

Use of Technology in EFL Classroom: A Study to Evaluate the Training Needs of Teachers in Line with Saudi Vision 2030

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Abstract

This research study attempts to investigate and evaluate the training needs of teachers in the EFL context while using technology to meet the desired learning outcomes. This is an exciting area to investigate as it would provide an insight into the psyche of the EFL instructors. The primary objective of this research work is to review the challenges encountered by the university faculties while using technology and to determine methods that can contribute to resolving these problems. The study is thoroughly based on a few premises, such as language teachers needing to be trained more to deal with the rapid development of technology and still relying on traditional teaching methods with little or no use of technology in and outside the classrooms. These challenges can be attributed to various factors, such as a lack of proper training modules for language teachers and a lack of motivation to learn and incorporate technology in their teaching methodology.

Furthermore, the current research shall enhance the technological competence of EFL instructors to meet the desired learning outcomes of English language programs in line with Saudi Vision 2030. A mixed-methods strategy was used in the study to collect data on the demands of EFL teachers in Saudi Arabian higher education, integrating quantitative and qualitative techniques. The results indicate a strong interest in learning new technologies to enhance classroom engagement and show a dire need to develop a training module for the instructors to enhance the technological competence of EFL instructors.

Key words: Technological Competence, Training Needs, Teaching Methods, EFL Instructors, Saudi Vision 2030

Introduction

For many years, there has been a goal to shift the Kingdom's economic foundation from being primarily dependent on oil to less dependent on fossil fuels and more on global knowledge (Yusuf & Atassi, 2016). Viewed through this lens, Al-Maimooni (2016) has noted that within the past five to six years, Saudi Arabia's ELT educational programs have experienced both systematic and strategic modifications to their teaching approaches (Al-Maimooni, 2016). COVID-19 also brought forth the need to prepare for and respond to future changes in the organization or job duties in almost all sectors, and educational organizations need to assess and prepare for such demands, especially regarding technological needs. In Saudi Arabia, many ELT research projects have examined emerging digital technologies, their effects on learning and teaching, and their pedagogical and motivational implications. (Al-Mwzaiji & Muhammad, 2023).

However, teachers face challenges in using technology while performing their educational duties as language instructors inside and outside the classrooms, as the recent teaching and learning pedagogy demands modern technological skills, especially using intelligent learning tools. The main objective of this study is to assess EFL instructors' current technological proficiency in achieving the learning outcomes of English language programs by Saudi Vision 2030. This Vision, spearheaded by Crown Prince Mohammed bin Salman, prioritizes human capital development to transform Saudi Arabia from a regional economic powerhouse into a worldwide leader. This will undoubtedly require a significant increase in educational attainment

and a particular English language proficiency level (Alfahadi, 2019). The Kingdom of Saudi Arabia aims to establish a distinguished education system to address challenges in global communications. Achieving this requires using technology, carefully considering teaching approaches employed by educators, and implementing sufficient teacher training programs.

The teachers lack motivation to learn and use modern technological aids in their classrooms. Therefore, it is pertinent to develop a practical and easy-to-use training module to meet the technological requirements of teachers in general and English language instructors in particular. This research is significant for several reasons. It will investigate the teaching and learning methods used in EFL classrooms. It is imperative that the learners can understand better if taught with an interactive model of learning. The researcher aims to bring such interactive, innovative tools into each EFL classroom to increase learners' understanding and enhance their language competencies. This can be done by devising a training module for the instructors to use comfortably rather than resisting the modern innovative tools used to achieve the learning outcomes. The study will provide future researchers with an insight into various dimensions of the training needs of EFL instructors while using technology in their classrooms. Furthermore, it will equip the teachers with the necessary skills and competency to cope with the ever-growing challenges of modern, technologically equipped classrooms.

Research Questions

This research aims to investigate EFL teachers' attitudes and training needs in the context of Saudi Arabia's Vision 2030, which strongly emphasizes upgrading education through technology. By identifying the current state of technology adoption and the challenges educators face, this research seeks to inform targeted professional development initiatives. To direct this study, the following research questions have been formulated:

1. What are the EFL instructors' perceptions of the application of technology in Saudi Universities?
2. What are the EFL instructors' training needs in applying technology in Saudi Universities?

