

An Empirical Study of English Language Teachers' Methodology on the Career Growth of Saudi Students

Badriah Alkhannani

Ha'il University, Saudi Arabia
Email: b.alkhannani@uoh.edu.sa

Received: 18 August 2021

Reviewed: 18 August 2022-18 November 2022

Accepted: 22 December 2022

Published: 30 December 2022

Abstract

The purpose of this study was to find the effect of English Language Teachers' Methodology (ELTM) on the Career Growth (CG) of the Saudi students. In order to provide a solid basis for this research study, a cross-sectional-descriptive research design was employed. For scale development and tool standardization, inter-class correlation coefficient, test-retest and inter-rater test were performed. Cronbach's Alpha, corrected item-total correlation and the Kaiser-Meyer-Olkin (KMO) values were checked for determining the reliability and validity of the data. A total of 310 participants were part of this study and the primary data were collected using a web-based survey questionnaire. The non-probability snowball sampling method was applied for the data generation. Correlation & regression technique (enter method) was applied for checking the cause-and-effect relationship. IBM-SPSS Ver. 23.0 program was used for all types of statistical analysis. The findings of this study concluded that there was a significant effect of the English language teachers' methodology on the career growth of Saudi students' professional life. The current study is beneficial for students as well as teachers' of English language in terms of adopting germane teaching methodology while teaching the English language that can be easily comprehend by students and facilitate their linguistic understanding, which can be exploited maximally at their future career.

Keywords: English language teachers' methodology; career growth; correlation, and regression

Introduction

The traditional method of instructing students in the English language has been subject to a great deal of change, particularly throughout the course of the twentieth century. This custom is followed in the classrooms of the English language teachers all over the world, perhaps more than in the classrooms of teachers of any other subject. Teaching of the English as a language in Saudi Arabia is not an easy task. In spite of the many steps that have been taken by the Ministry of Education to advance the process of teaching and learning of the English language, there is still a significant room available for its advancement. According to Al-Nasser (2015), the influence of one's mother tongue serves as a significant barrier to the acquisition of the English language skills. As per the opinion of the previous author, learners are unable to make effective communication both orally and in written form because they are not given sufficient opportunities to use English in their daily lives and because they are not taught the language at the beginning of their primary

education (Al-Nofaie, 2010). Due to the fact that students do not begin formal English instructions until the final year of their primary level, hence students failed to receive adequate exposure to the English language (Al-Nofaie, 2010). At the same time, the students are well aware of the fact that they would have had an easier way of learning English if they had been exposed to the English language from the very beginning of their studies. Several studies [Jdetawy (2011), Nation (2003), and Al-Abdan (1993)] in the past have reported more or less same conclusions regarding comparable issues of English language teaching and learning. The Saudi government has mandated that students must study English as a required subject. However, from the most fundamental level to higher grades there is a need of adopting a more moderate and flexible attitude towards the teaching and learning of English. According to Fareh (2010), ineffective teaching methodologies impede the teaching and learning process. As a result, Fareh suggests that teachers must receive adequate training in order to achieve desirable results. Fareh further reports, a significant portion of the time spent in class is spent speaking in Arabic, hence this kind of practice reduces the amount of time spent being exposed to the English language, and as a result, the learning outcomes will not be adequately achieved (Fareh, 2010). Another significant contributor to the lack of success in teaching English as a foreign language is an inappropriate selection of text-books. According to Rahman (2013), the prescribed textbooks typically contain only a basic level of linguistics features, which makes it impossible for teachers to satisfy the needs of the students. Students are required to take English as a subject at the school, and they must do so in order to graduate. When these students graduate from high school and take entry in college/ university with a limited understanding of English, it becomes increasingly difficult for them to adhere to even the most fundamental instructions. Students' inability to communicate effectively in writing and speaking is impacted by their limited vocabulary, grammar, and organization of ideas, as well as their spelling and referencing (Al-Khasawneh, 2010). Due to the fact that students consistently make mistakes in syntax, morphology, and pronunciation, hence they fail to communicate comfortably and effectively while speaking about any academic topic or common everyday topics or even general conversation (Mukattash, 1983). The Saudi students have very limited opportunities for using the English language in their day-to-day lives. Ashraf (2015) reported that outside of schools, there are only limited opportunities for the Saudi students to practice their English language. Arabic is used extensively in a majority of aspects of the modern life, including but not limited to publications, broadcasts, sources of entertainment, and electronic devices. As a result, the chances of learning and comprehending English from situations that occur in daily life are extremely slim. It is impossible for teachers of a second language to avoid communicating in their native tongue while instructing students of a second language. On the other hand, students who are attending schools in other developing countries are exposed to English in a wide variety of contexts throughout their daily lives. They could learn English by speaking it with their teachers, their friends, people in the media, using electronic devices, and so on.

