Exploring how we might make teaching and assessment of English in Saudi Arabia schools (primary) better

By

Ghadah Mohammed Alzahrani
Ministry of education Taif region
Email: s8_9@hotmail.com

Abstract

This paper examines the history and challenges of the study of the English language in the Kingdom of Saudi Arabia in schools. Despite English being considered a core subject in Saudi public and private schools, students do not gain English proficiency since they do not use English when they speak both inside and outside the classroom. Attitudes in Saudi society (from parents, teachers, and students themselves) impact students' desire, ability, and willingness to learn the English language. This paper discusses better teaching methods and solutions to counter negative societal processes that hinder learning of English in the Kingdom of Saudi Arabia. The research in this paper entails examining some of the methods used by Saudi English teachers when they teach and assess students learning English. As a result, this paper suggests some alternative methods that can be used to help students learn English.

Keywords Ministry of Education (MoE), Primary school, Curriculum, English as a second language, Teaching, Assessment.

Introduction

The aim of this paper is to examine the history and challenges in teaching English in schools in the Kingdom of Saudi Arabia. It therefore examines the methods that teachers use when they teach or assess students in the study of the English language in Saudi schools. It is important before examining these issues to explore the background of English teaching and assessment in Saudi Arabia.

Firstly, the Kingdom of Saudi Arabia is an Islamic country, and the entire population follows the Islamic religion. Education policy, like other public policies, is tied to Islamic religious doctrine (Alfahadi, 2012; Al-Seghayer, 2005). Secondly, education in the Kingdom of Saudi Arabia is one of the most important pillars in the nation's modernization and development. Public education has been a huge focus of attention for the Saudi government since its establishment, and it continues to be a major focus to this day (Wiseman, Sadaawi, & Alromi, 2008; Algarfi, 2010). At present, English is the only foreign language taught in Saudi schools, and Islamic doctrine still shapes Saudi education policy today (Al-Seghayer, 2005; Algarfi, 2010; Ur Rahman & Alhaisoni, 2013; Alasmi, 2016). The Ministry of Education oversees the curricula, which are the same at all Saudi schools. Thus, the Ministry of Education (MoE) approves all textbooks at all academic stages (Mission, 2006; Mahboob & Elyas, 2014; Alasmi, 2016). In 2004/5, the Saudi government allocated a significant budget for education to introduce English in the sixth grade. Students receive four lessons during the week, and each lesson lasts 45 minutes. In 2011, the policy changed, with English being introduced in fourth grade, indicating the importance placed on teaching English in Saudi schools (Naffee, 2013; Al-Seghayer, 2014; Alharbi, 2015; Alasmi, 2016).

From there, Saudi Colleges and Universities began teaching English intensively in the first year to ensure university students achieve mastery before choosing career paths. In 2015, the MoE launched a program called Education for Career, which demonstrates the importance of learning English in today's world (Barnawi & Al-Hawsawi, 2017). Despite these MoE programs and efforts, English education and mastery continue to be a concern in Saudi society. According to Barnawi and Al-Hawsawi (2017), Saudi Arabia has a very low level of English proficiency compared with the rest of the world. Many reasons have been cited, as contributors to the low levels of English proficiency, some of which are tied to parents, teachers, academics, and students themselves.

History of English Instruction in Saudi Arabia

English is the only foreign language taught in primary, intermediate, secondary and university schools, both governmental and private (Ur Rahman & Alhaisoni, 2013). In order to meet the requirements of the twentieth century, the Kingdom needed to change the country's negative attitude towards learning a foreign language. In 1936, the first school to incorporate English into its curriculum appeared in Mecca city. However, it was limited; English learning was only for Saudis who would go abroad to complete their studies and obtain a Western education (Mahboob & Elyas, 2014). From there, the Saudi government issued a statement for schools to teach English as a second language in general education. During the period from 1970-2001, English was taught in the secondary stages of schooling, particularly in grades 6/7 through 12. In 2003, the government decided to teach English at the primary stage of the sixth grade (Al-Seghayer, 2005; Mahboob & Elyas, 2014). Despite initial reluctance, the Kingdom of Saudi Arabia has acknowledged English as an international language with important characteristics in all societies, and now teaches it as such. English has become the language of economics. In fact, most major companies in Saudi Arabia deal in English and require trainees to use English for their work (Heller, 2003; Fareh, 2010).

