UNIVERSITY OF HULL

An Investigation into Teachers' Cognition: Saudi English Teachers' Instructional Practices in the use of Code Switching.

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Abstract

Research on teacher cognition and language instruction has recently attracted attention among researchers in the field of language teaching. Educational research has also revealed that the study of teacher cognition about all aspects of their work can help in understanding what they hold in their minds and how it contributed to their classroom practices. This study examined the origin of twelve English teachers' cognition and understand how their mental perspectives are displayed through their instructional performances in classrooms regarding the practice of code switching in language teaching, particularly in the context of Saudi Arabia, where Arabic is its main language. The necessity of carrying out such a study is to contribute to finding out some significant aspects of teachers prior learning experiences that appear to be powerful in forming their cognitions and understand how these mental constructs underpin their instructional performances regarding the practice of code switching. Moreover, the study seeks to determine the role of contextual factors that might impact teachers' instructional practices so as to improve and facilitate the teaching process.

Qualitative data was collected using autobiographies and semi-structured interviews. The findings of the study showed that teachers perceived code switching strategies to be necessary as they shared similar prior educational experiences. Their focal concern of cognition regarding the practice of code switching, though it seemed to be against the policy on language teaching and some of participants' perspectives, was to facilitate the teaching process due to the domination of the Grammar Translation Method in language teaching. The findings also revealed that teachers' ongoing actual practices are significant as they are influenced by contextual factors imposed by institutional policies which appeared to be obstacles to the fulfilment of their tasks.

Acknowledgment

Table of Contents

List of Tables

List of Figures

List of Abbreviations

Teaching English for Speakers of Other Languages (TESOL)

Teacher Cognition (TC)

Code Switching (CS)

Second Language Acquisition (SLA)

English as a Second Language (ESL)

English as a Foreign Language (EFL)

English Language Teaching (ELT)

Second Language (L2)

Kingdom of Saudi Arabia (KSA)

Mother Tongue (MT)

Ministry of Education (MoE)

First Language (L1)

Grammar Translation Method (GTM)

Audio-Lingual Method (ALM)

Post-Graduate Certificate in Education (PGCE)

Direct Method (DM)

Statistical Package for Social Science (SPSS)

CHAPTER ONE: INTRODUCTION

1.1   Introduction

It is widely acknowledged that teachers have different teaching styles because they have their own theoretical perceptions and beliefs, and that these tend to shape their instructional practices of employing different teaching strategies, which makes classroom instructions varied (Pajars, 1992; and Woods, 1996). According to Borg (2003), teachers' beliefs and perceptions are considered terms related to teacher cognition, which is a basic phenomenon that plays pivotal role to make difference in their classroom practices.

The primary goal in earlier studies has considerably focused to understand what forms cognition and to discuss its significance for effective pedagogy and teacher professional development (Borg, 2009b). In other words, earlier focus dealt with purposes to understand what it would be able to make sense of teachers' thoughts and knowledge how they display them in classroom practices by investigating their performance in terms of what they do and say in their professional context. Moreover, Borg (2003) adds that teacher cognition has a great impact on teachers' delivery of subject matter content during their practical teaching. Therefore, studies on this subject have argued that teachers cannot be seen as merely technicians skilled in performing instructional functions; thus, "[to] understand teaching, we must look at how it is conceived, at the thinking on which it is based" since these cognitions often direct teachers' pedagogical and instructional decisions and classroom practices (Freeman & Richards, 1993:209).

In the field of language teaching, the need to investigate teacher cognition to understand classroom practices has been highlighted (Bailey, 2001). It has become a relatively new phenomenon for being a complex concept that has attracted researchers' interest in the last four decades and thus, studied from various perspectives. As a case in point, there is an indication of a research agenda raised by Teaching English to Speakers of Other Languages (TESOL) organisation stating the importance of improving teacher's education through conducting various studies investigating "teachers' knowledge base and …their cognitive styles", taking into consideration that understanding "how teachers learn and how they develop the conceptual basis for their practice is essential to maximising the opportunity to learn and promoting systems that use human resources most efficiently" (Borg et al., 2004:8). Moreover, Johnson (2006:236) highlights the

effectiveness of conducting such research on teacher cognition as it helps in capturing "the complexities of who teachers are, what they know and believe, how they learn to teach, and how they carry out their work in diverse contexts throughout their career". According to Borg (2003), Teacher Cognition (TC), which is known to refer to individual mental constructs, is an invisible aspect that includes beliefs, knowledge, values, thoughts, perspectives and judgements that they are all difficult to be assessed directly, as it is often held unconsciously. He realises that the better way to understand teaching is by understanding teachers' unobservable dimension of teaching; their mental lives, which play a significant role in their classroom instructional choices.

Additionally, much effort has been paid to studying TC in grammar teaching and literacy with native English speaking, and almost all of them in the literature were conducted in such context. However, little research has investigated TC in using the strategy of Code Switching (CS) in language teaching; the switching into the First Language (L1) in teaching a foreign language. This term has been a dominant controversial issue among language researchers and educators, who debate whether L1 should be used in the teaching and learning of English as a Second or Foreign Language (ESL or EFL) with classrooms of monolingual speakers (Khan, 2016). It has been suggested that many English language teachers "have tried to switch to an 'all- English classroom', only to find themselves inadequately equipped with Second Language (L2) strategies with which to get their meaning across; faced with student incomprehension and resentment" (Harbord, 1992:350). This means that TC has apparently an essential influence on teachers' professional development as the main factor that determines their academic role, attitude, and behaviour in classrooms. It is, therefore, important to understand "the key role teachers - and their cognitions - play in the implementation of educational innovations" (Borg, 2006b:1) such as CS. Against this background, this study strives to investigate the phenomenon of TC as a way of understanding their mental constructs about CS; a phenomenon that relates to teachers' classroom practices beyond this topic.

This chapter presents an overview of the research study, the rationale for conducting this study, followed by stating the research aim, research questions, area of concern under investigation, the significance of the study along with its contribution, and concludes with the research design and structure of the study.

1.2   Rationale for Research

My interest in English language learning started early at school stage, it was in my dream to learn this universal language and speak it fluently. I was fascinated by people who speak English in films and TV shows, but I could not understand except through Arabic subtitles. During my schooling time of six years at intermediate and secondary stages, I was confused why some of our English teachers were using only English in classrooms while others were mixing between English and Arabic in teaching since it was an English class. I was also wondering whether using Arabic would help in learning English or not. I found out later at the university stage when I joined the English language department that pre-service language teachers and even language teacher staff hold different theoretical perceptions about learning and teaching a foreign language. It was at that time, particularly during my practicum experience and initial teaching experience, I recalled my learning experience at school and realised why language teachers have different instructional styles and strategies in teaching specially when it comes to using or rejecting Arabic. It seems likely that frequent differences of opinions and instructional situations may lead some teachers to prefer switching into Arabic as a necessary tool, while others feel reluctant to switch but sometimes find themselves compelled to use this strategy for different reasons.

It has been commonly reported that teachers hold certain perceptions and beliefs regarding principles of language teaching and learning, which shape their instructional practices and pedagogical progress (Burns, 1992; Johnson, 1992b; Freeman & Richards, 1996; Richards, 1996; Freeman, 2002; Borg, 2003). This triggered my interest in this controversial area of research especially after getting my master's degree when I came across a perception on this issue namely teacher cognition by Borg (2003). I found out that part of my conceptualisation of language teaching is based on my own practice as a teacher and those of other teachers; I therefore wanted to explore more about the origins of teacher cognition; in particular where those practices came from and when they were formed. Considering the debate of switching between two languages in EFL classrooms, I saw that this phenomenon provided me with a way of investigating teacher cognition as a larger and main topic that might unlock opportunities for local reform to learn something more broadly about the origin of this phenomenon and how it affected teachers' instructional decisions and practices. I was wondering whether teachers' previous learning experiences influenced their actual instructional decisions and practices or had nothing to do with them? Did the teaching contextual circumstances

were also relevant to what they do and say in classroom or not? On reviewing and exploring the literature, I became more interested in investigating the hidden side of this perception to understand teachers' mental constructs regarding the views of switching into L1 in Foreign language teaching through investigating both teachers' prior educational and actual teaching experiences. While thinking of many questions I had in mind, I also thought of different challenging situations that EFL teachers may face. These challenges include several dimensions that language teaching has as a job; namely restrictions imposed by institutional authorities, which I always heard teachers argue, disagree, and complained about and consequently have a direct impact on their classroom practices. When it comes to using L1 in classes, as this study underpinned, they constantly switch between pedagogical and cognitive oriented decisions and try to meet the learning and teaching needs. Thus, the need for conducting the present study started with the rationale that the nature and aspects of English language teaching can be understood through exploring teachers' previous learning and actual teaching experiences, as this could help teachers in explicating, identifying and reforming their beliefs, thoughts, knowledge, and decisions.

Furthermore, due to the growth and spread of the English language worldwide, learning and teaching English have gained a remarkable attention; particularly in the Middle East (Al-Nasser, 2015) particularly in the Kingdom of Saudi Arabia (KSA), the context of this study, where the exposure to mastering a foreign language is actually limited and challenged. Since teachers' use of CS is associated with teachers' opinions, this means that their mental constructs or cognitions dominate their instructional decisions and practices. Therefore, my research ultimately focused investigating the phenomenon of TC as a way of understanding teachers' mental constructs about their classroom practices regarding the use of CS in language teaching, since these cognitions are seen as a strong predictor of what actually occurs in the classroom (Borg, 2006). To approach the purpose of this investigation, adopted the theoretical framework, which represents a simplified conceptualisation of teaching, as Borg (2003) declares that within this framework TC plays a significant role in their teaching practices. Considering the foregoing, the purpose would also define the optimal of selecting an exploratory and interpretive paradigm of a qualitative methodology of autobiography and semi-structured interview, which would allow me to gain deep insights, make meaning with participants, and to understand their interpretations and eventually to

provide rich descriptive data that could shed lights on the challenging of teaching English in Saudi public context.

Hence, in this study, I am using CS as an example because it has been always a subject of controversy in local Saudi EFL classrooms, an area of practice that language teachers have a particular opinion about as I have stated earlier. It is for precisely this reason that it represents as an excellent opportunity through which teachers' internal cognitions, the ultimate focus of this study, might be revealed. Moreover, the focus of exploring TC as a broader phenomenon would allow a great opportunity for me to reflect the teaching reality by examining "the unobservable cognitive dimension of teaching- what teachers know, believe, and think" Borg (2003: 81) about what instructional decisions do teachers make to say and act accordingly in their professional context of Saudi local institutions regarding the use of CS in language teaching. Furthermore, my study also would help me to fill in a research gap, where a special focus is given to exploring the origin of TC; how it is formed and developed through their previous educational experiences and instructional practices they actually utilise in their classroom regarding the use of CS with an attention to the contextual factors that may have impact on their practices.

To achieve better understanding, it is imperative to first build and provide a clear picture of the Saudi context cultural background, including the educational system and its environmental context. Moreover, there is a need to consider the teaching methods and techniques that are used in teaching to facilitate the educational process, as will be provided next chapter.

1.3   Research Aim

With the prime concern of TC and its significance for theoretical and pedagogical knowledge in English language teaching, the study aims to investigate the origin of TC by exploring the past learning experiences of teachers as language learners and gain understanding of how their cognitions contributed to their present teaching practices as professionals.

Understanding TC of teaching have been widely explored as an effective approach that provides insights into the nature of teachers' cognitive perspectives and their classroom practices. Therefore, the study intends to examine in-service teachers' previous educational experiences as learners at school and university to understand how their

unobservable cognitive aspects are formed and contributed to their development as professionals in terms of exploring the impact of these cognitions upon their actual classroom practices. Moreover, it attempts to shed light on interrelated contextual factors that might influence teachers' instructional practices regarding CS. It seems that this aim deserves attention and study, as Freeman and Johnson (1998:401) "recognise that learning to teach is affected by the sum of a person's experiences, some figuring more prominently than others, and that it requires the acquisition and interaction of knowledge and beliefs about oneself as a teacher, of the content to be taught, of the one's students, and of classroom life".

1.4   Research Questions

Taking into consideration the gap found from the previous review of research on TC, the rationale of this research is formulated in an attempt to gain a clearer understanding regarding TC and teachers' classroom practices in relation to CS as a language teaching strategy in the KSA by answering the following questions:

1- How has teachers' experience of early learning at school formed their initial conceptions of language teaching concerning using CS?
2- How has teachers' experience of initial training at university developed their knowledge of language teaching concerning using CS?
3- How has teachers' experience of actual teaching practice influenced their conceptions of language teaching concerning using CS?

In answering these questions, the research strives to investigate the origin of TC and understand the impact of these cognitions upon teachers' classroom practices in relation to the usage of CS. Moreover, it attempts to highlight the factors that may influence teachers' instructional practices regarding the use of CS.

1.5   Area of Concern

Though research on teacher cognition has gained more attention among researchers in the field of language teaching, less attention has been paid to teachers' role in language teaching in terms of investigating their cognitions regarding the practice of CS. The term of CS has been a controversial issue in the field of language education as to whether it helps in language learning development or hinders this process (Atkinson,

1987; Macaro, 1997; Butzkamm, 2003; Cook, 2007; Littlewood & Yu, 2011; Levine, 2014). The assumption of such a controversial issue in language education views the use of English to teach in classroom as a debated issue among linguistics and language researchers due to teachers' and learners' belief that using L1 is an effective facilitator for EFL or ESL learning (Almoayidi, 2018). However, less studies have been examined to understand the hidden side of teachers' role and how they made sense of language teaching practices, around switching into L1 from their prior learning and actual teaching experiences. This is essential for understanding the reasons behind teachers' actual instructional practices and pedagogical development. It seems that this role is believed to be influenced by TC, which usually dominates teachers' classroom practices and instructional decisions. Moreover, Borg (2003) argued that the existence of contextual factors such as curriculum mandate, classroom environments, students' needs, institution policies and educators' requirements appear to play a role in determining whether language teachers are able to implement their instructional practices according to their beliefs. According to Kagan (1990:420) TC is considered as

> somewhat ambiguous, because researchers invoke the term to refer to different products, including teachers' interactive thoughts during instruction; thoughts during lesson planning; implicit beliefs about students, classrooms, and learning; reflections about their own teaching performance; automatized routines and activities that form their instructional repertoire; and self-awareness of procedures they use to solve classroom problems.

In the case of one of these problem-solving procedures, CS, there is a growing trend among language educators and supervisors in Saudi administrations to ban the use of this strategy in teaching English in classrooms, even though "[t]here is not a policy regarding the use of L1 either from the Ministry or the University, and the general goals of teaching English in Saudi Arabia did not take into account this matter" (Alsuhaibani, 2015:8). Therefore, how TC about CS is reflected in teachers' practices is important for investigation as will be demonstrated in 1.6.

1.6   Significance of the Study

The importance of studying TC lies in the necessity to understand and raise awareness of teachers' tacit conceptualisations, perceptions, and knowledge of teaching, which in turn helps to improve their personal education as well as stimulate their professional progress (Johnson, 2006). In her views, research on TC provides much of the most

significant investigation in the contemporary field of TESOL: "Many factors have advanced the field's understanding of L2 teachers' work, but none is more significant than the emergence of a substantial body of research now referred to as *teacher cognition"* (Johnson, 2006:236).This study, contributes to this growing understanding of teachers' cognitive systems, which have not only raised awareness but also promoted an effective change in the field of education, as they revealed their large influence on teachers' actual practices in classrooms (Birello, 2012). Drawing attention to the role of contextual factors is an important point that need to be considered in studying TC. According to Burns (1996), these factors may have a powerful impact to facilitate or hinder teachers' decision-making processes because they are mutually informing with teachers' classroom practices, which remarkably contribute to understanding language TC.

Regarding CS in the actual teaching of a foreign language, it is observed by Cook (2001) that language teachers' interpretation of teaching a foreign language is to exclude the use of L1 in classrooms, whereas it should be encouraged. Cook asserts that exclusive use of the target language would limit the possibilities of performing the language teaching; instead, L1 should be used as a supportive resource to various degrees in teaching a foreign language to help language teachers create authenticity in language classrooms, particularly, if the target language would be a problematic for learners.

Given the importance of both TC and CS in the Saudi context, and since teachers are the centre of decision making in classrooms, it is necessary to examine their pedagogic instructional perspectives in teaching EFL, which could predominantly become an effective and successful communication strategy used for "message-oriented functions" rather than "medium-oriented functions" (Macaro, 2005:69). As Castrillon Diaz and Bernal Perez (2016) noted the use of CS in the foreign language classroom is a debatable issue, which leads to a conflict of views as to whether it is useful or detrimental towards learning outcomes, which demonstrates the significance of and need for this study. Additionally, understanding teachers' perceptions in relation to their classroom practices require consideration of several factors that might have a significant influence on the conceptualisation of their instructional process, which need to be addressed to raise awareness among language teachers and prepare them to tackle such problems. According to Borg (2003), these factors are embedded within teachers' prior

learning and teaching experiences, as well as contextual aspects, including classroom practice.

1.7   Research Contribution

Burns (1992:64) asserts the need for involving teachers' perspectives and reflections of themselves when conducting research on "the language teacher" and "bringing to the fore the meanings they give to their own work and how these meanings can be reflected upon for professional growth". Studies on teachers' mental constructs, as she states, require reshaping understanding of what second language teaching means, leading to concerns to investigate the ways that various beliefs are formed at different stages of teaching experience, such as pre-service, newly appointed teacher, and long-term teacher. Thus, as a contribution to the existing body of literature, research into TC in the Saudi context would be of great importance and would potentially provide a basis for further development of teachers' professional competence. There is a need for language teachers to comprehend their cognitions and implement them successfully in everyday teaching; in that way, the process of language teaching and learning could potentially be made more meaningful, effective, and productive than ever. As Alsulami (2016) declared, continual professional development would stimulate challenge and help resist sceptical and disagreeable attitudes within a teaching context by recognising teachers' perceptions, reflecting upon their prior experiences, and their professional practices. Moreover, it would increase teachers' knowledge about areas of strength and weaknesses that could be effectively realised and noticed, so as to retain good and useful teaching methods and strategies, while improving fewer effective ones.

In addition, Macaro (2001) proposed that there is a need for research to establish the parameters of using both L1 and L2 as a framework for trainee teachers, to bring them to the best possible balance of resources. Within the research of second language acquisition, Melibari (2015) pointed out that studies concerning CS would provide language teachers with a comprehensive framework that would illustrate the potential of an appropriate time to utilise CS, which could be very beneficial, whilst it would help language experts in considering which methods are the most effective in utilising the L1 or the Mother Tongue (MT) in language teaching.

1.8   Research Design

This research explores Saudi English TC; it investigates a hidden aspect of teachers' professional lives as it delves into their prior learning experiences and actual teaching practices within a particular social- cultural context of local schools concerning the phenomenon of using CS in language teaching. Thus, the study utilises an interpretive approach through which contextualisation would give meanings to a phenomenon.

Literature on TC has supported qualitative designs; as suggested by Borg (2009) qualitative research studies that explore language teachers' beliefs and actual practices would be more productive in providing deep understanding of the complex relationships between these issues. Pajares (1992) also affirms the preference for qualitative design among some researchers as particularly useful method for studying teachers' beliefs. Equally, Freeman (2002) advocated that investigating language TC requires exploring the hidden side of their language teaching. Keeping that in mind and whilst affirming the research aims, a combination of two qualitative methods was adopted for collecting data to better accomplish this study: autobiography as a form of reflective writing to offer more comprehensive understanding of participants' perspectives and experiences, and semi-structured interview as a verbal commentary to gain a deeper understanding of participants' views and thereby obtain trustworthy outcomes. Each tool has its own features within the qualitative approach, which will be addressed in the following sections. As the study builds on Borg's (2003) framework of TC, in which a specific categorical scheme is suggested, this study combines two qualitative approaches in data analysis: a deductive approach, where theories or concepts are extracted from the existing literature and used in collecting data (Saunders et al., 2007), and an inductive approach, where other codes are derived from the data (Creswell, 2007).

1.9   Structure of the Study

The thesis consists of seven chapters, which are detailed as follows:

Chapter One presents the introduction of the thesis. It introduces the concepts of TC and CS, followed by the rationale for the research. It also identifies the research aim, research questions and area of concern to be investigated, along with the significance of this research study. The contribution and research design are set out and finally, the thesis structure is depicted.

Chapter Two starts by giving a general background of the KSA, including information about its location, population, and government system, followed by providing the historical setting regarding the introduction of English language teaching, and a brief discussion of the education system related to teaching and learning English, while highlighting some challenges impacting on the teaching of this subject.

Chapter Three is a review of the key aspects of TC as it is portrayed in the existing literature, with reference to key studies. It points out some of the essential areas for understanding the concept of TC, by presenting the development of research on TC, the definition of TC, perspectives on TC and classroom practices, factors that influence language teaching, and interpretation of TC and foreign language instruction. Consideration is also given to CS, a common educational issue in foreign language teaching, on which this study focuses. It provides a brief overview of arguments dealing with this issue, and the functions of this strategy in language teaching. The chapter also outlines some related studies to offer an understanding of the topic under investigation, followed by the identification of the research gap and research questions.

Chapter Four deals with the research methodology. It contains a discussion of the conceptual framework on which this research is built. Descriptions of the philosophical paradigm and research approach are also provided, with reflections on the appropriateness of the selected qualitative approach and data collection methods. Following this are explanations of the research sampling and the process of data analysis, along with a discussion of the research ethics, and trustworthiness.

Chapter Five presents the research findings and analysis. It reports the research results based on the three phases of the model adopted in the study, starting with teachers' autobiographical narratives about prior language learning experiences at school and university, then responses from semi-structured interviews about their language teaching experience, with illustrative quotations and figures.

Chapter Six provides a discussion of the research findings in relation to the research questions. The discussion makes links to scholarly work in previous studies and draws attention to the main points of the findings in an effort to provide a clear understanding of the current study by fulfilling the research aim.

Chapter Seven concludes the thesis; it provides a summary of the discussed research findings and highlights the research's pedagogical implications and contribution and

identifies the study's limitations. Following this are suggestions and recommendations for future research studies.

CHAPTER TWO: GENERAL BACKGROUND FO THE KSA

2.1   Introduction

This chapter presents the context of the current study; it provides an overview of various sections where this study was conducted, as it will help the reader to make sense of the data reported in the chapters later in the thesis. It starts by giving a general background of the kingdom in terms of certain points including its geographical location, population, and government system, Islam, and cultural perspective. A brief historical background of English teaching within the Saudi context, a detailed outline of the educational system in the Saudi context and an explanation of the role of English at school and higher education levels, will be provided, along with some challenges impacting the teaching system.

To gain deep insights into the research aim, it is useful to reflect upon English teachers' perceptions regarding their thought, knowledge, and beliefs and identify common purposes for which CS is used in classes and review some relevant studies that examine teachers' perceptions and their instructional practices in relation to this phenomenon. Moreover, it is important to clarify that, in the Saudi context, English is taught as a foreign language, because it is not used in daily life. Thus, students receive input in English from textbooks, teachers and students who speak English.

2.2   Geographical and Historical Background of the Kingdom

The geographical position of the KSA [Kingdom of Saudi Arabia] shows the country's location in the Middle East as the second largest country in the Arab World; it is situated in Western Asia at a significant point, where the continents of Asia and Africa meet, and covers the vast majority (80%) of the Arabian Peninsula. It is also the largest country in the Arabian Gulf (Elyas, 2011; Almulhim, 2014; Alrumaih, 2016). The importance of the kingdom within the global context is derived from its strategic location, its largest reserve of oil, and its unique role in the Islamic cultural world. It is regarded as the heartland of Islam, having Makkah (Mecca) and Madinah (Medina), the two Holy Islamic cities in the Western region where more than 2 million pilgrims of different global nationalities travel to Makkah, either to perform either *Hajj* (pilgrimage), which can be undertaken at specific dates each year according to the Islamic lunar calendar, or undertake a short visit to perform *Umrah* (pilgrimage), at any

time during the year. It is surrounded by various land borders with Jordan and Iraq on the north and the northeast; the Arabian Gulf countries of Kuwait, Qatar, Bahrain, and the United Arab Emirates on the east, and Yemen and Oman on the south and southeast, while the Red Sea lies along the western coast of the country. The country contains Riyadh as the capital city in the middle of the country; Dammam as the largest and most important city economically on the eastern coast by the Arabian Gulf, and Jeddah as the second largest important city economically on the western coast by the Red Sea (figure 2.1).

Figure 2-1 Map of Saudi Arabia

(Source: Wikimedia Commons)

The Kingdom was established in 1932 by King Abdelaziz Al-Saud, and since then, the country has been continuously ruled by the royal family; it is a monarchy in its political and government system while Islam is its religion and the origin of its constitution (Alfahadi, 2012). The estimated current population of the KSA is 37,783,757, of which 90% are Arab, 10% Afro-Asian and 38.3% immigrants, based on the projections of the United Nations (US Central Intelligence Agency (CIA), 2021). Political stability in the KSA has allowed the government to improve communications and levels of education

for Saudis. Throughout history, the kingdom has been considered one of the most strategic areas for trade due to its location in a region where global business and commerce pass through different continents, and three canals: "Hormuz, located between Arabian Gulf and the Gulf of Oman; Bab El-Mandeb, between the Gulf of Aden and the Red Sea; and the Suez Canal, between the Red Sea and the Mediterranean Sea". After the discovery of oil, this location acquired greater significance; consequently, the traditional maritime relationship has increased to and the kingdom has become a target part for investment worldwide (Almulhim, 2014:5).

2.2.1 Islamic and Cultural Perspective in the KSA

In considering Saudi education, it is important to recognise the influence of Islam, which constructs the Saudi culture and influences the materials provided in educational institutions and what should be learned and taught in this context. It is worth noting that the Saudi society is Islamic, with custom and law being derived based upon values and Sharia (Islamic law) set in the Holy Quran and elucidated in the Hadith reporting the saying and deeds of Prophet Mohammad (peace be upon him). It is a multicultural country, where a large number of expatriates live, work, and have different ideas and values; despite this fact, "strict control is exerted over the practice of other than Islamic and Saudi practices and these are only allowed to be practised in compounds where the majority of expatriate workers live" (Alfahadi, 2012:24). Officially, the kingdom uses the Islamic Hijri calendar based on the lunar year, which contains 12 months and 354 days. That is to say is 11 days shorter than the Gregorian calendar that based on the solar system, which is used in the Western regions. Hence, the summer and holydays and other occasions like the national day gradually change from one season to another. In addition, the official weekend holiday is Friday, when most businesses and educational institutions are closed.

Taking into account this fact, the root of education in the kingdom is strongly associated with the Islamic religion, as it requires knowledge and education for all Muslims as parts as requirement of the state and religion (Al-Johani, 2009).

> Islam is a system of social organisation, law, culture, and thought. It gave particular priority to education and used it as the main instrument to construct Arab society. Education was based on the study of the Holy Quran which gives education the status of religious duty (Al-Mandil, 1999:5).

Hence, the concern of the government is "that the education [goals] will meet the religious, economic, and social needs of the country and to eradicate illiteracy" (Al-Liheibi, 2008:13). Therefore, many educational policies consider the importance of Islam, and religious subjects account for about 30% of the total number of education hours at the elementary stage and 24% at the intermediate and secondary stages in the country, besides many hours, being devoted to subjects such as Maths, Science, Social Studies, Arabic and English languages; thus, there is a strong emphasis on the significance of learning (Abahussain, 2016).

In general, the Saudi culture is largely uniform irrespective of location within the country; in other words, despite the existence of various regional traditions in cultural practices, all people share the same religion of Islam, the Arabic language, and a common background of education and lifestyle (Alfahadi, 2012). In the same vein, Al-Johani (2009:3) stated that the customs of individuals in many parts of the kingdom have remained the same for a long time, as "Saudis are well known for their generosity, respect for family values and their strong faith". The role of knowledge transmission is assigned to teachers by Saudi traditions and cultural values. Therefore, an understanding of social interaction in the Saudi culture helps explain teachers' and students' behaviours and also helps elucidate the impact of cultural norms on their beliefs, assumptions, and responsibilities in society and the classroom (Alfahadi, 2012). In other words, the socio-cultural traditions are considered by Saudi citizens, to be rooted in Islamic values and obligations.

2.3   Education System in the KSA

This study examines the impact of English teachers' previous studies at school as well as university; therefore, it is essential to provide brief background information concerning the education system and the role of the government in education in the context being studied, so that readers will understand the reasons for the challenges that teachers encounter in teaching English. More details on education system will be provided next in section 2.4. Shortly after the establishment of the country, the king realised the importance of education as a means of developing and strengthening the kingdom. In the beginning, education was informal and focused on two main skills: reading and writing in Arabic as the main language. As the nation started to expand, the education administration was set up, and "centralised educational policy was entrusted to it …to spread knowledge and to establish schools" (Alfahadi, 2012:12). Since then,

there has been a remarkable development in education. The administrative agency became the Ministry of Education (MoE), assigned to make educational rules in the country including policy-making, providing materials and supplies, planning to teach, and recruiting staff (Abahussain, 2016).

In addition to general education, various institutions exist for specific kinds of education. For example, Vocational, Technical, Arts, Special Needs, and Higher Education were established in 1982. Concerning general education, Allam and Elyas (2016) stated that schools at all stages, both public and private, are subject to the same educational policies on matters such as instructional methods, curriculum, and evaluation techniques "to ensure that education becomes more efficient" and all development plans aim to provide students with knowledge and skills that "will enable them to participate effectively in all social and cultural activities" (Almutairi, 2008:11).

2.4   General Education in the KSA

The general education system in the KSA consists of several stages, starting with the kindergarten stage followed by primary for six years, then intermediate and secondary stages for three years each. Students in the last two years of the secondary stage are free to choose either Arts or Science as a specific educational orientation to prepare for higher studies at university level, which includes a number of colleges in different educational fields. At this higher level of education (university), students receive financial bursaries as a means to encourage them to accomplish their higher education. The educational progression throughout all the stages requires students to pass final written exams each academic year prepared by teachers, which means that the educational standard is an assessment-based learning system. Where teachers are required to finish the syllabus in certain time and prepare students for examinations, students focus on what is covered in the exams, thus, considerable pressure on both of them including students' families as the concept of failing the exams is degrading. According to Al Alhareth and Al Dighrir (2014), this system, in learning subjects, focuses on memorising information rather than understanding to assess students' learning performance, which narrowing the educational aim on passing exams instead of developing understanding. As declared by Al-Mandil (1999), it could be said that the educational system in the kingdom has developed plans to grow successfully in both quality and quantity during all four educational stages to impart students the knowledge

and skills that are essential to enable them participating effectively in all social, cultural and economic activities.

As previously discussed, the kingdom, with regard to Islam, aims to encourage learning and eliminate illiteracy to ensure people are prepared for life while meeting religious, social, and economic requirements. However, the kingdom never makes the education compulsory for its citizens; therefore, the general educational system is committed to make it "free and open for all Saudi citizens, and the Saudi government provides books and health services to their citizens" (Al-Liheibi, 2008:13). According to the principles associated with the Islamic religion, the Arabic culture, and traditional values, the KSA adopts a gender-segregated education system. Males and females are separated in all educational institutions, although, under the management of the MoE, both genders are provided with similar quality and educational facilities in terms of the school stages and general curriculum to meet their needs (Al-Johani, 2009). Other responsibilities of the MoE include providing institutional requirements, such as building schools and equipping them with learning and teaching supplies, facilities, and textbooks (Al-Otaibi, 2004).

2.4.1 History of English Language Teaching in the KSA

This section outlines how the teaching of English in the KSA was introduced and developed, as this information might help in understanding the challenges of teaching EFL in the Saudi context. The official language of communication and the main daily language in the KSA is the Arabic language; however, EFL was first introduced in the 1930s, after the discovery of oil. This was essential for a practical reasons due to the economic growth at that time, although the teaching of English was not imposed from outside, since the country had never been under colonialism (Althewini, 2016). There was an imperative need for foreign workers worldwide due to the rapid growth of economy in the KSA, the investment of oil, which revenues in Saudi domestic economic development, professional organisations that hire a range of international staff, special TV and radio channels that broadcasting in English to offer various programmes, and hospitals that deal with foreigners' employments and patients of different nationalities, and many other areas. This need required the English language as a means for mutual communication either in formal English that is taught in schools and universities or use it informally in communication no matter how poor English may be, as long as the message across.

In view of the fact that the Government lacked the citizen manpower to launch huge development projects, it needed to communicate with international companies and their expatriate workers from other countries to fill the deficit (Alrashidi & Phan, 2015). Since English had become a global language, its use needed to facilitate dealings with these foreign consultants and labours. Moreover, the KSA is regarded as the heartland of Islam and a considerable number of pilgrims worldwide visit it, so English was widely adopted as a lingua franca to enable communication between them and the Saudi hosts. Although above in 2.4, we are told that education is not compulsory, the initial decision was taken by the Government to introduce the English language as a compulsory subject for its citizens in schools and universities. The educational programme was based on specific goals, with the aim of enabling students to use English in various contexts beyond the classroom, thereby equipping to engage in a wide variety of socio-economic and commercial positions in the country (ibid).

Accordingly, the MoE designated English as one of the major subjects in the education system and that is compulsory to pass the English exam to be able to move to the next level or apply for higher education. Publication of the English curriculum has developed through various stages. Initially, in the 1950s, English was introduced with an Egyptian syllabus (Al-Johani, 2009). Afterwards, in the 1960s, a more comprehensive curriculum was introduced with eight hours of teaching per week for both intermediate and secondary stages, as the former syllabus failed to meet learners' requirements and the principal interests of the Saudi education system (Al-Subahi, 1988). It was not until the late 1970s that English material was developed by the British Macmillan publishing company directed by the MoE. According to Al-Seghayer (2011), this material was also inappropriate to meet students' needs at that time; therefore, in the 1990s, another project was developed by the MoE under the supervision of native English teaching experts working at King Fahd University of Petroleum and Minerals, who published a series of textbooks for schools. However, these books faced similar criticism of inappropriateness, for focusing on linguistic matters and omitting features that pertained to the Saudi society and culture such as historical places, important national events, and famous people, which made the learning process "incompatible with today's motives to utilise English for international communication" (Alshammari, 2011:369). In an attempt to improve the English education system, a serious modification took place in the early 21st century, by following a review of the English curriculum for all stages, so as to avoid unsatisfactory learning outcomes (AlHarbi, 2017).

2.4.2 English Language Teaching at Schools in the KSA

Based upon the previously mentioned considerations, English has taken a strong root in the Saudi educational system, since it is the only foreign language, taught in public schools, several private schools, universities, and industrial institutes (Al-Seghayer, 2016). Initially, in the 1960s, English was taught in the intermediate and secondary stages of education in public schools. However, due to the increased awareness of the importance of international cooperation and understanding of cultures, the educational system in the KSA has evolved to the point where English is now taught in primary schools, starting in the fourth year and continues in the intermediate and secondary stages (Al-Nasser, 2015). In contrast, in private schools, English exposure starts from the first year of the primary stage. Studies in each stage receive four 45 minute lessons a week, which some critics have suggested is insufficient for students to master the language (Al-Nofaie, 2010).

Throughout the Kingdom, students each year receive two textbooks for the English language: the pupil book and workbook, while teachers, who must have, at least, a Bachelor degree in education, utilise the teacher's book, which supports them with teaching guidelines (Alrashidi & Phan, 2015). According to Almutairi (2008), the course material integrates learning of all language skills along with functional grammar and vocabulary but with limited reference to the Western culture of countries where English is the native language, since the KSA is a conservative country.

2.4.3 English as Medium of Instruction at Higher Education in the KSA

As in other international regions, the use of English in education in the KSA has been rapidly expanded in the last few decades, and this policy has exerted a massive influence on the higher education in Saudi society (Alqahtani, 2019). According to Al-Mandil (1999:13), English in the KSA plays a significant role as "a means for achieving academic and educational targets". It is the medium of instruction at the university level in certain educational areas such as science, engineering, and medicine academic schools, for the purpose of developing students' linguistic competences to keep abreast of international developments in such fields of learning (Al-Kahtany et al., 2015). In other colleges, it is required for one or two years, depending on the needs of different academic specialisations; thus, English is taught to provide students with opportunities

either to continue their education journey at university or to use it for communication in their career.

2.4.4 English Training Programme at Higher Education in the KSA

The English training programme in the higher education system started in the 1980s, when the MoE in the KSA developed English departments at various university colleges of education and colleges of arts and offered a training practicum to prepare prospective teachers to teach English in both public and private schools (Al-Seghayer, 2014). The first type of language training programme in the KSA is run for three years by the MoE for teachers working in elementary schools, in cooperation with the Institute of General Administration; successful candidates of this programme are awarded a Diploma in language teaching. The colleges of Arts, as the second type of language training programme, offer a Bachelor degree in English as a major, where teachers are trained to teach EFL (Al-Mandil, 1999). These programmes usually run over four years, to expose prospective teachers to several courses such as linguistics, where students can learn subjects related to syntax and phonology; English literature, where they study poetry, novels, and drama; teaching methodology, which focuses on teaching methods, translation, and grammar, and additional elective subjects of their choice. This description of the English courses indicates that the pedagogical knowledge that student-teachers obtain could represent less than 10 % of the total courses offered by the programme (Al-Seghayer, 2014).

As part of the programme, the higher education system also offers the practicum training course in the final year before graduation depending on the policy of the English department in each institution. Al-Seghayer (2014:144) also declares that this training practicum generally "accumulates approximately eight credit hours depending on the policy of each English department". The teaching practicum is considered as an authentic field to practise teaching, which provides student-teachers with the opportunity to employ the knowledge of teaching they gained from their study journey, to develop attitudes towards students and career values, and to discover their capabilities in teaching. In the practicum, according to Alrumaih (2016), each student-teacher teaches one lesson peer week for ten weeks, under the supervision of an academic staff member from the university's department. The supervisor has full responsibility to liaise with the school staff to facilitate the practicum; e.g., managing

timetabled lessons, and discussing any issue that would hinder student-teachers' teaching process and performance.

2.5   The Role and Nature of English Language Teaching in the KSA

This section explores the goals of teaching English in the Saudi context, which will help in understanding the results of the present study, including how the learning outcomes did not meet the English teaching goals setting by the government and why teachers code switch into L1 (as will be seen later in Chapter Five). The progresses in social and economic status in the KSA, as discussed previously in 2.4.1, has created the necessity for communication with international communities, which highlighted the important role of language teaching. This need led the MoE to set several goals for teaching English as a core subject in general education. These goals reflected the nature of teaching English in the KSA, as one of these goals states that:

> English must become the most important foreign language taught in all government [public] schools. Therefore, a number of Saudi students are expected to hold positions that require them to deal with English-speaking people; in this case, they need good instruction in English so that they can understand the other party and whatever materials are required in their professional development (Al-Mandil, 1999:15).

The English syllabus is presented with specific considerations related to the traditional values of the Saudi society, and passed through various developments in Saudi context, as discussed previously in 2.4.1. Al-Seghayer (2016:23) argued that there is a clear lack of a link between its content, the teaching methods, students' needs, and the assessment measures employed, despite the development in the curriculum. This lack resulted in failure to "select and organise the appropriate instructional materials", as the curriculum of each stage at schools was developed with little consideration of the skills and abilities needed to progress to a higher one.

Furthermore, the method employed in language teaching appeared to be largely centred on the Grammar Translation Method (GTM) and, to a lesser extent, the Audi-Lingual Method (ALM). It is worth noting that these methods strongly rely on translation and memorisation as primary teaching/learning strategies. Several researchers in the Saudi context have highlighted this kind of teaching as the main issue that hinders students' communicative competence in the English language (Almutairi, 2008; Fareh, 2010; Alhawsawi, 2013; Rajab, 2013; Ahmad, 2014).

According to Alsuhaibani (2015), the dominance of these traditional methods reveals a problem of insufficient teaching practicum experience, which should encourage student-teachers to adopt more advanced teaching methods such as the communicative approach in teaching English. As a consequence, "these two traditional teaching methods fail to produce learners who are able to take part or engage in a basic conversation or comprehend a simple oral command or written messages" (Al-Seghayer, 2016:22).

Another point regarding the nature of language teaching concerns the role of the teacher. Since the previously highlighted methods focus on presenting grammar rules and vocabulary, the teacher-centred approach is prevalent, as teachers are required to play a central role in clarifying complex points using the translation strategy. As Al-Johani (2009:18) declared, language teachers appear to be "the focus of attention, occupying the centre stage and playing a dominant role in all classroom activities". Thus, switching to L1 appears to be a significant strategy in language teaching and learning in Saudi English classrooms. As Macaro (2005:67) stated, the use of this strategy in non-native speaker classroom contexts "is not surprising and [it is] entirely natural that students should [code switch] in order to achieve a task".

2.6   Summary

This chapter has highlighted important areas that needed to be understood as background to the present study. It provided essential information about the research context and described it from a historical and geographical point of view. It shows acknowledgment towards the importance and need of teaching the English language in the kingdom and provides insight to the role of government, culture, and Islam in developing the education and how their background has influenced the overall system with particular focus on the history of English education. Moreover, it highlights aspects related to the educational setting where the study took place in general and the English teaching and learning in the KSA in particular at schools, higher education, and training programme. In regard to the current study, this chapter also provided clear view covering essential points in association to the nature of English teaching including the policy of teaching English, teaching method and syllabus, role of teacher, and language assessment and how these aspects touched the phenomenon of using CS in English education. Following this introduction, in the next chapter, a review of the relevant literature will be presented.

CHAPTER THREE: LITERATURE REVIEW

3.1   Introduction

This chapter aims at surveying and presenting an analysis of the literature pertinent to the development of the current study. It is structured to familiarize the reader with the nature and direction of the investigation and to explore thoroughly the information introduced in the previous chapters. It focuses on two issues in the field of language teaching: firstly, the phenomenon of TC, specifically the origins of TC, as the underlying focal point of this project. Secondly, the practice of teachers' CS as the controversial and heated debate that is frequently discussed within bilingual classroom contexts as the Saudi context, through which the phenomenon of TC might be revealed. As explained in 1.3, the matter of TC sheds light on understanding its origins; how practitioners' thought, knowledge, and beliefs about CS have emerged to inform their instructional practices since the aim of the project is to understand the key aspects that influence the formation of TC.

The review of pertinent literature is incremental; it mirrors various stages presenting the discussion of theoretical framework used to follow this line of investigation. The first step looks at the concept of TC itself in relation to exploring the scope of its research, understanding definitions and characterisations within the literature of language teaching. The discussion then moves to address the area exploring the nature of TC and its mechanism through which conceptual domains are formed. Following this theoretical foundation, subsequent thread of discussion of TC will offer insights into developing its conceptualisation, then it delves into its relations to teachers' previous educational and actual experiences at (schooling), teacher initial training programme (professional coursework), and (classroom practices), as to adopt Borg's (2006) conceptual framework for the project. Another point revolves around understanding the role of contextual factors, as how the interplay of various aspects in the environment where teachers do their jobs might regenerate TC and influence their classroom practices accordingly. Addressing this point leads to discuss TC in relation to their classroom practices to understand their thoughtful performances and how they make sense of their teaching, in general, and concerning the practice of CS, in particular. A further necessarily section explores the practice of CS as the object of TC in this study, addressing a brief historical review of the debate on this practice from a sociolinguistic

perspective in the field of language teaching and how this term is currently accepted and used within TESOL discourse, as using the mother tongue in foreign language classrooms. The discussion of this section will lead to present a particular focus on the perception of Saudi language education policy towards the role of using CS. Moreover, relevant and similar studies will be highlighted to gain a deeper understanding about the topic, identifies the research gap that this study aims to fulfil, and then concludes with a summary of the chapter.

3.2   Teacher Cognition

Studying teachers' mental rules has been the focus of mainstream language and educational research for a long time, as it is widely known to drive their actions and behavioural tendencies in the classrooms (Öztürk, 2021). It has been considered as a crucial and powerful asset that govern the teaching process, therefore, it is highly important to monitor the concept of TC as it has become the domain of inquiry in the field of language teaching (Borg, 2003, 2006).

3.2.1   The Scope of Research on TC

To get insights into language TC, it is essential to review the origin of its development in the literature to understand teachers' thoughts, beliefs, actions, plans, and decisions occurring in classrooms. Studies on language TC have developed from time to time over two decades (Borg, 2003). Since the 1970s, research into the nature of language teaching has evolved around the central issue related to teachers' thought process of teaching, which emphasises a focus of teaching studies involving both thoughts about teaching and methods of teaching training. Such research studies focus on identifying the relation between teachers' performance and learning outcomes within a paradigm known as a process-product approach (Freeman & Johnson, 1998). The rationale behind such research was to contribute to teaching knowledge of how certain teachers' teaching behaviours could relate to learners' learning outcomes; in other words, what effective implementation of certain instructional methods, skills and activities adopted by language teachers could influence what students learn and do in classrooms. Although this research was significant and has received attention among language educators as it defines a set of behavioural instruction skills and learning outcomes, one specific issue has been indicated revolving around its inadequacy to portray complexity in the

teaching process in terms of providing advanced knowledge regarding teachers' cognitive attitudes that could impact their thoughts on behaviours (Woods, 1996).

