

Distinctiveness of Saudi Arabian EFL Learners

Manssour Habbash (Corresponding author)
English Language Center, University of Tabuk
PO box 741, Tabuk 71491, Saudi Arabia
E-mail: research2015ut@gmail.com

Srinivasa Rao Idapalapati
English Language Center, University of Tabuk
PO box 741, Tabuk 71491, Saudi Arabia
E-mail: idasrini@gmail.com

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Abstract

In view of the increasing concern among English language teachers dealing with students from Saudi Arabia, as it manifests in TESOL community discussions, about the uniqueness of Saudi Arabian EFL learners, this paper attempts to document the outcome of a study of their distinctiveness from the perspective of expatriate teachers working for PYPs (Preparatory Year Programs) in Saudi Arabia. This study examines the distinctiveness with regard to the learning attitudes of Saudi students that are often cultivated by the culture and academic environment in their homeland. Employing an emic approach for collecting the required data an analysis was carried out in light of the other studies on 'education' in Saudi Arabia that have particular reference to the factors that can positively influence student motivation, student success and the academic environment. The findings were used in constructing the rationale behind such distinctiveness. Assuming that the outcome of the discussion on the findings of this exploration can be helpful for teachers in adapting their teaching methodology and improving their teacher efficacy in dealing with students both from the kingdom and in the kingdom, some recommendations are made.

Keywords: China Distinctiveness, Saudi Arabian University context, Expatriate teachers' perspective, Distinctiveness Theory

1. Introduction

On the one hand, Saudi Arabia is attracting teachers from many parts of the world, and on the other hand, a lot of students from Saudi Arabia are looking forward to pursue their higher education abroad. "The number of Saudi students in the U.S. last year grew to 44,566, a nearly 30% increase from 2011, largely fueled by a new scholarship program that encourages them to study abroad" (Song, 2013). With the continuity of increase in the number of students studying abroad every year from Saudi Arabia, mainly in the USA, the UK and Canada, TESOL communities and the list serves online are inundated with strands of postings in a discussion on Saudi Arabian EFL students. The focus of the discussion is mostly on the classroom dispositions, learning attitudes and learning styles of Saudi Arabian students attending language classes at different universities in the USA. Many of them shared their experiences with the Saudi Arabian students stating that they are in many ways distinctive when compared to the students in other parts of the world. In spite of the abundance of discussions online, the scarcity of authentic research works on this issue prompted us to study and report more on the issue.

The PYPs in Saudi Arabia have a long history that can be traced back to 1937, the year in which the first "Foreign Mission Preparatory school" (Abdulkareem, n.d) was established. The purpose of the school was to prepare Saudi Arabian students ready for their higher education in Egyptian Universities. Mahboob & Elyas (2014) write about the SPS (Scholarship Preparatory School) that was established in 1936 and was meant for preparing the students to go mainly to USA or UK and continue their education. Nowadays, every university in Saudi Arabia has its own PYP that is meant for preparing their prospective freshmen undergraduate students academically for their intended programs. Searcy & AlRaddadi (2010) compare the Preparatory Year Programs in Saudi Arabia with the Student Services Programs in the USA that work for acculturating the first generation college students into the college environment and its work-culture. The term first-generation student in the United States refers to a student who doesn't have any guidance towards the culture of university education as their parents neither attended college nor otherwise earned a college degree. The comparison implies that most of the students in PYPs in Saudi Arabia are akin to the first generation US students. Paradoxically the teaching crew at PYPs can be labeled the first generation Saudi Arabian teaching community as it constitutes teachers from diverse backgrounds, cultures and nationalities with disparate classroom experiences and so needs a preparatory year for themselves to get familiar with the learning attitudes and styles of their students as well as the teaching and administrative processes at their workplace. With the objective of

addressing the confusion about the student dispositions and the academic environment prevalent at the PYPs, this study is set to take on mainly at the PYP to which the authors are also affiliated. Because the PYP and the university reflect a quintessentially Saudi Arabian academic environment, generalizations of the findings could be logical and valid.