Challenging the Lack of Development in English Language Teaching

There are many factors that affect the teaching and learning of English as a foreign language in primary education in the Kingdom of Saudi Arabia (Fareh, 2010; Al-Nasser, 2015). These factors have created many challenges for both teachers and students to overcome in improving the teaching and acquisition of English (Fareh, 2010; Alharbi, 2015; Al-Nasser, 2015). Some of these difficulties that impact English teaching, learning and assessment include: (1) matters related to the teachers or their training; (2) the school curriculum and its content as well as the number of hours available for teaching in one week; (3) the methods and tools of teaching involved and (4) the attitudes of the community (who may fear the potential impact on the primary language) (Fareh, 2010; Al-Nasser, 2015; Alharbi, 2015). I will address each of these issues in the next sections of the paper.

Teachers and their training

Fareh (2010), through research and visits to many Arab countries, such as Saudi Arabia and the United Arab Emirates (UAE), found that the teacher monopolises the speaking time within the classroom without giving the student(s) a chance to speak or ask questions, mainly as a way to keep students disciplined in the classroom during the lesson.

Alharbi (2015, p. 106) identifies that "in the classroom, teachers play a central role. Their wishes, styles and instructions control everything that happens in the classroom." Alharbi identifies that the only person who properly practices speaking English in the classroom is the teacher, and students are only practicing their listening abilities whilst absorbing information from the teacher. According to Alharbi (2015), students' answers in class are always limited, and most of them are in one or two words, which provides limited time for them to practice what they are learning.

Limited teacher training

According to Ur Rahman and Alhaisoni (2013), teacher training is not enough to make an individual a good teacher of the English language. Al-Seghayer (2005) states that English language teachers need to have a well-crafted understanding of the language and should be well practiced in ways of teaching. A provision exists within various English and teaching departments in Saudi universities. One of the semesters of such programs is for training to teach English language in government schools, whether primary or intermediate, under supervision. Studies by Al-Nasser (2015) and Alrashidi and Phan (2015), agree that most English teachers are not sufficiently trained and should be more prepared to teach English language. Many such teachers do not have previous experience in teaching English language or enough training to practice it, whether in the classroom or in a business setting (Alrashidi and Phan, 2015).

Curriculum

As identified by Fareh (2010), textbooks for English language in some Arab countries are culturally inappropriate, and this mismatch prompts the majority of learners to take a negative attitude towards English. This is because the textbooks are quite often culturally biased, contrary to the claims of the authors, who are also unwilling to change the textbooks to be more publicly recognized as appropriate. Albedaiwi (2014) found that curriculums in Saudi schools were pitched to a higher level than the students' abilities. Teachers perhaps make an effort to simplify the information for their students and may sometimes bend or break rules in order to do this. Additionally, despite the many lessons in the textbook, the hours allotted to teach students are limited. For example, in the primary stage, teachers teach the English curriculum within the space of 1.5 hrs a week, totalling 25.5hrs per semester (Alghamdi, 2014).

There are many challenges associated with teaching methods. These challenges range from being too lecture-styled, to the testing methods currently in practice in these schools,

Discussion of methods for teaching English

A series of studies have been conducted on various schools throughout the Kingdom of Saudi Arabia, focusing on and discussing the teaching methods currently in practice. Fareh (2010), using a series of interviews, and Al-Nasser (2015), in a separate study, found that teachers rely solely on lecture style, translation based teaching, with no questions allowed. The dictation method is one of the most common methods and is still used by teachers when teaching English as a second language, to the detriment of the classroom and the students (Al-Seghayer, 2014; Fareh, 2010; Ur Rahman & Alhaisoni, 2013; Alrashidi & Phan, 2015).

Assalahi (2013) found a severe overuse of Arabic within these classrooms, which does not challenge the students to speak English (Assalahi, 2013; Alrabai, 2014; Alghamdi, 2014). Alghamdi (2014) compared Saudi Arabian schools to those in Canada (focusing on the lecture-style teaching versus interactive, supplemented teaching), and found that many preferred and learned better using an interactive style Al-Segayer (2014) who did a similar comparison, notes that the focus on lecture style might be because the tools used in Canadian classrooms are unavailable in Saudi schools due to their location, lack of funding, or lack of teacher training.

Khan argues that "without a proper development of teaching skills a teacher can't prove himself to be an effective instructor in his classes" (2011, p. 70). English teachers in Saudi Arabia usually use the translation method, also known as the "grammar-translation approach". Students are simply expected to memorize the translation. They are not dealing with the meaning of what is said, lessening their overall understanding.

