"The Degree of Intermediate School English Language Teachers Knowledge of ACTFL Readiness Standards"

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Abstract:

The current study aimed to explore the degree of Intermediate School English Language Teachers knowledge of ACTFL Readiness Standards three modes of communication (interpretive mode, interpersonal mode, and presentational mode). The research community consists of all EFL female teachers in Saudi intermediate schools whose number is up to (400) female teachers distributed, according to the statistics of the Ministry of Education for the year 2021. The researcher found that the highest mean was for the first dimension, which focus on "EFL teachers' knowledge about ACTFL's Readiness Standards (interpretive mode, interpersonal mode, and presentational mode) ", with an arithmetic mean of 3.87. The lowest value was for the third dimension, which covers "Difficulties and Challenges of integrating ACTFL (interpretive mode, interpersonal mode, and presentational mode) in the classroom" with an arithmetic mean of 2.88. The study recommended the need to provide clear instructions to make sure students understand what they are expected to do when interpreting a text in addition to provide clear instructions on how to approach the text and what skills they should use. Furthermore, scaffold the learning and start with simple texts and gradually increase the complexity of the texts as students develop their interpretive skills. In addition to provide supporting materials like graphic organizers, prompts, or sentence frames to guide their comprehension and use authentic materials that are relevant and meaningful to students. This can include news articles, podcasts, videos, and social media posts.

Keywords: ACTFL- Intermediate School - English Language Teachers.

Introduction:

"In the present-day, English language, has become a worldwide language and, indeed, it had lived up to the level of a lingua franca, with approximately 350 million native speakers and 430 million people who learnt it as a second language" (Al-khresheh & Orak, 2021.P1). Nowadays, mastering the nuances of the English language - both spoken and written - enhances the user in many ways. Therefore, it is seen as social, cultural and intellectual capital, according to Al-Seghayer (2014) those who can communicate in English currently have a much brighter future in terms of securing a wide range of job opportunities, seeking knowledge, enriching their understanding of other cultures, pursuing studies abroad, particularly higher ones, and broadening their horizons and having a better understanding of the world, or even leisurely pursuits, such as travelling internationally for pleasure.

These circumstances prompted many countries in the world to pay great attention to teaching and learning the English language and its skills at various educational levels, from primary to university, and in certain circumstances English has become a prerequisite for some sort of employment (Alsolami & Saaty, 2020).

The Kingdom of Saudi Arabia has not been an exception, as the Saudi Ministry of Education has significantly invested in EFL teaching and learning (Shah, et al., 2013), particularly as English is the only foreign language taught in schools and is a core introductory course for all majors in all Saudi universities (Barnawi & Al-Hawsawi, 2017). However, the situation of teaching English in kingdom is really unsatisfactory (Shah, et al., 2013), which was confirmed by the results of the studies, for example, Al-Humaidan & Alrwele (2021) confirmed that the educational outcomes did not live up to the aspirations of enabling the student to use language in real situations outside the classroom. This calls for the need of improving the quality of teaching and learning English in the Kingdom, particularly as, the country's Vision 2030 has high expectations with regard to the role of English (Al-Seghayer, 2014).

Across all of the factors, teachers' performance is regarded as one of the most essential factors which has a pivotal role in effective teaching and quality learning (Mashhadlou & Izadpanah, 2021). Teachers represent the key element in the success or failure of an educational system, considering that an excellent teacher actively addresses troubles that might affect the students, and supplements for any deficiencies in the curriculum or the available educational resources (Al'Abri, Emam, Al-Seyabi,2019). Teacher performance is increasingly important when it comes to learning a foreign language, given that the linguistic competence of foreign language learners depends in great part on the role that teacher is willing to play in the educational process (Hulea, 2015).

In response to these challenges, The American Council on the Teaching of Foreign Languages has established a language learning standard which models the best current thinking about the important domains that should be considered in FL learning (Swaffar, 2014). These efforts have placed the profession in an excellent position to define what students should know and be able to do with a foreign language they learn (Shrum, & Glisan, 2015, p.28). Standards play a pivotal role in today's (FL) field. We can say that we are now in the "period of standards," as Everson (2012) so puts it, and there is no turning back. As, Standards determine what we teach (curriculum), how we teach it (instruction), and how we know what our students know and are able to do (assessment). The standards-based education movement that has evolved from Western nations had a major impact on language teaching profession in Arab region (Al'Abri, et al., 2019).