Literature Review

There is growing interest in using technology in EFL classrooms, particularly in light of Saudi Arabia's Vision 2030. Various studies deal with the possible reformation of the educational system in KSA and how to resolve the challenges that may stand as barriers to achieving the goals of Vision 2030. Ndiaye et al. (2024) have found that instruction in English as a foreign language and language acquisition has been addressed; nonetheless, progress in both areas still seems to be occurring slowly. Therefore, the Saudi Arabian educational authorities must immediately devise solutions to some obstacles that seriously impede the realization of the aim. Al-Shehri (2020) conducted a study to investigate the English instructor's attitudes and perceptions about the ambitious Saudi Vision and to study if they experienced any important educational reformation through their teaching practices. Shawaqfeh (2018) conducted a study with English language instructors and found that the teachers did not consider using technology to provide quality among the English language instructors. However, in his study, Al-Zahrami (2017) explored that the English language instructors might play a significant role in attaining the goals of the Vision. He added that most teachers who participated had positive attitudes towards professional development in teaching English. Albuloushi (2019), in his research, investigated the teacher's competency in dealing with technology and concluded that the teachers were very interested in effectively incorporating technology with

pedagogical approaches. Alrabai (2018) found that many schools in the Kingdom did not have the appropriate technological tools to enhance the quality of English language teaching. A few studies undertaken by Alsudais (2017), Alyami (2018), and Asiri (2017) concluded that the competency of English language skills among the learners of Saudi Arabia was not satisfactory. Thus, it could not achieve the goals of Saudi Vision 2030. However, the teachers are the foundation of educational reformation and change. In her study, Alshammari (2021) urged the Saudi higher education authorities to reconsider their education approach to tackle the obstacles and disparities in access to a secure, fair, and equitable learning environment for all educators and students in the face of current and upcoming crises. Alzahrani (2022), in her study, also emphasizes the need for ongoing professional development to address this gap. Alenezi (2024) examined how administrators and teachers viewed digital technology in Saudi Arabian classrooms. The study found that both groups acknowledge the significance of digital technology in education, with the majority mentioning their availability and use of digital resources. The report highlights progress in digital integration while pointing out areas that still require improvement, such as more teacher training, removing bureaucratic roadblocks, and utilizing digital technology in line with Vision 2030's learning goals.

Furthermore, initiatives to improve EFL students' technological critical thinking abilities align with Saudi Vision 2030's objectives to prepare students for the workforce (Algouzi et al., 2023). The Kingdom of Saudi Arabia is concentrating on utilizing cutting-edge methods, like using ChatGPT for official evaluations in digital writing settings, to help students realize their full potential as they strive to fulfill the objectives of Vision 2030 in higher education (Faisal, 2024). However, in his research, Almalki (2021) indicates that there are still disparities in resource distribution, particularly in less urbanized areas.

Oudah and Altalhab (2018) looked at the attitudes and requirements of Saudi EFL teachers about the nation's training initiatives. They discovered that EFL teachers in Saudi Arabia have an optimistic attitude and think the training courses fulfill a variety of their needs. For example, teachers view crucial classroom procedures that include language development activities, programs on teaching aids for English, and methods for evaluating and grading students' language abilities. According to Al Mukhallafi (2019), educators should participate in frequent professional development courses on teaching techniques and small-group instruction. In his doctoral thesis, Bunaiyan (2019) emphasized the necessity of precise and detailed policy language and robust guidelines for integrating and deploying instructor support and feedback in the Saudi Arabian educational system. The effects of translanguaging on language acquisition are gaining attention in EFL classrooms. Studies on the awareness of translanguaging in EFL classrooms by Saudi students have shown a preference for creative approaches to language instruction (Alqahtani, 2022).

