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Examining Student Motivation in Saudi Arabia

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Abstract

Every year, thousands of people from all over the world travel to Saudi Arabia to teach

English. As well, yearly, thousands of Saudi students receive a large portion of their English

education from these expatriate teachers. Despite the millions of dollars spent on this

educational process, the linguistic impact suffers greatly from a lack of understanding

between teacher and student, often caused by undiscussed misconceptions. This paper is

written in an effort to open a dialogue about the problems of motivation in the Saudi college

and university prep-year programs. It analyzes student motivation using three different

research techniques, and posits solutions to increase student performance at both the

institutional and classroom level.

In particular this paper asks the question of how much effect a foreign teacher can have

on any one student given the vast differences that can exist between them. It seeks to situate

the effect of a teacher on a student's life amongst the effect of other factors that come into

play including friends, family, educational background, socioeconomic class and religion.

The results of the research are both expected and surprising, and imply a number of

adjustments that can improve the educational experience for all stakeholders.

ERIC Descriptors:

Classroom Techniques

Cross Cultural Studies

Cultural Awareness

Cultural Differences

Cultural Context

Instructional Improvement

Intercultural Communication

Teacher Attitudes

Teacher Effectiveness

Teaching Conditions

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Introduction

"Saudi students are lazy." This is the mantra that was already familiar to me, even before I arrived in Saudi Arabia in late September 2011, on a fellowship program to teach English as a foreign language. Colleagues who had lived in the Kingdom of Saudi Arabia before shared this with me prior to my arrival, as did friends. However, it was not the only time I was to hear this mantra. Throughout my first year in the Kingdom, this maxim was repeated so many times by such a variety of teachers working for a number of different universities and schools, that it had become, essentially, an expat teacher proverb.   Even people trained in intercultural communication tended to fall into this trap.

A number of explanations are given for this assumption of the "lazy Saudi student." Some suggest that because of the number of maids, children were never taught to be responsible. Others point out that because many students will be taken care of their whole lives, they see no need to work hard. Many note that this lack of hard work ethic is endemic in professional life as well, where most Saudi workers take multiple breaks throughout the day, and absolutely refuse to enter into a job that does not already have a corner office. They ask how the young are supposed to know better, when their elders have not properly trained them. In the end, though, no matter the reason given, all suppositions rely on the underlying assumption that Saudis are simply too rich.

This Independent Professional Project was a chance to problematize these statements and assumptions, and understand what was actually going on with the Saudi student-expat teacher interaction at the university level. Contrary to what the "lazy Saudi student" mantra purported, it seemed rather amazing to me that so many men and women, who were so unlikely to ever leave their country for any extended length of time, made the effort to study English so thoroughly. This was especially true of the women I taught, who were even more constricted in their worldly interactions by religious and cultural propriety. I find it fascinating that a country often taken to be one of the most closed-off to the world spends so much effort to give its children such an

international education.

    In the end, though, this paper is not about the country as a whole. Nor is it about the particular university being used as a research point. Nor is it about any department within that university. Instead, it is about students' perspectives about themselves, and how much teachers understand those perspectives. I believe these statements about "laziness" boil down to a real cultural misunderstanding of motivation.

    So often, when asking about students' motivations in the Middle East, we can see studies which only take into consideration the opinions of the teachers. These surveys discuss what instructors do to motivate their students, and what they perceive to be the impact of their efforts.

    The underlying concept here is to reverse this pattern of inquiry. Instead, students should be considered as the experts in the discussion about what motivates them. We should consider, from their perspective, the impact of different endeavors to increase student motivation. As teachers we are part of the discussion, and in many respects, because of our longer life experience, we will see things that will not be obvious to our students. Nevertheless, it is also our responsibility to know where our understanding of our students' motivation inevitably falls short. We need to use those misperceptions to design training that can help acclimatize future expat instructors into Saudi culture and society. We also need to use our knowledge, developed from a discussion of past misunderstandings, to apply new techniques within the classroom ourselves. Before going further, though, I will define some important parameters surrounding this conversation.

Important Definitions

    The word motivation comes from the Latin word movere, meaning "to move." What moves a Saudi student to act in a certain way, to study one subject diligently while neglecting the study of another, to persist despite setbacks in one class, while being completely derailed by similar obstacles in another? Dornyei and Ushioda have pointed out that these concepts lie at the heart of motivational research in general, and so too do these questions lie at the heart of my research

(2011). My research is not about motivation in general though, it is situated very squarely in the Kingdom of Saudi Arabia, and motivational factors which exist there. In particular, I am interested in my students' reasons for studying English as a foreign language, what they believe makes their language learning successful, and how that correlates with what their teachers believe makes language teaching successful. In the literature, study of motivation in Saudi Arabia is more rarely researched or reported than most other geographical locations. I will use the information I gather from this enterprise, to suggest training programs that may help institutions better prepare future ESL (English as a Second Language) teachers for entering the Kingdom, and to suggest classroom methods which even experienced EFL (English as Foreign Language) teachers in the Kingdom may use.

Background Information

The modern-day Kingdom of Saudi Arabia is a relatively young country, with an impressive history of expanding educational opportunities. It was founded in 1932 by Abdulaziz bin Saud. When the country was established, only the children of wealthy families in major cities were able to access formal education. Today, the country's education system consists of 24 public universities and eight private ones, as well as 25,000 schools and a large number of colleges and technical institutes. The first government-funded school for girls was established in 1964. Today, women make up more than half of the 5 million students in schools and universities around the country (Information Office of the Royal Embassy of Saudi Arabia, Washington D.C., 2013).

Saudi women face legal and cultural restrictions in many aspects of their everyday lives. They cannot leave the house without covering up, and they are not permitted to drive a vehicle. For cultural and religious reasons they are encouraged to stay home, and legally they are not allowed to work or travel without permission from their male guardian. As a result, while they make up almost 60% of Saudi university graduates they comprise only 17% of the job market (Watson, 2012).

Such obvious restrictions on women's movements also puts a great deal of pressure on men. Men have a high level of responsibility in society, and they are often late to work or school because they are taking care of a female family member's needs. In addition, they generally marry late because it takes time to gather the money and resources necessary to marry, to look after their wives, and to provide for their children.

While such obvious cultural and legal differences from most of the rest of the world affect how Saudi men and women approach their university education, the most common mistake foreign English instructors make when interacting with their Saudi students is assuming that they feel in any way oppressed. On the contrary, many Saudi women feel privileged to be in their society which they feel values them enough to look after them so well.   They do not understand why women in other countries would want to be troubled by the worries and cares of driving or working, when they could choose to be protected from such concerns. Many Saudi men also feel proud of their ability to take care of their female family members. They honor their wives by protecting them from the worries of financial planning and driving on difficult desert roadways. In essence, most Saudi students do not feel held back by their own societal beliefs. Instead, cultural clashes arise and affect their classroom experience because of the need to defend those principles while under the tutelage of their expatriate teachers.

It would be wrong to characterize students coming in to university in Saudi as inexperienced in interacting directly with those of another culture. Saudi Arabian students interact from a young age with foreigners. It is estimated that about 89% of Saudi households have at least one maid (Al-Seghayer, 2012). Wealthier households can employ many domestic workers, and it is not uncommon to see students in Saudi Arabia followed to school with maids carrying their handbags and books. In addition, many students from wealthier families have been abroad, often to Dubai, but sometimes to London, Paris, or other European locations.

Nevertheless, these types of interactions do not necessarily bring about the type of intercultural competence that one might think it would. Maids and domestic workers in Saudi

Arabia are generally not well-respected, and are in an inferior position to their employers. Thus, when cultural miscommunication occurs, it is most often the domestic worker who suffers the brunt of the negative effects of the outcome. On the other hand, at the collegiate- and university- level, a Saudi student's position is reversed: they now have to bear the brunt of the misunderstandings of their superiors. This is where the negative effects of cultural misperceptions on work ethic and motivation can most directly inhibit a student's progress in their language goals.

Shaw's dissertation about American educational practices and their effect on Saudi students is relevant literature in this case (Shaw, 2009, p. 209). She cites Saudi students' struggle with intercultural competence, and how it negatively affects their work in the classroom. It is not a concept that she believes they are able to acquire in Saudi Arabia alone. In particular, she mentions that Saudi students in the classroom find American educational practices and culture to be "different, sometimes challenging, and often marginalizing" (Shaw, 2009, p. 225). It is not difficult to imagine why Saudi students would struggle at the university-level if they feel marginalized by teaching methods and styles which are unorthodox and incomprehensible, when compared to their upbringing.

While her work centered on Saudi students in an American classroom, this work will discuss Saudi students in a Saudi classroom. Nevertheless, the classroom which is the subject of discussion here, is related because it still has many Western-imposed values.

In particular, some important aspects of the culture clash between teachers and students have to do with low-context Western values of the teachers clashing with high-context Arabic upbringing of the students. Low-context cultures are often defined as "highly individualized" (Hall, 1976). They emphasize individual agency as the deciding factor in any situation, and are often quite decentralized. High-context cultures, on the other hand "expect more of others" (Hall, 1976). Those in positions of authority are "personally and truly (not just in theory) responsible for the actions of subordinates" (Hall, 1976). A good example of the stress this places on student-teacher relationships was given by another instructor at this Riyadh university. He pointed out that students

perceived a good teacher as someone who "will most likely lead them confidently, tell them how to get a good grade, motivate and convince them to work hard and, finally, negotiate and collaborate with them on rules, grades, etc." (Abdal-Sabur, 2011). Further, he went on to describe one of his great struggles with Saudi students being that "I expected their motivation to come from inside them, whereas they expected me to motivate them" (Abdal-Sabur, 2011).

Instead of student success relying on treating Saudi students the same as any student, both he and I came to similar conclusions that, above all, students in Saudi Arabia believe that interaction with a teacher should be in many ways about negotiation. They do not deal with conflict well, like, for example, the conflict inherent in the inability to negotiate a grade they like, their attendance, or project due dates. As a result many find classroom rules arbitrarily set, and reject them as culturally oppressive overtures.

The research in this paper is done on female students from the ages of 18-27, at a private university in Saudi Arabia. The students involved in the Support Program (to be fully explained below), and the students participating in the online survey, are taking their English at a preparatory-year program (PYP). This PYP is a year-long series of courses meant to prepare them for the English-medium university which they will be attending following completion. A PYP is also designed to help bridge the gap between the study skills, critical thinking skills, and work ethic required to succeed in public high schools, and the ones necessary to succeed at university. The two students involved in the case study are upperclassmen, who were a part of the prep-year program but have now moved on to regular academic courses.

Rationale

As the world becomes one "global village" more and more ESL teachers from one country are moving to teach English in another. Understanding differing societal motivational factors, and the way they impact the relationship between expatriate teachers and foreign national students, is very important. I have taught in the United States, Tanzania, Zanzibar, Korea, The Republic of

Georgia and Saudi Arabia. I noticed that while geography, religion, culture, socioeconomic status, and gender roles vary greatly, issues of motivation remain, and the foreign teachers misunderstanding of their students' motivation is widespread.

Saudi Arabia is one of the clearest places to examine this difference, because it involves the interaction between cultures which are quite isolated from each other, though they work together daily. Educational institutions are segregated, and while female teachers may, by necessity, have some small interaction with male faculty and students, male English instructors will never speak to female staff or students. Most expats who teach live together in isolated sections of the city known as compounds, or in expat-designated housing complexes. Opportunities to learn Arabic are extremely limited due to expense, and, for women, due to lack of qualified teachers and socially acceptable locations in which to hold classes. Cultural and religious stigmas are strong and present in both communities, isolating both cultures from each other. In addition, governmental pressure, in the form of affirmative action programs to employ educated Saudis in the workforce instead of expatriates, accounts for some professional distrust between foreigners and Saudi nationals.

It should be noted that, in addition, there is a cultural isolation between those expatriates who have skilled jobs in Saudi society, and those who are employed in positions of unskilled labor. Maids, construction workers, and waste cleanup specialists occupy a third sect in Saudi society. While both expatriate communities are isolated from traditional Saudi society, they are, in addition, isolated from each other. They do not live or work together, and are not treated the same in the legal system. While the research in this paper focuses on delving into misperceptions that exist between Western nationals and Saudis, these differences are not representative of expatriates from Third World countries in East Asia and the Maghreb. Further research is necessary to analyze how citizens from those countries and Saudi perceive and interact with each other.

Situating the Research Approach in the Motivational Literature

In the field of motivational research, there are a great number of theories discussing the

nature of motivation. One of the few things they all agree upon is that motivation involves the direction and magnitude of human nature. As a researcher, I focus on pragmatic theories which have real-world results. While it is a mistake to think that outcomes necessarily reflect the level of motivation of any one student, it is certainly a more concrete way of assessing motivation than putting arbitrary numbers to direction and magnitude. In addition, it is generally accepted that the reason to study motivation relies on the desire to increase positive learning outcomes, and decrease negative ones.

Robert Gardner is a respected name in motivational research, and his influence is felt throughout it. His socio-educational model has statistically been able to predict results. "In the socio- educational model, motivation to learn the second language is viewed as comprising three elements – effort, desire, and positive affect" (Gardner, 2001). While outcomes may be most accurately predicted by this model, I still avoid it in the study below because I am not trying to predict grades with this study. Cultural bias is, instead, what I seek to discuss. I contend that Gardner, in formulating his Attitude/Motivation Test Battery, has relied on implicit assumptions about culture and society, which may be appropriate in the Western world, but do not necessarily translate to Arabic culture. Instead, this study seeks to bring to light those aspects of motivation which are often left undiscussed, and are assumed to be similar. I assert that, once we can start discussing the numerous implicit beliefs we carry around about our cultural counterparts, we can start discussing how that affects our teaching and learning.

Two other theories of motivation are worth noting (and discarding) here. Expectancy-Value Theory purports that an individual's motivation to begin particular undertakings and their accomplishment and tenacity can be explained by their "expectations of how well they will do on the task and how much they value its achievement" (Dornyei & Ushioda, 2011). I discard this option for two reasons. First, because Saudi women's prevalence at Saudi universities, but absence from the Saudi workplace, I believe, gives lie to the idea that English will have a future value for them. Their success or failure in English seems, rather, to be related to other aspects. While I

concede that their expectation of their own success likely affects their level of effort in their L2,

Kuhl's Action Control Model presents another valid critique of Expectancy-Value Theory. Kuhl

points out that humans regularly engage in certain poor behaviors while knowing that there are

other, more positive alternatives that can be performed (MacIntyre, MacMaster, & Baker, 2001).

Nevertheless, Kuhl also suffers as a useful tool in this context because his Taxonomy of Action

Control is too structured and theoretical to address the practical realities that students and teachers

need to address in the Kingdom.

Attribution Theory, on the other hand, is a way of approaching motivational research that

seems to best address this situation. Its main principle is that "causal attributions one makes of past

successes and failures (i.e. inferences about why certain outcomes have occurred) have

consequences on future achievements and strivings" (Dornyei & Ushioda, 2011). This theory works

well because it is important to discuss motivation in the terms that the people who are affected by

that discussion define motivation. It allows student motivational factors to be more dynamic and

not confined to what I want to discuss, but instead defined by what students want to tell me. Also,

Attribution Theory, unlike most other theories, combines cognitive and affective details in an

integrated framework. While this paper will not have the time to address students' personal

anxieties and their effect on learning, it is hoped that, by choosing this approach for the research,

such results will be integrated nonetheless.

As researchers, we tend to assess motivation in one of two ways: either we rely on the self-

evaluation of a learner, or we ask them to perform some mini-task, and then make inferences from

the results (Dornyei, 2010). This study will use self-evaluation, as well as analyzing and making

inferences from data on student performance. I maintain, too, that whether the actuality of students'

perceptions are true is not necessarily as important as the fact that they perceive them to be true.

Their perception influences their actions. Therefore, we, as teachers, must work within the realm of

these perceptions.

For my research focus I asked the following questions:

      1) How much do students perceive teachers as having an effect on their learning English, and is this effect justified by any data?

      2) What misconceptions do teachers hold about students' motivations?

      3) What are ways that we can correct these misunderstandings and improve English education in the Kingdom?

In Inbar, Schmidt, and Shohamy's published study (2001), whether or not the students chose or were assigned to take a course is of less relevance than the fact that they took it. Thus, when I am interpreting data, I will primarily be focusing on motivating factors that help students to succeed within a course. Nevertheless, while motivation which causes you to begin a course of actions is not necessarily that which causes you to continue, initial orientation can affect what you attribute to your success or failure within that course, because it colors how you view what you have done. Therefore, in the case study I have explored this line of inquiry, albeit lightly.

Throughout the study I ask students to what they attribute their success in their courses, and to what they attribute their failure. These factors I consider the *positive motivating factors,* or the *negative motivating factors*. I do not ask students directly what they consider as motivating factors because I believe the definition of motivation is subjective to each person's and culture's perspective, so answers would be unclear and unfocused if examined from this angle. Instead, I consider motivating factors to be things which an individual considers either to positively or negatively influence their results in a class. In essence, I agree that "motivation concerns the fundamental question of why people think and behave as they do, and we should never assume that we know the full answer" (Dornyei, 2010). By asking students what they believe influences their success and failure, I believe we can infer useful insights into motivation.

This study will mirror, in many ways, the work put forth by Williams, Burden and Al-Baharna

in their study of Bahraini students (2001). With two countries so closely connected, and questions so closely similar, results of this paper are expected to be similar. Nevertheless, the underlying focus of my work is the effect that foreign teachers in Saudi Arabia can have on their students' successes and failures – and, therefore, the responsibility they have to do more to cross cultural boundaries. As a result, our conclusions will differ.

Limitations

This paper will be limited in many ways, some of them quite obvious and some of them less so. While the limitations will not hinder the overall worth, they are points to consider when thinking about the nature of the conclusions. It is hoped that acknowledging these limitations will allow future researchers to expand the study of motivation in Saudi Arabia.

