

# Augmentation of Receptive Skills and Integration of Technology: An Analytical Perspective of Faculty's Perceptions and Observations in EFL Context

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## Abstract

Focusing on the utilization and integration of technology in EFL classrooms to train learners and enrich language inputs. Augmenting receptive skills in the EFL contexts, this paper has repopulated faculty's perceptions and observations respecting the integration of technology. The study discloses patricians' thoughts regarding the significance of integrating technology in language classrooms in Saudi for the augmentation of professional strength and academic performance. Language has become more error-free during the practices through technological devices and applications of apps in sessions by language instructors. The study reveals that teachers have presented the effectiveness of the integration of technology for the elevation of de-codification and standardization of language receptions. To inculcate language materials enhances learners' comprehension during discussions and participations. Instructors have concluded that the integration of technology assists students' knowledge of language helping in the deconstruction of codification purportedly. Correspondingly, faculty have communicated their discernments of technology integration in EFL classrooms to capitalize on its substantial application for enhancing receptive domains. This research has clarified that integration of technology has become lucrative to instigate effectively learners to receive messages—minimizing misinterpretation of text. Obtaining the overall insights and observations of teachers have identified the optimistic implication of integrating technology for instructional applications and enhancement of receptive skills. They discussed and reflected on the constructive impacts of technology integration on EFL learners. Moreover, the researcher used two questionnaires to conduct the present study from faculty, whose perceptions and attitudes about technology integration inspiring and instigating factors influencing students in the EFL context. Data have been analyzed through SSP to know the differences between all participants' selected options. Hence, it can be recapitulated that the augmentation of receptive skills has effectual acceleration after the integration of technology.

**Keywords:** substantial application, receptive domains, constructive impacts, effectual acceleration, instructional applications

## 1. Introduction

From 2010 to the present, the integration of technology has been applied to augment language codification and de-codification in a variety of EFL contexts. The initiatives of integration of technology augment the result after the execution of course completion. The fundamental objectives behind this integration was to improve learners' attitudes and aptitude to flourish in English proficiency (reception and production) (Sreena, & Ilankumaran, 2018). One of the most significant achievements of integrating technology into EFL classrooms was the augmentation and acceleration of receptive skills influencing students' productive skills sharply. Underestimating the technology-driven nature of the EFL classroom environment presently in an information-based and learner-centered, the lack of technology integration for receptive skills development language classrooms is a foremost concern in teaching. On a large scale, faculty prefers routinely the use of technology in classrooms to improve language reception. The study shows the positive attitudes of faculty toward integrating technology in classes showing momentous changes in understanding communication (Nazaralieva, & Usmonova, 2022).

Researchers have demonstrated that productive inculcation of language stuff constructs positive attitudes and enhancement of receptive skills through technology application than teachers apply the traditional methods of teaching EFL classes (Asad, Ghani, & Riaz, 2021). The significant variations in percentage could be observed due to technology integration being immensely considered student-centered learning. One factor that amplifies comprehension of language is the precise articulation of lexicons that contribute to increase the desirable objectives and outcomes in the EFL contexts. (Solanki, & Shyamlee1, 2012). Technology integration [henceforth TI] elevates students' achievements and promotes their motivational level to acquire language accuracy and fluency versus traditionally trained instructors.

Besides, TI indicates augmentation in confidence in codification of messages right after accurate reception or inculcation of linguistic components in learners craving for continuous evaluation of the effectiveness of English (Kumar, Shet, & Parwez, 2022).

The TI-based classroom environment has become mandatory due to globalization and pedagogical engagements. TI is perceived as considerably more accessible and interactive by using its potential to improve reception skills practically. TI allows the simultaneous incorporation of auditory phonetics, text, and graphics that result in learners' competence to interact with the aural, textual, and visual fabrics of language. (Gunuç & Babacan, 2018). Ancillary to the acquisition of receptive skills [henceforth RS], multi-modal (synchronized sight, sound, text) processing helps in the de-codifying of messages. Multi-modal processing, about RS augmentation, supports EFL learning with the minimization of errors. Owing to the extensive utilization of technology in educational domains and application demands, TI has become a more predominant tool in re-assessing students' directional or instructional shifts. (Kawinkoonlasate, 2019). EFL instructors contemplate that it has a substantial role in receptive skills growth and instigation of students' attention not only to visuals but also to accompanying aural inputs. In addition, comprehension and form-meaning correspondence simultaneously contribute to intrinsic motivation of learners. (Alemi, 2016).