In order to investigate the elements influencing teachers' intentions to use digital educational games in the classroom, Dele-Ajayi et al. (2019) employed a (Technology Acceptance Model) TAM and the results of the study demonstrated that one strategy to impact young people's professional aspirations and enhance their digital literacy is through the use of computers and other digital technologies, such as digital games. Manipatruni et al. (2024) used a combination of synchronous and asynchronous learning and traditional and digital learning to help undergraduates improve their speaking abilities. In their study, Baek et al. (2006) sought to determine the variables influencing teachers' choices about the use of technology in the classroom. They investigated the extent to which teaching experience influences these choices. Albiladi, in his study, stated that to meet the educational goals outlined in the Vision, authentic materials and resources should be used in place of traditional language curricula. Additionally, language classes should incorporate more technology and cooperative learning techniques, foster a culture of acceptance and compassion among

students, and use language teaching that helps prepare pupils for the workforce (Albiladi, 2022).

Methodology

The research methodology section outlines the design, procedures, and instruments used in the study to evaluate the technological needs of EFL teachers. It describes the sample population, data collection methods, and analytical techniques employed to gather and analyze the data. Special attention is given to aligning the research methodology with the study's objectives and the principles of rigor and validity in educational research.

Research Design

The present study employed a mixed-methods research methodology, incorporating quantitative and qualitative methodologies to gather extensive data on the technology requirements of English as a foreign language (EFL) teachers within the Saudi Arabian higher education framework. According to Creswell & Plano Clark (2023), integrating qualitative and quantitative methods allows for a nuanced understanding of the research problem by triangulating data from multiple sources and perspectives. The quantitative component involved the administration of a structured survey questionnaire to assess teachers' technological proficiency, training experiences, and perceived needs. The qualitative component involved conducting semi-structured interviews with select participants to gain deeper insights into their experiences, attitudes, and challenges related to technology integration in the EFL classroom. By integrating quantitative and qualitative data, this research design facilitated a holistic and in-depth exploration of the research topic.

Research Sample

The research sample comprised EFL teachers from diverse settings of Saudi Arabia in tertiary education, including public universities and private language institutes. A purposive sampling technique was used to ensure diverse representation across various demographic factors, including age, gender, educational background, and teaching experience. The sample size was determined based on feasibility considerations and the need for adequate representation within each subgroup. Participants were recruited through various channels, including professional networks, educational institutions, and online platforms, to enhance the diversity and inclusivity of the sample.

The sample of this research study covers forty-seven (47) English language instructors from diverse backgrounds and experiences. The respondents are primarily from Prince Sattam bin Abdulaziz University, followed by King Saud University and other universities, as shown in Table 1 below.

Table 1: University names of the respondents of the study

University Name	No. of Respondents	%
Prince Sattam bin Abdulaziz University (PSAU)	30	63.83%
King Saud University (KSU)	9	19.15%
Qasim University	2	4.25%
National Industrial Training Institute (NITI)	2	4.25%
Others	4	8.5%
Total	47	100%

Moreover, the population of the sample comprised of both male and female faculties to represent both the genders as shown in table 2 below. Male participants constitute a majority, representing 70.2% of the sample, while female participants make up 29.8%.

Table 2: Gender of the respondents of the study

Gender	No. of Respondents	%
Male	33	70.2%
Female	14	29.8%
Total	47	100%

Data Collection

Data collection involved the administration of a structured survey questionnaire and conducting semi-structured interviews with a subset of research participants. The survey questionnaire was distributed electronically using online survey platforms, allowing for convenient and efficient data collection from a dispersed sample belonging to a range of higher educational institutes across Saudi Arabia. The questionnaire comprised a series of closed-ended and Likert-scale items to elicit quantitative data on teachers' technological proficiency, training experiences, and perceived needs. Additionally, semi-structured interviews were conducted with select participants to obtain qualitative insights into their experiences, attitudes, and challenges regarding technology integration in the EFL classroom. These interviews were audio-recorded and transcribed verbatim to aid in data analysis.