First, motivation is not a static concept, but this work does not have the space to properly consider changes in motivational factors over time. From experience, we all know how motivation to succeed at a particular task can grow or diminish. In addition, as mentioned before, the motivational reasoning which causes a student to begin a project is not the same as that which causes one to succeed or fail at it (Ofra, Donitsa-Schmidt, & Shohamy, 2001). In my own teaching experience, I have noticed students' attitudes towards the class regularly change from week to week. Thus, I must acknowledge that this study only reflects the dynamic of students' motivations at a certain time in their life, and in their learning career. A longitudinal study would be worthwhile and an insightful way to analyze motivational changes over time.

Second, I am examining motivational factors in the classroom from a cultural perspective, and am not considering the many other factors that can affect a student-teacher relationship; or rather, the value that a student will attribute to that relationship. It is widely understood by educators that as proficiency in any subject changes a student's relationship with their teacher changes. To more fully understand motivational factors of students in Saudi Arabia, students should be leveled into proficiencies and given the survey again. In addition, learning styles

themselves differ from student to student. A style war between a teacher and students can affect how much value a student positively attributes to a teacher or negatively so, and should not be considered cultural, only personal. Finally, a student having undeveloped learning strategies to deal with the affective dimensions in a classroom can also influence the student-teacher relationship, both positively and negatively. These factors can have little to do with the teacher or the culture, but can have a large impact on a student's impression of the class.

Third, Dornyei wisely points out that "research evidence points to the conclusion that language aptitude has a robust effect that is not restricted to specific teaching methodologies" (2010). So, to more objectively draw inferences from students' attributions, their language aptitude should be tested. In addition, examining grades of students who are finishing courses with one teacher, respective to their grades from other teachers and at other levels, would situate their proficiency into the overall discussion.

Fourth, the research participants have been from one private university in Saudi Arabia. A style war between students' learning objectives and curriculum-mandated teaching objectives may result in devaluing school curriculum in a way that is also not cultural, only individual. In addition, students who are not aware of curriculum-mandated teaching objectives may attribute this style war as something entirely related to poor teaching form. Individuals are not objective observers of their own motivations, and thus motivational attributions cannot be expected to always be honestly assessed. Furthermore, the students interviewed in the cross-sectional study are too limited to be statistically significant.

Finally, in here I will not discuss the area of personality and language learning, because I find the effect of personality traits on language learning to be debatable. Throughout my career, I have observed that while some obvious extroverted traits are valued and encouraged in many classrooms – e.g. raising your hand, asking questions, offering answers – the line which divides positive class participation from negative is so thoroughly subjective, that as much as some traits are encouraged in certain classroom, I have anecdotally found them to be discouraged in others.

Scientifically, according to some surveys, "more than 83% of the teachers rated the good language learner to have prominent personality features and 11 traits were found to yield consensual agreement" (Dornyei, 2010). Nevertheless, Dornyei concedes that such results have either not been replicated in other studies, or can be counter-balanced by research which fails to find any significant correlations between personality traits and language success (2010). These inconclusive results lead me to leave personality traits out of my considerations, though a more thorough deliberation of attributions might require further attention to such individual differences.

Outline of Entire Paper

In chapter one, I will discuss the English Support Program at one particular private university in Riyadh. I will use the data from the Support Program to track how students struggle in academics and motivation over time, and how that relates to the teachers, their schedules, their classes, and their level of support for those struggling students. I will begin addressing my first research question in this section.

In chapter two, I will provide the results of the two parts of my classroom-based research. This will be what the students thought about their own motivation, and what the teachers thought of the students' motivation. I will continue discussing the first research question in this section. Further, I will start discussing the second research question in this section.

In chapter three, I will provide two case studies which give anecdotal evidence about the subject of student motivation. I will ask the participants in depth about their particular experiences and what they believe motivates them. I will relate this information to what has already been learned from the survey and see if it agrees or disagrees with the conclusions that have already been drawn with regards to the first and second research questions.

In chapter four, I will address the third research question. I will suggest training methods that may help future teachers coming to Saudi Arabia to better understand their students, and for those students to thus have better English success in the classroom. In addition, I suggest

professional development activities that could benefit experienced expatriate teachers in Saudi Arabia. These proposals are specifically oriented towards prep-year programs in Saudi colleges and universities, and are intended to improve the educational outcomes for all involved.

In the conclusion, I will review what has been discussed, and its implications. In addition, I will discuss what I could not complete. Further, I will consider new points of view that I discovered and describe how my perspective changed as a result of this research. My sincere hope is that further research will build and expand on what is demonstrated here.

Chapter 1: The Support Program

Before any discussion begins on students' attributions for success or failure, objective data should be considered. The Support Program of this particular university is an excellent source for raw data because its information is online and available, starting from 2010 to 2012. Unprocessed data from the Support Program is also useful supplemental information, because it helps to give another perspective. While the rest of the data will be concerned with students' own attributions to their success or failure, the Support Program data will be drawn from facts and figures solely. Resulting information will be from a faction of students not surveyed in the following chapters, many of whom have already left the prep-year program. In addition, it will represent the demographic of students who struggle at learning English. This may be due to lack of linguistic talent, lack of preparation, lack of sufficient motivation, or other considerations. These students, in general, are less likely to be properly covered by the online survey which is discussed in the chapters that follow, because the nature of answering a survey requires a level of opportunity, motivation, and linguistic skill that they may not possess.

Before beginning discussion of the Support Program statistics, it is necessary to discuss the nature of the Support Program. As with many similar universities in the area, this Riyadh university is an English-only medium of education. The university helps prepare its students for the level of fluency necessary to study other subjects in academic English, by having a PYP, which is an Intensive English Program (IEP) designed to teach English for academic purposes (EAP).   The Support Program at this Riyadh university is meant to give extra training for the PYP students who struggle to finish their ESL classes, improve their English, and move forward into the regular academic program. The PYP terms are the same as the Support Program terms, eight weeks long. The Support Program students are those struggling with issues of proficiency and motivation. Instructors recommend students from their PYP courses into the Support Program for deficiencies in any topic related to classroom performance, such as grammar, speaking, reading, writing,

listening, pronunciation, or lack of motivation. Once accepted into the program, the student is then assigned to a Support teacher who is required to work a half an hour per week with this student, specifically on their area of deficiency. For students struggling with lack of motivation, the Support teacher is required to meet twice a week with the learner to check on performance and study skills. Student attendance at such meetings is voluntary and recorded. Classroom instructors then use that data of students' attendance to make decisions regarding whether or not to move the student forward to the next level. For example, struggling students who have demonstrated strong effort by regular participation in the Support Program may receive extra marks, while a struggling student who has failed to apply themselves to the extra classes may be deemed unready to move forward.

Differentiating proficiency and preparation problems from lack of motivation can be difficult. The two are often interrelated. Lack of motivation can often mask worries related to English proficiency, and difficulties of proficiency are often related to poor study habits fueled by lack of motivation. The results of the survey that I describe in the next chapter touch on this relationship. At this time, proficiency, preparation, and motivational obstacles, will all be considered in the same light of academic impediments which warrant participation in the Support Program.

The archival Support Program records are for the academic years starting in fall 2010, through spring 2012. The Support Program consists of two-month periods which correspond directly to separate PYP terms for the same academic years. The academic records do not denote the cause of the student being recommended to the program. They do, however, relate other information. This includes the number of students involved in the program during any one year, the level and class for which the student was recommended extra assistance, the attendance of students to scheduled Support times, and the name(s) of the teachers who both recommended and supported the students.

First, when considering the students in the Support Program we should consider which types and levels of classes they are coming from. In November 2010, of the students in the

Support Program, 15% were from the beginning levels and 85% were from the intermediate to advanced levels. The following December, 40% were from the beginning levels and 60% from the intermediate to advanced levels. In spring 2012, about 13% of the students were from the beginning levels, and the rest from the intermediate to advanced levels. Overwhelmingly we can see that students struggling the most with academics – and thus, to some degree, with motivational problems – come from the mid- to upper- proficiency levels. In addition, academic – and, by extension, motivational issues – occurred largely in the reading and writing classes, versus the speaking and listening classes. On average, at any given time, about 80% of students in the Support Program were struggling with achievement in reading and writing courses, while 20% of students were struggling with speaking and listening classes. In addition, 10% of the total students were recommended multiple years in a row to get academic support. Clearly whatever support they received one year did not stop them from needing more support the year after. One student, in particular, was in the Support Program for all three years. This stands in stark contrast to the ideal, which is that a PYP should be – as is suggested by the name - merely a single year of preparatory classes.

The data from these demographics can be used to draw multiple conclusions, and often conflicting ones. Saudi culture is well-known for its tradition and emphasis on oral storytelling. Therefore, the students' struggles with reading and writing are not surprising, since these are skill areas which are less socially valued or emphasized. In addition, because Saudi is an Arabic-speaking country, I take a guiding assumption that most students are hoping to use their English skills primarily to speak to foreign customers at jobs, or with domestic workers at home, or when travelling with their husbands. Thus, it is understandable why speaking and listening skills would be more valued than reading and writing ones. Reading and writing are more likely to be in Arabic, as is required for reports and memorandum on the job, and for social media, news, signs, and labels in everyday life. In addition, the importance and emphasis of Arabic reading and writing cannot be underestimated for its religious or academic implications.

Nevertheless, it is also possible that communications courses at the university are simply less structured and easier to pass than writing courses. Most of the students at this university had a well-recognized attitude by program administrators that little was necessary to succeed in communications classes. Anecdotal stories from teachers at other universities supported the idea that this university was not the only academic institution that struggled with this issue. In particular, this ESL department was working to correct some of these issues at the time of the survey. Program administrators were working to establish a consistent standard of course evaluation for communications classes.

Another consideration, though, is that academic writing assignments tend to place a high emphasis on accuracy, while speaking projects tend to emphasize fluency, and this divide could account for some of the differences. Indeed, this is also something that often lacks clear definition at PYPs in Saudi. That is why there has been discussion amongst many of the major Riyadh public universities as of late to add national accreditation standards to PYPs. This point may also be backed up by the fact that beginning courses tend to reward fluency, while intermediate- to advanced- level courses reward accuracy, thus accounting for the trend in students struggling with achievement at higher levels. On the other hand, one could also conclude that more beginning-level teachers do not send students to the Support Program because everyone's level is so low at that stage that it is difficult to distinguish struggling learners from adapting ones. In the end, the demographic data deserves consideration for its data points, and for its possible implications. However, one should be careful not to draw too many conclusions from it alone.

The first important connection that can be drawn from the data is related to the time frame of students needing academic and motivational support. In November 2010, there were 33 female students in the Support Program. In December 2011, there were 20 students. In February 2012, there were 39 students. The information shows that there was a significant drop in students in the December 2011 PYP term. The following term of February 2012, however, showed a significant increase. If we relate this back to the first research question about the effect a teacher can have on

students, we can see no correlation. In November 2010, only three teachers were supporting

students. This increased to five teachers in December 2011, which seems to indicate an increased

level of teachers' attention correlating to a decreased level of students needing support.

Nevertheless, in February 2012, nine different teachers were spending extra time with struggling

students, while the number of struggling students increased significantly. However, if we consider

the time frame of the Support Program, a stronger correlation can be seen. In 2010, the program

went from October to November. This is a PYP term which ended on November 11, 2010, directly

prior to a two-week long student/teacher break for Eid al Adha which occurred November 17. In

2011, the Support Program ran from December 2011 to January 2012, which was the academic

term directly following the academic break for Eid Al Adha. In February 2012, the Support

Program again ran directly before another week-long academic break for spring. It can, therefore,

be noted that terms prior to academic holidays tend to have a higher incidence of students

struggling in academic achievement than terms following vacations.

However, relating student achievement to student holidays – which implies time frames

when students would feel most rested - shows a much weaker correlation than relating drop in the

necessity of the extra support to time periods when teachers feel most rested. We can note that

students in the fall 2010 term had recently come back from Ramadan (summer break) and, for the

February 2012 term, had recently received a short break for the end of the academic semester.

Nevertheless, despite following holidays there were still significant numbers of students needing

the Support Program's services during these two PYP terms. This can be accounted for when we

consider that teachers at this private university receive holidays (one week or longer) only during

Ramadan, Eid al Adha, and spring, but not during the end of the academic semester. Also, the

beginning of the school year (which is the PYP term directly following Ramadan break) for

teachers is always the most hectic of all terms because student enrollment fluctuates, classes are not

fixed, and teachers often exchange classrooms, students and equipment up until week three of the

eight-week term. In addition, this time is when new teachers are still arriving, so existing faculty

are often teaching overtime, while new faculty are acclimating to the culture and institution. Thus, while teachers would ostensibly be quite well-rested just following Ramadan holiday, unfortunately it is the time frame when they are generally the most overworked. If we look at times when teachers are fatigued we can see that students' struggles in academic achievement seem to correlate directly – as measured by an increased need for support. In addition, students success in academic achievement - as measured by a drop of students needing extra support - seem to correspond directly to when teachers are likely to feel most rested, relaxed and in control of their academic situation – e.g. directly following vacations during the structured part of the school year.

Next, we should consider the number of students attending Support- mandated classes based on the teacher who recommends them to this support. There does not seem to be any set pattern that emerges from this analysis. The average number of students sent to Support by any one particular teacher comes to about three. One teacher has none one year, and six the next year. Another teacher consistently has three sent each year. There is one statistical outlier - a teacher who recommended 11 students in the 2010 Support term. Since this teacher taught no further at the university it is difficult to show this result as a pattern instead of a coincidence. Her students were in no further Support classes which supposes that whatever motivational or academic issues they had was solved before the next year's Support classes became available. However, those students were also in almost the highest proficiency level, so their ability to complete their PYP courses before the following year's Support classes began does not, by itself, indicate significance. In general, there appears to be no conclusive pattern of students struggling in one teacher's class versus another based on analysis of numbers recommended to the Support Program.

Furthermore, even if there were a conclusive pattern, questions would abound. Is sending a student to the Support Program related to the quality of the teacher sending their students to Support or to the happenstance academic/motivational quality of the class that she is teaching? Does this indicate quality of teaching attention because she is carefully noticing the class around her, or a lack of quality because she is unable to provide the necessary instruction within that class?

A larger data set over more years would need to be studied to give more conclusive results.

Another aspect of consideration will be the frequency of students attending the Support Program, based on the teacher who is assigned to support them. In particular, any statistical outliers are worthy of noting, or a lack of statistical outliers in relation to their Support teacher. Whether verbalized or not by students, these can be indications of teachers positively or negatively affecting student motivation, especially given that this is a group of students who are already admittedly struggling in one area or another. Lack of statistical outliers could suggest no particular effect by teachers in this realm.

During this particular analysis, students who consistently missed every Support class with a teacher were not considered. This is because, in not having a chance to know the teacher, their absence from Support was not considered in any way related to that teacher. In addition, they were statistical outliers themselves, not representing a pattern of behavior echoed in their peers. The goal was to always be seeing students acting in patterns, so statistical outliers were discarded.

In 2010, it is easily observable that of the three teachers supporting students, one teacher had a significant level of student absences. This teacher was subsequently moved from SILC to another program, so it is possible that this correlation was noticed by administrators. Nevertheless, it is impossible to draw conclusions, because she shows up in no further years to justify anything other than an interesting spike of student absences.

In subsequent years, the number of absences from Support classes seemed to be more related to the amount of classes which were scheduled than to any particular information about the teacher. In particular, a teacher who had scheduled classes for one student daily had a large number of absences. On the other hand, one instructor failed to make time in her schedule for three of her Support students, and had almost no absences. More than quality teaching methods, this clearly related to her lack of having any classes from which to be absent.

Nevertheless, there were two teachers in particular, who, in subsequent years, seemed to have a high attendance rate for Support Program classes. Despite regularly scheduled Support

classes, Support students – who were admittedly struggling with their normal course load − rarely missed these teachers' extra classes. It should be noted that both teachers had at least a year of experience at the institution before being involved in the Support Program, and were also strong Arabic speakers, though not Middle Eastern themselves. This could indicate that these teachers knew their students well enough to suggest an achievable schedule for Support classes. Or, it could suggest that the classes with these particular teachers were effective enough to inspire further attendance. Nevertheless, it surely indicates a solid level of both teaching efficacy and student-teacher communication that was able to affect motivation, when academic levels were struggling.

Thus, it seems like the most direct conclusion that we can take from the analysis of the Support Program is that student academic performance program-wide correlates with teacher fatigue. In addition, three statistical outliers emerge which give evidence to the idea that teachers can have a significant effect on individual student motivation. The length and breadth of that effect are difficult to tell given that no statistical improvement in academic performance is measurable. Nevertheless, this helps to answer the first question, that a student does indeed perceive teachers to affect their motivation.

Chapter 2: Classroom-Based Research Results

Student Survey

Before discussing the student survey, it is necessary to list details about its participants. Fifteen female students from this private university participated in an online survey, which asked them to verbalize their impression of factors which positively or negatively affected their English language education. This survey was given online, on a survey site called Survey Monkey. Its results are statistical analyzed according to the software available on the website. The information was given anonymously and included no names, only gender demographics. All students who participated were female Saudi students. When questioned about their reasoning for learning

English, 33.33% cited that it was because English was an international language. A further 26.67% mentioned the importance of English. Another 40% of students participating in the survey felt very confident about using English. Further, 13.33% felt simply confident about their English. In addition 33% were neutral about their ability to use the language. In sum, 87% of students felt either neutral to very confident about using the language. 93% of students felt that, even if they did not speak the language well now, they were certain they could acquire it. Clearly the students surveyed, were women who either felt confident about their ability in English now, and/or were reasonably certain they would improve.