First written in 1996 and refreshed in 2015, this Standards frame the development of curriculum, instruction, and assessment, and were designed to guide educators' and students' thinking about the process of learning languages. (Miller, 2019,). ACTFL

standards provide a focus for K–16 language teachers concerning the goals of classroom instruction. Further, the ACTFL Performance Guidelines for K–12 Learners (1998) enables elementary and secondary teachers to understand how well their students perform across benchmarks of language development described as Novice, Intermediate, and pre-Advanced , based on the length and nature of their learning experiences (Adair-Hauck, et al.,2006). As mentioned by Cox, Malone, Winke (2018) "the Standards support the development of rigorous and well-articulated learning goals and facilitate the selection of learning experiences and materials that help students progress toward higher levels of proficiency".

The subsequent revisions of the ACTFL's Standards have led to promotion of the competences that are associated with language learning. It is no longer assumed that linguistic proficiency is the sole necessity of a language learner, but the need for a broad spectrum of proficiency in what are called the five "C" goal areas of foreign language education. The Standards delineate five goal areas and content standards. These goal areas are known as the five "C" goal areas of foreign language education, these are: Communication, Cultures, Connections, Comparisons and Communities (Brighton, et al., 2019, p.179), with the overriding focus on communication and culture (Graff & Chism, 2022).

The standard of Communication is further subdivided into three communicative modes: "The interpersonal mode is characterized by two-way communication and active negotiation of meaning among individuals in written and spoken form. The interpretive mode focuses on the understanding and interpretation of oral and printed texts, when no active negotiation of meaning is possible. The presentational mode refers to the oral and written presentation of information concepts, and ideas to an audience of listeners and readers (Wright, 2008, p.89). The four skills of listening, reading, speaking and writing previously separated and often assessed in isolation are now integrated into these three modes which more accurately demonstrate how they occur in authentic communication (Eddy, 2019).

According to ACTFL (2012), the three modes of communication provide the organizing principle for classroom FL teachers to describe learners' language performance. The distinctive language functions, one of the parameters for the language learner's performance in each of the three communicative purposes, can guide the design of classroom activities.

ACTFL created explicit benchmarks and can-do statements for ranking the proficiency levels for each mode of communication. These levels include novice (low, mid, high), intermediate (low, mid, high), advanced (low, mid, high), superior (low, mid, high) and distinguished (low, mid, high). In addition, these levels can be further segmented by age groups, from early childhood, Intermediate school, and secondary/university learners (Graff & Chism, 2022). Because of the present predominance of these three standards and their effect on the creation of formative and summative classroom-based assessment methods, the Communication aim area's standards became the foundation of an Integrated Performance Assessment (IPA) framework (Troyan, 2020). Whereas IPA provides FL teachers with a summative assessment framework for assessing students' language performance in relation to the three communicative modes that comprise ACTFL's communication standards: interpretive mode, interpersonal mode, and presentational mode (Adair-Hauck et al., 2013). Besides, Malone & Sandrock (2016) point out that through implementing the IPA model, teachers and students can move from an emphasis on memorized vocabulary and isolated manipulation of grammatical structures to an emphasis on authentic application of language elements (vocabulary, structures, and functions).

Considering that the three modes of communication are the cornerstone of teaching and assessment system for foreign languages (Eddy, 2017), however, there are not many studies that have addressed the degree to which these patterns are included in classroom practices in the Arab environment in general. Most studies as, Al Asmari (2015); Wajid & Saleem (2016); Abdul Wajid & Saleem (2017); Alharbi (2020); in this area have focused on communication strategies or communicative competence in terms of the four language skills separately, without clarifying the relationship to each other.

