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PROFESSIONAL DEVELOPMENT WORKSHOP FOR SAUDI ENGLISH
FOREIGN LANGUAGE TEACHERS

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ABSTRACT

This professional development workshop, designed for Saudi English Foreign Language (EFL) teachers, utilizes a learner-centered approach to develop teachers' linguistic as well as pedagogic knowledge, skills, and abilities. It adopts Wright's (2002) model of language awareness which offers a framework of creating language learning and teaching activities based on real language data. Wright's (2002) model is flexible enough to include not only issues about the language system but also the social and pedagogical issues that teachers find relevant to their instructional contexts. This workshop creates opportunities for teachers to work collaboratively with students and administrators of English language curriculum through the adoption of a modified version of Seidel's (1998) Collaborative Assessment Protocol. Following the modified format of this model, teachers will learn about each others' experiences, exchange feedback with administrators, and become more aware of their students' perspectives toward learning English. The workshop will help teachers understand the theoretical basis of Savignon's (2003) model of Communicative Language Teaching by outlining its principles and practical uses of English. The teachers will also come to recognize the importance of learner motivation in English language learning in the Saudi context. They will understand, exchange, create, and practice several strategies to create a supportive and motivating atmosphere in their English language classrooms.

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Introduction

The purpose of this project is to design a professional development workshop that addresses the professional development needs of Saudi in-service English language teachers. Using Wright's (2002) model for developing teacher language awareness, the workshop will help teachers develop their linguistic and pedagogical knowledge by having them participating in language awareness activities based on authentic language data. These activities cover Wright's domains of language awareness: user, analyst, and teacher domains and have the potential to help the teachers developing an awareness of language as a system and bring this understanding into their daily classroom practices. The workshop will include theoretical readings and practical applications and activities that help teachers to improve their abilities in all three of Wright's domains of language awareness. Gaining experience and knowledge of these domains will enable teachers to deal thoroughly with issues such as language and gender and strategies of error correction, to develop a deeper understanding of the linguistic systems of English, and to enhance theoretically grounded English language pedagogy. Special attention will be paid to the challenges and problems of English language teaching and curriculum planning in the KSA, the creation of activities that address these challenges, and the encouragement of teachers to reflect on opportunities to improve the current state of EFL instruction in the KSA.

Literature Review

English as a Foreign Language in Saudi Arabia

This literature review will discuss the current state of English language instruction in the KSA. This discussion includes a brief history of EFL instruction in Saudi Arabia and several problems and challenges in the Saudi English language curriculum.

Overview

Saudi educational policymakers added English to the national curriculum in response to increased tourism among non-Arabic speaking people and the growing globalization of the oil industry. English has been made a required subject in both intermediate and secondary school in a curriculum that is appropriate to Saudi values and customs. This curriculum never touches on cultural aspects of the English-speaking countries.

English as a foreign language was first taught in the KSA in 1927 (Al-seghayer, 2005, p. 126). The KSA was never colonized, so a foreign language was not imposed from outside; rather, "it was the Saudi government that undertook the initial steps in introducing English to its people" (Al-seghayer, 2005, p. 125). The Saudi government foresaw the importance of English in future relations with other countries outside the Arab world. According to Al-seghayer (2005), there was:

great expansion of the oil industry [that] crystallized the importance of developing a foreign-language program that would train citizens to staff

government and Arabian American Oil Company positions (ARAMCO, 1968). (p. 126)

During the early period of oil production the Saudi government needed employees who could communicate with the rest of the world. Western prominence in the oil industry was the major reason for deciding to teach English to students in public schools. Furthermore, almost two million Muslims come from all over the world annually to Mecca to perform the Islamic rituals of Uomra and Hajj. Some of these people do not speak Arabic, but rely on English as a global *lingua franca* with their Saudi hosts.

Consequently English was brought into intermediate and secondary schools around 1927, “but with no definite learning objectives” and “no defined curriculum” (Al-seghayer, 2005, p. 126 and 128). In the 1960s, educational policymakers began to develop syllabi based on specific objectives of teaching English using, Allen and Cooke's *Living English for the Arab World* curriculum as the standard (Al-seghayer 2005). Since 1980, there have been several projects to revise the English curriculum. These projects were designed to facilitate students' learning of English and to help them use it outside the classroom. The Saudi government's support for these projects indicates the true importance of English to Saudi policymakers and government administrators.

Al-seghayer (2005) notes that English today has high prestige in the KSA. It is the only foreign language taught in the whole country. It is taught in intermediate and secondary schools and in the universities as an elective or a major field of study. English proficiency has become important in the job market

because both public and private corporations require employees to have some English ability.

English Curriculum and its Challenges

The Ministry of Education strives to improve the English curriculum, but few teachers offer constructive suggestions. The Ministry has created a national English curriculum focused on reading and writing rather than communicative competence. Students' language proficiency remains low, due to the teaching methods used and lack of motivation among students.

Teachers' lack of cooperation with administrators and learners.

Responsibility for the design of the curriculum rests with the Department of English Curriculum Development, a section of the Ministry of Education. This department "undertake[s] the task of developing guides, establishing standards, and planning instructional units" (Al-seghayer, 2005, p. 127-8). It also endeavors to improve the English curriculum by "rely[ing] on teachers' suggestions, supervisors' reports, and the contribution of language researchers" (Al-seghayer, 2005, p. 128). Zaid (1993), however, states that a large number of English teachers do not give feedback on how to improve the curriculum. Thus, it seems that there is a gap between the teachers and the educational bureaucracy.

In addition, the teachers and the administrators of the Department of English Curriculum Development tend to overlook their students' attitudes and experiences in learning language. Several researchers underscore the validity of the student's voice and the importance of listening to them. Horwitz (1988) laments the neglect by administrators and teachers of their students' beliefs about

language learning, which underlie “the understanding of student expectations of, commitment to, success in, and satisfaction with their language classes” (p. 283). Horwitz finds that the “mismatch between student expectations about language learning and the realities they encounter in the classroom” disappoint them and does not help them to succeed (p. 292). Nunan (1993) exhorts teachers to “find out what their students think and feel about what they want to learn and how they want to learn” (p. 4). Investigating the students’ beliefs about and motivations toward English language learning should be a higher priority for English teachers and curriculum administrators.

Students’ weakness in speaking and listening ability.

Currently the curriculum and textbooks for both intermediate and secondary schools are prescribed by the Department of English Curriculum Development. The main objective of this curriculum, as Al-seghayer (2005) indicates, is to “enable Saudi students to speak, read, and listen with understanding to basic contemporary English discourse and to write a connected passage of up to half a page about a simple subject or incident” (p. 128). Yet Zaid (1993) observes that reading and writing seem to be the core of the curriculum, and thus teachers focus more on teaching the content of language than on developing their students’ overall communicative competence. This emphasis leads teachers to give grammar-based, written tests three times per semester. There are no speaking or listening tests in the assessment system. Therefore, the students have very weak speaking and listening competencies.

Saudi students' weaknesses mirror those seen in Japan, where English language students are also weak in speaking and listening abilities (Chihara and Oller 1978; Benson 1991). Morrow (1987) states that English entrance exams in Japanese universities have a tremendous washback effect on the school system. The exams, which focus on grammar and reading, “effectively control what is taught in the junior and senior high schools” (Benson, 1991, p. 46). These tests do not include listening comprehension (Buck 1988). However, now the Japanese entrance exams do have a listening comprehension part intended to improve the students’ communicative competence, but still it does not have much of a positive impact (Johnson 2009). Saudi students’ weaknesses in speaking and listening are not only due to the testing system but also more importantly to common teaching practices.

Common teaching methods in Saudi Arabia and its problems.

Al-seghayer (2005) states that Saudi teachers mostly use the audio-lingual method (ALM) and the grammar translation method (GTM). The audio-lingual method involves “monotonous grammatical rule drills and repetition of words and phrases” (Al-seghayer, 2005, p. 129). What’s worse, Zaid (1993) notes that language laboratories, an essential component of the audio-lingual method, are typically absent from Saudi English classrooms, and students are not exposed to real spoken English. In the grammar translation method, Al-Ahaydib (1986) points out that teachers focus on grammar explanation and vocabulary memorization. Both systems suggest that English instruction consists merely of grammar/ vocabulary drills and reading/ writing activities. Teachers must follow

the curriculum, textbooks, and assessment systems required by the Ministry of Education. The obligation to stick to the curriculum prevents teachers from creating their own materials and or assessment measures.

Saudi teachers also rely on extensive use of Arabic in the English class, which Almulhim (2001) characterized as “overuse.” Of course, this is not a local phenomenon; studies have shown, for example, how South Korean and Taiwanese English teachers use their respective native languages as the languages of instruction in school (Li 1998; Savignon and Wang 2003). It is possible that explaining the grammar rules and vocabulary meanings in the students’ native language facilitates learning and understanding. Learners understandably prefer hearing their native language in the classroom. Savignon and Wang (2003) observed that Taiwanese learners preferred teachers who taught in Chinese because they “experience difficulty understanding teacher explanations of rules, especially when these explanations are given in the [foreign language]” (p. 229). Thus, for pedagogical reasons and matters of student preference, Saudi teachers could be justified in using Arabic in the English classes.

Nevertheless, according to Al-seghayer (2005), the overuse of Arabic and the practices of ALM and GTM in the present system of English education in the KSA “fail to produce learners who can carry on a basic conversation or comprehend a simple oral or written message” (p. 129). This has been a low return on the investment of six years of classroom instruction. In sum, using the native language and relying on ALM and GTM does not expose students to spoken English and does not cultivate strong speaking and listening abilities.

Lack of motivation.

Finally, the teacher professional development workshop will address students' lack of motivation, which is considered a major reason for students' low achievement (Al-seghayer 2005). Al-seghayer (2005) elaborates on student motivation with reference to Zaid (1993) and Jan (1984):

Because English is not immediately relevant to their needs, students usually do not pay serious attention to learning the language, and devote their efforts to acquiring the minimal competency needed to pass to the next grade level. They tend only to memorize grammatical rules, passages of written English, and vocabulary. (129)

The issue of the students' motivation will be addressed in the workshop to raise the teachers' awareness so they can encourage their students and helping them learn the language.

Wright's (2002) Model of Developing Language Awareness

Its Definition and Importance for the Workshop

Wright's (2002) model of developing language awareness is proposed as a methodology for designing a successful linguistic-awareness program for language teachers. The model is essential for the proposed professional development workshop for the following reasons. The literature review states that there is a gap between teachers and administrators in terms of their lack of cooperation with each other (Zaid 1993; Al-seghayer 2005). This gap can be due to the teachers' weak linguistic and pedagogical knowledge and inability to give constructive feedback. By increasing their language awareness and exchanging knowledge and experiences, Wright's model has the potential to improve the teachers' abilities to identify and critique linguistic features and/or mistakes in the curriculum.

Also the literature review highlights the teachers' lack of focus on speaking and listening activities and their students' weakness in these two areas (Zaid 1993). Since Wright's (2002) model has the potential to help teachers to learn about phonology and speech, it will enable them not only to enhance their comprehension and practices of English speech but also to use this knowledge to meet their students' needs for speaking and listening improvement.

The literature review establishes a flaw in common teaching practices and their consequences (Al-seghayer 2005). Wright's (2002) model has the potential to play an important role in improving the teachers' practices, since it emphasizes the relationship between linguistic knowledge and classroom practices. Wright

(2002) states, “Doing language awareness is...more than simply awareness raising; it is a process that aims to create and develop links between linguistic knowledge and classroom activity” (p. 129). This relationship creates opportunities for teachers, individually and collaboratively, to examine language in ways that are relevant to pedagogy. By having the teachers engaged in the activities of user, analyst, and teacher domains, these experiences have the potential to enable them to create their own activities that are suitable for their students and that improve their overall English language proficiency. It may also enable them to be less dependent on textbooks. In addition, these activities may also give teachers more awareness of learners’ difficulties with skills and motivation and urge teachers to share their suggestions. The teachers will have various tools of solving the learners’ difficulties and boosting their motivation. Wright’s (2002) model has the potential to have huge benefits to enhance teachers’ linguistic and pedagogical knowledge.