The first interesting point to note is that the factors that most students agreed as having the largest positive and negative effect on their study were different. The most agreed-upon factor that female students identify as having a very large positive effect on their English learning was a 'good job prospect' (58.33%). This response directly contradicted my belief that jobs for female students were not a dominating factor in their motivation to study English. On the other hand, the factor that was most cited as having a very large negative effect on English learning appeared to be a teacher students hate (58.33%), with poor job prospects coming in second at 45.45%. This reinforces the idea that job prospects are seen as incredibly relevant to female students, while also underscoring the idea that a teacher is effective in motivating a Saudi student above and beyond other factors in their lives. That effect might not necessarily be felt as strongly when it is positive, but antipathy for a teacher has clear effects in demotivating a student in any particular English course. Also, it is entirely possible that when student-teacher relations are positive, it opens the door for other positive influencing factors to reinforce what is happening in the classroom, negating the central nature of student-teacher relationship for language acquisition, at the same time as reinforcing its importance.

While a respected teacher is not cited as the top factor positively affecting students' learning, it is still close to the top in association in students' minds. The four factors that are second most agreed upon, at 53.85% of the time, as having a very large positive effect on students' English

learning include:

- Supportive mother

- Faith in God

- Teacher who is easy on me

- Good educational materials

Furthermore the two factors that 53.85% of the time are cited by students as having a large positive

effect on their English learning are:

- Teacher I like

- Good classmates.

It seems that a teacher whom students like is directly correlated to having a teacher who is easy on

them. This also shows through when considering what students associate as having no negative

effect on their learning English. A teacher who is easy on them is cited 41.67% of the time as

having no negative effect. If we assume that students are associating a teacher who is easy on them

with a teacher that they like, then the belief that this would not negatively affect their learning

seems easy to understand. This, again, seems to support the first research question, in that in spite

of multiple national, cultural, religious, personal, and socio-economic differences in upbringing, a

well-liked teacher is still an integral part of motivational success in the Saudi classroom. Given the

tremendous religious devotion in the country, having a teacher they like be agreed upon as much as

they agree that faith in God is a positive motivating influence, speaks to the importance of the

teacher in the Saudi classroom.

Individualized written responses help us to explore this understanding of a teacher's role in

the learning environment. Students attributed success in learning English to positive interaction

with English speakers. Of the top-cited factors helping one to fail in their English goals, having

negative communication in English is most-cited. The type of English communication that they cite as being most important is overwhelmingly oral and auditory. The counterpart, whom they hope to understand, varies from teacher, to family, to friends, to writer, to movie and TV shows. The teacher, then, is the first gatekeeper of the communicative experience that they hope to embark upon in English. A teacher who can keep the gates of communication open will allow the students to believe they can enjoy other outlets like TV shows, movies, and friends. A teacher whom the students find it hard to converse with, on the contrary, prohibits movement into the wider realm of English communication. The high-context student will by upbringing be externalizing responsibility for their success, thus the necessity for good teacher-student relationships.

Also we should consider the nature of the factors that students have attributed to their success or failure. Only half the students surveyed thought their own agency − of studying hard − had any large effect, either positive or negative, in their learning English. In addition, as was mentioned earlier, research shows that Saudi students have difficulty developing intercultural competence and can easily feel marginalized in an intercultural classroom setting (Shaw, 2009). Minimizing that sense of marginalization, by not being a demanding teacher and requiring methods of learning that students themselves do not wholly recognize as beneficial – like studying hard - would allow students to maximize focus on those aspects of motivation that that they do recognize as beneficial to their learning, such as classmates, job prospects, faith in God, etc.

Also, Saudi students' faith is an integral part of their lives, and Arabic is the method through which they believe God spoke to the prophets, and by extension, to them. To study English can impart implicit feelings of betrayal of faith and country for students raised in the Kingdom, because of its association with both Christianity and secularism. A teacher unable to positively communicate with a student would increase that student's sense of marginalization, making them not only dislike the particular teacher, but feel a sense of confirmation of the rejection they inherently feel from the cultural/religious component of learning English. Thus, exacerbation of a feeling of implicit rejection could account for the clear first place that a "teacher I hate" has in

the survey as a negative impact on students' learning. In essence, having an extremely culturally-competent teacher is essential to the positive intellectual growth process of the students.

To examine the level of awareness that teachers have of the positive and negative motivational factors in their students' lives, though, we must consider also the results of the survey given to the teachers. The following survey is an investigative venture into understanding the teachers' awareness of what students verbalize. While the results do not represent statistically significant findings as a whole, they do represent a picture of one particular university, and imply that others may be similar.

Teacher Survey

Background information, with regards to the teacher survey, will help put the answers given in the survey into context. Ten teachers who currently work in Saudi Arabia participated in the teacher survey. These instructors work at the same private university as the students who were surveyed. Seven of the ten respondents were male and three of the respondents were female. This survey was also given on the online survey site called Survey Monkey. Like the student survey given prior, it contains no names, only information regarding the participants. The most commonly-cited reason for coming to Saudi Arabia was money and experience. Half of the teachers surveyed had no Arabic ability whatsoever, and 30% identified themselves as beginners. No one identified themselves as either intermediate or advanced speakers. Only 20% of those who responded identified themselves as fluent in the language. The majority of participants described their education level as an M.A. or higher. In addition, 60% of participants relayed that they had been teaching in the Middle East for more than two years.

First, it is interesting that a group of such highly-educated professionals, 70% of whom had been in the Middle East for over a year, described their Arabic level as non-existent or beginner. Whether this speaks more clearly to a general level of English ability in the population of Saudi Arabia, or to an extremely high level of isolation by the expatriate teachers, is difficult to

determine. Commonly expressed estimates of expatriate population in the country suppose that close to one third of the country's 27 million inhabitants are foreign. So, English as a medium of communication is to be expected, given its status as an international language (Census shows Kingdom's population at more than 27 million, 2014). Nevertheless, it is surprising that such educated professionals would, as a whole, be so little fluent in language of the country that the majority of them have resided in for over a year. It speaks to a general lack of assimilation that calls into question the concept of Saudi "laziness" in terms of intercultural competence.

The second point to note in the results was the nature of the answers to the question. For students, most were in agreement about positive or negative motivating factors in their English education that have a "large" or "very large" effect. Teachers, on the other hand, were most often in agreement about motivational factors that have "some" or a "large" effect. This suggests the concept that students look at their English education with more passion and certitude, while teachers tend to look at their students' education from a more detached perspective. The view the teachers take implies, first, a sense of professional rationality that is necessary in the workplace. It also could be a rational acknowledgement of being unable to commit to completely knowing a culture, or person, outside of oneself. While a person may feel comfortable confidently acknowledging their reasons for doing something, they may be uncomfortable labeling, with certainty, the reasoning of someone else for an equal action.

In analyzing the survey that follows, I will be focusing on those factors that most students or teachers were in agreement about, be that agreement "no effect," "slight effect," "some effect," "large effect," or "very large effect." This is because I am looking for truths that the majority of pupils or instructors seem to hold, and how those truths relate to one another. It is my assumption that more important than the passion with which the sentiment is expressed, is the level of agreement it engenders amongst its peers. This generally indicates what a group of people are thinking, and what people are united in thinking is the subject of the following analysis.

Both teachers and students responded to the first survey question differently. This particular

query was given before other motivational factors were primed, so it indicates, more clearly than those questions that follow, what was foremost on a student's or teacher's mind. When questioned about the top four reasons that their students have for studying English, jobs reigned as what teachers believed were students' top two reasons for choosing English as a topic of study. Travel was cited as the next most common reason teachers believed students had decided to learn English. Students, themselves, identified their reasons in a more general sense of English being an "international language." In fact, not one student even mentioned the word "travelling" in their answers. While it may be possible to say that students' understanding of English as an "international language" implies their desire to use it to travel, it seems worthwhile to note that the students themselves did not bring up this answer, at all.

There are some inferences that can be drawn from these responses. Given that most teaching respondents were men, and men would only ever interact with male students, it seems very predictable to have work prospects listed as one of the top reasons for students studying English. In Saudi society, male students are very much expected to be employed and employable. It would be common sense for male instructors to have picked up this basic understanding, as it applies to traditional Western societies as well. Nevertheless, to have female students find job prospects the strongest motivational factor towards success underlines the point that "work" may be one of the most universal motivational factors for both Saudi men and women to study English. To have travel go unspecified by the students, though being the second-most highly mentioned by the teachers, underscores the first cultural misconception that exists amongst expatriate teachers about students. It could be argued that the survey point wherein a respondent can check "other things not mentioned" could cover students being motivated to learn English in terms of travel. Nevertheless, if we review the answers, "other things not mentioned" is listed as neither a highly motivating, nor a highly demotivating factor by the students surveyed.

Thinking about it from a teacher's perspective yields some understanding. Teachers who have agreed to spend at least a year teaching in another country can reasonably be thought of as

people who enjoy travel. Also, one of the most expected ways for foreign teachers in Saudi to relieve anxiety and stress is to take a vacation outside of the Kingdom. When we consider the fact that expats themselves are generally oriented towards travel, it is not surprising that they attribute desire to travel to the actions of others, whether it is true or not. In addition, the majority of teaching respondents were men, while the students surveyed were female, so it is possible that some gender differences came into play in the answers. Nevertheless, students acknowledge the international aspect of the English language. So, it could mean that travel is an aspect of their desire to learn the language as well. However, it does mean that they do not narrow down their reasoning to only that aspect, or rather, that they feel more comfortable expressing their love of travel in a more circumspect manner.

After this, it is interesting to see the contradicting understanding of the major factors positively contributing to student success in learning English. 70% of teachers surveyed believe that the most important factor that has a positive effect on students' success in learning English is a teacher who "demands a lot of work." This directly contradicts the student survey that says that 74% of students believe that a teacher who "demands a lot of work" has either "no positive effect" at all, or a "slight positive effect." "Strong discipline and good attention in class" is listed as also having a large positive effect in students learning English by 70% of the teachers. For students, only 33.33% list the equivalent "my studying a lot" as having a large positive effect. While 25% of students list it as having a "very large" positive effect, it still brings the total number of students convinced of the weight of its effect up to 58%.

In general, a teacher seems most likely to contribute student success to some factor which forced the student to acquire internal agency –"Teacher who demands a lot from me," "strong discipline and attention in class," "personal confidence in English level," while a student is most likely to attribute their success to external agencies: "good job prospects," "supportive mother," "supportive friends," "good educational materials." While students also attribute their success to "faith in God," whether or not students consider their own faith to be something internally

achieved, or externally given, is up for debate. Despite the fact that the teachers do admittedly acknowledge external factors affecting the students' English success – "good job prospects," "good classmates," "safe school atmosphere" − the balance of where a teacher feels responsibility lies for positive factors seems weighted towards internal vs external actions. The students, on the other hand, seem to weight that balance in the opposite way.

This directly acknowledges the low-context, high-context cultural clash that was, in the beginning, discussed as existing between Western and Arabic cultures. Western European and American culture have often been described as low-context, where responsibility for success or failure rests squarely with the individual. Arabic culture, on the other hand, has often been described as high-context. Success or failure depends, to a great deal, on external support from family, friends, society, and religion. To quote two proverbs which exemplify either end of the spectrum, one's success can depend on their ability to "pull themselves up by their bootstraps," or "Inshallah" (If god wishes).

The implications of this misunderstanding, at this point, are difficult to discern. The difference between what exactly Saudi students believe constitutes a demanding teacher, and what teachers believe constitutes a demanding teacher, is unclear. While it may have to do with large amounts of personal study, what constitutes a large amount is unspecified. Study almost always implies individualized looking through written notes, which could be the aspect that students do not appreciate. It could be possible that teachers are implicitly adding misplaced cultural values onto a different educational landscape, but also possible that they are using their life experiences to see the benefits of extra study that students cannot now see. Even if the honest answers to these questions could be discovered, it is questionable if any level of training could undo the thirty years' worth of cultural training in place in any one foreign teacher before they arrive in Saudi Arabia.

Another point of interest is what teachers consider factors that negatively impact their students learning English. The primary point mentioned by teachers as having some negative effect on their students is "other things not mentioned." When given a chance to expand on their answers

the teachers often cited lack of "motivation" and "confidence" as factors influencing students. It is

interesting that, while students themselves were general in the reasons for choosing to study

English, they were specific in the factors that they believed contributed to their success or lack

thereof. Teachers, on the other hand, could list specific reasons for students studying the language,

but were general in the factors that they attributed to negatively affecting the students' learning.

Despite the generality of the choices available, 87.5% agreement existed amongst the teachers that

these general factors had "some" negative effect.

Examining other factors, which teachers and students believe negatively impacts success,

leads to further conclusions. Teachers were in agreement two- thirds of the time that "not

supportive siblings," "not supportive extended family," and "rude school mates" had some negative

impact on student success. While students agreed about "rude school mates" having a negative

effect, they were in much less agreement about the "sibling" and "extended family" effect on their

English learning. There was, however, considerable agreement about the negative impact of a non-

supportive mother. Now, the students themselves were all women, so the fact that their mothers

had a great deal of bearing on their education is perfectly understandable. It seems interesting,

though, that the teachers, who were both male and female, attribute a much higher importance to

siblings, and extended relatives, in the negative impact that they can have on the students. This

seems to suggest that, while family is important in Saudi society, the power that siblings and

extended family members can have on any one student's education depends very much on the

students themselves rather than the cultural importance of the families as a group.

Some points were interesting for the fact that they conveyed agreement and understanding

of motivational effect between teacher and student. All parties surveyed agreed that a teacher

whom a student hates will have a "large" to "very large" negative impact on their success. On the

other hand, a teacher whom they liked was acknowledged, by both parties, as a positive motivating

factor. All agreed that lack of desire to succeed would have a strong negative impact. Students, in

particular, acknowledged a wish to succeed was crucial in learning English. In addition, good study

habits, or lack of thereof, were acknowledged by both parties as contributing to both success, and

lack of it. Furthermore, both supportive mothers and fathers were universally acknowledged as

important towards student success. These motivational factors are widely acknowledged as

standard in the U.S., and it is worthwhile to see that, in the case of Saudi students, this still applies.

While I went in assuming that these factors would be true, it is important that in this case, research

backs up the original hypothesis.

In general, the survey was a powerful tool with which to analyze student motivational

factors, as well as a teacher's understanding of those factors. Nevertheless, to explore this further, I

talked to two students in particular about their understanding of their own motivation, and the

misperceptions that teachers sometimes have. The next chapter discusses these results.

Chapter 3: Case Study Results

Before beginning to discuss the results of the case study, we must discuss the factors which

affected its creation. An interesting situation affects millions of Saudi residents, who come from

neighboring Middle Eastern countries. They are not considered expats in the sense that Westerners,

or third-world nationals are judged expatriates. While they were born and raised in Saudi Arabia,

they are not deemed Saudi citizens either, and, instead, are nationals of countries that they may

have never even visited. One of the very few ways to be judged a Saudi citizen is to have a Saudi

father, and naturalization is a process open to few.

The case study was done with two female students. Both students are high academic

achievers, and involved in multiple clubs at the university. Both are upperclassmen who will soon

finish their coursework. The names of the students have been changed in this paper to protect their

identity, and they will be referred to as Student1 and Student 2. Student 1 is a Yemeni national,

who has lived and studied in Saudi Arabia her entire life. Student 2 is a Saudi national. Both

students were born and raised in the country, and speak fluent Arabic as their L1. To conduct this

case study, I emailed them a series of questions, and asked them to respond with as much detail as

possible. Also I informed them that they should feel free to be as explicit as possible. I then

followed up with them privately to make sure I had fully understood their answers.

When considering who would be worthwhile students to be members of a case study, I chose both students because they represent two examples of high academic achievers at this Saudi university. As well, they have been successfully involved in a number of extra-curricular activities. In addition, I wanted to get a perspective of a successful student and resident of Saudi Arabia who was not a Saudi national, despite her upbringing. Using the answers given by these two students, and the experience I have of them from professional extra-curricular activities, I have tried to gain further insight into English language learning in the Kingdom.

The first question asked to the students was asked as well of their peers in the online survey: "Why did you decide to study English as a Second Language?" The answers given by both students were in line with the ones given by their contemporaries. Student 1 specifically talked about growing up learning the language through television and shows, and studying it in school, and therefore, that the transition to studying it in college "was not very difficult." This particular line of reasoning, having studied it growing up, was echoed by two of her peers. Student 2 noted that "it's an international language," and, further, pointed out that "it's essential in conducting business." The English language's prominence as an 'international language' is echoed by eight of her peers in the survey as being justification for learning the language.

Understanding these responses requires us to think in both the specific and general. The ideas of "growing up learning English" (Student 1), and that English is "essential in conducting business" (Student 2), is quite specific to the type of students responding. This particular university in Riyadh is well-known for its strong business degree, so it is unsurprising that students attending it would be thinking in these terms. Given that the language in the country is Arabic, to grow up speaking English, however, indicates a very specific type of family background. Both students, like their peers before them, had non-specific reasoning behind their study goals. This likely relates entirely to age and corresponding life focus. In general, it is not surprising for students at undergraduate universities to have a general picture of their future goals and a vague knowledge of

how current study habits affect future success. "Hindsight is 20/20," so to have employed professionals reflect back on educational choices and relate them to specific life desires, seems equally understandable. In summary, answers from the case study participants thus far do not throw doubt on any conclusions yet drawn.

The second question in the case study expanded my knowledge of the students' orientation towards English. I wanted to see the relevance of English in their lives in both a broader and more personal sense, so I asked what might seem like a rephrase of the first question. The second question asked students "How do you hope to use English in your future?" I believed that expanding on information that I already had from them would help me place the interplay of motivational factors that affect them into a more understandable framework.