The issues with teaching also relate to assessment methods.

Assessment methods

According to Fareh (2010), one of the main factors that explain the failure of English language proficiency is the assessment system, which involves mainly formal testing. The assessment of students' English proficiency assesses only students' writing and reading skills and does not assess students' speaking and listening skills. According to Alrashidi and Phan (2015), at the primary level in the Kingdom of Saudi Arabia, the performance of the student in speaking or listening to English is not evaluated in their final tests/exams. Teachers use continuous evaluations to assess the students' achievements during the semester/terms. These evaluations are based on criteria set by the Ministry of Education which is based on a set of skills and knowledge that the students must master during the semester. It is thought that the continuous evaluations focus on only what is tested in the examinations and therefore does not focus on speaking or listening.

Teacher and community attitudes

Fareh (2010) visited a number of schools and attended several classes for his research. He noticed that teachers were always complaining about the weakness of the desire to learn English, which they see in their students and their students' low performances. Fareh recorded many negative comments by teachers toward the students, for example: "They can't learn", "They are unable to think", "They are impolite," or "They do not want to learn." (Fareh, 2010, p. 3602).

The study by Al-Qahtani and Al Zumor (2016) regarding Saudi parents' attitudes towards using English found that parents could play a significant role in their students' learning, with positive or negative effects. Al-Qahtani and Al Zumor (2016) pointed out that some of the participants stated that the English language has a negative impact on the Arabic language, such as difficulty understanding their child's Arabic vocabulary. In contrast, some participants said that learning English has a positive impact on the child's language and thinking, because they believe that English is an important language in communication with others and traveling overseas.

Alrabai (2014) and Fareh (2010) mention that the environment surrounding the students has contributed significantly to the sense that English language is not important in their daily, academic life. This leads to the present lack of interest in their proficiency and contributes greatly to the weakness of their overall performance and fluency.

Discussion of possibilities for teaching English in Saudi schools

The age of students

Gawi (2012) found that students who learned English at the age of 5 or 6 performed better than students who learned English at the age of 12. Students who began to study at an earlier age performed better in four skills areas (reading, writing, listening and speaking). However according to Wedell and Alshumaimeri (2014), there are two opposing views on teaching English at an early age in government schools in the Kingdom of Saudi Arabia. The first view argues that learning English in the first year of primary school is highly beneficial because children at this age acquire the language more quickly and more easily. The second view, as Wedell and Alshumaimeri (2014) continue, is that learning English in the first year of primary school has negative cultural consequences. Opponents argue that learning English it takes away from the rich heritage of Arabic and Saudi Arabian culture at huge financial cost. In my own experience, my daughter began her English studies while in kindergarten in Australia, and she studied both Arabic and English. She was good at speaking, writing and reading in two languages, and this shows that her language acquisition at this age is faster and easier than learning a language at a later stage. I have come to understand many methods of teaching English through my daughter's experience of studying in Australian schools.

Rather than teacher-centred teaching, the student-centred approach focuses on the students' interests and needs. This is a more effective learning process (Fareh, 2010). This approach also depends on active and collaborative learning. Most researchers promote

"Collaborative learning", which allows participants to exchange information as well as to produce ideas, simplify problems, and resolve tasks. In this model the teacher is the active partner, moderator and advisor of the educational process. (Pivec & Dziabenko, 2004, p. 19).

Identifying students' learning preferences helps teachers to choose the best strategies to use in order to encourage students to become more involved in the classroom (Lovelace, 2005; Yassin, 2012).

English assessment methods

Assessment is "a process for obtaining information that is used for making decisions about students; curricula, programs and schools; and educational policy" (Nitko & Brookhart, 2011, p. 3). Through assessment, teachers can determine and monitor student performance, and should not depend on tests taken at the end of a semester. Instead, the recommended form of assessment is continuous, closely monitored, performance-based assessment (Alrashidi & Phan, 2015; Alasmi, 2016). This type of assessment provides feedback about student performance, which in the case of learning English, requires both speaking and listening in addition to reading and writing.

Feedback is useful for both teachers and students since teachers can use feedback to make programmatic decisions, arrange for diagnosis of the problem, and then propose a solution to it. Through feedback, students can learn about their strengths and weaknesses and

thus strengthen their strengths and improve their weaknesses (Sadler, 1989; Hattie & Timperley, 2007).

