King Saud University

Challenges and Strategies in Transitioning to University-Level English Education: A Saudi Arabian Perspective to Bridge the Gap

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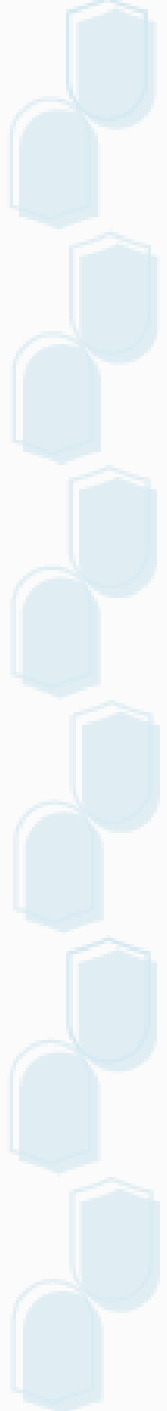King Saud University, Riyadh, Saudi Arabia

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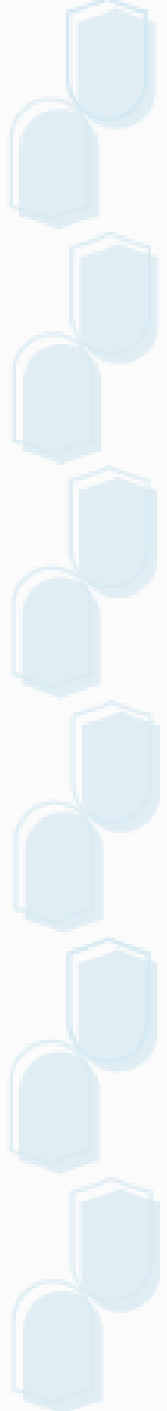- Conclusion
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Objectives

➢ Explore the challenges identified by three stakeholders (High school teachers, University ESL teachers, and Students).

➢ Identify the coping strategies stakeholders adopt to deal with the challenges.

➢ Investigate the underlying reasons for the observed gaps in students' English language proficiency

➢ Cross-authenticate all views by identifying common themes and areas of improvement.

Research Questions

➢ Q1. What specific challenges are reported by the groups of three stakeholders (High School English teachers, University ESL teachers, and first-year students) when transitioning from high school to university?

➢ Q2. What practices/strategies have students implemented to prepare for the academic demands of university-level English?

➢ Q3. What practices/strategies have teachers employed to prepare students for the academic demands of university-level English?

➢ Q4. What commonalities and variations are shared by all three stakeholders under challenges and strategies?

Significance

➢ English is the medium of Education in higher studies

➢ There is a need for a more comprehensive study to account for the perspectives of participants on the topic.

➢ The study shares recommendations that will contribute to the future of English language teaching and learning.
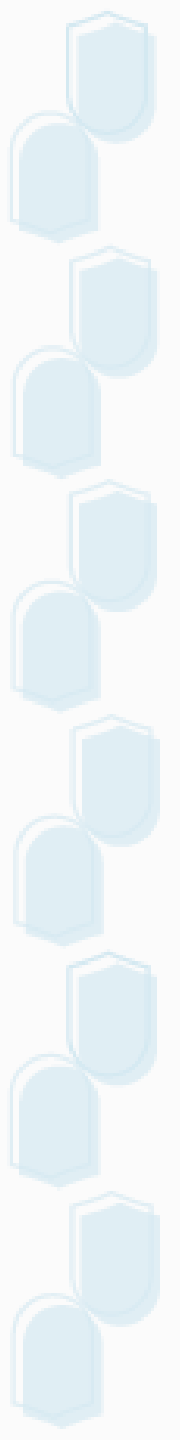
Methodology

➢ A mixed-method design

➢ Quantitative data is collected using a survey questionnaire

➢ Qualitative data is gathered through open-ended questions.

