

New Perspectives in Utilizing Non-Textbook Resources in EFL Classrooms and Perceptions

Naeem Afzal¹

¹Department of English, College of Sciences and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj, Saudi Arabia

Correspondence: Naeem Afzal, Department of English, College of Sciences and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj, Saudi Arabia.

Received: May 6, 2023 Accepted: June 6, 2023 Online Published: June 7, 2023

doi:10.5430/wjel.v13n6p362

URL: <https://doi.org/10.5430/wjel.v13n6p362>

Abstract

Usually, most textbooks are formally prescribed with fixed and time-bound content. There is hardly any choice for course teachers/instructors to deviate from the prearranged course content of such textbooks. This study assumes that such formal, skills and knowledge-based, textbooks may cause boredom in EFL classrooms with repeated tasks/exercises and, even sometimes, their course content may not be interesting to all students. On the contrary, the use of non-textbook resources in EFL classrooms can have multiple contributions, for instance, by enhancing students' competency and proficiency in language skills and by reinforcing their knowledge. Thus based on such assumptions, this study investigates university teachers' perceptions on incorporating non-textbook resources as supplementary materials in teaching EFL to non-native undergraduate speakers, in the selected context. To achieve these goals, this quantitative study uses an online questionnaire as a data collection tool. The questionnaire seeks university teachers' responses/perceptions on the subject under investigation. The findings of this study, given the university teachers' perceptions, reveal various useful roles and contributions of non-textbook resources. To cite, for instance, the use of non-textbook resources can trigger students' participation, increases motivation and learning possibilities, enhances their understanding and performance, breaks monotony and boredom, contextualizes teaching-learning situations, and provides students with space for extra language skills practice.

Keywords: Non-text book resources, supplementary materials, EFL classrooms, university teachers, perceptions

1. Introduction

The global desire for learning and teaching the English language has been amplified in recent times. The main reason is that English is the most commonly used foreign or second language worldwide. Furthermore, it is the language of business, research, education, and technology, with people from various linguistic backgrounds communicating in English (Mulatu & Regassa, 2022). Furthermore, English has solidified its position as the international language of science and technology, as well as the language of the internet and virtual communication (Moskovsky & Picard, 2018). Hence, the need for teaching and learning English globally has increased. Teaching EFL necessitates the ability to explain and interestingly communicate in the English language. Students are encouraged to develop their English language skills through listening, speaking, reading, and writing. Course books, audio-visual aids, and technology-based resources are frequently used in this regard. Typical EFL teachers' activities include class planning, preparation, and delivery, giving feedback, conducting exams, evaluations, and developing materials. Their major role is to determine students' needs and choose suitable teaching resources, strategies, methods, and techniques (Imaniah & Gunawan, 2017). However, prescribed textbooks for teaching EFL may be deficient in several aspects. For instance, their content may be insufficient, too difficult or too simple, uninteresting and has boring tasks, lacks resources for practice or reinforcement of concepts and meaningful activities, etc.

In addition, textbooks for teaching EFL may not be adequate to accomplish a range of teaching objectives. It has been claimed that teachers frequently find them insufficient to the demands of learners. It is not always feasible for a textbook author to create a perfect textbook that can satisfy the needs of all learners. A teacher must choose and employ proper supplementary materials for language classrooms to meet learners' needs and accomplish certain objectives of the lesson (Karki, 2018). Likewise, topics in a textbook may not be engaging to all learners and a textbook is restricting, that is, it hinders instructors' creativity (Riasati & Zare, 2010). Furthermore, it has been noticed that textbooks often fail to address one or more of the communicative needs of students. From one location to another, and even from one class to another students'/learners' needs, skills, and learning settings differ. There are countless textbooks accessible for language teaching but they are all, in some way, insufficient, for instance, for communicative needs etc. (Thakur, 2015).

Given the above arguments, this study addresses the problem that the majority of textbooks are formally assigned. They have predetermined and time-bound content. Such formal, skills and knowledge-based, textbooks may generate boredom in the classroom due to insufficiencies, repetitive tasks/exercises and the course content may not be attractive to all language learners as well. Furthermore, course teachers have little freedom to depart from the pre-planned course content. In addition, prescribed textbooks may not always meet the needs of students in a specific learning environment and teachers may need to create their own supplementary materials or rely on

non-textbook resources to compensate for such shortcomings in textbooks.

Non-textbook resources are beneficial in teaching EFL. Teachers need them to generate motivation – one of the most important factors that influences learning. Such teaching materials or resources supplement the curriculum and are related to the course's learning objectives and contents. The major reason for utilizing a supplement is that course-book materials may contain content/language already known to learners or focus on a topic they are not interested in. Then there may arise the need for something with a higher level of difficulty or a more interesting topic (Musaevna, 2020). Since language teachers think that textbooks often fall short of meeting certain needs and goals, they should use supplementary resources based on the learning preferences of their students (Riasati & Zare, 2010). Also, it has been suggested that teachers should add supplementary materials to EFL textbooks that are appropriate for unique circumstances present in language classrooms (Gómez-Rodríguez, 2010). The use of engaging supplementary resources in classrooms can resolve the issue of textbook deficiencies and enable learners to execute and create their best English-language work (Thakur, 2015). Given such a background, this study investigates university teachers' perceptions about what roles non-textbook resources can play to enhance the teaching of EFL.