Research Problem

Saudi Arabia has made big efforts to keep pace with international trends in teaching English as a second language. This includes developing curricula in line with the latest developments in the field, using the best educational materials from reputable international publishing houses, and hiring qualified teachers. However, despite these efforts, the level of English language proficiency among Saudi students remains remarkably low. The implementation of Communicative Language Teaching (CLT) has not been successful, and students continue to struggle with basic communication skills in English. The clearest evidence of this is the results of the first English Language Proficiency Index in Education (EF EPI, 2020) which in its analysis of English language skills showed that the level of English language proficiency in Saudi Arabia is very low, as the English Language Index EF. The EPI score is 399, which ranks 8th in the Middle East region. It also revealed that it was ranked 97th in the list of 100 countries. Various factors such as limited opportunities to practice speaking English, traditional teaching methods, and lack of specific criteria for evaluating the quality of teaching contribute to this problem (Alrashidi and Phan,2015)

Fallatah (2021), Alharbi (2020), AlMohideb (2019), and Abdulkader (2019), have confirmed the results of Saudi students who were taught according to the new English language curriculum that has been in place for more than ten years. The results of these investigations reveal that the students results and marks are really bad. Students have difficulties writing simple sentences and communicating in basic English (Bhuiyan, 2016). This indicates a discrepancy between policy and reality

regarding curriculum support for communicative language teaching (CLT). According to Sharma (2016), this problem is not new; It has been documented for more than three decades. Although Saudi students spend at least 10 years learning English, they graduate from high school and still have limited communication skills in English.

The reason is that Saudi classrooms often lack an interactive atmosphere, limited realistic opportunities for communication in English, and teachers used the Arabic language during teaching (Ashraf, 2018), which Alrabai (2018) attributed either to teachers' low competence and confidence in using English or because they want to make their jobs easier. Students do not undergo any official oral exams during their studies in the intermediate and secondary levels (Al-Shamiry, 2020). Shah, Hussain & Nasseef (2013) added that Saudi teachers prefer to adopt traditional methods and find it difficult to apply communication methodologies due to different social, cultural, and institutional constraints. As a result, the Saudi EFL teacher is seen as a provider of materials and provider of content, rather than as an administrator of linguistic insight positions (Alsudais, 2017).

All this may be the result of not using specific criteria to assess the quality of teaching and learning in English language classes in the Kingdom, on which educational policies and applications are based and which require educational accountability (Al-Seghayer, 2014). Alfahadi, Qradi & Asiri (2016) confirm this by stating that the lack of consistent quality standards is one of the challenges in evaluating EFL teachers.

Emphasizing the importance of the current research and based on my experience as a researcher, it can be said that, there is a significant weakness in the quality of education provided by English as a foreign language (EFL) teacher. This weakness often manifests in the inadequate development of students' interpretive skills, which are essential for successful language acquisition. However, many EFL teachers do not prioritize the development of these skills in their teaching, leading to a lack of proficiency among students. This results in students learning a limited range of language and not developing the necessary skills to understand and communicate in real-world situations. Therefore, there is a critical need for EFL teachers to prioritize the development of interpretive skills and provide students with exposure to authentic materials in order to improve the quality of education provided in EFL classrooms.

Based on the foregoing, the present study attempts to explore the degree of intermediate School English Language Teachers Inclusion of ACTFL Readiness Standard three modes of communication (interpretive mode, interpersonal mode, and presentational mode) in their Teaching Practices, in order to bridge the research gap in this field on the one hand, and shed light on the importance of this standard on the other hand. **Therefore, the present research will answer the main question, which is: What is the Degree of Intermediate School English Language Teachers knowledge of ACTFL Readiness Standards three modes of communication (interpretive mode, interpersonal mode, and presentational mode)?**

Research Objective:
The present study aims to explore:
The Degree of Intermediate School English Language Teachers knowledge of ACTFL Readiness Standards three modes of communication (interpretive mode, interpersonal mode, and presentational mode).

Research Significance:

Research Significance is determined in the following aspects:

-Scientific (theoretical) importance: The importance of the theoretical study is investigating the degree of Intermediate School English Language Teachers knowledge of ACTFL Readiness Standards three modes of communication (interpretive mode, interpersonal mode, and presentational mode) in their Teaching Practices, and benefiting specialists in the Kingdom of Saudi Arabia in developing and reforming programs to enhance the knowledge of teachers of English as a foreign language in light of the Kingdom's Vision 2030. It may also benefit other researchers in conducting more studies about Intermediate School English Language Teachers knowledge of ACTFL Readiness Standards three modes of communication (interpretive mode, interpersonal mode, and presentational mode) in their Teaching Practices.