Owing to this inadequacy, a shift of attention in research on language teaching started to underscore the importance of teachers' cognitive thought processes that underpin their instructional behaviours. This shift in focus on language teaching, clearly recognised by Johnson (1992b), revolved around language teachers' cognitive dimensions in relation to their learning and practices, particularly, on finding out reasons for and types of interactive decisions that language teachers make in classrooms. She has rightly pointed out that "many factors have advanced the field's understanding of L2 teachers' work, but none is more significant than the emergence of a substantial body of research now referred to as teacher cognition" (2006:236). Apparently, her study paved the way for future empirical work in the field of foreign language teaching. The significance of such investigation was recognize how teachers conceptualise the idea of teaching and how they implement this task in English classrooms; in other words, "how teachers make sense of teaching and how they actually teach in the classroom" (Woods, 1996:150). It could be noticed that her studies in language teaching appeared to be a prime contributor "in the field of SLTE [Second Language Teaching Education] to explore the cognitive dimensions of language teacher knowledge and thinking" (Burns et al., 2015:590).

Moreover, this shift to a cognitive perspective led to more research on cognitive attitudes, which tends to define constructs such as beliefs and knowledge as means to guide teachers' practices; such as Johnson (1992b); Fenstermacher (1994); Johnson (1994); Woods (1996); Freeman and Johnson (1998); Farrell (1999); Borg (1999a). It was consensus among language researchers that the impact of TC besides its contribution to shed light on several issues in developing effective pedagogy and students' learning, it would also promotes understanding of teachers' classroom instructions at a micro-level and how it contributes to their learning experiences. Afterwards, theoretical works in the 2000s were significant as Borg (2003) studies on TC went on to examine the pedagogical principles and conceptions informed by this concept; "…the beliefs, knowledge, theories, assumptions, and attitudes that teachers hold about all aspects of their work… [through] educational and professional experiences, and the context of instruction" (Borg, 1998c:9). The development in TC thus deals with changing orientations to two significant aspects: the way of

conceptualising teaching and the importance focus on teachers' mental lives as a valuable field of research (Malar, 2015:100).

3.2.2   Understandings of TC

To gain comprehensible insights and understandings of teachers' mental lives, it is necessary to define TC, and what is meant by this concept in the current study. It is worth noting that in mainstream educational literature, there is a proliferation of terms used to describe TC, and to denote different, synonymous, or identical concepts. Different terms in Borg (2003) study have been used interchangeably in a number of educational research studies over the past few decades. He declared that "identical terms have been defined in different ways and different terms have been used to describe similar concepts" (Borg, 2003:83). This would provide implication that the terminology may vary, however, the basic understanding remains the same. Examples include 'Personal Pedagogical Systems' (Borg, 1998c); 'Teacher Knowledge' (Freeman, 2002); 'Theories for Practice' (Burns, 1996); 'Theoretical Beliefs' (Johnson, 1992b); and 'Maxims' (Richards, 1996).

However, much debate has focused in particular on two terms: beliefs and knowledge (Phipps, 2009). On the one hand, some researchers attempt to differentiate between them, considering beliefs to be static, implicit, and more subjective and knowledge to be flexible, explicit, and more objective (Nespor, 1985 ; Fenstermacher, 1994; Woods, 1996). At the same time, other researchers such as Borg (2003), Kagan (1990), and Smith and Siegel (2004) considered these two terms as synonymous, interchangeable or intertwined, so that untangling them "is problematic" as declared by Borg (2003:86). Moreover, Phipps (2009) suggested a different way of distinguishing between the two notions; he assumes that *knowledge* could be separated from *beliefs* if this difference comprises truthfulness; otherwise, the two concepts are likely to be overlapping, such that it is unwise to separate them, if they are referring to personal mental constructs.

However, in relation to second and foreign language teaching, the term of TC could be "defined and refined on the basis of educational and professional experiences throughout teachers' lives" (Borg, 2003:35). He also stated that TC is a concept that technically refers to a wide range of meanings to describe information stored in humans' mind, such as beliefs and knowledge, assumptions, attitudes, theories, principles, and decision-making. Similarly, Kagan (1990:419) points out that TC

comprises teachers' thoughts as regards instruction and beliefs about students, classrooms, and teaching practices. Her definition relates to "beliefs and knowledge about teaching, students, and content: an awareness of problem-solving strategies endemic to classroom teaching".

In view of the above discussion and due to the difficulty of identifying a precise definition and drawing a clear distinction between beliefs and knowledge, the term TC in this study makes no distinction between them; it is used to embrace "what teachers at any stage of their careers think, know, or believe in relation to any aspect of their work, and which also entail the study of actual classroom practices and of the relationships between cognitions and these practices" (Borg, 2006a:50) as it emphasises the influence of TC on their classroom actual practices. This assumption seemed to be concerned with describing the domain and its focus, which demonstrates that TC focuses on the "unobservable cognitive dimension of teaching – what teachers know, believe, and think" (Borg, 2003:81). This definition indicated the nature of this phenomenon; it is widely known and cited in research related to TC that aim at investigating the hidden sides of teaching, ibid.

3.2.3 The Nature of TC

Research on TC has emerged in the literature as a result of understanding the profound impact that teachers' beliefs, thoughts and knowledge have on their teaching (Borg, 2006); the mental constructs which represents the idea of TC that this study aims to approach. This means that understanding teachers' cognitive perspectives of teaching provides insights into processes of understanding teachers' education and their professional experiences, thus understanding teachers' instructional practices. Different assumptions supported by the literature provide insights into the nature of TC, which also confirmed its role and essence to unveil the hidden side of teachers' conceptions about teaching. It is stated by Phipps and Borg (2007) that TC is very personal and rarely revisited, which can be deeply rooted, static, and highly resistant to change since the cognitive functions develop through a series of personal and social experiences, which have a powerful influence on teachers' classroom practices. Therefore, the sources of TC with regard to teachers' learning or teaching method need to be identified and acknowledged (Richards, 1996; Borg, 1998c). Teachers' previous learning experiences during school and professional education have a major impact on their cognitions (Lortie, 1975; Borg, 2003; and Pajars, 1992).

It is remarkable though that many studies of mainstream language teacher education such as Burns (1992); Freeman and Richards (1996); Golombek (1998); Peacock (2001) highlighted a close relationship between TC and their classroom practices; where understanding teachers' learning, preparation, the process of teaching, and the difficulties of these processes can provide an explanation of teachers' beliefs. Even though a mismatch could be existed as beliefs are not reflected sometimes in practices and vice versa (Borg, 2006). Thus, "a key to discovering the deep structure of a lesson or a course, and indeed of the whole teaching/ learning operation, is to understand the teachers' decision-making process as fully as possible" Woods (1996:403). Besides, a number of existing studies have examined TC in ESL/EFL contexts; Zheng (2009) for example, pointed out that significant insight can be obtained by examining teachers' beliefs and classroom practices, which helps in understanding the development of teachers' thought, principles, learning to teach, learners' outcomes, and teaching method.

The nature of TC has been also recognised, as reported in the National Conference on Studies in Teaching held in the US (Gage, 1975:1), to develop "a research-based conception of the cognitive processes that characterizes their mental life, their antecedents, and their consequences for teaching and students' performance". Furthermore, understanding the nature of TC would make sense of teachers' instructional principles in terms of providing explanation regarding how different and new decisions are made and whether they are accepted or rejected; since teachers' practices often reflect their beliefs (Kagan, 1992a). In this reflect, the main assumption that the current study considers about TC, as mentioned early in this section, are revolved around three conceptual domains: beliefs, thoughts and knowledge. The review in the following section provides details of these constructs as the basis dimensions of exploring the phenomenon of TC.

3.2.4   Conceptual Domains of TC

To understand the conceptualisation of TC which resonates with the current study, this section summarises the conceptual domains of thought, knowledge, and beliefs, which constitute a starting point for exploring the phenomenon of TC regarding teachers' practice of CS in language teaching; a conceptual lens through which this point will be further discussed in this chapter.

3.2.4.1 Teachers' Thought

The mental construct of teachers' thought or thinking relates to their awareness of instructional practices in terms of how flexible their abilities are to solve problems, make judgements, and take decisions related to their professional inquiries (Johnson, 1996). Clark and Peterson (1986:255) offer an explanation of how research has explored thought processes; they declare that the

> "thinking, planning and decision making of teachers constitute a large part of the psychological context of teaching. It is within this context that curriculum is interpreted and acted upon; where teachers teach and students learn. Teacher behaviour is substantially influenced and even determined by teachers' thought processes".

This excerpt shows that there is a causal relation between teachers' thought and classroom practices whereby teachers' thought can direct their actions, their actions are caused by their thought process. It appears that teachers think and make decisions while planning for teaching and that their thought reflects their knowledge and beliefs, consequently, influence their practices. Borg (2006) as well asserts that teachers' thought plays a significant role in teaching, as teachers are aware of what might take place in their classrooms that leads to knowledge and consequently influence on their practices.

3.2.4.2 Teachers' Knowledge

The idea of knowledge represents teachers' understandings of teaching that relates to theoretical, professional, and practical information of what should or can be used in the classroom and that the strength of knowledge is gained through experiences resulted from cultural, educational, and professional activities (Borg, 2003). Silva (2016) points out that interest in teacher knowledge has been developed since educators started to think about classroom practices in the 1980s. In a review of literature, several types of teachers knowledge were stimulated, offered, and discussed in the literature such as personal practical knowledge (Golombek, 1998), content knowledge (Borg, 2006), teacher knowledge (Freeman, 2002), teacher practical knowledge (Meijer et al, 2001) among others. Thus, most studies in TC connected between teachers' thought, knowledge, beliefs, experiences, which teachers usually relate on and use actively to shape their mental constructs and direct their work of teaching (Borg, 2003).

Presumably, this construct has become a critical part of teachers' instructional competence that influence both professional progress and learning outcomes.

3.2.4.3 Teachers' Beliefs

As with the previous mental constructs, beliefs refer to the judgements of actions that teachers make based on their knowledge and teaching experiences in terms of what they feel is effective or ineffective, right or acknowledgeable in practice (Woods, 1996). This mental construct has become part of the tradition in studies exploring the concept of TC. As stated by Pajares (1992), it has been growing as a significant area of research in language teaching that can be psychologically understandings and referred to other mental processes such as opinion, values, emotions, perceptions, and attitudes that can influence on teachers' practices. Therefore, it has been always considered an essential point of studying teaching, TC, and teachers' education. This significance as an educational phenomenon was illustrated in three points summarised in Johnson's (1994: 439) assumptions about teachers' beliefs:

> "(1) teachers' beliefs influence both perception and judgement which, in turn, affects what teachers say and do in classrooms; (2) teachers' beliefs play a critical role in how teachers learn to teach, that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices; and (3) understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs".

With regard to the previous review of discussion of conceptual domains of TC, a central point identified from research on this phenomenon reveals complex features that teachers' mental constructs: thought, knowledge, and beliefs are difficult to detect through only explicit methods of their classroom practices, as mentioned early in this section. However, those constructs could be unveiled through examining a variety of previous educational experiences such as school learning, professional language education as well as teaching experience in which they operate (Borg, 2003). The next section provides a discussion of the important role that these phases play in understanding the origins and developments of TC.

3.2.5 Developing Conceptualisation of TC

Having considered different positions regarding the nature of TC, it is necessary to provide details and explanation for reasons behind teachers' choices and preferences for

certain instructional practices in the classroom over others. The works of Borg (2003), who appears to dominate the research on TC in the field of language teaching, are considered the pivotal key elements in the development of Language TC conceptualisation. He conducted several reviews in educational research which recognised the influence of TC on teachers' professional lives. According to his reviews and studies, the cognitions underlying instructional practices are generated by three influential categories of educational and professional experiences in teachers' lives including schooling, professional education, and classroom practices. Further, he argued that classroom contextual factors could cause challenges that lead teachers to reshape their cognitions concerning a subject matter and, thus, influence their classroom practices. As a consequence, he developed a framework, which indicates that "teachers have cognitions about all aspects of their work, and lists recurrent labels used to describe the various psychological constructs"(Borg, 2003:81), which he refers to as TC, (figure, 3.1).
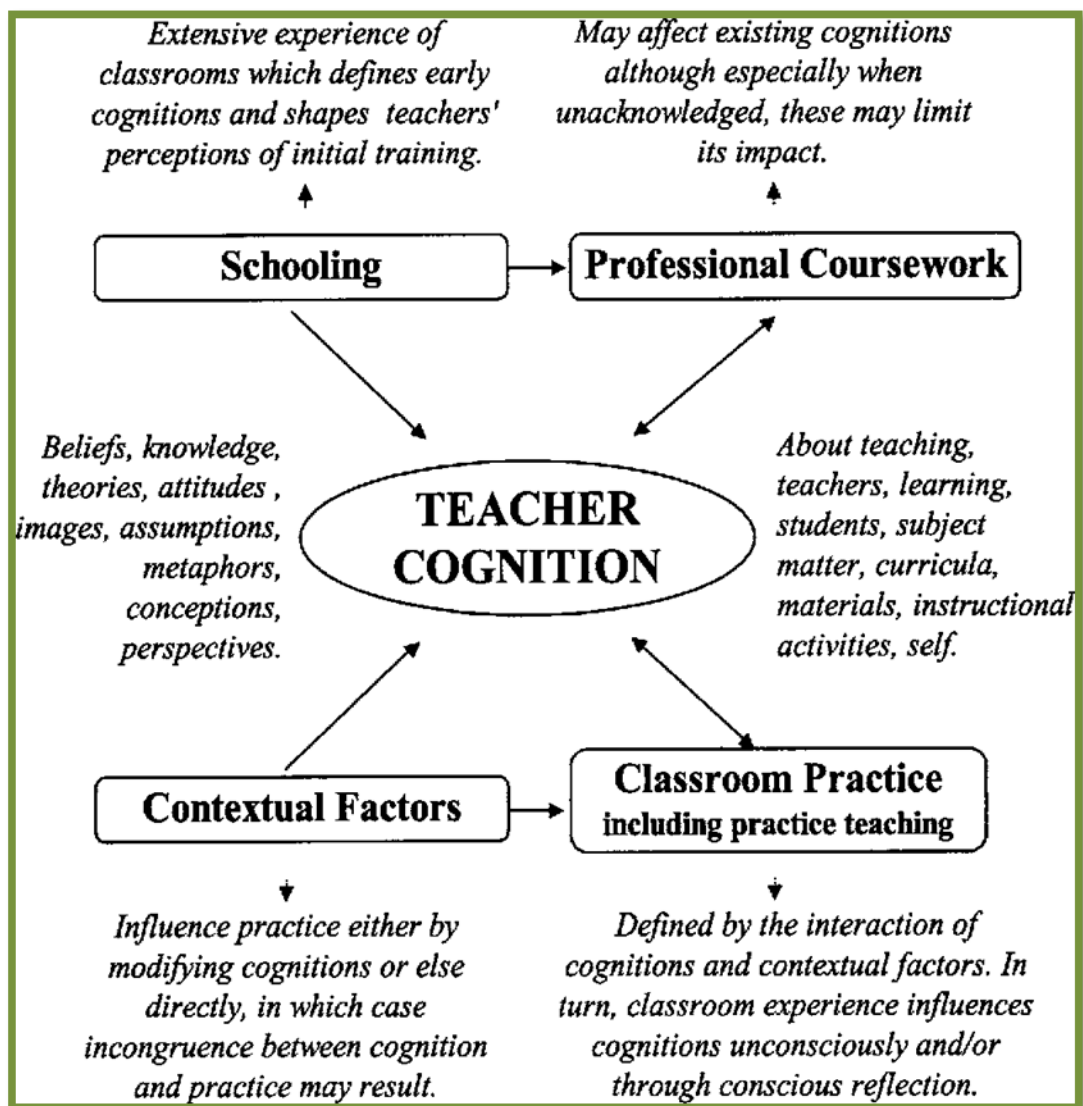
Figure 3-1 Teacher Cognition, Schooling, Professional Education, and Classroom Practices (Borg, 2003:82).

Grounded in previous research into TC in Language teaching, Figure 3.1 provides a conceptual framework for the current study. This framework forms the basis for this study exploration of the origin of TC, as it "represents a schematic conceptualisation of teaching" within three phases: involving teachers' prior learning experiences both through schooling and professional education and their classroom practice experience (Borg, 2003:81), as will be presented in subsequent chapters. Drawing on this framework, as the most pertinent to this project, I examine relevant literature addressing those elements thoroughly with specific regard to the practice of CS in language teaching. This could help reach a better understanding of the origins of TC and demonstrate how these cognitions influenced teachers' practices and instructional decisions about the practice of CS in this study. Since the context is local classrooms in this study, where language teaching takes place, it is essential to refer to the contextual

factors as suggested in the framework to understand and conceptualize the influence that this aspect might have upon their cognition and practices. To convey a sense of accuracy in this study, some of the original labels will be slightly changed. For example, schooling comprises cognitions about teachers' early experience as learners, therefore, I replaced this label with early learning experience. Similarly, the professional coursework is replaced with professional language education as it represents teachers' language learning at university, and classroom practice will be replaced with actual teaching practices, as will be detailed next.

3.2.5.1 TC and Early Learning Experience

Several studies have pointed out the influence of the schooling phase in forming teachers' initial cognitions of teaching and learning, which subsequently influence their professional practices; for instance, Lortie (1975; cited in Borg, 2003) argued that teachers' actual practices are embedded subconsciously in their memory through observation as learners. In other words, it is assumed that teachers tend to reflect upon some of their learning experiences and employ them in teaching practices; either to replicate positive events or avoid the negative. Based on a case study, Bailey et al. (1996) asserted the role of teachers' language learning histories in forming their current cognitions and practices. Through the use of autobiography, their participants were able to articulate their own teaching philosophies and to connect them with actual experiences.

Furthermore, it has been found that cognitions derived from this phase consist of powerful memories (Numrich, 1996), and that teachers often made their instructional decisions on the basis of positive or negative experiences, either to promote specific teaching strategies or to avoid them. In Numrich's study, some novice teachers, who had had positive learning experiences, valued the idea of integrating cultural components in their teaching practices; unlike those who had had negative experiences, who avoided implementing their teachers' instructional strategies in presenting grammar and correcting errors. Golombek (1998) research, as well, strongly supported the impact of prior experience. Her two novice participants agreed on the impact of previous learning experience on language teaching events, such that they tended to employ similar motivational strategies to encourage their students to enjoy lessons, to the ones with which they were taught at school.

Hence, the schooling stage appears to have a great impact on teachers' mental constructs as it shapes their initial conceptualisations of language learning and teaching, which may stay with them throughout their education and professional lives. There is wide agreement in the cited studies, on the importance of prior learning experiences, whereby teachers "have commitments to prior beliefs, and efforts to accommodate new information and adjust existing beliefs can be nearly impossible" (Pajares, 1992:323).

3.2.5.2 TC and Professional Language Education

Teachers' initial education and training has been a topic of argument in the literature in regard to the possibility of changing teachers' beliefs related to teaching (Phipps, 2009). While some studies found little change in trainees' cognitions, others indicated significant development in trainees' cognitive system. In language teaching studies, Kagan's (1990) review is often cited as an influential source on the former view, which suggests that there is no significant relationship between teachers' behaviour and beliefs during their education, although the conclusion of her study raised criticism and serious doubt among language researchers. The main thrust of her results is that behavioural changes do not necessarily entail cognitive changes; in turn, the latter do not ensure changes in behaviour "though the precise nature of this impact varied across studies and indeed even amongst different trainees in the same study" (Borg, 2003:89). Arguably, this evidence indicated a potential variability in the extent of changes in teachers' initial perceptions about learning and teaching, which suggested a minimal impact on TC and actual practices.

In Almarza's (1996) case study, on the one hand, it was observed that a Post-Graduate Certificate in Education (PGCE) course affected four student teachers' behavioural insights, in the sense that they all adopted a specific teaching approach as they were taught on the programme. On the other hand, they differed in their views on accepting and implementing this approach in language teaching, as one of them saw herself as free from the classroom constraints imposed by the institution and "continue to explore the ideas she had about language prior to the beginning of the course" (Almarza, 1996:69).

In contrast, some studies have found a significant influence of trainee teachers' education on their cognitive concepts of language teaching. The result of Seymen (2012) study of pre-service teachers' beliefs in Turkey confirmed this assumption. It was shown that six female pre-service teachers' views of themselves changed during

their teaching practicum in schools. Those teachers shifted from being mentors, as they saw themselves before the practicum, to being managers of the classroom, during their practical experience. This suggests that the professional course might reshape student-teachers' cognition about language learning and teaching, depending to what extent teachers' pedagogical beliefs and knowledge were impacted by the course or remained powerful and stable. However, their behavioural insights seem more likely to be influenced by the training practicum as they encounter the reality of the classroom.

3.2.5.3 TC and Actual Teaching Practice

Another crucial category pertains to the actual practice of teaching, which indicates that teachers over time accumulate numerous teaching experiences that allow them to decide to keep on utilising whichever they perceive as the most successful. This indication shows that TC is constructed through their professional development as they interact with students. Moreover, the mainstream literature shows that TC and classroom practices are inter-linked; however, these practices "do not ultimately always reflect teachers' stated beliefs, personal theories, and pedagogical principles" (Borg, 2003:91) because TC are usually reshaped in response to different events and situations that happen in the classroom. Further, in teachers' professional work environment, some contextual factors could unconsciously form teachers' perceptions about learning and teaching, and hence their practices in the classroom. Some of these factors are curriculum, large classes, exams, students' low proficiency (Golombek, 1998), and cultural and institutional policies.

It is worth noting that some existing insights on language TC also shed light on the changes in the cognitions that language teachers hold, which may occur throughout their teaching experiences. This suggests that teachers with more experience are more likely to make use of interactive decision-making; i.e. they "learn to [control automatically] the routines associated with managing the class, and can thus focus more attention on issues of content" (Borg, 2003:95). As found by Nunan (1992), experienced language teachers' instructional decisions were concerned with language issues, whereas less experienced teachers paid more attention to classroom management. Thus, TC often represents an inter-related system of personal beliefs and professional knowledge, which need to be considered in TC and language teaching research because of the important role that these conceptions play in language teaching and how teachers draw on them in class (Johnson, 1992b; Freeman, 2002; Borg, 2003; 2006).

3.2.6 The Role of Context in Forming TC and Practices

Considering the previous discussion of TC powerful impact on their classroom practices, it seems essential to give attention to the context where teaching is carried out, since several studies in the educational literature have revealed that teachers' practices are influenced by "environmental realities of the school and classroom" (Borg, 2003: 94). Thus, it reflects the importance of addressing the role of context in forming TC, to get a deep insight into the relationship between teachers' mental lives and their classroom practices, since questions of how and why language teachers change their instructional practices in classroom commonly come up.

A growing body of literature supports the argument that the phenomenon of TC is socio-cultural in nature where the teaching process take place within "complex socially, culturally, and historically situated contexts" (Johnson, 2006: 239). Thus, an interest of studying the role of context and its relation to understanding TC and classroom practices has been reflected in the literature. Since then, serious consideration is given to environments of practices to which teachers belong. Factors such as curriculum, classroom environment, institutional policy, standardised exams, resource availability, and culture of the context play important role in shaping teachers' conceptualisations of teaching. Evidence of how context may influence TC is highlighted in various studies; for example, Kumaravadivelu (2006) points out that different classroom contexts require language teachers to re-interpret their teaching principles in relevant way. Moreover, Li (2020) asserts that classroom events have equal influence on teachers' classroom practices as TC in terms of the subsequent decisions that teachers may make.

Borg (2003:106) confirms that TC is highly regarded as context sensitive as he reported that "without an awareness of the contexts in which these [cognition and practices] occur will inevitably provide partial, if not flawed, characterisations of teachers and teaching". In line with this perspective, it appears that the reality of the classroom context has a powerful impact upon TC, since it is the central environment of teachers' professional practices, where teachers are also the central guide to identify interactive pedagogical decisions, build images and develop understanding of what constitute different aspects of the best instructional practices. This impact is not merely to form TC and alter their practices, but also sometimes to hinder teachers' ability to implement practices, which reflect their cognitions. Burns (1996) for instance, touched on the context of teachers' "organisational experiences" and highlighted teachers' awareness

regarding the impact of broader institutional context upon their classroom decisions about lesson planning and learning content. Further report comes from Johnson (1996) who reveals the tension that context may conflict with TC, as a pre-service teacher on a practicum found struggling to adopt her practices in the classroom, which reflected her teaching principles, and resulted unhappiness with her instructional practices.

Thus, the inflectional relationship between TC and classroom practices constitutes a starting point for the current study's exploration of TC in relation to the use of CS in English Language Teaching (ELT), and a conceptual lens through which this educational area will be further explored and discussed in the following sections.

3.3   TC and CS as a Teaching Practice

It is widely acknowledged that language teachers hold various theoretical principles, and perceptions about teaching, which tend to shape their instructional practices (Pajares, 1992 & Woods, 1996). This reveals why teachers have different teaching styles and employ different strategies despite similarities in their educational background in terms of access to information resources, pedagogical and professional training; that is related to a basic reason of TC. To investigate the phenomenon of English language TC in the KSA; this study has considered the practice of CS as an inquiry issue through which Saudi English TC is examined to understand the impact of teachers' mental constructs on their classroom practices.

It is worth noting that significant contributions to understanding the effect of TC to their teaching practices have been made mostly in first language education and foreign language context (Borg, 2003, 2006, and 2009). Moreover, the topic of language teachers' beliefs, perceptions, and attitudes towards the use of L1 in teaching foreign language classrooms has received more attention in recent year (Gorter & Arocena: 2020); it has always been a controversial issue in the field of ESL/ EFL education, as to whether it encourages or hinders the learning process and outcomes (Cummins, 2007). Since CS is an issue of debate, it seems to be a very controversial but common phenomenon in Saudi English classrooms, where different views have been discussed in this regard, to find out the reasons for switching into L1 (Khan, 2016). Therefore, there is a need to explore teachers' perceptions concerning this matter and investigate the impact of their cognitions upon actual practices towards the use of CS in teaching English in classrooms.

3.3.1 Definition of CS

In the literature, numerous studies on CS have reached an agreement that this concept has synonymous term such as code-mixing and code-alteration on their exact meanings and applicability (Alshugithri, 2015). According to Gumperz (1982:59) CS is known as "juxtaposition midway speech exchange with passages that belong to a different grammatical subsystem", which infers the change of language codes during a conversation. It is also described by Myers-Scotton (1998b:3) as "the selection by bilinguals or multilinguals of forms from an embedded variety (or varieties) in utterances of a matrix variety during the same conversation". It is considered as a phenomenon associated with bilingual or multilingual speaking features through the use of two languages either simultaneously or interchangeably including transferring, mixing and borrowing (Yolanda, 2020).

Moreover, several interpretations in language education prefer to avoid the term of CS because they suggest that a term like translanguageing is more preferred in terms of altering between given languages (Gorter & Arocena, 2020). However, Alomaim (2018) revealed that in language literature, using L1 inside an ESL or EFL classrooms is considered a type of CS as it is often "used when learners of a Second Language (L2) include elements of their Mother Tongue (MT) in their speech" (Meyer, 2008:43). Furthermore, Berg (2013:5) states that although the concept of CS "is most commonly used within the sociolinguistic field of studies…by bilingual speakers…in which studies of [CS] is conducted, the phenomenon occurs in language education as well, usually by students who do not know a word they want to say when speaking freely".

3.3.2 CS in Foreign Language Teaching

The current theoretical discussion of CS in this study serves a purpose that the pedagogical goals of foreign language learning would normally determine and point out the appropriate language teaching method or preferred technique to be used in classroom communication (Hoff, 2013). In a review of CS practice in TESOL, as declared by Wang and Mansouri (2017:8), the pedagogy of this concept "is meaningful and inclusive in creating a language learning environment that is sensitive to diversity, knowledge production, institutional constraints, and tensions in language education". Keller (2016) also declared that the language classroom is considered a social group and in relations between using CS and its functions in foreign language classrooms, one

must keep in mind that CS has the potential, as being a phenomenon that is naturally occurred in daily discourse, to be appropriate and effective for any language classroom. He suggested "the need for teachers to engage in continued consciousness raising as both code switching and style shifting are realities both inside and, moreover, outside the English language classroom itself" (6).

In exploring the concept of CS, Weinreich (1934) was among the primary scholars to study CS; he suggested that bilingual people, who possess two different languages, can use them in various contexts including classrooms. However, different types were found since research into this phenomenon began, for example, Poplack (1980) identified three categories namely: tag, intra-sentential, and inter-sentential switching. According to her, tag switching is considered common in monolingual utterance that does not break syntactic rules. Intra- sentential switching occurs at the end of a sentence or clause and requires more fluency. Inter-sentential switching occurs within a sentence and seen as a complex code switch.

Moreover, Gumperz (1982), a pioneer researcher in CS, identifies two categories of CS: conversational and situational. The former occurs in the conversation as the speaker get motivated by factors within the same speech subconsciously. In contrast, the latter form of CS involves changes in language choice based on the speaker's context and environment. In light of this classification, classroom CS would be considered situational, where the situation of school demands formal use of language to serve linguistic functions and ensure students' understanding of language instructions and content. Additionally, a distinct difference was found between CS in classrooms and in conversations elsewhere; this difference is due to the fact that schools are a typical type of institutions, where a foreign language such as English is simultaneously taught and learned (Cummins, 2009).

3.3.3   Debate on CS

In regards to the previous classification, many researchers in language teaching argued the role of CS in developing the teaching process, as to whether it is a useful tool or considered to be an obstacle in classroom practices (Ekman, 2015). Although CS in the classroom has been a topic of heated debate for a long time, yet there is a lack of agreement concerning its use in language teaching. As Littlewood and Yu (2011:64) asserted, "positions range from insistence on total exclusion of the L1, towards varying

degrees of recognition that it may provide valuable support for learning, either directly (e.g. to explain difficult point) or indirectly (e.g. to build positive relationship)". Worldwide, various reactions towards CS have been found in social and educational contexts among language practitioners. While many researchers considered this common phenomenon important as a valuable communicational strategy (Atkinson, 1987; Nunan & Lamb, 1996; Harmer, 2007), a considerable number of language teachers, such as Krahnke (1985); Polio and Duff (1994); Howatt and Widdowson (2004); Hoff (2013) believe that using this strategy in language teaching for different reasons and functions would affect the teaching process and ultimately learners' outcomes.

Opponents of CS use, on the other hand, claim that CS would harm language learners' ability of acquiring the target language as they keep thinking in L1. MacDonald (1993), for instance, declared that CS would de-motivate students from learning in terms of reducing their target language level of comprehension when they were provided with translation in classes. This claim is supported by Taha (2008), who supported a commitment to the target language by all members in the classroom, to practise "the communicative techniques in their true essence" (Shahnaz, 2015:110). Another study by Walkinshaw and Duong (2012:12) highlighted a common belief among language learners regarding their preference for learning a new language from native language teachers; since they are "…ideal models of accurate pronunciation". In the same vein, Copland and Neokleous (2011:277) highlighted that a factor underlying "the contradictions and conflicts in the teachers' attitudes, practices, and beliefs is guilt" about their actual use of CS, which perhaps challenges their personal philosophies of language teaching and learning.

Moreover, it could be argued that the negative perspectives surrounding the use of CS may refer to the strong emphasis on the amount of the target language input that students should acquire to become competent in using it (Crawford, 2004). This assertion declares that CS does not help in stimulating language learners' knowledge of the target language. Halliwell and Jones (1991) extended this concept by arguing for a realistic form of communication in which learners should be encouraged to focus only on the target language; in other words, to understand and speak the language they use. They suggested that there is no need for understanding each word, as long as the conversation as a whole is understood, if a learner lacks the ability to recognise the exact meaning of a sentence.

However, this argument, as Cook (1999) pointed out, seems to be inconsistent with the language representation system in the situation of bilingual cognition, where there is no need to consider L1 as a harmful tool even though the target language should be maximised. Alternatively, both languages can be used together to complete the process of teaching and learning a foreign language. Consequently, pioneering work on CS has been carried out, which supports its use as a useful tool and categorises it as function-related, where language teachers often resort to CS to accomplish various tasks within certain situations in the classroom (Sankoff & Poplack, 1981). Among these studies are Cummins (2007), and Levine (2014). Proponents viewed CS as a cognitive and useful tool that simplifies the educational process of teaching and learning alike (Duff & Polio, 1990; Flyman-Mattsson & Burenhult, 1999; Macaro, 2001; 2005). Cook (2001), for example, claims that CS can be used as a helpful means to increase students' understanding of the target language, particularly in presenting new vocabulary, explaining grammar forms, and giving clear instructions. Others like Polio and Duff (1994) indicated several functions for teachers' use of CS: 1) to translate words or sentences, 2) to manage the classroom, 3) to highlight essential points, and 4) to build relationship with language learners.

Other supporters of language teachers suggest pedagogical purposes and explain their own instructional decisions about CS based on their classroom practice experiences such as reducing students' anxiety, increasing their motivation, and saving time to facilitate language teaching (Levine, 2014). For instance, in non-native speaker countries where English is taught as a foreign language such as the KSA context of the current study, EFL teachers are bilinguals and students lack familiarity with the target language; for this reason, teachers are seen as more likely switch to L1 intentionally in the class to ensure that complex topics, grammar forms, or expressions are addressed properly (Almansour, 2016). Teachers' beliefs are often clearly "in conflict with their classroom realities" (Copland & Neokleous, 2011:277), which identify certain conditions in which CS is strongly demanded.

3.3.3.1 CS and English Language Policy in the KSA

Like other non-native English language speaker countries, CS is prevalent in Saudi classrooms while teaching English as a foreign language. It is a common strategy that teachers use to achieve various positive outcomes (Alshugithri, 2015). Since this study selects CS as an example to explores language TC and investigates teachers' classroom

practices, and after reviewing important points related to both concepts, it is essential to provide some insights regarding the Saudi language education policy to understand its perception towards the role of CS in English classrooms, as it is in the context of Saudi Arabia. Barnawi and Al-Hawsawi (2017:213) indicated the existence of "strong beliefs among policy makers that English-medium education is the primary tool for improving the quality of teaching and learning in the KSA", which facilitates for specific underlying principles including social communication in a variety of contexts and situations while mastering the four language skills of listening, speaking, reading, and writing, and encouraging the consideration of students' needs, to enable them to develop their learning style to participate in meaningful and interactive tasks (Alqahtani, 2019). However, it has been found in different studies that language teachers struggle to implement critical thinking pedagogies mainly due to the fact that Saudi teachers are required to follow teaching methodological guidelines provided in the English curriculum imposed by the MoE, which resulted in a feeling among language teachers of powerlessness to implement classroom interventions without the explicit approval and permission of language authorities (Al-Nofaie, 2010).

It could be argued that English language teachers are always in the front-line for the implementation of the MoE educational rules and policies and have limited roles and power in actual practice to facilitate the teaching and learning process, such as using CS in language teaching. It can also be noticed that conflicts and tensions about CS between L1 and L2 in EFL contexts reflects concerns of educational authorities and policy-makers, who perceive this strategy as a form of deficit instructional technique, although Chimbutane (2013:325) pointed out that "principled and optimal use of L1 always needs to be defined empirically with reference to local sociolinguistic, cultural and educational policy conditions". Hence, investigating teachers' views regarding this subject matter appears significant so that teachers can make appropriate judgements and provide deep and comprehensive insights about best use of different instructional resources in their classroom that facilitate the educational process. Moreover, it can help achieve a better understanding of factors that may contribute to the development and constructing of TC and their classroom practices.

3.4   Review of Similar Research

This study is interested in exploring the origins of language TC and investigating its influence on their classroom practices concerning the practice of CS in teaching. In light

with this topic, the concept of TC and its connection to teaching practices have been studied from different perspectives and with varied purposes to identified gaps in the literature and zoom in on the relationship between TC and their educational and practical experiences. This section draws attention on TC and presents a detailed summary of the most similar research studies that focus on various aspects of English language teaching in different contexts. Afterwards, it will review some studies related to the present study in terms of using CS in language teaching, in order to identify the research gap that this study contributes to fill. For each, there is an evaluation of the basic implications, and a critique of the limitations, similarities, and differences compared to the current study as can be seen next.

3.4.1 Research on Language TC

To start with, the relation of Gandeel's (2016) study: *English Teachers' Beliefs Regarding Speaking Instruction* to the present study is the idea of exploring teachers' beliefs in the field of language teaching education throughout the practice of speaking instruction in the EFL classroom. The idea of the relationship comes from investigating the influence of teachers' instructional decisions on their classroom practices in terms of acknowledging the extent to which teachers implement the best communicative approaches in their classroom practices. In other words, Gandeel took into consideration a gap in the literature and highlighted the importance of making explicit teachers' cognitive reasons behind their instructional choices and the value of oral skills in communicative curriculums in a similar way related to the current study, which explores the impact of TC on classroom practices through the lens of CS.

Over a three- month period, Gandeel (2016) collected data in the English language department at a public university in Saudi Arabia. Five English language teachers volunteered to participate in a qualitative multi-case study research. Firstly, the researcher conducted pre-observation interviews to obtain background information about the teachers. Secondly, classroom observations were conducted to explore their actual practices. Finally, post-observation interviews were used as recalls discussing various issues related to teachers' beliefs and teaching practices.

Data were analyzed and correlated with three main themes: course-book based, the teacher-centred approach, and accuracy-oriented. Assessment of students' speaking proficiency was more focused on language accuracy, reflected in the active knowledge

and use of grammatical and lexical linguistic forms; however, little focus on speaking fluency was observed. In terms of teachers' beliefs, data analysis showed a lack of or limited theoretical bases in teachers' pedagogical knowledge, as their instructional practices did not reflect any contemporary views on teaching the speaking skill. Moreover, a number of factors were indicated from the research findings which revealed a strong impact on the relationship between teachers' beliefs and classroom practices, such as the course book, exams, and students' level of proficiency.

The implications of these results demonstrate the need for language training programs, which aim at improving teachers' theoretical and pedagogical knowledge for different purposes to provide teachers with various appropriate and useful techniques. First, to evaluate and use the course book more effectively; second, to implement classroom speaking activities and manage students' interaction; third, to deal with instructional pressure and difficulties. More importantly, a need was asserted to develop language teachers and provide them with opportunities to reflect on their teaching practices and discuss their inner beliefs regarding their actual approaches.

The study affirms that teachers' prior experiences in education strongly influence their beliefs and teaching in different ways. However, due to the small number of participants, it was difficult to understand teachers' beliefs, as some of their responses were somewhat ideal, inaccurate, and oversimplified. Such types of beliefs could be a reasonable reason for the tension found in the literature between beliefs and practices (Kagan, 1992a).

Another similar study, by Althewini (2016) focused on investigating *Saudi Teachers' Beliefs about Reading Instruction* and considered the effect of teachers' beliefs in shaping their instructional practices and outcomes. The study aimed to determine the extent of teachers' agreement and disagreement with a range of teaching practices in delivering foreign language reading skills. Moreover, it examined teachers' tendency towards applying common reading approaches, namely (skills-based, whole language, or meta-cognitive strategy approaches). To achieve such aims, it adopted a quantitative approach by using 5-point Likert scale surveys with 1 being 'strongly disagree' and 5 being 'strongly agree'. The survey was designed to quantify teachers' beliefs and distributed to 78 Saudi English teachers in two different universities; King Saud bin Abdulaziz University for Health and Shugra University.

Analysis and findings of the study indicated teachers' preference for the meta-cognitive strategy approach over others, as it reaches 81.7% of the statistical analysis; whereas the whole language and skills-based approaches were identified as less preferred by gaining 70.6% and 63% respectively. From participants' responses, six reading instruction components were found that each teacher should be aware of and assist their students to acquire. These components have been underlined by the cognitive theory of reading instruction, which helps students to gain the following skills: "acquiring word recognition, learning reading comprehension, being aware of text structure, improving reading fluency, becoming a strategic reader, and practising extensive reading" (Althewini, 2016:94). A further result showed that teachers highly valued most of these skills, with the exception of reading fluency and extensive reading.

The study considered the insufficient research on EFL teachers' beliefs in regard to reading instruction and contributed to the field of EFL teacher education in the Saudi context. Its contribution resided in assisting teachers' educators to be aware of EFL teachers' attitudes and to consider instructional practices through facilitating professional development workshops. Although it provided some interesting findings on teachers' beliefs regarding reading instruction, it failed to relate their prior experiences in English teaching with their beliefs about the education process. Additionally, it provided statistical findings without exploring in depth the factors that shaped and guided teachers' instructional decisions by using a qualitative approach. In this respect it is, unlike the present study, which adopts a qualitative approach to investigate teachers' inner beliefs about using CS in teaching English.

The similarity of Suwaed (2011): *Teacher Cognition and Teaching Writing in Libya* to the current study is associated with investigating the importance of TC in connection to an area of teachers' particular foreign language instructional practice; that is of writing. In other words, it aimed to examine English Language teachers' views about the process of teaching the writing skill, including materials and tasks. Several related and essential areas of educational and personal views of teaching emerged to help understand teachers' instructional practices as well as the development of their views of teaching over their years of experience. To achieve the purpose of the study, Suwaed (2001) employed a multi qualitative approach in a case study, in which data were collected by means of interviews, classroom observation, and workshops. In addition, samples of the institution's textbooks were used to provide deep understanding of writing instruction, specifically, to frame the understanding of teachers' pedagogical choices.

The sample of participants selected were English teachers who taught language skills in the English Department in three selected universities in Libya. Data were obtained from14 language teachers, six of them Libyan, and eight teachers from various countries (India, Iraq, Sudan, Philippines, and Pakistan), with experience ranging from 2- 27 years. The findings revealed teachers' different views about the actual practices of writing instruction. These views were categorised into three groups according to the central point of each: group 1) focused on form and micro skill writing, group 2) balanced form with content and group 3) was concerned with extended pieces of writing. This indicates that the traditional product approach of teaching still dominates teachers' instructional practices. Additional findings showed that teachers' belief in the traditional approach helped them to focus on grammatical rules and deal with the challenges they encountered, such as large class sizes, students' proficiency levels, and an inconsistent syllabus.

The study demonstrated the importance of TC connection to their instructional practices. However, there is little investigation of teachers' beliefs, whereas the empirical instruments seem to provide an understanding of some issues related to their practices in teaching writing skill, covering areas such as teachers' roles, teaching materials, and tasks used in the classroom. Regardless of this, their instructional practices did not reflect pedagogical knowledge, since classroom practices implied various cognitions of teachers' personal, content and curriculum knowledge.

Furthermore, Phipps (2009) *MA Students' Beliefs about Grammar Teaching* is to some extent similar to the current research in terms of investigating teachers' beliefs that guide their instructional decisions and in turn affect their classroom practices. However, the present study conceptualises and takes into account teachers' prior learning and teaching experiences which form their beliefs through different stages as learners, as student-teachers, and as professional teachers. The Phipps's study addressed the relationship between teachers' education, their cognition and classroom practices in language teaching with particular attention to grammar instruction. A case study methodology was used to examine the development of three English teachers' beliefs and practices regarding grammar teaching, and specifically, the impact and outcome of an in-service language teachers' education programme on their beliefs regarding grammar learning and teaching. The study was conducted over a period of 20 months in the context of a private English-medium university in Turkey. Participants were experienced teachers working towards their master's degrees. Classroom observation

and interviews were used to shed light on grammar teaching methods, explore teachers' perceptions about teaching grammar, and provide insights into the origin of teachers' beliefs, as well as the relationship between their stated beliefs and classroom practices.

Analysis of the findings indicated that teachers' various pedagogical decisions on grammar teaching were flexibly adjusted due to practical classroom conditions. As Phipps subscribes to the cognitive theory of drawing a distinction between core and peripheral beliefs, the analysis shows misalignment between teachers' core beliefs about teaching and learning in general and peripheral beliefs about teaching and learning English. In other words, teachers' core and peripheral beliefs compete for influence over their practices, which are mediated by contextual and affective factors. Such factors revealed teachers' dissatisfaction with various aspects of their beliefs and practices, including awareness of their beliefs and practices, exposure to alternative ideas and practices, and opportunities to explore their teaching by experimenting with other practices.

The study contributes to providing insights into teachers' incongruent reasons behind their beliefs and practices; many of their beliefs were not reflected in their practices, which indicate that teachers' awareness of theoretical teaching grammar models forms merely a part of their pedagogical decision-making process. Additionally, the study showed the powerful impact of teachers' prior beliefs on teaching and the educational process, which facilitate their learning. In terms of methodology, it affirms the importance of exploring teachers' beliefs and reflecting on their teaching work through their classroom practices. This emphasis was the reason for using various techniques, interviews, and observation, in particular, to elicit teachers' inner beliefs and to make assumptions about actual classroom practices.

Conceptualising teachers' educational process considers a range of factors which helps teachers mediate their instructional decisions in classroom practices. However, the findings of the study focused on the powerful impact of teachers' in-service experience on the development of their beliefs and practices and excluded other learning stages that might have an equally important impact on their beliefs and practices. Furthermore, teachers in this stage have already recognised some tensions between their beliefs and practices, whereas exploring other learning stages such as pre-service education might help raise deep awareness of other tensions.

