

Asset-Based Language Teaching for Saudi EFL Learners: An Exploratory Study of Perceptions and Challenges

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Abstract—By and large, this paper focuses on tapping into the asset-based approach to language teaching for Saudi EFL learners. It deals with exploring the literature that supports the need for an asset-based strategy. The components of the asset-based approach are discussed, and literature on how the school environment can best be set up to utilize the asset-based approach is explored. On the other hand, possible threats to the asset-based approach are also discussed with the aim of establishing how they can be better addressed in the context of applying this approach to improving academic performance. As for the data collection methods, two surveys are carried out in this paper, one tailored to the teachers and the other for the students. The data is used to analyze the perceptions and challenges of asset-based teaching. The paper concludes by combining the discussion with the aim of demonstrating why the asset-based approach is relevant in this particular context.

Index Terms—asset-based, language teaching, EFL learners, dialogic learning, native languages

I. INTRODUCTION

English language learners (ELL) have been growing at a rapid pace, not only in large urban districts but in small urban districts and suburbs as well. The growth is not equal in all these regions, though. There are, however, certain obstacles to ELLs' achievements in traditional schools. It must be noted that a lower level of English is perceived as a lower level of cognitive performance (O'Malley & Chamot, 1990). Teachers in certain regions may consider their students to be slow learners (Garven et al., 2016). Due to this, teachers might reduce the curriculum as a way to aid students in their language acquisition process (Gersten et al., 1986). This corrective measure can have a diluted impact on the pedagogy and also have a low level of student engagement (Arreaga-Mayer & Hou, 1992). This would have a prolonged effect on language learners.

Bilingual performance can be beneficial for all students. Most of the structure of bi-lingual performance can vary, but usually, they all provide at least 50 percent of the instructions in the partner language in all the grades. This is effective for at least the first five years of schooling (Genesee & Hamayan, 2016). This is the age at which language acquisition becomes lucid for students. They will be able to acquire more language at this age, so bilingual teaching is in many ways ideal for the needs of ELLs but also for global citizens. Research has time and again supported well-implemented dual-language education as the best modern option for ELLs (Krashen, 2004).

There are certainly academic benefits for both ELLs and non-ELLs. These students will have great access to high-level academic content in their native language. They are able to access the core curriculum and engage in higher-order thinking. Furthermore, as native speakers of English, the ELL students are able to provide a native-language model that helps them learn their second language. It becomes clear that language development cannot happen in a vacuum. Research ideas and practices from the fields of both education and community development have contributed to an extensive and still growing knowledge base about asset-based approaches to learning. "Assets, from this perspective, are understood as the skills, strengths, and resources that exist in individuals, collectives, and communities" (Pan, 2022, p. 327). Assets can be viewed simultaneously as something that is individual and also shared. As mentioned before, bilingualism will also come under this category, as bilingualism is not something that develops in an isolated way; it is developed through interactions with institutions and collectives such as family, schools, and the community.

Often times, asset-based pedagogy for English language learners only worked around the students' deficits. The general idea was that students who did not possess a high level of English were behind academically. There were a variety of deficits that people placed on ELL students. As a more effective foundation and means of instructing elementary English language learners (ELLs), the educational setting could have instead emphasized the assets that kids brought into the classroom and communities.

II. THE THEORETICAL FRAMEWORK AND KEY CONCEPTS OF ABLT: AN OVERVIEW

Asset-based Language Teaching (ABLT) is a pedagogical approach that recognizes and builds on the linguistic and cultural resources that students bring to the classroom. ABLT challenges the deficit perspective that views students' native languages and cultures as obstacles to learning and instead values them as assets that can enhance academic achievement

and social development. ABLT draws on several theoretical frameworks, such as sociocultural theory, funds of knowledge, trans-langaging, and critical pedagogy, to inform its principles and practices. Some of the key concepts of ABLT are:

1. Students' native languages and cultures are not only respected but also integrated into the curriculum and instruction. The curriculum and instruction in the school are designed to reflect and incorporate native languages and cultures of the students. Students' linguistic and cultural backgrounds are valuable assets that can enhance their learning and development. Therefore, ABLT recognizes that students need to develop academic skills and knowledge in the language of instruction, which may be different from their native language. Therefore, it provides opportunities for students to use both their home language and the language of instruction in meaningful and authentic contexts. It also exposes students to diverse perspectives and experiences from different cultures and communities, both locally and globally. By doing so, it aims to foster students' bilingualism, biliteracy, intercultural competence, and critical thinking skills.
2. Students are encouraged to use their full linguistic repertoire, including their home languages, dialects, and varieties, to communicate, learn, and express themselves. This means that students can draw on all the languages or varieties that they know and use them in different contexts, for different purposes, or with different people. A linguistic repertoire is not only composed of different languages but also of different styles and registers that a person can switch between depending on the situation. By using their full linguistic repertoire, students can enhance their communication skills, their learning outcomes, and their identity development.
3. Students are exposed to authentic texts and tasks that reflect their interests, experiences, and communities. Using authentic texts and tasks in the classroom is a way of exposing students to real-world language use and situations that reflect their interests, experiences, and communities. Authentic texts are materials that are produced for purposes other than language teaching, such as textbooks, journal articles, leaflets, web pages, songs, etc. Authentic tasks are activities that require students to use language for meaningful communication and problem-solving, such as researching a topic, writing an essay, giving a presentation, etc. By using authentic texts and tasks, teachers can help students develop their linguistic and cognitive skills, as well as their intercultural competence and critical thinking. Students can also benefit from engaging with authentic texts and tasks that are relevant to their academic goals and personal interests. For example, students who are planning to study engineering can read authentic texts about engineering topics and do authentic tasks such as designing a prototype or explaining a process. Students who are interested in music can listen to authentic songs and do authentic tasks such as writing a review or creating a playlist. However, using authentic texts and tasks also poses some challenges for teachers and students. Teachers need to select appropriate texts and tasks that match the students' level, needs, and objectives. They also need to provide scaffolding and support for students to cope with unfamiliar language and content. Students need to use various strategies to infer meaning from context, deal with unknown vocabulary and grammar, and produce coherent and accurate texts of their own.
4. Students are engaged in collaborative and dialogic learning activities that foster critical thinking, creativity, and intercultural competence. One of the goals of education is to prepare students for the challenges and opportunities of the 21st century. To achieve this, students need to develop skills and competencies that will enable them to thrive in a complex and diverse world. Collaborative and dialogic learning activities are pedagogical strategies that can foster these skills and competencies in students. Collaborative learning is an approach that involves students working together in small groups or teams to achieve a common goal or solve a problem. Collaborative learning can enhance critical thinking by exposing students to different perspectives, arguments, and evidence from their peers. It can also stimulate creativity by encouraging students to generate and evaluate multiple ideas and solutions. Furthermore, collaborative learning can foster intercultural competence by providing opportunities for students to interact with people from different backgrounds, cultures, and experiences. Dialogic learning is an approach that involves students engaging in meaningful conversations with each other and with the teacher. Dialogic learning can foster critical thinking by challenging students to question their own and others' assumptions, beliefs, and values. It can also enhance creativity by inviting students to explore alternative possibilities and scenarios. Moreover, dialogic learning can promote intercultural competence by creating a space for students to listen to and learn from each other's stories, opinions, and emotions.
5. Students are empowered to challenge linguistic and cultural discrimination and advocate for social justice. This means that students have the right and the responsibility to speak up against any forms of oppression or injustice that they encounter based on language or culture. They can do this by using their own voices, perspectives, and experiences to raise awareness, educate others, and demand change. By challenging linguistic and cultural discrimination, students can also affirm their own identities and values, as well as respect and appreciate the diversity of others. Furthermore, students can advocate for social justice by taking action to address the root causes of inequality and injustice in society. They can do this by participating in social movements, organizing campaigns, volunteering for causes, or creating their own initiatives. By

advocating for social justice, students can also contribute to the common good and promote a fairer and more inclusive world.