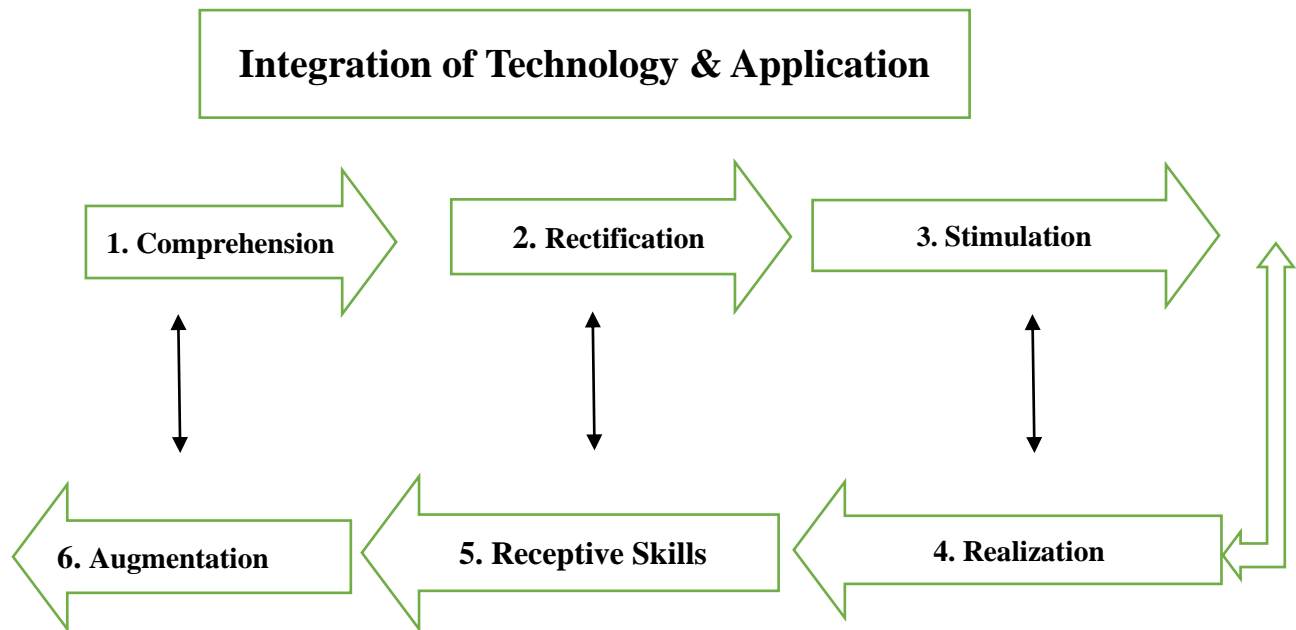


Figure 1. Integration of technology and application

The figure 1 indicates the encouraging English learners and highlights the effective impacts of technology integration in EFL classroom sessions. TI strengthens RS use/s and improves comprehension of language contents. Language comprehension provides rectification leading to pervasive stimulation through independent realization of the comprehended materials. Receptive skills get acceleration by comprehension and realization of codified communication. Hence, TI augments the de-codification of language by observing learners' re-codification of de-codified language substances.

Meeting the contemporary challenges of the English language and globalization, instructors prefer to standardize EFL teaching leading to considerable enhancement in learners' performance. The rapid growth of English, as a lingua franca, dominates the world; hence, EFL teaching includes TI to meet the unprecedented needs of the time (Lamo, Dhuli, & Larsari, 2023). Flowing from educational spheres to professional spheres, receptive skills mainly become the origination of information and communication in society. Countries, where English is objectively used for instrumental purposes, emphasize the understanding of utterances or tokens as a pre-requisite for replies (Solikhah, 2023). Comparatively, in response to queries about the instructions regarding English classrooms, the greater impacts of TI have motivated and ignited students' proficiency and accuracy in the EFL context in Saudi Arabia. Due to the flood of information and multi-tasking environment, message comprehension becomes sharply mandatory rather than the response in vocational institutes and professional milieus. The demands for TI have led academicians and administrators in Saudi Arabia to make compulsory TI to replace traditional techniques for pedagogical instructions and improvements in RS. (Alodwan, & Almosa, 2018). The contextualization of literature is related to the benefits of TI. A quantitative approach has been used in the research described in the methodology. Finally, the conclusions and findings regarding significant TI to augment receptive skills integration are presented.