Earlier researchers worked on the English Language Teachers' Methodology; some of the critical information pertaining of it are as follows: the English language has quantum of information from all over the world, this is why it has been selected as the language of instruction for higher education in a variety of countries and regions all over the world, including majority of the Arabian countries.

For students or learners, to meet the requirements of different professional fields, there is a dire need to increase the level of proficiency that learners possess. The Preparatory Year Programme (PYP) at all the Saudi Arabian universities, is a one-year programme for students preparing for a full multi-year degree curriculum at a university and follows English for Specific

Purpose (ESP) teaching. ESP is effective at improving students' macro skills. These skills include, among other things, listening, speaking, reading, and writing. The idea that ESP satisfies the learning needs of students was not articulated very well, and there is a need for additional research and discussion on the topic. A review of the PYP English curriculum is, of course, required to support the claim that students need more ESP-based themes to overcome their difficulties in language and communication.

Any circumstance, one is expected to teach necessitates both a desire to impart knowledge and an interest in maximizing the amount of information imparted (Nazim & Hazarika, 2017). The worry frequently prompted a search for the instructional strategies that were proven to be the most successful. Theorists and academics have customarily been considered to be the most qualified individuals to undertake a quest of this kind and satiate it. It is ironic that participation of teachers in the quest has been limited given that they are the true actors in their own classrooms. They have been relegated to the position of being nothing more than simple consumers of the approaches and methods developed for teaching by professors and researchers (Eusafzai, 2015).

Earlier study by Alonazi (2017) investigated the role of English teachers in promoting learner autonomy in secondary education in Saudi Arabia, and the participants were students from secondary schools in the country. The findings of his study suggest that the functions performed by the Saudi English teachers shift in accordance with the nature of the institutions in which they are employed. Some people believe that the current state of affairs represents a period of transition from more traditional teaching methods to those that are more focused on the needs of the students. As a consequence of these discoveries, it would appear that self-directed language learning has an exciting future ahead of it in the context of Saudi Arabia. The researcher(s) concluded as a result of their investigation into the actual roles that EFL secondary school teachers play in order to foster autonomous language learning in their respective educational contexts (Alonazi, 2017). Structured professional development programs for teachers are required to be developed in many different areas, including but not limited to the following: curriculum, text-books, pedagogies, proficiency, managing time effectively, motivating and engaging students, and (possibly) teaching classes with students of varying academic levels.

The publication of the National Transformation Plan 2020 and the Vision 2030 for the Kingdom will act as a source of motivation and structure for the purpose of enhancing the educational opportunities and outcomes for all Saudi citizens. It is clear that a variety of measures need to be implemented in order to improve teaching practices and strive for excellence in teaching and learning of English throughout the Saudi kingdom. This is because of the high number of teachers who reported needing training in English proficiency as well as the pedagogy training (Mitchell & Alfuraih, 2017). Although, a vast majority of the English as a foreign language (EFL) teachers used some form of information and communication technology (ICT), their perspectives on its use ranged widely depending on a number of different factors. The location of the school, the place where the teachers obtained their highest level of qualification, as well as the teachers' past experience of teaching English to students of other languages were some of the factors that influenced the attitudes of the teachers. (Alghamdi, 2017).