In the context of Saudi Arabia, there is a dearth of local or domestic studies related to seeking university teachers' perceptions in teaching EFL to university undergraduates. Most of the past studies (e.g., Al-Asmari & Khan, 2014; Alghamdi, 2017; Alharbi, 2019; Al-Nafisah & Al-Shorman, 2014; Al Mukhallafi, 2019; Alshammari, Parkes, & Adlington, 2017; Alzaidi & Althaqafi, 2022; Layali, & Al-Shlowiy, 2020; Mutambik 2018) hardly focused on the subject under investigation. Other studies which explored the use of non-textbook materials in EFL classrooms mostly focused on teaching EFL at school levels (e.g., Barzan, Kooti & Heidary, 2021; Dodd et al., 2015; Karki, 2018; Salehi & Zamanian, 2012). This study investigates university teachers' perceptions on including non-textbook resources as supplementary teaching materials in teaching the English language skills courses (reading, writing, listening, and speaking) to university undergraduates. To achieve its goals, this quantitative study uses an online questionnaire as a data collection tool. The questionnaire seeks university teachers' responses/perceptions on the use of non-text resources in teaching EFL. The findings of this study would, hopefully, reveal useful insights by sharing/analyzing the perceptions of university teachers on using non-textbook resources and the contribution of such resources to teaching EFL. The present study is based on the following research questions:

- 1- What are the university teachers' perceptions on using non-textbook resources in EFL classrooms in the selected context?
- 2- How do non-textbook resources contribute to enhancing the teaching of EFL?

2. Review of Literature

2.1 Non-Textbook Resources / Supplementary Materials

Supplementary materials are defined as the materials intended to be used in addition to the primary materials of a course and not the core of the teaching content. These supplementary materials are used by educators globally, to bolster learners' comprehension of language skills, improve EFL learners' performance, give value to the learning process, maintain the success rate and generate positive outcomes (Lai et al. 2022). Also, supplementary resources can be books or other materials containing tools for skills development, vocabulary and grammar, collections of communicative activities, phonological practice, teachers' resources, and web materials. Supplementary materials can be obtained from different reliable sources such as newspapers, magazines, articles, videos, etc. However, such non-textbook resources should be different from course-book materials and should be the most relevant type. Supplementary resources and activities fill gaps in course-books, provide extra practice for students and add variety to classroom lessons. A variety of supplementary materials have certain advantages such as promoting confidence in learners, focusing on individual skills, incorporating new ideas, providing visual context, and cultural information, enhancing motivation, creating interest and enjoyment, and so on (Spratt, Pulverness, & Williams, 2011).

Supplementary materials develop reading, writing, listening, or speaking skills and speed up language learning. Videos, CDs, emails, YouTube, dictionaries, grammar books, readers, and worksheets are also considered examples of such materials. Newspapers, pictures, live speeches by invited native speakers, instructors' directions, and live talks are other examples. In other words, supplementary resources might be anything that is employed on purpose to help language learners gain more knowledge and/or experience. By considering this 'pragmatic concept', material developers can employ as many sources of input as possible and can help teachers realize that they are also material developers and that they are ultimately in charge of the resources used by their teachers. Moreover, supplementary materials can be 'instructional' in the sense that they teach students about the language, 'experiential' in the sense that they expose students to the language in use, 'elicitative' in the sense that they encourage language use, and 'exploratory' in the sense that they help learners make discoveries about the language (Tomlinson, 2011). Particularly, the usage of authentic materials in EFL classrooms plays an instrumental role. For instance, authentic listening-viewing materials consist of expertly audio-taped short stories and novels, TV advertisements, comedy programs, quiz shows, cartoons, documentaries, sales pitches, radio ads, movies, news clips, etc. To elucidate, first, in terms of efficacy in language learning and teaching such authentic non-textbook resources develop learners' pronunciation and listening skills. Second, non-native speakers can learn about the target culture, customs, attitudes, social differences, etc. In addition, other authentic text materials for improving students' reading skills and vocabulary can be categorized as information brochures, greeting cards, newspaper articles, restaurant menus, maps, street signs, etc. (Umirova, 2020). In addition, teachers' resources to get students working productively in class is also a type of supplementary materials (Spratt et al., 2011). Similarly, some other supplementary resources useful for language classrooms may include cell phones, documentaries, films, computers, laptops, etc. (Karki, 2018). Also, PowerPoint, posters,

photos, dialogues, stories, etc. can be exploited in EFL classrooms in addition to the course textbooks (Dodd et al. 2015).

The selection and use of supplementary materials by teachers is subject to learners' needs, level of studies, interests, and language. It also depends on several other factors such as visual attractiveness or clarity, organization, relevance to the context, the logic for using materials, culturally appropriate materials, and suitability for learners' age, and whether the selected materials are motivating, provide the opportunity to learners to use language skillfully, or not (Spratt et al., 2011). It has been claimed that students get more motivated when using supplementary resources, which enhances their learning capabilities. Students' interest, comprehension, and involvement in their English language studies are increased by using supplementary resources. The use of such resources also avoids monotony in teaching and learning the target language (Dodd et al. 2015). A teacher must choose and use appropriate supplementary resources to meet the requirements of students and the goals of a lesson, for instance, magazines and newspapers are suitable examples of supplementary reading materials (Mulatu & Regassa, 2022).

