

Ss: One

T: One, lesson?

Ss: One

T: One. What is it about usually we have? As usual lesson one is what?

Ss: Project

T: Project, yes very good project. Ok, before we … All of you have book?

Ss: yes

T: Ok, now before we start talking about this unit, we will discuss the tuote (quote) that is a beginning of this unit. Again, do you remember what does it mean toute (quate)?

Ss: Yes

S: اقتباس{Quote}

T: Please in English? What does it mean toute (quote)? Means what? [*Four students are raising their hands.*] Yes *Asma*

S: Written text said by famous umm

T: Person

S: Person

T: Yes, very good. A little text or some words said or written by someone or famous writer or famous person, ok here this tuote (quate) is said by or written by Einstein, Albert Einstein, ok who can read it loudly?

Ss: Please teacher, please teacher [*Nine students are raising their hands*] *Shayma*

S: ' Look deep into nature, and then you will understand everything better.'

T: Yes very good. Now I think all of you understand the meaning of the words. Now 'Look deep into nature, and then you will understand everything better.' What does it mean? What can you understand? Or what is the message here in this toute (quote)? you can give me اية{a verse from the Holy Qur'an} or حديث{sayings of the prophet Mohammed} at the same …

T: Yes *Shayma*

S: We shouldn't judge the people from the way they look

T: Ok, yes good. Or also you can what? Think a lot or think carefully about the nature and about your environment and preciate (appreciate) that everything around us will should keep it clean and healthy and so on. This is about the title about this unit is … read it please, the title of this unit, who can read it (5 min) please? Yes *Rahaf*

S: En environ … men … tal (Environmental)

T: Environmental

S: Environmental aware …

T: Awareness

S: Awareness

T: Ok, now say it again *Rahaf*

S: Environmental awareness

T: Awareness, yes, very good. Now, do you know the meaning of environmental mean? The same meaning of?

Ss: Environment

T: Yes *Asmaa* again

S: Environment

T: Do you know the meaning of environment? Everything around you like?

Ss: Mountain

T: Yes, mountain, river and so on. Environment means a noun, environmental?

S: Adjective

T: Adjective. What do you think about awareness?

S: Noun

T: Yes, very good. This is a noun, but when we have … Do you know the meaning of awareness? You can remember another word like this one, you know the meaning of aware?

Ss: Yes

T: Aware only is an adjective but when you add 'ness' we get a noun, here environment is a noun, environmental is an adjective. So what does mean 'aware'?

S: Safe

T: No. No problem you can say it in Arabic. Yes *Afraah*

S: الوعي البيئي {environmental awareness}

T: Yes very good. That's means how to protect your environment and so on. Now umm [*The teacher plays a video clip about the space*] Now look at this video and try to understand what … [*video is playing but audio is very low*] Ok, what you can see here? The Earth or the space? You know space?

Ss: Yes

T: Ok, what can you see else here? Now again what can you see here? What are these? Space craft … yes stand up

S: Satellite

T: Yes, satellite, what happened to them? Collision, you know collision?

Ss: Yes

T: And what do you think here also? Now again this what are these?

Ss: Earth

T: No, after collision happened, there are what? Small pieces spread around the space. منت شايفة أجزاء صغيرة تنتشر؟{can't you see small pieces spreading in the space?} yes , also what they are doing? They are orbiting the Earth. [*The teacher stops the video*]

(10 min) T: Ok, now listen, what do think about the space environment? Does it like the Earth environment? Yes or no

Ss: No

T: Why? What do think? There is now listen there is trash out there in the space, also in the Earth there is trash, did you understand 'trash'

Ss: yes

T: So, now listen to me, when we say junk umm space junk or space trash or orbital debris all of these terms identify identify to umm the same … that mean … what kind of what kind of trash are there in the space?

Ss: teacher, please teacher

T: What kind of trash? you know the trash here in the Earth environment like papers and food, what do think? What kind of trash out there in the space?

Ss: Teacher, teacher

S: Space junk

T: Ok it's called space junk or space trash, but what kind? [*One student is raising her hand*] Yes you

S: May be aluminium because of satellite

T: Yes very good, some small pieces of of what?

S: Of plastic

T: Yes no problem, yes plastic and what else? And small pieces of what? Of space crafts or some satellites damaged there and so on or something of a or something belong to scientists like cameras anything like this, this is the trash out there. Ok, now how much how much is it there how much? Do you think is it it's a lot of trash there or only few? Or a little?

Ss: Few

T: I think there is a lot. Ok, now open your book first. [*Students are opening the textbook*] Now there are directions here for students about the project. Now please read it. [*The teacher reads from the textbook*] 'You are in the Space Junk Cleanup Committee.' You understand 'committee'? Group of people work together to get the solution for something. Committee means group of people set together and work together to think about the solution about a specific problem. [*Students are reading the passage*]

T: Ok, imagine that 'You are in the Space Junk Cleanup Committee. Your committee must study the problem of orbital debris' underline here 'orbital debris', ok? Now 'orbital debris' like this [*The teacher writs 'orbital debris' on the white board*] Ok, now 'orbital' also put slash like this [*the teacher puts a slash on the white board as follows: 'orbit/al'*] 'orbit' it comes as a verb or noun but 'orbital' is an adjective. What does it mean? Give me another word like this, or give me another word have a same meaning of this one. You can say space junk or trash [*The teacher writes 'space junk' and 'trash' on the white board*] Write it please. Ok, next, now listen, you need to learn 'how much debris is in the space?', this is number one, you need to learn 'how much debris is in the space?'. And what the debris is, this number two, you should know that. Did you understand what does it mean 'debris? What does it mean 'debris? Trash, you know the meaning of debris? Now again, number one you need to know 'how much debris is in space and what the debris is?'. Ok, you must also learn 'how much this debris is currently being tracked as it orbits Earth?', this is number three, how can is it affect on the Earth atmosphere. Did (15 min) you understand? And also record any information you learn on the 'Space Junk Cleanup Committee Information Collection Grid' from page number five, and you will try to write, you can get it from the reading selection here, [*the teacher points at a text in the textbook*] and also you must have the ways, here number four, 'you must have the ways that scientists have suggested for cleaning up the debris', the solution of the scientists and 'use the information you record to propose a plan for clean up', this is number five. That means we should write the scientists solution and we need your help to what? To capture umm yes, to put for umm to get your idea or your plan to …

S: clean

T: To clean yes the space. Ok, now read this one together please. [*The teacher distributes sheets containing a task*]

T: Now together please try to get the answers for this five questions or five information or five steps, ok? And read together and underline the main point, please, to fill this table. Don't fill it now, only read it together read it together and underline the main points. What is the orbital debris? And what is it? Or what is it made of? [*Students are working together*] There are or you have two sheets, please the first one is very important and also the second one. Read it now. Underline what is space junk and what is it made of, how much is it out there in the space, and what are the problems or the effects on the Earth atmosphere. [*Students are still working together*]

Now the first 'how much junk is in the space?, and what the junk is made of?' And 'how the junk is being (20 min) tracked? Scientists solution and your solution?' Now don't answer now, only underline the main points underline. Discuss the answer only and don't write it now.[*Students are still working together*] Did you finish?

Ss: ايوه {Yes}

Ss: Yeas

T: Ok, now listen to me. Ok, now please the first sheet only and the second one please this part is unwanted. Yes, this part. Now listen to me please, this term ان شاء الله {hopefully} we will apply many

strategies, now the first one is called 'one stray'. What does mean 'one stray' now listen again we have how many groups we have?

Ss: Five

T: Five groups, and also in each group we have

Ss: Six

Ss: Seven

T: Nearly six students or seven no problem, ok, I will count each one or name each one with a number, for example from left to right or from right to left, for example, *Abrar* is number one, *Asma* is number two and so on, *Nadeen* number one, *Abrar* also number two and so on. Did you understand? *Abrar* number one, [*the teacher is numbering the students within their group*] two three, one two three and so on. Now is umm I will for example, I choose only one number from each group, for example number three stand up number three [*students are standing up*], yes now listen the other students in each team or in each group raise their hands and still remain seated raise your hands all of you. Ok, now number three from each group will stray. What is the meaning of stray? Move, now move. That means go to another team to help them, go to another team please. Raise your hands, still raising your hands. Yes go to another team. Now for example here, now listen for example *Reem* yes, *Jala* there and *Arwa*, now listen, if *Reem* comes to this team that means the other students will what make their hands lower again, did you understand? Because the help comes to them, did you understand? If you understand ok. This is called 'one stray' now discuss the answers or discuss the information together again. *Shayma* discuss and also here Afrah what can you bring from your team to this team? Discuss, try to share your information and share the information together, she {اتشاركوا حتقلك حتقلك في مجموعتها ايش سوت وانتو حتقولولها your answers (25 min) will tell you what she did and so do you} share your information. Now underline the main points. ما جيتي You didn't come {تتشاوروا ايش مجموعتها حلت والمجموعة اللي انتي قاعدة معاهم استفيدوا من خبرات بعض ,بس عندهم كذا to them just to waste your time, but rather you have to discuss the answers together and share the information.} Only underline the main points and answers. [*students are working together*] Now again the stray please stray again, stand up please, *Shayma* stray again and return to your team. Now please every … [*Students are returning to their groups*]

T: The stray please one stray help help her team and give and give them the answer of other group. قوليلهم {Tell your group what you have done with other groups.} ايش اشتغلتي في المجاميع الثانية [*students are working together*] Now the first paper, the first part how much debris is in space? How much? Yes this group, please this group how much debris is there out there in the space? How much?

S: There are over a million pieces of space junk

T: Yes very good shhhhhhh here, point number three, there are or there may be over a million underline please all of you, read *Sumayia* please

S: 'Over a million'

T: 'Pieces'

S: 'Pieces'

T: 'Of space'

S: 'Of space'

T: 'Junk'

S: 'Junk'

T: 'Orbiting the Earth', thank you. This is the number one, how much how much junk is in the space? You can write the information her [*the teacher points at the activity in the textbook*], not now, at home please. The answer here, point number three again, 'there may be over a million pieces of space junk currently orbiting the Earth'. That set. 'However, all but 9,000 of these are smaller than a tennis ball'. Ok, 'the size is smaller than a tennis ball'. Now *Imtenan* what the junk is made of? here, what the junk is made of?

S: Space junk

T: Where are you? Here what is the space junk? 'Space debris consist of many' yes 'many objects', here [*the teacher points at the passage in the sheet*]yes read it

S: Spacecraft parts

T: Yes spacecraft parts {the parts of the spacecrafts that flew to the space in the بقايا الصواريخ اللي تطلع فوق past}

S: 'Nuts and bolts'

T: 'Nuts and bolts'

S: 'Solar cells'

(30 min) T: 'Solar cells'

S: 'Abandoned satellite'

T: 'Abandoned satellite'

S: 'Paint chips'

T: 'Paint chips', yes good
S: 'Nuclear'
T: 'Nuclear'
S: 'Reactor cores'
T: 'Reactor cores' اللي هي الصواريخ الفضائية}{which are the space rockets}
S: 'Spent rocket stages'
T: برضو بقايا الروكيت}{also rocket parts that was left in the space} you know rocket?
S: 'Solid fuel fragment'
T: 'Solid fuel fragment' very good, you can put the answer in number two. Ok, the rest for the homework. Here [*the teacher points at the activity in the textbook*] how the junk is being tracked? And scientists' suggested ways of cleaning it up. And your help and your solution or your ways of cleaning it up. Do it at home, and please there are many resources here, [*the teacher reads from the book*] 'internet resources can be fun by the search engine with key words that might include what space junk'. You can write this word in Google as space junk, junk in space, many help you to answer this or get this information, trash in space and orbital debris. Did you understand?
Ss: Yes
T: Also you can read it, this [the *teacher points at the sheet that used in the previous activity*] here you can find the information about this, copy it for each other صوروها لبعض قبل ما نمشي}{copy it for each other (35 min) before you leave] it's very easy.
T: whose absent today?
The teacher reads aloud the names from list of students name to check who is absent
T: OK, tomorrow we have reading. Now, read the passage at home for enjoying and for understanding, and underline the difficult meaning and try to guess the meaning, OK? Read it at home please
T: Thank you girls, good bye.
Ss: Good bye teacher.
(40 min) The teacher discusses the exam date with the students

Classroom Observation No. 3
Reading Lesson: AB

T: Hello every body
Ss: Hello teacher
T: How are you?
Ss: Fine thank you, how are you teacher?
T: I'm fine. Now today we have … What is the date first. Yes [*Nine students are raising their hands*]
S: Tuesday sixteen of ربيع أول}{The third month of the Arabic calendar}
T: Yes, ربيع أول}{The third month of the Arabic calendar}
S: fourteen, thirty one
T: Today, also we have unit
Ss: One
T: One, lesson two, usually we have?
Ss: Reading
T: Reading
T: Ok, now umm who's absent today?
S: *Rowaa*
T: *Rowaa* and *Reem*, here?
S: *Areej*
T: Ok, ok, now the reading is on page number eight. Usually, what should you do before starting reading? what should you do before starting reading? [*Five students are raising their hands*]
T: Yes *Maram*
S: Scanning
T: Yes ok before scanning also? [*Eight students are raising their hands*] Yes
S: Read the title
T: Yes very good, read the title. Yes *Gofraan*
S: Read the main idea

T: Umm ok, scan for the main idea. Yes *Balgees*

S: Look at the picture

T: Yes very good. Now listen, you should read the title, next, look at the pictures or the photos that come with the passage. Ok, now look, the title is? [*Ten students are raising their hands*]

Ss: Please teacher

T: *Tagreed*

S: 'Trouble in the Coral Reefs'

T: Yes good, 'Trouble in the Coral Reefs'. What does it mean? I don't know the meaning of some words in this title, but may be after I read or scan the passage I can understand, ok. Now, the pictures! What can you see? Yes *Eelaf*

[*Four students are raising their hands*]

S: The coral reefs in the sea

T: Yes good. What else? I think one of these picture, picture number three show you the coral reefs. *Bahyia*

S: Tortoise

T: Yes sea turtle, yes ok

S: lives under the sea

T: Yes very good, many animals or many living things under the sea, ok. Now, also you should also look at the passage, how is it a page organise. Now, how many paragraphs do see?

Ss: Six

T: Six paragraphs. I think the first paragraph is an introduction, the last one?

Ss: Conclusion

T: Conclusion, the middle?

Ss: Main ideas

T: Not the main ideas, some details about the topic or the title of this passage, ok. Now, who can read the first one?

Ss: Please Miss, Please Miss [*Eleven students are raising their hands*]

T: Yes *Jehan,* rasie your voice please

S: 'For million of years, there have been special under water …

T: Ecosystems

S: 'Ecosystems called coral reefs. They have provo proveded (provided) homes and food for thousands of living things.'

T: Thank you, next.

[*Nine students are raising their hands*]

Ss: Please Miss. [*Nine students are raising their hands*]

T: *Alaa Alhazmi*

S: 'Now thses beautiful places are …'

(5 min) T: No no, the same paragraph, line three four sorry

S: 'Fish and sea bire bire'

T: 'Birds'

S: 'Birds life'

T: 'Live'

S: 'Live near the reefs. They share it with it with ...'

T: 'They share it with giant clams.'

S: 'Giant clams, sea tut u'

T: 'Turtles'

S: 'Sea tur'

T: 'Turtles'

S: 'Turtles, carbes (crabs)'

T: 'Crabs'

S: 'Crabs, and many of other things.'

T: ok, starfish, and many of other things. Now, umm ok yes next *Afnan* raise your voice please

Ss: Please Miss, please Miss [*About fourteen students are raising their hands*]

S: 'Now these beautiful places are in danger. So are all of sea the sea plants animals near them.'

T: Ok *Balgees*, thank you

S: 'Scientists blam …'

T: 'Blame'

S: 'Blame it on people and pollution. We have run …'

T: 'Ruined'

S: 'Ruined more than one-fourth of Earth's coral reefs. Unless things change, all the remaining reefs may die soon.'

T: Thank you. Now together please try … now another strategy today is called 'table round' that means you should use only one sheet in the group and one pen, and this sheet turns or passing for each one to put what everyone understand, ok? Now here

[T*he teacher passing the sheets to the groups*]

T: Now listen, about the passage, each group should what? … Now listen, you should write an introduction of this passage, conclusion of this passage, and the main idea, and some detail is mentioned b between the lines, paragraph number two, three, four, five. Did you understand? This strategy called what? 'Round table', what does it mean 'round table'? only one sheet, one pen, and this sheet move or pass for each one to write?

Ss: The main ideas

T: One of the main ideas. Start now, read it silently and … you can ask me about difficult words, no problem. Here you can scan only, read the first paragraph and write the introduction. Each one should write an contribution {تكتب مع صاحباتها تشارك كل وحده لازم تشارك Each one of you should write with her group members, and should participate} It is very easy, read it introduction, conclusion, some details information between the lines. [*Students are working together*]

S: Miss {بس من أول باراقراف؟ Is it just from the first paragraph?}

T: The whole passage, paragraph number one, an introduction, conclusion, the real you can get so e information about coral reefs.

(10 min)[*Students are working together*]

T: Only some hints {مو مرة توضيح not too much explanation}

(15 min) [*Students are still working together*]

T: Did you finish?

Ss: دقيقة [one minute]

[*Students are still working together*]

T: Have you finished?

Ss: دقيقة{One minute}

T: Ok. now number four number four from right to left, be careful, stand up, *Sahar* from right, *Ibtehal*, here *Rawan, Sahar* stand up, now stray with your sheet with your sheet to the nearest team. The remaining students please

S: {أبلة أخذ الورقة معايا؟teacher, shall I take the sheet with me?}

T: Yes with your sheet, the remaining students should what? Raise their hands? All of you please. Still raising your hands if you don't get a stray.

(20 min) [*Students, number four from each group, are moving around the class*]

T: Ok, now stray again please and go back for your team or for your group [*Students are returning to their groups*]

T: Ok, Now we will discuss together now, now what about the introduction, main idea, and conclusion first. Now, about introduction, what do think? We can write what? [*Five students are raising their hands*]

Ss: please Miss, teacher

T: Yes, *Mayar*

S: There are been special underwater ecosystems called coral reefs.

T: Again please

S: There are been special underwater ecosystems called coral reefs.

T: Ok, we can write about the introduction, yes another please, yes

S: Special world underwater called coral reefs. There are many of things live there, such as sea birds, turtles, crabs.

T: Ok, who else? Who else about introduction? *Rowaa* what do you have *Rowaa*?

S: For millions

T: Please use your words, not copy the same words or write the same sentences. *Rowaa*

S: For millions of years there have been special underwater ecosystems called coral reefs.

T: Ok, thank you. *Eelaf* again

S: The coral reefs have provided homes and food for thousands of living things.

T: Ok, what do you think when you read like this 'for millions of years there have been special underwater ecosystems called coral reefs, we can write what? The history of coral reefs. Ok? Ok, now (25 min) again paragraph number one is an introduction about … did you understand the history about the coral reefs.

Ss: Yes

T: Do you agree?

Ss: Yes

T: I think when we write like this about introduction, not say the same sentences, we can write before billion there is kind of animals is called coral reefs and this is … yes we can say umm the history of coral reefs or what is coral reefs? Ok, now did you understand the meaning of coral reefs from this paragraph? What is it? [*Three students are raising their hands*]

Ss: Pleas teacher

T: *Amjaad*

S: There is something live under the sea

T: Yes something lives under water sea, but what is it? *Leena*

S: Animal

T: An animal. I think coral reefs is an animal and also?

S: Please Miss

T: Yes

S: Tiny polyps

T: Yes very good, tiny polyps, and also you can say umm

S: It has different colours

T: Introduction only, now is introduction only. Now about the main idea, about main idea, yes *Lujayn*

S: The beautiful coral is in danger because of pollution and people

T: Yes very good. We can say about the main idea the beautiful coral reefs are in danger. Or we can say the same title 'trouble in coral reefs'. Did you understand?

Ss: Yes

T: We can write [*the teacher writes on the white board ' the beautiful coral reefs are in danger' 'trouble in coral reefs'*] Ok, did you understand now? Next time ان شاءالله{hopefully} you should what? Write as a sentence or as a point like this. Introduction what is about? The history of coral reefs. The main idea is the danger for these coral reefs. This is the main idea. Ok, what about details? There are many details are mentioned between lines. Ok, paragraph number two for example, what is mentioned here? It is about what? Paragraph number two, now listen now 'these beautiful are in danger, so are all of the sea plants and animals near them. Scientists blame it on people and pollution. We have reined more than one-fourth of Earth's coral reefs. Unless things change, all of the remaining reefs may die soon.' This paragraph is about what? Yeas *Enas*

S: Reason for trouble

(30 min) T: Yes very good, the reasons for this problem, or you can say what caused the danger to the coral reefs. Yes very good, you can write reasons for this problem or what caused, write only one, what caused the danger to coral reefs. [The teacher writes on the white board] ok, another detail paragraph number three, who can read it loudly first?

Ss: Miss, please Miss

T: Yes *Ameera*

S: 'Some people think that coral is stone because it is rough and hard, but coral is an animal. They polyps from coral reefs. They are many different colours. These colours come from the algae living in the coral. The algae are food for coral polyps.

T: Yes very good. Now listen, now that means from this paragraph you can understand or you can you can get a xxx about the growth of coral, ok? Now this paragraph about what? The different colours of these coral reefs and so on. Now in this paragraph, there are many different colours, these colours come from the algae. Paragraph number three, you can say it is about? [*Two students are raising their hand*]

Ss: Please Miss

T: Yes *Ameera*

S: How the coral reefs start

T: Yes good, we can say what is the coral reefs? Next please

[*The bell is ringing*]

T: Next please, next we can say in paragraph number four number five, how do people and pollution

S: Harm the reefs

T: Yes harm the reefs or affect the reefs, very good. (the teacher writes on the board) how do people and pollution affect the reefs, how by what? Ok now conclusion, what can we say conclusion? [*Four students are raising their hand*]

Ss: Please teacher

T: Yes *Abrar*

(35 min) S: We should keep the nature and stop the water pollution

T: Yes very good. [The *teacher writes on the board*] We should keep the nature and stop sea pollution. What else? Ok, no problem. Ok girls, now try to read it again at home and understand the meaning of and the idea of this passage and try to answer these questions. Ok the first important thing as a homework,

the homework is part number five. This in the class tomorrow, but one two three four in the class tomorrow, but number five homework. Write the causes and effects in the passage. Did you understand?
Ss: Yes

Classroom Observation No. 4
Writing Lesson: AB

T: السلام عليكم{Peace be upon you}
Ss: وعليكم السلام ورحمة الله وبركاته{Peace, God's mercy and his blessings be upon you}
T: Hello every body
Ss: Hello teacher
T: How are you?
Ss: Fine thank you
T: Now, today we have writing. Do you remember the rules of writing? Or how do you write an essay?
S: أبغى كرسي يا أبلة مافي ولا كرسي{Teacher, I need a chair, I couldn't find any chair here}
S: هنا فيه{There is one over there}
T: Here *Eylaaf*
S: Oh thank you
T: Ok, no problem. Ok how do you write an essay? What does it mean an essay? Many paragraphs or a group of paragraphs together to form an essay? Now the first one what is it called? *[The teacher writes on the white board the word "introduction".]* Now the first one the first paragraph is? Yes *Leena* please read it.
S: *[The student reads from the white board]* Introduction
T: Introduction. Yes the first paragraph should be an introduction. What is an introduction? Two sentences or three sentences to what? To catch the reader or pay attention of the reader to what you write about. OK the second paragraph and the third one.
Ss: Please Miss please. Please teacher
T: Yes *Eylaaf*
S: Write some details of the introduction
T: Yes very good. You can write some details some examples. This is the body of an essay and the last one is yes *Eynaas*
S: Conclusion
T: Conclusion, what is conclusion? Two or three sentences emphasize what is mentioned above in the introduction and also what? You can express your feeling about a problem or the solve of any problem or advice or something like that. Now the essay that you wrote about it is about global warming. Ok, what do you know about global warming? [*Two students are raising their hands*]
Ss: Please Miss, please Miss
T: Yes
S: Global warming is climate change
(5 min) T: Yes ok, what do you think about global warming? I think we listen to this global warming another word for this is climate change, the same meaning you say global warming or climate change. Ok you know global warming is an international problem or and its really a big problem on our planet Earth, ok but what is global warming? [*Two students are raising their hands*]
Ss: Please Miss, please Miss
T: Look at your essay what does mean when I say global warming, I think global means something is an international because of the word global, is from the word globe you know globe, warming what does it mean warming? *Eylaaf* Ok
S: [*The student reads from a paper*] What is the global warming? An increase in the temperature of the air atmosphere, especially atmosphere that causes climate changes
T: Ok, yes very good. What does it mean global warming? An increase of the temperature very high temperature of the Earth atmosphere. Did you understand?
Ss: Yes

T: What do you think, what is the result? Now imagine that imagine if there is if the whether becomes very very hot, what do think? What will happen? What do you think? What about the ice in the south and the north? Yes what do you think? [*Three students are raising their hands*]

Ss: Please Miss, please

T: Yes *Jameela*

S: Increase the sea level

T: Yes very good. I think the ice around the world is melt, and the ocean and sea will be bigger and the surface of sea level will be raised, and many flooding and hurricanes and tornado many natural disasters happen also. Ok, now there are many causes for this problem, what do you think? There are two major causes for this problem what are they? [*One student is raising her hand*]

S: Please Miss please

T: There are two reasons for this problem, what are they? What do you think?