The Saudi government ought to have a plan for the implementation of effective strategies for the acquisition of mass literacy in English. As a result of the spread of the English language, many national borders and boundaries all over the world have become more permeable. This is due to the fact that English has become a global language, as well as a language of progress and international communication, military links, commerce and trade, and so on (Barnawi & Al-Hawsawi, 2017). It is necessary to approach female and male teachers as well as ELC leaders in a

thoughtful and qualitative manner in order to acquire a better comprehension of the overarching narrative of the Preparatory Year Programme (PYP) English course. As a consequence of this, it is possible to acquire a more comprehensive understanding of many other aspects of learning processes that are presumed to either support or obstruct the teaching and learning processes. (Gaffas, 2016). The study by Gaffas (2016) yielded significant findings that will assist in the development of the English for Young Learners (EYL) teacher education program in the future. The relevance of the pedagogy that was applied throughout the course of this research is, without a doubt, one of the most important discoveries that was made. While developing EFL (English as a Foreign Language) books or other materials for young learners, English for Young Learners (EYL) educators should take into consideration the preferences of young learners and integrate language skills wherever possible. In addition, educators of children in the early years of life should make use of technology in order to broaden the scope of instruction and improve the students' levels of knowledge (Daif-Allah & Aljumah, 2020).

Keeping aforementioned research and development in the area of English teaching and learning in the Saudi kingdom, it is clear that most of the previous work done on various pertinent issues and aspects, but there was scanty work on the English language teachers' methodology (ELTM) in relevance with career growth (CG) of the Saudi students. Hence, the present cross-sectional descriptive study was designed with the objective of exploring the effect of ELTM on the CG of students in professional life in Saudi Arabia. The hypothesis (null and alternative) considered during the study was, H0: there is no significant effect of ELTM on the CG of the Saudi students in their professional life, whereas, H1: there is a significant effect of ELTM on the CG of the Saudi students in their professional life.

Methodology

Population

The sampling population for this study was 600 students studying in Department of English, College of Arts, University of Ha'il, Ha'il, Saudi Arabia. The student participants were made aware of the aim of the study in advance of their participation. The participation of the subjects in this study was completely voluntary, and their identities were not disclosed to the researchers.

Sample size

The expected sample size was calculated by Slovin formula as follows: Thus, N is taken as 600 on an average. A margin of sampling error of 0.05 was considered for the survey. Using Slovin's formula, we attained the required sample size, which was as follows:

$$n = N / (1 + Ne^2)$$

where, n = sample size, N = Total population, e = Error tolerance. $n = 600 / (1 + 600 * 0.05^2) = 240$, but we successfully received 310 responses. The scale consisted of items on a five-point Likert scale, ranging from 1=strongly disagree to 5=strongly agree.

Research design

An exploratory research design was used for searching the new information, new knowledge, new facts, which will helped in the formulation of the hypothesis. A cross-sectional descriptive design was employed to form the foundation of the research study as well as to test the hypothesis.

Sampling technique

The non-probability snowball sampling method was used in this research study, as this technique is very fast, easy and less time consuming in the data collection stage.

Sampling frame

Bachelor of Arts students with one major in English language studying in Department of English, College of Arts, University of Ha'il, Ha'il, Saudi Arabia were the sampling frame of this study.

Sampling unit/ Sampling element

Each and every individual student from Department of English, College of Arts, University of Ha'il, Ha'il, Saudi Arabia was the sampling unit or element of this study, formally known as respondents throughout this study.

Measurement of variables

The demographic variables like gender, education etc. was measured in the nominal scale, whereas of English Language Teachers' Methodology (ELTM) and the Career Growth (CG) constructs was measured on a 5-point Likert scale. The agreement and disagreement of the statements was measured on strongly agree as 5 and strongly disagree as 1. The scale of 3 was considered as neutral. 25.8 % students were female, whereas 74.2% students were male in this study. 67.7% students were married where as 32.3% were unmarried.

Questionnaire designing

A structured questionnaire was designed and validated before the survey. The survey has been provided as Annexure I (Supplementary Information). The web-based google form was designed for the smooth and fast data collection in a specified time period of (April 2022- June 2022).