➢ The questionnaire was reworded and modified for each group of participants.
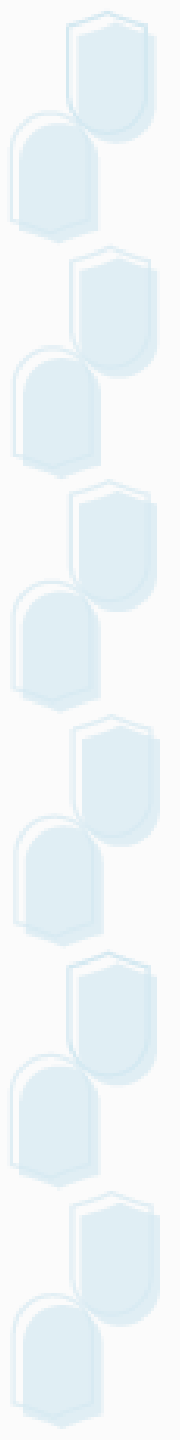
Data **Analysis**

➢ Descriptive Statistics (Frequencies) and Thematic Content Analysis (TCA).

➢ The thematic categories are **Curriculum, Skills, Readiness, and Resources.**

➢ **"Others"** was also added to uncover any additional thematic categories.

➢ The triangulation provided a cross-authentication and identified differences among the three groups.
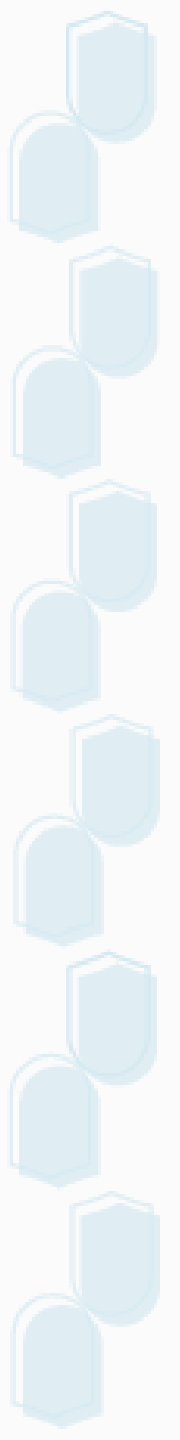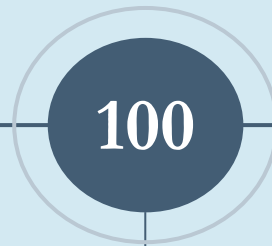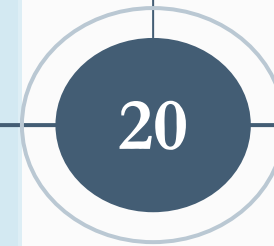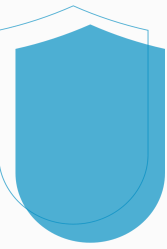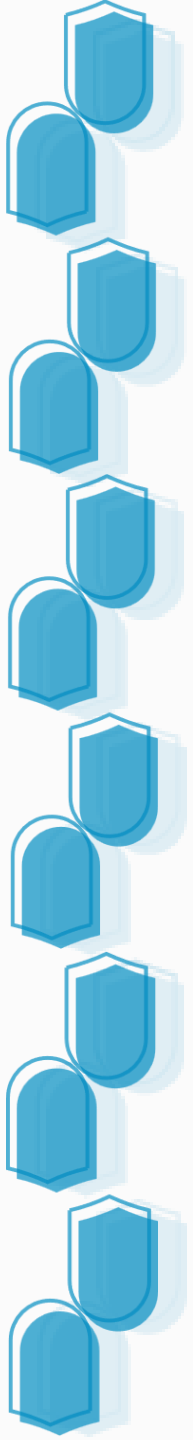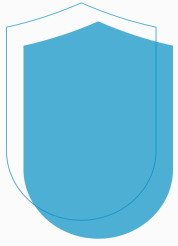
Study Sample