S: Human activities

T: Yes, manmade cause, what else? What else? [*One student is raising her hand*]

T: *Eylaaf*

S: [*The student reads from a paper*] Always one hundred percent of the observed temperature increase over the last fifty years. As men due to the increase in the atmosphere of green house. Gas concentration like water river carbon-dioxide CO_2, methane and ozone. Green house gases are those gases that contribute to the green house affect sea blue.

T: Ok thank you. Now manmade cause and natural cause, what is the different between them? Natural cause and manmade cause. Ok natural cause like

S: Civilization

T: Yes this manmade cause, yes very good. Now listen, natural cause like there are already in the Earth some gases like methane, but the human being increase, how? By pollution. There are many kinds of pollution, air pollution, water pollution, plant pollution, and also the modern civilization also, if there is a lot of people using a lot of cars and using also a lot of sprays, all these things help to increase the heating of our planet or the Earth. Also when we have, listen when we have … here also another manmade cause of global warming is population not pollution, population what does it mean? A lot of people yes, population. More people means more food and more methods for transportation, right that means more methane because there will be more burning of fossil fuel, now probably you are thinking as … ok that (10 min) means there are many causes like modern civilization, some kind of gases, green house gases, what else like methane, carbons, all of these gases is bad, it is umm and what else? Pollution, deforestation, what is the meaning of deforestation more people means more cars and more cars means more pollution, and also many people have more than one car, so, also a lot of people try to cut down the trees. Why? What about the trees? We need what? Oxygen, but trees need what?

S: CO_2

T: Yes, CO_2, so if we cut down trees that means

S: No oxygen

T: Yes no oxygen, so this bad for your health and also it is bad for any … and what do you know about the ozone layer? What do know about ozone layer? What is the problem or what is happen to the ozone layer? There is what? A hole in this layer, but why is the ozone layer important? Ozone layer is one of the atmosphere layer احدى طبقات الجو{it is one of the atmosphere layers}, but why is it important? The ozone? Because it? *Hadeel* yes

S: [*The student reads from a paper*] It protects our planet from the extreme high sunlight, and if we don't stop it the hole will be bigger and bigger

T: very good. Ozone layer protects the Earth from sunlight sunlight and umm what is it called? Ultra violet rays   الأشعة فوق البنفسجية{Ultra violet rays}. So, it protects us from this dangerous rays, so … because what causes this ultra violet rays? Cause what? Cause? It causes sorry, skin cancer and eye disease. Ok, so there are many causes for global warming is manmade and natural causes like deforestation, pollution, civilization, many gases and so on. And what is the result for this problem? There are also two major effects, what are they? What do you think? [*Three students are raising their hands*]

Ss: Please Miss, please Miss, please

T: Yes *Jehan*

S: 'Ex exchange in some plants and animals'

T: Ok, now increase of the temperature on the Earth, very hot weather, this is number one, what else? Yes

S: 'Melting down the ice, increasing up the water, raising the surface umm'

T: 'Raising the sea surface'

S: 'Damaging of island'

T: Yes very good. Now listen, increase of the temperature, this is number one, number two is raise of sea level by at least twenty five meters, yes what do you think about sea level high raising up. There is expansion of the ocean, you know expansion, very large or ocean become very large because of the ice is melt, also many natural disaster happening, like what? Like flooding, like tsunami and so on, that set. (15 min) Now here page number twenty two here there are outline you know outline? This is another method for organise your writing like four square method, you know four square method? Here another method for organise your idea or your writing, so my point of view then there are four paragraphs, you can write many topics and some supportive sentences and some examples of the topic mentioned before, ok my point of view you can say what? Do you believe that if the global warming is exist or not? What do you think about global warming? Do you believe exist or not? Believe it or not? Some people believe that global warming is not real, so what scientists have developed is a matter of serious concern, so what do think? What about you? Believe that or not? Yes

S: Yes believe

T: Yes I believe because there are many studies and scientists prove that. Now here about details, we can write umm global warming is an international issue or big problem, it is real problem. Now choose any topic sentence like the definition of global warming here and say some supportive sentences, here the causes and here the effects, now listen [*The teacher plays a video*]

(20 min) T: Ok now, do you understand this big problem global warming. [*The video is playing*]

T: This is one of the causes of global warming, oil, fuel and some gases. Pollution, in general pollution
S: {أبلة ما نسمع شي Teacher, we can't hear}

T: Try to read the words here. This is the problem now, global warming. [*The video is playing*]

T: Every living things will die like coral reefs died, and there are many natural disaster happen like flooding and so on.[*The video is playing*] The result of global warming is this, all this ice will melt and the ocean become very large and sea level will raise up. Here this video show you how the people live in this Earth and how is the people is one of this cause for this problem because of pollution and many things. As I said before many people that means many cars, and many cars means pollution, and pollution and different kind of pollution water and plant and so on.

[*The video is playing*]

T: Here, the problem about the Earth umm the sunlight or the ultra violet rays that is dangerous for people and also the air pollution here the smoke is raising up in the atmosphere and cause the hole in the ozone layer, the one of the layer that protect our Earth from many things. [*The video is playing*] Here (25 min) there are some major causes of global warming, the first one is energy use, it is the most important cause. Next, chlorine fluorine carbon, what is chlorine fluorine carbon? It is a kind of gas use for cooling غاز التبريد{cooling gas}, and also some agriculture and other industrial … I mean the most major cause is energy and production. [*The video is playing*] Also many animals will die like coral reefs in the sea or under the sea, and what about the bear that is lived there in the south and the north umm الحيوانات القطبية{Polar animals} حتموت الأشياء اللي عايشها طول عمرها في البرد {The polar animals will die because of global warming as they use to live in a very cold climate}. Now open your book again number twenty, read this clean it up, so give advice after you listen and see, or give me your opinion or say your opinion, *Eylaaf*

S: We should stop pollution

T: Yes, we should stop pollution, what else? *Balgees*

S: We should stop civilization

T: Yes very good. We know today that civilization and technology help us to have a good life and a nice life, but be careful about it, the uses of these technology, because some these technology affect our health and our life in general, so *Ameera*

S: We should change some habits

T: Yes we should change some habits. Who else? Say anything, clean your city, keep your city cleaned for example, did you understand?

Ss: Yes

T: Yes *Leena*

S: [*The student reads from a paper*] For example, four people can ride one car instead of driving four cars

T: Again please, listen this an idea اقتراح أو فكرة {a recommendation or an idea}

S: For example, four people can ride one car instead of driving four cars

T: So this an idea, because I said before more people means more cars, very good *Leena*. What else? If we safe our planet, we will safe our life. Yes

S: Let's use less electricity

T: Yes, this a solution, what do you think again? Yes *Atheer*

S: Clean our environment

T: Yes keep your environment clean, yes *Eylaaf*

S: We should believe the Earth is the main thing in our life

T: Yes very good. Ok page number twenty please who can read it? What do you think about this? Is long or short, the essay?

Ss: Short

Ss: Long

(30 min) T: It is too long. Ok 'Dear Editors' who can read? Yes *Lujayn* raise your voice please, and underline the difficult words, paragraph number one

S: 'You've heard this before, and you will hear it again. We need to clean up the environment! There are so many things that need to change. As citizens of this planet, there are so many thing that we need to be doing. Cleaning up the environment is not just something that happens on Earth Day. Keeping the environment clean has returned into a part-time activity when it should be part of our daily schedules.'

T: Now this paragraph, what is it about? It is about what? Please is there any difficult words, ask me about it. You know the meaning of citizen? The people who live on Earth or city. What is this paragraph about? About what? Say anything, paragraph number one, what can you understand? *Balgees*, yes *Balgees*

S: Hahah نسيت {I forgot}

T: Ok no problem, *Eylaaf*

S: Keep the environment clean

T: yes some sentences ummm yes

S: Knowing this a problem and we have to deal with it

T: Yes a real problem and a serious problem, ok paragraph number two

S: Please Miss I want to read

T: *Amjaad*

S: 'What we do with the environment today affects the future of our planet. It's been said that we are borrowing the planet from our children and future generations. It needs to be pointed out that we are getting a failing grade on this assignment. The effects of our decisions are something that should be taught in school so that we can hold people accountable. We need to train children to be responsible citizens of the environment.'

(35 min) T: Now write please, decision, decide is the verb of decision, and accountable equal responsible, write please, ok? So in this paragraph, how to be a good citizen? Ok keep your environment and safe your environment and if you are responsible. Ok now paragraph three and four, read at home and try to organise your ideas and how to write. Write only some points. Thank you girl, bye

Ss: Bye

Classroom Observation No. 5
Listening and Speaking Lesson: AB

T: السلام عليكم {Peace be upon you}

Ss: وعليكم السلام {Peace be upon you too}

T: Good morning girls

Ss: Good morning teacher

T: Ok, do you have a homework?

Ss: No

T: No. What about essay? Ok no problem. What is the date today? Today is? Yes *Wejdan*

S: Saturday, fourteen fourth of ربيع الأخر {the fourth month of the Arabic calendar}, fourteen thirty one

T: Ok, Now today we will have what Listening. Ok, usually when you have listening skill, you should what? Usually you should have, before you start listen anything, you should understand and recognise the questions first and read for understanding and umm like this. Ok, there are four questions, before you start listen, who can read it loudly? [*Seven students are raising their hands*] *Maha*

S: [*The student reads from the textbook*] 'Developing Listening Skill. Listen to the audio recording. Afterwards, complete this graphic organiser …'

T: Shhhhhh don't talk

S: 'With the information you heard.'

T: Shhhhh, ok thank you *Maha*. Here is question number one, who can read it? [*Six students are raising their hands*]

Ss: Please Miss, Please Miss

T: Yes *Alaa*

S: What is the main idea of this passage?

T: Ok, what is the main idea of this passage? Ok, number two? Yes *Rawan*

S: Umm what is what is the cola cora coral reefs?

T: Reefs, yes good, what is coral reefs? [*Eight students are raising their hands*]

Ss: Please Miss, Please Miss

T: Yes *Rowaa*

S: 'Draw …

T: 'Draw a simple picture …

S: 'Draw a simple picture of what a coral reef looks like, based on what you heard.'

T: Ok, now number four. [*Seven students are raising their hands*]

Ss: Please teacher, teacher teacher

T: Yes *Lama*

S: ' What should be done to umm pro pro protect coral reefs?

T: Yes coral reefs. Now again number one, what is the main idea? What does it mean the main idea? [*Three students are raising their hands*]

Ss: Please Miss

T: Not the topic sentence for each paragraph but what is the whole passage or the general idea of this passage, now listen

(5 min) [*The teacher plays the video*]

Ss: Hahaha

[*Students are laughing because the voice of the video is too low*]

[*The teacher fixed the voice*]

T: Ok now listen

"*Environment awareness. Trouble in the coral reefs. For million of years, there have be special underwater ecosystems called coral reefs. They have provided homes and food for thousands of living things. Fish and sea birds live near the reefs. They share it with giant clams, sea turtles, crabs, starfish, and many others. Now these beautiful places are in danger. So are all of the sea plants and animals near them. Scientists blame it on people and pollution. We have ruined more than one-fourth of Earth's coral reefs. Unless things change, all of the remaining reefs may die.*"

S: Teacher {ممكن تشغلي المكيف لو سمحتي؟ مرة حر teacher, could you please turn on the AC, it's too warm}

T: {مو عشان تسمعوا الفيديو I turned it off to hear the video clearly}

[*The teacher turns on the AC*]

T: Ok, now look at page twenty seven about unit test, this a passage about? Who can read it? [*Nine students are raising their hands*]

Ss: Please Miss, Please

T: Usually before you start reading, you should read the title. Yes *Eylaaf*

S: What is coral reefs?

T: No no, page twenty seven now, unit test

S: أقرأ؟(Shall I read?)

T: Yes

S: [*The student reads from the textbook*] 'A lesson from the landfill'

T: Ok, that set, now when you read a title like this, what can you understand? What will you read about? Now look at the passage, the passage it has three paragraphs, ok? but when you read the title what can you understand? 'A lesson from a landfill', first of all, what does it mean 'landfill'? what does it mean? [*Five students are raising their hands*]

Ss: Please Miss, please

T: Yes *Maha*

S: The Earth

T: Ok, *Eylaaf*

S: Something related to the environment

T: Ok, but what does mean? Landfill? *Balgees*

S: A big place that that or area

T: Yes very good, the place or area that garbage or umm, ok now the title is 'A lesson From the Landfill', what does it mean when you say a lesson? Means what? [*Two students are raising their hands*]

Ss: Please Miss

T: *Moneera*

S: Something we learn it

T: Yes something you will learn if you read this passage, like the moral massage from this passage. Now read this paragraph silent

[*Six students are raising their hands*]

Ss: Please Miss, please Miss

T: Silently please and underline the difficult words, and try to guess what each paragraph is about

[*Students are reading the passage silently*]

T: Have you finished?

Ss: No

(10 min) *The students are reading the passage*

T: Ok now paragraph number one, what is it about? Ok before you … name some products or things that can be recycled?

[*Eleven students are raising their hands*]

Ss: Please Miss, please Miss

T: *Amjaad*

S: Boxes

T: Boxes, Sanaa

S: Bottles

T: Yes Bottles, *Bayaan*

S: Cans

T: Can, *Jehan*

S: Plastic and paper

T: Plastic and paper, *Atheer*

S: Magazines

T: Magazines and so on, ok that means paragraph number one what is it about? What the subheading for this paragraph you can say?

[*Seven students are raising their hands*]

Ss: Please Miss, please Miss

T: Yes

S: You can recycle

T: Yes or recycling? Yes *Afnan*

S: Recycling items

T: Recycling items ok or? Yes *Eylaaf*?

S: What types of items you can recycle?

T: Ok you can answer paragraph number one is about, [*the teacher writes on the white board*] recycling facility, what about paragraph number two, who can read it loudly?

[*Twelve students are raising their hands*]

Ss: Please Miss, please Miss

T: Yes *Rahaf*

S: [*The student reads from the textbook*] 'Emil's class has

T: No no, paragraph number two, 'Their guide explained

T: Ok thank you, who can go on? *Ameera*

S: [*The student reads from the textbook*] 'In just a few years, million of these materials are recycled! She said that recycling saves resources.'

T: Ok thank you, who can go on

[*Six students are raising their hands*]

Ss: Please Miss, please Miss

T: What about the rest? *Ameera Asfoor,* please

S: [*The student reads from the textbook*] 'Recycling papers helps saves trees. Recycling bev bev'

T: 'Beverage can'

S: 'Beverage cans saves al al'

T: 'Aluminium'

S: 'Aluminium. It also creates jobs and reduces the need for new landfills.'

T: Landfills, ok now this paragraph, what is about? When you say the recycling reduces pollution, creates more jobs, and reduces the need for new landfills, and saves resources, and saves trees, and saves aluminium, what does it mean?

S: Recycle items

T: No, here there are many things

S: Recycle help save trees

T: Yes how useful is recycling or how recycling saves life or benefits of recycling. [*The teacher writes on the white board 'benefits of recycling'*] Ok paragraph number three

[*Five students are raising their hands*]

Ss: Please Miss, please Miss

T: Yes *Balgees* read it loudly

S: [*The student reads from the textbook*] 'Emil realized that recycling was important to him. He decided that he would not throw away empty bottles or cans anymore. He would hold onto them until he saw a recycle bin. He planned to ask his friends to do the same.'

T: Thank you, yes who can go on?

[*Four students are raising their hands*]

Ss: Please Miss

T: Yes *Rowaa*

S: [*The student reads from the textbook*] 'He planned to ask his friends to do the same. He would make sure recyclables were always separated from real trash at home. Emil was glad to be doing something (15 min) good for the environment.'

T: Thank you, now in paragraph number three, yes about Emil realized that how useful is recycling and he tried to do anything, like he wouldn't throw away empty bottles and he planned to ask his friends to the same good things for their environment, so the title or subheading for this paragraph is? Who can write?

S: How we safe our environment

T: Ok

S: The real recycle start from home, the real recycle start from home

T: The real recycle start from?

S: We throw in the trash

T: Yes very good, or you can write what to do as an action. Ok, now here there are four multiple choice, number one

Ss: Miss, please Miss

T: Where did Emil learn about recycling? Choose

[*Six students are raising their hands*]

Ss: Please Miss, please

T: Yes *Leena*

S: A, at a recycling faci faci

T: Facility yes

S: Facility

T: Number one where did Emil learn about recycling? At a recycling facility, A. *Atheer* number two, which of the following not recyclable?

S: Food

T: Food, B. number three, which statement is true about recycling?

[*Five students are raising their hands*]

Ss: Please Miss, please

T: *Enaas, Tagreed* sorry

S: B, recycling con conserves resource

T: resources, yes good, number four, we can recycle things by?

[*Six students are raising their hands*]

Ss: Please Miss, please teacher

T: What about the rest? *Samah*

S: B, sending them to umm a centre to be torned (turned) into new things

T: Ok good, B, sending them to centre to be turned into new things. Again, number one A, number two D, number three B, number four B. Now again to listening number twenty six, now try to listen again, don't talk and don't move. [*The teacher plays a video*]

"*Environment awareness. Trouble in the coral reefs. For million of years, there have be special underwater ecosystems called coral reefs. They have provided homes and food for thousands of living things. Fish and sea birds live near the reefs. They share it with giant clams, sea turtles, crabs, starfish, and many others. Now these beautiful places are in danger. So are all of the sea plants and animals near them. Scientists blame it on people and pollution. We have ruined more than one-fourth of Earth's coral reefs. Unless things change, all of the remaining reefs may die soon. Some people think that coral reefs is stone because it is rough and hard, but coral is an animal! Tiny polyps from coral reefs. They are many different colours. These colours come from the algae living in the coral. The algae are food for the coral polyps. Billions of coral polyps stick together. New ones grow on the skeletons of dead coral. This happen year after year. Over time, the coral builds up a reef. The reef rises from the ocean floor and*

grows until it almost reaches the sea's surface. Coral reef have been harmed in different ways. People have broken off pieces to sell or keep for themselves. To catch more fish, people dropped sticks of dynamite into the water. This has blown up parts of reefs. Water pollution has caused the sea plants near coral reefs to grow too much. They block the sun that the algae need. The worst problem is that the world's ocean are heating up. Warm water kills the algae. When the algae die, the coral loses booth its (20 min) *food and its colour. The coral turns white and dies. Scientists called this process coral bleaching. The bleached parts of the coral reef cannot recover."*

T: Ok, now the main idea is, the main idea of the passage is?

[*Three students are raising their hands*]

Ss: Please Miss, Please

T: *Asmaa*, yes

S: Coral reefs are in danger

T: Yes very good, you can say coral reefs is in danger or coral reefs is harmed by pollution, yes this is the main idea. Next please, what is what is what coral reefs? Is it an animal or a sea plant? [*Three students are raising their hands*]

Ss: Please Miss, Please

T: Yes *Amjaad*

S: It is a sea plant

T: Yes it is? Be careful

S: Animal

T: Animal yes, it is an animal or what? We can say groups of what? Groups of polyps, you remember that? Groups of polyps stick together, ok now next, number three is?

S: Draw

T: Yes drawing any picture to show what is a coral reef look like, number four, what should be done to protect coral reefs? [*Four students are raising their hands*]

Ss: Please Miss, Please

T: *Tagreed*

S: Stop pollution

T: Yes very good, we can write in general stop pollution, what else? [*Three students are raising their hands*]

Ss: Please Miss, Please

T: *Eylaaf*

S: We should stop breeking (breaking) them

T: Also stop breaking them, yes very good, breaking them to sell or to keep it for themselves

S: And they move the sea plants which prevent the sunlight from xxxx.

T: So stop pollution, stop breaking them, *Maha*

S: Use unharmed way to catch the fish

T: Using? Stop using?

S: Use unharmed way to catch the fish

T: To catch the fish, yes very good. OK now page twenty eight about grammar, punctuation, and vocabulary assessment or revision. OK page twenty eight about revision here. [*Five students are raising their hands*]

Ss: Please Miss, please Miss

T: *Gaydaa*, ok number one, which is not in present perfect tense? Ok, do you remember present perfect tense?

Ss: Yes

T: Yes, have or has and past participle, ok which one is not?

S: C

T: C, read it, please

S: He is going to become a doctor

T: Yes good, he is going to become a doctor, what is the tense of this sentence

S: Going to

T: Yes, is it? Future, he is going to, the same meaning of he will become, he is going to, the same meaning, in the future, ok number two, which is in the present perfect continuous tense?

[*Four students are raising their hands*]

Ss: Please Miss, please Miss

T: *Sahar*

S: D

T: Yes, good

S: Has been teaching

T: Has been teaching, ok, number three, which shouldn't be underlined? [*Five students are raising their hands*]

Ss: Please Miss, please Miss

T: *Atheer*

S: Number B, the name of an article

T: Letter B, the name of an article, what do you think of an article? Should be what? Enclosed quotation (25 min) mark, put it in quotation mark not underlined. Number four, which is not correct way to write the name of a book? [*Three students are raising their hands*]

Ss: Please Miss, please Miss

T: *Ebtehaal* can you? Which one is not correct way to write the title or the name of a book?

S: C

T: C

S: Put the title in quotation marks

T: C, now listen, what do think of the title or the name of the book? It should be, it can be, it should be capitalized

S: Italic

T: It can be written in Italic or underlined, either underline or italic, so number five? [*Six students are raising their hands*]

Ss: Please Miss, please Miss

T: *Emaan,* which sentence best uses the word ecosystems? Do remember the meaning of ecosystem?

Ss: Yes

T: The meaning in English please, ecosystem means? Yes biological environment, {biological النظام البيئي environment}, yes *Emaan*

S: ….

T: Which one is correct? Which one? A, please read it

S: The rainforest animals are a part of the va vari

T: Various

S: Various local ecosystems

T: Ecosystems, ok thank you, now number six, which of the following means the same as algae? [*Six students are raising their hands*]

Ss: Please Miss, please Miss

T: *Rawaan*

S: D

T: Seaweed, or? What about C? Read it *Rawaan*

S: umm

T: Plant like

S: Plant like, umm

T: Aquatic

S: Aquatic, or or

T: Organism, ok thank you *Rawaan*, what do you think about D or C? I think C is better from D because plant like, there is a space between plant and like, and aquatic and organism, I think C. ok now tomorrow {hopefully} ان شاء الله we will have project about body systems, unit two is about English for science, so you will use some scientific words, here are many body systems, you know, like for example digestive system or other kind of systems, you should what? Each student should bring like this [*The teacher holds a paper of diagram of a human body*] of any system. You know diagram? Like this, the picture with the name of some organs and so on, ok like this, prepare for the project like this and write the function of the system that you choose, you know functions? Why this system important for human being and so on, and also imagine if there is no this system, did you understand? For example if there is no digestive system, what will the people will be very fat or big, think, ok prepare please, it is very important, جهاز أي ساحبتلي بكرة وحدة كل حشوف حدور بكرة. وأشوف حفتش عام بشكل ووظيفته. {I will check (30 min) tomorrow, everyone has to bring any body system and find out its function in general} And imagine if there is no

S: عضو أي نختار يعني أبلة{Shall I choose any organ, teacher?}

T: جهاز عضو مو{Not an organ, it's a system in Arabic … } العصبي ،العظمي، التنفسي، الهضمي، الجهاز {the digestive system, the respiratory system, the musculoskeletal system, the nervous system} and like this with picture and diagram

S: وشكله وظيفته{Its function and its shape}

T: الانترنت من تجيبوه تقدروا سهل تبغي، ما زي{It is up to you, it's very easy, you can get it from the internet}

S: والشكل؟ الوظيفة يعني{Do you mean the function and the shape?}

T: Diagram like this يعني صورته والأعضاء والوظائف بعدين في الفصل مع بعض}I mean its picture, the parts, and functions, we will do it together in the class}

S: أي جهاز؟}Which system?}

(35 min)*The teacher discuss the project with the students in Arabic*

T: Any system, it is up to you. Now who's absent today?