The preparatory year program at the University is developing fast with a great increase in the number of freshmen registrations for undergraduate courses every year. The teaching staff constitutes teachers from the USA, the UK, Canada, India, Sudan, Jordan, Syria, Egypt, Pakistan and some other countries. These teachers join the university with their experiences in the academic environments, in their homelands and in other parts of the world, that are much different from the academic culture in Saudi Arabia. During the first week of teaching at the university, these teachers find that the working environment at the universities is different in many ways, and they also understand that they need to adapt their ways of dealing with the students and the Saudi Arabian academic environment. Informal interviews with the expatriate teachers reveal that the most striking differences that most of the teachers said to have identified are the degrees of variation in the seriousness of the students towards learning (learning attitudes and motivation), in the attendance of the students to the classes (regularity and punctuality), and in the teachers' authority (systemic authority) in enforcing the classroom rules that are said to be in action purportedly. Teachers also mention that there is a significant discordance between what the departments propose in their meetings and the ground realities in the classrooms. Consequently the teachers feel that they are obliged to consume their valuable time in some unproductive activities and undesirable stresses that may deter their efficiency. However, there isn't any documented evidence in this regard. In an effort to fill the void and to provide a platform to future scholars this study endeavors to examine and document the Saudi Arabian student uniqueness from the perspective of the expatriate EFL teachers at the University where this study is set.

2. Rationale

Since the number of expatriate teachers heading their way to teach in Saudi Arabia is always in ascending trend, it's seemly that the prospective teachers as well as those already working for PYPs at different universities are provided with a better understanding about the way the Saudi Arabian educational environment, the students' learning attitudes and their learning styles are distinctive when compared to those in other parts of the world. Moreover, it's worthwhile for the administrative personnel at the academic institutes in the kingdom to have a greater insight into the perceptions of the expatriate teachers about the academic environment and the student dispositions in order to bring about reformations for more productive outcomes. The basic assumption is that the teachers, having come from different parts of the world, tend to view the Saudi Arabian students, their classroom dispositions and the academic environment from the perspective of their experiences in their home lands. The second assumption is that there would be a great difference in the learning styles and attitudes of the students in different countries because of the differences in the cultures of the countries, and as Saudi Arabia is known for its stringent conservative cultural inheritance it's quite natural that the students would certainly have different learning attitudes and classroom behaviors. And the third assumption is that when Saudi Arabian student uniqueness is understood from the expatriate teachers' perspective, an analysis of the teachers' classroom dispositions would be easier and the results can be considered in designing the in-service teacher trainings more competently so that the training sessions can enable the teachers to adapt their teaching methods, sync their classroom behaviors and work in compliance with the academic culture in Saudi Arabian universities. By mentioning 'Saudi Arabian students', we mean the EFL students in Saudi Arabia because our focus is limited to bringing out the striking differences of the Saudi Arabian students from the perspectives of expatriate EFL instructors.

3. Theoretical Framework

In view of the highly contrasting cultural backdrops of the expatriate teaching community and the Saudi Arabian EFL learner community, it's seemly to invoke the framework of optimal distinctiveness theory and the theory of social anxiety to analyze and explain the factors that operate in perceiving the distinctiveness by each other. Distinctiveness of a person or a group constructs their identity. In fact, concepts of 'distinctiveness' and 'identity' are mutually complementary. The distinctiveness reflects the values that they hold, the culture that they carry in doing things and the things that they offer and so someone's distinctiveness is their identity (Gwinnett, 2011). The 'optimal distinctiveness' theory proposed by Brewer (1991) defines distinctiveness as sustenance of identity within assimilation. According to the optimal distinctiveness theory, individuals have two essential identity needs. One is "to be included or assimilated" and the other one is "to be differentiated or distinguished." The optimal distinctiveness theory is modeled basically on the premise that the group identification is motivated by the two identity needs of individuals that always work in opposition (Brewer, 2003 p.483). Individuals in a group don't feel comfortable when they are totally differentiated or isolated from other groups in a community and then they tend to seek assimilation or inclusion into the other groups in the community. When individuals in a group couldn't see any difference between them and the people in other groups they feel the loss of their identity and uniqueness and then they seek to be distinguished.

