English Language Teacher's Autonomy: A Comparative Assessment Of Self-Driven And Software-Driven Pedagogy In Saudi Arabia

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Abstract

This study aimed to assess the English Language Teacher's Autonomy (ELTA) by comparing the two different modes of pedagogy defined as self-driven and software-driven English language teaching at the university level in Saudi Arabia. An exploratory, as well as cross-sectional descriptive research design, was adopted in this study. The primary data was compiled using a self-administrated web- based structured questionnaire. Non-probability snowball sampling techniques were used to collectthe data. Normality (Kolmogorov–Smirnov test) and homogeneity test (Levene's test) were checked before applying parametric and non-parametric tests. The statistical significance level was p-value <0.05 throughout the analyses. The Kruskal-Walli's test by ranks or Kruskal–Wallis H test, was performed as per the data normality and homogeneity conditions permitted in this research study. A statistical program (SPSS version 23.0) was used for the data entry, data coding, value labeling, and data analysis. The survey results revealed that there is a remarkable difference in the pedagogy of English language teaching among self-driven, software-driven, and mixed approach methodologies for English language teaching autonomy in Saudi Arabia from a statistical point of view. The self- driven approach was found to be the least accepted method in English language teaching autonomy, whereas the mixed (an amalgam of self-and software-driven English language teaching autonomy) approach was found to be the widely accepted method. The software-driven approach fell somewhere between a self-driven approach and a mixed approach in terms of effectiveness. Overall, the outcomesderived from this study will benefit one or another manner to the English language teachers and other schools'/colleges'/universities' management to comprehend the strengths and weaknesses of the English language teaching in the Saudi Kingdom and help in providing desired autonomy to the English language teachers. The current findings can be further explored by mediation and moderation analysis employing grouping variables and scale variables for more precise results involving a larger sample size.

Keywords: English language teacher's autonomy (ELTA); Self-driven; Software-driven; Mixed approach methodology.

1.0 Introduction

English is considered to be one of the most important subjects in the educational system of Saudi Arabia. It is now a required subject from the sixth grade through university-level education. The Ministry of Education also intends to introduce it at the fourth-grade level to achieve a more fruitful outcome. Because of the global demand, as well as the fact that it is the communication language of technology and science, business, and commerce (Alhaisoni & Rahman, 2013). Saudi Vision - 2030 has aspiring ideas to reform the country's educational policies and existing system, which will be implemented in phases. Many Saudi Vision's educational objectives include the following: minimizing the disparity between tertiary education results and the real wants of local labor markets; and enhancing the quality of tertiary education.

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To place at least 5 Saudi universities among the top 200 ranked universities in the world, as well as to improve the academic performance of Saudi students (Al-Shehri, 2020). Because the English language is a treasure trove of global knowledge and communication, it has been preferred as the instruction medium for higher education generally in many parts of the world, including the middle eastern Gulf countries and Saudi Arabia is not an exception. Despite its global recognition and acceptability, there is still a demand to raise the proficiency level of the learners to meet the requirements of various professional disciplines.

According to researchers at Preparatory Year Programme (PYP) English, English for Specific Purpose(ESP) improves students' macro-skills, which include listening, reading, speaking, and writing, among all other things. The notion that ESP gathers students' learning demands has not been clearly articulated, and warrants further discussion and research. To instruct that students require more ESP- based themes for overcoming their language and communication-related difficulties, a systematic assessment of the PYP English curriculum is, of course, required to support this claim (Nazim & Hazarika, 2017). Any teaching situation entails both the 'desire to learn and the 'desire to ensure that learning is maximized. The concern frequently resulted in a search for the most effective teaching methods. A quest of this nature has traditionally been regarded as the province of theorizers and academicians. Teacher participation in the quest has been restricted, which is ironic given that they are the real actors within their classrooms. They have been relegated to the status of mere consumers of the teaching approaches and methods developed by professors and researchers (Eusafzai, 2015). In the past, a study was conducted to investigate the utility of English teachers in stimulating learners' autonomy in the secondary education system of Saudi Arabian, and the participants were secondary school students (Alonazi, 2017). According to the findings of that study, the roles and functions of Saudi English language teachers differ depending on the contexts wherein they are employed. The current situation could be characterized as a transitional period from traditional methodologies to student-centered methodologies, according to some. As a result of these findings, autonomous language learning appears to have a bright future in the Saudi Arabian context. As a result of appraising the authentic roles that EFL secondary school teachers play to foster autonomous language learning in their respective educational contexts (Alonazi, 2017). Curriculum, pedagogies, textbooks, proficiency, motivating and engaging students, time management, and (perhaps) teaching mixed-level classes are all examples of areas wherein structured professional development programs for teachers are required to be developed and practiced. The release of the National Transformation Plan - 2020 & the Saudi Vision - 2030 will serve as a source of inspiration and structure for improving educational outcomes and opportunities for Saudi citizens as a whole. Because of the more number of teachers