**2. Contextualization of Literature**

Augmenting and unfolding the significance of language comprehension and message conceptualization for clear codification have led to integrated contemporary technological devices and apps in EFL classrooms. Changing from traditional teaching techniques and methodologies to TI-based methods utilization stimulates RS increase in classrooms. (Panyasai, 2023). It has been envisioned that TI

becomes requisite for acceleration and realization of de-codification during discussions and debates within EFL. McKenney and Visscher (2019) have defined TI as “the application/utilization of international networking (internet), media for interactive sessions, personal academic devices, teleconferencing, and other technological apps during instructional settings to progress, stimulate learning paradigms and construct erudition of communiqué Besides, Shelly, Cashman, and Gunter (2008) have explicated that TI, in the EFL context, encourages learners to “raise autonomous learning of language” as a combination of hardware and software with each subject-related domain of the syllabus or curriculum to augment autonomous learning. The useful strategy to teach effectively to “reassure the independence of learning for students” by fast-tracking their “normal intelligence”. (Xie, Nelson, Cheng, & Jiang, 2023).

Technology–apps integration and utilization have the incorporation of technological resources to make EFL conducive environment and convenient practices for language RS advancement during classroom sessions. (Ironsi, 2023). Educational excellence bitterly provides success in professional firms based on language RS healthy qualities (Pielmus, 2018). TI minimizes daily hurdles and challenges more frequently and effectively based on its uses for instructional resolutions (Novillo, Niama, & Tixi, 2023). Accordingly, TI means to nurture learning-independent assistance for flourishing subject-matter and improves language comprehension through self-practices directly conditioned to RS augmentation. (Consoli, Déiron, & Cattaneo 2023). Highlighting the substantial input of TI brings or bridges technology with the teaching of language for significant learning outcomes to meet the standardizations of communication. (Solanki & Shyamlee1, 2012). TI negates the conventional methods and teacher-centered classroom environment and requirements—dilapidating students’ motivation and potentiality in the EFL context. Précised articulation and lucid explanation of language contents prompt significantly RS to produce salubrious and coherent messages. (Nimehchisalem, 2014). Simultaneously, acceleration in undergraduates’ performance and stimulation which has substantial impacts on their attitudes and aptitudes based on TI is a current trend in teaching English. (Istek, & Ironsi 2023).

The erudition behind TI moderates the traditional tactics of teaching-learning courses and reduces the eruption of errors in producing language. Refining language production has the dire pre-requisite of RS instantaneously. (Sang, Valcke, Van Braak, & Tondeur, 2010). Educational technology includes media, models, non-projected visuals, audio, video, and digital media which provide assistance in RS progress. Educators could widen their views on providing freedom of learning in the EFL context. (Chun, Kern, & Smith, 2016). TI develops moderate dynamics in students’ message perceptions and promotes their level of confidence and critical thinking by inculcating newly acquired contents without the interference of the teacher. (Jasim, & Yahya, 2023). Indeed, learners’ preparation and performance become profoundly dependent on RS improving their strategies of language practical use (Gunuç & Babacan, 2018). Stimulation of speaking and writing accuracy has become more dependent on RS needing TI to change and renovate undergraduates’ comprehension of messages accurately. TI helps in the correct realization of RS during the discussions and debates (Maghribi, 2023). It lucidly uplifts reiteration and imitation of words and produces back with accuracy and fluency as observed through randomization strategies. (McKenney, & Visscher, 2019). To re-articulate TI is becoming globalized in the English language pedagogical practices. In the context of EFL, TI provides lucid influence on RS which could be capitalized to reshape language performance. TI stimulates language reception along with accuracy. (Nimehchisalem, 2014).

### **3. Statement of the Problem**

Reconsidering the situation EFL context, in Saudi Arabia, represents an intricate nature in terms of teaching English as a foreign language. Seemingly, it has been observed that separations between productive skills [henceforth PS] and receptive skills have become inevitable. The problem surfaces that students could not get reception of language contents precisely. No doubt, RS provides accuracy and fluency to PS as examined through teaching methodologies. TI helps English learners in professional communication and academic discussion. Need evaluation and instructors considered TI in English classrooms for sustainable development in RS. TI mediates between language and students to augment substantially the comprehension of language contents accelerating their actualization of language performance. Deficiency in precise PS is pertinent to RS and language content understanding; it is rather based on TI in a contemporary context. Moreover, TI was adopted in language teaching with similar perceptions and procedures in instructors’ minds respective to the goals of RS augmentation. Therefore, this study has attempted to investigate teachers’ approaches as well as perceptions towards TI for acute analysis, since they have pivotal roles in understanding and judging the outcomes and loopholes in directions and enhancement of English course contents to obtain the desired objectives.

### **4. Justification of the study**

The current paper aims to conduct an experimental study on the utilization of TI by English language instructors, in an EFL context, to stimulate undergraduates’ precise augmentation of RS and realization of accurate English language contents, leading to progress in accuracy and fluency in PS. Enhancing the receptive skills of English learners through TI clearly affects their presentation and performance in the actualization of the English language in the Saudi Arabian environment. In addition, how EFL instructors project and share their perceptions respecting their actual experience/s of TI substantial application for simultaneous imitations and reiterations as signs of RS perfection.