The responses to the question brought to light the two very different ways that these students were focusing on English language study. Student 1 responded to the second question in a way that implied the way that the English language is a key aspect of her personal life. She said that she sees herself using English for "communicating, reading, writing, studying, and working." In short, she envisioned herself using English in "everyday life activities." Student 2, on the other hand, seemed very much focused on the relevance of English for her academic and professional success. She talked about how she would use it "in conducting business internationally and studying for master." She seemed very outward-oriented, finding English relevant to her work and professional success, but not to her personal life. It should be noted that Student 1's fluency and accuracy in the English language outstrips Student 2, and implies some truth − even in Saudi Arabia − to Gardner's theories of orientation affecting outcome. In addition, it would be worthwhile to consider if the necessity to see English as a personally useful tool is something that other Saudi resident non-nationals feel.

The third question asked, "What things helped you to succeed in your study of English?" The focus of this question was, again, to get the students to elaborate on things that assisted them. All of these questions were meant to be asked without priming or prompts, so as to see what

students themselves attributed to their success without nudging towards extenuating factors. Nevertheless, the replies from both Student 1 and Student 2 showed that they focused on the questions the same way that the students in the survey, which included prompting, had.

Student 1 responded in way which, again, highlighted her very personal orientation towards the English language. Of the four things she mentioned, only one was related to academia: "international high school." The other factors that she felt attributed to her success were "TV, movies, and books." These are primarily reflective of her association of everyday life with English. While the students who answered the online survey had opportunity to express in writing what positively affected their English learning, nine of 13 respondents mentioned at least the idea that fun, personal activities were highly associated with English learning. This seems to demonstrate that a significant section of the student population attributes enjoyable activities outside of school as necessary to their growth in the language.

Student 2 responded in a way which highlights her academic orientation to the language. Her answer, as well, was representative of a certain faction of the student population. She mentioned that she works to "always learn new vocab," and "update" her language. Despite the fact that her answer was given without prompting, her answer mirrored 12 of the written answers given on the survey, which included prompting. These responses reflected the clear idea that students felt academic factors were very much associated to their success.

The implications of the answers of both Student 1 and Student 2 are numerous. Perhaps, when doing needs assessment, teachers should find out if their students are more academically-oriented towards the language or if they are personally-oriented. Academically-oriented students might fare better with assignments and projects focused on vocab and study. Personally-oriented students might fare better with "fun" projects. While all programs like to be innovative, it is a given that a lot of students' study preferences have been molded by the time they reach university. To push people outside of their comfort zone to learn something in a new way is to be appreciated. To force people to only learn in ways that are outside of their comfort zone is something else entirely.

The responses to the fourth question kept in line with the style of reasoning already expressed by Student 1. This question asked, "What factors have worked against your success? How did you overcome them?" When queried, Student 1 actually found university study detrimental to her language acquisition. She mentioned that the low English level of a majority of students "resulted in the use of simple English by most staff." She further went on to express that this "did not help develop my vocabulary," as she had original hoped a university education would help it. Her statement clearly implied that academia at university was detrimental to her learning, not an asset. Thus, to overcome it, she had to rely on the factors she had previously positively attributed to her success, namely "everyday activities." At least eight of the students echoed her sentiment that factors, specifically at the university, from "when learning becomes boring," to "useless classmates," and "when the teacher doesn't care enough," negatively affect their learning.

On the other hand, Student 2 expressed an understanding I had not considered previously, though it made much sense in hindsight. She mentioned that her education before university was detrimental to her English learning. In her words, "I wasn't taught right the English basics in school so I had to go and study English outside." While none of the other students on the survey wrote out this particular angle of answer, poor training was clearly a factor that many students attributed towards failure to achieve.

To understand further what the answers express, it is necessary to bring the educational background of Student1 and Student 2 into light. Saudi Arabia's public school system has many faults but a Saudi national – even a wealthy one – would be likely to spend at least some time in it. It is exclusively reserved for citizens, so non-Saudi residents would not have spent any time there (Alresheed, 2012). Instead parents of expatriates, even GCC (Gulf Cooperation Council) expatriates, would send their children to private international schools. International schools are often lauded for their educational quality, while, at the same time, criticized for their cost. They spend, as a whole, much less time focusing on the Quran, and much more time focusing on traditional academic subjects. Saudi public schools, while far less expensive than international

schools, spend exceeding amounts of time focusing on the Quran, and are rife with stories of widespread cheating and inflated grades, when the content is traditional academia. One of the most important reasons that PYPs exist, is to prepare students to study at university level, because they often leave high school unprepared. At PYPs, English is taught, along with proper study habits, academic propriety, and a university-level work ethic.

Student 1 and Student 2, in essence, express the frustration that students attending PYPs can often feel. This is because in preparing students for university education, PYPs walk straight down the divide of attending to underprepared public school graduates, and over-prepared private school graduates. The cost of private international high schools is prohibitive, so the majority of students are from the public educational sphere. Prep-year programs raise the academic level of public high school grads to something similar to the traditional university level. Thus, their objective is achieved, though it causes great stress for students coming from that background to bridge the gap. Nevertheless, when staff and faculty are constantly interacting with students whose educational background has not properly prepared them, they themselves inevitably unintentionally grade down their language. Thus, students who are extremely well-prepared, from expensive private institutions, can find disappointment when they see English language so graded down.

The fifth question asked the students essentially the heart of the research focus. I asked both of them, "How much effect do you really feel like foreign ESL teachers have on their students' success given all the other factors in any one students mind? Why?" Student 1 responded in a way which implied very clearly that teachers were not necessarily crucial to her English language acquisition, though she felt they were to the language training of others. She mentioned that part of the importance of a teacher was to "explain, repeat, and motivate students in believing that they can and will learn the language, which is very important for the students."

This idea, that students needed to believe they could learn the language before they could actually learn it, is a very key concept. Over and over, in both motivational literature and general experience, we can hear the idea expressed that to learn a concept, we must first believe that we

will be able to. Nevertheless, I searched for this also amongst the other students' responses to see if a lack of belief in their own ability might be holding them back. While it was not often cited, "losing confidence" was mentioned as a demotivating factor by one student in her written answer for the survey. What also seemed to lend weight to the concept was that Student 2 also mentioned the idea. She stated that teachers have "a huge effect." She went on to say that the teachers needed to see that some of the students "need more one-on-one help," or else the student "feels like a failure." The fact that two students with very different orientations towards English agreed on this concept lent emphasis towards its truth.

For question six − "What is/are one (or more) things that you feel like most foreign ESL teachers don't understand about their Saudi students that they probably should?" − I sought to understand some of what students might be feeling but not saying about ways that their teachers could improve in understanding their students. Saudi Arabia has a high-context culture, which means that having positive relationships with the people around you is valued more highly than being honest with them about your opinions or experience. Truth is still shared, but in a much more subtle way, so that no party will be capable of giving or taking offense. For people entering the culture from the outside, this can lead to immense frustration with what is perceived as Saudi ambiguity. In this respect, the distance from which I collected my answers was an asset to getting clear ones. As well, the students chosen were selected partly because of the strong relationship that we had.

Student 1 was true to her trends in answering question six, in that she could not think of a thing that the foreign ESL instructors should know but did not. This implied that either she did not identify with "Saudi" students considering her Yemeni status in Saudi Arabia, or, as previously noted, her language learning was very much unrelated to academia. She had already previously mentioned that she felt university had been unhelpful to her in increasing her English knowledge, and, in a sense, she may have lost confidence, herself, in seeing any way that it could change.

Student 2 was more verbose in her answer to question six. She mentioned, again, that

"some of the students are highly motivated," and went on to point out that they might "just need support and maybe extra classes or activities," to assist them with their learning. She pointed out that some of the students might be weak in linguistics, and need motivation or support because of the previous schools that they had attended. Her answer went on to describe that teachers should work to make English learning fun, but "not like children fun but the intellectual kind of fun." The fact that even the academically-oriented student wanted "fun" in the classroom underscores the importance of stimulating activities, no matter what the students' orientation towards the activities.

While Student 2 is more academically-oriented towards her use of English than Student1, in some ways her acquisition has been an even more personal story for her than Student 1. Student 1 learned the language because of a strong level of family and structural support to do so. An example of the structural support comes in her strong love of movies and TV shows, and the fact that she attended an international high school. At these schools, because of the diversity of students' language backgrounds, learners are required to speak English for everyday activities, if only to be understood. Student 2, however went to Arabic speaking schools, and learned the language largely because of her sheer determination to study hard enough to do so. Her family does not speak English, and while somewhat liberal compared to other Saudi families, they still are proud Saudi Muslims. This means they adhere to more strict standards of morality which do not permit watching the vast majority of TV shows or movies, nor do they permit listening to music. It is relevant to consider, for example, that not one public movie theatre exists in the entire country of Saudi Arabia. Thus, the language that Student 2 has been able to acquire has been largely due to her personal drive. There were no restrictions against her learning English, but she has lacked many of the support structures that Student 1 had to help her learn the language. That she has still been able to achieve many, if not all of her linguistic goals, as well as have a powerful effect on many extracurricular aspects of school life, speaks to the importance of assisting other students like her.

Chapter 4: Suggestions for Improving Saudi Academic Prep-Year Programs

The results shown from the Support Program, the online survey, and the case studies, make it possible to recommend a number of educational adjustments at the institutional level and at the classroom level of PYPs in Saudi Arabia. These are designed and encouraged for use by universities which have established prep-year programs, and are working to hire foreign staff, or which have a continuous staff of foreign teachers. They are geared towards PYPs with staff hired from non-Arabic speaking countries to assist them with cultural adaptation and adjustment to the Saudi educational system. Nevertheless, it is expected that these suggestions could be relevant no matter the native language of the employees.

Programmatic level changes

The first piece of information we can take from the Support Program is that students are demonstrably more likely to struggle at the intermediate to advanced academic levels, and in the reading and writing courses, than anywhere else in their academic prep-year. The difficulties that students face in these courses seem to outweigh the difficulties they have with any one particular teacher, and this should be acknowledged and acted upon accordingly. Teachers need to not be punished for being unable to pass students who were not properly prepared for the reading and writing level they have reached. Students need to not be punished for being unable to pass classes for which they were not properly prepared. Support structures need to be put into place that assist students at these levels, and with these particular types of courses. A consistent understanding of the importance of fluency versus accuracy needs to be established amongst faculty, so that students can have greater consistency in their learning focus across all four skills. Reading and Writing labs should be set up on campuses, possibly with assistance from student mentors who can be visible demonstrations of success stories for the students losing confidence. Schools need to be supporting reading and creative writing contests that will get learners engaged in these subjects in their free time. When possible, activities need to be introduced that promote confidence in reading and

writing at the lower levels, because students, in general, do not seem to be getting these skills in high school.

Next, while any one particular student is more likely to struggle in an intermediate to advanced upper level reading and writing course, learners as a whole are more likely to struggle during time periods when teachers are feeling fatigued. Proper and consistent breaks need to be established for teachers, in order to assure student success in the classroom. Classrooms need to be established from day one so that weeks of uncertainty about which pupil belongs in which class not take away from class time that can be spent learning English skills. Understaffed universities lead to overworked and weary instructors. While that may save some money for English programs in the short run, they need to realize that fatigued English educators lead directly to students not meeting educational expectations.

Also, while the data is not conclusive, it seems to suggest that Arabic speaking teachers who have more than one year of experience at the institution for which they work, make the best Support teachers. While it may not be possible to always hire Arabic speaking teachers, it seems relevant that for a teacher to be able to support students outside of normal class hours, they need to understand the program and its students, in general. A year of experience will help them have some idea of the tension that exists between students' personal lives, and institutional academic expectations. In addition it would be beneficial to make Arabic classes more available for the incoming instructors, so they could get to know their students better. Even a basic understanding of the language would help them in connecting more with their students. While Arabic classes are sometimes offered, they are often tied with teaching of the Quran, and thus scare off expatriate teachers who hail from secular societies. It is not wrong to desire to share religion, and especially in Saudi society, having a solid understanding of Islam would be immensely helpful to incoming teachers. Nevertheless, people raised in secular societies coming into Saudi Arabia can already be quite wary of the Saudi government's close ties to religion. To share a language and a religion in the same class, instead of approaching both separately, can turn the prospective student away from

considering either. Instead, if institutions that employ foreigners make just Arabic classes available, they will begin to bridge the gap of cultural understanding. Then, those expatriates more educated in the language could make their own decisions with regards to religious study.

Also, incoming staff, especially those coming from outside of the Middle East, need to be better aware of the high-context nature of Saudi culture. It is my contention that while any particular individual can lack work ethic, part of this idea that "Saudi students are lazy" comes largely from a lack of understanding of high-context cultures. Teachers themselves, are, unfortunately, somewhat at fault here. It is always a responsibility of those going abroad to work, to be aware of what they are stepping in to. However, it certainly would helpful if institutions went further to emphasize adequate learning about both Saudi Arabia and Saudi culture as a necessity to educational success. Part of the struggle that those from high-context cultures experience when dealing with low-context counterparts is not knowing "how to deal with people who are out of phase" (Hall, 1976). Nevertheless, leading institutions have a responsibility to work to bridge the cultural gap, if only to ensure that their equally high-context students have an easier time in the classroom when working with expatriate instructors.

This conversation already exists, but it needs to go beyond the idea that one should not talk about things "haram" to Saudi Arabia in front of the students, like alcohol, dating, or women driving. Professional seminars should be given to incoming teachers about the meanings of terms and actions that they are more likely to encounter in their daily academic lives. They should be taught what things literally translate to, what they are commonly mistranslated to, and what they actually mean in a variety of contexts. In high-context cultures, unlike low-context ones, words do not have the same meaning in different situations. Instead, understanding the meaning of a message requires understanding the setting within which it was spoken.   For example when students say "bokra, inshallah," while it literally translates to "tomorrow, if God wishes," and is commonly translated to a request of one more day on a project, it actually can easily mean, "I don't feel like I can complete this," and, "I'm not sure how to start." It simply depends on the

environment within which it has been spoken.

Teachers need to be thoroughly educated in the fact that, not only Saudi culture, but also national law, lends emphasis to valuing positive interactions over explicit truths. In Saudi Arabia, the religion and the government are protected, not the freedom to discuss them. People can lose limbs, be beheaded, and be crucified for expressing opinions that disagree with conventional wisdom. To believe that students have not been honest with you because they are not honest people, demonstrates a strong lack of understanding of the nature of honesty in different cultures and contexts. To implement these kinds of trainings, while teachers are waiting for visas to arrive, they could be required to take some simple online courses on Saudi culture, society, history, and national law.

Also, beyond educating teachers on cultural aspects of Saudi Arabia, it would be worthwhile for institutions to have simple discussions with new teachers about the high schools that the incoming students are originating from. Understanding some of the Saudi public high school education system, and what that implies for the students they are working with, would help to prepare future teachers for some of the strengths and the weaknesses that their students have, and address concerns that students in the case study expressed. Knowing that students in their class are not completing homework because they do not have the confidence or training to complete it, not because they lack the willpower, will assist teachers in not assuming students are "lazy," and treating them as such. Better response from teachers will assist students in gaining confidence, and growing as learners. Students in high-context cultures, through societal training, easily pick up underlying sentiments in conversations. If students perceive condescension or disgust from their teacher, they will react in kind. In addition, as was demonstrated in the survey, one of the biggest obstacles to student learning is having a teacher that students hate.

Experienced teachers themselves could be part of educating their newly-arrived colleagues. First, they often have valuable insights into their students that can be expressed in a way that will be easily understood by other foreign teachers. For example, at this Riyadh university an

experienced foreign teacher gave a fascinating presentation on understanding plagiarism in Saudi Arabia. The professional presentation referenced much of the training that students receive in Saudi school systems. It pointed out that, from a young age, students are taught in school and at home not to express their own opinion, but to express the opinions of those older, wiser, and more pious than them. It talked about how, even if they were not asked to memorize exact words, they were asked to always be paraphrasing these respectable people's opinions. It pointed out that school papers were often written in this format, to help teach students themselves to be adopting such opinions. Therefore, the presentation asked, why any of the other instructors were surprised that plagiarism was such an issue at the university-level, when students had never been trained otherwise. This kind of presentation is exactly the kind that would help future teachers be prepared for the reading and writing struggles that students go through in the intermediate to advanced levels.

In addition, using other foreign ESL instructors as part of the training process provides a physical example of cultural understanding that instructors and colleagues can aspire to. Lack of confidence is not only a demotivating factor for people learning English, but also for people learning to understand each other. One merely needs to review the percentage of highly-educated foreign instructors in the country for multiple years, who have failed to learn any Arabic, to see how part of the problem in the PYP system is foreign ESL instructors giving up on trying to understand their students. It is logically much easier to give up the process, and start making assumptions partly because there is so much legwork to do. The cultural gulf epitomized by the country that cherishes traditional Islam at its heart, and the Western culture, which currently cherishes the separation of religion from the governmental process, is vast and wide. As was referenced by Shaw in 2009, Saudi students struggle in culturally adapting to the U.S., but the opposite is equally true. Expatriates struggle in adapting to Saudi Arabia. It is important that Saudi institutions recognize that, in protecting their teachers from the most conservative aspects of Saudi society by keeping their foreign teachers together and on compounds, they also isolate their teachers. This, in a very real way, prevents them from understanding the culture, religion, and

educational system in which they live and work. To combat that, it seems like an excellent step to offer Arabic language programs for teachers, as well as to have experienced teachers who have adapted well be rewarded, and give seminars on Saudi history, culture, and education.

Classroom-level changes

Educational institutions can change, but there are also changes that teachers can make at a classroom level. Each change should be made according to the teacher's own belief, style, approach, and experience of what works best for them. As well, it will depend on the class they are teaching, and the level of that class. Nevertheless, the following are suggested as ways for teachers and students to support better interaction.