who reported requiring English language proficiency training, as well as the pedagogy training, it is clear that a variety of measures must be adopted to enhance teaching practices that strive for excellence in teaching and learning of English language all over the Saudi kingdom (Mitchell & Alfuraih, 2017). Even though a majority of EFL teachers made use of information and communicationtechnology (ICT), their attitudes vary according to a variety of factors. Some of the factors that influence the attitudes of the teachers include the location of the school, the location where the highestqualification was obtained, and the teachers' previous EFL teaching experience (Alghamdi, 2017).

According to the study by Alshaikhi (2018), on how Saudi EFL teachers develop professionality in public schools of Saudi Arabia, wherein the main objective was to draw a panoramic view develop professionality at the school level (Alshaikhi, 2018). The key findings included the prevalent professionalism discourse and the power it exerts on teachers' engagement and attitude toward the development. This might pave the way toward a better understanding of teacher professional development (TPD) and teacher professionalism at Saudi public schools (Alshaikhi, 2018). English has become a global language, as well as it is a language of advancement and international communication, commerce and trade, military links, and so on many national borders and boundaries all over the world have become permeable as an outcome of the spread of the English language (Barnawi & Al-Hawsawi, 2017). As per Gaffas (2016), for an explicit understanding of the PYP English courses, it is necessary to approach female and male teachers and ELC leaders thoughtfully

and qualitatively. As a result, it may be possible to gain a more comprehensive understanding of manyother aspects of the learning processes that are assumed to either support or obstruct the teaching and learning processes (Gaffas, 2016). While creating EFL books or materials for young learners, EYL educators should consider the preferences of young learners as well as the integration of language skills. Additionally, early childhood educators should make use of new technologies to expandinstruction and enhance the knowledge of young learners (Daif-Allah & Aljumah, 2020). Instead, course books emphasize reading and writing, which can cause anxiety and reluctance when students are asked to practice public speaking. Speaking in English is not encouraged in any way; in fact, the students' exams are only offered in written form, and they are not encouraged to converse with one another in English both inside and outside the classroom (Alhmadi, 2014). The teaching of English in Saudi Arabia is just as important as the entire system of higher education in the country. In a country like Saudi Arabia, English appears to be extremely important, if not essential.

There are a variety of factors that influence one's ability to learn the English language. The issues that are directly related to pedagogy are more important than any other considerations in this context (Khan, 2011). It is vital to perform a thorough and comprehensive needs analysis for English teachers and students to become more effective (Al-Seghayer, 2014). In recent years, English language education has emerged as a key area of academic inquiry in Saudi Arabia, with several studies being conducted in this field. Proficiency or up to certain extent expertise in English has emerged as a prerequisite for the Saudi students, but despite government efforts to reform and invest in education, student proficiency has remained deficient.

