The self-perceptions of NNESTs in Saudi Arabian public schools regarding their teaching abilities and their views about English language-in-education policy

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Abstract

There is growing literature on non-native English speaking teachers (NNESTs) which challenges the dichotomy between NNESTs and native English speaking teachers (NESTs). In a global context, where non-standard varieties of English (World Englishes) are widely used, and where English is increasingly used as an international lingua franca, discriminating against non-native English teachers on account of their accent or their use of non-standard grammar is no longer tenable, especially when they are often more qualified to teach English than many NESTs. One strand of this research is the self-perceptions of NNESTs of their ability to teach English. This study has two purposes. The main purpose is to investigate the self-perceptions of NNESTs who teach English language in intermediate and secondary public schools in Riyadh, Saudi Arabia, a 'local' context that is largely missing from the NNEST literature. The second aim is to investigate these Saudi NNESTs' views about English language-in-education policy in Saudi Arabia and how policy impacts their day-to-day practice. The study used an online survey that collected quantitative data related to the two research goals. The survey also included demographic questions that sought to uncover the characteristics of these Saudi NNESTs. One hundred and nine Saudi English teachers in Riyadh were surveyed. Data analysis used both descriptive statistics and correlational analysis. The results showed that these Saudi NNESTs are a very homogeneous cohort, culturally and linguistically. In the public school system in Riyadh there was a notable absence of NESTs, largely due to cultural and linguistic barriers. These teachers' self-perceptions about their teaching skills were not matched by an annual Ministry of Education assessment which indicated that almost all were very competent teachers. The findings also showed that these teachers' self-perceptions are mainly independent from the demographic variables, suggesting that intra-psychological variables, such as personality and intelligence, are likely to moderate self-perceptions. These Saudi NNESTs were also largely dissatisfied with current English language-in-education policy, but which aspects of policy and how policy impacts on practice remains a topic for further study. Recommendations for further research also include the use of a mixed methods approach, which would also be able to collect qualitative data and take a more interpretative approach to the research questions.

Acknowledgment

First of all, I offer my heartfelt thanks to Allah, who has endowed me with the strength and potential to carry out this thesis. Thank you, Allah, for blessing me with so many marvellous and fabulous people who have been my supporters throughout my life.

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List of abbreviations

AUTEC	Auckland University of Technology Ethics Committee
CLT	Communicative Language Teaching
KAL	Knowledge About Language
NEST	Native English-Speaking Teacher
NNEST	Non-Native English-Speaking Teacher
NNS	Non-Native Speaker
NS	Native Speaker
ELF	English as a global Lingua Franca
ELT	English Language Teaching
L1	First Language
L2	Second Language
MoE	Ministry of Education
RQ	Research Question
SPELS	Self-Perceptions of English Language Skills

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Attestation of authorship

I hereby declare that this thesis submitted for the master's degree is the result of my own study, except for where due acknowledgment is made. To the best of my knowledge and belief it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the qualification of any other degree or diploma of a university or other institution of higher learning.

Habib Khalaf Alharbi
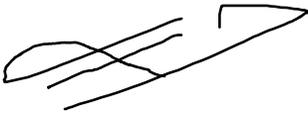
CHAPTER ONE: INTRODUCTION

1.1   Background

This study concerns the self-perceptions of non-native English-speaking teachers (NNESTs) teaching English in public intermediate and secondary schools in Saudi Arabia. It investigates their views on their own teaching abilities, their knowledge of English and of teaching English, and their understanding of Saudi Arabia's English language-in-education policies.

Before proceeding, however, definitions are in order. It is well recognised in the literature that the distinction between non-native English-speaking teachers (NNESTs) and native English speaking teachers (NESTs) can be problematic. The term, NNEST, needs to be used with caution. Andrews (2007), for example, explains that NNESTs can have a variety of backgrounds while Moussu & Llurda (2008) contend that differences are best seen on a continuum rather than as a dichotomy. Some teachers labelled as NNESTs may be fully bilingual, having grown up or having lived for some time in a predominantly English speaking environment. These teachers may teach anywhere in the world. At the other end of the continuum are English teachers who have learnt English at school in their home countries and teach English in their home countries, and may lack, by comparison, a degree of language competence, at least when judged by native speaker standards. Somewhere in the middle of the continuum are NNESTs who have had an immersive language experience, possibly having studied abroad. Clearly then, NNESTs come from a range of

backgrounds, and have a wide range of English language competence skills. What they have in common is that they are highly likely to be qualified English language teachers.

The current study is situated in Saudi Arabia and focuses on English teachers in public schools. In this context, from my own observation as a teacher in the Saudi education system, all teachers are non-native teachers of English with Arabic being their first language, and most of them are of Saudi nationality (although the situation in tertiary education may be different). Most, if not all, NNESTs in Saudi public schools, have learnt English in Saudi Arabia (although some may have had a study aboard experience). In this sense, comparison with NESTs is somewhat redundant, at least at a local level. A major goal of this study is simply to better understand the Saudi situation.

The study, however, also draws on the wider debate associated with the "NNEST movement" (Selvi, 2018). This movement seeks to "contribut[e] to a more democratic, participatory, equitable, professional, and egalitarian future for ELT" (Selvi, 2018, p. 2). This is necessary because the fact that there are two distinct terms, NNEST / NEST, as mentioned above, is seen to privilege native speaking teachers and discriminate against non-native speakers. As Andrews (2007) notes, a number of scholars further contest the use of the term NNEST because it "continues to privilege the native speaker (NS) model, defining the non-native speaking (NNS) teacher in terms of what they lack, rather than what they possess, i.e., bi- or multilingualism (p. 149). Selvi (2018) also points to "the essentialized and idealized conceptions of [teacher] identity" (p. 1) which oversimplifies the complex world of ELT (English Language Teaching). In a global context, where increasingly English is used communicatively as an international lingua franca

(ELF) (McKay, 2012), the privileging of the native speaker English teacher simply on account of their "nativeness" is argued to be untenable. Communication in English in many parts of the world occurs in contexts where the speakers are non-native speakers of English, many of whom may use non-standard varieties of English.

While comparisons with NESTs in the Saudi education context may be redundant, nevertheless, this study has the potential to highlight "transformative ideals" (Selvi, 2018, p. 2), in order to raise awareness of English teaching in Saudi Arabia and advocate for NNESTs in Saudi public schools as legitimate English language professionals on the global ELT stage.

Now that terms have been clarified, the discussion broadens in order to further contextualize the study. As suggested above, English language teaching on the global stage is inextricably linked to globalisation, and to the use of English as a global language. As McKay (2012) notes, globalisation and the growth of ELF for science, business and cultural exchange has seen English increasingly taught throughout the world in the education systems of non-English speaking countries, largely by NNESTs. Saudi Arabia is one of many countries where this occurs. As Alharbi (2017) explains, both cultural and economic imperatives within Saudi Arabia have "increased the demand for improved English language teaching" (p. 129) and created a need for educational reform. Alharbi (2017) observes that the Saudi Ministry of Education is teaching English "to promote the language as a lingua franca" (p. 129).

As noted above, in the broader context of ELT, the vast majority of NNESTs are qualified teachers with a sound knowledge of the English language. In the Saudi context most, if not all, NNESTs in public schools appear to be Arabic-speaking Saudi nationals. Also noted above, a considerable

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amount of literature argues that NNESTs are globally positioned as inferior teachers of English simply because they are non-native speakers who use non-standard varieties (Agudo, 2017, Andrews, 2007, Braine, 2010, Kamhi-Stein, 2004, Llurda, 2005, 2011, 2015, Moussu & Llurda, 2008, Selvi, 2014, 2018). Andrews (2007, p. 149) refers to this as the "privileging" of NESTs. However, given that ELF is now the reality for much of the world, including Saudi Arabia, NNESTs need not, and should not, feel pressure to adopt native speaker models, as their students are likely to be using English as a global lingua franca. Nor should NNESTs uncritically adopt popular language teaching methodologies that may be at odds with the context in which they teach – at a policy or curriculum level. In this global context it is thus argued that what constitutes a qualified teacher of English in the ELT field needs to change in order to legitimize the value of *all* teachers, whether native English-speaking or non-native English-speaking.

A further issue surrounding NNESTs, suggested above, is what McKay (2017, p. 39) calls (citing Kumaravadivelu) the "localization of pedagogy". Kumaravadivelu (2003, 2012) argues against the importation of global language teaching methods into local contexts. His view seeks to legitimise the teaching practices of the NNESTs based in part on "the advancement of context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural and political particularities" (Kumaravadivelu, 2006, p. 21). What this means is that local conditions often determine what is possible and what is not possible, but equally, NNESTs need also to adopt a responsive and principled post-method pedagogy that suits their teaching contexts. It also means that local English language-in-education policies may also impact on teachers' practices, either in a positive or negative way. Language teaching, especially in

compulsory education systems, can never be separated from local language-in-education planning and policy (Liddicoat, 2014).

Local English language policies are often seen as "top down"; that is to say, they are planned and implemented by ministries of education often with little regard to educational realities in schools or the teaching context of practitioners (Menken & Garcia, 2010). Recent research, however, has begun to take a "bottom up" perspective, examining how teachers make sense of language education policy. As Menken and Garcia (2010a, p.1) argue, "educators are at the centre of [a] dynamic process, acting on their agency to change the various language education policies they must translate into practice". While there is growing literature on English language-in-education policy in the Saudi context (Alrashidi & Phan, 2015; Barnawi, 2018; Barnawi & Al-Hawsawi, 2017; Elyas & Badawood, 2016; Habbash & Troudi, 2015), what is largely missing from the literature is how English teachers in Saudi Arabia understand these policies and how they implement them in their day-to-day practice.

I would argue this "bottom up" policy dimension is closely linked to Saudi NNESTs' self-perceptions of their ability to teach English. However, understanding the local policies, their aims and objectives, how the English language curriculum needs to reflect these polices, and finally how actual classroom-level teaching methodologies should deliver policy aims and objectives is by no means a simple task. It requires from teachers a great deal of training and knowledge, practice, a certain level of experience, and an exceptionally high degree of commitment. If the task itself is this complex, then it becomes critical to begin with the views of those who will be

responsible for fulfilling it; and a step prior to this, is finding out if those policies, according to the NNESTs, are actually effective or not to begin with.

While research has begun to explore language teachers' interpretations of language-in-education policy from a "bottom up" perspective, an opportunity arises in the current study to extend the inquiry to the Saudi context, combining this focus with an investigation of Saudi NNESTs' perceptions of their ability to teach English. Equally, in a global sense, while research on NNESTs is extensive, their perceptions of their ability to teach English, their students' perceptions of their practice, and how their professional identities affect their work to date, little research has investigated non-native English-speaking teachers in the Saudi context. Arguably this may be because of the absence of the native/ non-native speaking teacher dichotomy, as, at a local level, comparisons with native English-speaking teachers are somewhat redundant. In Saudi Arabia, the vast majority of English teachers in schools are Saudi nationals, with a very small number of Arabic-speaking teachers coming from neighboring Arabic-speaking countries. Nevertheless, given that the literature calls for "the empowerment of [non-native teachers] and views their agency as central to the implementation of pedagogical practice" (Glasgow, 2016, p, 58), a focus on non-native English-speaking teachers in the Saudi context is warranted. Thus, the study also contributes to the growing literature on the teaching of English in Saudi Arabia (Abahussain, 2016; Alnasser 2015; Alsowat, 2017, Barnawi & Le, 2015; Fareh, 2010; Saqlain, Al-Qarni & Ghadi, 2013).

1.2   Conceptual framework for the study

Reflecting the background outlined above, the broad conceptual framework for this study is illustrated in Figure 1.1. At the heart of this research lie the self-perceptions of Saudi NNESTs teaching English in intermediate and secondary public schools. However, in order to get to that core area, there are certain other areas that need to be taken into consideration. Exploring the literature on NNESTs and the views of the various writers on numerous issues associated with NNESTs is needed to gain an effective understanding of how NNESTs are perceived across the globe, the professional challenges they face, and the strengths and weaknesses they possess.

NNESTs' perceptions of their ability to teach English in Saudi schools

The wider literature on NNESTS

THE LOCAL CONTEXT
Saudi English language–in-education policy

THE WIDER CONTEXT
Globalization and English language teaching/ learning
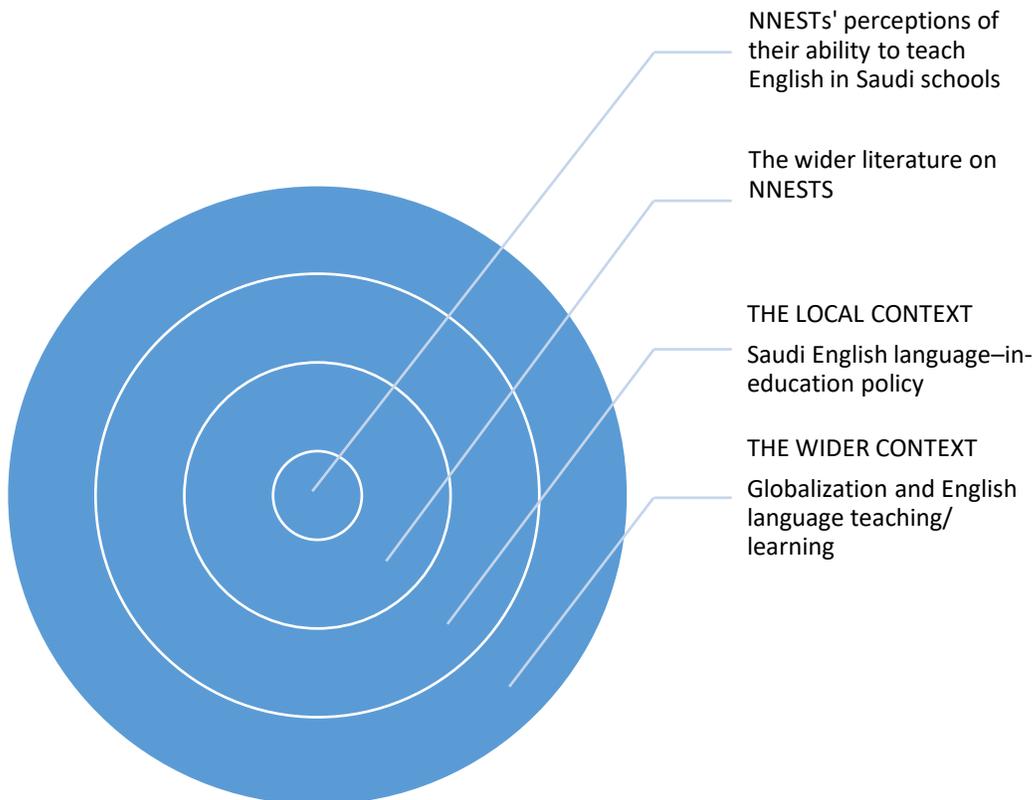
Figure 1. 1 Conceptual framework of this study

The inner circles of Figure 1.1 are guided by a number of concerns, loosely seen in terms of the dimensions of teacher knowledge: Knowledge About Language (KAL), pedagogical content knowledge and curriculum knowledge (Andrews, 2007). In particular, the study seeks to uncover:

- How confident are Saudi NNESTs in their knowledge *about* the English language (KAL)?

- How confident are Saudi NNESTs in teaching English in their classrooms?

- What are the attitudes of Saudi NNESTs towards English as a global lingua franca (ELF) and how does this impact on their teaching?

- To what extent do Saudi NNESTs understand the aims and intended outcomes of the language teaching methodologies that they use in their classrooms?

- To what extent are they aware of alternative methodologies for teaching English?

- Given contextual constraints, how easy is it for Saudi NNESTs to adopt alternative methodologies for teaching English, if they wished to do so?

- What is their understanding of and views on the national curriculum, textbooks used, and assessment practices?

- What, in their view, does it mean to be a "good" (English) teacher?

The outer two circles of Figure 1.1 illustrate the wider contexts that underpin the study. The local context concerns English language-in-education policies in Saudi Arabia. The literature points to issues related to the political and economic factors influencing these policies, the wavering aims and objectives of the policies, the lack of focus on important areas such as teaching

methodologies, and, most importantly, the extent to which the policies are understood and implemented by schools and by Saudi NNESTs.

The outer circle denotes the importance of situating the study in the wider context of globalization, especially the global spread of English. While definitions of globalization and its impact on ELT are not straightforward (Block & Cameron, 2002; Kumaravadivelu, 2006) what is clear is that English has become a global language for science, business and cultural exchange (McKay, 2012, 2017), and is now taught in the education systems of a large number of non-English speaking countries, largely by NNESTs who are now becoming a part of the global ELT profession. For this study, it is essential to view the presence of NNESTs through the lens of globalization and English as a global lingua franca. Two concerns that arise are:

- To what extent are Saudi NNESTs aware of the current English language-in-education policy in Saudi Arabia?

- How effective or ineffective do NNESTs think these policies are in providing direction to English language teaching in Saudi schools?

Combined, the four contextual layers outlined in Figure 1.1 and the questions they raise will provide a nuanced understanding of the self-perceptions of NNESTs in Saudi schools of their ability to teach English, of their understanding of local English language-in-education policy and how this may impact their professional lives.

1.3   Rationale and purpose

As outlined above, the respective literature on NNESTs and English language-in-education policies in Saudi Arabia suggests two areas for further research:

- The self-perceptions of the Saudi NNESTs about their ability to teach English

- Saudi NNESTs' understanding of the English language-in-education policies and their views on these policies.

It is important to gather information about both of these aspects. As Saudi Arabia is a country where native-born Saudis are largely responsible for school-level English teaching, knowing the views of Saudi NNESTs, specifically with respect to their ability to teach English, is of utmost importance. It is important to note that in tertiary level education the situation is different, and a larger number of NESTs can be seen teaching English (AL-Murabit, 2012).

Apart from the fact that there is little research on this topic generally, another extremely significant issue in Saudi Arabia is the quality of English teaching. The growing literature on English teaching in Saudi Arabia points to the need for improvement (Al-Hazmi, 2003; Alqahtani, 2018, p. 134). In addition, my own experience as a Saudi national who has experienced English language teaching in schools, and my own observations as a qualified secondary school teacher in Saudi Arabia (albeit of Arabic, not English), suggests there is considerable room for improvement. The veracity of this view is evident in the English language ability of the Saudi Arabian students who start learning English from the fifth grade and yet struggle to have a meaningful conversation in English after years of education. Again, based on my own observations, Saudi Arabians generally are quite enthusiastic about learning English; this is

especially the case for the younger generation as they have now realized from a global perspective how economically and socially beneficial learning English is. Therefore, it is safe to assume that student motivation may not be a reason for the general lack of English language ability.

While this study aims to identify both the strengths and weaknesses of Saudi NNESTs – with the possibility of identifying why English language teaching is not very successful in Saudi schools – it also needs to be sensitive to local conditions. Kumaravadivelu (2003, 2012) calls this the "localization of pedagogy". This recognises that English teaching in peripheral ELT communities, such as Saudi Arabia, is governed by the parameters of "particularity, practicality and possibility" (Kumaravadivelu, 2003). The notion of particularity, especially, recognises the specific context in which English is taught, and the need for a location-specific pedagogy that takes local, linguistic, sociocultural, and political conditions into consideration. Investigating the views of those who fulfil the responsibility of English teaching in Saudi Arabian public schools has the potential to identify the steps that need to be taken to improve both the quality of English language teaching and the outcomes for students.

