

Table 3:
The Scoping Review Carried out Using the Coding Scheme

STUDY IDENTIFICATION	DESIGN	TARGET GROUP	INSTRUMENTS	STATISTICAL ANALYSES	PLACE OF EXPERIMENT	RESULTS	REFERRING TO SALCS
1. Alnufaie and Grenfell (2012)	Quantitative	121 students	Questionnaire	Descriptive statistics	Jubail Industrial College	Teachers should adopt a diverse view of EFL writing instruction.	No
2. Al Asmari (2013)	Quantitative	60 teachers	Questionnaire	Descriptive statistics	Taif University	Engaging students in their own learning process is essential for promoting LLA.	No
3. Alghamdi (2016)	Quantitative	37 female students	Questionnaire	Descriptive statistics	King Abdulaziz University	Successful learners demonstrate higher self-directedness recommending strategy training to enhance LLA.	No
4. Alzahrani and Wright (2016)	Qualitative	24 medical students	Questionnaire	Thematic analysis	Umm AlQura University	An online SALC helped learners to take control of their learning.	Yes (Virtual)
5. Alrabai (2017a)	Mixed	<ul style="list-style-type: none"> • 319 Students • 15 Students 	<ul style="list-style-type: none"> • Questionnaire • Semi-structured interviews 	<ul style="list-style-type: none"> • Descriptive statistics • Thematic analysis 	King Khalid University	Low readiness of Saudi EFL learners for promoting LLA	No
6. Alrabai (2017b)	Mixed	<ul style="list-style-type: none"> • 136 English teachers • 38 English teachers 	<ul style="list-style-type: none"> • Questionnaire • Semi-structured interviews 	<ul style="list-style-type: none"> • Descriptive statistics • Thematic analysis 	Different Saudi Universities	Teachers perceived their students as passive, dependent and lacking initiative.	No

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Study Identification	Design	Target Group	Instruments	Statistical Analyses	Place of Experiment	Results	Referring to SALCs
7. Alzubi and Singh (2017)	Mixed	32 Students	Questionnaire: closed-item and open-ended questions	•Descriptive statistics Thematic analysis	Najran University	Strategy use instruction could foster LLA.	No
8. Alzubi et al. (2017)	Quantitative	208 male students	The Short List questionnaire developed by Dixon (2011)	Descriptive statistics	Najran University	The participants experienced a low level of LLA in English language.	No
9. Almusharraf (2018)	Qualitative	6 female students, 4 teachers	Semi-structured interviews	Thematic analysis	A Saudi Public University	LLA enhances EFL students' vocabulary.	No
10. Asiri and Shukri (2018)	Mixed	50 female teachers	Questionnaire (18 Likert-scale statements and 2 open-ended questions)	•Descriptive statistics •Thematic analysis	King Abdulaziz University	Saudi learners are non-autonomous learners. Teachers need proper training to develop LLA.	No
11. Alzubi, and Singh (2018)	Quantitative	70 male students	Questionnaire	Descriptive statistics	Najran University	Strategy use training should be considered in teaching to enhance LLA in reading.	No

Table 3:*Continued*

Study identification	Design	Target group	Instruments	Statistical analyses	Place of experiment	Results	Referring to SALCs
12. Halabi (2018)	Quantitative	44 female teachers 16 teachers and 15 students	<ul style="list-style-type: none"> • Questionnaire • Semi-structured interviews 	<ul style="list-style-type: none"> • Descriptive statistics • Thematic analysis 	King Abdulaziz University	<p>Teachers were more positive about implementing LLA than students.</p> <p>Students revealed a high level of motivation to be autonomous.</p>	No
13. Hazaea and Alzubi (2018)	Qualitative	30 students (5 students were interviewed)	Semi-structured interviews	Thematic analysis	Najran University	LLA was improved using selected mobile applications.	No
14. Javid (2018)	Quantitative	30 male English language teachers 30 female English language teachers	Questionnaire	Descriptive statistics	Taif University	The role of teachers is imperative in promoting LLA and the learners should be provided with the opportunities to do so.	No
15. Almusharraf (2019)	Qualitative	8 female students	Semi-structured interviews	Thematic analysis	A Saudi Public University	LLA enhances learning outcomes and highlights the importance of teacher support.	No
16. Alzubi et al. (2019)	Quantitative	70 male students	Questionnaire	Descriptive statistics	Najran University	Strategy use training and smartphones integration should be highly considered in teaching to enhance LLA in reading.	No

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Study identification	Design	Target group	Instruments	Statistical analyses	Place of experiment	Results	Referring to SALCs
17. Borg and Alshumaimeri (2019)	Mixed	267 male and 92 female PYP teachers	Questionnaire	<ul style="list-style-type: none"> • Descriptive statistics • Thematic analysis 	A Saudi University	Most participants were less positive about the feasibility of promoting LLA due to curricular, societal and, learner factors.	No
18. Almusharraf (2020)	Qualitative	6 female teachers 2 female teachers	<ul style="list-style-type: none"> • Semi-structured interviews • Classroom observations 	• Thematic analysis	A Saudi Public University	LLA is a significant factor in students' intrinsic engagement and motivation to develop vocabulary.	No
19. Asiri and Shukri (2020)	Mixed	150 female students	• Questionnaire (18 Likert-scale statements and 2 open-ended questions)	<ul style="list-style-type: none"> • Descriptive statistics • Thematic analysis 	King Abdul-Aziz University	Learners had negative perspectives towards LLA.	No
20. Almusharraf (2021)	Qualitative	8 female students	<ul style="list-style-type: none"> • Classroom observations • Semi-structured interviews • Participants' reflective statements • Learning autobiographies 	Thematic analysis	A Saudi Public University	LLA developed students' sense of self-possession, self-confidence, and learning outcomes.	No
21. Khreisat and Mugableh (2021)	Mixed	312 Students 14 students, and 6 Teachers	<ul style="list-style-type: none"> • Questionnaire • Semi-structured interviews 	<ul style="list-style-type: none"> • Descriptive statistics • Thematic analysis 	Jouf University	LLA is not effectuated in the educational process.	No

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Study identification	Design	Target group	Instruments	Statistical analyses	Place of experiment	Results	Referring to SALCs
22. Alharbi (2022)	Mixed	280 Students and 15 Teachers	<ul style="list-style-type: none"> • Questionnaire • Semi-structured interviews 	<ul style="list-style-type: none"> • Descriptive statistics • Thematic analysis 	Taibah University	Students can foster LLA in virtual classes. The role of teachers is critical through constructive feedback and support.	No
23. Alwasidi, and Alnaeem, (2022)	Mixed	66 Teachers	<ul style="list-style-type: none"> • Questionnaire • Semi-structured interviews 	<ul style="list-style-type: none"> • Descriptive statistics • Thematic analysis 	7 Saudi universities	Teachers hold a variety of perceptions of LLA and have positive attitudes towards enhancing it.	No
24. Khan and Alourani (2022)	Quantitative	89 male students	Questionnaire	Descriptive statistics	Majmaah University	Students have a clear viewpoint on the potential of LLA.	No
25. Haque et al. (2023)	Quantitative	350 male students	Questionnaire	Descriptive statistics	A Saudi Public University	The study identifies several obstacles against LLA.	No