The social identity theory (Tajfel & Turner, 1979) explains the process of social identity of groups in three stages. First individuals are categorized in order to understand and identify them. Second, individuals adopt the relevant category that best describes them and identify with the category, and the third, the groups start comparing themselves with other groups and start comparing and competing with the other groups (See McLeod, 2008). As per the social distinctiveness theory relative distinctiveness is a factor of social identification.

"With in a given social context, or frame work of reference, an individual can be categorized (by self or others) along a dimension of social distinctiveness-inclusiveness that ranges from uniqueness (i.e. the features that distinguish the individual from any other persons in the social context) at one extreme to total submersion in the social context at the

other.... Individuals will resist being identified with social categorizations that are either too inclusive or too differentiating but will define themselves in terms of social identities that are optimally distinctive.... Equilibrium is maintained by correcting for deviations from optimality. A situation in which a person is overly individuated will excite the need for assimilation, motivating the person to adopt a more inclusive social identity. Conversely, situations that arouse feelings of deindividuation (sic) will activate the need for differentiation, resulting in a search for more exclusive or distinct identities. Thus, the theory holds that individuals will actively seek to achieve and maintain identification with groups that are optimally distinctive within a given social context” (Brewer, 2003, p.483).

‘Anxiety’ refers to a general state of nervousness, fear, apprehension or worrying that individuals experience when they confront a somewhat challenging situation such as a test, an interview, a public performance. However, when anxiety affects an individual’s ability to perform then ‘anxiety’ is considered a problem to be dealt with thoroughly. The theory of social anxiety attributes the causal and maintenance of social phobia or anxiety to negative cognitions (Huppert Roth & Foa, 2003). The theory maintains that when individuals have no confidence in their performance in something they tend to avoid the situation. The two extremities of social anxiety are on the one hand the overestimation of negative aspects of social interactions and on the other hand underestimating the positive aspects (Kukes, n.d). In situations of social interactions the focus of individuals on their ‘self’ impairs their performance and blurs their ability to view the positive things in the situations. “Anxiety is a feeling of worry, nervousness, or uneasiness often brought on by an imminent event or something with an uncertain outcome. A lot of learners experience stress and/or anxiety before learning activities such as taking an exam, giving a presentation, answering questions in class, speaking during group activities, or turning in a paper. Sometimes just going to class can be a source of stress and anxiety to a learner” (Agunbiade, 2013).

4. Previous Studies

Although we have a very limited number of creditable works on Saudi Arabian students and education, most of those on the teacher/student expectations and behaviors indicated ‘cultural dissonance’ as the major factor that influences the EFL classroom dynamics (Moores-Abdool, Yahya, & Unzueta, 2011). A study by Shaw (2009) finds that Cultural dissonance between the teachers and students can be the result of the lack of intercultural competence in the students. However, this study doesn’t mention the level of intercultural competence in the teachers that deal with the Saudi Arabian teachers. The study also reports that the students from Saudi Arabia are successful in learning English when they have ‘resilience’ and ‘intercultural competence’. The study also recommends that the Saudi Arabian EFL course focus more on developing resilience and intercultural competence. Moores, Yahya & Unzueta (2011) identified that while the Saudi Arabian University students welcome and enjoy partner and group activities, they are reluctant to participate in certain activities that would put them on center stage... they were not ready to share or display their individual work with peers. This could be a result of the influences of a tribal culture, where the group is more highly valued than the individual. Alhmadi (2014) reported that the ‘text anxiety’ and ‘longer hours’ as demotivating factors for Saudi Arabian EFL learners. Text anxiety refers to the fear of coping with the language level used in the curriculum of the courses. When teachers have no choice to either choose or design their own curriculum suitable to the level of the students both the teachers and the students are forced to deal with the texts that were prescribed by someone else. Sitting for four or five hours with single teachers also discourages the students from attending the classes. Alhmadi identifies ‘student reticence’ to participate in speaking activities as one of the major barriers to learning English for Saudi Arabian students. Patil (2010) writes about the reverse visualization of English words by Arabic EFL learners. Because the people, who use Arabic language, read and write from right to left in contrast with the users of many other languages that read and write from left to right, the EFL learners of Saudi Arabia in their earlier stages habitually tend to read English words from right to left and that delays their learning. Moreover, English learning in Saudi Arabia is mostly confined to classrooms and the opportunities to use the language outside the classroom are scarce and only with the foreigners who don’t know Arabic at all (Kariminia & Salehizadeh, 2007; Shishavan & Sadegi, 2009). Hagler (2014) argues that the students with a positive attitude towards the West have better means to learn English (and through English), being aware of its usefulness in the international market and with expectations to coalesce with the West through language. Hagler reports that it’s quite assuring, to the teachers working with Saudi students, that the preconceived notions of many of the Saudi students about the west are positive. With the fact that a few of participants in his study expressed negative views about the West, Hagler advises the teachers to view this as an opportunity to provide them with a constructive experience with a Westerner, thereby promoting the likelihood of positive dispositions and productive associations with the West. However, Hagler holds that it may not likely that a non-western researcher also can obtain the same favorable results in this regard.