As already noted, the scope of the inquiry includes the consideration of a number of areas related to NNESTs in Saudi Arabia. These include:

- Knowledge of English (for example, knowledge of grammatical structure and vocabulary)
- Ability to use English in the classroom
- Pedagogical knowledge of how to teach English

- Knowledge of the local curriculum, including curriculum goals, the use of prescribed textbooks and assessment procedures

- Knowledge of the local government's English language-in-education policies

1.4   Research aims

The previous sections in this chapter have provided the background to this inquiry, identified the conceptual framework and outlined the rationale and purpose of the study. The current study has two aims. Firstly, the study investigates the self-perceptions of NNESTs teaching in Saudi Arabian intermediate and secondary public schools. This facet of the research examines NNESTs' views of their ability to teach English, their knowledge of the English language and their knowledge about teaching English. The second aim is to investigate the "bottom up" views of English language-in-education policy. Recognizing the connection between teachers' practices and language-in-education policy will form an understanding of the NNESTs' views of current English language-in-education policy in Saudi Arabia and how this policy impacts on their professional lives and teaching practices.

1.5   Research questions

To achieve these aims the study asks three research questions. The first question is designed to clarify precisely who NNESTs in Saudi public schools are, their backgrounds and their experience.

1. What are the background characteristics of the NNESTs teaching in Saudi intermediate and secondary public schools?

2. What are the perceptions of the non-native English teachers in Saudi public schools of their ability to teach English?

3. What are the views of NNEST teachers in Saudi Arabia's schools in regard to English language-in-education-policies?

To answer these research questions, the study employs an anonymous survey of non-native English-speaking teachers in Saudi intermediate and secondary public schools in Riyadh.

1.6   Outline of the Thesis

Chapter Two discusses the current literature on the main areas that relate to this research and have been touched on in the introductory chapter: English as a global lingua franca; the research themes that underpin the current literature on NNESTs, and the teaching of English on the global ELT stage, in particular NNESTs' self-perceptions of their ability to teach English; current English language teaching in Saudi Arabia; and finally English language-in-education policy in Saudi Arabia and the need to adopt a "bottom up" perspective to research in this area. The chapter ends by identifying a niche for the current study.

Chapter Three describes the methodological approach and the methods used to conduct this research. Quantitative research is outlined, and the use of survey methods is described. In

conclusion, the chapter provides an account of the ethical considerations followed and identifies the limitations of the study.

Chapter Four identifies the findings of the study. It focuses on the outcomes of the data analysis of the survey results. Chapter Five is the concluding chapter. It discusses key findings and sums up the study, relating the findings to the literature reviewed in Chapter Two. This chapter also identifies the study's limitations, identifies implications for English language teaching in Saudi Arabia and indicates directions for future research.

CHAPTER TWO: LITERATURE REVIEW

2.1   Introduction

This chapter discusses the literature related to the research topic. In order to provide some context for the study, first the topics of globalization, English as a Lingua Franca (ELF) and English as an International Language (EIL) are discussed, followed by a review of English language teaching in the Saudi Arabian context. As noted in Chapter 1, the two main aims of this study are to explore the self-perceptions of NNESTs teaching in Saudi Arabian public schools, regarding their teaching abilities and their view about the English language-in-education policy in Saudi Arabia.

Keeping these aims in mind, the review then turns to the NNEST literature, focusing mainly on one key research theme within the literature: the self-perceptions of NNESTs of their ability to teach English and topics related to this such as their self-esteem, confidence, professional issues, professional identity, and how other stakeholders in education perceive them. In discussing the second aim, the focus shifts to English language-in-education policy in Saudi Arabia.

The chapter then identifies two gaps in the literature. While there is a considerable body of literature on the "NNEST movement" (Selvi, 2018), and a growing focus on ELT in Saudi Arabia, little research has examined ELT in Saudi Arabia through the NNEST lens. In addition, while there is an increasing amount of literature on English language-in-education policy in Saudi Arabia, a case is made for adopting a "bottom up" perspective, that is, the importance of understanding

teachers' perspectives and how this might affect their work (Menken & Garcia, 2010a). The chapter concludes by revisiting the aims of the study and identifying the wider purpose.

2.2   The wider context: English as a global language

Before moving to the two main parts of the literature review, it is essential to look at the wider global context in order to make full sense of the local situation surrounding English language teaching in the Saudi Arabian education system.

As noted in Chapter 1, there is no denying that English is an international language today. The simple fact is that there are more L2 (second language) speakers of English in the world today than L1 (first language) English speakers (Graddol, 2006). One fact that highlights the internationality of English is that, even though it is not the most spoken language in the world, it is the most widely distributed geographically (Richards & Burns, 2012). According to Richards and Burns (2012, p. 6), English is used globally in 'varied contexts', and these contexts are characterized as: the Inner Circle, the Outer Circle and the Expanding Circle (Kachru 1985). The Inner Circle countries are those where English is the primary or dominant language, such as the United Kingdom or Australia. In Outer Circle countries English is used as a second language, some examples being Pakistan, India and Sri Lanka. In Expanding Circle countries, English is not widely spoken but is typically studied as a foreign language, as in China. In Saudi Arabia the situation is not as clear, as it is believed that English in Saudi Arabia "is in the process of being nativised and that this Saudi English reflects recognisably local cultural, religious and social values and beliefs" (Mahboob & Elyas, 2014, p. 128). This "nativisation" of English in Saudi Arabia makes it a little

difficult to decide whether Saudi Arabia would fall into the category of the Outer Circle or the Expanding Circle as there does exist a fairly large number of people in Saudi Arabia who speak English on a regular basis, but at the same time, it is also largely studied as a foreign language by a significant number of people attending schools, both public and private, and post-secondary institutions (Alharbi, 2017).

A further facet of the 'internationality' associated with English is its increasing use between non-native English-speakers, that is to say, it has now become a global lingua franca used by speakers with non-standard varieties of English. Richards & Burns, 2012, p. 19) note that native English-speakers are a minority today and are no longer in a position to impose a global, standardised English, a variety of English frequently used in the Inner Circle (Krachu, 1985) and most commonly associated with public and official communication. This point brings us to the implications for the teaching and learning of English in various parts of the world, including Saudi Arabia.

As McKay (2012) notes, globalisation and the growth of ELF for science, business and cultural exchange has seen English increasingly taught throughout the world in the education systems of non-English speaking countries, largely by NNESTs. This globalisation of English and the increase in the number of NNESTs in the global ELT field has given rise to the notion of English as an International Language (EIL). However, the global spread of ELT raises a number of issues, notably what is the status of NNESTs as legitimate English teachers, and should Standard English be the default in global settings and finally, what kind of methodology is best suited for teaching English in local contexts?

On this last point, teaching methodology, Richards and Burns (2012, p. 20), highlight a number of points that challenge many of the conventions associated with current mono-lingual ELT methods. Such teaching methods clearly advantage NESTs. The points that challenge such methods are as follows:

- EIL curricula should focus more on the interactions between L2 speakers of English, not only between native speakers

- Code-switching should be encouraged in EIL classrooms

- EIL teaching should be socially sensitive and should meet local language needs

- EIL teaching should respect the local learning culture

As Richards and Burns, (2012, p. 18) suggest in regard to code-switching, in EIL contexts students' first language (L1) should be used in the classroom whenever it helps in learning the target language (L2). This is a direct challenge to the communicative language teaching (CLT) method which is encouraged globally today, where the use of L1 in the classroom is prohibited and all instruction and activities are carried out using L2. Richards and Burns (2012, p.19) argue CLT clearly supports only native English-speaking teachers and are the "fleeting remnants of the linguistic dominance" that native English-speakers once enjoyed as English language teachers. Since there are numerous varieties of English spoken globally, it is increasingly difficult to insist on standardised English; and if Standard English is no longer a relevant medium of instruction in EIL contexts, then it is not necessarily the case that only native-English speakers are able to teach English.

Indeed, as much of the NNEST literature argues, NNESTs have a number of strengths over NESTs, such as the ability to teach learning strategies more effectively, to understand the needs and problems of their learners, to anticipate language difficulties, and, most importantly, in many contexts to share the ability to speak the learners' first language (Medgyes, 1992). Consequently, it can be suggested that a NNEST who has the right level of proficiency, is likely to be more effective in an English classroom than a NEST (García-Merino, 1997; Medgyes, 1992); especially in classrooms that support the use of the students' L1 to further the L2 learning processes. Furthermore, a bilingual NNEST is in a better position to identify the 'intra-language' errors that the learners make due to the interference of their L1, as the teacher himself/herself knows the learners' first language (Mahboob & Elyas, 2014).

Therefore, if there is solid literature present which supports the abilities of NNESTs in local contexts, it becomes essential to investigate the views and thoughts of the NNESTs of Saudi Arabia, a context where religious, social and cultural values are significant (Alharbi, 2017). With these contextual factors in mind, a case could be made for the Saudi public school system to rely on local NNESTs, who have appropriate levels of English proficiency and the pedagogical knowledge to teach English, rather than employ NESTs who generally lack the understanding of the intricacies of the indigenous culture and society, and are not bilingual in the local vernacular, Arabic.

2.3   The local context: English language teaching in Saudi Arabia

While it is true that globalisation has affected ELT across the globe, it is difficult to make generalisations. For example, one cannot simply assume that the way ELT has been impacted in Europe would be the same in the rest of the world. This is where taking a regional focus while conducting any sort of research becomes extremely important.

Generally, there are a number of reasons why a region-specific approach is considered effective. According to Menken and García (2010), educational research conducted in a specific region will be more beneficial to the people of that region as compared to research conducted anywhere else. In addition, there are always certain cultural issues that are crucial to any research, and region-based research is more focussed on local cultures. It is not always advisable to employ generic research methods as certain research methods are more suited to certain locations, contexts or regions. Lastly, especially for ELT, terms such as 'Foreign Language' cover a general description of a very vast topic; there are always certain key elements that vary from context to context. This is true for Saudi Arabia as much as it is also true for other Arabic speaking countries in the Middle East (Bailey & Damerow, 2014).

Teaching English in Saudi Arabia is the focus of a growing amount of research (Abahussain, 2016; Alnasser, 2015; Alsowat, 2017; Barnawi & Le, 2015; Fareh, 2010; Mahboob & Elyas, 2014; Saqlain, Al-Qarni & Ghadi, 2013). Much of this literature focuses on topics such as the political significance of teaching English, using English as a means of preaching Islam, the influence of the Western world, the social and cultural implications of teaching English and the efficacy and/or the

shortcomings of the language-in-education policies. In addition, according to a recent review of English language teaching in Saudi Arabia (Alsowat, 2017), there is an increasing focus on teaching language skills and strategies, with significant focus on writing and reading skills.

This growing literature is accompanied by discussion of the social and economic imperatives which have increased the demand for English teaching and highlighted the need for improved English language teaching – and indeed has resulted in the "first step towards educational reform" (Alharbi, 2017, p. 129). According to Alharbi (2017), English is now taught as a standard subject in public schools starting from Grade 4, and in all grades and levels in private schools. Linked to the previous discussion on globalisation and ELT, Alharbi (2017) notes that current English language-in-education policy in Saudi Arabia aims to develop students' awareness of English as a means of international communication. This policy dimension will be discussed further in section 2.5.

Apart from the generic benefits of a regionally-focussed approach, specifically for Saudi Arabia, there are a number of other reasons why it is imperative to take the local ELT conditions into account. Starting with the linguistic facet, Mahboob and Elyas (2014) note that there are certain 'features' of 'Saudi English' that can only be understood and accepted by someone who is either from Saudi Arabia and knows Arabic, or someone who has spent a lifetime in Saudi Arabia understanding Arabic and its influence on the English that is spoken by the local people. For example, Saudis tend to use the present perfect tense and past indefinite interchangeably. Sticking strictly to grammatical rules, it is not appropriate to mention the exact time while using present perfect tense, but in Saudi English it is quite common (Mahboob & Elyas, 2014). Similarly,

there are a few more features of Saudi English, that Mahboob and Elyas (2014) identify: the overuse of the definite article, 'the', or the misuse of indefinite articles such as 'a/an', not following the proper subject-verb agreement such as omitting the third-person singular marker, 's', and occasionally missing the plural marker, 's'.

It could be argued from a conventional perspective, following the norms of 'Standard English', that these are all interlanguage errors or simply grammatical mistakes that need to be remedied. However, as discussed in the previous section, taking a teaching approach that recognises EIL or ELF, the linguistic particularities of Saudi English are simply part of yet another nascent, yet meaningful and perfectly effective variety of context-specific English.

Other equally significant facets of the Saudi ELT context are cultural and religious factors. There are certain Islamic terms and expressions that are prevalent in Saudi English textbooks such as 'Assalamu Alikum' which is the equivalent of 'hi' or 'hello' in English (Mahboob & Elyas, 2014). This again indicates that in the Saudi context ELT is strongly tied to the local culture and Islam, and this being the case, the efficacy and approach of a NEST, who may be unfamiliar with the intricacies of the indigenous culture, society and religion, in such a context could be questionable.

Keeping the above-mentioned analysis of the local Saudi context in mind, the views of those NNESTs teaching in Saudi Arabia who have some international ELT exposure are also quite interesting. In Saudi Arabia, educational authorities usually accept Western ELT models unquestioningly (Barnawi & Le, 2015). Consequently, Saudi language teachers perceive teaching degrees from Western universities as documents of absolute and unimpeachable authority (Barnawi & Le, 2015). Interestingly, one of the Saudi English teachers reported in Barnawi and Le,

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who has a degree in TESOL from the United Kingdom, admits that his daily teaching practices are not always correct, and that some of his teaching methods are flawed and yet, neither colleagues nor the school authorities challenge him. This small yet powerful piece of information reveals quite a lot about how Western qualifications are perceived locally in Saudi Arabia, and leads to some interesting questions. The first question might be to ask, if someone with international exposure to ELT believes their practices are sometimes inappropriate for the local context, but are unchallenged because of his/her degree is from a Western university, what must be going through the minds of those NNESTs who have no international exposure and whose abilities and qualifications are often questioned on a daily basis? Does this mean that Saudi NNESTs with local qualifications feel undervalued and undermined? Similarly, what sort of acceptance is being given to the notions of ELF and EIL in classroom teaching in the Saudi context by those who follow Western models of ELT? Given the fact that there are certain recognised patterns in 'Saudi English', resulting in a local non-standard variety of English, recognition of the concepts of EIL and ELF becomes important to the local Saudi context.

Regardless of the school of thought one belongs to, it could be argued that a highly socially-sensitive approach is required to teach ELT in the Saudi context. This approach to teaching English is only possible if some of the very important aspects of ELT in Saudi Arabia, such as teachers' perceptions and the views of those in authority, such as school principals and teacher educators, are taken into account. By investigating Saudi NNESTs perceptions of their ability to teach and their understanding of local English language-in-education policies, this study supports such "bottom up" approaches to help teachers makes sense of their teaching contexts (Menken & Garcia, 2010a; Glasgow, 2016).

In summary, current research on English language teaching in Saudi Arabia suggests that the main focus is on the political, social, religious and cultural aspects of ELT. This literature is a strong and promising start. However, absent from much of the literature to date is the experiences of Saudi NNESTs. This perspective would emphasize the importance of all individuals teaching English in Saudi Arabian public schools.

2.4   The NNEST movement

According to Selvi (2018), the NNEST movement seeks to "contribut[e] to a more democratic, participatory, equitable, professional, and egalitarian future for ELT" (p. 2). However, in discussing the NNEST literature it is important to acknowledge that the terms NEST / NNEST themselves are problematic. As noted earlier Andrews (2007) argues that a number of scholars contest the use of the term NNEST because it privileges native English speakers and positions the non-native speaking teacher negatively, in terms of what they lack rather than what they bring to their teaching, for instance a sound knowledge of English and bi-or multilingualism.

In the field of ELT, it is impossible to ignore the presence of NNESTs today. 80% of the global ELT workforce are NNESTs (Llurda, 2005, p. 284). However, despite such a significant strength in numbers, it cannot be said that NNESTs dominate the field of ELT. On the contrary, NNESTs struggle to make their presence felt and to prove themselves worthy of English language teaching (Agudo, 2017; Andrews, 2007; Braine, 2010; Kamhi-Stein, 2004; Llurda, 2005; Medgyes, 1992, 1994; Moussu & Llurda, 2008; Selvi, 2014, 2018). According to Holliday (2006), the privilege that NESTs have in the ELT field relates to 'native-speakerism'. This ideology subtly discriminates

against students and teachers from outside the English-speaking West by overtly promoting the notion of standard English and covertly propagating strategically packaged teaching-learning techniques that favour native speakers from the English-speaking West. While 'native speakerism' and the privilege that NESTs have is a reality in the global ELT field, in the context of this study, however, it may not be a crucial distinction as it is the researcher's observation, as a teacher in public schools in Saudi Arabia, that all English teachers are NNESTs. Thus, Saudi NNESTs may not feel discriminated against as there are no native English speaking teachers in Saudi schools to compare themselves with. Nevertheless, on the global stage, Saudi NNESTs may well feel inferior as English language teachers, for reasons this study attempts to investigate.

The NNEST literature draws on a number of research themes. Llurda (2005), for example, identifies three themes: teachers' performance in the language classroom; students' attitudes towards NNESTs; and "probably the most extensively developed area of study" (p. 7), teachers' self-perceptions, including self and perceived identities. While in practice these research themes can overlap, this section is limited to the third theme, NNESTs' self-perceptions of their ability to teach English. This theme is associated with a number of overlapping issues, including the low self-esteem of NNESTs and mental stress as a result of being positioned negatively in the ELT field; issues of identity; the adverse and judgmental attitude of their students and peers; and the extent of NNESTs' knowledge of English and their 'pedagogical content knowledge', that is, their knowledge of how to teach English. As noted earlier, "the NNEST movement" (Selvi, 2018) seeks to address the inequitable situation that most NNESTs face in the ELT field, particularly given the argument that standard English should no longer be the target in a global context where English is increasingly used as a lingua franca by non-native speakers. Indeed, it is argued that NNESTs

are often better qualified and have greater knowledge of the English language and of their students.

Starting off with the mental and emotional struggles of NNESTs, there is a great deal of literature present that strongly indicates that NNESTs live and teach under such pressures for a number of reasons. The main reason, however, is the constant pressure of being compared with native English-speaking teachers. According to Rajagopalan (2005), NNESTs are the second-class citizens in the ELT profession and suffer from low self-esteem and mental stress. Other researchers, such as Inbar-Lourie (2005), claim that NNESTs go through an identity crisis, that is, they develop a dual identity due to the desire to receive the social and economic privileges that 'nativeness' brings. Rather than accepting their non-native speaker identity, they try in vain to become something they are not which causes even further stress. In addition to this, the literature on the attitude of students to NNESTs again suggests a significant mental and emotional challenge. According to Inbar-Lourie (2005), NNESTs' anxieties increase, and their performance gets affected unnecessarily, due to the fear of being judged in the classroom by their students as a result of their unintentional language errors or lack of knowledge of English. As Moussu (2006) points out, this self-doubt and anxiety become even worse when NNESTs themselves start judging other NNESTs for their language errors and lack of knowledge of English.