Domains

Wright’s (2002) model requires teachers to be proficient in three domains: as language user, language analyst, and language teacher.

The user domain constitutes the ability to use a language properly and to understand the social and pragmatic norms of language use. Wright (2002) asserts that there are basic and important needs that should be addressed in the user domain. These needs include “refinement of basic curiosity about language use,” “exploration of attitudes toward different varieties of language,” “sensitivity to

issues of power, gender, and ‘linguistic imperialism,’” and “awareness of strategies of repair and reformulation” (Wright, 2002, p. 118).

The analyst domain focuses on knowledge of language and its systems such as grammar and pronunciation. Wright (2002) highlights two important things in regard to the analyst domain: using authentic data, which helps to link the analyst domain to the user domain while helping to see how native speakers use language naturally; and relating teachers’ knowledge of the language as a system to teaching issues.

The teacher domain involves awareness of pedagogy, knowledge of teaching particular material, and ability to enhance classroom interaction and learner output (Wright 2002). It requires that teachers be sensitive “to the problems of students struggling to learn a new code and the rules for its appropriate use..[a sensitivity that] needs to be both linguistic and pedagogic” (Wright, 2002, p. 123). The foundation of the teacher domain includes “tasks which enable the trainee to examine learner language,” “exposure of teachers to classroom talk data,” and “examination of teaching materials” (Wright, 2002, p. 124).

Each of these domains is central to Wright’s (2002) model of developing teacher language awareness. More details about the activities he has created for each domain and how he organizes them will be addressed in the next section.

Teacher's Professional Development Workshop

Wright's (2002) Sets of Activities

Wright (2002) designs sets of activities for each domain based on one piece of language data. These sets consist of a series of activities in the form of questions made for each domain. Wright (2002) uses, for example, a piece from *The Guardian* newspaper entitled "Trip to Turkish Delight Ends in Torquay by Night" (referred as Mrs. Tsuchida's story). A copy of this piece of data and the activities Wright creates is shown in Appendix A.

The teacher's professional development workshop will include activities for each domain based on Wright's overall goals and framework as described below. The workshop will use a wide range of language data that relate to the Saudi context so that Saudi teachers may find it relevant to their social context and daily lives. Each piece of data has its own context, content, discourse, and linguistic and pedagogical issues in regard to all of the domains. Thus, these sets of activities for the various data will differ mostly in the content of questions, but they will be similar in the overall framework and goal. A description of Wright's (2002) framework and goals accompanied by an example of language data and sets of activities developed by the workshop follows.

An example of language data: "A maid and her faith."

The following is a report from *Saudi Gazette*, an electronic Saudi English daily newspaper. The report deals with a very sensitive and commonly discussed issue in the Saudi community. That is, whether parents should bring a foreign housemaid into the home to take care of their children. The report tells how Umm

Naif (literally, the mother of Naif) is shocked when she finds that her son has learned something about Hindu practices from their housemaid Shanti. A copy of the report is shown here:

A maid and her faith
By Sameera Aziz

Many non-Muslim housemaids enter Saudi Arabia without revealing their religion and tend to keep it hidden if being from faiths other than Islam. Shanti, a Hindu Sri Lankan housemaid presented herself as a Muslim under the name 'Fatima Bibi'. Also, she did worse by teaching her faith to the son of her Muslim Saudi sponsor.

"I was shocked when I saw my 6-year-old son Naif imitating the Hindu praying rituals," said Umm Naif.

Umm Naif explained how a scene depicted a Hindu marriage ceremony at a temple. The groom applied vermilion in the parting of the bride's hair to which young Naif exclaimed, "this is kumkum which you should put in your hair too, with a red 'bindi' over the forehead to indicate you are married." "No, we are Muslims and this is not our faith," Umm Naif responded in shock inquiring how he did have such detailed knowledge about this act. Hesitant, young Naif eventually informed his mother that the Sri Lankan maid had educated him about this. The maid had been doing so for months and warned him not to tell anyone, he said.

Nearly 600,000 Sri Lankan housemaids are resident the Kingdom. Sri Lankan government estimated that more than a million Sri Lankans - roughly 1 in every 19 citizens - work abroad. Stories of the housemaids' sufferings are also widespread in the media.

"It is unfair to only think the maids' sufferings. I agree that maids experience sufferings at the hands of their sponsors but, sometimes deprivation causes them to resort to unacceptable ways. In my case, the housemaid was spoiling my child's fundamental faith," said Umm Naif. "I was paying her more than the signed contract. We never abused her and I always dealt with her politely," said Umm Naif. However, Fatima denied teaching unIslamic practices to Naif and claimed that the recruitment agent had told her to hide her religion. She said that she later embraced Islam. Umm Naif explained that she had paid the recruitment agent SR8000 for a Sri Lankan Muslim housemaid. The agent said he could not be certain of the faith of the maid.

Among the total population, 70percent of Sri Lankans are Theravada Buddhists, 15% are Hindus and 7.5percent Christians. About 8percent of Sri Lankans are Muslims, mostly from the Arab-descendant Moor and Malay ethnic communities.

Muhammad Al-Goba, general manager of Al- Goba Recruitment Company, explains that most people demand a Muslim housemaid from Sri Lanka. "We cannot

guarantee that a maid is Muslim as we have to believe her personal information according to the passport and documents submitted". Al-Goba also added that, many Muslim Sri Lankan housemaids come to the Kingdom for mainly Umrah or Haj and seek to return home afterwards. Therefore, the recruitment agents avoid sending Muslim housemaids. Many recruitment agents cheat the Saudi sponsors by concealing the housemaid's real identity and faith. "Sponsor can return the housemaid within three months to the agency and we guarantee replacement during this period. But after three months the Saudi sponsor is responsible to give her the Iqama (legal permit) and ticket to return," said Al-Goba. Umm Naif was unfortunate to bear the costs of returning her maid six months after her recruitment, "I could not have her around as she had lost my trust," she said.

Umm Naif shared the last words of Shanti (Fatima) at the time of departure from Jeddah. "I will be back on housemaid visa provided by someone else." "I did not wish to further bother myself by reporting her to the labor office or to hire a lawyer. Instead, I simply applied for another housemaid in hope of a better substitute. I am, however, more cautious now especially, as a parent" said Umm Naif. – SG

The article link:

<http://saudigazette.com.sa/index.cfm?method=home.regcon&contentID=2009091349726>

Wright's framework and the workshop activities on "A maid and her faith."

Below is a description of Wright's (2002) framework of his activities accompanied with the workshop activities. The description includes an explanation of how the workshop activities reflect Wright's (2002) framework.

Activities in the user domain.

Here Wright's (2002) activities "focus on user awareness" (p. 120). These activities can be organized into two sets, A and B. Wright states that the first two questions in Set A should aim to elicit teachers' responses to language data as the users of language. They should investigate the following:

- “Can the reader relate to the events described in the story as a language user?”
- “Are there wider implications about language use?”
- “What are the implications for language teachers?” (Wright, 2002, p. 120).

The teachers’ responses to the language data are emphasized in the workshop Set A of activities (a total of 9 activities) which is inserted below. The first two questions in Set A invite the teachers to discuss their initial thoughts about anything they read in the report.

Wright (2002) states that further activities in Set A should include some questions that highlight “broader theoretical issues and issues of classroom practice” (p. 120). The remaining activities 3-6 in the workshop Set A draw the teachers’ attention to some theoretical issues such as parents’ roles in the development of their children’s language, the means by which Shanti learns Arabic in her sponsor’s house and conveys her faith to the children, the reasons and impact of her changing her name, and the impact of her foreign accent on Naif’s Arabic language. The last three questions 7-9 are intended to get the teachers to bring up some teaching issues related to the story (such as English teachers’ teaching of religion) and to think particularly about teaching Islamic greetings versus British and American greetings in English.

Wright (2002) contends that the activities in Set B move teachers to examine “the issues raised in Set A in more depth and with a closer linguistic focus” (p. 121). The workshop Set B of activities prompt teachers to think deeply

and critically about issues, some of which are raised in Set A. With an emphasis on Naif's learning of the Indian word "bindi," question 1 asks the teacher to examine his learning of another language at an early age and to consider its broader effect. Question 2 moves the teacher to further analyze Shanti's case and how it relates to him as a teacher. The last question aims to make the teacher think about creating an outline and devising some teaching materials that include western perspectives on religion.

Set A

Individual activity:

1. Read the story quickly. What are your initial impressions about it?
2. Has anything similar to what happened to Shanti happened to you or anyone you know?

Be ready to share responses with a partner, and later your whole class.

3. Are parents responsible for their children's language improvement in their first years before they go to school?
 - a. Can they play a role in improving their children's language?
4. Did Shanti learn Arabic just to convey her faith to her sponsor's children?
If so, how?
5. Why did she change her name? What did that imply?
6. Would Naif's Arabic language be negatively affected because of the long period he spent with Shanti and being exposed to her informal speech and her foreigner-speech like?
7. Does the language teacher teach religion too?

8. Is there a message for teachers in this story?
9. Examine this piece of data from a Saudi English textbook. (See Appendix B)
 - a. Describe it.
 - b. How would you teach it?
 - c. Would you teach Islamic and/or Saudi greetings and its etiquette in English? And why and how? Support your answer.
 - d. How would you help your students distinguish between Islamic greetings and British or American greetings and its etiquette?

Note: activity 3-9 might be addressed in small groups and would be followed by the whole class discussion with the trainer. The trainer would enrich the discussion with his thoughts.

Set B

1. In the following line, Naif says “this is kumkum which you should put in your hair too, with a red ‘bindi’ over the forehead to indicate you are married.” What do you understand by this sentence?
 - a. Would be Naif’s learning of Hindu’s culture and of the Indian word “bindi” good for him?
 - i. Would there be any advantage of his learning of another language in early age?
 - ii. Would learning another language in early age affect his acquisition and mastery of his first language?

2. Could Shanti learn Arabic and teach her faith to Naif in six months?
 - a. What does this mean to you as a teacher?
3. Since you teach English, do you think it is necessary to teach your students the western perspectives on religion?
 - a. How would you prepare your students to understand such perspectives?
 - b. What kind of ideas and thoughts would you tell your students about the western perspectives on religion?

Note: these questions can be done individually or discussed in small groups or plenary work.

Activities in the analyst domain.

Wright (2002) states that activities in the analyst domain move teachers toward a deeper understanding of language systems presented in the data. It focuses on grammar, phonology, and textual features such as cohesion or lexical relations. The teachers are expected to have some prior knowledge of language systems and to be able use reference grammars in particular before they get involved in these activities. The workshop features two sets, C and D, for the analyst domain. Set C is about the phonological aspects of the language data. It exclusively highlights the different pronunciation of ‘-ed’ of the past simple verbs. And Set D focuses on the grammatical and lexical aspects, such as the differences between and correct uses of within, in, wish, and want.

Set C

1. Write down the phonetic description of the followings:
detailed, informed, applied, educated, responded, exclaimed,
married, presented, abused, warned, explained, embraced, shocked.
 - a. Put these words into 4 groups in which the ‘-ed’ in the past simple verbs has a similar pronunciation.
2. Can you formulate some rules for use of your students?
3. How can you help your students understand the different pronunciations of the ‘-ed’ in the past simple verbs and master them?

Note: these activities should be done in small groups. Dictionaries and phonetic alphabet charts should be available for the teachers’ use.