### **5. Hypothesis**

To augment the RS of English has become a colossal challenge for EFL instructors at the undergraduate level of students in Saudi Arabia’s Universities chiefly King Khalid University, Najran University, and Qassim University Saudi Arabia, where they need the awareness of augmentation of their RS through the extensive realization of TI. It has, whether believed or not believed that TI, at the

undergraduate level, augments undergraduates' RS helping in their articulation and discussions. This integration of technology would be found comparatively effective in terms of optimization and operationalization of undergraduates' English language contents. TI could be a substantial achievement after re-assessing the improvement in RS of undergraduates.

## 6. Study Objectives

The paper has the following fundamental objectives:

- To know the perceptions of English instructors respecting technology integration and utilization to augment English language receptive skills of undergraduates in university English classes.
- To explore the effectiveness of technology integration at university students in the EFL context to accelerate their comprehension of English language contents.

## 7. Research questions

This paper has the given subsequent questions:

- Following teachers' perceptions what are the impacts of technology integration and utilization in universities to augment English student's RS for realizing precise language contents?
- To what extent do English teachers perceive the effectiveness of technology integration at the university level in English classes in the acceleration of receptive skills?

## 8. Methodology

Revisiting English language instructors' perceptions concerning TI at the undergraduate level at different universities in Saudi Arabia, the methodology used for this study is quantitative in nature along with the utilization and application of SPSS (special package for social sciences) software for statistical analysis. Re-examining English instructors' perceptions regarding TI and its role in augmentation RS, the questionnaires have been distributed in three different universities in Saudi Arabia namely King Khalid University, Najran University and Qassim University Saudi Arabia. English teachers were exposed to objectively share their insights respecting TI and its impacts on students' RS. The questionnaire contains **15** questions revealing teachers' perceptions for qualitative data analysis. To measure, the positive influences and impacts of TI in the EFL context, varies in the articulation of teachers' perceptions have emerged during the analysis. Besides, the researcher has observed refinement in comprehending the message and a reduction in inaccurate PS by realizing the perceived language contents during the codification of the message in communication (discussions and debates). The researcher has placed pertinent questions in the questionnaire concerning TI and its Application to disclose the lucrative and meaningful effect in improving RS.

A group of **30** English instructors from King Khalid University, Najran University, and Qassim University Saudi Arabia have been voluntarily included in this study. From each university **10** English teachers randomly have been selected, who teach for consecutive 5 years at the undergraduate level. The participants' age varies from **33—45** years. The participants were both females and males regardless of any gender discrimination. Hence, they have preferred as a sample for this study. They partook voluntarily in selecting the options in the questionnaire to perceive TI for ameliorating students' RS in the EFL context. The questionnaire was conducted during their semester continuation alongside TI practices in classrooms. The data collected from the questionnaires were used for SPSS analysis to mark the measurement of English teachers' perceptions regarding TI. Realizing its impacts on enhancing RS The nominated group of EFL teachers marked their options. The data had been evaluated through the SPSS, which helped in the augmentation RS—leading to betterment in PS.

### Population

This study has involved **30** English faculty teachers as participants from King Khalid University, Najran University, and Qassim University Saudi Arabia. Having experience of from **5-10** consecutive years of English in applied linguistics in three universities mentioned above. The teachers were selected from different teaching positions e.g. professors, assistant professors, and lecturers of English who have more than **5** years of experience. The teachers were selected randomly (by using Random Sample) from those who have been teaching English language in the universities at the undergraduate level to mark their perceptions about TI. The sample is illustrative of a larger population during the present study.

### Data collection and instrument

Data was collected through one questionnaire having five questions for English Faculty to know their perceptions concerning TI in the EFL context. There were an amalgamation of covering dichotomous options **1. strongly agree, 2. agree, 3. neither agree nor disagree, 4. disagree, and 5. strongly disagree** respectively. Questions were composed to analyze English faculty's perceptions, and attitudes respecting TI to increase RS. A pilot study was conducted with **30** teachers as participants. The questionnaire is divided into three sections: **5** questions based on the subject of TI impact at the undergraduate level, **5** questions based on an investigation of teachers' attitudes towards TI as evidential experience and instructions. Furthermore, **5** questions referred to TI objectives and outcomes at the undergraduate level. The questions have inquired about how faculty's attitudes and perceptions could be disclosed regarding TI in EFL context in Saudi Arabia. Whether teachers have perceived that students get benefits and positive influences from TI to develop RS (input language contents). The questions have been about TI flourishing learning English potentialities of students.

Questionnaire (Faculty’s Perceptions respecting TI in FEL context)

Demographic Information

Name (Optional):

.....

Gender:

.....

Age:

.....