An asset-based approach to language teaching for Saudi EFL learners is constructed based on several previous scientific researches on this approach. In “Developing and Validating a Questionnaire on EFL Teachers’ Beliefs about Task-Based Language Teaching (TBLT)”, Elaheh Shirafkan et al. investigate the impact that task-based language teaching (TBLT) has had on the views that instructors have towards tasks. Participants in the study were EFL instructors from Mazandaran province of Iran. Exploratory Factor Analysis was used to factor-analyze the final version of the Teachers’ Beliefs on Task Questionnaire (TBTQ) (EFA). The findings showed that it appears as though the attitudes of instructors regarding the adoption of TBLT have been taken for granted. TBTQ can be used in both the context of teaching a foreign language and teaching English as a second language to identify different categories that have the potential to influence teachers’ beliefs and provide further pedagogical insights into the process of effectively designing and implementing tasks.

Another similar study was done by Lume and Muh. Hisbullah in 2022 titled, “The Effectiveness of Task-Based Language Teaching to Teach Speaking Skill”. The purpose of this research was to determine whether or not task-based language instruction is a successful method for enhancing students’ speaking abilities at SMK NW Darul Abror Kuta in Central Lombok in the academic year 2020–2021. The sample was taken using a quasi-experimental design and random cluster sampling with students in the 11th grade from XI B serving as the experimental group and students from XI D serving as the control group. The results of the data collection and analysis using an independent t-test demonstrated that task-based language teaching is successful in terms of teaching students how to improve their speaking abilities.

The study titled, “Promoting Competency-Based Language Teaching Through the Application of Multimodal Materials” by Tsui-Ying Lin and Wei-Jie Tiao in 2022 presents an enhanced competency-based language teaching approach that incorporates multimodal materials and performance challenges in order to build the language abilities and life competences of beginner-level undergraduate students studying English as a foreign language (EFL). According to the findings, students exhibit a favorable disposition towards multimodal materials, but they do not do as well in high cognitive demand activities. Nonetheless, the feedback from the instructors’ observations demonstrated better levels of learning motivation, communicative, critical, and creative thinking skills, as well as enhanced language abilities, as a result of the interaction with the multimodal materials.

In “Academic English as Standard Language Ideology: A Renewed Research Agenda for Asset-Based Language Education”, Jeff MacSwan (2020) argues that academic English is often seen as more complex than other varieties, giving the impression that school language can express complex ideas or use complex grammar. It calls for a return to an asset-based approach to school and home language differences in mainstream language education research.

III. METHODOLOGY

The purpose of this present study is to explore the effects of an asset-based language teaching approach on Saudi EFL learners’ academic achievement and motivation. Asset-based language teaching is an approach that focuses on the strengths and potential of learners rather than their weaknesses or deficiencies. It aims to create a positive and supportive learning environment that values diversity and fosters a growth mindset. This approach has been found to have a positive impact on Saudi EFL learners’ academic achievement and motivation, as it helps to build their confidence and self-esteem. Additionally, it encourages them to take an active role in their own learning and develop a love for the English language.

The study employed a mixed-method design, using both quantitative and qualitative data collection and analysis techniques. The participants included both EFL teachers and students. The data sources included separate questionnaires for teachers and students. The data were analyzed using descriptive and inferential statistics, thematic analysis, and triangulation methods.

IV. PARTICIPANTS

The study adopted a survey method, combining quantitative data from two questionnaires and qualitative responses. The surveys were done among EFL students and teachers of Jazan University. The student participants were 535, and the teacher participants were 126. The questionnaire was designed to explore the students’ attitudes towards asset-based language learning and their perceptions of its effectiveness in improving their English language skills. The teacher responses were sought to gain insights into their views on the implementation of asset-based language learning in the classroom.

V. DATA COLLECTION

The data collection was done in two phases. In the first phase, the survey was administered to the students. The second phase of data collection involved the teachers. The students were chosen based on their availability and non-random sampling, and the same applies to the teachers who participated. Both were given different sets of survey questionnaires. The non-random sampling method used for selecting the participants may limit the generalizability of the findings. However, analyzing data from both students and teachers can provide a more comprehensive understanding of the research topic.