Set D

1. In the following line, it says that “sponsor can return the housemaid within three months to the agency...” Could you replace “within” with “in”?
How would the meaning change if you did so?
2. In the following line, it says “I did not wish to further bother myself...”
Could you replace “wish” with “want”? How would the meaning change if you did so?
3. Check your responses in a reference grammar and dictionary. And write down a learnable rule for your students of the right use of within, in, wish, and want.
4. How would you help those students who cannot distinguish between these

words?

Note: activities 1 and 2 should be done individually while activity 3 is in small groups.

Activities in the teacher domain.

Wright (2002) emphasizes that activities in Sets A to D should “contain ways of connecting the ‘doing’ work with language to teaching issues” (Wright, 2002, p. 124). These workshop activities link language and classroom practices. Activities in each set ask the teachers about both language and their classroom knowledge, aiming to connect teachers’ refining of their own knowledge of language to classroom activities. Wright states that activities in the teacher domain should require teachers to have a deeper discussion of the relevance of language data to teaching issues. Set E also deals with the teacher domain. The first question in Set E looks at teaching Islam in English, an issue that can be raised by some teachers in previous sets but will be examined deeply in this set. The second question invites the teachers to discuss any language or teaching related issues with their trainer and classmates.

Set E

1. Would you, as a Saudi language teacher, teach something about Islam in English to your students?
 - a. If so, how would you teach them about Islam? And for how long?
 - b. If not, then why?
 - c. What are the disadvantage and advantages of that?

2. Are there any other language or teaching related issues that draw your attention in the text?

Wright’s (2002) “cycle for doing language awareness”

Seven sessions of the workshop will use Wright’s (2002) “cycle for doing language awareness” (p. 125). This cycle aims to illustrate and organize the main stages of the sets of activities outlined above. It reinforces the main purpose of Wright’s (2002) model of language awareness by connecting the user and analyst domains to the teacher domain, “as it might unfold in the training session” (p. 125). This cycle is the organizational framework of the workshops. An example of Wright’s (2002) cycle of arranging activities is in Appendix A. Figure 1 shows the organization of the workshop activities on “A Maid and Her Faith” according to Wright’s cycle.

Figure 1

LA activities Stages	Set A	Set B	Set C	Set D	Set E
Doing	Activities 1-6	Activity 1	Activity 1	Activities 1-2	
Reviewing	Wright indicates that in this stage “all activities would include a reviewing stage where participants’ feelings and responses to the processes ... are sought-organized in small groups and plenary”				
Making sense	The trainer’s input and responses towards the teachers’ explorations	The trainer’s input and responses towards the teachers’ explorations	The trainer’s input and responses towards the teachers’ explorations	Activity 3 plus the trainer’s input and responses towards the teachers’	

	and insights	and insights	and insights	explorations and insights	
Linking	Activities 7-8	Activity 2	Activity 2	Activity 4	Activity 1
To the classroom	Activity 9	Activity 3	Activity 3		Activity 2

Wright's (2002) framework of each stage is sequenced in the workshop as follows:

Stage 1: "Doing"

This stage involves working with linguistic data related to the Saudi context or a language teaching issue such as error correction. This consists mainly of the participants' drawing on their "experience and knowledge as user, analyst, and teacher." (Wright, 2002, p. 125).

Stage 2: Reviewing

This stage requires the teachers to think deeply about what they have just done in Stage 1: What do they feel? What new insights do they gain into the language system and teaching? How do they view such insights? These insights are to be shared among the participants. This stage, combined with stage 1, aims to "open the way for participants to gain new insights into the language system, to see, for example, new patterns of use, or to revise existing ideas in the light of new data and insights" (Wright, 2002, p. 126).

Stage 3: Making Sense

Stage 3 consists of "'making sense' out of the initial insights derived from the work on the linguistic data" (Wright, 2002, p. 126). The teacher will be involved

in a number of activities such as working with grammar references or phonetic alphabets to “explore the initial insights generated in the awareness-raising tasks” (Wright, 2002, p. 126). The trainer has to play an important role here by helping the teachers’ refine their insights and giving them his inputs. The general purpose of this stage is to get the teachers to “formulate rules about the language which can be of practical value for classroom work” (Wright, 2002, p. 125).

Stage 4: Linking

The next stage involves a shift “from thinking about language to thinking about the practical side of working with language for teaching purposes” (Wright, 2002, p. 127). This stage and stage 5 are essential, yet as Wright (2002) indicates, many language teacher education courses fail to include them. Examining language points presented in the data is linked to thinking about teaching related issues through asking the teachers to examine some teaching issues raised in the data and how to teach the language points; or through “[e]xamining existing teaching materials to see how the language points covered in stages 1 to 3 are handled” (Wright, 2002, p. 127).

Stage 5: To the classroom

The final stage requires the participants, working as peers, “to plan learning activities which reflect the new insights gained through the language awareness activities” (Wright, 2002, p. 127). This stage aims to help the teachers demonstrate “pedagogic relevance” to the linguistic insights they have just learned (Wright, 2002, p. 127).

Rules to be implemented in the cycle.

The cycle relies on a number of language awareness principles:

- “LA [language awareness] work needs data”: participants have to work on “authentic data” (Wright, 2002, p. 127). This data can be “language data, data on teaching problems, samples of teaching materials, etc.” (Wright, 2002, p. 127).
- “LA work needs talk”: all of the activities involve the participants talking, articulating and learning from each other (Wright, 2002, p. 127). This helps the participants to process “ideas and explorations” and help to establish “real learning” (Wright, 2002, p. 127).
- Participants’ intellectual and emotional responses must be integrated with LA issues. This takes place in Stage 2 in which the participants provide “emotional as well as intuitive and analytical responses to the data” (Wright, 2002, p. 128).
- Allow participants sufficient time to get deeply involved in the process.
- “Build on participants’ initial responses”: refining their early responses comes through “a series of thinking and conceptualising tasks in stage 3” (Wright, 2002, p. 128).
- “Give help with rules and metalanguage”: the trainer does this “through questions which connect participants’ discoveries with their existing knowledge” (Wright, 2002, p. 128).
- Be ready with constructive input necessary to help the participants “make sense of their data” (Wright, 2002, p. 128). The trainers “should have

worked-out responses to LA tasks they set...[and] should also be in a position to contribute their insights at the appropriate point in the process” (Wright, 2002, p. 128).

- “Look for a payoff in terms of classroom practice”: this is achieved by “using activities which enable participants to focus on classroom and teaching/learning issues” (Wright, 2002, p. 128). Such concentration on classroom practice should be offered after stage 3, the conceptualising stage.

Seven of the workshop sessions will be framed by Wright’s (2002) cycle of language awareness and its principles. In these sessions, the trainers will use Saudi-related language data and create sets of activities similar to those made on “A maid and Her Faith.” He will organize the activities according to Wright’s (2002) cycle.

The Overall Design of the Workshop

The development of the teacher’s professional development workshop is based on Graves’ (1996) model and its framework of course development.

Graves’ (1996) model includes the following components and related questions:

- Needs Assessment: Who are my students? What are their needs? How can I assess those needs so that I can address them better?
- Goals and Objectives: What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?

- Conceptualising Content: What will be the backbone of what I teach?
What will I include in my syllabus?
- Selecting/Adapting Materials and Activities: How and with what will I teach the course? What is my role? What are my students' roles?
- Organization of Content and Activities: How will I organize the content and activities? What systems will I develop to do this?
- Evaluation: How will I assess what students have learned? How will I assess the effectiveness of the course?

Below are explanations of each component of the Grave's (1996) model in regard to the teacher's professional development workshop.

Needs assessment.

The workshop will have fifteen students who are in-service teachers. All of them are Saudis and have experienced learning English in the Saudi public schools and are interested in teaching it. An initial needs assessment survey will be sent to the teachers by email. This survey is adapted from Johnson's (2008) survey for one her courses at Penn State.

Your name:

Your major/degree:

1) What level do you teach, where, and for how many years?

2) Briefly describe yourself as a learner. What do you perceive to be your greatest need(s) as a learner?

- 3) Briefly describe yourself as a teacher. What do you perceive to be your greatest concern(s) as a teacher?
- 4) Briefly describe what you would like to learn, get out of, and/or experience in this workshop?
- 5) Briefly describe what sort of professional context you envision yourself in 5 years from now.
- 6) What else can you tell me about yourself so that I may be better able to teach you?

Thank you ☺

This survey is designed to elicit the teachers' subjective and objective needs. Questions about objective needs look for factual information about the teachers such as their highest-earned degree. The rest of the questions, however, focus on the teachers' subjective needs such as their specific needs as an individual learner and teacher as well as their expectation of the workshop.

The workshop will also have an ongoing needs-assessment that is intended to reveal the teachers' needs and allow them to provide feedback about everything they do in the workshop. This ongoing needs-assessment will include:

- Listening actively to the teachers inside and outside the workshop.

- Asking them frequently about what they learned in the workshop and any difficulty they experienced.
- Reviewing their progress in their work such as lesson plans that they will create after participating in Wright's (2002) cycle. More details about these plans are in the "Evaluation" section.

Furthermore, the teachers will play a more active role in the workshop by determining what language data they want to work on. They will be asked the following two questions:

- Identify several types of language data (either spoken or written) you are interested in examining. These data could be political TV shows, classroom talks, student's work, informal talk, newspaper articles, etc.
- Which aspect of language systems (e.g., grammar, vocabulary, phonology) would you like to better understand? Please be specific: for example, if you say grammar, specify which area of grammar. It could be modeling, negation, verb tense, etc.

The teachers will be asked these questions after they see several examples of language data provided by the trainer and after they participate in Wright's (2002) cycle twice. The trainer will cooperate with teachers to find any data they are interested in, create sets of activities based on Wright's (2002) model (such as those derived from "A Maid and Her Faith") and organize them according to Wright's (2002) cycle. The teachers will do these activities together in the workshop. The trainer will attempt to make the teachers' professional

development workshop enjoyable for them by letting them choose language data that they are interested in analyzing.

Goals and objectives.

The workshop has of the following goals:

- To help the teachers increase their knowledge and skills in the three domains of language awareness: user, analyst, and teacher.
- To help teachers connect their linguistic knowledge refined in the workshop to classroom practices and teaching issues through their participation in the five stages of Wright's (2002) cycle in which they examine linguistic features of language data and link it to classroom issues.
- To increase their collaboration with the administrators of the English curriculum and English learners in Saudi Arabia.
- To enhance their awareness of the principles, challenges, and practices of Savignon's (2003) Communicative Language Teaching (CLT) and to determine the extent to which such a model might (or might not) be appropriate in their instructional context.
- To assist them in comprehending Dörnyei's (2005) motivation theory and knowing various motivational strategies and tools in such an EFL context in KSA. Teachers are expected to understand the theory and discuss it together. They are also expected to use some of the motivational tools they will have learned or created in their group teaching.

The workshop will concentrate on developing the teachers' skills in the three language awareness domains and connecting their linguistic knowledge to

classroom activities using Wright's (2002) cycle of language awareness. Within this primary focus, sufficient time will be allotted to achieve other goals such as collaboration with administrators and learners, awareness of CLT, and understanding of Dörnyei's (2005) motivation and motivational tools. More details about why and how the workshop will address these remaining goals are in the following objectives.

Objectives of the workshop are:

- 1- The teachers will participate in all of the five stages of Wright's language awareness cycle.** See "Wright's (2002) 'cycle for doing language awareness'" section above for details.
- 2- They will have several discussions with administrators and English learners using an adapted version of Seidel's (1998) Collaborative Assessment Protocol.**

One of the problems the literature discusses is a lack of teacher input into the English language curriculum with administrators and students. To narrow the apparent communication gap between administrators, curriculum developers, and teachers and to increase their cooperation with English language learners, the proposed teachers' professional development workshop will adopt a modified version of Seidel's (1998) Collaborative Assessment Protocol. While Seidel developed this protocol to help teachers examine students' work, the author has adapted the protocol to bring administrators of the English language curriculum together with the teachers and let them examine samples of different students'

exams- the only required assessment tool used in most of the KSA (exams are designed differently but are all based on the same curriculum).