Test re-test and inter-rater test

Before the pilot study, the survey questions were processed through the test and re-test procedure, where the questionnaire was filled and checked by an expert at two-time interval to check the inter class coefficient between two measurements (Table 1). The same way, again the questionnaire was filled and checked by two experts to check the correlation coefficient between two-time interval measurements under inter rater test (Table 2). The SPSS 23.0 version output were as follows in Tables 1 & 2:

TABLE 1. INTRACLASST CORRELATION COEFFICIENT: TEST AND RE-TEST

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.775 ^a	.493	.909	7.875	17	17	.000
Average Measures	.873 ^c	.661	.952	7.875	17	17	.000

Two-way mixed effects model, where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

TABLE 2. INTRACLASS CORRELATION COEFFICIENT: INTER-RATER TEST

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.841 ^a	.624	.937	11.556	17	17	.000
Average Measures	.913 ^c	.769	.968	11.556	17	17	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

The inter class coefficient results for test re-test was 0.873 (average measures) and for inter rater test was 0.913 (average measures), which is very acceptable and reliable range for the first level of preliminary testing of the questionnaire (refer *Table 1. Intraclass correlation coefficient: test and re-test*,

Table 2. Intraclass correlation coefficient: Inter-rater test).

Pilot study: Reliability, Validity, and Exploratory Factor Analysis (EFA) - (Principal Component Analysis)

The reliability test and factor analysis (Principal Component Analysis) were performed to test the reliability of the scale and % percentage of variance explained by the items in a particular construct. The Cronbach's Alpha, Corrected Item Total Correlation (CITC), Kaiser-Meyer-Olkin (KMO) Test, and Factor Analysis were used for the finalization of the questionnaire. The convergent validity through Average Variance Extracted (AVE) was established on each construct. The AVE is a measure of the amount of variance captured by a construct from each scale. The AVE has a recommended value of 0.50 or higher to provide evidence for convergent validity. The discriminant validity was also checked among constructs.

Table 3. Reliability, Validity, and Exploratory Factor Analysis (EFA) (Principal Component Analysis)

Construct	Cronbach's Alpha	Kaiser-Meyer-Olkin (KMO) Test	% of Variance	Number of Items
English Language Teachers' Methodology (ELTM)	0.854	0.678	69.244	9
Career Growth (CG)	0.928	0.799	64.144	9

The results of Cronbach's Alpha, Kaiser-Meyer-Olkin (KMO) Test and % of Variance were acceptable and reliable, hence further statistical analyses were performed for the entire samples (Table 3).

Data collection (primary data & secondary data)

The primary data were collected from the students using web-based structured questionnaire which is given in Annexure I. The secondary data was collected using various international research paper already published on the related research topic.

Statistical tools and software programs

For the purposes of conducting direct path analysis and hypothesis testing, the correlation & regression technique (enter method) was applied. The SPSS 23.0 version software was used for data entry, data coding, value label. The graphical representation was performed using regression line.

Results

The results achieved through various statistical tests have been presented here in the form of either tables or figures. For example Table 4 shows the correlations between CG & ELTM.

Table 4. Correlations Between CG & ELTM

		Career Growth	English Language Teacher's Methodology
Pearson Correlation	Career Growth	1.000	.756
	English Language Teacher's Methodology	.756	1.000
Sig. (1-tailed)	Career Growth	.	.000
	English Language Teacher's Methodology	.000	.
N	Career Growth	310	310
	English Language Teacher's Methodology	310	310

It is clear that CG was highly positively correlated with ELTM (0.756). The other point to be noted that the significance value (p-value) was less than 0.05, hence there was a high positive correlation between CG and ELTM (Table 4).

Table 4. Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	English Language Teacher's Methodology ^b	.	Enter

a. Dependent Variable: Career Growth
b. All requested variables entered.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.569	.47982

a. Predictors: (Constant), English Language Teacher's Methodology

Table 5. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.320	1	94.320	409.681	.000 ^b
	Residual	70.910	308	.230		
	Total	165.231	309			

a. Dependent Variable: Career Growth
b. Predictors: (Constant), English Language Teacher's Methodology