VI. DATA ANALYSIS

The study’s focus was mainly on asset-based language learning. The questionnaire had 15 questions, and they were designed in the form of a Likert scale, from strongly disagree, disagree, neutral, agree, and strongly agree. Separate questionnaires made for teachers and students were shared via Microsoft Forms to collect the responses. The data collected from the questionnaires aimed to explore the effectiveness of asset-based language learning for both teachers and students. The results of the study could provide insights for educators on how to incorporate asset-based language learning into their teaching practices.

VII. RESULTS

The data gathered from the questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS) software. The whole study took place over a period of two months. Since the sample sizes for the two surveys were not equal, a normality test was done to see if the data set is normally distributed and to ensure that the results of the study can be generalized. Table 1 shows the descriptive statistics of the students using the Shapiro Wilk method to analyze the normality of the project. The test results show that the p value is greater than 0.05, indicating that the data is normally distributed. Table 2 shows the teachers data, and it shows the data is normally distributed. This indicates that the data used in the project is reliable and can be used for further analysis. It also suggests that the teachers’ data can be compared to the students’ data using statistical methods that assume normality.

TABLE 1
DESCRIPTIVE STATISTICS OF STUDENTS’ RESPONSES

Descriptive Statistics	StSD	stD	stN	stA	stSA
Valid	15	15	15	15	15
Missing	0	0	0	0	0
Mean	26.067	36.333	87.267	160.533	222.800
Std. Deviation	31.793	36.134	43.224	37.673	72.761
Shapiro-Wilk	0.671	0.744	0.908	0.849	0.906
P-value of Shapiro-Wilk	< .001	< .001	0.124	0.017	0.120
Minimum	5.000	7.000	32.000	81.000	104.000
Maximum	118.000	112.000	158.000	201.000	318.000

TABLE 2
DESCRIPTIVE STATISTICS OF TEACHERS’ RESPONSES

Descriptive Statistics	teSD	teD	teN	teA	teSA
Valid	15	15	15	15	15
Missing	0	0	0	0	0
Mean	5.400	9.933	23.667	47.400	38.467
Std. Deviation	3.269	12.314	14.821	14.045	21.246
Shapiro-Wilk	0.815	0.723	0.899	0.903	0.944
P-value of Shapiro-Wilk	0.006	< .001	0.093	0.105	0.442
Minimum	1.000	0.000	5.000	20.000	10.000
Maximum	15.000	43.000	55.000	65.000	81.000

Calculating the coefficient of variation provided additional insights into the data’s variability, allowing for a more comprehensive analysis. However, it is important to note that normality is not a requirement for calculating the coefficient of variation.

VIII. DISCUSSION

This study explored the perceptions and challenges of asset-based language teaching (ABLT) among Saudi EFL learners. From the analysis, it is clear that the students have had a positive impact on their language enhancement. From the questionnaire, it is clear that Saudi EFL learners certainly perceive asset-based language learning in a positive light. The coefficient of variation for students who agree with the asset-based methodology is 0.235, and for those who strongly agree, it is 0.327. Those students who are neutral are at 0.495. So, on a positive scale, almost 50 % of them have had some improvement due to asset-based learning.

Teachers who use asset-based language teaching are also in favor of and are open-minded about the inclusion of asset-based learning. The coefficient of variation for those who agree is around 0.296, for those who strongly agree is around 0.552, and for those who remain neutral is around 0.626.

Asset-based language teaching can be implemented effectively in the Saudi EFL context by providing high-quality material for use in a bilingual class. Their culture and traditions must also become English-language material so they can use English in the local context as well. These findings also hope to contribute to the literature on asset-based language teaching and provide implications for EFL teachers and curriculum developers who want to adopt this approach in their practice.

Asset-based language teaching is a relatively new approach to teaching that focuses on students' strengths and what they can do, rather than what they cannot do or areas of weakness. While this approach has many benefits, it also has

some challenges, which have to be considered as well. One of the main challenges is that it can be difficult to implement in a classroom setting. This is because traditional teaching methods often prioritize identifying and addressing students' weaknesses, rather than celebrating their strengths. Additionally, implementing asset-based language teaching requires a shift in mindset and pedagogical practices, which may require additional training and support for teachers. However, the benefits of this approach, such as increased student motivation and engagement, make it worth exploring and overcoming these challenges.