All participants were contacted online and invited to take part in the study. They received information about the study and a link to the online survey. The survey utilized a 5-point Likert scale, with responses ranging from 1: strongly disagree, 2: disagree, 3: neutral/not sure, 4: agree, to 5: strongly agree. The questions were derived from a literature review that focused on EFL instructors' perceptions and training needs related to teaching English using various tools and applications in the classroom.

To assess the reliability of our survey questionnaire, we calculated Cronbach's Alpha for each item. This statistic measures the internal consistency of the items, indicating how closely they are related as a group. According to Cronbach (1951), an Alpha value above 0.7 denotes acceptable reliability. Our analysis produced an Alpha value of 0.682 for the entire scale, indicating moderate internal consistency.

Data Analysis

The quantitative data was analyzed using SPSS 25. In contrast, the qualitative data underwent thematic analysis to identify and confirm factors related to the technological demands of English language programs in Saudi universities.

Demographic Distribution of the Respondents

This section presents respondents' demographic information whose data were collected through an online survey questionnaire. The demographic information was comprised of age group, university name, teaching experience, and experience using technology in the classroom. Table 3 exhibits the demographic information of the sample participating in this study.

Table 3: Demographic information of the respondents of the study (n=47)

Demographic Information	Frequency	Percentage
Age Group (in years)		
25-30	2	4.3%
31-35	4	8.5%
36-40	11	23.4%
41-45	12	25.5%
46-50	12	25.5%
More than 50 Years	6	12.8%
Teaching Experience (in years)		
0-5	4	8.5%
6-10	12	25.5%
11-15	14	29.8%
16-20	8	17%
More than 20 Years	9	19.1%
Experience using technology in classroom (in Years)		
0-5	9	19.1%
6-10	26	55.3%
11-15	9	19.1%
16-20	2	4.3%
More than 20 Years	1	2.1%

Results and Discussion

The quantitative data collected from the survey questionnaire is analyzed and presented in Table 4 and Table 5 below. Table 4 represents the perceptions of EFL teachers, and Table 5 highlights their challenges and training needs. The survey used a 5-point Likert- Scale where teachers reported why they find use of technology challenging in their classrooms. The survey questionnaire is appended at Appendix A.

Findings and discussion of Research Question 1: What are the EFL instructors' perceptions in the application of technology in Saudi Universities?

Table 4: Descriptive Analysis of items related to teacher's perceptions.

<i>Descriptive Analysis</i>	Q-2	Q-6	Q-7	Q-8	Q-10	Q-11	Q-12	Q-13	Q-14	Q-15
Mean	3.06383	2.276596	2.191489	1.765957	1.425532	1.510638	2.234043	1.765957	2.212766	2.680851
Standard Deviation	1.240692	1.174033	0.992106	0.81328	0.541523	0.655158	1.219636	0.757937	1.140865	1.144104
Sample Variance	1.539315	1.378353	0.984274	0.661425	0.293247	0.429232	1.487512	0.574468	1.301573	1.308973
Kurtosis	-1.19933	-0.83831	0.585559	1.661725	-0.60691	3.002372	-0.10648	1.525767	0.584191	-1.04524
Skewness	-0.12568	0.60885	0.991916	1.222595	0.737493	1.412531	0.955584	1.051106	1.121275	0.305927
Count	47	47	47	47	47	47	47	47	47	47

Table 4 (Q-2) above shows that most teachers (Mean=3.06383) agree that using technology is challenging due to work overload. They perceive a significant burden associated with preparing for technology-based lessons and experience a workload that they consider challenging. This indicates that a notable segment of teachers acknowledges the difficulties associated with technology implementation and might require additional support or training to overcome these challenges. Question 6 (Mean=2.276596) indicates that, on average, teachers disagree with the statement that their students lack the necessary skills to use the platform tools effectively. This suggests a general confidence in students' abilities. However, there may still be opportunities to provide further training and support to ensure all students can utilize the tools to their fullest potential. The mean score of 2.191489 (Q-7) indicates that, on average, teachers disagree with the statement that they lack sufficient time to use technology for classroom activities. This suggests that most teachers have adequate time to incorporate technology into their teaching practices, although occasional challenges may exist.

