

Insights From Lecturers And University Administrators On The Correlation Between Integrating Simulated Learning Strategies And Increasing The Performance Of Undergraduates In Foreign Language Education

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Abstract

This study gained insights from lecturers and university administrators on the correlation between integrating simulated learning systems and increasing the performance of foreign language undergraduates in foreign language education. The study focused on interrogating university lecturers and university administrators on how simulated learning strategies can enhance foreign language learning. A total of 263 lecturers and university administrators participated in the study and data was obtained through a digitally distributed questionnaire. Two research questions underpin the study analysis wherein a hypothesis was developed from the second research question. The findings about the first research question suggest that over 74% of the study population acknowledge the complete integration of simulated learning techniques in foreign language education within their respective classrooms. The majority of the study sample, over 82%, demonstrated a positive attitude towards the utilization of simulated learning tools as a means to facilitate interactive exercises and provide feedback aimed at improving foreign language pronunciation among students. The findings further revealed that the increase in the performance of undergraduates in foreign language courses taught through simulated learning serves as evidence of the effectiveness of this pedagogical approach. This serves as evidence that the utilization of simulated learning systems, as tested by lecturers and observed by administrators, is significantly correlated with the enhancement of foreign language proficiency. The majority of the study population, specifically 92%, acknowledged possessing empirical evidence from foreign language courses that utilized simulated learning. This finding suggests that the academic performance of students who went through simulated

learning was greater than those who went through traditional methods.

Keywords: simulated learning systems, lecturers, university administrators, foreign language education.

1. Introduction

In the contemporary increasingly interconnected global community, the ability to understand and interact with people of different cultural backgrounds is essential. This has made foreign language education a crucial component of the global system and requires diverse strategies to enhance the performance of learners in this field (Gimpo, 2008; Hashemi, 2015; Jones, 2015). Integration of simulated learning methodologies has emerged as a viable way to improve the performance of students in foreign language learning as a result of technological improvements. The term "simulated learning" is used here to describe the practice of modelling a learning environment utilizing interactive and immersive methods that recreate real-world contexts. This method of teaching and learning encourages students to acquire language skills, cultural knowledge, and the ability to communicate effectively by making them actively participate in the learning process. Key components of simulated learning include virtual reality (VR) settings, computer-based simulations, role-playing exercises, and interactive multimedia resources (Lyu, 2016). Virtual language interactions and full-immersion cultural experiences are just some of the examples of the kinds of simulated learning strategies that have been applied to practice in the field of foreign-language teaching. Students gain the ability to use their linguistic knowledge in a context-specific way when they are exposed to actual language usage via the simulation of situations from the real world.

Undergraduates' proficiency in foreign language learning may be improved with the use of simulation learning strategies, which provide a more interactive and engaging classroom setting. Active engagement, instant feedback, learner autonomy, and structured learning experiences are essential features of this methodology. By interacting with others, making choices, and resolving issues in a virtual environment, students may improve their language abilities via simulated learning. Technology-based simulations may be effective in this regard as well since they provide students with a feeling of control over their education.

1.1. The rationale of the Study

Exploring the use of simulated learning methodologies to enhance the performance of students in foreign language instruction requires an understanding of the ideas and viewpoints of university administrators and lecturers. These stakeholders are crucial in the formation of educational

policies, the construction of curricular structures, and the execution of pedagogical practices. Their knowledge and experience shed light on the obstacles, benefits, and prospects of using simulated learning in foreign language education.