5. Method

Informed by the previous works on ‘education in Saudi Arabia’ that focused mostly on what the teachers can do in their positions as EFL instructors, this qualitative research work is set to document the results of the survey of the views of the expatriate EFL teachers at the chosen university from the emic perspective (Harris, 1976). “An emic approach (sometimes referred to as “insider,” “inductive,” or “bottom-up”) takes as its starting point the perspectives and words of research participants” (Foundations of Qualitative Research in Education, 2008). By adopting ‘interpretive approach’ in its exploration of the data collected by the survey, through purposive sampling method, that was conducted with the EFL instructors at the PYP of the university, this research work seeks to construct meaning for the expatriate teachers view of the Saudi Arabian EFL learners, from the etic perspective (Harris, 1976). “An etic approach (sometimes referred to as “outsider,” “deductive,” or “top-down”) uses as its starting point theories, hypothesis, perspectives, and

concepts from outside of the setting being studied” (Foundations of Qualitative Research in Education, 2008). As per the interpretive approach “everyday life revolves around persons interpreting and making decisions about how to act based on their personal experiences and their interpretation of the experience and behavior of others. The purpose of interpretive research is to specify how interpretations and understandings are formulated, implemented and given meaning in lived situations” (Radnor, 2002).

The research questions that have been formulated for the set objectives in this study are reproduced below.

1. What are the distinctive characteristics of EFL students at PYPs in Saudi Arabia in view of the expatriate teachers working at PYPs in Saudi Arabia?
2. To what extent is the contribution of organizational processes to the perceived distinctiveness?
3. Are there any specific impediments that constrict the teachers from performing effectively and make the difference in the academic environment and the teaching learning process?

6. Data Collection

Although the required information for analysis can be obtained by surveying with these questions, in view of the difficulty in convincing the participants to spend their time in answering the open ended questions, the three main questions have been simplified to nine Likert items with check boxes along with an additional comments field, and three open ended questions. Likert items are to understand their general opinion and the comments field and the open-ended questions are to obtain detailed information about the reasons that lead them to develop their opinions.

- 1) Saudi Arabian EFL students are different in many ways when compared to the students in my country.
- 2) Could you please rate your Saudi Arabian students?
- 3) Students in Saudi Arabia are easily manageable.
- 4) I can manage my class well, but there are some barriers that restrict me from managing my class effectively, which I don't find in the classes in my country.
- 5) How likely would you debate in a discussion on the distinctiveness of Saudi Arabian EFL learners?
- 6) About the departmental meetings and the solutions that you find in the meetings.
- 7) I need additional support from the department for managing my classes and for making them more creative and productive.
- 8) Please rate the evaluation process of the teachers by the administrative personnel?
- 9) Teachers are encouraged for their efficiency and evaluated fairly based on their performance.
- 10) Please write about the kind of support do you expect from the administrative personnel in order to improve yourself as a productive teacher in the KSA.
- 11) Please mention the distinctive characteristics that you have observed in your Saudi Arabian students when compared to the students of the same age and level in your home country?
- 12) Please share your ideas to improve the teachers' performance and the learning outcomes in the EFL classroom.
- 13) Could you please mention some of the constraints that prevent you from performing effectively in the classroom?