The Saudi government and the Ministry of Education continue to advocate for the teaching of English as a second language in the kingdom. In Saudi Arabian hospitals, English is the language of instruction. Corporations and hospitals have established international schools for their employees and their children which provide English instruction (Aljohani, 2016). According to Nather (2020), both teachers and students showed their agreement that the ability and confidence to interact in English for real-world communication is critical to the student's academic and professional futures. Students expressed their preference for learning how to use a language rather than learning the language itself. The students believe that more time in class should be devoted to practicing the English language in oral communication situations (Nather, 2020). Teachers who support the integration of foreign cultures into the curriculum, even though their voices are not heard loud enough, must maintain an optimistic outlook for the future of this hope. Although, the doors are still open and educational reforms are still in progress, reflecting there is always a glimmer of hope at the end of the dark tunnel (Alamri, 2019).

A study by Alrashidi & Phan (2015) discusses the teaching and learning of English in Saudi Arabia,as well as the culture of the country. It emphasizes the importance of learning effective English as a second language for the development of the country's economy and society. Also, they emphasized the importance of learning effective English for the development of the country's economic and cultural institutions (Alrashidi & Phan, 2015). Socio-cultural identity and representation are extremelyimportant in EFL classrooms, and this is especially true for students from minority groups. When it comes to EFL settings, many linguists believe that language learning is difficult when the cultures of the home and the classroom/textbook are at odds, or when the values and even teaching methods presented in the class are alien and unappreciated by the students (Elyas & Badawood, 2018). Rather than relying on one teaching method, the researchers recommend that the English language teachers update and train themselves to be flexible in adopting a blend of suitable teaching pedagogies thatbest suit the needs of their students' learning styles. Although, Melibari (2015) tried to explore the situation of English language education in the Saudi higher education institutions and mentioned the gaps. Other researchers strongly suggest that further research into this area of English language education should be undertaken soon (Khalil & Kholofelo Semono-Eke, 2020).

Considering above mentioned facts and available research gaps, the present study was designed to study the English Language Teacher's Autonomy (ELTA) and to evaluate the self-driven, software- driven, and mixed approach methodology for teaching the English language in Saudi Arabia's perspective. The objective of this

study is to compare the difference between self-driven, software- driven, and mixed-driven approaches toward English Language Teaching Autonomy. The null and alternative hypotheses applied to this study are as follows: H0: No significant difference in the English teaching pedagogy among self-driven, software-driven, and mixed approach methodology in the kingdom; H1: Significant difference in the English teaching pedagogy among self-driven, software-driven and mixed approach methodology in the kingdom.

2.0 Materials and Methods

2.1. Participants and the study design

A cross-sectional questionnaire-based survey study (both quantitative and observational in nature) was performed at the Department of English, College of Arts, the University of Ha'il using a self- administered web-based (Google form) questionnaire to collect the data. The participants who took part in the study were English language faculty members at various Saudi universities involving the University of Ha'il, Jazan University, Albaha University, and King Khalid University, Abha. The participants were made aware of the objective of the study in advance of their participation. The study was conducted between Sept' 2021-March 2022. The participation of the subjects in the study was entirely voluntary, and their identities were not revealed to the researchers. Using Slovin's formula, the desired sample size was 344, and we successfully achieved 396 samples.

2.2 Data collection methods

A self-administered questionnaire was created comprising a total of 45 questions on it. The questionnaire was piloted on 44 participants and then modified to meet the needs of the participants. The questionnaire was further validated through the use of reliability and KMO tests (Supplementary Information: Appendix A - Survey Questionnaire). The questionnaire was divided into two sections. The first section of the survey comprised of questions related to the participants' demographic characteristics. The second section consisted of questions about the various aspects of self-driven, software-driven, and mixed approaches to ELTA as well as their implications.

2.3 Statistical analysis

The information gathered was tabulated in an MS Excel sheet, and the results were analyzed using the SPSS software program (SPSS Inc., Chicago, IL, USA, version 23 software). The Kruskal-Wallis test was used for comparing English language teaching autonomy among three approaches understudy: self-driven, software-driven, and mixed approach. Throughout the entire investigation, the statistical significance level was considered a p-value of 0.05 or less.

2.4. Ethical consideration

The present study was ethically approved by the Research Ethics Committee of the University of Ha'il under ethical approval letter no. H-2022-124. The study methods used in this study were performed under the University's official guidelines.