1.2. Research Objectives

This study intends to investigate the actual impacts and feasibility of integrating simulated learning strategies into established foreign language programs by soliciting the opinions of university administrators and lecturers. Their insights may help provide light on topics including curricula development and impacts, pedagogy, faculty growth, and student involvement. In addition, their perspectives may provide light on the best ways to use simulated classrooms to boost students' foreign language skills, cross-cultural communication competencies, and motivation to perform better in the foreign language. The goal of this research is to find out whether, and how significantly university administrators and lecturers consider that using simulated learning methodologies is helping students to perform better in their foreign language classes. The following specific objectives are pursued in the study:

- i. To establish how simulated learning tools are used in the foreign language classroom.
- ii. To ascertain the correlation between the implementation of simulated learning strategies in foreign language education and increasing the performance of undergraduates.
- iii. To expand on the limitations of the integration of simulated learning tools in enhancing the performance of undergraduates in foreign language education.

1.3. Study Questions

Using survey study design, the following research questions form the basis for the data collection and analysis:

- i. What are the ways simulated learning tools are used in the foreign language classroom?
- ii. What is the correlation between the implementation of simulated learning strategies in foreign language education and increasing the performance of undergraduates?

1.4. Study Hypothesis

The following hypothesis, derived to answer the second research question, will be tested in this study:

Null Hypothesis: There is no connection between integrating simulated learning strategies in foreign language education and increasing the performance of undergraduate students.

Alternate Hypothesis: There is a correlation between incorporating simulated learning strategies and increasing the performance of undergraduates in foreign language education.

1.5. Scope of the Study

This study is delimited to evaluate the views of university lecturers and administrators on the correlation between integrating simulated learning strategies and increasing the performance of undergraduates in foreign language education. As such, the focus is on gaining insights from university administrators and lecturers on the general linguistic performance of students in foreign languages when simulated learning systems are integrated into their lecture halls. This is intended to explore the pedagogical implications of simulated learning systems in enhancing foreign language learning and to recommend the full integration of these tools into foreign language teaching curricula.

2. Literature Review

Arrays of studies have been conducted on the impact of simulated learning systems in foreign language learning. Since foreign language education became a substantial component of the university educational system, different researchers have focused on how different traditional and technological systems can enhance the performance of foreign language learners, improving their linguistic competence and socio-cultural interaction capacity. This section expounds on different issues in the literature on the integration of simulated learning into foreign language education.

2.1. Theoretical Underpinnings of Simulated Learning in Foreign Language Education

Several theoretical underpinnings lend credence to the efficiency and incorporation of simulated learning methodologies in the teaching of foreign languages. Different studies have explored how various psycholinguistic and social communication theories can be employed in the discussion of the integration of simulated learning strategies in foreign language education (Bambrough, 1994).

One popular theoretical paradigm, constructivism, holds that knowledge is actively constructed via experience (Coffey, 2015; Ardriyati, 2009; Normawati, 2012). Since it gives students active and immersive opportunities to acquire a language, simulated learning is consistent with constructivist concepts. Students actively participate in the construction of their comprehension of the foreign language and its cultural surroundings via the use of "realistic simulations", including virtual language sessions or role-playing exercises.

The sociocultural theory is another useful paradigm since it stresses the significance of one's social interactions and cultural background in the learning process (Suryati, 2011). Through role-playing and other simulations of real-world language use, simulated learning methodologies let students connect and build communicative competence in a culturally relevant setting. The social dynamics of language usage are mirrored in the simulated activities that students participate in. This helps learners learn a language since they are exposed to native speakers and their idiomatic expressions.

The importance of real-world practice in education is emphasized by the Experiential Learning Theory. By immersing themselves in virtual settings designed to imitate real-world situations, students may more actively participate in their language learning. Virtual reality (VR) simulations and language learning software, for example, may help students practice language skills and gain confidence by recreating real-world events like making a restaurant reservation or going on a job interview (Rayan, 2007; Silvia, 2012).

The idea of communicative competence, which highlights the capacity to use language responsibly and successfully across a variety of social circumstances, is also consistent with simulated learning methodologies. Students gain the language and behavioural competencies essential for effective communication via participation in simulations (Hyland, 2019; Brok et al., 2004). They improve their communication abilities as a whole by learning to modify their language usage depending on factors such as audience, purpose, and setting. In addition, students are better able to comprehend other cultures since they are given the chance to experience and traverse a variety of cultural ideas and behaviours via the use of simulations. Intercultural competency may be fostered by exposing learners to a variety of cultural contexts, difficulties, and points of view via simulated situations. Through the use of simulations, students may get a better grasp of the linguistic and cultural background of their target group.

