English Language Teaching & Saudi Arabia Vision (2030): A Critical Scrutiny

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Abstract

The primary purpose of this research paper has been to argumentatively and critically scrutinize how ELT and Vision 2030, due to their relational nature, have mutually impacted each other through the visible paradigm shift from the relatively long-established system of Teaching and learning English in the Kingdom to the 2030's educational target needs. In other words, the authors of this research investigate whether ELT influences the Saudi Vision regarding foreign language education or vice versa. The authors of this paper have based this research on their background knowledge and theoretical concepts underpinned by existing

literature and research article analysis.

The authors have found out through methodologies, curricula, Course contents, and course specifications that English Language Teaching has been considered one of the primary keys to achieving the Saudi Vision's clearly stated objectives. Due to the holistic approach of this Saudi strategic vision, the authors have discovered that English language teaching and English as a Foreign Language have not been sidelined but still appear to be moving at a very lethargic pace. Hence, there is an urgent need for the Saudi Arabia educational authorities to come up with ways to face some constraints weighing heavily on the vision's success. In addition, this theoretical research has scrutinized the giant steps that Saudi Arabian authorities have been making in transitioning from a hybrid English Language Teaching system trapped for a long time in several sociocultural constraints to a more tailored and customized model in line with Vision 2030 target needs.

Keywords: ELT, Vision 2030, Paradigm shift, Methodologies, Curricula, Target needs, Course specifications

1. Introduction

Given the positive and thorough economic, social, and educational change throughout the Kingdom, it stands to reason that the Saudi Arabia Vision 2030 appears as a historical landmark.

This vision of changing the economic fundamentals of the Kingdom from oil-based to less fossil-based and more world-knowledge-based has been nurtured for several years now (Yusuf & Atassi, 2016). With this vision in perspective, the authors have observed that Saudi Arabia's ELT educational programs have undergone strategic changes in teaching methodologies as well as systemic changes over the last five to six years (Al-Maimooni, 2016). Authors can see that Saudi Arabian educational institutions have revised their Program Learning Outcomes from skilled-based to competency-based goals. In doing so, Saudi Arabia's educational authorities aim to prepare young Saudi citizens to fit into the changing and more competitive Saudi job market needs and requirements under a sustainable and diversified economy. For this to happen, Saudi Arabian educational authorities have designed policies urging higher education institutions to shift from teacher-centered to learner-centered approaches, which results in students being given more responsibilities in the learning process.

This vision, under the leadership of the Saudi Crown Prince Mohammed bin Salman, lays the focus more on human capital to make Saudi Arabia jump from a regional to a world economic leader, and this, without any shadow of a doubt, has to go through education in a more considerable extent and English language mastery to a specific extent (Alfahadi et al. (2019). As planned in the Saudi Vision 2030, dealing with foreign investors and international business and visioning to make Saudi Arabia a hub of manufacturing through international exchange requires strategic and systemic changes in the English Language Teaching programs. This current study aims to deeply scrutinize what we can see as a paradigm shift in ELT teaching despite the minimal results regarding Saudi Learners' language fluency and

competency on the eve of the Saudi Vision 2030.

2. Literature Review

Since April 25, 2016, under the leadership of Saudi Prince Muhamed Ben Salman, Vision 2030 has been a government program launched by the Kingdom that aims to increase diversification economically, socially, and culturally. Even though there have not yet been many in-depth research studies on the correlation between   EFL and Saudi Vision 2030 due to the relatively recent program, a few researchers and academicians have announced the color by putting forward ideas and proposals at conferences and academic forums (Al-Zahrani et al., 2017). Then, the authors can see the interest that the Saudi   Vision 2030 has brought to EFL in the Kingdom or vice versa has come to give added value to the different research so far conducted on the field and, at the same time, be a turning point in the needful systemic restructuring. However, it would only be possible to work on ELT by reflecting on teachers' and students' interrelated implications in the teaching and learning process.