3.0 Results

In the pilot study, a total of 44 respondents participated. The reliability analysis was performed using Cronbach's Alpha, Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy, Bartlett's Test of Sphericity on each construct as Self-driven- English Language Teacher's Autonomy, Software- driven- English Language Teacher's Autonomy, and Mixed Approach (Self and Software)- English Language Teacher's Autonomy.

Table 1. Reliability Summary

Construct	No of Items	Cronbach's Alpha	KMO	Results

Self-driven- ELTA	12	0.865	0.763	Good
Software-driven- ELTA	12	0.906	0.830	Very Good
Mixed Approach ELTA	12	0.942	0.856	Very Good

For Self-driven- ELTA construct, it was clear that Cronbach's Alpha value was 0.865 which wasabove 0.700, hence the scale was reliable. The KMO value was 0.763 which was above 0.500, hence the Self-driven-ELTA scale had passed the sampling adequacy test. For Software driven-ELTAconstruct, it was clear that Cronbach's Alpha value was 0.906, which was above 0.700, hence the scale was reliable. The KMO value was 0.830, which was above 0.500, hence the Software driven- ELTA scale had passed the sampling adequacy test. For Mixed Approach (Self and Software)-ELTA construct, it is clear that Cronbach's Alpha value was 0.942 which was above 0.700, hence the scale was reliable. The KMO value was 0.856 which was above 0.500, hence the Mixed Approach (Self and Software)- ELTA scale had also passed the sampling adequacy test (Table. 1).

Before applying the parametric and non-parametric tests, the normality and homogeneity tests were performed using Kolmogorov-Smirnova, Shapiro-Wilk, and Levene tests. The SPSS output of normality and Homogeneity of Variance were as follows:

Table 2. Tests of Normality and Test of Homogeneity of Variance

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender	**Statistic**	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Self-driven- ELTA	Female	.167	108	.000	.900	108	.000
	Male	.106	288	.000	.958	288	.000
Software-driven- ELTA	Female	.150	108	.000	.912	108	.000
	Male	.119	288	.000	.948	288	.000
Mixed approach (Self and Software)- ELTA	Female	.149	108	.000	.929	108	.000
	Male	.120	288	.000	.965	288	.000
a. Lilliefors Significance Correction							

It is clear from Table 2 that all the sig. values were less than 0.05, hence the data for each construct as Self-driven-ELTE, Software-driven-ELTA, and Mixed Approach (Self and Software)-ELTA was not normal, hence we can only apply the NPar (Non-parametric) Tests - Kruskal-Wallis Test for the comparison among the three approaches of ELTA applicable in Saudi Arabia (Table 2).

Table 3. Test of Homogeneity of Variance

		Levene Statistic	**df1**	**df2**	**Sig.**
Self-driven- ELTA	Based on Mean	1.808	1	394	.180
Software-driven- ELTA	Based on Mean	7.873	1	394	.005
Mixed Approach (Self and Software)- ELTA	Based on Mean	1.684	1	394	.195

It is clear that sig. value for Self-driven-ELTA (.180) and Mixed Approach (Self and Software)- ELTA (.195) based on Mean is above 0.05 except Software-driven-ELTA (.005), hence, the data werehomogeneous for the further statistical analysis.

Based on the analysis of the demographic profile of the respondents, it was clear that a total of 396 participants completed the questionnaire, of the 288 (72.73%) were males and 108 (27.27%) were females, therefore most of the male teachers participated in this study. Based on the analysis, it was found that 9.09% of respondents were 21 to 25 years of age group, 15.91% were 26 to 30 years of age group, 29.55% were 31 to 35 years of age group, 22.73 were from 36 to 40 years of age group, 13.64% were 41 to 45 years of age group, 4.55% were 46 to 50 years as well as 51 to 55 years of age group, therefore it can be concluded that most of the

respondents were at the age group of 31 to 35 years. 20.45% of respondents were having 10 to 13 years of teaching experience, 15.91% of respondents were having 14 to 17 years of teaching experience, 29.55% of respondents were having 2 to 5 years of teaching experience, 13.64% of respondents were having 6 to 9 years of teaching experience, 6.28% respondents were having above 21 years of teaching experience, and 13.64% respondents were having below 2 years of teaching experience, therefore it can be concluded that most of the respondents were having 2 - 5 years of teaching experience. It was also found that 63.64% of respondents passed the Test of English as a Foreign Language (TOEFL), whereas 36.36% of respondents were not certified in TOEFL.