Table 6. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	.459	.142	3.219	.001	.178	.739			
	ELTM	.877	.043	.756	20.241	.000	.791	.962	.756	.756

a. Dependent Variable: Career Growth

From the model summary Table 6, the R² was 0.571 means it explained 57.1 % of the variance that means good enough to select the model. From the ANOVA Table 7, F=409.681 & Sig Value p value=0.000 less than 0.05, hence the model was highly significant. From the coefficient Table 8, the ELTM (Sig value 0.000 < 0.05) was significant at a 5% significance level or at 95% confidence interval. Since, the Null hypothesis says there is no significant effect of ELTM on the CG of the Saudi students in their professional life, hence rejected the Null hypothesis and can be concluded that there is a significant positive impact of ELTM on the CG of students. Thus, the regression equation would be in this case; Y (Career Growth) = -0.459+ (0.756) (English Language Teacher's Methodology) and it can be concluded that if there is an increase of one unit in the parameters of ELTM than there is an increase of 0.756 unit in the CG of the Saudi students in their professional life in Saudi Arabia, under the organizational performance provided other variables should be constant. These results were further endorsed by the regression line between the Saudi students' Career Growth and English Language Teacher's Methodology (Table 7, Table 8, Figure 1).

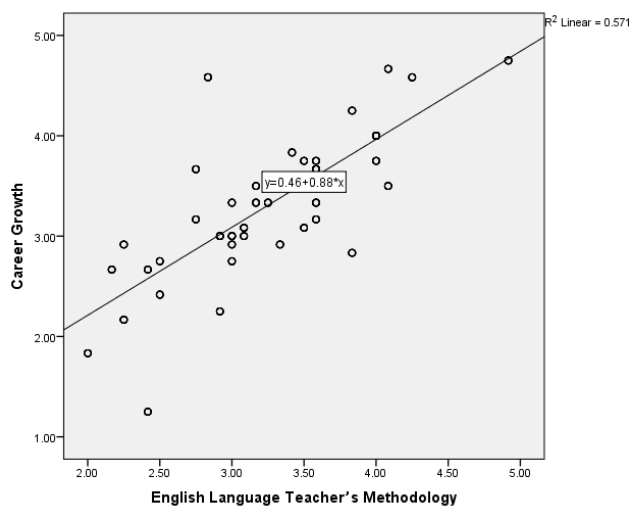


Figure 1. Regression line between Career Growth and English Language Teacher's Methodology

Discussion

The approach to instructing students in English is a time-honored one that dates back to the 16th century. This method of instruction was improvised for the Latin language, which was not a language that was commonly learned or spoken by people at the time. The strategy for teaching

English centered on translating texts written in Latin into the student's native language, after which the student would learn English in accordance with the grammatical rules and vocabulary of Latin. The most common approach to acquiring vocabulary is through the practice of memorization through repetition.

According to Nazim & Hazarika (2017), the students who take ESP, also known as ESL, see significant improvements in their macro skills. Listening, speaking, reading, and writing are just a few examples of the skills that fall under this category. The notion that ESP satisfies the learning needs of students was not articulated very well, and there is a need for additional research and discussion on the topic. ESP is an educational support program. It goes without saying that the claim that students need more themes based on ESP to overcome their difficulties in language and communication needs to be supported by an analysis of the English curriculum that is covered in the PYP.

The current study is in line with and continuation of the study of Nazim & Hazarika (2017). With the data analysis, it is abundantly clear that a strong positive correlation exists between Career Growth and the Methodology Employed by English Language Teachers (0.756). In addition, it is important to take into account the fact that the significance value, also known as the p-value, was lower than 0.05; as a result, there was a strong positive correlation between Career Growth and the Methodology Used by English Language Teachers (Table 4). According to Table 4, it summarizes the model, and the R² value was 0.571, which indicates that it explained 57.1 percent of the variance. This is an acceptable level, so the model will be used. As a result of the fact that the F value was 409.681 and the Sig Value p-value was 0.000 less than 0.05, the model was extremely significant. Based on the coefficient Table 8, the English Language Teacher's Methodology was significant at a significance level of 5% or at a confidence interval of 95%. The Sig value was 0.000- 0.05. Considering that the Null hypothesis stated that there is no significant effect of ELTM on the CG of the Saudi students in their professional life, this study was designed to test this hypothesis. Overall, it can be concluded that there is a significant effect of ELTM on the CG of the Saudi students, therefore the regression equation would be in this case is $Y (\text{Career Growth}) = -0.459 + (0.756) (\text{English Language Teacher's Methodology})$, and it can be concluded that if there is an increase of one unit in the parameters of English, then there will be an increase in the career growth of students. These findings (given in Table 7 and Table 8) are also supported by the regression line that was drawn between Career Growth and the Methodology Employed by English Language Teachers (Figure 1).