This approach is in stark contrast to what I have found happens in most Saudi primary schools, where teachers do not provide feedback about student achievement to students or their parents during the semester, and instead provide it the end of the learning process (Alasmi, 2016). It is likely to be more effectuve for teachers assess their students via newer methods, such as speaking, reading, storytelling and interviews, as opposed to the current, out-dated methods (Alasmi, 2016).

Using technology

Technology offers the teacher and students the ability to work and participate without time and space limitations (Ottenbreit-Leftwich, Glazewski, Newby, & Ertmer, 2010). Technology also brings a vast array of new possibilities, including access for students who do not necessarily have a trained teacher on hand, access for teachers who cannot reach their students, broadening the options for both students and teachers so that they can learn in whatever manner they need or require, and broadening the teaching and learning methods available to all.

Technology provides many educational possibilities that are not easily achieved in a traditional learning environment…. So, technology offers teachers and students the ability to work without time and location constraints. It frees teaching and learning 'from the physical boundaries of classrooms and the time restraints of class schedules'. (Munzur, 2013, p. 54)

Technology also encourages students to research and to engage in educational games that help engage and them develop their linguistic and intellectual skills (Munzur, 2013). In Ottenbreit-Leftwich et al.'s (2010) study, the authors found that the use of technology helps students to work and collaborate with others, as well as actively participate. It was also discovered that the use of technology in teaching improved student performance by increasing participation and interaction in lessons. Technology can contribute to improved proficiency in listening, speaking and reading the target language. The Kingdom of Saudi Arabia has the potential to offer all of these techniques to teachers when teaching English to their students, but the use of technology is not utilized in the classroom. Either this is because teachers do not believe in its importance, or because they do not know how to use said technology.

Alternative Methods of Assessing English

There are many ways that teachers can assess students and their learning. These methods are categorised into three different styles: Written, Testing, and Presentation. Written refers to students actively researching and writing assignments to be graded by their teacher. Testing refers also to written pieces that are graded, but should not require research and take place during a timed period, and Presentation refers to students presenting their work in a visually pleasing format to other students, and are graded on this presentation.

Written Methods

There are many types of written methods such as essays and homework. Written methods, as mentioned, are classified as such because the teacher is grading a student's ability to research and write on a certain topic. They are graded usually on their grammar, accuracy of statements and evidence of research, among other things. This is a type of assessment that is good for helping students to practise their ability to construct sentences, paragraphs and

cohesive papers (depending on the manner of the assessment), and not on, for example, their ability to read it aloud.

Testing Methods

Testing methods are done under situations where there is no research needed, and is performed under testing conditions (no talk amongst students, no non-approved pieces of technology, to be completed within a certain, highly limited timeframe, etc). This is usually done to test students grammar and vocabulary, rather than their overall understanding. It should be noted that the Written and Testing methods could be combined into the Essay Test, which combines the testing rubrics of both methods.

Presentation Methods

Teachers ask students to do some research about one or more topics that they can work on as a group or individually in order to produce something like a poster or else present on the topic. When students choose their topic, they will start to search for relevant information, and then assemble this information into an aesthetically pleasing poster or presentation. Using this method can help students to understand the topic. Using technology to find relevant information and organising and connecting ideas will help the students to gain an overall better understanding of the topic whilst broadening their subject knowledge and vocabulary.

Conclusion and Recommendations

There are many issues, at present, surrounding English as a Second Language teaching in the Kingdom of Saudi Arabia. Some of these issues include methods that are being used to teach English by the teacher within schools, and the methods that are being used in order to assess students learning. Reasons for this can include the attitude about English from the community, especially from students. If the opinions about learning English within a community are poor, then the teaching standard and the eagerness to learn will be low. There are other reasons for difficulties including the teacher's teaching ability, and their own eagerness to teach in new ways. Studies have shown that teachers, especially ESL teachers have been known to primarily use the lecture-style teaching methods and simple memorization testing methods, rather than challenging the students to actually learn and speak English. This paper suggests the following in order to improve student's learning, and eagerness to do so, as well as the teacher's opinions and efforts into teaching effectively.

Making the decision to teach English in the first year.

The Ministry of Education is encouraged to take the step of teaching English from the first year of school because it brings positive benefits to the educational process. Several researchers (e.g., Alhawsawi, 2013; Rajab, 2013; Alrashidi & Phan, 2015) have found that students at university level face great difficulty in English language lessons. Many of them enter university with low English proficiency and major weaknesses in the basics of the language. Currently students learn English for nine years during their schooling, starting from year four.