Many ELT teachers in Saudi Arabia are non-native English speakers. For this reason, some researchers indicate that non-native speech sound characteristics impact their performance in the target language, which will impact on the learners' language learning. The Saudi government set up a program to train Saudi teachers in target language countries where their phonological competencies will be superior to those trained in EFL settings (Al-Arishi, 1991). Some researchers advocate contextualizing the learning material (Bhuiyan, 2016) as a supporting and motivating factor for better and more efficient learning needs. In this same line of ideas, reviews of many studies that focused on Teaching English in Saudi Arabia came up with recommendations that English teaching methods should be improved and ways to raise students 'motivations found as soon as possible (Al Mukhallafi, 2019). Also, the review indicated that teachers should attend regular professional development programs on teaching methodologies and microteaching sessions.

Many ELT research studies in Saudi Arabia also showed great interest in delving into new digital technologies and their pedagogical and motivational impacts on the teaching and learning process (Al-Mwzaiji & Muhammad, 2023). Also, the Saudi Arabia Vision 2030 is closely related to educational betterment in private and public schools and universities. ELT is the most essential part of it, given its importance in different fields of education Yusuf and Atassi (2016). Moreover, as Patalong, F. (2016) indicates in this regard, possible joint ventures between private and public sectors within the scope of technical curriculum development and teacher training programs appear as necessary steps

However, other researchers like Bahanshal, D. A. (2023) believe that shifting from EFL to ESL in the context of Saudi Arabia is the way to cope with a more promising Saudi Vision 2030. This point is all the more relevant as they plan to rank English as an essential language in the Kingdom. It falls into the correct definition of ESL, "the teaching of English to Speakers of Other languages who live in a country where English is an official or essential language" ("Google," n.d.). This will result in seeing English as an essential second language in the Kingdom with many social and economic benefits. This idea appears all the more valid as

Saudi Arabia has taken up the challenge of transforming its society's social and economic structure.

However, considering the universal stance of the English language as a Lingua franca, the theories of contextualizing Saudi Arabia's teaching materials or shifting from English as a Foreign Language to English as a Second Language to fulfill Saudi Vision 2030 become less valid and out of context. Therefore, for this theory to gain validity, a clear correlation must be between contextualizing curricula contents and Saudi students' overall performance. The Teaching and Learning of English for Vision 2030 would be better inclusive regarding the contents of curricula and human resources rather than reclusive.

Many research studies have been conducted on Teaching English in the Kingdom over the last two decades. However, only a few have focused on the interrelated nature of English teaching and the Saudi Vision 2030. On the other hand, some other research studies explored the chronological events of how ELT started and spread in the Kingdom and the systemic inadequacies that hampered its full shriving without any reference to the Saudi Vision 2030.

Also, others investigated what the teaching practices used to be in the past and their impact on the Teaching and Learning of English in the Kingdom. For example, Elyas and Picard (2018) published an article entitled: "Saudi Arabian Educational History: Impact on English Language Teaching." This study attempts to explain how the vestige of Saudi Arabia's educational history has washed out on EFL teaching and Learning. Early English language teaching methodologies and learning skills in Saudi Arabia originate in traditional (Quranic) practices and madrassa (formal school), which can be compared to the grammar-translation approach characterized by memorization and rote Learning.

However, the author's experience in the field shows that invaluable efforts are being made to change teaching methodologies in Saudi Arabia, as stated in most of the schools' and universities' Program Learning Outcomes, which focus on providing students with opportunities to communicate in lifestyle-oriented situations. This approach or teaching strategy is defined as Communicative Language Teaching, which has come to bridge the gap between the Audio-Lingual and the Grammar Translation Methods. The audio-lingual method was mainly based on linguistic competence and many grammar structures. Moreover, the exercises must be diversified and built on a pattern that tends to be cyclical throughout the course. As Alqahtani (2018) indicates the method was mostly criticized in Saudi Arabia because the drills and pattern practices were abusively target- language culturally oriented. The Audio Lingual was used in Saudi Arabia for more than two decades before its validity was questioned as it did not provide students with communication skills (Al Hajailan, 2006)

2.1 ELT Challenges Before the Advent of Saudi Vision 2030

English as a foreign language teaching and Learning started in the Kingdom in 1924 and has remained the only foreign language taught in schools and universities. As Faruk (2014) puts it, English teaching started in elementary school and lasted for a few hours, and it went to King Saud University for the first time in 1957.