Linguistic theory has also negatively positioned NNESTs. For example, Rajagopalan (2005) highlights the research and theories of scholars such as Chomsky who introduced the notion of 'Generative Grammar' and 'Transformational Grammar'. Such theories have elevated the status of native speakers further and questioned the abilities of the non-native speakers even further

According to Rajagopalan (2005), linguistics theories such as 'Poverty of the Stimulus' and 'Universal Grammar' advocate for the existence of some 'innate knowledge' of grammar and language which is essential for learning any language. Such theories argue against the empiricist views that language can be learned through external input and experiences, and through using the same mental processes that are used for other cognitive activities.

Furthermore, the literature also indicates that NNESTs, demeaning though it is, keenly seek titles such as 'near-native' or 'pseudo-native'. Moussu and Llurda (2008), for example, argue this desire for acceptance is again an indicator of NNESTs mental struggle to achieve the status of native speakers and that this is not because of NNESTs lack of English knowledge or competence, but simply due to the attitude of those who they interact with professionally, and the fear of being judged. Such a pursuit, to achieve some sort of 'nativeness', is futile and completely unattainable; yet, it is done, and such practices have pushed non-native speaker teachers into an inferiority complex, and what is worse, they have learned to live with it, some even accepting it (Moussu & Llurda, 2008).

'Native-speakerism' in ELT in wide spread. (Holliday, 2006). Rajagopalan (2005) reports on surveys sent to NNESTs in Brazil. The surveys revealed that the non-native English-speaking teachers felt professionally stuck, as it was perceived their careers were not making progress as opposed to their NEST colleagues. On this basis, it could be argued that in many countries where English is taught local teachers do not get paid as much as native English-speakers despite having degrees and professional training. Yet, as raised by Holliday (2006) the majority of native English-speakers do not have any professional certification in English language teaching.

Exploring a different perspective, according to Reves and Medgyes (1994), teaching English is unique and more challenging when compared to other disciplines. The reason is simple: in many contexts, notably English-medium instruction, the subject-matter and the medium of instruction may be the same, which can put immense pressure on NNESTs, even when the teaching context allows use of student's first language. This is not very difficult to understand even for someone outside the ELT field. Imagine a teacher teaching mathematics or science in English. If they occasionally make a few language errors, they will not be criticized as the students and school management will primarily focus on their knowledge of the subject-matter of their discipline. However, if an English teacher makes even a single language error while teaching English, they will undoubtedly face harsher judgment as the focus of the class is less on the subject-matter, and more on the medium of instruction. Such ongoing judgement by students is a constant test of an English language teacher's proficiency, even in the Saudi context where classroom instruction is bilingual.

Reves and Medgyes (1994) also argue that the differences between the language competence and proficiency level of NESTs and NNESTs should be officially recognized and acknowledged. This can potentially lead to a decrease in the discrimination between NESTs and NNESTs because their performance, work and services will be then appraised and evaluated according to certain set standards rather than discretionary and ad hoc methods. However, Reves and Medgyes (1994) further note this stance could go either way: on one hand, setting up such standards could create opportunities for learning and some well-defined career pathways for the NNESTs, or, on the other hand, it could completely backfire and the NNESTs could be left with an extremely demanding yet restricted job market which is only ready to accept such ELT practitioners who

meet certain requirements. However, statistically speaking, given the fact that almost 80% of the ELT workforce around the globe is comprised of NNESTs, the former seems more probable than the latter (Llurda, 2005, p. 284).

Moussu (2006, p. 26-30) highlights other unique aspects of ELT for NNESTs: for example, an English language teacher's appearance. Students are inclined to accept white teachers from North America as native speakers and even those, who may be of different descent, but moved to English-speaking countries in their childhood or were born there, are at times rejected by students as native speakers based on their facial features. Again, this is indicative of the fact that it is not issues solely related to teaching such as proficiency, linguistic ability, pedagogical knowledge and professionalism, but also niggling but irrelevant concerns such as appearance and background that come into play when NNESTs step into a classroom to teach English.

Focussing primarily on the literature that sheds light on the self-perceptions of NNESTs, it cannot be deemed conclusive or decisive. For example, Choi and Lee (2016), investigating non-native EFL teachers, have discussed notions such as 'self-efficacy' in the context of English language teaching, which in this context concerns an individual's belief in their abilities to teach. Research on the relationship between target language proficiency and self-efficacy does highlight NNEST's self-perceptions of their ability to teach English, but still there is quite a lot left to uncover: Choi and Lee (2016) come to the conclusion that there is a positive relation between a high proficiency level and self-efficacy, a relationship that needs further exploration.

2.5   English language-in-education policies in Saudi Arabia

As noted earlier, English is increasingly taught in schools worldwide, including Saudi Arabia, where it is now offered in both private and public schools (Alharbi, 2017). Broadly speaking, English language-in-education language policy can be usefully divided into three areas: status planning, corpus planning and language-in–education policies (Truchot, 2000). Language-in-education policies serve various purposes. Lorente (2007) notes the scope of such policies is quite vast as it covers critical aspects of all language teaching and learning in any country, for example, the purpose of the curriculum and the materials, the length of the courses, the appropriate age of the learners, and who will teach them and what qualifications are required of teachers. Lorente (2017, p. 487, citing McCarty) makes an important observation about language-in-education policy:

> language-in-education policy in particular can be seen as a practice of power that operates at multiple, interesting levels: that is, the micro level of individuals in face-to-face interaction, the meso level of local communities of practice, and the macro-level of nation-states and larger global forces.

These comments suggests that language-in-education policy operates at school level, through teachers and principals as well as at the government level, and as argued previously, in regard to English language-in-education policy, it is connected to the global context (McKay 2012, 2017; Richards & Burns, 2012). As in any other country, this understanding of language-in-education policy also applies to the Saudi context. The English language-in-education policies, defined by

the Saudi Ministry of Education (MoE), regulate all the levels at which English is taught; especially, the curriculum and the teaching and learning processes at schools.

The literature on English language-in-education policy in Saudi Arabia is quite robust. For example, Habbash and Troudi (2015) note the early debate on the diminishing status of Arabic due to the arrival of English and that policy-makers first highlighted the position that learning English was not the ultimate objective, but simply a means to achieving other superior goals. These superior goals were seen to be the preaching and spreading of Islam (Elyas & Badawood, 2016). However, due to Western influence, the Saudi Arabian government has recently changed their direction and have introduced revised English language-in-education policies (Barnawi & Al-Hawsawi, 2017).

According to Alrashidi and Phan (2015, p. 37) these objectives are:

1. To enable students to acquire basic language skills (listening, speaking, reading and writing)

2. To assist students to achieve the linguistic competence needed in different life situations

3. To help students achieve the linguistic competence needed in various professions

4. To allow students to develop positive attitudes towards the learning of the English language

5. To increase students' knowledge regarding the significance of English as a medium of international communication

6. To increase students' awareness of the religious, economic, cultural and social issues of their society and ready them to take part in finding their solutions

7. To increase students' linguistic competence that will enable them, in the future, to explain and present Islamic-related information and participate in the spreading of the religion of Islam

8. To develop students' linguistic competence to enable them to benefit from contact with nations whose citizens speak the English language, thereby increasing the idea of cooperation, respect and understanding of differences in cultures between nations

9. To enhance students linguistically in order to allow them to take part in transferring scientific and technological advances from other countries to Saudi Arabia

These objectives have a number of goals. First, they revolve around acquiring basic language skills to achieve the required linguistic competence in various life situations and professions. Secondly, they also emphasise the raising of students' understanding of the importance of learning English and its role in international communication. Lastly, the objectives focus on spreading Islam through learning English but also include the goal of benefiting from the scientific and technological knowledge attained from Western countries where English is spoken as the first language.

As suggested by the more recent objectives above more recent English language-in-education policy is focussed on learning English to understand technology and the culture of the Western world while keeping pace with the international community in this age of globalisation. Needless to say, such swiftly and constantly changing dynamics require policy-makers to keep modifying existing policies while abandoning others and replacing them with completely new ones.

Naturally, this impacts the NNESTs of Saudi Arabia and puts them under further pressure as they have to cope with continuous changes.

One gap in the above objectives however is the failure to mention and define the teaching methodologies that should be used by teachers in classrooms, in order to develop students' linguistic competence. It appears, however, that teachers tend to rely on the Grammar-Translation and Audio-Lingual methods (Barnawi & Al-Hawsawi, 2017). Understandably, Saudi NNESTs find such conventional methods easier as they allow the use of Arabic in English classrooms, but such an approach may adversely affect language learners and teaching programmes may fail to achieve the desired communicative outcomes.

In addition to this, according to Elyas and Badawood (2016), the MoE has always dictated educational policies in Saudi Arabia, which in turn affects English language-in-education policies as well. In this regard, Elyas and Badawood (2016) argue that in current policy there is an evident struggle to separate English language teaching from the culture of the native speakers of English, as MOE policy clearly instructs that English should be taught without reference to the values, beliefs and customs of native speakers of English that contradict Islamic practices. Elyas and Badawood (2016) point out, and rightly so, that it becomes extremely challenging to teach any language when the culture of native English speakers, that is, those of "inner circle" countries, is very different from the culture of the language learners, and where teachers are asked to focus only on the target language while ignoring the target culture.

Payne and Almansour (2014) provide a rare perspective of the English language-in-education policies of Saudi Arabia. They argue that although the MoE and school management purport that

English is the only foreign language of value in Saudi Arabia, and all the policies should be made with teaching English in mind, some research shows that Saudi Arabia's younger generation are interested in learning other languages as well, such as Chinese and Korean.

This apparent confusion in the Saudi language-in-education policy of Saudi Arabia indicates a contradiction between what the MoE states in its policies and desires to be implemented, and what is actually understood and followed by the teachers, or generally understood by members of Saudi society (Payne & Almansour, 2014). This state of affairs provides a clear rationale for investigating the extent to which NNESTs teaching in Saudi Arabian schools understand English language-in-education policy and how it impacts their teaching of English.

The rationale for such inquiry is further strengthened by the need for 'bottom up' understandings of policy and policy implementation. According to Menken and García (2010, p. 1):

> A diverse array of language education policies are put into practice in schools around the world, yet little research exists about the complex process of language policy implementation within educational contexts.

This quote suggests that despite the critical need for 'bottom-up' understanding of language education policy, most research focusses on a 'top-down' approach, neglecting the significant role of teachers. In practice, although in some instances consultation with stakeholders occurs, most language education policy is by nature top down; that is, it is the business of government and ministries of education. However, even if a top-down approach to policy making is adopted, it is essential to make sure that teachers understand the policies thoroughly. Added to this,

usually little attention is paid to understanding how many changes a particular policy undergoes

during the implementation process (Menken & García, 2010).

To understand this complexity, Ricento and Hornberger (1996) define the language policy-making

process as "a multi-layered onion": the outer most layer of the onion represents the political

processes and the legislation around education, while the inner most layer represents the

classroom practices of the teachers, with the layers in the middle representing the education

ministries and the administration or management of the schools. If the policy-making processes

flow from the outermost layer towards the innermost layer, then that would be a top-down

approach, which Ricento and Hornberger (1996) note is the most common approach, but if it is

the other way round, then it is called the bottom-up approach, which is advocated by scholars in

the wake of the new wave of language-in-education policy research (Menken & García, 2010).

In the Saudi context, what we see is a classic 'top-down' approach to English language-in-

education policy. Initially, the primary goal of learning English was to spread and preach Islam

(Elyas & Badawood 2016). Later, by 1938, when oil was discovered in Saudi Arabia and the

Western powers such as the United States and the United Kingdom began to show interest in the

Kingdom of Saudi Arabia (KSA), economic and social conditions changed drastically (Habbash &

Troudi, 2015). The influence of the Western powers influenced Saudi policy makers as well, as

English now needed to be learned not just for preaching Islam, but also to understand

technology, for business and for building rapport. Keeping in mind the notion of language policy

as multi-layered like an onion (Ricento & Hornberger, 1996), political processes have directed the

Saudi MoE to construct language education policies in line with the political interests of the

country, consequently compelling schools to implement these policies through teachers at the classroom level. As the implementation of policy is best understood as a multi-tiered process, it is understandable that by the time it reaches those who are responsible for their direct implementation – teachers – it has the potential to become a directive that teachers fail to fully understand and must comply with. In this situation, a reflective or critical stance may not be encouraged and is likely to be largely unarticulated, and at worst, absent. That is to say, teachers are unlikely to possess a great deal of agency (Menken & Garcia,2010a).

In the light of the literature presented above, it is clearly evident that the English language-in-education policies in Saudi Arabia make a significant impact on ELT in Saudi Arabia. As a consequence, it is important for Saudi NNESTs to understand current policies, and how they may be changing, so that they can adapt their teaching strategies according to the aims and objectives of these policies.

2.6   Identifying the gaps in the literature

It is evident from the research, discussion and critique presented in the previous sections that the differences between NNESTs and NESTs, along with the professional strengths or weaknesses of NNESTs, has been widely discussed in the literature. The literature review also discusses English language-in-education policy and the absence of 'bottom-up' research perspectives in order to understand how policy might impact teachers.

This study contributes to both of these areas. First, while there is growing literature on ELT in the Middle East, including Saudi Arabia, there is an absence of research that examines the issues

through the lens of the NNEST movement. As all English teachers in the Saudi public school system are currently Saudi NNESTs, 'local' comparisons with NESTs may not be relevant. Saudi NNESTs and NESTs are not competing for the same jobs, nor do Saudi NNESTs need to compare their teaching with NESTs. However, Saudi NNESTs are part of the global ELT profession and in this wider context they may at times be made to feel inferior, as the NNESTs literature suggests. From the advocacy perspective of the NNEST movement, the voices of Saudi NNESTs need to be heard. This study fills a gap in the literature by first identifying the background characteristics of Saudi NNESTs and secondly by investigating the perceptions of Saudi NNESTs of their ability to teach English.

The second gap this study attempts to address is in is the area of education policy research. It appears that research on English language-in-education policy in Saudi Arabia predominately reports a 'top down' perspective; that is, it reports on government initiatives without providing the views of other stakeholders. Some of the areas that the present literature does not answer conclusively are:

- To what extent do Saudi NNESTs in public schools understand English language-in-education policy?

- How effective or ineffective do they think these policies are, given the context they work within?

- Are the teaching methodologies they use aligned with the objectives of the policies?

Therefore, this study aims to capture the views of Saudi NNESTs in regard to English language-in-education policy.

2.7   Purpose of the study

Given the literature reviewed in Chapter 2 and the two gaps in the literature that have been identified, it is useful to revisit the two research aims of the current study:

- The first aim is to investigate the self-perceptions of NNESTs teaching in Saudi Arabian public schools of their ability to teach English, their knowledge of English and their knowledge of teaching English.
- The second aim is to investigate the "bottom up" views of the NNESTs on English language-in- education policy.

Recognising the connection between teachers' practices and English language-in-education policy has the potential to help clarify Saudi NNESTs' views of ELT in Saudi Arabia. The study also has the potential to contribute to a broader understanding of ELT in Saudi Arabia since it highlights the self-perceptions of the Saudi NNESTs and touches on how policy impacts teachers' professional lives and teaching practices.

The study also has a wider purpose. While the NNEST research has attempted to be sensitive to context, many of the research findings appear to be generalised to a global NNEST community. However, not all NNEST communities are the same. Saudi Arabia may be very different to Hong Kong, Japan or Spain. This study can be a stepping-stone towards a context-specific inquiry. NNESTs in different parts of the world undoubtedly hold varying opinions and beliefs about their

ability to teach English and have strong emotions about their professional abilities that are unique to them.

2.8   Chapter Summary

This chapter first reviewed the literature relating to the field of this study. Despite there being a rich literature across a number of topics important to the aims of the study, two areas for further research became apparent. Firstly, there appears to be an absence of research related to the self-perceptions of the Saudi NNESTs about their teaching abilities, and secondly, to date understandings of Saudi English language-in-education policy have not included teachers' perspectives. The chapter concludes by reiterating the aims and the purpose of the study, looking at it in the wider global context, and highlighting its contribution to ELT in Saudi Arabia. The next chapter discusses how this study was conducted.

CHAPTER THREE: METHODOLOGY

3. 1   Introduction

As noted in Chapter 1, this research has two aims. Firstly, the study investigates the self-perceptions of NNESTs teaching in public intermediate and secondary schools in Saudi Arabia. This facet of the research examines NNESTs' views about their ability to teach English, their knowledge of the English language and their knowledge of teaching English. The second aim is to investigate NNESTs' views of the English language-in-education policy in Saudi Arabia. Recognizing the connection between teachers' practices and the language-in-education policy will help to gain an understanding of NNESTs' views of the current English language-in-education policy in Saudi Arabia and the impact and the effect of the policy on their professional lives and teaching practices.

In order to achieve these two aims, the study asks the following three research questions:

1.   What are the background characteristics of the NNESTs teaching in Saudi intermediate and secondary public schools?

2.   What are the perceptions of non-native English teachers in Saudi public schools of their ability to teach English?

3.   What are the views of NNEST teachers in Saudi Arabia's schools in regard to English language-in-education-policies?

Research Question 1 seeks to clarify the background of Saudi NNESTs teaching in public schools in Riyadh, the capital of Saudi Arabia, for example, their age, gender, qualifications and teaching experience. Research Questions 2 and 3, respectively, focus on teachers' perceptions of their ability to teach English and their knowledge of the English language-in-education policy.

This chapter explains and discusses the methodology and methods employed in the study to answer the three research questions. First, the chapter discusses the research approach used. Second, the chapter outlines the design of the study, namely, the preparation of the research instrument, an online survey, its initial piloting with a selected number of English language teachers (NNESTs) in Saudi Arabian public schools in Riyadh and the revisions that were made as a result of this, the subsequent administration of the survey and the collection and analysis of the data. The participants are then identified, as part of the context in which they work as English language teachers in public intermediate and secondary schools. Finally, the chapter outlines how ethical concerns were approached and identifies the methodological limitations of the study.

3.2   Research Approach

A research approach is the methodology that is used in a study. The current study draws on a research approach widely used in researching the perceptions of NNESTs, notably the use of a survey. In part, the current study attempted to replicate a research approach used previous study in the field (Moussu, 2006) but with much limited scope.

According to Moussu (2006), the methodology chosen for a research project is based on the following three aspects of the project: (1) the aims of the research project, (2) the type of issues being investigated, and (3) the nature of the data. With these three considerations in mind the methodology chosen for this research project was a quantitative approach that used an online survey instrument.

Moussu (2006) adds that a descriptive, quantitative methodology is ideal for investigating a large number of participants by making the results statistically significant and generalizable, although it is acknowledged that the findings of this study may not be generalizable outside of outside the context of Saudi Arabia. Nevertheless, as Moussu (2006) claims, statistical analyses can be used to find the answers to the type of research questions this project aims at investigating. Furthermore, a quantitative methodology using survey instruments has been widely used in researching the perceptions of NNESTs (for a review of the research, see Moussu & Llurda, 2008). The current study thus draws on a widely used research approach that has been successful in researching the perceptions of NNESTs.

