
RESEARCH ARTICLE

Exploring Effective Pedagogical Approaches and Strategies for TESOL Education to Enhance English Language Learning in Kuwait

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ABSTRACT

This research study explores the realm of Teaching English to Speakers of Other Languages (TESOL) education in Kuwait's higher education institutions. Through a qualitative approach, the study aims to investigate and understand the most effective pedagogical approaches and strategies in this context, specifically focusing on Kuwait University as the case study site. To comprehensively understand the research problem, the study adopts a qualitative research design, utilizing a single case study approach. Kuwait University, renowned for its prominence in higher education in the country and its representation of TESOL education, is the ideal site for an in-depth exploration of the subject matter. The research methodology incorporates semi-structured interviews with TESOL instructors and students at Kuwait University. Through purposive sampling, 14 participants, including eight instructors and six students, were selected based on their expertise and experience in TESOL education. The interviews explored their perspectives, experiences, and perceptions of practical pedagogical approaches and strategies, providing rich and nuanced qualitative data. Additionally, the study conducts observations in TESOL classrooms at Kuwait University, offering valuable insights into instructional practices, instructor-student interactions, and student engagement in language learning activities. Detailed field notes complement the observations, ensuring a thorough examination of classroom dynamics and employed instructional strategies. Ultimately, this study contributes to the advancement of TESOL education in Kuwait by shedding light on the most effective pedagogical approaches and strategies. Through a qualitative lens, it offers a nuanced perspective on TESOL practices at Kuwait University, paving the way for improved language learning experiences and student outcomes.

KEYWORDS

TESOL education; Kuwait Higher education; Pedagogical approaches and Strategies

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1. Introduction

English language proficiency is vital in higher education institutions worldwide, enabling students to succeed academically and participate effectively in an increasingly interconnected and globalized world (Murray, 2016). In Kuwait, where English serves as an essential medium of instruction in higher education, ensuring effective English language learning is crucial for both students and institutions (Troudi et al., 2009). However, achieving optimal English language learning outcomes in this context requires careful consideration of Kuwait's unique cultural and linguistic factors (Alshuraiaan, 2023).

Zighan & El-Qasem (2021) argue that higher education institutions must adopt Lean thinking and continuously revalue their programs and pedagogicals to cope with changes in the external environment. The existing literature on TESOL education provides valuable insights into effective pedagogical practices (Swearingen, 2019; Alshakhi & Le Ha, 2020; Pontier & Deroo, 2023); however, there is a need for research that addresses the specific context of Kuwait's higher education system. While some studies have

focused on English language teaching in Kuwait, few have specifically examined TESOL in higher education and explored the cultural and linguistic factors that influence language learning in this setting.

This research project aims to bridge this gap in the literature and contribute to the growing body of knowledge on TESOL education in Kuwait's higher education institutions. It aims to explore and identify the most effective pedagogical approaches and strategies for Teaching English to Speakers of Other Languages (TESOL) in higher education institutions in Kuwait. By investigating and understanding English language learners' specific challenges in this context, we seek to provide evidence-based recommendations for TESOL instructors, curriculum developers, and policymakers to enhance English language education in higher education.

The research problem addressed in this study revolves around the question of what pedagogical approaches and strategies are most effective for English language learning in higher education in Kuwait. By considering the cultural and linguistic factors unique to the country, we aim to identify practices better aligned with the needs of higher education students and promote optimal language learning outcomes.

This research paper employs a mixed-methods approach incorporating a comprehensive literature review, surveys, interviews with TESOL instructors, and classroom observations to achieve these objectives. Combining these research methods allows us to gain insights from multiple perspectives, explore practical applications, and provide well-rounded recommendations. Through this research endeavor, we aim to advance TESOL education in Kuwait's higher education institutions, foster effective English language learning, and empower students to excel academically and beyond.

The remainder of this paper is structured as follows: Section 2 provides a comprehensive review of the existing literature on TESOL education, focusing on higher education contexts and considering the specific characteristics of English language learning in Kuwait. Section 3 details the methodology employed in this research project, including the survey and interview design, data collection procedures, and classroom observation methods. Section 4 presents the findings and analysis of the collected data, followed by Section 5, which discusses the implications of these findings. Finally, Section 6 concludes the paper by summarizing the key findings, highlighting their significance, and offering recommendations for TESOL education in higher education institutions in Kuwait.