It is important to start teaching English in the first year of the primary stage in order to help students to acquire English at a more effective rate. Children in the early stages of their lives learn language both faster and better than at later stages, improving their education and opportunities for the future.

Using alternative methods to teach English and assess learning.

It is important for the teachers to change their methods of teaching the English language and the way they assess their student's learning performance to help students to

acquire the English language with greater proficiency. Rather than relying solely on traditional pen-and-paper tests, teachers should use a variety of methods to assess the students' acquisition and knowledge of basic English language skills. Alternative methods of assessment are more useful than traditional tests for developing the performance of students in English. Written tests cause the student to focus only on memorization to pass the next test, at the cost of real learning and understanding.

Using alternative methods (for example, the presentation method) encourages the student to research information, practice the pronunciation of words, arrange sentences, formulate them correctly, and have the confidence to speak using the vocabulary of English. This paper makes this recommendation, as the primary purpose of using alternative methods of teaching and assessment is to make the lessons more active and interactive, thus developing students of English who become the centre and driving force of their own learning.

Effective cooperation to change attitudes towards the English language.
The education of children is not only the responsibility of teachers but also of parents (Christenson, 2004). It follows that cooperative processes between school, home, and society are necessary to achieve the best progress for students in acquiring English. Learning is not limited to what happens in the classroom. There needs to be cooperation between school, parents and the community because everyone is involved, and teachers, parents and students alike must appreciate the importance of the English language in daily life.

References

Alasmi, M. (2016). The fourth grade English as a second language curriculum as perceived by teachers and supervisors in Saudi Arabia (Doctoral dissertation). Indiana State University.

Albedaiwi, S. A. (2014). EFL materials in public school classrooms in Saudi Arabia: an investigation of the extent to which teachers engage in materials/textbooks development in order to design learning experiences to meet the needs of their students as an indicator of teacher autonomy (Doctoral dissertation, University of Glasgow).

Alfahadi, A. (2012, March). Saudi teachers' views on appropriate cultural models for EFL textbooks: insights into TESOL teachers' management of global cultural flows and local realities in their teaching worlds. Retrieved August 16, 2017, from https://ore.exeter.ac.uk/repository/bitstream/handle/10036/3875/Abdulrahman%20Alfahadi%20PhD%20thesis%202012%20Final.pdf?sequence=1

Algarfi, A. (2010). Teachers' and pupils' perceptions of and responses to cooperative learning methods within the Islamic culture courses in one secondary school in Saudi Arabia. (Doctoral dissertation). University of Southampton.

Alghamdi, D. J. (2014). Student voice: Its impact on school reform efforts and the reasons behind the success Saudis accomplished in learning English language in Canada comparing to their unsuccessful experiences in Saudi Arabia. International Journal of Arts & Sciences, 7(3), pp. 323.335

Alharbi, H. A. (2015). Improving Students' English-Speaking Proficiency in Saudi Public Schools. International Journal of Instruction, 8(1), pp. 105-116.

Aljohani, O. (2016). Does teaching English in Saudi primary schools affect students' academic achievement in Arabic subjects?. Advances in Language and Literary Studies, 7(1), pp. 214-225.

Al-Nasser, A. S. (2015). Problems of English language acquisition in Saudi Arabia: An exploratory-cum-remedial study. Theory and Practice in Language Studies, 5(8), pp. 1612-1619.

Al-Qahtani, Z., & Al Zumor, A. W. (2016). Saudi Parents' Attitudes towards Using English as a Medium of Instruction in Private Primary Schools. International Journal of Applied Linguistics and English Literature, 5(1), pp. 18-32.

Alrabai, F. (2014). A model of foreign language anxiety in the Saudi EFL context. English Language Teaching, 7(7), pp. 82-100

Alrashidi, O., & Phan, H. (2015). Education context and English teaching and learning in the Kingdom of Saudi Arabia: An overview. English Language Teaching, 8(5), pp. 33-44.

Al-Seghayer, K. (2005). Teaching English in the Kingdom of Saudi Arabia: Slowly but steadily changing. In A. Editor (Eds), Teaching English to the World: History, Curriculum, and Practice, pp. 125-131, New York: London.

Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. International Journal of English Linguistics, 4(5), pp. 17-26.

Alshuaifan, A. S. R. (2009). Key elements of the ESL/EFL teacher preparation program at the University of Ha'il, Saudi Arabia: EFL practitioners and faculty perceptions (Doctoral dissertation). West Virginia University.