A teacher will present some of his students' exams to the administrators and colleagues and listen to their evaluation of the tests and answers. Reviewers can raise questions about issues related to the tests particularly and the teacher's experience generally, such as students, context, and assignments. In addition, the discussion will cover the teacher's experience of teaching, why he designs his tests as he does, how he sees the assessment system, and how his students are learning. Then after listening to the evaluation and questions, the teacher offers his perspective about all the issues raised in this meeting. The presenting teacher will bring some of his students to the meeting to let them listen to the discussion and then speak about their own learning of English, what problems hinder them, and how they view the national curriculum and exams generally. Input from students is intended to help administrators and teachers know what these students think, and it will remind them of the reason for significant changes in the English curriculum and pedagogy.

The author hopes that these meetings, with their collaborative interactions, will increase the teachers' interest in cooperating with the administrators and students. Moreover, these meetings have the potential to help both the teachers and administrators see with critical eyes the broader picture of teaching English in Saudi Arabia, the English curriculum, assessment, and student learning.

3- The teachers will learn about communicative language teaching (CLT) and design lesson plans and group teaching assignment based on it.

The workshop introduces CLT and lets teachers create activities based on its principles in response to the problems of ALM and GTM discussed in the literature. These include an over-focus on grammar and vocabulary drills, the overuse of Arabic in the classroom, the lack of student exposure to spoken English, and students' weakness in listening and speaking abilities (Al-seghayer, 2005). An alternative approach to improving the students' overall English language abilities is communicative language teaching (CLT). This approach, which uses English as the language of instruction and communication, has the potential to help students master all of the four skills, but it would require a lot of work from both the Ministry of Education and English teachers to establish it as a standard in the KSA. The teachers' professional development workshop will adopt Savignon's (2003) model of CLT, introduce it to Saudi teachers, and let them discuss its principles and likelihood of success in the KSA. The major theoretical concept in CLT is communicative competence. Communicative competence is defined "in terms of the expression, interpretation, and negotiation of meaning" and relies on "both psycholinguistic and sociocultural perspectives in second language acquisition research to account for its development" (Savignon, 2003, p. 56). CLT also focuses on learner's communicative needs, which "serve as a framework for elaborating program goals in terms of functional competence" (Savignon, 2003, 56). Savignon's communicative curriculum has five components:

- "*Language art,*" or language analysis including all issues related to grammar and the form of English.

- “*Language for a purpose or language experience,*” which is the learner’s use of English in the learning environment. In EFL contexts such as Saudi Arabia where the teacher uses the mother tongue (Arabic) as the language of instruction, students have little opportunity to experience the English language. Yet students dislike their teachers using English in the classroom (Savignon and Wang 2003). Savignon (2003) emphasizes, however, that the students “need to be shown that making an effort to get the gist, using strategies to interpret, express, and negotiate meaning, are important to the development of communicative competence” (p. 58).
- “*Personal English language use,*” which “relates to the learner’s emerging identity in English” (Savignon, 2003, 58). The best English programs, according to Savignon (2003), are the ones that “seek to involve learners psychologically as well as intellectually” (p. 58). There must always be respect for the learners “as they use English for self-expression” (p. 58).
- “*Theatre arts,*” which means considering the learning environment as a stage. On this stage, the learners should have ample opportunities to “experiment with roles, to try things out” and engage in such things as role-playing (Savignon, 2003, 59). The teacher’s function here is “to provide support, strategies, and

encouragement for learners as they explore new ways of being” (p. 59).

- “*Beyond the classroom*” includes activities that prepare the learners to use English outside the classroom. Identifying these activities depends on the learners’ goals.

All of these components, except for language arts, are absent in the Saudi English curriculum and teaching. Thus, the teachers’ professional development workshop will provide the teachers with samples of Savignon’s research and other resources relating to the theory and practice of CLT. Reading and discussing these materials among teachers and the trainer will give teachers the opportunity to express their understanding of Savignon’s (2003) curriculum components, how these components could work in the Saudi community, how to create activities based on CLT theory that work in the Saudi English classrooms, and how to assess their students.

Such cooperation and communication will provide teachers with the opportunity to experience CLT for themselves. This meets one of Savignon’s (2003) components of CLT: “[l]anguage for a purpose or language experience.” The teachers will use only English in the learning environment (the workshop) and use strategies to express, interpret, and negotiate meanings with others.

They will further experience CLT through relating it and other discussion topics to their personal experiences and teaching contexts. This meets another component: “[p]ersonal English language use.” The workshop will also require the teachers to plan teaching activities and lesson plans that incorporate some of

these components of Savignon's (2003) model, and they will practice group teaching in front of their colleagues, also a component of CLT. In the group teaching assignment, the teachers in groups of two or three will create a lesson plan and participate in a 1-hour practice teaching session. This lesson plan will be based on a particular area of language systems (such as grammar or pronunciation) that they will have identified in the language data from the previous week. After their group teaching, teachers will receive critical feedback from the class about their lessons and, especially, how they applied the components of CLT.

There are two major concerns about CLT summarized by Kumaravadivelu (2006): CLT's authenticity and adaptability. CLT's authenticity is defined as "...actually promot[ing] serious engagement with meaningful negotiation, interpretation, and expression in the language classroom" (p. 62). Several studies "reveal that the so-called communicative classrooms they examined were anything but communicative" (p. 62). For example, Nunan (1987) notes that grammatical accuracy activities outnumber communicative fluency activities. This led him to conclude that "[t]here is growing evidence that, in communicative class, interactions may, in fact, not be very communicative after all" (p. 144). Legutke and Thomas (1991) conclude from their research that in communicative classes, "very little is actually communicated in the L2 classroom" (p. 9). Kumaravadivelu (1993) reaches the same conclusion and therefore says "[e]ven teachers who are committed to CLT can fail to create opportunities for genuine interaction in their classroom" (p. 113).

In addition, Kumaravadivelu (2006) expresses his doubts about CLT's adaptability. That is "CLT can be adapted to suit various contexts of language teaching across the world and across time" (p. 63). He cites Savignon (2001) and her confidence that "CLT will continue to be explored and adapted" (Savignon, 2001, p. 27). He, however, cites several examples of teachers' failure to adapt CLT in different countries. Some of these are Prabhu (1987) in India, Chick (1996) in South Africa, and Shamim (1996) in Pakistan. He concludes his doubts about CLT's adaptability by saying that CLT "is out of sync with local linguistic, educational, social, cultural, and political exigencies" (p. 63).

These two concerns dovetail into one more general concern: teachers' failure to implement CLT in their classrooms. This failure is natural. The studies, cited above, look at CLT claimed practices and how teachers failed to implement them. For this reason, these studies offer, however, weak evidence to strengthen Kumaravadivelu's (2006) doubts about CLT's authenticity and adaptability. He superficially links the teachers' failure to his doubts about CLT's attributes. But is it possible that teachers claim to follow CLT but have deficiencies in understanding and practicing CLT? If not, is it possible that these teachers understand CLT differently from each other and even from Kumaravadivelu (2006)? Kumaravadivelu (2006) does not examine these questions but rather blames CLT itself.

Savignon (2003) herself has documented several other studies that show the teachers' failure to implement CLT. She explains not only the reason of such failure but also a unique feature of CLT missed in the teachers' practice. She says:

[t]he highly contextualized nature of CLT is underscored again and again. It would be inappropriate to speak of CLT as a teaching “method” in any sense of that term as it was used in the twentieth century. Rather, CLT is an approach that understands language to be inseparable from individual identity and social behavior... just as the implementation of CLT is itself highly contextualized, so too are the means of gathering and interpreting data on these implementations. (p. 64-65).

This unique feature of CLT will be highlighted in the workshop. That is, teachers should contextualize CLT within their Saudi context and determine how it will best work in such an environment. They can make a form of CLT special to their own context. They can think, for example, of changing the regular classroom environment to be more Saudi-appropriate. Instead of sitting on chairs and having a blackboard, the teachers and the students sit on the ground in a Saudi decorated meeting hall, drink coffee and tea, and eat dates and nuts. This would help the students feel comfortable and energized while speaking English with their classmates and would ease their conversation with each other. The teachers will think about contextualizing CLT beyond just physical changes. They will discuss and share, for example, what they should teach in their CLT classroom and how they help their students get socialized into participating in new ways in their CLT classroom. A further example of how CLT is contextualized is found in Kiyoko Kusano Hubbell’s (2002) narrative. She explains how CLT relates to the precepts of Zen Buddhism. She emphasizes that her understanding of Zen Buddhism influences her teaching of English. One major theme in Zen Buddhism she

reflects on is that it is not enough for Buddhist followers to know and learn Buddhist truths; but they have to experience and practice such truths in their daily life. Likewise, she relates this theme to her teaching of English that her students must experience and practice English instead of merely memorizing certain expressions and repeating them. In addition, she refers to one famous saying in Zen Buddhism that “when a master points his finger at the moon, you should look at the moon, not at the finger pointing to the moon” (p. 83). Similarly, she thinks that she has been “too involved in with the methods of teaching a language and [has forgotten] the true goal, that of communication” (p. 83). She adopts CLT because it serves her goal of meeting her students’ communicative needs, and it focuses on the students’ experiencing and practicing of language as an essential part of it. Savignon (2003) cites that many of her graduate students find this narrative to be “novel” and “refreshing” (p. 65). She further cites an Argentine student who comments on this narrative saying it “represented CLT not only as theoretical ideal but also as something highly adaptable to the realities of many different settings” (p. 65). Similarly, the Saudi teachers can relate CLT to Islam and Saudi culture. One teacher, for example, can examine how CLT relates to Prophet Muhammad’s teachings and his talking with other people and cooperating with them. Every attempt will be made in these workshops to offset Kumaravadivelu’s (2006) and other researchers’ concerns about CLT’s authenticity and adaptability by contextualizing CLT and making it compatible with the Saudi culture and environment.

In addition to highlighting the necessity of contextualizing CLT to the local context, the workshop will also address the major challenges that hinder CLT implementation. This discussion is intended to raise the teachers' awareness of potential problems and to prepare them with ideas and tools to face these challenges. Challenges may originate with the teacher, the students, the educational system, or in the theory of communicative language teaching (Li 1998). Sato and Kleinsasser (1999) ascertain the contradiction between teachers' perceptions and understanding of communicative language teaching and their actual practice in the classroom. Anderson (1993) states that implementing a meaning-based program can be difficult due to the teachers' lack of communicative competence and the excessive demands placed upon them. Nunan (1993) reports that there is inconsistency between the teaching preferences of teachers and the learning preferences of learners. These are examples of challenges that will be addressed in the workshop. The workshop will raise the teachers' awareness of these challenges, how CLT is applied in EFL countries, and strategies of how to deal with these challenges, which is addressed in more details later.

