



Journal of Research In Language & Translation

ISSN 1658-9246

JRLT@ksu.edu.sa

Published by King Saud University, Refereed Academic Periodical

دار جامعة
الملك سعود للنشر
KING SAUD UNIVERSITY PRESS



Volume 2, Issue (2)

October 2022

Editorial Board

Editor

Abdullah Alasmery, Associate Professor

aasmery@KSU.EDU.SA

Editorial Board

Faisal Al-Qahtani, Associate Professor

falqahtani@KSU.EDU.SA

Ghazi Alotaibi, Associate Professor

ghalotaibi@KSU.EDU.SA

Hind Alotaibi, Associate Professor

hialotaibi@KSU.EDU.SA

Syed Hussain, Associate Professor

shussain1@KSU.EDU.SA

Assistant to the Editor

Dania Salamah, Assistant Professor

dsalamah@KSU.EDU.SA

Editorial Preface

This issue marks two years since the first publication of the *Journal of Research in Language and Translation*. *JRLT* is a rapidly growing avenue for disseminating practical research findings on a wide range of topics relevant to language, linguistics and translation. On behalf of the journal editors, I would like to extend words of appreciation and thanks to readers, reviewers and contributors who have been indispensable partners in our work.

Papers in this issue address three key topics. The first paper, titled “Effect of CALL Awareness on EFL Teachers’ Technology Integration in the Classroom”, reports on a study which examines teachers' awareness on bringing technology into the language classroom whereas the second paper probes the impact of institutional policy on the way English is learned as a foreign language. The paper focuses on one academic institution; however, the implications of the study can well be extended into other academic places. The final paper examines the influence of Ambiguity Tolerance on the successful use of learning styles and strategies by EFL students at a Saudi university.

As we conclude this preface, we regret to announce the stepping down of two great editorial members, Dr. Faisal Al-Qahtani and Dr. Ghazi Alotaibi, who have contributed immensely to the success of the journal. We thank them for their time, expertise and dedication and wish them the best in their future endeavors.

Editor

Abdullah Alasmary

Table of Contents

Effect of CALL Awareness on EFL Teachers' Technology Integration in the Classroom <i>Abdullahi Salisu Kademi</i>	1-21
The Influence of Institutional Policy on Learning English as a Foreign Language: A Perspective from King Saud Abdulaziz University of Health Sciences in Saudi Arabia <i>Sajjadllah Y. Alhawsaw and Sabria Salama Jawhar</i>	22-40
Impact of Ambiguity Tolerance on Effective Use of Learning Strategies: A Case Study of EFL Qassim University Student <i>Fatima A MuhammedZein</i>	41-57

Effect of CALL Awareness on EFL Teachers' Technology Integration in the Classroom

Abdullahi Salisu Kademi

Jubail English Language and Preparatory Year Institute, Royal Commission for Jubail,

Jubail Industrial City 31961, Kingdom of Saudi Arabia

Kademi_a@jic.edu.sa

<http://orcid.org/0000-0002-4337-3830>

Received: 12/4/2022; Revised: 29/5/2022; Accepted: 4/7/2022

الملخص

استقصت هذه الدراسة الوعي بتعلم اللغة بمساعدة الحاسوب لمعلمي اللغة الإنجليزية كلغة أجنبية، واستخدامهم للموارد التكنولوجية للتدريس، وما إذا كان هناك ارتباط بين وعيهم التكنولوجي واستخدامهم للموارد والمصادر الرقمية. أجريت الدراسة بعد استئناف التدريس وجهًا لوجه بعد الإغلاق بسبب تفشي جائحة كورونا (كوفيد-19). وقد تم استخدام تصميم البحث الاستقصائي في إجراء هذه الدراسة. تم اختيار عينة الدراسة (ع = 40) بشكل عشوائي من مجتمع معلمي وموجهي اللغة الإنجليزية كلغة أجنبية في معهد اللغة الإنجليزية والسنة التحضيرية بالجبيل في المملكة العربية السعودية. وقد تم جمع البيانات من خلال اختبار (المعرفة المفاهيمية لاختبار تعلم اللغة بمساعدة الحاسوب) والاستقصاء بالإبلاغ الذاتي (استقصاء استخدام تعلم اللغة بمساعدة الحاسوب). تم الافتراض بأنه سيكون هناك علاقة إيجابية ذات دلالة إحصائية بين وعي المعلمين بتعلم اللغة بمساعدة الحاسوب ودمجهم التكنولوجي لتدريس اللغة الإنجليزية. وتم تحليل النتائج باستخدام الإحصاء الوصفي والاستنتاجي. وقد كشفت نتائج الدراسة أن ما يقرب من 88% من المشاركين أظهروا فهمًا جيدًا للمعرفة المفاهيمية لتعلم اللغة بمساعدة الحاسوب. كما وجد أن 75% منهم أفادوا بأن استخدامهم لموارد ومصادر تعلم اللغة بمساعدة الحاسوب للتدريس كان مرتفعًا. علاوة على ذلك، فقد وجد أن العلاقة بين المعرفة والدراسة بتعلم اللغة بمساعد الحاسوب واستخدام موارد ومصادر تعلم اللغة بمساعدة الحاسوب للتدريس كانت إيجابية وذات دلالة إحصائية، (0.027 = p ، $r(38) = .423$). أوصت الدراسة بأن يقوم المسؤولين التربويون بتعزيز تكامل تعلم اللغة بمساعدة الحاسوب في الفصول الدراسية نظرًا لفوائدها التربوية الهائلة وأن المعلمين بحاجة إلى تحسين وعيهم التكنولوجي وزيادة استخدامهم للتكنولوجيا ليكونوا معلمين فعالين للغة في القرن الحادي والعشرين.

Abstract

This study investigated English as a Foreign Language (EFL) teachers' Computer Assisted Language Learning (CALL) awareness, their use of technological resources for teaching, and whether there is a correlation between their technological awareness and their use of digital resources. The study was conducted after the resumption of face-to-face teaching following COVID-19 lockdown. It used the survey research design. The sample of the study ($N = 40$) was randomly drawn from the population of EFL instructors at Jubail English and Preparatory Year Institute (JELPYI) in Saudi Arabia. Data were collected through a test (Conceptual Knowledge of CALL Test) and a self-reporting survey (CALL Usage Survey). It was hypothesized that there will be a statistically significant positive correlation between teachers' CALL awareness and their technology integration for teaching English language. Results were analyzed using descriptive and inferential statistics. The findings of the study revealed that almost 88% of the participants demonstrated a good understanding of the conceptual knowledge of CALL. It was also found that 75% of them reported that their usage of CALL resources for teaching was high. Moreover, it was found that the correlation between CALL knowledge and utilization of CALL resources for teaching was positive and statistically significant, ($r(38) = .423, p = .027$). The study recommended that educational administrators promote CALL integration in classrooms due to its immense pedagogical benefits and that teachers need to improve their technological awareness and increase their technology usage to be effective language teachers of the 21st century.

Keywords: CALL awareness; Computer Assisted Language Learning (CALL); conceptual knowledge of CALL; Technological Pedagogical Content Knowledge (TPACK); technology use/integration

Introduction and Literature Review

This study investigates English as a Foreign Language (EFL) teachers' Computer Assisted Language Learning (CALL) awareness, their integration of digital technologies in teaching, and whether a correlation exists between their CALL awareness and their technology integration in teaching English language. Specifically, it examines the technological knowledge and usage of technology by EFL teachers in Saudi Arabia. The study was conducted after the resumption of face-to-face classes following the COVID-19 pandemic-induced lockdown.

Computers in Language Teaching and Learning

In the 21st century, teaching and learning in general and language teaching in particular are greatly influenced by different types of digital technologies (or ICT) including computers which, according to Christopoulos and Sprangers (2021, p. 4), “promote optimal knowledge development and understanding” for students. For Arishi (2012) and Motteram (2013), computers are key factors in language learning processes, effective teaching aids, and useful tools for enhancing language acquisition. In addition, they provide authentic learning contexts for students (Zhang & Chen, 2022). Due to the prevalence of computers in today's education system, the question is no longer whether to use them, but to examine how their “integration influences the established practices” (Christopoulos & Sprangers, 2021, p. 4).

Successful integration of ICT in education not only contributes to learners' satisfaction but also helps them to acquire the desired learning outcomes (Cervero et al., 2020). Many studies have indicated that students generally show better academic performance in digital platforms than in the traditional ones (Paudel, 2021; Shehzadi et al., 2020). Similarly, Akram et al. (2021) suggest that digital technology plays a critical role in meeting the needs of learners, making the learning process more exciting, keeping learners motivated, enhancing their academic performance, and improving teachers' pedagogical competencies. Moreover, Pozo et al. (2021) argue that using technology promotes the acquisition of 21st century skills and competencies, such as autonomy, collaboration, critical thinking, and problem-solving.

The prevalent use of computers for language learning gave birth to CALL, which is reported to have positive effect on learning language skills (AlMekhlafi, 2006; Bulut & AbuSeileek, 2009). Lee (2000) outlines how CALL affects language instruction by providing practices for language learners through experiential learning, offering them more motivation, enhancing their achievements, providing them with authentic materials for study, encouraging greater in-class interactions, emphasizing individual needs, offering them multiple sources of information, and enlarging their global understanding. Other benefits of using technology for language learning, according to Mullamaa (2010), are to support the modern principles of language acquisition, individualization, interaction, and motivation, all of which are paramount in modern educational theories. Nowadays, technology is so embedded and useful in language classrooms that it is difficult to get any English language program, at any level of education, which does not make any provision of ICT and its use (Paudel, 2021).

Based on the foregoing submissions, it can be argued that using technology by 21st century teachers is no longer optional. This is because today's digital native students, who inherently possess “skills for digital fluency” and for whom technology is “as natural as breathing” naturally expect and prefer technology-enhanced learning experiences (Kivunja, 2014, p. 95). Therefore, for teachers to succeed in carrying them along and meeting their needs, expectations, and aspirations, they need to integrate some kinds of technology into their teaching. However, a lot of these teachers are ‘digital immigrants,’ who were not born into the

digital world, but have, at some points in their lives, adopted technology and started learning its “new language,” perhaps slowly, reluctantly, or even as a matter of necessity (Prensky, 2001a). Consequently, they still retain some of their pre-digital ‘accents’ (i.e., “their foot in the past,” as Prensky puts it, p. 2). If teachers’ technological knowledge or awareness is inadequate, their use of technology may be limited or ineffective. Therefore, in addition to other pre-requisite knowledge and skills, 21st century teachers need to upgrade their technological awareness and competencies (Akram et al., 2021). They also need to embed technology into their teaching to appeal to their students and prepare them for digital workplaces and digital citizenship (Kivunja, 2014). Kivunja further suggests that teachers need to transition from the paradigm of **teaching the way we’ve always done it (TTWWADI)** to that of **teaching the way digital natives learn (TTWDNL)** and want to be taught (p. 107).

Teachers’ Knowledge Requirements

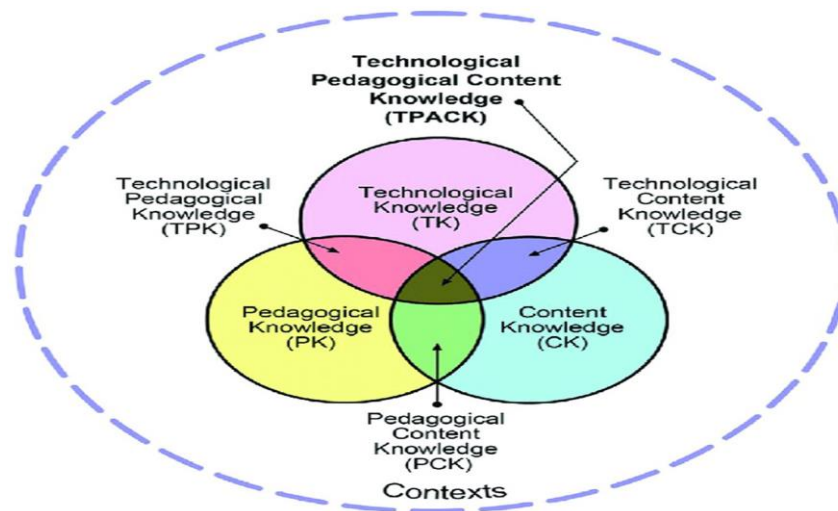
Teachers have always played key roles in all learning contexts. According to Kurt et al. (2013), classroom environments and learning activities are affected mainly by their characteristics, traits, beliefs, and modes of teaching. However, for them to play their roles effectively, they need some basic requirements in terms of knowledge of content or subject matter and knowledge of pedagogy or teaching strategies. Walshaw (2012) argues that inadequate knowledge of content is detrimental to students’ understanding and fragile pedagogical knowledge limits teachers’ ability to impart knowledge and properly manage the learning context.

A myriad of changes has occurred in the field of teaching and learning due to the introduction of various forms of technologies in the classroom. These changes have affected the body of knowledge teachers require to work as effective practitioners. For instance, in the pre-digital age, teachers only needed a good understanding of subject matter knowledge and methodology of teaching. In Shulman’s (1986) terms, these are referred to as content knowledge (CK), pedagogical knowledge (PK), and pedagogical content knowledge (PCK). PCK, according to Shulman (1986, p. 9), refers to the knowledge of how to teach specific contents to specific learners in specific contexts.

In the digital age, however, in addition to PCK, teachers need to have conceptual and practical knowledge of technology and how to leverage it to deliver lessons, promote students’ engagement, and carry out administrative tasks. Consequently, Mishra and Koehler (2006) reviewed Shulman’s PCK model to include technology knowledge and renamed it Technological Pedagogical Content Knowledge (TPACK), which is shown in Figure 1. Based on TPACK, technology knowledge or technology awareness is defined as “a skill of being aware of the technology that has recently become widely known and widely accepted in all aspects of life. It also includes being able to recognize and comprehend the utility of any such technology” (Taopan & Siregar, 2021, p. 402). TPACK model provides a framework for teachers to make effective use of technologies in carrying out their duties. According to Akram et al. (2021), it serves as the basis for good teaching using different digital tools and provides strategies for making constructive use of technologies in teaching contexts. Paudel (2021) says that for teachers to make effective use technology in the classroom, they should be competent on technology knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK).

Figure 1

The TPACK framework. Reproduced from Willermark (2021)



Technological knowledge or awareness is crucial for teachers because, according to Mehan (1989), the mere existence or introduction of technology to the classrooms will not give the desirable outcomes. Rather, it is “what people do with the machine, not the machine itself that makes a difference” (Mehan, 1989, p. 19). For this reason, Mishra and Koehler (2006, p. 1029) submit that effective teaching with technology requires teachers to understand how to use technology to represent concepts, to teach contents in constructive ways, to facilitate learning, to remediate students’ learning problems, to understand students’ prior knowledge and theories of epistemology, to build on the existing knowledge, and to develop new epistemologies or strengthen old ones. This shows that technological awareness is essential for effective technology integration in the classroom. Therefore, 21st century language teachers need technological knowledge or awareness in addition to Shulman’s PCK. Researchers, like Christopoulos and Sprangers (2021), Ifinedo et al. (2020), and Oliva-Córdova et al. (2021), have found that low CALL awareness is one of the major factors that, implicitly or explicitly, influence technology integration in the classroom. In particular, Christopoulos and Sprangers say that technology awareness is essential for teachers to be able to teach effectively, efficiently, and successfully.

Technology Integration in the Classroom

Classroom technology integration refers to using computers and other electronic/digital devices for teaching purposes. In this study, it is measured using Maryland Teacher Technology Standards (MTTS), which serve as the basis for the CUS. These standards are benchmarks for technology proficiency and they serve as guidelines for the technology knowledge that educators should have. The standards were developed as part of the Preparing Tomorrow’s Teachers to use Technology (PT3) Grant (Montgomery County Public Schools, 2003). PT3 Grant was aimed at bringing about a change and ensuring that pre-service teachers have good knowledge of technology and efficiently integrate it in their practices.