Name of College:

.....

Qualification:

.....

Please carefully read the following statements and select the appropriate option.

- 1. Are there more possibilities to augment RS through TI to benefit EFL students at the undergraduate level?

Table with 5 columns (5, 4, 3, 2, 1) and 2 rows (Strongly Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree).

- 2. Could TI easily penetrate language contents to EFL learners who get positive impacts to comprehend the played stuff?

Table with 5 columns (5, 4, 3, 2, 1) and 2 rows (Strongly Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree).

- 3. Do teachers experience more dynamic participation/s, intellectual growth, and efficient learning of ELF learners through TI classrooms?

Table with 5 columns (5, 4, 3, 2, 1) and 2 rows (Strongly Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree).

- 4. Do teachers constantly obtain the desired outcomes and objectives from TI for subject materials lucid reiteration during the codification of learners in classrooms?

Table with 5 columns (5, 4, 3, 2, 1) and 2 rows (Strongly Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree).

- 5. Do teachers perceive betterment through TI in cohesion and coherence of EFL learners in clarity of thematic understanding and reproducing of structures and their applications in EFL during discussions and debates?

Table with 5 columns (5, 4, 3, 2, 1) and 2 rows (Strongly Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree).

6. How do teachers feel a decrease in difficulties of EFL learners while utilizing technological devices and apps during taking classes?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

7. Do teachers consider TI more productive for EFL students to augment their RS helping in their cognitive and motivational levels?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

8. Do students increase their practical uses during performance of language contents while realizing benefits of TI in the context of EFL?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

9. Do teachers' experiences indicate pro-TI minds and feelings of students in classes comparatively than traditional methods of teaching English?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

10. Do teachers find synchronization between RS and PS after TI in learners' presentations during participation in classroom activities?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

11. Do students need assistance regarding the given materials despite TI becoming more inquisitive about the emergence of intricacy in understanding?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

12. Do teachers perceive that TI provides them the convenience to augment EFL learner's RS preferably at the undergraduate level in Saudi Arabia?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

13. Do teachers discuss with learners after TI and its pivotal roles in a comprehensive understanding of the topics during taking classes?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

14. Do teachers activate and motivate undergraduates through TI in the EFL context by using different apps and technological devices while teaching English?

5	4	3	2	1
Strongly	Agree	Neither Agree Nor	Disagree	Strongly Disagree

Agree		Disagree		
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15. Do teachers feel satisfied with TI that improves EFL learners’ achievements and attainments of language ingredients for practical utilization in real life?

5	4	3	2	1
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

**9. Delimitation of the study**

The number of English teachers as participants and one specific questionnaire, composed and designed having 15 questions, has delimited this study to know participants’ perceptions concerning TI in the EFL context.

**10. Data analysis tool**

*Special Package of Social Sciences* (SPSS) has instrumentalized to analyze the collected data. After obtaining the reliability of the scale by conducting an internal consistency reliability test for validity reasons. Descriptive statistics includes mode and mean that have estimated the percentage of English faculty’s perceptions regarding TI as well as to determine analytical evaluations of faculty’s responses about their TI perceptions (selection of options in questionnaires).

**11. Discussion**

Re-assessing the pivotal roles of TI in EFL classrooms, English faculty participants’ perceptions concerning TI, reveals analytically positive results in augmenting RS. TI is revolutionizing English language teaching presently. The selected options of participants demonstrate their perceptions and attitudes valuing TI in the EFL context. They have expressed their thoughtful views about TI which highlights their immense consent over TI’s roles in improving RS. Faculties have communicated their positive responses as well as gestures for the utilization of technology to stimulate learners’ attitudes and aptitude by the application of various apps in classroom sessions at the undergraduate level. Highlighting the umpteen preoccupations, the participants evince the impacts and influences of TI on RS through observing differences in performance of learners in different tasks of English.

TI could channel and stimulate English students at the undergraduate level to comprehend language contents (RS) better—leading to good performance during debates and presentations (King Khalid University, Najran University and Qassim University Saudi Arabia). Enhancement in RS incites and inspires learners who get more sophistication by reiterating or imitating the enunciation and materials during classroom practice sessions. Faculty participants have indicated their agreeableness about various contents in various contexts where TI could emerge as beneficial EFL students. Correspondingly, the maximum answers of faculty have validated their positive perceptions respecting TI’s role in the augmentation of RS in the EFL context. They have highlighted that TI has a substantial way of improving EFL learners’ RS which is inevitably pertinent to PS through inculcating materials and their independent use/s in the global environment of Saudi Arabia.