High School English Teachers

20
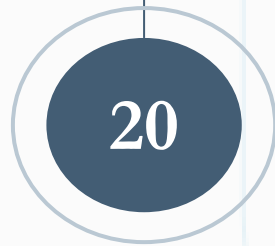
1st-year Foundation Students

100

University ESL Teachers

20
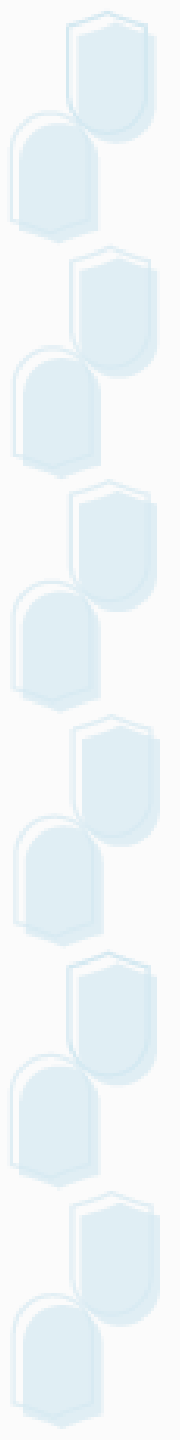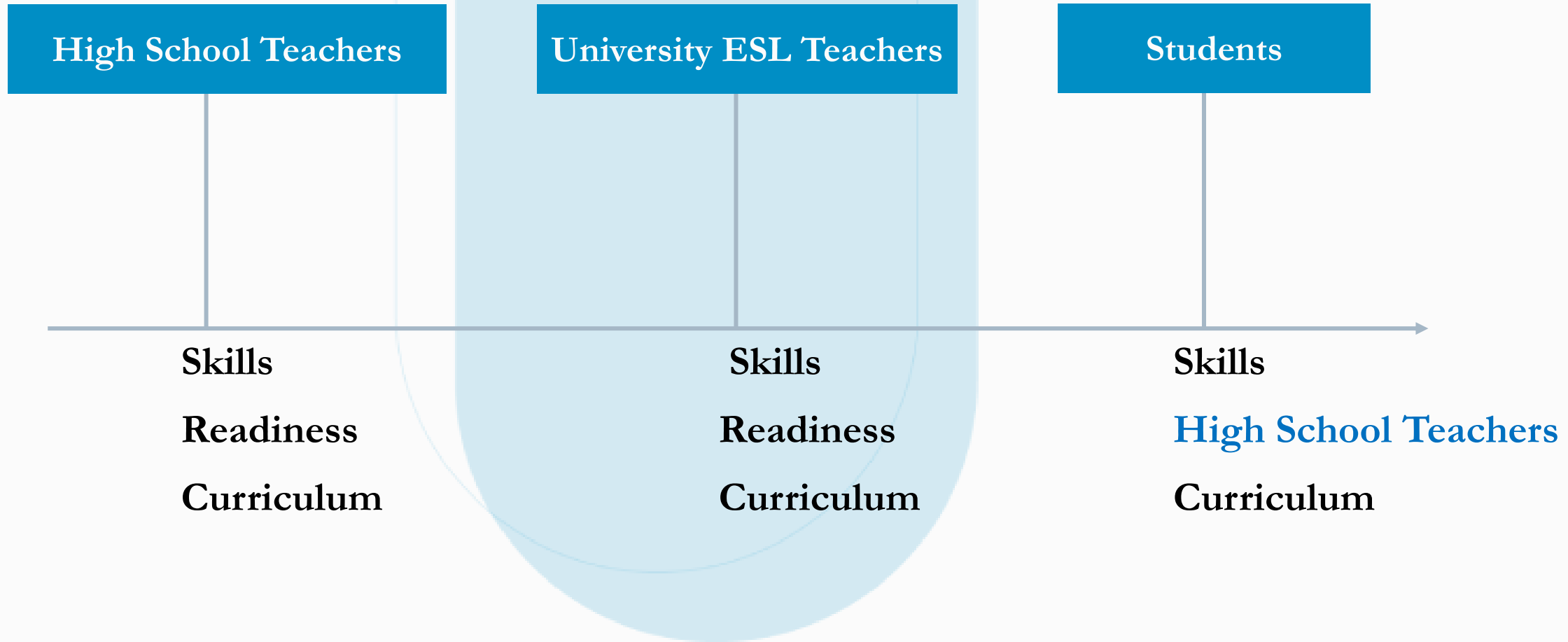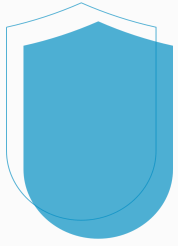
The Identified Challenges