3.4.2 Research on TC Concerning the Practices of CS

In regard to studies of TC in association with CS use in language teaching, the review of existing literature has indicated little research. Most of these studies focused on exploring teachers' instructional views concerning the use of L1 in ESL/EFL teaching in terms of identifying educational functions for their use of such a strategy. For example, the results of a quantitative study among 64 English teachers in of Ja'afar and Maarof (2016) *Teachers' Beliefs of Code Switching in the ESL Classroom* were used to obtain a better understanding of teachers' switching practices at secondary schools in Malaysia. The study aimed to address teachers' beliefs and roles in the use of CS in ESL classrooms, which students' L1 is *Bahasa Malaysia* (national language). All of the English teachers held degrees in language education from training institutions and universities and were selected from different secondary schools according to the national type and the medium of language instruction, with at least two years of experience. Participants' responses to a close-ended, 24-item 5-point Likert scale questionnaire revealed three functional categories for their use of CS, which were mainly associated with curriculum access for "constructing and transmitting cognizance fixates on distributing the teaching content", classroom management for controlling students' attitudes, and interpersonal relations for the connection "to the social aspects of the language classroom and the learning situation" (215).

Their study indicated CS as a fundamental component of the ESL classroom for three comprehensive functions: curriculum access, classroom management and interpersonal relationships. The classroom reality of teachers' professional actual practices signified that CS was "often a convenient tool to use", though teachers "have been trained to avoid the use of the first language" (219). In comparison to the current study, analysis from the close-ended questionnaires results showed contradictions among participants' views concerning using CS despite having a general consensus that CS is useful. This contradiction showed that some of them had wholly positive opinions about the benefit of CS, while others appeared to have negative views and reservations about this strategy as a component of the ESL classroom. The analysis of teachers' responses also suggested a strong belief that the reality of the actual classroom had a significant influence on their decision of complete exclusion of L1, as there were several probable counterproductive aspects of CS in ESL classrooms. It can be said that teachers' general agreement on the effective use of CS was as a last option after exhausting all instructional efforts in the target language.

Significant implications were extracted from Ja'afar and Maarof's study. First, their study could be used as a motivation for language teachers to evaluate their instructional classroom practices regarding the use of CS to provide clear insights of this strategy's use in language teaching and learning; however, it focused on presenting teachers' perspective on pedagogical functions for CS instead of elucidating factors that constructed their beliefs behind fulfilling these functions in the ESL classroom, as the current study aimed to do. It could also be inferred from the study that, like the participants in the present study, teachers were trained to avoid using L1 in language classrooms; nevertheless, due to the nature of the ESL learning context, the researchers advocated that inclusion of CS should be considered by language education policy makers as "a subsidiary teaching and learning strategy in the ESL classroom rather than dismissing its educational merits predicted by unfounded monolingual ideologies" (Ja'afar & Maarof, 2016:220).

The study of Al-Amir (2017) seems to be more relevant to the present study as it investigated *Saudi Female Teachers' Perceptions of the Use of L1 in EFL Classroom* but in a different context concerning pre-service teachers in a Saudi university, through employing a quantitative approach. The article aimed to examine female English teachers' perceptions concerning using students' L1 in the University of Jeddah, Saudi Arabia. A quantitative approach was used to collect data through a questionnaire, which was analysed using the IBM software of Statistical Package for Social Science (SPSS) to identify frequencies, percentages, and mean scores in participants' perceptions towards using L1 in teaching English. The study targeted 55 female teachers, who shared students'L1 with different levels of English proficiency; however, only 31 responded to the questionnaire.

The study was designed to find out teachers' perceptions about using L1 in teaching English, discover whether there was a correlation between their perceptions about L1 use and level of English proficiency, and identify areas where they believed L1 might be needed. Regarding the first question, the results revealed contradiction in teachers' perceptions about using L1; whereas the overall mean score of 2.98 reflected agreement with using only the target language in teaching, respondents also agreed with a mean score of 2.55 in accepting the use of L1 as well. This contradiction was attributed to two factors: firstly, the powerful impact of the stereotypical view of the Direct Method (DM) which strongly opposes L1 use in EFL classes. Secondly, teachers' feelings, which indicated regret, as more than half of the participants felt guilty whenever they

resorted to L1, while others were unsatisfied. In terms of the second question, the results showed no correlation between teachers' perceptions of accepting or rejecting the use of L1 and their level of English proficiency. The final question revealed certain areas where L1 use was thought to be most needed, as follows: to explain administrative input, give instructions, discuss assignments, check comprehension, explain new vocabulary and grammar structure and provide feedback.

In the study, it appeared that the researcher supported the use of L1 in teaching English as recommendations were made to encourage teachers to expand their pedagogical knowledge about the role of students' native language and reconsider its reasonable use in EFL classes. This means that there were positive implications for judicious and selective switching to language learners' native language in contexts where both teachers and students share the same L1. However, due to the study's limited time, it was suggested that follow-up interviews and observation were needed to obtain more reliable data on teachers' perceptions regarding this issue.

Another study conducted on analysing *Teachers' Beliefs on the Use of Mother Tongue in English Lessons in Bilingual School* in Bogotá Spain by Castrillon Diaz and Bernal Perez (2016) supported the use of the official language. The study aimed to analyse the beliefs of five teachers, who taught English lessons to students at the primary and secondary stages, regarding the use of the native language as a pedagogical tool in learning a foreign language. A triangulation method in collecting data was used in this study; by employing three different instruments: 1) class observation to allow the researchers to get information about the specific moments in the lesson (i.e. warm up, topic presentation, activities, assessment, etc.) where the teachers used the mother tongue in an English lesson, 2) structured interviews to obtain relevant information and allow the interviewer to grasp specific details that may not be captured through the observation, and 3) questionnaires to collect relevant data regarding beliefs on the use of mother tongue in L2 lessons and bilingual education assumptions from teachers' perspective.

The analysis of the research findings suggests that use of the Spanish language (students' L1) was a useful tool to be used in certain situations in the English class, that to check meaning, manage the classroom, and present new topics. An additional result showed language teachers' awareness of their students' ability in the target language, which particularly focused on using L1 with students of low-level proficiency to ensure their understanding of certain topics of the syllabus (technology and sports). Moreover,

it was found that language teachers believed in the usefulness instruct of finding similarities between L1 and L2, which enabled students to improve their linguistic abilities in using the target language, as they formed such connections between the two languages. In a similar implication to the current study, it was noticed from teachers' practical teaching experiences that their reasonable use of the Spanish language was essentially associated with students' limited proficiency in the target language as a major factor of teachers' beliefs behind using L1. However, the current study provides deep understanding of TC through exploring teachers' prior learning and teaching experiences to find out factors that helped in constructing their cognitive perceptions and in turn influenced their instructional classroom practices.

In consideration of Selamat (2014) study: *Teachers' Perception and Beliefs about Code Switching in Malaysia*, although it was conducted to explore teachers' and students' beliefs regarding the practice of CS in Malaysian English classrooms similar to the current study exploring TC in relation to CS, it provided an insufficiently deep investigation of teachers' prior learning and teaching experiences regarding the practice of CS. Moreover, it focused more on examining the role and function of CS in the classroom rather than finding out reasons behind teachers' switching to students' L1.

A mixed method approach was used to collect data, combining qualitative and quantitative approaches to obtain a better understanding of the issue under investigation. Through questionnaires, semi-structured interviews, and classroom observation data were obtained from ten English language teachers and students from two secondary schools in Tenom, Malaysia. Participating teachers had at least two years of experience and held either an education diploma or a training degree from an educational institution or university. The choice of data methods was determined by the purpose of answering the research questions. First, quantitative questionnaires with closed questions were used to obtain participants' views, beliefs, and experiences; these were administered to both teachers and students. Questions were designed in two sets: functions and beliefs of CS, and responses were on a Likert scale. Second, semi-structured interview questions were used to elicit teachers' perceptions, beliefs, and opinions about the functions of CS, their teaching experience and Malaysian policies on teaching and learning a foreign language. Finally, classroom observation focused on getting access to the practical use of CS by both teachers and students, through classroom interactions.

From the data analysis, it was found that both teachers and students exhibited positive views towards the use of CS. Teachers perceived its pedagogical advantages as an effective strategy and valuable teaching and learning resource. Moreover, they considered CS as an inevitable strategy that was hard to deny during the lesson. However, they held conflicting views about the negative impact on the learning process. This contradiction could be attributed to the common monolingual principles about Second Language Acquisition (SLA). Additional findings demonstrated various functions of utilising CS in the classroom. For teachers, it was a type of instructional aid used to facilitate students' understanding, knowledge of the target language (mainly grammar and vocabulary), and boost students' motivation, increase classroom interactions and mitigate their anxieties. For students, on the other hand, it was seen as a useful learning strategy that helped them to overcome their limited proficiency and competence in the target language.

Selamat (2014) provides interesting implications concerning teachers' beliefs about the phenomenon of CS in teaching and learning a foreign language. The study highlights a number of considerations and contributions that should be considered when using CS in classrooms. These implications strongly supported teachers' and students' perceptions and made their educational needs the top priority in decision making, since they are ultimately the people who will be impacted by any changes in language education policies. Such considerations include teachers' training programmes, curriculum development, regular teaching and learning evaluation, creating and developing relevant techniques and strategies in language learning. According to Selamat, participants gave indirect and ambiguous answers that could not help to elicit more clarification. The study also neglected an important stage in teachers' learning life as learners at school, which, according to some studies of TC such as Bailey et al. (1996); Numrich (1996); Golombek (1998), is the most influential experience on teachers' beliefs.

3.5   Research Gap

As can be seen from the previous view of similar research on TC in language teaching, many have sought to investigate various areas to improve teachers' education and understand how they learn and develop their conceptual basis of classroom instructional practices. It appears that although a number of studies have focused on investigating pre-service and in-service TC about various issues in language teaching and learning in the KSA context, only a few studies have examined how TC has been constructed

through their prior educational and instructional experiences in relation to the phenomenon of CS in local schools. This appears to be essential since investigating teachers' mental lives in relation to their prior learning and teaching experiences is more needed "to evaluate the correlations among differences in teacher cognition, differences in learning contexts, and actual student development" (Borg et al., 2004:8).

Moreover, despite the widespread nature of research cited to explore English language TC regarding various aspects of teaching second/foreign languages, very little research has considered the use of CS in teaching English as an example to examine TC and investigate the origin of this phenomenon in language teaching, like this study, in the context of the KSA. Such of these little studies include Edstrom (2006), Ahmad and Jusoff (2009), Samar and Moradkhani (2014), Alsuhaibani (2015), and Rivera Cuayahuitl and Pérez Carranza (2015).

Furthermore, few studies, to our knowledge, have adopted autobiographies and semi-structured interviews to collect data on participants' different perspectives. As Cook (2001) reveals, the idea of classroom CS has been deemed as a pedagogical instrument in the hand of language teachers for various teaching purposes. Therefore, looking at this phenomenon from language teachers' perspectives would help reveal some essential pedagogical aspects of their cognitive dimensions, to obtain more effective learning outcomes.

With reference to the research aim that this project is actually looking for, the previous sections detail a gap in knowledge identified in the literature and zoom in on the practice of CS and the utilised data collection methods through which the investigation of TC is discovered. Moreover, exploring TC sheds light on understanding its origins in terms of how practitioners' thought, knowledge, and beliefs about the practice of CS have emerged to inform their instructional practices; since the aim of the project is to understand the key aspects that influence the formation of TC and their classroom practices. Throughout the process of achieving this aim, two issues in the field of language teaching will be covered: first, the phenomenon of TC as the underlying central point, and second, the practice of teachers' CS as the controversial and heated debate that is frequently discussed within Saudi bilingual classroom, through which the phenomenon of TC might be revealed.

3.6   Summary

This chapter covered the part of reviewing the literature pertinent to the progress of this study. It presented various points in association with exploring the notion of TC, understanding its definitions and features within the field of language teaching. Theoretical foundation regarding the nature of TC and its mechanism are then explored followed by subsequent thread of discussion offering insights of developing TC conceptualisation to review teachers' educational and professional dimensions and understand the origin sources of TC. The example of CS, which the study is undertaken was also reviewed addressing its debate in the field of language teaching along with a particular focus on the perception of Saudi educational policy towards the practice of CS in English classrooms. The chapter then concluded by detailing some related research that guided the study to extract the research gap in relation to the areas to be investigated. In the next chapter, the appropriate methodology selected to fulfil the research aims will be discussed.

CHAPTER FOUR: METHODOLOGY

4.1 Introduction

The purpose of this chapter is to present the methodological approach adopted for this study to explore the origin of language TC and understand mor about the role of their mental constructs in affecting their classroom practices from participants' perspectives regarding the practice of CS in language teaching. This chapter provides a detailed description of the procedure followed in collecting in-depth data, which help with the attempt of making the unobservable comprehensible meanings of TC. Several aspects are involved in the process to explore the perceptions and both pre- educational and in-service practical experiences of EFL teachers in Saudi local schools based on a qualitative study focused on the subjective views and realities of the participants.

To start with, this chapter will detail the research paradigm utilised for conducting the study, followed by an explanation of the selected methodology and research approach. Then, a description of the qualitative research design will be provided to justify the reasons for the selected plan used in this study. Within this description, the definition and features of qualitative research will be covered with a spotlight on its relationship to the current study. An outline of aspects of the research methods will then be provided, including the rationale for choosing two qualitative instruments, their strengths and weaknesses, and the development of the data questions for all instruments employed in this study. A detailed account will be given of the process of carrying out the pilot study, highlighting its aim and values, and discussing the procedure of piloting the instruments used in conducting the data. This is followed by an explanation of the research sampling, showing how participants were recruited. These will be followed with a review of strategies adopted for developing the research trustworthiness and a discussion of ethical considerations. Before the summary concludes the chapter, an account of the data collection and data analysis process will be provided to demonstrate the empirical work employed in conducting this study.

This study is an exploratory one, situated in the constructivist paradigm and employed a research design that builds on Borg's (2003:82) conceptual framework as a point of reference in conducting and exploring teachers' previous educational experiences along with investigating their in-service teaching experience, within which language TC research has emerged. Figure 3.1 in the previous chapter outlined the relationships

among TC, teachers' previous learning experiences (both at school and in professional education), and their classroom practice, as suggested by common educational research. Referring to the aim of this study, which focuses on exploring the origin of Saudi language TC and understand the influence of these cognitions upon their classroom practices through the practice of CS in language teaching. With regards to the adopted framework, contextual factors will be also examined during teachers' in-service experience to gain a comprehensive understanding of how teachers can make sense of their teaching realities concerning the use of CS within the challenges they might have in classroom context.

4.2   Research Paradigm

The selection of a suitable paradigm guides the research intent, motivation, and expectations (Mackenzie & Knipe, 2006) because failure to select the appropriate paradigm would cause serious issues in the whole study. This study, as exploratory research, seeks to find the origin of participants' cognitions in terms of how their perceptions about teaching are constructed through the meaning of their previous educational experiences as learners and act accordingly as teachers, specifically, concerning the practice of CS. The study also considers the role of contextual factors that may influence and develop in-service teachers' performances in classrooms. Each individual has a distinctive viewpoint based on previous existing knowledge and values, which means that similar teaching, lesson, or activity may result in various learning experiences as individuals' subjective understanding and perceptions differ (Fox, 2001). Thus, the constructivist paradigm was chosen as the preferred basis for the methodology as it was considered the most suitable framework to understand behaviours from the diverse insights and perspectives of each participant.

It is important to clarify what is meant by a research paradigm, before discussing in detail the reasons for this choice. Knowledge about the theoretical assumptions underlying the research paradigms is essential, since the chosen philosophy provides researchers with an appropriate strategy for gathering and analysing data. Bell (2002:115) states that "decisions have to be made about which methods are best for particular purposes and then data collection instruments must be designed to do the job". In addition, Richards (2003) declares that failure to understand these assumptions would lead to serious consequences for the whole research inquiry. Different assumptions about the construction or existence of reality are reflected by different

philosophies, or theoretical framework referred to as paradigm (Mertens, 2010). In explaining the notion of a paradigm, Bogdan and Biklen (2007:22) define it as "a loose collection of logically related assumptions, concepts, or propositions that orient thinking and research", while Cohen et al. (2007:38) describe it as "the philosophical intent or motivation for undertaking a study".

In relation to research into TC in the field of language teaching, the research assumptions of different paradigms were considered including positivism, constructivism, and critical perspectives (Richards, 2003). According to Richards, each paradigm embodies specific ontological and epistemological assumptions and features: first, the Positivist framework deals with objective reality, and it aims at developing testable generalisations regarding human behaviour, which can be used to make accurate predictions about future social incidents. Second, the Constructivist framework assumes that reality is "socially constructed, so the focus of research should be on an understanding of this construction and the multiple perspectives it implies" (Richards, 2003:38); it is concerned with describing and investigating individual's actual experiences for the purpose of understanding human behaviours from their perspectives in different contexts. Third, the Critical framework supports emancipation related to human knowledge and understanding, that is, the freedom from knowledge restrictions. It aims at stimulating people to respond or react to the consequences of their own actions within their contexts (ibid).

According to Willis et al. (2007), the constructivist paradigm is more flexible than positivism in accepting the multiple views and insights of individuals. This feature, according to Klein and Myers-Scotton (1998a), leads to a comprehensive understanding of the situation being investigated. To Creswell (2014), this research paradigm relies heavily on the participants' views of the issue or situation being studied. In other words, participants usually develop subjective meanings of their experiences that are directed towards specific items. It also focuses on particular contexts, where individuals work and live so it would be possible to understand participants' cultural and historical settings. Similarly, Cohen et al. (2007) concluded that a constructivist approach helps researchers to assess participants' perspectives and gain a sense of reality through their thoughts, ideas, background, and experiences. Besides, the flexibility of this paradigm will facilitate and support educational researchers to obtain insights and in-depth information rather than numbers of statistics (ibid). Within Social Science, the aim of research is to understand social behaviour, irrespective of the different goals that occur

among researchers or disciplines (Tantani, 2012). Accordingly, in this study, English language teachers were invited to reflect on their prior learning experiences and actual teaching in the light of their shared perceptions, educational background, practices, and culture of Saudi public institutions in which they spend half of their daytime and act in accordance with what is/not considered socially acceptable.

4.3   Methodology and Research Approach

The central goal was to explore the origin of TC and shed light on teachers' practices through investigating their previous educational and actual teaching experiences to understand how their personal perspectives are constructed and influenced their teaching practices about the practice of CS in language teaching. Since the social experiences of individuals are converted into words (Dörnyei, 2007b), in this study, using a qualitative approach was appropriate to explore participants' cognition, and to understand their instructional decisions and practices from diverse insights and perspectives towards the practice of CS in language teaching.

Researchers need to provide justifications for their decisions to adopt a specific type of methodology, because it is "the strategy, plan of action, design or process lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes" (Crotty, 1998:3). In other words, it justifies the adoption and selection of particular methodological techniques. This justification is essential to reach into the assumptions about reality that researchers bring to their work. Similarly, Dammak (2015:2) states that "methods of enquiry are reflections of the researchers' assumptions about the nature of reality and the nature of knowledge". Therefore, several important points are considered in the selection of appropriate methodology in a research study such as the research topic, research aims, reasons for preferring a particular methodology, and the research questions. In this respect, understanding the research philosophy is of primary importance. As Guba and Lincoln (1994:105) proposed, "Questions of method are secondary to questions of paradigm, which [is defined] as the basic belief system or world view that guides the investigation, not only in choices of method but in ontologically and epistemologically fundamental ways". Saunders et al. (2007:106), also, pointed out that "questions about research methodology are of secondary importance to questions of which paradigm is applicable to your research". Moreover, selecting the appropriate methodology is essential to

produce credible results, since an "overall approach to research linked to the paradigm or theoretical framework" (Mackenzie & Knipe, 2006:5).

It has been argued by Marshall and Rossman (2014) that human behaviours and meanings attributed to actions cannot be understood in isolation in research comprising personal lived experiences. Bearing in mind the previous discussion, as it is orientated towards the constructivist paradigm, and based on the purpose of the study, a qualitative research approach was used, as it is "more concerned to understand individuals' perceptions of the world" (Bell & Stephens, 2014:9). It is "an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014:32). According to Creswell (2014:31), the nature of the research issue being addressed is the essential point on which the selection of a research approach is based on, as "[r]esearch approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. This plan involves several decisions… The overall decision involves which approach should be used to study a topic".

4.4   Qualitative Research Design

A qualitative design has been selected for the current study as informed by the research aim, research questions, conceptual framework, and the constructivist paradigm. In what follows, the rationale for this choice will be presented by 1) defining qualitative research along with detailing its most important features, and 2) highlighting its relevance of this description to the current area of investigation.

4.4.1   Definition and Features of Qualitative Research Design

Qualitative research is a craft (Richards, 2003), which has evolved into a great body of knowledge with a range of comprehensive approaches and methods that reflect the diversity of contexts, plans, and goals to which it is covered (Heigham & Croker, 2009); the term qualitative research is, therefore, considered as an umbrella term that is "used to refer to a complex and evolving research methodology" (5).

A significant broad body of literature has identified various features of the qualitative research approach: 1) it takes place in an ordinary live environments (Creswell, 2007; Dörnyei, 2007b), where participants' experiences are examined within social contexts (Marshall, 1996; Marshall & Rossman, 1999). 2) "It has roots in a number of different

disciplines, principally anthropology, sociology, and philosophy, and is now used in almost all fields of social science inquiry, including applied linguistics" (Heigham & Croker, 2009:5). 3) In qualitative research, researchers' focus is on the participants in terms of understanding how participants experience a phenomenon and interact with it at a given point in a particular and context and find out the meanings this phenomenon has for them (Dörnyei, 2007b; Heigham & Croker, 2009). In other words, researchers attempt to understand a phenomenon from participants' perspectives and perceive the context through their lens (Erickson, 1985; Richards, 2003; Creswell, 2014; Hennink et al., 2020). 4) It is research of subjective understandings and mainly interpretive, that investigates interactions, processes, and complexities (Dörnyei, 2007b; Creswell, 2014; Jamshed, 2014). 5) According to Heigham and Croker (2009), qualitative research requires concentrated engagement with participants through different research skills such as of understanding, reflection, practice, and thoughtfulness. 6) It is generally conducted because of a lack of information or theory on a certain issue that needs a deeper investigation and understanding of what already exists (Marshall, 1996; Marshall & Rossman, 1999; Mack et al., 2005; Patton, 2015). 7) Holistic and rich descriptions are provided in which text, images and figures are commonly used (Marshall & Rossman, 1999; Creswell, 2014).

4.4.2   Relational of Qualitative Research Design to the Current Study

The features of qualitative design appear to be particularly relevant to this study and justify the choice of this research approach. As noted previously, this research explores the origins of Saudi English TC and investigates the hidden aspects of their professional performances as it delves into their prior learning experiences and actual teaching practices within a particular social- cultural context of local schools concerning the practice of CS in language teaching. Literature on TC has supported qualitative designs; for example, Pajares (1992) affirms the preference for qualitative design among some researchers as particularly useful method for studying teachers' beliefs. Moreover, research on TC has been heavily influenced over the years by the development in cognitive psychology (Golombek & Johnson, 2007; Richards & Rodgers, 2014; Patton, 2015).

As suggested by Borg (2009) qualitative research studies that explore teachers' mental constructs and actual practices would be more productive in providing deep understanding of the complex relationships between these issues. Equally, Freeman

(2002) advocated that investigating language teachers' cognition requires exploring the hidden side of their language teaching. In this respect, the choice of a qualitative approach would be appropriate for several reasons: it seeks insights rather than numbers for statistical analysis, focuses on detailed descriptions of human social experiences to understand their performance in a particular setting, time, and circumstances, and the field of investigation includes exploring respondents' behaviours, feelings, perceptions, and knowledge towards the aspects of the phenomenon being investigated (Richards, 2003). As the study builds on Borg (2003) framework of TC, in which a specific categorical scheme is suggested, this study combines two qualitative approaches in data analysis: a deductive approach, where theories or concepts are extracted from the existing literature and used in collecting data (Saunders et al., 2007), and an inductive approach, where other codes are derived from the data (Creswell, 2007).

4.5   Research Methods

Keeping that in mind and whilst affirming the research aims, a combination of two qualitative methods was adopted for collecting data to better accomplish this study: autobiography as a form of reflective writing to offer comprehensive understanding of how participants' perspectives were formed throughout their previous learning experiences at school and university, and semi-structured interview as a verbal commentary to gain a deeper understanding of how those perceptions influenced their instructional practices during actual teaching experiences. Each tool has its own features within the qualitative approach, which will be addressed in the following sections.

As discussed previously in section 4.1, this study adopts Borg (2003) conceptual framework of TC to investigate factors influencing teachers' actual practices through a reflection upon their prior learning and teaching experiences in three different phases: as learners at school, as trainee teachers in their professional education, and as language teachers in their actual classroom practices. The choice of data collection tools needs to be relevant to and in agreement with the research aim in order to achieve trustworthy results; and in this respect a variety of different tools are recommended and could be used in the study of human behaviour (Cohen et al., 2007). "Teachers' cognitions are not observable. They thus need to be made explicit, and a number of methodological tools are available for this purpose" (Borg, 2009:167). In his view, there are four major methods that have been commonly used: 1) "Self-report instruments such as questionnaires and tests", 2) "Verbal Commentaries" elicited through any types of

interviews such as structured interviews, semi-structured interviews, simulated or recall interviews, repertory grid and think-aloud protocols, 3) "Observation of simulated or real classroom practices", and 4) "Reflective writing in the form of journals, autobiographical accounts, retrospective accounts, and concept maps" (ibid).

4.5.1   Autobiography

Autobiography, as described by McIlveen (2008:3), is a form of a narrative analysis that is used in various disciplines including sociology, anthropology, and education. Within the constructivist paradigm, with respect to ontology, autobiography "would assume 'personal reality' to be a psychological construction, with varying emphasis upon internality, externality, and personal agency, across the constructivism and social constructivism divide". As for epistemology, "it goes to the notion of 'lived experience', subjectivity, and meaning within relative contexts". For analysis, autobiography should produce authentic narratives that enable the reader to "deeply grasp the experience and interpretation of this one interesting case" (ibid).

In qualitative research, when the stories collected are narrated by the same persons, whose experiences they concern, then they will be defined as autobiographies (Abrahão, 2012). According to Polkinghorne (1995), this is a form of reflective narrative inquiry, which refers to a method in which written or recorded stories are used to explore individuals' actions. It is more than collecting historical facts about humans based on memory in a research study, as suggested by Rodríguez Gómez (2017). Consequently, autobiographical reflective accounts were used as a way of telling stories about specific incidents or experiences with the specific intention of providing meaningful insights within teachers' socio-academic contexts (Abrahão, 2012).

Moreover, autobiographies "can be considered as research events-the process through which lives are remembered, reconstructed, and written" (Coffey, 2004:2). Sloan (2004) indicated that autobiography has been used in teacher education over the last three decades, particularly in the fields of reconceptualising the curriculum, literacy, multicultural, mathematics, and science education. Within the literature, Sloan identified three main themes of autobiography; the first theme focuses on post-structural and analytic self-examination accomplished through intensive diaries recounting memories, dreams, and present incidents. The second theme deals with community and culture examination "whereby teachers examined how their identities were formed and

reformed by their communities and cultures of origin, and how their teaching was shaped by often uncontested or unrecognised culture practices and values" (Edwards, 2009 52). The third theme considers teachers' narrative stories regarding their own lives and teaching pedagogy, to discover how they construct knowledge about teaching and themselves as teachers.

Furthermore, Barkhuizen and Wette (2008) pointed out that autobiography in education allowed understanding of a phenomenon from the perspectives and insights of individuals, expressed in various reporting forms including written accounts such as letters, diaries, or visual media such as videos and films, and photography of experiences they have lived.

4.5.1.1   Rationale for using Autobiography

It was thought that the reconstruction of Saudi English teachers' autobiographies would help to reflect upon the ways in which their social and academic experiences have formed their perceptions about language teaching influenced their current practices because, as Clandinin et al. (2016:171) outlined, "narrative inquiry is an ongoing reflexive and reflective methodology". Furthermore, Barkhuizen and Wette (2008) asserted that teachers' practices reflect their life experiences and stories; therefore, producing interpretations and meaning from their past experiences is essential to gain an understanding of their cognition and teaching practices. This reconstruction would help in revealing how teachers' social and academic experiences have formed and influenced their current practices. In light of the above consideration, autobiography was seen as an effective method to understand and gain knowledge of human life history (Griffiths, 1994).

4.5.1.2   Strengths and Weaknesses of Autobiography

Like any type of research method, autobiographies have advantages and limitations. A defining advantage of autobiography is that it requires practitioners to perform narrative self-analysis pertaining to a particular phenomenon; "It is a specific form of critical enquiry that is embedded in theory and practice" (McIlveen, 2008:3). According to Bell (2002) this method allows researchers to address participants' experiences holistically, in all their complexity and richness. This is because analysing stories often reveals

deeply hidden information and brings to the surface assumptions that participants themselves are not consciously aware of.

In terms of limitations, one serious issue that makes autobiography unsuitable for conducting work with a large number of participants pertains to the time commitment required. McIlveen (2008) also stated that a single autobiographic narrative analysis cannot allow generalisation; but provides intellectual vistas by means of a unique personal meaning and empathy. Another limitation is the danger of imposing meaning on participants' stories, since researchers cannot easily exclude their own interpretations. For ethical research, "the voices of research participants should be explored in a respectful manner" (Bell, 2002:211).

4.5.1.3   Developing Autobiography Questions

The aim of developing autobiography questions was to scope the data and seek to address the issues and gain understanding surrounding the research questions 1 and 2. Since the study was based on a predetermined framework of TC by Borg (2003) and considered the necessity to explore the hidden side of teachers' prior learning and actual teaching experiences, these two questions were focused on exploring the origin of participants' cognitions in relation to their prior learning experiences in two stages: (Schooling) early learning at school and (Professional coursework) professional education at university. Participants reflect upon their language learning experiences as learners and with considering various dimensions of the educational process, they demonstrated how different learning events, classroom circumstances, learning strategies, teachers' attitudes, curriculum, teaching methods, policy of language education, and language proficiency influenced their perceptions and formed their cognition (thought, knowledge, and beliefs) about language teaching. Participants were provided with a set of written assignments, which involved some questions for them to answer by writing a prose summary of their prior language learning and practicum experiences, to be collected before carrying out the second data collection tool; the interviews. With the help of relevant studies in the existing literature, for example, Gahin (2001); Etherington (2004); Gilje (2011) the questions were formulated to suit the aim of the study as shown in Appendix E. To encourage participants' involvement in the study, I prepared some important documents to provide them with background information related to the study, namely, a summary sheet explaining general

information about the study (Appendix A) and an autobiography consent form (Appendix C).

4.5.2   Interviews

Dörnyei (2007b:134) declared that interviewing "is a frequent part of the social life surrounding most of us". It could be said and noticed that interviews are among the most common methods used for collecting data in qualitative research studies. It "is exactly because interviewing is a known communication routine that the method works as well as a versatile research instrument" (ibid). Jamshed (2014) describes the interviewing method as a kind of structure in which practices and standards are achieved, challenged, and reinforced. Generally, interviews are concerned with providing an in-depth description and interpretation of human experiences, which allows direct spoken communication between individuals as collected data (Lichtman, 2012). This method is appropriate to exploratory research questions that seek to uncover the meanings of and respondents' viewpoints regarding the particular phenomenon or events under examination (Kelly, 2010). It "is the most often used method in qualitative inquiries" (Dörnyei, 2007b:134), which "offers different ways of exploring people's experience and views" (Richards, 2003:183).

4.5.2.1   Types of Interviews

Interviews can be conducted in various ways, and differ in structure to encompass three main styles: structured interviews, semi-structured interviews, and unstructured interviews (Szombatová, 2016). In structured interviews, obtaining specific information is the core aim of collecting data, and data questions are precisely designed. Semi-structured interviews, which are the most commonly used form, "offer a compromise between the extremes", while in unstructured interviews, questions are not pre-determined, so the interviewer is enabled to gather in-depth information (Dörnyei, 2007b:136).

In this study, the aim of using the method of semi-structured interview is based on its flexibility; it allows detailed of investigation by asking further questions, while the same time allowing participants to express their perceptions and responses freely, which facilitates the production of rich insights and information. It is a technique that is used when there is a need to uncover topics that are clearly conceived; however, it allows the

interview to develop naturally in unexpected directions, so that respondents feel relaxed to reply to probing questions which may reveal new information (Richards, 2003). More precisely, it includes a list of pre-determined questions that I went through to find out particular responses, with a degree of scope to discuss and dig more deeply to gain more information, than is the case in the structured interview (Szombatová, 2016). From this description, it can be acknowledged that the main goal of semi structured interview is to reveal new insights into particular topics, not to confirm or refute a theory, as in quantitative methods (ibid).

4.5.2.2   Rationale for using Semi-Structured Interviews

The rationale for using interviews was grounded on a perception that some participants, such as teachers, are usually reluctant to put their thoughts, views, and beliefs in writing (Best & Kahn, 1998), which was required by the use of autobiography as a first method of collecting data. Interviews are less demanding as participants usually prefer speaking over writing. Since the discussions of this study focus on teachers' interpretations of teaching perceptions and factors that may affect their classroom practices, it was essential to collect specific information in order to answer the third research question. Essentially, the level of structuring of interviews influences the type of data collected (Cohen et al., 2007). In this respect, researching individuals' experiences required selecting the most appropriate type of interview to answer the research question. Semi-structured interview was chosen to fulfil this goal, because investigating teachers' personal perceptions and classroom practices have been identified as one of the main issues in TC research (Borg, 2003). This type of interview would be useful to help in providing and collecting such information. The data obtained by this means would give a richly descriptive, interpretive, and vivid picture for discussing and analysing teachers' instructional practices, and cognition towards these practices.

4.5.2.3   Strengths and Weaknesses of Interviews

In selecting this method, it was important to be aware of its strength and limitations. What make this method strong are its features of being natural, socially accepted and comfortable for most people, the flexibility, and potential for probing for information on different topics to provide in-depth data (Dörnyei, 2007b). Szombatová (2016) shares similar opinions concerning the benefits of this method, emphasising the method's flexibility, validity, facilitation of organising, and appropriateness in collecting data, as

follows: first, it can be used to explore sensitive areas of personal attitudes, beliefs, values, experiences, and motives. Second, it is flexible in understanding individuals' perceptions and experiences, as new questions can be asked during the interviews without following a given schedule, so "the interviewer can ask for clarification as well as the interviewee can guide the direction of the interview himself" (Szombatová, 2016:3). Third, it offers pre-prepared guiding questions in advance to encourage interviewees to elaborate on certain issues. Finally, it can let new questions emerge during the interview, so as to provide and generate rich data.

Despite the above advantages of semi-structured interviews, Dörnyei (2007b) and other researchers like Jamshed (2014), Richards (2003) and Szombatová (2016) highlight certain restrictions and limitations. For instance, it is time consuming to set up and conduct interviews, which is a serious limitation, as is the requirement for interviewers to practise and be proficient in communication skills. On the part of the interviewees, many may try to hide their real personality and views in order to look better. Moreover, some could be too shy to communicate, or too inarticulate to give sufficient information, while others could generate more than is needed. Another suggested limitation is lack of reliability, as this method often examines small samples of informants. Moreover, responses may be complex to be analysed by a few individuals.

4.5.2.4 Developing Interview Questions

This method was used with the aim of extracting profound information and investigating in-service teachers' practices with considering the role of contextual factors that might affect their classroom instructional decisions concerning the practice of CS. A set of pre-determined questions was formulated to fulfil this goal after reviewing considerable work that had been carried out in the fields of TC and CS. Such questions covered areas related to principles of language teaching, language proficiency, students' attitudes and competence, contextual factors, curriculum, language educational policy, teaching styles and strategies, and teaching challenges.

The interviews were divided into two related parts: the first included a section of selected participants' demographic information, personal and professional background (figure, 4.1). This section aimed to ensure that participants met the selection criteria in order to ensure that information could be extracted that would support interpretation of factors that might have affected their TC. The second part comprised some open-ended

questions enabling open discussion with the interviewees, thereby giving them freedom to respond, as detailed in Appendix F. The rationale behind this was essential to provide participants with opportunities to convey their feelings on particular points, such as opinions, thoughts, knowledge, and experiences of the issue being investigated. In semi-structured interviews, all participants are asked the same questions, as highlighted by (Dörnyei, 2007b:136), "although not necessarily in the same order or wording, and [the researcher] would supplement the main questions with various probes".

Demographic Information
Name: ……………………………………………….………………….
Career Area: ……………………….……………………………………….
Educational Degree: ………………………………………………..………
Teaching Experience: ……………………………………...………….………

Figure 4-1 Participants'' Demographic Information

It was important to provide participants as much information related to the current study as appropriate, therefore, an Informational Research Sheet for Participants was provided to each participant detailing general background about me as the researcher of this study and the nature of the research and it contributes to the educational context. It also offers an invitation to participate in the study and clarifies any potential concerns, which participants might have to reassure participants' confidentiality. In addition, in an effort to maintain a consistent and reliable approach in collecting the data, an interview Protocol Worksheet was developed upon the review of related literature to guide the process by which data was collected and minimise the drawbacks of leading the interviews or prejudgments or interrupting the participants during the interviews (Appendix 3).

4.6   Pilot Study

This section addresses the stage of employing the pilot study as the first step of the practical application of the research study. It explains the aim of doing such a study, providing a definition of pilot study, and describing the value thereof. A detailed description of the procedure of fulfilling the pilot study will follow, and the outcomes of piloting each instrument will be reported.

4.6.1   Aim and Value of Pilot Study

The purpose of piloting the current study was to test the instruments, develop and enhance the necessary skills before commencing the main study in order to reduce the likelihood of encountering unexpected problems, as suggested by Dörnyei (2007b). Since this study was to be conducted in the KSA, it was essential to pilot the study with Saudi participants, who were well informed with religious, educational, and cultural principles and had recent relevant experiences in English teaching. Because a pilot study is a pre-test activity that "should be carried out under actual field conditions on a group of people similar to your study population" (Kumar, 2011:150).

The overall aim of piloting research studies, as declared by Bell et al. (2018:153) is "to demonstrate that a future trial can be undertaken. To address this aim, there are a number of objectives for a pilot study including assessing recruitment and retention rates, obtaining estimates of parameters required for sample size calculation, and providing preliminary evidence of efficacy potential". It was such an important step that helps me to accomplish the purpose of piloting and to ensure the potential to answer the research questions.

Several values of pilot study were found in the literature; it provides a critical examination of the understandability of all data questions to respondents. Further, the pilot study also helps researchers to evaluate their techniques in collecting the data, recruiting participants, and managing the data collection process (Kumar, 2011). Moreover, pilot study also helps me to be aware of "limited access to participants due to cultural sensitivities, shame and stigma, not being interested to be interviewed due to not having sufficient time or being unwilling because of having a different gender [from the] researcher" Janghorban et al. (2013:4). Hence, the process of conducting "a pilot study acts a tool of contextual information management, as well as testing and developing the adequacy of data collection and analysis process" (5). It seems that this process broadens novice qualitative researchers' view of conceptualising the meaning of the phenomenon in a way that can prevent them from facing unmanageable issues while obtaining the data and carrying out the processes of analysing and interpreting the data afterwards.

4.6.2   Discussing the Procedure of Piloting

It is well known that a well-designed and well conducted pilot study would help in informing me as a researcher about the procedure and possible outcomes. Hence, several points needed to be checked in this study before the large-scale commenced such as the structure of instruments, clarity of questions, the protocol of performing the task, the quality of the recording, and expected time requirement. For piloting this study, three Saudi language teachers in the UK, who were studying for a Ph.D. and had similar profiles to the targeted participants of the main study, accepted a participation to pilot this study. The process of contacting participants in the pilot study was the same as in the main study; this process will be presented in detail later, in 4.7.1. More importantly, the procedure of conducting a pilot study resembled the actual study, as it afforded participants opportunities to be asked about the clarity of the questions and provided me with feedback that might be needed for the actual study. Both instruments were piloted and the outcomes of the pilot study were drawn from the participants' responses, their feedback on the questions, as well as the reflection of my behaviour on the empirical work.

Generally, the process of collecting data worked well and it was possible to achieve satisfactory results, although some minor issues were identified in regard to the tasks of recruiting participants, obtaining narrative responses, and carrying out interviews. Also, it supported me as a researcher to become familiar with the overall process of conducting the data, for example, in presenting the data, asking questions, making conversation, and developing communication skills to encourage participants to provide information on the main points. The outcomes of the pilot study for both research instruments will be detailed next.

4.6.2.1   Piloting Autobiography

The developed autobiography questions, as a first step of the data collection process, aimed to explore participants' cognitions, formed during their prior learning experiences. The questions were prepared in both languages: English as the target language and Arabic as the participants' first language. Participants had the option to pick the language in which they felt more relaxed; as a result, all participants opted to use Arabic. The procedure of sending essential documents was through e-mail, where

each participant was provided with a copy of all consent forms needed for the study, as well as the autobiographical account to answer the questions.

Doody and Doody (2015) declare that a pilot study is considered as an essential part that help in developing my understanding of the study design and methods and how they can be employed. This progress allows me to decide on any necessary modification and ensure the appropriate place of an effective plan. In this study, for example, the initial plan in developing the questions, for the autobiography method was to cover the three educational phases or experiences of investigation, the school phase, university phase, and actual teaching phase. After piloting, the plan has changed as will be detailed later.

Overall, the autobiographical method was useful, and I was able to collect much data in relation to the research topic. However, just a few questions were unclear which led participants to ask for clarification (what is required to answer these questions). For instance, Q1 related to the school phase was originally.

"Let's go back to the early stage of learning English at school, e.g., elementary stage. How did you consider the English subject among other curriculums; was it interesting or boring? What made you feel either way?"

This was modified to:

"While being a student at the school, how did you feel about the English subject? What was it that made you feel that way?"

Another significant point associated with this method concerns the role of human memory. Because the autobiography method is based on the action of memory (Abrahão, 2012), some questions met with the response, '*I do not remember*'. Such a response could be attributed to the role of memory in the autobiography method. As noted by Abrahao, "memory is the key-element of autobiographical research. It is an essential characteristic of the narrator and component for narration" (30), for this reason, some questions were modified. For example, one question stated

"Can you tell me what types of teaching strategies your teacher often used; e.g., in presenting a new grammar rule? Did your teacher code switch in this situation? If yes, could you tell me about an incident where your teacher code switched; why?",

This was modified to:

"Did your teacher ever switch into Arabic in the classroom? Why did (did not) she does that? Do you think that her decisions affected students' interaction and progress in general and yours in particular of learning English? Explain".

The process of conducting data was planned to address all the questions in the first method (autobiography) and then confirming the outcomes with additional open-ended questions in the second method (semi-structured interviews). Based on the piloting results, one of the minor issues identified concerned the fact that obtaining narrative response produced feelings of boredom among participants. This result confirmed what Cohen et al. (2007) highlighted regarding the importance of conducting piloting as the process might help spotting some drawbacks in instruments before going into the field and using them in the actual context. Consequently, questions pertaining to the third phase of actual teaching were moved to appear only in the second method (semi-structured interview). Further, to overcome the challenge of reduced ability to recall past experience by the participants, I was aimed at recruiting participants, who had up to ten years of work experience because of the practice memory effect of short and long term of memory on teachers' mind (Abrahão, 2012), as the autobiography method required reflective responses.

4.6.2.2   Piloting Interviews

As a second step of the data collection process, the developed interview questions were intended to dig deeper and investigate the information from participants' actual practice as language teachers. The interview adopted an in-depth one-to-one strategy of investigation because, if strcutured inteviews had been used, the chance of getting detailed answers would very likely have disappeared (Szombatová, 2016). Interview questions were open ended to allow participants to speak freely, elaborate on issues without any restrictions, and to give them the opportunity to respond to the questions and explain their perceptions extracted from the autobiographic method without any worry about my interest. When piloting the interviews, I kept in mind the research questions so as to avoid diversion in the conversation.

The interview technique in asking questions was built on the flow of the discussion, rather than following a set order. In other words, the same general questions were asked to all participants; however, the sequence of inquiry developed on the progress of the interviewees' responses and the initial questions were supplemented with a range of probes to collect as much information as possible. By doing this, I was able to gather rich data from participants, as this technique helped to identify some important questions to focus on during the interview. The aim of this procedure was to have comfortable discussions with the participants; as indicated by Dörnyei (2007b),

practising useful communication with effective listening and establishing a relaxed, safe, and open environment help to maximise the success of data collection and enrich the interview outcomes. To reach this aim, all participants were encouraged to respond freely, as there were no right or wrong responses to express different perspectives and views on the questions. Furthermore, each participant was asked to provide any further information they wished to add concerning the topic investigated at the end of the interviews.

One drawback of conducting pilot interviews revealed a feeling of boredom among participants, due to some questions being repeated from the autobiography; this hindered the flow of the interview discussion. Probing questions were also affected by this repetition; whereas at some points interviews flowed naturally, at others, participants found it hard to answer similar repeated questions. I noticed that the sense of inspiration helped interviewees to talk freely about their feelings and experiences. Therefore, a decision to remove questions about the third phase (teachers' actual practices) from the autobiography and address them moved to the interview phase was made after a discussion with my supervisor, who approved this modification and provided useful comments and advice to keep focused on collecting information. Another reason for this decision was the indication that the third phase questions would best suit this stage of investigation, since this method focused on teachers' professional practices. By making this change, boredom would be avoided, and participants would focus more on their experiences, which would allow for more detailed information and discussing specific views.