2.2 EFL Context

In the context of Saudi Arabia, English plays a contributory role due to the country's involvement in international economic, political, and scientific spheres. For decades, there has been a need for citizens to be fluent in English to wholly participate in the country's growth. Due to the high demand for the English language, the Ministry of Education assumed the responsibility for developing and implementing language policies in both public and private schools (Alotaibi, 2014). The English language has importantly influenced the Saudi people and society. Globalization has resulted in a high demand for the English language skills in the Saudi market and has put pressure on students to learn English. The Saudi educational system has evolved to match such needs. People have taken English for granted in terms of nation-building, career advancement, etc. Thus, English in Saudi Arabia is not confined to its linguistic and communicative uses only. Rather, English is also significant at the national and international levels in the social, economic, political, and religious spheres (Alrabai, 2016). Over the years, Saudi EFL teaching policies and practices have developed significantly. It was the primary goal of the Ministry of Education to establish EFL education in high schools to prepare global citizens who can advance the Saudi community economically as well as academically. Today, English is taught at all grade levels in schools and at all universities so that people can use the English language and gain perfection in writing and speaking in English. Proficiency in English has become an essential component of the majority of professional and administrative enterprises (Al-Tamimi, 2019).

In the context of Saudi Arabia, there are several factors behind the low EFL achievement levels of Saudi learners. One of these factors is related to EFL instructions, curriculum, teaching methods, and teachers' behavior (Alrabai, 2016). Arab EFL learners in general face various problems in speaking and writing English in particular. Saudi EFL learners also face such problems, particularly, at the school level, where most high school graduates are unable to carry even a short conversation in English. It reflects that EFL teaching approaches in schools are ineffective (Al-Tamimi, 2019). There is also a need to expose learners to the target language (English) both inside and outside of EFL classrooms, as well as to expose EFL teachers to adequate and appropriate teaching resources (Moskovsky & Picard, 2018). Given such a background, particularly, a pre-university EFL context, which doesn't provide enough opportunities for students in (re) shaping their language skills, this study seeks the perceptions of university teachers about the use of non-text or supplementary materials while teaching the English language skills courses (reading, writing, listening and speaking) to undergraduates.

2.3 Previous Studies

The use of supplementary materials, at the pre-university level of education, for teaching EFL has been the subject of numerous worldwide studies, which have demonstrated how useful supplementary materials are for teaching EFL (e.g., Barzan, Kooti & Heidary, 2021; Dodd et al., 2015; Karki, 2018; Salehi & Zamanian, 2012). It indicates that supplementary materials or non-textbook resources alongside prescribed textbooks are used to reinforce the teaching of EFL. However, most of these studies focused on the use of such materials for teaching EFL to school students.

In the context of Saudi Arabia, there is a dearth of local or domestic studies related to seeking university teachers' perceptions in teaching EFL to university undergraduates. Among the few existing studies, Mutambik (2018) explored the teacher-student readiness to use E-learning as a supplementary tool in teaching EFL. This study used a mixed-method approach using both qualitative and quantitative methods. It demonstrated that teacher-student readiness for E-learning was based on several personal underlying factors. However, the focus of this study was teaching EFL at high school levels in Saudi Arabia and wasn't related to EFL teaching at a university level. In another study, Alghamdi (2017) examined how the foundation year EFL university curriculum in Saudi Arabia is understood and implemented by EFL instructors. It explained the factors which affect students' learning and the methods used by EFL teachers to reimagine teaching and learning in the university EFL curriculum, as well as the support required for EFL instructors to enhance the English language teaching and learning. It acknowledged that resources were one of the major factors which should be reconsidered to improve EFL teaching and learning.

Alzaidi and Althaqafi (2022) looked into EFL instructors' instructional techniques (e.g., adaptation, selection, elaboration, and simplification) in Saudi Arabia when utilizing actual texts to teach reading comprehension. The participants, 50 female university teachers, responded to the questionnaire. The quantitative and qualitative results of this study revealed that EFL teachers used authentic texts according to course book objectives, students' cultural background, and their language levels. Al-Nafisah and Al-Shorman (2014) investigated instructors' perspectives on EFL textbooks prescribed for Saudi universities. The study questionnaires sought responses from 27 EFL male instructors at King Saud University. The findings revealed that respondents agreed that the prescribed series of books for

teaching English to Saudi EFL university students were appropriate. Some other studies related to teaching EFL in Saudi universities were also conducted (e.g., Al-Asmari & Khan, 2014; Alharbi, 2019; Al Mukhallafi, 2019; Alshammari, Parkes, & Adlington, 2017; Layali, & Al-Shlowiy, 2020).

The review of the existing literature reflects that past EFL studies in Saudi Arabia hardly probed the perception of university teachers on using supplementary materials for teaching EFL to undergraduates, who mostly face ineffective EFL teaching approaches in their pre-university education. This study investigates the perceptions of teachers at Prince Sattam Bin Abdulaziz University about using non-textbook recourses in teaching skills courses to undergraduates.