S: *Enaas*

T: *Enaas*

(40 min) S: *Hebaa*

T: *Hebaa,* ok, thank you very much girls, bye

Ss: Bye

Classroom Observation No. 6
Unit Project: AM

T: السلام عليكم}Peace be upon you}

Ss: وعليكم السلام}Peace be upon you too}

T: Good morning girls

Ss: Good morning teacher

T: How are you?

Ss: Fine thank you, how are you teacher?

T: I am fine, what about the vacation? Is it nice or not?

Ss: Nice

T: Ok, what are you … what were you doing in the vacation? You study?

Ss: No, hahaha

T: Did you study for composition

Ss: No

T: Anything? You didn't even touch the book!

Ss: أبدا}never} hahaha

(5 min) T: Ok, have a look to the book. Open the books page ninety seven or seventy nine. [*The students are opining their textbooks*]

T: What do you see in the picture? What do you see?

S: الحرم}The holy mosque}

T: Yes, the holy mosque in

Ss: *Makkah* (a holy city, which is located in Saudi Arabia)

T: What do think about the book? What do think about the unit? It will be about

Ss: Islam

T: About Islam, ok what else?

S: About *Makkah*

T: *Makkah* history, thank you *Afnan*, What else?

S: Famous places

T: Famous places or religious place in Saudi Arabia, may be, what else? What about *Makkah*? What you think? Yes *Wegdan*

S: About الحرم}the holy mosque}

T: Ok, about the places in *Makkah* or the religious places in *Makkah*, what else? All these religious things we have the inside الحرم}the holy mosque}, ok?

Ss: Yes

T: Or you want to compare between *Makkah* in the past and *Makkah* now. How are you going to compare? How? You want to compare what? Yes *Wegdan*

S: Buildings

T: Buildings, yes very good, what else? What do think? Is *Makkah* the same have the same buildings as the same buildings as past? Same streets? Same designs?

Ss: No

T: Yes, *Afnan*

S: No it is change

T: It is change for these centuries, yes *Gadi*

S: Some cultures change

T: Also some cultures may be changed, ok? Yes *Wegdan*

S: The amount of people

T: The amount of people also is increasing, what else? Yes *Mariam*

S: The relationship between people

T: The relationship between people is changing, what else? Also the place here, the shape of the streets the designs, what else? Also الحرم{the holy mosque} the holy mosque is changing from past until now, you understand?

Ss: Yes

T: What happened to you? نايمين{you are sleeping}

Ss: Hahahah

T: We want refresh we want refresh the class, we want refresh the air. Do you know how to make rain sound? By you hand, you know how? The rain sound?

Ss: No

T: We will begin from here. [*The teacher points at one group*]

T: Stand up all of you, all the class stand up, close your books all of you, close your books. [*The students are standing up*]

T: Now you should have space between you and the desk, ok, you should have space between you and the desk, ok? The first group watch the sign, I will give a sign and you make, just one group, two, three, four, and five, ok? Now make this sign, just here. [*The teacher is rubbing her hands together to make a sound and the students imitate her*]. Now group number two, all of you, like this, here. [The *teacher and students make some hand movements*] Ok thank you very much all of you, now we want to see here we have a video about *Makkah* history, ok? excuse me is the laptop wire here? Now close your books, tomorrow you will have your project about Makkah, you will give me some photos and pictures about كل قروب يحضرلي للبروجيكت يعني بكرة ماراح يكون فيه درس ب. طبعا كل قروب يحضرلي. *Makkah* in the past and now. سبروجيكت. {Of course, each group must prepare for the project, each group. So, there will not be a new lesson tomorrow, just the project} I will listen

S: بس pictures {Only pictures}

T: Pictures and information about *Makkah*, streets, buildings, relationships, anything about anything about *Makkah*. Shhhh why are talking, stop talking please

S: Teacher, ولا بس information لازم نجيب pictures? {do we have to bring some information or just pictures?}

(10 min) T: Pictures and information, you should give some pictures يعني انتي حتكونيلي البوم في الدرس الثاني او in your book as a group طبعا عندك في الدرس حتحضريلي البوم عن مكة you will see {you will create an album in the second lesson or we will see, so you have to create an album about Makkah, work together with your group.} So please stop talking there and look at the video here. [The teacher sets the video about the religious history of The city of *Makkah*]

[*The video is playing*]

T: Are you listen or what? هو أصلا الصوت مو واضح لأنه معاه ميوزيك تقدروا بس تطالعوا{The voice of the video is too low, so you can just see the pictures in the video.} This is *Zam Zam well* {a name of a holy well, which is located in the holy mosque in Makkah}

(15 min) [*The Video is playing*]

T: The western scientists discovered that *Makkah* is located in the centre of the Earth. [*The Video is playing*]

T: Now today millions not just four hundreds millions of worship are there.

(20 min) [*The Video is playing*]

T: Now, look here, we have work sheets, this is about *Makkah*, some pictures given from *Makkah*, you are going to name them, ok? just name them.

(25 min) [*The teachers distributes work sheets to the students*] Look at the pictures, name the pictures below, what do you see.

(30 min) [*The students are working in groups*]

Ss: فيه صورة مهي واضحة{One picture is not clear}

T: Prophet Ibrahim (Abraham) standing near the *Kaaba* (a black cube which is located in the holy mosque in *Makkah*) building the *Kaaba,* there is a sign on the ground, the last one الصورة الأخيرة {the last picture} something surround the *Kaaba*

S: نحل بالعربي ولا بالانجليزي؟{Are we supposed to write the answers in Arabic or English?}

T: You can use Arabic words but use English letters. Tomorrow show me your project about *Makkah* in the past and *Makkah* now by pictures ok? You will complete here, [*The teacher points at the textbook*] this is your homework, ok? You will prepare your project as a group, you will write here the difference, (35 min) ok? you will write here, for example, streets and you are comparing streets in the past and

streets now, here you can compare shops and malls, you write here, you understand. Tomorrow also I will listen to your project. {اللي ما سمعتلهم الدرس اللي فات بكرة كلكم تحضروا القروب كله prepare for the talk of the previous lesson, the body systems, ok?

Ss: Ok

T: {بالنسبة للنشاط ايش هو؟ Regarding the school activity, what is your activity?}

Ss: اعلانات{Advertisements}

S: {وجدان راح تشارك معانا في التمثيل Wegdan will participate with us in acting}

T: {كيف راح أحطلكم علامات؟ متى تبغو. في قروبات وروني البروشات والتعليقات انتو ماروتوني ولا شي. طيب ماوروتوني منها شي الاختبار؟ اختبار التعبير؟You haven't show me the anything, some groups show me the brooches, the necklaces, but you haven't show me, how can I assess you and give scores? When do you want the test, the composition test?}

Ss: السبت{on Saturday}

Ss: {لا السبت مو حلو خليه الأحد No, don't make it on Saturday}

T: {مين غايب اليوم. ها متى؟ خلاص السبت Ok, when then? Saturday is ok. Whose absent today?}

S: *Gayda, Tagreed, Shayma*

T: {البنات اللي ما اختبروا راح اختبرهم مع بعض خلاص؟ اتفقوا أي يوم تبغوا عشان أختبركم I will make a make up exam for the all girls who missed the exam, so please let me know when you want it?}

Ss: طيب(Ok)

Classroom Observation No. 7
Unit Project: AB

T: Hello everybody

Ss: Hello teacher

T: How are you?

Ss: Fine thank you, how are you teacher?

S: {كيفك يا أبلة؟ وحشتينا How are you teacher, we miss you}

T: طيبة{I am fine}. Ok the date today please? Today is? *Nawal*

S: Ten of جماد الأول{the fifth month of the Arabic calendar}, fourteen thirty one

T: Ok , today we will talk about unit three, unit project. Now again, do you remember unit three? What is it about?

Ss: Yes. [*Five students are raising their hands*]

Ss: Please teacher, please teacher

T: Yes *Aseel*

S: 'Life under the sea'

T: Yes, the topic of this theatre is 'Life under the sea', again what do you expect to learn in this unit? What do you think you will learn in this unit? *Aumayma*

S: About sea animals

T: Yes, may be about sea animals, *Auhood*

S: Kind of oceans

T: Kind may be kinds of ocean, yes good, *Gada*

S: Ecosystem

T: Yes ecosystems, again what does it mean, ecosystem?

S: Animals live together

T: Yes the communication between animals and plants or how ummm how the creatures rely on another or other creatures to live or to survive, did you understand? May be whale eats some fishes and fish eats some kind of plants and so on, this is ecosystem, the environmental life, ok what else? Ok that set, now page number fifty six, the topic of this unit is? Yes Sumaya or Sara, Sara, read the topic, page fifty six, read the topic or the title

S: 'All about oceans'

T: Very good, 'All about oceans', again how many oceans are there? [*Six students are raising their hands*]

Ss: Please teacher, please teacher

T: How many oceans? Yes *Shefa*

S: Five ocean

T: Five oceans, what are they? Jana

S: Pacific ocean

T: Pacific ocean, *Anhar*

S: Antarctic

T: Antarctic ocean, *Auhood*

S: Arctic

T: Arctic, *Suhayla*

S: Atlantic

T: Atlantic, *Aumnya*

S: Indian

(5 min) T: Indian, what do you think, which one is the largest one? Which one? The largest one is? *Abrar* can you

S: ….

T: Ok, no problem, yes *Walaa*

S: Pacific

T: Pacific is the largest ocean, ok, what do think about continent? How many continent are there? Yes *Abrar*

S: Asia

T: Asia yes

S: Africa

T: Africa

S: Europe

T: Europe, what else, thank you? Yes what else *Sumaya*?

S: South America

T: South America

S: North America

T: North America, what else?

S: Australia

T: Australia, what else? That set. I think the Antarctica, the coldest continent, now page fifty six again, look this is the theatre with seven parts, seven readers or seven members involved seven persons involved in this theatre. Ok, which group will start to read?

S: Miss Miss us

T: Ok who can use the spinner to choose which group and who else will start? How many groups do we have?

Ss: Five

T: How many students in each group?

Ss: Six, seven

T: Yes *Rathath* please, use like this, you choose which group will start and which student. [*the student spins the spinner to choose the group and the student*]

T: Yes group number two, which student? *Abrar* please, student number three, stand up this group, group number two and student number three, yes stand up, ok one two three, yes *Rawan*, yes reader number one, stand up stand up, all of you

S: 'What would you say if I told you that there is really only one ocean on Earth?'

T: Ok yes Sara, next

S: 'I would say that there are five oceans on Earth.'

T: Underline five oceans on Earth, ok *Rathath*

S: No. There is really one ocean, but it is divided into smaller oceans by the seven continents.'

S: 'So what are the five smaller oceans?'

T: Yes *Rawabi*

S: An antra (Antarctic)

T: 'Antarctic'

S: 'Antarctic'

 S: 'Arctic'

T: 'Arctic', yes good

S: 'Atlantic, Indian and Pacific'

(10 min) T: 'Indian and pacific', very good, now again , there are seven continents and five oceans and so on, ok now next please, who can read it next group? Please again *Abrar* do it again group number [*the student spins the spinner to choose the group and the student*]

T: Ok group number four

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Ss: Five
Ss: Four
Ss: Five
T: Number five, ok this group, one two three four five, *Suhayla* yes go on *Suhayla*, *Suhayla* start, stand up *Noora, Rabya*, all of you
S: 'The oceans con cons'
T: 'Consist of'
S: 'Consist of saltwater.'
T: 'Saltwater', underline, 'the ocean consist of saltwater', underline 'saltwater'
S: 'Minerals from rocks di diss …'
T: 'Dissolve'
S: 'Dissolve in the'
T: 'The ocean'
S: 'The ocean and make it salty.'
T: Make it salty, yes
S: 'Oceans play an important role in'
T: 'Nature's'
S: 'Nature's water'
T: 'Cycle'
S: 'Cycle.'
T: Yes, sit down, thank you, yes *Aumayma*, describe the water cycle now, yes sit down only *Aumayma*
S: 'The sun's heat turns some seawater into invisible gas called water'
T: 'Vapour'
S: 'Vapour.'
T: Go on yes
S: 'The water vapour rises into the air.'
S: 'When the water vapour touches cold air, it condenses into tiny drops of water.'
T: Go on
S: 'When the tiny drops of water join together, they form clouds.'
S: 'When the clouds fill up with enough water, the water must fall down to land.'
T: Land, ok thank you, this is the description of water cycle, now next group please, this group no problem, stand up, *Auhood* start please, 'precipitation'
S: 'Precipitation can fall in the form of raindrops, hail stones, or snowflakes, depending on the temperature.'
T: 'Depending on the temperature', yes *Aseel*
S: 'No matter where the precipitation falls, some of it eventually makes its way back to the ocean.'
T: 'To the ocean', yes
S: 'What makes waves in the ocean?'
S: 'The wind makes waves.'
T: 'The wind makes waves.' Go *Arwa*
S: 'The wind blows'
T: 'Across'
S: 'Across the surface of the ocean.'
S: 'The wind makes the water move.'
S: 'The the
T: The ocean
S: 'The ocean water ev even
T: Eventually
S: Eventually heads umm
T: Towards
S: Towards the sandy shore.'
T: shore, ok thank you, now here how or what makes waves in the oceans? This is the description of that. Now next, who can read it loudly? Yes *Shefa*, please, reader number three, 'when the moving water …'
S: 'When the moving water meets the shore, the water runs further up the shore and makes waves crash on shore.'
T: Yes, next please, can you *Nadya*? 'The stronger the wind is …'
S: 'The stronger the wind is, the bigger the waves will be when they hit the shore.'
T: 'Hit the shore.', ok, the question here is, who can read the question? Can the wind cause … *Yara*
S: 'Can the wind cause a gin gin
T: 'A gigantic'

S: 'A gigantic wave, like a tsunami?'
(15 min) T: Tsunami, what does it mean Tsunami? There is some simple words when describe this word tsunami, I think
S: Big weeve (wave)
T: Big wave, ok no problem, good *Gada, Suhayla* what do you have?
S: Huge wave
T: Huge wave, yes very good, one of …, yes *Auhood*
S: Earthquake
T: Like Earthquake, ok, we can say huge wave or big wave and so on , or strong wave, one of the natural disaster, you know natural disaster?
Ss: Yes
T: Ok, now next page, page number fifty eight, now, have a play now, who can say it, this one? [*The teacher writes on the board 'She sells sea shells on the sea shore.'*] First, who can read it, first? [*Four students are raising their hands*] *Renad*, please
S: Se she se sells
T: She sells sea shells on
S: On the sea shore
T: On the sea shoe, who can say it three times only?
Ss: Hahaha
T: Hahaha
S: Miss نقولها ثلاث مرات بس خلينا نقراها}Miss, we can say three times but let us read it from the board }
T: No problem, yes *Jana* start, hahah
Ss: Hahaha
S: She
T: She sells sea shells on the sea shore
S: She sells sea shells on the sea shore, She sells sea shells on the sea shore, She sells she shells on the sea shore
T: No no not she, sea sells on the sea shore
S: She sells sea shells on the sea shore, She sells sea shells on the sea shore, She sells sea shells on the sea shore
T: Thank you *Jana*, clap for her
T: Who can try? *Anhar* can you? yes
S: She sell umm
T: She sells sea shells on the sea shore
S: She sells sea shells on the sea shore
T: What do you think about the last one, the previous one, 'four fine fresh fish for you', I think it is easier than this
Ss: Yes
T: Write it please, you can write it, ok *Jana* say it, the previous one, four
S: Four fine fresh fish for you
T: This is easier, yes *Jana*
S: Four fine fresh fish for you, four fine fresh fish for you, four fine fresh fish for you, four fine fresh fish for you, four fine fresh fish for you.
T: Yes very good, a big clap, that set, ok you can write it, the new one, she sells sea shells on the sea shore, now next page, page number fifty eight. Do you remember also the sound of the rainfalls
Ss: Yes
T: Ok stand up all of you. [*The students are standing up*] Now make it please, yes start, group number one, group number one. [*The teacher and students make some hand movements*] Yes very good, do you like it? It is very nice, ok page number fifty eight. Now do you know, what do you think about tsunami? Page number fifty eight. Give me the definition for tsunami here, give me the definition for tsunami. Read silently the three parts of this page, read it to give me the definition of tsunami, what does it mean (20 min) tsunami? Can you get it, the definition of tsunami?
Ss: Yes
T: It is very easy. [*Five students are raising their hands*]
Ss: Please teacher, please teacher
T: *Sumaya*, can you? Definition of tsunami, what is tsunami?
S: 'Tsunami is a huge
T: Good, a huge wave
S: A huge wave that cause a horrible damage.'

T: Yes very good, now put the word 'tsunami' in a square and underline the definition, circle the word 'tsunami', underline 'is a huge wave that cause a horrible damage.' Ok, now who can read it loudly please, *Renad* ok, reader number four

S: 'What about cre creat

T: Creatures

S: Creatures that live in the ocean?

T: Yes, creature is the noun of the verb create, write please 'create a verb, creature a noun'

[*The teacher writes on the board 'create = verb, creature = noun'*]

T: ok, 'what about the creatures that live in the ocean? How do they live?' Yes who else? *Bara*

S: 'Ocean animals have adapt adapt

T: Adapted well

S: Adapted well in their habitat.'

T: In their habitat, what does it mean 'habitat'? like home, write habitat equal home

[*The teacher writes on the board 'Habitat = Home'*]

T: What do you think habitat store in جدة{Jeddah, a name of a city in Saudi Arabia}, yes habitat store in *Jeddah*, for what? For furniture, ok, now habitat means home, ok next? [*Six students are raising their hands*]

Ss: Please teacher, teacher, teacher

T: Yes *Rabya*

S: 'First, there are many different types of shellfish.'

T: First, there are many different types of shellfish, underline types, underline types, give me another word have the same meaning

Ss: Kinds

T: Kinds, yes very good, right kinds, now next, 'there are many different types of shellfish', this is number one, write number one, number two, *Jana* ok

S: 'Many shellfish live right at the water's edge on the beach.'

T: Yes, at the water's edge on the beach, yes good

S: أكمل؟{Shall I continue?}

T: Go on

S: 'Many bury themselves in the sand when the tide goes out. When the tide comes back in again, they can get all the food they need from the water itself.'

T: From the water itself, ok, reader number five *Rawabi* read it

S: 'That's amazing!

T: Yes, 'that's amazing!', give another word that have the same meaning of 'amazing'

S: Great

T: Great, wonderful

S: Awesome

T: Awesome? Spell it please

S: A, w, o, s, m

T: Yes

S: 'I never knew that saltwater has food in it.'

T: Yes, ok, *Gada*

S: 'There are also birds. Birds live all around the ocean, but you find most of them near the water's edge.'

T: Ok, good, here the second part, part number two, the first one is about the first one is about shellfish, here about the birds who live around the ocean or around the sea, ok, yes *Auhood*

(25 min) S: 'Birds love to eat some of the animals that bury themselves in the sand and the mud at the water's edge.'

T: At the water's edge. Go on *Auhood*

S: 'Many ocean birds have adepted (adapted)'

T: 'Adapted'

S: 'Adapted to their habi habitat'

T: 'Habitat'

S: 'Habitat by growing very long beaks for digging in the mud.'

T: Ok, yes good, *Aumnya*

S: 'When different animals rely on each other to survive, it's called an ecosystem.'

T: Yes very good, now put the word 'ecosystem' in the square or a circle, the word 'ecosystem' and underline the definition, what does it mean 'ecosystem'? Again reader number seven, the line before the last, 'ecosystem' means *Gada*

S: [*The student reads from the textbook*] When different animals rely on each other to survive

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T: Rely on each other to survive, this is ecosystem. Again the definition of ecosystem is different animals rely on each other to survive, it's called an ecosystem. Now next, who can read it? [*Four students are raising their hands*]

Ss: Please teacher, please teacher

T: *Abrar*, ok

S: 'Some of the most

T: The question before please, reader number five page fifty eight

S: 'What about far out in the ocean?'

T: Thank you, now this is the question here, what about far out in the ocean? Who can read it, can you *Abrar,* page number fifty nine

S: 'Some of the most important living creatures and plants in the ocean are also the smelliest (smallest).'

T: 'The smallest', smallest is a superlative of the adjective small, yes *Suhayla*

S: 'Sometimes these animals and plants are so small that they can only be seen through a microscope.'

T: That means very very small, yes *Aumayma*

S: 'These tiny planets (plants) and animals'

T: Not planets plants

S: 'Plants and animals are called plankton.'

T: Plankton, now underline here, circle plankton, the definition of plankton is tiny plants and animals, what does it mean plankton?

Ss: Tiny plants and animals

T: Yes tiny plants and animals, did you understand

Ss: Yes

T: so, there are many definitions here, tsunami and ecosystem and plankton, yes *Ahlam.* [*Six students are raising their hands*]

Ss: Please teacher, please teacher

S: 'There are two types of plankton.'

T: Yes very good, there are two types of plankton, ok put or write number two, two types of plankton, what are they? Read it now, silent reading, and what are the types of plankton? Read it, silent reading, and give me or answer quickly, what are the types of plankton? There are two. [*Three students are raising their hands*]

Ss: Please teacher, please teacher

T: Can you get it? Yes *Sumaya*

S: Zooplankton

T: Yes, number one zooplankton, thank you, number two is? *Rawabi*

S: Phytoplankton

T: Phytoplankton, yes very good, now zooplankton beside reader number seven, and phytoplankton beside reader number three, number one and two. Now, the question is what is a zooplankton? What is a zooplankton? Read it give me the answer. [*Seven students are raising their hands*]

Ss: Please teacher, please teacher

T: *Atheer*

S: 'Consist of little animals that whales eat.'

T: Yes very good, what does it mean zooplankton? Consist of or a little animals that whales eat, you (30 min) know whales?

Ss: Yes

T: A big animal حوت {a whale} in Arabic

S: Big fish

T: Big fish, no problem. One whale can eat up to four tons of zooplankton in a day. How much does it eat?

S: Four tons

T: Yes four tons, ok the second type is? Yes *Renad*

S: Phytoplankton

T: What does it mean?

S: little plants

T: Little plants, did you understand?

Ss: Yes

T: Zooplankton is a little animal, phytoplankton is a little plant. Who can go on?

[*Four students are raising their hands*]

Ss: Please teacher, please teacher

T: *Sumaya*

S: 'All kind of ocean animals eat this plankton.'

T: Yes very good, all kind of ocean animals eat this plankton, yes ocean animals that means all creatures that live under the sea or under the ocean eat this plankton, who can read it? [*Five students are raising their hands*]

Ss: Please teacher, please teacher

T: Can you read *Abrar*

S: 'Without plankton, most animals in the ocean would eventually starve.'

T: Starve, what does it mean starve?

S: الجوع{Hunger}

T: Yes very good, die of hunger die of hunger, write the meaning, starve means die of hunger, so if there is no plankton that means all creatures or all animals will what?

S: Will die

T: Eventually starve, yes die very good. [*Three students are raising their hands*]

Ss: Please teacher, please teacher

T: *Anhar*

S: 'A umm

T: A dolphin, you know a dolphin?

Ss: Yes

S: 'A dolphin doesn't eat plankton, but it eats other animals that eat other animals and so on.'

T: And so on, yes very good, what is it here? Here ecosystem

Ss: Yes

T: 'A dolphin doesn't eat plankton, but it eats other animals that eat other animals that eat plankton and so on', this is an ecosystem, yes who can read? [*Four students are raising their hands*]

Ss: Please teacher, please teacher

T: Can you read it *Rawan*?

S: 'When you fellow (follow)'

T: 'Follow'

S: 'Follow the cheen (chain)',

T: 'The chain'

S: 'Chain, one of those animals needs to eat plankton to …'

T: 'To survive', what does it mean survive? Live, write please survive means live. Ok, what does it mean chain here?

Ss: سلسلة{Chain}

T: Yes, a series of organism each dependent on the next as a source of food, now reader number two, yes *Jana*

S: 'If there isn't plankton, that animal will starve, then the animal that eats it will starve, and so on.'