4.7   Research Sampling

This study focused on exploring the origin of TC and investigating their classroom practices with considering factors that affect their instructional decisions regarding the practice of CS in teaching English as a foreign language. Participants were selected on the basis of specific criteria, to facilitate gaining detailed information on a particular instructional strategy namely CS, and identifying socially constructed understandings of the context in which this phenomenon occurs, thus, it opted for using purposeful sampling (Bryman, 2008).

In the literature, a researcher may use several strategies for different data collection methods, to recruit different types of participants in a single study, therefore, defining

an appropriate population and identifying sampling techniques for selecting participants is important since the type of method used in collecting data plays vital role in selecting an appropriate sampling strategy (Dörnyei, 2007b). Patton (2015) offers different categorisations of research sampling: 1) random probability sampling, which requires setting up a specific process to ensure that each single unit in the population has an equal chance of being selected, and 2) purposeful sampling, which specifies the type and number of selected populations based on the purpose of the study. In this regard, Neuman (2011) declares that one essential principle for recruiting participants concerns their having specific characteristics or experiences in regard to the research topic, so that they can provide informative details on the research problem.

In this study, initial inclusion criteria included Saudi English teachers, who had worked in public schools for at least five years, so they had sufficient teaching experiences of meeting students with individual differences and attitudes, and who were available to meet with me. However, due to the highlighted issue of recalling old memory, a maximum of ten years' experience was also set; thus, the study specified a range of five – ten years of work experience for targeted participants. Another concern was to include some teachers with a higher degree besides the Bachelor grade. The following table (4.1) details participants' demographic data.

Table 4.1 Participants' Demographic Data

Participants	Career Area	Educational Degree	Teaching Experience
P1	Jeddah	Bachelor	5 years
P2	Baha	Master in TESOL	7 years
P3	Jeddah	Bachelor	7 years
P4	Jeddah	Bachelor	5 years
P5	Medina	Bachelor	10 years
P6	Jeddah	Bachelor	9 years
P7	Medina	Bachelor	10 years
P8	Tabuk	Master in TESOL	7 years
P9	Medina	Bachelor	5 years
P10	Medina	Bachelor	9 years
P11	Hail	Master in TESOL	8 years
P12	Riyadh	Master in TESOL	8 years

Concerning participant requirement, Hennink et al. (2020:91) point out different strategies in qualitative research to recruit participants, five of which are commonly used ones: "using 'gatekeepers', formal and informal networks, snowball, advertisements, and research-based recruitment". However, none of these strategies is

completely ideal. What assists in identifying the suitable type of strategy is actually considering the goal of recruitment, which is typically informed by reviewing some previous research studies reported in existing literature, the nature of the research questions, and the target purpose of the research project (ibid). In respect to this examination, the target group of individuals, from which I planned to draw inferences, was English language teachers with five to ten years work experience in teaching English, which would enable them to acquire knowledge and depth of information on the issue being investigated. Therefore, this research adopted a snowball sampling method in selecting participants, whereby each participant was asked to recommend and refer their language teacher colleagues to me.

Nevertheless, the time taken to recruit participants can be seen as the potential drawback of using this strategy, as they are identified one at a time. For this reason (Hennink et al., 2020) suggest using this strategy when recruiting for the specific qualitative method of in-depth interviews. Since this project used two different qualitative methods in collecting data, and both of them combined to achieve the same research goals, snowballing was chosen as a suitable strategy for both methods due to the nature and cultural characteristics of the context of the study, as within the Arab context in general and within the Saudi context in particular, people do not engage and talk freely and openly to strangers our those that they do not have relationships with. Such characteristics bring in difficulties in conducting interviews and asking participants' permission to record their views and thoughts about the topic of the study, thus, it is fundamental to starting the data collection process with people that are well known to the participant, who have complete thrust in, then those participants recommend others, who they share good and sold relationships with; thus allowing the trust to be transferred and for openness and willingness to take part of the study and recording of the interviews.

This technique required me as a researcher to ask volunteer participants to identify other members, who could be appropriate to take part in the study. "This process is continued until the required number or a saturation point has been reached, in terms of the information being sought" (Kumar, 2011:190). To reduce difficulties, the snowball technique was supplemented by contacting friends, which constitute "the process of selecting a sample using networks" (ibid). In regard to the sample size, Patton (2015) as well as Dörnyei (2007b) declared that there is no specific rule about sample size in qualitative inquiry and highlighted that participants' numbers are guided by the

theoretical principle of saturation, which is simply the point at which the required information starts to be repeated and no new insights emerge.

In total, twelve participants were recruited in this study; four of them held master's degrees in TESOL, while the rest held a bachelor's degree in English. A key significance of including master's and bachelor's degree participants is that the former enabled me to look into participants' cognition concerning the knowledge of language teaching methods and the effect of this knowledge on their actual practices, as they specialised in teaching English as a foreign language, and to compare the difference in knowledge with the rest of the participants. Saturation point was reached after a total of ten participants, with regard to prior learning at school and university, but at twelve participants with regard to the third phase of actual practice experience, as teachers encountered different classroom situations. It could be argued that a total number of twelve participants is a limitation; however, it is seen as representative of language teachers across the country. Also the actual context of teaching is not required since the educational system of English teaching including textbooks, rules and regulations in the KSA is unified countrywide (Alshumaimeri, 2011).

4.7.1   Participants Recruitment Procedures

As explained earlier in the research sampling 4.7, the process of selecting participants was done through the strategy of snowballing, whereby each participant recommended another, starting with a close friend of mine. Having gained the necessary approvals to conduct the study, the process of recruiting participants was in several stages. At the first stage, each participant was contacted by telephone to ensure agreement to participate in the study. Over the phone, I was prepared to introduce myself and describe personal interest in conducting the study in an informal conversation. Then, when they agreed, each participant was asked to provide me an E-mail address so that I could send all the required consent forms as a formal invitation, so they would be aware of the nature of the study and the topic investigated. After receiving the signed forms and approvals, I moved to the next step to send the autobiographical forms for answering questions. All participants were given three days to answer the questions of this method and send them back to ensure that they have sufficient time to recall their early learning experience memories at school and university.

Once these forms were received back, another call was made to the same participants, to request an informal meeting and arrange for a possible time and suitable place for conducting interviews. The interviews were arranged for a maximum of one hour based on participants' availability in such a comfortable situation, as they could be sure of a secure and relaxing environment during the interviews. Interestingly, interviews were conducted smoothly, as participants enjoyed the topic of TC. They expressed their views and discussed the concept of CS as a serious issue that mattered to them in their professional lives, and they hoped that their perspectives and voices would be heard by the educational administration. It is worth noting that all participants were generous in offering their time to participate in the study and showed great interest in discussing issues related to their career.

4.8   Trustworthiness

This study aimed to gain a comprehensive understanding of teachers' cognition and practices, as it followed the constructivist paradigm. Moreover, it adopted a qualitative research approach. Nonetheless, to ensure its quality it was significant to implement a range of authenticity criteria that have been recommended to provide and support honesty through establishing trustworthiness. This term, as defined by Bryman (2008:700), refers to "a set of criteria advocated by some writers for assessing the quality of qualitative research". In regard to this concept, Patton (2015) suggested the criteria of trustworthiness and authenticity in identifying quality, credibility, and embracing subjectivity. In the same vein, Morrow proposed additional standards to include (a) "the extent to which participant meanings are understood deeply" and (b) "the extent to which there is a mutual construction of meaning between and among researchers and participants". To enhance the trustworthiness of this study and accuracy of the findings, steps were taken to mention credibility, transferability, dependability, and confirmability (Guba & Lincoln, 1989; cited in Mansory 2016).

4.8.1   Credibility

Credibility assesses the truth of the findings; it represents the credibility of the methodological processes and sources used in terms of providing justifications and details for collecting data and whether the researchers' conceptual interpretations are based on participants' original expressions (Given, 2008). To ensure the research credibility, this study employed various techniques using these measures: triangulation,

prolonged engagement, and peer debriefing. Triangulation was the first measure adopted, as this study triangulated different sources of data to collect rich information by employing autobiographical narrative accounts and semi-structured interviews. By examining evidence from these sources, it was able to build coherent and proper justifications for the extracted themes and perspectives from participants. The second measure involved sufficiently a prolonged time spent in the data collection, which is considered a means of reaching credibility (Robson, 2002). In this regard, three months were spent in contact with participants, collecting documents and conducting interviews, which enabled me as a researcher of this study to build a strong rapport with teachers, a few of whom were friends. The final measure implemented was peer debriefing by presenting and discussing various parts of data analysis to my supervisor throughout the analytical process, where valuable feedback and comments were obtained. All of the previous techniques strengthened the credibility of the findings of the study.

4.8.2   Transferability

Transferability can be applied when a research study provides "rich and thick description to convey findings" to the extent that "may transport readers to the setting and give the discussion an element of shared experiences (Creswell, 2014:251). This enables the reader to judge whether the results of a qualitative research study can be appropriately transferred to other contexts. In this study, such description was provided to highlight the uniqueness of the topic by four means 1) adopting Borg (2003) theoretical framework of TC, 2) reflecting on the educational realities of the research context concerning the English language, 3) using autobiographical narrative accounts to share participants' prior learning experiences, and 4) investigating the practice of CS in teaching a foreign language. In this respect, it could be possible that the results of this study might be applicable to similar educational institutions elsewhere. This is because the phenomenon of TC is necessary to understand reasons behind teachers' certain decision making and instructional practices in classrooms and since the practice of CS is controversial worldwide in language education, as discussed previously in Chapter Two.

4.8.3   Dependability

Within qualitative research, the terms 'dependability', 'consistency', and 'replicability' are found as different synonyms for 'reliability' (Cohen et al., 2007). To ensure dependability in this study, many efforts regarding the research process were made to explain the reasons for choosing the research methods, selection of participants and data collection instruments and clear justifications were provided for any changes that affected the data questions during the pilot study. Moreover, a thorough methodological description was provided. Furthermore, data was transcribed and recorded; excerpts from both instruments were included as evidence to make the findings transparent and dependable.

4.8.4 Confirmability

Confirmability is concerned with the extent to which the research results can be confirmed by others; it helps to ensure that these results were based on the data provided and avoid any chance of involving my bias. It is also considered one of the qualitative research aims, as declared by Naruemon (2013:145), that seeks to obtain "understanding of phenomena from the viewpoint of the participants being studied (the 'emic perspective), rather than based on my assumptions (the 'etic' perspective). Qualitative research is considered subjective by nature; thus, to achieve confirmability in this study, several strategies were employed to ensure the integrity of the collected data. First, bias could become a serious challenge, where a researcher can bring his/her cognitive views, understanding, and interpretation throughout the journey (Cohen et al., 2007; Neuman, 2011; Creswell, 2014; Patton, 2015). Due to the fact that the practice of CS is a worldwide controversial issue in language teaching research (Macaro, 2000; Cook, 2007), I recognized the potential for bias. Thus, multiple data sources were used to confirm the results of this study, and thereby, produce a rigorous study with ethics. Second, *NVivo* 12 software was used, as will be discussed in 4.10.1.3, to store, code, and analyse data in exploring participants' perceptions and personal teaching experiences in order to be easily for me to trace data through extracted themes and categories to the original sources.

4.9   Research Ethics

Ethical principles and considerations were of significant concern and were employed throughout the research process. "Ethical issues may stem from the kinds of problems investigated by social scientists and the methods they use to obtain valid and reliable data. This means each stage in the research sequence raises ethical issues" (Cohen et al., 2007:51). Therefore, to adhere to these principles, ensure safety and respect when conducting a study involving people as participants, I was required to adhere to the Research Ethics Policy of the University of Hull. Thus, several points were considered: 1) an approval letter was obtained giving permission to collect data. 2) Confidentiality and anonymity were essential to safeguard participants, to encourage them to express their views openly and honestly. 3) Informed consent was obtained for participants in each instrument. Before signing, participants were informed of their rights, as well as the purpose of the study and how they could have access to it. 4) Participants were informed that collected data would be kept securely for a certain time after finishing the journey, and then would be destroyed. Added to that, my contact details were provided to the participants in case they needed to clarify any concerns they might have later. All participants expressed approval of the data collection procedures and agreed their interviews being recorded. Thus, all of these requirements were taken into consideration to prevent any potential issue that would affect the conducting of the study.

4.10   Data Collection

In order to get an in-depth understanding of participants' perceptions and teaching experiences, two different qualitative methods were employed in collecting the data; autobiographies and semi-structured interviews, and both of them were synthesised to fulfil the research goals. Indeed, both instruments provided opportunities for the participating English teachers to reflect on their prior learning experiences and teaching practices, since reflection is considered to be one of the effective approaches to comprehend teachers' perceptions (Johnson & Ma, 1999). As the study progressed, peer debriefing by my supervisor was implemented to support both instruments as part of the research design.

After gaining acceptance from each participant, the process of data collection started with producing the autobiography assignments as a first phase to collect as much information as possible from teachers' reflections of their previous learning experiences

during school and in the language programme at university. Following collecting these assignments, I made an arrangement with each participant for conducting the interviews as a second phase to dig deep into their experiences as professional language teachers. All interviews were digitally recorded with the participant's permission. This technique was useful and favoured over taking memos and essential for this study to focus on and confirm how participants responded in terms of preserving their the exact quotations, terms, or expressions (Annabel, 2005).

Since the data collection was conducted over three months, analysing some autobiographical documents were managed while waiting for the interview appointments to be carried out. This strategy of combining between data collection and analysis was recognised as useful practice in conducting qualitative research (Silverman, 2006), as it provided me with opportunity to focus on certain issues and investigate certain matters arising from the autobiographies in the interviews. Furthermore, probing questions were provided as part of the interview process based on the participants' responses.

4.10.1 Participants' Profile

Adhering to ethical standards, every effort was made in selecting participants to protect and maintain their identities anonymity. Moreover, the data collected, and the records were kept in a secure place that could not be available to anyone but me. They will be maintained for a period of three years in accordance with the standard provided by the university research ethics, then, disposed of and destroyed permanently. Participants were anonymised to ensure further protection of their identity by using alphanumeric abbreviation to each participant. This process was given in the letter 'P' followed by numbers from 1-12 to represent the 12 participants.

The targeted participants were twelve Saudi female English language teachers, who had worked in different public institutions for a specified range of five-ten years; thereby acquiring sufficient teaching experience on which to provide as much accurate insight as possible. Certain personal and professional backgrounds were required as an important part of collecting the data to extract information that could help in justifying participants' viewpoints regarding the issue under investigation. Moreover, the study aimed to investigate participants' cognitions and their classroom practices of language teaching concerning using CS, so it was important to include different educational

majors in teaching English to examine if there is an impact of language teaching knowledge upon participants' classroom practices. The rationale behind choosing this number was based on purposeful sampling, as illustrated previously in 4.7; a process of selecting candidates based on the available literature and the researchers' practical awareness of the research area "according to known public attitudes or beliefs" (Marshall, 1996:523).

4.10.1.1   Translation

The data was prepared in both Arabic and English languages and participants were free to choose the language they feel more relaxed with. In the pilot study, all participants used the Arabic language, as they declared that they would feel more relaxed to express themselves, recall and recount memories in their mother tongue without being cautious or worried about the grammar, vocabulary, and style of writing in English. However, they switched into English with some vocabulary and expressions, while responding to both methods. Equally, in the main data collection, it was noticed that all of the participants preferred using Arabic, for the same reasons as those in the pilot study. It is well known that the quality of translation plays an essential role "in ensuring that the results obtained in cross-cultural research are not due to errors in translation" (Maneesriwongul & Dixon, 2004:175). The translation process, as highlighted by Simon (1996), requires an understanding of the relevant cultural terms and characteristic besides the encompassing practice of translation from one language to another. As she stated:

> The solutions to many of the translator's dilemmas are not to be found
> in dictionaries, but rather in understanding of the way language is tied
> to local realities, to literary forms and to changing identities.
> Translators must constantly make decisions about the cultural
> meanings which language carries, and evaluate the degree to which
> the two different worlds they inhibit are 'the same' (130).

The study utilised translation to collect data, translate both instruments' questions, and the quotations extracted from participants' responses for reporting in the study after disguising participants' identities, as recommended by Birbili (2000). Initially, one of the autobiographical data accounts was translated into English; however, two main issues resulted from this step. Firstly, it was found to be time-consuming, and more importantly, when checking the original audio recordings and the translated transcripts of the interviews, it was found that some of the meaning had been lost as a result of the

translation process. The following extracted quotation shows some difficulties in translating the meaning of what the participant expressed about her teacher's role in her learning of the TL.

بتواضعها ومساعدتها لنا استطاعت ان تكسب ثقتنا ونجحت في بناء علاقة قوية معها لدرجه اننا كنا على استعداد لفعل اي شي تطلبه منا.

She was generous and helpful that successfully managed to build a strong relationship to the extent (to listen to her advice). [In terms of following whatever was useful and effective for language learning].

تلك المعلمة الوحيدة التي كانت مهتمة باحتياجاتنا التعليمية.

Only that teacher of full passion was (concerned about us). [In terms of language learning needs].

Consequently, to avoid such a serious problem and maintain the highest level of authenticity and reliability of the data, the data analysis was done in Arabic, so the actual data was kept in its original form. However, I translated the generated codes and quotations into English to be used in the study.

4.10.1.2   Data analysis

There are various ways of analysing data in a research study, which depend upon the type of study being undertaken. Concerning the method utilised in data analysis, it utilised a thematic analysis to identify ideas and patterns of meaning that are repeated commonly in the data since this study aims to find out thought, knowledge, beliefs, and experiences derived from two qualitative methods; autobiographies and interviews, so as to produce result with trustworthy and insightful criteria.

In qualitative studies, for example, Cohen et al. (2007:461) indicated "the principle of fitness for purpose" as there is no specific way for qualitative analysis usually followed by researchers, whereby methods of analysis are chosen to serve the research objectives best. This indication helps to determine and identify the best way of performing analysis on the data; in turn, it influences the way the study is presented in the report. This study utilised the thematic analysis for several reasons: 1) Braun and Clarke (2006:79-97) advocate that this type of analysis is often "a method for identifying, analysing and

reporting patterns (themes) within data…, [which is used] to produce an insightful analysis that answers particular research questions". In line with this view, 2) Cohen et al. (2007:475) reveal that thematic analysis "can be undertaken with any written material, from documents to interview transcriptions", and is often utilised to analyse a large amount quantity of texts. Moreover, 3) this method "provides core skills that will be useful for conducting many other forms of qualitative analysis", as it is a flexible tool that potentially helps to afford a rich and detailed account of data (Braun & Clarke, 2006:78).

The selected method of analysis along with the theory or model should match what I aimed to achieve in the study being undertaken. Therefore, deductive approach of provisional coding (using pre-determined categories) was suitable for this study, since the study adopted Borg (2003) conceptual framework of TC, which focuses upon specific developed aspects or categories as a provisional list that might arise in the data. Saldana (2013:144) stated that this type of analysis is appropriate for conducting qualitative studies that build on a provisional list generated from different investigative matters such as "literature reviews related to the study, the study's conceptual framework and research questions, previous research findings, pilot study fieldwork, the researchers' previous knowledge and experiences". This type of analysis proceeds through distinct systematic phases "including coding and categorisation, until theory emerges that explains the phenomena being studied or which can be used for predictive purposes" (Cohen et al., 2007:261). This means that the process of coding the data tries to highlight previous preconceptions.

Moreover, an inductive approach to link identified themes or codes to the research data themselves was also utilised, as the provisional codes "can be revised, modified, deleted, or expanded to include new codes" (Saldana, 2013:144). All provisional and generated categories, themes, and codes will be detailed later in Chapter Four. The data collected from autobiographies and interviews went through similar steps of data analysis, which covers areas including data preparation, deep engagement with the data, initial code production, data refining and interpretation; all these steps will be addressed thoroughly in 4.11.2. In this study, the process of coding was conducted through utilising the *NVivo* software programme, which is designed for analysing qualitative research, as will be addressed next.

4.10.1.3   Using Software (*NVivo*)

In qualitative research study, data is characterised by its richness, subjectivity, and comprehensive text-based knowledge, which results in a complex and time-consuming data analysis process. Hence, "innovations in software technology designed for qualitative data analysis significantly diminish complexity and simplify the difficult task, and consequently make the procedure relatively bearable…mange the 'coding' procedures" (Hilal & Alabri, 2013:181). In the same vein, Patton (1987:442) pointed out that "computers and software are tools that assist analysis. Software does not really analyse qualitative data. Qualitative software programs facilitate data storage, coding, retrieval, comparing, and linking-human beings do the analysis". Among these software programs, *NVivo* "is considered the best in this regard" (Hilal & Alabri, 2013:181).

Data analysis is seen as individuals' interface, which is demanded to make sense of the collected data, produce findings, and draw conclusions; no matter how developed the computer programs and software are. Therefore, Patton (1987) asserted that using software programs in data analysis helps to speed up "the process of locating coded themes, grouping data together in categories, and comparing passages in transcripts of incidents from field notes". As this software allows advanced tracking and linking between data and, hence, improves the quality of analysis, it was preferred to be used in this study and to follow Walsh (2003:253) suggestion that

> NVivo is a useful teaching tool because it works like my old loose-leaf binder, many different kinds of documents can be kept in one place, and they are linked together for easy access. Also, one can quickly trace the progression of an idea from its earliest stages using NVivo.

The ease and efficient computerised technique of 'code and retrieve' appears to enable researchers to search, interrogate, interpret, organise, and retrieve the essential elements in the identified text (ibid). Moreover, it facilitates the strategy of moving between "a view of coded categories identified in the data and the raw data itself" (Al Khatib, 2015:111).

4.10.1.4   The Process of Data Analysis

The process of data analysis involved four main steps: 1) preparing and getting familiar with the data, 2) getting immersed in the data, 3) analysing the data by generating initial codes, 4) presenting the data. Throughout this process, I kept focusing on the research

aim and objectives to ensure reference to the collected data while implementing the coding process.

4.10.1.5   Preparing and Getting Familiar with the Data

Data were collected using the Arabic Language, which was preferred by participants. According to Dörnyei (2007b) preparing data involves reading transcripts, reflecting on them, and making notes of thoughts in memos since this procedure influences the way I would go about coding data. Thus, the collected data, as an initial stage in the analysis process, was prepared in four stages: a) transferring autobiographical written assignments into digital formats using MS Word; b) transcribing recorded interviews; c) reducing data by excluding irrelevant information, for instance, opening dialogue that was used to break the ice or personal information; and d) later importing all documents for analysis using *NVivo* software. All documents of data were kept safely in their original forms and language for ethical reasons to avoid losing meaning during the process of transfer and translation into English.

4.10.1.6   Getting Immersed in the Data

The purpose of this step is to get immersed in the data by reading data repeatedly, to ensure that excluded data do not impact the meaning and that the final transcripts are accurate and reliable to rely upon for the next stage of analysis. Dörnyei (2007b:250) referred to this process as "meeting the data meaningfully", which could be considered as an "indispensable preparatory move during the pre-coding stage. For example, I compared the original documents of the first method (autobiographies) with the transferred digital formats to check the questions and revise participants' responses. A similar procedure applied to the interviews; this time, the transcripts were reviewed, while listening to the recording to check the accuracy of the written transcripts. This process helped me as a researcher to capture the meanings and understand the context in which perceptions were stated. Lastly, all digital word documents were imported into *NVivo* software to prepare them for analysis.

4.10.1.7   Analysing the Data

The data analysis process followed the principles of both deductive and inductive approaches, which means initial codes were generated from the data depending upon 1)

categories that pre-existed in a framework, whereby, the data might be approached with specific aspects highlighted in the adopted framework (Borg, 2003), and 2) new codes that emerged from the data itself, as the process of analysis requires several back and forth movements between the data and the coded categories identified in the data (Saldana, 2013).

As mentioned previously, *NVivo* software was used in the data analysis process. Thus, after importing all documents into the application, the process moved to collate the generated codes into a broader level of nodes and combine all relevant coded extracts within identified categories. Visual representations such as tables, figures, or mind-maps were provided in this step with a brief description to help sort various codes into nodes. In actual practice, Dörnyei (2007b:250) stated that coding "involves highlighting extracts of the transcribed data and labelling these in a way that they can be easily identified, retrieved, or grouped". Eventually, the process of analysis ends up with a collection of all extracts of data that have been coded, defined, labelled, and that make meaningful sense relevant to each code and sub-code. Throughout the coding process, I kept inspecting the data to find out similarities within participants' perceptions, whilst noticing any conflicting ides that might be expressed in the data. This procedure was given equal attention during investigation and presentation.

Thus, the first step of analysis entailed constructing initial nodes by highlighting any interesting passage that seemed relevant to the main idea of each existing category based on participants' responses. Then, all initial identified nodes were clustered into sub-codes that share similar concepts; this step required careful review to ensure accurate reflection of what participants had responded. In other words, there was a needed to consider specific extracts that were linked to the broader new sub-codes and decide on the appropriateness of the label applied to them. Once suitable sub-codes and created, they were classified under main codes that centre upon the same categorization, which demonstrates the process of analysis of one question related to the autobiographical narrative account.

4.10.1.8 Presenting the Data

This stage dealt with interpreting and presenting the research outcomes with the support of relevant literature to fulfil the research aim of understanding TC and investigate how these cognitions along with contextual factors, influenced teachers' classroom practices, and conclusions. In other words, it was in this stage that the analysis process was turned into a product in the final form of analysis conclusion. It was "a delicate balancing act between trying to say something of overarching significance while at the same time preserving the intricacy of situated multiple meaning" (Dörnyei, 2007b:257). Furthermore, throughout the presentation, quotations from participants were provided to ensure authenticity and allow the reader to contextualise the views and experiences that were being presented.

4.11 Summary

This chapter has described the methodological framework of the study. It has presented an introduction of the research paradigm and provided an explanation of the selected research methodology, and research approach. A description of the research design and piloting has also provided along with the definition and features of the research methods utilised in collecting data. Each method was explained in detail in relation to the data questions and the rationale behind using it. Moreover, the need for research trustworthiness, ethical considerations and relevant aspects were then detailed. This was followed by a discussion of significant aspects of the research empirical work, including both data collection and data analysis processes, with a logical justification of how each action taken addressed the research topic and clear illustration of its appropriateness to fulfil the research aim. The following chapter will thoroughly present the findings of this study.

CHAPTER FIVE: RESEARCH FINDINGS

5.1   Introduction

This chapter reports the findings in the overall study. Two types of instruments; autobiography and semi-structured interviews, were used to explore the origin of TC and integrates the data collected in the Saudi context regarding the practice of CS in English language teaching. The study seeks to find the origin of participants' cognitions in terms of how their perceptions about teaching are constructed through the meaning of their previous educational experiences as learners and act accordingly as teachers in their actual teaching experiences, specifically, concerning the practice of CS. As has been explained in the previous chapter, the study employed a research design that builds on Borg (2003:82) conceptual framework (Figure 3.1) as a point of reference to gain a rich and comprehensive results in exploring and analysing participants' previous learning experiences and in-service teaching experience within which language TC research has emerged. The words in Bold are terms extracted from his framework: 1) early learning experience [Schooling], 2) initial training experience [Professional Coursework], and 3) in-service teaching experience [Classroom Practices]. The figure 5.1 below demonstrates the procedure of analysing the extracted categories.

The findings have been organized into two main sections: the first section addresses findings gained from the participants' responses in autobiographical narrative accounts of their previous early learning and initial training experiences. Moreover, findings from this method provide understanding of participants' conceptualisation of cognitions concerning the practice of CS in English language teaching. While the second section provides data concerning their views gained from semi-structured interviews of their in-service teaching experiences. Meanwhile, findings from this method are used to dig deep and gain explanation of their actual teaching experience and find out challenges referring to the classroom context that might influence their cognitions and instructional practices regarding the practice of CS. Throughout analysis, sample quotations will be cited, and relevant extracted findings will be interpreted to draw out as much information as possible. Moreover, outline of the findings will be displayed in the form of figures to clarify the main results, as there is a huge volume of terms and expressions. Also, a summary of the findings will conclude the chapter.
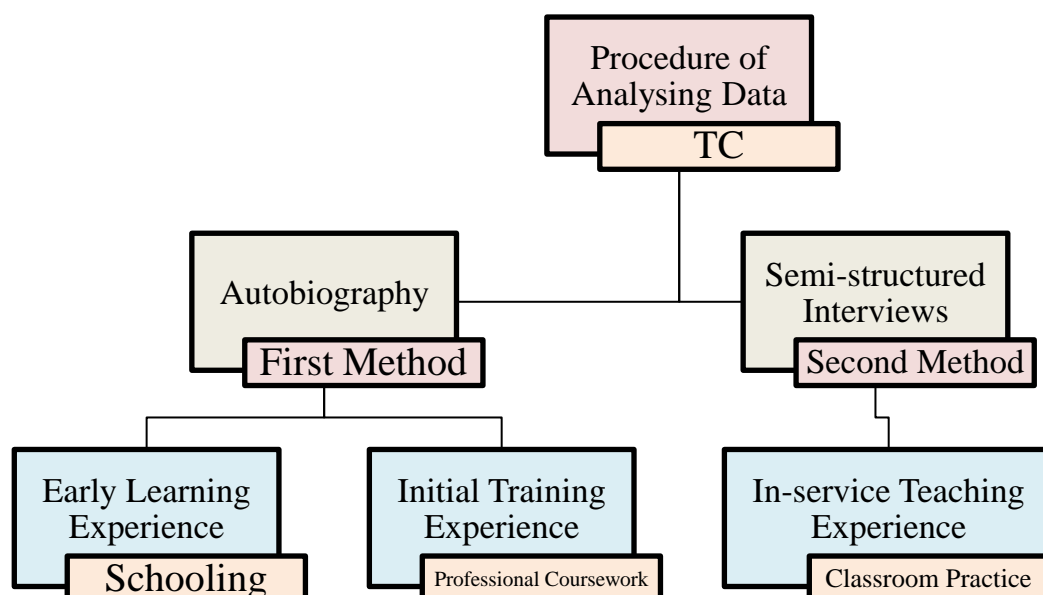
Figure 5-1 Procedure of Analysing Data of TC

5.2   Key Findings from Autobiographies

In this section, I started with the autobiographical narrative approach to analyse participants' recollections relative to their views about past educational experiences as explained previously in 5.1. The themes arising from this method are set out in two provisional categories based on Borg's (2003) conceptual framework of TC: early learning and initial training experiences. Each provisional category in the findings from this method is classified into several codes generated from the information reported in the collected data based on participants' interpretations to obtain a comprehensive understanding of their early conceptualisation of cognitions concerning the practice of CS in English language teaching (figure 5.2). The following sections present the results of each category.
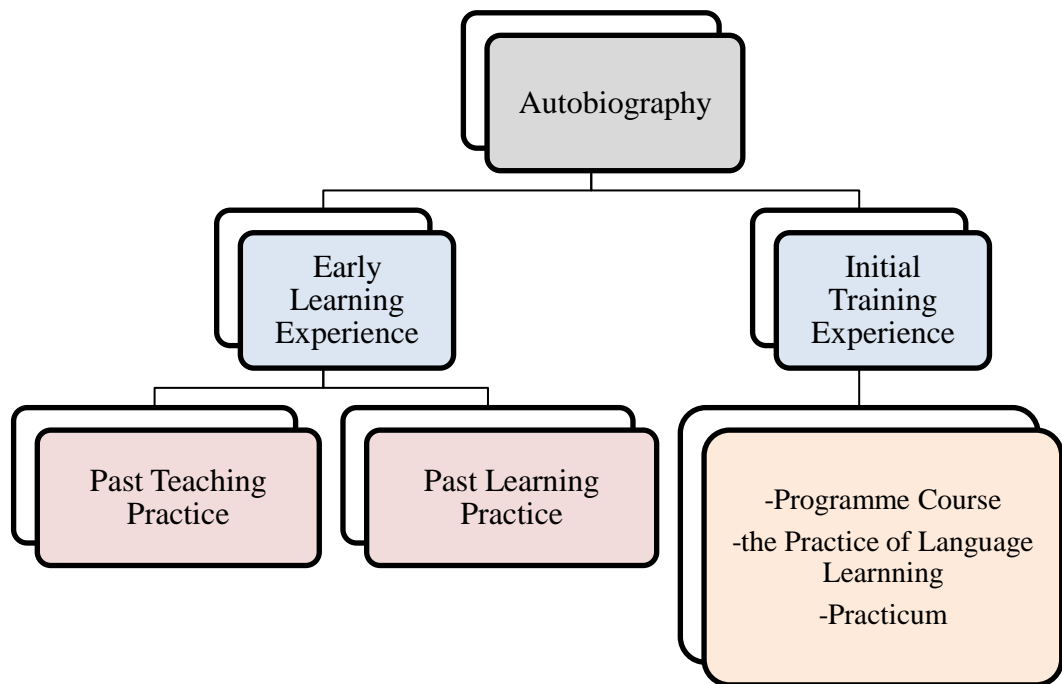
Figure 5-2 Key Research Findings from Autobiography

5.2.1 Early Learning Experience

The autobiography method was utilised to collect data from participants in the form of written assignments (see 4.5.1). Four narrative data questions were generated to explore the origin of TC and find out aspects related to Early Learning Experience that shape teachers' initial conceptions of language teaching and how it influenced their future classroom performances in regard to the practice of CS; since this phase represents teachers' personal history of English language experiences as young learners at school. Codes and sub-codes then were assigned to key concepts and meanings reflected in participants' textual data related to their cognitions about past teaching and learning practices while caring for the implications they attempted to convey. Two important codes were highlighted relevant to the research question in association with elements related to their past teaching and learning practices. The findings from the first code related to participants' cognition about elements in association to the past teaching practices such as the teaching method they were taught in and teacher's practice. The findings from the second code related to participants' cognition about element related to their past learning practices. For example, the teaching method were extracted as the

participants were expressing the way they were taught to demonstrate how this factor had shaped their cognition about language teaching and particularly in regard to the practice of CS. Some sub-codes and other nodes were generated in relevance to these codes, as inductive approach was adopted within the list of extracted codes, to represent essential components that they thought their past learning experiences helped in forming their initial conceptualisation of using CS in language learning and teaching. Generated codes can be seen in Figure 5.3 below.
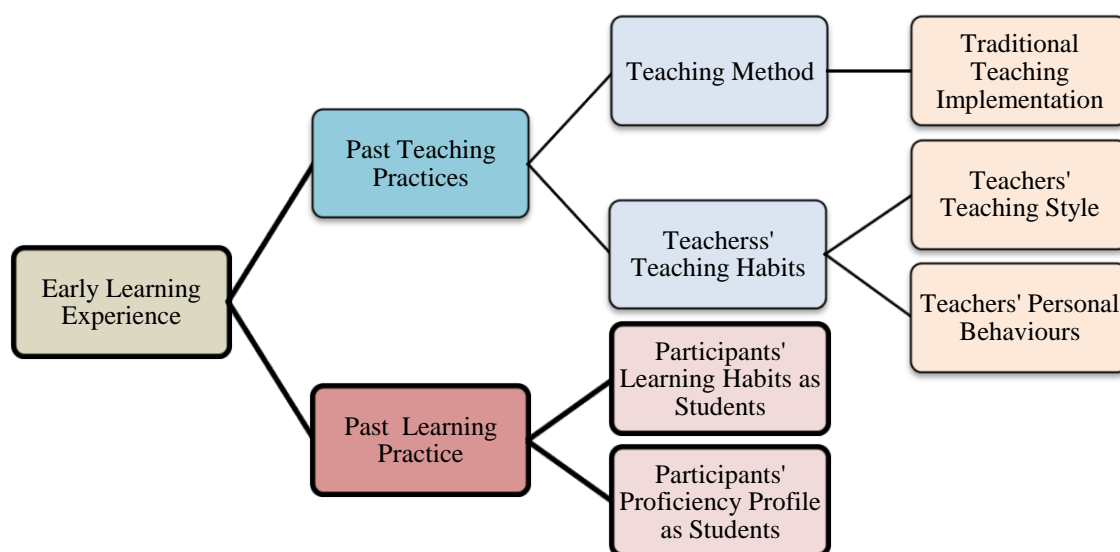
Figure 5-3 Key Findings Related to Early Learning Experience

5.2.1.1 First Code: Past Teaching Practices

This code, based on participants' views and comments, was found as a major aspect in shaping teachers' initial perceptions about language teaching during their early learning experience. The findings revealed that some elements in association with the teaching practices which dominated their cognition as language teachers in preference to the necessity of CS in language teaching which will be explained with greater details later in the discussion chapter. In regard to the teaching practices, two elements were included to 1) teaching methods, which concerned the approach and the ways teachers performed and addressed their lessons that was mostly applied in the classroom and 2) teacher's practice, which concerned teacher's style, manner and attitude in language teaching, see figure 5.4 below.
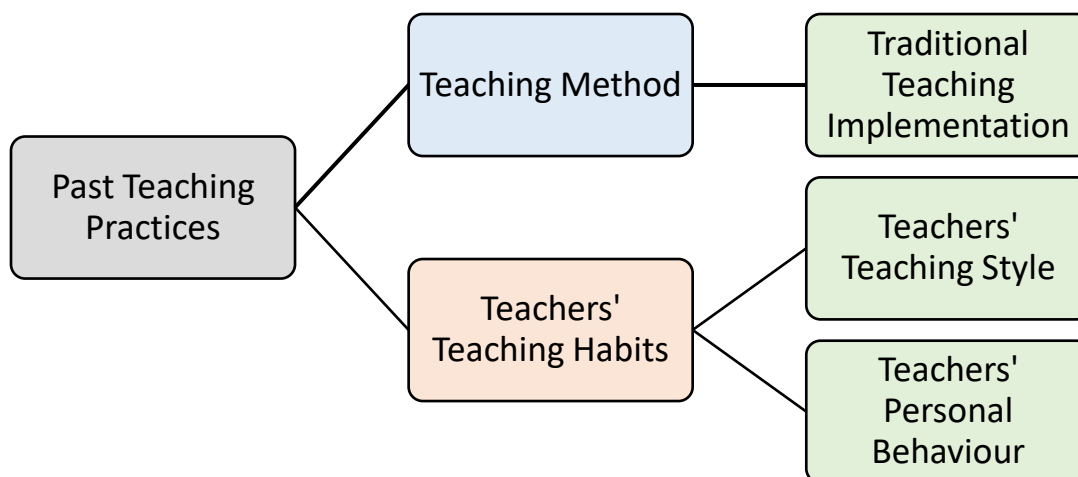
Figure 5-4 Past Teaching Practices

(A)   Teaching Method

This result reflected participants' cognition about language teaching with regard to the practice of CS in terms of practicality as will be presented in the following chapter (5), where teaching is a process, routine task, and a technique that teachers perform in their professional job. Several recollections expressed unacceptance with participants' past learning experience concerning the teaching method; the way they were taught during all stages of schooling; intermediate and secondary or high school. As reported by participants, the ordinary teaching method throughout their early learning experience was applied through the teacher presenting a detailed explanation of grammar rules and requiring students to memorise new vocabulary using translation into Arabic, which seemed to operate traditional teaching implementation.

1) Traditional Teaching Implementation

As commonly described by all participants, this method seemed to be traditional in implementation; most probably related to the GTM. It is indicated that the method adopted in language teaching was a serious aspect that contributed to the formation of TC about the role of pedagogical knowledge in language teaching. Participants' narrative responses showed that their English classes at school emphasised grammatical concepts, vocabulary, and simple sentences with translation into L1 and little practice of English. Their recollections reflected complaint and viewed an indication of

unacceptance about the teaching approach that they were taught, which had led to certain drawbacks as they depended on Arabic in learning English which resulting in a loss of motivation to learn the target language, as illustrated in the next statements:

> P3: Each unit in the textbook focused on one or sometimes two grammatical structures that was used in all activities of its lessons …there was little practice on how to use them orally. That was not enough.

> P6: English class for me was solely grammar, words, and activities with question-and-answer educational style, I had been learning this for twelve years.

> P8: Every year while at school, I planned to practise what I had learned in communication with my friends and classmates; however, I ended up without an ability to make a simple sentence. I knew different tenses; for example, the past, present, and future, but when it came to practice, I forgot them all and confused how to use them because of that I often lost interest to learn the language.

> P4: The same routine was repeated each English class; each lesson should contain the following activities: revising some items from the previous lesson, reading short text, doing follow up exercise, learning new words and grammar rule in both Arabic and English, and copying summary of the lesson from the board …I felt there was something wrong with this routine.

A further drawback of the adopted teaching method was that it decreases learners' inspiration and desire to learn the language, since teachers focused on presenting the textbook's content within the expected deadlines. Participants argued that it would have been useful if they could have learned how to practise them properly, instead of learning the grammar; thus, no regular slip into L1. This argument indicated their beliefs that such a focus on grammar learning without practicing language skills would not help in getting the language and improving its competence. The following views are some examples:

> P1: I could participate in classroom interaction if I was 100% understand the question and sure of the correct answer, otherwise, I kept silent as I was not able to practice the grammatical activities.

> P10: The English class daily routine of presenting grammar structures with Arabic translation never inspired me to participate and enjoy the lesson unless there was new activity to put what we learned into practice …that was rarely.

> P4: My teacher's target of teaching was presenting the grammar rules, giving examples, and then solving exercises in the course book to

> make sure that she finished the curriculum on time. I hated the subject, although she used Arabic sometimes …sadly, there was no time to put this knowledge into practice.

> P7: Sometimes I used to practise English in a short conversation with my colleagues during the break time, just acting as if we were fluent in English. We knew that our conversation was full of mistakes, but that made us happy. Unfortunately, we did not have time to do this in classes …adding to that the use of Arabic most of the time in classroom.

Regardless of whether the traditional method had led to unsatisfied outcomes, candidates' responses show contradiction among some participants as language learners at school; while they criticised the method's teaching features that rely on translation on the one hand, they showed strong support for the use of L1, on the other. About half of the participants highlighted resistance among most of their teachers at school towards using Arabic in teaching English, which was unacceptable, as seen below:

> P1: Some of the language teachers I met during school were unwilling to explain difficult items in Arabic, their teaching style was hard because they used English most of the time with very little Arabic, and most of the class, including me, were not able to understand lessons. Unlike those who use it to facilitate the learning process … though it was tough for me to understand the language at that time, I was believed that it was good for students.

> P9: In the secondary stage, my teacher was so strict in using English; she did not even let any student use Arabic in the class neither in question nor in answer. However, sometimes she let some good student to translate when it needed. I did not care because I had my strategy to learn, but one of my colleagues had left the school because of her teaching style and attitude.

However, only four participants, who were interested in learning English, were happy with language teaching and were able to engage in classroom activities and interactions. Those learners reported that their learning of grammar points throughout the whole period of early learning at school had enabled them to build strong background information. It appeared that those learners proclaimed unpleasant feelings about their teachers' regular switching and translating those points whenever they were repeated in the curriculum. The next statements are some examples:

> P11: … late in secondary school, I became more confident with my proficiency in English so sometimes I became bored of my colleagues' demand for clarifying stuff in Arabic.

P12: … excessive use of Arabic in English classes for clarification was making me frustrated; I was suffered from that.

P2: … as some grammatical points were repeated during school level, I was focused on the new ones because I could had built good background knowledge that facilitated my learning process, so there was no need for using Arabic that much for understanding, like other students.

P8: Using L1 most of the time in the classroom made me feel bored. I believe that using it in explaining only complex items would be more beneficial than using it excessively in a way of repeating the same items till the end of the year.

Among all participants, only one with good English performance had enjoyed studying because of her ability to understand the lessons. As she declared, she was the standard on whom her teacher depended as an assistant in doing classroom activities and clarifying complex words to the rest of the classmates. She explained that by reporting:

I enjoyed learning English because I always interacted with good performance, especially with the grammar rules… Unlike my classmates, I was the only one in my class who did not resort to Arabic in understanding English; my classmates usually asked me to explain new items and revise some information before exams (P7).

The above findings showed that participants' criticism regarding the teaching method at early learning experience had influenced their cognition about language teaching in terms of limiting their language knowledge from developing the teaching habits.

(B)   Teacher's Teaching Habits

Participants' views about teaching method reflected some critical views about their past teachers' teaching habits in the classroom in terms of their teaching style and personal behaviours of either to practice the switch into L1 or not to deal with students' needs and classroom events, which seemed to shape most of their current cognitions about language teaching in which these cognitions constitute positive or negative changes in teaching performances. The findings showed other nodes in which this criticism revolved around two points related to 1) teachers' style of teaching in terms of implementing personal principles of instruction and the way they performed in preparing and presenting the lesson with regard to the practice of CS and 2) teachers' personal behaviours in terms of reflecting upon their personal performance in association with the practice of CS in creating effective teaching and learning atmosphere, see figure 5.4.