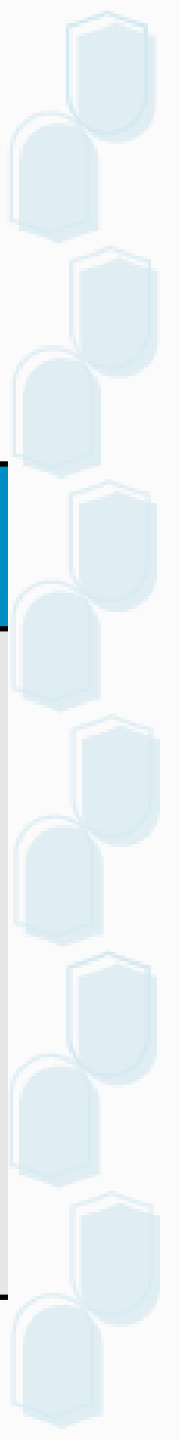| Stakeholders Groups	Curriculum	Skills	Readiness	Resources	Other (Teachers)
High school Teachers	30%	**100%**	**40%**	**20%**	**0%**
University ESL Teachers	50%	**89.3%**	**75%**	**17.9%**	3.6%
Students' Challenges at High School	21.3%	**22.7%**	21.8%	**2.3%**	**25.9%**
Students' Challenges at University	**25.9%**	**36.6%**	18%	**2.1%**	7.4%