MTTS comprises of 7 standards that all educators are expected to meet. The rationale for the standards are to ensure that both teachers and school staff are able to make a proficient use of technology in their teaching and/or administrative tasks. Standard 1 comprises of seven items related to teachers’ ability to access, evaluate, process, and apply information efficiently

and effectively. Standard 2, which has eleven items, talks about using technology effectively and appropriately to interact electronically and communicate information in a variety of formats. Standard 3 has ten items related to teachers' ability to demonstrate an understanding of the legal, social, and ethical issues related to technology use. Standard 4 has eight items about teachers' use of technology to analyze problems and develop data-driven solutions for instructional and school improvement. Standard 5, which has fourteen items, is basically concerned with teachers' ability to design, implement, and assess learning experiences that incorporate use of technology in the curriculum to support understanding, inquiry, problem solving, communication, or collaboration. Standard 6 has four items about teachers' understanding of human, equity, and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice. Standard 7 has seven items about teachers' ability to develop professional practices that support continual learning and professional growth in technology. This study adopts the MTTS to measure teachers' technology usage for a number of reasons. First, these standards are designed to ensure that teachers and school staff use technology proficiently and they integrate it into their classroom instruction (Montgomery County Public Schools, 2003). Second, they have been used by other researchers to assess teachers' technology integration into the curriculum (Stover, Kobrinski, & Johnson, 2004). In addition, they are considered as yardsticks for teachers to use technology in their professional practice and to assess their technology-related knowledge, literacy, and skills (Marshall, 2002; Mims-Word, 2012). Consequently, these standards are suitable tools for measuring teachers' technology usage.

Previous Studies

A number of studies has been conducted to investigate the different aspects of EFL teachers' CALL awareness and technology integration in teaching. For example, Al-Awaid (2022) studied the competency of EFL instructors ($N=67$) at Jazan University in Saudi Arabia and found that they were technologically and digitally knowledgeable and competent. It was also found that they used technology maximally for teaching and assessment. Al-Awaid's study is similar to the current study in terms of research setting and participants. Both were conducted at language institutes in Saudi Arabia and both used preparatory year EFL teachers as participants. On the other hand, there are striking differences between the two studies. For example, Al-Awaid used both male and female EFL teachers, while the present study used males only. Also, in terms of scope, Al-Awaid's study was limited to investigating the competence of the participants in online teaching and assessments only, while the present study focusses on technology awareness, technology integration, and the correlation between them, thus making it relatively broader. Likewise, Al-Awaid's used only a survey to collect data, while the present study collected data using a survey and a knowledge test, thus making the data collection more robust and the findings potentially more reliable.

Almalki (2020) investigated the factors that affect the integration of ICT by EFL teachers in Saudi Arabia. The study specifically examined teachers' age, their level of technological proficiency, and their perception of technology. The participants ($N=38$), drawn from various educational phases, completed a questionnaire to provide data. The results indicate that there was no significant relationship between their age and technology integration. However, level of technology proficiency and perception of technology were significantly related to technology integration in the classroom. Almalki's study differs from the present study in focus and scope. It did not investigate the technological awareness of the teachers and the extent of their technology usage in the classroom. Also, it used only a survey to collect data, thus making its findings susceptible to bias.

Alghamdi's (2017) study used Mishra and Koehler's (2006) TPACK model to investigate the knowledge of and attitudes towards implementing ICT by public secondary school EFL teachers ($N=200$) in Saudi Arabia. The study used a mixed method research design. Findings indicate that the participants had sound technology awareness and were ready and willing to use different forms ICT for EFL teaching. It was also revealed that their use of technology was positively associated with their ICT knowledge, attitudes, and perception of TPACK. Alghamdi's was somehow similar to the present study because both were conducted in Saudi Arabia, both used TPACK model as their theoretical framework, and both used male EFL teachers. However, Alghamdi's study used secondary schools EFL teachers as participants and it fell short of investigating the extent to which they integrated technology in their teaching or the relationship between technology awareness and technology integration.

Alqurashi et al.'s (2017) study used TPACK model to analyze the impact of age, teaching experience, and education level on classroom technology integration among teachers in Saudi Arabia and the USA. Findings revealed that teachers in both the USA and KSA had higher rating of their knowledge in CK and PK than TK knowledge, but teachers in Saudi Arabia had higher TK, TCK, TPK, and TPCK than teachers in the USA. Unlike the present study, Alqurashi et al.'s study was comparative in nature and it neither examined the level of technology use by the teachers nor looked at the correlation between technology awareness and technology usage among the participants. In addition, it used teachers in general instead of EFL teachers.

Mahdi and Al-Dera's (2013) study investigated the impact of teacher's age, experience, and gender on the integration of ICT into language teaching among in-service EFL teachers ($N=46$) at Najran University in Saudi Arabia. The study used a mixed-method research design in which data were collected through a survey and an interview. The results indicate that there was no significant difference in using ICT between the two groups of teachers according to their age, knowledge, and experience. However, it was found that there was a difference between male and female teachers in using ICT for language teaching. Female teachers reported less use of ICT in their instruction than male teachers. The study differs from the current study because it used university EFL teachers, not preparatory year EFL teachers. Again, the focus was on the impact of age, knowledge, and experience rather than the technological awareness and usage among the participants. Most of the other studies conducted in Arabia were on K-12 teachers. Among these are those that evaluated the challenges of effective technology integration (Alamri, 2019; Alghamdi, 2017), and those that explored teachers' experience of technology usage in personal and professional lives (Alabbasi, 2017).

Across the world, several studies have been conducted to investigate various aspects of using technology for the enhancement of teaching. These studies may be categorized into two groups – those conducted on university teachers and those conducted on K-12 teachers. Among the former, two studies, both conducted on Chinese university EFL teachers, are worthy of mention. Zhang and Chen's (2022) study revealed that the participants frequently used technologies for both online and face-to-face teaching. Similarly, Liang's (2021) study found that the participants predominantly used technology, but for teacher-centered purposes, rather than for active student engagement. Likewise, Akram et al.'s (2021) study, which assessed the online teaching competencies of randomly selected faculty members ($N=256$) from public universities in Pakistan, revealed that they possessed adequate levels of knowledge across all the domains of TPACK. In addition, Mohsenishad et al. (2020) investigated Iranian EFL teachers in language institutes, colleges, and universities and found that their raised awareness of technology-enhanced instruction enabled them to successfully and consciously use

technological devices in their teaching. However, compared to the present study, these studies were not conducted in Saudi Arabia, used university teachers as participants, and had different focus and scope.

Among the studies conducted on K-12 teachers, there are also those that focus on EFL teachers' technology awareness, proficiency, integration (Abbood & Dakhil, 2021; Akabogu et al., 2018; Chigbu et al., 2020; Mainake & McCrocklin, 2021; Mukminin & Habibi, 2020; Pheng et al., 2021; Rahimi & Yadollahi, 2012; and Van-Loi, 2021). Most of these studies reveal that K-12 teachers in different countries had moderate to good ICT knowledge used technology for ESL/EFL teaching. There are also studies that focused on the factors that affect technology integration in teaching (Almekhlafi & Almeqdadi, 2010; Atkins & Vasu, 2000; Chigona & Chigona, 2010; Dogan et al., 2021; Fatimayin, 2013; Karaca et al., 2013; and Robert, 2011). Most of these studies identified personal, social, and environmental factors that prevent educators from effectively using technology for teaching.

Based on the preceding reviews, it could be seen that more studies still need to be done to investigate the EFL teachers' conceptual knowledge of CALL/technology, technological integration, and the correlation between these two variables. Hence the need for the current study.

Research Questions

This study answers the following three research questions:

1. Do EFL teachers in Saudi Arabia have adequate conceptual knowledge of CALL?
2. To what extent do EFL teachers in Saudi Arabia use computer-based resources for teaching English language?
3. Is there a correlation between the CALL conceptual knowledge of EFL teachers in Saudi Arabia and their use of computer-based resources for teaching?

Objectives of the Study

The study aims to achieve the following objectives:

1. to investigate the conceptual knowledge of EFL teachers in Saudi Arabia,
2. to examine the extent to which EFL teachers in Saudi Arabia use CALL resources in their teaching, and
3. to find out whether there is a correlation between the CALL awareness of EFL teachers in Saudi Arabia and their integration of computer technologies for language teaching.

Significance of the Study

The findings of this study may be significant to English language curriculum designers, teachers, and researchers in the field of CALL. They could help curriculum designers in promoting the integration of digital technologies in language teaching and learning. They could help English language teachers to improve their technology awareness and make innovative use of different digital technologies to facilitate language teaching and enhance students' active engagement in language learning. The findings could prompt researchers to conduct more studies on the technology knowledge and technology integration by teachers.

Several empirical studies have been conducted on different aspects of teachers' CALL awareness and classroom technology usage across the world. However, most of the studies conducted in Saudi Arabia were done using pre-service teachers or teachers of secondary or

middle schools (or K-12). Apart from Al-Awaid (2022), this researcher has not come across any study using EFL teachers of preparatory year programs in Saudi Arabia as participants. Based on this, the study is a gap filler as it investigates this topic from the point of view of preparatory year EFL teachers. Secondly, most of the existing studies were conducted before or during the COVID-19 lockdown. This study is different as it examines the issue in the aftermath of COVID-19 study suspension. This is important because the issue of teachers' technology awareness and usage became more topical during the lockdown as teachers had to adapt to the 'new normal,' where technology was deployed as a matter of necessity (Akram, 2021; Christopoulos & Sprangers, 2021; Dadhe & Patil, 2021; Pozo et al., 2021). This forced them to update their technology competencies and increase their technology integration to cope with the demands of the pandemic situation. The present study is, therefore, timely as it investigates the level of EFL teachers' technology knowledge and use in the post-pandemic period.

Methods

This section discusses the design of the research, the participants and sampling techniques, as well as the method and description of data collection instruments. It also talks about the validity and reliability of the research tools used in the study.

Research Design

This study uses a survey research design to examine EFL teachers' conceptual knowledge of CALL and their use of computer-based applications for teaching. It also investigates the relationship between teachers' CALL awareness and their use of classroom technologies. Survey research design was used because surveys are effective tools for eliciting affective variables like attitudes, beliefs, opinions, etc. (Mackey & Gass, 2005; Ponto, 2015). To collect data, an objective knowledge test and a self-reporting survey, both of which are quantitative tools, were used.

Instruments for Data Collection

Two researcher-designed data collection tools were used in this study. They were Conceptual Knowledge of CALL Test (CKCT), which was used to investigate teachers' conceptual knowledge of CALL, and a CALL Usage Survey (CUS), which was a self-reporting survey used to find the extent to which the participants used CALL applications to facilitate their teaching. Surveys were used because, according to Willermark (2021), they are the most frequently used instruments to measure teachers' knowledge and skills. Moreover, Willermark argues that knowledge tests offer more objective data about teachers' technology awareness and self-reporting surveys give teachers an opportunity to reflect on their knowledge, skills, and practices.

Contents for the CKCT were drawn from CALL literature and partly from Dadhe and Patil (2021) and Warschauer (1996). The test had 38 items and it was designed on a dichotomous true/false scale. Despite the arguments associated with the reliability of true-false test items in measuring the essential outcome of formal education (Burton, 2001), it has been submitted that scores of respectable reliability can be obtained from them (Ebel, 1971). It is further argued that "all knowledge can be expressed in a series of suppositions, and a supposition is a sentence that can be said to be true or false" (Ebel, 1971, p. 2). In addition, Ebel (1970) argues that "reasons suggests, and experience has confirmed that true-false tests can yield valid measures for educational achievement directly, simply, and efficiently" (p. 3). The CKCT survey asked respondents about the principles behind using computers for language

teaching and learning, the pedagogical aspects of using computers in the classroom, theoretical principles of CALL, definition of CALL, its history, its phases, and benefits of various CALL applications. There were also questions related to using computers as tutors, stimulus, tools, communication medium, and authentic materials.

The second instrument, CUS, asked the participants about their use of different computer-based applications in their language classrooms. It had 67 items arranged on a 5-point Likert scale, ranging from 5 (Very High) to 1 (Very Low). The items are divided into seven standards. This survey asked respondents about the kinds of computer resources (social media, PowerPoint, the Internet, audio-visuals, projectors, etc.) they use in their teaching and how often they use them. It also asked them about the strategies they use to leverage these technologies to create student-centered collaborative learning contexts. Contents for CUS were taken from the Maryland Teacher Technology Standards (MTTS), which were designed to ensure that educators use technology proficiently and they integrate them in their teaching and other administrative tasks.

Participants of the Study

The sample used for this study consisted of 40 randomly selected EFL teachers at JELPYI in Saudi Arabia. The rationale for randomization was to improve the validity of the results. The mean age of the participants was 38 years. All of them had at least 6 years of teaching experience. In terms of their qualifications, 70% of them had at least a bachelor's degree in the areas of English, TEFL, TESL, etc. Also, 8% of them had doctoral degrees and 22% of them had professional teaching certifications like CELTA or DELTA in addition to their bachelor's degrees. The participants were cosmopolitan in terms of their nationalities. In addition, they spoke different native languages. Almost 18% of them were native speakers of English language and 45% of them spoke Arabic as a first language. Out of this, 20% were Saudis and 25% were from different Arab countries. Nearly 40% of them spoke languages other than Arabic and English as their native languages. Regarding their gender, all of them were males, as the study was conducted at a male only institute.

Method of Data Collection

This study collected quantitative data from the participants. Appointments were made with the participating teachers and they were reached by the researcher or his assistants in their offices during the appointed time. They were requested to answer the knowledge test first and shortly after that, they were given the survey to fill out. The whole process took between 35 to 45 minutes. The data collected via CKCT and CUS were collated, screened, and statistically analyzed using IBM SPSS (v20).

Validity and Reliability of Research Instruments

The data collection instruments were validated and pilot-tested. A panel of experts was recruited to establish the content and face validity of the tools. They offered some useful feedback, which were used to refine the tools. After the validation, the tools were pilot-tested on eleven EFL teachers. Following the piloting, reliability tests were conducted to ensure that the items measured the same constructs and they had high internal consistency. The reliability coefficient of CKCT was 0.83, while that of CUS was 0.94, both of which were above Elkin's (2012) priori criterion of $\alpha \geq 0.70$.

Results

Research Question 1

This research question asked if the participants had adequate conceptual knowledge of CALL. Data from the knowledge test were subjected to frequency and percentage statistics. The finding is presented in Table 1.

Table 1

Frequency Distribution for Conceptual Knowledge of CALL Test

Knowledge of CALL	Frequency	Percentage
Excellent	12	30.0
Superior	8	20.0
Above Average	7	17.5
Pass	8	20.0
Fail	5	12.5
Total	40	100.0

Table 1 shows participants' conceptual knowledge of CALL. Out of the forty (40) participants in the study, twelve (30%) had excellent scores on the test. This means they demonstrated an exceptional grasp of the concept of CALL. Eight (20%) had superior or very good scores on the test. This means that their CALL awareness was significantly effective. Seven (almost 18%) had good/average scores on the test. This means that they demonstrated the required understanding of the conceptual knowledge of CALL. Eight (20%) of them got the lowest pass marks, which means they had a minimal grasp of the concept. Only five (about 12%) of the participants failed the test. Overall, this finding reveals that almost 88% of the participants demonstrated a reasonable understanding of the conceptual knowledge of CALL and only about 12% of them had poor understanding of it. Based on this, it could be argued that the participants' conceptual knowledge of CALL was good or adequate.

Research Question 2

This research question asked the extent to which the participants used technological resources in their teaching. Data from the survey were subjected to descriptive statistics. The finding is presented in Table 2.

Table 2

Frequency Distribution for Usage of CALL Resources

Usage of CALL	Frequency	Percentage
Very High	20	50.0
High	10	25.0
Moderate	4	10.0
Low	6	15.0
Very Low	0	00.0
Total	40	100.0

As shown in Table 2, thirty (75%) participants reported that their usage of CALL resources was high. Four (10%) were moderate users of CALL resources and six (15%) reported low usage of technology for teaching. This finding reveals that a high percentage of the participants use different CALL resources to deliver their lessons.