The questionnaire was prepared with the online survey software ‘esurve’ (www.esurve.org) and was sent to the email ids of 100 EFL teachers available in the list serve of the university that includes different nationalities from both male and female campuses. Out of the hundred expected participants online we received responses from 15 participants and so we agreed to collect information from more teachers. We thought of conducting personal interviews with the same questionnaire and we interviewed 25 teachers on the male campus. Although we tried to interview some more teachers in the female campus, due to the local cultural impediments we couldn't carry on with our face-to-face interviews with female teachers. Finally, we decided to work on the responses of the 40 teachers in total. After providing the findings based on the analysis of the responses to the items given above, this paper provides a discussion in light of the set frame work as well as the relevant findings in other works so as to reach valid conclusions and recommendations.

7. Findings

The Likert items 1, 2 and the question 11 are related to the teachers' view of their students and can be related to the first one of the three main research questions given above. More than 82% of the participants agreed with the item number one, “Saudi Arabian EFL students are different in many ways when compared to the students in my country.” When they were asked to assess their students with the item “Could you please rate your Saudi Arabian students?” about 35% rated them as average and about 47% rated them as below average. While only 11% of the respondents assessed their students as good, none of the participants rated their students as excellent.

Responses related to the question one of the three main questions reveal that about 70% of the participants hold that the lower level of English proficiency of the students to continue with their education at the PY programs is due to the faulty junior and secondary schooling where English as well as the other studies would not be taken seriously. The teachers mention that the examination system in the schools is often corrupted by unfair practices. For example, in schools the teachers prepare the question papers for their students' exams and the teachers leak the question papers to win the favor of the students who can lure the teachers for trinkets. It could be that the students bribe their teachers in

order to get him/her reveal the question papers. Even after the exams, the teachers would not fail a student who is supposed to secure a zero in his or her exam. A teacher says that he worked for a school before he joined the university and in his experience one of his colleagues was threatened for failing a student in an exam and he had to compromise and pass the student again in order to secure his job and to be assured of his personal safety. And the students who proceed to the university education move on with the similar learning attitudes and expectations about the study environment that they are already habituated to. Almost all the teachers hold that the education in the schools in Saudi Arabia needs a lot of reformations at the administrative, student and teacher levels in order to welcome organized behaviors at the university level. The reformations are required more for inculcating good learning attitudes and for developing organized classroom behaviors than for improving curricula.

A participant described his students as “unmotivated, arrogant and lazy.” Another interesting comment is that the students’ maturity levels are low due to the lack of general knowledge and exposure to the world outside. “They behave like thirteens’ at the age of twenty”. With regard to classroom activities a teacher writes,

“in the US IEP situation they tend to 1) not do homework as a learning assignment but as a “drudgery” to be completed as quickly as possible 2) in writing less focus on sentence level structural accuracy (translating too much); in reading -- difficulty in ability to categorize into tables, spider maps, etc.; in speaking -- tend to do fine in interpersonal situations and in longer presentation situations; listening -- also tend to do fine in classroom situations 3) more interested in the “grade” than getting prepared for university study 4) tend to think that memorizing is most important, while synthesizing is unimportant 5) tend to generalize and not to give specific support for statements.”

It can be pointed out that according to a teacher, the students in Saudi Arabia who come from rural areas exhibit better learning attitudes compared to those from urban areas. Some teachers expressed that a lot of students, though not all, exhibit undesirable attitude towards English and so dislike learning English. However, they say that the students who really dislike learning English also keep attending the classes for other reasons like; not to be fallen short of attendance; be eligible for the government scholarship; and also to graduate in the present level in order to be promoted to the next level of the course.