First, teachers, like institutions, need to keep in mind that the struggles that students go through at the intermediate to advanced academic levels is unrelated to them. As well, this applies to reading and writing courses. Nevertheless, they need to understand that most students surveyed were in agreement that, in any particular class, having a negative relationship with their teacher was the biggest factor that students attributed to their lack of success. So, teachers need to prepare how they are going to keep interaction positive, even when feedback cannot always be positive on any particular assignment. Whenever preparing to teach a reading or writing course, teachers should, beforehand, also start considering what Support Programs are available and what kind of extra support they are willing and able to provide. They also need to consider how they will bring extra energy into the classroom and how to make academic-level writing interesting to their students. Students in the online survey often cited the "boring" nature of some aspects of English learning to be a demotivating factor. While writing about certain topics will never be interesting to all students involved, learning how to help students push through "boring" topics is a necessary skill. Redirecting their focus instead, to why achieving "boring" tasks is essential to success, may help them focus on something they find interesting, like "job prospects."

Also, it could be very useful for teachers to do needs-assessment on their incoming

students, with regards to their educational background, and their orientation towards the language. If students are getting most of their English support from their family, from TV, and from movies, then assigning them academic "busywork" might not be valuable. From the online survey it appears that, while teachers are under the impression that an instructor who demands a lot is entirely helpful to the students, learners themselves feel very much the opposite. Giving them lots of opportunities to express themselves, and to communicate in various ways, through projects or assignments, may work well. However, if their ability to succeed thus far has been based on their practice through homework, then assigning "busywork" might be very valuable. This is because it would give them the chance to practice which they would not get otherwise. Both types of students need a class to be "fun," but, as was mentioned by Student 2 in the case study, intellectually charged games are preferred over "childish" ones.

Also, teachers need to build up the confidence of their students. Teachers need to understand that is not how much potential they see in their students, but how much potential their students see in themselves, which really makes the difference between success and failure in class. This does not mean only ever saying positive things to students, and never giving students error correction. However, it does imply giving focused feedback, broken up into achievable goals, so that the students can notice that achievement, and the overall linguistic growth that it implies. It also means helping students to have faith in the process of their learning. Students need to believe that mistakes are valuable and not to be feared. They need to see that mistakes do not mean a departure from the path to their linguistic goals, but, instead, denote a presence on that path. In essence, affective barriers need to be addressed wherever they arise, as much as possible.

English language instructors also have a constant responsibility to be guarding against assumptions, and to be learning more about Saudi culture. Not only do they need to understand how the culture is different than their own, but how it is the same. They need to start delving into issues that are not simply the ways that Saudi Arabia is strikingly different from their homes, but also how people talk to each other in high-context cultures. They need to be learning to

communicate, not necessarily in Arabic, but in the manner that people communicate in high-context societies like Saudi Arabia. This can mean studying education, history, current events, etc. Also, it can mean learning about Islam, and realizing that religious study is not something to fear. To learn about Islam is not necessarily about wanting to convert, though that is a perfectly reasonable desire. Instead, to learn about Islam can be about wanting to understand what is supremely important to the people with whom they work.

Whenever possible, teachers need to find ways to understand the things that their students are telling them, and also speak in a manner that students understand and can accept. Even when the students speak English well, their style of speech may be much more subtle than low-context expatriate teachers are used to. There are multiple ways English classes can go right, but, when things go wrong students most often attribute that to a negative student- teacher relationship. Giving honest and explicit negative feedback is required by academic honesty on occasion, but forbidden by cultural appropriateness. So, a teacher needs to find as many ways as possible to navigate the resulting tension and to disperse it as much as possible. Also, giving students ability to negotiate at least some aspects of the classroom experience will help them feel more in control and at home.

In the end, it is easier to give advice than to put it effectively into practice. Nevertheless, I hope that these suggestions will help pave the way towards educational practices which bring greater success to students in their linguistic goals.

Conclusion

This thesis was written in an attempt to problematize the supposed "laziness" of Saudi students. To understand what that "laziness" entails the three following research questions were formulated about Saudi students and teachers currently living and working in Saudi Arabia.

1) How much do students perceive teachers as having an effect on their learning English,

and is this effect justified by any data?

2) What misconceptions do teachers hold about students' motivations?

3) What are ways that we can correct these misunderstandings and improve English education in the Kingdom?

In chapter one, I discussed the history of the Support Program at one Riyadh private university. I used it to track how students struggling in academics and motivation changed over time, and how that related to the teachers sending students to Support and the teachers supporting the students. I began addressing the first research question in this section.

In chapter two, I provided the results of the two parts of my classroom-based research. First, I discussed what the students thought about their own motivation, and second I related what the teachers thought of the students' motivation. I continued discussing the first research question in this section. Then I started discussing the second research question in this section.

In chapter three, I provided two case studies to acquire anecdotal evidence about the subject of student motivation. I asked them, in-depth, about their particular experiences and what they believe motivates them. I related that information to what had already been learned from the survey, and saw that it agreed with, and expanded upon, the conclusions that had already been drawn with regard to the first and second research questions.

In chapter four, I addressed the third research question. I suggested training ideas that would help future teachers coming to Saudi Arabia to better understand their students, and for those students to thus have better English success in the classroom.

In the conclusion, I will review what has been discussed and its implications. In addition, I will discuss what I could not complete. Further I will consider new points of view that I discovered, and describe how my perspective changed.

The significance of the findings

This information matters immensely. As of recently the Saudi population had reached 27 million, with 30% of that number being expatriates (Census shows Kingdom's population at more than 27 million, 2014). The main medium of communication between the diverse populations of foreigners is English (Alresheed, 2012). In addition, the reliance of the global economy on the use of oil requires the growth, and expansion, of education within the country. Being able to effectively teach students within the country to communicate with their neighbors, and operate in the globalized economy, is essential.

In addition, each year, millions of dollars are spent on both the teachers and students in the Saudi educational system. Thousands of expatriate teachers travel to Saudi Arabia to teach English at university PYPs, and in other schools. These people will live and work in the country for one or more years, and making sure their time is spent effectively is essential. Plus, given the high population growth rate, a significant percentage of the population is under thirty (Alresheed, 2012). For these students to be educated and productive members of society, requires discussion of the factors that hinder and promote their success.

Research Facets that could not be completed

Within the paper, I hoped originally to have a larger number of participants in both the student survey and the teacher survey. This would have facilitated a more statistically-valid set of conclusions. In addition, it would have allowed a larger and more in depth exploration of the subject matter. Nevertheless, time and geopolitical constraints did not allow for such depth. It is hoped that a future researcher will be able to explore this understanding on a larger scale.

In addition, a survey-analysis program with a stronger analytical component would have been worthwhile. Survey Monkey is a program that allows analysis on a number of levels, but does not allow adjusting that analysis for certain data sets. To be able to control for some answers, and see how teachers with certain demographics vs. other demographics answered questions, would

have been really intriguing aspect of this research on which to go into further detail.

Also, the case study section of the paper could have been improved. First, to do so, I would increase the number of case studies to give a broader amount of in-depth perspectives. Having those case studies done during in-person interviews would also be advisable. As mentioned, Saudi culture is orally based, and very little can make up for the flexible give-and-take of a conversation to discover answers, versus a written set of responses over email. However, email provides the sense of separateness which sometimes allows difficult ideas to be expressed more easily and clearly. It is hoped that in the future, further research can assist in this matter.

On another note, as an experienced educator in Saudi Arabia, I am not entirely sure that the written survey necessarily conveys the depth of certainty that I have heard many teachers express in their frustration over their "lazy Saudi students." Whether the survey allowed the participating teachers a chance to examine their feelings in a more rational light, or I have confused passion associated with frustration, to passion associated with certainty, it is difficult to say. In addition, it could be that writing answers compels respondents to move towards less passionate responses, lest a one-time vehemence be "set in stone."

Perspective Change

Many new points of view have arisen from writing this paper.

Firstly, despite the fact that Saudi woman face a great number of difficulties in the job market, it seems very clear that they still find job prospects a highly motivating factor in their efforts to learn English.

Secondly, I believe I have understood some of the different facets of where the phrase "Saudi students are lazy" comes from. Partly it is a statement of people's lack of understanding of high-context cultures. Misunderstanding the ways that students are trying to express their concerns and needs leads teachers to make assumptions. In addition, it can lead institutions and students to misunderstand their expatriate teachers. Both ways of misunderstanding cause discord in the

classroom. Partly, also this expression of laziness, is an expression of teachers mistaking lack of confidence or training with lack of motivation. Partly, it is an expression of teachers themselves, who, lacking proper role models, have given up on trying to achieve cultural understanding with their students.

As well, this paper led to insight in the ways by which orientation affects how students learn language. It showed that while some students have many personal support structures that educate them on the English language, and others learn the language entirely in an academic atmosphere, both endeavor to be stimulated in their learning process. To support students it is necessary to better understand how they are learning the language, and not how I, as a teacher, want to teach it.

Recommendations

Until I researched the subject of student-centered motivational research in Saudi Arabia, I did not understand how little this subject had been documented in the field. While research into this subject may have been done in other languages, considering the importance of the topic matter, it is highly recommended that further, more in depth study, be undertaken. Especially, it is hoped that this future research could be published in English, given its import to English language instructors. In the general sense, teaching English is a booming industry, and understanding the variety of clientele that we work with is our duty as educators. From a geopolitical perspective, documenting the cultural understanding, or lack thereof, which occurs when two groups of people interact, is important towards expanding peace and prosperity for both.

Final comment on the paper

As educators, it is always our responsibility to understand the way that we are looking at the world, and the consequences that this entails. Instead of looking at our students as "others," and

identifying them from single aspects of their personality, religion, culture, family, socioeconomic status, or nationality, we have a responsibility to look at the interplay of all of those factors together and see how that contributes to them achieving their goals. It is a constant balancing act to acknowledge educational patterns, while also recognizing the individuals who make up those patterns. To know ourselves we must continuously be problematizing our assumptions, and rationally discovering why we hold them. "Saudi students are lazy" is one such statement. A more advanced understanding of why Saudi students act in the manner that they do requires us to bring them more extensively in to the discussion of their own education. Once we understand we can adjust. When we adjust we can improve. By improving we help all stakeholders achieve their personal, educational goals, whatever those may be. It is my great hope that this paper will inspire further research and discussion on this topic

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Appendix

Support Program 2010

Notes	ID	Level	Teacher	SUPPORT		10/16/2010	10/17/2010	10/18/2010
AK	200912019	8R	RC	AK				
	200912058	8R	RC	AK				
	200912058	8R	RC	AK				
	200912062	8R	RC	AK				
AK	200912027	8R	RC	AK				
	200612121	8R	KK	LH		LH	830 LH	
	200812076	8R	KK	LH		LH	845 LH	
	200912009	7R	LB	LH				
	200912008	7R	LB	LH				
	200812004	7R	LB	LH				
	200912083	7R	LB	LH				
	200912067	7R	LB	LH				
	200912035	7R	LB	LH				
	200812050	7R	LB	LH				
	200912040	7R	LB	LH				
	200912042	7R	LB	LH				
AK	200912108	7R	LB	AK				
	200912080	7R	GS	LH				
	200622286	7R	GS	LH				
	200912109	6C	KK	AK				
	200912096	5C	LZ	JH				
	200912106	5C	LZ	JH				
	200922020	5C	LZ	JH				
	200922021	5C	LZ	JH				
	201012093	5C	LZ	JH				
	201012133	5C	LZ	JH				
		2R/4C	E/JH					
	201012087	2R	JH	LH				
	201012048	2R	JH	LH				
	201012074	2R	JH	LH				
	201012123	2R	JH	LH				
	201012061	2R	JH	LH				

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EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

10/19/2010	10/20/2010	10/23/2010	10/24/2010	10/25/2010	10/26/2010	10/27/2010	10/30/2010	10/31/2010	11/1/2010	11/2/2010
			12:30 AK		11:20 AK		10:30 AK	12:15 AK	10:45 AK	12:00 AK
				10:45 AK		10:30 AK		10:45 AK	10:30 AK	
								12:15 AK		
						10:45 AK		11:30 AK		
					11:45 AK			11:45 AK		1:50 AK
830 LH			815 LH	815 LH	815 LH	845 lH				
845 LH		845 LH	845 LH	845 LH	845 LH					830 LH
								1115 lH		
								1115 LH		
								1115 LH		
								1115 LH		
								1230	1230 LH	830 LH
								1115 LH	room211	
								1115 LH		
								1115 LH		
								1115 LH		
					AK			12:45 AK		
			1050 LH	DN						
			1050 LH	DN						
					AK		11:00 AK			12:30 AK
			AK		12:30 AK			12:15 JS	12:30 JS	12:30 JS
			AK		12:30 AK			12:15 JS	12:30 JS	12:30 JS
					12:30 JS			12:15 JS	12:30 JS	12:30 JS
					12:30 JS			12:15 JS	12:30 JS	12:30 JS
					12:30 JS			12:15 JS	12:30 JS	12:30 JS
					12:30 JS			12:15 JS	12:30 JS	12:30 JS
					12:30 JS			12:30 JS	12:30 JS	12:30 JS
930 LH			930 LH			930 LH			930 LH	1100 LH
930 LH			930 LH			930 LH			930 LH	1100 LH
930 LH			930 LH			930 LH			930 LH	1100 LH
930 LH			930 LH			930 LH			930 LH	1100 LH
930 LH			930 LH			930 LH			930LH	1100 LH
								12:30 JS		
								12:30 JS		

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

11/3/2010	11/6/2010	11/7/2010	11/8/2010	11/9/2010	11/10/2010	11/27/2010	11/28/2010	11/29/2010	11/30/2010	12/1/2010
			11:30 AK							

815 LH

830LH

10:45 AK	10:30 AK	12:30 AK	10:30 AK							
		12:30 JS		12:30 JS						
		12:30 JS		12:30 JS						
		12:30 JS		12:30 JS						
		12:30 JS		12:30 JS						
		12:30 JS		12:30 JS						
		12:30 JS		12:30 JS						
		12:30 JS								
930 LH		930LH								
930 LH		939LH								
930 LH		930LH								
930 LH		930LH								
930 LH		930LH								

Support Program 2011

RED	means "no show"

	WEEK 2	WEEK 3	
		Sat.	Sun.
		12/10/2011	########	12/12/2011

Notes	ID	Level	Teacher	SUPPORT	General Notes			
	201112101	4C	AK	FM	submitted 17-Dec			
	201112102	3R	EM	SS	submitted 14-Dec			
	201112095	3R	EM	SS	submitted 14-Dec			
	201012061	3R and 4C	EM/AK	FM	submitted 14-Dec			
	201112088	3R and 4C	EM/AK	SS	submitted 14-Dec			
	201112070	4R	FM	TH	submitted 11-Dec	10:30 AK		
	20101215	5R	KB	RF	submitted 24-Dec			
	201112077	2R	KB	RF	submitted 26-Dec			
	201022010	7R	LZ	RF	submitted 12-Dec			
	201012008	7R	LZ	RF	submitted 12-Dec			
	2009121109	6R	MC	FM	submitted 13-Dec			
	200822013	8R	N	FM	submitted 17-Dec			
	200972096	8R	N	SS	submitted 17-Dec			
	200922014	8R	N	EM	submitted 17-Dec			
	201012001	8R	RF	EM	submitted 12-Dec			
	200912064	8R	RF	EM	submitted 12-Dec			
	201012146	8R	RF	EM	submitted 12-Dec			
	201012019	8R	RF	EM				
	201112094	1C	SM	TH	submitted 25-Dec			
	201112018	1C	SM	TH	submitted 25-Dec			
	201112098	1C	SM	TH	submitted 25-Dec			

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

Mon.	Tues.	Wed.	WEEK 4 Sat.	Sun.	Mon.	Tues.	Wed.	WEEK 5 Sat.	Sun.	Mon.
12/13/2011	12/14/2011	12/17/2011	12/18/2011	12/19/2011	12/20/2011	12/21/2011	12/24/2011	########	######	######
				12:00-1:00 FM	12:00-1:00 FM			12:00-1:00FM	12:00-1:00FM
		12:00-1:00 SS					12:15-1:15 SS		12:30-1:00 SS	12:30-1:00 SS
							12:15-1:15 SS	12:30-1:00 SS	12:30-1:00 SS	12:30-1:00SS
						12:30-1:25 FM		12:30-1:25FM		
								10:30-11:30 SS		10:30-11:30SS
	12:30TH			12:30TH		12:30TH		12.00 - 12.45		12.00 - 12.40
										11
1:15 TH			11:30-1:30FM			10:30-11:30FM		11:30-12:30FM		
	11.00 to 11.15		12.30 to 13.00			12.30 to 13.00		12.30 to 13.00		
				13.10 to 13.25	12.00 to 12.30	2.00 to 2.40	2.00 to 2.30	12.00 to 12.30	2.00 to 2.30	13.00 to 13.30
	11.00 to 11.15		12.30 to 13.00			12.30 to 13.00		12.30 to 13.00		
								11.30 to 12.00	10.20 to 10.40.	10.30 to 11.00

		WEEK 6					WEEK 7				
Tues.	Wed.	Sat.	Sun.	Mon.	Tues.	Wed.	Sat.	Sun.	Mon.	Tues.	Wed.
######	#######	1/1/2012	1/2/2012	1/3/2012	1/4/2012	1/7/2012	1/8/2012	1/9/2012	1/10/2012	1/11/2012	1/14/2012
			12:00-1:00FM	12:00-1:00FM				12:00-1:00FM	12:00-1:00FM		
12:30-1:00 SS	12:30 -1:00SS	12:30-1:00 SS	12:30 -1:00SS	12:30-1:00SS	12:30-1:00SS	12:40-1:20SS	12:40-1:20SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS
12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	
12:30-1:25FM		12:30-1:25FM			12:30-1:25FM		12:30-1:25FM			12:30-1:25FM	
10:30-11:30SS				10:30-11:30SS		10:10-11:00SS	10:10-11:00SS				
		12.00-12.30		12.00-12.30			12.00 -12.30		12.00 -12.30		
	12.10 - 1.00				12.00 - 1.00						12.00 - 1.00
10:30-11:30FM		11:30-12:30FM			10:30-11:30FM		11:30-12:30FM			10:30-11:30FM	
			10:15-11:15FM					10:15-11:15FM			
10:30-11:30 SS			10:30-11:30		10:30-11:30SS						
12.30 to 13.00		12.30 to 13.00			12.30 to 13.00		12.30 to 13.00			12.30 to 13.00	
3.10 to 3.25	10.20-10.45	12.30 to 13.00	2.30 to 3.00	12.00 to 12.30	1.30 to 2.00		13.00 to 13.45	2.30 to 3.00	12.00 to 12.30	1.30 to 2.00	
12.30 to 13.00		12.30 to 13.00			12.30 to 13.00		12.30 to 13.00			12.30 to 13.00	
	10.45 to 11.00	1030-11.00	11.40 to 12.00	11.30 to 12.00	11.45 to 12.00		11.00 to 11.45	10.30 to 10.45	11.00 to 11.40	10.15 to 10.30	