Teachers may need to change their teaching style and lesson plans to accommodate this approach, which can be time-consuming and require additional resources. Another challenge is that it may be difficult to assess students' progress using this approach. Traditional assessments may not accurately reflect what students have learned, and teachers may need to develop new assessment methods. However, the benefits of increased student motivation and engagement make it worth exploring and overcoming these challenges. By adapting their teaching style and lesson plans, teachers can create a more dynamic and interactive learning environment. Additionally, incorporating alternative assessment methods, such as project-based assessments or portfolios, can provide a more comprehensive understanding of students' progress and learning outcomes.

Despite these challenges, asset-based language teaching has the potential to be a powerful tool for improving student learning and engagement in the classroom.

IX. CONCLUSION

As more and more people from different linguistic and cultural backgrounds become teachers, it is important to use an asset-based approach to make sure that all students get the best possible education. It helps all teachers, no matter what race, ethnicity, or background they come from, learn how to build practices that are respectful of students and their communities and are sensitive to their cultures. By adopting an asset-based approach in ABLT, teachers can create inclusive learning environments that celebrate diversity and promote cultural understanding. This not only enhances students' educational experiences but also fosters a sense of belonging and empowerment among marginalized groups, ultimately contributing to a more equitable education system. Additionally, future research should explore the effectiveness of specific strategies and interventions that can be implemented to effectively integrate asset-based approaches into teacher training programs and classroom practices.

APPENDIX A. QUESTIONNAIRE FOR TEACHERS

Dear Participant,

This short questionnaire is done to understand your familiarity with the use of Asset-based Language Teaching and to analyze how this approach has helped and would help you improve your Language Teaching Skills. All your answers will be confidential.

1. I evaluate and analyse my students' linguistic and communicative skills at the start of the language course.

Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
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2. I contextualize and tailor the prescribed textbooks and resources as per students' needs.

Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
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3. I believe that Formative Assessment methods like analysis of students' work, strategic questioning, pair-work, quizzes, and maintaining student portfolio that records their progress would be very effective in language teaching.

Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
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4. I am aware of certain specific areas to focus on improving students' language skills like reading and writing in a different alphabet that has a different grammar and pronunciation than Arabic.

Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
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5. I emphasize on understanding the importance of learning English in the changing global environment.

Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
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6. Saudi EFL students have different expectations from the language-learning environment and are hesitant to participate in communicative learning and discovery-type activities.

Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
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7. Activities and assignments are designed around Saudi cultural contexts and students need to involve their parents or friends to show an understanding of their culture.

Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
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8. Students are able to relate better and are more focused when the language content is based on different aspects of Saudi culture.

- | | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
|-----|---|-----------------|----------------------|-----------------------|
| 9. | It is of paramount importance that all language teachers should have a social and cultural awareness that is specific to Saudi Arabia and integrate it as much as possible in teaching to enable an enriched language learning environment. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 10. | I am aware that using music, discussing certain topics and showing certain images can be culturally sensitive. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 11. | The content of language textbooks should be based on the historical, sociocultural and geographical factors that define Saudi Arabia. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 12. | Language learning gets accelerated when activities, assignments, and projects are based on religious celebrations, prominent national holidays, and popular sports. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 13. | Being bilingual and appropriate use of L1 helps in better language acquisition. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 14. | All subjects other than English are taught exclusively in Arabic at the University. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 15. | It is better to have Arabic subtitles for visual materials like videos, documentaries and movie clips for English classes. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |

APPENDIX B. QUESTIONNAIRE FOR STUDENTS

Dear Participant,

This short questionnaire is done to understand your familiarity with the use of Asset-based Language Learning and to analyze how this approach has helped and would help you improve your Language Learning Skills. All your answers will be confidential.