The Likert items 6, 7, 8, 9 and the open ended question 10 are related more to the administrative processes and the responses to these questions could reflect the academic environment and could address the second question of the three main research questions. To the item “About the departmental meetings and the solutions that you find in the meetings”, with the options ‘very useful, useful, neutral, useless, very useless’, more than 40% responded with useless while 20% felt that it was useful while about 40% were neutral. In the face-to-face interviews with the teachers more than 80% of them expressed that decisions taken in the departmental meeting will never be put into practice. For instance, the teachers are asked to mark absent to the students who don’t show to the class and to those who attend the classes late. And when the rule says that a student who is absent for more than 25% of the classes shouldn’t be allowed to take the exams, the rule will be usually violated before the exams and all the students will be allowed to sit for exams.

Responding to the item 7, more than 60% of the teachers hold that they need additional support. The kind of support they need to bring reformations is that they should be left for their judiciousness in allocating the internal assessment marks, in choosing the syllabus and the pacing schedules. Most of the teachers say that the role of supervisors and administrative people is more dominating and the teachers are expected to obey all kinds of orders thrust by supervisors with regard to the classroom activities, pacing schedules and marking the internal assessments. By and large, the situation is that teachers have no control on the selection of instructional materials suitable to their students, preparing the questions for internal or the external exams, awarding the internal assessment marks and holding the absent students from attending the final exams. During final exams, teachers have limited power in controlling the students from cheating. Although the annual exams are held with four different sets of question papers with planned seating arrangement that can prevent the students from cheating in the exams, teachers have limited control in preventing the students from using their mobile phones, talking to their neighboring students and copying from others answer booklet. Moreover, the examination team that prepares question papers for exams doesn’t tend to take measures to repeat the same questions in all the booklets.

When they were asked to assess and comment on the evaluation system with the items 8, 9 and 10 over 41% of the teachers hold that the teacher evaluation system is ineffective and biased while 24% find it effective and about 35% are neutral. However, to the item 9, “Teachers are encouraged for their efficiency and evaluated fairly based on their performance”, 30% of the teachers agree while 30% disagree. The face-to-face interviews reveal that there was no proper system for evaluating the teachers. They also say that most of the times the jobs are secure and the administrative personnel follow the rules set by the university. However, more than 85% of the teachers say that often the evaluation reports by class observers tend to be biased but the administrative personnel in the decision-making positions depend very rarely on the reports by classroom observers in taking decisions on contract renewals or cancellations. Almost all the teachers express their disapproval to classroom observations and say the reports reflect dishonesty since the evaluation teachers are neither qualified nor have the required competency to teach as well as to evaluate others’ teaching.

To the query about the kind of support that they expect from the administrative personnel in order to improve themselves as productive teachers as it was mentioned in question 10, the teachers say that whenever their students fall short of attendance they often resort to go to the administrative personnel with some kind of recommendation from people in authoritative positions and without any intimation to the teacher concerned the administrative people waive off all the absences and allow the students to sit for exams. All the students know that they can manage their shortage of

attendance through different means and so they don't tend to show any seriousness to the class work and the activities. Teachers strongly feel that there must be a strict policy to be used with regard to student attendance. The second major issue highlighted is that the curriculum should be developed apposite to the levels of the students. In fact, the students in every class are highly heterogeneous. One can find three types of students in every class: highly motivated, moderately motivated and not motivated at all. Any one kind of curriculum cannot serve the purposes of all the students. Rules of the university say that there shouldn't be any diagnostic tests to segregate the students according to their levels. In case they are segregated according to their levels, universities can't test all of them with the same examination papers. And the final exams cannot be with beginner level questions to some students and with advanced level questions to the other. And this way the entire examination system becomes unfair.