Moussu (2006) also notes that the nature of quantitative survey data requires that close-ended questions be adopted. While semi-structured interviews are also suitable for capturing the perceptions and attitudes of participants, according to Brown (2001), "Likert-scale questions are effective for gathering respondents' views, opinions, and attitudes about various language-related issues" (p. 41). Furthermore, using a survey with specific multiple-choice questions and statements to rate on a Likert scale can guide participants "with a single frame of reference in choosing their answers" (Moussu, 2006, p. 44). Finally, statistical analyses of survey data from

relatively large populations, such as the 109 respondents in the current study, are usually robust and reliable.

It is, however, acknowledged that quantifying perceptions and attitudes has its limitations. For example, although a quantitative survey is well-suited to this kind of research study, triangulation could be achieved with the addition of a number of semi-structured interviews (Moussu, 2006). An interpretative dimension to the study, using qualitative data, would help to enrich the quantitative data. The absence of a qualitative dimension is noted in the limitations.

In summary, despite some limitations, given the aims of the current study, the nature of the issues being investigated and the nature of the data, the most appropriate methodology for this research project was a quantitative approach based on a survey with close-ended questions and Likert-scale types of questions. The survey will be described in more detail in Section 3.3 on the design of the study.

3.3   Design of the Study

The first step to initiating any research is to select the overall design (Creswell, 2007). The purpose of the research design is to provide framework for the study and to offer guidance as to the specific research methods and analytical procedures.
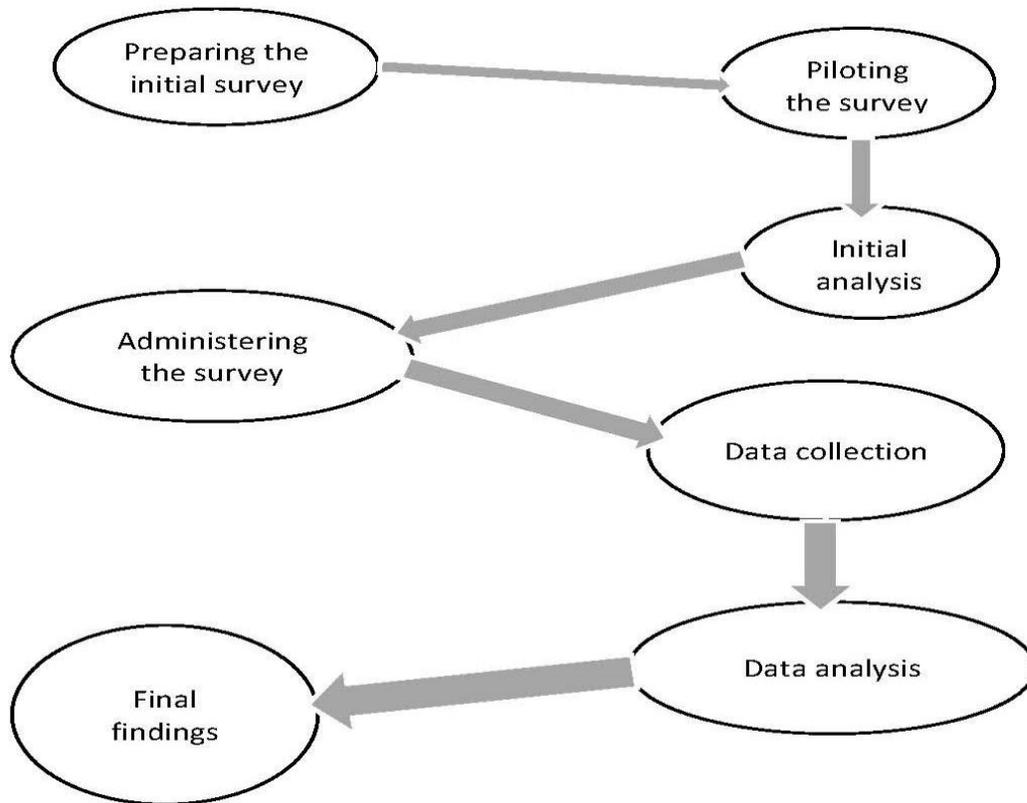
Figure 3. 1 :Research design

Figure 3. 1 above shows the research design of my study. This consisted of six stages, namely, preparing the initial survey, the initial piloting of the survey, conducting preliminary analysis, administration of the finalised survey, data collection, and quantitative data analysis to uncover the research findings.

3.3.1   Preparing the initial survey:

According to (Dörnyei, 2007, p. 101), surveys can collect three types of data: factual, behavioural and attitudinal. Factual questions are questions which are mostly about the demographic characteristics of the participants, such as age, gender, race, location or marital status. Factual

questions underpinned Part 1 of the survey, which sought to answer Research Question 1 ('What are the background characteristics of NNESTs teaching in Saudi public schools?').

Behavioural questions are mostly about the behaviour of the participants, such as their habits, history and activities. For this study, such questions have been modified to suit the study's purpose. For example, questions on activities primarily focus on the participants' teaching activities. In contrast, attitudinal questions concern the attitudes, and opinions of the participants. Behavioural-type questions are used in Part 2 of the survey to answer Research Questions 2 and 3. As a key aspect of this study is to investigate Saudi NNESTs' perceptions of their ability to teach English and their views on the current English language-in-education policy in Saudi Arabia, attitudinal questions were also used in Part 2 of the survey.

The survey that was initially created for this research had around 40 questions, excluding the demographic questions in Part A, which are factual questions. A conscious effort was made to ensure that the questionnaire was not more than 3-4 pages in length, and could be easily read, understood and finished in no more than 20 minutes, as that is considered an ideal time and length of a questionnaire (Dörnyei, 2007, p. 110).

The survey was created using the Qualtrics survey software which is available on licence to the Auckland University of Technology [https://aut.au1.qualtrics.com] and was designed to be completed online. As per the recommendations from the AUT Ethics Committee, the survey was prefaced by a participant information sheet about the study (see Appendix 1). Completion of the online survey was taken to be the participants' agreement to it. The ethical aspects of the study are discussed further in Section 3.5. It should also be noted that the survey instrument, and all

supporting information, were translated into Arabic by the researcher, who is an English-Arabic bilingual teacher.

The survey was divided into two main sections, the demographic questions which sought to investigate the background of the participants (Research Question 1) and Part 2, which aimed to capture data in regard to Research Questions 2 and 3. The questions in Part 2 were based on a review of the literature and were divided into a number of sections. These sections reflected the "conceptual categories" (Moussu, 2006, p. 145) that underpinned the inquiry. These categories are identified below:

- The four language skills: reading, writing, listening and speaking

- Knowledge of English

- English language education policy for schools in Saudi Arabia

As noted earlier, in order to collect quantitative data, Likert-scale questions were prepared which could be easily coded and quantified. Examples of the Likert-scale questions in the survey are provided below:

Language skills:

SQ 1: How do you rate your speaking skills?

Impeccable – good – average – below average – poor

Knowledge of English

SQ 13: How do you rate your knowledge of English grammar?

Impeccable – good – average – below average – poor

English language policy for schools in Saudi Arabia

RQ 28: How do you rate your understanding of the English language-in-education policies?

Impeccable – good– average – below average – poor

Given the Likert scale nature of the survey questions, such options could be coded, as follows:

- o Impeccable = 1

- o good = 2

- o below average = 3

- o poor = 4

As noted earlier, in Part 2 of the survey, Likert-scale questions were used as they are effective in gathering respondents' views, opinions, and attitudes (Dörnyei, 2007). The coding and analysis of the data is explained further in Section 3.3.6.

Wording of survey questions is, of course, important (Dörnyei, 2007). There is always a possibility that the participants might answer a question inaccurately or do not understand a question completely or they are simply not in the right frame of mind to answer it at all. In such a scenario they might end up giving an answer which does not truly represent their views, thoughts, understanding or experiences. According to Dörnyei (2007, p. 103), multi-item scales, can be an effective way of controlling such inadvertent human error. The technique is simply to target the

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same concept through multiple questions that are similar in nature and try to elicit an accurate answer for the targeted concept. This technique was employed for this questionnaire.

3.3.2   Piloting the survey

Once the questionnaire was finished, the piloting phase began. Before actually administering the survey, according to Dörnyei (2007, p. 112), there are a few piloting phases that a questionnaire needs to undergo in order to yield accurate results at the end of the data collection process. The following paragraph includes a step-by-step account of what was undertaken before the survey was presented live online to the participants.

First, an initial draft of the survey was sent to the thesis supervisor and a colleague for comment. They provided feedback, and the draft was modified in light of their feedback. Second, a link to the modified survey was then sent to 10 NNESTs teaching in the Saudi Arabian public school system using the researcher's network (as noted in the Chapter 1, the researcher has been a school teacher in the Saudi public school system, albeit of Arabic, not English). Piloting the survey in this way, the researcher was able to check whether the questions would be useful enough to gather the data needed, and if the data would be good enough to put to a statistical test.

3.3.3   Initial analysis of the pilot

After receiving responses to the pilot survey, a report was generated by Qualtrics survey software and a basic analysis was conducted. A meeting was held with the researcher, the researcher's supervisor and a data analysis specialist from Auckland University of Technology, to discuss the viability of the survey to answer the research questions. This evaluation also identified possible modifications that needed to be made before conducting the live survey. This included some

changes to the survey, which were reducing the number of the total survey questions from 80 to 50 in order to address clarity (10 questions for Part 1 and 40 questions for Part 2), and, in order to improve clarity, modifying some of the survey questions so they were more straightforward and focused. The final version of the online questionnaire included the following:

1. An information sheet that declared the main details, such as the purpose of the research, the required time to complete the survey and the assurance that the privacy of the participants would be protected.

2. The English version of the questionnaire.

3. The Arabic translation of the survey.

The finalised survey can be found in Appendix 2.

3.3.4   Administering the survey

This section discusses the sampling procedures that were used and how the study sought to attract Saudi NNESTs to participate.

Sampling procedures:

Since a quantitative approach depends on sample size (Dörnyei, 2007), the study sought to maximise the number of participants within the scope of a master's level study. The sampling of Saudi NNESTs was limited to intermediate and secondary schools in the capital, Riyadh, as the researcher had some familiarity with this geographical area of Saudi Arabia. A total of 109 respondents agreed to participate in the study, an appropriate number for a quantitative survey study (Dörnyei, 2007).

The two main sampling methods selected for this study included stratified random sampling and snowball sampling (Dörnyei, 2007). The intention was to integrate probability and non-probability sampling strategies while keeping in mind the population (NNESTs of Riyadh, Saudi Arabia) and the context of this research (Saudi Arabia).

For the fulfilment of the core objectives of this research, stratified random sampling is effective. In this case, having an optimum balance of male and female teachers was not expected as the participants had been selected through the use of random sampling. The participants for this research were 80% males and 20% females. The section below on the participants provides a brief sketch of who they were in terms of age and gender. More detailed characteristics are provided in Section 4.2.

Advertising the study:

The initial approach to administering the online survey was to send an email to a selected number of school principals. As a former teacher in a number of public schools in Riyadh, the researcher was able to contact these school principals, who then supplied the researcher with more contacts. The email included an advertisement that explained the aim of the research and its benefits for Saudi NNESTs (see Appendix 3). The advertisement, which was distributed around the public school network in Riyadh, contained a link to the online survey. The survey link included the Participant Information Sheet, which provided information about the study and outlined the researcher's responsibility to ensure the participants' privacy and anonymity. No consent was required. Saudi NNESTs wishing to participate in the study simply accessed the link, read the information and completed the online survey.

3.3.5 Data collection

Data collection began in December 2018, after advertising the study. The anonymous electronic survey was made available in English and Arabic. The respondents were invited to participate in the survey by accessing a URL that was provided in the advertisement. As explained above, this was distributed through emailing a number of principals in intermediate and secondary schools in Riyadh, Saudi Arabia.

The initial response to the advertisement was disappointing, with only 43 surveys completed. In order to accelerate the data collection process and to attain an optimal number of responses, the survey link was then sent to a social media site where English teachers in Saudi Arabia can communicate with each other. The researcher sent out the advertisement through WhatsApp groups. As the number of responses received via email was initially less than expected, using social media communication groups was critical.

All data collection procedures were conducted online from New Zealand. The participants agreed to participate in the study by accessing the link, by reading the ethics information at the start of the survey, and by answering the online survey. As noted earlier, the online survey was created using Qualtrics online survey software [https://aut.au1.qualtrics.com].

The data collection process was completed by January 2019. In total 117 responses were received. After data cleaning, 8 responses were discarded and 109 responses were accepted. Data collection was then followed by the data analysis stage.

3.3.6 Data analysis

This study asked three research questions; Research Question 1 (RQ1) sought to identify the personal and educations characteristics of NNESTs working in Saudi intermediate and secondary public schools in Riyadh. The study was interested in, for example, the age, gender, English teaching experience, and qualifications of the respondents. Part 1 of the survey was given as multi-choice questions. Running Part 1 of the survey through the Qualtrics software created a report that provided answers to RQ1. These are presented in the Chapter 4.

The Statistical Package for the Social Sciences, more commonly known as SPSS, was the statistical programme chosen for analysing Part 2, concerning teachers' self-perceptions. As Dörnyei (2007, p. 198) suggests, SPSS has been used for a little more than 35 years, and generally, statisticians support its reliability. The data related to Part 2 was analysed in IBM-s SPSS version 25. Standard statistical analyses from a graphical user interface were applied. Syntax and line coding were not used in the analyses. Before the main analyses, data were screened for univariate and multivariate outliers. For detection of univariate outliers, standardised z-scores were applied with a cut off value of +/- 3.29, and for detection of multivariate outliers, Mahalanobis's distances were applied. Chi-square tables were used for the interpretation of the distances with $p < .001$ given as the significance level. Four outliers were detected and removed from further analysis, meaning the final sample size was reduced from 109 to 105. In order to decide whether the data fit the factor analysis, the Kaiser-Mayer-Olkin test was applied and the test's value of .88 was meritorious, which indicated that factor analysis could be reliably executed on the data. Statistical techniques that were applied for the main analyses of the data are exploratory factor

analysis and scale reliability analysis. The parameters used in the exploratory factor analysis were the following:

1) Analysis model (factor extraction type) principal component analysis

2) Rotation type - direct oblimin

3) Factor extraction criteria - Eigen value and scree plot 4) All factor loadings lower than .30 were supressed.

In order to determine whether the scale was internally consistent, in the reliability analysis, internal consistency was interpreted according to the value of Cronbach's alpha coefficient, and the items' and the scale's properties were analysed with various item and scale parameters such as average item score, average scale score, Cronbach's alpha if the item was deleted, and item-total correlation. The correlation between demographic variables and self-perceptions were tested with Spearman's ρ correlation because demographic variables were operationalized as ordinal variables.

For the third part, the NNESTs' view of English language-in-education policy, SPSS version 25 and frequency analysis from the graphical user interface were applied. No syntax coding was used.

Coding the data:

The survey questions were coded mostly by Qualtrics software as it was easier, faster and more accurate. In addition, the coding was re-checked by the researcher to make sure there were no errors in the software's coding. The demographic data did not need to be coded as the data was analysed directly from Qualtrics. An example of the questionnaire coding is as follows:

- o   Impeccable = 1

- o   Good = 2

- o   Below average = 3

- o   Poor = 4

and

- o   Yes = 1

- o   No = 2

In addition to this, the Qualtrics software could also provide more options, such as, exporting the data to a Microsoft Excel file and an SPSS file as well. This saved more time for the researcher to focus on the analysis and in presenting the results.

3.4   Participants

NNESTs teaching in Saudi Arabia's intermediate and secondary public schools were invited to participate in this study. Sampling, however, was limited to the capital city, Riyadh, which currently has a population of some 6.5 million and an estimated 550 intermediate and secondary public schools. As way of comparison Saudi Arabia has a total population of 34.5 million with an estimated 13300 intermediate and secondary public schools. As noted in the literature review chapter, in line with current English language-in-education policy, all public intermediate and secondary schools currently offer English as a curriculum subject. Although acknowledgement is made that restricting the sample to Riyadh may have skewed the results, the decision was logistical decision as the researcher has network contacts in the capital city. Furthermore,

opening the survey up to the entire country and to all public schools was beyond the scope of the current study, which was exploratory in nature. After data cleaning, a total of 109 NNEST respondents were accepted.

The 109 respondents from one location, Riyadh, provided an adequate sample size for the current study, although it must be pointed out that findings cannot be generalized to all Saudi NNESTs teaching in the public-school system.

As noted earlier, the literature suggests that due to cultural and linguistic considerations (Alharbi, 2017, Barnawi & Al-Hawsawi,2017), there are few if any native English speaking teachers in the Saudi public school system (private schools and universities are somewhat different however). The researcher's own experience as a teacher in the Saudi public school system also supports this view. While the vast majority of English teachers in public schools are Saudi nationals, some are likely to be Arabic-speaking teachers from neighbouring countries. Therefore, it was expected that all English teachers in Saudi public schools would be NNESTs, and the vast majority would be Saudi NNESTs. NESTs teaching in the private education system were not the focus of the current study.

Taken from the relevant demographic questions of the actual survey, this data indicated that 83% of the 109 participants were male with the remaining 17% female. This is mostly likely a representative sample given the researcher's experience as a teacher in Saudi Arabian public schools.

3.5   Ethical considerations

While conducting any research there are several ethical considerations that have to be met as part of the overall research design. Approval from the Auckland University of Technology Ethics Committee (AUTEC) was sought (see Appendix 1) and the piloting of the survey and subsequent data collection phase started after the approval was issued. In the Saudi context, gaining access to the participants did not raise any major ethical issues since the survey was voluntary and anonymous. It was made clear to the participants in the initial advertising of the study (see Appendix 3) and subsequent participant information provided as part of the online survey (see Appendix 4), that participation in the study was voluntary, and that they could withdraw from the study up to the point of data analysis. The anonymity of the participants was also guaranteed as those who participate in an anonymous Qualtrics survey cannot be identified. Such anonymity is likely to encourage participants to give honest responses. Participants are likely to feel more comfortable telling the truth and might be more open to share their opinions.

As noted earlier, English teachers wishing to participate simply accessed the link to the online Qualtrics survey. Those who accessed the link were able to read the Participant Information Sheet (in English and Arabic), which was at the beginning of the survey. As the participant information was placed at the beginning of the online survey, clear information was given regarding the issues related to privacy, anonymity, participation, and the implications of the research. The information also indicated that participants could withdraw from the study at any time without penalty. The contact details for the supervisor, the researcher, and the Ethics Coordinator at Auckland University of Technology were provided in the information, in case

participants needed more information regarding the survey, or if they needed to raise any concerns.

3.6   Limitations

As noted in Section 3.2, a quantitative approach was chosen for this study for three reasons. First, a quantitative approach allows for the use of data that can be quantified, an approach widely used in researching the perceptions of NNESTs of their ability to teach English. Second, a quantitative survey has the ability to reach a large number of participants. Thirdly, this type of survey meets the aims of this particular study and collects data that can answer the three research questions. However, there are limitations to quantitative surveys.

One limitation is that quantitative survey data cannot provide the full picture. In order to fully investigate the perceptions and beliefs of participants it is best to supplement quantitative data with qualitative data, either in the form of open-ended survey questions or semi-structured interviews. Interviews in particular help the researcher to study a particular phenomenon and particular individuals in a particular context and provide nuanced findings (Merriam, 2009).