- | | | | | |
|----|--|-----------------|----------------------|-----------------------|
| 1. | My teacher/s evaluate and analyse my linguistic and communicative skills at the start of the language course. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 2. | The prescribed textbooks and resources are contextualized as per our language needs by the teacher. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 3. | Formative Assessment methods like analysis of students' work, strategic questioning, pair-work, quizzes, and maintaining a portfolio that records our progress has been very effective in language learning. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 4. | The teacher focuses on certain specific areas like improving our language skills like reading and writing in a different alphabet that has a different grammar and pronunciation than Arabic. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 5. | The teacher emphasizes on understanding the importance of learning English in the changing global environment. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 6. | I am hesitant to participate in communicative learning and discovery-type activities. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 7. | Activities and assignments are designed around Saudi cultural contexts and I need to involve my parents or friends to better understand my culture. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |
| 8. | I am able to relate better and am more focused when the language content is based on different aspects of Saudi culture. | | | |
| | Strongly Disagree | Disagree | Neutral Agree | Strongly Agree |

9. My language teacher has a social and cultural awareness that is specific to Saudi Arabia and integrates it as much as possible in teaching to enable an enriched language learning environment.
Strongly Disagree **Disagree** **Neutral Agree** **Strongly Agree**
10. I am not comfortable in using music, discussing certain topics and showing certain images that are culturally sensitive.
Strongly Disagree **Disagree** **Neutral Agree** **Strongly Agree**
11. The content of language textbooks should be based on the historical, sociocultural and geographical factors that define Saudi Arabia.
Strongly Disagree **Disagree** **Neutral Agree** **Strongly Agree**
12. My language learning gets accelerated when activities, assignments, and projects are based on religious celebrations, prominent national holidays, and popular sports.
Strongly Disagree **Disagree** **Neutral Agree** **Strongly Agree**
13. I am able to learn English better when the teacher uses Arabic appropriately to explain certain language and grammar points.
Strongly Disagree **Disagree** **Neutral Agree** **Strongly Agree**
14. All subjects other than English are taught exclusively in Arabic at the University.
Strongly Disagree **Disagree** **Neutral Agree** **Strongly Agree**
15. It is better to have Arabic subtitles for visual materials like videos, documentaries and movie clips for English classes.
Strongly Disagree **Disagree** **Neutral Agree** **Strongly Agree**

APPENDIX C. APPROVAL OF JAZAN UNIVERSITY RESEARCH ETHICS COMMITTEE

Kingdom of Saudi Arabia
Ministry of Education
Jazan University



المملكة العربية السعودية
وزارة التعليم
جامعة جازان

Standing Committee for Scientific Research - Jazan University (HAPO-10-Z-001)	Reference No.: REC-44/09/614
Research Title: Asset-based language teaching for Saudi EFL learners: An Exploratory Study of Perceptions and Challenges,	Date of decision: 12 April 2023
Principal Investigator: Dr. Yaseen Ali Mohammed Azi	Sponsor: -

The following item [✓] have been received and reviewed in connection with the above study to be conducted by the above investigator.

- [✓] Application for Research Ethics Committee approval
- [✓] Research proposal/protocol
- [✓] Patient Information Sheet & Consent Form
- [✓] Questionnaire
- [✓] Investigator's CV.

The committee's decision is:

- [✓] Approved
- [] Modification required (item specified below or in a accompanying letter)
- [] Rejected (reasons specified below or in a accompanying letter)

Comments: Investigator is required to:

1. Report any protocol deviation/violations to the Ethics Committee.
2. Provide progress and closure reports to the Ethics Committee.
3. The principal investigator has to contact the responsible person at the research site or the responsible entities for obtaining permission for research implementation and disclosure of the outcomes before publication.

Chairman of Standing Committee for Scientific Research

Dr.\ Hassan Ahmad Alhazmi

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Yaseen Azi was born in 1984 in Saudi Arabia. He completed his general education in Saudi Arabia. Dr. Azi holds MA in Linguistics and PhD in Educational Linguistics. He is an applied linguist and discourse analyst interested in the interconnections between the language system, language use, interaction, context. Dr. Azi 's work centers on the analysis of language use for education purposes and in multiple settings and contexts. He appeals to a multiplicity of theoretical approaches related to pragmatics, discourse analysis, perception, classroom discourse studies, second language studies, sociolinguistics. Dr. Azi teaches courses on how to approach language learning from conceptualization-based linguistic viewpoints. Dr. Azi actively participates in leading different committees/projects that are designed to achieve a variety of strategic goals aligning with the strategic planning of Jazan University or the community outside the campus.