3. Methodology

This study adopted a quantitative research method that relies on numerical data to explain a particular phenomenon (Aliaga & Gunderson, 2002). The data was gathered from 21 male-female university teachers (participants) aged between 30-45 years, and working in the Department of English at Prince Sattam Bin Abdulaziz University (PSAU). The participants were selected based on the purposive sampling. They were identified and chosen based on the criterion that they had been teaching English language skills courses (reading, writing, listening, and speaking) to undergraduates for several years. Hence, they were presumably considered experienced and knowledgeable enough to share their perceptions about the use of non-textbook/supplementary resources in EFL classrooms. The data was collected through an online questionnaire that was comprised of 13 items. The purpose was to seek the participants' responses about various roles of non-textbook resources, in EFL classrooms, related to enhancing students' participation, motivation, understanding, performance and breaking monotony and boredom, contextualizing teaching-learning situations and so on. For this purpose, Google Forms were used for creating and sending the online questionnaire (Afzal, 2019) to the participants. A survey with response-options on a 5-point Likert scale (Strongly agree, Agree, Undecided, Disagree, and Strongly disagree) was adopted (Brown, 2010) to collect the responses. The Google Forms summary of the responses showing the results in percentage (%) was analyzed, discussed, and presented as the findings of this study after ensuring that all selected participants had responded to the questionnaire.

4. Findings and Discussion

The purpose of this study was to investigate PSAU teachers' perceptions about the use of non-textbook recourses or supplementary materials in EFL classrooms and how such non-textbook resources contribute to the teaching of EFL. This study was based on the assumption that prescribed textbooks for teaching English language skills courses (reading, writing, listening, and speaking) to university undergraduates may not always be sufficient to achieve different EFL teaching goals. This study reveals that the selected participants (21 male-female teachers) positively responded to the use of non-textbook recourses for teaching skills courses to PSAU undergraduates.

The findings evidence that the university teachers at PSAU are willing to go beyond pre-determined course textbooks to cater to the needs of EFL students. Also, this study puts forth that non-textbook resources are equally vital for university undergraduates studying skills courses as confirmed by male/female university teachers. Hence, this study reinforces that tactically used not-text resources strengthen the EFL environment, set foundations for extended and interesting content, and ensure up-to-date syllabi for skills courses such as reading, writing, listening and speaking. The analysis of the university-teachers' perceptions proves that participants strongly recommended the use of non-textbook resources for several reasons, for instance, they address gaps in textbooks which fail to meet the needs of language learners and teachers, as well as specific course objectives. Other reasons for teachers' endorsements of such materials included the fact that non-textbook resources make teaching and learning exciting, support diversity, boost motivation and learning opportunities, encourage students' participation, improve their comprehension and performance, break monotony and boredom in classrooms, and contextualize EFL settings. The participants also acknowledged that sometimes there is a need to prepare relevant supplementary materials to meet learners' specific needs. Below are the detailed explanations of such reasons supported by the participants' responses (see Figure 1).