Commonalities and Variations Between Challenges

High School Teachers	University ESL Teachers	Students

Skills

Readiness

Curriculum

Skills

Readiness

Curriculum

Skills

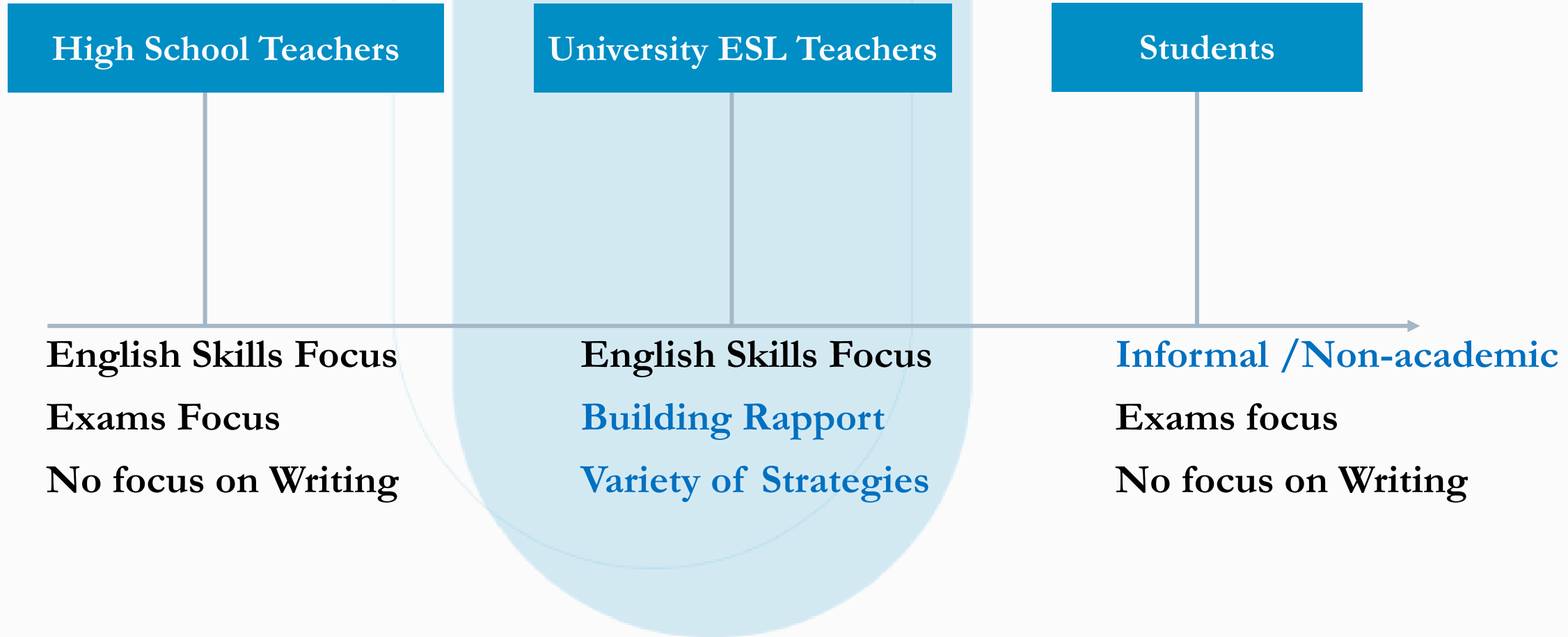**High School Teachers**

Curriculum

The Identified Challenges

High School English Teachers	University ESL Teachers	Students
o Vocabulary Development	o Language Skills practices	o Watching English movies
o Grammar Worksheets	o Rapport + Motivation	o Reading stories
o Presentations Practices	o Active Learning Strategy	o Podcasts- Social media
o Reading Practices	o Integrating Technology	o Chatting in English
o Standardized Test Practices	o Student-Centered Approach	o Standardized Test Practices