- Practical (applied) importance: The researcher hopes that the results of this study will be of great benefit to the various educational institutions, especially in revealing weaknesses, if any, among teachers who are not be able to employ ACTFL Readiness Standard in classrooms.

1- Research Limitation
The current study will be limited to the following:
- exploring EFL teachers' knowledge about ACTFL's three modes of communication (interpretive mode, interpersonal mode, and presentational mode).
- implementation will take place during the second half of the 2022-2023 academic year, with God's help.
- Saudi Arabian Intermediate schools signing the research materials and instruments.

Research Terms:
For clarity, within the scope of current study, the following terms have been defined:
ACTFL. American Council on the Teaching of Foreign Languages, the National Foreign Language Association.
The Standards: define as "educational road maps that were designed to help educators provide strong and effective learning opportunities for all learners, regardless of their geographic or socioeconomic context" (Glisan, 2012, p. 515).
ACTFL standards: refer to the Standards for Foreign Language Learning: "Preparing for the 21st Century, which is a collaborative effort by the profession to define the content knowledge students in grades K-12 should possess when they complete a program of study in a foreign language" (Mundell & Redmond, 2015, p86)
Interpretive Communication: "refers to the ability to understand and make meaning from spoken or written language in a different language or cultural context. In the context of teaching, interpretive communication refers to the teacher's ability to comprehend and interpret messages conveyed in different forms of language" (Putnam and Banghart, 2017.p3).
The researcher defined Interpretive skills as the ability to understand and analyze written and spoken language, including identifying the main ideas, interpreting implied meanings, and making inferences.
Interpersonal communication mode: By American National Standards Collaborative Board (as cited in: Martel, 2021, P.28) it is defined as "interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions".
Presentational communication mode: By American National Standards Collaborative Board (as cited in: Martel, 2021, P.28) refers to the creation of formal messages to be interpreted by listeners or without opportunities for the active negotiation of meaning".

Theoretical Framework
- The first axis: The ACTFL's three modes of communication
The World-Readiness Standards for Learning Languages describe what students need to know and be able to do in broad terms and are organized according to five Goal Areas known as the 5 Cs: Communication, Cultures, Comparisons, Connections, Communities (Center for Advanced Research on Language Acquisition, 2022).
1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes (ACTFL, 2022), also (LaSalle, 2022) indicates that the communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, and show cultural understanding when they communicate and present oral and written information to various audiences for a variety of purposes.
(ACTFL, 2022) indicates that communication has been divided into three types as follows:
The ACTFL's three modes of communication
Language teachers are generally familiar with a four-skill model of communication, in which reading, writing, listening, and speaking proficiencies are assessed individually. A four-skill approach will continue to be a useful model for assessment, as it is often necessary to avoid confounding performance on one dimension, such as listening, with skill in another area, such as reading. Assessing skills individually is desirable in situations where learners have acquired language in a variety of ways, and thus may not share common pathways to proficiency often the case with adults. Evaluation criteria, such as those of the ACTFL Proficiency Guidelines, describe what individuals can do with language in terms of speaking, writing, listening, and reading. There are five major levels of proficiency for each skill: Distinguished, Superior, Advanced, Intermediate, and Novice (Center for Advanced Research on Language Acquisition, 2022).
The three modes of communication provide the organizing principle for describing language performance across three ranges of performance: Novice, Intermediate, and Advanced. The ACTFL Proficiency Guidelines were developed for purposes of assessment across four skills (listening, speaking, reading, and writing) and originated prior to the Standards. The 2012 revision of the Proficiency Guidelines considers how each skill is used, for example, describing both interpersonal and presentational aspects of speaking. The Performance Descriptors embrace the communicative purpose behind the three modes of communication, describing how a language learner performs to achieve each communicative purpose: interpersonal, interpretive, and presentational. The language functions are appropriately matched to the mode of communication (e.g., in the Intermediate range, a hallmark function for Interpersonal is the ability to ask, understand, and answer questions; for Interpretive, a key function is to comprehend main ideas and identify some supporting details; for Presentational, an essential function is the ability to present information by creating with language). One can also observe significant differences in the communication strategies that language learners use in each of the modes (ACTFL, 2022).
- Previous studies:
The following is a presentation of some previous studies that relied on ACTFL standards as a basis for evaluating instructional practices, curricula, language skills and competencies for students in general.