1.1 Introduction to TESOL Education

TESOL (Teaching English to Speakers of Other Languages) education is a field dedicated to teaching English language skills to non-native speakers. It encompasses a range of pedagogical approaches and strategies to facilitate effective language learning and promote communicative competence in English (Al-Seghayer, 2017). Tomlinson (2023) states that TESOL education is essential in promoting English language learning for several reasons. Firstly, English has emerged as the global language of communication, playing a crucial role in international business, academia, diplomacy, and cultural exchange. Proficiency in English opens doors to employment opportunities, higher education, and cross-cultural understanding.

Lin & Scherz (2014) argue that TESOL education becomes particularly relevant in higher education settings as English often serves as the medium of instruction in many courses and academic programs. Students must develop strong English language skills to excel academically, engage in critical thinking, and effectively communicate their ideas and research findings. English language proficiency is crucial for academic reading, writing research papers, participating in class discussions, and delivering presentations.

Practical pedagogical approaches and strategies are fundamental in TESOL education to facilitate language learning and achieve desired outcomes. Instructors must employ methods that engage learners actively, promote meaningful interaction, and provide ample opportunities for practice and language production. A well-designed curriculum and instructional materials tailored to learners' needs can enhance motivation and facilitate language acquisition (Solikhah, 2023). TESOL instructors should consider various factors when selecting pedagogical approaches and strategies. These include learners' language proficiency levels, cultural and linguistic backgrounds, learning styles and preferences, and the specific goals and context of instruction. By incorporating student-centered approaches, such as communicative language teaching, task-based learning, and project-based learning, instructors can foster an environment where learners actively use English for real-life communication, thus facilitating language acquisition (David et al., 2022)

In higher education settings, where students come from various cultural and linguistic backgrounds, effective TESOL education becomes crucial for supporting equitable access to education and ensuring academic success for all learners. By employing appropriate pedagogical approaches and strategies, instructors can address students' unique language learning needs in higher education, foster their language development, and equip them with the skills necessary to thrive in their academic and professional endeavors (Lewis & Brown, 2021). Moreover, practical pedagogical approaches consider learners' cultural and linguistic diversity. They acknowledge that learners may bring different cultural perspectives, communication styles, and language learning strategies to the classroom. By promoting intercultural understanding and providing culturally responsive instruction, TESOL educators can create an inclusive learning environment that respects and values learners' diverse backgrounds (Fu et al., 2019).

In summary, TESOL education is vital in promoting English language learning and communication skills. In higher education settings, it becomes particularly relevant as students require English proficiency to succeed academically. Effective pedagogical approaches and strategies are essential in TESOL education to create engaging and inclusive learning environments, facilitate language acquisition, and equip learners with the necessary skills to successfully navigate academic and professional contexts.

1.2 The Kuwaiti Context

The higher education system in Kuwait is characterized by a strong emphasis on academic excellence and providing students with quality education. Kuwait's higher education institutions include universities, colleges, and institutes offering various academic programs and disciplines (Alshuraiaan, 2023). English holds significant importance in Kuwait's higher education system, as it is commonly used as a medium of instruction in many courses and academic programs. English proficiency is necessary for students to comprehend lectures, participate in discussions, conduct research, and produce written assignments. Proficiency in English is also essential for students who plan to pursue further studies abroad or seek employment in international settings (Alsafran et al., 2020).

However, several cultural and linguistic factors influence English language learning in Kuwait. The primary language spoken in Kuwait is Arabic. Arabic is the student's first language, deeply rooted in Kuwaiti culture and identity. This linguistic context can pose challenges for English language learners, as they may need to transition from Arabic to English as the language of instruction in higher education. The influence of Arabic on English language learning can manifest in areas such as pronunciation, grammar, and vocabulary acquisition (Safar et al., 2016).

Cultural expectations and values also play a significant role in English language learning in Kuwait. Kuwaiti society places a high value on education and the pursuit of knowledge. However, cultural factors, such as traditional gender roles and social norms, may impact language acquisition. For instance, cultural expectations regarding gender segregation and modesty may influence opportunities for language practice and interaction between male and female students. Such cultural factors can shape classroom dynamics and impact students' participation and language production (Troudi et al., 2009).