T: And so on, so that what is we called food chain, now circle the word 'food chain', and give me a definition for food chain, give me a definition for food chain, what we can say? A series of organism, (35 min) you know the meaning of organism, any living things الأشياء الحية{The living things} each dependent on the next as a source of food, this is the definition of food chain. A gain who can read it loudly? Yes *Gada* read it

S: Any living things each dependent on the next as a source of food

T: Ok, reader number seven, quickly please, yes *Shefa*

S: 'There are many food chains in the ecosystem of the ocean.'

T: Yes very good, there are many food chains in the ecosystem of the ocean   . *Sumaya* the last

S: 'We all need to learn more about the ocean and its ecosystem to help protect the life that lives there.'

T: Yes very good, now page number sixty here, tomorrow as homework, what do you know already, know you know already? What would you want to know more about oceans? And what would you learned about oceans? Here write information about what you already know about ocean?, and what you want to learn more about oceans?, and what you learned about oceans? It is very easy, thank you جمعولي الأوراق اللي ما أخذتها{collect the work sheets that I haven't received from you}

(40 min) S: اليوم نجمعها{Shall we collect them today}

T: جمعوا لي هي اليوم واللي على ماصتي تعالوا خذوها اللي على الماصة{Collect them today , and take the work sheets them on my desk}

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Classroom Observation No. 8
Unit Project: AB

T: السلام عليكم {Peace be upon you}

Ss: وعليكم السلام {Peace be upon you too}

T: Hello everybody

Ss: Hello teacher

T: How are you?

Ss: Fine thank you, how are you teacher?

T: I am fine. Ok the date, yes *Abrar* please. Today is?

S: Ten of جماد الأول {the fifth month of the Arabic calendar},, fourteen thirty one

T: Ok, whose absent today?

S: *Rahaf*

T: *Rahaf* only. Ok, now today we will talk about unit three, you remember unit three, it's about … open your book.

S: Life under the sea

T: Yes, unit three is about, please, yes *Jumanah*

S: Life under the sea

T: Yes, life under the sea, when we say life under the sea what do you think you will learn in this unit, again, what do you think you will learn in this unit, *Asma*

S: Sea animals

T: Yes, very good, sea animals, what else? [*Four students are raising their hands*]

Ss: Please teacher, please teacher

T: Yes, *Shahad*

S: Famous sea and oceans

T: Yes, very good, the oceans and the name of oceans and the name of seas, yes

S: Animals in the sea

T: Yes, how the creatures live under the sea, ok now page number fifty six, what do think about the topic of this reader theatre? You know reader theatre? Many people involved in one play like this, reader theatre means many people or many person involved to talk about an issue, ok the topic of this reader theatre is? Raise your hands please. [Six students are raising their hands]

Ss: Please teacher, please teacher

T: *Nadeen*, yes *Nadeen*

S: 'All About Oceans'

T: 'All About Oceans', please write like this when you write ocean, write like this two slashes and put sh, oceans, to say it correctly, all about oceans, ok you know the meaning of oceans?

Ss: Yes

T: Give me the meaning of oceans? *Gadeer*

(5 min) S: The sea

T: Yes, very good, a very large area of water, yes a very large area of water. What are they oceans?

S: Salt water

T: Yes, also we know the oceans consist of salt water, ok, unlike the rivers, ok now how many oceans? What do you know about oceans? How many oceans are there? Yes, *Bashayer*

S: Five oceans

T: Yes, five oceans, yes good. What are they, *Rozan*?

S: Atlantic

T: Atlantic, ok, yes *Emtenan*

S: Indian

T: Indian, good, *Rahma*

S: Pacific,

T: Pacific, *Uzoof*

S: Arctic

T: Arctic, yes *Abrar*

S: Antarctic

T: Antarctic. There are five oceans, what do think, which one is the largest? The largest? Which ocean is the largest? [*Six students are raising their hands*]

Ss: Please teacher, please teacher

T: Yes, *Sumaya*

S: Pacific

T: Pacific, ok pacific is the largest one, what do you think about, here, it's ok, that set. Now, who can read it? The first part, there are seven readers involved in this. [*Four students are raising their hands*]

Ss: Please teacher, please teacher

T: Ok, yes *Abrar*. [*The teacher puts a spinner on the board*]

T: Ok, here we will use this to make to have a fun only, we will use this spinner to decide which group will start, group number, and which student, ok, yes, ok *Abrar* come on. [*A student spins the spinner*]

T: Now which group, group number two, ok this is one, two, from here, one, two three, four, five, ok which student? Again *Sumaya*, stand up please, which student? Use please, also student number two, *Rozan*, ok start *Rozan*

S: 'What would you

T: Rise your voice please, *Rozan*, rise your voice please

S: 'What would you say if I told you that there is really one eacean (ocean)

T: One ocean on Earth?' Ok *Jala*, go on

S: 'I would say that there are five oceans on Earth.'

T: Ok, underline five oceans, next please, *Reham*

S: 'No. There is really only one ocean, but it is divided into similar (smaller)

T: Smaller oceans

S: Smaller oceans by the seven continents.'

T: Continents, ok *Rafa*

S: 'So, what are the five smaller oceans?'

S: Antarctic

S: Arctic

T: Arctic

S: Atlantic

S: Indian, and …

S: Pacific

T: Pacific, *Rafa*

S: 'The oceans consist of saltwater.'

T: Thank you very good, thank you, sit down. Now again, here reader number four is mentioned is there are seven continents, what are they? Seven continents, do you know the seven continents? Continent means large area of land, ocean the large area of sea, salty water, so, continents, there are seven continents, what are they? [*Three students are raising their hands*]

Ss: Please teacher, please teacher

S: Africa

T: Africa

S: Asia

T: Asia

S: Europe

S: South and north America

T: Yes good North and South America, Australia, the last one the coldest one is Antarctica. Now, what do think about the water of ocean is? Is it salt or fresh?

Ss: Salt

(10 min) T: Yes, Salt. Ok, what do think about the largest one?

Ss: Pacific

T: Yes, that's right Pacific is the biggest one or the largest one, ok, now next group, here, stand up, start *Jumanah*, yes

S: ' The oceans consist of saltwater.'

T: Yes

S: 'Minerals from rocks dissolve in the ocean and make it salty.'

T: 'And make it salty', minerals from rocks dissolve, do you know the meaning of dissolve, incorporate means incorporate into a liquid so to form solution , that means Incorporated means يذاب{dissolved} yes dissolved, yes next *Afrah*

S: 'Oceans play an important role in nature's water cycle.'

T: Ok, thank you Oceans play an important role in nature's water cycle.'

S: 'The sun's heat turns some seawater into an invisible gas called water vapour.'

T: Called water vapour, yes

S: 'The water vapour rises into the air.'

T: What does it mean here, water vapour? Put or circle the word water vapour, means what? Invisible gas, underline the word water vapour, the meaning of water vapour is an invisible gas, yes go on *Rahma*, where is your book *Hayat* or *Rahma*

S: أنا نسيته{I forgot it}

T: Ok

S: 'When the water vapour touches the cold air, it condenses into tiny drops of water.'

T: You know the meaning of condensate, when the water in the surface, make it condensate يعني مكثف {means condensate}, ok go on, again *Jumanah*, go on *Jumanah* thank you sit down all of you, only *Jumanah*, when the clouds … sorry when the tiny drops

S: 'When the tiny drops of water join together, they from (form) clouds.'

T: Form not from, Thank you, *Shahad* go on

S: 'When the clouds fill up with enough water, the water must fall down to land.'

T: Yes, go on

S: 'When the water falls down from the clouds, it is called precipitation.'

T: Please circle the word precipitation, what does it mean precipitation, again the meaning of precipitation? [*Five students are raising their hands*]

Ss: Please teacher, please teacher

T: Yes *Abrar*

S: Snow and rain

T: Yes, there are many forms or many types of precipitation, but what does it mean precipitation? It is mentioned here in reader number six. [Six students are raising their hands]

Ss: Please teacher, please teacher

T: Ok, thank you *Abrar, Rahaf*

S: 'When the water falls down from the clouds, it is called precipitation.'

T: Yes very good, precipitation means when the water falls down from the clouds, ok, there are three types of precipitation as *Abrar* said before, rain drops, hail stones, and snowflakes depending on the temperature. Reader number seven, who can read it, yes *Abrar* sorry *Bashayer*, her sister is *Abrar*

S: 'No matter where the precipitation falls, some the it eventually makes its way back to the ocean.'

T: To the ocean, yes very good, here the water cycle starts again, so precipitation and the meaning of precipitation and so on. Ok, next please who can read it? [*Five students are raising their hands*]

Ss: Please teacher, please teacher

T: *Arwa*

(15 min) S: 'What makes waves in the oceans? The wind makes the …'

T: The question here, reader number four, is what makes waves? Who can answer? *Nadeen*, rise your voice, please

S: 'The wind makes waves. The wind blows across the surface of the ocean.'

T: Yes thank you, ok next

S: 'The wind makes the water move. The ocean water eventually heads towards the sandy shore. When the moving water meets the shore, the water runs further up the shore and makes waves crash on shore. The stronger the wind is, the bigger the waves will be when they hit the shore.'

T: Ok, now this is what makes waves in the ocean, the wind a significant role to make waves, when the wind blows over the sea hits or crash with the shore and make the surface of the surface of the sea level raising up to make the waves. Now, umm stand up al of you, do remember the rain fall sound

Ss: Yes

T: Yes start here this group, one, two, three, four, five, ok let's

[*The teacher and students make some hand movements*]

T: Very good, I like this sound , the sound of rain fall, now who can say this one

Ss: Fresh fish

T: No, another one

Ss: Hahaha

[The teacher writes on the board 'She sells sea shells on the sea shore.']

T: Now, who can say it three times?

[*Five students are raising their hands*]

T: *Shayma,* because *Shayma* sh we can say sh she

S: She sells sea umm

T: Ok, 'she sells sea shells on the sea shore.'

S: 'She sells sea shells on the sea shore, she shells haha

Ss & T: Hahahah

T: Thank you *Shayma*, yes another please

Ss: صعبة{It's difficult}

T: Yeah, this is more difficult than 'Four fine fresh fish for you', I think this is more difficult, *Asma* , yes *Asma*

S: 'She sells sea shells on the sea shore, 'She sells sea shells on the sea shore, 'She sells sea shells on the sea shore'

T: No problem, ok thank you, that's it, you can write it. Now, the last question in this page is … Who can read it? Yes *Reema*, can you read it the last question here is

S: 'Can the wind cause a ummm'

T: 'A gigantic'

(20 min) S: 'A gigantic wave, like tsunami?'

T: Tsunami, yes very good. What do you think from this question? Can the wind cause giga gigantic, I think, gigantic wave like tsunami? Ok, what does it mean tsunami? I think the meaning of tsunami, you know, do you remember tsunami, happened before may be … how many years?

Ss: Four, three

T: Four years ma be ago or three I don't know in Malaysia, now what does it mean tsunami? Means what? *Abrar*

S: very large wave

T: Yes very good, very huge wave or very large wave, also when we say tsunami, this is one of the natural disaster. Give more or some examples of natural disaster? Ok, No problem, next page, next page, now who can read it, *Azoof*, page number fifty eight

S: 'Not exactly. Earthcook'

T: 'Earthquakes, volcano'

S: 'Earthquake, volcano, eropotion (eruptions)'

T: 'Eruptions'

S: 'That aufect (affect)'

T: 'That affect'

S: 'Affect the ocean floor'

T: 'Cause tsunami.' Yes, thank you. Now give me some examples mentioned here in reader theatre some natural disaster, like …? Ok, tsunami is number one, what is mentioned here? some examples of natural disaster, yes *Asma*

S: Volcano

T: Volcano, you know volcano?

S: بركان{Volcano}

T: بركان{Volcano} yes, and …?

S: Earthquake

T: Earthquakes, you know earthquakes?

Ss: Yes, زلزال{earthquake}

T: Some vibration in the earth surface, هزات أرضية{earthquakes}, what else? What do you think about tornado? You know the meaning?

Ss: اعصار{tornedo}

T: What else? Hurricans, and there are many of natural disasters, and also the heavy rain cause floods and so on, heavy rain اللي هي الأمطار القوية{heavy rain}, this is also one of the natural disasters, ok now read it, two line only to give me the definition of tsunami, read it please silent reading, what is a tsunami? [*Five students are raising their hands*]

Ss: Please teacher, please teacher

T: *Rawa*, can you *Rawa*,? Tsunami is

S: "A tsunami is a huge wave that can cause a horrible damage."

T: Tsunami, put in the square or circle the word tsunami and underline the definition, a huge wave that can cause a horrible damage, do you the meaning of horrible? Something is …

Ss: مخيف{Terrifying}

T: Yes very good, horrible means the same meaning of scary, ok reader number four who can read loudly? [*Six students are raising their hands*]

Ss: Please teacher, please teacher

T: *Asma*

S: 'What about creatures that live in the ocean? How do they live?

T: Yes very good, creatures, what do you think about creature, is it a noun or verb? Creatures?

Ss: Noun

T: Noun of verb what? Comes which verb

S: Create

T: Create, yes. Write please above creatures, write create, it is the verb from creature. Ok, now go on, who can read it? *Abrar*

S: 'Ocean animals have adapted well to life in their habitat.'
T: Habitat yes, what does mean habitat? You know this is the name of the store in جدة{Jeddah, a name of a city in Saudi Arabia}, that sells what? Furniture, yes what does it mean habitat?
S: Home
T: Yes very good *Asma*, home, habitat means home, ok, now, yes *Emtnan*
S: 'First, there are many different types of shellfish.'
T: Yes, very good, 'first, there are many different types of shellfish.' Ok, now what does it mean types, (25 min) give me another word look like this word or have the same meaning of types, *Shayma*
S: Kinds
T: Kinds, very good, write this type equal kind, ok now there are many types of shellfish, like …who can read it now. [*Three students are raising their hands*]
Ss: Please teacher, please teacher
T: *Rahaf*
S: 'Many shellfish live right at the water's edge on the beach.
T: Yes, go on
S: They bury themselves in the sand when the tide goes out. When the tide comes back in again, they can get all the food they need from the water itself.'
T: Yes, very good, now reader number five, read it *Rafaa*
S: 'That's amazing!
T: What does it mean amazing? In English give me another word
S: Fantastic
T: Ok, or that's great, you can write great or wonderful
S: 'That's amazing! I never knew that saltwater has food in it.'
T: Yes, very good, now next 'there are also … what?
Ss: The bird
T: Birds, yes read it *Shahla*
S: 'There are also the birds. Birds live all around the ocean, but you find most of them near the water's edge.
T: Ok, go on *Shahla*
S: Birds love to eat some of the animals that bury themselves in the sand and the mud at the water's edge.'
T: And the mud at the water's edge, mud, what does it mean mud? I think the wet sand, you know the wet sand? اللي هو الطين{which is the mud} , ok
S: 'Many ocean birds have adapted to their habitat by growing very long beaks for digging in the mud.'
T: Digging in the mud, what does it mean long beaks, بمنقاره الطويل{his long beak}
S: 'When different animals rely on each other to survive, it's called an ecosystem.'
T: What does it mean to survive? To live, write the word live above the word survive, live. When different animals rely on each other to live or survive, it's called …
Ss: Ecosystem
T: Ecosystem, now give me the definition, thank you *Shahad*, give me the definition of ecosystem, put the word ecosystem in a square or a circle, circle the word ecosystem, and underline the definition again, *Jala* please, read the definition again, ecosystem, *Jala* where are you?
S: 'When different animals rely on each other to survive.'
T: Rely on each other to survive, this is the meaning of ecosystem, some animals eat other animals, and others eat other things to what? To live, so this is ecosystem, we have a defintion for or the meaning of ecosystem, this is the definition, but the meaning of this one what? Biological life, this is the meaning of ecosystem, biological life, ok. Now the question at in the end here, what … read it *Rahaf*
S: 'What about far out in ocean?'
(30 min) T: Yes very good, what about far out in the ocean? What about far out in the ocean? You can answer some … yes *Reem*
S: 'Some of the most important living creatures and plants in the ocean are also the smallest.'
T: Next, *Emtnan*
S: Sometimes these animals and plants are so small that they can only be seen through a microscope.'
T: Microscope, ok that means very small animals and plants in the ocean that as a food for some creatures or living things or in the ocean, ok reader number three, who can read it? *Abrar*
S: 'These tiny plants and animals are called plankton.'
T: Plankton, now again circle the word plankton, and underline the meaning of the word plankton, again plankton means …? *Asma* again the meaning of plankton is …
S: 'Tiny plants and animals'

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T: Tiny plants and animals, please underline tiny plants and animals, and circle the main word the key word here plankton, ok now next, *Afrah*

S: 'There are two types of plankton.'

T: There are two types of plankton, now next please, read it silent reading and give me the two kinds of this plankton, now read it please, silent reading, and tell me what are the two types of plankton? [*The students are reading from the textbook*]

T: Ok what are they? [*Five students are raising their hands*]

Ss: Please teacher, please teacher

T: There are two, *Nadeen* yes

S: Zooplankton

T: Yes good, this is number one, zooplankton, this is number one, number two *Jumanah*

S: Pytoplankton (Phytoplankton)

T: What do you think about PH together, it is pronounced as F phytoplankton, yes thank you, right, number one zooplankton, umber two phytoplankton, what does it mean zooplankton? The definition of zooplankton, what does it mean? *Abrar*

S: Consist of little animals that whales eat

T: Yes very good, little animals, underline here, put number one and circle the word zooplankton and underline little animals, yes *Malak* stand up *Malak*, here one whale can eat up to four tons of zooplankton in a day, the second one is phytoplankton, reader number three, the meaning of phytoplankton, yes

S: Consist of little plants

T: Yes consist of little plants, also phytoplankton circle this word and underline little plants, again about zooplankton, zooplankton is a tiny animals or a little animals, and phytoplankton is a little plants, but how much can a whale eat in a day?

Ss: Four

T: Four what?

S: Dosage, tons

(35 min) T: Tons, طن{Ton}, four tons of zooplankton this is the food of the whale in a day, now all kind of these animals these, who can read it? [*Five students are raising their hands*]

Ss: Please teacher, please teacher

S: 'Without plankton, most animals in the ocean would eventually starve.'

T: Starve, what does it mean starve? What does it mean? Without this plankton either animals and plants the animals or the most of animals that live in the ocean will eventually starve

S: Die

S: Feel hungry

T: write please, starve equal die of hanger, ok , what else? Yes who can read, *Rafa*

S: 'A dolphin doesn't eat plankton, but it eats other animals that eat other animals and so on.'

T: What do you think about this sentence? An example of ecosystem here, this is an example of ecosystem, ok next please, *Asma*

S: 'When you follow that chain, one of those animals needs to eat plankton to survive.'

T: Next, please reader number four, yes *Azoof*

S: 'If there isn't any plankton, that animal will starve, then animal that eats it will starve, and so on.'

T: Here also another example of ecosystem, if there isn't any plankton, that means animal will starve, then animal that eats it will starve, and so on, so this is an example of ecosystem, next, please, *Afrah*

S: 'That's what we call a food chain.'

T: Call a food chain, what does it mean a food chain? You can get the definition from this example of ecosystem, when you say it , this animal eats this one, and this one eats another and so on and may be this animal eats some plankton, so this is the food chain, what does is it man a food chain? Yes *Shayma*

S: Animal eats another animal and the another eats another animal and so on

T: Yes, good, that's is the definition here, a series of organism, you know the meaning of organism or not? Each dependent on the next as a source of food, quickly please, please *Shayma*, read it now

S:"A series of organism each dependent on the next as a source of food."

T: Yes, write it this is the meaning of food chain. The last line, I will read it as a module, now listen please, 'There are many food chains in the ecosystem of the ocean.' Like before we mentioned, like we (40 min) mentioned in reader number one, reader number two, reader number four, these are some examples of ecosystem in the ocean, ok there are many food chains in the ecosystem in the ocean. [*The teacher reads from the textbook*] 'We all need to learn more about the ocean and its ecosystem to help protect the life that lives there.' What does it mean protect, can you give me another word have the same meaning?

S: Save

T: Save, ok what do you think about shelter? Same meaning of protect. Now, the homework is, at least two points, what you already know about oceans, what your background information, {معلوماتك السابقة your knowledge background}, ok, and what you want to learn more about the oceans, you didn't learn it during this reader theatre? And what you learn actually in this unit about oceans? What you already know? And what you want to learn? And what you learn actually? Ok, thank you girls, at least two points, {على الأقل نقطتين at least two points}

S: ولا أبلة قروب ...؟{Teacher, shall we do it in group or …?}

T: No problem, up to you, you can do it individually or in group, no problem.

Classroom Observation No. 9
Unit Project: AM

T: السلام عليكم{Peace be upon you}

Ss: وعليكم السلام{Peace be upon you}

T: Good morning girls

Ss: Good morning teacher

T: Hello everybody

Ss: Hello teacher

T: How are you?

Ss: Fine thank you, how are you teacher?

T: I am fine. Please, stop talking here, be quiet, اللي ورا اسكتوا لو سمحتوا{please keep quiet, the group in the back}, خلاص يا أول {stop talking girls}. Are you ready for the project or not?

(5 min) Ss: Yes

T: Now, by names, بالأسماء حنادي{I will call you, one by one}, please stop talking, we will listen to the first group

S: أبلة والله نسيت الورقة والله سويت الموضوع بس نسيت الورقة{Teacher, I am really sorry, I forgot the paper that I am going to read from, I swear to god I did it, but I forgot it}

T: راح أشوف بعدين{I will see later}. Be with me here , listen to the first group, *Wejdan's* group, أعطوهم طريق{make space for them to pass}

S: أبلة حق مكة{Teacher, the one about Makkah}

T: ايوه حق مكة{Yes, about Makkah}

[*The teacher and the students are trying to fix a problem in the computer*]

S: أبلة لازم نتكلم ولا بس نوري صور عن مكة؟{Teacher, should we talk about our project or just show the pictures about Makkah?}

T: Yes you should speak

(10 min) S: كلنا ولا بس وحده فينا{All of us or just one of the group?}

T: All of you, as group, you can talk about buildings or cultures in Makkah. If you are not ready for the second project, you can repeat the first one, the body systems. يعني لو مو جاهز البروجيكت الجديد عيديلي الأول حق الوحدة اللي قبلها{I mean if your project is not ready, you can repeat the previous one, the one of the previous unit}

[*The teacher and the students are still trying to fix a problem in the computer*]

T: Turn it off. ما ينفع تقولوه بدون العرض{can you do it without using the PowerPoint?}

S: لا ما ينفع لأنه الكلام على الصور{No we cannot, because we will talk about the pictures in the PowerPoint}, ماراح يستخدموا الكومبيوتر, أبلة قومي القروب الثاني عبال احنا مانصلح المشكلة{teacher, let the second group start while we are fixing the problem, they will not use the computer}

T: Ok, *Gadeer's* group, are you ready? Until we have this … عبال ما يشتغل الجهاز{While we fix the problem}

S: Hi Girls

Ss: Hi

T: Listen to *Gadeer*

S: I will talk I will talk about Makkah. We all knows that. Alkaba we know that located in the Holy Mosque in Makkah. Makkah located also in centre of the Earth and gravity. Makkah passed different (15 min) ages that makes change in its make change in its things that Makkah had. I will show you that woman in Makkah was ware. This is an international dress that woman was ware. This a head scarf, and jacket, and also small head scarf.