Al-Zahrani study (2021), aimed to investigate the EFL student teachers' level of language proficiency in the light of ACTFL Guidelines, and the correlation between their academic performance (GPA) and their teaching performance. The descriptive method was used. The study sample consisted of (60) student teachers from Najran University. Data were collected through the following three instruments: A) An observation checklist designed by the researcher to evaluate EFL student teachers' performance to determine the degree to which their performance matches the standard; B) Self-Assessment checklist based on ACTFL Guidelines, which determine EFL student teachers' language proficiency for each skill (listening, speaking, reading, and writing); and C) 3 Proficiency Tests to evaluate the English language proficiency skills (including four sections: listening, speaking, reading, and writing). Findings revealed that the student teachers perceived themselves to be (intermediate low) level in language proficiency according to ACTFL Guidelines. Moreover, there is a statistically significant relationship between ACTFL Guidelines and all variables of the study.

Study of **Al-Aqad (2017)** aimed at evaluating the English book for Palestine student's grade 11 and 12 in the Light of the American Council for the Teaching of Foreign Languages (ACTFL) Standards. The researcher designed a content analysis card to collect data. These data involved making a survey for the two pupil books in order to analyze it and ensure that it matches these standards. The results showed a variety in the distribution of the five standards in English for Palestine – grade 11 & 12 student's book. Some standards scored high while others scored low. The comparison between the two pupil's books of grade 11 & 12 showed close degrees of agreement on all of the nine standards. The two student's books agreed in the highest level of the communication standard in both of them and agreed in the lowest providence of the comparison' standard in both of them.

The Study of **Zare-Behtash & Banaruee (2017)** investigates the objectives of communicative language teaching and curricular components of two important textbooks which are widely studied in Iran. To this aim, a checklist of 5 Cs standards and seven curricular components evaluation developed by American Council on the Teaching of Foreign Languages (ACTFL) was employed. The evaluation reveals that the New Headway advanced series is more preferable and desirable than the ILI Advanced 1 due to the design and organization, authenticity, attractiveness, functionality, practicality and the other qualities mentioned above regarding communication, cultures, connection, comparison, and community in all aspects. The evaluation based on the seven curricular components- language systems, communication strategies, cultural knowledge, learning strategies, content from other subject areas, critical thinking skills, technology and the other features- indicates that the ILI textbook enjoys low standards and is not well developed in all components. The ILI textbook is highly reading and writing oriented and not appropriate for transactional and interactional learning purposes. This study acquaints language teachers and learners with the more desirable and cogent book.

Research Methodology

The current study depends on the Quantitative descriptive approach. The researcher's chose this methodology because it is the most appropriate research method to achieve the objectives of the current study.

Research Population

The research population consists of all EFL female teachers in Saudi Intermediate schools whose number is (400) female teachers distributed, according to the statistics of the Ministry of Education for the year 2023.

Research Sample:

Sample of the present study were selected applying random sampling method to represent a suitable percentage of the original population and the sample consists of (N=358) female teachers in Saudi Intermediate schools.

Research Tools:

In this research, a survey was employed to gather data, which comprised of two sections. The initial segment was intended to obtain demographic information from participants, whereas the second section focused on the three modes of communication as defined by the American Council on the Teaching of Foreign Languages (ACTFL). This section measures the degree of familiarity and knowledge of English as a foreign language (EFL) teacher with ACTFL's (three modes of communication (interpretive mode, interpersonal mode, and presentational mode).

Validity

To check the validity of research tool, the researcher applied construct validity and content validity, by using a pilot sample consisting of (30) participants who will not be included in the research original sample.

Content Validity:

The validity of the content of the study tool was verified by presenting it in its initial form, appendix (1), to (8) Specialists in education with experience in the field of teaching, appendix (2), to determine the relevance of item, clarity of phrases, their formulation, and their linguistic integrity. The proposed modifications, which will be suggested by 80% of the specialists, in order to construct the study tool in its final form, appendix (3).