One of the main objectives of Teaching and learning the English language is mentioned in

Article 50 of the Saudi Arabia education policy, which theorizes that young Saudi citizens must be knowledgeable in at least one foreign language and Arabic to spread Islam worldwide. Later, Saudi Arabian authorities refocused their lenses and saw that English was needed to appraise the twentieth century's various needs better. Therefore, as early as 1936, a Scholarship Preparation School was operational in Makka, and its objective was exclusively to prepare young Saudi Arabian students for American or United Kingdom educational programs. The school where English Language was first taught laid the foundation stone for modern Saudi Arabia's high schools. In this same line of ideas, English teachers from Asia and mainly Egypt were recruited (Mahboob & Elyas, 2014).

However, the English language teaching policy in Saudi Arabia has undergone several changes throughout the years. As early as 1930, with the advent of oil, the English Language was presented as a school subject throughout the Kingdom, followed immediately by designing the first English Language teaching curricula for intermediate and secondary school levels. Later on, in the mid-seventies, this growing emphasis on the English Language, which started to develop students' awareness of Western cultures, values, and beliefs, started being disapproved and criticized by some scholars who believed that the textbook's cultural contents would wash out on Saudi student's faiths and identities (Alqahtani, 2018). Despite some sporadic criticism against the very timid spread of English between 1970 and 2000, some renewed interest in consolidating the English Language was witnessed by some officials, educators, and even parents who perceived the high school graduates' shallow level of English. This resulted in the implementation of English Language teaching in all primary schools, which later on again was severely criticized.

Today, as Alfahadi (2019) analyses, thanks to the value of the English language to the economy, Saudi Arabia's education policymakers have given paramount consideration to its Teaching and Learning. The ARAMCO oil company perfectly illustrates the rationale behind the Saudi Arabian workforce's need for English language skills (Liton,2003, as cited in Khawaji,2022). Implementing English Language Teaching and Learning policies and assessing its functionality in Saudi Arabia have been a source of much research and studies and will likely stay this way. The influence of modernization and Saudi Arabia's policy of openness to the perpetual changing of educational paradigms have inspired decision-makers and education technicians to put English language teaching at a high rank of the curricula hierarchies. Despite the genuine efforts made throughout this process to make it successful, there are signs of resistance to the validity of the language; some voices are even questioning its relevance to local needs. As a result, most Saudi students need more motivation to learn the language.

2.2 ELT and Socio-Historical Factors in Saudi Arabia

The English language teaching and learning in Saudi Arabia has been the source of many debates and discussions that have even gone beyond the academic circles to reach political, religious, and social spheres. Several factors can easily explain these heated debates. First, Saudi Arabia's religious conservatism sees the English Language as a Western threat to the Islamic faith. Second, Saudi Arabia's world economic rank as an oil-producing country needs

the English language to keep up with the new trends of the world market economic standards. A third factor related to the previously mentioned is the need for Saudi Citizens to know English for job interviews or training sessions in many companies like Saudi ARAMCO or Saudi Telecommunication Company, which are still highly staffed and managed by Westerners. Last, historical factors still seem important in shaping Saudi citizens 'mindsets regarding foreign languages. Turkish, the language of the Ottoman Empire, was the first foreign language to be taught in Saudi Arabia, but later on, it was rejected and labeled as the oppressor's language.