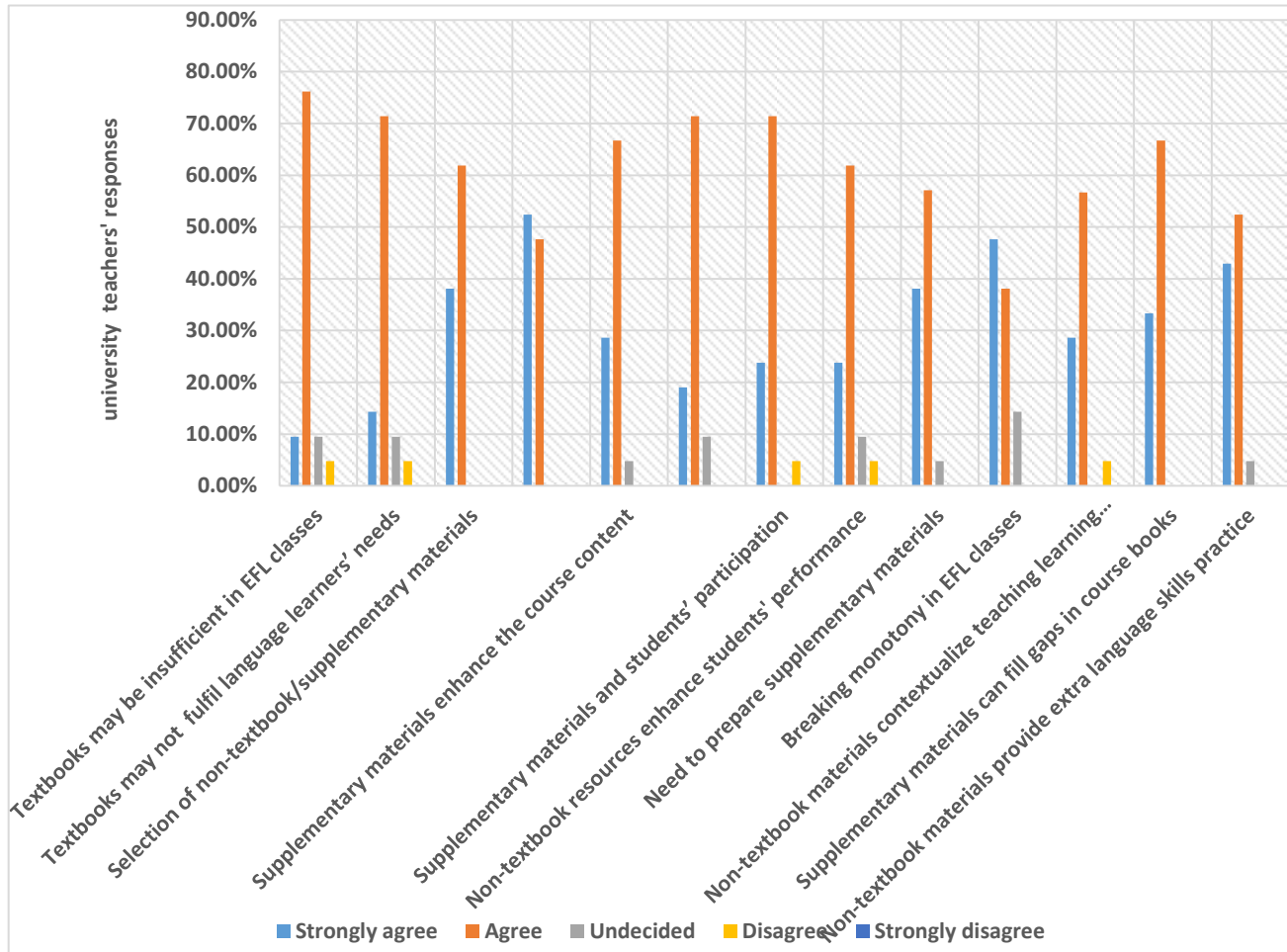


Figure 1. University Teachers' Perceptions on Utilizing Non-Textbook Resources in EFL Classrooms

The analysis reveals (Figure 1) that the majority (85.7%) of the male-female teacher participants based on their experience either strongly agreed (9.5%) or agreed (76.2%) that prescribed textbooks for skills courses, in general, are sometimes insufficient to meet a range of language teaching objectives. On the contrary, only a small number of participants (14.5%) either remained undecided (9.5%) or disagreed (4.8%) in this regard. Thus, it was blatantly admitted by the study participants that textbooks are not always sufficient in several aspects. To cite, one of the insufficiencies is the absence of cultural elements in EFL textbooks which may result in communication misunderstandings. It may deprive students of sociopragmatic aspects of language which otherwise could enhance their ability to interact effectively and make the teaching and learning natural, complete, and real (Abbasian, & Biria, 2017; Ramos Romero, 2018). Thus, the reliability of textbooks containing EFL curricula has been challenged because they lack pragmatic awareness. Likewise, Ayu (2020) also acknowledged that the dearth of cultural values in EFL textbook affects students and denies them information about the target language culture.

On the contrary, according to Figure 1, all the participants (100%) either strongly agreed (38.1%) or agreed (61.9%) and gave positive responses by endorsing that non-textbook resources help accomplishing objectives of EFL teaching in addition to course textbooks. It has been argued that, when utilized directly as teaching tools, textbooks are not very adaptable. They may not always meet the demands and actual circumstances in every class. As a result, language materials (non-textbook resources) go beyond textbooks, complete the picture and help the students master the language skills. To meet the learners' needs in learning language, teachers must thus find other materials (Hastuti, 2019). Also, based on their experience with using textbooks, all the teacher-participants recognized that supplementary materials can make teaching and learning interesting and promote diversity in EFL classrooms. Their responses were: agree 47.6% and strongly agree 52.4%. Language teachers can communicate new information and language clearly, specifically, and systematically by carefully choosing materials. As a consequence, students learn more effectively because useful supplementary materials improve their motivation, comprehension, and practice. Language teachers can make use of a variety of resources in addition to conventional textbooks by complying with curriculum specifications and course objectives. It is highly suggested by educators and theorists that language learners make use of these materials since they simulate real-world language use (Tonawanik & Donavanik, 2019).

About the question of whether supplementary resources enhance the textbook-based course content or not, only a small minority (4.8%) remained undecided out of the total number of participants. On the other hand, all other participants tremendously (95.2%) supported this

questionnaire item. As the analysis indicates, the majority (85.7%) of the participants also accepted (strongly agree 14.3% and agree 71.4%) that textbooks may not always fulfill language learners' needs in EFL classrooms. For instance, the content of textbooks may not always be sufficient in comparison to students' needs. It was also witnessed by Tonawanik and Donavanik, (2019) that not all topics in textbooks satisfy teachers or fulfill course objectives. It has been suggested that to serve the students' needs in a better way supplementary materials should go hand in hand in with the textbooks. However, they should be different from the materials used in a textbook and should be more interesting for students (Nurliana, 2019). When faced with insufficient strategies and methods, and resources, supplementary materials can assist language teachers. They should be creative and imaginative in choosing and using appropriate supplementary resources rather than relying just on textbooks for solutions (Karki, 2018).

The findings also reveal (Figure 1) that a high number of participants admitted to the fact that different types of non-textbook resources increase motivation and learning possibilities for EFL students. Only a low number (9.5%) of participants remained undecided; however, 19% strongly agreed and 71.4% strongly agreed with this questionnaire item. For instance, one of the strategies to facilitate EFL teaching is the use of audio-visual materials as a pedagogical tool. Such materials including movies and other TV shows serve as authentic input because there are specifically designed for native speakers. Hence students directly acquire cultural background knowledge and emotional attitudes about the learning materials. Such materials also stimulate students' initiative and autonomy and improve EFL learners' communicative language skills such as listening, speaking, reading, and writing (Bajrami & Ismaili, 2016). The use of supplementary materials has a specific position in ESL/EFL language learning and motivates learners by providing extended contexts and interesting content in the target language (Thakur 2015).