3.1 Most common learning difficulty students face

The analysis results the report that 38.64% of respondents said that Knowledge & Comprehension is the most common learning difficulties students face, 18.18% of respondents said that Motivation & Interest is the most common learning difficulty, 20.45% of subjects responded that Pronunciation is the most common learning difficulty faced by the students, and 18.18% respondents mentioned that Vocabulary is the most common learning difficulty students face, therefore it can be concluded that Knowledge & Comprehension is the most common learning difficulty students face (Figure 1).
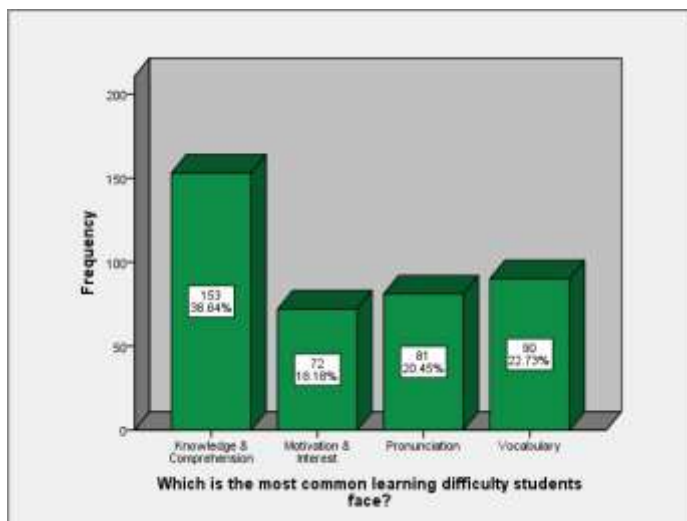

Figure 1. The most common learning difficulties students face

3.2 Most common pedagogical (teaching) problem teachers face

Figure 2 shows that nearly 20% of respondents said that Comprehension is the most common pedagogical (teaching) problem teachers face, 38.64% of respondents said that Minimum Use of English & Lack of Practice is the most common pedagogical (teaching) problem teachers face, 13.64% respondents said that Motivation & Interest is the most common pedagogical (teaching) problem teachers face, and 27.27% respondents said that Poor background & Exposure is the most common pedagogical (teaching) problem teachers face. Thus, it can be concluded that 'Minimum Use of English & Lack of Practice" are the most common pedagogical (teaching) problems teachers face (Figure 2).
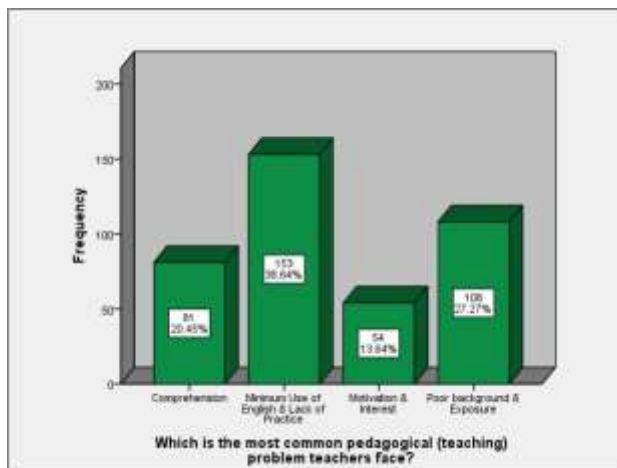
Figure 2. The most common pedagogical (teaching) problems teachers face