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

WEEK 8				
Sat.	Sun.	Mon.	Tues.	Wed.
1/15/2012	1/16/2012	1/17/2012	1/18/2012	
	12:00-1:00FM	12:00-1:00FM		
12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	12:30-1:00SS	
12:30-1:25FM			12:30-1:25FM	
10:30-11:30FM			10:30-11:30FM	
	10:15-11:15FM			

Support Program 2012

Notes	ID	Level	r	T	General Notes	Sat. 2/11/2012	Sun. 2/12/2012	Mon. 2/13/2012	Tues. 2/14/2012
	201122001	2C	TH	EM	submitted 13-Feb				
	201112096	2C	TH	EM	submitted 13-Feb				
	201112094	2R	HH	FM	submitted 13-Feb				
	201112027	2R	HH	FM	submitted 13-Feb				
		3R	TH	SS					12:30-1:00
	201112095	4C	RF	RC	submitted 12-Feb				
	201112014	4C	TH	RC	submitted 12-Feb				
	201112101	4C/3R	TH	SS	submitted 13-Feb				
	201112081	4R	SM	EM	submitted 7-Feb			11.10-11.20	12.30-13.00
	201112056	4R	SM	EM	submitted 7-Feb			11.40-11.50	12.00-13.00
	201122011	4R	SM	EM	submitted 12-Feb			11.25-11.35	13.00-13.15
	201122007	4R	SM	FM	submitted 19-Feb				
	20112003	4R	SM	SS	submitted 21-Feb				
	201112089	5R	MC	FM	submitted 19-Feb				
	201112044	5R	MC	RC/FM	submitted 12-Feb				12.30-13.00
	201012151	5R	MC	RC/FM	submitted 12-Feb				12:00-12:30
	201112070	5R	MC	RC/FM	submitted 12-Feb				11:30-12:00
	201112050	5R	MC	SdS	submitted 12-Feb				
	201112058	5R/6C	MC	FM	submitted 11-Feb				
	201012074	6C	EM	SS	submitted 11-Feb			12:00-12:30	12:00-12:30
	201112077	6C	EM	SS	submitted 11-Feb				12:00-12:30
	201012083	6C	EM	SM	submitted 11-Feb				12:30 SM
	201112002	6C	EM	SdS	submitted 11-Feb				
	201012046	6C	EM	SdS	submitted 11-Feb				
	201012062	6R	KK	AK	submitted 7-Feb			11:30 AK	
	201012087	6R	KK	KB	submitted 22-Feb				
	201112001	7R	SS	AK	submitted 15-Feb				
	201012051	7R	SS	FM	submitted 11-Feb				
		7R	SS	N/RC/FM	submitted 11-Feb				
	201112034	7R	SS	RF	submitted 11-Feb				
	200912109	7R	SS	SM	submitted 11-Feb				
	201112009	7R	SS	SdS	submitted 11-Feb				
		8R	FM	AK	submitted 12-Feb			10:45 AK	
	201012014	8R	FM	AK	submitted 8-Feb			10:20 AK	
	201012129	8R	LZ	AK	submitted 12-Feb				
	200912024	8R	LZ	FM	submitted 20-Feb				
	200912096	8R	FM	SM	submitted 8-Feb				
	201012086	8R	LZ	SM	submitted 12-Feb				
	201012146	8R	LZ	SM	submitted 12-Feb				
	200912106	8R	FM	SdS	submitted 7-Feb				

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

	WEEK 4					WEEK				
Wed.	Sat.	Sun.	Mon.	Tues.	Wed.	Sat.	Sun.	Mon.	Tues.	Wed.
2/15/2012	2/18/2012	2/19/2012	2/20/2012	2/21/2012	2/22/2012	2/25/2012	######	######	######	######
			11.30-12.00	12.30-13.30			13.30	12.50	13.30	
			11.30-12.00	12.30-13.30			13.30		13.30	
		12:30FM		12:30FM			12:30FM		12:30FM	
		1:00 FM		1:00 FM			1:00FM		12:30FM	
12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	1:00		1:00	1:00	1:00
								11:15 AK	10:20 RC	
								11:15 AK	10:20 RC	
			11:30-12:30		11:30-12:00	12:00		12:00		12:00
12.30-13.00	12.30-13.00	12.00 12.30	12.00-12.30	12.00-12.30	12.00-12.30	12.30	12-12.30	2-12.30	12.-12.30	12.-1.00
12.00-12.30	12.0012.30	12.30-13.00	12.30-13.00		12.30-13.00	13.00		13.00		12.-1.00
13.00-13.30	13.00-13.30		13.00-13.30	13.00-13.30	13-13.30			13-13.30		
			11:00 FM		11:00FM	11:00FM		11:00FM		11:00FM
						1pm			1:00-1:30	
				12:30 FM						12:30FM
		12.30-13.00				13.10				
		12.00-12.30				12.40				
		11.30-12.00	11.40-12.10			12.10			12:10	
								11:30 S	1.00-1:25	
12:30 FM		12:30FM			12:30F		12:30F		Talk	
		12:00-12:30	12:00-12:30						12:30	Talk AK
		12:00-12:30	12:00-12:30	12:00-12:30					12:30	
		12:30 SM	12:30 SM			12:30 SM			12:30 SM	
	SM		contact			11.30.		contact		contact
			contact			11.30		contact		contact
		11:30 AK						11:30 AK	10:10 AK	
								10:30 KB	10:30 KB	
		1:00 AK		1:00 AK	1:00 AK			1:00 AK	12:30 AK	
						11:30FM		11:30FM	
									11:10-11:40	
		1:00 -1.20	11.10-11.40							
				11				12:30 AK		12:30 RH
		12:00 SM	12:00 SM			12:00 SM			12:00 SM	
			1:00 SS			1:00 SS			1:00 SS	
		10:45 AK						10:45 AK		
		10:20 AK						10:20 AK		
		10:00 AK						10:00 AK		
				11.30-12.00						
12:30 SM	12:30 SM		12:30 SM		12:30 SM	12:30 SM		12:30 SM		12:30 SM
			11:30 SM		11:30 SM		11:30 SM		11:30 SM	Talk AK
			11:30 SM				11:30 SM		11:30 SM	Talk AK
					12 noon			12noon		Talk AK

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

WEEK					WEEK 7					WEEK	
Sat.	Sun.	Mon.	Tues.	Wed.	Sat.	Sun.	Mon.	Tues.	Wed.	Sat.	Sun.
3/3/2012	3/4/2012	3/5/2012	3/6/2012	3/7/2012	3/10/2012	3/11/2012	3/12/2012	3/13/2012	3/14/2012	3/17/2012	3/18/2012
	13.30		13.30	13.00		13.30		13.30			
	13.30		13.30	13.00		13.30		13.30			
	12:30FM		12:30FM			12:30FM		12:30FM			12:30F
	1:00FM		1:00FM			1:00FM		1:00FM			1:00FM
1:00	11:30-12	12:30-1:00	11:30-12	12:30-1:00	12:30-1:00	11:30-12	12:30-1:00	11:30-12	12:30-1:00	1:00	
10:30 RC				10:30 RC					10:30 RC		
12:00		12:00		12:00	12:00		12:00		12:00	12:00	
11.15	12-12.30	12-13.00	12-13.00	12.-13.00	12.-12.30		12.-13.00	12.-12.30	12-13.00		
11.15	12-12.30	13-13.30	12-13.00	12-12.30	13.00		12-13.00	12 13.00	12.-13.00		
13-13.30					13-13.30						
11:00FM				11:00FM	11:00FM				11:00FM	11:00FM	
	12:30-1		12:30-1			12:30-1		12:30-1			12:30-1
				12:30FM							
	12:40:00		12:40 RC			12:40 FS		12:40 RC			
	12:10:00		12:10 RC			12:10 FS		12:10 RC			12:10 FS
	11:40:00		11:40 RC			11:40 FS		11:40 RC			11:40 FS
12:30F		12:30F			12:30F		12:30F				12:30F
	12:30		12:30			12:30		12:30			12:30
	12:30		12:30			12:30		12:30			12:30
	12:30 SM		12:30 SM			12:30 SM		12:30 SM			
	contact			contact							
	contact			contact							
	11:10 AK	11:30 AK				11:30 AK	11:25 AK				
		10:30KB		10:30KB		10:30KB		10:30KB			
1:00 AK		1:00 AK		1:00 AK	1:00 AK	1:00 AK		1:00 AK			
	11:30FM		11:30FM		11:30FM			11:30FM			11:30F
			11:10 RC			11:10 FS		11:10 RC			
				12.3					12.3		
	12:00 SM		12:00 SM			12:00 SM		12:00 SM			
	1.00 pm										
		10:45 AK					10:45 AK				
		10:20 AK					10:20 AK				
		10:00 AK					10:00 AK				
12:30 SM		12:30 SM		12:30 SM	12:30 SM		12:30 SM		12:30 SM		
	11:30 SM		11:30 SM			11:30 SM	12:00 SM	11:30 SM			
	11:30 SM		11:30 SM			11:30 SM	12:00 SM	11:30 SM			
12 noon		12 noon									

WEEK					WEEK 7					WEEK	
Sat.	Sun.	Mon.	Tues.	Wed.	Sat.	Sun.	Mon.	Tues.	Wed.	Sat.	Sun.
3/3/2012	3/4/2012	3/5/2012	3/6/2012	3/7/2012	3/10/2012	3/11/2012	3/12/2012	3/13/2012	3/14/2012	3/17/2012	3/18/2012

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

Mon.	Tues.	Wed.
3/19/2012	3/20/2012	3/22/2012

12:30F
1:00FM

10:30 RC

11:00F

11:30 AK

11:30F

10:45 AK

10:20 AK

10:00 AK

Student Survey

Q1 Are you a student at (X) university studying English?

Answered: 32   Skipped: 0
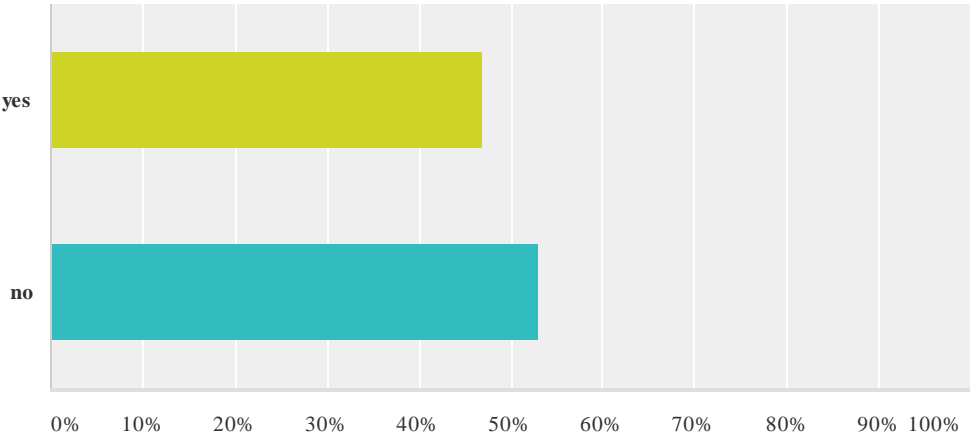
Answer Choices	Responses	
yes	**46.88%**	15
no	**53.13%**	17
Total		**32**

Q2 What is your gender?

Answered: 14   Skipped: 18
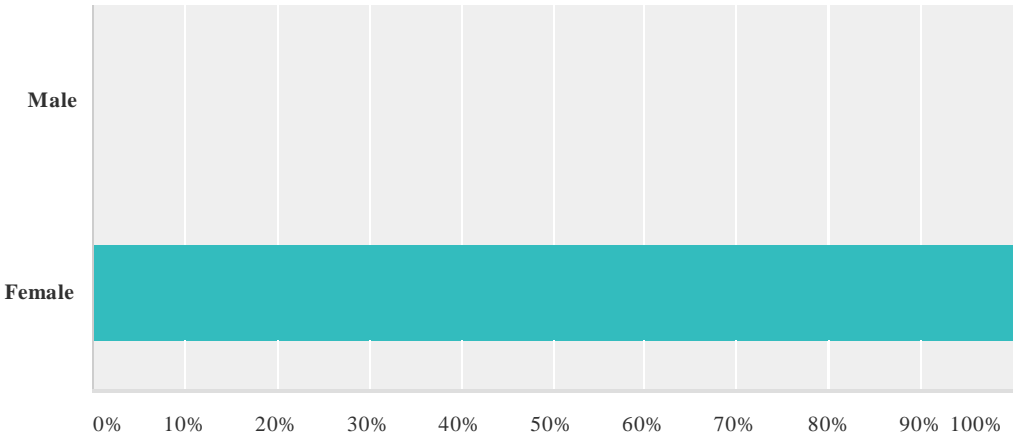
Answer Choices	Responses	
Male	**0.00%**	0
Female	**100.00%**	14
Total		**14**

Q3 Why did you decide to learn English?

Answered: 15   Skipped: 17

#	Responses	Date
1	Because it is an international language.	2/16/2014 3:09 PM
2	the must reason that because the English is one of the must international language.	2/16/2014 10:50 AM
3	Because the instructors in the university are using the English language in teaching students the courses c oncepts. It's the mother language that is used everywhere, and nowadays it's really important to learn the language because all work fields consider the language an essential part for the job	2/1/2014 11:52 PM
4	Because it's an international language	2/1/2014 2:12 PM
5	I grew up learning English	1/31/2014 3:59 PM
6	it is important to contact and work evey where	1/28/2014 2:23 PM
7	Because it international language and we use it everywhere and every day it's very important in our work	1/28/2014 5:48 AM
8	Because it's an international language	1/27/2014 7:48 PM
9	To improve my skills In writing	1/27/2014 12:55 PM
10	Cuz it's imortanat to learn it in our life.	1/27/2014 10:23 AM
11	I have been studying english since i was in kindergarden, and for me to get to Al-Yamamah i had to learn more and pass the english program there.	1/27/2014 9:32 AM
12	Because is the second language .	1/27/2014 9:31 AM
13	Just	1/27/2014 9:27 AM
14	Because it is very important in our life	1/27/2014 9:19 AM
15	Because	1/19/2014 6:23 AM

Q4: How confident to you feel about your ability to use English?

Answered: 15   Skipped: 17
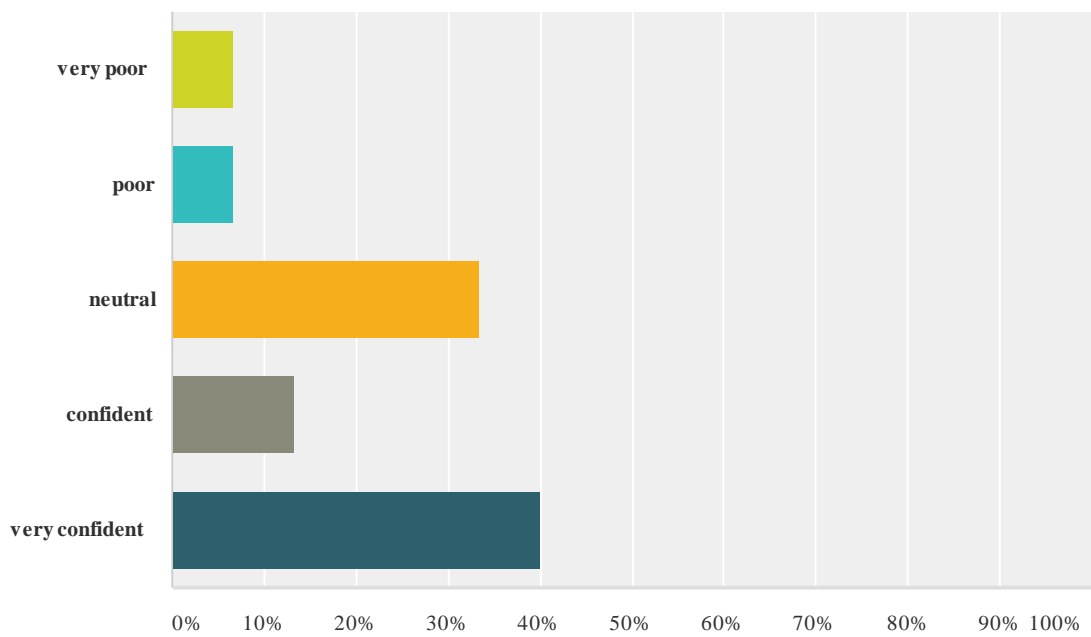
Answer Choices	Responses	
very poor	**6.67%**	1
poor	**6.67%**	1
neutral	**33.33%**	5
confident	**13.33%**	2
very confident	**40.00%**	6
Total		**15**