In giving their responses about the question that non-textbooks resources increase students' participation, only 4.8% of the teacher-participants responded negatively. Contrary to this, it was observed that 95.2% of teachers either strongly agreed (23.8%) or agreed (71.4%) that students' participation increased with the use of supplementary materials. Mulatu and Regassa (2022) positively reported that supplementary materials serve to inspire students by triggering their interest in studying and encouraging them to utilize language in EFL classrooms. Because there are diverse groups of learners with varied learning requirements and learning styles. Thus the use of additional means in classrooms is required. Also, topics in a textbook may not be relevant or engaging to all learners. For instance, to enrich students' reading skills, teachers should select supplementary materials for reading classes. Similarly, according to Figure 1, non-textbook resources enhance students' understanding and performance in EFL classrooms. Again, a perceptible majority of participants (85.7%) positively responded in this regard: 23.8% strongly agreed and 61.9% agreed. On the other hand, only 9.5% stayed undecided and 4.8% disagreed. It has been suggested that supplementary materials enhance students' interest in EFL classrooms. It has been witnessed that students learn more and perform better when they use supplementary materials, for instance, web-based resources. Therefore, the use of supplementary materials is a positive indicator of success as well as creates a positive impact on students' grades. When compared to other factors that influence academic achievement, the utilization of online resources has a relatively significant impact on academic performance. It was also observed that students who accessed the materials had the largest advantages. Hence, there is a 'positive correlation' between students' use of supplementary materials and their marks (Birch & Williams, 2013).

The analysis of university teachers' perceptions about the use of non-textbook resources while teaching EFL even at the university level also reveals that sometimes there is a need to prepare supplementary materials. It points out the fact the textbook may not always suffice students' needs or objectives of a particular course. As displayed in Figure 1, most of the participants (95.2%) rely on non-textbook resources to enrich EFL textbooks. Teachers are aware that textbooks are mainly for average students so they need supplementary materials to cater to above-average students. Teachers create their own resources by making photocopies of already published materials or by authoring their own. Supplementary resources like multiple choice exams, grammar books, reading comprehension, short tales, videos, and more vocabulary can be used in addition to the current course book. Resultantly, such supplementary materials address students' long-term needs to speak English in their daily lives (Salehi & Zamanian, 2012). Given that teachers mostly rely on textbooks to implement the syllabus, learning can be enriched by basing it on updated supplementary materials (Maroko, 2013). The use of non-textbook materials can also break monotony and boredom in classrooms. Instead, such materials promote creativity. A large proportion of respondents (85.7%) accepted this fact while others (14.3%) stayed undecided. Supplementary materials are beneficial for both students and teachers. They are enjoyable and interesting and may inspire students to learn. Therefore, teachers play a crucial role by utilizing resources that inspire students. Supplementary materials are convenient for both teachers and students. For instance, it helps students to realize the importance of English, enrich their participation, make them self-reliant and improve their learning style. Likewise, teachers can present lessons/activities in a more inspirational, interesting, effective, and meaningful manner by exploiting non-textbook resources (Cabrera Rodr íguez, 2012).

Out of the total 21 male-female teacher participants, 95.3% either strongly agreed (28.6%) or agreed (66.7%) to admitting that supplementary materials are also useful to contextualize teaching-learning situations in EFL classrooms. On the contrary, only a small minority of the participants (4.7%) responded negatively. Supplementary learning materials as alternative learning sources provide teachers with a way to contextualize materials for the diversity of learners in different regions. Ayado and Berame (2022) also concluded that students who used supplementary learning materials had better performance with large scores than those using conventional methods. Likewise all the teacher-participants, through their responses (strongly agree 33.3% and agree 66.7%), endorsed that supplementary materials can fill certain gaps that might be in the course textbooks. Susanti and Trisusana (2017) claimed that for students to study English effectively, supplementary resources should be based on students' needs analysis. It was advised that EFL additional resources which contribute to students' majors, needs, and goals be created to meet such aims. It was confirmed that such supplementary resources can help

and inspire students to learn English, either directly or indirectly. Not only this but it was also affirmed that non-textbook resources provide students with space for extra language-skills practice. The responses of the participants to this questionnaire item were: strongly agree 42.9%, agree 52.4%, and 4.8% undecided. Spratt et al. (2011) highlighted several useful features of supplementary materials such as they replace inappropriate content in a textbook, provide textbook items that are lacking, offer appropriate materials for students' specific needs and interests, bring diversity to teaching, and provide additional practice in language or skills.

The present study has attempted to reveal the perceptions of PSAU teachers in using non-textbook resources while teaching EFL. The findings demonstrate strong points for implementing beyond the non-textbook resources in teaching the English language skills in particular. This study reflects that course textbooks alone cannot adequately serve the needs of a diverse group of learners even at the university level of education. Hence, based on the above discussions, this study claims that the use of such supplementary materials vitally enhances and stimulates teacher-student interests who are involved in teaching and learning EFL. The findings also indicate that the use of non-textbook resources promotes encouraging teaching-learning settings. It has been explicitly seen that the participants, overall, showed no reluctance in agreeing or recommending the use of non-textbook resources. Therefore, it is reinforced that using supplementary materials can expose EFL learners to the diversity of real-life topics, grant them autonomy, expand their horizons, and make them more knowledgeable by serving as an effective pedagogical tool. Thus, using non-textbook resources strategically can make the teaching of EFL more meaningful, critical and significant. Overall, the study has seen positive results concerning the use of supplementary materials, which also reflects that PSAU teachers carefully plan EFL lessons in order to maintain positive outcomes and do give due significance to non-textbook resources whenever needed.