1)Teachers' Teaching Style

The teaching style of past English teachers in early learning experience had also influence participants' cognitions about their current language teaching in terms of the way they introduce information. Most of participants' narrative expressions showed that language teachers' style of teaching was predominantly central to approach that associated with the practice of L1. As found in the previous section, a contradiction in cognitions was depicted within participant' recollections regarding the practice of CS. While some responses showed a preference to reduce this practice as a teaching strategy for language teachers, the rest showed acceptance in their narrative responses that the strategy of switching into Arabic was the most supportive, easy, and useful strategy that stimulated students' language learning, due to their low language proficiency.

> P3: … without teachers' use of Arabic, I could not have succeeded.

> P5: It was not only me; all students used Arabic translation as the basic learning strategy. It was also recommended by our teachers.

> P6: For both language teachers and students, using L1 was important and useful; I cannot remember a day in English class without using Arabic.

> P10: My teacher exerted extreme effort in different ways, employing various instructional techniques that were possible and available at that time to ensure that we understood the lesson; however, she used Arabic as a last resort. It was the most useful strategy; indeed, it was for all the students.

Such a finding of contradiction seemed to be due to participants' perception that their teachers' centred style of teaching caused passiveness among most students in the classroom as there was limited interactions in classroom activities, where some students co-operate while others keep silent as they could not understand without a resort to L1. This passiveness, as they claimed, led them to rely on the practice of L1 in learning as it occurred for two reasons. On the one hand, most students had little opportunity to interact in the classroom so they could have the opportunity to ask for clarification, thus they resorted to L1 to translate difficult words. On the other hand, teachers were overwhelmed with the class size and lacked inspiration so they could not stimulate their students to improve their competence of learning and understanding the target language, which in turn made the students lose interest in learning.

> P3: … most teachers tried to finish lessons; they kept teaching with very limited interactions with some students while the rest acted

passive …this way had led most student to resort to L1 in their learning habits for understanding.

P1: … there was no interaction in English classes until the teacher asked questions and sometimes clarify it in L1; some students paid attention, others just listened, and a few did pay a recall unless the practice of L1 interfere.

P5: My teachers at school lacked the inspiration to teach [referring to teacher's style of teaching was inactive]. This reflected negatively on my willingness to learn English as she rejected the use of L1 in classroom, so I kept silent just receiving information without any movement to co-operate in the classroom.

The data also showed that a number of participants' responses raised a suggestion that using a variety of teaching strategies as part of teacher's role in presenting English would inspire their willingness to learn and reduce their reliance on Arabic as a learning technique for understanding. Their recollections highlighted a perception that the English teaching strategies used were insufficient to enrich their language learning as shown next:

P6: I have not met any teacher with a creative teaching style; all of them had typical teaching style with practicing L1 most often that could not encourage me to improve my competence in language learning.

P1: It is hard to report that most English teachers were not creative in their teaching; all I remember they did was talk and read and what they used were chalk and board with overall translation into L1. Unlike nowadays where we [as teachers] use different styles and strategies in language teaching to boost students' interest in learning with minimum use of L1.

P5: All I can remember is that teachers at school performed typical teaching with insufficient strategies, where they spent the time explaining new language input, writing on the board, and reading from the book, translating complex words into Arabic while students listened, read, completed exercises, or copied some items from the board.

However, three responses depicted a kind of shift in the instruction paradigm to present teachers as facilitators, instead of content demonstrators. This shift revealed the consequence of contradiction in participants' cognition regarding the practice of CS. Those participants expressed positive views about the influence of their teachers' habits of teaching in the classroom; they also confirmed that the image of their good teaching was unforgettable. Their responses indicated views on the importance of implementing different teaching strategies beside to the practice of L1 to simplify the content, make

things clear and apprehensible as a significant characteristic of their past favourite teachers in language teaching. The teachers concerned were models of effective language teachers, in a way that led those participants to imitate that style of teaching in their present teaching practice, as they reported:

> P9: Honestly, just a few teachers during the school journey used different teaching strategies to encourage us in learning and understanding with minimum use of Arabic; they often required pre-lesson preparation, e.g., searching for the meaning of new words so we could engage in classroom interactions … I use this strategy in my practices now.

> P8: My best language teacher was in the last year of secondary level; she changed my view and strategy of learning English. This year was a big shift in my life regarding learning English without a resort to Arabic as I graduated with high marks and good competence just within one year …her style of teaching encouraged almost the whole class to participate. She had an ability to cope with individual differences and act upon these conditions considerably.

> P4: Once in elementary level, my teacher was on maternity leave, so the school administrator had asked for a supply teacher for the remaining semester …far from using the translation strategy into Arabic as we used to adopt in English classes, she was so active that the whole class admire her teaching style; it was noticeable from students' classroom interactions, while with our teacher just a few students were in a task …her teaching style was so effective that I followed her ways in my teaching practices.

Only 1 out of 12 reported that her teacher was very active in creating different strategies to encourage students to interact in the classroom. This teacher, as the student described her, used a variety of techniques in teaching, such as games, group work, and role-plays and she rarely resorted to L1. This participant also added that this teacher was so active that anyone who was walking in the corridor outside the classroom would immediately recognise her.

> P7: Resorting to the L1 was the easiest strategy for all my teachers, except one in my last grade of the secondary stage. She created and adopted different techniques and strategies in teaching to make learning easy and the language understandable, her class was full of energy.

2) Teachers' Personal Behaviours

The findings showed that though teachers' personal behaviour was not directly contributed to forming the origin of TC, it seemed to be a key effect upon their

historical learning experiences as they spent hours of observation at school. The results of participants' narratives demonstrated that such instance of teachers' teaching habits concerned teachers' building trust and solid rapport with their students in terms of experiencing both positive and negative personal performance to meet their language learning needs including the need for translation into L1. For example, all participants highlighted that building a good relationship was a key point that encourage students' willingness in learning and achieving success, some examples below elucidate this perception:

> P6: I was lucky to have a good teacher at the intermediate stage, who always cared and concerned about helping us to overcome our difficulties and achievements in English learning …she had never disregarded any of her students' enquiries even if they ask using Arabic for understanding and always gave advice helping us learning the language.

> P10: English teachers were kind in their relationship with us as students in a way trying to help as much as possible … every now and then, they set a time for revising what we needed in both languages (she means switching between English and Arabic to ensure understanding) and discussed whatever we thought that could help in learning and passing with good results ...

> P1: … because English was difficult for most students, all the teachers I met were nice and concerned about our learning needs even if we need a switch into Arabic for more clarification and understanding, especially before exams.

A further issue in relation to teachers' personal behaviours pertained to creating a relaxed atmosphere inside the classrooms that provided care, compassion, respect, and kindness. The description of some events indicated that some past language teachers appeared to have unacceptable performance in classroom that led them to dislike the English language and depend on L1 as the only and most useful way in learning it. Participants confirmed that negative experiences like feeling anxious in the classroom could affect the learning process and outcomes negatively, as students would feel stressed and lose concentration.

> P8: I remember at elementary level, my teacher was so tense, I believed, that created high tension in the classroom. …we [students] needed revision on some points before the exams, so we asked our teacher for more explanation, but she was so frustrated and refused, claiming that there was no time and shouting that we should have asked her during the lesson, not waited until exam time …I kept

resorting to L1 whenever I needed …that was my worst experience I had ever have.

Conversely, an encouraging performance produced favourable results and indicated how positive influence could mitigate and reduced the influence of some negative experiences in a way that stimulate their learning habits in terms of reducing the reliance on L1. A positive example was illustrated by participant 9 and 6 who declared

> P9: During my school experience I met both strict and friendly teachers. I should state that my friendly teacher truly changed my negative impression about language learning, which accordingly reduce my reliance on L1 in language learning …Her performance in classroom was so desirable that motivate us to learn the language with using L1 only when necessary …I was happy to have this teacher for three years in the secondary stage; the English class became my favourite one ever.

> P6: I was lucky to have such an adorable language teacher in my first year of learning English. She always cared about all students and their language issues; so, she focused on these points and demonstrated them simply and did revision regularly to ensure that we got them clearly …she was using very little of L1 as needed …I am following her procedure in a way to be nice with my students and build a good relationship with them.

Detrimental evaluation of students' proficiency when using English in the classroom represented a negative impact on their learning outcomes, which was also found in the findings of this study. All participants expressed that such a negative manner decreased their confidence in using the language as they always adopt L1 in learning; particularly when students received negative feedback in front of their classmates. The majority of participants confirmed a preference for keeping silent in the classroom rather than feeling embarrassed in front of their classmates if they received negative feedback from their teacher for their mistakes or using Arabic even between their classmates, as can be seen in the following extracts:

> P8: One reason for my silence in the classroom was due to my teacher's behaviour; she got angry if a student responded with the wrong answer ...or ask for some help in Arabic from her or any of my classmates.

> P4: For classroom interaction, as an example, our teacher often selected students randomly to answer her question and because she came to school in a terrible mood most of the time, I was anxious, under pressure all the time and afraid of responding incorrectly …because I could not understand without translation into L1; I hated her negative criticism so that I always intended to keep silent.

P6: I decided to keep silent in the English classroom till I graduated from school, because once I received negative feedback from my teacher in front of my classmates, which made them all laugh at me. I was not able to understand in English and could not forget that moment; it was hard.

P10: Once, a teacher in my first year of elementary level refused my participation in the morning assembly because of my limited competence in English. This criticism impacted my confidence negatively, so I decided to keep silent in all her classes.

5.2.1.2 Second Code: Past Learning Practice

This code emerged as a reflective impact of some elements in association with participants' past learning practice, which seemed to dominate their cognitions about language learning and teaching regarding the practice of CS. These elements were centred around two sub-codes: students' learning habits and proficiency profile, see figure 5.5.

Past Learning Practice

Participants' Learning Habits as Students

Participants' Proficiency Profile as Students
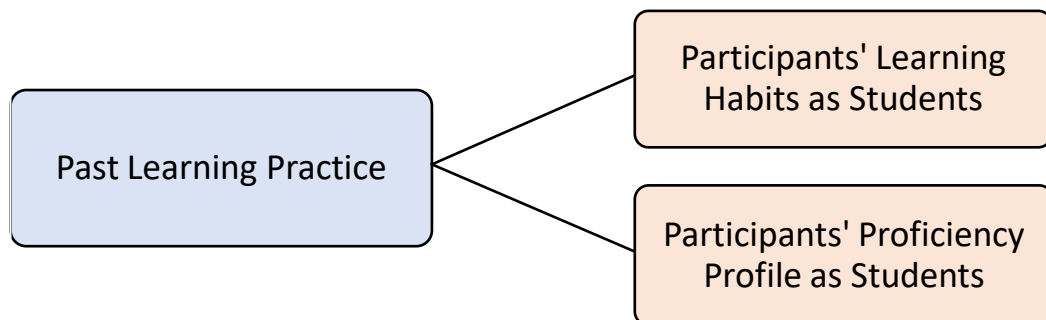
Figure 5.5: Past Learning Practices

(A)   Participants' Learning Habits as Students

The analysis of participants' autobiography data yielded findings related to their cognitions about language learning experiences in regard to the learning habits that they used to perform in language learning. The descriptive narrative responses showed differences among participants' habits in language learning; however, none of them could deny that they resorted heavily to translation into L1 as a significant supportive tool in learning the language. It could be understood that English learning in Saudi local schools were mostly perceived through the lens of translation into L1, which

represented participants' cognition about the challenge underpinning language learning in this context.

More importantly, the results highlighted that the majority often used a memory strategy as a dominated learning habit for storing information through memorising, while a few others tried, if time permitted, to use a meta-cognitive strategy, such as reading short stories and watching TV.

> P10: The only thing I remember doing in studying was memorisation of words in both English and Arabic.

> P5: Studying new items through writing them repeatedly with understanding their meanings in Arabic was a helpful learning strategy; it also improved my spilling skill and allowed me to recall them easily at exams.

> P7: I, with two of my friends, used to watch a TV series in English and discuss it when we met at school. Indeed, this strategy helped us a lot in studying English besides talking with my mother and siblings at home.

On a positive note, they reported that using such different strategies helped them to understand English more easily, quickly, and effectively, for example, in performing tasks and remembering new input presented in the classroom.

> P9: Sometimes I studied with my close friends; revised complex items' meanings, explained grammar structures, and made quizzes to ensure understanding, of course with the help of L1.

> P2: Every day my teacher gave us a list of five words to study and use them for dictation, writing short sentences. I cannot deny that the strategy of translation into L1 helped a lot in building a solid base of my English language.

With the above-mentioned result in mind, there is an indication that the practice of CS in a form of L1 had worked well for students in classroom, from which it could be acknowledged that limited language proficiency was the key reason for students' preference to using L1 in language learning, as can be found next.

(B)   Participants' Proficiency Profile as Students

The findings highlighted that participants' English proficiency Profile differed; four of them were at beginner level, while the remainder suffered from low proficiency in which they could not have the ability to understand the language without using L1. The

majority declared that although they had acquired a good vocabulary in English, they admitted finishing high school with difficulties in attempting to communicate, explain themselves, or carry out a short dialogue with even simple sentences in oral activities.

> P6: After graduation, I could understand simple dialogue and answer simple questions with short answers like yes/ no, here/there, next to/behind but when it came to a short conversation or a discussion I quit because I could not understand it without L1.

> P4: It is sad to acknowledge that I graduated from school with limited competence in English despite the hours of learning I spent during this journey ...I could not make it [success] without L1.

Further, those participants explained that their engagement in the classroom was very low due to classroom anxiety, lack of confidence in using the language in front of classmates without making mistakes or using L1, and above all a belief in most students that learning a foreign language was such useless for their future academic, social, and career lives.

> P2: I was shy to participate in classroom because I was not sure how to speak correctly though I knew lots of words. I could only engage in participation if the required answers were just single words that I was pretty sure of their meanings in Arabic.

> P5: I could have learned English better if I was more confident of my ability of using it. But the truth was I could not even make a simple sentence, or even speak a word without understanding them in Arabic.

> P8: the perception of learning unessential language that would not be used in daily life was dominated among most students at school in our society. Especially those who looked for future jobs that did not require such a language …I remembered; they became so much frustrated of this subject especially during exams.

However, only one (P7) showed a good level of English, due to having an educated Indian parent who spoke English fluently; thus, she had interest and enthusiasm in language learning but using L1 when her classmates asking for help.

> P7: Unlike my classmates, I did not encounter difficulties in learning English; I was capable of using it and always supported my classmates using both languages.

5.2.2   Initial Training Experience

This provisional category represented teachers' pre-service of initial training experience at university. Similar procedure of generating codes and sub-codes in the first category

of early learning experience was pursued in this category. It should be noted that exploring this phase of experience is essential to achieve the research goal of finding out the elements that have a significant influence in forming TC, in terms of the theoretical perception they build and pedagogical knowledge they gain from this level of education and how their cognitions impact their practicum experience with regard to the practice of CS. Through the autobiography instrument that was utilised in collecting the data, four narrative questions were generated to explore the origin of TC. Those questions aimed at finding aspects related to participants' professional education that shaped their initial conceptions of language teaching and how it influenced their classroom performances in regard to the practice of CS; since this phase represents teachers' personal history of English language experiences as language learners and pre-service teachers at university.

Findings from analysing participants' reflected accounts highlighted views demonstrating insufficiency of the programme course in preparing language student-teachers to encounter realities of classroom atmosphere. Furthermore, it was also found that the practicum experience did not lead to many changes in teachers' cognitions in terms of prospective practices, particularly, concerning the practice of CS. Moreover, the data analysis led to the development of three codes and three sub-codes, detailed below in figure 5.6. These codes seemed to be the most significant aspects that influenced participants' cognition and classroom practices about language teaching.
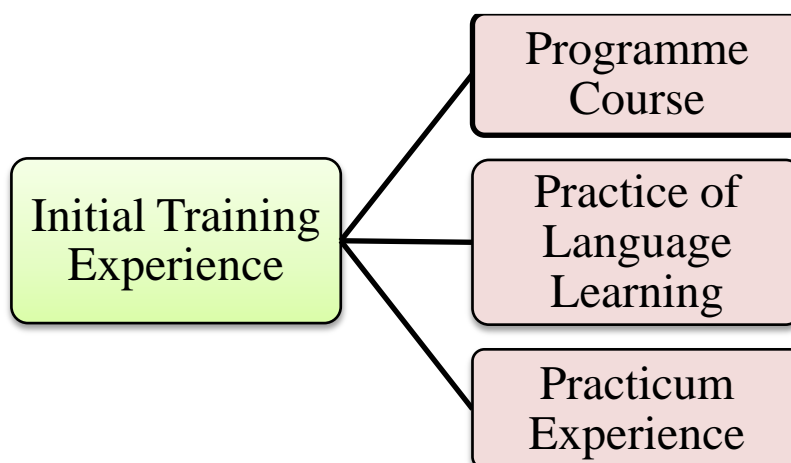
Figure 5-5 Key Findings Relevant to Initial Training Experience.

5.2.2.1 First Code: Programme Course

The findings revealed that all participants deemed the programme course to be an influential aspect in developing their cognitions, awareness and understanding about learning English as a foreign language regarding the practice of CS. It seemed that this phase of language learning was a shock for most of them to find out a gap as they realised that the standard of English proficiency was higher than the school level where the language was far beyond what they have learned at school where the focus was on merely on grammar. They had expected to receive modules to start by focusing on improving learners' proficiency in the language in a way to minimise their use of L1 and level up their competence before getting deep into studying the required subjects of the course.

> P7: Even though my level of English was good, I was expected to have learned more about the language itself as a start point and improved my confidence in using it accurately without the need to translate complex expressions into L1.

> P2: At the beginning of engaging into the programme, I thought that I would learn more about the language itself, but what happened was that I had the feeling of wasting energy and effort studying such difficult subject, translating most of the contents into L1 and ended up without a single advantage of improving my ability of using the language effectively.

Moreover, their reflected responses indicated that the gap in language learning between the two stages of education caused a feeling of disappointment, and stress about their progress in English as they still could not stop using L1 for understanding and the subsequent challenges and difficulties they faced as they realised the weak outcome of their language learning at school. Their shock was conveyed in their reports, as shown below

> P11: It is a big challenge to graduate from school with limited proficiency and started a new level with high competence requirement; it was a shock ...I mean how can we deal with all modules and translate the content to understand.

> P4: I thought of myself as having a good level of proficiency, so I did not need to use translation that much, but as the programme started, I realised the opposite.

> P8: It was a big shock to me as we immediately got immersed in studying difficult subjects with an expected level far higher than that

at school where we used to switch into Arabic when needed; I could not understand such a gap in knowledge between educational stages.

Several reflected expressions about the programme course indicated a feel of frustration regarding the language modules which focused significantly on detailed and not necessarily English literature. Such of these modules deal with novels, plays, and poetry as core subjects which required more use of L1 to understand them by translation and since they would not refer to any of this knowledge in actual teaching practices. Participants' complaints about these core modules showed understandings of pedagogical cognitions that those modules were irrelevant to the aim of studying language teaching to become professional language teachers. Some of their recollections demonstrate these views:

> P8: I can tell that as student-teachers, we wasted our time and efforts studying such difficult materials that were far away from the real contexts of teaching … we needed to have knowledge about the teaching methodology and how to minimise the phenomenon of using L1 in language teaching and learning in non-native speakers' context.

> P3: Most of the programme modules were inappropriate in terms of preparing English language teachers … I did not know why we had to learn them …instead of improving our competence of using the language, we rely mor on L1 since it was the only way for understanding.

> P2: The core modules of language literature should rather be elective in my opinion and should be replaced with ones to increase learners' knowledge of language teaching and any subjects that are relevant to accomplish this task successfully …this way would reduce the practice of L1 I believe.

The findings also highlighted disappointment in their responses showing that the programme course had insufficient materials focusing on pedagogical knowledge in terms of principles regarding what teachers should know about language teaching, how to teach, and what works best in language teaching including the phenomenon of practicing L1 in teaching. They proclaimed a failure of the language programme to provide such theoretical and pedagogical knowledge of language teaching, in terms of implementing developed teaching methods, strategies, and testing techniques with regard to the practice of CS. For example,

> P9: noted that "through the whole period of learning about literature I could not find a single benefit to use its knowledge either in developing theoretical language knowledge or in language teaching; it was just a waste of time …we still use L1"

P2: I wish the programme instructors would develop sufficient pedagogical materials, provide more practicum experiences to realise and acknowledge the effectiveness of using different instructional strategies including the practice of CS in real context of teaching, and increase useful knowledge for learning and teaching the English language effectively.

P11: narrated that "it was upsetting to have such a language programme for preparing teachers, with little focus on pedagogical teaching methods and language competence …where the practice of CS is an important issue that studying teaching methodology should be revolved around which student-teachers should also know about".

A serious need for changes in the department was found, as P2 reported from her experience of studying abroad for a master's degree in the UK. She declared that such modification could allow different choices for learners to choose from, based on their learning desire. For example, she suggested a classification to include various courses such as general language learning, English literature, TESOL, and translation, instead of clustering them under one department of language education or arts.

P2: It was strange to study with colleagues with various educational goals. I had a friend who wanted to become an interpreter; another aimed to work in private institutions like banks or in hospitals. I could not imagine that all of them should have study subjects that were unnecessary or did not meet their needs ...I noticed this problem when I started my MA study in the UK and realised why we have such inadequate language teachers in my country, because of the inappropriate classification of language learning at universities ...as language teachers graduated with insufficient knowledge of language teaching in terms of adopting appropriate methodology in teaching a foreign language like the case regarding the practice of CS.

Moreover, a few participants suggested a standard entrance exam to avoid admitting students with low proficiency; this exam could help learners to cope with the challenges in their study, reduce their effort of translating the contents into L1, and help the staff to provide any necessary knowledge or linguistics support to their students.

P11: Unfortunately, many students joined the English department with no aims or motivation for their future life or even a career. I believed that there should be a certain standard to accept English language learners.

P8: …indeed, there should be a modification of the programme system, for example, required specific ILTS or TOFEL score to be able to join the college; that is to say most language teachers should undergo rehabilitation of language teaching, thus, there will be no excessive use of L1.

A further point concerned the issue of the teaching method that instructors adopted, of lecturing, with little interaction and continuous use of switching between L1 and L2 to explain complex expressions, especially in presenting the literature modules such as plays and novels. The majority of participants complained about this point, claiming that most of their programme teachers relied heavily on the teacher-centred approach with L1 translation and often lacked effective teaching skills and strategies, which made most students feel bored and affected their cognition regarding teachers' role in language teaching.

> P8: What made the learning more difficult and boring was that of Shakespeare's language that should be studied, which we could not understand it without L1 translation.

> P10: The whole programme was almost a theoretical knowledge in point; however, it was typical that lecturers spend time addressing subjects with L1 translation and very limited interactions …that was boring.

> P6: Teaching literature was much like narrating events; I often felt dull and sleepy because of my instructor's teaching style in delivering it. Throughout the long-time studying literature subjects, we [student teachers] did nothing in the class but listening, reading, and translating ... I hated these courses, though they seemed interesting.

Participants' reflective autobiographies about their initial teaching training experiences also indicated their instructors' teaching method as another major factor that had influenced student-teachers' perceptions about language learning and teaching and concerning the practice of CS. For example, P5 reported that "There was a wide difference between the content of education at school and university; however, both of them followed a similar traditional teaching method and teacher-centred strategy". P2 pointed out that "there was no difference in the teaching method; but what was important for me was her speech; it was clear and simple". Participants' reflections on the teaching method seemed to support a teacher-centred approach, which seemed to construct a perception that the practice of L1 with such method was the appropriate solution to cope with such educational situation, as most learners graduated from high school used to do. The description of P4 showed that "the practice of L1 to make things understandable was main characteristic of my language learning strategy to adopt with such traditional instructional method". One expression appeared to reflect teachers' understanding of L1 implementation within such instructional environment in English classes that

"Whether using Arabic was important to make things clear …it was seen as an essential feature that associated with our language teachers' traditional method that centralised on the teacher's practical role of teaching".

5.2.2.2 Second Code: Practice of Language Learning

In support of the previous result about the programme courses, the findings highlighted ideas in participants' responses concerning the practice of language learning in terms of workability and use of L1. Some of these referred to strategies that they used to overcome difficulties and complexities in studying the required subjects and to improve their language competence, which showed their awareness of the importance of this stage in transforming their earlier conceptions about language learning concerning the practice of L1 that were developed during schooling experiences. The analysis of participants' responses showed considerable concern with the strategies of taking notes during lectures, highlighting and summarising main points that most of their content were translated into L1. It was found that following these strategies in learning with the practice of L1 was effectively useful for several reasons related to the difficulty of the courses, along with the poor proficiency of most of the participants when they graduated from school, as indicated below in some quotations.

> P6: in regards to learning strategies, summarising main points and translate them into Arabic was the best solution for understanding and studying some modules.

> P1: No one in the department, including me, could have succeeded without using English/Arabic dictionary as a supportive tool for understanding, which means that the same learning strategy of resorting to L1 at school was followed at university …this showed that each student was aware of her level of proficiency and acted upon that level in developing her competence in language learning.

> P4: The literature courses were too difficult, and it was very hard for me to understand them without using dictionaries for translation into Arabic; I used to adopt this strategy in my study to translate complex terms and expressions, summarise main points, and memorise them to pass exams.

Determining what worked best for participants in language learning revealed a difference in language proficiency; the overall level seemed to be ranged from low to medium level, as when they graduated from school, despite their long period of learning. It seemed that their perceptions about the practice of L1 remain similar to their initial conceptualisation of this phenomenon at school where its use is necessary. For

this reason, they depended heavily on translation into Arabic for the purpose of understanding and success as shown in the following examples:

> P5: It was such a shock for me to start the programme with the same level I graduated with. Everything was difficult for me, especially in the first two years …I could not pass without using Arabic.

> P8: I could not cope with the challenges I encountered during my study in the university without translating into Arabic for understanding. I was spending much time on translation; it was exhausting indeed but I had no choice. I needed to succeed because I noticed that I would not need all this language from the literature when I started teaching at school.

Regardless of those participants' proficiency level, some of them (4 out of 12) were keen to minimise their use of L1 and improve their ability and gain fluency in English, this showed difference in cognition regarding language learning in terms of practicing or relying on their mother tongue. Accordingly, many of them joined additional supporting language and teaching courses, to increase their educational and pedagogical knowledge and gain success and improvement.

> P5: I joined two language courses to level up my proficiency, instead of depending on the translation for understanding.

> P4: As a result of the reality shock and a realisation about my English level, I started joining additional language courses to improve my competence to avoid being behind the flow …that has helped me reduce my reliance on using L1 for understanding.

> P6: I was eager to compensate what I lacked in language learning during my school experiences, so I thought that joining additional language courses and training sessions would increase my teaching knowledge and improve my ability to use English and keep myself away from the practice of L1 translation. Honestly, they did the job.

5.2.2.3 Practicum Experience

This sub-code was generated as an important element of participants' initial training experience that influenced their cognition about future language teaching since they had been through an early teaching experience; namely practicum, before making it as a career. The findings indicated that they had gone through an important experience that develop their cognitions and understanding concerning the practice of CS in which their initial perceptions developed at school interacted with new input in a real teaching atmosphere and contributed to their progress as prospective language teachers. From the

description of participants' narrative accounts, it seemed that the training poses several challenges in a very short period regarding the practice of CS despite participants' excitement about this experience. Such a challenge showed dissatisfaction with participants' supervisor's instructions in terms of providing knowledge about teaching, giving guidelines for next practices, and evaluation of their performance. For example, rejecting the use of L1 was one of the main guidelines that student teachers were forced to pursue to gain a good score; it seems that some of them believed in the usefulness of CS as a helpful tool for teaching English, but they could not use it due to the teaching policy.

> P2: During this experience, one sentence was always repeated by my supervisor saying that 'using L1 is not allowed', as if you were committing something that was politically illegal and you were going to be arrested.

> P1: My experience was such a challenge; I was disappointed with students' attitudes towards me as a teacher. They used to resort to Arabic with their real teacher, but I could not use it because I would lose marks in my evaluation. I empathised with them and remembered myself when I was a student at school, I was so confused and in a panic; I believe in its usefulness, but I was afraid of losing marks in the evaluation, so I tried my best to simplify the lesson, but I received little interaction.

> P6: The evaluation system during practicum experience was focusing in the first place on following the instructional policy provided by the supervisor more than the efforts that trainee used in this experience; one of these policies was excluding L1 use …nothing had to do with it!

Another example of challenges was psychological including high level feelings of pressure, like tension, and fear of teaching regarding knowledge of teaching policy and guidelines, as they had initial experience of real acting in classroom, particularly concerning the practice of CS as in the current study.

> P4: It was normally to have a feeling of pressure or fear to decide of the appropriate instructional strategy including that of using L1 during the practicum experience because teaching is a big responsibility that not anyone could take.

> P5: My teaching experience was a bit hard at the beginning as to decide what suitable method that I need to follow in delivering information and controlling such a big class; whether I need to use Arabic or I can manage teaching without it. The situation just reminded me of my language teachers and how they struggled to teach English.

> P3: The most critical point I hate in the practicum experience was being observed by my supervisor; her presence alone made me anxious especially regarding the practice of CS as she always insisted not to use it in classroom.

Because of such challenges, the results of the study showed that the training experience, for most participants, was more like a replication of their prior learning circumstances at school in terms of using CS in teaching. They found themselves teaching in the same way that they were taught, in terms of following the same GTM teaching method that needs a translation into L1 despite the rejection emphasis from our supervisor, which made the process of teaching more stressful.

> P11: I believe that teaching grammar rules was the most complex part; it was hard for me to make students understand what I was saying without using Arabic.

> P7: I could not notice any difference in language teaching from that of my teachers at school. I had planned for a more effective style of teaching to practice interesting strategies. However, we [trainees] were required to implement the same method implemented in the school with special concern to stay away from L1.

> P9: Our [trainees'] recommended style during the practicum experience was typically similar to our teachers' style at school; it seemed that this type of method dominated in the educational system …I could not understand why the supervisor insisted to reject the practice of L1 while the English teachers used it and never mind us as trainees to use it either.

5.3 Key Findings from Semi-structured Interviews

This phase represents participants' practical experiences of teaching. It concerns investigation of the impact of participants' cognitions on their in-service teaching experience and identifies the elements that significantly influence their cognitions and instructional performances regarding the practice of CS. The presented analysis also illustrates the impact of some contextual challenges that participants encountered and how they dealt with them to accomplish their teaching task. Several views regarding these challenges were found in their responses, despite many years of teaching experiences in which participants had gained more experience of language teaching. Moreover, participants' responses appear to reflect their views concerning the practice of CS in English teaching and demonstrate the great extent to which they employed this strategy in their teaching.

5.3.1   In-service Teaching Experience

From the analysis of semi-structured interviews, the findings of this provisional category highlighted two basic codes that appeared to influence participants' cognition about language teaching with regard to the practice of CS, these were: teaching atmosphere and cognitive dissonance, each of which led to the generation of some related sub-codes as shown below in figure 5.7.
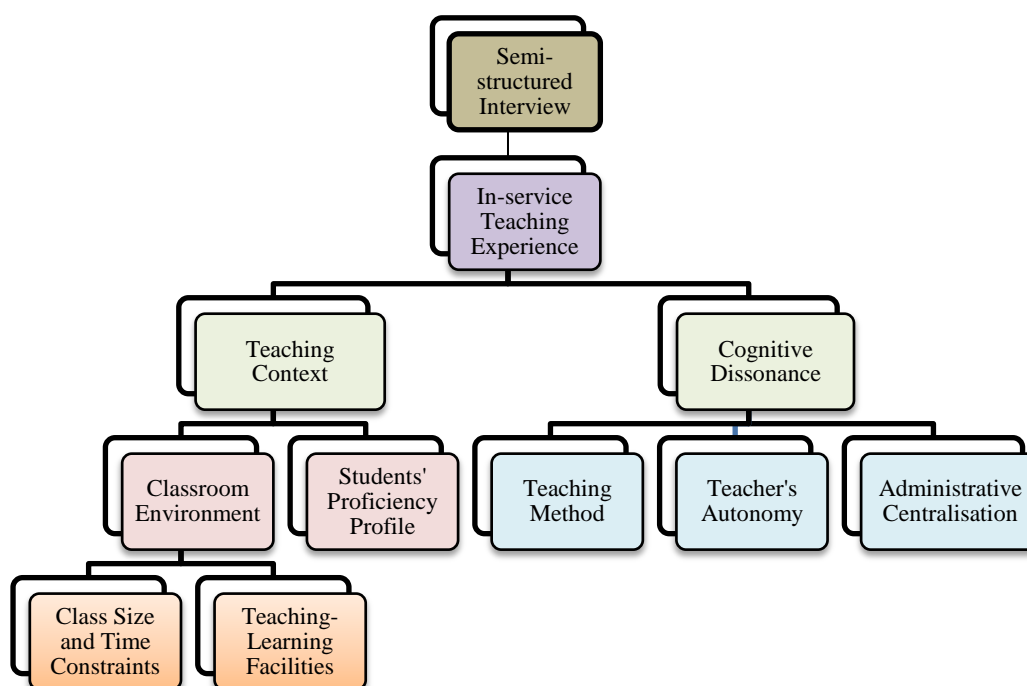
Figure 5-6 Key Findings from Semi-structured Interviews

5.3.1.1 First Code: Teaching Context

This code was related to the workplace environments and circumstances under which participants of this project independently accomplished their professional practices. In other words, it represented various elements related to the context and situations where they carried out teaching, including the classroom environment itself and every component within the boundaries of this setting. The findings of the study showed that this code had a strong influence on participants' cognitions and practices. It appeared to be a serious challenge that participants encountered in their teaching process in terms of making decisions and implementing successful instructional practices, specifically with regard to the practice of CS.

It seemed that the teaching context played a crucial role in the development of TC and their classroom practices regarding the practice of CS. Several factors have been

integrated from the data that were attributed to this code; some of these were related to the institutional surroundings such as class size, duration, and lack of teaching/learning facilities. Another factor was related to students' level of proficiency as a significant component associated with the teaching atmosphere. Figure 5.8 provides more details.

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                    ┌─────────────────┐
                    │    Teaching     │
                    │    Context      │
                    └────────┬────────┘
             ┌───────────────┴───────────────┐
    ┌─────────────────┐              ┌─────────────────┐
    │    Classroom    │              │    Students'    │
    │   Environment   │              │   Proficiency   │
    │                 │              │     Profile     │
    └────────┬────────┘              └─────────────────┘
      ┌──────┴──────┐
┌─────────────┐ ┌─────────────┐
│ Class Size &│ │  Teaching-  │
│    Time     │ │  Learning   │
│ Constraints │ │ Facilities  │
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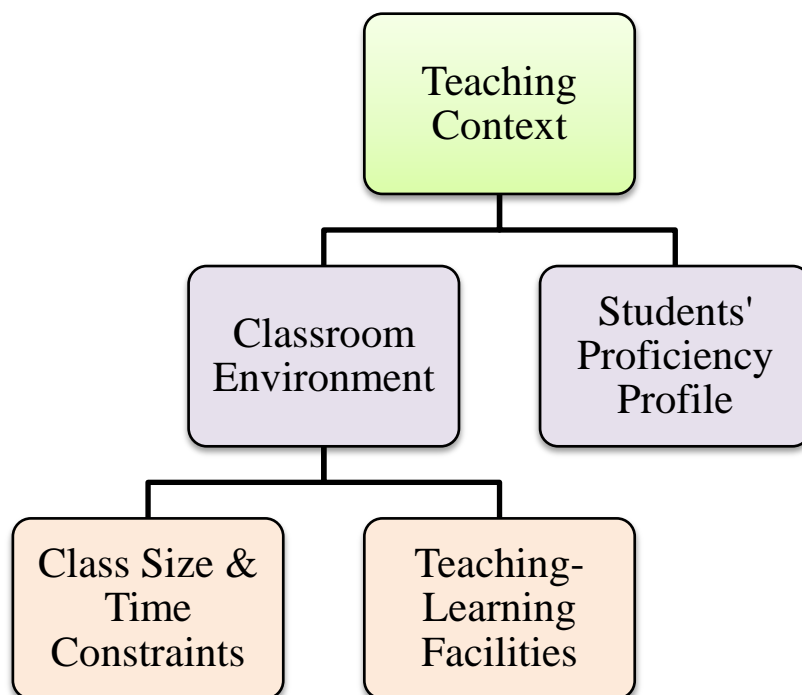
Figure 5-7 Findings Emerged from Teaching Context.

(A)   Classroom Environment

According to participants' viewpoints, the classroom environment, where the teaching practice occurs, was depicted as a compounding factor that adversely impacted the process of teaching/learning English. They stated that during their carrier the teaching experiences that they had contributed somehow to their teaching style and strategies in a way that their classroom practices were most of the time formed by the influence of several elements related to the environment which sometime caused challenges in language teaching. Meanwhile, various environmental components emerged to reflect several educational constraints of the classroom context, which indicate dissatisfaction as often regards obstacles to facilitate the teaching process; for instance, class size and

time allocated to English lessons, along with educational resources and facilities outside the classroom, such as libraries, laboratories, and technological labs.

 1) Class Size and Time Constraints

The analysis of findings showed that all participants shared similar dissatisfied views regarding the constraints of class size and the time allocated for each lesson. An additional insight revealed a justification for the practice of CS in public schools due to these constraints. A view of acceptance was found among all participants of this study concerning the practice of CS which revealed their instructional principles in language teaching in terms of overcoming such challenges in classrooms, even though some of them believed that ideally, it should be avoided.

Their responses indicated that they suffered from the overcrowding of students in classrooms, which sometimes caused challenges in classroom which enforce them to switch into L1 to facilitate the teaching process, such as giving attention to all students in terms of participation and feedback, controlling classroom discipline, and making group activities. They also complained of limited time given to deal with all these challenges and teaching a foreign language, which was found as a key reason behind their switch into L1 as a tool of teaching method. According to their descriptions of the classroom setting, the number of students in a normal single class ranged between 40-45 learners, who studied English for 45 minutes, three or four times a week. Participants' complaints about large classes and limited time provided an insight that such a classroom setting was neither an ideal situation for presenting effective teaching nor a situation where successful learning could take place without the help of L1 practice, for example, to give an opportunity for the whole class to participate in classroom interactions.

> P8: … managing a large number of students makes the teaching task more difficult indeed …therefore, switching into L1 is necessary to flow the teaching process.

> P5: I usually look for the correct responses from students when asking instead of correcting their mistakes even if it was in Arabic because of time limit of the class and large number of learners.

> P6: … having a big number in one classroom might lead to misbehaving especially among students, who have poor ability to understand the target language …controlling such behaviour could be done but in Arabic.

> P2: It is difficult for me to give a chance for every single student to participate, provide guidance and feedback, or even pay attention to them; each class includes students with different abilities who need clarification in L1 and usually I let the teaching process go with some interactions.

Some participants, about half of them, mentioned the difference between private and public schools as a reflection from their prior teaching experiences concerning this issue and described how the setting in the former institution was far better than the latter, in terms of smaller class sizes, which helped in implementing the process of both teaching and learning effectively with less practice of L1.

> P5: I cannot compare my effort of teaching in a classroom with 25 students to others with 47 students, not even students' interactions; there is a big difference concerning the practice of L1.

> P2: I experienced teaching in private schools for three years at the beginning of my professional teaching; there is a big difference indeed in language teaching and using L1 between the two institutions in everything related to teaching.

> P6: Class size plays an important role in teachers' instructional decisions on using Arabic; a clear example of this can be seen in a private school where some of my friends' work. The class size is about half the number in public schools so that teachers concern themselves more with each student. Besides, there is no need for using L1.

Similar comments were found among all participants regarding the time allocated for the English class, which caused several challenges to impact some significant principles related to language teaching, particularly, concerning the practice of CS such as giving feedback, students' equal learning attention, and concern to finish the curriculum. Respondents touched on issues related to the regulations that limited their ability to provide students with ample and equal opportunity to practise English without L1 or receive feedback. Such a situation had caused unsatisfactory consequences as an effect of this constraint, as teachers had limited time to pay adequate attention to all students, particularly, those who were shy or did not interact much in the classroom, as demonstrated in the following excerpts:

> P4: I always complain [as a language teacher] that the time allocated for the English class is insufficient to make sure that the whole lesson is understood without using L1 and participated.

P1: I always ask my students to pass by my room at school if they have any enquiry due to the time limited in the classroom …I do not mind helping using L1.

P10: Reflecting on students' language mistakes and correcting them are important, but I do not have enough time to do that properly … sometimes I allocate some sessions to clarify such mistakes using both languages to ensure understanding, if I have time.

Moreover, participants pointed out the difficulty to covering all the course material effectively within the given amount of time in local schools, as some of the textbook's unit activities could not be completed in a single lesson without practicing L1. Thus, a feeling of worry was found in the findings regarding this constraint, which led to challenging language teaching and learning experiences to use the target language all the time. While such a similar situation in private school would be different due to different features of classroom context, where having a smaller number of students and better proficiency profiles. The following quotations are some examples.

P4: in local schools, language teachers did not have sufficient time to cope with such challenges using only English and provide their students with individual feedback to correct their mistakes. Unlike the situation in private institutions, where the teaching process flows much better.

P9: I confirm that the constraints of class size, time, and students' proficiency level could create challenges in language teaching that prevent teachers from accomplishing all the activities set out in the textbook and achieving satisfactory aims and outcomes in using only the target language.

P3: Teaching English is always associated with some challenges in terms of using it solely or switching into L1, as I mentioned previously, like correcting mistakes, paying attention to all students with a big task of finishing the curriculum at the same time. All these challenges are difficult sometimes, if not always, to overcome in the target language while having such classroom constraints like big classes with lack of facilities and limited time …we could not see this in private schools.

It seemed that participants' acceptance of L1 practice in language teaching justified their pedagogical and theoretical perceptions towards using this strategy in dealing with the identified classroom challenges, which mentioned previously, and obstacles they may encountered during teaching as shown next:

P5: Without using L1, I could not accomplish my task of teaching.

P1: It is important in language teaching to facilitate the teaching process even if it needs using L1, I agree.

P7: Though I do not prefer using L1, sometimes I find myself forced to use it; it is always my final solution.

P9: Honestly, although I believe in rejecting L1 in teaching, however, I cannot cope with this number of students without using Arabic in my instruction; it saves my time and effort especially with insufficient educational and technological facilities.

2) Teaching-Learning Facilities

Like problems related to class size and teaching time, shortage of educational facilities to provide good support for facilitating the process of language teaching provided participants with justification for their practice of CS to smooth the progress and flow of the teaching process. This lack was depicted as another issue within participants' responses regarding challenges in English teaching in relation to classroom environment. They believed that having different educational aids would make their task more effective, help students to be more interactive to engage in authentic practices and improve their language skills, for example, reading and listening skills, as mentioned below:

P5: The situation of lacking adequate educational resources is still valid in most public institutions. Unfortunately, there is a deficiency in these facilities which has led to a huge reliance on using L1 by the majority of language teachers, to smooth the progress of the teaching process.

P7: English classes are supposed to be equipped with useful facilities besides the textbook to help teachers facilitate their language instruction effectively …the reality of classroom environment does not show that, so we [language teachers] need L1 in our classes.

P8: There should be at least language laboratories so students can practise listening and speaking properly, most local schools lack such important facilities but L1 tool, and if available, they are not in operation due to poor maintenance.

P10: I wish my school was allocated with a special room or fully equipped laboratory where students could practise the required skills like listening, so we could have an authentic environment for learning a foreign language and reduce the reliance on L1.

(B)   Students' Proficiency Profile

More than the above point of educational constraints that led participants to code switch in teaching English, this sub-code; students' proficiency Profile, was found as a primary contributor that revealed students' preference for the practice of CS in learning English. It was found as a remarkably recurrent outcome in the data that generated three times throughout the findings: first, as a factor that showed participants' proficiency level during early learning experience (1.2.1.2,b) second, as a factor that demonstrated their language competence during initial training experience (1.2.2.2) and now, as a factor that appears to be a significant contextual component to influenced participants' cognitions and philosophy of teaching during their in-service experience.

Moreover, the results revealed several reasons for participants' use of this practice; one of them was due to most students demanded as they held misconceptions about the necessity of learning English; they viewed this language merely as an imposed academic subject.

> P4: There is always a common perception among most language students that English is difficult and useless, despite the evolution of social media and their addiction to using them, which require English sometimes.

> P1: …I should consider all students' levels in my class in terms of using different teaching strategies including L1, as most of them do not like learning this subject and I assume they will never do.

Potentially, the interviews revealed that students' target studying of English was to achieve success in exams, this seemed to be another reason for participants believe in the importance of CS. This indication of teachers' belief has been noticed as participants declared that the majority of students in local schools do not show the competence in language learning as a tool for communication in their social lives, as they planned to attend universities and get jobs where English was not required;

> P10: I can tell from my experience that most students show less concern about learning English. Their target aim regarding this subject is to succeed each year, no matter what score they get.

> P3: Once in my class, while we were doing some exercises, a student told me that learning English was just a waste of time, since she did not need it in her future study. What surprised me was the agreement from the majority of the class. I was shocked.

P2: students usually memorise things related to grammar, words, and writing …and give much concern on how questions are answered just for one purpose: to get as much high marks as possible in the final exams …this is all about learning English for most students and, indeed, the problem of language education in Saudi local institutions.