Q76 How confident do you feel about ability to improve your English

Answered: 15   Skipped: 17
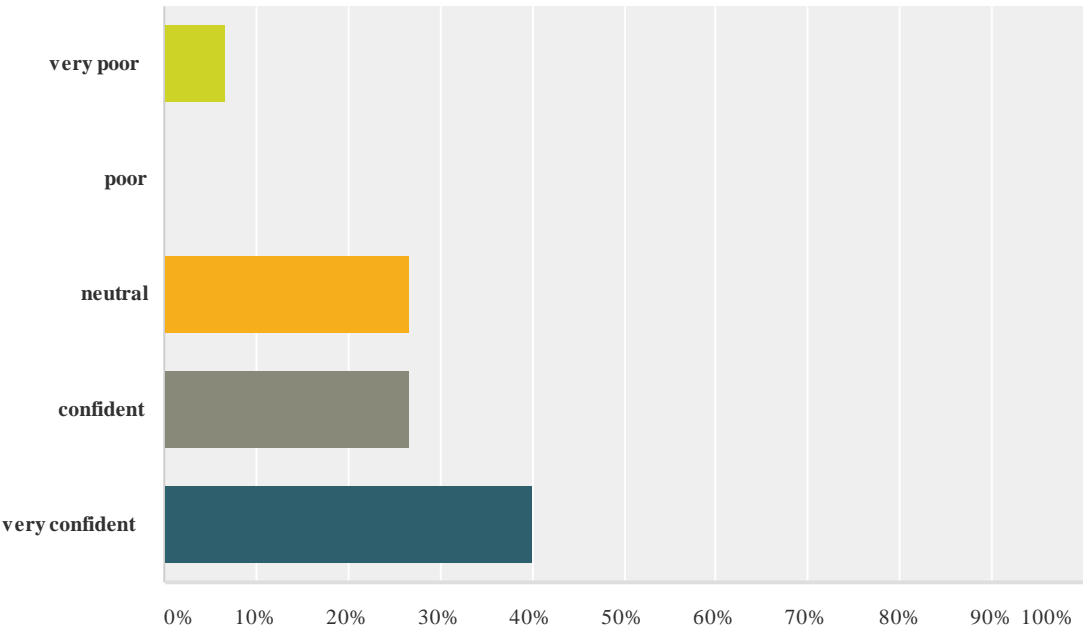
Answer Choices	Responses	
very poor	**6.67%**	1
poor	**0.00%**	0
neutral	**26.67%**	4
confident	**26.67%**	4
very confident	**40.00%**	6
Total		**15**

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

Q6 Please rate the following in how they positively affect you learning English

Answered: 13   Skipped: 19

	No effect	Slight effect	Some effect	Large effect	Very large effect	Total
good job possibility	0.00% 0	16.67% 2	8.33% 1	16.67% 2	58.33% 7	12
Supportive father	15.38% 2	0.00% 0	7.69% 1	38.46% 5	38.46% 5	13
Supportive mother	7.69% 1	7.69% 1	7.69% 1	23.08% 3	53.85% 7	13
Supportive siblings	15.38% 2	23.08% 3	7.69% 1	23.08% 3	30.77% 4	13
Supportive extended family	7.69% 1	15.38% 2	7.69% 1	30.77% 4	38.46% 5	13
My faith in God	23.08% 3	0.00% 0	7.69% 1	15.38% 2	53.85% 7	13
Teacher I like	0.00% 0	0.00% 0	7.69% 1	53.85% 7	38.46% 5	13
Teacher who demands a lot of work from me	0.00% 0	30.77% 4	23.08% 3	23.08% 3	23.08% 3	13
Teacher who is easy on me	7.69% 1	15.38% 2	15.38% 2	7.69% 1	53.85% 7	13
Good educational materials- ex. books, library, computer labs, internet	0.00% 0	7.69% 1	15.38% 2	23.08% 3	53.85% 7	13
Good classmates	0.00% 0	0.00% 0	23.08% 3	53.85% 7	23.08% 3	13
Supportive friends	7.69% 1	7.69% 1	15.38% 2	23.08% 3	46.15% 6	13
Safe school atmosphere	0.00% 0	0.00% 0	15.38% 2	38.46% 5	46.15% 6	13
Chance for extracurricular activities	7.69% 1	7.69% 1	23.08% 3	30.77% 4	30.77% 4	13
My wish to be great at English	0.00%	0.00%	15.38%	38.46%	46.15%	

	0	0	2	5	6	13
My studying a lot	**0.00%**	**0.00%**	**41.67%**	**33.33%**	**25.00%**	
	0	0	5	4	3	12
Other things not described	**30.77%**	**7.69%**	**23.08%**	**15.38%**	**23.08%**	
	4	1	3	2	3	13

Q7 What are the most important things that cause your success in learning English?

Answered: 13   Skipped: 19

Answer Choices	Responses	
1	100.00%	13
2	100.00%	13
3	100.00%	13

#	1	Date
1	Teacher	2/16/2014 3:13 PM
2	now i can contact with other people who speak English	2/16/2014 11:00 AM
3	a lot of exercises and paper work	2/1/2014 11:56 PM
4	Teachers who simply and explain well	2/1/2014 2:16 PM
5	pay attention	1/28/2014 2:24 PM
6	improvement	1/28/2014 5:51 AM
7	Watching movies and tv showes	1/27/2014 7:52 PM
8	practicing with friends and family	1/27/2014 12:58 PM
9	Reading	1/27/2014 10:26 AM
10	My whole family's ability to speaks english.	1/27/2014 9:38 AM
11	Reading	1/27/2014 9:34 AM
12	practice	1/27/2014 9:33 AM
13	God	1/19/2014 6:25 AM

#	2	Date
1	Reading	2/16/2014 3:13 PM
2	It's make my life more easier.	2/16/2014 11:00 AM
3	using the language in the university	2/1/2014 11:56 PM
4	When there's fun activities in English language	2/1/2014 2:16 PM
5	fun	1/28/2014 2:24 PM
6	continue the studing	1/28/2014 5:51 AM
7	Researches	1/27/2014 7:52 PM
8	studing abroad	1/27/2014 12:58 PM
9	Listening	1/27/2014 10:26 AM
10	English movies and TV shows helped me a LOT!	1/27/2014 9:38 AM
11	Writing	1/27/2014 9:34 AM
12	studying	1/27/2014 9:33 AM
13	Luck	1/19/2014 6:25 AM

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

#	3	Date
1	Talking to English ppl	2/16/2014 3:13 PM

2	now i have my second language and i hope to learn more, we are here to learn	2/16/2014 11:00 AM
3	watching movies and series	2/1/2014 11:56 PM
4	Watching lots of movies	2/1/2014 2:16 PM
5	enjoy	1/28/2014 2:24 PM
6	practice	1/28/2014 5:51 AM
7	Communication classes	1/27/2014 7:52 PM
8	nothing else	1/27/2014 12:58 PM
9	Communic ation	1/27/2014 10:26 AM
10	Travelling and meeting new people made it Important to know the language and perfect it.	1/27/2014 9:38 AM
11	Cummanuc ation	1/27/2014 9:34 AM
12	good teachers	1/27/2014 9:33 AM
13	Easy teacher	1/19/2014 6:25 AM

Q8 Please rate the following in how they negatively affect you learning English

Answered: 12   Skipped: 20

	No effect	Slight effect	Some effect	Large effect	Very large effect	Total
poor job possibilities	27.27% 3	18.18% 2	0.00% 0	9.09% 1	45.45% 5	11
Not supportive father	33.33% 4	16.67% 2	16.67% 2	8.33% 1	25.00% 3	12
Not supportive mother	33.33% 4	8.33% 1	16.67% 2	8.33% 1	33.33% 4	12
Not supportive siblings	33.33% 4	16.67% 2	25.00% 3	8.33% 1	16.67% 2	12
Not supportive extended family	33.33% 4	8.33% 1	25.00% 3	25.00% 3	8.33% 1	12
Teacher I hate	8.33% 1	8.33% 1	16.67% 2	8.33% 1	58.33% 7	12
Teacher who demands a lot of work from me	27.27% 3	18.18% 2	18.18% 2	18.18% 2	18.18% 2	11
Teacher who is easy on me	41.67% 5	16.67% 2	8.33% 1	8.33% 1	25.00% 3	12
Lack of educational materials- ex. No books, no library, broken computer labs,	25.00% 3	16.67% 2	8.33% 1	25.00% 3	25.00% 3	12
Rude classmates	25.00% 3	16.67% 2	16.67% 2	25.00% 3	16.67% 2	12
Rude school mates	27.27% 3	9.09% 1	9.09% 1	45.45% 5	9.09% 1	11
Not supportive friends	16.67% 2	8.33% 1	41.67% 5	16.67% 2	16.67% 2	12
Not safe classroom atmosphere	16.67% 2	16.67% 2	0.00% 0	33.33% 4	33.33% 4	12
No chance for extracurricular activities	33.33% 4	16.67% 2	8.33% 1	25.00% 3	16.67% 2	12
My belief that English is not important	33.33%	16.67%	0.00%	25.00%	25.00%	

	4	2	0	3	3	12
My not studying	16.67% 2	16.67% 2	16.67% 2	8.33% 1	41.67% 5	12
Other things not described	16.67% 2	25.00% 3	25.00% 3	16.67% 2	16.67% 2	12

Q9 What are the most important things that cause you to fail to learn English?

Answered: 12   Skipped: 20

Answer Choices	Responses	
1	100.00%	12
2	75.00%	9
3	58.33%	7

#	1	Date
1	If I don't push my self to try	2/16/2014 3:15 PM
2	some difficult vocab	2/16/2014 11:04 AM
3	not having time to read books to improve my English	2/1/2014 11:59 PM
4	When learning becomes boring	2/1/2014 2:18 PM
5	nothing	1/28/2014 2:25 PM
6	to be lazy	1/28/2014 5:52 AM
7	Nothing	1/27/2014 7:55 PM
8	speaking Arabic all time	1/27/2014 1:01 PM
9	Losing the ability to study	1/27/2014 10:30 AM
10	I didn't fail, but if the teacher for example was very tough in the sense of the actual work not meeting the required work that makes me lose interest in class.	1/27/2014 9:42 AM
11	No reading skills	1/27/2014 9:36 AM
12	Hard teacher	1/19/2014 6:27 AM
#	2	Date
1	Teacher	2/16/2014 3:15 PM
2	bad Incorporation	2/16/2014 11:04 AM
3	When the teacher doesn't care enough	2/1/2014 2:18 PM
4	nothing	1/28/2014 2:25 PM
5	ignoring	1/28/2014 5:52 AM
6	other works	1/27/2014 1:01 PM
7	Losing confidence	1/27/2014 10:30 AM
8	Also writing	1/27/2014 9:36 AM
9	Other responsibilities	1/19/2014 6:27 AM
#	3	Date
1	Class mates	2/16/2014 3:15 PM
2	communication and speakin	2/16/2014 11:04 AM
3	When there are some noise	2/1/2014 2:18 PM

4	nothing	1/28/2014 2:25 PM
5	Hate to learn English	1/27/2014 10:30 AM
6	Useless the language	1/27/2014 9:36 AM

| 7 | Rude classmates | 1/19/2014 6:27 AM |

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

Teacher Survey

Q1 **Are you an English teacher in Saudi Arabia?**

Answered: 18   Skipped: 0
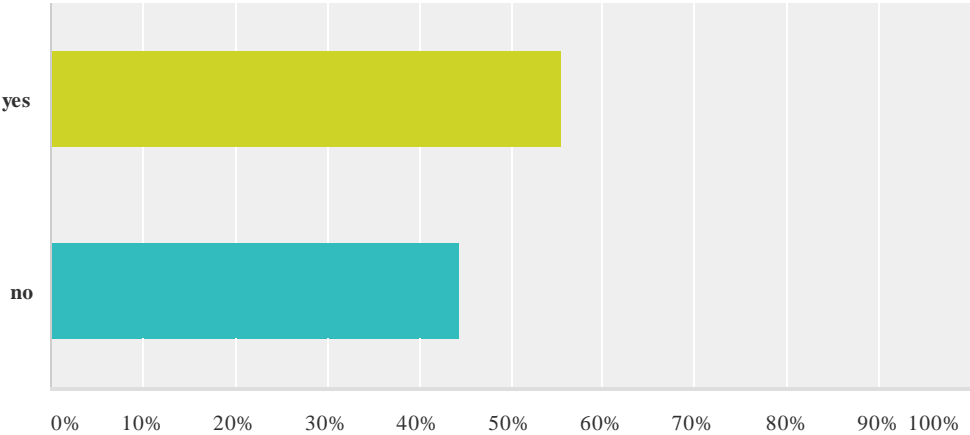
Answer Choices	Responses	
yes	**55.56%**	10
no	**44.44%**	8
Total		**18**

Q2 What is your gender?

Answered: 10   Skipped: 8
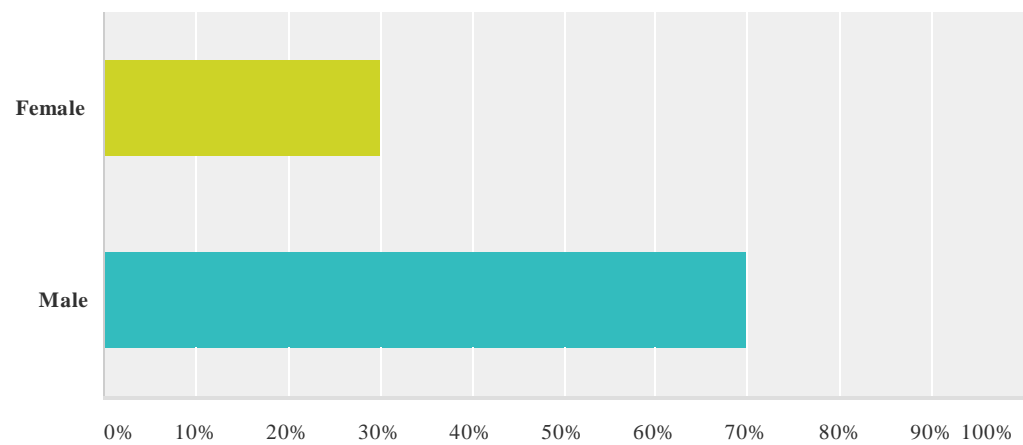
Answer Choices	Responses	
Female	**30.00%**	3
Male	**70.00%**	7
Total		**10**

Q3 Why did you decide to come and teach ESL in Saudi Arabia?

Answered: 10   Skipped: 8

#	Responses	Date
1	?	2/25/2014 3:22 AM
2	The money and the experience	2/23/2014 11:18 AM
3	Cultural and religious reasons.	1/30/2014 11:07 AM
4	For the money and the experience	1/27/2014 12:59 AM
5	money	1/23/2014 9:01 AM
6	Opportunities for professional growth	1/23/2014 7:35 AM
7	money and adventure	1/22/2014 4:24 PM
8	Money	1/22/2014 5:17 AM
9	Economic	1/21/2014 10:59 PM
10	MA TESOL program via YU	1/21/2014 8:50 PM

Q4 What is your Arabic level?

Answered: 10   Skipped: 8
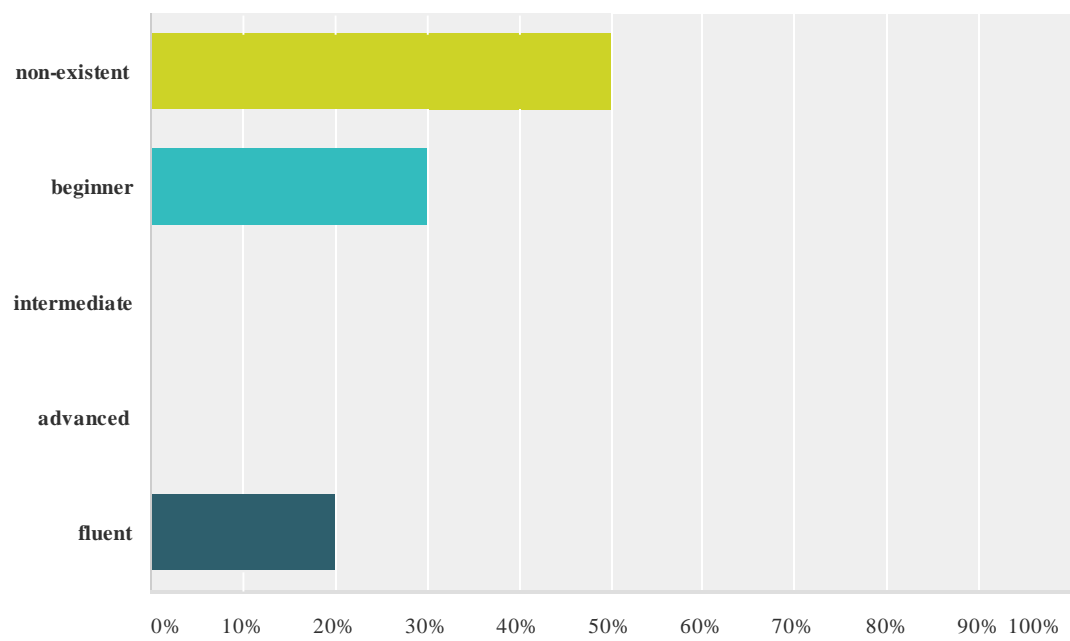
Answer Choices	Responses	
non-existent	**50.00%**	5
beginner	**30.00%**	3
intermediate	**0.00%**	0
advanced	**0.00%**	0
fluent	**20.00%**	2
Total		**10**

Q5 What is the highest level of education you have completed?