Further time management and ongoing monitoring support can help sustain and improve this positive perception. The mean score of 2.212766 (Q-14) indicates that, on average, teachers tend to disagree with the statement that there is a lack of computer-based materials or resources in their classrooms. This suggests that most teachers feel adequately supplied with the necessary resources, though occasional or specific needs may not be fully met. Regular updates and targeted enhancements can help maintain and improve this positive perception. The mean score of 2.680851 (Q-15) indicates that, on average, respondents tend to lean slightly towards agreeing with the statement that teaching methods at their university are inflexible. This suggests that while there is a perception of some level of flexibility, there may still be pockets of inflexibility experienced by faculty members. Further investigation and efforts to promote flexibility in teaching practices could help address concerns and improve overall satisfaction.

These findings align with existing research, highlighting that despite technology's growing integration into education, teachers often face challenges related to their technological proficiency. Studies (e.g., Alshammari, 2021) indicate that EFL teachers in Saudi Arabia may only sometimes have the necessary digital skills to utilize technological tools fully. Moreover, research by Alzahrani (2022) emphasizes the need for ongoing professional development to address this gap. This finding reinforces the importance of robust and continuous teacher training initiatives in Saudi Vision 2030, which prioritizes educational reform and the integration of digital tools. Providing targeted training and addressing the technical challenges could significantly improve teaching outcomes. This finding aligns with Alenezi (2024), who found that despite progress in digital integration, he still points out areas that still require improvement, such as more teacher training, removing bureaucratic roadblocks, and utilizing digital technology in line with Vision 2030's learning goals.

The general satisfaction with resources aligns with the government's efforts under Saudi Vision 2030 to enhance digital infrastructure in educational institutions. However, research indicates there are still disparities in resource distribution, particularly in less urbanized areas (Almalki, 2021). This implies that while many universities are well-equipped, targeted interventions are still needed to address specific resource gaps. Regular updates and the provision of cutting-edge educational tools will be necessary to maintain the progress envisioned in Vision 2030, which includes fostering a knowledge-based economy.

Overall, the findings provide valuable insights into the perceptions of EFL instructors regarding technology integration in Saudi universities, highlighting strengths and areas for improvement. Aligning these insights with the broader objectives of Saudi Vision 2030 emphasizes the need for continuous support, flexibility, and resource

enhancement in education. This alignment ensures that technology is not only a tool for instruction but also a means to advance Saudi Arabia's vision for a diversified, knowledge-based economy.

Findings and discussion of Research Question 2: What are the EFL instructors' training needs in the application of technology in Saudi Universities?

Table 5: Descriptive Analysis of items related to teacher's training needs.

<i>Descriptive Analysis</i>	Q-1	Q-3	Q-4	Q-5	Q-9
Mean	2.170213	2.595745	2.659574	2.042553	1.510638
Standard Deviation	1.129046	1.056236	1.147333	1.041684	0.546624
Sample Variance	1.274746	1.115634	1.316374	1.085106	0.298797
Kurtosis	-0.52439	-0.95216	-1.21889	0.433465	-1.03822
Skewness	0.69138	0.546126	0.085627	0.996812	0.373434
Count	47	47	47	47	47

Table 5(Q-1) above indicates that, on average, teachers (Mean=2.170213) tend to disagree with the statement that they find the use of technology challenging due to their unpreparedness. This suggests that most teachers feel adequately prepared to use technology in their classrooms, reflecting confidence in their technological skills and readiness. Continuous professional development and robust support systems are recommended to maintain and enhance this preparedness. The mean score of 2.595745 (Q-3) indicates that, on average, respondents are somewhat divided but lean towards agreeing with the statement that multitasking while using technology is daunting. This suggests that while multitasking with technology is not highly daunting, there are still mixed feelings, with some finding it more challenging than others. Providing focused training, enhanced support, and user-friendly tools can help address these concerns and improve teachers' comfort and efficiency with multitasking technology. The mean score of 2.659574 (Q-4) indicates that, on average, respondents are somewhat divided but lean towards agreeing with the statement that there are significant technical difficulties in using the platform tools in their classrooms. This suggests that while technical difficulties are not a predominant issue, the respondents have mixed experiences. Enhancing technical support, providing targeted training, and maintaining a feedback loop can help address these challenges and improve the overall user experience.