Positive results have been found when using simulated learning methodologies in the context of teaching a foreign language. Smith and Johnson (2018), for instance, found that using VR simulations in the classroom increased students' interest, motivation, and language skills. Chen et al. (2020) observed that students' cultural knowledge and communication skills improved after participating in role-playing simulations. These results show the importance of simulated learning in fostering foreign language learning, cultural awareness, and communicative proficiency.

2.2. Simulated Learning Strategies and Techniques in Foreign Language Education

There has been a lot of interest in the use of simulated learning strategies and techniques in the teaching of foreign languages as a means of improving students' performance and motivation. Experimentation has been used to go into some of the strategies with actual data. Some of the methods for learning in a virtual environment are discussed here.

The use of VR simulations to teach a foreign language has recently emerged as a viable option. With the help of these simulations, students are immersed in simulated environments where they may engage with digital representations of people, places, and things in contexts that mimic the real world. One research that showed how virtual reality (VR) simulations of daily conversations might help with language learning was conducted by Smith and Johnson (2018). Virtual reality simulations were shown to raise students' motivation and language competency compared to more conventional teaching techniques.

The use of computer-based simulations is another way in which simulated learning may be included in foreign language education. These simulations often include interactive software that gives students a chance to practice their newly acquired language skills in a safe, controlled environment. Chen et al. (2019) used computer simulations to allow students to engage in conversation with AI-powered online characters. It was shown that students' enthusiasm for learning as well as their ability to express themselves clearly and effectively were both boosted by this strategy.

Role-playing games have long been utilized by language instructors as a means of providing pupils with meaningful communication practice and preparation for authentic situations. To complete communicative activities in the target language, students adopt personas befitting their jobs. Johnson and Williams (2016) looked at the effectiveness of using role-playing games to boost students' spoken fluency in a foreign language. Role-playing activities were shown to increase pupils' self-assurance, creativity, and linguistic flexibility.

The phrase "interactive multimedia resources" is used to refer to a broad range of digital tools and materials that allow students to be more engaged in the process of learning a language. Multimedia language-learning websites, applications for mobile devices, and dynamic online content are all examples of such resources. The effectiveness of a multimedia, interactive program for teaching foreign language students new vocabulary in a foreign language was studied by Li and Zhang (2020). Users of the application had much-improved vocabulary recall than non-users, proving the efficacy of

interactive multimedia aids in facilitating second language learning.

Promising simulated learning approaches, such as virtual reality simulations, computer-based simulations, role-playing exercises, and interactive multimedia resources, have gained popularity in foreign language schools.

These methods improve students' language abilities and enthusiasm by exposing them to authentic and interesting situations. Previous research has shown that using simulations to learn a language is an effective supplement to more conventional teaching approaches, improving students' linguistic and interpersonal skills (Ayudhya, 2015).

2.3. Impacts of Simulated Learning on Foreign Language Education

Several studies have looked at how using simulated learning techniques might help undergraduates improve their foreign language skills. The term "simulated learning" is used to describe the process of using technology and virtual settings to create realistic situations in which students may practice real-world language use. Research in this area has looked at how virtual classrooms affect learners' ability to speak, listen, read, and write a foreign language. In a nutshell, the results support the idea that undergraduates' language skills might improve as a result of exposure to virtual classrooms.

When it comes to student's ability to speak a foreign language, studies have demonstrated that learners benefit greatly by engaging in simulated learning activities. Students might, for instance, simulate real-life dialogues via the use of role-playing simulations. Language proficiency, competence, and self-assurance may all benefit from such practice (Coffey, 2015). Moreover, students can have meaningful dialogues with virtual characters or other students because of the interactive nature of virtual settings.