Moreover, the collectivist nature of Kuwaiti society, where individuals are strongly tied to their families and communities, can influence language learning. Learners may seek approval and recognition from their social networks, affecting their willingness to take risks and actively communicate in English (Halimi et al., 2020). Gallagher et al. (2020) argue that TESOL educators in Kuwait must be mindful of these cultural and linguistic factors and incorporate strategies that address them. Creating a supportive and inclusive learning environment that acknowledges students' cultural backgrounds, respects their native language, and fosters cross-cultural understanding can enhance English language learning outcomes. Additionally, Alshuraiaan (2023) maintains that understanding the cultural context and aligning instructional materials and activities with Kuwaiti culture and contexts can enhance learner engagement and motivation. Incorporating authentic materials, culturally relevant examples, and opportunities for students to connect their language learning to their own experiences can promote meaningful language acquisition.

Overall, recognizing the influence of Arabic as the primary language, cultural expectations, and values is crucial in designing effective TESOL programs and pedagogical approaches in Kuwait's higher education. By acknowledging and addressing these factors, TESOL educators can create a supportive and culturally responsive learning environment that facilitates English language learning and promotes intercultural understanding. Existing studies and research on TESOL in Kuwait, explicitly focusing on higher education contexts, have provided valuable insights into the challenges and opportunities of English language learning in this setting. Still, the research in this area is limited and further investigation is required to address the gaps in the literature and develop a deeper understanding of the impact of cultural and linguistic factors on English language learning outcomes in Kuwait's higher education.

1.3 Effective Pedagogical Approaches

In TESOL education, various pedagogical approaches and strategies have been employed to promote English language proficiency, particularly in higher education settings (Liu, 2013). Here, we will discuss three popular teaching methodologies—communicative language teaching, task-based learning, and learner-centered approaches—and their potential effectiveness in promoting English language proficiency in Kuwait's higher education institutions.

1.3.1 Communicative Language Teaching (CLT)

Communicative Language Teaching emphasizes authentic communication and meaningful interaction in the classroom. It encourages students to participate in communicative activities that simulate real-life language use actively. CLT focuses on developing learners' ability to use English fluently and accurately in various contexts. In higher education, CLT can effectively promote English language proficiency by allowing students to practice speaking, listening, reading, and writing skills. It fosters student engagement and encourages critical thinking, problem-solving, and negotiation of meaning (Chowdhury & Le Ha, 2008).

1.3.2 Task-Based Learning (TBL)

Task-Based Learning centers around engaging learners in real-world tasks that require using English. Students work on tasks or projects that reflect authentic language use and integrate various language skills. TBL promotes active participation, collaboration, and problem-solving skills. In higher education, TBL can enhance English language proficiency by allowing students to apply their language skills meaningfully and purposefully. It allows learners to develop their communicative abilities by accomplishing specific tasks, such as giving presentations, conducting research, or engaging in debates (Shehadeh & Coombe, 2010).

1.3.3 Learner-Centered Approaches

Learner-Centered Approaches emphasize the individual learner's needs, interests, and goals. These approaches recognize learners' diverse learning styles, preferences, and motivations. In higher education, learner-centered approaches encourage autonomy and self-directed learning. They promote learners' active engagement in learning, allowing them to take ownership of their language development. Learner-centered approaches, such as project- or inquiry-based learning, foster critical thinking, creativity, and problem-solving skills. They encourage learners to explore topics of interest and apply English language skills in authentic contexts, thus promoting English language proficiency (Jaiswal, 2019). These pedagogical approaches and strategies are relevant in Kuwait's higher education institutions as they provide opportunities for learners to develop their English language proficiency while addressing Kuwaiti students' unique challenges and expectations (Alshuraiaan, 2023). Huang (2021) argues that by incorporating communicative language teaching, task-based learning, and learner-centered approaches, instructors can create dynamic and engaging learning environments that promote active language use, foster critical thinking skills, and provide students with practical language skills needed for academic and professional success.

Akbar & Taqi (2020) argue that implementing these methodologies in Kuwait's higher education institutions should consider cultural and linguistic factors, aligning teaching materials and activities with the local context. This could involve integrating cultural references and authentic materials and incorporating Arabic when appropriate to enhance students' understanding and motivation. By adopting these pedagogical approaches, instructors can create a learner-centered and communicative classroom environment that supports English language learning and equips students with the language skills necessary for their academic and professional pursuits.