3.3 Best suggestion for improving students' general language proficiency

From the bar chart, it is clear that 11.36% of respondents said that More Exposure to Students is the best suggestion for improving students' general language proficiency, whereas 22.73% of subjects responded that More Practice & Tests is the best suggestion for improving students' general language proficiency. Nearly 41% of respondents answered that More Self Designed Specific Contents basedon Real-Life Situations is the best suggestion for improving students' general language proficiency,
and 25% of respondents mentioned that Motivating Students is the best suggestion for improving students' general language proficiency. In conclusion, it can be said that More Self Designed Specific content based on Real-Life Situations is the best suggestion for improving students' general language proficiency according to the response of the participants (Figure 3).
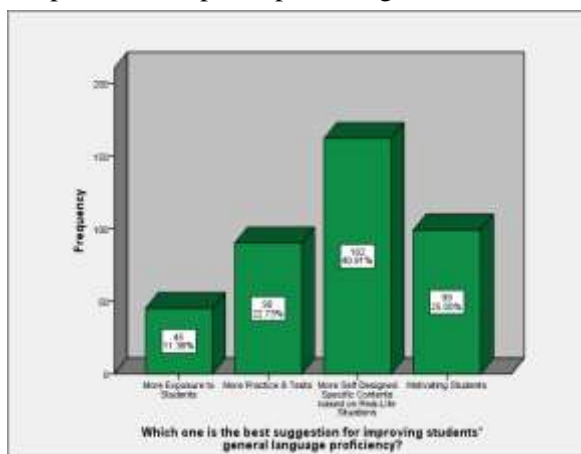

Figure 3. The best suggestion for improving students' general language proficiency

3.4 Best remedy for improving course-specific language proficiency

From the bar chart, it is clear that 27.27% of respondents said that Course Selection is the best remedyfor improving course-specific language proficiency, while about 16% of participants report thatInteresting & Easy Activities are the best option for improving course specific language proficiency. About 41% of respondents felt that Self-Designed courses are the best remedy for improving course- specific language proficiency, however, nearly 16% of subjects responded that Strategies are the best remedy for improving course-specific language proficiency. Hence, it can be concluded that Self- Designed courses are the best solution for improving course-specific language proficiency because of the participating subject teachers (Figure 4).

Figure 4. The best remedy for improving course-specific language proficiency
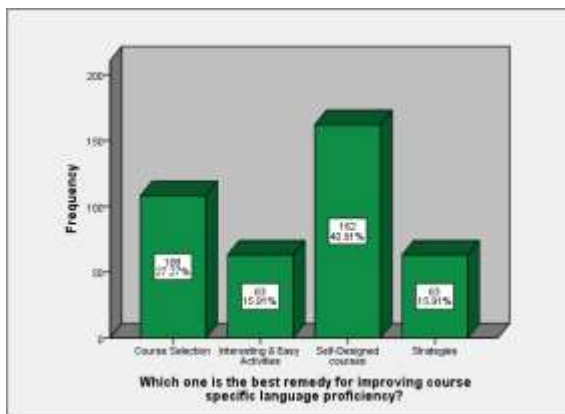

Table 4. Test Statistics[a,b]

	Mean Score of English Language Teacher's Autonomy Opinion	**Hypothesis Result**
Chi-Square	8.731	
df	2	
Asymp. Sig.	.013	H0 Rejected
a. Kruskal Wallis Test		

b. Grouping Variable: English Language Teaching Methodology	

From the Test Statistics[a,b] Table 4, it is clear that sig. value (0.013) is lesser than 0.05, hence it was safe to reject the given null hypothesis (H0: There was no statistically significant difference in the English teaching pedagogy among self-driven, software-driven, and mixed approach methodology in the kingdom, therefore it can be concluded that there is a significant difference in the English teachingpedagogy among self-driven, software-driven and mixed approach methodology applicable in the Saudi kingdom. To get the more precise results the mean rank plots have shown in the line chart (Figure 5) and the Table (Table 5).