The teachers' professional development workshop will also review how CLT is applied in other EFL countries such Taiwan and China in an attempt to benefit from their successes and avoid their failures. Taiwan's Ministry of Education adopted a CLT-based curriculum for both junior and senior high schools in 2000 (Wang 2000). This shift from ALM to CLT was not always smooth. In fact CLT is not yet applied by 100% of Taiwanese teachers. Savignon

and Wang (2003) find that “sentence drilling and repetition, grammatical rule explanation and practice, and frequent use of Chinese as the language of instruction” are still practiced (p. 229). This means that these teachers still have difficulty implementing CLT, and moving to it needs more time, effort and training. In China, Burnaby and Sun (1989) report that English teachers believe that using CLT will be difficult. The teachers report several obstacles such as traditional teaching methods, class sizes, resources and equipment, and teachers’ deficiency in oral English and sociolinguistic competence. Interestingly, most of these challenges are also present in Saudi Arabia. English classes in Saudi Arabia accommodate almost forty students. There is almost no technology, and there are few resources other than the blackboard to facilitate learning. English teachers speak mostly Arabic in the class, which could be a sign of their weakness in oral competence. Overall, the teacher’s professional development workshop will look at the obstacles that many EFL teachers face in several countries and review how CLT is applied in these countries. As whether these countries successfully have applied CLT, the teachers will not only learn the forms, strengths, and weaknesses of such an application but also learn how EFL researchers such as Li (1998) respond to this practice and address particularly problems occurring in their countries’ application of CLT and offer solutions for that. This learning, through reading and discussing, will help to cultivate the teachers’ educational knowledge and prepare them to deal with some of these similar issues existing in both a number of EFL countries’ and KSA’s context such as teachers’ overuse of native language.

After considering the problems and challenges faced in other countries, the workshop will seek to relate them to Saudi Arabia, discussing solutions to them and how to apply them to the Saudi system. The workshop will look at several articles such as Li (1998) and Deckert's (1987) that suggest solutions and provide tools to face these challenges. Li (1998), for example, lists typical difficulties faced by EFL teachers using CLT in South Korea and offers several solutions. For instance, Li explains how to teach grammar in a more communicative way by moving to some alternative grammar instruction such as grammar-consciousness-raising tasks. She further explains how teachers introduce CLT to their students who are accustomed to learning language in a traditional method. Li cites Deckert's (1987) advice, that teachers should reorient their students to "the basic function of the classroom, the role of the student and the nature of language" (Deckert, 1987, p. 20). Explaining these solution strategies will be vital to the trainer when the challenges come up in the teachers' group teaching practice; and thus in this way the challenges and solutions will be not only a part of the trainer's and the teachers' theoretical discussions but also grounded in the teachers' actual teaching experiences in trying to implement CLT. By promoting teachers' discussion regarding solutions suggested by the researchers and letting teachers propose their own solutions, the author hopes that teachers will gain a broader view of CLT and develop tools to face any problem in their classes. Consequently, they may become confident in the face of problems that inevitably arise during instruction.

4- The teachers will learn about motivational strategies that they can use with their students. They will have an opportunity to practice some of these strategies or invent new ones in a group teaching assignment.

In response to the students' lack of motivation discussed previously, the professional development workshop will expose teachers to several studies that have examined motivation problem in other EFL countries. For example, Benson (1991) finds that Japanese students generally lack instrumental motivation for learning English. Gardner and Lambert (1972) define instrumental motivation as being based on the assumption that "the purposes of language study reflect the more utilitarian value of linguistic achievement" (p. 3). Examples of instrumental motivation include learning English to read a textbook assigned in the university and to get along when abroad. Benson (1991) reflects that "the rejection of instrumental reasons ... reinforces the idea that the students do not see English as playing a vital part in their lives, either currently or in the future" (p. 45). According to Benson this suggests "the adequacy of [the native language] for normal daily intercourse," and that learning English seems to be a "broadening' experience, but not one to be taken too seriously" (p. 45). While the teachers will become aware of the similarity of the situation in Japan to that of KSA, the workshop will highlight the importance of student motivation to Saudi teachers. They will examine Dörnyei's (1994) hierarchy of foreign language learning motivation.

Figure 2: Dörnyei's view of foreign language learning motivation.

Components of Foreign Language Learning Motivation

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
LEARNING SITUATION LEVEL	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Drive Authority Type Direct Socialization of Motivation * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

(Dörnyei, 1994, p. 280).

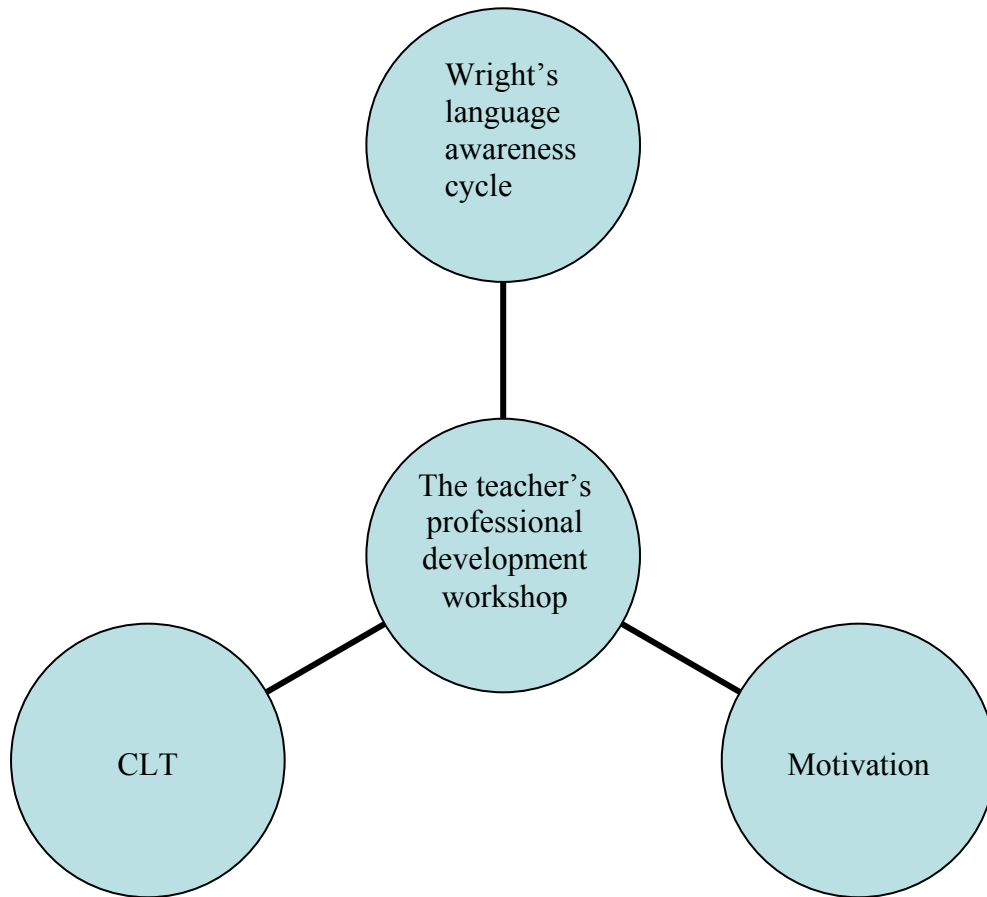
The teachers will discuss these components and how they may be relevant in the Saudi context, whether they exist, if so, in what ways and if not, what they might do in order to increase student motivation for learning English. These issues will be raised to get the teachers to think more deeply about how these components might work in the Saudi EFL context.

After talking about these components, the teachers will move on to learn about Dörnyei's and Otto's (1998) process-oriented approach of second language learning motivation, which, according to Dörnyei (2005), "can account for the daily ups and downs of motivation to learn, that is, the ongoing changes of motivation over time" (p. 83). Dörnyei and Otto (2005) do not see motivation "as a static attribute, but as a dynamic factor that displays continuous fluctuation"

(Dörnyei, 2005, p. 83). Their model divides the motivational process into three major phases: the preactional stage (generating motivation), the actional stage (generated motivation to be maintained), and the postactional stage (“motivational retrospection”) (Dörnyei, 2005, p. 84). The teachers will be expected to understand this approach and relate it to their experiences by discussing it with the trainer and their colleagues. They may reflect on how their motivation as teachers or learners changed but continued in a particular experience. They may, for example, have started learning language with a high level of motivation, believing that they would master the language shortly, but lost some of their motivation as they experienced the difficulties of language learning. The teachers will learn how to use their roles as teachers to motivate their students by reading articles and suggested activities, including Dörnyei’s (1994; 2001) suggestions for increasing student motivation. These include promoting student contact with English speakers, building self-confidence, decreasing anxiety, and increasing the attractiveness of their course. After that, the teachers will include some possible motivational strategies in their group teaching assignment that they will practice in front of their colleagues. After they finish the group teaching, their colleagues will give feedback by identifying which motivational strategies they will have used and discussing their point views of it. The author hopes that by understanding motivation theory and encouragement strategies, teachers will be able to create an atmosphere in which students will see the English language as lively and essential, and see English class as something enjoyable to look forward to.

Conceptualizing content.

The following is a concept map of the workshop content.



There is an explicit and coherent connection between the three arenas of Wright's (2002) cycle, CLT, and motivation. The trainer will create Wright's (2002) sets of activities on particular language data and organize it according to his cycle. After the teachers participate in the cycle, they will design a lesson plan that teaches the linguistic features identified in the language data set using a CLT approach to language teaching. Afterwards, they will do group teaching that is

also based on CLT and use certain motivational strategies that they made up or adapted from Dörnyei (1994; 2001). In this way, the teachers can feel that all three arenas are relevant to their own professional development. Details about their lesson plans and group teaching are presented in the “Evaluation” section.

Selecting/adapting materials and activities.

The workshop will have a set of authentic language data prepared before the workshop starts and are related to the Saudi context. This set will contain both written and spoken data. They will be collected from a variety of sources, possibly including the trainer’s own data, linguistic corpora such as CANCODE and COBUILD, data published by linguists such as Bolitho and Tomlinson (1995), and media such as TV programs, lectures, informal conversation, movies, newspaper and magazine articles, and other types of data. A sample of these data is in Appendix C.

The workshop will have linguistic reference books such as grammars and dictionaries available for the teachers to use in stage 3 of Wright’s (2002) language awareness cycle. The teachers will need these books to check the rules they formulate about grammar, pronunciation, and lexicon. They will review how the reference books handle the usage of “in” verses “out” for example, and discuss together how it is different from their preconceptions of this usage. Teachers will eventually come up with learnable rules that their students would easily understand and apply.

The workshop will have a set of readings on CLT and motivation. The trainer will organize a particular period during each meeting for discussing these

readings; the discussion sessions (for 45 minutes) are aimed to help the teachers comprehend the readings, state their opinions about them, and relate them to the context of Saudi Arabia and to what they have already discussed in the workshop. The trainer will prepare some questions about the readings for the teachers to address. Discussing these questions and the readings in general will take several forms, all of which aim to help the teachers assume an active roles in their own learning. These will include a whole-class discussion of the readings, a small-group discussion and presentations of oral or written reports to the whole class on what had been discussed, and using their graphic design skills to present diagrams or charts that represent the subject matter.

Organization of content and activities.

The workshop, with a student capacity of fifteen, will meet three hours a week for eighteen weeks. Four major activities will take most of the workshop meeting time. They are Wright's (2002) language awareness cycle, discussion of readings, group teaching, and collaboration with administrators and English learners. The general plan for the workshop will be as follows:

- One meeting will be dedicated to introducing the course and CLT.
- One meeting will be about motivation and its tools in EFL contexts.
- Seven meetings will be spent on group teaching (GT) and collaboration with administrators and English learners (CWAL). Each activity will last one hour and twenty minutes.
- Seven meetings will be devoted to Wright's language awareness cycle.

- The trainer will specify a particular period in some of these meetings for discussion of readings. For example, forty-five minutes might be given to discussing assigned readings on a day otherwise devoted to Wright's (2002) language awareness cycle.