Further analysis of the results shows how the participants revealed their practices on each of the seven standards in the CUS, as shown in Table 3. For Standard 1, nine participants reported high usage and only one reported low usage. This means that 22% of them used CALL resources to access, evaluate, process, and apply information efficiently and effectively. For Standard 2, three participants reported high usage, one reported moderate usage, and two reported low usage. This indicates that nearly 8% of them used technology effectively and appropriately to interact electronically and to communicate information in a variety of formats. For Standard 3, three participants reported high usage, while one reported low usage. This reveals that almost 8% of them demonstrated an understanding of the legal, social, and ethical issues related to technology use. For Standard 4, five participants reported high usage, one reported moderate usage, and one reported low usage. This means almost 13% of them used technology to analyze problems and develop data-driven solutions for instructional and school improvement. For Standard 5, four reported high usage, one reported moderate usage, and one reported low usage. This is interpreted to mean that 10% of the participants designed, implemented, and assessed learning experiences that incorporate use of technology in the curriculum to support understanding, inquiry, problem solving, communication, or collaboration. For standard 6, two participants reported high usage and none reported moderate or low usage. This indicates that 5% of them understood human, equity, and developmental issues surrounding the use of assistive technology to enhance student learning performance and applied that understanding to practice. For Standard 7, four participants reported high usage and only one moderate usage. This shows that 10% of them developed professional practices that support continual learning and professional growth in technology. Overall, the number of the participants who reported high usage of technology across all the seven standards was 30 (75%).

Table 3*Standards-based Frequency Distribution for CALL Usage*

Standards	Description	Very High	High	Moderate	Low	Very Low
Standard 1	Information access, evaluation, processing, and application	6	3	0	1	0
Standard 2	Communication	3	0	1	2	0
Standard 3	Legal, social, and ethical issues	2	1	0	1	0
Standard 4	Assessment for administration and instruction	3	2	1	1	0
Standard 5	Integrating technology into the curriculum and instruction	3	1	1	1	0
Standard 6	Assistive technology	1	1	0	0	0
Standard 7	Professional growth	2	2	1	0	0
Total		20	10	4	6	0

Research Question 3

To answer this question, a hypothesis was formed. The hypothesis predicted that there will be a statistically significant positive correlation between teachers' conceptual knowledge of CALL and their use of CALL resources for language teaching. The data for testing this hypothesis were jointly collected from the test and the survey and analyzed using Pearson's product-moment correlation coefficient test. However, prior to conducting the test, some preliminary analyses were done to ensure no assumptions were violated.

Table 4*Correlation between CALL Knowledge and CALL Usage for Teaching*

		Knowledge of CALL	Use of CALL
Knowledge of CALL	Pearson Correlation	1	.432
	Sig. (2-tailed)		.027
	N	40	40
Use of CALL Resources	Pearson Correlation	.432	1
	Sig. (2-tailed)	.027	
	N	40	40

As shown in Table 4, there was a strong positive correlation between the variables in the sample (.432) and since the p-value (.027) was lower than the pre-determined level of significance (.05), it can be argued that there was evidence to suggest that CALL awareness was strongly positively correlated with technology usage in the classroom. This finding shows that the relationship between teachers' knowledge of CALL and their use of technological resources for teaching was positive and statistically significant, ($r(38) = .432, p = .027$). Therefore, the null hypothesis was rejected.

Discussion

Discussion of Research Question 1

The finding of this research question reveals that almost 88% of the participants demonstrated a good understanding of the conceptual knowledge of CALL and only about 12% of them had a poor understanding of it. This shows that, overall, their conceptual knowledge of CALL was good or adequate.

It is generally believed that knowledge plays a key role in attitude change, confidence building, and motivation boosting (Mollaei & Riasati, 2013). Consequently, teachers with appreciable knowledge of CALL and its practical as well as theoretical principles are very likely to develop positive attitudes, become confident, and be motivated to integrate technology in their teaching. Conversely, teachers with poor conceptual knowledge of CALL are very likely to avoid using technology in their teaching. To underscore the importance of knowledge in CALL integration, Strom (2021) submits that "without the proper training and support, educators are unable to incorporate technology tools and resources into their lessons effectively" (p. 2). Also, Mollaei and Riasati (2013) argue that language teachers who have good technology awareness and positive computer experience are likely to be more confident and skilful in implementing CALL in their teaching. Moreover, a lot of the existing technological resources are not specifically designed for language teaching or learning. For this reason, knowledge is needed to leverage and creatively adapt them to achieve language teaching objectives. In line with this, Dogan et al. (2021) argue that "irrespective of the complicated nature of any technology, teachers need to have skills/competencies and beliefs/attitudes required to use it in the classroom" (p. 1317).

It is crucial for teachers to equip themselves with technology competence in addition to other competencies. Ertmer and Ottenbreit-Leftwich (2010) believe that for teachers to be able to prepare their students for the realities of tomorrow, they, themselves, need to possess basic technology skills, which could enable them to develop the technology awareness that will boost their confidence, change their attitudes, and eventually help them to integrate CALL in their teaching. Taopan and Siregar (2021) are of the view that "without a doubt, technological awareness is essential for a teacher ... in today's world" (p. 400). They further argue that "world language teachers in the 21st century should have an awareness of the potential for adopting digital tools and artifacts from real-world language practice so that they can be adapted for the language classroom" (p. 214).

This finding aligns with that of Chigbu et al. (2020) who found that teachers' technology awareness was high. Also, Fatimayin's (2013) study found that almost 93% of teachers had good technology proficiency. Similarly, Philomina and Amutha (2016) investigated the ICT awareness of teacher educators in India and revealed that the participants had good ICT awareness. Other researchers with similar findings include Akabogu et al. (2018), Akram et al. (2021), Chigona and Chigona (2010), Mainake and McCrocklin's (2021), and Pheng et al. (2021). However, this finding disagrees with that Mukminin and Habibi (2020)

whose study found that teachers had more knowledge of traditional non-technological conception of pedagogy and content than technological pedagogy and technological content. It is also at odds with Mustapha et al. (2020) who did not include lack of CALL awareness as one of the factors limiting technology usage.

Discussion of Research Question 2

The finding of this research question shows that thirty (75%) participants reported that their usage of CALL resources was high. Four (10%) were moderate users of CALL resources and only six (15%) reported low usage of CALL resources. This finding reveals that a high percentage of the participants used different CALL resources to deliver their lessons.

It is often said that using CALL and other forms of technology in the classroom contribute towards successful teaching and learning. Used effectively and smartly, technology is an effective tool that engages students in the learning process and provides them some authenticity (Mollaei & Riasati, 2013). In addition, it contributes towards successful teaching for teachers and effective learning for students. Ertmer and Ottenbreit-Leftwich (2010), who examined technology integration through the lens of teachers as agents of change, reported that “no doubt, teachers have increased their personal and professional uses of computers” (p. 259). They concluded that there is evidence to show increase in teachers’ instructional uses of computers in the classroom.

This finding is consistent with that of Almekhlafi and Almeqdadi (2010) who found that teachers integrated a variety of technologies to promote students’ learning. Likewise, in a case study exploring university teachers’ perceptions of and practices with technology as well as the challenges of technology implementation, Liang (2021) found that teachers predominantly used technology, even though they often used it for teacher-centered purposes rather than for active student engagement. Also, Rahimi and Yadollahi (2012) found that teachers often used technology for teaching. Other studies with similar findings include Al-Awaid (2022), Abbood and Dakhil (2021), Pheng et al. (2021), as well as Philomina and Amutha (2016). However, Robert’s (2011) study found that their participants rarely used technology. Also, Kim (2002) found that teachers’ integration of CALL resources was limited, frequently delayed, avoided, or even withdrawn. Likewise, Zhang and Chen (2022) reported that Chinese EFL teachers were not using technologies at the optimal level of expectation.

Discussion of Research Question 3

The finding of this research question indicates that there is statistically significant positive correlation between knowledge of CALL and use of technology for teaching, ($r(38) = .432, p = .027$). Many research studies have found that technology competent teachers tend to use more ICT in their teaching than teachers with poor technology knowledge (Mollaei & Riasati, 2013). In line with this, Zainal (2012) argues that effective integration of ICT in English language teaching classrooms depends on a host of factors such as teachers’ knowledge and skills in using ICT in class.

This finding is in consonance with many findings in the literature. For example, Rahimi and Yadollahi’s (2012) study revealed that ICT use was significantly correlated with some variables including computer literacy ($r = 0.49, p < 0.01$). Similarly, Van-Loi (2021) found that teachers who used technology more often than others tended to have a higher technological and pedagogical knowledge than others ($p < .05$). Likewise, Zhang and Chen’s (2022) study revealed that teachers’ TPACK positively influenced their actual technology use for both face-to-face and entire online instruction. Other studies with similar findings include Aslam et al. (2021), Atkins and Vasu (2000), Chigona and Chigona (2010), Dogan et al. (2021), Karaca et

al. (2013), Lam (2000), as well as Mohsenishad et al. (2020). However, this finding disagrees with Mahdi and Al-Dera (2013) who found that there was no significant correlation between teachers' technology usage and technology awareness.

Conclusion and Limitations

This study investigated EFL teachers' conceptual knowledge of CALL, their integration of CALL applications in teaching, and whether a correlation existed between their conceptual knowledge of CALL and their use of technology in language teaching. Using a survey research design, forty participants were randomly drawn from the population of EFL instructors JELPYI in Saudi Arabia. Two instruments (CKCT and CUS) were used to collect data, which were analyzed using descriptive and inferential statistics. From the study, the following findings and conclusions were drawn. First, most (almost 88%) of the participants demonstrated a good or adequate understanding of the conceptual knowledge of CALL. Second, a high percentage (75%) of them reported that they used different CALL resources to deliver their lessons. Third, there was a strong positive correlation between CALL knowledge and use of technology for teaching, ($r(38) = .432, p = .027$).

However, the study had some limitations pertaining to its sample size, research tools, and research design. First, due to limited time and resources at the disposal of the researcher, the sample size ($N=40$) was not large enough to represent the population of EFL teachers ($N=98$) at JELPYI. A future research study with a larger more representative sample would provide more reliable and representative findings. The second limitation relates to the instruments for data collection. Rather than observing the classes first hand to see extent to which the participants used technologies during their teaching, the researcher relied on teachers' self-reported surveys. Self-reporting data, according to Northrup (1997), have certain drawbacks including social desirability bias and exaggeration of data. Related to this is the limitation of using true-false items in CUS, as there are people who have doubts about the value and reliability of these kinds of items in measuring educational achievements. A future study with more objective data collection instruments, like classroom observation or other more reliable tools, would give a more accurate assessment of the situation. The third limitation is about the research design. While quantitative research method is good for reporting objective findings and minimizing subjectivity, it does not look at a phenomena from multiple perspectives. Therefore, replicating the study using a mixed methods design seems to be a promising avenue for future research.

Implications and Recommendations

The findings of this study are significant in a number of ways. First, theoretically, the study has contributed to the body of literature in the fields of CALL, teacher education and training, teacher technological awareness, and technology usage among teachers in general and ESL/EFL teachers in particular. It has also demonstrated the enormous benefits of technology integration particularly in language teaching. Furthermore, the findings of this study provide evidence that teachers' technological awareness is positively correlated with their technology usage.

The following recommendations are made for educational policy makers and teachers. First, educational administrators should promote CALL integration in English language teaching due to its immense pedagogical benefits. Second, teachers should improve their technology awareness and increase their technology usage to be effective language teachers of the 21st century.

Bio

Abdullahi Salisu Kademi. Ph.D., teaches at Jubail English Language and Preparatory Year Program (JELPYI), Royal Commission for Jubail and Yanbu, Saudi Arabia. He earned his PhD in Applied Linguistics from Bakht-er-Rudha University, Republic of Sudan. His research interests are in the areas of applied linguistics, computer-assisted language learning (CALL), stylistics, pragmatics, and language assessments.

References

- Abbood, H. M., & Dakhil, T. A. (2021). Iraqi EFL teachers' and learners' attitude toward the use of technological tools in EFL class room. *Multicultural Education*, 7(3). <http://doi.10.5281/zenodo.4618393>.
- Akabogu J. U., Attama, C. P., Uloh-Bethels, A. C., Nnamani, A. P., Ukoha, E., and Ede, M. O. (2018). Availability and extent of use of information and communication technology (ICT) facilities in the teaching of oral English in secondary schools. *International Journal of Applied Engineering Research*, 13 (21): 15108-15117.
- Akram, H., Yingxiu, Y., Al-Adwan, A. S., & Alkhalifah, A. (2021). Technology integration in higher education during COVID-19: An assessment of online teaching competencies through technological pedagogical content knowledge model. *Frontiers in Psychology*, 12.
- Alabbasi, D. O. (2017). *The experiences of Saudi female teachers using technology in primary schools in Saudi Arabia*. (Unpublished doctoral dissertation). The University of Manchester.
- AlAmri, S. F. (2019). "Challenges facing the Integration of ICT in Saudi Arabian secondary schools" (A Teachers' and Headmasters' Perspective). *مجلة (أسبوط) التربوية كلية محلة*, 35(8.2), 1-71.
- Al-Awaid, S. A. A. (2022). Online education and assessment: Profiling EFL teachers' competency in Saudi Arabia. *World Journal of English Language*, 12(2), 82-92.
- Alghamdi, S. S. (2017). *The effect of EFL teachers' technological pedagogical content knowledge (TPACK) on EFL teaching in Saudi Arabian secondary schools*. (Unpublished doctoral dissertation). University of New England.
- Almalki, A. (2020). Integration of technology among Saudi EFL teachers. *English Language Teaching*, 13(8), 160-167.
- Almekhlafi, A. G. (2006). The effect of computer assisted language learning (CALL) on United Arab Emirates English as a Foreign Language (EFL) school students' achievement and attitude. *Journal of Interactive Learning Research*, 17(2), 121-142.
- Almekhlafi, A. G., & Almeqdadi, F. A. (2010). Teachers' perceptions of technology integration in the United Arab Emirates school classrooms. *Educational Technology & Society*, 13(1), 165–175.
- Alqurashi, E., Gokbel, E. N., & Carbonara, D. (2017). Teachers' knowledge in content, pedagogy and technology integration: A comparative analysis between teachers in Saudi Arabia and United States. *British Journal of Educational Technology*, 48(6), 1414-1426.
- Arishi, S. A. (2012). Attitudes of students at Saudi Arabia's industrial colleges toward computer-assisted language learning. *Teaching English with Technology*, 1, 38-52.

- Aslam, R., Khan, N., Asad, M. M., & Ahmed, U. (2021). Impact of technological pedagogical content knowledge on teachers' digital proficiency at classroom in higher education institution of Pakistan. *Interactive Technology and Smart Education*, 18(1), 119-130. <https://doi.org/10.1108/ITSE-11-2020-0222>.
- Atkins, N. E., & Vasu, E. S. (2000). Measuring knowledge of technology usage and stages of concern about computing: A study of middle school teachers. *Journal of Technology and Teacher Education*, 8(4), 279-302.
- Bulut, D., & AbuSeileek, A. F. (2009). Learner attitude toward CALL and level of achievement in basic language skills. *Journal of Institute of Social Sciences of Erciyes University*, 23(2), 112-129.
- Burton, R. F. (2001). Quantifying the effects of chance in multiple choice and true/false tests: question selection and guessing of answers. *Assessment & Evaluation in Higher Education*, 26(1), 41-50.
- Cervero, A., Castro-Lopez, A., Álvarez-Blanco, L., Esteban, M., & Bernardo, A. (2020). Evaluation of educational quality performance on virtual campuses using fuzzy inference systems. *Plos one*, 15(5), e0232802.
- Chigbu, G. U., Ukwunna, R. C., & Ugonma, N. (2020). Awareness and proficiency in technology integration for English language teaching among secondary school teachers in Nsukka LGA. *Journal of Research & Method in Education*, 10(1), 27-31.
- Chigona, A., & Chigona, W. (2010). An investigation of factors affecting the use of ICT for teaching in the Western Cape schools. 18th European Conference on Information Systems, Pretoria, South Africa, 7-9 June, 61-72.
- Christopoulos, A., & Sprangers, P. (2021). Integration of educational technology during the COVID-19 pandemic: An analysis of teacher and student receptions. *Cogent Education*, 8(1), 1964690.
- Dadhe, P. P., & Patil, S. M. (2021). An empirical study of awareness and use of ICT by school teachers before and during lockdown due to COVID-19 pandemic. *Library Philosophy and Practice (e-journal)*. 5482.
- Dogan, S., Dogan, N. A., & Celik, I. (2021). Teachers' skills to integrate technology in education: Two path models explaining instructional and application software use. *Education and Information Technologies*, 26(1), 1311-1332.
- Ebel, R. L. (1970). The case for true-false test items. *The School Review*, 78(3), 373-389.
- Ebel, R. L. (1971). How to write true-false test items. *Educational and Psychological Measurement*, 31(2), 417-426.
- Elkin, E. (2012). Are you in need of validation? Psychometric evaluation of questionnaires using SAS. *SAS Global Forum*.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of research on Technology in Education*, 42(3), 255-284.
- Fatimayin, F. (2013). Secondary school teachers' perception of the use of information and communication technology in English language teaching and learning. *Journal of Educational Studies and Management* 1(1), 119-208.
- Ifinedo, E., Rikala, J., & Hämäläinen, T. (2020). Factors affecting Nigerian teacher educators'