To verify the validity of the construction of the study tool, Pearson's correlation coefficient was calculated between the item and the axis to which it belongs, for" The Degree of Intermediate School English Language Teachers Inclusion of ACTFL World Readiness Standard three modes of communication (interpretive mode, interpersonal mode, and presentational mode) in their Teaching Practices" domains as shown in the table (1).

Construct Validity

In order to check the construct validity of the research tool, the researcher calculated Pearson correlation coefficients between the degree of each sentence and its dimension, and between the degree of each dimension and the total scale. Tables (1) and (2) below show the results of Pearson correlation test.

Table (1)

Pearson Correlation between the Item and its Dimension

Item Number	Item Description	Pearson Correlation Coefficient
Dimension one: EFL teachers' knowledge about ACTFL's three modes of communication (interpretive mode, interpersonal mode, and presentational mode)		
Q1	I know students should participate in conversations on familiar topics using simple sentences.	0.611**
Q2	I know students should handle short social interactions in everyday situations by asking and answering a variety of questions.	0.792**
Q3	I know students should be able to talk about themselves and their everyday lives.	0.786**
Q4	I know students should be able to describe people, places, and things.	0.541**
Q5	I know students should understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests.	0.803**
Q6	I know students should follow the steps in stories and descriptions about things and events.	0.532**
Q7	I know students should present information on most familiar topics using a series of simple sentences.	0.732**
Q8	I know students should make presentations in a generally organized way on school, work, and community topics.	0.757**
Q9	I know students should make presentations on some events and experiences.	0.677**
Q10	I know students should write some simple item about events and experiences of their personal interests.	0.801**

Results in table (1) shows that all sentences were significantly correlated with their dimensions at level of ($\alpha \leq 0.01$). The value of Pearson correlation coefficient between the sentences and their dimensions ranged from (0.532 – 0.803), which are included in the interval (0.3-0.8), so that no sentence was excluded from the research tool. In this case we can conclude that the research tool has high construct validity, which enables us to apply it to the research sample.

Table (2): Pearson correlation between Dimensions and Total Scale

Dimensions	N. of items	Items sequence	Cronbach's Alpha Coefficient
EFL teachers' knowledge about ACTFL's three modes of communication	10	1 - 10	0.863

Table (2) shows that the value of Cronbach's alpha coefficient ranged (0.863.) according to Sekaran (2016), the lowest acceptable value of Cronbach's alpha coefficient is (0.70). Based on this, we can consider values of Cronbach's alpha coefficient of this study tool as a satisfied value, which makes it a reliable tool to be applied to the entire study sample.

Study results, discussion and recommendations

The aim of this part is to answer the research question by applying appropriate statistical tests method. It will represent a discussion of the results of the statistical analysis, draw conclusion and provide some recommendations based on the results of the statistical analysis.

Socio-Demographic Characteristics

The socio-demographic variables in this study are education level and experience years in the field of The Degree of Intermediate School English Language Teachers Inclusion of ACTFL World Readiness Standard in Teaching English Language. To discuss and describe the research socio-demographic variables, the researcher applied the descriptive statistic by calculating frequencies and percentages.

Table (3): research socio-demographic variables

ID	CATEGORY	FREQUENCY	PERCENTAGE
Education level	Bachelors	307	85.8%
	Masters	43	12%
	PHD	8	2.2%
experience years	Less than 5 years	114	31.8%
	From 5 – 10 years	67	18.7%
	More than 10 years	177	49.4%

Table (3) shows that the bachelor's degree has obtained the highest percentage of the answers of the study sample, which amounted to (358) samples, with a rate of (85.5%), while the doctorate degree came with a rate of (2.2%).

Table (3) show that teachers of more than 10 years of experience has obtained the highest percentage of the answers of the study sample, which amounted to (358) participants, with a percentage of (49.4%), while teachers of 5 – 10 years of experience came with a percentage of (18.7%).

Normal Distribution of Data

To check if the data follows the normal distribution the researcher applied Kolmogorov-Smirnov Test.