2.3 ELT and Sociocultural Factors in Saudi Arabia

Many researchers have studied and dealt with culture and EFL learning from different perspectives during the last decades. It is universally agreed that language learning is intrinsically connected and associated with source and foreign cultures. Successful Teaching and learning activities should consider the learners' sociocultural environment, resulting in a healthier teacher and student rapport. Many TESOL researchers have considered the Kingdom of Saudi Arabia as a context that needs further consideration regarding second language teaching. Every country has sociocultural norms that shape educational orientations, goals, and objectives. Therefore, classroom context and all related interactions cannot be excluded from the outer sociocultural sociocultural environment. For Instance, Fagan (2008:44) claims, "Language cannot be restricted to any periphery of the classroom because learning occurs through social interaction within a specific context." Despite the critical number of expatriates coming from different countries, it is agreed that the Kingdom must take advantage of this myriad of foreign subcultures.

Some research studies, like Al-Seghayer (2014), indicate that this lack of openness to bilingualism or other cultures within the Kingdom has inhibited factors toward second language learning. Furthermore, Saudi Arabia is known for its strong and unique culture, double with puritanical religious beliefs that consider the Arabic language not only as a medium of communication but as a sacred and liturgical tool to protect Islam from Western cultural imperialism. This chosen attitude of autarky will result in negative behavior towards second language learning. Due to the abovementioned factors, Saudi Arabian English language learners do not see the actual or immediate need to learn the language, hence their apparent lack of motivation.

Psychologists such as Gardner and Lambert (1972) have traditionally distinguished between extrinsic ('external' factors such as getting a job or passing an exam) and intrinsic motivation (a genuine interest in the subject matter). So, as Affat (2008) explains, Intrinsic motivation is highly valued as it does not rely on outside or compelling factors. Therefore, when a personal interest in the subject stimulates students, they will likely perform better in class while continuing to learn outside. This Saudi Arabia Vision 2030 is set to raise awareness among Saudi students regarding the importance of the English Language. However, the impact of sociocultural factors on English language teaching in Saudi Arabia is of such great importance that many researchers have already delved into it. Research indicates that teaching English in the Kingdom has been central to religious, political, social, and even

economic concerns. So, openness to the positive values of the world cultures and, at the same time, being rooted in their culture could be an excellent way to achieve a better and smooth transition to the Saudi Vision 2030.

The value-expectancy and self-efficacy theory Bandura (1978) developed finds fertile ground. The validity of the same theory is also confirmed by Gardner, 2005 who believes that learners whose ethnolinguistic heritage is precisely similar to their identity would be very low in integrating or adopting other cultures, while those whose ethnicity is different from their identity and are interested in other cultural communities would be in higher of integrating other cultures. Even though we know that this statement was made from an ESL context perspective, we can adopt it in the context of Saudi Arabia.

Analyzing culture without consideration of its linguistic implications would be biased and superficial. Language is one of the main determinants of a culture and cannot be excluded when analyzing the impact culture may have on a second language.

In this context, we are referring to languages as L1 and L2. In foreign language learning, first and second languages are intrinsically related, and much research has been done on their interactions. Moving from one language to another requires a complete understanding of both language's notions and functions and their socio and metalinguistic characteristics. Some linguists even go as far as to argue that success in second language learning requires the learner to have standard and formal first language proficiency in that the first language is the reference point. In other words, poor first-language proficiency implies impairments in second-language Learning. The Arabic and English languages differ in morphology, phonology, and structures. Also, researchers have found blatant differences in both language's sociolinguistic and metalinguistic aspects. For example, in English writing, Saudi students tap into their cultural thought patterns and logic to perform writing activities.