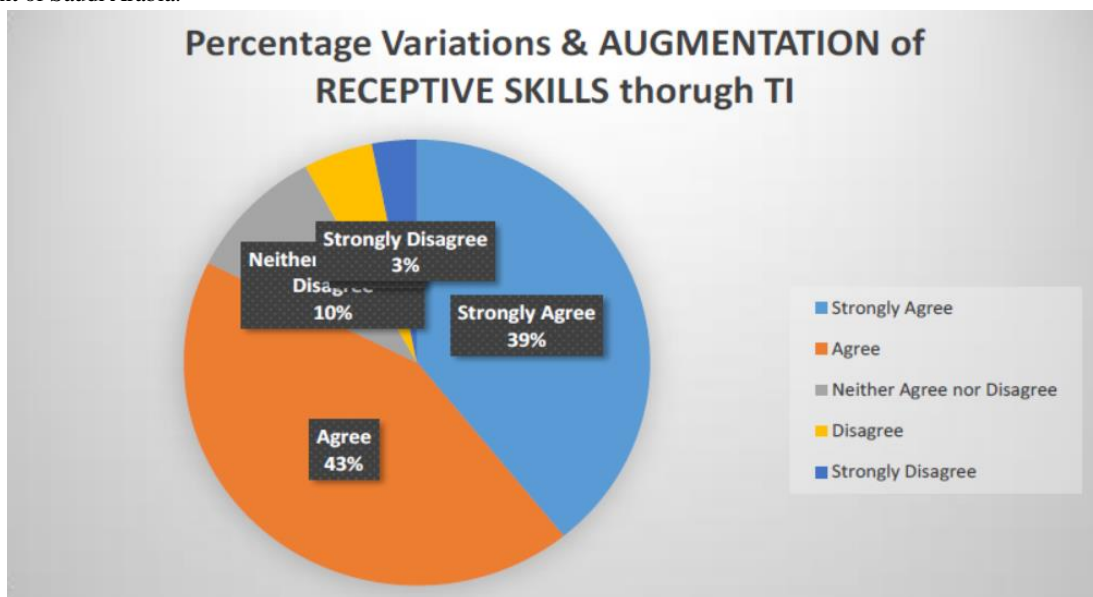


Figure 2. Percentage variations and augmentation of receptive skills through TI

Technology grants English teachers to realm of explorations and pedagogical development by engaging learners in re-innovating their language competence. Throughout history, TI has been at the forefront of teaching English and pedagogical development, changing the ways of teaching and learning language. Teachers have illustrated 39%, strongly agree option, that TI improves student RS. The teachers need to increase students' comprehension levels to achieve their language composition. TI has unveiled new dimensions of teaching English language to implement modern methods in pedagogy that projects the stretches the boundaries of teaching in the EFL context. Teachers have demonstrated 43% for the “agree” option disclosing TI stimulates RS beyond what EFL teachers have ever imagined in classroom sessions as shown in Figure 2.

TI encourages and facilitates the active engagement of EFL students through both capacity-building of RS and their lucrative or imminent performance of PS, in the context of Saudi Arabia. The collected data and analysis of SPSS revealed that 10% of participants replied that they “neither agree nor disagree” that TI provides changes for re-imagining English language contents and independent assistance to students at the undergraduate level. Respectively, participants have expressed observations and strong disagreement in terms of TI augmenting EFL learners’ issues of RS by means of inculcating themes and solving linguistics queries that are 3-5 % during classes. The majority of English faculty participants have become agreed, as they selected options, they implied that TI enhances learners’ RS competence while de-codifying English language contents in hybrid classroom environment. Utilization of technology increases students’ familiarization with modern methods of English teaching and stimulate their confidence in RS.

Table 1. Illustrates Questionnaire & Options of Faculty Participants’ Perceptions & Attitudes about TI

S. No	Number of Teachers Selected the Options of Question					
	Questions	Total Questions	Strongly agree	Agree	Neither Agree nor Disagree	Disagree
Q: 01	15	7	16	4	3	1
Q: 02	15	12	14	3	2	0
Q: 03	15	10	15	1	2	1
Q: 04	15	8	16	3	2	2
Q: 05	15	13	8	2	2	2
Q: 06	15	11	11	4	0	0
Q: 07	15	18	9	2	2	2
Q: 08	15	17	15	3	1	0
Q: 09	15	14	14	2	0	0
Q: 10	15	11	17	4	3	1
Q: 11	15	15	9	3	2	2
Q: 12	15	12	10	2	2	0
Q: 13	15	8	13	2	0	2
Q: 14	15	7	12	4	1	1
Q: 15	15	13	15	5	0	0
<b>Total</b>	<b>450</b>	<b>176</b>	<b>194</b>	<b>44</b>	<b>22</b>	<b>14</b>