In this discussion, English Language Teachers' Methodology construct was measured by the items such as focus on the new vocabulary practice daily, clear pronunciation (essential for effective communication), motivation & interest (must be maintained during the learning process of the English language), knowledge & comprehension skills (must develop among students), interesting & easy activities (must be designed in the English language learning), self-designed courses (more effective for students learning), course selection (important in the English Language methodology), self-driven strategies (it may help to understand the real problem of students while learning the English language), and software driven strategies (might help to evaluate and monitor the students learning). The Career Growth construct was measured by the items such as career growth is linked with English Language learning, career growth is the results of satisfaction in professional life, taking extra responsibility enhances the career growth, the reward of work is more high-level work and money is a by-product. Problem and opportunities are interlinked in the career growth, career growth and career stability are complementary to each other, work enjoyment is also related to the career growth, and satisfaction of work helps in the career growth. Despite

some promising results, the current suffered with probable limitation of student's interest in providing the real or actual responses regarding the English Language Teachers' Methodology questions and questions on Career Growth of the Saudi Students; hence it can be inferred that the students are interested in the career growth but they were not showing potential interest of adopting the ELTM.

Conclusion

In the career growth of the students, the English language is considered as the prime as well as the mandatory requirement, therefore a study was designed to examine the effect of English Language Teachers' Methodology (ELTM) on the Career Growth (CG). Based on the discussion and analysis it was found that there was a significant positive impact of effect of ELTM on the CG of the students in professional life in Saudi Arabia. This was also supported by the regression analysis. From the regression line, if there will be an increase in the methodology of English Language teaching, then there will be a positive change in the Career Growth (CG) of students. The future of the English language teaching is very bright, because in every day there is a technological improvement in every field of life especially with the advent of information technology revolution amalgamated with artificial intelligence sciences, therefore the ELTM is not untouched with these technological advancements. The technological advancement in recent time has improved the ELTM resulting the career growth of students in the kingdom. So, in the coming years, there should be more focus on the advanced technology supported ELTM for the career growth of the Saudi students, because the traditional, outdated and obsolete ELTMs are no more relevant and effective in the career growth of the students in the current times. The outcomes of this study are beneficial for the students who are learning the English language, and the College/University administration and teaching staff involved in teaching of the English language. The future research can check the effect of achievement motivation, learning environment, infrastructure facilities towards English language Learning among the Saudi students of higher education and the comparative study between male and female higher students with respect to the ELTM can be performed in the future.

Declaration of conflicting interest

There is no conflict of interest in this paper.

Funding acknowledgment

No financial support was available for this study.

References

- A. Al-Samiri, R. (2021). English Language Teaching in KSA in Response to the COVID-19 Pandemic: Challenges and Positive Outcomes. *Arab World English Journal*, 1, 147–159. <https://doi.org/10.24093/awej/covid.11>
- Al-Seghayer, K. (2014). The Four Most Common Constraints Affecting English Teaching in Saudi Arabia. *International Journal of English Linguistics*, 4(5), 17–26. <https://doi.org/10.5539/ijel.v4n5p17>
- Al-Shehri, S. (2020). Transforming english language education in Saudi Arabia: Why does technology matter? *International Journal of Emerging Technologies in Learning*, 15(6), 108–123. <https://doi.org/10.3991/IJET.V15I06.12655>
- Al Alharbi, M. A. (2019). Case study of the impact of using technology in Saudi Arabia primary