- technology integration: Considering characteristics, knowledge constructs, ICT practices and beliefs. *Computers & Education*, 146, 103760.
- Karaca, F., Can, G., & Yildirim, S. (2013). A path model for technology integration into elementary school settings in Turkey. *Computers & Education*, 68, 353–365.
- Kim, H. (2002). Teachers as a barrier to technology-integrated language teaching. *English Teaching*, 57(2), 35-64.
- Kivunja, C. (2014). Theoretical perspectives of how digital natives learn. *International Journal of Higher Education*, 3(1), 94-109.
- Kurt, G., Mishra, P., & Kocoglu, Z. (2013). Technological pedagogical content knowledge development of Turkish pre-service teachers of English. In *Society for Information Technology & Teacher Education International Conference* (pp. 5073-5077). Association for the Advancement of Computing in Education (AACE).
- Lam, Y. (2000). Technophiliacs, technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56(3), 389-420.
- Lee, K. W. (2000). English teachers' barriers to the use of computer-assisted language learning. *The Internet TESL Journal*, 6(12), 1-8.
- Liang, W. (2021). University teachers' technology integration in teaching English as a foreign language: evidence from a case study in Mainland China. *SN Social Sciences*, 1(8), 1-29.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Routledge.
- Mahdi, H. S., & Al-Dera, A. S. A. (2013). The Impact of teachers' age, gender and experience on the use of information and communication technology in EFL teaching. *English Language Teaching*, 6(6), 57-67.
- Mainake, E., & McCrocklin, S. M. (2021). Indonesian teachers' perceived technology literacy for enabling technology-enhanced English instruction. *New Horizons in English Studies*, (6).
- Marshall, J. M. (2002). *Learning with technology: Evidence that technology can, and does, support learning*. Cable in the Classroom.
<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>
- Mehan, H. (1989). Microcomputers in classrooms: Educational technology or social practice? *Anthropology & Education Quarterly*, 20(1), 4-22.
- Mims-Word, M. (2012). The importance of technology usage in the classroom, does gender gaps exist. *Contemporary Issues in Education Research*, 5(4), 271-278.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
<http://doi:10.1111/j.1467-9620.2006.00684.x>.
- Mohsenishad, M., Shirani, S., & Kia Heirati, J. (2020). Raising teachers' awareness of technology-enhanced language instruction through teacher education: Insights from scaffolded dialogues. *Cogent Education*, 7(1), 1831686.
- Mollaei, F., & Riasati, M. J. (2013). Teachers' perceptions of using technology in teaching EFL. *International Journal of Applied Linguistics and English Literature*, 2(1), 13-22.

- Montgomery County Public Schools. (2003). *Maryland Teacher Technology Standards*. Rockville, Maryland.
<https://www.montgomeryschoolsmd.org/departments/technology/techstandards/>
- Motteram, G. (2013). *Innovations in learning technologies for English language teaching*. The British Council.
- Mukminin, A., & Habibi, A. (2020). Technology in the classroom: EFL Teachers' Technological Pedagogical and Content Knowledge. *Informatologia*, 53(1-2), 24-36.
- Mullamaa, K. (2010). ICT in language learning - Benefits and methodological implications. *International Education Studies*, 3(1), 38-44.
- Mustapha, A. Mohammed, A., Egigogo, A. R., Raji Kutiriko, A. A., & Dokoro, A. H. (2020). Factors affecting the utilization and adoption of technology in education. In Altınay, F. (Ed.). (2020). *The Role of Technology in Education*. BoD–Books on Demand.
- Northrup, D. A. (1997). *The problem of the self-report in survey research*. Institute for Social Research, York University.
- Oliva-Córdova, L. M., Garcia-Cabot, A., & Amado-Salvatierra, H. R. (2021). Learning analytics to support teaching skills: A systematic literature review. *IEEE Access*, 9, 58351-58363.
- Paudel, P. (2021). Information and communication technology in foreign language classes in English: Roles and practices. *International Journal of Technology in Education and Science (IJTES)*, 5(1), 37-55.
- Pheng, K. T., Hashim, H., & Sulaiman, N. A. (2021). The use of technology in teaching of writing among Malaysian ESL secondary school teachers. *Arab World English Journal*, 7, 314-330. DOI: <https://dx.doi.org/10.24093/awej/call7.22>
- Philomina, M. J., & Amutha, S. (2016). Information and communication technology awareness among teacher educators. *International Journal of Information and Education Technology*, 6(8), 603.
- Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the Advanced Practitioner in Oncology*, 6(2), 168.
- Pozo, J. I., Pérez Echeverría, M. P., Cabellos, B., & Sánchez, D. L. (2021). Teaching and learning in times of COVID-19: Uses of digital technologies during school lockdowns. *Frontiers in Psychology*, 12, 1511.
- Prensky, M. (2001a). Digital natives, digital immigrants (part 1). *On the Horizon*, 9(5), 1-6. <https://doi:10.1108/10748120110424816>.
- Rahimi, M., & Yadollahi, S. (2012). ICT use in EFL classes: A focus on EFL teachers' characteristics. *World Journal of English language*, 1(2), 17.
- Robert, O. O. (2011). Information and communication technology awareness among technical college teachers in Benue State, Nigeria. *International Journal of Vocational and Technical Education*, 3(6), 75-80.
- Shehzadi, S., Nisar, Q. A., Hussain, M. S., Basheer, M. F., Hameed, W. U., & Chaudhry, N. I. (2020). The role of digital learning toward students' satisfaction and university brand image at educational institutes of Pakistan: a post-effect of COVID-19. *Asian Education and Development Studies*. <https://doi.10.1108/AEDS-04-2020-0063>.

- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), (4 – 14).
- Stover, L., Kobrinski, E., & Johnson, A. (2004). Integrating the Maryland Teacher Technology Standards into teacher education programs: A case study of process and product. In *Society for Information Technology & Teacher Education International Conference* (pp. 3693-3696). Association for the Advancement of Computing in Education (AACE).
- Strom, A. (2021). *The Negative effects of technology for students and educators*. (Unpublished master's theses). Northwestern College, Iowa.
- Taopan, L. L., & Siregar, R. A. (2021). Promoting pre-service English teachers' technological awareness in ELT: Narratives from a border area of Indonesia. *Journal on English as a Foreign Language*, 11(2), 400-421.
- Van-Loi, N. (2021). Vietnamese high school teachers' perceptions of TPACK in teaching English as a Foreign Language. *European Journal of Education Studies*, 8(4).
- Walshaw, M. (2012). Teacher knowledge as fundamental to effective teaching practice. *Journal of Mathematics Teacher Education*.15:181 – 185.
- Warschauer, M. (1996). "Computer-assisted language learning: An introduction." In Fotos S. (ed.) *Multimedia language teaching*, Tokyo: Logos International: 3-20. <http://www.ict4lt.org/en/warschauer.htm>
- Willermark, S. (2021). Teachers' technology-related knowledge for 21st century teaching. <https://www.oecdilibrary.org/sites/39f7744fen/index.html?itemId=/content/component/39f7744f-en>
- Zainal, A. (2012). ESL teachers' use of ICT in teaching English literature: An analysis of teachers' TPACK. *Procedia-Social and Behavioral Sciences*, 34, 234-237.
- Zhang, M., & Chen, S. (2022). Modeling dichotomous technology use among university EFL teachers in China: The roles of TPACK, affective and evaluative attitudes towards technology. *Cogent Education*, 9(1), 2013396.

The Influence of Institutional Policy on Learning English as a Foreign Language: A Perspective from King Saud Abdulaziz University of Health Sciences in Saudi Arabia

Sajjadllah Y. Alhawsawi^a, Sabria Salama Jawhar^b

^aDepartment of English, College of Science and Health Professions, King Saud bin Abdulaziz University for Health Sciences, King Abdullah International Medical Research Center, King Abdulaziz Medical City, Ministry of National Guard Health Affairs, P.O. Box 22490 - Mail Code 3124, Riyadh 11426, Saudi Arabia, sajjadllah@gmail.com

<https://orcid.org/0000-0002-6175-9892>

^bDepartment of English, College of Science and Health Professions, King Saud bin Abdulaziz University for Health Sciences, King Abdullah International Medical Research Center, King Abdulaziz Medical City, Ministry of National Guard Health Affairs, P.O. Box 22490 - Mail Code 3124, Riyadh 11426, Saudi Arabia, sabria.jawhar@yahoo.com

<https://orcid.org/0000-0002-1799-8888>

Received: 24/4/2022; Revised: 3/10/2022; Accepted: 23/10/2022

الملخص

استخدمت هذه الدراسة النوعية نموذجًا من تحليل الخطاب النقدي، من أجل فهم التأثير المؤسسي على التعلم في برنامج اللغة الإنجليزية (EFL) في جامعة الملك سعود عبد العزيز للعلوم الصحية (KSAU-HS) في المملكة العربية السعودية. لذا تسعى هذه الورقة إلى التحقيق في كيفية تأثير السياسة المؤسسية، والانتماءات، والمناهج الدراسية، وطرق التدريس على دوافع الطلاب لتعلم اللغة الإنجليزية. تبنت الدراسة منظور الكاتب الفرنسي ميشيل فوكول (Foucault) للفرد والمجتمع في تحليل المستندات وبيانات المقابلات الخاصة بالمدرسين والطلاب من أجل الوصول لفهم أعمق لكيفية تبني اللغة الإنجليزية (EMI) كلغة تدريس أساسية بالجامعة. وأظهر تحليل البيانات أن ممارسات تعلم اللغة الإنجليزية كلغة أجنبية قد تأثرت بشكل كبير بالسياسات والممارسات المؤسسية للجامعة ومكانتها في حقل التعليم العالي (HE). وتجدر الإشارة أيضًا، إلى أن ارتباط الجامعة بالشؤون الصحية بالحرس الوطني السعودي (SANGHA). كان له تأثير على اللغة المستخدمة في التدريس بالجامعة.



Journal of Research in Language & Translation



Issue No. 2 Vol. 2 (2022)

Abstract

This study employs a qualitative paradigm with critical discourse analysis, which examines the institutional influences on the development of learning practices in the English as a Foreign Language (EFL) program at King Saud Abdulaziz University of Health Sciences (KSAU-HS) in Saudi Arabia. This paper investigates how institutional policy, affiliations, curriculum, pedagogy, and the resultant construct of agentic position influence students' motivation to learn English. Document reviews and teacher and student interview data are explored through Foucault's perspective of structure and agency to deeper understand how the English medium of instruction (EMI) has been developed and implemented at KSAU-HS. Data analysis revealed that EFL learning practices have been directly influenced by institutional policies and practices of the university and its position in the field of higher education (HE). It shows how language practices have been shaped by KSAU-HS's relationship with the Saudi Arabia National Guard Health Affairs (SANGHA). Furthermore, policies on faculty hiring and development, EFL instructors and administration connections, in addition to learning support resources and practices, have a considerable impact on EFL teaching and learning methods within KSAU-HS.

Keywords: English as a foreign language; institutional policy; learning; Saudi Arabia; Saudi Arabia National Guard Health Affair.

Introduction

Given the increasing relevance of English as a global language as a communicative medium for most scientific breakthroughs (Macaro et al., 2018), the international significance of English as a tool for integration and disseminating scientific explorations and ground-breaking advancements in knowledge has become a primary source of influence for global usage (Afroogh, 2018). Thus, English has internationally influenced countless higher education institutions (HE), which have responded to its adoption as a primary or secondary medium of academic instruction and other aspects of academic output. Here, it is imperative to refer to several studies that have detailed the implications of this phenomenon in several ways.

Importantly, many of these studies have influenced the policy development of numerous HE institutes in terms of their historical and structural position when using English as the primary language for communication (Alrabai, 2018). Hence, the influential position of historical and institutional factors and the constructed students' benefits in English language teaching and learning (T&L) construct the foundation of this study. Accordingly, this paper examines the various implications of the above points concerning learning English as a foreign language (EFL) and the English as a medium of instruction (EMI) usage at King Saud Abdulaziz University of Health Sciences (KSAU-HS).

Utilizing Foucault's notions of power and knowledge, the perspective of this paper will be interpreted through a poststructuralist lens of historical, structural, and power relations connected to the associated discourses, exploring how this may impact student agency (Alhamdan et al., 2017). This will be further examined through KSAU-HS's institutional perspective on the standardization of the T&L of the EFL program for the development of individuals who can participate in, contribute to, and leverage opportunities in the arena of global health science. This will be complemented by a discussion on the interests of the Kingdom of Saudi Arabia (KSA) in global development by means of the connected thematic concerns.

Consequently, this study primarily examines the institutional establishment of a standardized EFL program and the approximate agentic influence on the student's readiness and interest in the EFL program. In light of structural and social influences as well as discourses, philosophically, this study focuses on the following: 1) the rationale and significance of the program, 2) how the EFL program contributes to the student's learning experience, and finally, 3) the student and teacher perceptions of the pedagogy and structure of the program.

In this study, we analysed how institutional policy has affected students' EFL educational experiences and how such regulations are implemented in the classrooms, where T&L are regarded to have great impact on students learn. Hence, the scope of this phenomenon shall be examined by employing the following research questions:

RQ1: How have the institutional policies of the university influenced T&L in the EFL program?

RQ2: How do the institutional policies regarding the EFL program contribute to the students' learning experience?

Background

The Agentic Nature of Saudi Arabia

Saudi Arabia has shared that they actively seek to spread the call of Islam on an international scale (Saudi Vision 2030, 2016; Alammash et al., 2021). Perceivably, this has been accompanied by the spread of the Arabic language, which is needed to accommodate the teaching and practice of Islam (Al Zumor, 2019; Saleh, 2017). In this, the historical dissemination and practice of Islam denote the global use of Arabic (Alrashidi & Phan, 2015), which has increased the number of people speaking the language outside the Arabian Peninsula. However, past studies have revealed a cultural belief that EFL learning has the potential to challenge these values and the purity of the Arabic language (Alsairi, 2018; Elyas & Badawood, 2016). Here, there is a reciprocal relationship between language and culture, where cultural backgrounds and behaviours shape perceptions and interpretations of the world (Kavakli, 2020), while language expresses cultural reality in a way that reflects people's attitudes, beliefs, and opinions (Arabai, 2018; Barnawi & Al-Hawsawi, 2017). However, it must be stressed that this argument for the effective learning of ELF in Saudi Arabia does not underscore the effective preparation for forming new values and practices under the influence of globalization and cultural development (Alrashidi & Phan, 2015).

Institutional policies on EFL learning suggest a factor influencing a student's ability to formulate cultural bipolarity will advance the status of Saudi Arabia on the global stage of research, discoveries, and developments (Alhuthaif, 2019). Constructed preconditions of cultural erosion, new cultural formation, and the possibility of subsequent cultural polarity ignite the pre-existing pointers of dissuading the agency of students' attitudes and interactions with learning and their reactions to T&L English (Alhawsawi, 2014; Alkhateeb, 2021). Thus, institutional policy on EFL learning in Saudi Arabia is accompanied by a designed curriculum and pedagogy built on a rationale that stresses the importance of teaching communicative strategies and the functional use of the language for the goal of conducting formal activities and communication through English.

Significance of English in the Context of Saudi Arabian National Development

In contrast to the constructed belief that learning English as a foreign language will challenge the vitality of the Arabic language and subsequently reduce the prominence of Islam, Alrahaili (2018) offers an alternative perspective. The teaching of EFL is a conscious effort of the government through the Ministry of Education and a selection of universities to develop intellectuals armed with bilingual skills to enhance the chances of promoting Islam internationally. Here, by teaching the true essence of Islam through employing English, certain misconceptions of radicalization of Islam from the Western outlook, such as religious extremism, can be interpreted from a different viewpoint.