[*The students are clapping*]
[*Three girls are make a role-play dialogue about Makkah*]
S1: My teacher, can you tell me about the story of Makkah
S2: My love, Makkah was valley, and there was no life on it, no animals, no plants and no people
S3: Oh really! How it become like this, it's very crowded now
S2: الله{God} had ordered his prophet *Abraham* to take his wife *Hajer* and his son *Ismael* to Makkah and leave them there. *Ismael* needed water, so his mother hastened between الصفا{a name of a place located in the holy mosque in Makkah}and المروة{a name of a place located in the holy mosque in Makkah}looking for water and this time زمزم{the name of the well in Makkah} appeared
S1: It's a wonderful story, what happened next?
S2: When people heard that there is water in Makkah, they come to live in it
S3: Was there Alkaba (the black cube which is located in the holly mosque in Makkah) at that time?
S2: No, but later Allah ordered *Abraham* and his son *Ismael* to build Alkaba
S1: What happened after that?
S2: People from all over the world come to circle Alkaba
S3: Really it is great favour that we live in Makkah
[*The students are clapping*]
S: Scientific facts with Makkah. First, Makkah is centre of the world. I have impressed the world in January nineteen seventy seven, when revealed that Makkah is the centre of the Earth's land, and came as a result of this discovery. Effort took years of ongoing research. Second, the timing in Makkah is the most accurate and wiser in the world. Because it is the ideal city to which the line of magnetic north with the line of true north, and only in Makkah. Finally, the black stone is a stone from paradise. The British scientist (Richard Diberton) trip to the Hijaz, was taken from the black stone. It seemed his experience in the laboratory make sure that it is not a ground stone. This shows the sincerity of the words of our prophet peace be upon him when he said: black stone came down from heaven.
T: Thank you very much
[*The students are clapping*]
T: Ok, *Esra's* group, are you ready or not?
(20 min) Ss: Yes
T: Ok, now come, quickly, now listen to *Esra's* group please, all of you
S1: Makkah is in the western region, and it is a valley. It surrounded by mountains. The weather is always hot and dry. It is a holy city in Islam. Five times a day, Muslims pray towards Makkah
S2: Zamzam water {a well witch is located in the Holy Mousque in Makkah} is the best of mineral water used in he treatment and hospitalization in the world. It's strange in Zamzamwater that sweet taste, despite the increase in total salt. The properties of Zamzam , it doesn't change taste or colour or smell. It is like a honey bees which is not **** verses dating back to the Ottoman Empire. Second, the staircase up to the roof of the Kaba is made of aluminium and crystal. Third, A collection of marble tiles that have been collected from every era from the era of they expended the Haram the holy mosque.
T: Ok, thank you
(The students are clapping)
(The students play a video about Makkah)
S1: Comparison Makkah then and Makkah now, Makkah then small village
S2: Large city, now
S1: Old roads
S2: Modern roads
S1: Old buildings
S2: New buildings
S1: Short buildings
S2: High buildings
S1: Small markets
S2: Malls
S3: Of land for the house is forbidding amend ……
(25 min) [*The students are clapping*]
[*One student is talking about Makkah in Arabic*]
T: Whose next?
S: Hi everybody, I want talk about Makkah. Who is … all the Muslims what we mean about Makkah. What is your feeling about Makkah? Makkah locate in the *Hijaz* in Saudi Arabia, has several names, including *Um Alqura*, holy city to Muslims, the holy mosque and the Kaba. Dating from the founding of Makkah to more than two thousands years BC, and was the beginning of a small village located in a
(30 min) valley, dry, surrounded by mountains on every side.

T: Thank you, Clap for *Nada*

[*The students are clapping*]

S1: Almasjed Alharam, Almasjed Alharam or the Sacred Mosque, is the iconic mosque in Makkah, commonly known as the Haram or Haram Shareef. It is the largest and holist mosque in the world. Masjed Alharam surrounds the Kaba. The structure which Muslims face when offering daily prayers. Presently, Masjed Alharam covers an area of 356.800 square meters. It can accommodate up to four million worshippers during the Haj period. According to Islamic belief, the mosque was first built by the angles before the creation of mankind. Adam was the first human to re-build it. Then, by Abraham with the help of his son *Ismael*. The black stone is situated near the eastern corner of the Kaba, and according to some people is believed to have fallen from heaven and turns black due to man's misdeeds. Zamzam has never dried ever since it was revealed. Muslims believe places the story and the story of *Ismael* and his mother.

S2: The Kaba is a cube-shaped building in Makkah, Saudi Arabia and is the most scared site in Islam. The building predates Islam, and, according to Islamic tradition, the first building at the site was build by *Abraham*. The building has a mosque built around it, the Masjed al-Haram.All Muslims around the world face the Kaba during prayers, no matter where they are.

T: What else? Do you have anything to add, yes *Kadeeja*, listen to *Kadeeja*

(35 min) S3: History of Zamzam water. Zamzam is the name of a famous well in the Sacred Mosque in Makkah, which is thirty-eight cubits away from the Kaba. It is the well from which Allah quenched the thirst of Ismael the son of Ibraham, when he was an infant. His mother looked for water for him, but could not find any. She climbed to the top of the mountain, praying to Allah to help her. Then Allah sent the angle Jebreel, and he hit the Earth and water appeared.

T: Ok, thank you very much *Kadeeja*. كذا خلاص. {we are finished}, you can leave now. كملوا البروجيكتات, بكرة راح أسمع للي ما سمعتلهم {complete your projects, tomorrow I will listen to you}

Classroom Observation No. 10
Unit Project: AM

T: السلام عليكم{Peace be upon you}

Ss: وعليكم السلام{Peace be upon you}

T: Good morning girls

Ss: Good morning teacher

T: How are you?

Ss: Fine thank you, how are you teacher?

T: I am fine. Are you ready for the project or not?

Ss: Yes

(5 min) T: ها مين جاهزة؟{Whose ready?} shhhhhhh please listen to her, stop talking, هدوء أي وحده تتكلم راح ألغيلها درجة البروجيكت{quiet, I will give you zero in the project if you keep talking}

S: ابلة بس كنا نتناقش على الموضوع{Teacher, we were discussing our project}

T: Ok, *Sundos*, listen to *Sundos*

S: Makkah is a city holy to Muslims. The holy mosque an the Kaba, which Muslims face it when they pray.

T: Ok, who else?

S: The well of Zamzam or Zamzam well located within the Masjed Alharam in Makkah, Saudi Arabia, twenty meters east of the Kaba, the holist place in Islam. According to Islamic belief,

(10 min) [*The teacher and some students arrange some files on the computer to use them during the presentations*]

T: Ok, complete *Areej*, complete. Listen to *Areej*

S: It was a mir miraculously-generated source of water from God, which began thousands of years ago when Abraham's infant son *Ismael* was thirsty and kept crying for water and was kicking at the ground when water gushed out. Millions of pilgrims visit the well each year while performing the Hajj or *Umrah* pilgrimages, in order to drink its water. By Saudi law, the water cannot be sold outside of the kingdom, but because of this demand, there is a thriving market in fake Zamzam water in other countries

(15 min) T: Ok, thank you *Areej,* who else, yes *Haneen* or *Raneem.* What about this video?

S: Teacher, من البداية لأ)Don't play the video from the beginning)

T: ليه؟(Why?)

S: هو نفسه بس انشودة عن الحرم(The same video, but there is a song about Makkah)

S: Makkah the holy land. I love the country to God, and love to His messenger. The place dearest to the hearts and shelter their pilgrims, and a complex of their delegations, and meeting crowds. Heat of God (20 min) out of respect and honour on the creation of the heavens and Erath, the Kaba first house established for the worship of God on Earth, and the house of the old to make God sanctuary to honour him

T: Who else? Are you ready

S: Special عيد الفطر{a religious occasion} foods, عيد الفطر{a religious occasion} is important holiday for Muslims people in the Middle East prepares many special. Eid Alfiter foods from all over the world. Many عيد الفطر{a religious occasion} food come from Makkah, Halawa, Ladu, and Baklava. Atayef is a dessert made of flour, cheese, and sugar. A very creamy and delicious dessert. Muslims also eat a lot of cakes and sweets. I love the many special عيد الفطر{a religious occasion} foods

S: Sweet Tabtab is popular eaten at festivals and events. Graded, half cup sugar, half cup flour, half cup tahini, teaspoon crushed cardamom. The way, melted sugar on the fire until it becomes brown and add him cardamom. Add the flour gradually and tahini. Paint tray and pour the mixture and then sprinkle the face with pistachio

(25 min) S: الدييبازة(type of sweets). Ingredients, water, sugar, هيل(cardamom) to taste, nuts to taste. Methods, heat the nuts first, then, melt the sugar with the cardamom. Then, we put it on the fire is nuts. Only to intensify. And put in the fridge

S: Ingredients, two chickens cut in half, two glasses rice and two onions, litre of milk, four هيل (cardamom), two teaspoon lemon juice, table spoon red pepper powder, salt to taste, water. Amount of sauce, four tomatoes, cup coriander, two or three hot green peppers.

(30 min) [*The video is playing, a song about Makkah*]

S: Way, wash the rice a few times and soak in water and drain. Put the chicken in a pot large and add the onion, cardamom, salt, cinnamon and water to boil and then invited leave the chicken on low heat thirty to forty minutes to mature.

T: This is a recipe of a famous food or meal in Makkah, recipe of a famous food, rice with chicken, a main meal in Makkah, ok?

S: If the maturity of the scoop of the chicken broth and drain and then put the rice in the broth and leave for an hour until the rice dries out and is imbued with all gravy. Then, marinated with lemon juice, red pepper, and then we enter the oven cover and reddening of the cover on the tin to become a golden colour. Add the hot milk stages, o the rice, stirring several times to become strength of the yen. Pour the tray in the presentation and served with hot chilli sauce after mixing components in an electric mixer and the health and well-being

(35 min) T: Who else, which group? The previous project, about the body systems, do you have the papers? This group, are you ready or not?

Ss: No

T: Why?

S: Because we did not have time

S: Teacher we will bring tomorrow

T: You don't have the papers?

Ss: No

T: منتوحافظين؟(Didn't you memorise your talk?)

Ss: No

S: أبلة والله يوم واحد ما يكفي ما عندنا وقت(Teacher, one day is not enough, we don't have time)

T: Ok, can you repeat the 'little women' play, yes *Sara, Abrar, Ruba,* come

Ss: Hahah

T: You didn't bring your project, so you have to do something

S: I am ready, but she is not

T: خلاص ما شالله عدتوا وزدتوا في الموضوع هذا المفروض ما تحتاجوا مراجعة(You repeated it and repeated, you are supposed ready to do it now)

(40 min) T: *Asma* come and clean the house, *Ruba* sit and play piano, *Yara* drawing

(45 min) (A group of students are acting a play)

APPENDIX 7

Examples of Observed Speaking Activities

Unit 2: Plagiarism

Listening

1- On its own, which of the following is most likely an example of plagiarism?
   a. Consulting an online resource when you write a research paper
   b. Putting a quote from a magazine article in an essay
   c. Forgetting to include a bibliography at the end of your paper
   d. Paraphrasing the author of a published book

2- What can you conclude from the fact that people often plagiarize without meaning to?
   a. Plagiarism is not a serious offense
   b. Plagiarism is not always a black-and-white issue
   c. The rules about plagiarism are far too strict
   d. Most teachers aren't aware of what plagiarism is

3- How might you classify copying and pasting a paragraph from a website into a school assignment? Choose the best answer
   a. Borrowing
   b. Giving
   c. Paraphrasing
   d. Stealing

4- In the sentence, "Many students inadvertently plagiarize because they're careless with their notes, "what does "inadvertently" man?
   a. Sneakily
   b. Intentionally
   c. Accidentally
   d. Criminally

5- Why is plagiarism similar to cheating? Choose the best answer.
   a. Because you're not paying to use your source's ideas or words
   b. Because you're passing off your source's ideas or words as your own
   c. Because plagiarism wastes your teacher's valuable time
   d. Because you're making money off of your source's ideas or words

6- If you were asked to repeat verbatim the phrase, "The cat jumped over the lazy brown fox," what would you say?
   a. "The lazy fox didn't move, so the cat jumped over him"
   b. "Cats are swift animals that like to run and jump over things"
   c. "The cat jumped over the lazy brown fox"
   d. "The lazy brown fox was jumped over by the cat"

Tr.Amina Al-Shehry

7- **What is the best definition of an endnote?**
   a. A brief citation that lists the source of a quote
   b. A quotation that's properly cited
   c. A list of all works cited in an essay
   d. A paraphrased paragraph

8- **It's often said that plagiarizing is like cheating yourself. Why is this?**
   a. You'll probably get kicked out of school if you plagiarize
   b. Plagiarism is always caught, and always results in bad grades
   c. "Plagiarism" is basically another word of "cheating"
   d. You lose the opportunity to practice critical thinking and writing skills

9- **Why is paraphrasing a good way to avoid plagiarizing a source?**
   a. It doesn't give any credit to an original source
   b. It shows your readers you have a firm grasp of the subject
   c. It suggests that you personally know a source that you quote
   d. It shows your teacher that you're able to use correct grammar

10- **What's the best way to quote online resources without plagiarizing?**
   a. Paraphrasing every paragraph that you read
   b. Using only print versions of online documents
   c. Explaining to your teacher that you did your research on the internet
   d. Citing all your online resources with proper attribution

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The Seasons   The Moon   Lunar Eclipse   **Space Junk**
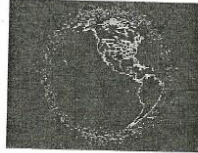
SPACE JUNK   Print Version

- 'Space junk' or 'space debris' is any artificial rubbish orbiting the Earth

- This could be anything from jettisoned rocket stages or satellite fragments down to loosened paint chips

▶ See full animation (106K)

- There may be over a million pieces of space junk currently orbiting the Earth. However, all but 9,000 of these are smaller than a tennis ball

What is space junk?

Since the first satellite, Sputnik 1, was launched in 1957, thousands of space probes, satellites and telescopes have been sent into space. Just as we have created rubbish mountains on Earth, we've also accumulated a blanket of junk around the Earth.

This debris silently zooms around the globe at speeds of up to 25,000 miles per hour with altitudes ranging from hundreds to thousands of miles. NASA frequently replace windows on the space shuttle that have been damaged by objects as small as a flake of paint.

What is space junk?

Space debris consists of:

- jettisoned spacecraft parts
- nuts and bolts
- solar cells
- abandoned satellites
- paint chips
- nuclear reactor cores
- spent rocket stages
- solid fuel fragments

How much junk is out there?

Radar and optical monitoring can pinpoint the location of space debris only centimetres in size.

The current estimate is that there are over a million bits of debris orbiting the Earth. About 70,000 objects about the size of a postage stamp have been detected between 850 – 1,000 km above the Earth. They are probably frozen bits of nuclear reactor coolant that are leaking from old satellites.

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An additional problem is that this debris is breaking up. Explosions or collisions blast the objects into smaller pieces, increasing the number of objects further. More than 124 break-ups have been verified, and more are believed to have occurred.

What are the dangers from debris?

Although most of the debris in space is small, it's travelling extremely fast. Below altitudes of 2,000 km, the average relative impact speed is 36,000kmph (or 21,600 mph).

At this speed, collision can be dramatic:

- **A 1mm metal chip could do as much damage as a .22-caliber long rifle bullet**
  Bits this size don't generally pose a large threat to spacecraft, but can erode more sensitive surfaces and disrupt missions.

- **A pea-sized ball moving this fast is as dangerous as a 400-lb safe travelling at 60 mph**
  Debris this large may penetrate a spacecraft. If this happens through a critical component, such as the flight computer or propellant tank, this could be fatal.

- **A metal sphere the size of a tennis ball is as lethal as 25 sticks of dynamite**
  This debris will penetrate and seriously damage a spacecraft.
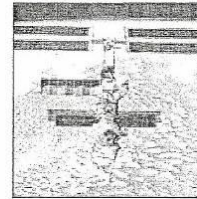
Is the space station in danger?

At geosynchronous altitude (35,900km), the relative speeds are lower - 720 kmph (432 mph). Geosynchronous orbit is one in which a satellite rotates around the Earth at the same rate as the planet spins. Many satellites are at this height as it means they can remain above one particular area of the world.

Junk-free zones

There are junk-free zones that are relatively clear. These are monitored and used to calculate the trajectory of spacecraft. In the past, NASA has had to adjust the flight path of space shuttles on at least eight occasions to avoid debris.

Some research suggest that the collision risk from small particles is minimal. One study showed that a craft that had been in space for more than five years was struck by particles more than 30,000 times, with no ill effect.

The Center for Orbital and Reentry Debris Studies (CORDS), located in El Segundo, California, was established in 1997 to study space debris, collision avoidance, and re-entry break up. In 1999, they estimated that 193,000kg of material re-entered the Earth's atmosphere.

More from BBC	Go further
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Unit Project

[St.s will name some pictures about Makkah religious places]

Group`s name :...

<<<<<<<<<<<<<<<<<<<<<<<<>>>>>>>>>>>>>>>>>>>>>>>>>>

Name the pictures below :

....

....

....

....
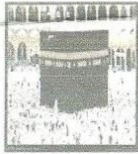
APPENDIX 8

Transcripts of Teachers' Interviews

Teachers' background in EFL teaching

A: Where were you trained to teach EFL?
T1: In the collage, in some schools, for 6 weeks during one semester and then for another 6 weeks during another semester in public schools.
A: How long have you been teaching EFL?
T1: 14 years.
A: Have you attended any extra courses in English language, how long and where?
T1: So far I have attended 12 short courses and workshops, the longest one for one week in the centre of administration for training teachers.
A: And what did you train about?
T1: They were teaching us about the new teaching strategies and how to assess the students.
A: And have attended any English language courses to improve your language?
T1: No, I haven't.

Teacher's attitudes towards English language learning

A: In your opinion, what is the importance of learning English language?
T2: It is very important nowadays, it is the science language and Internet language.
A: To what extent do think that English language has an effect on our religion?
T2: No, we can convey our ideas to the others and clarify our religion and eliminate the negative stereotypes about Islam.
A: To what extent do think that English language has an effect on our culture?
T2: It does not have a negative effect on our culture, but rather we can acquire their good habits and we teach them ours. I mean we could share the good habits.
A: And on the Arabic language?
T1: No it does not. It depends on the person himself, if he allows it to affect positively or negatively.

Teachers' EFL speaking knowledge

A: What do you think your proficiency level of English is?
T1: Hahaha, I don't know, give me the levels.
A: for example low, intermediate, upper inter mediate, or advanced.
T1: Upper intermediate or between advanced and upper intermediate.

A: What do you think your proficiency level of EFL speaking is?

T1: Also upper intermediate. Do you have some exams to check this? I mean I can enter some websites and check this? It is good to know.

A: Actually, I know some international standardised tests to evaluate your proficiency level of English language, such as TOEFL or IELTS. They evaluate your proficiency level professionally.

T1: Oh yes, yes.

A: and they have test locations in Saudi Arabia, one of them in Jeddah, and also there are some free practice tests online. You can try if you like.

T1: Yeah, yeah good

A: OK, are you confident enough to speak in English?

T1: Yes. I think so hahaha.

A: Do you think your EFL speaking proficiency level is adequate to teach the current EFL speaking curriculum?

T1: Yes, hopefully.

A: Are you developing your English language speaking? How?

T1: Yes I am trying very hard.

A: how?

T1: by taking more courses in teaching, reading and searching for new information also trying new programmes (software applications) on the internet to improve my language

Teachers' believes about the nature EFL speaking

A: What do you think speaking is?

T1: Conveying your ideas in simple understandable words to communicate with people.

A: What do you think pronunciation and intonation refer to within the context of EFL speaking?

T1: It is not a proper definition.

A: It's OK, just say it in your own words

T1: OK, knowing how to say the words.

A: And intonation?

T1: To say the word in the right pitch for example if you are happy or sad you change your voice, or when you ask questions.

A: What do you mean by 'native speakers'?

T: To be understandable and say the words in the right way.

A: Do you think it is important to teach these aspects to the students?

T1: Yes, it is important. Specially, when they tell stories or make role-play dialogues. It is important that students employ these aspects.

A: Does the curriculum emphasise these aspects?

T1: There is a lack of such aspects curriculum. It does not include them at all.

A: And do you focus on these aspects in when you teach?

T1: I focus when I introduce new words to the students for the first time. I write tem in different locations of the sentence, and I teach them how to pronounce them, and when they use these words in a question or in a sentence and so on.

A: What do you think accuracy and fluency refer to within the context of EFL speaking?

T1: I have no idea.

A: OK, Accuracy refers to producing the right form of language in terms of grammar and pronunciation, were fluency refers to talking without hesitation and be fluent, do you think it is important to teach the students these aspects of speaking, and which one is more important tan the other?

T1: Yes, it is important at the beginning to focus on fluency and ignoring the students' errors', after that, I focus gradually on grammar, and when we have a grammar lesson I can highlight their common errors that they made.

A: And what does the current curriculum focus on?

T1: It focuses on fluency, and also according to the new strategies they want from us to focus on fluency even when students make errors, they recommend not to correct them, and they think if we correct them this will make the students frightened to speak again. They say leave the students speak and speak without correcting them and they will learn the right pronunciation of the words by the time.

Teachers' believes about the value of EFL speaking

A: In your opinion, which is the most important EFL skill that students need to master, and why?

T1: I think 3 skills, listening, speaking, and writing.

A: Why did you put them in this specific order?

T1: If they know how to listen they know how to speak and if they know how to speak they know how to write and then how to read.

A: Is it important for the students to master the speaking skill, and why?

T1: Yes, it is very important for them, speaking skill?

A: Yes, speaking skill, and why it is very important?

T1: Because if they know how to speak they will be able communicate, even in new circumstances.

Teachers' opinions about EFL speaking teaching methods

A: Do you think that the current teaching method of EFL speaking is a good way to learn English Speaking?

T1: Yes I think the current teaching method of EFL speaking is a good way to learn English speaking and better than the old methods, and the new strategies work well with the cooperative learning.

A: How?

T1: The students have more opportunities to talk with each other, they work together and share the information together.

A: Does speaking receive great emphasis in the current curriculum?

T1: No, it is not. It depends on the teacher and how she makes use of it in each lesson, for example, in a reading lesson, before we start the lesson, the teacher could ask the students about their opinions about the topic.

A: Do you prefer to teach students in Arabic or English language? How important is that?

T1: For me, I prefer to teach students in English language. It is the best way of teaching students to acquire fluency

A: How?

T: if they get used to hear English language from the teacher they will become more fluent, by hearing new words, but if they hear Arabic language all the time they will not improve their language

A: Do you think that students learn more effectively when you use Arabic or English language?

T1: Most of the girls learn more effectively when I use English in teacing the lessons.

A: Are you enthusiastic to teach speaking?

T1: Yes, I am enthusiastic to teach speaking

A: Are the students enthusiastic to learn speaking?

T1: Yes, they are.

A: As an EFL teacher, do you think that EFL speaking teaching methods need to be modified according to the learners needs? How?

T1: Yes I think speaking teaching methods need to be modified according to the learners needs, because they need to learn English language and speaking this language in all aspects of life. They should try different speaking strategies in all lessons, such as role play, specialize a day to speak in English with others, organise trips to some places and communicate with each other in English

Teachers' opinions about EFL speaking activities

A: Do you think that the speaking activities in the textbooks are useful for the students?

T1: No, they are not. And also they are not enough. I mean they need more activities and they should have variety of activities as stories, dialogues, games and some texts, and these will help them to speak and become more fluent.

A: Do you think that the speaking activities in the textbooks are interesting to the students?

T1: Some are interesting to the students and some are not. It depends on the topic. Some topics are interesting to the students and they like to speak and share the information, specially the topics that related to fashion or exercises. However, the scientific topics are a little bet boring.

A: Do you think that the speaking activities in the textbooks are difficult for the students?

T1: Some of them are difficult, especially the scientific topics in the textbook.

A: Does speaking receive great emphasis in the textbooks?

T1: The textbook doesn't have enough speaking activities. Each unit has just one speaking activity. However, it depends on the teacher's skill, where she can include speaking in each lesson.

A: As an EFL teacher, do you think that EFL speaking materials need to be modified according to learners needs? How?

T1: Yes, speaking materials need to be modified. Different activities could be added, like for example as I said students should practice how to tell a story, how to make a dialogue, students should practice all these types of activities to let them use what they have learned.

Follow-up interview

A: I noticed that some students use the Arabic language when they communicate with each other in the classroom and sometimes with you? What do think? Do you require them to use the English language or not?

T2: I sometimes ask the students to speak in English. But sometimes when the topic is difficult and they want to collect idea as much as they can, they use the Arabic language. However, it is better to use the English language.

A: Does the Ministry of Education ask you to require the students to speak in English?

T2: No, they do not.

A: Are there any difficulties?

T2: There are some girls who do not work with the members of their groups and only the bright girls work in their groups. However, when we employ a Kagan strategy, such as 'Round Robin', each member has to participate. I mean they use a pen and a paper, the first girl in the group starts to write on the paper, then, the paper is circulated around all the girls within the group, I mean everyone has to write on the paper, then, they select one of them to speak aloud the answer.

A: And how do you organise the groups?

T1: I try to organise them once every month according to their levels or randomly, and sometimes the girls choose their groups. Actually, we have been taught these ways during Kagan structures workshop.

A: And what is the girls' reaction?

T1: Some of the students do not like it, and each one wants to stay with her friends, and I try to explain to them that they will get more benefit and they will learn more. So, we try to sort out these difficulties.

Teachers' background in EFL teaching
A: Where were you trained to teach EFL?
T2: I studied at the university. I have never had any extra courses.
A: How long have you been trained to teach EFL at the university?
T2: We completed a practical training during the last semester of my study at the university.
A: One semester only?
T2: Yes, our practical training to teach EFL lasted for one semester.
A: How long have you been teaching EFL?
T2: I have been teaching for 9 years.
A: Have you attended any extra courses in English language, how long and where?
T2: No.
A: Have you attended any extra courses in teaching EFL, how long and where?
T2: Yes, I have attended some workshops on how to design evaluation tests for EFL.