The original design of this study was a mixed methods approach and the study originally planned for a small number of semi-structured interviews with Saudi NNESTs who participated in the online survey. Resource constraints, however, did not allow this to occur as the researcher was unable to return to Saudi Arabia to conduct the interviews as originally planned. In addition, time constraints toward the end of the fixed term of the thesis project did not allow the researcher to conduct the interviews electronically via the internet. Under these circumstances, a decision was

made to use the survey data alone. Further time constraints prevented the researcher from using the open ended questions (qualitative data) from the survey.

3.7   Chapter Summary

This chapter discusses aspects of the research methodology, or approach, and explains the methods that were used for this study. As noted, the research was initially planned to be a mixed methods study, but in the end only a survey instrument was used, one that used only the quantitative data from the survey. The chapter first discussed the rationale for using a survey approach in researching the self-perceptions of NNESTs. Second, the design of the study was outlined. This explanation focused on the following seven key procedures: the initial design of the survey instrument, survey piloting, initial analysis, the administration of the survey instrument, data collection, and data analysis.

The context in which the study was conducted was then identified, explained and discussed, along with the identity of the participants, NNESTs teaching English in intermediate and secondary public schools in Riyadh, the capital city of the Kingdom of Saudi Arabia. To help illustrate the context, some general demographic data were given about the participants. More detailed characteristics of NNESTs teaching English in Saudi public schools were provided in answer to Research Question 1. Finally, the limitations of the study were identified and discussed. The following two chapters will answer each of the three research questions that have guided this study, and also discuss the significance and implications of the findings.

CHAPTER FOUR: THE RESULTS

4.1   Introduction

As previously discussed, this study investigates the characteristics of Saudi NNESTs teaching in Saudi intermediate and secondary public schools, their self-perceptions of their ability to teach English as non-native English speakers, and their views about English language-in-education-policies in Saudi Arabia. The previous chapter discussed the use of the online survey used to collect data. This chapter presents the results of the survey, in answer to each of the three research questions.

The first section presents results related to Research Question 1 (RQ1), teacher demographics and their background, including qualifications and experience in teaching English.

The second section presents results related to Research Question 2 (RQ2), teachers' self-perceptions of their ability to teach English and includes correlational findings that highlight the relationship between their self-perceptions and different demographic variables. This second section is divided into the following parts:

- An exploratory factor analysis of the sub-scale that measures teachers' self-perceptions of their language skills (speaking, listening, reading, vocabulary, grammar and writing)

- Reliability analysis of the same self-perception scale

- Correlation analysis of the relationship between self-perceptions and age

- Correlation analysis of the relationship between self-perceptions and gender

- Correlation analysis of the relationship between self-perceptions and years of teaching experience

- Correlation analysis of the relationship between self-perceptions and the level at which teachers usually teach

- Correlation analysis of the relationship between self-perceptions and level of teachers' education

- Correlation analysis of the relationship between self-perceptions and the amount of attendance at professional development courses

- Correlation analysis of the relationship between self-perceptions and grades on Saudi's annual performance report for teachers.

The third section concerns Research Question 3 (RQ3). It presents results related to teachers' views about English language-in-education policies in Saudi Arabia and how such policies, as they understand them, affect their English language teaching. More specifically, it will consider the positive and negative aspects of teachers' views.

The data collected for this study were broad. Consequently, a decision was made to manage the findings in size and range. Only the most significant findings are presented and not all statistical analyses related to the survey questions are included.

4.2 Research Question 1: The characteristics of NNESTs teaching in Saudi public schools

Figure 4.1 shows a breakdown of the age of the participants. As indicated, most of the English teachers in the study (83%) are relatively young, under the age of 40, with 17% between 20 and 30 years of age. This demographic is likely to reflect the wider population of English language

teachers in the Saudi public school system, and is likely related to Saudi Arabia's population demographic generally, which according to Wikipedia 90% is under the age of 54 years. The finding stands in contrast to many Western countries where teacher age, on average, is generally higher.
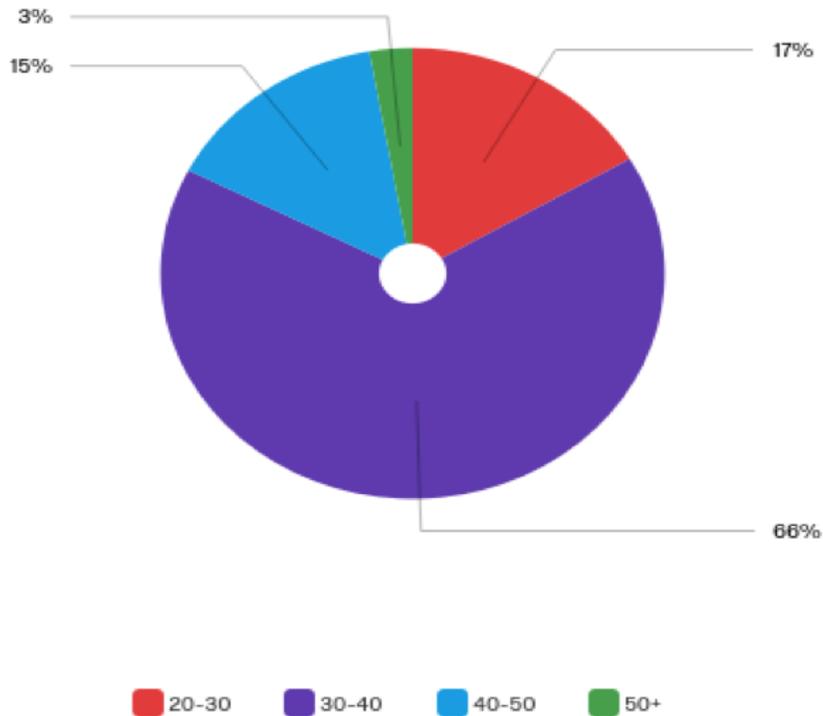
Figure 4. 1 Age of participants

Table 4.1 below gives the participant's gender. Only 19 out of the 109 respondents were female (17%); however, this finding is not likely to represent a true reflection of the population of English teachers in Saudi Arabia as, in the Saudi educational context, young women are taught by female teachers and young men by male teachers. While statistics are not easily available, the reseacher's own experience in the Saudi education system suggests the gender of teachers in Saudi schools are roughly equal.

Table 4. 1 Gender of the survey participants

Gender	Percentages	Count
Male	82.57%	90
Female	17.43%	19
Total	100%	109

Figure 4.2 shows the nationality of the responding teachers. All respondents were from Arabic speaking countries, with the overwhelming majority identifying as Saudi Arabian (95%). The remainder (5%) of the respondents was from other Arabic speaking countries such as Egypt, Jordan and Sudan.
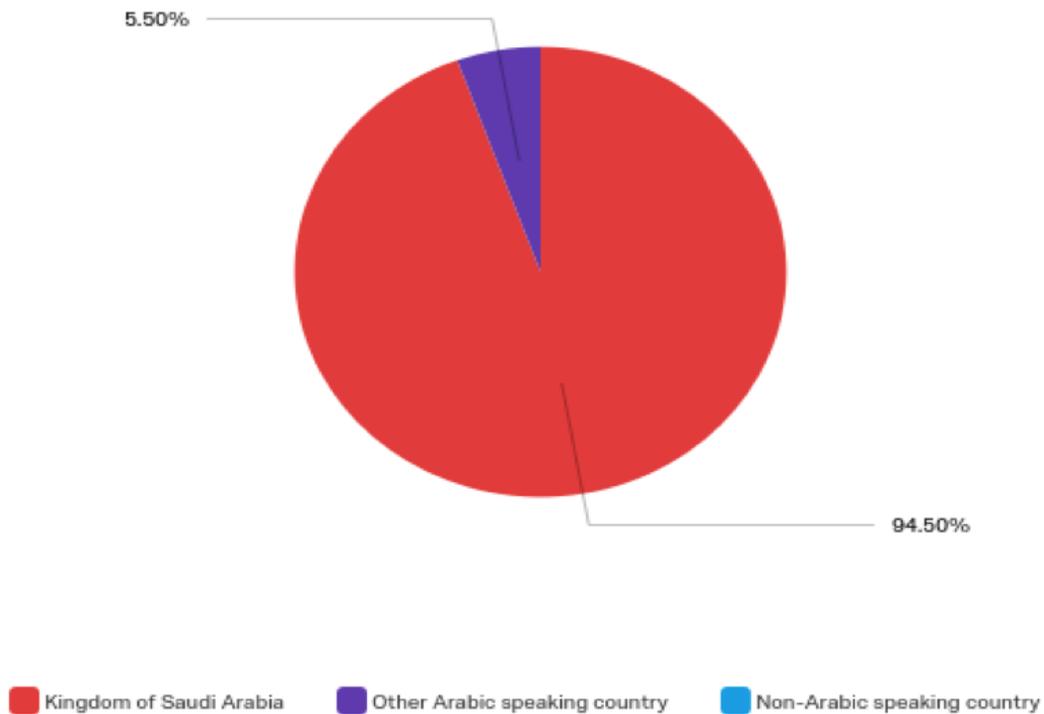
Figure 4. 2: Nationality of respondent teachers

As predicted, in the sample there were no English language teachers from non-Arabic speaking countries. Based on this finding, it is safe to conclude that almost all non-native English speaking teachers in Saudi Arabia, at least in the public school system, are Saudi nationals, with a small number of teachers from neighboring Arabic-speaking countries. In addition, although this is a relatively small sample, we may also conclude that even if there are some non-native English speaking teachers from non-Arabic speaking countries in Saudi Arabia, their number is very small. This finding suggests that the population of non-native speaking teachers in Saudi Arabia is culturally and linguistically very homogenous. As a result, Saudi NNESTs are likely to have very similar educational backgrounds and very similar professional experience.

Table 4. 2 shows the sources of English teaching qualifications held by the participants. As suggested by the culturally and linguistically homogeneous makeup of the English language teachers in Saudi public schools, the vast majority of the respondents (92%) obtained their English teaching qualifications in Saudi Arabia. Only two respondents obtained their English language qualifications overseas. While limited to this study, this finding suggests that along with cultural and linguistic homogeneity, English language teachers in public schools may have experienced very similar teacher training, and are likely also to have similar views on teaching English.

Table 4. 2: Source of English teaching qualification

Source of qualification	Percentage	Count
Saudi Arabia	91.8 %	100
Other Arabic-speaking country	6.4 %	7
Overseas	1.8 %	2

	100%	109
Total		

Table 4.3 below indicates the teachers' main subject taught within the education system. It is interesting to note that all English teachers in the sample only taught English language. Although English language teachers in Saudi public schools may teach in other areas, it appears that the participants in this study are specialist teachers. Once again, this finding suggests our sample is very homogenous, which may help us in forming reliable conclusions about Saudi NNESTs when examining teacher self-perceptions of their ability to teach English.

Table 4. 3: Main teaching subject

	Answer	**Percentage**	**Count**
Is your main teaching subject English?	Yes	100.00%	109
	No	0.00%	0
	Total	100%	109

Table 4.4 below shows the levels at which the survey respondents teach. These levels refer not to the proficiency level of the students, but to the age group. As in the compulsory education of many Western countries, in Saudi Arabia some schools are intermediate schools, some are secondary schools, and some are integrated. Teaching at intermediate level involves students aged 12 to 15, while secondary level ages range between 15 and 18. In this study there are almost equal numbers teaching in intermediate and secondary schools with 38% and 37% respectively, while 24% of the respondents teach in both intermediate and secondary schools. While limited

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to this study, this finding may indicate that a good many English language teachers in the Saudi

public system work in integrated schools across levels or across multiple school sites.

Table 4. 4: Levels taught

	Percentage	Count
Intermediate	38 %	42
Secondary	37 %	41
Both intermediate and secondary	24 %	26
Total	100 %	109

Figure 4.3 illustrates the teaching experience of the 109 teachers who responded to the survey.

It shows that the majority (67%) of teachers have worked as English language teachers between

6 and 15 years. 18% are relatively inexperienced while a similar number have more than 16 years

of teaching experience. This finding suggests that the Saudi NNESTs in this study are experienced

English teachers, with almost a quarter being very experienced.
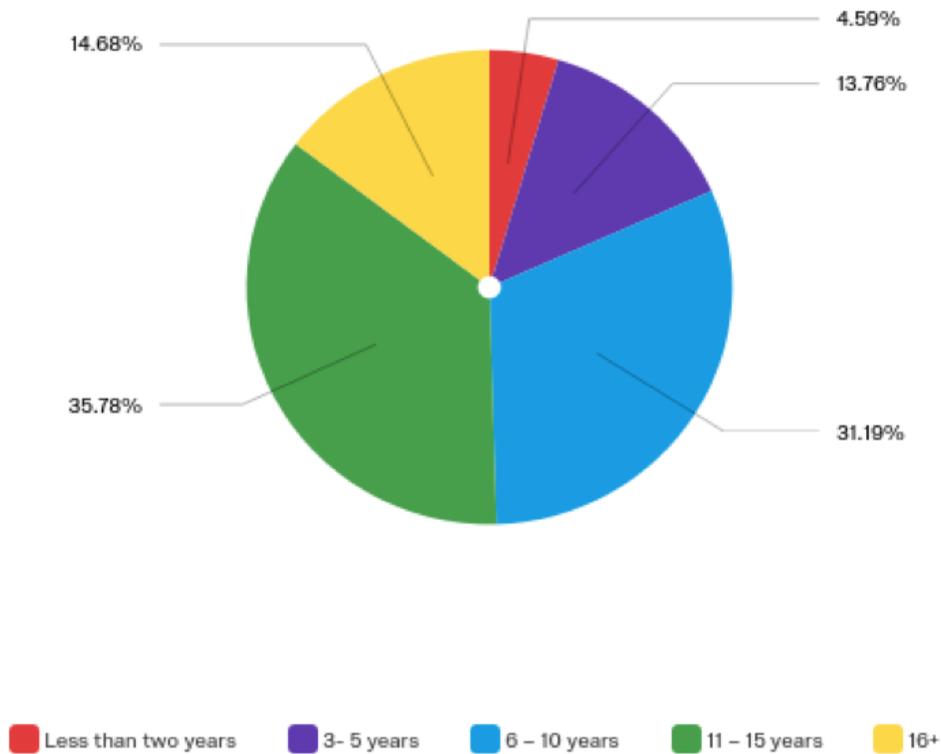
Figure 4. 3: Teaching experience

Table 4.5 below shows the highest qualification of the respondents. 67% had obtained a bachelor's degree, which is the standard qualification required for teaching in Saudi schools. Twenty two percent of the respondents had gone on to complete a master's degree.

Table 4. 5: Highest qualification

	%	Count
PhD	0.00%	0
Master's degree	21.30%	23
Postgraduate diploma	9.26%	10
Bachelor's degree	68.52%	74
Diploma	0.93%	1
No English teaching qualification	0.00%	0
Total	100%	108

Table 4.6 illustrates respondents highest English teaching qualification. The finding shows that the vast majority of survey respondents have specialised in English language teaching with 82% obtaining a bachelor's degree in this area and a further 11% having a master's qualification.

Table 4. 6: Highest English teaching qualifications

	Percentage	Count
PhD	0.0 %	0
Master's degree	11.9 %	13
Postgraduate diploma	4.6 %	5
Bachelor's degree	82.6 %	90
Diploma	0.9 %	1
No English teaching qualification	0.0 %	0
Total	100%	109

Table 4.7 below illustrates the amount of professional development the respondents had participated in within the past two years. Half (52%) had attended one or two professional courses in the last two years, with 20% attending double that number, and 12% more than five. Fourteen percent had not attended any professional courses in the past two years. However, overall, the findings suggest that not only are Saudi NNESTs in this study well-qualified, but they are also professionally well-informed.

Table 4. 7: Professional development within the last 2 years

	Percentage	Count
None	14.68%	16
1-2	52.29%	57
3-4	20.18%	22
More than 5	12.84%	14
Total	100%	109

Figure 4.4 below shows the performance ratings of the English language teachers in the survey, over the last two years. All teachers in the public school system in Saudi Arabia are performance rated annually and are required to have a minimum rating of 60 (of 100) to be accepted as a teacher in the school system. A rating of 90-100 is equivalent to 'Excellence' while a rating of 60-70 is seen as 'Acceptable'.

All but one teacher in the survey received the highest possible rating. This finding suggests that almost all (99.08%) of the NNESTs in this study are excellent teachers by Saudi Arabia's educational standards. This finding will give us some significant insights when it is compared to results
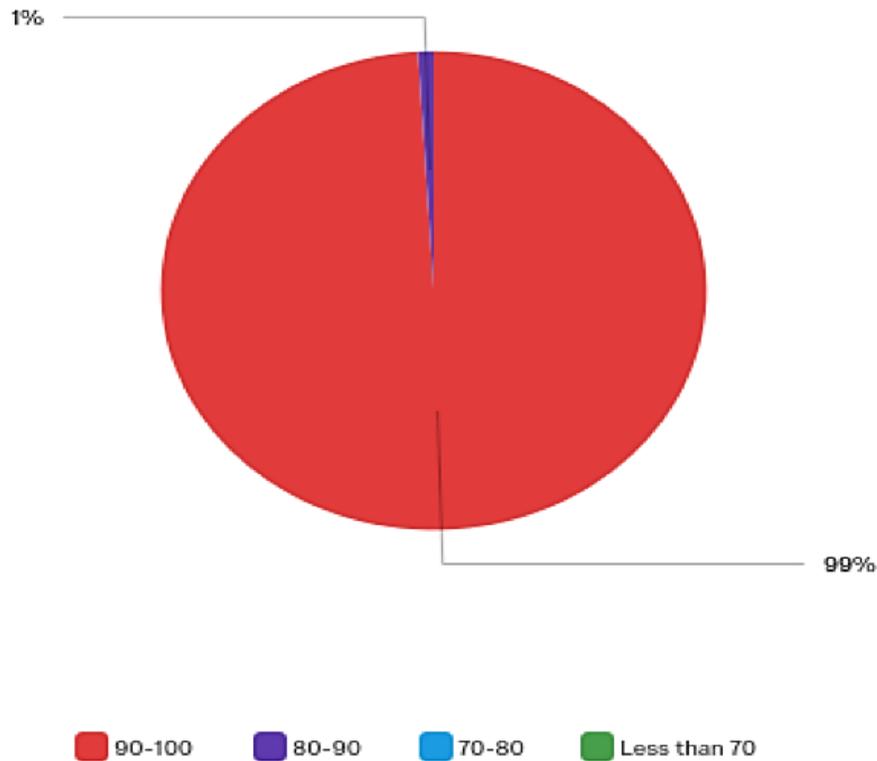
Figure 4. 4: Annual performance reports

related to the self-perceptions of the teachers about their ability to teach English. More specifically, the comparison can throw light on whether these objective measures of expertise are in accordance with teachers' self-perceptions of their ability to teach English. That is to say, are their self-perceptions in line with local performance measures, which indicate they are competent teachers? This is of interest because much of the NNEST literature argues (Alharbi, 2017; McKay, 2012; Moussu & Llurda, 2008; Rajagopalan, 2005; Selvi, 2018) that NNESTs often feel they are inferior English language teachers despite the fact they are well qualified to teach English and may have many years of experience.