Assalahi, H. M. (2013). Why is the grammar-translation method still alive in the Arab world? Teachers. Beliefs and its implications for EFL teacher education. Theory and Practice in Language Studies, 3(4), pp. 589-599.

Barnawi, O. Z., & Al-Hawsawi, S. (2017). English Education Policy in Saudi Arabia: English Language Education Policy in the Kingdom of Saudi Arabia: Current Trends, Issues and Challenges. In English Language Education Policy in the Middle East and North Africa, pp. 199-222. Springer International Publishing.

Elyas, T., & Al Grigri, W. H. (2014). Obstacles to teaching English in Saudi Arabia public schools: Teachers' and supervisors' perceptions. International Journal of English Language Teaching, 2(3), pp. 74-89.

Fareh, S. (2010). Challenges of teaching English in the Arab world: Why can't EFL programs deliver as expected?. Procedia-Social and Behavioral Sciences, 2(2), pp. 3600-3604.

Fosnot, C. T. (2013). Constructivism: Theory, perspectives, and practice. New work and London; Teachers College Press.

Gawi, E. M. K. (2012). The effects of age factor on learning English: A case study of learning English in Saudi schools, Saudi Arabia. English Language Teaching, 5(1), 127. StartPage-FinishPage.

Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), pp. 81–112.

Heller, M. (2003). Globalization, the new economy, and the commodification of language and identity. Journal of Sociolinguistics, 7(4), pp. 473-492.

Khan, D. (2011). Challenges of teaching/learning English and management. Global Journal of Human-Social Science Research, 11(8), pp. 69–80. Accessed at http://docplayer.net/28370043-Challenges-of-teachinglearning-english-and-management.html.

Kim, J. S. (2005). The effects of a constructivist teaching approach on student academic achievement, self-concept, and learning strategies. Asia Pacific Education Review, 6(1), pp. 7–19.

Lovelace, M. K. (2005). Meta-analysis of experimental research based on the Dunn and Dunn model. The Journal of Educational Research, 98(3), pp. 176–183.

Mahboob, A., & Elyas, T. (2014). English in the Kingdom of Saudi Arabia. World Englishes, 33(1), pp. 128-142.

Mission, S. A. C. (2006). Educational System in Saudi Arabia. Washington DC, Saudi Cultural Mission. Retrieved March, 9, 2014.

Munzur, Z. (2013). Technology is our friend: Using technology to teach English learning strategies. Journal of Education and Future, 4, pp. 51–64.

Naffee, I. (2013). Ministry urged to develop new English curriculum. Arab News. Retrieved from http://www.arabnews.com/ministry-urged-develop-new-english-curriculum

Nitko, A. J., & Brookhart, S. M. (2011). Educational assessment of students (6th ed.). Boston, MA: Pearson.

Ottenbreit-Leftwich, A. T., Glazewski, K. D., Newby, T. J., & Ertmer, P. A. (2010). Teacher value beliefs associated with using technology: Addressing professional and student needs. Computers & Education, 55(3), pp. 1321–1335.

Pivec, M., & Dziabenko, O. (2004). Game-based learning in universities and lifelong learning: "UniGame: social skills and knowledge training" game concept. Journal of Universal Computer Science, 10(1), pp. 14–26.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. Instructional Science, 18(2), pp. 119–144.

Schreurs, J., & Dumbraveanu, R. (2014). A shift from teacher-centered to learner-centered approach. International Journal of Engineering Pedagogy, 4(3), 36–41. doi:10.3991/ijep.v4i3.3395.

Ur Rahman, M. M., & Alhaisoni, E. (2013). Teaching English in Saudi Arabia: Prospects and challenges. Academic Research International, 4(1), pp. 112-118.

U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, In Cooperation with the ERIC Clearinghouse on Teaching and Teacher Education. (2001). An Overview of the Preparation and Certification of Teachers Working with Limited English Proficient (LEP) Students. Washington, DC: ERIC Clearinghouse.

Wedell, M., & Alshumaimeri, Y. (2014). Putting out the fires: Supervisors' experiences of introducing primary English in Saudi Arabia. System, 46, pp. 120–130.

Wiseman, A. W., Sadaawi, A., & Alromi, N. H. (2008, September). Educational indicators and national development in Saudi Arabia. In 3rd IEA International Research Conference, Taipei City, Taiwan.

Yassin, B. M. (2012). The academic effects of learning styles on ESL (English as a second language) students in intensive English language centers.. University of Arkansas.