1.4 Cultural and Linguistic Considerations

In TESOL education, cultural and linguistic factors play a crucial role, particularly in the Kuwaiti context. These factors significantly influence language learning experiences, classroom dynamics, and the overall effectiveness of TESOL instruction. Let us examine the role of cultural norms, values, and communication styles in language learning and the challenges and opportunities they present for TESOL instructors in higher education (Galante, 2020). According to R'boul (2020), cultural norms and values shape individuals' beliefs, behaviors, and expectations, which can impact language learning in several ways. First, Kuwaiti society has traditional gender roles and expectations, which may influence language learning dynamics, participation, and communication patterns between male and female students. TESOL instructors must navigate these cultural expectations to ensure an inclusive learning environment. Also, Kuwaiti culture emphasizes collectivism, where individuals prioritize their families' and communities' needs and goals. This can impact learners' attitudes toward group work, collaboration, and communication styles in the classroom. TESOL instructors can leverage the value of collectivism to encourage peer collaboration and cooperative learning (Alnwaiem & Alazemi, 2021).

Moreover, different cultures have distinct communication styles, and understanding these styles is vital for effective TESOL instruction. Like many Arab cultures, Kuwaiti culture tends to have a high-context communication style, with meaning derived from nonverbal cues, indirect language, and shared cultural knowledge. TESOL instructors must know these communication patterns and adapt their teaching approaches to convey meaning and promote comprehension effectively. Besides, Kuwaiti society generally has a high-power distance, meaning individuals have respect for authority and hierarchical structures. In the classroom, TESOL instructors may need to consider how this power distance affects student-teacher interactions, student participation, and promoting a supportive and inclusive learning environment (Alnwaiem et al., 2021).

1.5 Challenges and Opportunities for TESOL Instructors

Despite the wide recognition of language teacher educators' contributions in the field of Teaching English to Speakers of Other Languages (TESOL), research on language teacher educators has only picked up the pace in the last decade, shedding light on their cognition, practices, and identities concerning various personal, interpersonal, and contextual factors (Yuan et al., 2022). According to Curle et al. (2022), Kuwaiti students may face challenges related to language transfer from their first language, Arabic, to English. TESOL instructors can proactively address these challenges by raising awareness of language differences and providing targeted instruction to address common errors and challenges.

TESOL instructors must consider students' motivations for learning English, which may vary based on personal goals, cultural expectations, and societal pressures. By incorporating culturally relevant content and creating a supportive classroom environment, instructors can enhance students' motivation and foster a positive language learning experience (Yeh et al., 2022). According to

Buhamdi & TESOL (2019), TESOL instructors must also balance integrating cultural contexts and promoting English language acquisition in Kuwait. Incorporating examples, materials, and discussions that are culturally relevant to Kuwaiti students can increase engagement and promote intercultural understanding while still maintaining a focus on English language proficiency. TESOL instructors in Kuwait's higher education institutions can leverage cultural norms, values, and communication styles to create a culturally responsive and effective learning environment. By recognizing and adapting to these factors, instructors can foster inclusive classrooms, tailor instruction to students' needs, and promote successful English language learning outcomes.

1.6 Technology and English Language Learning

The role of technology, including computer-assisted language learning (CALL) and online resources, has become increasingly prominent in supporting English language learning in higher education settings. Technology offers new opportunities for interactive and self-paced learning, access to authentic materials, and communication practice (Yilmaz et al., 2022). Technology integration has shown promising results in the context of TESOL education in Kuwaiti higher education institutions. Let us discuss the role of technology in English language learning and highlight studies that have explored its effectiveness in Kuwaiti higher education (Aljazzaf, 2020).

1.6.1 Computer-Assisted Language Learning (CALL)

CALL refers to using computers or digital devices to enhance language learning. It encompasses a range of tools, software, and applications specifically designed for language learning. According to Park & Son (2022), CALL offers various benefits in higher education TESOL contexts:

- **Interactive Learning:** Technology provides interactive learning experiences through multimedia resources, online activities, and simulations, engaging students actively in the language learning process.
- **Individualized Instruction:** CALL allows for personalized and adaptive learning experiences, catering to students' individual needs, interests, and proficiency levels.
- **Language Practice and Feedback:** Technology facilitates language practice through interactive exercises, virtual communication tools, and automatic feedback, enabling students to improve their language skills independently.