- school in support of teaching and learning with regard to the English curriculum. *The Online Journal of Science and Technology*, 9(2), 98–105.
- Alamri, B. (2019). Foreign Culture in English Curriculum in Saudi Arabia: A Teacher's Voice. *Arab World English Journal*, 1(1), 34–41. <https://doi.org/10.24093/awej/elt1.3>
- Alghamdi, S. S. (2017). *the effect of EFL teachers' technological pedagogical content knowledge (TPACK) on EFL teaching in Saudi Arabian secondary schools*. November, 12–37.
- Alhaisoni, E., & Rahman, M. M. U. (2013). Teaching English in Saudi Arabia: Prospects and Challenges. *Academic Research International*, 4(1), 112–118.
- Alhmadi, N. S. (2014). English speaking learning barriers in Saudi Arabia: A case study of Tibah University Nesreen Saud Alhmadi School Of Modern Language and cultures University of Leeds, United Kingdom. *Arab World English Journal*, 5(2), 38–53.
- Aljohani, N. (2016). English as a Second Language in Saudi Arabia. *International Journal of Scientific and Engineering Research*, 7(3), 360–367. <https://doi.org/10.14299/ijser.2016.03.002>
- Alonazi, S. M. (2017). The Role of Teachers in Promoting Learner Autonomy in Secondary Schools in Saudi Arabia. *English Language Teaching*, 10(7), 183. <https://doi.org/10.5539/elt.v10n7p183>
- 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), 33–44. <https://doi.org/10.5539/elt.v8n5p33>
- Assulaimani, T. (2019). The future of teaching english in Saudi Arabia. *Universal Journal of Educational Research*, 7(8), 1623–1634. <https://doi.org/10.13189/ujer.2019.070801>
- 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. *Language Policy(Netherlands)*, 13(May), 199–222. https://doi.org/10.1007/978-3-319-46778-8_12
- Daif-Allah, A. S., & Aljumah, F. H. (2020). Developing the English Language Teaching Skills of Saudi Teachers of Young Learners. *English Language Teaching*, 13(3), 20. <https://doi.org/10.5539/elt.v13n3p20>
- Elyas, T., & Badawood, O. (2018). English Language Educational Policy in Saudi Arabia Post 21st Century: Enacted Curriculum, Identity, and Modernisation: A Critical Discourse Analysis Approach. *FIRE: Forum for International Research in Education*, 3(3). <https://doi.org/10.18275/fire201603031093>
- Eusafzai, H. A. K. (2015). Foreign english language teachers' local pedagogy. *English Language Teaching*, 8(5), 82–93. <https://doi.org/10.5539/elt.v8n5p82>
- Gaffas, Z. (2016). *The Impact of English Language Preparatory Programmes in a Saudi Arabian University: An Investigation of Students' Perceptions of their Language Difficulties II*(October 2016). [http://etheses.whiterose.ac.uk/15530/1/1_Zainab%27s PhD thesis FINAL DRAFT Volume %281%29 PDF 1.pdf](http://etheses.whiterose.ac.uk/15530/1/1_Zainab%27s%20PhD%20thesis%20FINAL%20DRAFT%20Volume%281%29%20PDF%201.pdf)
- Khalil, L., & Kholofelo Semono-Eke, B. (2020). Appropriate Teaching Methods for General English and English for Specific Purposes from Teachers' Perspectives. *Arab World English Journal*, 11(1), 253–269. <https://doi.org/10.24093/awej/vol11no1.19>
- Khan, I. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research, International Research Journals*, 2(7), 1248–1257. <http://interesjournals.org/ER/pdf/2011/July/Khan.pdf>
- Melibari, G. (2015). ELT Teaching Quality and Practice in Saudi Arabia: A Case Study of the

- Perspectives of ESP and EGP Students, Teachers and Managers at the ELC in Umm al-Qura University. *University of Hertfordshire, December*. <http://hdl.handle.net/2299/17216>
- Mitchell, B., & Alfuraih, A. (2017). English Language Teaching in the Kingdom of Saudi Arabia: Past, Present and Beyond. *Mediterranean Journal of Social Sciences*, 8(2), 317–325. <https://doi.org/10.5901/mjss.2017.v8n2p317>
- Nather, E. (2020). Saudi Students' and Teachers' Strategies and Beliefs in Learning and Teaching English in Saudi Arabia. *Advances in Social Sciences Research Journal*, 7(9), 664–672. <https://doi.org/10.14738/assrj.79.9105>
- Nazim, M., & Hazarika, Z. (2017). Efficacy of ESP in EFL Context: A Case Study of Saudi Arabia. *Arab World English Journal*, 8(1), 145–164. <https://doi.org/10.24093/awej/vol8no1.11>.