Table 5: NPar (Non-parametric) Tests - Kruskal-Wallis Test -Mean Ranks

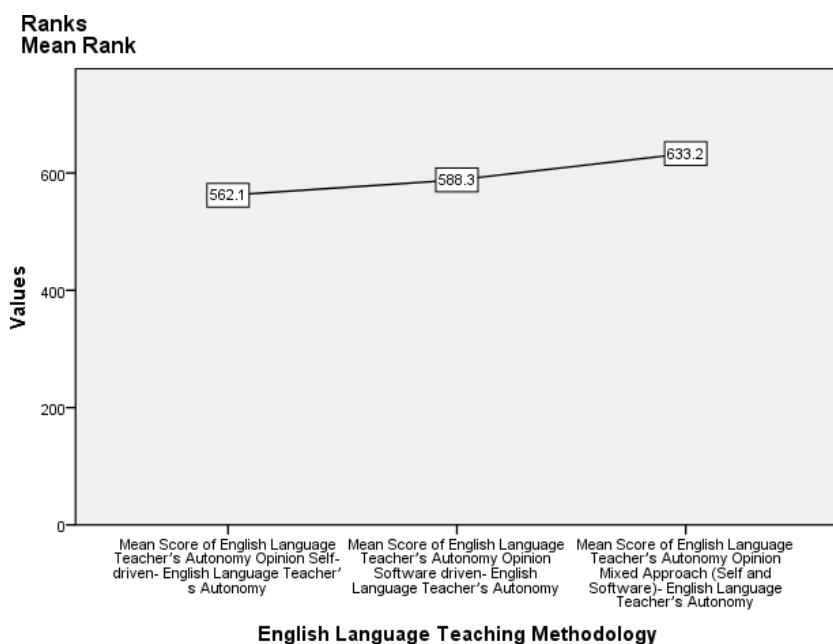|	**English Language Teaching Methodology**	**Mean Rank**
Mean Score of ELTA	Self-driven- ELTA	562.08
	Software-driven- ELTA	588.26
	Mixed Approach (Self and Software)- ELTA	633.16

Figure 5. NPar (Nonparametric) Tests - Kruskal-Wallis Test -Mean Ranks

From the NPar (Non-parametric) Tests - Kruskal-Wallis Test -Mean Ranks Table 5 and line chart (Figure 5), it is clear that Self-driven-ELTA is at the lowest end (mean rank 562.08) whereas the Mixed Approach (Self- and Software)-ELTA is at the highest end (633.16), and Software-driven- ELTA is at the middle level (588.26).

4.0 Discussion

During the teaching of the English language, the teachers always prefer the self-driven methodology whereas the school/college/university management focuses on the software-driven English teaching methodology (Al Alharbi, 2019). In the present study, during the first stage of the study, a web-based questionnaire was designed for the pilot study. In the preliminary stage of data collection, 44 respondents successfully responded to the questionnaire. The reliability and validity were performed successfully using Cronbach's Alpha and KMO test (Table 1). After getting the desired results of the reliability of the selected scale, the final main data was collected. The next step was to perform the normality and homogeneity test. This was done using Kolmogorov-Smirnova and Shapiro-Wilk tests.The homogeneity was performed by employing the Levene test. In the data analysis process, the data for each construct as Self-driven-ELTA, Software-driven-ELTA, and Mixed Approach (Self and Software)-ELTA was not normal, hence NPar (Nonparametric) Tests - Kruskal-Wallis Test was successfully applied for making comparison among the three approaches of English language teachingprevalent in Saudi Arabia (Table 2).

It was clear that sig. value for Self-driven-ELTA and Mixed Approach (Self and Software)-ELTA based on Mean was above 0.05 except the Software-driven-ELTA, so the data were found homogeneous for the analysis (Table 3). In the analysis of the demographic profile, it was found that the majority of the teachers were male. This is a little obvious as per the UNESCO data the literacy is slightly higher among males in Saudi Arabia, also the male to female ratio is higher in all the three universities with English language faculty considered in this study. Most of them aged between 31 - and 35 years with a Ph.D. degree and having 2 to 5 years of teaching experience participated in this study. As for as concern to the testing of TOFEL certification among the English teachers at the university level in Saudi, it was also found that 63.64% of respondents already passed the said certification, so it can be assumed that the majority of English teachers are qualified enough for the teaching. An earlier study by Nazim & Hazarika (2017) also supports the finding of this study in terms of various parameters (Figure 1-4) like the opinion of the English teachers regarding the Knowledge & Comprehension which is the most common learning difficulty students face, Use of English & Lack of