Teacher's attitudes towards English language learning
A: In your opinion, what is the importance of learning English language?
T2: It is very important, it is the global language.
A: To what extent do think that English language has an effect on our religion?
T2: I believe that it has a positive effect on our religion, since people from different countries come to our country and they use the English language as a medium to communicate with each other.
A: To what extent do think that English language has an effect on our culture?
T2: This depends on the person himself and how he will use the English language in order to spread the Arabic culture to the rest of the world.
A: To what extent do think that English language has an effect on the Arabic language?
T2: I think it does not have an effect on the Arabic language.

Teachers' EFL speaking knowledge
A: What do you think your proficiency level of English is?
T2: I hope it is intermediate.
A: What do you think your proficiency level of EFL speaking is?
T2: I think it is good, but not that fluent.
A: Can you elaborate more, please?
T2: I think my proficiency level of EFL speaking is good. I have a good knowledge of the vocabulary that I can use in teaching, and vocabulary commonly used in the daily life.
A: ok, are you confident enough to speak in English?
T2: I hope that I could study abroad in order to improve my command of the language.
A: Do you think your EFL speaking proficiency level is adequate to teach the current EFL speaking curriculum?
T2: Yes, hopefully. However, I sometimes feel that the girls don't understand some of the vocabulary I use.
A: So you think you speak at a level that is beyond the students' comprehension?
T2: Yes, and I speak sometimes so fast, which is hard for some students to understand, so I try to speak slowly and repeat with simpler words.
A: Are you developing your English language speaking? How?
T2: I hope to do so. I actually try to speak in English with the girls in the school all the time even outside the classroom. I try also to speak with my husband in English. I remember when I was a

university student I used to write the English news in Saudi Channel 2 and present a summary of the news.

Teachers' believes about the nature EFL speaking

A: What do you think speaking is?

T2: Speaking is the means of communication between people.

A: What do you think pronunciation and intonation refer to within the context of EFL speaking?

T2: pronunciation is how we say the words or pronounce them. Intonation refers to the stress and the voice pitch, and how the voice pitch is changed to indicate for example, the asking of a question.

A: Is it important to teach them to the students?

T2: I believe it is enough that the students are   exposed to them through listening to my speech and the audio in the classroom, which contains native speakers speech.

A: What do you think accuracy and fluency refer to within the context of EFL speaking?

T2: No, I don't know what they refer to.

A: Ok, 'accuracy' refers to using the correct forms of the language including grammar and vocabulary, and 'fluency' refers to the fluency in speech. So, do you think it is important that the students learn accuracy and fluency? And which one is important in your opinion?

T2: I think accuracy is more important at the beginning of language learning. So, I should correct their mistakes at the beginning, so that they build a strong language foundation. Then, with time and practice the students will develop their fluency skill.

A: What do prefer to focus on more in your teaching? Accuracy or fluency?

T2: I prefer to focus on grammar more.

A: does the Ministry of Education encourage you to focus on one of these aspects?

T2: Actually, the Ministry of Education wants us to focus on fluency, however, I think the students need to build a good knowledge of the language at the beginning, and I after that when they master the knowledge of the language, we can let them practice what they learned without correcting their errors.

Teachers' believes about the value of EFL speaking

A: In your opinion, which is the most important EFL skill that students need to master, and why?

T2: Speaking

A: And why speaking?

T2: Speaking connects us with others, it makes us exposed to the other cultures. I know it starts with reading, one has to make extensive reading to be exposed to more vocabulary, and then he can employ this knowledge in the daily life conversation.

A: So, you think which skill is more important, reading or speaking?

T2: It starts with reading. If I want to advise someone, I would say that he/she starts with reading in order to improve his language then improve speaking skill. So, speaking is the most important skill but in order to acquire it we have to start with reading.

A: Is it important for the students to master the speaking skill, and why?

T2: Very important. It is called a language, and the language is a social medium which involves communication, and the communication will never happen if we don't use the language.

Teachers' opinions about EFL speaking teaching methods

A: To what extent do you think that the current teaching methods of EFL speaking are a good way to learn English Speaking?

T2: I believe they are useful. They provide the students with opportunities to speak and express their opinions in their own way especially through working on the projects, and also through the cooperative learning, where students work as a team within their groups, each group introduce one project and present it together, so I feel that each one learns from the other, it is much better than the old methods where the students just receive information without making any contribution.

A: As an EFL teacher, what is your opinion about the new strategies for teaching?

T2: The new strategies are wonderful. However, the main issue is time. Time is not enough to employ these strategies, as they take time. Also, sometimes the girls are not honest with me, when I give them a worksheet and ask one girl to write the answer and another girl to correct the answer, not all of them are honest, and I have to monitor them.

A: Could you please elaborate more?

T2: I mean when I give them a worksheet, some of the students don't employ the strategy, just part of the group do so, and maybe the bright student complete the activity quickly so that her group gets a high score.

A: Ok, good, are there any other difficulties when you teach?

T2: Yeah, some of the weak students ask me to repeat the listening more than two times, and I tell them two times are enough.

A: OK, are there other difficulties related to organisation of the classroom and the groups?

T2: Regarding group organisation, I divide the girls in groups with equal number of students. I wish I could organise them according to their achievement level, because you can find an active group, a lazy group, or only one active student within a group.

A: Did organise the groups according to their achievement level?

2: No, I leave them as they want, because, as they said they prefer to choose their group members in order to be able to work together. I think this is OK in my opinion so that they get along and be productive even if it is weak, I will review and correct their work. However, one student complained to me that she was doing all the work and the girls in her group did not participate in the group work. So, I had to distribute the weak girls to the other groups and I convinced them that they will get along with time and this is eventually better for them.

A: To what extent does speaking receive a great emphasis in the current curriculum?

T2: Yes, there is an emphasis on speaking in the current curriculum. The project activity, for example, encourages the students to speak, also during the reading lessons, we discuss some points, or during the writing lessons. So, there is an emphasis on speaking here and there, in the project lesson, in the reading lesson, and in the writing lesson.

A: Do you prefer to teach students in Arabic or English language? How important is that?

T2: I teach the students in English. However, sometimes I use Arabic to explain some grammatical rules after explaining them in English.

A: And why it is important to use the English language when you teach?

T2: They have to learn the vocabulary in English. I have to say the vocabulary in English to make them learn through my speech.

A: Do you think that students learn more effectively when you use Arabic or English language?

T2: I think they learn more when I use English. However, there are some weak students who ask me to use the Arabic language when I teach.

A: And do you use the Arabic language?

T2: No, I tried to convince them that using English language when I teach is the best way to learn it, also to get used to it, and to learn new vocabulary from my speech.

A: Are you enthusiastic to teach speaking?

T2: Yes, I am.

A: Are the students enthusiastic to learn speaking?

T2: Yes, they are. Also, I ask them to use the English language when they communicate with each other and when they talk with me outside the classrooms.

A: As an EFL teacher, do you think that EFL speaking teaching methods need to be modified according to the learners needs? How?

T2: I hope they focus on speaking skill more than any other skill. I think what we have about speaking is enough, however, they focus on the scientific topics, and the girls say they feel that they are studying a biology subject, and some of them say they grasp some scientific concepts during the English lessons better than during the lessons of the Arabic biology subject, because during the English lessons, I use illustrative pictures and videos.

A: To what extent do you think that the speaking activities in the textbooks are useful for the students?

T2: I think it is not satisfactory, for example, in the first unit the students are asked to give the scientists some advises and solutions about how to clean the space debris, I feel they give the students something beyond their ability, so, I simplify the question and I ask them to provide ideas from their point of view even providing some ideas even if it is fictional. So, I think they ask difficult questions to the students, and the girls always tell me that the questions in the 'Unit project' are very difficult.

A: To what extent do you think that the speaking activities in the textbooks are interesting to the students?

T2: They are interesting for some students, because some girls have a 'phobia' to talk in front of the whole class. Some students prefer that only one or two students from their group speak in front of the class, they are afraid to speak and they said when we stand in front of the class we forget everything, when the other students look at us, we forget everything.

A: To what extent do you think that the speaking activities in the textbooks are difficult for the students?

T2: Yes, to some extent. The girls like the unit about Makkah, and they talked in this unit more than in the units about the scientific topics.

A: To what extent does speaking receive great emphasis in the textbooks?

T2: Speaking skill doesn't receive great emphasis in the textbooks.

A: As an EFL teacher, do you think that EFL speaking materials need to be modified according to learners needs? How?

T2: Yes, they can for example, provide a picture and ask the students to describe the picture, I think describing a picture is more useful than searching for more information about a certain topic in the Internet, because in describing a picture, a student provide a word, a sentence, an idea, and she can discuss it with the teacher or with her classmates.

Follow-up interview

A: I noticed that some students use the Arabic language when they communicate with each other in the classroom and sometimes with you? What do think? Do you require them to use the English language or not?

T2: They are supposed to speak in English. Even when they work on activities they for example write the answers numbers in Arabic, maybe they find it easier to use Arabic.

A: And what is your opinion about this?

T2: They are supposed to speak in English in order to improve their language.

A: And what do you ask them to use?

T2: I never pay attention. I don't focus on this issue, so I did not ask them to speak in English.

A: Why don't you focus on this issue?

T2: I don't mean I don't focus, but I mean I always find myself running out of time, this is my fault.

A: Does the Ministry of Education ask you to require the students to speak in English?

T2: No, but the students are supposed to speak in English, but what happen with me is that time is not enough, also the students number is large so I cannot walk between the groups and make sure that they speak in English, maybe if the number of students is fewer, I can better control the students and hear all of them.

A: Also, I noticed that the students read aloud their presentations, what do think about this?

T2: If they just write and read some notes, it is OK, but if they read aloud everything I don't agree and I will pay attention next time.

A: Also, I noticed that some students bring some articles from the Internet and they merely read aloud these articles, what do think about this?

T2: It is Ok if they bring from the Internet as long as they add their own sentences, so they do not just read aloud.

A: Also, I have been told that some students translate their presentations literally from Arabic to English using Google translator, what do think about this?

T2: `What they do is wrong. I always tell them it is important to understand the general meaning.

A: How do you evaluate the student presentations?

T2: It is not easy to evaluate every aspect of the presentation, so I evaluate the group as a whole. The most important thing in my opinion is that everyone participates in the presentation. The participation is the criterion for my evaluation, I know it does not cover all aspects, but if I evaluate them in terms of language errors and fluency, everyone will have a low score.

A: Do you require a certain time for each presentation?

T2: No, not necessarily. Because I think it is enough for weak students to speak aloud few sentences, on the other hand, I give more time for the better students to participate and speak.

Transcription of Teacher's Interview
Teacher No. 3
English Translation

Teachers' background in EFL teaching

A: Where were you trained to teach EFL?

T3: I studied at the university.

A: How long have you been trained to teach EFL at the university?

T3: I have been trained for one semester at an intermediate school.

A: How long have you been teaching EFL?

T3: I have been teaching for 13 years.

A: Have you attended any extra courses in English language, how long and where?

T3: No, I have not. I just studied at the university.

A: Have you attended any extra courses in teaching EFL, how long and where?

T3: Yes, I had a course about the teaching methods during my study at the university.

A: And have you attended any other courses in teaching EFL?

T3: Just courses related to the new teaching strategies.

A: How many courses have attended?

T3: Probably seven two-day and three-day courses.

Teacher's attitudes towards English language learning

A: In your opinion, what is the importance of learning English language?

T3: It is the link between us and the rest of the world. I mean it is an important language.

A: So, do you think it is important to teach it?

T3: Yes, it is important to teach it and learn it, because, as you know, all the science, the diseases, and the medicines are mostly presented in English language.

A: To what extent do think that English language has an effect on our religion?

T3: I do not think it has a negative effect on our religion, but rather it is a good way to illustrate Islam to the others as prophet Mohammad peace be upon him encourages us to learn the others' language.

A: To what extent do think that English language has an effect on our culture?

T3: We could learn the good habits from the English culture and get away from the bad habits.

A: And on the Arabic language?

T3: Some people are influenced by the English language. I mean they use some English phrases, such as 'OK', 'yes', 'no', 'I don't like' and these things. As EFL teachers, we have to be influenced by the English language, and we sometimes code-switch into English, but this doesn't affect our Arabic language as we can tell the difference between the two languages, but the English language affects the children as they mix the two languages. I think it is important that they acquire Arabic first then learn English.

Teachers' EFL speaking knowledge

A: What do you think your proficiency level of English is?

T3: I am satisfied with my proficiency level of English to some extent but I wish I could study English language abroad.

A: So, can you evaluate your level?

T3: I would say advanced, but not very advanced.

A: What do you think your proficiency level of EFL speaking is?

T3: I would say the same thing, upper intermediate or advanced.

A: ok, are you confident enough to speak in English?

T3: To some extent thanks to god, but I hope I could improve myself. My current level is a result of my personal effort, I really work hard to improve myself, and I wish I could study abroad to improve my English language.

A: Do you think your EFL speaking proficiency level is adequate to teach the current EFL speaking curriculum?

T3: Yes, hopefully. However, I sometimes feel that the girls don't understand some of the vocabulary I use.

A: Are you developing your English language speaking? Maybe you already mentioned this before?

T3: Yes, I try to improve my vocabulary all the time by searching in books and the Internet.

Teachers' believes about the nature EFL speaking

A: What do you think speaking is?

T3: Express yourself with confidence and without hesitation.

A: What do you think pronunciation and intonation refer to within the context of EFL speaking?

T3: pronunciation is 'transcription' of the word or the vocabulary itself. While intonation is the 'low voice and high voice' of the word itself, it is the 'stress' in speech.

A: What do you mean by 'transcription of the word'?

T3: I mean how to say and pronounce the word in the right way.

A: do you think it is important to teach these aspects to the students?

T3: Yes, for example if the students see something amazing they should know how to express their amusement in their speech, but of course the most important thing is to teach them pronunciation, because it is important that they learn the proper pronunciation of the words.

A: Do you address these aspects when you teach?

T3: Well, the students could learn the proper pronunciation and intonation from my speech.

A: What do you think accuracy and fluency refer to within the context of EFL speaking?

T3: Accuracy is the right form of the language; fluency is speaking with no hesitation.

A: Do you think it is important that the students learn accuracy and fluency? And which one is important in your opinion?

T3: Fluency is the most important.

A: Why do think so?

T3: because it is important to focus on 'communicative language', it is enough for the speech to be understood, communication is the most important thing.

A: Does the ministry of education encourage you to focus on one of these aspects?

T3: Now they focus on fluency. They used to focus on accuracy before. But now the most important thing is that encourage the girls to speak regardless of accuracy.

Teachers' believes about the value of EFL speaking

A: In your opinion, which is the most important EFL skill that students need to master, and why?

T3: I believe reading is the most important skill.

A: And why reading?

T3: Because when you read, you improve your knowledge of vocabulary, grammar, phrases, and idioms. I believe it is the most useful skill.

A: Is it important for the students to master the speaking skill, and why?

T3: Yes, it is important in order to communicate and express their selves.

Teachers' opinions about EFL speaking teaching methods

A: To what extent do you think that the current teaching methods of EFL speaking are a good way to learn English Speaking?

T3: I believe they are useful and better than old teaching methods, which did not involve cooperation between the students. Moreover, the current teaching methods make the students more confident and let them learn from each other, and make the girls more confident, if they work individually they would feel nervous and hesitant to speak.

A: As an EFL teacher, what is your opinion about the new strategies for teaching?

T3: Very useful.

A: Which strategy do you like the most and you think is the most useful?

T3: I like the strategies that involve some sort of games.

A: What is the strategy that you think is the least useful?

T3: I feel that the strategy that involves lots of movements is the least useful because it wastes time and distracts us. Although the girls laugh and play, they do not benefit from the strategy. On the other hand, the strategies that involve few minutes of playing are useful and do not waste time.

A: Do you use all the strategies?

T3: I only use the strategies that I am satisfied with. I usually get criticised by the inspector from the Ministry of Education because I do not use all the strategies. However, I insist on employing the strategies that I am only satisfied with.

A: Are there any difficulties when you teach?

T3: Yes, for example during the group work activities only one or two students within a group do the work while the other members of the group do not, then they get one score for the whole group. Moreover, organising the groups is difficult. We are supposed to organise the students in mixed-level groups. However, the problem is that the girls prefer to work with their friends and don't like to split. They say I want to stay with this girl and not that girl, so we leave them as they like. One time I told them that I am going to organise them as I want, they said no teacher, if you do so, we will not work well. Also, we are asked to put four girls in each group, but we cannot do so, there is no space in the classroom, six girls in each group is the least we can do, but four is not possible because there is no enough space in the classroom.

A: OK, are there other difficulties?

T3: The main issue is group work. I wish the number of the students in the classroom is fewer. The maximum number is twenty five, no more, now we have thirty one students!

A: To what extent does speaking receive a great emphasis in the current curriculum?

T3: Yes, it does, there are opportunities for discussion and presentations.

A: Do you prefer to teach students in Arabic or English language? How important is that?

T3: Mixed, but I use the English language more. I do translate some words into Arabic, which is fine with me.

A: Do you think that students learn more effectively when you use Arabic or English language?

T3: They learn more when I use English. They sometimes say teacher we just understand the overall meaning from your speech and I say that is fine, the most important thing that you understand the main idea not every word. I think this is good for them in order to get used to the language and learn the new vocabulary from my talk.

A: Are you enthusiastic to teach speaking?

T3: Yes, thanks to God. I see that it is very prestigious to speak English.

A: Are the students enthusiastic to learn speaking?

T3: Some girls feel proud when speaking in English. Nowadays, the girls feel that they have to speak in English and mix Arabic with English in order to be referred to as "cool girls". It is a trend these days that the girls find mixing English and Arabic when speaking so prestigious. This was not the case in the past. However, with recent development and the Internet, the English language has become the language of the messenger and chatting. The girls usually send messages to each other using mixed Arabic and English language through mobile phones and the Internet.

A: As an EFL teacher, do you think that EFL speaking teaching methods need to be modified according to the learners needs? How?

T3: In recent years, the education in Saudi Arabia has been developed. As EFL teachers, we are given more flexibility and authority. Of course, there are some rules that cannot be changed. However, to some extent, the teacher has the authority to teach in the way she likes. That means we control the situation, I do not mean we have the authority to exclude part of the syllabus, but

rather I became …, you are attending my classes and Teacher 2's classes and you may notice that our styles of teaching are different, each one of us has her own style, in the same time, we do not exclude anything from the syllabus and we cover everything in the syllabus, but each one teaches according to her style. It is not like the past, where we start with a presentation of the lesson, teach the lesson, listen to the students, and repeat what we say. Now, every teacher has more freedom of how to teach.

Teachers' opinions about EFL speaking materials

A: To what extent do you think that the speaking activities in the textbooks are useful for the students?

T3: They are useful to some extent. They give the students more space to talk, they are not strictly specified.

A: To what extent do you think that the speaking activities in the textbooks are interesting to the students?

T3: It depends on the topic itself. I mean they find the science topics very difficult. I think they prefer topics related to fashion and style. I wish there are more topics about everyday issues, about social occasions and events, for example, how to invite someone to a party, how to talk about girl-related topics, such as clothes names, make-up, restaurants, and some food names. You know they are girls and they will like these kinds of topics.

A: To what extent do you think that the speaking activities in the textbooks are difficult for the students?

T3: It depends on the topic. For example, the scientific topics are difficult for the students, the girls like the other social topics.

A: To what extent does speaking receive great emphasis in the textbooks?

T3: It doesn't receive great emphasis, only the unit project. The textbook has one style and merely the topic changes from unit to unit.

A: As an EFL teacher, do you think that EFL speaking materials need to be modified according to learners needs? How?

T3: They have to provide more and different types of speaking activities. For example they could provide three types of speaking activities in each unit. They could use everyday life topics instead of the scientific topics, as not all of the students will study medicine at the university. They could use topics that, as I mentioned, related to everyday life that the students can use in their life. And also, I wish they focus on the quality not the quantity. I feel that they insist on six units, why?! But I think four units are enough so that we have more time in each unit for discussing, enjoying, understanding, and covering everything in the unit.

Follow-up Interview

A: I noticed that some students use the Arabic language when they communicate with each other in the classroom and sometimes with you? What do think? Do you require them to use the English language or not?

T3: They are supposed to speak in English when interacting with each other and also in the project.

A: I mean the interaction during group work?

T3: During group work, the students use Arabic, of course Arabic, because the bright students should help the weaker students as it takes time if I wait for them until they translate for each other in case they speak in English. Some activities don't require them to speak with each other, for example sometimes they are just required to write their answers without speaking with each other. However, during the discussion, they usually speak in Arabic.

A: Do think it is important that they speak in English?

T3: They are supposed to speak in English in order to get used to the language and practice it more to improve their language.

A: Also, I noticed that the students read aloud their presentations, what do think about this?

T3: I didn't tell them not to read aloud. I wish that they do the presentation without reading from a piece of paper. It is the best, but if they are not memorising the presentation, it is OK to read from the paper.

A: Also, I noticed that some students bring some articles from the Internet and they merely read aloud these articles, what do think about this?

T3: Yes, they are supposed to collect information from the Internet, but they are also supposed to add their own words and expression.

A: Also, I have been told that some students translate their presentations literally from Arabic to English using Google translator, what do think about this?

T3: Yes, that's right. The literal translation is a problem.

A: How do you evaluate the student presentations and do the mentioned issues affect the evaluation?

T3: Yes, it does. For me, the group that works hard gets higher score than the group that just translate an article literally and merely read it aloud. And I the whole members within one group get the same score.

A: Do you require a certain time for each presentation?

T3: I give them the topic and they search for information. It is not necessarily that all of them bring it the next day. They could bring it during the week.

A: Do you arrange time for each presentation?

T3: No. They are not the same. I leave them as they want. I mean there are some groups bring hand-outs for their presentation, and some of them bring CD for their presentation, and also some of them use the PowerPoint, it depends, the time varies from group to another.