4.3 Summary of teacher demographics

Research Question 1 sought information about the characteristics of English teachers in the Saudi public education system. The teachers were predominantly male, although this is unlikely to be representative of the wider teacher population in Saudi Arabian schools, where teaching is gender-segregated. Reflecting a wider population demographic in Saudi Arabia, teachers were relatively young, mostly between 20-40 years of age, and most specialized in teaching English in the school curriculum. They were predominately of Saudi nationality, and all were English–Arabic bilinguals. Notably, but as predicted, there was an absence of non-Arabic speaking English teachers, that is to say, native English language teachers. The finding indicates cultural and linguistic homogeneity in the current sample of Saudi NNESTs but cannot be generalized to the wider population without more evidence. Most of the teachers were very experienced, some highly experienced, and were very well qualified to teach English. All except one teacher had obtained their English qualifications in Saudi Arabia, a finding that may impact teacher beliefs about English teaching and the teaching methods used in the classroom. The majority of the English language teachers were also professionally well-informed and all except one teacher had obtained the highest national rating as a teacher.

In summary, the findings from RQ1 indicate that in this study the English language teachers in the Saudi public school system share many characteristics: they are relatively young, share the same culture and the same first language, hold similar and highly relevant qualifications and, by Saudi education standards, are judged to be competent teachers. The next section will present the findings of Research Question 2, which relates to teachers' self-perceptions about their ability

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to teach English. Given the positive attributes of Saudi NNESTs reported in this part of the study, it will be interesting to see if their self-perceptions about their ability to teach English are in line with their qualifications, experience and expertise.

4.4   Research Question 2: Teachers' self-perceptions about their ability to teach English

This section presents the findings on teachers' self-perceptions of their ability to teach English. All data related to RQ2 were analysed in IBM's SPSS statistical software version 25. In order to evaluate the self-perception scale, originally expressed in the Likert scale survey questions and then coded as part of the initial data analysis procedures, exploratory factor analysis and reliability analysis were employed. Secondly, in order to test the correlation between self-perception scores with demographic variables, Spearman's ρ correlation analysis was conducted.

4.4.1   Exploratory factor analysis

In the first step, prior to the main analysis, data were tested for univariate and multivariate outliers. The analysis detected four univariate outliers that had standardized z-scores lower than -3.00 on some of the self-perception variables. These four cases were removed from further analyses. Multivariate outliers were tested with Mahalanobis's distances, and no multivariate outliers were found in the data. In total, four outliers, or 3.66 %, of the data were removed from further analyses. The total sample size used in the following analyses was, therefore, 105. The initial *principal component analysis* identified two factors with an Eigen value higher than one. In the final analysis, the following parameters were used:

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- Analysis type- principal component analysis

- Rotation type- Direct Oblimin

- Number of extracted factors- two

- All factor loadings lower than .30 were suppressed

- Only the factors with Eigen value higher than one were kept in the final factor model.

The principal component analysis identified two factors with an Eigen value higher than one, which explained in total 59.38 % of data variability. The Kaiser-Meyer Olkin statistic was .88 which means that it was meritorious, and that sample data fit this principal component analysis.

The factors were named Self-Perceptions of Understanding of Spoken Language and Self-Perceptions of Understanding of Written Language. Factor loadings are presented in Table 4.8.

Table 4. 8 Pattern matrix of principal component analysis

	Component	
	Understanding of Spoken English	Understanding of* Written English
How do you rate your speaking skills?	.858	
How do you rate your listening skills?	.735	
How do you rate your reading skills?		.418
How do you rate your writing skills?		.934
How do you rate your accuracy in spoken English?	.807	
How do you rate your fluency in spoken English?	.771	
How do you rate your accuracy in written English?		.888
How do you rate your fluency in written English?		.891
How do you rate your accent?	.610	
How do you rate your knowledge of English grammar?	.409	
How do you rate your knowledge of English vocabulary?	.583	
How do you rate your knowledge of English pronunciation?	.716	

[* because all items were negatively correlated with this component they were all recoded in this analysis for easier interpretation of the component].

Table 4.8 above shows that all questions from the questionnaire are in significant correlation with one of the two factors that the questionnaire measures. This means that all questions from the questionnaire are relevant to the total score as they are a good measure of one aspect of teachers' self-perceptions about their English language knowledge.

A hierarchical factor analysis showed that 'Self-Perceptions of Understanding of Spoken Language' and 'Self-Perceptions of Understanding of Written Language' converge into one super factor which was named 'Self-Perceptions of English Language Skills' (SPELS). This super factor explains 76.41 % of data variability; hence, it can be concluded that the SPELS scale is unidimensional and that it measures teachers' self-perceptions regarding their understanding of English language.

4.4.2   Reliability analysis of self-perception scale

A reliability analysis showed that the SPELS scale has excellent internal consistency reliability with Cronbach's α = .90. In addition, the average score on the item was 2.94 which means the items were not difficult and participants tended to choose higher values on the items as their answers. All items in the scale had good discrimination, with item-total correlation ranging from .52 to .70. There were no redundant items.

The two factors, Self-Perceptions of Understanding of Spoken Language and Self-Perceptions of Understanding of Written Language, also had good internal consistency reliability with Cronbach's α = .87 and α = .86 respectively. In conclusion, we may say that the SPELS scale is a highly reliable instrument which produces stable scores.

4.4.3   Correlation analysis

Spearman's ρ correlation was applied because demographic variables were operationalized as ordinal variables. The results of correlation analyses between the SPELS score and the demographic variables are presented in Table 4.9.

Table 4. 9 Correlation Analyses

	SPELS scores
Age	.083
Gender	-.113
Years of experience	.084
Englsh teaching level	.202*
Highest English teaching qualification	-.199*
The number of professional development courses related to English teaching attended in the last two years	.093
Performance on the last Annual Report	.021

*correlation significant at $\alpha < .05$

Table 4.9 shows that two demographic variables significantly correlate with SPELS scores. These variables are English teaching level (i.e., intermediate-level classes or secondary-level classes) and teachers' qualification. English level taught positively correlates with the SPELS scores, which means that teachers who teach English language at higher levels, in secondary schools to pupils aged 15-18, tend to have a more positive self-perception about their English language skills. In contrast, teachers' qualification is in negative correlation to SPELS scores, which means that teachers with higher education tend to have less positive self-perceptions about their English language skills. This is an unexpected finding and the reasons for it are not clear.

Finally, other demographic variables (age, gender, years of experience, number of professional development courses attended, and annual performance report) are not significantly correlated

to self-perceptions, which indicates that those variables do not significantly influence teachers' perceptions. One finding related to RQ1 was that Saudi NNESTs are very well qualified, well informed, and, based on Ministry of Education annual performance reports, are viewed as experts in their field. However, findings related to RQ2 do not suggest a relationship between these demographic variables and teachers' self-perceptions of their ability to teach English.

4. 5   Summary of teachers' self-perceptions

The findings presented for RQ2 indicate that the self-perceptions of the Saudi NNESTs are a construct that is very stable and robust in the face of the majority of demographic variables. This means that self-perceptions are inert and resistant to the influence of the different demographic variables. For example, regardless of age or gender, teachers tend to have the same self-perceptions. This may mean that teachers' self-perceptions about their English teaching skills may be modified and influenced by intra-psychological variables, for example, personality dimensions. Findings from RQ2 also suggest that teachers' self-perceptions of their ability to teach English are related to the level they teach at, i.e., younger pupils at intermediate level or secondary level students. In particular, English teachers who teach at a secondary level tend to have more positive views about their English language skills and their ability to teach English. Interestingly, teachers' self-perceptions of their ability to teach English do not appear to be related to the positive feedback they receive from the annual Ministry of Education assessment of their expertise. Hence, the findings indicate that teachers' self-perceptions are not related to the internal assessment of teachers' expertise conducted by schools.

4.6   Research Question 3: Teachers' views about English language-in education policies

In regard to language-in-education policies, the data was processed using IBM's SPSS statistical software, version 25 and, as with data related to RQ2, 105 surveys were analyzed. In order to examine the views of NNESTs in Saudi Arabia, descriptive statistics analysis was employed.

Three survey questions addressed teacher's views on English language-in-education policy:

- How do you rate your understanding of the English language-in-education policies?
- Do current policies have a positive effect on your teaching?
- Do you think the current policies need to be modified?

Table 4.10 shows the frequency distribution of teachers' views on their understanding of language-in-education policies.

Table 4. 10: Teachers' understanding of English language-in-education policies

	N	%
poor	2	1.9
below average	26	24.8
good	68	64.8
Impeccable	9	8.6
Total	105	100.0

The majority of teachers report that they have a good understanding of English language-in education policies, with a further 8.6% reporting excellent knowledge of current policy. This finding suggests that the English language teachers in the sample have a sound understanding of

policy but, significantly, just over one quarter (26.7%) report that that their understanding of

policy is weak.

Table 4. 11: Effect of policy on teaching

Answer	N	%
No positive effect	30	28.6
Not sure	11	10.5
Some positive effect	48	45.7
Positive effect	16	15.2
Total	105	100.0

The second survey question asked teachers to self-evaluate how current English language-in-education policies impact their day-to-day teaching of English. The findings presented in Table 4.11 show that a relatively small number of teachers (15.2%) feel that policy positively impacts their teaching, but that a further 45.7% report some positive effect. Combined, this suggests that just over 60% of English language teachers in the sample are comfortable with current English language-in-education polices. However, significantly, just over one quarter (28.6%) report that current policy has no positive impact on their teaching. This seems to imply that, at least for these teachers, current policy is unhelpful and does not help them in their teaching. A subsequent finding, reported below, that nearly two thirds of teachers feel that current policies should be changed in some way, would indeed suggest some degree of dissatisfaction.

Table 4. 12: Teachers' views on whether policy should be changed

	N	%
No	5	4.8
Not sure	8	7.6
Somewhat	26	24.8
Yes	66	62.9
Total	105	100.0

The third survey question asked for teachers' self-evaluations about whether current English language-in-education policies should be changed. The data presented in Table 4.12 unambiguously show that the majority of English teachers in this study (62.9%) feel that current policies should be changed. This finding is considerably strengthened when added to that percentage of teachers who think that the policies should be somewhat changed. This would suggest that a significant majority of Saudi English teachers in public schools in this study are not satisfied with current English language-in-education policy in Saudi Arabia and think that it needs to be changed or improved in some way. Without qualitative data, however, it is unclear what aspects of policy need attention.

4.7 Summary of teachers' views about English language-in education policies

The findings for RQ3 indicate that from the point of view of the 109 respondents in this study, English language-in-education policies in Saudi Arabia are far from perfect and that there is considerable room for their improvement. While some three quarters of teachers reported a good understanding of current policy, a significant number also reported their understanding

could be improved. This indicates that current policies could be more transparent and better explained to these teachers. Given that teachers were well-informed from regular participation in professional development activities, it would have been insightful to know if policy-related information was a focus of these courses. While many teachers felt comfortable with current policies and reported they had a positive impact on their teaching, it is significant that over one quarter of English language teachers in the study have a negative view of current policy and think that policies do not help them at all in their teaching. This view is supported by the finding that the majority of teachers reported that policies should be changed. Combined, this suggests that the Saudi English teachers in this study are dissatisfied with current English language-in-education policies and furthermore, that the current policies probably influence teachers' work significantly. However, without qualitative data, in particular, follow-up interviews with teachers who responded to the survey, it is not clear what the particular issues with policy are, and how English language-in-education policy in Saudi Arabia might better support their day-to-day work in schools.

4.8   Chapter summary

This chapter presents the findings of the study and was organized in accordance with the three research questions. The main findings of Research Question 1 showed that participants in this study were predominantly male, and they were mostly 20-40 years of age with English as their main area of teaching. In addition, they were predominately Saudi citizens. All except one teacher had obtained a high rating as a teacher as measured by an annual Ministry of Education assessment. Hence, in this study, English language teachers in Saudi public schools are relatively

young, share the same culture and the same first language, hold similar but relevant qualifications, and, by Saudi standards, are judged to be excellent teachers.

Research Question 2 concerns teachers' self-perceptions of their ability to teach English. The findings showed that the SPELS scale is a very reliable scale for measuring self-perceptions of NNES teachers with Cronbach's $\alpha= .90$. Furthermore, the results indicated that the teachers' self-perceptions are stable and quite independent of the majority of the demographic variables. More specifically, the only two variables that are significantly correlated to self-perceptions are 'English teaching level' and 'English teaching qualification'; however, even these two correlations were very weak (lower than .30). This suggests that teachers' self-perceptions about their English teaching skills may be modified and influenced by intra-psychological variables, such as personality. Interestingly, most of these teachers' self-perceptions of their ability to teach English do not appear to be related to the positive feedback they receive from internal school assessment of their competence as teachers. Interviews with teachers would have provided more nuanced understandings of their self-perceptions.

Research Question 3 sought to investigate teachers' views about current English language-in-education policy in Saudi Arabia. While most teachers in this study reported current policy helps their teaching, at least to some degree, it is significant that over one quarter of teachers in the study have a negative view of current policy, a view supported by the additional finding that the majority of teachers felt that policies should be changed in some way. Again, follow up interviews with a select number of participants would have provided more nuanced understandings of teachers' views about current English language-in-education policy and how it impacts their day-

to-day work as English teachers. The limitations of the study are further discussed in the concluding chapter.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Introduction

This study researched the self-perceptions of English language teachers in intermediate and secondary public schools in Saudi Arabia. From the results of this study, these English language teachers in the Saudi context can be seen as non-native English speaking teachers (NNESTs). It is important however to recognise that the distinction between a native English speaker and a non-native English speaker is problematic (Moussu & Llurda, 2008; Selvi, 2018) particularly when viewing English through the lens of research on World Englishes and the growth of English as an international lingua franca (McKay, 2012). Similarly, the distinction between a native English speaking teacher (NEST) and a non-native English speaking teacher is problematic. As Moussu and Llurda (2008) point out, it is important to see the distinction as a continuum rather than a dichotomy.

Following a key research theme in the NNEST literature (Llurda, 2005; Moussu & Llurda, 2008), the main goal of the current study was to gain insights into teachers' self-perceptions of their ability to teach English. This strand of research in the "NNEST movement" (Selvi, 2018) enquires into NNESTs' "opinions and self-perceptions of their strengths and weaknesses" (Moussu & Llurda, 2008, p. 323). A secondary goal of the study was to find out teachers' views of current English language-in-education policy in Saudi Arabia in an attempt to understand language policy from the "bottom-up" (Menken & Garcia, 2010). In contrast to "top-down" policy directives made

by educational authorities, policy from the "bottom up" refers to the way teachers interpret, implement and potentially alter policies in their own professional locations.

The current study attempts also to address a gap in the NNEST literature, a paucity of research related to the ELT context in Saudi Arabia. Considerable research has focused on the "NNEST movement" (Selvi, 2018) in a large number of international or local contexts but broadly speaking, these studies challenge the myths regarding native speaker teachers that position NESTs as superior English language teachers on account of their "native speakerism" (Holliday, 2006), despite evidence that NNESTs are often more qualified and more experienced than NESTs (Holliday, 2006). Research designs in the NNEST literature often aim for a comparison between the two groups teaching in the same context (e.g., Moussu, 2006). Yet in the Saudi context, especially in public schools, there appear to be few native English teachers, further suggested by the findings of the current study of 109 English teachers in Riyadh. As the current study confirmed, the vast majority of English teachers in this study are Saudi nationals whose first language is Arabic. Most of the participants in this study have learnt English in Saudi Arabia, some having had a study aboard experience. In addition, most Saudi NNESTs in this study have obtained their English teaching qualifications locally, in Saudi Arabia.

In other words, while the findings of this study are limited to only 109 English teachers in Saudi public schools, it suggests unlike many international contexts where English is taught in the school curriculum, there are few, if any, NESTs and thus Saudi NNESTs in public schools thus have no immediate ground for comparison with native English speaking teachers. Nevertheless, as the literature indicates, even when NESTs are not directly visible in the teaching landscape, such a

Saudi Arabia, perceptions of inferiority may persist among NNESTs since English language teaching identities are "essentailzed and idealized" (Selvi, 2018, p.1). The presumed inferiority of NNESTs is widely entrenched in the global ELT landscape.

Given the local context in Saudi Arabia, and the gap in the NNEST literature, the broad goal of the study was simply to provide a better understanding of the situation in Saudi Arabia, limited as the study was to 109 teachers in the capital city, Riyadh. The debate regarding the differences between NNESTs and NESTs is of course important, irrespective of context, as is the recognition of NNESTs as legitimate English language teachers (Holilday, 2006) . In this regard, the findings of the study may help to highlight the need for "a democratic, participatory, equitable, professional, and egalitarian future for ELT" (Selvi, 2018, p. 2). The study thus acknowledges the role of Saudi NNESTs in the Saudi education system and the work they do in the global ELT landscape. The study contributes to the literature by offering a limited window on the local Saudi context, a perspective largely absent from the NNEST literature.

As noted, in concrete terms, the aim of the study was to investigate two important topics: 1) the self-perceptions of the Saudi NNESTs about their ability to teach English and 2) Saudi NNEST's understanding of the English language-in-education policies in Saudi Arabia and their views on these policies. Gathering information on these two topics is important as, in the Saudi context where native-born Saudis are largely responsible for school-level English teaching, knowing the views of Saudi NNESTs, specifically with respect to their ability to teach English, can inform the Saudi public school educational system. Similarly, from a "bottom up" perspective, teachers' views of English language-in-education policies and how they impact their day-to-day practice

have the potential to usefully inform the direction and substance of current policies. Recognizing the connection between teachers' practices and language-in-education policy helps to illustrate how policy impacts teachers' professional lives and their teaching practices (Menken & Garcia, 2010).

As explained in Chapter Three, the aims of the study were operationalised with three research questions:

- What are the background characteristics of NNESTs teaching in Saudi intermediate and public secondary schools?

- What are the perceptions of non-native English teachers in Saudi schools about their ability to teach English?

- What are the views of NNEST in Saudi Arabia's schools towards English language-in-education-policies?

In order to answer these research questions, the study employed an anonymous online survey of 109 English language teachers in the public school system in the capital city of Riyadh.

5.2   Summary of the findings

The main finding of Research Question 1 was that English language teachers in Saudi public schools in Riyadh share many characteristics resulting in a high degree of homogeneity. The study confirmed that the vast majority of English language teachers in this survey are Saudi Arabian citizens and that few, if any, NESTs are employed in the public system. Those who are not Saudi citizens are likely to be Arabic speaking nationals of neighbouring countries, such as Jordan and

Egypt. However, it should be noted that the situation in private schools may be different. The situation in tertiary education is likely to be significantly different as the number of NESTs in this educational sector is significantly higher (Al-Murabit, 2012).

The study indicated that the sample of 109 teachers consisted mostly of males who were from 20 to 40 years old. While most school teachers in Saudi Arabia are likely to be in this relatively young age bracket, the gender bias in this study is highly unlikely to represent the wider English teaching community in Saudi public schools as all teaching is gender segregated. That is to say, reflecting the wider population demographic in Saudi Arabia, there are likely to be roughly equal numbers of male and female teachers. Further evidence is needed to confirm these findings. The study also showed that these teachers' main field of teaching expertise was English language suggesting that English language teaching is a specialised profession in these Saudi schools.