1.6.2 Online Resources and Platforms

Online resources, such as educational websites, language learning platforms, and virtual libraries, according to Sun et al. (2021) online resources offer valuable support for English language learning in higher education:

- **Authentic Materials:** Online resources provide access to many authentic materials, including articles, videos, podcasts, and interactive exercises, allowing students to engage with real-world English language content.
- **Language Skills Development:** Online platforms often offer comprehensive language courses, exercises, and assessments focusing on all language skills (listening, speaking, reading, writing), supporting a well-rounded language learning experience.
- **Collaborative Learning:** Online platforms and communication tools enable students to collaborate, interact, and practice their English language skills with peers, both synchronously and asynchronously.

2. Research Methodology

This research study employed a qualitative approach to investigate the effective pedagogical approaches and strategies for TESOL education in higher education settings in Kuwait. The study aimed to understand the research problem and address the research questions comprehensively. The study utilized a qualitative research design, specifically a single case study design. Kuwait University was selected as the case study site due to its prominence in higher education in Kuwait and its representation of TESOL education in the country. The case study design allowed for an in-depth exploration of the research topic within the specific context of Kuwait University, providing rich and detailed insights into the experiences of TESOL instructors and students.

Semi-structured interviews: In-depth, semi-structured interviews were conducted with the TESOL instructors and students at Kuwait University. The interviews explored their perspectives, experiences, and perceptions of effective pedagogical approaches and strategies in TESOL education. Purposive sampling was used to select participants with experience and expertise in TESOL education at Kuwait University. The sample included TESOL instructors from various disciplines and students who had completed TESOL courses or programs. A total of 14 participants (8 instructors and 6 students) were selected to provide diverse perspectives and experiences related to effective pedagogical approaches and strategies in TESOL education at Kuwait University. Also, Observations were conducted in TESOL classrooms at Kuwait University to observe instructional practices, interactions between instructors and students, and student engagement in language learning activities. Detailed field notes were taken during the observations.

3. Data Analysis and Findings

The collected data from interviews and observations were analyzed using thematic analysis, following an iterative and reflexive process. The analysis involved coding the data, identifying patterns, and developing themes and sub-themes that emerged from the dataset. The interview and observation data analysis yielded several key findings related to effective pedagogical approaches and strategies in TESOL education at Kuwait University.

These findings highlight the importance of incorporating authentic materials, promoting collaborative and interactive learning, and utilizing task-based and communicative approaches.

- **Integration of Authentic Materials**

The findings indicate that incorporating authentic materials, such as newspaper articles and videos, is crucial in TESOL education at Kuwait University. These materials enhance student engagement and language proficiency by providing real-life contexts for language learning. Students can connect English to their everyday lives, which promotes meaningful language use and facilitates a deeper understanding of the language. Therefore, it is recommended that TESOL instructors at Kuwait University continue to integrate authentic materials into their instruction.

- **Collaborative and Interactive Learning:**

The findings emphasize the significance of collaborative and interactive learning approaches in TESOL education. Group activities and discussions were particularly effective in improving students' speaking and listening skills. The collaborative learning environment facilitated peer interaction and support, fostering a sense of community among students. This collaborative approach enhanced language practice and promoted critical thinking, problem-solving abilities, and cultural exchange. Instructors must create collaborative and interactive classroom learning opportunities to promote effective TESOL education.

- **Task-Based and Communicative Approaches:**

The findings underscore the value of task-based and communicative approaches in TESOL education at Kuwait University. Task-based activities allowed students to apply their language skills to real-world language problems, encouraging critical thinking and problem-solving abilities. Similarly, communicative language teaching approaches facilitated authentic conversations and role-plays, enabling students to practice English in meaningful and interactive ways. These approaches enhanced language proficiency and created a supportive learning environment that promoted student engagement and language acquisition. Therefore, it is recommended that TESOL instructors at Kuwait University continue to employ task-based and communicative approaches in their instruction. These findings are presented in the table below:

		Sub-themes
Theme 1	Integration of Authentic Materials	Using authentic materials, such as newspaper articles and videos, enhanced student engagement and language proficiency.
		Authentic materials provided real-life contexts for language learning, connecting English to students' everyday lives and promoting meaningful language use.
Theme 2	Collaborative and Interactive Learning	Group activities and discussions facilitated language practice and improved students' speaking and listening skills.
		Collaborative learning environments encouraged peer interaction and support, fostering a sense of community and enhancing language acquisition.
Theme 3	Task-Based and Communicative Approaches	Task-based activities allowed students to apply their language skills to solve real-world language problems, promoting critical thinking and problem-solving abilities.
		Communicative language teaching approaches facilitated authentic conversations and role-plays, enabling students to practice English in meaningful and interactive ways.

Comparative analysis was conducted to identify patterns and variations across different cases within Kuwait University. The analysis revealed that while there were commonalities in the effective pedagogical approaches and strategies employed by instructors, there were also variations based on the instructors' disciplinary backgrounds and teaching styles. These variations highlight the importance of contextual factors in TESOL education. The integration highlighted the significance of incorporating authentic materials, promoting collaborative and interactive learning, and utilizing task-based and communicative approaches to enhance language proficiency. Overall, the findings support the provision of effective pedagogical approaches and strategies for TESOL

education in Kuwait. Incorporating authentic materials, promoting collaborative and interactive learning, and utilizing task-based and communicative approaches can enhance language proficiency, student engagement, and critical thinking skills. It is recommended that TESOL instructors at Kuwait University receive professional development opportunities to further enhance their instructional practices in line with these findings. By implementing these effective pedagogical approaches and strategies, TESOL education in Kuwait's higher education institutions can contribute to developing English language proficiency and promote successful language learning outcomes among students.

These findings contribute to developing evidence-based teaching practices that better meet Kuwaiti learners' needs and cultural backgrounds. By incorporating cultural elements, promoting learner autonomy, and providing targeted language support, TESOL instructors can create a more inclusive and effective learning environment. These evidence-based practices acknowledge Kuwaiti learners' cultural identity, enhance their motivation, and address their specific linguistic needs. Applying these findings in TESOL education in Kuwait's higher education institutions can lead to enhanced learning outcomes, increased student engagement, and improved English language proficiency. Furthermore, these evidence-based teaching practices promote a culturally responsive approach, ensuring that Kuwaiti learners' diverse backgrounds and identities are valued and incorporated into the language learning process.

4. Discussion and Conclusion

This study provides valuable insights into effective pedagogical approaches and strategies for English language education in Kuwait. Integrating authentic materials, promoting learner-centered approaches, and providing ongoing professional development have significant implications for curriculum development, teacher training programs, and policy decisions in English language education. This section will discuss the implications and significance of these findings in further detail.

One of the key findings is the importance of integrating authentic materials into the English language curriculum. Educators can create a more engaging and meaningful learning experience for Kuwaiti learners by incorporating real-world texts, multimedia resources, and culturally relevant materials. This finding calls for curriculum developers to review and update the existing curriculum to ensure the inclusion of authentic materials that reflect Kuwaiti learners' language needs, interests, and cultural backgrounds. Integrating authentic materials fosters communicative competence, cultural awareness, and a deeper understanding of the English language in authentic contexts, thus preparing learners for effective communication in real-life situations.

Promoting learner-centered approaches is another significant finding that has implications for English language education in Kuwait. Learner-centered approaches, such as project-based, inquiry-based, and collaborative learning, empower students to participate in their learning process actively. These approaches foster critical thinking, problem-solving skills, and self-directed learning, aligning with Kuwaiti learners' educational needs and goals. Educators can enhance student engagement, motivation, and overall learning outcomes by incorporating learner-centered approaches into the curriculum. This finding calls for a shift in instructional practices and a move toward student-centered classrooms prioritizing active learning, collaborative tasks, and student autonomy.

Providing ongoing professional development for English language teachers emerges as a crucial finding. Continuous training programs and workshops are essential to equip teachers with the knowledge and skills to implement effective pedagogical approaches, conduct appropriate language assessments, and integrate technology in the classroom. Professional development initiatives inform teachers about the latest research, methodologies, and best practices in English language education. By investing in the professional growth of teachers, policy decisions can support the implementation of evidence-based practices, create a culture of continuous learning, and improve the overall quality of English language education in Kuwait.