APPENDIX 9

Transcripts of Students' Interviews

Transcription of Students' Interview
Group No. 1
English Translation

Students' background in EFL learning
A: How long have you been learning EFL?
S1: From the first grade, so this is the tenth year
S2: From the third grade, eight years
S3: From the sixth grade, so five years
S4: Six years
S5: From the sixth grade, so this is the sixth year
A: Have you attended any extra courses in English language, how long and where?
S1: I have attended a two-month course in an institute in Makkah before about two years
S2: I have attended a three-week course last summer
S3: No, I haven't
S4: I have attended a one-month course in an institute in Makkah
S5: I have attended a one-month course in an institute in Makkah

Students' attitudes towards English language learning
In your opinion, what is the importance of learning English language?
S1: I believe it is an international language and it became an essential part of our life
S2: English language is a very important language and we have to learn it to be up-to-date
S3: it is very important language, it is the only language that connects the world together
S4: I agree with them
S5: I agree with them, it the global language
A: To what extent do think that English language has an effect on our language?
S1: it depends on the person if he or she allows that English language affects
S2: It does not have an effect on the Arabic language
S3: I agree with them
S4: I agree with them
S5: I agree with them
A: To what extent do think that English language has an effect on our culture and religion?
S1: it depends on the person if he or she allows that English language affects the culture or the religion, because some people learn English and bring all the Western values, which some of these values are not appropriate for our culture
S2: For me, I don't think that learning English language has an effect on our language and religion. On the contrary, it is recommended in our religion to learn other languages
S3: I don't think it has a negative effect on our culture and religion

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S4: I agree with her
S5: I agree with her

Students' EFL speaking knowledge
A: What do you think your proficiency level of English is?
S1: Generally, my proficiency level is high, but I have a problem in reading, when I want to speak or read I feel hesitate
S2: Between intermediate and upper intermediate
S3: Intermediate
S4: Also intermediate
S5: My proficiency level in speaking is good, but I have some difficulties in writing and reading, for example I don't know the spelling of some words, and my reading speed is very slow
A: What do you think your proficiency level of EFL speaking is?
S1: It's kind of low
S2: When I go to a restaurant or any place that I am supposed to speak in English, I feel so nervous and I can't speak
S1: This is the problem, I feel nervous
S3: So do I, I feel nervous when I make a mistake, people will laugh
S4: The same thing, it's OK with me to speak in English with the teacher in the classroom even when I make mistakes, because we are at a school and we are learning another language, but I don't like to speak English outside the school, I am afraid of making mistakes
S5: I am good at speaking, I always try to speak in English with my sisters at home or here with my friends, I feel that my proficiency level is good, it could be 85%
A: Are you confident enough to speak in English?
S1: No, I am not
S2: No, as I said earlier I feel nervous and shy
S3: No, I am not
S4: I wish I had sufficient aptitude to speak in English but I feel shy
S5: Sometimes. It depends on the person who I am talking with, I prefer to speak with people who I know, at the same age, at the same level, if her proficiency level is higher than mine, it is ok, because this way I will learn from her. I don't feel relaxed when I speak with foreigners
A: Are you developing your English language speaking? How?
S1: I am trying
A: How?
S1: By watching movies, I think my vocabulary, reading, and listening are improving by watching such movies. I listen to the conversations and I try to say what I heard
S2: I read some English language learning books witch containing some English conversations witch are translated to Arabic, also by watching movies and by listening to the teacher I try to I learn the new words from her
S3: I read English/Arabic story books
S4: For me, my sisters and I specialise a day for speaking in English, sometimes not always. Also, by watching movies, and by reading English language learning books
S5: Also, by watching movies, listening to songs, and also sometimes I practice the language with my sisters

Students' believes about the nature of EFL speaking
A: What do you think speaking is?
S1: Speaking with people freely
S2: Speaking with people fluently
S3: Expressing your view
S4: Talking and communicating with people
S5: It's a tool to communicate with others
A: Do you think it is important to you to learn pronunciation and intonation?
S1: They are important and we have to master them

S2: Like in Arabic language, these features have significant impact on the meaning of our talk, such as expressing surprise and asking questioning. Also, learning pronunciation is very important in order to learn how to pronounce the word correctly in order to make ourselves understood
S3: I agree with them
S4: They are important. Intonation has a significant impact on the meaning of our talk, for example, if I am surprised or sad at this point, so it is important to learn intonation, and the same thing with the pronunciation, they have to teach us the right pronunciation in order to talk with others efficiently
S5: They are important in order to communicate with others efficiently
A: Do you think it is important to you to learn accuracy and fluency?
S1: Fluency is more important, because we need to speak fluently rather than slowly otherwise people will get bored listening to you
S2: Both of them are important, to speak fluently and correctly in meantime
S3: Speaking fluently is more important even with making mistakes
S4: No, I disagree, I think it is better to learn the correct grammar after that we learn how to speak fluently
S5: We have to learn the correct grammar then by the time we will learn how to speak fluently, so I think both of them are important

Students' believes about the value of EFL speaking
A: In your opinion, which is the most important skill that you need to master, and why?
S1: For me, listening and speaking because when I watch movies I see them speak fast, so we have to get used to it because when we travel abroad we can understand when people speak fast, speaking is important for us to be able to communicate with people
S2: Reading, to learn new words and their spelling
S3: all of them are important
S4: For me, speaking and writing are the most important because when we master them we can master all language skills
S5: All of them are important, we can't separate them, if I master one of them I will definitely maser the other and so on
A: Is it important for you to master the speaking skill, and why?
Ss: Definitely
S1: We learn all of this to practice the language orally
S2: Important
S3: Definitely, it is important
S4: Important
S5: Very important, it is essential for communication

Students' opinions about the current EFL speaking teaching methods
A: Do you think that you have enough opportunities to practise English speaking during the lesson?
S1: Occasionally
S2: I mean sometimes we read from the book
A: I mean speaking not reading
S2: Not much
S3: The number of the students is large and the teachers cannot hear all of us. When we raise our hands to answer the teacher's questions she only let one or two students to answer
S4: Occasionally
S5: Occasionally, because there are so many students in the classroom, so everyone can have a chance
A: Do you prefer the teacher teaches you in Arabic or English language? How important is that?
S1: In English
A: Why?
S1: In order to improve our language
S2: This is an English class, so she should teach in English

S3: Sometimes we don't understand, so we ask the teacher to explain in Arabic

S4: I agree with her

S5: in English because if she teaches in Arabic, we will not benefit

A: When you work on speaking activities with other classmates, do you prefer to speak in Arabic or in English? Why?

S1: Frankly speaking, we speak in Arabic because some girls don't understand if we speak in English

S2: that's right

S3: I wish we speak in English, but the girls in one group have different proficiency level, so some girls refuse to speak in English and some cannot speak in English because of their low proficiency level

S4: I agree, I wish we speak in English in order to improve our language and get used to university level because at the university the English language is the medium of instruction

S5: I agree, we should speak in English in order to learn from each other and improve our language

A: Do you think that the current teaching methods of EFL speaking are the best way to learn English Speaking?

S1: they are good

S2: I think our roles should be changed every week, so everyone will have a chance to speak

S3: I like it when the teacher plays a video and asks us questions about the video

S4: in group work, I prefer to sit with my friends

S5: I like the presentation activity because this way we get used to discussions, which we will need when we go to the university

S4: We feel shy when we deliver our presentations in front of the classroom, but we will get used to it by time

A: What are your opinions about implementing group work?

S2: as I mentioned, the teacher should change our roles in order to provide us with opportunities to speak, for example if my role is to write the answers on the small boards, that means I will not be given the chance to speak

S3: sometimes the students don't get involved in the group activity, that's frustrating

Ss: I agree with her

A: As an EFL learner, do you think that EFL speaking teaching methods need to be modified according to your needs? How?

S1: I like some the teaching methods

S2: as we mentioned earlier, our roles in group work should be changed every week so that everyone has the chance to speak

S3: some girls don't participate sometimes during group work activities. This happened in the English class and the teacher split the group to encourage them to participate

S5: we mean, only two students in the group get involved while all students in the group get the same mark

Ss: This is the problem

S4: we like the group work, but the girls don't like the fact that some of them work hard and everyone get the reward without making any effort

S3: This why it is better that our roles get changed every week

Students' opinions about EFL speaking activities

A: Do you think that the level of speaking activities is appropriate to your speaking proficiency level?

S1: they are a little bit difficult and higher than our proficiency level

S2: it is a little bit difficult

S3: some of the vocabulary is difficult for us

S4: I agree with her

S5: I think the fact that some of the words are difficult is good for us, because this is the way to improve our language

A: Do you think that the speaking activities in the textbooks are useful?

S1: useful

S2: useful

S3: useful

S4: useful

S5: useful
A: Do you think that the speaking activities in the textbooks are interesting?
S1: interesting
S2: interesting
S3: some of the topics are boring
S4: interesting
S5: interesting
A: Do you think that EFL speaking activities need to be modified according to your needs? How?
S1: it is better if they use more activity types
S3: I prefer that they employ speaking activity games; they will be useful and interesting in the same time
S2: I agree with her
S4: I also agree
S5: I also agree, they should use more activity types and also they should employ games between the students, this way we get motivated and learn more

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**Transcription of Students' Interview
Group No. 2
English Translation**

Students' background in EFL learning
A: How long have you been learning EFL?
S1: EFL?
A: Yes
S1: For four years, this is the fifth year
S3: four years and this is the fifth, from the sixth grade
S4: This my fifth year but I took an English course for ten weeks
S5: This is my fifth year
S2: four years in the school, but I used to take privet courses in English during holydays after the sixth grade
A: And how long were the privet courses you took?
S2: one month in summer
A: how many courses did you attend?
S2: May be three
A: where did you attend the courses?
S2: In Saudi Arabia
S3: I used also to take some English courses online; I used to read stories online, because I do not have time during school days to attend extra English courses. In holydays we used to travel abroad.
S1: I believe that the best was to improve your language is watching movies you like, an interesting series, and listening to songs, and you find yourself translate the words consciously.
S3: English should be taught from the first grade. This is why the girls who studied in private schools their proficiency level is higher than us. In private schools, they focus on English more than the other subjects. in public schools we focus on the other courses more than English, and we only start learning English from the sixth grade.
A: Do you agree with her that English should be taught from the first grade?
S2: Yes, so can learn the language early when we are young
S1: I also agree with her
S 4 & 5: The same thing

Students' attitudes towards English language learning
In your opinion, what is the importance of learning English language?
S1: it is very important, it is the most important language in the world

S2: I think English language is the global language. English language is needed in every aspect in our life, for example in trade, business and even in universities

S3: As she mentioned, English language is required in many aspects of our life

S4: English is very important language that we have to learn it

S5: I agree with them, English language became the international language

A: To what extent do think that English language has an effect on our language?

S1: I don't think that it has a negative effect on the Arabic language

S2: It does not have a negative effect on the Arabic language

S3: I agree with them

S4: I agree with them

S5: it depends on the person, some people learn English and use it more than Arabic, which affects the Arabic negatively, and some people make balance between the two languages, so it depends on the person

A: To what extent do think that English language has an effect on our culture and religion?

S1: it doesn't have an effect on our culture or religion

S2: I agree with her, on the contrary, it is a chance to spread our culture and religion to the rest of the world

S3: they say what I want to say

S4: I agree with them

S5: maybe there are some people who learn English just to learn the Western culture, so by this way, their culture, language and religion will be affected negatively.

Students' EFL speaking knowledge

A: What do you think your proficiency level of English is?

S1: for me intermediate

S2: intermediate

S3: intermediate or may be less

S4: intermediate

S5: intermediate

A: What do you think your proficiency level of EFL speaking is?

S1: as far as pronunciation concerned good, however, I sometimes I cannot use the proper vocabulary, but generally I am good

S2: my proficiency level of EFL speaking is less than intermediate. This is not because I do not want to learn but because I feel shy when I speak in English, and I am afraid of making mistakes when speaking in the classroom

S3: my vocabulary knowledge is good, I know the meaning of the word and I know how to spell it and write it, but I do not know how to pronounce it, my reading is very bad

S4: my speaking is good

S5: I think the main problem in speaking is lack of vocabulary, an d also as student 2 mentions the problem of feeling shy to speak in English

S2: yes feeling shy to speak, but with Teacher 2 we will get used to speak. She told us in the beginning not to be afraid and not to be shy to speak even if you make mistakes.

A: Are you confident enough to speak in English?

S1: yes

S2: fifty-fifty, not enough

A: What prevents you from speaking in English?

S2: feeling shy and being afraid

S1: maybe because you feel that your friends are judging so you prefer not to speak unless you speak well

S3: for me, I feel confident enough to speak; I speak even if I make mistakes

S4: me too, I feel confident enough to speak

S5: this depends on the teacher whether she tolerates our mistakes and correct them, this way I feel confident to speak

A: Are you developing your English language speaking? How?

S1: as I mentioned earlier, by watching movies and listening to songs. Also, I sometimes use English when speaking and chatting with my friends online

S2: I have started to develop my speaking by watching movies. Also, sometimes I use English when I ask for something in hospitals or shops, and as they don't know me I do not feel shy to speak and make mistakes

S3: sometimes, I try to translate some English stories into Arabic

S4: we have a maid who does not speak Arabic and she can speak English, so I try to speak with her in English. Also, my uncle speaks English and sometimes I speak with him in English

S5: I try to learn new words and I try to use them. Also, I am planning to attend some English courses

Students' believes about the nature of EFL speaking

A: What do you think speaking is?

S1: Generally, speaking is a kind of expression or a way to communicate

S2: I believe speaking is the most important thing for communication

S3: Also, it is a way for communication. It is like expressing yourself to someone else. I mean if you are alone there must be another person or group of people to communicate with you. If you use the wrong word they will correct it for you, so it is communication

S4: I think speaking is the easiest way to communicate. I mean it is enough to know the word and how to say it and it is not needed to know how to write it

S5: speaking involves two people or more. I mean the person can learn the language from speaking

Students' believes about the value of EFL speaking

A: In your opinion, which is the most important skill that you need to master, and why?

S1: it is better to learn writing then the other skills, because my proficiency level of writing is weaker than the other skills.

S2: I prefer speaking because I would love to improve it as it is recommended in our religion to learn the language of other people

S3: No, I believe that reading is the most important skill because if you learn how to read, you will know how to write. Also, the more you read the more you learn how to speak. I can use my reading as a model for me to speak. I just change the verb and names.

S4: when I learn how to read, I will learn how to write. Then, I can use the words in speaking

S5: As they said, reading is the most important skill, because if learn how to read you will learn the other skills

A: Is it important for you to master the speaking skill, and why?

S1: it is very important, because if you travel abroad the most important skill you need is speaking in order to communicate with others

S2: As I mentioned before, speaking is the most important skill not only when you travel abroad, but you need it sometimes even when you go shopping locally, because some of the people working in the shops do not speak Arabic, so you need to learn speaking English

S3: Of course speaking is an important skill that we need to master

S4: speaking is important because it is needed in communication

S5: speaking is an important skill, because it is needed in different aspects of our life. For example, if you go to a restaurant or other places you need speaking.

Students' opinions about the current EFL speaking teaching methods

A: Do you think that you have enough opportunities to practise English speaking during the lesson?

S1: this is different from one teacher to another, for example, Teacher 1 gives us more opportunities to practice every skill

S2: there are opportunities but not enough. Now, we have a class for reading, a class for writing, I actually prefer that we have a class for speaking, this way every student will speak even the shy students

S1: I wish there are topics for discussion

S2: This way you will work hard to recall the words and speak

S3: For example, if the teacher tells us that in the next class we will talk about a certain topic, we can collect the related vocabulary and learn new words to use them and we will start to learn how to speak

S4: I think that here in the school they focus on grammar. I have attended an English course in a private institute, they spend one week teaching us only speaking and then then they assess us; here they don't assess our speaking

S5: We don't actually have enough opportunities to employ the vocabulary we know. I mean in some private institutes, the students are given more time to speak

S3: It eventually depends on the teacher's style whether she gives more time for speaking. For example, Teacher 1 asks us to move from a group to another to exchange information

A: Do you prefer the teacher teaches you in Arabic or English language? How important is that?

S1: I prefer she use mixed, Arabic and English

S2: I prefer in English, but there some difficult words, which is better to be translated into Arabic

S1: I think if the teacher uses English most of the time, we will improve our language even when she talks about topics that are not related to the lesson

S3: I prefer both English and Arabic as they said

S4: some teachers use difficult vocabulary in their speech, other teachers use simple vocabulary when they speak, it is Ok with me as long as they use simple and clear words

S5: I agree with her, I prefer that the teachers use simple words that we know

A: When you work on speaking activities with other classmates, do you prefer to speak in Arabic or in English? Why?

S1: This depends on the student's personality. For example, when I am working with a weak student, I don't like to speak in English because I don't want her to feel that I am showing off. Also, some students who are good in other subjects but weak in English don't like to speak in English because they don't want to feel that other students are better than them when they make mistakes in the language.

S2: I prefer English and Arabic

S3: I prefer Arabic more

S4: I agree with her, Arabic more

S5: I prefer to use English in order to improve our language

A: Do you think that the current teaching methods of EFL speaking are the best way to learn English Speaking?

S1: Some strategies are good, some are not

A: Like what?

S1: I don't like the strategy that involves two students working together, where one student writes the answers and the other corrects the written answers because if the first student is good, then no need for the second student

S2: We usually work together in the group work and some of us say their opinion and the other disagree so I feel that group work is useless

S3: I like the idea that we work together because not everyone in the group knows all the required vocabulary so we learn from each other

A: So, do you prefer group work?

S1: sometimes the group work makes us frustrated; I mean sometimes we don't get along with the group members. Some teachers want to improve the students' language proficiency but I think students' emotion is important as well. I feel that the teachers punish the bright students by taking them away from their friends

S2: I don't like the idea when the teacher forces the students to sit with a certain group

S4: I prefer to stay with my friends

S1: the teacher that chooses your group makes us feel that we don't have the ability to choose our group by ourselves; I think we are not so young, this makes me frustrated. I feel that our right to select our groups is broken. We can choose our group and our language proficiency will improve normally

S3: imagine that one student work with a bright student, she will says of course the bright student will look down on me, she will feel disappointed and her language proficiency will not improve

S5: I prefer to work with my friends because we know each other

S3: maybe I say something and they will misunderstand me

S3: for example, I work with weak students, and when we work on an activity, they don't try to make any effort while I try to work hard and I am taking care of my marks, and eventually I may take a good mark or I may not. I mean we are affected negatively

A: As an EFL learner, do you think that EFL speaking teaching methods need to be modified according to your needs? How?

S1: some of the strategies are not useful and we don't like

S2: they don't have any educational value

S1: I think the strategies don't improve our language. I think they are interesting and they may improve our language slowly

S3: I like the strategies that involve sort of games

Students' opinions about EFL speaking activities

A: Do you think that the level of speaking activities is appropriate to your speaking proficiency level?

S1: they may be higher or lower than the students' ability, it depends on the student's proficiency level

S2: but our proficiency level is lower than what we are supposed to be, I don't feel that we are at the secondary level

S3: our English basis is weak

S2: we don't have conversation activities

S3: we don't have activities

S1: we just have the presentation activity, we talk about a topic, I like it

S3: yes, it is very interesting, we choose a topic and we talk about it. It makes us learn how to search for information about the topic and we went some English websites

S3: it is supposed that the textbook includes some conversation activities where we can practice how to carry out a conversation. It is better to remove the some writing activities and replace them with conversation activities

S4: I don't think that we have good speaking activities that make us talk

A: Do you think that the speaking activities in the textbooks are interesting?

S1: some of them are interesting

S2: the presentation activity is interesting

S1: we want to speak but time is limited

S5: it is supposed that the textbook includes a speaking activity at the end of each unit where we can use the vocabulary that we learned and turn it into speech

S2: even if we could put them in short sentences, we just want to use them

A: Do you think that EFL speaking activities need to be modified according to your needs? How?

S2 & 3: yes indeed

S1: first, they shouldn't include certain topics. We should have the freedom to choose the topic we want and the teacher can help in us choosing the topic

S2: I prefer that the activities should be more interesting, because if the activities are interesting we will be more productive and we will benefit

S1: the teacher can conduct a game and the conversation will be in English

S3: I wish that speaking activities could be improved and we want to see more speaking activity types

S1: I wish that we have the freedom to speak and we don't want to be guided

S2:

S4: I agree

S5: that's right, the teacher should give us the freedom to express ourselves, and there must be more speaking activity types

Students' background in EFL learning
A: How long have you been learning EFL?
S1: Four years
S2: Four years
S3: Four years
S4: Four years
S5: Four years
A: Have you attended any extra English courses?
S1: No, I haven't
S2: Yes, two courses
A: Where?
S2: in Saudi Arabia
A: For how long?
S2: Two months, each course took one month
S3: No, I haven't
S4: No, I haven't
S5: one course in Saudi Arabia for one month

Students' attitudes towards English language learning
In your opinion, what is the importance of learning English language?
S1: Umm … I think it is not important for our future and it is not useful for us
S2: I think it is very important because now the first year (the foundation year) at the universities is conducted in English, so we have to learn the English language to be able to study at universities
S3: it is important for communication when traveling abroad. Also it is important to be able to study at universities
S4: it is important because nowadays English language is related to every aspect of our life, in business and in travel
S5: it is important because English language is associated with every aspect of our life, in business and universities
A: To what extent do think that English language has an effect on our language?
S1: It does not have an effect on the Arabic language
S2: It does not have an effect on the Arabic language because when we learn another language the Arabic language is the original and the English language is an extra language
S3: I agree with them
S4: I agree with them
S5: It would have a negative feedback if the English language is the first language and the official language. However, if the Arabic language is the first language learning English does not affect the Arabic language negatively
A: To what extent do think that English language has an effect on our culture and religion?
S1: learning a language is not related with our traditions and religion
S2: I don't think that learning English language has an effect on our culture and our religion because we just want to learn the language
S3: I agree with her
S4: I agree with her
S5: learning another language does not have an effect on our culture and religion

Students' EFL speaking knowledge
A: What do you think your proficiency level of English is?
S1: not too low, may be intermediate
S2: intermediate
S3: intermediate
S4: intermediate
S5: intermediate
A: What do you think your proficiency level of EFL speaking is?
S1: weak
S2: weak
S3: weak
S4: weak
S5: weak
A: Are you confident enough to speak in English?
S1: No
S2: No
S3: No
S4: No
S5: No
A: Why don't you feel confident to speak in English?
S1: I feel shy to speak in front of the class, I don't want to make mistakes then the girls may laugh at me
S2: I feel shy also, I don't have the ability to speak English, although I would like to improve my speaking ability
S3: I agree with them
S4: me too
S5: me too
A: Are you developing your English language speaking? How?
S1: No
S2: I try at home to learn new things
S3: I try to lean new words so I can use them when I speak
S4: yes, by reading books, and sometimes by watching movies and listening to songs
S5: I listen to songs and try to learn the new words

Students' believes about the nature of EFL speaking
A: What do you think speaking is?
S1: speaking is talking
S2: expressing your views
S3: expressing your opinion
S4: discussion
S5: exchanging of views

Students' believes about the value of EFL speaking
A: In your opinion, which is the most important skill that you need to master, and why?
S1: I believe that all skills are important because they are depend on each other
S2: speaking is the most important skill
A: Why?
S2: The most important reason for learning a language is to speak it
S3: reading is the most important because learning the proper pronunciation of the word is important
S4: speaking, because when I want to communicate with people I need to speak to them not write to them
S5: I agree with her
A: Is it important for you to master the speaking skill, and why?
S1: Yes, because you need speaking to communicate with people when you travel abroad

S2: it is very important, because speaking is the language. If you learn speaking you will learn the other skills

S3: it is important, because it helps in communicating with the others

S4: Of course it is important because communication is accomplished by speaking not writing

S5: It is important because communication is accomplished by speaking

A: Do you think it is important to you to learn pronunciation and intonation?

S1: I don't know

S2: We have to learn the proper pronunciation and intonation

S3: We have to use the proper intonation in order to get the attention of whom we speak to.

S4: Of course because I can distinguish between a question and a normal speech as the meaning could change

S5: It is important in order to learn the proper meaning

A: Do you think it is important to you to learn accuracy and fluency?

S1: Accuracy is more important even if we speak slowly

S2: Fluency is more important regardless of accuracy

S3: Accuracy is more important and also using the proper grammar

S4: Accuracy is more important and speaking slowly

S5: Fluency is more important

Students' opinions about the current EFL speaking teaching methods

A: Do you think that you have enough opportunities to practise English speaking during the lesson?

S1: Yes, I do

S2: No, we do not have conversations

S3: No, we do not

S4: No, we do not

S5: No, we do not

A: Do you prefer the teacher teaches you in Arabic or English language? How important is that?

S1: I prefer that the teacher teaches us in English in order to improve our listening skill, but she use Arabic when explaining the difficult words

S2: in English in order to improve our listening

S3: in English, but I prefer that the teacher uses Arabic when explaining grammar rules

S4: in English because this way we will learn from the teacher

S5: in English because it is an English class, so it is supposed to be in English

A: When you work on speaking activities with other classmates, do you prefer to speak in Arabic or in English? Why?

S1: in Arabic

S2: in Arabic

S3: in Arabic

S4: in Arabic

S5: in Arabic

A: And why do prefer in Arabic?

S2: it is easier, because it is our first language

S3: This way we will understand each other quickly

S4: first, we discuss the activity answers using Arabic. Then, we say some words in English, because if we speak in English all the time we will not understand each other

S5: it is easier to communicate

A: Do you think that the current teaching methods of EFL speaking are the best way to learn English Speaking?

S1: they are not the best

S2: not very useful

S3: not very useful

S4: not very useful

S5: I think they are not useful

A: which strategy that you feel that it is not useful?

S1: when we move around the class and go to another group

A: Could you elaborate, please?

S1: the teacher gives a worksheet and we work together in our group, then, we go to another group and we exchange the information.

S2: we discuss the answers with them

S1: I think it is useless and it wastes time

S4: we do not benefit from this strategy

S5: in contrary, I think it is useful. We learn from each other and we exchange our views

A: What are your opinions about implementing group work?

S1: I prefer that each student works with her friend because they know each other and they will accept any comment from her, but when a student works with her other classmates they will not accept any comment from her

S2, 4 & 5: I agree with her

S3: In the contrary, I think group work provide us with a chance to exchange views and opinions and we learn from each other

A: As an EFL learner, do you think that EFL speaking teaching methods need to be modified according to your needs? How?

S1: it is better to bring other useful strategies

A: Do have other suggestions comments?

Ss: No, we don't

Students' opinions about EFL speaking activities

A: Do you think that the level of speaking activities is appropriate to your speaking proficiency level?

S1: I think the grammar lessons are easy. However, the rest lessons in textbook are difficult

S2: the textbook rely on the translation of new and difficult words

S3: I agree

S4: I agree

S5: they are not appropriate. They are difficult

A: Do you think that the speaking activities in the textbooks are useful?