Practice as the most common pedagogical (teaching) problem teachers face, Self- Designed Specific Contents based on Real-Life Situations as the best suggestion for improvingstudents' general language proficiency, and Self-Designed courses as the best remedy for improving course-specific language proficiency. Based on the frequency test and percentage analysis, we found that Knowledge & Comprehension is the most common learning difficulty students face which is in line with the previously published study (Nazim & Hazarika, 2017).

Test Statistics[a,b]   Table 4 rejects the null hypothesis i.e., there is no significant difference in the English teaching pedagogy among self-driven, software-driven, and mixed approach methodology adopted in Saudi Arabia, and supports the claim that there are a significant difference in the all the three English teaching pedagogies, viz. self-driven, software-driven and mixed approach. NPar (Nonparametric) Tests - Kruskal-Wallis Test -Mean Ranks clearly show that Self-driven-ELTA is atthe lowest end whereas the Mixed Approach-ELTS is at the highest end. Overall, we can argue thatthe comparative study among the self-driven, software-driven, and mixed approaches of ELTS is unique as no previously published data on it concerning three pedagogical methods of teaching English in the Saudi kingdom.

From the results of Table 4, the Sig. value is. 013 which is less than 0.05 (commonly accepted levelof significance), therefore it can be said that there was a statistically significant difference in the pedagogy of English language teaching among the methodologies for English Language teaching autonomy in Saudi Arabia that was self-driven, software-driven, and mixed approach methodologies. According to the results shown in Figure 5, the self-driven methodology was found to be the least widely accepted methodology in English Language Teaching Autonomy, whereas the mixed approachmethodology (Self- and Software-driven English Language Teaching Autonomy) was discovered to be the most widely accepted methodology in English Language Teaching Autonomy. Regarding effectiveness, a software-driven approach fell somewhere between a self-driven approach and a mixed approach (Table 4. Test Statistics[a,b] and Figure 5. NPar (Nonparametric) Tests - Kruskal-Wallis Test
-Mean Ranks).

The findings of this study will be beneficial for the English language teachers and other school/ college/ university management to understand the strengths and weaknesses of teaching the English language in the kingdom. With the results and findings of this study, English language teachers and management can understand the importance of a mixed approach (Self- and Software-driven) and canadopt the same or design and articulate the teaching material and teaching style accordingly. The mixed approach to English language teaching is the best method to teach the students for systematic and fruitful learning.

In addition to the benefits mentioned above, our study suffers from two minor limitations, like the duration of the research, which was quite short, and the second limitation, that the primary sampledata collection was done only in the form of a web-based survey. Since the authors had not approached physically to the English language teachers due to the COVID19 pandemic, therefore it may be possible that the opinion and findings found in this study may or may not differ from the final results (Al-Samiri A, 2021).

To validate the current findings, the future researcher can make the structural equation modeling (SEM) and test the simultaneous hypothesis testing among three factors as self-driven, software- driven, and mixed approach methodology towards the efficiency and effectiveness of the SEM model.Future research can also be done by mediation and moderation analysis using grouping variables and scale variables to get more precise results (Assulaimani, 2019).

5.0 Conclusion

Results of this study revealed that there was a statistically significant difference in the pedagogy of English language teaching among self-driven, software-driven, and mixed approach methodologies for English language teaching autonomy in Saudi Arabia. The self-driven methodology was found to be the least accepted methodology in ELTA, whereas the mixed approach methodology (Self & Software-driven-ELTA) was found to be the most widely accepted approach. Future larger studies comprising a bigger sample size with inclusion of multiple centers will help in endorsing our current results and can be used for testing all the three approaches as self-driven, software-driven, and mixed driven comparatively towards English Language Teaching Autonomy using students' learning outcomes.

Conflict of interest:

None

Supplementary Information

Appendix I: Survey questionnaire

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