5. Conclusion

This quantitative study reveals positive results in the form of PSAU teachers' perceptions about the use of non-textbook resources or supplementary materials in EFL classrooms in teaching skills courses (reading, writing, listening, speaking) to undergraduate students. It is concluded, based on the responses of male/female faculty, that there are several possible advantages of using non-textbook resources. For instance, supplementary materials cover insufficiencies in textbooks to satisfy teachers, fulfill specific course objectives and language learners' needs, and enhance the textbook-based course content. Another motive of the university teachers to recommend the use of non-textbook resources was that such materials make teaching and learning interesting and promote diversity. Similarly, the participants also acknowledged that the use of non-textbook resources increases motivation and learning possibilities, triggers students' participation, and enhances their understanding and performance. The participants also established that sometimes they need to prepare supplementary materials, which necessitated the need to exploit beyond the textbook resources for teaching EFL. Also, a large proportion of the respondents agreed that non-textbook materials break monotony and boredom in classrooms, contextualize the teaching-learning situations and provide students with space for extra language-skills practice.

Thus, based on its finding this study reaffirms that, generally, different types of non-textbook resources or supplementary materials create a conducive teaching-learning environment in EFL classrooms. Specifically, it highlights the need and significance of such resources even for university students taking/studying skills courses. Reiterating the use of appropriate supplementary materials as the pedagogical implication of this study, it is hoped and recommended that the findings of this study be considered while teaching skills courses to the university undergraduates or planning the course syllabus to cater to the needs and interests of the students. As to its limitation, this study only puts forth the teachers' perceptions, in a selected context, about the use of non-textbook resources in EFL classrooms in general. Hence, it is suggested that future research may focus on what types of non-textbook resources/supplementary materials are used by EFL university teachers beyond prescribed course textbooks.

Acknowledgments

The author extends his appreciation to Prince Sattam Bin Abdulaziz University for funding this research work through the project number (PSAU/ 2022/02/21977).

References

- Abbasian, R., & Biria, R. (2017). English language textbooks in EFL education: Do improve students' national, international and target culture familiarity? *Khazar Journal of Humanities and Social Sciences*. Retrieved from http://dspace.khazar.org/bitstream/20.500.12323/3531/1/3.Reza_Abbasian.20.02.2017._on-1.pdf
- Afzal, N. (2019). A study on vocabulary-learning problems encountered by BA English majors at the university level of education. *Arab World English Journal*, 10(3), 81-98. <https://doi.org/10.24093/awej/vol10no3.6>
- Al Mukhallafi, T. R. (2019). Attitudes and usage of MALL among Saudi University EFL students. *International Journal of English Linguistics*, 9(1), 407-420. <https://doi.org/10.5539/ijel.v9n1p407>
- Al-Asmari, A. M., & Khan, M. (2014). World Englishes in the EFL teaching in Saudi Arabia. *Arab World English Journal*, 5(1), 316-325.
- Alghamdi, D. J. (2017). *EFL teaching in university classrooms in Saudi Arabia: A case study of instructors and curriculum and implementation for language learning* (Order No. 10241093). Available from ProQuest Dissertations & Theses Global. (1916538819).
- Alharbi, M. A. (2019). Saudi Arabia EFL university students' voice on challenges and solution in learning academic writing. *Indonesian Journal of Applied Linguistics*, 8(3), 576-587. <https://doi.org/10.17509/ijal.v8i3.15276>