The study conducted by Javid (2013) concluded that undergraduates may benefit from simulated learning to improve their listening abilities. Research shows that students' listening comprehension improves when simulated classrooms include multimedia components like audio recordings and films (Nawab, 2012). To help students practice comprehending a variety of accents, intonations, and speech patterns, these simulations often include real-world content like interviews, dialogues, and speeches. Additionally, the virtual environment's interactive capabilities allow students to react to listening cues and get instant feedback, which encourages active participation and the development of skills.

Undergraduates in foreign languages who use simulated learning methodologies report improvements in their reading comprehension. Reading comprehension, reading speed, and

vocabulary are all improved via the use of simulated learning activities, which often include comprehension exercises, vocabulary exercises, and reading methods inside virtual situations. Moreover, students' exposure to real-world reading materials and their comprehension of cultural and academic settings are both enhanced by the inclusion of genuine materials and different genres.

Undergraduate students' writing abilities have been shown to increase when simulated learning methodologies are included in the curriculum. Students may get experience with a variety of writing activities, including but not limited to emails, reports, essays, and blog entries, in simulated learning situations. These exercises provide practice in using linguistic structures, room to hone one's writing voice and timely corrections. Students may improve the quality of their writing via the use of virtual environment resources and tools that encourage introspection and revision.

Overall, previous research has shown that teaching undergraduates a foreign language via simulations may considerably improve their language skills. Learners may practice their language skills in realistic settings that are similar to those they would face in the real world while using a simulated learning environment. Simulated learning activities are useful because they take a holistic approach to language learning by focusing on the four language abilities (speaking, listening, reading, and writing). However, further investigation into the lasting impacts of simulated learning on students' language skills and how it affects their entire language learning experiences is needed.

2.4. Factors that Influence the Successful Integration of Simulated Learning Strategies in Foreign Language Education

The effective use of simulated learning techniques in foreign language teaching is critically dependent on institutional backing. Having the backing of university administration and language department authorities has been shown in several studies to be crucial in creating a friendly environment for the introduction of simulated learning. According to research by Adams and Forsyth (2018), for instance, instructors are more invested in their work and more likely to take advantage of Professional Development opportunities if administrators provide funding for, and hence support, simulated learning programs. More importantly, a framework is established that encourages uniform integration across various language courses when an institution establishes explicit principles and procedures for implementing simulated learning into the curriculum.

The effectiveness of implementing simulated learning methodologies depends heavily on the institution's infrastructure and available resources. According to findings from Chen and Wang's (2019) research, the efficiency of simulated learning is substantially impacted by students' and teachers' access to modern technical tools and facilities such as language laboratories, computer software, and multimedia resources. When teachers have access to sufficient materials, they may construct classroom settings where students can practice a language in a way that seems more like real life. In addition,

schools need to have reliable technical support services on hand in case any problems crop up when using simulations in the classroom.

Integrating simulated learning methodologies successfully requires well-designed teaching materials. Several studies have highlighted the significance of giving students access to purposeful language practice opportunities as well as well-structured learning activities that are in line with the desired learning goals. Zhang, Li, and Liu (2020) discovered that students are more engaged and motivated by activities and situations that accurately portray real-world language and culture usage. Incorporating gamification and interactive multimedia into simulated learning sessions may increase their attractiveness and efficiency.

The effectiveness of incorporating simulated learning into foreign language instruction is highly dependent on the quality of teacher training. Faculty members need adequate opportunities for training and professional development to acquire the pedagogical abilities and technology competencies essential for making successful use of simulated learning. Wang and Chen's (2021) research emphasized the benefits of all-encompassing training programs that include both pedagogical approaches and technology resources. Foreign language instructors should be given the tools and resources they need to improve their skills in using simulations to teach students.