Another common characteristic was teaching qualifications. All teachers in the study were well qualified and had received their English teaching qualifications in Saudi Arabia. In terms of expertise and competence, all but one teacher in the study had the highest possible grade from the Ministry of Education, as measured by an annual performance indicator. Although the sample was limited to the capital city of Riyadh, a similar high annual rating is likely to be the case across the entire English teaching population in public schools. While teachers' expertise is self-reported and may highlight general teaching expertise rather than actual English language teaching expertise, it can nevertheless be claimed that, by Saudi standards, the Saudi NNESTs in this study are judged to be teachers of commendable expertise, a finding that may well apply across the

entire public sector. As with previous findings related to Q1, further research on Saudi NNESTs teaching in Saudi publics schools would provide a clearer picture.

Research Question 2 examined NNESTs' self-perceptions. It was expected that teachers' expertise might correlate with teachers' positive self-perceptions about their ability to teach English. However, the findings showed teachers' self-perceptions of their ability to teach English do not appear to be consistent with the feedback they received from the Ministry assessment of their expertise.

In methodological terms, the SPELS scale (Self-Perceptions of English Language Skills), which emerged from the analysis of the data, proved a very reliable scale for measuring self-perceptions of Saudi NNES teachers, with Cronbach's α = .90. The analysis showed that teachers' self-perceptions are robust and highly independent from many measured demographic variables. A relationship was found between the two variables ("English teaching level" and "English teaching qualification") and teachers' self-perceptions of their ability to teach English, but it was a weak relationship and further, the significance of the finding is unclear. Overall, these findings may lead us to conclude that perhaps these teachers' self-perceptions of their English language skills could be moderated and influenced by some intra-psychological variables (i.e. personality dimensions, intelligence, etc.).

Research Question Three concerned these Saudi NNESTs' views on current English language-in-education policy in Saudi Arabia and the impact of policy on their teaching. The main finding was that while many of these teachers felt comfortable with current policies and reported they had a positive impact on their teaching, over one quarter has a negative view of current policy and

thinks that policies do not help them at all in their teaching, a view supported by the additional finding that a majority of the teachers felt policies should be changed in some way. This would suggest that English language-in-education policies are a source of dissatisfaction for NNESTs in Riyadh public schools, and that there is considerable room for their improvement and amendment. However, how English language-in-education policy could be improved to better support teachers was unclear given the research methodology adopted in the study. Without qualitative data, in particular, follow-up interviews with teachers, it is not clear what these policy issues might be, and what changes might better support English teachers' day-to-day activities.

5.3   Discussion of the Findings

One finding of the study is that that population of non-native speaking teachers in Riyadh public schools is culturally, linguistically and professionally homogenous, with few, if any, native English speaking teachers, at least in the public education system. As is widely recognised, Saudi Arabia is an Islamic country with a high degree of cultural and linguistic homogeneity, and this is likely to be the reason why NESTs are not employed.

The decision not to employ NESTs in the Saudi public education system is a policy decision. We may conclude from this that the Saudi Ministry of Education is satisfied with the current system of using Saudi nationals as English teachers (or in some instances, Arabic speaking nationals from neighbouring Gulf States) and it does not recognize the need for change in this regard. Arguably, unlike many international contexts where English is taught as a lingua franca, it would be challenging for most NESTs to teach in the Saudi public education system due to cultural and

linguistic barriers. That said, Japan is also a very homogenous society which has embraced English language teaching in the public education system, and to achieve this goal has introduced NESTs as well as native speaker English language teaching assistants into schools. In this context, Glasgow (2016, p. 59) notes that the recruitment of NESTs is perceived to bring "modernity" to English language teaching practice, but based on the experience of other countries, such as China and South Korea, Glasgow (2016) warns that there is often a mismatch between native speaker practices and local policy goals. Even allowing for the cultural and linguistic challenges, it is perhaps not surprising that policy makers in Saudi Arabia have not invited NESTs into public schools, despite the perceived, but often mistaken view of many policy makers and administrators that NESTs are superior English language teachers (Glasgow, 2016, p 60; see also Holliday, 2006; Moussu & Llurda, 2008; Selvi, 2018). In short, even if the recruitment policy in Saudi Arabia were to change so as to invite NESTs into the public schooling system, this may not result in improved English teaching practice or better educational outcomes.

A further finding was that these teachers' competence, or expertise, as assessed annually by the Saudi Ministry of Education, did not correspond to equally high self-perceptions of the teachers' ability to teach English. Specifically, according to the Ministry ratings as reported by the participants, Saudi NNESTs in this study have considerable expertise, but according to their self-perception scores teachers see themselves just as average English teachers. This is perhaps not unusual as many Saudi NNESTs may feel insecure about their English language teaching despite being well qualified. This insecurity may be in response to the persistent ideology of "native speakerism" (Holliday, 2006) but may also simply be recognition of being a second language

speaker of English, that comes with the various insecurities of teaching a language other than one's own native tongue, or a language one is fully bilingual in.

The study also found that demographic variables, such as "English teaching level" and "English teaching qualifications" are related to self-perceptions. To be more precise, English teaching level is positively correlated to self-perceptions of English teaching expertise, while the English teaching qualification is negatively correlated to the self-perceptions. In order to interpret this finding we must take two factors into consideration: 1) all teachers from the sample teach in intermediate and/or secondary schools, 2) an overwhelming majority of the teachers have taught in this setting for six or more years. One interpretation is that the Saudi NNESTs in this study are a cohort with tertiary education qualifications who teach at levels below their qualifications and that they have done this for some considerable time. This is likely to leave very little or no room for professional growth and development. In this matter, Choy, Wong, Goh and Ling Low (2014), showed that self-perceptions are significantly influenced by professional expectations and the professional development perspective. In particular, Choy et al. (2014) showed that if teachers expect more from their job professionally than they get, they will tend to experience lower level self-perceptions regarding their expertise. For example, if teachers think that their job is less demanding than their professional qualifications, they will tend to have lower self-perceptions. Concurrently, if teachers do not see a possibility for further professional development, they will also tend to have lower self-perceptions regarding their professional expertise (Choy et al., 2014). Regarding the NNESTs in this study, it is reasonable to assume that these Saudi NNESTs with a bachelor's or master's degree may perceive that they have very little to learn in a professional

sense after six or more years of teaching in intermediate and/or secondary schools. That is to say, the lower the challenge the lower their self-perceptions of their ability to teach.

As noted above, another thing that may contribute to the low self-perceptions of teachers is the divide between NNESTs and NESTs. This divide is very often seen as a dichotomy and results in discrimination against NNESTs (Moussu & Llurda, 2008). This discrimination is widespread in the global landscape of ELT and is very often visible in highly regarded areas of employment outside of ELT, such as professors in tertiary education (Selvi, 2018). However, according to Alharbi (2017) and McKay (2012), discriminating against NNESTs simply on the basis of their not being native English speakers cannot be justified from a professional point of view. As with the teachers in this study, NNESTs are frequently highly qualified - often more so than NESTs (Holliday, 2006) - and are able to communicate in English in international contexts with speakers who are themselves non-native speakers of English, many of whom may use non-standard varieties of English (McKay, 2012).

Nevertheless, even in the local context of Saudi Arabia where NESTs are not visible, because of the widespread belief in the global English language teaching context that NESTs are superior teachers and NNESTs are inferior, identifying as a non-native English teacher may result in negative feedback and impact teachers' self-perceptions of their ability to teach English. However, the current study is not able to support these assertions. It would have been profitable to gain teachers' views through follow-up interviews.

The study found that these teachers viewed English language-in-education policy in Saudi Arabia as problematic. This is not at all surprising as there have been considerable changes in recent

years (Alharbi, 2017) and teachers may well be confused about their role in this changing educational landscape. Teachers may also feel uneasy about current policies because of their perceived relevance to their teaching situation. As the literature notes, "top down" policies, or those introduced by educational authorities, are often planned and implemented with little regard to educational realities in schools or the teaching context of practitioners (Menken & Garcia, 2010a). In short, these Saudi NNESTs appeared to be dissatisfied with current policy. Consequently, it may be the case they feel helpless and may experience a lack of purpose and motivation, which can then influence their self-efficacy, self-esteem and consequently impact negatively on self-perceptions (Chen, Gully, & Eden, 2004).

As suggested by Menken and Garcia (2010a, p1), Saudi NNESTs may be indeed "at the centre of [a] dynamic process", and that they have opinions about what can and should be done to improve policy. However, this study could not investigate teachers' agency, that is, how they acted to translate English language-in-education policies into practice (Menken & Garcia, 2010a, p1). In this sense, the study found out little about the "policy-to-practice connection" (Ng & Boucher-Yip, 2016, p. 1), or how teachers' experiences, ideas and beliefs determine how they interpret national or school policy and how they "translate policy into instructional practices" (Ng & Boucher-Yip, 2016, p. 1). The "policy-to-practice connection" explains how the way teachers implement policy is "influenced by a myriad of factors such as their beliefs, attitudes towards pedagogy and their political or personal ideologies" (Ng & Boucher-Yip, 2016, p. 1). More nuanced understandings of Saudi NNESTs' views on English language-in-education policy and how it is implemented in practice is outside the scope of the current study, but is an area ripe for further investigation.

5.4 Limitations of the study

All research has limitations. The first limitation of this study concerns the generalisability of the findings. This study included only 109 teachers from the intermediate and secondary public education sector, all in the capital city of Riyadh. English language teachers from other regions of Saudi Arabia, or perhaps more crucially, from private schools or the tertiary sector were not included. In particular, given the teaching demographic in universities is significantly different (Al-Murabit, 2012), it is reasonable to assume that the results could have been different if teachers from the tertiary sector had been included. Similarly, in this study, only teachers from public schools in Riyadh were included while private schools were omitted. Private schools apply slightly different policies and have a different, and usually more modern, approach towards education; hence the findings could have been slightly different if private schools were included in the study. Nevertheless, the sample of 109 respondents in this study is likely to be a fairly good representation of those teaching in the public system.

The third limitation relates to reliability. This study examined self-perceptions, which are a highly subjective construct. In addition, self-perceptions were examined only with self-reporting measures, which are vulnerable to the bias of social desirability. All the data collected in this study was acquired from the participants and there was no triangulation to present alternative perspectives. Even the teachers' Ministry of Education ratings were self-reported. Hence, it is quite possible that the data were skewed because the teachers in the study wanted to present themselves in the best possible light.

Fourth, this study did not control for any intra-psychological variables such as personality, traits, intelligence, attitudes, locus of control or self-concept, all of which could influence self-perceptions. Control of these variables in future studies could provide more precise results regarding NNESTs' self-perceptions.

Finally, the findings of this study relied on the analysis of a quantitative survey. While the survey did contain some open-ended questions, which had the potential to offer a more interpretative understanding, these open-ended survey questions were not included in the data analysis, and thus were not part of the findings. To add to this, the original design of the study was mixed method, with a number of follow up interviews based on the initial findings of the survey. However, interviews were not conducted due to logistical issues and time constraints. Follow up interviews with a select number of participants would have provided more in-depth understandings of teachers' self-perceptions of their ability to teach English and more nuanced understandings of teachers' views about current English language-in-education policies and how they impact on their day-to-day practice.

5.5   Recommendations

The study makes a number of methodological and design recommendations. Above all, future studies in of NNESTs in the Saudi context should tackle the limitations of the current study. Specifically, in order to get a better and more detailed picture of NNESTs in Saudi Arabia, future studies should:

- Examine the situation in the tertiary system

- Include the views of other stakeholders (e.g., school principals, teacher educators and Ministry officials)

- Control for and measure other relevant intra-psychological variables, such as personality, traits, intelligence, attitudes, locus of control or self-concept, which are all variables that could influence self-perceptions.

Furthermore, future studies could move from simple correlation analyses to prediction, moderation and mediation analyses. For example, past studies (e.g., Choy et al. 2014) show that self-perceptions of teachers can be influenced by the congruence between teachers' professional expectations and perceived real world situation, and this study showed that qualification level is negatively correlated, while teaching level is positively correlated to the self-perception of these NNESTs in intermediate and secondary education. Future studies could try to answer the question of what other variables moderate or mediate these relationships. For example, future studies could try to answer whether job satisfaction moderates the relationship between teaching level and self-perceptions or whether it moderates the relationship between teachers' qualification level and self-perceptions.

It would also be interesting to investigate whether some personality traits moderate the correlation between more objective and standardized measures of NNESTs' expertise such as Ministry measures of teacher competence and more subjective measures such as one's self-perception's of one's expertise.

As noted above, the "policy-to-practice connection" is an area ripe for further investigation. While the current study sought answers on these Saudi English teachers' views of current English language-in-education policy through a survey, how teachers interpret policy and how they implement policy in practice needs to be the focus of a further study.

Finally, the current study used a quantitative survey instrument. Future studies on Saudi NNESTs need to supplement quantitative data with more interpretative measures, such as semi-structured interviews. These additional methodological procedures would collect qualitative data which are better able to capture, in teachers' own words, their self-perceptions about their ability to teach English and their views on current English language-in-education policy and how policy impacts their teaching practice.

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Appendices

Appendix 1

Auckland University of Technology Ethics Committee (AUTEC)

Auckland University of Technology
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E: ethics@aut.ac.nz
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10 September 2018

Kevin Roach
Faculty of Culture and Society

Dear Kevin

Re Ethics Application: **18/349 The self-perceptions of non-native English teachers in Saudi Arabian schools regarding their ability to teach English and the impact of English language-in-education policy on their teaching practice**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 10 September 2021.

Non-Standard Conditions of Approval

Standard Conditions of Approval

1. A progress report is due annually on the anniversary of the approval date, using form EA2, which is available online through http://www.aut.ac.nz/research/researchethics.
2. A final report is due at the expiration of the approval period, or, upon completion of project, using form EA3, which is available online through http://www.aut.ac.nz/research/researchethics.
3. Any amendments to the project must be approved by AUTEC prior to being implemented. Amendments can be requested using the EA2 form: http://www.aut.ac.nz/research/researchethics.
4. Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.

Please quote the application number and title on all future correspondence related to this project.

AUTEC grants ethical approval only. If you require management approval for access for your research from another institution or organisation, then you are responsible for obtaining it. If the research is undertaken outside New Zealand, you need to meet all locality legal and ethical obligations and requirements. You are reminded that it is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

For any enquiries, please contact ethics@aut.ac.nz

Yours sincerely,

Kate O'Connor
Executive Manager
Auckland University of Technology Ethics Committee

Cc: Habib Alharbi

Appendix 2

The questionnaire

Q1- Please select your age bracket   يرجى تحديد فئتك العمرية
o   20-30
o   30-40
o   40-50
o   50 or above او اكثر
Q2- Please select your gender   يرجى تحديد جنسك
o   Male   ذكر
o   Female   انثى
Q3- What nationality do you hold?   ما هي جنسيتك؟
o   Kingdom of Saudi Arabia   المملكة العربية السعودية
o   Other Arabic speaking country   بلد عربي آخر
o   Non-Arabic speaking country   بلد غير عربي
Q4- Is English your main area of teaching?   هل اللغة الإنجليزية هي مجالك الرئيسي في التدريس؟
o   Yes   نعم
o   NO   لا
Q5- For how many years have you been teaching English?   كم عدد سنوات تدريسك للغة الإنجليزية؟
o   Less than two years   أقل من عامين
o   3- 5 years سنوات ٣-٥
o   6 – 10 years سنوات ٦-١٠
o   11 – 15 years   سنة ١١-١٥
o   16 years or more ١٦ سنه أو أكثر
Q6- For English, what level(s) do you mostly teach?
بالنسبة للغة الإنجليزية، ما هو المستوى (المستويات)الذي /التي تُدرس له /لها في الغالب؟
o   Intermediate متوسط
o   Secondaryثانوي
o   Both intermediate and Secondary متوسط وثانوي
Q7- What is your highest qualification?   ما هو أعلى مؤهلاتك؟
o   PhD   دكتوراه
o   Masters degree   ماجيستير
o   Post graduate diploma   دبلوم الدراسات العليا
o   Bachelors degree البكالريوس
o   Diploma دبلوم
o   No English teaching qualification   ليس لدي مؤهل لتدريس اللغة الإنجليزية
Q8- What is your highest English teaching qualification?   ما هو أعلى مؤهل لديك في تدريس اللغة
الإنجليزية؟
o   PhD   دكتوراه
o   Masters degree ماجيستير
o   Post graduate diploma دبلوم الدراسات العليا
o   Bachelors degree البكالريوس
o   Diploma دبلوم

o   No English teaching qualification ليس لدي مؤهل لتدريس اللغة الإنجليزية

Q9-Where did you obtain your English teaching qualification? من أين حصلت على مؤهلك لتدريس اللغة الإنجليزية؟

o   In Saudi Arabia من السعودية

o   In another Arabic country من بلد عربي آخر

o   Overseas من دولة أجنبية

Q10- In the last 2 years how many professional development courses related to English teaching for have you attended? في السنتين الأخيرتين، كم عدد دورات التطوير المهني المتعلقة بتدريس اللغة الإنجليزية التي حصلت عليها؟

o   None ولا دورة

o   1-2

o   3-4

o   More than 5 أكثر من

Q11. As a teacher in Saudi Arabia, you receive an annual report of your performance, what was the last rate performance? كمعلم في المملكة العربية السعودية، تتلقى التقرير السنوي للأداء الخاص بك، ما آخر معدل حصلت عليه؟

o   90-100

o   80-90

o   70-80

o   Less than 70 أقل من

End of Biodata Question

Q12- How do you rate your speaking skills? كيف تقيم مهاراتك في التحدث؟

o   Impeccable خالية من الأخطاء

o   Good جيدة

o   Below average أقل من المتوسط

o   Poor ضعيفة

Q13- How do you rate your listening skills? كيف تقيم مهاراتك في الاستماع؟

o   Impeccable خالية من الأخطاء

o   good جيدة

o   below average أقل من المتوسط

o   poor ضعيفة

Q14- How do you rate your reading skills? كيف تقيم مهاراتك في القراءة؟

o   Impeccable خالية من الأخطاء

o   good جيدة

o   below average أقل من المتوسط

o   poor ضعيفة

Q15- How do you rate your writing skills? كيف تقيم مهاراتك في الكتابة؟

o   Impeccable خالية من الأخطاء

o   good جيدة

o   below average أقل من المتوسط

o   poor ضعيفة

Q16- Out of the four skills (listening, speaking, reading & writing), which two are your strongest? من بين المهارات الأربعة (الاستماع والتحدث والقراءة والكتابة)، ما الاثنتان الاقوى لديك؟

☐   listening الاستماع

- □ speaking التحدث
- □ reading القراءة
- □ writing الكتابة

Q17- How do you rate your accuracy in spoken English? كيف تقيم مدى الدقة لديك في تحدث اللغة الإنجليزية؟

- o Impeccable خالية من الأخطاء
- o good جيدة
- o below average أقل من المتوسط
- o poor ضعيفة

Q18 18- How do you rate your fluency in spoken English? كيف تقيم طلاقتك في تحدث اللغة الإنجليزية؟

- o Impeccable خالية من الأخطاء
- o good جيدة
- o below average أقل من المتوسط
- o poor ضعيفة

Q19- How do you rate your accuracy in written English? كيف تقيم مدى دقتك في كتابة اللغة الإنجليزية؟

- o Impeccable خالية من الأخطاء
- o good جيدة
- o below average أقل من المتوسط
- o poor ضعيفة