All these factors may lead to weakening or slowing the second language learning process or, worse, to demotivation. Another social factor that needs to be considered is Saudi Arabia's relatively weak tradition of education. Most Saudi students ' parents did not have the chance to attend what is now known as modern schools with a curriculum that integrated second language learning and new teaching approaches. Meanwhile, those who went to school were taught using traditional teaching methods, with Arabic language and Islamic studies being the main subjects. Back then, students were largely dependent on authoritative teachers at the beginning and end of the teaching process. The system was teacher-centered and did not favor students' critical thinking and student performance; instead, it was based on teacher or peer-assisted performance. This explains the unfortunate high rate of disillusioned students noticed in the Saudi educational system nowadays, and most Saudi students appear lost in terms of self-confidence and academic study skills when they reach university. This situation gives way to seeing students involved in unconventional academic attitudes, like helping their classmates with exam or test questions, which is considered, to some extent, as a 'religious' duty or community service. All these beliefs and attitudes are symptomatic of Saudi society's cultural norms. The authors can argue without any shadow of a doubt that most Saudi students' parents are not academically or intellectually well-equipped to monitor or help students at

home. Furthermore, Saudi students are deprived of real mentors who could be good sources of external motivation for students in general.

2.4 ELT & Saudi Vision (2030): A Mutual Success Rapport

Significant systemic changes have occurred in the English Language Teaching approaches in Saudi Arabia for the last ten years. This is primarily because the Saudi authorities are willing to keep pace with what is happening worldwide regarding education in general (Alshahrani, 2016).

As early as the beginning of the 2000s, Elyas (2008) states that the Saudi teaching authorities started implementing English teaching and Learning in all elementary schools throughout the Kingdom. This program, which gave better visibility to the need to study the English language, was underpinned by the premonitory dream of the Saudi Vision 2030. This is all the more visible as a couple of years after starting the mandatory Teaching of English in all primary schools; the authorities initiated a plan to gradually decrease the Saudi dependency on oil (Kayed & Hassan, 2011). It follows that, since the early 2000s, the paradigm shift of the ELT in Saudi Arabia has always been parallel with a vision of Learning for working. For this reason, the Saudi government has continued investing in education and training so that young men and women are equipped for future jobs. Saudi Vision 2030 aims to see Saudi children, wherever they live, enjoy higher-quality, multi-faceted education. Saudi authorities are investing particularly in developing early childhood education, refining the national curriculum, and training teachers and educational leaders" ("Saudi Vision 2030", 2016, p.36).

One of the authors of this research paper has actively worked in the Quality Assurance Unit of the English Language Institute and can strongly argue that ELT course specifications in Saudi Arabia have gone through different changes under the leadership of the Saudi Arabia NAAC (National Association and Accreditation Council), and this is in line with "providing the education that builds Saudi graduates and children's fundamental characters" ("Saudi Vision 2030", 2016, p. 29). The course learning outcomes, which are fundamental to the course specifications structure, are built around critical points, such as knowledge and understanding, skills, and, last but not least, values, autonomy, and responsibility.

This vision has come to complete a process that was started at the beginning of this century. Millions of Dollars were given through a royal decree in 2004 to boost English education in schools, and this was followed later on in 2011 by a second decree implementing the English education development project, making the English language a required and non-optional subject from 4th grade in primary school and empowering its Teaching in secondary schools (Al-Mwzaiji & Muhammad, 2023). In 2015, the Saudi education authorities started a program entitled: "Education for Career" that would focus more on teaching English for Specific Purposes ranging from professionals to vocational school students (Barnawi & Al-Hawsawi, 2017).

Reflecting on the ELT paradigm shift in Saudi Arabia would not be exhaustive, without mentioning the impact of ICT on EFL teaching and Learning. Handful studies have been conducted in this regard, and conclusions have shown that the Saudi educational authorities

have made considerable efforts to provide most schools and universities with efficient and modern teaching materials like digital technologies to increase the motivation levels of both teachers and learners. ICT helps teachers tap into their creativity to innovate their instructions, making learners more interested and engaged in Learning (Moskovsky & Picard, 2018). Its usage has proven beneficial to learners in many ways, from language acquisition to practice (Al-Mwzaiji & Alzubi,2022). All of these factors will boost both creativity and motivation for both teachers and learners. They will also raise Saudi learners' awareness about the world and L2 cultures. Last but not least, this new technology will also help teachers design more task-based and student-centered activities.