- Aliaga, M., & Gunderson, B. (2002). *Interactive statistics*. Thousand Oaks, CA: Sage.
- Al-Nafisah, K., & Al-Shorman, R. (2014). An evaluation of EFL materials taught at Saudi universities: Instructors' perspectives. *J. King Saud Univ*, 26, 1-15.
- Alotaibi, G. N. (2014). Teaching English as a foreign language in the early grades of the Saudi public elementary schools: Considering the proposal. *Journal of King Saud University*, 26, 31-36
- Alrabai, F. (2016). Factors underlying low achievement of Saudi EFL learners. *International Journal of English Linguistics*, 6(3), 21-37. <https://doi.org/10.5539/ijel.v6n3p21>
- Alshammari, R., Parkes, M., & Adlington, R. (2017). Using WhatsApp in EFL instruction with Saudi Arabian university students. *Arab World English Journal (AWEJ)*, 8(4), 68-84. <https://doi.org/10.24093/awej/vol8no4.5>
- Al-Tamimi, R. (2019). Policies and issues in teaching English to Arab EFL learners: A Saudi Arabian Perspective. *Arab World English Journal*, 10(2), 68-76. <https://doi.org/10.24093/awej/vol10no2.6>
- Alzaidi, S. A., & Althaqafi, A. S. (2022). Exploring female Saudi EFL teachers' instructional practices in using authentic texts for teaching reading comprehension. *Journal of Education and Learning*, 11(4), 103-130. <https://doi.org/10.5539/jel.v11n4p103>
- Ayado, D. M., & Berame, J. S. (2022). Effectiveness of supplementary modular learning materials to grade 12 students in science, technology, engineering, mathematics track in stoichiometry. *International Journal of Educational Policy Research and Review*. <https://doi.org/10.15739/IJEPRR.22.013>
- Ayu, M. (2020). Evaluation cultural content on English textbook used by EFL students in Indonesia. *Journal of English Teaching*, 6(3), 183-192. <https://doi.org/10.33541/jet.v6i3.1925>
- Bajrami, L., & Ismaili, M. (2016). The role of video materials in EFL classrooms. *Procedia-Social and Behavioral Sciences*, 232, 502-506. <https://doi.org/10.1016/j.sbspro.2016.10.068>
- Barzan, P., Kooti, M. S., & Heidary, B. (2021). The impact of supplementary materials on students' English language learning and cultural conceptualization. Retrieved from https://www.researchgate.net/publication/351985813_
- Birch, E., & Williams, A. (2013). The impact of supplementary on-line resources on academic performance: A study of first-year university students studying economics. *International Education Studies*, 6(1), 95-103. <https://doi.org/10.5539/ies.v6n1p95>
- Brown, S. (2010). *Likert scale examples*. Retrieved from <http://beinspired.no/wpcontent/uploads/2019/04/likertscaleexamplesforsurveys.pdf>
- Cabrera, R., & Meri, del C. (2012). *The use of supplementary materials for teaching children in EFL classes research done in order to archive the bachelor's degree in teaching English as a foreign language*. (Bachelor's thesis). Retrieved from <http://dspace.utpl.edu.ec/handle/123456789/7468>
- Dodd, A. R., Camacho, G. K., Morocho, E. L., Paredes, F. M., Zúñiga, A., Pinza, E. I., & Rogers, S. (2015). The use of supplementary materials in English foreign language classes in Ecuadorian Secondary Schools. *English Language Teaching*, 8(9), 187-195. <https://doi.org/10.5539/elt.v8n9p187>
- Gómez-Rodríguez, L. F. (2010). English textbooks for teaching and learning English as a foreign language: Do they really help to develop communicative competence? *Educación y Educadores*, 13(3), 327-346. <https://doi.org/10.5294/edu.2010.13.3.1>
- Hastuti, D. M. (2019). *Materials, materials development and instructional materials*. Retrieved from https://www.academia.edu/39691355/materials_materials_development_and_instructional_materials
- Imaniah, I., & Gunawan, Y. I. (2017). *Teaching English as a foreign language (Teaching and learning strategies)*. Tangerang: FKIP UMT Press
- Karki, T. M. (2018). Supplementary resources materials in English language classrooms: Development and implementation. *Tribhuvan University Journal*, 32(1), 251-260. <https://doi.org/10.3126/tuj.v32i1.24791>
- Lai, B., Tan, K. H., He, M., Mohd Said, N. E., & Muslim, N. (2022). The roles of non-textual elements in sustaining ESL and EFL learning: A scoping review. *Sustainability*, 14(16), 10292. <https://doi.org/10.3390/su141610292>
- Layali, K., & Al-Shlowiy, A. (2020). Students' perceptions of e-learning for ESL/EFL in Saudi universities at time of coronavirus: a literature review. *Indonesian EFL Journal*, 6(2), 97-108. <https://doi.org/10.25134/iefj.v6i2.3378>
- Maroko, G. M. (2013). *Development of language materials for national development: A language management perspective*. Retrieved from <http://ir.mksu.ac.ke/bitstream/handle/123456780/1998/Development%20of%20language%20materials....pdf?sequence=1&isAllowed=y>
- Moskovsky, C., & Picard, M. (Eds.). (2018). *English as a foreign language in Saudi Arabia: New insights into teaching and learning English*. New York, NY: Routledge. <https://doi.org/10.4324/9781315688466>
- Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low

- reading skills. *Cogent Education*, 9(1), 2093493. <https://doi.org/10.1080/2331186X.2022.2093493>
- Musaevena, T. R. (2020). Effective methods of organizing supplementary activities. *JournalNX*, 6(11), 320-323. <https://doi.org/10.34218/IJM.11.12.2020.010>
- Mutambik, I. M. O. (2018). *Exploring the readiness of students and English teachers to use e-learning for English as a foreign language in Saudi Arabia* (Doctoral dissertation). Retrieved from <https://era.ed.ac.uk/handle/1842/33069>
- Nurliana, N. (2019). Developing a model of supplementary English materials based on local content. *Journal of English Language Studies*, 4(1), 86-100. <https://doi.org/10.30870/jels.v4i1.4834>
- Ramos Romero, V. (2018). *Overcoming textbooks' pragmatic deficiencies: A teaching proposal to implement the instruction of requests in the EFL classroom*. <https://doi.org/10.6035/ForumRecerca.2018.23.15>
- Riasati, M. J., & Zare, P. (2010). Textbook evaluation: EFL teachers' perspectives on "New Interchange". *Studies in Literature and Language*, 1(8), 54-60.
- Salehi, M., & Zamanian, M. (2012). The use of supplementary materials by Iranian EFL teachers at high schools for talented students. *Journal of Studies in Learning and Teaching English*, 1(2), 167-185.
- Spratt, M., Pulverness, A., & Williams, M. (2011). *The TKT course modules 1, 2 and 3*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9781139062398>
- Susanti, A., & Trisusana, A. (2017). EFL materials development based on project based learning for vocational high school. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 108, 294-298.
- Thakur, V. S. (2015). Using supplementary materials in the teaching of English: Pedagogic scope and applications. *English Language Teaching*, 8(12), 1-6. <https://doi.org/10.5539/elt.v8n12p1>
- Tomlinson, B. (Ed.). (2011). *Materials development in language teaching*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781139042789>
- Tonawanik, P., & Donavanik, N. (2019). Teaching materials: Adopting and adapting. *Journal of Suvarnabhumi Institute of Technology (Humanities and Social Sciences)*, 5(2), 635-648.
- Umirova, D. (2020). Authenticity and authentic materials: history and present. *European Journal of Research and Reflection in Educational Sciences*, 8(10), 129-133.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).