This finding aligns with research showing that many EFL teachers in Saudi Arabia have acquired a baseline level of technological competency, particularly after the rapid shift to online learning during the COVID-19 pandemic (Almaki, 2021). However, studies (e.g., Alshammari, 2021) also indicate that while teachers may feel prepared for everyday use, they still benefit from continuous professional development (CPD) to stay updated with new tools and best practices. In the context of Saudi Vision 2030, which seeks to integrate technology across sectors, CPD can ensure that teachers maintain their skills and innovate in their teaching methods. This helps the country meet its goal of developing a digitally literate workforce, with educators playing a key role in this transformation.

The findings provide insights into EFL instructors' training needs, revealing strengths and improvement areas. They highlight the importance of continuous professional development, tailored multitasking support, and enhanced technical assistance, all vital for achieving the educational transformation envisioned in Saudi Vision 2030. By addressing these needs, Saudi universities can better equip their educators to lead

innovative, efficient, and responsive classrooms to the demands of a technology-driven world. This finding is in line with Oudah and Altalhab (2018), who looked at the attitudes and requirements of Saudi EFL teachers about the nation's training initiatives. They discovered that EFL teachers in Saudi Arabia have an optimistic attitude and think the training courses fulfill a variety of their needs.

These findings on training needs reflect the importance of aligning technological proficiency with effective EFL teaching methodologies like CLT (Communicative Language Teaching), TBLT (Task-Based Language Teaching), PBL (Project-Based Learning), Flipped Classroom, and Blended Learning. Through targeted training programs, teachers become more adept at integrating technology into their instruction, improving student outcomes across all four language skills—reading, writing, speaking, and listening. This aligns with Saudi Vision 2030's educational modernization goals and directly contributes to better language learning outcomes, ensuring that students are well-equipped for the demands of the global workforce.

Qualitative Analysis

The data obtained from semi-structured interviews with a subset of research participants was qualitatively analyzed to categorize them into several key themes based on the types of technologies mentioned and the reasons for interest. Many respondents expressed interest in AI technology, including specific applications like ChatGPT and AI-assisted tools. This indicates a growing recognition of AI's potential to enhance teaching and learning processes. Interest in smartboards is prominent, with several educators mentioning the desire to learn how to effectively use this technology to make classrooms more engaging and dynamic. Many educators are interested in tools that promote collaboration and interactivity. Examples include Microsoft Whiteboard, Miro, Google tools (Padlet, Meet), and platforms like Blackboard and Zoom. Some educators expressed a general interest in any technology that boosts engagement and supports student-centered learning without specifying particular tools.

The qualitative findings indicate a growing interest among EFL instructors in leveraging various technologies to enhance language teaching, from AI tools to collaborative platforms and interactive smartboards. These interests align with existing research, which underscores the benefits of technological integration in fostering more dynamic, engaging, and student-centered learning environments. Furthermore, these findings resonate with Saudi Vision 2030's educational goals, particularly in promoting digital literacy, innovation, and the development of critical 21st-century skills.

For policy and practice, it is essential to ensure that educators receive the necessary training to use these technologies effectively and that equitable access to technological resources is prioritized. By doing so, EFL instruction in Saudi Arabia can evolve with global trends and national goals, leading to improved language learning outcomes and better preparation for students in a rapidly changing digital world.

Conclusion and Future Implications

The results indicate a strong interest in learning new technologies to enhance classroom engagement. Smartboards and AI technologies are particularly popular, while collaborative tools and VR garner significant interest. Educators are motivated by the potential of these technologies to create more interactive, student-centered, and effective learning environments. Training programs should address these interests and provide hands-on opportunities for educators to explore and integrate these technologies into their teaching practices. It also shows that there is a dire need to develop a training module for the instructors to enhance the technological competence

of EFL instructors while using smart language tools and applications, such as wikis, Learning Management System (Blackboard), Oxford Learner's Bookshelf, etc. in their classrooms.