In a similar vein, leveraging the opportunities of bilingualism among Saudi Arabian health scientists and physicians became explicitly important (Hajar, 2019) as local HE institutions strongly emphasize the strategic significance of EFL T&L. Such advantages can potentially allow Saudi Arabian health scientists to participate in and benefit from academic opportunities in the context of global health. Thus, despite the initial opposition to English upon its introduction to Saudi Arabia in an attempt to obtain a higher level of international integration, in hindsight, it has proven to be quite successful. Therefore, through the policies of HE, there has been significant and accelerated development in the T&L of EFL in Saudi Arabia (Alshahrani, 2016). It is also noted that EFL learning entails more than merely acquiring knowledge of a new language. Rather, it

requires developing an understanding of the learners' inclination towards their language and culture. This also translates as the recognition of this inclination in others of different mother tongues and cultures, including comprehending how this recognition affects the communication process within their language and culture.

The Implication of EFL Teaching in Saudi Arabia

As Mahboob and Elyas (2014) maintain, the primacy of English as a tool for globalization has grown exponentially alongside our knowledge of the world. It is, therefore, essential for Saudi's development and is employed in many academic and economic fields in the country, in addition to professional and social advancement (Alshahrani, 2016).

Furthermore, Alshahrani (2016) notes that in 2001, KSA heeded the call for educational policies relating to EFL studies as they had noted unsatisfactory levels of English in their schooling system. Hence, in 2003, the Saudi Ministry of Education ensured English became a central language in all primary schools, despite the worry of critics that this action could potentially challenge the younger generations' cultural and religious identity and their Arabic language development (Alshahrani, 2016). Counter to this notion of local critics, the development of this policy noted the following in accordance with sharing and strengthening Islamic beliefs while still advancing economically and academically internationally:

[T]o provide students with proficiency in English as a way of acquiring knowledge in the fields of sciences, arts, and new inventions, and of transferring knowledge and the sciences to other communities, in an effort to contribute to the spread of the faith of Islam and service to humanity. (Ministry of Education, 2002, no page number)

This highlights the importance of teaching English in Saudi Arabia, specifically in attaining better job opportunities, gaining knowledge, understanding other cultures, and studying overseas. Therefore, this reaffirms the factor that stokes students' interest in acquiring experiences offered by EFL programs. Noticing the gap in the English language usage, Al-Seghayer (2012) observes that most Saudi universities now employ EMI, especially in fields such as medicine, allied health, science, engineering, and other technical subjects, through careful construction of their institutional policies.

Institutionalisation of KSAU-HS

KSAU-HS recognized the global significance of the English language for the globalization and development of KSA's health sciences. Hence, KSAU-HS possesses one of the leading HE institutional policies that influence the T&L of the EFL program to advance the global relevance of KSA. This was directly connected to KSAU-HS's affiliation with the Saudi Arabian National Guard Health Affairs Department (SANGHA), which founded the university itself.

Similarly, pursuing a tradition of excellence in T&L, the institution emphasized the relevance of the EFL program. Through its institutional policy, it extended the strategies of supporting the execution of the EFL program in all departments of KSAU-HS. The institution's policy on the EFL program influences a multidisciplinary approach to acquiring health science education that includes the acquisition of English for both basic and clinical science experiences. Since the institution's curriculum is problem and community-based, integrated, and centred on the students (KSAU-HS, 2021), the institution also seeks to expose students to the relevance of the

EFL program. This is achieved through various encounters from the start, promoting experiential learning. These opportunities are supplied by various web-based health science cases where students are expected to research and discuss class material in English. Saudi students must complete a three-semester EFL program as part of a four-semester unified pre-professional program (UPPP) to be equipped to handle the English language requirements of such a program.

With institutional discourse heavily favouring English, the EFL curriculum accounts for 75% of the UPPP as the university attempts to reduce the difference between what has taught in schools and what is required at the university. KSAU-HS promotes intensive and diverse discourses regarding the EFL program. There is a strong scientific component that assists students in enhancing their English language skills in preparation for medical school and the associated practical engagement with international communities.

Conceptualizing Institutional Influence on EFL Learning

Considering the above, teaching approaches and learning strategies in the KSAU-HS EFL program are influenced by various factors. For example, this includes variables such as teaching, examinations, curriculum, learning materials, teaching aids, class duration, class size, and teacher-student ratio. These variables and T&L activities in the EFL program are shaped by these institutional discourses, practices, and policies. As a result, it is crucial to comprehend structural effects and how they potentially influence T&L approaches.

Thus, several studies have looked at how university policy and other HE institutes influence T&L discourses and practices in HE EFL programs. Marginson (2008) links institutional policy and a university's status in HE by dividing the field of institutes of HE along two perspectives based on the work of Bourdieu (1977) on the exploration of the worldwide field of HE. The first perspective is a progression from elite research universities to commercial vocational education. While the second is based on whether the institute focuses on global or local markets. Different institutes within the field of HE have their own academic cultures and discourses, which are impacted by their positions in the field and, therefore, on T&L inside these institutions. Thus, as observed by Alkhateeb (2021), KSAU-HS's interest in preparing its students for global education and opportunities directly influences its EFL program and how students engage with its curriculum.

The Curriculum Structure and Pedagogy of the EFL Program in KSAU-HS

T&L of the EFL in KSAU-HS was designed, piloted, and influenced by the institution's related policy leading to the establishment of the EFL department to translate the institution's objectives on T&L of the English Language. This includes the translation of the institution's EFL curriculum objectives, where the KSAU-HS curriculum was developed in-house and used foreign EFL materials, including the American Headway and Azar-Hagen Grammar Series (Azar, 2011). The program aims to help Saudi students gain more complex English language skills and knowledge they will need to pursue health-related degrees. Although the English program was intended for health science students, it commences with general EFL courses in the first and second semesters, which shifts to ESP courses grounded in reading and writing during the third semester. This incorporates the development of critical thinking skills and ensuring learning autonomy has been built into its curriculum.

Generally, teaching approaches employed within EFL programmes in KSA can be categorized into two subcategories of methods, namely, Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) (Alqahtani, 2018). The development of CLT approaches has been built through constructivist perspectives of T&L. In contrast, GTM approaches are based more on behavioural perspectives of T&L. Here, teachers either utilize one method in its purest structure or incorporate elements of other teaching methods. The choice of CLT or GTM is influenced by student need and their level of English language competency (Alkhateeb, 2021). A policy document, The Pre-Professional Program: The English language curriculum, states that:

The teaching methods should create space for including all students and cater for their educational and emotional needs.... Teachers must balance the teaching in a way that allows for a smooth student transition from high school education to university teaching and learning. (The Pre-Professional Program: The English language curriculum in Alhawsawi 2014: 297)

Since the students are familiar with GTM in their pre-university education, the desired teaching methods in the programme's first semester lean toward GTM. These shifts in the teaching methods are reflected in the way T&L is assessed in the programme (Alhawsawi, 2014). The EFL program comprises over 40 faculty members, with a student-to-teacher ratio of 20:1. Native English speakers (NES) represent the large population, while non-native English speakers (NNES) are recruited from various non-English speaking nations. At KSAU-HS, the EFL curriculum is rigorous and divided into eight modules, each of which is taught for 13-15 hours weekly throughout various semesters. Each lesson attempts to improve a distinct linguistic skill; however, others focus on improving more than one. Hence, they identify the best method of communicating the lessons to sustain student interest.

In the first semester, three courses of general EFL are provided. *Communication Skills* aims to develop linguistic communication skills such as listening and speaking. *Language Structures and Drills* develops students' language usage and accuracy. *Academic Reading and Vocabulary* aims at enriching students' vocabulary and provide them with the ability to understand various academic reading discourse, with a focus on fluency rather than accuracy.

In the second semester, more advanced modules of the same courses are taught, except for *Communication Skills*. This course is replaced with *Introduction to Academic Writing*, which aims to increase the academic challenge to ease their transition from general writing to structured ESP writing. The reduction of *oral skills*, and the additional *reading and discussion*, is rationalize by the assumption that the students are able to improve these skills independently by then.

In the third semester, students are offered an ESP course through two modules of *Advanced Rhetorical Writing* (a 7-hour per-week module) and *Language Structure and Grammar* (a 7-hour per-week module). Both modules are aimed at helping students to develop their academic writing skills through learning complex grammatical structures that assist with such a pursuit. Overall, the assessment of this program is heavily reliant on exams based on information contained in textbooks and associated critical thinking skills.

Discourses Regarding EFL Instructors in the Arabian Gulf

Many tertiary institutions in the Gulf region hire EFL instructors through outsourcing, which does not always require candidates to have a high degree of education or experience, especially if they are white native English speakers (Al-Zadjali, 2016). Many tertiary institutions in the Arabian Gulf still perceive NES as ideal candidates, where their understanding of 'NES teachers' is racially motivated (Al-Zadjali, 2016). Although these universities' policies do not mention an actual manifestation of what an 'English native speaking teacher' may be, many Gulf countries' practices suggest that this has been based on historically influenced notions of an instructor being a white English native speaker (Ali, 2009). This current reality exposes historical discourses, which have produced a contextually based power dynamic regarding their choice of potential candidates (Alhamdan et al., 2016). These institutions fail to benefit from employing EFL professionals who may help improve their EFL programs due to outdated discourses connected to mastery of the English language being tied to a specific race, where competency and experience should be their primary concerns (Al-Zadjali, 2016).

Policy and Discourses Regarding EFL Instructors in KSAU-HS

The EFL department at KSAU-HS does not appear to operate under the above criteria. The university applies rigorous selection criteria, irrespective of the applicant's race or origin. An EFL instructor must hold a degree in linguistics, or an area associated with English Language Teaching in order to work at KSAU-HS (ELT). The university also requires NES candidates to have 3 years of EFL teaching experience in non-native English-speaking countries. Additionally, KSAU-HS mandates that EFL teachers recruited from non-English-speaking nations possess at least a bachelor's degree in ELT and five years of relevant teaching experience. This is considered a way for KSAU-HS to ensure that their EFL instructors can establish a high-quality T&L environment that assists students in enhancing their linguistic abilities and easing their transition from Arabic to EMI.

Additionally, the university is able to provide substantial incentives to EFL instructors because to its relationship with SANGHA, a prominent government entity, which may draw instructors of a better calibre. EFL instructors and their families enjoy competitive salary as well as SANGHA medical coverage, which is considered as a highly prestigious. Moreover, globally recruited EFL instructors are provided with privileges not generally available at other colleges, such as a stipend for their children's education.

Method

Study Perspective

This study adopts a Foucauldian poststructuralist framework, drawing on data from document reviews, policy documents, and qualitative in-depth semi-structured interviews. Qualitative research is an effective strategy for investigating policy implementation and related issues in a real-world setting. It is commonly used to investigate complex phenomena in their multifaceted contexts (Creswell & Porth, 2017), which is in line with the objectives of this study.

For the purpose of this research, the data will be used to examine the complex EFL discourses relating to social practices surrounding T&L that have been developed at KSAU-HS. This will have an emphasis on the connected historical conditions, structures, and pedagogy that

have influenced the evolution of power relations that construct the associated discourses of students and teachers.

A thorough review was conducted of documents related to the EFL program. These include the university website, the program description, curriculum specifications, and teacher requirements and benefits. As a qualitative study of KSAU-HS' EFL program, the investigation is focused on the influence of institutional policy on epistemological access to the program.

Data Collection and Analysis

There were 36 male participants in total, with 27 EFL students at different stages of study and 9 EFL teachers at KSAU-HS. The students were recruited randomly to represent different semesters of the program. The teachers were recruited via purposeful non-probability sampling to ensure that native and non-native English speakers were represented in the sample group.

Since the study's primary goal is to examine the impact of institutional policy and reviews of EFL documents, such as the University Vision, Mission, Student Guide, and the publication of SANGA, these documents were then subjected to a thematic analysis, which was used to examine the data and allow for the emergence of alternative discourses and mechanisms (Creswell & Porth, 2017). The interviews were discussed with the participants before using the poststructuralist epistemological viewpoint. Each time new knowledge of the data surfaced, collected interpretations were re-examined. Through the use of hidden naming models, all information gathered from the participants was kept secure and anonymous. The data analysis yielded an overwhelming number of pertinent quotations and reached saturation. Hence, the best representation of each emergence was included to ensure the overall voice of the participants was shared.

The study adopts sound ethical principles regarding research participants, who were teachers and students of the KSAU-HS EFL program. Individual semi-structured interviews were performed in English and Arabic which lasted 20-30 minutes each. The processes were reflexive throughout the interviews by assuming the role of an empathic listener, with an open sharing of experiences being promoted (Creswell & Porth, 2017). In terms of ethics, this study had to be approved by the institutional review board of KSAU-HS and was provided with the IRB number 0486/22.

Findings

What Influence do University Policies have on the EFL Program?

A document review reveals that a royal decree established KSAU-HS as a specialised health science university in March 2005. The university's mission statement (KSAU-HS, 2021) emphasises the university's single-disciplinary nature:

... became an institution that could bring in talented pupils from across the Kingdom. The university attracted the brightest and most competent professors, and it has developed into a local and regional leader in health science education. (KSAU-HS, 2021)

This decision to be a single-discipline university seems to have arisen from KSAU-HS's association with SANGHA, which has significant implications for the university and its students. Therefore, via document analyses that emphasize the

connection between KSAU-HS and SANGHA, we may ascertain how these objectives are pertinent to the EFL programs. This may be seen in KSAU-HS's mission statement:

...Integration between the university, the Ministry of National Guard health affairs, and the King Abdullah International Medical Research Center to reach the level of a unified health system. (KSAU-HS, 2021)

Both KSAU-HS and SANGHA are handled by personnel who have roles inside each organization, based on the affiliation and structural connection that has been formed between the two organizations. Thus, the strategic goals of the explain the relationship created that informed KSAU-HS's policy development:

...national and international recognition and reputation through the continuous development of academic programs to produce highly qualified health professionals and active citizens.... Paying attention to scientific research and health activities of national value and global importance... Maintaining qualified teaching staff and a distinguished workforce while providing them with professional development opportunities. (KSAU-HS, 2021)

Therefore, KSAU-HS links all of its scientific activities with SANGHA in order to represent its academic success in medical health advancements, with institutional policies that are geared toward SANGHA's vision. This justifies the posture of external documents from King Abdulaziz University in Jeddah, which states that a selection of universities in Saudi Arabia have instituted a policy to employ the use of EMI (Al-Seghayer, 2012). Thus, key institutional policies of the university, including EMI, are founded on this historical link because it being a single-discipline university and is association with SANGH.

How does the Institutional Policy on the EFL Program Contribute to the Students' Learning Experience?

Findings from document reviews and interview data explain how the institutional policy on EFL teaching contributes to the students' associated learning experiences. As previously stated, the university's T&L component of the EFL program is influenced by the historical relationship between KSAU-HS and SANGH. However, EFL T&L in KSAU-HS is more complex than merely learning a new language. Rather, it involves the policies of KSAU-HS on influencing the creation of experiential learning outcomes, i.e., learning and practising the use of English in speech and written communication during the learning process. This is pointed out in the institution's motivating values that are set to motivate the students towards learning. Motivating learners is a complex and demanding endeavour incorporating various psychosocial and linguistic elements (Albrecht & Karabenick, 2018). Solely this motivation underlies the global benefits attached to T&L in English. It is captured in the rationale of KSAU-HS EFL program orientation, policy on the program curriculum, learning conditions, and the recruitment of EFL instructors.

The claim that EFL learning has assisted the establishment of a tradition of learning for excellence is evident through the reviewed literature and interviews on the curriculum advantages of teaching the EFL program. This program commands dedication toward learning to fulfil the medical school requirement of preparing students for global opportunities (Alkhateeb, 2021). This

is attained through the university's policy structure of dependence on a tradition of excellence, which points to the need to shape the reality of the students through the accumulation of quality English language education. The university's long-term goal has been the development of graduates that can leverage international opportunities in the health sciences community. Importantly, KSAU-HS is the only institution in KSA to teach specialist health sciences and the second university to primarily incorporate EMI (Alkhateeb, 2021). This discourse is encapsulated in the address of the Dean of the Unified Pre-Professional Program at KSAU-HS:

The English language tends to be the common language in culturally diverse settings, and it is unmistakably the lingua franca in modern medicine. There are more professional journals published and conferences held in English than in any other language. This is why the College is an English-medium institution... Competency and confidence in English language skills are essential... All of our lectures, seminars, discussion sessions, and presentations are conducted in English... Laying down the basic foundation is an essential and integral part of preparing students for their future education at university. (Dean of UPPP, KSAU-HS, 2011, p. No page number).