5.3.1.2 Second Code: Cognitive Dissonance

This code emerged in the findings as participants expressed the existence of some significant challenges they complained about in this phase. The analysis of participants' interviews about their actual practices drew attention to three components of some further constraints which resulted in dissonance and complexity between their cognitions and practical experiences about the practice of CS. These constraints appear to revolve around teaching method, the role of the teacher, and centralised policies of administration that contributed to explain the cause of this dissonance. These areas were categorised as they occurred repeatedly in the data and revealed way teachers' conceptual process underpinned their classroom practices; see figure 5.9 below.
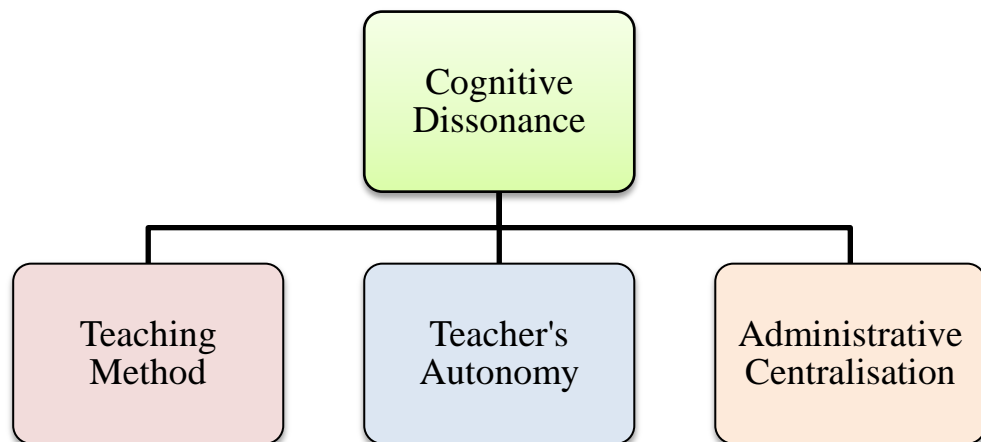
Figure 5-8 Findings Emerged from Cognitive Dissonance

(A)   Teaching Method

The first constraint found in the results pointed towards participants' perceptions regarding the method by which they were taught and which they currently followed in

their own language teaching experiences. It appeared that the GTM method implemented in teaching was commonly traditional, where grammar and vocabulary often brought up in associating with translation into L1, as aspects of what they reportedly do in classroom when they describe how they teach English, as mentioned before in 5.3.1.2, a. Although the results found differences in participants' perceptions regarding the effectiveness language teaching methods and which one should be employed in their context, they seemed to have similar theoretical understanding of what should be done in their teaching context and what the GTM entail. Their comments indicated that they were more inclined to perform this method as considered the most appropriate to be used in teaching with regard to the practice of CS.

Specifically, most participants believed that the nature of this method, by which they were taught at school, was preferable to follow in their instructional practices to convey information, due to several reasons, as found in previous stages, such as the content of the textbook imposed on them, students' proficiency profile, and the contextual factors surrounding their educational settings, such as class size and time. Some of excerpts from participants' narratives provided below can reflect examples of their empirical experiences:

> P6: Despite the development in the content of the English textbook, still, the traditional style of teaching is the best performed to convey information since it allows the use of L1.

> P8: I teach my students in the same way I was taught, to the extent that I recognise myself automatically following the same procedure by which my teacher presented the lesson; it is effective indeed as I can use translation into L1 whenever it is possible.

> P3: Honestly, I tried to change my method of teaching, but the content of lessons is best addressed with typical style of teaching, I mean explaining grammar and vocabulary with translation into L1, since this content is the focus of textbook.

> P9: I realise that most students' life and study orientations now differ from those of the past so that GTM is no longer effective in learning a foreign language ...however, with our English textbook, following this method is easy for me to present grammar structures, cover words, and then use them in sentences and different exercises with some translation into L1 as students need to comprehend these to have the ability to answer the questions or do drills.

(B)   Teacher's Autonomy

A further component was found among participants' perceptions regarding the teaching approach which identified the teacher's autonomy and role in the classroom. This approach seemed to be attributed to the GTM in which the resort to L1 is required to translate complex expressions, which most of them felt forced to follow as it hinders their personal ability to make appropriate decisions to perform effective instructional approach. This result highlighted the domination of this approach in the educational system of Saudi context, which they had experienced during school, in their professional language learning, and were still forced to follow in actual practice. Consequently, most of them showed dissatisfaction with adopting such an approach in language teaching. Sadly, they stated that most English language teachers in the Saudi context are rather characterised as presenters of information, whereas they should act as facilitators of language learning. Their justification showed that such an approach would neglect students' need of language learning as they rely heavily on translation and memorisation and limit their target aims to gaining high marks and passing exams, without even mastering the necessary skills of the language.

> P2: In a discussion with my English teacher colleagues, I noticed that most of them prefer the role of controlling the teaching process; they think that students learn much by observing and providing the main points of the lesson with the help of L1 translation to pass the exam. That's what matters to them.

> P9: I cannot blame teachers for adopting the managers' role in their classrooms. I can assure you that many teachers wish to meet their students' learning needs; however, the situation and circumstances surrounding them led them to act as translators most of the time.

Nevertheless, most participants (8 out of 12) showed dissatisfaction with performing such method, they found themselves using it in their practices and declared that the domination of the traditional teaching method encourages most language teachers to implement the teacher-centred approach in classroom practices. For this reason, they found that controlled practice could help in promoting the best use of the language and often attributed their decision to the educational circumstances and situations in the institutions to which they belonged. Their responses indicated that students in such context need to learn the structures and vocabulary as represented in the textbook with memorisation and translation as effective strategies to fulfil the teaching process and achieve its goal.

P11: The traditional style with translation into L1 indeed saves time, efforts, and facilitates the teaching process so it [curriculum] should be done by the end of the year.

P4: … in such a classroom context and with such textbook content, it [traditional method] is the best way of teaching. I admit …the use of L1 helps a lot.

P1: Controlling the teaching and learning process could be useful sometimes; it depends on the situation, however, not always …where the use of L1 is needed.

As a result of such domination, some participants' responses showed a hope for a change regarding this educational situation, in order to develop the training programme and improve teachers' performance so they would decrease the use of L1 and would become more competent in their work.

P9: The impact of following the same teaching method from a prior learning experience to actual practices reveals a kind of rust in the educational process; likely, it is such a deteriorating cycle where the same outcomes of the ineffective methods which based on translation into L1 are repeated. Therefore, I hope to have a great change and redirection in the educational system.

They showed willingness to change their roles; as presenters and friends in case of changing the education system. They believed that one way of teaching could not always be adopted in each class to achieve their teaching goals and the use of L1 is not always helpful to learn the target language, as there were individual differences among students. The following excerpts are examples to clarify these points:

P11: I was lucky to have a motivated language teacher at school, so I am now following her teaching style in terms of reducing L1 and her instructional role as language teacher with my students.

P1: Students should sense inspiration instead of relying on L1 as a stimulated tool of learning in their teachers' teaching style since there is always differences among students' abilities and performances; that way, they would be encouraged to learn the language as a reflection of teachers' style of teaching. This part of my teaching principles.

P8: Because we, as language teachers, are teaching and presenting a foreign language, we should be flexible to play several roles in the classroom. It is not an easy subject that you just explain, give homework and finish with translation into L1 but needs as much practice and understanding in the target language as possible.

(C)   Administrative Centralisation

Administrative centralisation of school managers and educators from the MoE appeared from the analysis to be the key challenge that caused cognitive dissonance among all participants of this study. Unanimous confirmation of restrictive rules of teaching was found in interviewees' responses. In other words, all participants confirmed that the teaching system is restricted by rules, which required utilising specific standard instructional methods and strategies for English teaching. Their responses indicated that the required standard of instruction showed rigid objection to the practice of CS as a helpful and effective medium of instruction though the traditional style of adopting the GTM required a translation into L1 if needed to complex expressions and vocabulary. This challenge, as participants expressed along with the above teaching constraints, overloaded them with responsibility and forced them under the control of the educational policy, to abandon their cognitions of language teaching in terms of utilising the practice of CS in teaching and just follow what they were required to do. In other words, their responses indicated that such a strict policies and implementation of the traditional method with L1 rejection would restrict teachers' principles, creativeness, preference of utilising different strategies and deciding what works well in their classrooms. Such restriction would force them to integrate policy makers' or educators' perspectives into teachers' classroom atmosphere whether it is useful or not. P6 clearly expressed the influence of this challenge:

> After graduation, I had a strong desire to make some changes; do something different from what I used to see, learn at school and teach during my practicum experience. But, in actual practice I discovered that nothing that I dreamed of could be done. From the first time I was observed, the supervisor told me to adopt the same method I was taught at school that was of the traditional method of the GTM but with no use of L1 and not to perform anything different from the teaching guidelines provided in the teacher's book …what if I needed to translate [complaining] … It was compulsory and I had to follow them.

Moreover, they asserted that this challenge caused a huge burden and made it very difficult to accomplish their task, which left them mentally and physically exhausted from the regulations, demands, and evaluations of administrators; and sometimes confusion about which direction to follow that of the school head teacher or MoE mentor, as stated by P9:

At the beginning of my experience as a language teacher and concerning using CS in classroom, I was always confused about whom I should follow: my head teacher's directions, as she is concerned about teaching outcomes at the end of the year; my mentor's regulations, as she is concerned about the teaching policies; or my belief, as I am concerned about my aims of teaching. It was truly hard for me to satisfy all. However, with ongoing practices, I managed to follow my belief in helping students understand the language through using a little of the CS strategy in the classroom, as needed for the sake of my students; at the same time to convince the others of my work.

Through deep investigation by using probe questions, all participants revealed frustration about this centralised guidance. They declared that following such restricted rules had decreased their abilities to be creative to improve their teaching in terms of making appropriate instructional decisions even if the situation required using L1. They believed that there should be essential modifications in language policies, with particular consideration to the restriction of CS, to improve the process of language teaching/learning.

P9: …Before rejecting the practice of CS, Policymakers should take into account all the circumstances of teaching/learning a foreign language, including language teachers' competence and pedagogical awareness, learners' need and ability, as well as contextual factors in the institutions before they restrict the use of L1.

It was strange to find that almost all interviewees suffered from the demands of this challenge and the continuous obligations from the MoE, in particular, even though some rules of language strategies, for instance, were inappropriate and would not fit the lessons in the syllabus. For example, P7's response indicated frustration in her interview when criticising the dominant the MoE educational policies. Her views explain that teachers have to cover and teach the topics as prescribed, implement new strategies that they usually do not see its relevance to the topics regardless of what they think or believe about their teaching philosophy, principles, ideas, preference and their teaching experience; particularly, in terms of using L1. Her reflection showed that as a teacher, she is the best one to know about her students and what they need; for example, the need of the CS practice in the current study and suggested a need to have more space for teachers, even if some rules were good sometimes. Moreover, they asserted that supervisors' evaluations caused work-related stress, which had adverse impacts on their performance in the classroom.

P1: I believe that language teachers are the ones who suffer most inside and outside their classrooms. They [mentors] should keep that in mind ...particularly, when it comes to the use of L1 in teaching.

P9: I hate the day when our [language teachers] English mentor comes for visiting. The new suggested educational guidelines she usually provides could do nothing but overloading our responsibilities of teaching to follow what they think is useful not what we see, and belief is appropriate and helpful for our students' need. What makes the situation more problematic is her insistence on observing these new instructions on the next visit …I don't know what they think we are [complaining about the required guidelines]

P4: The teaching policies are so restricted; they treat language teachers as robot machines to follow what the policymakers suggest and require …to follow the traditional style of teaching but rejecting the translation that the method itself supports [talking with anger].

As a result of this challenge, some participants showed regret, sadness, and disappointment about being English teachers and performing such an educational task that required unexpected and tiring effort, without consideration to their perceptions they gained from experiences and the real situation of teaching in the classroom context.

P10: Honestly, sometimes I regret becoming an English teacher when I am under pressure; I always ask myself why we have to encounter all these challenges as language teachers. I wish some supervisors would share our field, and practise teaching English …I assume they would belief in our instructional decision particularly, regarding the practice of CS in teaching.

5.4   Summary

This chapter has presented the major findings gained from the participants of the study in two main sections: autobiography and semi-structured interviews. The findings are related to all phases of the origins of TC framework generated by Borg (2003) that are related to the research questions. These phases include: 1) early learning experience [**Schooling**], 2) the initial training experience at university [**Professional Coursework**], and 3) in-service teaching experience [**Classroom Practices**]; the words in Bold are terms extracted from his model. The analysis of the Autobiographies method dealt with the early learning phase and the initial training phase of the framework, to gain understanding of twelve Saudi English language teachers' conceptualisation of cognitions about language teaching through the lens of CS practice in language teaching. However, the analysis from the Semi-structured Interviews method dealt with the in-service teaching phase of the framework, to dig deep and gain interpretation of

participants' actual teaching experiences and find out factors that influenced their cognitions and classroom practices concerning the practice of CS.

The analysis of participants' prior learning experiences of early learning at school and then the initial training programme at university revealed that most of them shared similar experiences of language learning. Their main concerns of language learning regarding the practice of CS focused upon several components such as the teaching method, learners' learning habits, practicum, and education system; however, students' proficiency level appeared to be a factor that was relevant to all of them. The analysis also revealed differences in participants' conceptualisation regarding the practice of CS in language learning, however, they held positive perceptions of its judicious use as a supportive strategy to help learners understand the target language and facilitate the teaching process. Moreover, the findings also highlighted a number of challenges similar to their learning experiences from participants' teaching experiences that strongly influenced their cognitions and influenced their in-service teaching performances regarding the practice of CS. These mainly concerned some constraints in language teaching method, the role of teachers, and the control of the administration.

Furthermore, the analysis showed overall disappointment and disillusion from all participants regarding the education process of English language teaching and learning, in particular with special concern and attention to the practice of CS (L1). They believed that the educational system for this subject was in the first place influenced by the institutional environment to which they belonged; therefore, using CS as a language instructional strategy was found necessary. All these findings will be addressed in more details with discussion in the light of related literature and studies in the next chapter.

CHAPTER SIX: DISCUSSION

6.1   Introduction

As highlighted in Chapter One, this study sets out to explore Saudi English Language TC and investigate its influence upon teachers' classroom practices concerning the practice of CS in language teaching. Specifically, it aims to provide insights into the cognitive bases of English teachers' classroom practices concerning the practice of CS, in terms of elucidating the influential sources that help form and develop their cognition, which underlies their instructional performances about the practice of CS.

The structure of this chapter will start by providing a review of the research questions, followed by articulating the answers to those questions in line with the research findings, and finally will conclude by providing an overall interpretation about the focus of research. Considering the detailed findings of this investigation, this interpretation focuses to explore the origin of TC in terms of understanding what might be learned about the formation of this phenomenon regarding the practice of CS. Moreover, it seeks to get insights into developing its conceptualisation in relation to teachers' previous educational experience at school, initial training programme at university, and actual teaching experience. Determining the origin of TC also leads to examine teachers' thoughtful performance in their actual classroom practices. This examination helps to get awareness of how they make sense of their teaching through the lens of practicing CS in language teaching with regard to the potential role of contextual factors surrounding the environment, where the task of teaching takes place. In other words, it reveals how teachers' individual and pedagogical cognitions concerning the practice of CS influence their instructional practices; in terms of exploring how teachers operate their cognitions with regard to the contextual factors and institutional constraints in guiding their instructional practices through the lens of practicing CS in language teaching (judging it as a necessary and useful teaching strategy).

Considering Borg (2003) framework, the data analysis results, and the previous studies reviewed in the existing literature, this chapter will discuss the research findings through addressing the research questions. As described in the previous chapter, two methods of qualitative approach were employed to collect data. The method of autobiographical narrative accounts was used to find out answers to the first and second research questions concerning the development of teachers' initial conceptualisation of

cognitions concerning the practice of CS and how it influenced their future teaching performances through their personal history at early learning and initial training experiences. The semi-structured interviews were used to obtain answers to the third research question concerning the characteristics of their present teaching practices as influenced by their cognition and to identify factors that significantly influence their cognitions and instructional performances regarding the practice of CS within the institutional context of where they belong. As the research and data collection and analysis processes evolved, it was found that both methods had provided key answers and explanations that are relevant to the three research questions.

6.2   Review of Research Questions

This study endeavoured to address the following research questions:

1- How has teachers' experience of early learning at school formed their initial conceptions of language teaching concerning using CS?

2- How has teachers' experience of initial training at university level developed their knowledge of language teaching concerning using CS?

3- How has teachers' experience of actual teaching practices influenced their conceptions of language teaching concerning using CS?

6.3   RQ (1): How has teachers' experience of early learning at school formed their initial conceptions of language teaching concerning the practice of CS?

The first research question of the current study explored the origin that contributed to the formation of participants' initial conceptualisation of cognitions concerning the practice of CS in language teaching during past learning experiences as young learners. The following subsections discuss the results of TC that emerged through the analysis of their autobiographical narratives. Two interrelated key concepts were highlighted and appeared to influence teachers' conceptualisation and understanding of language teaching through which their cognitions concerning the practice of CS were developed to influence their future instructional practices. These resulting concepts concerned several components associated with the teaching process, which focused on their cognitions about past teachers' approaches to teaching English practices and their past learning experiences as young learners at school. Mostly, these concepts were expressed

in participants' personal narrative accounts which indicated their cognitions about past teaching and learning practices. (Figure 6.1).
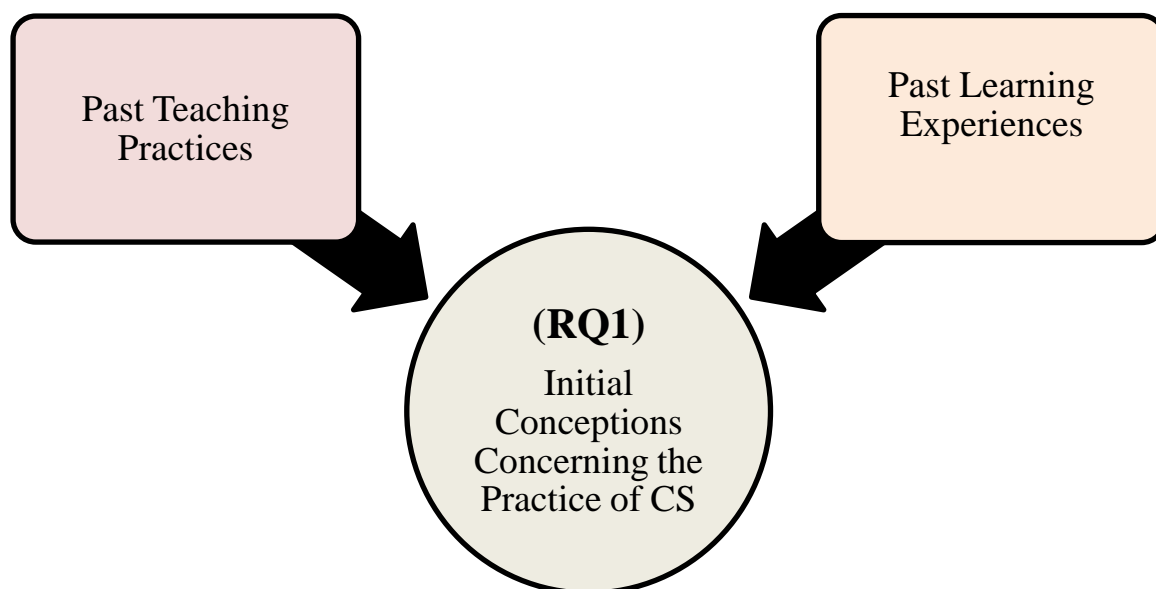
Figure 6-1 Initial Conceptions at Early Learning Experience

6.3.1 Past Teaching Practice

The analysis of participants' recollections showed that the influence of this concept on their language perceptions and practices concerning the practice of CS is worth consideration. It seemed that there is a contradiction in most participants' views about their past teaching practice. This contradiction was apparently considered the frequency of using CS in classroom, while practicing this strategy itself was mostly appreciated. This result appeared to develop different instructional perspectives regarding the practice of CS, which ultimately influenced their actual classroom practices. This result had come through the apprenticeship of thousands of hours of learning observation that participants had spent in classrooms as young learners This apprenticeship led to some understanding about language teaching in terms of what they know, think, and belief that works well to facilitate the teaching process, which caused teachers to consider the practice of CS in their future professional life as a necessary strategy in language teaching. It was clear that the result of examining this stage of learning experience was

in line with what Lortie (2002) described as how the 'apprenticeship of observation' influences how learners develop personal theories about education. In other words, participants' reports of their memories demonstrated how they had formed personal perceptions concerning the practice of CS during the recalled incidents of observing their past educational practices, "and thus teachers learn a lot about teaching through their vast experience as learners" (Borg, 2003:86). A case in point from participants' recollected memories that constructed their cognitions and form the basis of their instructional performances regarding the practice of CS was revolved around the teaching method employed and teachers' teaching habits, as will be discussed next.

6.3.1.1 Teaching Method

With regard to participants' cognition of the past teaching method, the result indicated that participants were aware of the nature of language teaching at that time; their narratives highlighted that the instruction method to which they had been exposed had been traditional with a basic use of L1. This indication highlighted the domination of this method, which was regarded as a significant aspect impacting participants' pedagogical perspectives and shaping their initial perceptions to believe in the necessity of CS. The findings revealed that participants' apprenticeship of observation more than six years at school showed that they had experienced an instructional technique where the focus was on the grammar and vocabulary teaching and translating into Arabic as the most commonly adopted teaching method. It seemed that the teaching method were unacceptable among participants as students at school. One participant, for example, recalled the standard way of teaching used by all teachers at her school:

> P1: There was one way of teaching starting by writing a sentence on one side of the board, the grammar structure on the other side, then highlighting the form item in the sentence, translating difficult words into L1, followed by the teacher's explanation.

Another one described her memory of typical English classes with similar procedure regarding the practice of CS at school, P4, saying that "it was the same classes, same teaching process of grammar presentation and L1 use, and same environment for six years". A similar point was found in P7's statement when she recalled that:

> English teachers were utilising the same method of teaching provided with L1 in every class and never tried a new creative approach …it was further imitation; saying and repeating items.

The result showed that this method entailed rule presentation, where teachers had focused on a detailed description and illustration of grammatical structures and used L1 for clarification. It could be noticed that participants were aware of the nature of their past language teaching and would like to reduce the focus on the traditional rote-teaching and teacher-centred approach. The indication of this result is consistent with several studies conducted in the KSA, which have claimed that the GTM is predominant there (AlKhars, 2013; Al-Seghayer, 2014; Abahussain, 2016). In consideration of these viewpoints, it appeared that participants had realised how inspiring or detrimental the teaching method adopted could be to students in constructing their initial cognition about language teaching and concerning the practice of CS in this study. Their recollections support Al-Seghayer (2015:90-91) claim that "it is reasonable to suggest that English is taught as content or body of conceptual knowledge, which in turn makes the English class dull and students often appear bored, off-task, and unruly". Besides, it was suggested, as indicated above, that participants' initial perceptions had been against employing the GTM as a traditional method; this rejection was justified on the basis of their recollections that the adoption of the GTM in language teaching had resulted in creating an unpleasant learning environment, which had led to the teaching process being controlled by a teacher-centred approach (Freeman, 2002).

Nevertheless, participants' cognition about the effectiveness of this teaching method concerning the practice of CS in facilitating the teaching process seemed to be contradictory; while some of them had looked for other effective teaching method, the rest had remained supportive to using the traditional method. This contradiction in cognitions appeared to influence their present practices, which contributed to contextual constraints as will be discussed in the third research question. Several statements reflected participants' negative perception, as they believed that the traditional method had failed to flow the teaching process in terms of stimulating students' language ability to take part and engage in a basic dialogue, understand a simple oral, or written message in the target language. This belief seemed to be found critically of their past traditional practices as it was a grammar translation method that was more dominant supporting the practice of L1 and rarely focused on communicative skills in language teaching. As an example of those who had made remedial efforts, P7 recalled that "the way of teaching was not productive to stimulate us [students] to speak or make a short dialogue in English by ourselves as they resort to L1 for understanding most of the time … I was always practising with my mother at home, since she is an Indian language teacher;

otherwise, I could never have improved my proficiency in English". P12 also, in recollection of her experience of English lessons referred to "…an enforced duty for attendance purpose" as she disliked regular switch into Arabic.

Such responses indicated that past English classes did not show progression in language learning even after several years of learning because of usual resort into Arabic as a basic tool for explaining complex words, as can be noticed in the following excerpts: P2: … at school, my English was at a basic level because at that level we used to rely on Arabic to understand meanings of each single words instead of understanding then in English, however, it was improved since I joined the English programme. P10: "I was not competent in English, I used Arabic even for writing the pronunciation of English words, I realised that at university … I felt that my level should be higher". This was similar to the argument found in Alharbi (2017: 114) that the English teaching school stage was involved

> "The practice the traditional method of teaching, with little or no use
> of English teaching techniques, aids and modern technology
> …English language learning and teaching activities and resources in
> the language classroom at school level were …unproductive and a
> waste of time and energy for them [students] and their teachers".

On the other hand, a few responses appeared to appreciate this method by using translation into L1; they showed a positive perception about the teaching method at this stage as it helped them to overcome difficulties in language learning due to their low level of proficiency in English. For example, P4 reported that "sometimes understanding English was difficult, so I was obliged to ask the teacher to translate into Arabic …I could not do it [succeed] without it". Other highlighted that transmission of knowledge took time to perceive, therefore, Arabic could make it much easier because of her poor understanding in the target language, (P9). Thus, it seemed that this contradiction among participants' perceptions regarding the teaching method and concerning the practice of CS employed at school contributed to a fact related to students' proficiency profile in language learning. Presumably, as suggested by Cook (2010). it could be expected that preference switch into L1 at school is naturally existed with student in foreign language classroom.

6.3.1.2 Teachers' Teaching Habits

A further prominent aspect that surfaced in the data in developing TC about their past teaching practice is concerned with the teachers' teaching habits, in terms of examining their teaching style and behaviours regarding their decision of practicing CS, which seemed to be dominated by a teacher-centred mediation model. It could be suggested that the implementation of diverse techniques in language instruction, creating a more relaxed and interesting classroom environment, could be of great significance to promote learners' self-confidence and enhance their motivation towards language learning, more importantly, reduce their reliance on CS.

Following the GTM as an instructional method appeared to be a significant reason that had led participants' past teachers to construct certain teaching principles concerning the practice of CS on how language should be taught and when to use this strategy. Participants reflected on their memories of past teachers' approach also seemed to be a knowledge transmission, dominated by didactic instruction with little interaction in the classroom, as a result of employing the GTM that reduced learners' ambition to learn the target language without L1 integration. As participants recalled, most of their language teachers had spent the whole sessions explaining grammatical concepts, instructing their students to memorise new words, which were translated into L1, and then checking their understanding. P8, for example, narrated that "there was no time for any interaction unless the teacher asked questions to check if we understood the lesson; mostly it [the lesson] was in Arabic". Also, P3 recalled that a typical lesson guided by the teacher was as follows:

> Introducing the topic of a lesson, writing new vocabulary on one side
> of the board, grammar structure on the other side, started explaining
> the lesson and translating new words into Arabic if needed, then
> implementing follow up exercises, and finally writing what was left
> on the board as an important summary of the lesson ...that was about
> the English class.

Such recollections apparently represented one of several obstacles that exist in the process of language teaching and learning in Saudi public schools, where "teachers play a central role. Their methods, styles, and instructions control everything that happens in the classroom, and they typically speak most of the time" (Alharbi, 2015:106-107).

In consideration of this factor, a contradiction in cognitions regarding language teachers' instructional performances towards the practice of CS was depicted within

146

participant' recollections. The findings highlighted an impression of dissatisfaction among some participants towards the reaction of their past teachers' strict approach regarding the practice of L1 in classroom as they performed negatively towards students' poor language ability for their need to use L1 for understanding. This factor indicated a justification supporting their belief that using L1 in learning was the only solution for understanding and dealing with the difficulty of this subject. The following quotations show the impact of such attitude on their language learning: P1's recollection in describing this issue stated:

> My experience in language learning was unpleasant during the elementary stage. When I provided a wrong answer or ask for clarification in Arabic, her [the teacher's] comment was so harsh that it made all the students laugh at me during the class. It was in Arabic by the way …I decided not to engage in any interaction to avoid embarrassment as I could not understand a word without using L1.

P9: also reported that her teacher at that time always came with anger especially after regular exams when students had low marks and started giving tough feedback in Arabic instead of solving the problem of low achievement and helping students for improvement. Similarly, P7 narrated that "teachers' strict mood was affecting my motivation of learning even though I was good in English and my practice of L1 was little".

Such kind of attitude and behaviour on the part of the language teacher recalled here seemed to be regarded as a key reason that posed a barrier to learning the target language and prevented students from engaging in the classroom. More specifically, it seemed to have an extended impact on students' self-confidence and motivation towards learning the language without the L1 use, leading to lower competence as a result of boredom and a passive response to language instruction and, in turn, unsatisfactory outcomes in language learning. This concurs widely with the findings of several studies such as Oxford and Shearin (1994); Dornyei and Ottó (1998); Ahmad (2015); Alrabai (2016). It seemed that such attitude and behaviour on behalf of language teachers in early learning experience had developed a powerful belief regarding the use of CS that learning a foreign language within a restricted classroom environment could not be achieved without a resort to L1.

In contrast to the previous views, however, a few recollected responses found in the data revealed a belief that teachers' positive performance and react towards the practice of

CS in teaching English would help in stimulating learners' interest and aptitude for language learning and consequently reduce students' need for L1. Their recollections indicated an initial perception that the experience of more effective efforts of performances in language teaching would successfully facilitate the educational process.

> I had a wonderful language teacher at the secondary school level; she was active, kind, and creative in teaching English…entirely different from others at the elementary level…her teaching style with little use of Arabic and behaviour boosted my motivation to learn this language…so I decided to become a language teacher in the future and help students to learn and love this language, as she did with me (P10).

Further examples of their critical reflections showed that the most favouring remembered teachers referred to in the study had used creative techniques in teaching, such as careful advance lesson preparation, simple games, and group work to stimulate student-centred contact. It appeared that such techniques underlined participants' future awareness about knowledge of language instruction, in a way that would help reduce students' reliance on CS, thus, stimulate the language learning, as echoed in the following excerpts from participants' narrative accounts:

> P6: …she always provided us with five words in advance to look up their meanings at homes, practise spelling, and make sentences; it helped a lot in learning.

> P9: …she never minded us using Arabic within group work, helping each other.

> P8: We had a small library in my school; our teacher sometimes let us look up the meanings of new words in the English-Arabic dictionary as a different type of activity; it was interesting.

Moreover, these recollections indicated that teachers' teaching habits in language teaching had a powerful impact on participants' pedagogical cognitions concerning the practice of L1 as to whether teachers can help students achieve satisfactory learning outcomes, or "are reluctant to propose their own instructional activities …and cause (students) to fail the final exam" as described by Alharbi (2015:22).

Moreover, several extracts brought to light the importance of positive teaching performance and a trusting relationship between language learners and their teacher. These conceptions reflected the way participants conceptualised their teaching habits and pedagogical perceptions of language teaching; for instance, care, compassion,

having interest, and being respectful, particularly, concerning the practice of CS in classrooms, as P10 reported:

> My teacher was so nice, and active to an extent that kept all students on their toes. She was helpful, always showed sympathy, and gave bits of advice. She exerted extreme efforts in different ways; employing various instructional techniques that were possible and available at that time, including a switch into Arabic to ensure that we all understood the lesson. She was the best teacher I have ever had throughout my prior learning experiences.

Having considered this finding, participants' recaptured memories indicated a pedagogical conception that employed a wide range of instructional techniques in the classroom including L1 strategy, were more likely to create a successful classroom setting, promoting attainment of learning outcomes. This account of recalled past teaching practices supported the conception that participants held about principles for effective language teaching even with the practice of CS; a conception about what it means to be a good language teacher and how their teaching practice should be evaluated, as suggested by Alzayid (2012:63). The above results also supported Tantani (2012) declaration that success and failure in language learning are partly the result of the teacher's interest in teaching.

6.3.2 Past Learning Practice

The findings demonstrated that participants developed their initial conceptions about language teaching from their past leaning experiences at school in which the experiences of students' habits and aptitudes concerning the practice of L1 have certain positions in teachers' current instructional philosophies and classroom implementations. In this respect, a pedagogical belief concerning reason for using CS seemed to be initiated among participants during this educational phase (early learning at school), which might influence their future actual practices.

The study also revealed the differences among participants in their preferred learning strategies in performing tasks or processing new language input. These differences in language learning seemed to be associated with students' language proficiency, which shape their cognitions about language learning concerning the practice of CS. While some of the participants (3 out of 12) recaptured from their memories showed a developed awareness and use of effective strategies to overcome difficulties in language learning, others had chosen to utilise typical strategies of memorisation and translation

into L1, due to their weak competence. The former participants, with more proficiency in language, reported using certain strategies more frequently to motivate themselves in accomplishing learning tasks; P12 reported that "reading short stories was an interesting and effective strategy to increase the motivation towards language learning". Another response by P6, who emphasised that "…watching English programmes was helpful", as she used to do in her free time. P7 as well used "to practise the English language at home in communication with my mother and siblings to improve my language competence in daily life situations besides the educational tasks".

In contrast, the typical learning strategy of translating complex words into L1 in language learning was described clearly when P5 recalled her useful strategy of "…translating and memorising five words daily to improve spelling, interact in the classroom, and, afterward to recall information in tests". P1 also reported using the translation strategy of each new word and its pronunciation

> I used to write the meaning of each new word and its English pronunciation in Arabic and memorise them this way so I can remember its meaning and how it sounds in spoken English; for example, I used to write the new word in this way: new word is- minutes; its Arabic meaning is- دقائق, which sounds like (daqa'eq); its English pronunciation is- [(mɪnɪts)], which is written in Arabic like – (مينيتز).

> Thus, the final form would be like this: [minutes- مينيتز-دقائق].

For P3, memorising new words was much easier through practising the writing skill: "I used to write the new words or grammar forms many times to memorise and remember them in exams". These recollections implied a natural ability of using CS that most participants seemed to have had, as a powerful belief, for learning the target language; as it encouraged them to improve their reception and retrieval of language information when doing classroom activities, homework, and exams; however, not to communicate using the language. Looking through examples like these also indicated the extent to which participants' cognitive thoughts had been formed about how learning strategies would be effective when they made doing the task easy, fast, enjoyable, and helped in transforming knowledge to a new situation. In line with this perspective, Oxford (1990) pointed out that there was no specific strategy that could be categorised as good or bad in language learning; however, a learning strategy could work effectively if it links and fits well to the task at hand.

Moreover, most of the narrated memories in the collected autobiography narrative accounts showed that a feel of anxiety could be considered a key motive among all participants that was attributed to students' low level of competence and unwillingness to learn the language. Such transcriptions suggested the strong association between students' proficiency and their self-esteem of using the target language, which seemed to be key contributors to students' preferred use of L1 in language learning as the majority of participants had gone through such situations and experiences in classrooms. For example, P11 shared similar memories when her teacher "…used to select students to answer some questions randomly, so a feeling of anxiety was noticed through students' facial expressions, unless she used L1. I was one of them since I had low ability to use English".

> P3: I can say that English lessons were like being hit with a ton of bricks; I mean that I was overwhelmed with grammatical information that I could not process and then hit by exams suddenly, which always made anxiety among most students including me. Therefore, using Arabic was our only way to overcome this difficulty in language learning.

The impact of classroom anxiety appeared to be one of the most significant influential elements in language learning concerning learning the target language and using L1 in learning, which echoing the views expressed in a range of educational studies. Alrabai (2016), for example, drew attention to the anxiety that language teachers instil in their students and considered it as an internal factor that negatively impacted learners' learning outcomes.

In this respect, participants indicated misconceptions about the need for the English language among most students in their classrooms, who showed low interest in learning this subject and heavily relied on L1 in learning, as they asserted that English would be useless in their future academic, social, and career lives; hence their target in language learning was merely to pass the exams.

> P2: most students at school complained about learning English, they could not see any benefit from learning a foreign language but to upload their study with difficult subject …I tried once to convince one a friend of mine of the importance of learning this subject, she believed that it was a waste of time to learn a language that she could not use it in daily life.

Similarly, P12 highlighted that because of the domination of this perception among most students at school, she realised that there was a need for using the mother tongue in English classes as she found in her report that

> "The only way to facilitate the teaching process and to deal with students in such an educational situation in English classroom was to resort to L1; especially during revision sessions before final exams to save time explaining complex and clarifying examples of exam questions or exam procedure".

Such views indicated a powerful belief among participants of this study that CS was important to support students' learning needs in a context where English is taught as a foreign language without it, understanding the target language would be difficult, which in turn impacted their perceptions and instructional practices in the classroom. Such views of participants also pointed out that unwilling learners with low competence often impact teachers' actual practices concerning the practice of CS, as the latter experience difficulty in resolving possible conflict between instructional decisions and their pedagogical perceptions, which necessitates L1 use to facilitate the learning process. This indication seems consistence with Dörnyei (2007a) suggestion that language learners' needs are considered the most complex challenge that language teachers encounter in classrooms.

In summary, discussing the first research question indicated that the practice of learning a foreign language in Saudi local schools, which often influenced by the attitudes that learners display, were mostly perceived through the lens of translation into L1. Participants' recollected responses concludes that their cognition about past learning practice is influenced by teaching method, teachers' performance and style of teaching, and their learning habits and abilities since they think, know, and believe that they would use whatever effective elements from these factors in their teaching professions as highlighted in many studies such as Al-Johani (2009), Alrabai (2016), and Alharbi (2019).

It was shown that examining TC with reference to the earlier learning stage 'apprenticeship of observation' was important because it functions as a filter of participants' cognitions and future teaching practices. In the discussion of the first research question, significant interrelated factors were revealed as central educational components that formed TC about language teaching in regard to the practice of CS in language learning. The results about past teacher's practice showed that participants had

developed initial conceptualisations on how English language is learnt and taught based on their past learning experiences which include teaching method and teacher's teaching habits, and the practice of students' learning that related to their habits and aptitudes. In other words, Grammar-based English teaching dominated by the GTM and a teacher-centred approach with little enthusiasm in the learning environment, seemed to play a key role in forming participants' initial cognitions towards the practice of CS in language teaching. Moreover, it could be noticed that these cognitions pointed towards a great degree of consistency among participants' reflections of their early learning experiences, which underpinned their beliefs that language teachers' teaching habits, concerning the practice of CS, was to facilitate the teaching process and encourage learners to overcome difficulties in language learning. Furthermore, their cognition appeared to hold a powerful belief that most students' unwillingness, unsatisfactory level of competence, and even encouragement of language learning could be attributed to various educational factors, which they had encountered during their early learning phase had developed an important perception that the practice of CS to some extent was helpful.

6.4 RQ (2): How has teachers' experience of initial training programme at university level developed their knowledge of language teaching concerning using CS?

This research question focuses on the period following high school in which future English teachers learn and train to become teachers. The experience of initial training programme appeared crucial and served as a key factor in constructing participants' cognition on language teaching in terms of how pre-service teachers make meaning of language teaching concerning the practice of CS. In other words, how participants' theoretical perception and pedagogical knowledge they gain from this level of education had impacted their practicum experience and future career regarding the practice of CS. The findings of this research question reported participants' reflected memories, which revealed insufficient contribution of knowledge on language teaching that they had to learn during this learning experience. In regard to the practice of CS, they incorporated a personal and pedagogical cognitions that using this strategy is important based on their previous learning experiences.

With such a perspective, participants' initial conceptions of language learning and teaching seemed hard to change through their professional language learning and training practicum. In other words, the findings of this stage showed that the

development of TC, as initiated through participants' early learning, seemed to be furbished during this phase (initial training programme). It is because English lessons became more evident and part of language learners' daily life that addressed different subjects and exposure to a variety of the English language aspects and approaches to teaching according to the different lecturers' backgrounds. This confirmed what Borg (2003:88) suggested, that "teachers' prior language learning experiences establish cognitions about learning and language learning which form the basis of their initial conceptualisations of L2 teaching during teacher education, and which may continue to be influential throughout their professional lives". It was also in line with several studies that highlighted the impact and importance of prior learning experiences in forming TC, such as Freeman (1989); Johnson (1994); Bailey et al. (1996); Borg (2003).

As depicted in the findings, participants' cognitions in this phase involved reflections on their academic language education based on their memories of certain educational points that emerged as major factors in their autobiographical accounts. These points concerned issues related to the programme's course, learning practices, and practicum experience, and resulted in limited amount of knowledge on language teaching and changes in teachers' perceptions concerning the practice of CS in language education (figure 6.2).
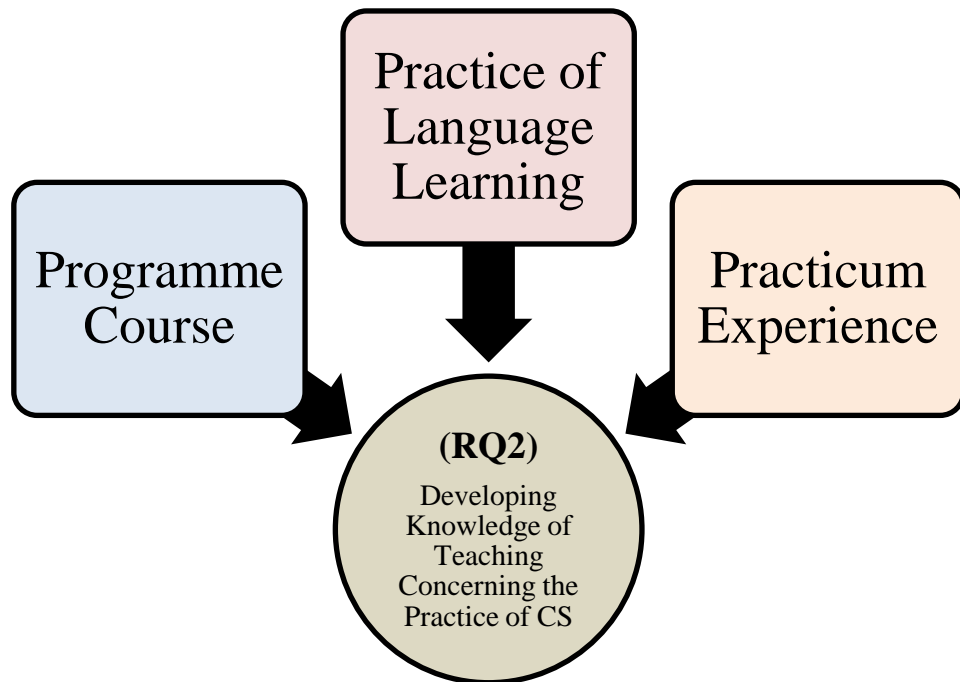
Figure 6-2 Developing Knowledge of Teaching at Initial Training Experience

6.4.1 Programme Course

The programme course appeared to be a key aspect in developing participants'
awareness and understanding about language learning regarding the practice of CS. This
period was found to be considered as a transition process in which participants'
adaptation to classroom realities was often pointed out as a reality shock. The findings
from participants' recollections of their experience at the university indicated a shock
for most of them concerning the issue of insufficient consideration of students' needs in
language learning, as they realised that the standard of the language was far beyond
what they have learned at school. Such a huge gap between the two phases has
increased a load upon their study to use the translation into Arabic most often in order
to cope with such a shock, as shown in the following recalled excerpts:

> P3: When I joined the language programme at university, I thought
> that I would find it useful in terms of improving my language skills
> and teaching knowledge. However, the reality was like an intensive
> course in literature in the language that could not be dealt with without
> using L1 … it was unexpected indeed.

> P6: At that time, I thought that by joining the English programme, my proficiency would improve. However, the programme could not help me to do so, as it lacked a communicative approach …I had to use L1.

According to participants' description of their reflected views, the findings of this study put forward that this gap between the two stages appeared to come with disappointment about the programme's course for two reasons; first, as they still could not reduce their reliance on using L1 to overcome challenges and difficulties they faced during this stage because of the weak outcome of their language learning at school. Second, where the primary emphasis was on teaching English literature in terms of perceiving inadequate language teaching knowledge and methodology classes as they believed that the programme course had been relatively theoretical.

> P1: at the beginning when we started studying at university, we struggled a lot because of the materials that focused on English literature and high teaching competence, which needed excessive translation into L1 in language learning, but managed to get used to learning English.

This result was revealed by P2, who attributed teachers' insufficient knowledge of language teaching to the English modules that they were forced to study at university. She narrated that "most modules lacked the pedagogical knowledge base of language teaching as the main focus of the programme was on the English literature which indirectly helped in developing the necessary skill of CS".

> P1: Honestly, the programme did not help me with improving the communicative language skills as the major modules focused on literature, and since student- teachers still use L1 for understanding, which I believe could be considered theoretical content-based knowledge rather than skill-based and language instruction knowledge.