To align with Saudi Vision 2030's goals of fostering a knowledge-based economy and promoting innovation, EFL teacher training programs in Saudi universities must focus on enhancing the technological competence of educators. Below is a comprehensive framework with actionable steps that institutions can adopt to develop effective training programs:

1. **Conduct Needs Analysis:** Identify teachers' current tech skills and challenges through surveys, classroom observations, and feedback loops.
2. **Offer Tiered Training Programs:** Create beginner, intermediate, and advanced tracks for teachers with different expertise levels.
3. **Hands-On, Practical Training:** Focus on experiential workshops, peer mentoring, and microteaching sessions to ensure practical application of technology.
4. **AI Integration:** Train teachers to use AI tools for personalized feedback, conversational practice, and automated assessments.
5. **Promote Student-Centered Learning:** Emphasize using collaborative tools, multimedia content creation, and flipped classrooms to engage students.
6. **Provide Ongoing Support:** Set up IT support teams, mentorship programs, and online learning communities to offer continuous technical and pedagogical help.
7. **Incentives and Recognition:** Offer certifications, rewards, and opportunities for teachers who excel in integrating technology.
8. **Align with Saudi Vision 2030:** Link training to national goals like digital literacy and 21st-century skills development and prepare students for the future workforce.

By developing customized, hands-on, and student-centered training programs focusing on technological competence, Saudi universities can ensure their EFL teachers are well-equipped to meet the challenges and opportunities presented by Saudi Vision 2030. These programs should focus on practical skills, continuous support, and clear incentives, enabling teachers to become innovators in the classroom and fostering enhanced student learning outcomes.

The study shall contribute significantly to the community in which the university has been established to enable faculty members to acquire the technological skills needed inside English language classrooms and other fields in general. It will equip them with the confidence and much-needed competencies to excel in their professional duties. This will ultimately help improve the students' overall learning environment. Furthermore, the findings of this study shall have implications for the ever-growing linguistic needs of the Saudi labor market with a focus on Saudi Vision 2030. Therefore, the current study will ultimately help achieve Saudi Vision 2030.

The researcher is aware of several limitations of this study. Due to time and similar other constraints, the study is confined to the subject under study and within the boundaries of the population to be examined. The other limitations that need to be encountered shall be the different backgrounds of the language instructors, which could be attributed to cultural, socio-political, or economic aspects. There is a need for further research to tackle these challenges in light of the discussions and analyses.

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Appendix- A

Dear faculty member,

This questionnaire aims at exploring your teaching experiences and perceptions regarding the use of technology in classrooms. Kindly note that your responses to this questionnaire will be only used for research purposes, and they will be dealt with confidentially so that no one can identify who you are or where you work. Thank you for your cooperation.

Please rate your responses of the following items (1- 15) on a scale of 1- 5, where they represent the following:

1- Strongly Disagree 2- Disagree 3- Not Sure/ Neutral 4- Agree
5- Strongly Agree

I find use of technology challenging in my classroom due to:

- 1- My unpreparedness for it.
- 2- The work overload involved in preparing for technology-based lessons.
- 3- Doing multiple tasks while using technology is daunting.
- 4- There are technical difficulties in using the platform tools in my classroom.
- 5- I am unable to access online teaching devices and tools in my classroom.
- 6- My students are not skilled enough to use the platform tools effectively.
- 7- I don't have enough time to use technology for classroom activities.
- 8- I have limited access to the internet in my classroom.
- 9- I don't have enough computer skills to use it in my classroom.
- 10- I am not interested in using it in my classroom.
- 11- My university doesn't support it.
- 12- I have curriculum restrictions.
- 13- My students are not interested in using technology for classroom activities.
- 14- There's a lack of computer- based materials or resources to use in my classroom.
- 15- We have to follow inflexible teaching methods in our university.

Please answer the following questions briefly:

- 16- What technologies you and your students can access in your classroom?
- 17- Please inform any specific technologies that you are interested in learning for better classroom engagement.