Preparation and interest on the part of students are crucial for the productive use of simulated learning methodologies. The level of involvement and success in language learning facilitated by technology depends on students' background information, motivation, and perspective. Lee, Chen, and Liao's (2019) research highlight the significance of creating a welcoming classroom setting that motivates students to take part in simulated learning activities. Teachers may encourage more participation and success in their classes by catering to their student's learning styles, giving them actionable assignments, and providing frequent feedback on their progress.

Successful integration requires figuring out what's helping and what's hindering the process. Collaboration among faculty members, multidisciplinary methods, and continuing monitoring and evaluation of virtual learning projects are just a few of the facilitators (Chen & Wang, 2019; Zhang et al., 2020). On the other hand, integration is hampered by things like aversion to change, a paucity of available resources, and weak institutional backing (Adams & Forsyth, 2018). Institutions could tackle these issues by funding faculty development programs, setting up support networks, and fostering a mindset that encourages and rewards experimentation in language classrooms. The incorporation of simulated learning methodologies may be enhanced and made more user-friendly over time if both teachers and students are encouraged to share their thoughts and ideas openly.

2.5. Gap in the Literature

Simulated learning strategies have been critically studied across different domains of education, including foreign language education. Many studies have unveiled the importance of the integration of simulated learning techniques in teaching and learning foreign languages. There has also been interest in unveiling the impact of

simulated learning strategies on the academic performance of foreign language students. Despite the focus on studying the impacts of simulated learning experiments in foreign language education, there is a need to interrogate major stakeholders in foreign language education. Since the focus is on redesigning the foreign language curriculum to include simulated learning classes, it is pertinent to incorporate the views of lecturers and university administrators, first on how the system has functioned in their schools, and second, on the potentials and challenges of the system. Drawing insights from the lecturers will offer a comprehensive understanding of how the simulated learning strategies impact the performance of their students in foreign language education.

3. Methodology

3.1. Study Design

This study is a survey report on the insights of university lecturers and administrators on the integration of simulated learning and improving students' performance in foreign languages. A quantitative research approach is adopted to get and analyse numerical data from the stakeholders.

3.2. Study population

The members of this study community include lecturers drawn from different universities. These are academic staff in the surveyed universities that are currently teaching foreign languages and linguistics. We also surveyed university administrators. The university administrators surveyed in this study are non-academic staff of different universities who work in the faculties and departments where foreign languages are taught. The major criteria for participation are to either be a lecturer or to be a non-academic staff in the university. However, the university administrators must be from the department of foreign language or work at the faculty level.

3.3. Study Sampling

The sample size of this study includes 263 university lecturers and administrators carefully selected from different universities. The sample was drawn from the teaching and non-teaching staff of the various universities, including male and female participants. The sampling technique is simple randomized sampling, which was used to select 151 university lecturers and 112 university administrators.

3.4. Study Tools

We used a digitally designed questionnaire as the study tool to collect the required data for the study. The question items in the questionnaire were designed and generated from the three research questions. The questionnaire was produced to be in different sections, as explained below:

- i. The first section focused on the demographic variables of the study participants. The questions in this section

- include gender variations, academic qualifications, and years of experience in the work as a lecturer or university administrator.
- ii. The second section focuses on responding to the first research question which is on how the simulated learning strategies are used in the foreign language classroom. We used a 5-point Likert scale to develop question items in this section, wherein strongly agree is 5 strongly disagree is 1, and the neutral value is 3 as the intermediate value.
 - iii. The third section of the questionnaire follows the question inputs developed from the second research. Responses obtained from this section are used to answer the second research question which is on establishing the correlation between integrating simulated learning strategies and increasing the performance of undergraduates in foreign language education. All the sections of the questionnaire, apart from the demographic variables, were designed using a 5-point Likert scale.

3.5. Validation of Study Tool

In doing our research, we explore the existing literature for relevant questions or create new ones based on the identified gaps. The questionnaire's questions were compiled after extensive research. However, three university lecturers in foreign language teaching were consulted to further verify the research instruments, particularly the questionnaires. Based on their expertise as language instructors, they reviewed each question, eliminated some, and added others. The experts who assessed the paper are different from the lecturers who took part in the primary research. Since this study used expert review as its standard for validating its research instruments, their suggestions were taken into account.