Workshop Schedule:

week	Workshop Activity	Explanation of the week activity	Readings	Assignments due in this week
1	<ul style="list-style-type: none"> • Introduction to the workshop. • Introduction to CLT 	Refer to week 1 lesson plan	Savignon, S. J. (2003). Teaching English as communication: A global perspective. <i>World Englishes</i> , 22, 55--66.	<ul style="list-style-type: none"> • Needs assessment survey • Forming teaching groups
2	Discussion about motivation	Refer to week 2 lesson plan	Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. <i>Modern Language Journal</i> , 78, 273-284.	<ul style="list-style-type: none"> • Language data survey
3	Wright's language awareness cycle			
4	GT and CWAL	Plus reading discussion. This particular reading and its discussion are aimed to develop the teachers' basic understanding of CLT.	Sato, K. Practical understandings of communicative language teaching and teacher development (2002). In S. J. Savignon (Ed.), <i>Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education</i> . (pp. 41--81). New Haven: Yale University Press.	<ul style="list-style-type: none"> • Lesson plans/ teaching activities assignment

5 W	right's language awareness cycle			
6	GT and CWAL	Plus reading discussion. The teachers will develop their awareness of motivation and its problem in EFL countries such as Japan through reading and discussing this particular article. They will also recognize the similarity of situation in Japan to the one in KSA.	Benson, M. J. (1991). Attitudes and motivation towards English: a survey of Japanese freshmen. <i>RELC Journal</i> , 22 (1), 35-45.	<ul style="list-style-type: none"> Lesson plans/teaching activities assignment
7 W	right's language awareness cycle			
8	GT and CWAL	Plus reading discussion. Through reading and discussing this particular article, the teachers will learn about the challenges that hinder CLT implementation in South Korea, as a similar EFL context. And they will also learn several tools and solutions the author suggests to carry out teaching English according to CLT.	Li, D. (1998). It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea. <i>TESOL Quarterly</i> , 32, 677-703.	<ul style="list-style-type: none"> Lesson plans/teaching activities assignment
9 W	right's language awareness cycle			
10	GT and CWAL	Plus reading discussion. Through reading and discussing this article, the teachers will continue learning more ways to successfully implement CLT in their classrooms. They will learn how to help their students adjust to CLT	Deckert, G. (1987). The communicative approach: Helping students adjust. <i>English Teaching Forum</i> , 25(3), 17-20.	<ul style="list-style-type: none"> Lesson plans/teaching activities assignment

		practices.		
11 Break				
12 W	right's language awareness cycle	Plus reading discussion. Reading this article and discussing it in the workshop will help the teachers to learn more motivational tools and strategies they can implement in their classrooms.	Dörnyei , Z. (2001). <i>Motivational strategies in the language classroom</i> . Cambridge: Cambridge University Press. Read: Chapter 1: "creating the basic motivational conditions" Chapter 2: "generating initial motivation"	
13	GT and CWAL			<ul style="list-style-type: none"> • Lesson plans/teaching activities assignment
14 W	right's language awareness cycle			
15	GT and CWAL			<ul style="list-style-type: none"> • Lesson plans/teaching activities assignment
16 W	right's language awareness cycle			
17	GT and CWAL + wrap-up			<ul style="list-style-type: none"> • Lesson plans/teaching activities assignment
18	Final week: no meeting			<ul style="list-style-type: none"> • Reflection paper

Certain points about the syllabus are highlighted below:

- Reading assignments go with particular weeks to help teachers learn about the two major themes in the workshop: CLT and motivation. In addition,

the teachers should feel less stressed during the workshop since they have teaching duties and may be enrolled in other workshops as well.

- In each session of Wright's (2002) language awareness cycle,
 - The teachers will
 - Read the language data handed to them by the trainer.
 - Participate in the trainer's sets of activities that are based on this language data and are framed by Wright's (2002) cycle
 - Prepare lesson plans for next week.
 - As a result of participating in this cycle, they will be made aware of certain linguistic features and think about how to create lesson plans about them and to teach them in a CLT way.
 - This comes through their participating in the cycle and sharing knowledge with their colleagues and the trainer. In this way, the trainer will know that the teachers learn.
 - Language data have not been collected yet as the trainer has to determine what language data are relevant to the teachers and are interesting to them. The trainer will determine this through the survey explained previously; thus linguistic features and sets of activities based on the language data cannot be determined.
- In each session of group teaching (GT), a scheduled group of teachers will do group teaching in front of their colleagues.
 - They will gain several things:

- Experience with designing lesson plans and teaching collaboratively.
 - Experience teaching from a CLT perspective.
 - Opportunity to evaluate their own teaching performance by listening to their colleagues' feedback.
- The trainer will evaluate the teachers by observing their participation and group teaching.
- Group teaching is connected with Wright's (2002) cycle session inasmuch as the group teaching is based on the language data the teachers examine in Wright's (2002) cycle. A group of teachers select certain linguistic features identified in the language data and teach them together in front of their colleagues. They can even use the same language data in some of the activities in the group teaching, but are not required to do so.
- In each session of collaboration with administrators and English learners (CWAL),
 - The teachers will participate in the workshop's modified version of Seidel's (1998) Collaborative Assessment Protocol, which is explained previously.
 - An assigned teacher will present some of his students' exams to the administrators and colleagues and bring a number of their students (2 or 3).
 - The trainer will share his knowledge and input with them.

- All of the teachers in the protocol will:
 - be able to negotiate with administrators and students.
 - learn about the assigned teacher's experience of teaching, why he designs his tests as he does, how he sees the assessment system, and how his students are learning.
 - exchange knowledge and experiences with each others.
 - learn how the students experience their learning of English, what problems hinder them, and how they view the national curriculum and exams generally.
- Week 1 lesson plan:
 - Goals:
 - To introduce the workshop,
 - To learn about Savignon's (2003) model of CLT,
 - To relate CLT to their teaching context.
 - Main activities:
 - Introducing the workshop:
 - The trainer will give a general presentation that is aimed to:
 - Explain the goals and objectives of the workshop which are stated previously,
 - Explain how the workshop will work. This will be a demonstration of the workshop

syllabus and more specifically about

Wright's (2002) cycle, GT, and CWAL.

- Explain assignments and grading systems which are mentioned later in the paper.
- The trainer will ask the teachers periodically if they have questions about the workshop.
- The teachers will fill in Johnson's (2008) survey which is explained above.
- Learning about CLT:
 - The trainer will give a PowerPoint presentation about the common teaching practices and problems in KSA. In response to teachers' explanations of their problems and their negative consequences, this presentation will establish the need for CLT by outlining the ways that CLT addresses these problems and increases the students' chances of success in mastering English. (See Appendix D for a copy of the PowerPoint).
 - While explaining the problems, the trainer will ask the teachers about their personal experiences with these problems. How do they encounter them? How do they feel about them in their own teaching contexts?

These questions are aimed to relate the teachers to the presentation.

- The trainer then will define CLT and talk about why the teachers need it in terms of the stated teaching problems.
- After the presentation, the teachers will discuss the reading for this week, which is Savignon's (2003) article: "Teaching English as communication: A global perspective." This article talks mainly about Savignon's (2003) major components of CLT and several cases of CLT implementation around the world.
 - In a general discussion format, the trainer will ask several questions about the reading:
 - How do you find the reading? Your general reaction.
 - How do you understand Savignon's (2003) definition of CLT?
 - Can you explain the major components of CLT?
 - How does each of these components work in KSA?

- The trainer and teachers will discuss these questions together.
- After discussing the reading, the teachers will participate in a group activity. There will be four groups of three or four members.
 - In every group, one teacher is randomly selected to talk about his teaching context. What grade does he teach? Who are his students? What are their strength and weakness? What does his teaching environment look like? What difficulties and advantages does he have in his classroom?
 - Then each member of the group, including the selected teacher himself, has to figure out how to implement CLT in that teacher's context. What difficulties prevent implementing CLT? What can the teacher do to solve these difficulties? What advantages does the teacher have when he implements CLT?
 - Then each group gives a brief presentation first about their teacher's case and about

their discussion of and answers to CLT questions.

- The trainer will engage with each group presentation by adding his input, asking questions, and answering questions the teachers may have.

- Session ends.

- Week 2 lesson plan:

- Goals: the teachers will:

- learn about the importance of motivation,
- learn about the components of motivation and how to motivate L2 learners,
- Relate the issue of motivation and its tools to their teaching contexts.

- Main activities:

- The trainer will give a brief PowerPoint presentation about the importance of motivation, relating it to the context of EFL in KSA. (See Appendix E for a copy of the PowerPoint)
- Reading discussion: the teachers will read Dörnyei's (1994) article: "Motivation and Motivating in the Foreign Language Classroom." The teachers will be in four groups.

Each group will be assigned to discuss one section of the paper. There are four sections of the paper:

- “The social dimension of L2 motivation”
- “Further components of L2 motivation,” other than Gardner’s and Lambert’s (1972).
- “Motivational components that are specific to learning situations”
- “How to motivate L2 learners”
 - Each group, after being assigned to one section, will discuss some points that interest them in the section and their reaction to it.
 - Then the group members will write a summary of their discussion on the board.
 - They will orally explain their summary to the whole workshop. The group members and their colleagues are welcome to raise any question about the specific section.
 - The trainer engages with each group summary by reflecting on it, highlighting some important information, and answering their questions.

- Eventually, the trainer will focus more on the section of “how to motivate L2 learners” by asking the teachers what they think about the motivational tools Dörnyei (1994) suggests such as promoting students’ contact with L2 speakers and developing their self-confidence, etc.
- Possible questions include: How do some of these tools work in the Saudi context? Are there any other motivational tools which you can think of or which are specific to the Saudi context?
 - The trainer and the teachers will discuss these questions.
 - The trainer will help the teachers think of other motivational strategies they can create in their teaching contexts by giving them an example.
 - A lot of Saudi students are interested in watching soccer

matches. They know many international players (most of whom speak English) who play in Saudi Arabia.

- The teacher can organize a meeting in which one of these players comes and talks with the students. The guest speaker can talk about anything: religion, culture, soccer, weather, etc.
- The hope is that by engaging with the player, the students will be motivated to learn English so that they can communicate fully not only with the

player but also with
many English
speakers in KSA.

- Group activity: after discussing the reading, the teachers will participate in a group activity. There will be four groups of three or four members.
 - In every group, one teacher is randomly selected by the trainer to talk about his teaching context. What grade does he teach? Who are his students? What are their strength and weakness? Are they motivated? How does his teaching environment look like? What difficulties and advantages does he have in his classroom?
 - Then each member of the group, including the selected teacher, has to figure out how to motivate the teacher's students. What can the teacher do to solve their learning difficulties, to ease their learning, and make it more interesting? What advantages does the teacher have when he finds that his students are motivated?
 - Then each group draws a diagram or a chart on the board that summarizes their discussion (of the teacher's case + their answers to the questions)

- They make a brief presentation first about their teacher’s case and about their discussion/answers to the questions.
 - The trainer will engage with each group presentation by explaining information they may need, asking questions, and answering their questions if they have.
- Session ends.

Evaluation.

The teachers’ learning will be evaluated in four categories: participation, developing lesson plans/teaching activities, group teaching, and a reflection paper. The teachers will receive feedback by the trainer on every assignment they submit. Here is a detailed description of each category:

Participation. 25%

This includes the teachers’ engagement in Wright’s (2002) language awareness cycle, collaboration with administrators and English learners, and group teaching.

Developing lesson plans/teaching activities assignments. 25%

This assignment has three purposes:

- To help the teachers connect linguistic knowledge they will have refined in the language awareness cycle meetings to classroom activities in a concrete way
- To develop their skills of adapting/creating teaching materials

- To give them some experience and practice with CLT

In every language awareness cycle meeting and after working on language data with their colleagues, the teachers will individually develop a set of lesson plans or teaching activities (a total of seven sets for the whole course). These plans and activities should focus on particular linguistic features of which they will have improved understanding through each cycle meeting. The teachers can use the workshop language data in their activities, but they are not required to do so. These plans and activities should “reflect the new insights gained through the language awareness activities” (Wright, 2002, p. 127). They should also be based on CLT and have something in regard to speaking/listening skills if possible. These lesson plans are to be designed for the teachers’ actual teaching contexts. If this is not possible, the lesson plans can be created for a more realistic instructional context. The teachers should use two particular means to develop these plans and activities:

- Looking at resources and commercial (existing) materials prepared for English learners and adapting something from them
- Creating new activities and plans

The teachers should submit the assignments in the next meeting which is mostly GT and CWAL. An example of lesson plans and teaching activities the teachers can create in the workshop is in Appendix F. The trainer will provide feedback in response to their lesson plans and activities.