The above quotation highlights why KSAU-HS and its administrators stress the necessity of studying English as being key to accessing the overall curriculum and why it incorporates the use of EMI. This demonstrates KSAU-HS's recognition of the necessity of English preparation for students pursuing health-related studies. This is especially important if students are to progress in their careers and extend the Saudi knowledge base into economic and educational structures on an international scale (Jawhar et al., 2022).

KSAU-HS's institutional policy adopts several historical aspects of SANGHA, including the extensive use of English in its internal and external communications. As Sousa (2019) identifies the use of English as the global lingua franca of academia, it becomes necessary for students to embrace the EFL program. Thus, if the goal is to integrate KSAU-HS within the international health sciences community, it is imperative to offer a high-quality EFL program in an Arabic-speaking and religiously homogenous country such as KSA (Alkhateeb, 2021).

As observed by Barnawi and Al-Hawsawi (2017), English lays the groundwork for the institutional policy on enhancing the T&L of the EFL program and for further improving the student's learning experience. It seems KSAU-HS's position on policy has influenced students' perceptions, which was echoed through the student interviews. This is especially notable in terms of the culture of the instruction of the EFL program and its influence on the learners' learning motivation. This interviewee affirmed that learning in the EFL program has not only created exposure to English but also built confidence:

Since I'll be studying medicine in English, I believe I should have faith in my ability to converse in English. The university English program is, in my opinion, the longest and most rigorous one available in Saudi Arabia. I'm in my third semester, and I think the program has helped me get better at using English, so I am ready to start my scientific education. I have good communication in reading, and reasoning skills. I was first concerned about how to learn a subject as difficult as medicine in English. However, now I am

more prepared to begin my professional education now that I've completed this extensive program [the EFL program]. (Student 1)

Another account was provided in support of the EFL program propelling students to do their best in order to improve their English language skills:

English is crucial for studying health sciences, but I believe the required level of English language here is to advance... everything is written here in English. The communication is English... it feels overwhelming for somebody like me who graduated from a government school. It makes me study hard all the time. (Student 8)

Although in the quotation above, student 8 complained about the overwhelming nature of the English language programme in KSAU-HS, it can be suggested through the same quotation that the rigorousness of the language programme motivated the student to study harder in order to actualise his educational goals.

These responses demonstrate the students' confirmation of the significance KSAU-HS EFL T&L, regardless of whether they are satisfied or unsatisfied with the rigorous structure of the university EFL program. Thus, it demonstrates how the policy's emphasis on English language learning encourages students to advance their language skills in order to succeed in their degrees. In a study conducted in KSA in the context of EFL, one of the primary causes of low achievement was directly related to students' lack of motivation (Alrabai, 2016). This emphasises the need to ensure that students are motivated to learn English for them to excel.

Another student considered how university administration works to improve his English language proficiency to the extent that he is able perform excellently within his various university programs:

For a variety of reasons, I enrolled to study medicine. One of them is that because the intensity and the uniqueness of the language program here at KSAU-HS. Despite the fact that this is only my beginning in the program, I believe that I met the challenge that I had anticipated. (Student 2)

Students who struggled with the EFL program also testified for the university policy and its association with SANGHA in upholding the quality of the EFL programme in the university:

When I applied to this university, I was very well aware of the university's excellence that comes from the association with the national guard... but I didn't expect the English program to be this demanding. I am working hard, but I am not sure if I can make it passed this first semester of the English language program. (Student 11)

The quotation shows that even if students were not doing as well in the EFL programme, they still testified to the programme's excellence that is often seen connected with SANGHA, where English is used as the medium of communication.

Significantly, employing EMI highlights the value the students attach to possessing superior English language skills or the ability to develop such skills through the privileges of the EFL program. This is noted in another student's reflection:

The fact that the presentations on the [orientation] day were given in English speaks volumes about the professionalism of the program and the university. There aren't many colleges that do their orientation in English language... I was quite excited and believed that the English language program would have the degree of challenge I anticipated from an institution that specializes in health sciences. (Student 3)

Here, it is noted that the promotion of the policy and its importance within the academic culture of KSAU-HS is held in high esteem by students. However, Elkhafaifi (2005) and Sadiq (2017) believed that students could be more engaged in class and improve their learning outcomes if they were less anxious about learning a foreign language. Therefore, KSAU-HS policy shows that the institutionalisation of EMI psychologically prepares a learning environment created by the university that influences the student's preparedness to join the international academic community (KSAU-HS, 2021). Thus, the findings establish the importance and benefits of the institution's policy on EMI through the university's worldview on globalisation and competency rationale.

How does KSAU-HS Policy Influence the Pedagogy of the EFL Program?

EFL instructors are hired to assist students in developing English language skills that will equip them to engage with and demonstrate an international academic level of English. The appointment of qualified and experienced EFL instructors to enhance the institution's policy on quality English language communication skills and experience is imperative. Therefore, attempting to understand how employing highly experienced and competent EFL instructors can benefit the institutional policy of enhancing the student's learning experience. Here, interviews with the students and instructors show how the EFL instructors add value to the institution's policy on learning the English language and engender the students' interest in quality learning:

I came from a government school. We were mostly expected to memorise a few words to pass the exam. I was good at that. But here, studying everything in English is a new and different game... I need to improve my English to a very advanced level if I were to have a chance to pursue my education. The teachers here are aware of my challenges. I am anxious, but they often modify their teaching to ensure I follow. For example, I was shown how to create a personal dictionary that suited only my needs. I could improve my English here if I did what I expected of me. (Student 20)

When establishing facts on the pedagogical role of the instructors in the EFL program, interviews with the instructors helped in creating a framework on how T&L activities have the potential to increase student understanding and influence learners' experiences of EFL learning:

The involvement of everyone in the classroom, including myself, is essential to effective teaching. Before they approach me, I always advise the students to talk and seek clarification from their classmates. When they ask me, I always try my best to explain the reasoning behind the answers and allow them to come to their own conclusions. Such dialogues, rather than my standing at the centre of the room lecturing, have always been seen as an essential part of learning in my opinion. (Teacher 1)

This teacher divulges the employment of engagement, critical thinking, and social skills, the incorporation of feedback and student autonomy, and ensures all students are part of the learning process. Here, using CLT stresses the importance of group-based activities to enhance student learning (Dos Santos, 2020). Students can enhance their learning independently at first, while engaging with other students in English and, if necessary, with the teacher directly. This shows that not only has the ELF program improved learners' English abilities, but it has also added to their social skillset. Here the EFL program has assisted learners in conversing in English in an academic context, aided in developing critical thinking skills as well as gaining a higher level of autonomy in their studies (Alkhateeb, 2021). In a study conducted in a similar EFL context, Gulnaz (2020) noted the effectiveness of promoting inter-student engagement by employing debate. The results showed that this form of engagement encouraged better student collaboration, improved critical thinking, increased independent learning, improved evaluation and analysis skills, and ultimately increased English language mastery. The strength of this engagement technique is communicated in the quotation below:

Students need to grasp exactly what I'm attempting to teach, so I take the time to plan out the lesson and clarify unfamiliar terminology. This enables the students to grasp how the vocabulary and grammatical rules are utilized in various phrases. Additionally, I offer them the chance to practice during the class, and I provide them with critique at the end. (Teacher 2)

This teacher resonates with how the institution's policy on creating an enabling environment for instructors through their welfare and nature of employment negotiates their commitment towards the institution and institutional policy value on T&L within the EFL program:

I received numerous offers from Saudi institutions. I did, however, choose to accept the position at this institution (KSAU-HS), not only due to the financial benefits but also due to the National Guard's status. I was aware that being a member of a university affiliated with the National Guard would mean having less issues navigating the bureaucracies, which can oftentimes be quite challenging, even when obtaining travel documents or a driver's license. The university works with several offices in medical centres to complete the majority of our documents without requiring us to visit the any government agencies. (Teacher 3)

Thus, according to Berry (2010), it is argued that teachers' knowledge, abilities, and attitudes are necessary, but so is their welfare. Teachers in high-needs and low-performing institutions of learning are increasingly seeing this as a practical reality (Al-Zadjali, 2016).

As Barnawi and Alhawsawi (2017) reflect, English as a foreign language is progressing in KSA. The methodology of T&L is receptive, and thus, through institutional structures, including policy on creating enabling environments for T&L of the EFL program, the program could go far to actualise the global significance of KSA in the area of human capital development and innovation. The advancement of the EFL program, however, relies on the university's policies and practices. Hence, students' motivation to participate in the EFL program, its class participation and relationship with teachers, pedagogical methods and overall program performances are

predominantly reliant on the university's policies regarding the T&L of the EFL program to project the global relevance of KSA through its development of human capital.

Implications

As was already said, KSAU-HS dedication to fostering students' proficiency in English throughout its many initiatives is unique within its own sociocultural settings and may be adopted by other universities in KSA. Such policies, as many students stated, assisted not only in the preparation of completing their university degrees; but also aided them in linguistic, academic, and social competence to compete on an international scale. Consequently, the findings of this study reflect the depth of the factors that influenced the T&L of the EFL program. This study has the potential to inform future research in new dimensions through the nature of the EFL programs at KSA. Other researchers are invited to further investigate the complexity of EFL learning in Saudi higher HE to grow KSA's participation in the international academic arena.

Conclusion

Results show that the most significant factors influencing EFL learning in KSAU-HS include its policy development and the high standards of preparation of the EFL program's instructors. This extends to numerous areas in which they aid in developing discourses and social practices associated with T&L in KSAU-HS. The first is the status of the establishment as a unipolar academic institution for health science and the need to develop learners on a global level. The second is the university's affiliation with SANGHA, which shapes the rationale of the university's institutional policy and the relationship between structure and societal agents. The third is the position of the institutional policy on T&L practices and pedagogies associated with the EFL program and the advancement attuned to the global view of the role KSA can play among the comity of nations through science and health.

This leads to a greater appreciation of the way the university impacts the EFL program by emphasizing the link between the institutional influences of KSAU-HS on T&L practices of the EFL program in the university as a specialized health sciences university that is aligned with SANGHA. Similarly, the alignment between the university's structure (institutional policies) and the societal agentic effects, such as students' motivation, educational aspirations, and economic opportunities among students, explicitly explains how KSAU-HS's institutional policies greatly influence and complement the students' motivation, passion, and commitment to KSAU-HS 's EFL program.

Realising the purpose of learning English, it is believed that intensive concentration on T&L will positively affect the associated practices. Hence, this study offers consolation where learning English for academic and career development may challenge the socio-cultural heritage of KSA and produce Saudi graduates that shun their heritage. Rather, it offers evidence that the development of such social practices through the ELF program has provided KSA with an avenue to attain a place in the international academic community.

Acknowledgements

We would like to acknowledge the support and help of Dr. Meredith Armstrong with editing this work.

Bio

1. Dr. Sajjadllah Alhawsawi is an assistant professor of English as a Foreign Language and an associate dean at the College of Science and Health Professions, King Saud bin Abdulaziz University for Health Sciences. Dr. Alhawsawi holds an MA in TESOL from the University of Exeter, UK, an MSc in research methods from the University of Sussex, UK and a PhD in education from the Centre of International Education and Development, School of Education and Social work, University of Sussex, UK. Dr. Alhawsawi's research interests include programme evaluation, teacher education, higher education, instructional design, sociology of education, and the pedagogical use of ICT in university education.
2. Dr. Sabria Jawhar is an assistant professor of applied and educational linguistics at KSAU-HS. Dr. Jawhar is a graduate of Newcastle University, UK. She is interested in all aspects of classroom discourse, assessment and use of technology in HE. However, her main focus is on talk-in-interaction. Corpus linguistics, especially spoken corpora, is another area of her interest.

References

- Albrecht, J. R., & Karabenick, S. A. (2018). Relevance for learning and motivation in education. *The Journal of Experimental Education*, 86(1), 1-10. <https://doi.org/10.1080/00220973.2017.1380593>.
- Alhamdan, B., Honan, E., & Hamid, M. O. (2017). The construction of the universality of English within Saudi Arabian education contexts. *Discourse: Studies in the Cultural Politics of Education*, 38(5), 627-641. <https://doi.org/10.1080/01596306.2015.1126553>.
- Alhawsawi, S. (2014). *Investigating student experiences of learning English as a foreign language in a preparatory programme in a Saudi university* (Doctoral dissertation, University of Sussex, Brighton, UK). Retrieved from <https://sro.sussex.ac.uk/id/eprint/48752/>.
- Alhuthaif, A. (2019). *International mindedness within intercultural competence: A collective case study of faculty's conceptualisations and practices of international mindedness in one Saudi EFL higher education institution in an effort to achieve Saudi Arabia's vision 2030*. (Doctoral dissertation, George Washington University, USA). <https://eric.ed.gov/?id=ED595920>.
- Ali, S. (2009). Teaching English as an international language (EIL) in the Gulf Corporation Council (GCC) countries: The brown man's burden. *English as an international language: Perspectives and pedagogical issues*, 34-57.
- Alkhateeb, A. M. (2021). English medium instruction at King Saud bin Abdulaziz University for Health Sciences (KSAU-HS): Students needs and instructors' attitudes. (Doctoral dissertation, Illinois State University, USA). <https://ir.library.illinoisstate.edu/etd/1481/>.
- Alqahtani, S. M. (2018). Teaching English in Saudi Arabia. In C. Moskovsky, & M. Picard (Ed.), *English as a foreign language in Saudi Arabia* (pp. 120-137). London, UK: Routledge.

- Alrabai, F. (2016). The effects of teachers' in-class motivational intervention on learners' EFL achievement. *Applied linguistics*, 37(3), 307-333. <https://doi.org/10.1093/applin/amu021>.
- Alrabai, F. (2018). Learning English in Saudi Arabia. In C. Moskovsky, & M. Picard (Ed.), *English as a foreign language in Saudi Arabia* (pp.102-119). London, UK: Routledge.
- Alrahaili, M. (2018). Cultural and linguistic factors in the Saudi EFL context. In C. Moskovsky, & M. Picard (Ed.), *English as a foreign language in Saudi Arabia* (pp. 85-101). London, UK: Routledge.
- Alrashidi, O., & Phan, H. (2015). Education context and English teaching and learning in the Kingdom of Saudi Arabia: An overview. *English for Specific Purposes World*, 8(5), 33–44. <https://doi.org/10.5539/elt.v8n5p33>.
- Alsairi, M. (2018). Earlier is better: Learning English in Saudi Arabia. *English Language Teaching*, 11(1), 141-149. <https://doi.org/10.5539/elt.v11n1p141>.
- Al-Seghayer, K. (2012). Status and functions of English in Saudi Arabia, Saudi Gazette. <http://www.saudigazette.com.sa/index.cfm?method=home.regcon&contentid=20121211-45659>
- Alshahrani, M. (2016). A brief historical perspective of English in Saudi Arabia. *Journal of Literature, Languages and Linguistics*, 26(2), 43-47.
- Al-Zadjali, N. (2016). *ESL teacher identity construction in Omani higher education: An ethnographic case study* (Doctoral dissertation, University of Sussex, Brighton, UK). Retrieved from <https://core.ac.uk/reader/74226240>.
- Al Zumor, A. (2019). Language planning in Saudi Arabia (1927–2019): Arabic and other Languages. *Trames: A Journal of the Humanities and Social Sciences*, 23(4), 409-424.
- Azar, B.S. (2011). *Fundamentals of English grammar*. New York: Pearson Education.
- 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 R. Kirkpatrick (Ed), *English language education policy in the Middle East and North Africa* (pp.199-222). doi: v 10.1007/978-3-319-46778-8_12.
- Berry, B. (2010). Teacher effectiveness: The conditions that matter most and a look to the future. *Centre for Teaching Quality*.
- Bourdieu, P., Passeron, J. C., & Nice, R. (1977). Education, society and culture. Trans. Richard Nice. London: SAGE Publications.

- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal* 9(2), 27-40. doi: <https://doi.org/10.3316/QRJ0902027>.
- Clarke, M. (2009). The ethico-politics of teacher identity. *Educational Philosophy and Theory*, 41(2), 185-200. doi: <https://doi.org/10.1111/j.1469-5812.2008.00420.x>.
- Creswell, J. W., & Porth, C. (2017). *Qualitative inquiry and research design: Choosing among five approaches (4th ed.)*. Thousand Oaks, CA: SAGE Publications.
- Dos Santos, L. M. (2020). The discussion of communicative language teaching approach in language classrooms. *Journal of Education and e-Learning Research*, 7(2), 104-109. <https://doi.org/10.20448/journal.509.2020.72.104.109>.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *National Federation of Modern Language Teachers Associations*, 89(2), 206-220. <http://dx.doi.org/10.1111/j.1540-4781.2005.00275.x>.
- Elyas, T., & Badawood, O. (2016). 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* (Vol. 3, No. 3, pp. 70-81). Lehigh University Library and Technology Services. 8A East Packer Avenue, Fairchild Martindale Library Room 514, Bethlehem, PA 18015.
- Gulnaz, F. (2020). Fostering Saudi EFL learners' communicative, collaborative and critical thinking skills through the technique of in-class debate. *International Journal of English Linguistics*, 10(5), 265.
- Hajar, A. (2019). Examining the impact of immediate family members on Gulf Arab EFL students' strategic language learning and development. *RELC Journal*, 50(2), 285-299. <http://dx.doi.org/10.1177/0033688217716534>.
- Jawhar, S. S., Alhawsawi, S., Jawhar, A. S., Ahmed, M. E., & Almehdar, K. (2022). Conceptualizing Saudi women's participation in the knowledge economy: the role of education. *Heliyon*, 8(8), e10256.
- Kavakli, N., (2020). The relationship between language and culture, and its implications for EFL teaching. In S. Çelik, & E. Solak (Eds.), *World Englishes and culture in English as a foreign language (EFL) education* (pp. 95-110). Turkey: Vizetek.
- Khan, I. A. (2011). Diagnosis of learning difficulties in English: The Arabic bilingual context. *Elixir Psychology*, 36, 3448-3454.
- KSAU-HS (2021). *Mission and vision*. <https://www.ksau-hs.edu.sa/English/AboutUs/Pages/MissionVission.aspx>.

- KSAU-HS (2022). *The overview and plan for the pre-professional English language programme*. English language Department of KSAU-HS. College of Sciences and Health professions. King Saud bin Abdulaziz University. Unpublished document.
- Macaro, E., Curle, S., Pun, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching* 51(1), 36-76. <https://doi.org/10.1017/S0261444817000350>.
- Mahboob, A., & Elyas, T. (2014). English in the Kingdom of Saudi Arabia. *World Englishes*, 33(1), 128-142. <https://doi.org/10.1111/weng.12073>.
- Marginson, S. (2008). Global field and global imagining: Bourdieu and worldwide higher education. *British Journal of Sociology of Education*, 29(3), 303-315. <https://doi.org/10.1080/01425690801966386>.
- Ministry of Education (2002). General Directorate of Curricula (2002): English for Saudi Arabia. Jeddah, Saudi Arabia: Almadina Almunawara Press.
- Sadiq, J. M. (2017). Anxiety in English language learning: A case study of English language learners in Saudi Arabia. *English Language Teaching*, 10(7), 1-7. <http://dx.doi.org/10.5539/elt.v10n7p1>.
- Saleh, M. I. (2017) "Role of Saudi Arabia in Arabic language spread and improvement of its teaching". *Language Planning and Policy* 4, 7–25. Available online at < https://kaica.org.sa/links/emags/takhteet_issue_04.pdf> Accessed on 15.04.2019
- Sousa, H. (2019). The English language in academia: Identifying power structures, denaturalising daily choices. ECREA 2018 special panel report. *Studies in Communication Sciences*, 19(2), 217–220. <http://dx.doi.org/10.24434/j.scoms.2019.02.007>.

Impact of Ambiguity Tolerance on Effective Use of Learning Strategies: A Case Study of EFL Qassim University Students

Fatima A MuhammedZein

Qassim University, College of Sciences & Arts, Burayda, KSA
F.MuhammedZein@qu.edu.sa

Received: 28/2/2022; Revised: 7/7/2022; Accepted: 31/10/2022

الملخص

يعزى الاهتمام الذي حظي به تحمل الغموض لإمكانيته في تعزيز النجاح في عدة مجالات. في كثير من النواحي، يؤدي عدم تحمل الغموض والقيود التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية في إتقان اللغة الإنجليزية إلى ضعف الأداء المعرفي والاستخدام غير الكافي لاستراتيجيات التعلم. لذلك، تبحث هذه الورقة في كيفية تعزيز تحمل الغموض الاستخدام الفعال لاستراتيجيات تعلم اللغة الإنجليزية كلغة أجنبية كما هو مبني على تصنيف أكسفورد (1990) وتعلم اللغة أومالي وشاموت (1990). وفقًا لذلك، شارك 123 طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية من جامعة القصيم في الإجابة على استبيان عبر الإنترنت، تم إجراؤه باستخدام مقياس التسامح مع الغموض الخاص ببندر (1990) وتم تحليل مستندات الطلاب أيضًا. يكشف التحليل الإحصائي للبيانات عن علاقة ذات دلالة إحصائية بين تحمل الغموض والاستخدام الناجح لاستراتيجيات التعلم. في ضوء النتائج تمت اقتراحات التحسين في الصف الدراسي والبحث في اللغة الإنجليزية كلغة أجنبية.



Journal of Research in Language & Translation



Issue No. 2 Vol. 2 (2022)

Abstract

The global interest that ambiguity tolerance has gained is due to its remarkable potential in maximizing success in many fields. In many respects, the intolerance of ambiguity and the constraints that EFL learners encounter in mastering English lead to poor cognitive functioning and inadequate use of learning strategies. Therefore, this paper investigates how tolerance of ambiguity bolsters the potent use of EFL learning strategies as is premised on Oxford's (1990) and O'Malley & Chamot's (1990) taxonomy of language learning. Accordingly, 123 EFL students from Qassim University participated in answering an online questionnaire, administered using Budner's (1962) Tolerance of Ambiguity Scale and an analysis of students' documents as well. The statistical analysis of data reveals a significant relationship between ambiguity tolerance and successful use of learning strategies. In the light of the findings certain amendments have been suggested in EFL classroom and research.

Keywords: ambiguity; EFL learning; intolerance; learning strategies; tolerance.

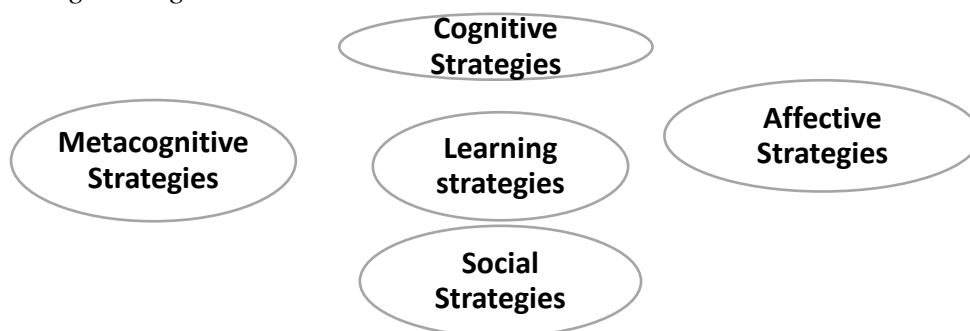
Introduction

In recent times Psychology has become an essential part of education in which learning-based assumptions and pedagogical constructs are being assessed through research. One of these notions or constructs is the concept of ambiguity. Historically, psychologists studying ambiguity intolerance were traced back to the work of Frenkel-Brunswik (1950) on the authoritarian personality. Lately, Bunder (1962) conceptualized the construct into tolerance and intolerance of ambiguity, giving a distinction for each one; tolerant individuals' perception of ambiguity is desirable, whereas intolerance renders the individual in a state of uncertainty and threat to approach ambiguous situations. Ambiguity tolerance analysis has an established literature in language learning research (Bunder,1962; Brown,1994; Larsen & Long, 1991; Zehentner, 2022 - to cite only a few). In one situation, tolerant individuals were found to possess the capacity and will to accept ambiguity (Larsen & Long, 1991; Ellis, 1994). Moreover, this tolerance is also seen a source of pleasure for individuals (Bunder,1962; Brown,1994) besides, learners are identified as being "open-minded" to accept ideologies, events, and facts that "contradict their views" (Brown,1994, P. 119) and they will develop flexibility of thinking (Sternberg, 1988). In fact, these learner characteristics of tolerance of ambiguity consolidate predispositions for successful use of learning strategies to meet the requirements of language learning. In other situations, intolerant individuals are described as: "Others, more close-minded, more dogmatic, tend to reject items that are contradictory or slightly incongruent with their existing system; they wish to see every proposition fits into an acceptable place in their cognitive organization, and if it does not fit, it is rejected" (Brown,1994, P. 119). These intolerance aspects put individuals in a state of uncertainty (Larsen& Long, 1991), stress and unwillingness to accept new ideas; consequently, such individuals do employ strategic avoidance of ambiguous stimuli (Furnham & Rbchester,1995; Merrotsy, 2013). Therefore, for Qassim EFL learners, and probably for other EFL learners as well, assessment of ambiguity tolerance in language learning is a prerequisite for fostering learning strategies.

Ambiguity Tolerance and Learning Strategies

Strategies are specific modes of approaching a task or a problem for manipulating and controlling specific information. This discussion is based on Oxford (1990) and O'Malley & Chamot's (1990) taxonomies of language learning strategies. These are metacognitive, cognitive, social/affective strategies.

Figure 1
Learning Strategies



Metacognitive strategies enable learners to plan and monitor their learning progress during the learning process; besides, learners are able to evaluate their learning after task completion. Cognitive strategies that "operate directly into incoming information" (O'Malley & Chamot, 1990, p. 44), enable the learners to manipulate the learning materials or tasks to enhance comprehension and acquisition, via practicing various tasks and activities through reasoning, analyzing, synthesizing, and summarizing. Precisely, ambiguity tolerance "concerns the degree to which people are cognitively willing to tolerate ideas and propositions that run counter to their belief system or structure of knowledge" (Brown, 1994, p. 19). As regards Bochner's (1965) categorization of intolerant attributes of early selection and maintenance of one solution in an ambiguous situation, premature closure, and closed, mindedness, it is difficult if not impossible for such intolerant learners to use cognitive and metacognitive strategies appropriately. That is, they may use strategies in a random, unconnected, and uncontrolled manner (Chamot et al., 1996). Reversely, since tolerant learners are patient and open-minded, they are able to use cognitive and metacognitive strategies powerfully. Affective strategies concern the mental control over personal affects that interferes with learning, such as lack of certainty and anxiety. Using affective strategies allows the learner to lower anxiety and encourage one-self. Social strategies involve using social interactions to assist learners to work with others to understand language and culture, through asking questions and conversing with native speakers (Murica, 2001), and to "manage interactional opportunities" (Fillmore, 1979, in Ellis, 1985, p. 164). In terms of the cognitive domain, Zehentner (2022) examined the role of ambiguity avoidance in syntactic alternations in English. The result showed significant relation between the morphological, semantic, and pragmatic ambiguity, and the rise of the English dative alternation structures. He pointed towards some improvement due to the use of disambiguation strategies. Ambiguity tolerance leads to creativity (Zenasni et al., 2008), but intolerance of ambiguity leads to poor ability of abstract reasoning (O'Connor, 1952). Concerning the social domain, Achimova et al. (2021) studied the analysis of ambiguity resolution during brief communicative exchanges and found that tolerant individuals communicated well. Yu, et al. (2022) examined the role of ambiguity tolerance and resilience in students' engagement, and found significant relation between students' tolerance of ambiguity and resilience to active engagement. Mahpudz, et al. (2020) found that when learners were trained to tolerate ambiguity, they developed social skills and improved understanding. In the same line, Qingzong (2020) studied the effect of tolerance of ambiguity on the selection of FL learning strategies and found students with high ambiguity tolerance tended to select appropriate strategies in conducting ambiguous learning tasks.

Herman, et al. (2010) used Budner's (1962) scale after reducing 4 items and adding 5 items to improve internal consistency. The total number of the new items was 17, and the internal consistency was 0.73. The participants were 2351 from different countries, including students and other people with different life experiences. Dollinger (1983) examined the tolerance ambiguity of 79 entrepreneurs, using Budner's scale, and he found significant relation between tolerance ambiguity trait and entrepreneurial activity. This paper examined learners' ambiguity tolerance in respect to Oxford and O'Malley and Chamot's (1990) taxonomies of language learning strategies. A questionnaire-based on Budner's (1962) Tolerance of Ambiguity Scale has been used. To address the above issues, the following research question has been posed: How does language ambiguity tolerance influence learners' use of learning strategies?

Methods

Participants and Research Procedures



Data about ambiguity tolerance in this study, in addition to the above literature review, was elicited through a questionnaire administered online, based on Budner's (1962) Tolerance of Ambiguity scale. Besides, a document analysis was also conducted. The first group comprising of 123 undergraduate participants of similar linguistic and EFL learning background were randomly selected from Qassim University; their ages ranged from 17 to 22 approximately. The second group consisting of 38 final year students from Qassim University had their documents analysed. The documents were assignments submitted in the course of 'Issues & Problems in Translation' (Eng. 479, for semester 431, 2021-2022) with students' results added.

Research Instrument 1: Questionnaire

Budner's (1962) 'Tolerance of Ambiguity Scale' has been used to survey the participants' opinions, feelings, and strategies in tolerating language ambiguity. Herman et al. (2010), and Dollinger (1983) used Budner's (1962) scale and found significant relationship. However, Budner's (1962) scale was criticized as being difficult to understand by non-speaking English learners, and hence, having low-reliability consistency. However, Okhomiya (2021) argued that "The prevailing strength of Budner's scale over the others is that, it was designed to measure three dimensions of ambiguity: the complexity, novelty, and insolubility of a situation." (p. 8). Herman et al. (2010) reported that Bunder (1962) argued that the complex nature of the multidimensional ambiguity construct is the cause of low or average reliability. The researcher found that the statements of this scale match concrete areas in EFL ambiguity tolerance more precisely than the 'Second Language Tolerance of Ambiguity scale'. Therefore, 8 statements from Budner's 16 items scale were adapted, translated into Arabic/the native language of the respondents, and included within the study's questionnaire. Some examples are provided below in (Figure 2).

Figure 2

Examples of Statements

Bunder's Statements	The study Statements
 3. There is really no such things as a problem that can't be solved.	 4. When I am faced with difficulty, I control my feeling and continue working. عند ما تواجهني صعوبة أتغلب على مشاعري و أواصل العمل.
6. It is more fun to tackle a complicated problem than to solve a simple one.	2. Doing a difficult task in English is more anxiety-provoking than interesting. عمل مهمة صعبة في اللغة الإنجليزية مثير للقلق
14. Teachers who hand out vague assignments given one a chance to show initiative and originality	7. Open tasks give me greater chances of inventions. المهام المفتوحة/الغير محددة في اللغة الإنجليزية تعطي فرص للإبتكار.

Questionnaire statements were categorized into two themes to answer the study question. (A copy of the questionnaire has been provided in (Appendix A). Questionnaire reliability has been calculated below and validity has been strengthened by triangulation. A pilot study was conducted for 30 students from Qassim University. The result in Table 1 shows that Cronbach's Alpha is .734 and Spearman-Brown Coefficient is .818. This result means that reliability has been achieved.

Table 1
Reliability Statistics

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0
Reliability Statistics			
		N of Items	
Cronbach's Alpha		16	.734
Spearman-Brown Coefficient		16	.818
Guttman Split-Half Coefficient		16	.811

Research Instrument 2: Document Analysis

Document analysis was used in this study to gain more knowledge, ideas, and understanding of cognitive learning strategies (Bowen,2009). The text is provided below:

‘Translate the following text and discuss ONE strategic problem/issue confronting the translator, and outline the strategy you used to deal with it.’ إن الحياة زرع دائم وحصاد دائم. فالزمان لا يزرع ولا يغرس ولا يحصد ولا يجني ولكنه شاهد لا أكثر. وأما الزارعون والغرسون والحاصدون والجانون فنحن

Procedures and Analysis

Table 2

A Rubric for Analysing Errors Cognitive Strategies

Code	Error	Freq.	%	Code	Correct form	Freq.	%
	wrong word			C	correct word		
Wo	wrong word order			Co	correct word order		
Wsv	wrong sub-v agreement			Ci	correct issue		
Wi	wrong issue			Cs	correct strategy		
Ws	wrong strategy				no strategy		

(Based on appendix B data)

Table 3

Statistics of Reasoning (Thinking and Guessing Meaning)

Code	Word choice	Frequency	N	Percentage
C	Correct	17	131	12.9770
W	wrong	114	131	87.0229

Table 4

Statistics of Synthesizing (Word Order + S-V Agreement)

Code	Word order	Freq.	N	%	Code	S-V agreement	Freq.	N	%
Co	correct	31	38	81.5789	Csv	correct	22	40	55%
Wo	wrong	7	38	18.4210	Wsv	wrong	18	40	45%

Table 5*Statistics of Analysing (The Issue/ The Problem + Strategy Solution)*

Code	Issue	Freq.	N	%	Code	Strategy	Freq.	N	%
Ci	correct	37	38	97.3684	Cs	correct	29	38	76.3157
Wi	wrong	1	38	2.6315	Ws	wrong	4	38	10.5263
						none	5	38	13.1578

Results

How does language ambiguity tolerance influence learners' use of learning strategies?