Linked to the third of the three main research questions, the Likert items 3, 4, and the questions 12 and 13 are set to understand the teachers view of the students' attitudes and the way they think about the possible measures to improve the attitudes. To the Likert item 3, about 55% of the teachers said that the Saudi Arabian students are easily manageable. On the contrary, some teachers say that because the teachers have no complete control either to punish or reward their students, some of the students, most of the time, refuse to oblige, tend to misbehave and keep disrupting the entire class. The students' attitude also depends on their educational background and the educational levels of the family members. Some students who are very confident about the support that they can obtain from the people in authoritative positions show carelessness to their attendance to the classes, the teacher and keep on misbehaving in the classroom. And the administrative people also have nothing to do with them. Teachers' responses to the Likert item 4 are mostly optimistic with more than 50% of the teachers agree with the statement and while 35% are neutral. Only about 15% disagreed with the statement, which means that as per their analysis the drawbacks of disruptive classes are not due to the students or teachers but somewhere in the administrative processes that we are going to analyze in the discussion part of this paper.

When the teachers' were posed with the questions 12 and 13 with an idea that they may come up with some suggestions for improving the classroom management of their classes most of the teachers say that the teachers should be given the complete authority of their classroom activities with regard to the method of teaching and the pacing schedule. Because the teachers have limited scope in controlling their students' irregularity to the classes and punishing them for any pending assignments or classroom activities they think that they should at least have complete authority in awarding the internal assessment mark that accounts for 20% of the total marks by the end of the semester. Creating small classes can be much productive since most of the students attend the classes just to fulfill the attendance criteria that are essential for obtaining scholarships.

An analysis of the survey results about the distinctive characteristics mentioned by the participants to the queries of the above listed Likert items and the questions finds that all the distinctiveness perceived by the expatriate teachers can be codified under the following categories.

Code A: Students Existing English levels are low compared to the expected and required levels

Code B: Lack of motivation.

Code C: Administrative Interference into the supposedly teachers' work.

Code D: Negative view of English.

Table 1.

Research Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
1) Saudi Arabian EFL students are different in many ways when compared to the students in my country.	47.06	35.29	5.88	0.00	11.76
2) Students in Saudi Arabia are easily manageable.	5.88	47.06	11.76	0.00	35.29
3) I can manage my class well, but there are some barriers that restrict me from managing my class effectively, which I don't find in the classes in my country.	23.53	29.41	11.76	0.00	35.29
4) I need additional support from the department for managing my classes and for making them more creative and productive.	41.18	17.65	17.65	5.88	17.65
5) Teachers are encouraged for their efficiency and evaluated fairly based on their performance.	11.76	17.65	5.88	23.53	41.18

Table. 2

Research Question	Excellent	Good	Average	Below Average	Poor
2) Could you please rate your Saudi Arabian students?	0.00	11.76	35.29	47.06	5.88

Table 3.

Research Question	Very Useful	Useful	Neutral	Useless	Very Useless
1) About the departmental meetings and the solutions that you find in the meetings.	11.76	11.76	41.18	23.53	11.76

Table 4.

Research Question	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Please rate the evaluation process of the teachers by the administrative personnel?	5.88	17.65	35.29	35.29	5.88

8. Conclusion and Recommendations

Although the distinctiveness of Saudi Arabian students at their university level education can be understood, the expatriate teachers find themselves confused about the measures to be taken to engage their Saudi students in classroom activities. In the wake of the cultural confinements that Saudi students have been brought up, the teachers may have to give up their expectations of the usual attitudes, of an undergraduate or graduate student, from a Saudi Arabian student and be positive to adapt their own classroom dispositions and teaching methods. The teachers who would like to succeed in dealing with Saudi students can think about being reciprocally optimally distinctive from their students in order to upgrade their student attitudes to the level of their actual expectations. During the initial days of their teaching, teachers may have to compromise with their usual classroom procedures and be relaxed in terms of their students' irregularities in maintaining their class timings, attendance, assignments and the way they address their teachers. A little patience and initiation to build rapport with their students can make any teacher easy to motivate and mentor their Saudi Arabian students in order to enjoy wonderful classroom experience with them. "The days are gone when it was possible to believe that all a teacher had to do was to master and deliver the grade- level curriculum. It is now imperative that classroom teachers have strong content background in each of the subjects they teach, be familiar with the range of student differences in their classrooms, and be capable of diagnosing and prescribing appropriate instructional modifications based upon a knowledge of each child's uniqueness (Sagor, p.10)."

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