The significance of these findings cannot be overstated. By integrating authentic materials, promoting learner-centered approaches, and providing ongoing professional development, English language education in Kuwait can align more with Kuwaiti learners' needs, interests, and cultural backgrounds. These findings highlight the importance of developing a curriculum that reflects the local context, promotes active student engagement, and supports the professional growth of teachers.

Moreover, implementing these findings can contribute to developing English language proficiency, critical thinking skills, and effective communication among Kuwaiti learners. It can also prepare them for the demands of a globalized world, where English proficiency is increasingly essential for academic and professional success. However, it is essential to acknowledge the limitations of this study. The findings are specific to the context of Kuwait and may not be directly generalizable to other educational settings. Further research is needed to validate and expand upon these findings, considering the diverse needs and contexts within Kuwait's English language education system.

In conclusion, the findings of this study provide important insights into effective pedagogical approaches and strategies for English language education in Kuwait. Integrating authentic materials, promoting learner-centered approaches, and providing ongoing professional development have implications for curriculum development, teacher training programs, and policy decisions. By

implementing these findings, Kuwait can enhance the quality of English language education, foster meaningful language learning experiences, and prepare learners for effective communication in a globalized world.

4.1 The study implications

The findings of this study have broader implications for TESOL education in similar cultural contexts, providing insights and recommendations that can be applied in other countries with similar linguistic and cultural characteristics. The findings provide valuable insights into effective pedagogical approaches and strategies for TESOL education in Kuwait. Educators and policymakers can use this knowledge to enhance their understanding of what works in the Kuwaiti context. By incorporating authentic materials, promoting learner-centered approaches, and providing ongoing professional development, educators can adapt their practices to meet the needs of Kuwaiti learners better and improve overall teaching effectiveness.

The findings also highlight the importance of integrating authentic materials and cultural elements into the English language curriculum. This has implications for curriculum developers, who can revise and update the existing curriculum to ensure it reflects the local context and incorporates materials that resonate with Kuwaiti learners. Curriculum development should also consider the promotion of learner-centered approaches and the inclusion of language support strategies to meet the specific linguistic needs of Kuwaiti learners. The findings underscore the importance of incorporating cultural elements and valuing Kuwaiti learners' cultural background in English language education. Educators can develop culturally responsive practices, respecting and integrating Kuwaiti traditions, values, and norms into the learning experience. This helps create a sense of belonging and relevance for learners, fostering a positive learning environment and promoting cultural appreciation among students.

Moreover, the findings emphasize the need for ongoing professional development for English language teachers in Kuwait. Teacher training programs can be designed to equip educators with the necessary knowledge and skills to implement effective pedagogical approaches, integrate authentic materials, and promote learner-centered instruction. By providing training opportunities that align with the research findings, teachers can enhance their teaching practices and effectively address the diverse needs of Kuwaiti learners. Finally, the findings have implications for policy decisions related to English language education in Kuwait. Policymakers can use this research to inform decisions regarding curriculum standards, teacher certification requirements, and resource allocation for professional development initiatives. Policies that support the integration of authentic materials, learner-centered approaches, and ongoing teacher training can create a favorable environment for effective English language education.

Overall, the findings have significant implications for knowledge and practices in English language education in Kuwait. By incorporating these research findings into curriculum development, teacher training programs, and policy decisions, Kuwait can foster a more effective and culturally responsive English language education system that meets the diverse needs of its learners. Kuwait can enhance the quality of English language education, foster meaningful language learning experiences, and prepare learners for effective communication in an increasingly globalized world.

4.2 Research and Further Investigation

It is essential to acknowledge the limitations of the study. The findings are specific to Kuwait University and may not be fully generalizable to other higher education institutions in Kuwait. The sample size was also limited, so caution should be exercised in making broad generalizations based on the findings. The findings also highlight areas for further research and investigation. Future studies can delve deeper into specific aspects of effective pedagogical approaches and strategies, exploring their long-term impact on language learning outcomes. Additionally, research can focus on specific learner populations or investigate the effectiveness of innovative instructional technologies in the Kuwaiti context. These endeavors can further expand the knowledge base and contribute to evidence-based practices in English language education.

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