As it was reported in the findings, the provision of theoretical and pedagogical knowledge concerning language skills and teaching methods was insufficient. It seemed that this issue caused a lack of the required knowledge for teaching English, or the skills needed for teachers to accomplish their task effectively in the classroom with minimum switch into L1 as a strategy for conveying information. It also seemed that the lack of language knowledge promotes the implementation of a systematic approach; especially in areas relevant to "disciplinary knowledge, pedagogic content knowledge, and technological pedagogical knowledge" as well as theoretical background knowledge (Al-Seghayer, 2014). Such reflections support the conclusion reached by several studies

conducted in Saudi Arabia that "Fewer literature courses should be offered" and there "should also be a greater emphasis on developing the communicative competence of prospective English teachers during their college career" (Al-Seghayer, 2014:146). Thus, it could well be said that improving language teachers' competency and teaching skills, as understood from participants' autobiographies, would put them in a position that would support their ability to increase Saudi students' level of language achievement. This was consistent with some studies like (Elyas & Al Grigri, 2014), which concluded that student-teachers' language level and instructional skills would subsequently control the use of L1 in classrooms.

In consideration of the limited learning and training on pedagogical principles that Saudi language students perceived themselves to have received at university (4 out of 12) participants, who obtained their master degree in TESOL in the UK, recalled their own language learning experiences in the KSA and revealed the impact of the Saudi training programme upon their prospective teaching abilities, claiming that the programme limited their awareness and understanding of the theories underlying language skills and various methods of language teaching. For instance, the difference in language knowledge that P2 had recognised in the UK by joining the TESOL department, depicted a turning point, where different courses shaped her potential teaching styles; she reported that "It was disappointing to have a language programme course that provided limited concern about pedagogical teaching knowledge...I realised this when I came to the UK to get a Master degree in teaching English". Moreover, P8 recalled her overseas learning experience and narrated to what extent her cognitive awareness developed: "During my study abroad, I learned how a foreign or second language could be acquired...I was so impressed by the knowledge I got and realised the importance of understanding the theoretical methods in language teaching". A similar perspective was reported by P12 when she recognised that the differences in modules at the Bachelor level for those who are interested in language teaching; as she narrated:

> Unlike the language training programme in the KSA, the programme of English language teaching here [in the UK] focuses on developing professional subject knowledge that is required to teach, including plenty of time allocated for observation and training in the classroom, and learning practical instruction skills from various experienced teachers.

Further analysis showed unrealised expectations of the educational programme that during this learning experience the programme modules provided student teachers with

insufficient methodological principles for language teaching, which led them to develop a key principle learning that the practice of switching into L1 was important. P11, for example, recognised the value of professional language knowledge and how it may have an impact on language learners' future practices as teachers in terms of increasing knowledge of language instructions that could work effectively in different cases in classroom beside the use of L1, when she reported that "The language programme for teaching should increase pedagogical and methodological modules so that teachers would graduate as professionals in language teaching and would be able to improve strategies beside using L1 that could work effectively with individual differences and needs of students at schools". The inadequacy of such a language programme course provided an indication that pre-service teachers had gained inadequate practice of the target language. This indication from participants' narrations showed that the education through this stage served as an important construct in TC concerning the practice of CS in language learning. This finding is parallel with some studies in Turkish context where "the programs [of pre-service education] have several insufficiencies" (Öztürk, 2015:171).

Accordingly, it could be said that the modules of the English programme might need revision to focus on the purpose of graduating qualified English teachers, which influenced their cognitions and actual practices regarding the use of CS. This result echoed those of several studies such as Al-Hazmi (2003); Al-Asmari and Khan (2014); Elyas and Al Grigri (2014); Al-Seghayer (2016), who asserted the inadequacy of the content of the current Saudi teacher training programme for English as a foreign language. It also supported Al-Seghayer (2014) claim that the pedagogical knowledge student-teachers obtained represents less than 10 % of the total courses offered by the programme. As he reported, this percentage shows "failure to use a global standard for measures and in assessing the qualifications of English teacher, which should be employed as the basis for hiring them" (Al-Seghayer, 2016:21). As the Bachelor degree is the only qualification for becoming a language teacher without any potential ability to teach the English subject.

A further point concerned the issue of the teaching method that instructors adopted in lectures. The majority of participants claimed that most of their lecturers adopted the teacher-centred approach with L1 translation and often lacked effective teaching skills, which affected their cognition regarding the practice of CS in language teaching. According to participants' anecdotes, a typical traditional method was used, where

158

instructors simply stood at the front and delivered information; usually using L1, while student-teachers often merely listened and took notes, with limited interactions. Similar description of the teaching method was echoed in P10's narrated response, in which she stated that

> …the teaching method at university was similar to that at school, where lecturers provided information with limited communication with us [students], as it was centred to teachers' role. The difference was our duties to understand the lectures, translate the content into L1, and summarise the main points instead of just focusing on words and grammar structures.

Participants' reflections on the teaching method at this phase highlighted the nature of the educational process at university. At this stage, certain characteristic referred to past lecturing seemed to support a teacher-centred approach which help in constructing cognitive perceptions that the practice of L1 was essential within such a classroom situation of language teaching. The nature of such educational process presented throughout the pre-service teacher education at university was significantly contributed to participants' cognition as it reflected their understanding of implementing the practice of CS in reality.

This reflection was remarkable as it seemed to assess what most participants as young learners were able to accomplish independently at school. In other words, it showed that the practice of Arabic by simplifying the difficulty of language tasks or by considering students' needs and levels was an important feature in English language learning. On the other hand, participants' narrations about teacher educators' centralised role in teaching was also contributed to the process of their language learning-to-teach. Such claims imply that most language instructors lacked effective teaching skills and strategies in language teaching which supported Smith and Abouammoh (2013) claim that most Saudi academic staff and faculty members lack the necessary skills to convey knowledge effectively, which "has led to the continued use of received teaching methods such as traditional lecturing approaches" (Alrumaih, 2016:28). Parallel to this was the study of Öztürk (2015:172) who pointed out that "teacher educators might play important roles on teachers' development since pre-service students take them as models when they are in the program and embrace their qualities if they find them useful and beneficial".

6.4.2   Practice of Language Learning

The above recalled memories brought to light prospective teachers' recognition of their views towards the importance of communicative skills in language learning, which had an impact on their roles as language learners to improve their language competence and perceptions of reducing the practice of L1. These views highlighted reactions that could be seen beneficial as most participants had to find ways to cope with the high standard level of teaching and overcome difficulties in studying at university. Their responses showed concern with developing strategies of taking notes during lectures, highlighting and summarising main points with translating them into L1. For example, P10 recollection showed that pre-service teachers were graduated with limited language proficiency, and claimed that they had to make additional effort and take responsibility to develop an effective strategy in language learning as the programme was insufficient to learn the language:

> "Trainee language teachers should make efforts to improve their competence and familiarity in language learning through developing useful learning strategies because the English programme was higher in learning than their level …where we continued using L1 at that phase".

It seemed that participants have similar perceptions about the practice of L1 to that of their initial conceptualisation regarding this phenomenon at school, where this practice was necessary since they were difference in their language proficiency. Parallel to this finding was studies such as Peacock (2001), Öztürk (2015), and Özmen (2012), which revealed the fact that the pre-service programme was an essential in forming student-teachers' cognition of language learning and teaching, as student-teachers continued using L1 in learning.

Moreover, such a lack of necessary teaching skills to transfer knowledge to students appeared to have affected participants' cognitions concerning the implementation of effective learning strategy including the practice of CS. Most participants' narrative accounts (10 out of 12) revealed that they remembered translation into L1 and memorisation to have been the most useful strategies to cope with educational challenges, facilitate the learning process and gain success. This was clearly reported by P1: "My proficiency could not help me to cope with the difficulty in studying the programme modules. Without translation and memorisation, I could not succeed". Also, P4 stated, "Back then, it [the curriculum] was mostly literature of a foreign language no

one could understand without translation". P9 recalled that the programme was difficult "…it is a foreign language, so using L1 seems normal for me to facilitate this difficulty". However, just a few of them appeared to have the ability to minimise the practice of L1 as they joined additional language course to improve their language competence, as can be seen in the following situation,

> P1: A friend of my sister was studying English to become a language teacher; when I decided to continue my learning journey within this field, she advised me to join a supportive language course to improve my language before attending the college to cope with the challenges that might occur. I kept joining several courses till the start of the practicum experience.

It was found out that different practices of language learning had influence participants' developing cognitions concerning the practice of CS through which pre-services might prioritize certain skill-based learning implementations that were used in their past learning experiences. This finding was parallel many studies in the literature on pre-service conceptualisations of TC concerning the practice of CS, it was revealed how participants had formed thoughts of "what kinds of strategies [they] would employ to understand, learn or remember a new language" (Alkahtani, 2016:20) and suggested a cognitive conception that switching into L1 could be effective to achieve success. Cook (2005) also suggested that students' native language would be considered a suitable technique to overcome challenges in language education if communication in the target language fails, thus, increase the practice of CS could be useful. Similarly, Öztürk (2015:170) revealed that "language teachers' cognition is also influenced by their language learning habits in the past since they think that these habits are effective language learning techniques and they currently use them in their language teaching profession". This result was in line with many studies conducted within the Saudi context, which reported similar conclusions with regard to language learning strategies (Alhaisoni, 2012; Alhawsawi, 2013; Alzubi & Singh, 2017). It was also indicated that these learning experiences seemed to have their places in their current teaching philosophies and classroom professional implementations as will be seen later in this chapter.

6.4.3 Practicum Experience

In this stage of language education, complex impact upon their cognitive development of language teaching in regard to the policy of using of CS appeared to generate initial

conceptualisations and opinions about the realities of the classroom which did not match their actual practicum due to certain challenges they encountered including the supervisors' mentoring, providing guidelines, and evaluation on their performances. The impact of the practicum experience is a central component in studies on language education where the focus revolves around TC (Borg, 2003), as to be considered a transition process where student-teachers spend certain period as novices to adapt their teaching cognition of language teaching to classroom realities. Parallel to this assertion is this study; the practicum experience was found to be a major factor of pre-service education that had impacted participants' cognition about language teaching with regard to the practice of CS. The findings highlighted several elements that participants reported as most influential factors on their learning-to-teach process, which contributed to the formation of their teaching cognition.

For the majority of participants, the conflict between the teaching policy of rejecting L1 and students' demand for it appeared to be the most serious pressure they had encountered during the practicum experience. P2, P4, P5, P8, P10, and P11, for example, reported unpleasant memories of their practicum teaching experience as they all expressed the same phrase of describing their instructional practices as "difficult without using L1", when recalling an over-emphasis on rejecting the CS strategy. It appeared from the analysis of autobiographies that this rejection threatened trainees' practicum evaluation, as their marks could be decreased if they used L1, where they seemed to believe in its effectiveness. Such a classroom situation had put trainees in a conflict of whether to protect their evaluation grades or support students' learning needs. P4, for instance, showed awareness of the role of CS in the both the teaching and learning process; however, she could not use it to save her evaluation grades. What she believed was found in her expression, as she noted that "most language teachers consider the use of CS as a tool to facilitate the educational process rather than view it as an obstacle in language policies". Such conflict in participants' instructional decision showed the extent of pressure and tension that all participants encountered during supervision, as to start building their instructional principles and perception about teaching and develop their awareness of what should be implemented to facilitate the teaching process.

Further reflections on the practicum revealed the shock of a few participants (2 out of 12) pertaining to their supervisors' centralisation policy concerning the instructional practices. Despite the excitement that P7 had felt for her first class in the practicum

teaching, she was shocked about the extent of centralised control of teachers' practices, which prevent het to be creative in teaching and compelled her to follow the textbook instructional guidance; as she reported:

> On my first day teaching, I got unexpected feedback from my supervisor after I conducted a wonderful class. She told me, 'You do not need to be creative in teaching… just follow the direction provided in the textbook and listen to my advice…that is all you need'. I was disappointed (P7).

> P11: I was shocked to found out that we [as trainee teachers] had to follow the teaching instruction provided in the teacher's book, which was traditional as we were taught at school …at that time I realised that this way of teaching was imposed by the curriculum designers in the MoE …it was such a challenging, unexpected but fruitful transition from theory to reality.

This tension reflected the reality shock that trainees experienced when they received instructions on what they should/should not do in their actual practices, as Johnson (1994:450) described "realities faced during the practicum". For example, regarding using L1 in teaching, participants' autobiographies revealed that there was a common belief in the necessity of switching into L1 to facilitate the teaching and learning process, as this belief was found stated in their cognitions from the Early learning experience. However, they could not use it under the observing of their supervisors due to the teaching evaluation system imposed by the MoE.

Participants' recollected memories depicted a serious transition experience that seemed to reconceptualise and adapt their cognition about language teaching based on the contextual requirements in their classrooms. It could be inferred how negatively this centralisation may influence teachers' perceptions of improving their awareness in teaching and learning the target language. This result echoed the nature of the Saudi education system where "education policy and practice is strongly centralized", as described by Alrumaih (2016:25). In respect of the presented excerpts, such a high level of external pressure, tension, and centralisation during this short period of experience might have developed a weakness in teachers' language teaching, as highlighted by Al-Momani (2016).

Moreover, most participants in their pre-teaching experience had noticed the way the traditional teaching was during their early learning experiences at school. It seemed that this notice had little impact upon their cognitions of language teaching, as they were

expected by their supervisors to maintain and enact the same principles about teaching method in the same way they were taught by during their school phase; however, without using L1, though the traditional method supports this strategy. For example, P3 recalled the unforgettable memory of her practicum experience as follows:

> Before starting teaching training, we as teacher trainees had to observe the main English teacher for at least two classes, reflect on her teaching style, and make some notes. After a while of practising teaching, I found no difference in the teaching method from that our teachers used to follow in English classes; a boring technique, where there was no place left for interactions.
>
> P1: The same procedure of teaching was followed by all language teachers…but we [as trainee teachers] could not use L1.
>
> P8: I could not find any difference in teachers' styles of teaching when observing during the practicum period as they all follow the traditional way, we [as students at school] were taught, though they had long practical experiences.

These excerpts demonstrated that what trainees experienced in the practicum reflected what they had learned about language teaching in the programme; most probably, it reflected their awareness on several aspects of classroom teaching through experiencing them. Several studies in the Saudi context have argued the effect of educational process and policy on teachers' practices (Al-Hazmi, 2003; Al-Seghayer, 2011; Khan, 2011; Al-Seghayer, 2015).

In summary, the discussion of the second research question has shown the importance of understanding trainees' prior language learning experiences as some tensions arose that had little impact upon their cognitions and instructional practices regarding the practice of CS. The findings revealed some factors related to the development of participants' cognitions about language teaching, which were associated with the programme course, the practice of language learning and practicum experience. Although the findings revealed several elements that need improvement regarding their education at university, this experience of language learning and learning-to-teach was seen as a key element and main source in the formation of TC. The practicum experience on particular was very essential in the development of language TC in the sense that they generate and furbish initial conceptualisations and certain perceptions regarding the realities of classroom including the challenge of practicing L1 in teaching in spite of supervision obstacle and the practice of teaching they were forced to implement. It had been challenging for them to encounter limited improvement in

language learning and preparing for actual teaching practices without the practice of L1 as a pedagogical principle that they adopted through their past learning experiences. Moreover, the educational policies for teaching training had also posed consistent challenge for pre-service teachers to face during their initial teaching experiences, as there was some tension between their expectations of teaching and the realities of teaching practices in classrooms, particularly, in regard to the practice of CS. Despite these challenges, it seemed that participants' educational cognitions of the target language in terms of learning and teaching had undergone limited adjustment including favourable attitude towards CS, due to the educational systems, learning habits, and policies of language education in the KSA.

6.5   RQ (3): How has teachers' experience of actual teaching practice influenced their present conceptions of language teaching concerning using CS?

In this study, the findings of the third research question revealed a pattern among participants' personal principles and certain practices. They seemed to prioritise the pedagogic principle of using CS in different situations based on the influence of the contextual factors and institutional constraints. In other words, the analysis of participants' responses indicated a correlative relationship between TC and classroom practices. This relationship has apparently developed some teaching principles regarding the practice of CS in classroom, which make participants more confident and aware of what practical performance should be implemented in classrooms. It seemed that with more teaching experiences, this development was the result of some contextual factors impact related to the institution and classroom contexts constraints that contributed to challenges in language teaching concerning the practice of CS.

In this study, the common points of such challenges, related to TC about the classroom context and administrative centralisation that caused cognitive dissonance among language teachers. Various conditions in the statements made by several participants showed that in-service teaching practices would lead to considerable reformations in TC regarding teaching English as a foreign language, (figure, 6.3).
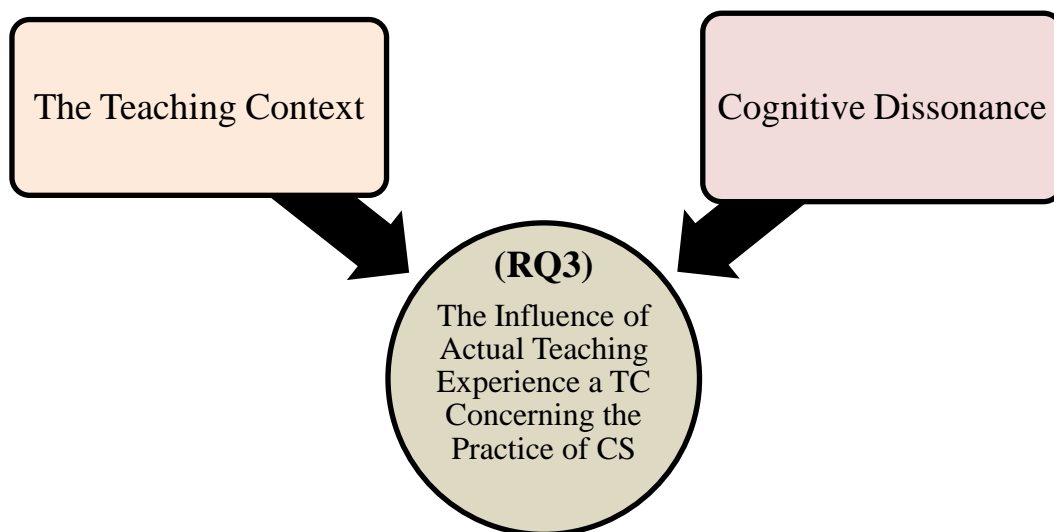
Figure 6-3 TC of In-service Teaching Experience

6.5.1   The Teaching Context

With the findings revealed from the investigation of participants' interviews, it could be noticed that current teaching experience has considerable impact on the development of their cognition. Responses from interviews revealed language teachers shared similar viewpoints about several constraints that conceptualise their principles of language teaching and justify reasons behind implementing the practice of CS in English classes. It appeared from the findings that the constraints of teaching classroom context, where teachers spend most of their time, played a central role in developing TC and their instructional practices concerning the use of CS. Such constraints were related to classroom environment and students' proficiency profile.

6.5.1.1 Classroom Environment

The following excerpts represented unanimous agreement of dissatisfactory viewpoint that was depicted in participants' responses concerning the impact of the reality of classroom environment upon their cognitions and practices concerning the practice of CS, which led them to create their own principles that accordingly influence their classroom practices. Participants' responses showed that as years passed with different learners' profiles in different institutions, their teaching experiences have been developed professionally in terms of pedagogical skills, and teaching principles which form most of their teaching practices. For example, the findings revealed that

166

overcrowding in classrooms was the most influential constraint in her classroom that led to the practice of CS, since the number of students in each class ranged between 40-45 students, as expressed in the following excerpts

> P4: "The problem of having such a huge number of students in one class is chaos not only with English classrooms but in all other subjects; however, since it is a foreign language teaching, the situation is terrible and without Arabic, it would be problematic".

> P2: "in English classes there is a lack of individual attention, where teachers have insufficient time to concentrate on all students and deal with different abilities in such a big classroom and provide successful communication in English …to make sure the work is done and understood, using Arabic is very effective".

> P9: "with scarcity of classroom learning facilities, setting effective group activities is difficult and almost impossible when the class size exceeds the required limit, so the teacher would think of other solution to flow the teaching process; the easiest and fastest way is using Arabic"

In the same vein, P7 pointed out an important issue that sometimes blocked and ruined the flow of the teaching process in big classrooms:

> "Whenever misbehaving students start disrupting the class, especially in big size classrooms, the teacher has to pause her task of teaching and control the disturbance noise …that would be in Arabic of course".

The analysis of participants' interviews concerning this constraint apparently indicated a prime obstacle that might hindered the teaching process and revealed justifications of their decisions to code switch in classroom. This instructional decision also indicated participants' pedagogical awareness and cognition to deal with such challenges in their classroom context. This indication showed that performing the practice of CS would be applicable to be part of effective teaching methods and strategies to cope with different learners' profiles since "the knowledge of the individual is constructed through the knowledge of the communities of practice within which the individual participates" (Johnson, 2006:237). In support of this result, Pedder (2006:224) confirms that "in large classes, more time is needed for non-academic activities related to administrative and organisational procedures and to the management and control of discipline. Reductions in the quantity of learning opportunities constrain teachers from achieving the necessary pace, depth and breadth of curriculum coverage as class size increase". Moreover, several studies that were carried out in the Saudi context outlined similar results and

167

asserted that overcrowding could be a key reason that prevents having an ideal setting for effective educational process (Fareh, 2010; Bahanshal, 2013; Shah et al., 2013; Elyas & Al Grigri, 2014; Al-Nasser, 2015). This finding demonstrates and suggests the need for progress and change in the English classroom environment since the influence of students' limited language proficiency on their instructional perceptions and practices is worth consideration to improve teaching practices and facilitate target language learning.

A further constraint was associated with the time that is allocated for teaching English, on which respondents expressed similar viewpoints regarding their practice of CS. The analysis of participants' interviews pointed out that the cessions, which are 45 minutes for a class and four times a week, were seen to be insufficient for participants and make it exhausting to cover information effectively and complete the associated activities in every single lesson without the resort to L1. Moreover, perceiving such constraint led to neglect of weak or shy students, causing them to be left behind due to the lack of individual attention in the classroom, and a lack of opportunity to give feedback on language mistakes and support to engage in classroom activities. This result indicated a perception among language teachers, which could be said that without having support for language teachers from institutions to facilitate the teaching process in the local classroom environment, the educational efforts of language teachers would definitely inadequate, thus, the practice of CS is essential.

For P7, as a case in a point, teaching large classes with limited time seemed a huge load as she encountered many of challenges while teaching. She reported that teaching experience helped her to gain understanding of real classroom atmosphere, implement several activities and admitted that "although such classes and challenges provide me with opportunities to improve my teaching and classroom managing skills in terms of practicing several activities, I end up feeling exhausted trying to finish lessons and pay attention to students' enquiries …that is difficult to hold each time without using Arabic sometimes"

Moreover, P10 asserted that

> …teaching English is challenging in Saudi local classrooms, where teachers need to be mentally and pedagogically powerful to fulfil the educational aims, enhance the learning process, and handle contextual problematic situations within a limited time of 45 minutes and for a large group of students of different language capabilities …the

practice of switching into Arabic is indeed useful to cope with such challenges, even with little use.

Throughout years of teaching experiences and working in different institutions, P6, argued that smaller classes would have a positive impact on her cognition and accordingly the teaching practices, as teachers could encourage and allow her students to engage cognitively in language learning; hence, impact her pedagogical skills in language teaching. For example, she recalled her teaching experience in private school for one year; she stated how different the teaching in small classes was from that in large ones:

> As I graduated, I taught in a private school for one year then moved to a public institution. I can say that there was a big difference in teaching between them in relation to the environmental conditions and teaching material. I could say that public schools are not as good as the private; specially, with small class size, where there would be ample time for teachers to complete the syllabus successfully. Therefore, using Arabic in private classroom would be almost disappear.

This example showed the necessity for having improvement in the local school environment to avoid the traditional distance that is caused by such constraint, where students "will not be given enough time to absorb the lesson and do not receive ample opportunities to practice the newly material" (Al-Seghayer, 2016:20). It could be said that participants' teaching experiences have a powerful influence that guiding their instructional performances. In other words, it seemed that accumulated teaching experiences have essential contribution to their acceptance of L1 as a necessary tool in language teaching, which justified their pedagogical and theoretical perceptions towards using this strategy in dealing with classroom challenges, they may encounter during their career. Consistently, Bahanshal (2013:50) emphasized "that it is abundantly evident that English teachers encounter great challenges when teaching large classes as they encounter difficulties in knowing all students in the class, having time for all individuals or presenting effective activities"

Furthermore, participants specified an additional influencing constraint related to classroom physical context as they commented about the absence of school supplies including audio and visual aids. This finding also has shed light on the fact that the unavailability of such useful facilities such as libraries, language laboratories, and technological aids had an impact upon teachers' actual practices, in terms of considering

it as a major obstacle to hinder English teaching and a main reason that led them to resort to using L1.

> P5: Teaching English cannot be compared to other subjects; it is a foreign language and students should realise its features, for example, listening to correct pronunciation from native speakers, reading more stories or books from the school library if there are ones. Nothing of such learning practices and skills could be accomplished without appropriate facilities. Otherwise, Arabic could be used as a replacement tool.

In the same vein, the way P10 expressed her response shows dissatisfaction with anger regarding the lack of suitable learning facilities, which should support and encourage the learning process

> [ohhh]…it is sad to say that language laboratories are not available in almost all local schools, if they exist, they are not working due to poor maintenance or lack of trained technicians. Thus, only two language skills are frequently used in each instructional unit: reading a short text, writing in the form of filling in blanks, handwriting, dictation, and reordering words to structure a sentence, while listening and speaking are limited, of course with Arabic technique.

> P7: Students will pronounce English as they hear it; since the teacher is the main- if not only- source of learning, they will copy her. I believe that if students sound wrong, it means that they learned English in the wrong way. To be honest, sometimes I cannot blame them because they are non-native speakers in the first place, and they use Arabic all the time, but they could implement better pronunciation if they listened to audio sources of native speaker.

The findings revealed by the current study highlighted a serious point that the characteristics of classroom context plays an important role on the development of TC and their practices concerning the practice of CS. As participants explained, such language teaching supplies and facilities would support English teachers to improve interactions and emphasise communication instead of lecturing and focusing on language accuracy instead of a merely dependence on the practice of L1 as a helping tool in language teaching. In the same vein, Burns (1996) demonstrated that these contextual classroom factors have the potential to form language teachers' instructional decisions on planning and teaching similarly.

6.5.1.2 Students' Proficiency Profile

Further constraint derived from participants' interviews highlighted their awareness and understanding of students' proficiency profile; which presumably constructed their teaching philosophies on how to teach the language and when to implement the practice of CS with consideration to different abilities. They proclaimed that such difference in language ability and aptitude in association with the previous context constraints, caused those students to rely on their teachers' effort of using L1 in teaching, prevented them from achieving satisfactory language outcomes, and that would create a serious challenge for language teachers to deal with. P2 pointed out that:

> Students cannot be blamed for their low competence and rely on Arabic in language learning without considering the surrounding influential circumstances ...I had been through similar conditions of having the language teacher as the main source of learning, focusing on grammatical knowledge with few communicative activities, and studying just for passing exams.

Another teacher, P8, justified her pedagogical perception of CS, even though she believed in the policy of excluding L1 in learning a foreign language.

> The use of L1 in English classes in my viewpoint is strongly associated with four fundamental education elements including the teacher, textbook, teaching method, and students' self-learning interest. Once some, even any, of these elements failed to improve the educational process of the target language. Then, switching into L1 is imperative.

Based on the discussion of previous findings, it could be said that the lack of an authentic environment would impact TC and accordingly guide the process of teaching that was clearly revealed through the domination of L1 in classroom practices. As revealed from participants' responses, classroom facilities would encourage learners to improve the major skills of language learning: listening, speaking, reading, and writing, since for most students, the classroom was the only context where they learned and practised English. Accordingly, it seemed that without any relief from such constraints of teaching context, teachers would naturally adapt their cognitions to align their instructional decisions with the characteristics of their existing teaching contexts. It was argued by Walsh and Wyatt (2014:699) and cannot be denied that language teachers might overcome challenges of contextual factors such as class size, time duration and a poorly-resourced classroom to improve their teaching methodological principles. However, examining TC in Saudi local classroom contexts in relation to the practice of

CS like the current study with consideration to students' level of competence in language learning revealed "a more complex picture than one of a purely methodologically principled teacher focus on learners' needs" that might be found other contexts. "Teaching in Saudi Arabia is not the same as teaching in [the] UK or in China (Ashraf, 2018:136) , since accomplishing this task "in Saudi Arabia encounters many difficulties" (Al Shlowiy, 2014:129).

6.5.2 Cognitive Dissonance

The findings reflected a pattern among participants' personal principles and certain practices to deal with the reality of challenges in classrooms. These challenges appeared to be barriers that contributed to the dissonance between their cognitions and actual classroom practices concerning the practice of CS to deal with the reality of classroom teaching situations. Such challenges were referred to the teaching method, teacher's autonomy over approach, and education policy. With regard to the practice of CS as underlined in this study, the findings from semi-structured interviews drew attention to participants' cognitions that were expressed as reflected evaluations of their pedagogical awareness and actual teaching performances. Particularly in terms of deciding what practices should be employed, and what decisions were preferable and effective to implement in language teaching; particularly, concerning the practice of CS. They seemed to prioritise the pedagogic principle of this instructional practice in different classroom situations to facilitate the process of language teaching despite a contradiction in their cognition, as a few of them appeared to compel in using it. In other words, participants seemed to share a goal in language teaching that is to simplify the educational process through the use of CS, though some of them found themselves compelled to using it in language teaching due to the institutional and classroom contextual constraints. Hence, foreign language teachers usually "find it quite challenging to choose the right method that would suit the learners' needs and their learning style" (Shah et al., 2013:107-108). In line with this result, Moodie (2015) suggested that within a thematic group of principles, different sets of principles that teachers hold could justify a range of their instructional practices in the classroom.

6.5.2.1 The Teaching Method

The findings derived from semi-structured interviews showed a contradiction in participants' views, where the reality of teaching context had a powerful impact upon

their cognitions and actual practices regarding the practice of CS, thus, they referred to their perceptions on how to perform in certain situation and teach the language. Though the majority of participants argued against employing this traditional method and were favoured the communicative approach, the actual teaching experience revealed an acceptance regarding the nature of the GTM because of its appropriateness to the material and with its use of translation into L1, beside its suitability to convey information in the same way as they were taught.

The contradiction of reality and cognition can also be found in P6's perception, she revealed her opinion about the teaching method, which resulted as a result of her previous educational experiences.

> It is unhelpful to follow personal perception to use different teaching methods that might be successful, while the instructions imposed in the teachers' textbook follow the GTM. This means that the method provided in the textbook is the best one used to convey its information.

A similar complaint is also found in P9's response regarding her teaching philosophy which reflected her cognition as a language teacher that was formed from her teaching experience:

> Several times I tried to change my traditional way of teaching and use other methods to increase interactions and participations in the classroom, but neither students nor the classroom context could help my idea.

The findings also revealed that the traditional teaching method dominated by the GTM was influential on teachers' classroom implementations; it was found as a reoccurring theme that was discussed in some previous points in research questions (RQs 1 and 2). Moreover, this reoccurrence indicates important awareness of the drawback of language teaching in the Saudi context and reveals a mention of an idea for a change and adoption of new teaching methods and strategies to improve their teaching practices.

> P12: With my colleagues as English teachers, we agree that employing the GTM was more convenient and that switching into Arabic was like a lifebelt in a pool, since there was scarcity of helpful teaching resources or techniques that facilitate the learning process for language acquisition like listening laboratory and visual aids. For example, utilising communicative approach would be ineffective.

This result indicated that their cognition was the basic source of teachers' classroom practices as they regularly refer to their personal perceptions in making their classroom decisions and performances. In other words, the results pointed out

that teachers' decision-making and performances were dynamic that take its power from their cognitions and adapted based on the situation occurred in particular classroom context. Pennington and Richards (1997:171) declared: "Such factors pressure away from experimentation or innovation and towards a 'safe' strategy of sticking close to prescribed materials and familiar teaching approaches". It is therefore possible to argue that continuous use of such a traditional approach reflected dissatisfaction and criticism within the Saudi context, where most academic educators favour delivering information, which students are expected to translate, memorise, and recall in exams in order to succeed, without even mastering the necessary skills of the target language (Al-Seghayer, 2016).

6.5.2.2 Teachers' Autonomy

Participants' responses in the interviews also indicated the claim that language teachers in the KSA have no autonomy in decisions regarding the content of English syllabus and teaching needs since these decisions are always determined by the dominated teaching method that is imposed by policymakers working in the MoE. For example, P7 revealed that English teachers wholly to blame for lifting students unable to learn and use the language properly, thus fail to succeed. She criticised the view whereby "language teachers are thought to possess a magic bond by which they control everything easily and have the power to provide success for all students". In addition, P12 expressed her dissatisfaction with language teachers being blamed for the students' low achievement in English as she stated "language teachers are always in the first place for any positive or negative learning outcomes …that is ridiculous [speaks with anger]".

Such examples revealed that English teachers are bound by policies about how and what to teach and what methodology they should follow, which means that language teachers cannot be totally blamed for unexpected learning outcomes. It could be assumed that this restricted system seemed to cause frustration among participants as it limited their ability to adopt different teaching approaches and compelled them to adopt certain method in language teaching without a freedom to alter their teaching approaches. Participants' responses from the interviews reflected teachers' professional role in dealing with different situations to facilitate the teaching process, where "English teachers at all levels of education in the KSA are provided with a similar pacing guide of the syllabus, guideline and plans …for the completion of studies in every academic year, which they are expected to follow" (AlHarbi, 2017:153). In line with this view

Shah et al. (2013:107) declared that "teaching practices are influenced by restrictions imposed by institutional authorities"; so that language teachers "are not autonomous to pick and choose their teaching method". Furthermore, Saudi scholars such as Alhawsawi (2013); Althewini (2016); AlHarbi (2017); Asiri (2017) highlighted that teachers' lack of professional autonomy, as the traditional method provided in the textbook was imposed by the MOE, consequently; "teachers' role has been restricted" (Althewini, 2016:5).

6.5.2.3 Administrative Centralisation

The guidance of the education policy compelled by the MoE regarding language teachers' instruction methods appeared to have a serious impact on participants' actual practices in terms of limiting their freedom to make appropriate pedagogical decisions in different educational situations, particularly concerning the practice of CS in language teaching. All participants in their interviews asserted dissatisfaction with this centralisation; they highlighted that these policies often demand the use of various teaching strategies, regardless of their appropriateness to the English lessons, which overloaded them with additional responsibilities and put them mentally under pressure and exposed them to physically exhaustion in doing their jobs as reported by P8, who stated: "We [as language teachers] feel like robots following exact constructions of teaching imposed by the MoE". As most of the participants described, these requirements were often unexpected and inconsistent with their instructional perceptions and the real situations of language teaching practices in classrooms. It is always remains "a top-down policy" as highlighted by AlHarbi (2017:153), who also declared some external interference by the manager of institution for requesting extra time for teaching to finish the syllabus for the preparation of final exams.

During interview, when some probe questions were asked concerning language policy of teaching methods; especially, the practice of CS, to gain deep information about factors impacting their classroom practices, P3 stated dissatisfaction concerning this issue. She said:

> I wish those language mentors would engage once in the classroom field [context] for teaching English, they would recognise how hard and exhausting this job it is and that it could not be accomplished without the effective use of CS, instead of just providing language policies and guidance …I think they would quit [laughing disappointedly], to avoid such a headache of excluding L1 in English

classes. I decided to follow this policy while being observed by language mentors and use it before them.

Me: Why did you come to this decision?

P3: Because facilitating the teaching and learning process and achieving successful and satisfying outcomes are more important for me.

The result indicated participants' pedagogical role in the classroom, which showed awareness of what should be implemented in different contexts with a concern for some linguistic considerations associated with students' level of proficiency to make progress in the process of teaching a foreign language. In other words, the attitudes and pedagogical knowledge that teachers evolved indicated flexibility in teachers' conceptions regarding some instructional classroom decisions about the target language in terms of using CS in order for the flow of the lesson to be maintained even if these decisions oppose the education policies.

In consideration to this complexity, some teachers (8 out of 12) showed consistency between their cognitions and practices, as they believed in the necessity and usefulness of L1 in English teaching, expressed in similar responses of "Of course, I use it"; "my lessons cannot be fulfilled without it", and "without using L1, students would not be able to understand, therefore I use it". The rest, (4 out of 12) were compelled to use it to maintain students' involvement in classroom activities; P6, for example, explained her style of CS, saying "I try to avoid CS in my classes. However, when necessary, I let good proficient students demonstrate difficult items for the rest of their classmates instead of doing it myself". While P7 used a preparation technique of learning that enabled students to find out difficult items of the new lesson and translate them into L1 to avoid using CS in the classroom, as they had background knowledge:

Before the end of my class, I usually identify difficult items in the new lesson for my students to search for their meanings in Arabic as a kind of preparation. In this way I save time illustrating, students will be ready for understanding, thus, eliminating the use of L1.

The pressure of such centralised systems faced participants with the dilemma of how to deal with the unexpected effect on their implicit perceptions regarding their task of teaching; in other words, "to adopt practices that contradict their cognition" (Shah et al., 2013:115). Oyaid (2009:4) also indicated the influence of education policy on teachers' perceptions and attitudes that seems to be misunderstood "because of difficulties in implementing it". This is similar to Al-Seghayer (2015:91) assertion that "Saudi EFL

176

teachers are saddled with an excessive workload that causes work-related stress when they implement their daily [tasks]" and most importantly, it would make them more tending to resort to the traditional teaching method rather than improving students' communicative language skills.

In summary, the third research question of this study pointed out several conceptions concerning the impact of language teachers' actual experiences on their cognition with particular consideration to the practice of CS in language teaching. The findings of this research question seemed to underscore the complicated nature of language teaching, where teachers' instructional knowledge and skills should be employed in the classroom while also considering the contextual factors, which may impact this implementation. This is consistent with the existence literature on language teaching, which points out that teaching experiences play a significant role in the development of teachers' professional lives, cognitions, and teachers' expertise (Burns, 1992; Borg, 2003, 2005; Golombek and Doran, 2014).

The key findings to this point appear to centre on the ability of the teachers' cognitive theoretical, empirical, and pedagogical awareness to identify the appropriate and needed method to teach English and situations where it is helpful to resort to L1; yet they are faced with policies and instructions that contradict such a realisation. These factors posed challenges to participants' accomplishment of their teaching task as they compelled them to develop and handle two equivalent modes of cognition. On the one hand there was their personal cognition, to pursue what they believed in, knew about, and thought of principles about using this phenomenon in language teaching and learning. On the other hand, was their pragmatic cognition, to deal with the reality of the teaching situations in which they faced many obstacles and limitations imposed by the institutions and context of their environment and enacted the decisions to achieve their target goals. Bearing in mind the previous points, this result seemed to be inconsistent with the Saudi MoE's espoused intention to improve the proficiency of language learners and enhance teachers' pedagogical and instructional skills, (as explained in chapter two, 2.5). Combined with the findings in the literature, these findings seemed to be consistent with Al-Seghayer (2016:23) report, which suggests that "Saudi English teachers have less autonomy and are teaching within certain boundaries".

6.6   The Focus of the Research

Having addressed the three research questions, it is now possible to turn to the overall aim of the research, which aims at exploring the origin of TC and understanding how their cognitions are formed and reflected in their classroom instructional practices regarding the practice of CS in language teaching. In supporting the findings of several studies in the literature, this study broadens the phenomenon of TC; it provides insights that the origin of this concept concerning the practice of CS in Saudi educational context is contributed to the product of all accumulated language-related-experiences of learning and teaching practices, therefore, participants consider it necessary in language teaching.

Drawing on the conceptual framework generated by Borg (2003) and the research questions that have guided the inquiry of this research, the aim was explored in light of teachers' early learning experience, initial training experience, and in-service teaching practices with regard to the work context. It was reflected that the origin of TC has been conceptualised through previous learning experiences as an echo finding of what was embedded in their memory as language learners and understanding their classroom practices. This reflection is consistent with a number of researchers such as Borg (2003), Bailey et al. (1996), Golombek (1998), and Numrich (1996). However, in this study, it appears that in-service teaching practices had a more powerful influence on their cognitions concerning the practice of CS despite contradictions in teachers' views regarding the implementation of this phenomenon in language teaching. In other words, this study in support with the researchers' assumption, revealed a strong reciprocal relationship between participants' cognitions and their actual practices, which considered in-service teaching experiences as a most significant role in developing TC concerning the practice of CS in language teaching. This relationship unveils the nature role of TC and how to be able to make sense of their classroom instructional practices within the Saudi institutional context, which are seen as reflections of what is working inside teachers' mind to fulfil the teaching goals and process concerning the practice of CS. These practices are influenced and shaped by a wide range of interacting factors associated with the classroom and institutional restraints that hindered teachers' perceptions to implement successful instructional practices in regard to using CS, as discussed previously in this chapter.

Accordingly, to gain understanding of these factors about classroom and institutional constraints, it was necessary to provide detailed illustration of the complex reasons behind the influence of these factors. This illustration also highlights the role of the classroom practices phase that influenced teachers' mental constructs of language teaching in regard to using CS. Since the study is built on Borg (2003) conceptual framework, it was essential to reflect upon his work for further understanding. In his work, he highlighted complex reasons that help recognising the natural role of TC in shaping teaching practices; these reasons were related to the contextual factors of classroom and institutional constraints, such as accumulated teaching experiences, different educational contexts, reasoning for instructional decisions and modifying lesson plans. Such notion suggests that such complex factors contributed to understand participants' teaching practices in terms of realising what teachers do in classroom, what they know about language teaching, and how they thought of methods and strategies to convey language instructions to their students in terms of the practice of CS in language teaching.

In this study, it was found that participants' perceptions about language instructions, pedagogical awareness and knowledge were broaden through accumulated learning and teaching experiences. These experiences had given teachers the opportunities to try out different techniques in their current language teaching, which supported them in enacting their beliefs and be more creative, innovative, and resourceful in their actual professions. In addition, the findings of the research revealed a cognitive instructional outcome that judicious use of CS in EFL classroom is necessary. This outcome is reached as a result of the flexibility that is found in exploring the concept of TC, which showed that participants were able to readjust their cognitions in response to various practical classroom conditions, to deal with the reality of teaching and based on the situational context; the reality of constant negotiation with classroom and institutional restraints, which had a powerful impact on teachers' cognitions.

Moreover, the challenges that teachers encountered through their actual teaching experiences compelled them to negotiate between their personal cognition and pragmatic cognition, to confront and cope with the instructions and policies imposed by the institutions and culture of their environment. In other words, the imposed challenges appeared to have created a state of confusion among participants, as to wither act based on their previous experience and employ what works well in language teaching, or neglect that and follow the directions of educational policies. Thus, teachers'

accumulated teaching experiences in different contexts seemed to play a key role in supporting their beliefs, knowledge and thought into teaching practices otherwise, these cognitions could be hindered. Also, it would help teachers accommodate the best instructional decisions as they view their tasks as challenging, as shown in P2's response of experiencing different institutional contexts:

> P2: I experienced teaching in private schools for three years at the beginning of my professional teaching; there is a big difference indeed in language teaching concerning the practice of CS between the two institutions, where the classroom context and environment in relation to students' proficiency level, and physical classroom facilities was much better in terms of facilitating the teaching process and less in L1 use.

This statement shows the transformation in TC as this teacher experienced different educational contexts in terms of the facilities in the classroom atmosphere, which help by allowing teachers to keeping successful instructional decisions concerning using CS, which may occur progressively during teachers' carrier. Otherwise, teachers would leave their cognitions unspoken and view their tasks as obstacles to perform what the policy mandate. Such a finding demonstrates that more experienced teachers are more likely to make interactive instructional decision-making.

Furthermore, it was found that facilitating the teaching and learning process were one purpose behind teachers' reasoning for instructional decision- making of employing CS. This reason attributed to what works best in their instructional practices, as described by P8:

> The use of L1 in English classes in my viewpoint is strongly associated with four fundamental education elements including the teacher, textbook, teaching method, and students' self-learning interest. Once some, even any, of these elements failed to improve the educational process of the target language. Then, switching into L1 is imperative.

This statement provided a reason for reforming participants' cognition of language instruction and pedagogical principles concerning the use of CS. This influence of environmental conditions on TC was also suggested in several studies such as Al-Mandil (1999), Burns (1992) and (Johnson, 1994). Additional purpose behind teachers' reasoning for instructional decision of using CS ensured learners' understanding of the target language. This purpose is attributed to the limited language proficiency that most students have; where it found as one of the classroom constraints that led to reshaping

TC in regard to the practice of CS. For example, P12 stated, regarding using CS in her classroom, that

> "there is a necessary need for reverting to L1; especially during revision sessions before final exams to save time explaining complex subjects in the English textbook and clarifying examples of exam questions or procedure".

Teachers' choice of using CS revealed that some instructional technique could emerge as cognitive process that participants believed was the most appropriate decision in language teaching. Similar reason for ensuring language understanding was reported in Johnson's (1992a) study as her pre-service participants made most instructional decisions in language teaching. Such common reasons and drives were also identified in several studies by teachers to explain their instructional decisions such as Bailey et al. (1996), Richards (1996), and Nunan (1992). Therefore, it could be inferred that teachers' reasoning for adopting successful techniques and strategies in language teaching appeared to be influenced by the reality of different situations that teachers confront in their classroom, which reflected their cognitive perceptions. Such notion is supported by Borg (2003) who pointed out that classroom contextual factors and institutional constraints are also shown as reasons that influenced teachers' ability to adopt different instructional practices, which reflect their cognitions.