Q20- How do you rate your fluency in written English? كيف تقيم طلاقتك في كتابة اللغة الإنجليزية؟

- o Impeccable خالية من الأخطاء
- o good جيدة
- o below average أقل من المتوسط
- o poor ضعيفة

Q21- How do you rate your accent? كيف تقيم لهجتك؟

- o Impeccable خالية من الأخطاء
- o good جيدة
- o below average أقل من المتوسط
- o poor ضعيفة

Q22- Do you think having a native-like pronunciation is essential to be an effective English teacher?
هل تعتقد أن القدرة على النطق كالمتحدثين الأصلين ضروري لأن تكون معلمًا فعالاً للغة الإنجليزية؟

- o Very important مهمة للغاية
- o somewhat important مهمة إلى حدٍ ما
- o not important really غير مهمة
- o not important at all غير مهمة على الإطلاق

Q23- Do you think having a native-like accent is essential to be an effective English teacher?
هل تعتقد أن إمتلاك لهجه مشابهه للهجة المتحدثين الاصلين ضروري لأن تكون معلمًا فعالاً للغة الإنجليزية؟

- o Very important مهمة للغاية
- o somewhat important مهمة إلى حدٍ ما
- o not important really غير مهمة

o   not important at all غير مهمة على الإطلاق

Your knowledge of English إلمامك باللغة الإنجليزية

Q24- How do you rate your knowledge of English grammar? كيف تقيم إلمامك بقواعد اللغة الإنجليزية؟

o   Impeccable خالية من الأخطاء
o   good جيدة
o   below average أقل من المتوسط
o   poor ضعيفة

Q25- How do you rate your knowledge of English vocabulary? كيف تقيم معرفتك بالمفردات الإنجليزية؟

o   Impeccable خالية من الأخطاء
o   good جيدة
o   below average أقل من المتوسط
o   poor ضعيفة

Q26 26- How do you rate your knowledge of English pronunciation? كيف تقيم معرفتك بنطق اللغة الإنجليزية؟

o   Impeccable خالية من الأخطاء
o   good جيدة
o   below average أقل من المتوسط
o   poor ضعيفة

Q27 27- Do you think it is important to have a native-like proficiency to be a good English teacher? هل تعتقد أنه من المهم أن تكون لديك مهارات مشابهة لمهارات المتحدثين الاصليين للغة الانجليزية لتكون معلم جيد؟

o   Very important مهمة للغاية
o   somewhat important مهمة إلى حدٍ ما
o   not important really غير مهمة
o   not important at all غير مهمة على الإطلاق

Q28 28- Do you think it is essential to know the culture of English-speaking countries for an English teacher? هل تعتقد أنه من الضروري معرفة ثقافة الدول الناطقة بالإنجليزية لمعلم اللغة الإنجليزية؟

o   Very important مهمة للغاية
o   somewhat important مهمة إلى حدٍ ما
o   not important really غير مهمة
o   not important at all غير مهمة على الإطلاق

Q29- Is it okay to have a non-native English accent in the classroom? هل من المقبول ألا تتحدث اللغة الإنجليزية بلهجة الناطقين بها في الفصل الدراسي؟

o   Yes نعم
o   No لا

Q30- Is it ok to use a 'non-standard' variety of English in the classroom? هل يمكن استخدام اللغة الإنجليزية بشكلٍ "غير معتاد "في الفصل الدراسي؟

o   Yes نعم
o   No لا

Q31- List your three strengths as an English teacher: اذكر ثلاثة من نقاط قوتك كمعلم للغة الإنجليزية:

Q32- List your three weaknesses as an English teacher: اذكر ثلاثة من نقاط ضعفك كمعلم للغة الإنجليزية:

Q33- Is the English curriculum helpful in teaching English?
هل منهج اللغة الإنجليزية مفيد في تدريسها؟
o   مفيد للغاية Very helpful
o   somewhat helpful مفيد إلى حدٍ ما
o   not helpful غير مفيد
o   not helpful at all غير مفيد على الإطلاق

Q34- Does the curriculum help in getting students ready for exams?   هل يُفيد المنهج الدراسي في جعل الطلاب مستعدين للامتحانات؟
o   مفيد للغاية Very helpful
o   somewhat helpful مفيد إلى حدٍ ما
o   not helpful غير مفيد
o   not helpful at all غير مفيد على الإطلاق

Q35 35- Does the curriculum help in teaching students listening?
هل يُفيد المنهج الدراسي في تدريس الاستماع للطلاب؟
o   مفيد للغاية Very helpful
o   somewhat helpful مفيد إلى حدٍ ما
o   not helpful غير مفيد
o   not helpful at all غير مفيد على الإطلاق

Q36- Does the curriculum help in teaching students speaking?
هل يُفيد المنهج الدراسي في تدريس التحدث للطلاب؟
o   مفيد للغاية Very helpful
o   somewhat helpful مفيد إلى حدٍ ما
o   not helpful غير مفيد
o   not helpful at all غير مفيد على الإطلاق

Q37- Does the curriculum help in teaching students reading?
هل يُفيد المنهج في تدريس القراءة للطلاب؟
o   مفيد للغاية Very helpful
o   somewhat helpful مفيد إلى حدٍ ما
o   not helpful غير مفيد
o   not helpful at all غير مفيد على الإطلاق

Q38- Does the curriculum help in teaching students writing?
هل يُفيد المنهج الدراسي في تدريس الكتابة للطلاب؟
o   مفيد للغاية Very helpful
o   somewhat helpful مفيد إلى حدٍ ما
o   not helpful غير مفيد
o   not helpful at all غير مفيد على الإطلاق

Q39- How do you rate your understanding of the English language-in-education policies?
كيف تقيم فهمك لسياسات تدريس اللغة الإنجليزية في التعليم؟
o   Impeccable خالية من الأخطاء
o   good جيدة
o   below average أقل من المتوسط
o   poor ضعيفة

Q40- Do current policies have a positive effect on your teaching?

هل للسياسات الحالية تأثير إيجابي على تدريسك؟

o   Yes نعم

o   Somewhat إلى حدٍ ما

o   No لا

o   Not sure about the answer لست متأكدًا من الجواب

Q41- Do you think the current policies need to be modified?

هل تعتقد أن السياسات الحالية تحتاج إلى تعديل؟

o   Yes نعم

o   Somewhat إلى حدٍ ما

o   No لا

o   Not sure about the answer لست متأكدًا من الجواب

Q42- Generally speaking, do you think native English-speaker teachers are better than non-natives?

بشكلٍ عام، هل تعتقد أن المعلمين الناطقين باللغة الإنجليزية أفضل من غير الناطقين بها؟

o   Always true صحيح دائمًا

o   Sometimes true صحيح في بعض الأحيان

o   Not true غير صحيح

o   Not true at all غير صحيح على الإطلاق

Q43- Generally speaking, do you think non-native English-speaking teachers are better than native English-speaker teachers?

بشكلٍ عام، هل تعتقد أن المعلمين غير الناطقين باللغة الإنجليزية هم أفضل من المعلمين الناطقين بها؟

o   Always true صحيح دائمًا

o   Sometimes true صحيح في بعض الأحيان

o   Not true غير صحيح

o   Not true at all غير صحيح على الإطلاق

Q44- In the Saudi context, do you think Saudi teachers would be better than native English-speaker teachers?

في السياق السعودي، هل تعتقد أن المعلمين السعوديين سيكونون أفضل من المعلمين الناطقين باللغة الإنجليزية؟

o   Always true صحيح دائمًا

o   Sometimes true صحيح في بعض الأحيان

o   Not true غير صحيح

o   Not true at all غير صحيح على الإطلاق

Q45- As a non-native English speaking teacher do you feel judged by native teacher standards?

كمعلم غير ناطق باللغة الإنجليزية هل تشعر أنه يتم تطبيق معايير الحكم على المعلم الناطق باللغة عليك؟

o   Yes نعم

o   Sometimes في بعض الأحيان

o   No لا

o   Not sure about the answer لست متأكدًا من الجواب

Q46- In your opinion are you as good at teaching English as a native English-speaker? من وجهة نظرك، هل أنت جيد في تدريس اللغة الإنجليزية مثل المعلمين الناطقين بها؟

o   Yes نعم

o   No لا

Q47- Do you think your students would prefer to be taught by native English-speaker teachers?

هل تعتقد أن طلابك يفضلون تدريسهم من قبل متحدثين اصليين للغة الإنجليزية؟

o   Yes نعم

o   No لا

Q48- Do you prefer to be addressed as a 'non-native English-speaker teacher' or a 'bilingual English teacher'?

هل تفضل أن تتم الاشاره إليك كمدرس "غير متحدث أصلي للغة الإنجليزية "أو "مدرس ثنائي اللغة"؟

o   Non-native English-teacher غير متحدث أصلي للغة الإنجليزية

o   Bilingual English teacher مدرس ثنائي اللغة

Q49- Would you be as confident teaching in an English-speaking country as you are in Saudi Arabia? Please state your reasons. هل ستكون واثقاً من التدريس في دولة ناطقة باللغة الإنجليزية كما تدرس في المملكة العربية السعودية؟ يرجى ذكر أسبابك

o   Yes نعم

o   No لا

A The reasons: الأسباب

....

Q50- Is there anything you would like to add?   هل هناك أي شيء تود إضافته؟

Appendix 3

AUT

Invitation to participate in a research study

Topic: The views of English language teachers in Saudi intermediate and secondary schools

Greetings. My name is Habib Alharbi and I am a Saudi student completing my Masters of Arts (Applied Language Studies) at the Auckland University of Technology, New Zealand. I invite you to participate in my study.

What is the study about?.
I am interested in the views of English language teachers in Saudi schools. I also am a Saudi school teacher.

How can you volunteer?
This part of my study involves an electronic survey. You can access the survey by going to this website address: ***********

It is an anonymous survey so no-one will know who you are. The survey will first ask some background questions, such as age, gender, experience and qualifications. It will then ask about your views on teaching English in Saudi schools and on current English language policies in Saudi Arabia.

When you access the online survey there is some more information about the study.

The survey will take about 30 minutes of your time. Almost all questions are multiple choice.

Thank you for your time

الموضوع: آراء معلمي اللغة الإنجليزية في المدارس الثانوية السعودية

السلام عليكم ورحمة الله وبركاته. اسمي حبيب الحربي وأنا طالب سعودي أُكمل دراسة الماجستير في الآداب (الدراسات اللغوية التطبيقية) في جامعة أوكلاند التقنية، في نيوزيلندا. أدعوكم للمشاركة في دراستي.

ما هو موضوع الدراسة؟

أنا مهتم بمعرفة آراء معلمي اللغة الإنجليزية في المدارس السعودية. حيث أنني أعمل معلمًا في إحدى المدارس السعودية.

ما المطلوب منك كمتطوع؟

يتضمن هذا الجزء من دراستي استبيانًا إلكترونيًا. يمكنك الدخول إلى الاستبيان بالنقر على هذا الرابط:

****

لا يتطلب هذا الاستبيان الكشف عن هويتك وبالتالي لن يتمكن أحد من معرفة من تكون. يأتي في مقدمة الاستبيان بعض الأسئلة المتعلقة بالمعلومات الأساسية، مثل العمر والجنس والخبرة والمؤهلات. ثم هناك بعض الأسئلة المتعلقة برأيك في تدريس اللغة الإنجليزية بالمدارس السعودية وفي سياسات تدريس اللغة الإنجليزية الحالية المتبعة في المملكة العربية السعودية.

ويمكنك الإطلاع على مزيدٍ من المعلومات الخاصة بالدراسة عند الدخول إلى الاستبيان الإلكتروني.

ستحتاج إلى حوالي 20 دقيقة من وقتك للإجابة على الاستبيان. جميع أسئلة الاستبيان تقريبًا هي عبارة عن أسئلة الاختيار من متعدد.

نشكركم على وقتكم

Appendix 4

Participant Information Sheet

Electronic Survey

AUT
TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU

The self-perceptions of non-native English speaking teachers in Saudi Arabian schools about their ability to teach English and their understandings of how English language-in-education policy impacts on their teaching practice.

My name is Habib Alharbi and I am a Saudi student completing my Masters of Arts (Applied Language Studies) at the Auckland University of Technology, New Zealand. As part of my master's thesis in Applied Language Studies, I invite you to participate in a study about English language teachers in Saudi schools. This part of my study involves an anonymous survey. You will not be disadvantaged in any way if you do not choose to participate in this research.

What is the purpose of this research?
The study has two aims: (1) to investigate your perceptions about teaching English and (2) to find out your understanding of current English language policy in Saudi Arabia and this how these polices might impact on your teaching of English.

How was I identified and why am I being invited to participate in this research?
You have responded to my advertisement and have accessed the online site (Qualtrics) where I have the questionnaire. This Information Sheet is on page 1 of the questionnaire. You were invited to participate in this research if you are a non-native English speaking teacher of English in a Saudi Arabian secondary school.

What will happen in this research?
Please respond to my questionnaire by answering the questions. The questions are in English and Arabic. The questions ask about your English language background, about your teaching of English and about your knowledge of English language policy in Saudi Arabia, and how his impacts on your teaching practice. The questions are mostly multi-choice. Doing the questionnaire will take will take about 30 minutes of your time.

What are the discomforts and risks?
None. The survey is anonymous. No-one will know who you are

How will these discomforts and risks be alleviated?
There are no discomforts or risks

What are the benefits?
My study is about English language teaching in Saudi Arabia. Your participation in the study will enable you to reflect on your teaching of English and the policy context in which you work. This reflection has the potential to improve your teaching.

How will my privacy be protected?
The survey is anonymous. No-one, including myself, the researcher, will know who you are.

What are the costs of participating in this research?
There will be no direct cost to you during the research. In total it will take up about 30 minutes of your time.

What opportunity do I have to consider this invitation?
My advertisement asked for volunteers for my study. The advertisement noted that you had up to four weeks to volunteer.

How do I agree to participate in this research?
You agree to participate in the research by completing the anonymous survey

Will I receive feedback on the results of this research?
A summary of the survey findings can be found at: ******

What do I do if I have concerns about this research?
Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor:

Kevin Roach, Auckland University of Technology, Auckland , New Zealand
kevin.roach@aut.ac.nz, +64 9 921 9999 ext 6050

Concerns regarding the conduct of the research should be notified to the Executive Manager of AUTEC: Kate O'Connor, ethics@aut.ac.nz , +64 9 921 9999 ext 6038.

Whom do I contact for further information about this research?
Kevin Roach: kevin.roach@aut.ac.nz +64 9 921 9999 ext 6050

Researcher Contact Details:
Habib Alharbi: doob06@live.com

Project Supervisor Contact Details:
Kevin Roach kevin.roach@aut.ac.nz +64 9 921 9999 ext 6050

معلومات تخص المشارك

الاستبيان الإلكتروني

التصورات الذاتية للمعلمين غير الناطقين باللغة الإنجليزية في مدارس المملكة العربية السعودية حول قدرتهم على تدريس اللغة الإنجليزية وفهمهم لمدى تأثير سياسة تعليم اللغة الإنجليزية على ممارساتهم للتدريس.

اسمي حبيب الحربي وأنا طالب سعودي أكمل دراسة الماجستير في الآداب (الدراسات اللغوية التطبيقية) في جامعة أوكلاند التقنية، في نيوزيلندا. وكجزء من أطروحة دراستي للماجستير في الدراسات اللغوية التطبيقية، أدعوكم للمشاركة في دراسة حول معلمي اللغة الإنجليزية في المدارس السعودية. يتضمن هذا الجزء من دراستي استبيانًا مجهول الهوية. لن تخسر أي شيء إذا اخترت عدم المشاركة في هذا البحث.

ما الغرض من هذا البحث؟

هناك هدفان لهذه الدراسة هما: (1) معرفة آرائك بشأن عملية تدريس اللغة الإنجليزية (2) معرفة مدى فهمك للسياسة الحالية لتدريس اللغة الإنجليزية في المملكة العربية السعودية وكيف يمكن أن تؤثر هذه السياسات على تدريسك للغة الإنجليزية.

كيف تعرفت عليّ ولماذا قمت بدعوتي للمشاركة في هذا البحث؟

لقد قمت بالرد على إعلاني ودخلت إلى الموقع الإلكتروني (Qualtrics) وهو الموقع الذي يوجد به استبياني. تتواجد صحيفة المعلومات هذه في الصفحة 1 من الاستبيان. أنت مدعو للمشاركة في هذا البحث إذا كنت معلمًا للغة الإنجليزية لغير الناطقين بها في إحدى المدارس الثانوية في المملكة العربية السعودية.

ماذا سيحدث في هذا البحث؟

يُرجى الإجابة على استبياني من خلال الإجابة على الأسئلة. الأسئلة موجودة باللغتين الإنجليزية والعربية. تدور الأسئلة حول خلفيتك في اللغة الإنجليزية، وحول تدريسك للغة الإنجليزية، وحول معرفتك بسياسة تدريس اللغة الإنجليزية في المملكة العربية السعودية، ومدى تأثيرها على ممارسات التدريس لديك. معظم الأسئلة عبارة عن أسئلة الاختيار من متعدد. ستحتاج إلى حوالي 30 دقيقة من وقتك للإجابة على الاستبيان.

ما الفوائد من وراء ذلك؟

تدور دراستي حول تدريس اللغة الإنجليزية في المملكة العربية السعودية. ستمكّنك مشاركتك في الدراسة من التفكير بشأن تدريسك للغة الإنجليزية وسياق السياسة الذي تعمل بناءً عليه. وهذا التفكير من شأنه أن يحسن من عملية التدريس لديك.

كيف سيتم حماية خصوصيتي؟

لا يحتاج الاستبيان إلى الكشف عن الهوية، ولن يتمكن أحد من معرفة من تكون، بما في ذلك أنا، الباحث.

ما هي تكاليف المشاركة في هذا البحث؟

لن تتحمل أي تكلفة مباشرة أثناء مشاركتك في هذا البحث. كل ما ستتكلفه حوالي 20 دقيقة من وقتك.

كيف أوافق على المشاركة في هذا البحث؟

أنت توافق على المشاركة في البحث من خلال الإجابة على الاستبيان.

هل سأحصل على تغذية راجعة بشأن نتائج هذا البحث؟

يمكن أن تحصل على ملخص لنتائج الاستبيان على هذا الرابط: *******.

ماذا أفعل إذا كان لدي مخاوف بشأن هذا البحث؟

ينبغي إخطار المشرف على المشروع في المقام الأول بشأن أي مخاوف تتعلق بطبيعة هذا المشروع:

كيفين رواش,Kevin.roach@aut.ac.nz, +64 9 921 9999 ext 6050

أو التواصل باللجنة الأبحاث الأمنية

Kate O'Connor, ethics@aut.ac.nz , 921 9999 ext 6038.

كيفية الحصول على مزيد من المعلومات حول البحث؟

كيفين رواش, Kevin.roach@aut.ac.nz, +64 9 921 9999 ext 6050

تفاصيل التواصل مع الباحث:

حبيب الحربي, doob06@live.com

تفاصيل المشرف المسؤول على هذا البحث:

كيفين رواش, Kevin.roach@aut.ac.nz, +64 9 921 9999 ext 6050

تمت الموافقة على هذا النموذج من قبل لجنة الأخلاق في جامعة أوكلاند التكنولوجية.