The results of Kolmogorov - Smirnov test is presented in the table (4) below, we can notice that the value of sig. for all dimensions / variables is greater than 0.05, which means that the data follow the normal distribution.

Table (4): Kolmogorov – Smirnov Test

Dimension	STATISTIC	D.F	Sig
EFL teachers' knowledge about ACTFL's three modes of communication (interpretive mode, interpersonal mode, and presentational mode)	0.150	357	0.083

Prepared by the researcher by using SPSS v. 25

Questionnaire Analysis

In order to analyze questionnaire statements and to answer the research question, the researcher calculated mean and standard deviation for each sentence in the questionnaire. The following scale will be used to evaluate the mean of each statement:

Table (5): Mean value evaluation scale

Mean value	1.00 – 1.80	1.81 – 2.60	2.61 – 3.40	3.41 – 4.20	4.21 - 5
evaluation	Extremely low	low	moderate	high	Very high

Prepared by researcher.

EFL teachers' knowledge about ACTFL's three modes of communication (interpretive mode, interpersonal mode, and presentational mode)

With regard to EFL teachers' knowledge about ACTFL's three modes of communication (interpretive mode, interpersonal mode, and presentational mode) in Saudi Arabia higher education institutions, the means and standard deviations for the items of the EFL teachers' knowledge about ACTFL's three modes of communication (interpretive mode, interpersonal mode, and presentational mode) dimension were extracted.

Table (7): Mean and SD for EFL teachers' knowledge about ACTFL's three modes of communication (interpretive mode, interpersonal mode, and presentational mode) items

ID	Dimension	mean	S.D	degree	rank
3	I know students should be able to talk about themselves and their everyday lives.	4.19	1.02	high	1
4	I know students should be able to describe people, places, and things.	4.17	1.03	high	2
1	I know students should participate in conversations on familiar topics using simple sentences.	4.14	1.02	high	3

2	I know students should handle short social interactions in everyday situations by asking and answering a variety of questions.	3.97	1.06	high	4
5	I know students should understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests.	3.88	1.01	high	5
10	I know students should write some simple item about events and experiences of their personal interests.	3.88	1.03	high	6
7	I know students should present information on most familiar topics using a series of simple sentences.	3.78	1.02	high	7
6	I know students should follow the steps in stories and descriptions about things and events.	3.60	1.00	high	8
9	I know students should make presentations on some events and experiences.	3.53	1.00	high	9
8	I know students should make presentations in a generally organized way on school, work, and community topics.	3.52	1.01	high	10
	total	3.87	.68	high	

The dimension of EFL teachers' knowledge regarding ACTFL's three modes of communication was evaluated, and the overall mean was found to be 3.87 with a high degree of standard deviation of 0.68. The researcher observed that the item with the highest average score was item (3), (I know students should be able to talk about themselves and their everyday lives), with mean of 4.19 and a high degree of standard deviation of 1.02. The second-highest average score was found for item (4), (I know students should be able to describe people, places, and things) with an arithmetic mean of 4.17 and a standard deviation of 1.03. In contrast, item No. (9), (I know students should make presentations on some events and experiences.) was ranked penultimate, with an arithmetic mean of 3.53 and a high degree of standard deviation of 1.00. Finally, item (8), (I know students should make presentations in a generally organized way on school, work, and community topics.), was ranked last, with an arithmetic mean of 3.52 and a standard deviation of 1.01

This result can be attributed to the fact that EFL teachers' knowledge about ACTFL's three modes of communication items enables students to understand the essential points of the sum of clear standards in familiar topics regularly encountered at work, school, leisure settings, etc., Also they can deal with all the situations that s/he encounters while traveling, in the language-speaking regions, and can write easy and coherent text on familiar topics, or topics of a personal nature. Can describe experiences, events, dreams, and hopes, they can also briefly reason, and clarification of opinions and plans.

They can also understand the basic ideas in complex texts on tangible and abstract topics, including technical discussions in his/her field of specialization.

Also, they can interact with a degree of fluency and spontaneity that makes dealing with native speakers comfortable and not stressful for both parties. He can write clear, detailed texts on a number of topics. He can also explain his point of view on the issues raised, with an indication of the advantages and disadvantages of different opinions.