Answered: 10   Skipped: 8
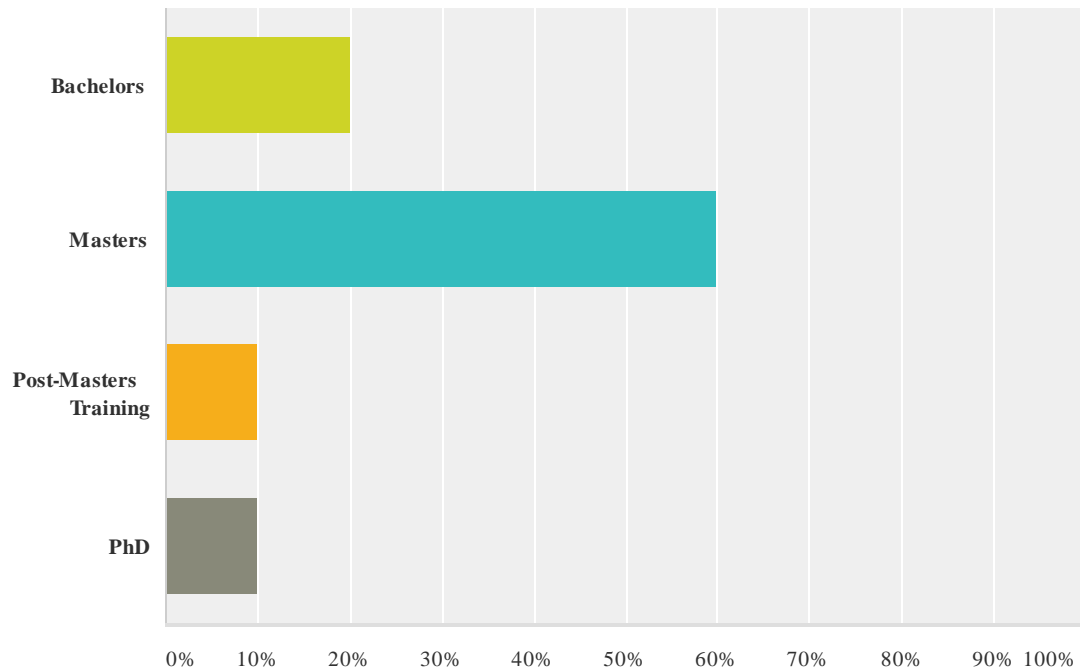
Answer Choices	Responses	
Bachelors	**20.00%**	2
Masters	**60.00%**	6
Post-Masters Training	**10.00%**	1
PhD	**10.00%**	1
Total		**10**

Q6 How many years have you been teaching in the Middle East?

Answered: 10   Skipped: 8
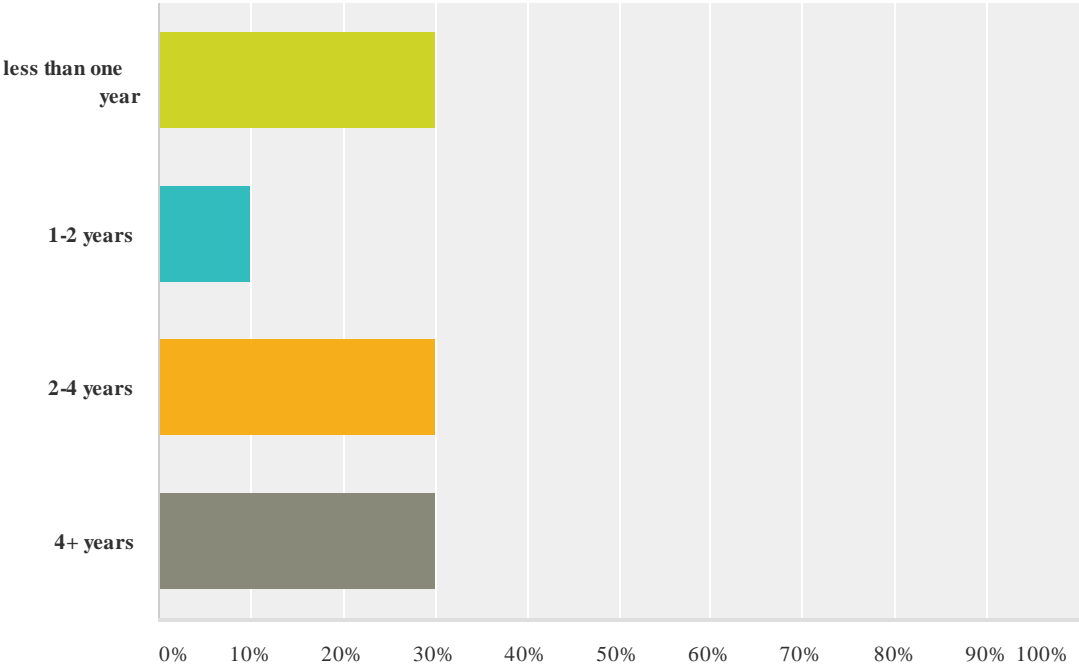
Answer Choices	Responses	
less than one year	**30.00%**	3
1-2 years	**10.00%**	1
2-4 years	**30.00%**	3
4+ years	**30.00%**	3
Total		**10**

Q7 What are some reasons you think your students have for learning English?

Answered: 10   Skipped: 8

Answer Choices	Responses	
1	100.00%	10
2	80.00%	8
3	60.00%	6
4	30.00%	3

#	1	Date
1	?	2/25/2014 3:23 AM
2	Social mobility	2/23/2014 11:18 AM
3	professional-jobs	1/30/2014 11:08 AM
4	For conversation/communicating when on holiday	1/27/2014 1:00 AM
5	required	1/23/2014 9:02 AM
6	To study further abroad	1/23/2014 7:39 AM
7	universal language	1/22/2014 4:25 PM
8	Better job	1/22/2014 5:18 AM
9	Get a decent job	1/21/2014 10:59 PM
10	Commerc e/business	1/21/2014 8:51 PM
#	2	Date
1	requirement	1/30/2014 11:08 AM
2	TO help get a good job	1/27/2014 1:00 AM
3	future prospects	1/23/2014 9:02 AM
4	To do business globally	1/23/2014 7:39 AM
5	job opportunities	1/22/2014 4:25 PM
6	Showing off	1/22/2014 5:18 AM
7	Communicate	1/21/2014 10:59 PM
8	International travel	1/21/2014 8:51 PM
#	3	Date
1	business	1/30/2014 11:08 AM
2	Because their parents say so/something to do	1/27/2014 1:00 AM
3	interest	1/23/2014 9:02 AM
4	To connect with others (through travel, the internet, etc.)	1/23/2014 7:39 AM
5	Ease at travel	1/21/2014 10:59 PM

6	Mandatory for YU programs	1/21/2014 8:51 PM
#	**4**	**Date**
1	traveling	1/30/2014 11:08 AM

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

| 2 | Because they have got a grant | 1/27/2014 1:00 AM |
| 3 | Progress in their lives | 1/21/2014 10:59 PM |

Q8 Please rate the following in how they positively affect your students' success in learning English?

Answered: 10   Skipped: 8

	No effect	Slight effect	Some effect	Large effect	Very large effect	Total
Supportive father	0.00% 0	0.00% 0	40.00% 4	50.00% 5	10.00% 1	10
Supportive mother	0.00% 0	0.00% 0	50.00% 5	40.00% 4	10.00% 1	10
Supportive siblings	0.00%	10.00%	50.00%	30.00%	10.00%	

	0	1	5	3	1	10
Supportive extended family	**0.00%** 0	**10.00%** 1	**50.00%** 5	**30.00%** 3	**10.00%** 1	10
Their faith in God	**33.33%** 3	**0.00%** 0	**44.44%** 4	**0.00%** 0	**22.22%** 2	9
Teacher they like	**0.00%** 0	**0.00%** 0	**20.00%** 2	**50.00%** 5	**30.00%** 3	10
Good job prospects	**0.00%** 0	**0.00%** 0	**30.00%** 3	**60.00%** 6	**10.00%** 1	10
Teacher who demands a lot of work from them	**0.00%** 0	**0.00%** 0	**30.00%** 3	**70.00%** 7	**0.00%** 0	10
Teacher who is easy on them	**33.33%** 3	**22.22%** 2	**33.33%** 3	**11.11%** 1	**0.00%** 0	9
Good educational materials- ex. books, library, computer labs, internet	**0.00%** 0	**0.00%** 0	**50.00%** 5	**30.00%** 3	**20.00%** 2	10
Good classmates	**0.00%** 0	**0.00%** 0	**30.00%** 3	**60.00%** 6	**10.00%** 1	10
Supportive friends	**0.00%** 0	**10.00%** 1	**50.00%** 5	**30.00%** 3	**10.00%** 1	10
Safe school atmosphere	**0.00%** 0	**0.00%** 0	**30.00%** 3	**60.00%** 6	**10.00%** 1	10
Chance for extracurricular activities	**0.00%** 0	**20.00%** 2	**50.00%** 5	**30.00%** 3	**0.00%** 0	10
Their habit of studying a lot	**0.00%** 0	**20.00%** 2	**30.00%** 3	**30.00%** 3	**20.00%** 2	10
Their desire to succeed	**0.00%** 0	**0.00%** 0	**20.00%** 2	**40.00%** 4	**40.00%** 4	10
Their confidence in their English ability	**0.00%** 0	**0.00%** 0	**20.00%** 2	**60.00%** 6	**20.00%** 2	10
Their strong discipline and good attention in class	**0.00%** 0	**0.00%** 0	**20.00%** 2	**70.00%** 7	**10.00%** 1	10
Other things not described	**0.00%** 0	**0.00%** 0	**66.67%** 6	**22.22%** 2	**11.11%** 1	9

Q9 What do you believe are the most important factors that contribute to your students' success in learning English?

Answered: 10   Skipped: 8

Answer Choices	Responses	
1	**100.00%**	10
2	**80.00%**	8
3	**60.00%**	6
4	**40.00%**	4

#	1	Date
1	?	2/25/2014 3:23 AM
2	Personal motivation levels	2/23/2014 11:20 AM
3	motivation	1/30/2014 11:11 AM
4	desire to do well	1/27/2014 1:04 AM
5	interest	1/23/2014 9:05 AM
6	To see a use for English outside the classroom	1/23/2014 7:54 AM
7	motivation	1/22/2014 4:27 PM
8	Motivation	1/22/2014 5:20 AM
9	Attitude change	1/21/2014 11:01 PM
10	Interactive activities and projects	1/21/2014 8:56 PM
#	2	Date
1	pedagogical imput	1/30/2014 11:11 AM
2	self-motivation	1/27/2014 1:04 AM
3	intelligence	1/23/2014 9:05 AM
4	To pursue interests in English (e.g. watching movies)	1/23/2014 7:54 AM
5	family support	1/22/2014 4:27 PM
6	Practicing outside classroom	1/22/2014 5:20 AM
7	Paying attention to class	1/21/2014 11:01 PM
8	Integrated approach to teaching	1/21/2014 8:56 PM
#	3	Date
1	practice	1/30/2014 11:11 AM
2	Sense of achievement	1/27/2014 1:04 AM
3	To have positive interactions with speakers of English	1/23/2014 7:54 AM
4	Working hard	1/22/2014 5:20 AM

5	Realizing they are learning	1/21/2014 11:01 PM
6	Proper level placement in program	1/21/2014 8:56 PM
#	**4**	**Date**

1	environment	1/30/2014 11:11 AM
2	competition with other girls	1/27/2014 1:04 AM
3	Seeing results of their learning	1/21/2014 11:01 PM
4	Non-threatening & supportive classroom environment	1/21/2014 8:56 PM

Q10 Please rate the following in how they hurt your students' progress learning English.

Answered: 9   Skipped: 9

	No effect	Slight effect	Some effect	Large effect	Very large effect	Total
Not supportive father	0.00% 0	0.00% 0	33.33% 3	33.33% 3	33.33% 3	9
Not supportive mother	0.00% 0	0.00% 0	33.33% 3	44.44% 4	22.22% 2	9
Not supportive siblings	0.00%	0.00%	66.67%	22.22%	11.11%	

EXAMINING STUDENT MOTIVATION IN SAUDI ARABIA

	0	0	6	2	1	9
Not supportive extended family	**11.11%** 1	**0.00%** 0	**66.67%** 6	**22.22%** 2	**0.00%** 0	9
Teacher they hate	**0.00%** 0	**0.00%** 0	**33.33%** 3	**22.22%** 2	**44.44%** 4	9
Teacher who demands a lot of work from them	**22.22%** 2	**11.11%** 1	**22.22%** 2	**22.22%** 2	**22.22%** 2	9
Poor job prospects	**0.00%** 0	**0.00%** 0	**44.44%** 4	**33.33%** 3	**22.22%** 2	9
Teacher who is easy on them	**0.00%** 0	**0.00%** 0	**55.56%** 5	**11.11%** 1	**33.33%** 3	9
Lack of educational materials- ex. No books,not internet	**0.00%** 0	**0.00%** 0	**33.33%** 3	**55.56%** 5	**11.11%** 1	9
Rude classmates	**0.00%** 0	**0.00%** 0	**62.50%** 5	**25.00%** 2	**12.50%** 1	8
Rude school mates	**0.00%** 0	**11.11%** 1	**66.67%** 6	**0.00%** 0	**22.22%** 2	9
Not supportive friends	**0.00%** 0	**11.11%** 1	**33.33%** 3	**33.33%** 3	**22.22%** 2	9
Unsafe classroom atmosphere	**0.00%** 0	**11.11%** 1	**44.44%** 4	**33.33%** 3	**11.11%** 1	9
No chance for extracurricular activities	**0.00%** 0	**11.11%** 1	**44.44%** 4	**33.33%** 3	**11.11%** 1	9
Their lack of good study habits	**0.00%** 0	**0.00%** 0	**33.33%** 3	**33.33%** 3	**33.33%** 3	9
Their lack of desire to succeed	**0.00%** 0	**0.00%** 0	**11.11%** 1	**33.33%** 3	**55.56%** 5	9
Their lack of confidence in their English ability	**0.00%** 0	**11.11%** 1	**33.33%** 3	**22.22%** 2	**33.33%** 3	9
Their lack of discipline and attention in the class	**0.00%** 0	**0.00%** 0	**22.22%** 2	**33.33%** 3	**44.44%** 4	9
Other things not described	**0.00%** 0	**0.00%** 0	**87.50%** 7	**0.00%** 0	**12.50%** 1	8

Q11 When your students fail to accomplish goals what do you think are the most important factors that contribute to this?

Answered: 9   Skipped: 9

Answer Choices	Responses	
1	**100.00%**	9
2	**77.78%**	7
3	**44.44%**	4
4	**44.44%**	4

#	1	Date
1	?	2/25/2014 3:24 AM
2	Lack of motivation	2/23/2014 11:22 AM
3	motivation	1/30/2014 11:13 AM
4	lazyness	1/27/2014 1:10 AM
5	Their perception of a problem being insurmountable	1/23/2014 7:58 AM
6	no motivation	1/22/2014 4:41 PM
7	Lack of confidence	1/22/2014 5:22 AM
8	Indifference	1/21/2014 11:02 PM
9	Poor study/work ethic	1/21/2014 9:00 PM
#	2	Date
1	Poor planning	2/23/2014 11:22 AM
2	effort	1/30/2014 11:13 AM
3	not listening to instructions/concentrating	1/27/2014 1:10 AM
4	no family support	1/22/2014 4:41 PM
5	Seriousness	1/22/2014 5:22 AM
6	No support	1/21/2014 11:02 PM
7	Time management skills	1/21/2014 9:00 PM
#	3	Date
1	family environment	1/30/2014 11:13 AM
2	doing the minimum or nothing out of class	1/27/2014 1:10 AM
3	Negligence	1/21/2014 11:02 PM
4	Cultural issues that demand their time	1/21/2014 9:00 PM
#	4	Date
1	external environment	1/30/2014 11:13 AM
2	not correcing errors	1/27/2014 1:10 AM
3	Poor student behavior	1/21/2014 11:02 PM
4	Motivation to succeed	1/21/2014 9:00 PM

Case-Study Student 1

Age: 22
Major: Quality Management

1) Why did you decide to study English as a Second Language?

   I grew up being taught English through television and school and the transition to studying in English was done in elementary school and therefore was not very difficult.

2) How do you hope to use English in your future?

   In everyday life activities; communicating, reading, writing, studying, and working.

3) What things have really helped you to succeed in your study of English?

   International high school, TV, movies, and books.

4) What factors have worked against your success? How did you overcome them?

   Being at (X) where the English level of a majority of the students is relatively low resulted in the use of simple English by most staff which did not help develop my vocabulary as I hoped a university education would.

5) How much effect do you really feel like foreign ESL teachers have on their students' success given all the other factors in any one students mind? Why?

   They have the patience to explain, repeat, and motivate students into believing that they can and will learn the language, which is very important for the students in (X) for example.

6) What is/are one (or more) things that you feel like most foreign ESL teachers don't understand about their Saudi students that they probably should?

   Nothing comes to mind

Case-Study Student 2

Age: 23
Major: Marketing

1) Why did you decide to study English as a Second Language?

    Because it's an international language and it's essential in conducting businesses.

2) How do you hope to use English in your future?

    In conducting business internationally and studying for master.

3) What things have really helped you to succeed in your study of English?

    Always learn new vocab and update my language basically never stop learning.

4) What factors have worked against your success? How did you overcome them?

    I wasn't taught right the English basics in school so I had to go and study English outside (X) the basic level to relearn it appropriately.

5) How much effect do you really feel like foreign ESL teachers have on their students' success given all the other factors in any one students mind? Why?

    It has a huge effect some of my teachers inspired me to do more and work harder and others them to do great by using what appeal to them and make learning English fun or just don't care enough to do something creative to get their attention and basically go through the books or even worse not care enough that the students need to understand or that some of them need more one on one help so the student feels like a failure.

6) What is/are one (or more) things that you feel like most foreign ESL teachers don't understand about their Saudi students that they probably should?

    Some of the students are highly motivated they just need support and maybe extra classes or activities to help. Also some of them don't have the skills of studying schools here is like the lottery few time you win with good education school so that's why they are very weak and need either motivation or support. Making learning fun is highly important not like children fun but the intellectual kind of fun like playing jeopardy game. For example, get two teams against each other it will make the students excited. Reading and having interesting discussion about different cases worldwide.