3. Recommendations Towards Saudi Vision 2030

Saudi Arabia has been improving English language teaching standards for better EFL competency by 2030. ELT is one of the most significant tools that can transform the country from a resource-based to a knowledge-based economy. However, it is fair to state that so far, the fruits have not lived up to the promises of the flowers (Al-Zahrani & Rajab, 2017). Therefore, several aspects have been identified to reverse the trend, and the ELT decision-makers must consider them carefully. These aspects, even though not in order of importance, range from pedagogical, meaning anything related to teaching and learning situations within a physical or virtual classroom setting, to systemic and political, meaning decisions that can be made by the educational system authorities from the highest sphere down to school officials.

3.1 Pedagogical Aspect

The Saudi education policymakers, educators, syllabus and curriculum designers should lay the focus on strictly applying and matching the teaching methodologies, approaches to the course learning outcome (CLOs), and program learning outcomes (PLOs) as clearly stated in the teaching institutions Course Specifications which are aligned with the Saudi Vision target needs. Despite these clear objectives, ELT teachers still need help making students more responsive and engaged in classroom activities. This lack of student feedback has different causes that may be rooted in teaching methodologies, inadequate curriculums, or students' sociocultural backgrounds. This teaching and Learning environment results in teachers focusing more on developing grammatical competency to the detriment of language functions. An equilibrium factor can be found in the efficient usage of the new teaching technology devices. Therefore, a professional and fully trained teachers' recruitment policy and internet-connected classrooms equipped with modern teaching materials are urgently needed.

In this same vein, adapting the textbook's contents to the learners' real needs and the Saudi Vision's objectives is a necessary and urgent step. These steps would only prove efficient if underpinned with sound teaching strategies and approaches to boost learners' interests. So, content-based instruction (CBI) perfectly responds to these needs regarding teaching the language through meaningful and exciting textbooks or activities. This approach is a new move in language teaching, and it focuses on developing students 'competencies in a second language through a world topic (Ajabshir, (2014). This approach helps students apply the skills learned more similarly to actual lifestyles instead of memorizing vocabulary and

grammar rules and structures. Students in these teaching and learning situations will be able to assess their linguistic progress and see how they have developed their knowledge of the world as needed in the Saudi Vision 2030. The skills and knowledge gained through CBI can be used in other subjects. In other words, skills like summarizing, note-taking, and information transfer, which are actual features of content-based instruction, can add great social value to Saudi learners.

However, several remedial work and follow-up activities on language competency, vocabulary, and grammatical points are needed to dispel doubt or difficulties. Due to the nature of the CBI approach, which does not strictly focus on language learning, students sometimes need clarification and may think their language skills need to be improved. Another positive factor in implementing the content-based instruction approach is that study skills add value to students' careers. They keep abreast of world issues through the Content being taught and learn skills by taking notes, summarizing, and doing information transfer activities. Finally, to realize all these insights, the system urgently needs to recruit professionally trained teachers with the latest know-how related to the new teaching approaches and the use of information and communication technologies in English language teaching.

3.2 Policy Aspects

Since the introduction of English Language Teaching in the Kingdom at the beginning of the twentieth century, it has been the only foreign language taught in Saudi Arabia public schools. This shows to what extent the ELT is considered in the Kingdom's educational policy. Despite all the efforts made in infrastructure and budget allocations, research studies indicate that the fluency and competency standards set by the authorities still need to be achieved (Bhuiyan et al., 2016). It appears to reason that some constraints need to be urgently addressed; among them, as Al-Seghayer (2014) explains, there are some students and parents 'stigmas and beliefs attached to the language, which requires a systematic approach to handling students' seminars, counseling, and eventually a sufficient exposure to the target language with language immersion programs.