Further complex reason considered the notion of modifying lesson plans during the English classes that help recognising the natural role of TC in shaping teaching practices concerning the practice of CS. This reason appeared to be associated with the influence of contextual factors that are related to classroom and institutional constraints, which influenced TC and their teaching practices. Such presented factors could subsequently modify teachers' pedagogical cognitions concerning the practice of CS and allow teachers to departure from their lesson plans to cope and deal with unexpected challenges, which sometimes did not reflect their cognitive and pedagogical principles. This was clearly indicated in P7's report "though I do not prefer using it [CS], sometimes I find myself forced to use it; it is always my final solution", which is supported by (Borg, 2003:94) such common modifications in teachers' actual experiences "were prompted by pedagogical factors (e.g., the need to simplify a task) and by a perceived need for more focused language work".

The presented excerpts also highlighted the challenges that teachers encountered, which compelled them to negotiate between their personal cognition and pragmatic cognition,

to confront and cope with the instructions and policies imposed by the institutions and principles of their classroom environment, concerning the practice of CS in language teaching; thus, function and upgrade their instructional awareness to activate appropriate situational beliefs and attitudes to meet their teaching goals and satisfy the requirements of their administrations. As mentioned in the previous chapter (5), dissatisfaction was found in participants' responses concerning the pressure of the institutional requirements, which led teachers to operate their cognitions. P7, for example stated that:

> It is quite good to think of an improvement in the strategies of language teaching; what is more developed is studying the possibility of applying these strategies in the classes taking into account all elements about language teaching; for example, the topics of the material and students' level. But the reality often reveals the opposite, where teachers are required and instructed by language mentors to use various methods and techniques of teaching, for example, teaching without using L1. Ok, I agree, but what if the situation forces me to use it?

> Me (the researcher): Good question indeed. Then, what is your decision? Would you follow your personal perception or your mentors' guidance of language policy regarding this matter?

> P7: It is so hard, but I would follow my perception because I am the only one who could judge the situation and the need for any strategy that could facilitate the learning process. In the past, during the practicum experience, I had to follow mentor's instructional guidance because if I didn't, I would lose marks, but now, my big concern is students' needs.

The shared response showed the centralised policies that impacted participants' actual practices in one way or another, with specific attention to CS usage as a helpful medium of instruction. Further, the dilemma and working conditions as described in RQ (3) put teachers under huge pressure as they needed to fulfil their job requirements and complete the set goals of the curriculums, think of the students and their attainment of the target language, and try to give them better education and learning experience, which they hoped and wished to provide, while avoiding the past misconceptions that they had encountered during their earlier learning phases as students.

Overall, the study findings indicate that participants hold their own beliefs and thoughts about the language learning and teaching based on the knowledge they gained from their previous educational experiences. However, the reality of the classroom contexts in relation to contextual factors and institutional constraints played a significant role

that challenged teachers repeatedly to adjust their instructional decisions to facilitate the teaching and learning process. This conclusion is drawn as a result of participants' ability to affirm or readapt their cognitions and instructional decisions about the importance of CS as a successful tool/ technique in EFL classrooms practices.

It could be inferred that the classroom practices phase in participants' development had a powerful role that impacted participants' cognitions and led them to act as practical practitioners to implement and adopt what they believed to be successful and appropriate instructions in their teaching practices concerning the use of CS. This means that language teachers in the KSA seem to focus on specific strategies consistent with their cognitions that are formed through their teaching experiences; thereby, allowing the easiest and most beneficial instructions to cope with different educational situations.

In this study, it seemed that teachers have an understanding and awareness of what Kumaravadivelu (2006a) implied in his post method framework of understanding language teaching in which language learners' learning needs tend to be unpredictable and that language teachers can use various methods to address students' unexpected needs. This framework relies on two strategies called 'macrostrategies' and 'microstrategies'; the former are "general plans derived from currently available theoretical, empirical, and pedagogical knowledge related to L2 learning and teaching", while the latter are "classroom procedures that are designed to realise the objectives of a particular macrostrategy" (Kumaravadivelu, 2006b:201-208). Such framework would provide language teachers with opportunities to adjust their implementation of specific instructional plans related to teaching demands and particular classroom conditions to use them in flexible ways based on perceived needs during the teaching process in classrooms. Therefore, "teachers should have the freedom to make their own on-going decisions regarding initially unforeseeable needs to have a successful learning process… (and) should be provided with broad guidelines, which set out general strategies that are therefore applicable almost everywhere" (Ahmad, 2014:96).

In relation to the aim of this study and the phenomenon under investigation, the findings were pertained to Kumaravadivelu (2001:69) post method condition that "is shaped by three operating principles: particularity, practicality, and possibility". Having considered this post-method condition in this study, this section demonstrates how these three operating principles are implemented in participants' professional performance in accordance with the aim of this study. Initially, the findings show that participants were

well aware of students' limited language exposure inside the classroom and lack of authentic situations for practising, which could be a serious obstacle that impedes students' achievement in the target language, as they lack opportunities to use it properly. This awareness appeared to encourage a way of conceptualising post-method pedagogy of particularity, which "reject(s) the advocacy of a predetermined set of generic principles and procedures aimed at realising a predetermined set of generic aims and objectives" (544). In other words, this concept seeks to facilitate a specific method or pedagogy in language teaching in consideration of teachers' awareness in this study, which is based on a true understanding of the contextual factors rather than following fixed teaching rules in different situations. In the current study, utilising CS in language teaching appeared to be successful to reach the educational aims of teaching and learning English in consideration of the reality of the context concerning different factors such as teaching method, the teacher's role, students' proficiency profile and contextual constraints, where the target language is undertaken.

Moreover, the post-method pedagogy of practicality shows the interrelated connection between the theory of teaching and practice in terms of enabling and encouraging "teachers to theorise from their practice and practise what they theorise" (545). In other words, participants of this study favoured an essential change in language teaching policies, with particular consideration to CS use that would enable them to link their cognitive pedagogical theory of CS with the teaching and learning demands in their practical classroom experiences of particular educational settings. In the same vein, Omar (2011) suggested, language teachers in their ongoing teaching practices are gradually influenced by practical knowledge more than personal cognitions as teachers experience different educational conditions that require flexibility in decision-making on teaching practices. This means that language teachers are the only ones, who can make the right decision on when the need for CS truly and significantly occurs. Therefore, several studies such as (Ahmad, 2014; Shahnaz, 2015; Ja'afar & Maarof, 2016; Alnasser, 2018) suggested establishing a document within proper educational policies to provide clear guidelines about the role of CS in the teaching and learning process, so that language teachers would be free to make their own instructional decisions and deal with the challenges of different contexts.

Finally, the research findings indicated that participants of the study held similar conceptions on the judicious use of CS, despite differences in their cognitions of accepting and rejecting its use in English teaching. This result reveals that TC seemed to

be readjusted due to the reality of classroom teaching situations and the impact of contextual factors pertaining to teaching context and culture of their environment. It appeared that by using CS in language teaching, both teachers and students "cooperate to create optimal environment to build critical cultural awareness of the two cultures", which helps them to evaluate both local and target culture alike (Ahmad, 2014:107). As suggested by Kumaravadivelu (2001:545), there is a way of conceptualising a post-method pedagogy of possibility which "rejects the narrow view of language education" and "seeks to branch out to tap the socio-political consciousness that participants bring with them to the classroom" so that it can elaborate the linguistic functional elements that obtain inside and outside the classroom. In other words, teachers' awareness of the judicious use of CS helps to link between individual identity formation and social transformation as it helps to facilitate the teaching process and encourages students to understand and learn the target language. Thus, this study exploring TC and investigating their classroom practices concerning the practice of CS suggested that CS based on TC should be considered as an effective technique in language teaching rather being looked down upon in English classes. Hence, it recommends flexibility in language educational policies regarding this phenomenon so that language teachers would feel more relaxed and act freely in making suitable instructional decisions in their classroom professional practices.

6.7   Summary

This chapter has discussed the research findings with reference to the research questions and in relation to relevant perspectives derived from related literature, Borg (2003) framework of TC, and the situational context of the KSA. The findings revealed several factors that shaped participants' cognitions about language teaching concerning the practice of CS, beside some challenges surrounding participants' teaching contexts that were viewed as key factors to guide their independent decisions. Having addressed the focus of the research, the discussion demonstrates the focus of the study, which provides insights on the developing of the phenomenon of TC in Saudi local institutions and reflects its impact upon language teachers' classroom practices through the lens and example of practicing CS in language teaching. It also illustrates the complexity that was imposed on teachers' professional lives by institutions and the context of their environment, which have a significant influence on their instructional practices concerning the practice of CS in English teaching. Several key findings and arguments

have been expressed and discussed, which led to the fulfilment of the main research aim and answering the research questions.

CHAPTER SEVEN: CONCLUSION

7.1 Introduction

This chapter provides conclusion along with several important contributions to knowledge in the area of TC and its powerful impact on in-service English language teachers' classroom practices concerning the practice of CS in Saudi local context of language teaching. It is structured into three parts. First, a summary of the research findings is presented, showing how the research aims were fulfilled. Second, significant research implications and contributions will be depicted. Third, research limitations will be acknowledged and topics for future studies will be suggested.

7.2   Summary of the Research Study

Studies on TC worldwide have broadened perspectives on the field of foreign language teaching. A gap in the literature has been identified for studies that share and increase knowledge about English teachers' perceptions and their prior educational experiences concerning the practice of CS, and the contextual factors that might have an impact on teachers' classroom practices in the context of local schools in the KSA. This study was a contribution towards addressing that gap. Most research on this phenomenon has focused on some educational aspects to understand language teachers' approach to formal instruction, e.g. teachers' knowledge of grammar instruction and beliefs on language teaching literacy (Borg, 2003). Moreover, studies on CS seem to have taken place mostly within English native speaker cultures such as the UK and the USA, whereas few studies have considered the settings of non-native speaker cultures such as Europe, Asia, and Arab societies, in particular, the culture of the KSA, where the English Language is taught as a foreign language for "instrumental purposes while maintaining local heritage and culture" (Jenkins, 2010:460).

Furthermore, this study highlights the important role of research into TC; it confirms Borg's (2006b:1) claim that "understanding teacher cognition is central to the process of understanding teaching". Based on the insights that emerged from the data of this study concerning the practice of CS in English language teaching, this section highlights the main contributions that this study makes to the understanding of TC and their classroom practices underpinning this issue. It presents an overall synthesis of the research findings that provide answers to the research questions. It also emphasises the

importance of using different instruments in collecting data. As stated by Dörnyei (2007a), multi-data sources help researchers overcome the weakness and limitations of each instrument. The combination of two qualitative instruments, autobiography to explore teachers' prior learning experiences at early learning and initial training programme, and semi-structured interviews to examine their in-service current teaching practices. In this study, this combination of instruments has enabled the researcher to gain in-depth details and rich insights on the issue studied, which could not have been achieved by using only one instrument. Through these instruments, the participating teachers were able to shed light on some factors that formed their cognitions and accordingly, in association with some contextual challenges related to the classroom and institutional context, influenced their classroom practices concerning the practice of CS. This study contribution to knowledge is discussed next.

7.2.1   Contribution to Knowledge

This study contributes to the existing of understanding of TC and teachers' classroom practices concerning the practice of CS in teaching English as a foreign language. It sought to identify the elements of twelve Saudi English language teachers' prior learning experiences that appeared to be the most influential in forming their cognitions and to investigate how their instructional decisions and practices have been influenced regarding using CS. The study revealed that teachers considered the GTM still to be the dominated language teaching method; therefore, they believed using L1 was necessary, although it seemed to be against the policy on language teaching and some of the participants' instructional cognitions.

The findings from autobiography about participants' early learning experiences at school revealed that the majority of participants shared similar experiences of language learning, their focal concern of cognitions regarding the practice of CS was associated to several components related to their past: 1) method of language teaching, which was dominated by the GTM and a teacher-centred approach; and 2) learning habits. The findings also reflected differences in their cognitions concerning the practice of CS in language learning; however, they showed heavy reliance on this strategy in language learning. This discrepancy seemed to be attributed to participants' level of language proficiency, as the majority of them had experienced unsatisfactory learning conditions due to the educational process. Participants cognitions about their early learning experiences regarding the practice of CS seemed to be interrelated with proficiency

profiles and habits of learning as the teaching process focused on grammar rules and overlooked the importance of practising them in communication, which caused dissatisfaction with language learning outcomes. In this regard, participants' views were similar to Al-Seghayer (2016:17) assertion that "the English as a foreign language (EFL) learners' proficiency level in English remains inadequate and below expectation", which seemed to give an explanation for their heavy reliance on switching into L1 to overcome difficulties in language learning.

Furthermore, the findings from autobiography also shed light on the fact that participants' initial training experience at university, which was inadequate to improve their proficiency and produce competent language teachers. The programme's system of language learning was below their expectations; thus, little impact was found during this phase. The influence of this experience on participants' conceptualisations appeared to match their behavioural changes, because there was a need to master the principles underlying the programme, by which they were assessed. The findings also provided insights into the teaching practicum in which student-teachers took part during their study. It was found that their understanding of language teaching was similar to what they were taught at school, in terms of the teaching method and teacher-centred approach, except that they were expected to avoid CS. Thus, no significant change was found in developing their cognitions about language learning and teaching regarding the practice of CS. Moreover, this experience was entirely directed by their mentors' guidelines, which accordingly seemed to influence trainees' enthusiasm and confidence in their ability to practise teaching. As discussed previously (6.4.2), the research findings confirmed those of other research studies in Saudi Arabia that suggested the need for a serious modification in language learning programmes (Ahmad, 2014; Alrabai, 2016; Alrumaih, 2016).

Seeking to understand how participants' in-service teaching practices enables further important insights into the influence of their accumulated teaching experiences along with some contextual factors on their cognitions concerning the practice of CS that challenged and hindered their professional performances. Consistent with Borg (2003) framework of TC, participants' classroom practices were impacted by several interacting factors that related to the instructional environment and methodology of teaching. This impact caused dissonance in their instructional performances; in other words, the findings showed how contextual factors interacted with and guided teachers' instructional decisions in the classroom concerning the practice of CS, leading them to

alter their practices to deal with different situations and individual differences among students. Furthermore, the main impeding factor causing dissonance was found to be the high centralisation by the MoE and school administrations. The influence of this factor compelled participants to abandon their cognitions and act as presenters in line with the educational policies. Moreover, the influence of such centralisation led to cognitive dissonance among language TC, whereby participants had to manage two sorts of cognitions: personal and pragmatic cognitions. This situation occurred as participants' cognitions of educational principles concerning using CS were influenced by the power of contextual factors such that, to deal with the reality of various situations, they had to adopt practices that sometimes contradicted their perceptions, to facilitate the process of language teaching.

Thus, the findings of this study suggested the existence of a significant degree of consistency between participants' cognitions and their pedagogical practices in the context of the KSA concerning the practice of CS, taking into account the environmental and institutional impact upon foreign language teaching and recognising language learners' needs for CS to simplify and facilitate the teaching process. This interesting study on TC presented the role of participants' language learning histories in forming the origin of their instructional cognitions concerning the practice of CS that guided their current teaching practices. Nonetheless, another valuable finding of the study argues that teachers' classroom practices has more powerful influence on TC than that of early learning experiences as asserted by different researchers such as Borg (2003), Bailey et al (1996), and Golombek (1998). Based on the constraints of institution and context, teachers have employed what they believed it worked well about the language learning and teaching concerning the use of CS, which stated that judicious use of CS in EFL classroom is necessary.

7.3   Implications of this Study

This section provides several implications for teaching English as a foreign language in non-native speaking educational contexts that are derived from important areas behind conducting this study, which will also impact future studies. Such areas are included pedagogical conceptions related to language teachers' pedagogical and professional development, integrating language learning skills, teaching methods and strategies, initial training programmes, educational administration of language learning and teaching, and the practice of CS in language teaching. It is significant to acknowledge

that the implications derived from the findings of the current study appears to be strongly interrelated factors behind the practice of CS in English language teaching and learning, which need to be taken into consideration among language educators and policy makers as an important and useful strategy in foreign language education.

7.3.1 Implications for Language Teachers' Pedagogical and Professional Development

In accordance with the research findings concerning the practice of TC and classroom practices, this research may provide language teachers with a chance to examine their cognitions about language teaching and become more aware of their pedagogical beliefs, intentions, and knowledge regarding several subject matters like exams, feedback, homework, and classroom activities. It also may help them to look into their understanding of language teaching and indicate the effect of their cognitions upon how their practices eventually impact students' learning outcomes. Moreover, the study provides participants' views and suggestions regarding shaping an effective working environment to facilitate the teaching and learning process and mitigate difficulties and obstacles that could be encountered in the realities of educational contexts and settings.

Hence, continual professional progress of research on TC would be beneficial, with the potential to provide further improvement of language teachers' practices. As declared by Borg (2003), vast prior experiences of language learning could help reconceptualise teachers' perceptions and form their cognitions as professionals. Reflection on these would increase their teaching knowledge with areas of strength and weaknesses, thereby encouraging them to maintain successful teaching approaches and improve ineffective ones.

In terms of using CS in English teaching, it was clear that all participants as language teachers valued a judicious use of CS as a supportive strategy for those students who need motivation and reassurance to understand the target language; to clarify and explain concepts and grammar rules while endorsing extensive use of English. Given the findings, it is anticipated that by utilising creative instructional strategies, language teachers could promote classroom interactions in a learner-centred approach, to enhance students' engagement and participation and consequently improve their communicative language competence. Further, studies concerning CS would provide a comprehensive

framework would illustrate potential situations in which use of CS could be appropriate (Khan, 2016).

Further, it seemed that most language teachers in Saudi classrooms lack training to develop an effective teaching strategy that increases motivation among language learners. According to Al-Mandil (1999), the reason for this deficiency could be attributed to several points: the teaching method, since teachers are compelled to follow the Teacher's Book that provides strict guidance on language instruction and the class size, with large numbers of students in each classroom. Thus, teachers' resort to L1 to compensate for these deficiencies to facilitate the teaching process, an approach that seemed to be appreciated and generally favoured by most participants in the study.

7.3.2   Implications for Developing English Language Learning Skills

Another important implication derived from the findings of this study concerns developing the English syllabus in terms of a consideration for including the four main language skills: the 'receptive skills' of listening and reading, and the 'productive skills' of speaking and writing, instead of the focus on implementing a grammar-based method in language teaching and learning. It was found from the findings of this study that language learners lack a practice of communication in the target language as the English learning process in the KSA focuses on a grammar-based information, rather than the use of the language as a medium of communication. Malar (2015:103) highlights that the English learning process "should encourage the ability to speak effortlessly, listen and understand patiently, read with comprehension and sensitivity, write with confidence, clarity and precision". For this reason, Saudi language learners usually if not always, encounter difficulties mastering the target language skills, since students in both public schools and universities in the Saudi context have no practice in English classrooms, as confirmed by Rababah (2002).

On the basis of the dynamic nature of learning a foreign language, linking language skills with grammar functions would serve the purpose of communication because language learners' competence depends on a balance of "understanding when listening, making oneself understood when speaking, understanding meaning when reading, and writing with purpose" otherwise it "would remain a mere theory" (Malar, 2015:99). It could be said that integrating and addressing the language skills in learning can

positively contribute to the development of learners' language proficiency, thus, to reduce the reliance on L1

7.3.3   Implications for Effective Teaching Methods and Strategies

From the findings of this study, it can be seen that all participants were mostly taught using the traditional GTM, which is based on translation from the target language into L1 in learning the grammatical rules and vocabulary. Most notably, it seems that using traditional methods and strategies of explicit instruction, which emphasising memorisation as a strategy to learn grammar and vocabulary are considered barriers to developing language learners' competence in the KSA (Ahmad, 2015; Al-Seghayer, 2016; Alrabai, 2016). Utilisation of such methods and strategies would not lead to independent learning, as teachers walk through the entire textbook while students expect typical guidance from their teachers on what they should learn to memorise and then regurgitate in the final exams to succeed. It was the opinion of this study's participants, and consistent with many language teachers in other studies that following ineffective teaching methods and strategies in language education might sometimes help students to pass exams and gain high marks, but often results in unsatisfactory learning outcomes. Personally, teachers should be provided with full authority to implement any type of teaching methods they believe in its appropriateness and effectiveness in English classes to be able to re-think, moderate and alter their teaching strategies to ensure successful outcomes, as they "are considered authoritative characters who dominate the learning process" (Alrabai, 2016:24), and they are the only ones who better know their students' ability in language learning.

7.3.4   Implications for the Initial Training Programme at Universities

The current study also revealed that the English training programme at universities needs attention, in terms of its effectiveness for teaching a foreign language and preparing well-qualified teachers. Consistent with most studies conducted in the Saudi context so far, the conclusion was reached "that the English programme delivered in Saudi school(s) needs modification and continuous revision if it is to meet students differentiated needs and interest" and that the method of the programme in English as a foreign language "must be evaluated" (Al-Johani, 2009:74).

Thus, the necessity for improving the professional programme and training lies in the fact that student-teachers would increase their knowledge, awareness, understanding, and confidence that is required in their profession as language teachers. It would also enhance their ability to develop their competence and boost their motivation linguistically so that they can engage successfully with students and other experienced teachers in their context. It is important due to the previously described findings, to produce amply qualified language teachers to provide a better quality of education, because as Al-Hazmi (2003:342) states, "putting untrained teachers into classrooms to meet increased demand or to expand access to schooling is often at the expense of the quality of teacher preparation and, hence, the quality of learning".

7.3.5 Implications for Educational Administrations

An additional implication from the research findings related to the practice of CS concerns the policies of the teaching system in the Saudi context, which is centralised by the MoE. The research findings indicate that educational policies are a major obstacle that language teachers encounter in the Saudi context, where English instruction is considered ineffective and appeared to be a barrier to the achievement of the teaching goals as suggested by Khan (2011). "This strong centralisation mechanism for Saudi English language education administration suggests that Saudi English teachers have less autonomy and are teaching within certain boundaries" (Al-Seghayer, 2016:23).

Given that the previous components are controlled by the MoE policies, a thorough needs analysis is suggested, to meet the educational requirements for effective language teaching. An appropriate syllabus should be carefully selected and developed to certain standards for all school stages that support the development of students' language skills and so mitigates their heavy demand for the practice of CS.

This study suggests that the main reason for teachers' use of CS is highly associated with students' limited language proficiency and implementing the traditional instructional method. Therefore, these factors should be taken into consideration by the educational administration and authorities when considering teaching methodology and developing language curriculum. Moreover, language teachers should have the freedom and be encouraged to employ suitable teaching methods, strategies and design their activities based on their students' needs, abilities, and knowledge of the target language,

with supportive teaching facilities and resources; hence, "to align with learning goals with sufficient support from administrations to motivate students. This will result in higher learner proficiency and more effective teachers" (Al-Tamimi, 2019:71).

7.3.6 Implication Concerning the Practice of CS in Language Teaching

Since the investigation of this study revolved around language TC and their classroom practices concerning the practice of CS as teaching strategy in local institutions in the KSA context, it is important to provide an implication for using this strategy in language teaching. It is widely known that the ideology of excluding English "is pervasive in language curriculum and education policies where the use of the students' first language in second [or foreign] language classrooms is often explicitly forbidden" (Selamat, 2014:148). The previous implications as extracted from the findings of this study show that language teachers are aware of the necessary pedagogical functions of CS and realise when there is a need for using it, what reasons lead to its use, and how it can be used to serve the demands of the language classes and expectations of their students to facilitate the teaching process, despite teachers' conflicting perceptions regarding its use in language classrooms.

The findings of teachers' perceptions regarding the practice of CS could be a motive for language teachers in general to examine their professional practices about this phenomenon so as to have a better understanding of its role in language teaching. Moreover, it will enable teachers to create and develop instructional techniques and strategies and determine expected conditions where the practice of CS could be required related to students' language learning needs and competence; thus, students would be more active to participate in the target language during lessons. Therefore, language educators and policy makers should obtain teachers' perceptions about this phenomenon as they are at the first people who will be influenced by changes and decisions in language education policies. With my point of view, it is time for language policy makers to examine, accept the practice of CS as a useful teaching strategy, and re-evaluate its importance in foreign language education due to the challenges that teachers encounter in English classes. In support to this point, Ja'afar and Maarof (2016:220) also advocated and pointed out that the "acceptance of code switching by teachers should be a resounding indicator that it is time that policy makers…to gauge teachers' and students' beliefs about the use of code switching, because ultimately the teachers

and students are the ones who will be affected by changes in language education policies".

7.4   Research Limitations and Future Studies

Based on the findings of this study, the following sections acknowledge limitations, and provides recommendations for future studies.

7.4.1   Limitations

Like any study of this kind, this project has its limitations, although considerable efforts were taken throughout, to produce significant findings. Due to the prevailing circumstances where the study was undertaken, those limitations were unavoidable, due to time constraints and limited resources that often challenge female researchers. Some of these limitations are associated with the research methods; however, others are linked to the research sampling in terms of recruiting female participants based on the snowball approach and the time allocated to the write up process of my research in the final year as the crisis of COVID-19 appeared.

Regarding research methods, this study employed two qualitative research methods: autobiographies and semi-structured interviews; thus, the limitations linked to the use of these research methods are related mainly to the time constraint. Conducting doctoral research imposes a timeframe that is bounded by the programme structure, which has a limited and fixed time duration for the data collection to be completed. The process of analysing data from twelve participants based on such methods requires much time; firstly, receiving narrative responses necessitating interpretations of participants' stories, and secondly conducting interviews. It was necessary to provide participants with sufficient time to complete the questions from the autobiography method as it required them to narrate their historical experiences; then, interviews had to be arranged. However, if further methods like observation had been used, for example, I could have observed and gained additional insight into teachers' actual practices, which would increase the authenticity and accuracy of the data collected.

Concerning the research sampling, I encountered a difficulty in recruiting participants, necessitating recruitment of female language teachers through the snowball approach. There were challenges associated with Saudi cultural and traditional constraints, for two reasons. First, each participant was asked to propose and refer colleagues to me as a

researcher. Second, it was difficult for participants to find a suitable time to arrange for a meeting due to their family responsibilities. Hence, it might be more practical and easier when conducting a study with women to recruit participants in one institutional context during normal attendance of an academic time, to avoid such difficulties and challenges.

The final limitation was related to the process of writing up the research in the final year, due to the psychological challenge resulting from negotiating the final stage of the doctoral research journey, alongside the global health crisis of COVID-19, which spread worldwide, threatening human lives. This affected a substantial number of people, killed many, and moreover, changed the way of life around the world. This pandemic has caused fear, worry, anxiety, and depression among my family because of staying under quarantine for several months. Being a single mother and responsible for three teenagers and a child was very difficult to adapt to living abroad in such a horrible time, waiting for normal life to return and focusing on the study while dealing with this situation at the same time. However, all these difficult circumstances can be considered part of the challenges that were encountered during the doctoral journey, which has cost me utmost to conduct and accomplish this study properly as required for a Ph.D. thesis.

7.4.2 Future Research

This study helps in understanding English language teachers' beliefs and thoughts about utilising the strategy of CS in language teaching. Moreover, it provides insights into some contextual factors that challenge language teachers to accomplish their task of teaching, concerning the practice of CS. It is hoped that this study will be seen as a thought-provoking project that can pave the way for language researchers to carry out future research with a view to reshaping the educational system of language teaching and learning, thereby improving language teachers' ability of teaching and students' learning outcomes, and re-evaluating and examining the policy use of CS in foreign language teaching.

A further suggestion is to conduct similar research to the current study but focusing on language learners' views of language teaching methods and strategies, in terms of examining their cognitions regarding what they need in learning a foreign language with consideration to their level of competence, the classroom learning facilities, and the cultural issues surrounding their environment. Such a study could help to identify issues

that impact students' beliefs and thoughts towards language learning; it would also increase their awareness of the importance of learning a foreign language.

Moreover, it would also be worthwhile to conduct a study that focuses on understanding administrators' and policy makers' perceptions in the KSA to determine, examine, and re-evaluate what they believe in and how they think of their decisions concerning language teaching methods, exams, and educational facilities and instructional strategies, particularly that of CS. This may provide broader insights and visions on the educational process they undertake and the quality and appropriateness of their decisions.

Further studies would be useful to conduct longitudinal research on teachers' classroom practices to examine changes in their perceptions over a certain period of time in teaching a foreign language in non-native speaker countries. Such studies would help to test new educational plans to determine areas in language teaching/learning that need to be confirmed and others to be modified, to achieve a satisfactory teaching process and learning outcomes.

Additionally, exploring language TC and their instructional practices at universities for example to compare between the teaching of core subjects in English department and elective English subjects in other departments in terms of using CS would provide insights into teachers' perceptions and increase understanding of what challenges language teachers encounter, how they deal and cope with such challenges to teach different groups of students of various levels of language abilities and interests including teaching methods, strategies, and exams, and in what ways such experiences contribute to develop their language professional and pedagogical practices.

Finally, much more research could be carried and study such conceptualisation of what is called an "Operational Cognition", as teachers need to operate cognitions that are not just based on their background and knowledge butt rather based on the current educational situations, while considering the main pillars of the concept resides within TC, institutional constraints, and situational context leading teachers to developing or adopting a cognition that is utilised in their practical (operational) sense when teaching English.

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Appendices

Appendix (A) Informational Research Sheet for Participants

Information and aims of the research project:

My name is Shahinaz S. Abdulhafiz; I am a Ph.D. student at the University of Hull working on a research study to obtain a Doctor of Philosophy in TESOL (Teaching English for Speakers of Other Languages). I am interested in conducting a research on Teacher Cognition (teachers' **beliefs**) and exploring factors that impact their instructional practices regarding the use of Code Switching (switching or altering between Arabic and English) in teaching the subject of English in classroom. Taking into account the controversial issue of utilising code switching while teaching a foreign language, the purpose of this study seeks to investigate teachers' inner beliefs and exploring factors that guide and impact their teaching practices in regard to this phenomenon (Code Switching) in Saudi classrooms.

Benefits of the study (Contribution):

It would be of great importance and consider successful contribution to resist disagreeable attitude in teaching context by recognising teachers' beliefs, looking at their prior experiences, and reflecting on their actual practices. In addition, areas of strength and weaknesses would be effectively realised; whereby keeping good and useful teaching methods and strategies, and improving useless ones to enhance students' comprehension and learning including the optimal procedures of using the mother tongue.

Participation / Confidentiality:

Since teachers are at the centre of decision making in the classroom, I invite you to be a volunteer and take part in this study and participate to give your view point regarding the issue under investigation.

Participation in this study will involve two different types of qualitative research method and will take about 30 minutes commitment;

1) autobiographies as narrative inquiries (writing some prose narrative texts, by answering some guided questions to reflect upon prior education and teaching experiences and
2) semi-structured interview to gain more deep information.

As a participant, you should understand the following:

1. Your name and identity will remain confidential and anonymous.
2. Your individual responses and identity will be remained confidential and not be revealed under any circumstances.
3. Data will be used only by the researcher and your individual responses will not be shared or used for any purposes except the study.
4. Data will be held for a period of three years stored in a secure place to be destroyed and deleted afterwards.
5. You are free to withdraw and may decline from participation at any time and without enduring any consequences.

6. There will be no foreseeable risks to you in this study and there is no penalty for refusing participation.
7. The research findings will be used later for publication.
8. The researcher, Shahinaz Abdulhafiz, has explained parameters of the study and addressed all enquiries needed.

By signing this form, you agree and acknowledge that you understand the nature of the study, and the means by which your responses and identity will be kept confidential. It is also indicated that you are an adult over 25 years old and that you voluntarily participate in this study.

If you have any enquiries, please contact me at 07473042853 or s.s.abdulhafiz@2014.hull.ac.uk.

Participant's name: _____ Signature: _____ Date: _____

Researcher's name: _____ Signature: _____ Date: _____

Appendix (B) Interview Protocol Worksheet

Study Topic: Teacher Cognition and Language Instruction in relation to the use of Code Switching.

1. **Introduction**
   - ➢ Thank you for coming
   - ➢ Taking into account the controversial issue of utilising code switching in foreign language classroom, the purpose of this study seeks to investigate teachers' inner beliefs and explore factors that guide and impact their teaching practices in regard to this phenomenon in Saudi classrooms.

2. **Informed Consent Form**
   - ➢ The data will remain confidential and identity anonymous.
   - ➢ You can withdraw at any time during the interview without enduring any consequences.
   - ➢ There will be no foreseeable risks to you in this study and there is no penalty for refusing participation.
   - ➢ PAUSE: Ask if participant have any enquiries.
     - ❖ If none; then make sure to get participant's signature, and retain a copy.

3. **Permission to record the session: (YES / NO)**
   - ➢ Audio-recording will be stored safely and used only for the study purposes.
   - ➢ Descriptors will be used instead of names.

4. **Before starting the interview, confirm on the following:**
   - ➢ All ideas are equally suitable.
   - ➢ There are no right or wrong answers or responses; it is interested to collect various views, stories and experiences.
   - ➢ Any responses should be heard and respected.

Appendix (C) FACE ETHICS COMMITTEE CONSENT FORM for AUTOBIOGRAPHIES

I,………of…………………….…………………………………………………

hereby agree to be a participant in this study to be undertaken by: **Shahinaz Abdulhafiz** and I understand that the purpose of the research is focusing on investigating Saudi English teachers' beliefs and exploring impacts on their instructional practices regarding the use of Code Switching as a language strategy in teaching English.

I hereby declare that

1.   the aims, methods, anticipated benefits and possible risks/hazards of the research study   have been explained to me.

2.   I voluntarily and freely give my consent to my participation in such research study.

3.   I understand that aggregated results will be used for research purposes and may be   reported in scientific and academic journals.

4.   I understand that individual results will not be released to any person except at my request

     and on my authorisation.

5.   I understand that I am free to withdraw my consent at any time during the research, at

     which time my participation in the research will immediately cease and any information

     obtained from me will not be used.

      Signature: …………………………………………..   Date: …………………..

The contact details of the researcher are: s.s.abdulhafiz@2014.hull.ac.uk

The contact details of amend secretary of ethics committee:

Beth Luker-Barrow

Administrator

Faculty of Arts, Cultures and Education

University of Hull

Hull, HU6 7RX, UK

http://www.hull.ac.uk

01482 462083

The contact details of the secretary to the Faculty of Faculty of Arts Cultures and Education (FACE) Ethics Committee are: **Jo Hawksworth**, Research Office, Faculty of

Faculty of Arts Cultures and Education (FACE), University of Hull, Cottingham Road, Hull, HU6 7RX. tel. 01482 466658. Email: j.hawksworth@hull.ac.uk

[Note: In the event of a minor's consent to be interviewed, or person under legal liability, please complete the Ethics Committee's form of "Consent on Behalf of a Minor or Dependent Person"].

[In some cases, consent will need to be witnessed e.g., where the subject is visually impaired/cognitively disabled. A witness must be independent of the project and may only sign a certification to the level of his/her involvement. The form should also record the witnesses' signature, printed name and occupation - please delete this before use].

Appendix (D) FACE ETHICS COMMITTEE CONSENT FORM for INTERVIEW

I…………………..of…………………………………

Hereby agree to be a participant in this study to be undertaken by: **Shahinaz Abdulhafiz** and I understand that the purpose of the research is focusing on investigating Saudi English teachers' beliefs and exploring impacts on their instructional practices regarding the use of Code Switching as a language strategy in teaching English.

I hereby declare that

1.   the aims, methods, anticipated benefits and possible risks/hazards of the research

        study have been explained to me.

2.   I voluntarily and freely give my consent to my participation in such research study.

3.   I understand that aggregated results will be used for research purposes and may be reported

        in scientific and academic journals.

4.   I understand that individual results will not be released to any person except at my request

        and on my authorisation.

5.   I understand I am free to withdraw my consent at any time during the research, in which event

        my participation in the research will immediately cease and any information obtained

        from me will not be used.

        Signature: ……………………………………….. Date: ………………………

The contact details of the researcher are: s.s.abdulhafiz@2014.hull.ac.uk

The contact details of amend secretary of ethics committee:

Beth Luker-Barrow
Administrator
Faculty of Arts, Cultures and Education
University of Hull
Hull, HU6 7RX, UK
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Faculty of Arts Cultures and Education (FACE), University of Hull, Cottingham Road, Hull, HU6 7RX. tel. 01482 466658. Email: j.hawksworth@hull.ac.uk

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complete the Ethics Committee's form of "Consent on Behalf of a Minor or Dependent Person"].

[In some cases, consent will need to be witnessed e.g., where the subject is visually impaired/cognitively disabled. A witness must be independent of the project and may only sign a certification to the level of his/her involvement. The form should also record the witnesses' signature, printed name and occupation - please delete this before use].

Appendix (E) Autobiography Data Questions

An investigation into the concept of Teacher Cognition (TC) through Saudi English teachers' instructional practices regarding the use of Code Switching (CS)

The aims of this research are focusing on exploring teachers' cognition and investigate factors that influence their classroom instructional practices regarding the use of code switching in Saudi local schools.

Note: Code Switching is switching or altering between two or more languages (in this study it means using the Arabic language in teaching the English language).

Method 1: Autobiography Questions Prior Learning Experiences
Early Learning Experience at School.
While being a student at the school, did you like (or dislike) the English Subject? What was it that made you feel like this (e.g., the teacher's personality, her teaching style, or the teaching methodology)?
Did you use any particular strategy to help you learn English? If not, why (give me reasons). If yes, what kind of Strategy (e.g., memorising translated words, reading books, watching TV programs…etc)? How did you often use them?
Did your teacher ever switch into Arabic in the classroom? Why did (did not) she does that? Do you think that her decisions had affected students' interaction and progress in general and yours in particular of learning English? Explain
Did you think your teacher has hardly managed to make you understand the lesson? How, please Explain.
Professional Education Experience at University.
What did encourage you to become an English teacher? Did (did not) you take any extra courses of learning it? Why?
How useful was the entire programme at university? Did you think the programme has developed your level of English, in what ways? E.g., studying the English literature, linguistics, or grammar. Has the programme built up your teaching method, or has anything else done that? E.g., extra teaching courses or workshops. Did you think the policy of rejecting code switching has put something into your mind? I.e., what was your viewpoint of using this strategy at that time (during training time)?

Thank you for participating…

البحث في مفهوم إدراك معلمات اللغة الإنجليزية في المملكة العربية السعودية وأثره على ممارستهم الوظيفية من ناحية استخدام استراتيجية التحويل بين اللغتين العربية والإنجليزية.

هدف الدراسة: البحث البحث في مفهوم إدراك معلمات اللغة الإنجليزية فيما يتعلق باستخدام استراتيجية التبديل بين اللغتين العربية والإنجليزية والتحقق من أثر هذا الادراك على ممارستهم الفعلية لتدريس اللغة الإنجليزية في المدارس الحكومية في المملكة العربية السعودية. المقصود بالتحويل بين اللغتين العربي والإنجليزي هو استخدام اللغة العربية في تدريس اللغة الانجليزية كنوع من أنواع استراتيجيات التعليم.

الطريقة الاولى: مذكرات من السيرة التعليمية الخاصة

الرجاء الاسترسال في الإجابة على الأسئلة التأليه من خلال تجاربك التعليمية والتطبيقية الفعلية السابقة:

تجربتك التعليمية السابقة كطالبه في المدارس.

1. كيف كان انطباعك عن مادة اللغة الإنجليزية أثناء المدرسة من ناحية تعلم لغة أجنبية، هل كانت ممتعه، مملة، مفيدة، أو غير مهمة؟ ما الذي دفعك لأخذ هادا الانطباع؟ (مثلا شخصية المعلمة، اسلوبها في الشرح، او الطريقة المتبعة في التدريس؟).

2. بالنسبة للمعلمة، هل كان لأسلوبها، تصرفاتها، تشجيعها، أثر عليك في تعلم اللغة؟ إذا كانت الإجابة بلا وضحي السبب. إذا كانت الإجابة بنعم فما نوع ذلك الاسلوب (مثلا حفظ كلمات مترجمة، قراءة بعض الكتب، مشاهدة برامج تلفزيونيه) ما غالبية استخدامك لهذه الاساليب.

3. هل كانت المعلمة تلجأ الى استخدام العربية؟ لماذا تلجأ الى هذا الاسلوب برأيك ولماذا لا تلجأ؟ هل تعتقدي ان قرارتها أثرت على مشاركات الطالبات وتحسُنهم في تعلم اللغة بصفه عامه، ماذا عنك أنتِ كطالبة هل كان لذلك أثر على تعليمك للغة؟ مع التوضيح.

4. هل في اعتقادك ان معلمتك كانت تهتم بشرح المادة وتتأكد من فهمكم للدرس؟ مع التوضيح.

تجربتك التعليمية السابقة كطالبة لغة في الجامعة.

1. ما الاسباب التي دفعتك لأن تكوني معلمة لغة انجليزية؟ وهل درستي أي دورات تعليمية اضافية ام لا؟ لماذا؟

2. الى أي مدى كان برنامج اللغة مفيد في تعلم اللغة؟ وهل تعتقدي ان البرنامج كان عاملا في تحسن مستواك في اللغة؟ كيف؟ مثلا تعلم الادب الانجليزي، اللغويات، او قواعد اللغة؟

3. هل ساعدك البرنامج في بناء اسلوبك الخاص في التدريس ام ان هناك عامل اخر؟ مثلا دورات تدريس أخرى أو ورش عمل خاصة بالتدريس؟

4. برأيك هل سياسة منع استخدام اللغة الأم أو التحويل بين اللغتين كان لها اعتبار خاص في تدريسك للغة؟ ماهي وجهة نظرك في استخدام هذه الطريقة فترة التدريب العملي في الجامعة؟

أشكرك على مشاركتك.

Appendix (F) Interview Data Questions

**An investigation into the concept of Teacher Cognition (TC) through Saudi English
teachers' instructional practices regarding the use of Code Switching (CS)**

The aims of this research are focusing on exploring teachers' cognition and investigate factors
that influence their classroom instructional practices regarding the use of code switching in
Saudi local schools.

*Note: Code Switching is switching or altering between two or more languages (in this study it
means using the Arabic language in teaching the English language).*

Method 2: Interviews Questions
Actual Teaching Experience.
Please Complete the Following Enquires:
Demographic Information Name: ……………………………………………………………………………………………. Career Area: ………………………………………………………………………………….……. Educational Degree: ……………………………………………………………………..……… Teaching Experience: ………………………………………………………………….…….
The Main Questions:
As a language teacher, do you notice any improvement in students' level from the time you were at school? In what way, can you clarify?
What do you think the most important aspect of good teaching principles?
Do students actually use Arabic in the classroom? What do you think of this teaching practice?
What reasons do you think often influence teachers' decisions to code switch in the classroom? Do you support them? Why?
Do you usually follow textbook guide instructions or create your own?
Do you believe that code switching is a useful strategy to cope with big size classes and a low level of English?
What do you often do if your students find difficulties to understand complex words or grammar rules?

Thank you for participating.

البحث في مفهوم إدراك معلمات اللغة الإنجليزية في المملكة العربية السعودية وأثره على ممارستهم الوظيفية من ناحية استخدام استراتيجية التحويل بين اللغتين العربية والإنجليزية.

الطريقة الثانية: المقابلات

هدف الدراسة: البحث البحث في مفهوم إدراك معلمات اللغة الإنجليزية فيما يتعلق باستخدام استراتيجية التبديل بين اللغتين العربية والإنجليزية والتحقق من أثر هذا الادراك على ممارستهم الفعلية لتدريس اللغة الإنجليزية في المدارس الحكومية في المملكة العربية السعودية. المقصود بالتحويل بين اللغتين العربي والإنجليزي هو استخدام اللغة العربية في تدريس اللغة الانجليزية كنوع من أنواع استراتيجيات التعليم.

تجاربك كمعلمة للغة الإنجليزية.

الرجاء تعبئة البيانات التالية:

معلومات شخصيه
الاسم:..
منطقة التعليم:.......................................
المستوى التعليمي:...................................
الخبرة الوظيفية:.....................................

الأسئلة الأساسية:

1. كونك معلمة لغة هل تلاحظي اي تحسن في مستويات الطالبات من الحين للأخر؟ من اية ناحية؟ ارجو التوضيح.
2. برأيك ما هو اهم جانب يتعلق بمبادئ التدريس الجيد؟
3. هل تلجأ الطالبات الى استخدام الترجمة للعربية في تعلم اللغة؟ ما هو رأيك في هذه الظاهرة؟
4. ماهي الاسباب التي عادة ما تؤثر على قرارات المعلمات في استخدام استراتيجية التحويل بين اللغتين في الفصل الدراسي؟ هل تتوافقي مع هذه القرارات؟ لماذا؟
5. هل من عادتك اتباع التعليمات المرفقة في الكتاب المدرسي ام أنك تتبعي خطه تدريس خاصه بك؟
6. برأيك هل استخدام استراتيجية التجويل بين اللغتين مفيدة في التعامل مع ظاهرة اعداد الفصول الكبيرة والمستوى المتدني في اللغة؟
7. ماذا تفعلين عادة عندما تواجه طالباتك صعوبة في فهم بعض الكلمات او قواعد اللغة الإنجليزية؟

أشكرك على مشاركتك.

1