S1: they may improve our language

S2: they make us used to the English language

A: Do you think that the speaking activities in the textbooks are interesting?

Ss: they are not interesting at all

A: could you elaborate more please?

S3: some of the topics are boring and not interesting, especially the scientific topics, they are so boring

S4: that's right

S2: very boring

A: Do you think that the speaking activities in the textbooks are difficult?

S1: very difficult

S2: very difficult. The level of the vocabulary is very difficult and higher than our proficiency level

S3: the level of the activities is higher than our proficiency level

S4: but it is good to make the level of the activities higher than our proficiency level, because this way we will learn new vocabulary

A: Do you think that EFL speaking activities need to be modified according to your needs? How?

S1: they could be easier

S2: they could be changed and modified to be easier

S5: I wish that we have a discussion activity every week

Students' background in EFL learning
A: How long have you been learning EFL?
S1: five years
S2: five years
S3: Five years
S4: eleven years from the preschool
S5: this is the fifth year, from the sixth grade
A: Have you attended any extra English courses?
S1: I have attended one course for one month in Saudi Arabia
S2: No, I haven't
S3: No, I haven't
S4: I took a course in Jeddah for two months
S5: No, I haven't

Students' attitudes towards English language learning
In your opinion, what is the importance of learning English language?
S1: Of course it is very important to learn the English language. Also, it is recommended in our religion to learn other languages. Also, if I learned English, I can communicate with people when I travel abroad or with foreign people here in Saudi Arabia
S2: for me, I think it is essential to learn the English language and there are some people who believe that it has a negative effect on our culture, in contrary our religion encourage us to learn the other languages. Moreover, learning the English language allow me to travel abroad and enjoy my life
S3: As she mentioned, when we travel abroad we always find that English is used widely
S4: I think English is an international language and we have to learn it
S5: I believe the English language is an important language for every aspect of our life, business, and trade and even we can create friendship through the internet
A: To what extent do think that English language has an effect on our language?
S1: It does not have an effect on the Arabic language as long as we make a balance between the two languages
S2: It does not have an effect on the Arabic language
S3: I agree with them
S4: I agree with them
S5: I agree with them
A: To what extent do think that English language has an effect on our culture and religion?
S1: learning a language is not related with our traditions and religion
S2: For me, I don't think that learning English language has an effect on our language and religion as long as we grew up observing our religion, language and traditions since we were young. This way, it is impossible that learning English affect us, this a wrong concept
S3: I believe that the person who observes his religion and traditions will not be affected negatively
S4: I agree with her
S5: I feel there are some people who want to learn English just to look down on other people. Also, there are some people want to learn English in order to learn the lifestyle of Western people, those people will be affected negatively, their culture, language and religion will be affected negatively. Some of them want to imitate an actress or singer, this is a bad thing

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Students' EFL speaking knowledge
A: What do you think your proficiency level of English is?
S1: for me intermediate
S2: intermediate
S3: intermediate
S4: intermediate
S5: intermediate
A: What do you think your proficiency level of EFL speaking is?
S1: I would say intermediate as I feel shy and confused when I talk in the front of the class
S2: I think my proficiency level of EFL speaking is high. I used to speak with my two sisters in English as both of them study computer science in English, so I always practice the English language at home
S3: intermediate
S4: intermediate
S5: intermediate
A: Are you confident enough to speak in English?
S1: yes
S2: I feel that I have the ability to compose sentences but when I want to say them I forget them
S3: I do not feel confident to speak English with people, I am afraid of making mistakes and loosing face. However, I don't have any problem to speak in English with my sisters
S4: The same thing, it is OK to speak with my family members, but I feel confident to speak with other people
S5: Exactly the same thing, when you speak with people, they will comment on your mistakes
A: Are you developing your English language speaking? How?
S1: Sometimes I got obsessed with learning English, I go to some online English websites, read some stories and try to learn the new vocabulary
S2: For me, sometimes I feel so enthusiastic to speak English, so I bring some English learning books and try to learn from them
S3: For me, I try to learn how to speak English by watching movies
S4: Also, I like to learn the English language by watching movies and also by reading from some books of English language learning
S5: I am subscribed to some websites for improving the English language and also I try to learn the new words by listening to songs

Students' believes about the nature of EFL speaking
A: What do you think speaking is?
S1: It is communicating with people and talking to them
S2: speaking is essential for communication between people
S3: I agree with them. They mentioned what I want to say
S4: I agree with them, it is communication
S5: I believe that speaking is related to self-confidence. I mean the person who is self-confident can speak and say whatever she or he likes

Students' believes about the value of EFL speaking
A: In your opinion, which is the most important skill that you need to master, and why?
S1: To be honest, all language skills are important. I mean it impossible to learn a skill and leave the others. All skills are important s they complete each other
S2: for me, all language skills are important. However, I believe speaking is the most important, because if we master speaking we can communicate with others even if we don't master the other skills
S3: I think that all skills are important because they are related
S4: all skill are related
S5: For me, grammar is the most important, because if you know grammar, you know anything in the language. You can apply t in speaking and writing
A: Is it important for you to master the speaking skill, and why?
S1: it is important for communication

S2: I agree
S3: I agree
S4: I agree
S5: I agree

A: Do you think it is important to you to learn pronunciation and intonation?

S1: Yes, it is very important. I feel that we have to lean the proper pronunciation and intonation, so we can easily spread the true Islam and improve its image to the Western world

S2: I believe learning proper pronunciation and intonation is very important, especially, face expression, because by this way, the person we are talking with will understand what we are saying without getting bored

S3: Yes, it very important in order to communicate with other people properly

S4: It is important in order for the others to understand us

S5: It is very important as they mentioned

A: Do you think it is important to you to learn accuracy and fluency?

S1: I believe accuracy is more important even if we speak slowly, because I will be understood even I speak slowly

S2: I agree with her. Accuracy and grammar are more important

S3: the most important is to learn accuracy and the correct grammar rules, because if we speak fast and make errors, we will not be understood

S4: Accuracy is the most important

S5: I believe accuracy is important and fluency as well, so it would be better to learn both of them

Students' opinions about the current EFL speaking teaching methods

A: Do you think that you have enough opportunities to practise English speaking during the lesson?

S1: yes, I think there are enough opportunities to speak

S2: for me, I think there are opportunities but they are not enough. Because the teacher needs ask some students to participate in order to assess them, and time is limited, so I think that the opportunities are limited

S3: I think that the opportunities are limited. I don't feel that I am in a classroom, but rather I feel that I am reading from a magazine, I just read and read. We don't speak

S4: there are not enough opportunities

S5: I feel that there are opportunities but they are not what I am looking for, I don't benefit as expected

A: and what type of benefit you are looking for?

S5: I wish that I could practice the language. I want to have some time for me just me to practise the language. I mean I participate and the teacher asks me to answer, but she cannot do that because she has to ask other students to participate

A: Do you prefer the teacher teaches you in Arabic or English language? How important is that?

S1: I prefer that the teacher teaches us in English more than Arabic. However, sometimes we ask the teacher to teaches in Arabic, so I prefer that she teaches us in Arabic 1%

S2: for me, I used to ask the teacher to teach us in Arabic and I was frustrated when she was teaching us in English, I was feeling that I could not understand, but thanks God this did not happen. Because I get used to the English language by time and I had to understand. This way my language will improve, it is not necessary to understand every word, the most important thing that I understand the general meaning

S3: I think that is the best for us that we are taught in English

S4: it is better in English

S5: it is better in English, because it is an English class, even if you seem that you don't understand, you will have to understand by time

A: When you work on speaking activities with other classmates, do you prefer to speak in Arabic or in English? Why?

S1: Arabic of course, whether we work on activities or in general, because if I want to speak English I must have the ability and the confidence to speak. I mean so far I don't have enough ability to speak English but it is Ok to speak in English with the teacher

S2: the same thing for me. I use Arabic as long as I work with my friends. It is rare that I speak English

S3: of course Arabic, even in case I want to speak in English maybe the girls don't know how to speak English, so I don't want to embarrass them. I mean I speak English and Arabic, when I participate and answer the teacher's question, I say the answer in English, and I use Arabic when I talk with my classmates when discussing the activities answer

S4: Arabic most of the time

S5: for me, I use both Arabic and English. I use Arabic when we discuss the activities, we discuss how to answer the questions, and when we say the answers we say them in English

A: What are your opinions about implementing group work?

S1: when a bright student sits with low achieving group, she will be disappointed. Every member in the group will not pay attention, she is the one who works and eventually everybody will take the same mark

S2: I like the idea of group work as long as I work with my friends

S3: I agree with them

S4: me too

S5: I agree with them

A: Do you think that the current teaching methods of EFL speaking are the best way to learn English Speaking?

S1: so far, the strategies that the teacher uses are good. She employs the available methods, she used the internet and the laptop, and she used the things that are close to us. However, I wish that the teacher employ some methods that involve sort of interaction and games. I think the level of EFL teaching is between the intermediate and weak so far

A: Do agree with her?

S2: yes, I do. We did not achieve the level that we are supposed to be at. I read an article on the internet saying the level of the students in Saudi Arabia is very very bad as compared with the other countries in the Gulf

S3: Yes

S4: I agree

S5: I agree with what the girls said

Students' opinions about EFL speaking activities

A: Do you think that the level of speaking activities is appropriate to your speaking proficiency level?

S1: I think that the level of speaking activities is excellent

S2: I think that the level of speaking activities is excellent

S3: I don't feel that I am learning from them. I don't feel that I can answer them

S4: I think that the level of speaking activities is appropriate for us

S5: what I like the most about speaking activities is that I can express my opinion, I feel free, I can talk as I want

A: Do you think that the speaking activities in the textbooks are useful?

S1: I think they are useful and everyone benefits from these activities

S2: I think they are good because most of them depend on the students' expression and the student is not guided with a specific grammar rule

S3: the speaking activities are useful for the people who have the ability to express their selves, but the people who don't; it will be difficult for them

S4: useful

S5: they are useful since we can express ourselves

A: Do you think that the speaking activities in the textbooks are interesting?

S1: they are interesting because they are appropriate for our culture and our life

S2: for me, I think they are so interesting, especially the topics about science

S3: I think they are so boring

S4: I think there some interesting topics and some boring scientific topics

S5: I think they are interesting

A: Do you think that the speaking activities in the textbooks are difficult?

S1: they are difficult to some extent, especially for those who are not used to express herself she will find difficult

S2: I don't think that they are difficult, but they focus on expression type, and as she said it depends on the student if he/she have the ability to express his/her opinion

S3: I think they are not easy; they are difficult and it depends on the person's ability to talk

S4: I agree

S5: It depends on the person's ability if he/she knows how to express an opinion in English

A: Do you think that EFL speaking activities need to be modified according to your needs? How?

S1: I recommend that speaking activities could be modified by including some new topics that are familiar with most of the people

S2: I notice that all speaking activities are limited to only one type. It is better to include various speaking activity types. They can include conversations and some topics that are related to daily life

S3: I agree with her, I wish they include some topics about our daily life. Most of the topics in Level 2 are about the human body. They are difficult topics

S4: I agree with them, they must include some topics about our daily life

S5: I agree with them. Speaking activities must be different and all of them about expression

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Transcription of Students' Interview
Group No. 5
English Translation

Students' background in EFL learning

A: How long have you been learning EFL?

S1: five years

S2: five years

S3: Five years

S4: this is the fifth year, from the sixth grade

S5: eleven years from the preschool

A: Have you attended any extra English courses?

S1: Unfortunately, no

S2: No

S3: Yes, I have, for four weeks in Saudi Arabia

S4: yes, I have attended one course for four weeks at the university last year

S5: Yes, I have attended two courses for ten weeks

Students' attitudes towards English language learning

In your opinion, what is the importance of learning English language?

S1: it is a global language. By using English, you can communicate with anybody around the world. I can call it the communication language

S2: I agree with her. It is an international language, it is taught in every country. It is the only language that connects people with each other, and they can communicate using it

S3: I agree with them

S4: it is an important language

S5: it is an important language

A: To what extent do think that English language has an effect on our religion? (Culture)

S1: it depends on the person if he or she allows the English language to affect the Arabic language

S2: that is right. Some people learn English and they give up the Arabic language. It depends on the person

S3: No, I don't think it has an effect on our language, because the Arabic language the first language. However, I think it has an effect on our traditions and costumes; it also depends on the person

S4: it depends on the person

S5: I agree with them. We can make use of learning the English language. we can spread our culture to different parts of the world and change the bad stereotypes about Islam

Students' EFL speaking knowledge
A: What do you think your proficiency level of English is?
S1: I think it is intermediate
S2: good
S3: not excellent, I would say intermediate
S4: intermediate
S5: intermediate
A: What do you think your proficiency level of EFL speaking is?
S1: to be honest, I feel that I am weak in speaking
S2: intermediate
S3: intermediate
S4: I am not brave enough to speak; I think my proficiency level of speaking is weak
S5: proficiency level of speaking is excellent
A: Are you confident enough to speak in English?
S1: yes
S2: sometimes
S3: Yes
S4: No, I feel shy to speak in front of the class
S5: Yes
A: Are you developing your English language speaking? How?
S1: Sometimes I speak to myself or with my friends. I try to say some English phrases
S2: by watching movies or from some websites on the internet
S3: I practice the English language when I travel abroad with my family
S4: I try to learn new words, also sometimes I speak in English with my sister and we learn from each other
S5: I try to improve my speaking by chatting with people who speak English on the internet

Students' believes about the nature of EFL speaking
A: What do you think speaking is?
S1: Speaking is basically self-confidence and fluency in order to convey our opinion to people
S2: It is a communication language to communicate with the others
S3: I agree it is a communication language to communicate with the others
S4: it is communication with the world
S5: It is a means to exchange information and experience with the others

Students' believes about the value of EFL speaking
A: In your opinion, which is the most important skill that you need to master, and why?
S1: I believe speaking is the most important skill
A: Why speaking?
S1: I think because speaking is widely used. I mean you will not use writing as much as speaking, I mean when you travel abroad you will not communicate with people by writing to them, you would rather speak to them, it is easier and faster
S2: I agree with her, speaking is easier and faster
S3: I agree
S4: I agree
S5: I agree
A: Is it important for you to master the speaking skill, and why?
S1: yes it is important for communication
S2: I agree
S3: I agree
S4: I agree
S5: I agree
A: Do you think it is important to you to learn pronunciation and intonation?

S1: it is very important to learn pronunciation and intonation in order to be understood by other people

S2: I believe it is very important to learn and we have to learn them

S3: they are very important, because intonation will affect the meaning. No one will understand us if we use the wrong intonation or the wrong pronunciation

S4: Both of them are important, and we should learn these things in speaking

S5: I believe that we don't need to learn intonation, I mean we will learn it indirectly when we practice the language in the actual life

A: Do you think it is important to you to learn accuracy and fluency?

S1: I believe that grammar is the most important even if my speech is slow

S2: Actually, it is the opposite, fluency is more important and grammar does not to be correct

S3: it is more important to speak fluently and then learn grammar with time

S4: for me, grammar is more important in order to build up my language properly

S5: Both of them are equally important. If I speak fluently and make mistakes I will not improve my language, also, if I speak slowly with correct grammar, my speech would be boring, so we should balance between them

Students' opinions about the current EFL speaking teaching methods

A: Do you think that you have enough opportunities to practise English speaking during the lesson?

S1: sometimes, because when I communicate with my classmates I use Arabic and we speak in Arabic all the time.

A: Why you use Arabic all the time?

S1: because the students' abilities are different. They will not understand if we speak in English

S2: there are few opportunities

S3: we don't have opportunities

S4: I think there are enough opportunities when we discuss something with the teacher and when we answer her questions

S5: I think if there are opportunities the students don't make use of them, they don't want to speak in English

A: Do you prefer the teacher teaches you in Arabic or English language? How important is that?

S1: in English in order to learn more

S2: and to improve my language and enhance my knowledge of the language

S3: in English, because we will learn new vocabulary in each lesson. However, sometimes we encounter difficulties in understanding some words, so we prefer to explain them in Arabic

S4: in English to learn more

S5: sometimes we need that the teacher teach in Arabic then in English

A: When you work on speaking activities with other classmates, do you prefer to speak in Arabic or in English? Why?

S1: I prefer that we speak in English, so we learn from each other

A: do you think that the other students like the idea that you speak with them in English?

S1: frankly speaking, not always. We are suffering from this. Because there are some weak students who will not understand what we say or sometimes they think that we look down on them

S2: I agree with her

S3: I agree

S4: we speak Arabic most of the time, it is easier to communicate

S5: for me I prefer to speak in English in order to improve my language

A: Do you think that the current teaching methods of EFL speaking are the best way to learn English Speaking?

S1: some of them are good, especially, when the teachers give us activities that involve sort of games

S2: I think they are medium

S3: some of them are good, if they involve some sort of games

S4: they are good

S5: not very good

A: What is your opinion about implementing group work?

S1: I like them, but I don't like it when the teacher specifies a permanent role for each student in the group, so some of us don't have the chance to speak

S2: that's right; the teacher should change the roles every week for example

S3: the only problem in group work is that you work hard while other students get the mark without making any effort

Ss: we agree with her

A: and what about the current strategies?

S1: the teachers can discuss the strategies with us and see what best strategies are for us

S2: I think when the teachers ask the girls about the best strategies, the girls will not say whatever they want but the teacher can know what the appropriate strategies are for the students

S3: they should bring some other strategies

S4: I agree

S5: I agree

Students' opinions about EFL speaking activities

A: Do you think that the level of speaking activities is appropriate to your speaking proficiency level?

S1: I think that the textbook needs to be modified, because it contains difficult words

S2: for me I think that speaking activities level is higher than our proficiency level

S3: the content of the textbook is excellent. If we have been studying English from the first grade, we have got used to the level of the textbook

S4: I think that the textbook is wonderful. It contains lots of new vocabulary that we will benefit from them

S5: the textbook is good, but we need to get used to the language from the first grade

A: Do you think that the speaking activities in the textbooks are useful?

Ss: they are useful

S2: presentation activities make us brave and confident to speak

A: Do you think that the speaking activities in the textbooks are interesting?

Ss: they are interesting

S2: I mean new stuff and new information

A: Do you think that the speaking activities in the textbooks are difficult?

Ss: to some extent

A: Do you think that EFL speaking activities need to be modified according to your needs? How?

S2: I prefer that they make the activities involve some sort of games, for example, who talk faster, and who answer faster and so on

Ss: we agree with her

APPENDIX 10

NVivo Screenshots

Nodes and codes of classroom observation

Nodes and codes of teachers' interview

Nodes and codes of students' interview

APPENDIX 11

Official Correspondence for Field Work Permissions

بسم الله الرحمن الرحيم

الموقر سعادة الرئيس العام لتعليم البنات بمكة المكرمة

السلام عليكم ورحمة الله وبركاته ،،، وبعد

أود أن افيد سعادتكم بأنني طالبة مبتعثة من وزارة التعليم العالي لدراسة الدكتوراة في بريطانيا في تخصص تدريس اللغة الإنجليزية وحيث أن موضوع رسالتي للدكتوراة:

وصف و تقييم مناهج و طرق تدريس مهارة التحدث باللغة الإنجليزية في المرحلة الثانوية في مدارس البنات الحكومية في المملكة العربية السعودية

فإنني أرغب بعمل دراسة ميدانية في الثانوية الأولى للبنات بمكة المكرمة لمدة ثلاثة شهور خلال الفصل الدراسي الأول من العام الدراسي 1430 هــ / 1431 هــ وذلك من 1430/11/15 هــ إلى 1431/2/15 هــ.

آمل من سعادتكم التكرم بتوجيه من يلزم للحصول على الموافقة لعمل الدراسة الميدانية لكي يتسنى لي رفعها إلى وزارة التعليم العالي.

شاكرين لكم حسن تعاونكم ووفقكم الله،،،

المبتعثة
أماني بنت عيد الصاعدي
رقم الملف بالملحقية:
S2366

المرفقات:
1- خطاب من الملحقية الثقافية السعودية بلندن

Arabic translation:

In the name of Allah the most merciful

Dear General Director of Girls Education in Makkah,

I would like to inform you that I am a student sponsored by the Ministry of Higher education to pursue my PhD degree in the UK in the field of teaching English as a foreign language. My research is focused on the teaching of EFL speaking in public Secondary schools for Females in Saudi Arabia. I would like to conduct a field trip in the First Secondary School in Makkah for 12 weeks, during the first semester in the 2009/2010 academic year.

Please kindly send me the approval of your office to conduct my filed trip so that I can inform the Ministry of Higher Education.
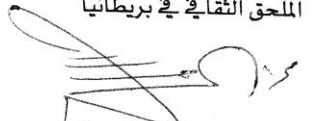
Many thanks in advance

Amany Eid Alsaedi

المملكة العربية السعودية

وزارة التعليم العالي

الملحقية الثقافية
بالمملكة المتحدة وايرلندا

الشؤون الأكاديمية : S2366/P5

رقم السجل المدني: ١٠٣٠٦٠١٣١٢

إفــادة

يُفيد المكتب الثقافي السعودي في بريطانيا بـأن الطالبـة / أمـاني بنـت عيـد فـالح الصاعدى برقم S2366 هـي إحدى الطالبـات المبتعثـات مـن قبـل وزارة التعلـيم العـالي لدراسة الدكتوراه في مجال تدريس اللغة الانجليزية بجامعة ساوثهامبتون في بريطانيا إلى تاريخ ١٤٣١/١١/٢٣ هـ الموافق ٢٠١٠/١٠/٣٠ م ، وقـد مُنحـت هـذه الإفـادة بُنـاءً علـى طلبهـا لتقديمها إلى الرئاسة العامة لتعليم البنات بمكة المكرمة.

والله الموفق ، ، ،

الملحق الثقافي في بريطانيا

أ.د. غازي بن عبد الواحد المكي

Arabic Translation:

Kingdom of Saudi Arabia
Ministry of Higher Education
Cultural Bureau in the United Kingdom & Ireland

The Cultural Bureau Office in the United Kingdom declares that Amany Eid Alsaedi is a sponsored student by the Ministry of Higher education. She is a Ph.D. student in the field of teaching English as a foreign language at the University of Southampton in the UK until 30/10/2010. This letter has been provided upon her request in order to be submitted to the Girls Education Office in Makkah.

Saudi Cultural Attaché
Prof. Gazi Al-Makki

المملكة العربية السعودية
وزارة التربية والتعليم
الإدارة العامة للتربية والتعليم بمكة المكرمة بنات
إدارة التخطيط والتطوير
– الدراسات والبحوث التربوية –

بشـأن : تسهيل مهمة الطالبة /
أماني بنت عيد فالح الصاعدي

المكرمة مديرة المدرسة الثانوية   المحترمة

السلام عليكم ورحمة الله وبركاته ... وبعد

نأمل منكم تسهيل مهمة الطالبة / أماني بنت عيد فالح الصاعدي بمرحلة الدكتوراه بقسم " مناهج وطرق تدريس /اللغة الانجليزية " بجامعة ساوثهامبتون في بريطانيا بإجراء ما يلي :

- حضور حصص وإجراء ملاحظات ومقابلات لطالبات ومعلمات الثانوية كمتطلب لدراستها بعنوان " وصف وتقييم مناهج وطرق تدريس مهارة التحدث باللغة الإنجليزية في المرحلة الثانوية في مدارس البنات الحكومية في المملكة العربية السعودية " في حدود ما تسمح به الأنظمة والتعليمات حسب الأوراق المختومة وعددها (٢) فقط.

شاكرين لكم حسن تعاونكم سلفاً .

والسلام عليكم ورحمة الله وبركاته .

مديرة إدارة التخطيط والتطوير

د. عنبرة حسين الأنصاري

ص/أبو يابس

نحن ملتزمون بإذن الله بأن نكون رواداً للتعليم على مستوى الوطن في بيئة تعليمية محفزة وجاذبة بحلول عام ١٤٣٥هـ

Arabic Translation:

Kingdom of Saudi Arabia
Ministry of Education
Department of Planning and Development
Educational Studies and Research

Dear Secondary School Headteacher,

I hope you facilitate the mission of Mrs. Amany Eid Alsaedi, who is a PhD student in English language teaching at Southampton University in the UK. I hope you allow her to conduct the following:

− Attend classes and conduct observations and interviews with secondary level students and teachers as a requirement for her study "The Teaching of EFL Speaking in Developed Secondary Public School for Females in Saudi Arabia: A case Study" within the permitted regulations according to the enclosed signed papers.

Many thanks in advance

The Director of Planning and Development Department
Dr. Anbarah Alansari