Despite a few challenges that education reforms have gone through regarding the decision to implement English Language Teaching in the fourth grade, the authorities must prioritize English Language Teaching with more hour allocation from kindergarten to the tertiary level. Another essential factor that needs to be carefully considered is Language and cultural immersion programs. Many language teachers, professionals, and second language researchers agree that target language culture plays a significant role in second language instruction. Second-language students can fully grasp the target language with sufficient cultural knowledge. Therefore, efforts should be made to set up cultural and language immersion exchange programs with the target language countries like the United Kingdom, the United States of America, Australia, and South Africa. These programs will raise Saudi learners' awareness of English-speaking countries' cultures and eventually boost their intrinsic motivations.

Teaching English in the Kingdom in general and, more specifically, in remote areas can also be improved through partnerships with British Councils and American cultural branches, which both have headquarters in big cities like Riyadh or Jeddah. ELT seminars and cultural programs coordinated by local officials and the American Regional Language Officer (RELO) will expose teachers and learners in remote areas to the language. They can coordinate, participate in the in-service teacher training sessions, and facilitate cultural exchange programs. Furthermore, some researchers like Al-Seghayer (2014) indicate that ELT in Saudi Arabia needs a well-designed national English language syllabus with excellent teaching and testing standards and appropriate learners' target needs for analysis at every level throughout the educational system. This National Syllabus should give teachers some flexibility when taping on the curriculum standards and preparing activities and teaching materials that can be challenging enough for their students' levels and learning needs.

Lastly, a thorough and integrated ELT strategic plan would be necessary to help design official English Language Teaching national objectives in line with the Kingdom's Vision 2030. This plan, as Alrahaili (2018) argues, can consolidate the education reforms initiated by the Saudi government in 2005 and can also provide many Saudi students and teachers with scholarship opportunities to pursue undergraduate and graduate studies in Europe, Australia, or America. These aspects should be carefully considered for successful English language teaching in light of Vision 2030.

4. Conclusion

Since it is universally agreed that education is the starting point of all actions linked to fundamental cultural awareness and strategic economic transformation. The authors admit that Saudi Arabian authorities have raised the bidding of fundamental positive changes in the Kingdom to a higher level, providing the youth and all Saudi people with an essential, customized, and up-to-the-point ELT model. Implementing English Language Teaching/ Learning policies and assessing their functionality in Saudi Arabia has been a source of many research studies over the years, and it is likely to continue to be so. The influence of modernization and the seeming policy of openness to the perpetual changing of educational paradigms have inspired Saudi Arabia decision makers and education technicians to put English language teaching at a high rank of the curricula hierarchies.

Despite the genuine efforts made throughout this process to make it successful, there are some signs of resistance to the validity of the language; some voices are even questioning its relevance to local needs, and as we already know from previous research, many Saudi graduates have still been struggling with a proper mastering of the English language, and this is mainly due to lower motivation levels. English Language Teaching in Saudi Arabia cannot expect to reach its full bloom if several factors are not seriously addressed. Among these factors, are recruiting fully trained, native, or non-native teachers endowed with the latest teaching strategies and methodologies, shifting to digital Teaching to support students' and teachers' progress better and also allocating more teaching hours from primary school to university while taking into account the motivational aspects of the teaching and learning environment for both teachers and student to stimulate motivation, creativity, and innovation.

However, it appears of a paramount importance to state clearly that this research study, due to its theoretical nature has undergone several methodology limitations related to accessing scientifically reliable data that could validate certain aspects developed throughout the research. It is then crucial to acknowledge that efforts should be made in coming up with a national and official manifest showcasing the conclusions and findings that have emerged from the mutual rapport between English Language Teaching and the Saudi Vision 2030. It would be only then that we would be able to reap tangible, factual and scientifically grounded results that will eventually bridge the gap of this so urgently needed Saudi Integrated ELT Strategic plan for Vision 2030.

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