Part 1 Document Analysis (based on the data in section 2, Tables 3, 4, and 5)**Table 6***Statistics of Demographic Data of Cognitive Strategies*

Error type	Error Freq.	N	Percentage
Reasoning (Thinking & Guessing meaning)-wrong word choice	114	149	76.5100
Synthesizing wrong order	S-V agreement 25	149	16.7785
7/25%=18%	18/25=72%		
Analysing Issue, Strategy 1+ 9	10	149	6.7114

Table 6 shows that the cognitive process of 'Reasoning' in which students had to think and select from their repertoire the appropriate words gained the highest percentage of errors (76.5100%). The percentage of the wrong choice of word was 87.0229%, compared to the correct choice that gained only 12.9770, in Table 3. This evidences incompetence of students to use the cognitive strategy of 'Reasoning' to manipulate the text successfully. Perhaps, they did not tolerate the difficulty of lexis to employ strategic thinking to workout equivalent meaning in Arabic. Dogmatism influences manipulation of ambiguous information (Brown, 1994). Added to that, the intolerance of ambiguity impedes the ability of abstract reasoning (O'Connor, 1952). In the text, students' intolerance was manifested in the tendency to escape the difficulty of the referent core words by choosing inappropriate lexical items in incorrect lexical forms, for example, using words such as "agriculture, farming, grow, cultivated", and

“to crop” to be equivalent of the Arabic noun زَرْعٌ. The Arabic word الزمان was translated inappropriately into "era, period, present". In Table 6, synthesizing errors appears to receive a low percentage (16.7785%) of the total errors. Most of these errors were in subject-verb agreement (72%), whereas, word order errors seemed to be low (28%). Examples of subject - verb-agreement errors: Life are, time don't, time neither plant or harvest. The least percentage (6.7114%) had been in "Analysing The Issue & Strategy". Nearly all of the subjects were able to identify the issue (synonyms repetition), and the strategies for a solution such as merging and retention of the same repetition in ولا ... لا... to be into doesn't.....*doesn't*, for the purpose of emphasis. In Table 5, 13.1578 % of the learners employed the strategy of avoidance of ambiguous stimuli (Zehentner, 2022; Furnham & Rbchester, 1995; Merrotsy, 2013). Other problems that evidenced MT influence were also recognized, and these were reduction of the verb *to be*, auxiliary *do*, the article *a*, and addition of the article "the". The article 'The' was excessively been added 28 times to the proper nouns: life and time, producing errors such as the life, the time, following Arabic proper noun formation.

Part 2 Questionnaire Result: Analysis of Strategies

Table 7

Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
q1	Disagree	2	1.6	1.6	4.1
	Agree	38	30.9	30.9	45.5
q2	Agree	18	14.6	14.6	21.1
	Disagree	37	30.1	30.1	68.3
q3	Disagree	58	47.2	47.2	70.7
	Agree	10	8.1	8.1	96.7
q4	Disagree	4	3.3	3.3	5.7
	Agree	55	44.7	44.7	70.7
q5	Disagree	15	12.2	12.2	16.3
	Agree	54	43.9	43.9	70.7
q6	Disagree	32	26.0	26.0	41.5
	Agree	29	23.6	23.6	84.6
q7	Agree	8	6.5	6.5	10.6
	Disagree	54	43.9	43.9	63.4
q8	Agree	18	14.6	14.6	16.3
	Disagree	43	35.0	35.0	75.6
q9	Agree	21	17.1	17.1	20.3
	Disagree	35	28.5	28.5	65.0
q10	Agree	16	13.0	13.0	15.4
	Disagree	46	37.4	37.4	83.7
q11	Agree	12	9.8	9.8	11.4
	Disagree	46	37.4	37.4	73.2
q12	Disagree	14	11.4	11.4	13.0
	Agree	46	37.4	37.4	74.0
q13	Agree	35	28.5	28.5	42.3
	Disagree	24	19.5	19.5	82.1
q14	Agree	2	1.6	1.6	2.4
	Disagree	50	40.7	40.7	53.7
q15	Disagree	46	37.4	37.4	41.5
q16	Disagree	15	12.2	12.2	13.8
	Agree	37	30.1	30.1	79.7

Table 8
Mean and Std. Deviation of Strategies

	N	Mean	Std. Error	Std. Deviation	Variance
	Statistics	Statistics	Statistics	Statistics	Statistics
Affective	123	15.76	.226	2.503	6.264
Cognitive	123	14.95	.242	2.679	7.178
Social	123	13.50	.227	2.513	6.318
Meta-cognitive	123	14.60	.174	1.932	3.733
Valid N (listwise)	123				

Table 9*Mean and Std. Deviation of Questions*

Questions	N	Mean		Std. Deviation	Variance
	Statistics	Statistics	Std. Error	Statistics	Statistics
1. Doing easy tasks in English is more interesting than doing difficult tasks.	123	4.33	.082	.911	.831
2. Doing a difficult task in English is more anxiety-provoking than interesting.	123	3.66	.112	1.247	1.555
3. When I face a problem in English I leave it unresolved.	123	2.20	.090	1.000	.999
4. When I am faced with difficulty, I control my feeling and continue working.	123	3.95	.083	.922	.850
5. I like to use English in class, but I fear making mistakes.	123	3.82	.100	1.109	1.230
6. I do not like to share in activities where I meet new people and new ideas.	123	2.98	.119	1.321	1.745
7. Open tasks give chances of inventions.	123	4.02	.094	1.044	1.090
8. I like to do the tasks that explore thinking behind the questions	123	3.66	.095	1.054	1.112
9. I do not like it when the teacher asks me to explain answer to a question.	123	3.75	.108	1.198	1.436
10. I like to do tasks in which the teacher asks me to connect ideas.	123	3.52	.090	.995	.989
11. I like discussion.	123	3.78	.091	1.004	1.009
12. I like to ask questions to learn.	123	3.75	.092	1.021	1.043
13. I do not like to work in groups	123	2.99	.120	1.327	1.762
14. I like to plan before I do a task.	123	4.30	.071	.789	.622
15. It is helpful when the teacher gets students to correct themselves.	123	4.54	.052	.576	.332
16. It is worrying when the teacher gets students to comment on their work.	123	3.55	.090	1.002	1.003
Valid N (listwise)	123				

Table 8 shows that affective strategies gain the greatest mean (15.76), and this indicates the effect of ambiguity tolerance on students' use of affective strategies. The lowest mean (13.50) is gained by social strategies, which means that there was less effect of ambiguity

tolerance on students' use of social strategies. However, for both cognitive and meta-cognitive strategies the mean is 14.60. Table 7 shows detailed results. To test affective strategies, questions 1,2,4,5 have been used. In question 1, 30.9 % students agree and 1.6 % disagree to do easy tasks (q1 M=4.33), and in question 5, 12.2% disagree and 39.9 % agree not to use English in class for fear making mistakes (M=3.82). Intolerant individuals feel inconvenient and uncertain (Larsen & Long, 1991.). But, in question 4, 3.3% disagree and 44.7% agree to control their feeling and continue working on a difficult task (M= 3.95). In question 2, 14.6% agree and 30.1% disagree that doing a difficult task is anxiety-provoking. The tendency to approach and tackle difficulties proves learners' tolerance of ambiguity (Furnham & Rbchester, 1995). Therefore, ambiguity tolerance affects students' use of affective strategies. To test social strategies questions 6,11,12,13 have been used: In question 6, 26% disagree and 23.6% to "I do not like to share in activities where I meet new people and new ideas" (M=2.98, Q6). Moreover 37.4% agree and 11.4% disagree that asking questions help them learn (M= 3.75). Conversing and asking questions indicate learners' use of social strategies (Murica,2001). But, in question 11, 37.4% disagree and 9.8% agree to do discussion. In question 13, 28.5% agree and 19.5% disagree to 'I do not like to work in groups' (M= 2.99). Intolerant individuals are described as more close-minded and dogmatic (Brown, 1994). Concerning meta-cognitive strategies questions 3,14,15,16 have been used. In question3, 47.2% disagree and 8.1% agree to leave the problems unresolved (M=2.20). In question 14, 40.7% disagree and 1.6% agree to plan before doing a task. In question 15, 37.4 disagree to correct themselves. In question 16, 30.1% agree and 12.2 disagree that it is worrying to comment on their work (M=3.55). This means they were unable to use metacognitive strategies to resolve ambiguity, or they may have used strategies in a random uncontrolled manner (Chamot et al., 1996).

Discussion

The study investigates the significance of ambiguity tolerance in using effective learning strategies. The discussion is based on the taxonomies of language learning strategies proposed by Oxford (1990) and O'Malley & Chamot (1990). The results agree with Qingzong, (2020) observations that ambiguity tolerant learners are competent to select appropriate learning strategies. This, too, supports the findings of Achimova, et al. (2021) that emphasize social conversation to resolve ambiguity. It also agrees with Yu, et al. (2022), who found ambiguity tolerance correlates with students' active engagement. It also agrees with the finding of Mahpudz, et al., (2020), that tolerant individuals use social skills and understanding. Document analysis is also conducted to examine cognitive strategies. The finding is in line with Zehentner's (2022), who found an increase in English dative alternation structures due to the morphological, semantic, and pragmatic ambiguity.

Conclusion

The central concern of the study was to discuss effect of tolerance of ambiguity on successful selection of learning strategies used by Qassim University students. The focus was mainly on cognitive, metacognitive, affective, and social strategies. On this basis, a critical discussion of the reviewed literature, document analysis, and questionnaire results, were done. The main findings of the study revealed that learners' strategy use was influenced by ambiguity tolerance. So, in the light of the findings and the suggested implications, Qassim university students' ambiguity tolerance should be substantially developed to properly use learning strategies. This could be through providing challenges that develop learners' ambiguity

tolerance, cognitive structure, and intrinsic motivation to be more striving and willing to learn and use language competently. It is also important to resolve mother-tongue transfer problems using authentic contextualization of language items that helps disambiguate language structure in this EFL setting.

Limitation

There is, however, one limitation regarding Bunder's (1962) tolerance of ambiguity scale. Twelve items from the scale have been shortened, disambiguated, and used by the researcher, yet, Cronbach's Alpha showed low reliability. However, after translating the questions into Arabic the test showed good reliability. The other limitation is that results cannot be generalized unless samples from both males and females at different EFL institutions are included.

Future Recommended Implications

Bunder's (1962) scale is likely to gain significant research interest within EFL studies of tolerance/intolerance in language ambiguity; this is especially effective if some of scale's items are modified to achieve internally consistent assessment. The scale's statements concretely cover the actual state of affairs relevant to ambiguity tolerance of EFL language learning contexts, as the researcher has found out. It is also recommended to use Herman, et al. (2010) scale and the modified version of Bunder's (1962) scale which has gained acceptable reliability. Another issue is that gender variable helps explore many complex trends that would be a base for future EFL educational policies. Furthermore, to examine language ambiguity encountered by EFL teachers is part of the answer to students' problem of intolerance of language ambiguity.

Bio

Fatima MuhammedZein is an assistant professor in applied linguistics, she has some contributions to the field of the English language at international conferences. In addition, she has some published papers. Her interests lie in linguistics, particularly semantics, pragmatics, sociolinguistics, and applied linguistics.

References

- Achimova, A., Scontras, G., Stegemann-Philipps, C., Lohmann, J., & Butz, M. V. (2022, Jan,1). Learning about others: Modelling social inference through ambiguity resolution. *Cognition*,218,104862. <https://doi.org/10.1016/j.cognition.2021.104862>
- Bochner, S. (1965). Defining intolerance of ambiguity. *Psychological Record*, 15(3), 393–400
- Bochner, S. (2017, May,29). Defining Intolerance of Ambiguity. *Psycholgy, Rec 15*, 393– 400. <https://doi.org/10.1007/BF03393605>
- Brown, D. (1994). *Principles of language teaching and learning*. Prentice-Hall.
- Budner, N. Y. (1962, March). Intolerance of ambiguity as a personality variable. *Journal of Personality*, 30(1), 29-50. <https://doi.org/10.1111/j.1467-6494>
- Budner, N. Y (1962). Tolerance of Ambiguity Scale. Supervisor Core Ohio Child Welfare Training Program June ,2018. <http://www.ocwtp.net>, October.2nd,2021

- Chamot, A.U., and J.M. Omalley (1996). *Implementing the academic language learning approach*. (CALLA). *Learning strategies around the world*. OUP
- Dollinger, M. J. (1983). Use of Budner's intolerance of ambiguity measure for entrepreneurial research. *Psychology Reports*, 53, 1019-1021. *Sage Journals*, <https://doi.org/10.2466/pr0.1983.53.3.1019>
- Ellis, R. (1985). *Understanding Second Language Acquisition*. OUP. Ellis, R. (1994). *The study of second language acquisition*. OUP.
- Fillmore, W. (1979). Individual Differences in Second Language Acquisition. In Ellis, R. (1985). *Understanding Second Language Acquisition*. OUP
- Frenkel.B. E. (1949). Intolerance of Ambiguity as an Educational and Perceptual Personality Variable. *Journal of personality*, 18,108-143
- Furnham, A., & Ribchester, T. (1995). Tolerance of ambiguity: A review of the concept, its measurement, and applications. *Journal of Current Psychology*, 14(10), 179-199
- Herman, J. L., Stevens, M.J., Bird, A., Mendenhall, M., and Oddou, G. (2010). The Tolerance for Ambiguity Scale: Towards a more refined measure for international management research. *International Journal of Intercultural Relations*.34 (2010) 58–65
- Larsen, F.D. and Long, M. H. (1991). *An introduction to second language acquisition research*. Longman.
- Mahpudz, A., Jamaludin, and Palimbong, A. (2020, January). Tolerance Learning to Develop Students' Social Skills in the 21st Century. <https://doi.org/10.2991/assehr.k.200803.022>
- Merrotsy, P. (2013, May,17). Tolerance of Ambiguity. A trait of the Creative Personality? *Creativity Research Journal*. 25(2):232-237
- Murica, M. C. (2001). *Teaching English as a Second or Foreign Language*. Heinle & Heinle.
- O'Connor, P. (1952). Ethnocentrism, "intolerance of ambiguity," and abstract reasoning ability. *The Journal of Abnormal and Social Psychology*, 47(2),526-530
- Okhomina, D. (2021). Entrepreneurial orientation and psychological traits: The Moderating influence of supportive environment. *Journal of Behavioural Studies, Studies*, 10.1.1.366.2518_2
- O'Malley, J.M. and Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Harper Collins.
- Qingzong, Z. (2020). Effects of tolerance of ambiguity on the selection of language Learning strategies. www.cnki.com.cn
- Sternberg, R.J. (1988). A three-facet model of creativity. In R.J. Sternberg (ed.), *The nature of creativity: contemporary psychological perspectives*. (125-147) Cambridge University Press.

- Yu, M. Wang, H., and Xia, G (2022, January,13). The Review on the Role of Ambiguity of Tolerance and Resilience on Students' Engagement. <https://doi.org/10.3389/fpsyg.2021.828894>
- Zehentner, E. (2022) Ambiguity avoidance as a factor in the rise of English dative alternation. *Journal of Cognitive Linguistics*,33 (1),3-33
- Zenasni, F., Besancon, M. Lubart, B. (2008). Creativity and Tolerance of Ambiguity. *Journal of Creative Behaviour* Creative Education Foundation, 42 (1), pp.61-72