Group teaching assignment. 30%

On most alternating weeks after the language awareness cycle, the teachers in groups of two or three will make a lesson plan and practice teaching it in front of their colleagues for almost an hour. This lesson plan will be based on a particular area of language systems (such as grammar or pronunciation) that they will have observed in the language data from the previous week. Again, this practice of teaching should “reflect the new insights gained through the language awareness activities” and include some components of CLT and some motivational strategies (Wright, 2002, p. 127). Specifically, it should include some speaking/listening activities if possible. The teachers can teach, for example, production of a particular sound, or rules of the present perfect tense, that they will have encountered in the latest language data. Topics may be drawn from the last session’s language data. Teachers should negotiate with each other about the subject of their lesson and inform the trainer who, in turn, will give some advice about the subject itself and the lesson plans (sent to him by email three days before the teaching day). At the end of each teaching exercise, the trainer and the other teachers will give feedback about the group performance.

Reflection paper. 20%

The teachers will write a reflection paper (5-7 pages, double-spaced) on what they will have learned in the workshop. They can write about how they perceive the language awareness cycle, their experiences in group teaching, developing materials, and collaborating with administrators and English learners. Both positive and negative feedback and experiences should be mentioned. They can include the major knowledge and skills that they will have developed in the

workshop, and what changes they see in themselves before and after the workshop. The paper will be due the final week.

Conclusion

In addition to seeking to improve Saudi English teachers' skills in the user, analyst, and teacher domains of language (Wright 2002), the teacher's professional workshop will push teachers to discuss current problems in Saudi English language instruction. These problems include poor understanding and speaking skills among students, a lack of teachers' cooperation with the administrators of the English curriculum and their students, deficiencies in common teaching methods, and low student motivation. The workshop will offer the teachers a range of readings that place most of these problems within a broader context that shows how other EFL countries have met the same problems. Teachers will engage in various activities such as creating teaching materials in a CLT method and cooperating with administrators and students in a modified version of Seidel's (1998) Collaborative Assessment Protocol. The workshop's success will depend on interaction and engagement among teachers, as it is founded on the premise that their thoughts and experiences are worth listening to and discussing.

Appendix A: An example of language data which Wright uses in his language awareness model and of his activities he creates based on this data.

Trip to Turkish delight ends in Torquay by night

Gary Younge

IT IS a mistake anyone could make at night in a foreign country. Kumiko Tsuchida, a Japanese tourist, arrived at midnight in a seaside town on the Devon coast and thought she had landed in the cradle of European civilisation 2,000 miles away.

She wanted to go to Turkey. She ended up in Torquay. And at first glance she could not tell the difference.

The trouble began earlier in the evening when she had asked at Reading how to get to Turkey, where she recently moved with her family.

Mrs Tsuchida, aged 40, who speaks very little English and with a strong accent, was misunderstood and instead of being directed to Heathrow was ushered on to the 8.15 train to Torquay, which arrived at around midnight.

By the time the police found her it was two in the morning. They called in social services, who put her up for the night in a nearby old people's home.

"She told officers in broken English that she had been on the train so long, she genuinely believed she was in Turkey already. She even thought she had been through the Channel tunnel," police said.

A social services spokesman said: "Our out-of-hours team received a call from the police at 2am to say they had a lost and exhausted lady from Japan who needed a bed for the night. We had a bed available and were happy to oblige."

Yesterday morning a care assistant took her to Thomas Cook in Torquay where manager Claire Gibbs took over. She said last night: "Mrs Tsuchida was very frightened and could hardly speak any English, so we had to talk to her via the Japanese embassy in London."

Finally, the embassy arranged for Mrs Tsuchida, who had been staying with a friend while on a short holiday in this country, to be put back on a train to Reading where arrangements were made for someone to meet her and take her back to Heathrow to catch a plane to Istanbul.

[The Guardian 13/6/97]

Wright activities based on this data:

1- His activities for the user domain:

Set A

Individual Activity

1. Read the text through quickly. What are your immediate feelings about what happened to Mrs Tsuchida?
2. Has anything similar to what happened to Mrs Tsuchida happened to you or anyone you know when you've been using a foreign language?

Be ready to share your responses with a partner, and later the whole group.

Notes: Questions 1 and 2 can raise both positive and negative responses. Be prepared as tutor to tease these out and to discover the attitudes or intuitions behind the responses.

3. What does this story tell us about communicating in foreign languages?
4. Do you see any messages for teachers in this story?

Notes: Questions 3 and 4 can be addressed in small groups or pairs, and would normally be followed by a plenary discussion which would aim to draw out the key themes. The tutor would add their own thoughts on the activity to those of the group.

5. Examine the language teaching materials provided to see if (and how) they handle native/non-native speaker exchanges, especially with weak L2 speakers. (either speaking or listening activities)

Notes: Question 5 is designed to link the material generated in 1–4 to classroom issues.

6. Examine the extract of classroom data
 - a. identify errors the students make
 - b. describe how the teacher deals with the errors.

Set B

1. In lines 24/5, it says that Mrs. Tsuchida 'speaks very little English', 'with a strong accent'. What do you understand by these two phrases? What do you think of people who speak English with 'very strong accents'?
2. In line 38, the police are reported as having said she spoke 'broken English'.
 - a. What *exactly* do you think she said to the police in Torquay when she met them?
 - b. What is your understanding of the term 'broken English'? What do you think about the term?

Notes: These activities would be managed in the same way as in Set A, with a combination of individual, pair and group and plenary work.

3. As a teacher, what is your policy towards students who are trying to practise their spoken English and who make a large number of mistakes?
4. How do you prepare students with low but developing levels of proficiency to deal with misunderstandings or miscommunications?
5. Devise an activity for classroom use which would enable the students to gain some experience of practising specific strategies for dealing with miscommunications.

2- His activities for the analyst domain:

Set C

1. What listening error did Mrs Tsuchida (or the railway official at Reading) make? Try to say what Mrs Tsuchida said. Ask a partner to notice what you say and how.
2. Write down the phonetic transcriptions of 'Turkey' and 'Torquay'. What is the stress pattern of each word?

3. How do you think these differences contributed to the misunderstandings reported in the story?
4. Can you think of any other pairs of words in English which might cause similar trouble?

What are the phonological rules that inform these differences?

5. How might you help beginner or elementary students spot differences and work towards more intelligible pronunciation?

Notes: All the above questions should be done in pairs or small groups. Dictionaries and phonetic alphabet charts should be available for reference. For question 4 there might need to be some sets of minimal pairs available for the group to examine.

Set D

1. In line 1, it says 'anyone'. Could this be replaced with 'someone'? What would be the effect on the meaning if you did replace it as suggested?
2. In lines 73/4, it says 'someone'. Could you replace this with 'anyone'? What would be the effect on the meaning if you did?
3. On the basis of your responses to questions 1 and 2, what is the difference in meaning between 'someone' and 'anyone', as they are used in the text?
4. Check your response in a reference grammar or two. Can you formulate a rule for the use of someone and anyone?

Notes: A further question could be to examine a course book exercise on the use of the two items to see what students might and might not learn from the exercise. This type of grammar focus exercise could be used with any contrasting items in the text. Again, pair and group work are helpful once individuals have done nos. 1-3.

3- His activities for the teacher domain:

<p><i>Set E</i></p> <ol style="list-style-type: none"> 1. How would you set about trying to help Mrs. Tsuchida improve her English? 2. How would you help British Rail and the Police address some of the language issues raised by the story? What sorts of language instruction would you recommend for them? 3. What, for you, are the most significant language-related issues raised by the text? What knowledge and skills do you need to deal with these in a classroom setting?
--

Wright's language awareness cycle on these activities:

LA Activities	<i>Set A</i>	<i>Set B</i>	<i>Set C</i>	<i>Set D</i>	<i>Set E</i>
Stages					
<i>Stage 1</i> 'DOING'	Activities 1-2	Activities 1-3	Activities 1-3	Activities 1-3	
<i>Stage 2</i> REVIEWING	All activities would include a reviewing stage where participants' feelings and responses to the processes, and their initial insights are sought — organised in small groups and plenary.				
<i>Stage 3</i> MAKING SENSE	Activity 3 (Plus tutor input or reading on errors)	Tutor input or reading on L2 speakers or 'foreigner talk'	Tutor input following participants' explorations	Activity 4	
<i>Stage 4</i> LINKING	Activities 4 & 5	Activities 3 & 4	Activity 4	Activity 5	Activities 1 & 2
<i>Stage 5</i> TO THE CLASSROOM	Activity 6	Activity 5	Activity 5	Activity 6	Activity 3


Appendix B: A piece of data from a Saudi English textbook used in Set A of the workshop activities.

Unit 1 Lesson 1

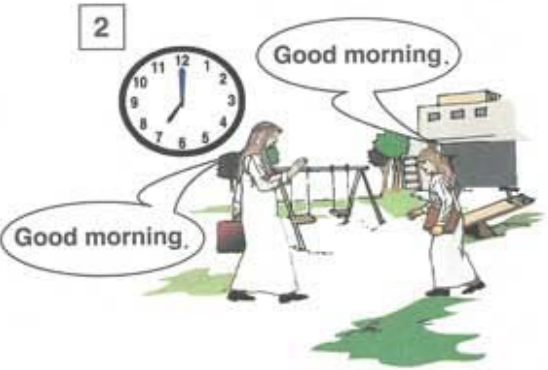
Greetings 

Listen and repeat.

1



2




3



4



5



2

Appendix C: Two samples of the workshop language data.

Iraq shoe-thrower free, tells of torture

BAGHDAD – Muntazer Al-Zaidi, the Iraqi television reporter jailed for throwing his shoes at former US president George W. Bush, was freed Tuesday and said he had been tortured with electric shocks and simulated drowning.

Zaidi had been behind bars ever since he shouted “it is the farewell kiss, you dog,” at Bush on Dec. 14 last year, seconds before hurling his size-10s at the man who ordered Iraq be invaded and occupied six and a half years ago.

Speaking at the office of his former employer, Al-Baghdadia television, Zaidi –who was missing a front tooth – said: “I was tortured with electric shocks, beaten with cables.”

Denying, however, that he was a hero, he said he had been ashamed of the suffering he had seen in his country and had seized the opportunity to insult the man he held responsible.

He added: “For me it was a good response; what I wanted to do in throwing my shoes in the face of the criminal Bush was to express my rejection of his lies and of the occupation of my country.”

Zaidi added: “At the time that Prime Minister Nuri Al-Maliki said on television that he could not sleep without being reassured on my fate ... I was being tortured in the worst ways, beaten with electric cables and iron bars.”

He said he wanted an apology from Maliki, adding that his guards had also used simulated drowning on him – the technique of water-boarding used by the Americans on suspects arrested over the Sept. 11, 2001 terror attacks.

“I am now free but my country is still captive. I am not a hero, but I have attitude and opinions,” he said.

“I feel humiliated to see my country suffer, my Baghdad burning, and my people killed.”

Television pictures earlier showed the reporter, wearing a sash in the colors of the Iraqi national flag around his shoulders, and sporting sunglasses and a thick beard, being led into the studios of his employer.

The 30-year-old journalist’s family and friends ululated when they heard the news by telephone at their home in Baghdad.

They have prepared a sheep for slaughter in celebration of his homecoming.