The above table 1 contains a total “of 450” questions projecting faculties’ perceptions respecting TI—TI-augmenting RS in the EFL context. To a greater extent, the teacher from three different universities in Saudi Arabia has selected “176” options for “Strongly Agree” as indicated in Table 1. The teachers strongly believed that TI has more possibilities to enhance English language RS in the EFL context rather than teaching English with traditional methods. The answers selected for the “Strongly Agree Option” [henceforth SAO] have highlighted that most English teachers had contemplated the lucrative impacts of TI for flourishing RS capabilities and potentialities of English learners in Saudi Arabia at the undergraduate level. Next, SAO has presented the psychological influence on learners benefiting RS during the explanation of stuff in classrooms. While this number of “176” answers become “39%” of the total percentage. This helps to state that English faculties has negated traditional practices and pedagogical techniques of teaching English to EFL learners. Unanimously teachers consented that TI penetrates language materials without deviation and digression as teachers most of the time deviate or digress from the main topic during teaching. Teachers have experienced and explored the present situations in Saudi Arabia to improve English language learning-teaching practices and procedures through TI—adopted for EFL improvement. The SAO result of analysis has shown that TI in English teaching expand the experience for of EFL student’s receptive skills.

More to the point, comparatively a slight variation in in “Agree Option” percentage could be observed. Agree Option [henceforth AO] has presented the uttermost increase in percentage. The statistical analysis has identified that “194” replies have been received out of “450” of the questionnaire. The faculties have assumed positively TI influencing learners’ performance and intellectual efficiency of RS. It has meant that analytical perspectives and explanations endorse TI in the EFL context as a substantial invention to minimize RS impediments of learners during teaching sessions. Having valuable effects of RS augmentation, undergraduates constantly grow in mutual correspondence between the optimization of theories and practices during the operationalization of language contents in real situations. Statistically, it has emerged as the greatest ratio of 43% which puts forward faculty’s perceptions about TI and RS as dynamically productive for EFL learners. Teachers perceive TI as inspiring and instigating them to further enhance language clear reception leading to better presentation skills in academics and firms. This portion of the analysis has projected that the faculty of the selected universities have contentment with TI substantial influence on learners’ RS for practically extensive applications of language use. The above table illustrates faculties’ attitudes and perceptions in the centralization of TI in the EFL context as a meta-analysis of this study's relationship between E-learning and students’ academic achievements and RS augmentation.



On the other hand, at some level from an analytical perspective, few of the faculty participants have remained neutral about TI and its impacts on RS improvement. They have answered the questionnaire and considered their impartial stance as per their experiences. The third option “*Neither Agree Nor Disagree*”, [Henceforth NAND], has “44” replies respectively. Participants have manifested their impartiality concerning the productive role of TI in RS. Relevantly, teachers considered that TI might or might not develop learners’ mental synchronization with language contents. Bearing in mind the efficacy of TI in the EFL context, NAND received 10% replies from participants. The participants ponder that TI neither enhances RS nor the learners to achieve their outcomes and objectives of English language contents. Analytical description of data analysis has indicated quantitatively that NAND [10%] in questionnaire replies has no potential significance to dispose TI boosting RS. Similarly, the analysis has presented insubstantial views on the agreement of TI as a promising approach to comprehending language contents.

Afterward, concerning the emergence of profitable results of TI or its utilization, the participants contemplate that the TI approach could not be comprehensive in terms of understanding language material and increasing RS competence simultaneously. The analytical description of the questionnaire has divulged “5%” faculties’ perceptions of “*Disagree Option*” which indicate contradiction with the earlier huge percentages of the questionnaire. Table 1 has demonstrated faculties’ answers “22”, the selection of options subsequently presents participants’ views of negations with the majority of perceptions. The majority of the options highlight TI as extrinsic motivation helping in RS. Contrariwise, above above-stated percentage stated, has received less discrepancy and variance in comparison with the former, affirmative, and assertive discernment about TI’s role in augmenting RS. Also, this contravening variation represents the nominal number of replies by the faculties of the selected universities with different designations. Certainly, there has been an enormous disproportion and variance in assenting aspects of teachers who have consented with TI and its handsome application to help in RS.

Moreover, the table shows the least answers for the “*Strongly Disagree Option*” [henceforth SDO] through the analytical description of data. Comparatively, to the other options of the questionnaire, only “14” replies were marked by the participants of the study. Similarly, this percentage is in proximity to the earlier one. Augmentation of RS comprehension about TI has no effect on English learners in the EFL context. This becomes the total “3%” in comparison with a huge number of positive replies. On the contrary, the rest of the replies of the options have illustrated greater variations and maximum indications of consent about TI and RS relations as perceived by the participants.