Commonalities and Variations Between Practices

2

High School Teachers	University ESL Teachers	Students

English Skills Focus

Exams Focus

No focus on Writing

English Skills Focus

Building Rapport

Variety of Strategies

Informal /Non-academic

Exams focus

No focus on Writing

Conclusion

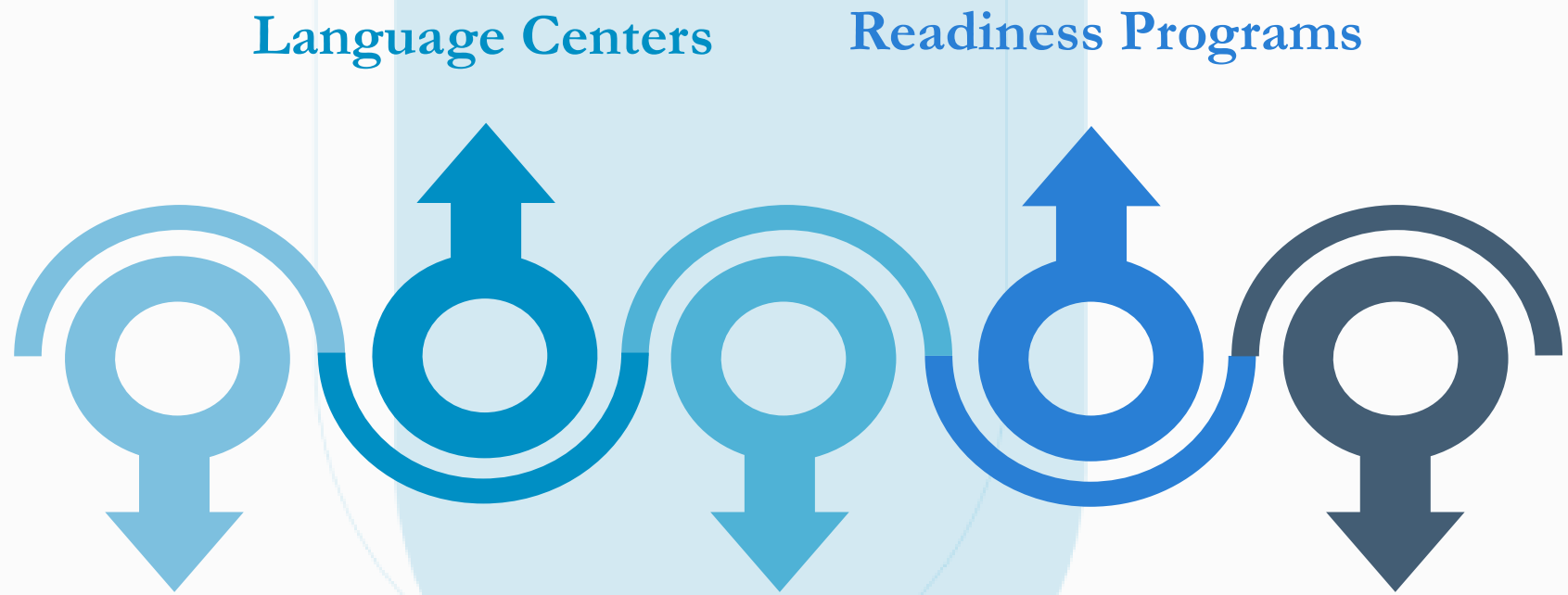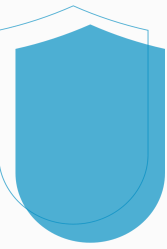|	
Teachers' Major Concerns	English Language Skills
	Proficiency Level
	Students' readiness
	Curriculum Requirements
Students' Major Concerns	Teachers
	Guidance
	Support
Agreement	Resources
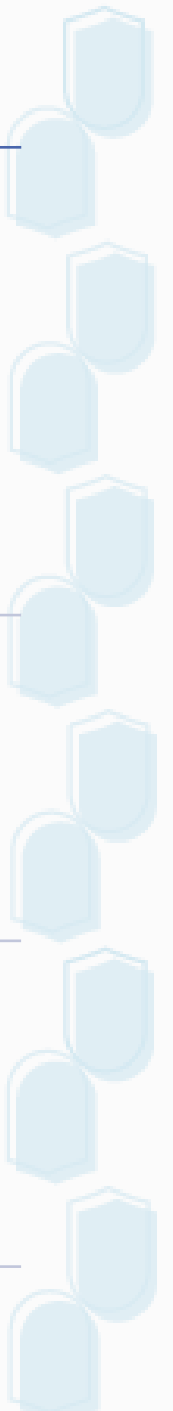
Practical Implications
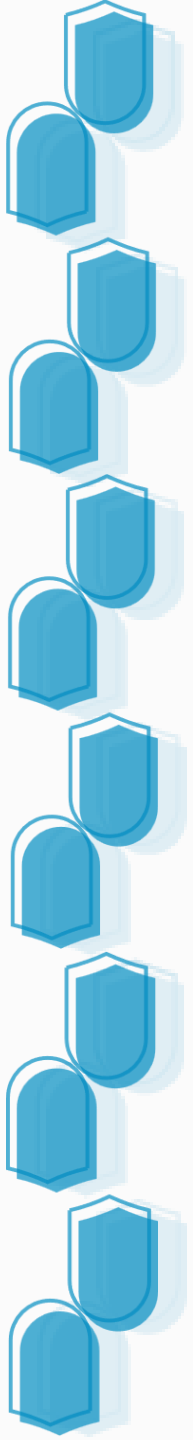
Language Centers

Readiness Programs

Summer Camps

Extended Orientation

School-University Collaboration

Implications

Foundation for a Potential Gap → **Further investigation** → **Improved communication & Alignment** → **Practical Implications** → **Remedial Plan**

Thank you for your attention!

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