Zaidi was due to have been released on Monday but his brothers and sisters were left in tears when legal red tape delayed his homecoming.

Although the reporter’s prison time had expired, Iraqi inmates often find their liberty held up for several days to allow the necessary prison release documents to be signed and approved.

Zaidi was initially sentenced to three years for assaulting a foreign head of state but had his jail time reduced to one year on appeal.

His sentence was cut further on account of good behavior. - AFP

Article resource:

<http://www.saudigazette.com.sa/index.cfm?method=home.regcon&contentID=2009091650107>

HIV/AIDS patients suffer abandonment, loneliness

By Maha Gham

JEDDAH – Persons with HIV/AIDS say they feel ostracized by society and often suffer complete rejection from their very own families, bringing a sense of abandonment which is only exacerbated in the month of Ramadan.

“As you can see, I live here completely isolated, and I have no one to share the Ramadan Iftar with me,” says 36-year-old Abu Ahmed who lives in the north Jeddah district of Ghulail.

Abu Ahmed says his wife and children left him when they found out he had AIDS four years ago. “I’ve been traumatized by the loss of my loved ones, my wife and children,” Abu Ahmed says. “AIDS sufferers are some of the most marginalized people in the world.”

Abu Ahmad says he has never fully recovered from the shock of learning he had AIDS and its immediate and long-term effects.

“I was married and blessed with three children, but as soon as my wife found out about my illness she asked for a divorce,” he says. “I am thankful to Allah that I have come to accept that I have AIDS, but I’m not exaggerating when I say that each minute for us is like a year, because of the rejection from family and society.”

“I lead a sort of schizophrenic life in that I don’t tell friends and relatives about my condition, because I know that if I tell them they would just abandon me,” he says. Forty-year-old Umm Abdullah sympathizes, having found out she had HIV/AIDS 11 years ago.

“I got it from my husband through sexual intercourse, and I’m getting much better through the treatment I’ve been having, but the way people view AIDS patients is the most painful thing, and even my closest relatives have abandoned me,” Umm Abdullah says. “At least the hospital that treats me and the AIDS Patients Charity help ease the suffering with their kindness and moral support.”

Umm Abdullah has three children, and keeps her illness to herself out of fear of her children being stigmatized.

“My husband was the breadwinner in the family, so when he died we were left with no source of income. It’s so hard to find a way to feed them, and I don’t get any help from government funds, including the Social Affairs.”

Abu Khaled collapsed when he found out he and his wife had HIV/AIDS following a blood test required ahead of a routine operation.

“I have no idea how I got the disease,” Abu Khaled says. “I have never had an extra-marital relationship in my whole life. It has occurred to me that I might have got it from blood cupping treatment or from barbers’ razors. Whatever the case, I’m resigned to my fate.”

Abdul Aziz Al-Jihani is a social worker at the Saudi Society for AIDS Patients and says that levels of stress in some sufferers are unusually high due to their loneliness and sense of abandonment.

“We put persons with HIV/AIDS through a series of questions to try and gauge their level of stress or trauma and allow us to provide the most appropriate sort of help,” Al-Jihani said.

“Patients also have a detailed history of their illness constantly updated to draw up treatment plans both physically and psychologically. We also work with the Ministry of

Labor to find them gainful employment and help them financially as best we can.” – Okaz/SG

The article source:

<http://saudigazette.com.sa/index.cfm?method=home.regcon&contentID=2009091650058>

Appendix D: Common teaching methods and CLT PowerPoint

<p>Common teaching methods in Saudi Arabia and its problems</p>	<p>Audio-lingual method (ADM)</p> <ul style="list-style-type: none">• It involves “monotonous grammatical rule drills and repetition of words and phrases” (Al-seghayer, 2005, p. 129).• What’s worse, Zaid (1993) notes that language laboratories, an essential component of the audio-lingual method, are typically absent from Saudi English classrooms, and students are not exposed to real spoken English.
<p>Grammar translation method (GTM)</p> <ul style="list-style-type: none">• Teachers focus on grammar explanation and vocabulary memorization.• Teachers use Arabic to explain the grammar rules.<ul style="list-style-type: none">– Not only in grammar explanation, but also in English classes in general, the teachers extensively use Arabic, which Almulhim (2001) characterized as overuse	<ul style="list-style-type: none">• Both systems are similar in terms of that<ul style="list-style-type: none">– They suggest that the English instruction is merely grammar and vocabulary drills and reading and writing activities.
<p>Outcome</p> <ul style="list-style-type: none">• The overuse of Arabic and the practices of ADM and GTM in the English classes fail “to produce learners who can carry on a basic conversation or comprehend a simple oral or written message” (Al-seghayer, 2005, p. 129). This is a low return on the investment of six years of classroom instruction.	<p>Personal experiences</p> <ul style="list-style-type: none">• How do you evaluate your learning of English in the public school?<ul style="list-style-type: none">–After graduating from high school,<ul style="list-style-type: none">»Are you able speak, listen, write, and read English?

Summary of the main problems:

- More focus on grammar and vocabulary memorization.
- Few activities on speaking and listening abilities.
- Extensive use of Arabic.
- Not exposing students to spoken English.
- Result: students' failure to use and communicate in English.

Communicative Language Teaching (CLT)

- An alternative approach to improve the students' overall English language abilities.
- Savignon's (2003) model:
 - communicative competence: is defined "in terms of the expression, interpretation, and negotiation of meaning" and relies on "both psycholinguistic and sociocultural perspectives in second language acquisition research to account for its development" (Savignon, 2003, p. 56).
 - learner's communicative needs

Why is Savignon's (2003) model of CLT essential to Saudi's context of EFL ?

- It focuses on improving the students' communicative abilities in which they are currently weak.
 - Particularly on speaking and listening abilities.
- Exposes the students to spoken English.
- Uses English in the classroom.

Cont'ed

- Helps to make English's classes more interesting by including "theatre arts"
 - The students' opportunities to "experiment with roles, to try things out" and engage in such things as role-playing (Savignon, 2003, p. 59).
- Other reasons are to be discovered in the reading discussion.

Appendix E: Motivation PowerPoint

Motivation

Motivation in Saudi Arabia

- Saudi students generally lack motivation of studying English in the public school.
 - which is considered a reason for their low achievement (Al-seghayer, 2005, p. 129).

How? Why?

- Al-seghayer elaborates on the student motivation with reference to Zaid (1993) and Jan (1984):
 - Because English is not immediately relevant to their needs, students usually do not pay serious attention to learning the language, and devote their efforts to acquiring the minimal competency needed to pass to the next grade level. They tend only to memorize grammatical rules, passages of written English, and vocabulary. (129)

- Why: they think that they do not need to learn English.
 - Not recognizing its importance when they graduate from school.
- How: not paying serious attention to learning it.

Motivation in Japan

- Benson (1991) finds that Japanese students generally lack instrumental motivation for learning English.
- Gardner and Lambert (1972) define instrumental motivation as if “the purposes of language study reflect the more utilitarian value of linguistic achievement” (p. 3).
- Examples of instrumental motivation include learning English to read a textbook assigned in the university and to get along when abroad.

- Benson reflects on this result that “the rejection of instrumental reasons ... reinforces the idea that the students do not see English as playing a vital part in their lives, either currently or in the future” (p. 45).
- Further, he states this result implies “the adequacy of [the native language] for normal daily intercourse,” and that learning English seems to be a “broadening’ experience, but not one to be taken too seriously” (p. 45).

In both countries..

- The situation of students’ motivation in both countries is similar.
 - Lack of motivation
 - No essential need to learn English

Importance of motivation

- Major reason of successful acquisition of language.
 - Students’ sincere effort to learn it.
- Helps to ease their learning and make it enjoyable.

Teachers..

- Must create motivational classroom atmosphere.
 - Using motivational tools that are either created by them or found in the readings.

Appendix F: An example of lesson plans and teaching activities the teachers can create in the workshop.

Teaching activity

Grade: 11

Goals: the students will:

- Relate the story to themselves,
- Understand the meaning of simple past verb tense,
- Know the different the pronunciations of ‘-ed’ of the simple past verbs,
- And practice speech with emphasis on simple past verbs through role play.

Students: they are 15 students and learn English in past four years and have prior knowledge of simple past tense.

Note: The class will use English to interact and talks about the activities. A little use of Arabic takes place if it is necessary.

Activities:

1. Read the following text:

A maid and her faith
By Sameera Aziz

Many non-Muslim housemaids enter Saudi Arabia without revealing their religion and tend to keep it hidden if being from faiths other than Islam. Shanti, a Hindu Sri Lankan housemaid presented herself as a Muslim under the name ‘Fatima Bibi’. Also, she did worse by teaching her faith to the son of her Muslim Saudi sponsor.

“I was shocked when I saw my 6-year-old son Naif imitating the Hindu praying rituals,” said Umm Naif.

Umm Naif explained how a scene depicted a Hindu marriage ceremony at a temple. The groom applied vermilion in the parting of the bride’s hair to which young Naif exclaimed, “this is kumkum which you should put in your hair too, with a red ‘bindi’ over the forehead to indicate you are married.”

“No, we are Muslims and this is not our faith,” Umm Naif responded in shock inquiring how he did have such detailed knowledge about this act.

Hesitant, young Naif eventually informed his mother that the Sri Lankan maid had educated him about this. The maid had been doing so for months and warned him not to

tell anyone, he said.

2. Small-group discussion: do you like to have a housemaid? And why?

(Here the teacher should observe the group discussion and engage with them).

3. Individual activity: Identify simple past verbs. What does the simple past mean?

(After they finish finding the verbs, the teacher will ask them to share their finding and test each other whether their findings are correct and remind each other about what the simple past means).

4. Write down the present form of the simple past verbs you identified. Share your answers with your partner.

- Pronounce both forms of the verb with your partner.

(Here the teacher should observe their pronunciation and correct them)

5. The teacher gives a brief PowerPoint presentation about the different pronunciations of ‘-ed’ of the simple past verbs. The teacher will have the students engage with him by repeating the examples to him and observe their pronunciation. They will have a copy of the PowerPoint slides which is inserted below.

6. Read the text again with your partner and check with him if your pronunciation of ‘-ed’ is correct.

7. Role play: Pretend that you like your housemaid, but your partner dislikes her.

You have to plan (in 10 minutes) with your partner how to perform the role play with him and tell why you like your housemaid using simple past regular verbs.

Your partner has to do the same thing: telling why he dislikes his housemaid

using simple past regular verbs. You and your partner will perform that in front of the class. (The teacher will observe their performance and applaud them when they finish).

* The PowerPoint presentation about the different pronunciations of '-ed':

Different pronunciations of '-ed' in the simple past regular verbs

Examples

- a Hindu Sri Lankan housemaid presented herself as a Muslim...
- I was shocked...
- Umm Naif explained how a scene depicted a Hindu marriage ceremony...

Four pronunciations

- First: 'T' group
If -ed is preceded by one of the following consonant sounds, -ed sounds as a 't'.
Remember that the 'e' is silent.
P, T, k, S, sh, ch, th (as in thing)

Examples

Shocked
embraced
Taped
Touched

Second

- 'D' group
If -ed is preceded by one of the following consonant sounds, -ed sounds as a 'd'.
Remember that the 'e' is silent.
b, d, v, l, n, m, r, g, z,
j (as in Jane), th (as in then)

Examples

Explained
Detailed
Informed
Responded
Flanged
Grabbed
Bathed

Third

If -ed is preceded by a vowel sound,
-ed sounds as a 'd'.
Remember that the 'e' is silent.

Examples

Married
Applied
Identified
Died
Lied
Rued
Glued

Four

If -ed is preceded by 't', pronounce it as -ed. In
this case, the 'e' is pronounced.

Examples

Presented
Educated
Imitated
Initiated
Abstracted
Abdicated

Questions?

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