Table 2. Recapitulates Total Number Selected Options, Questions, Answers & Percentage

S.No	Total Participants	Total Options	Total Questions	Total Answers	Total 100%
1.	30	Strongly Agree	450	176	39.11%
2.	30	Agree	450	194	43.11%
3.	30	Neither Agree nor Disagree	450	44	9.77%
4.	30	Disagree	450	22	4.89%
5.	30	Strongly Disagree	450	14	3.12%

Table 2 summarizes the affirmative eagerness of faculty respecting TI and its significant role in uplifting RS. Faculties have disclosed their perceptions that TI accelerates RS accuracy—leading to proficiency in PS. Participants indicated their consent with questions from the questionnaire based on the substantial use of technology, desired objectives and outcomes, and interdependence of RS improvement and TI. Nevertheless, the selected options presented variations to a greater extent in the above-stated numerical data and Table-analytical depiction of the options. Significantly, the replies to most of the questions and marked options have shown participants’ assertions regarding TI impacts on English learner’s RS competence categorically. The polarization of different English faculty’s views projects huge variance between maximum percentages “of 43% & 39%” and minimum percentages “5% & 3%” correspondingly. Being EFL teachers, the participants’ inclinations towards TI have been observed more comparatively with the refutation of TI and its role in RS development in the Saudi context.

Having relevancy to highlighted data and the analysis of questions, teachers communicated their consent and disposition for the utilization of TI for the augmentation of RS. This indicates their agreement with the researcher’s perceptions and data reliability and validity. The participants have considered the significant apps of TI for the betterment of RS of English learners in the Saudi academic environment. TI could promote the de-codification of English language contents for codifying purposes that inculcate a channelized mindset of learners. The teachers have expressed complete satisfaction of RS improvement by utilizing TI highlighting mental elevation and usage of English learners up to 82%. Besides, the other contradictive views are 8%. Eventually, a total of 450 questions were asked from 30 faculty participants who had selected randomly to mark options in a closed questionnaire.

Table 3. Illustrates the Total Number of Participants, Questions, and Selected Options

Participants	Questions	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
30	450	176	194	44	22	14

Subsequently, a total of 450 questions were asked of 30 participants from three selected universities in Saudi Arabia. The participants have randomly selected or marked the options in a closed questionnaire. 176 stated SAO, 194 highlighted AO, 44 NAND, 22 DO, & and 14 for SD options respectively have been identified as shown in table 3.

**Conclusion**

Revamping English language teaching in hybrid classrooms, TI facilitates English teachers and rejuvenates learners’ comprehension and

composition. The analytical description of data collected through questionnaires recapitulated faculty's positive attitudes and perceptions concerning TI to augment RS in the context of EFL. Teachers have agreed that the integration of applications and utilization of technology ameliorated English learners' performance accelerating language contents in Saudi Arabia. The participants have considered that TI has become a lucrative option to elevate students' RS and augmentation of de-codification at the undergraduate level. The study has pointed out that TI works better in EFL contexts in several aspects, comprising language reception development and increasing accuracy of language comprehension. Both comprehension and composition intertwined leading to mark proficiency in re-codification of language contents during discussions and debates. Subsequently, the analysis further has disclosed teachers' predispositions towards utilization and synchronization of TI in English classrooms. Technology stimulated learners' understanding and improving reiteration of language at undergraduate levels. Consistently, facilitating EFL learners, the participants believed that TI could flourish students' interests to influence their RS leading to progressive thoughts and practical performance. A greater number of faculties had revealed their optimistic perceptions about TI. English faculty further encouraged TI roles in RS augmentation and language contents. They perceived elevation in RS competence—understanding input-language contents.

***The study has disclosed the subsequent key findings:***

1. Integration of technology effectively improves receptive skills without the teacher's interference.
2. Integration of technology stimulates undergraduates to comprehend language contents.
3. Integration of technology provides opportunities for undergraduates to reduce their dependence on teachers—increasing independent learning.
4. Integration of technology could be perceived as lucrative for receptive skills to flourish learners' aptitude and attitude for language compression.
5. Integration of technology strengthens the imitation and reiteration of language materials leading to accelerated students' precise re-codification.

**Declaration of conflicting interests**

The author(s) declare(s) that there is no conflict of interest.

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**Authors' contributions**

Dr. Bibi Hajira and Dr. Abdul Sattar are responsible for the study design and revising the manuscript. Dr. Sami Saad Alghamdi and Dr. Mohammed Alhassan Almadani are responsible for data collection and analysis. Dr. Riyadh Mubarak Zainalabdeen Mohammed drafted the manuscript and Dr. Eshraga Mohammed Abdalla Osman revised and proofreaded it. All authors read and approved the final manuscript.

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**Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

**Data sharing statement**

No additional data are available.

**Open access**

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