Second: Study Recommendations and Suggestions:

A) Recommendations

According to the study results, the researcher recommends the following:

1. Enhancing the knowledge of teachers of English as a foreign language about the interpretive mode through professional development workshops or training sessions that cover topics talk that are interested in how to scaffold interpretive activities, and how to assess interpretive skills.

2. Collaborative lesson planning where teachers can work together to plan interpretive activities that are appropriate for their students' proficiency levels and learning goals. By collaborating, teachers can share ideas and resources, as well as provide feedback on each other's lesson plans.

3. Incorporating authentic materials such as articles, videos, and audio recordings, into their lessons to provide students with exposure to real-world language use.

4. Providing feedback and reflection opportunities to students on their interpretive skills and encourage them to reflect on their own learning. By providing feedback and reflection opportunities, teachers can help students identify areas for improvement and develop strategies for enhancing their interpretive skills.

b) Suggestions for Further Research:

The current research is an introduction to future research and studies dealing with other aspects that may complement or add to this research. Among the proposed future research and studies are:

1. Carrying out a similar study at different educational stages.

2. Carrying out a study aiming at identifying EFL teachers' knowledge about ACTFL's three modes of communication (interpretive mode, interpersonal mode, and presentational mode) from the point of view of principals.

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"درجة معرفة معلمات اللغة الإنجليزية بالمرحلة المتوسطة بمعايير المجلس الأمريكي لتعليم اللغات الأجنبية"

الملخص:

تهدف الدراسة الحالية إلى تحديد درجة معرفة معلمات اللغة الإنجليزية في المدارس المتوسطة لوسائل التواصل الثلاث بمعايير الجاهزية الخاصة بالمجلس الأمريكي لتعليم اللغة الأجنبية (ACTFL) (الوسيلة التفسيرية التفسيري، الوسيلة التفاعلية، والوسيلة العرضية) و استخدامها في ممارستهن لمهنة التدريس. تتكون مجتمع البحث من جميع معلمات اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة بالمملكة العربية السعودية، ويبلغ عددهن حوالي 400 معلمة موزعات، وفقًا لإحصاءات وزارة التعليم لعام 2021. وجدت الباحثة أن أعلى متوسط كان للبعد الأول الذي يتعلق بـ "معرفة معلمات اللغة الإنجليزية في المدارس المتوسطة بمعايير الجاهزية ACTFL للاتصال (الوسيلة التفسيرية التفسيري، الوسيلة التفاعلية، و الوسيلة العرضية) "، بمتوسط حسابي يبلغ 3.87. و أن القيمة الأدنى كانت للبعد الثالث الذي يتعلق بـ "صعوبات وتحديات دمج وسائل ACTFL (الوسيلة التفسيرية، الوسيلة التفاعلية، و الوسيلة العرضية) في الفصل"، بمتوسط حسابي يبلغ 2.88. وأوصت الدراسة بضرورة توفير تعليمات واضحة للتأكد من فهم الطلاب لما يُتوقع منهم عند تفسير النصوص، بالإضافة إلى توفير تعليمات واضحة حول كيفية التعامل مع النصوص والمهارات التي يجب أن يستخدموها. علاوة على ذلك، فقد أوصت بالبدء بالتعليم الأساسي عن طريق البدء بنصوص بسيطة ومن ثم زيادة تعقيد النصوص تدريجيا لتطوير المهارات التفسيرية لدى الطلاب ، بالإضافة إلى توفير مواد لدعم عملية التعليم كمخططات الرسوم البيانية أو الرسومات التعليمية ووسائل تحفيز الطلاب على التفكير و بتراكيب الجمل لتسهيل فهمهم للمواد. كما و يمكن الاستعانة بالمواد الأصلية ذات المغزى و المتعلقة بالمواد لتي يأخذها الطلاب ويمكن أن تشمل هذه المواد مقالات الأخبار و البودكاست مقاطع الفيديو بالإضافة إلى منشورات التواصل الاجتماعي.

الكلمات المفتاحية: معايير المجلس الأمريكي – المرحلة المتوسط –معلمات اللغة الإنجليزية.