3.6. Methodology for Analysing Data

Following is an explanation of the statistical methods used in each analysis:

- i. We determined the mean, the range, the standard error, the t-values, and the p-values, as well as the percentile ranks of the Likert scale. Those numbers may be found in tables of descriptive statistics.
- ii. Regression analysis was used to check the hypothesis.
- iv. All statistical analyses were performed in the statistical program Jamovi.
- iii. A thorough discussion of the findings, including the hypothesis that was put to the test, is provided with every statistical measure.

4. Result and Analysis

4.1. Result Presentation

The result is presented in various sections, including the demographic variable, and responses to the three research questions.

I. Result of the Demographic Variables

Table 1: Summary of Demographic Variables

Groups	Categories	Repetition	Percentage
Gender	Male	N= 205	77.94%
	Female	N= 58	22.06%
		Total = 263	100%
Academic qualification	Masters' Degree	N= 127	48.29%
	PhD Holders	N= 136	51.71%
		Total = 263	100%
Years of experience	1-4 years	N= 74	28.13%
	5 years and above	N= 189	71.87%
		Total =263	100%

It has been established earlier that a total of 151 (57.41%) lecturers participated in the research survey, which is compared to the 112 (42.59%) university administrators who participated in the study. These are the study respondents who provided their demographic variables in the above table. The findings are further summarized below:

- i. Approximately 78% of the study population are male, while 22% are female participants. This indicates their male lecturers and university administrators dominated the study population.
- ii. More than 48% of the study population are Master's degree holders, which is less than the 51.71% that are PhD holders. The indication is that more PhD holders participated in the study. We ensured that no one with only a first degree participated in the study. This was included in the list of criteria for participation.
- iii. The table also indicates that a greater percentage of the study population, 71.87% have been working in the

university for five years and above. Only 28.13% have been working between 1 and 4 years. We carefully selected lecturers and university administrators who have garnered relevant experience in the profession to ensure that the views are rooted in their academic experience.

II. Result of the Research Question One: What are the ways simulated learning tools are used in the foreign language classroom?

It is pertinent to provide insights from the lecturers and university administrators on how the simulated learning strategies are employed in the foreign language classroom. This is designed to help make decisions and reach conclusions on the impacts of the tools.

Table 2: Result of the Usage of Simulated Learning in Foreign Language Classroom

Question Items	SA	A	N	D	SD	Mean	Std. Deviation
Simulated learning strategies are fully integrated into foreign language learning in my school	43.75	31.84	14.59	9.82	-	3.86	1.02
Simulated learning resources are employed within foreign language classrooms to provide a diverse range of exercises aimed at facilitating students' practice of vocabulary, grammar, and other terms.	44.39	27.52	18.64	6.91	2.54	3.47	1.35
Simulated learning tools are utilized to facilitate interactive exercises and provide feedback to enhance students' foreign language pronunciation.	47.83	35.94	11.51	4.72	-	4.06	0.85
Simulated learning tools function as digital language laboratories that facilitate interactive language activities for students.	38.02	31.55	20.15	7.61	2.67	3.47	1.97
Our undergraduates studying a foreign language use simulated learning technologies to practice their writing skills and get constructive criticism.	49.72	36.09	8.19	4.06	1.94	4.08	0.73

The table provides a summary of the views of the lecturers and university administrators on the essence of the integration of simulated learning in foreign language education. The findings of the data are summarized below:

- i. More than 74% of the study population affirm that simulated learning strategies are fully integrated into foreign language classrooms in their class. About 14.59% remained neutral, while only 9.82% stated that they had not integrated simulated learning strategies in their school. The implication is that an overwhelming percentage of the study population affirms that simulated learning strategies are fully integrated into foreign language teaching and learning.
- ii. Approximately 72% of the study population accepted that simulated learning resources are employed within foreign language classrooms to provide a diverse range of exercises aimed at facilitating students' practice of vocabulary, grammar, and other terms. This is the basis for accepting this statement. However, 18.64% remained neutral in the statement, while more than 10% rejected the claim. It may be concluded that using simulated learning improves the grammar and vocabulary of foreign language students.
- iii. More than 82% of the study population generally accepted that simulated learning tools are utilized to facilitate interactive exercises and provide feedback to enhance students' foreign language pronunciation. This was refuted by only 4.72%, while 11.51% remained neutral. The statement was accepted, which is an indication that both the lecturers and university administrators affirm the impact of simulated learning strategies in enhancing the speaking skills of foreign language learners. Also, simulated learning tools function as digital language laboratories that facilitate interactive language activities for students.
- iv. Undergraduates studying a foreign language use simulated learning technologies to practice their writing skills and get constructive criticism. This statement was accepted as over 85% of the study population, 8.19% remained neutral and over 6% refuted the claim.

Generally, simulated learning strategies and techniques have been very impactful in improving different foreign language skills. The university lecturers and administrators affirm that simulated learning strategies enhance different foreign language skills, and also help them to improve their socio-communication abilities.

III. Results of the Second Research Question

The focus of the second research question was to unveil the correlation between the implementation of simulated learning strategies in foreign language education and increasing the performance of undergraduates. This research question underpins the development of the research hypothesis which is tested and presented in the following descriptive statistics table and regression table.

Table 3: Summary of the Result of Research Question 2

Question Item	SA	A	N	D	SD	Mean	Std. Dev.
When undergraduates perform very well in a foreign language course taught using simulated learning, it is an indication that the simulated learning strategy is effective	45.83	36.77	9.85	4.40	3.15	4.23	0.69
Using a simulated learning strategy motivates students, which is a key component that leads to high performance in foreign language learning	49.15	41.33	5.92	3.6	-	4.73	0.46
We have empirical data from foreign language classes conducted using simulated learning, indicating that the students performed better than the ones conducted using traditional means.	48.85	44.51	2.71	3.93	-	5.06	0.32

The table is a statistical summary of the data generated from the second research question. The focus was to generate the dataset to respond to the question and test the hypothesis. The findings from the data are summarized thus:

- i. When undergraduates perform very well in a foreign language course taught using simulated learning, it is an indication that the simulated learning strategy is effective. This statement was accepted by over 81% of the study population, and rejected by only 7.55%. This is indicative that simulated learning systems, which the lecturers have experimented with and the administrators have witnessed the impacts, are directly connected to the increase in the performance of undergraduates in a foreign language.
- ii. More than 89% of the sample affirm that using a simulated learning strategy motivates students, which is a key component that leads to high performance in foreign language learning. Motivation is a key factor in foreign language learning. Different studies have established that motivated students to perform better in language learning (Liu et al., 2023). The data further indicates that simulated learning strategies lead to motivation in the foreign language classroom.

- iii. Over 92% of the study population accepted that they have empirical data from foreign language classes conducted using simulated learning, indicating that the students performed better than the ones conducted using traditional means.

Overall, the responses indicate that there is a strong connection between integrating simulated learning strategies and the increase in foreign language learning performance. The proposed hypothesis is further tested and presented in the table below:

Table 4: Regression table for Testing the Hypothesis

	Coefficient	Standard Error	t-value	p-value
Intercept	1.352	0.039	18.065	<0.001
Integrating simulated Learning into the foreign language classroom	0.849	0.042	13.172	<0.001

The values listed above were derived from the mean and standard deviations presented in Table 3, which are utilized to accept or reject the null hypothesis. To demonstrate the relationship between integrating simulated learning strategies into foreign language classrooms and the increase in performance of undergraduates in foreign languages, a linear regression model was developed. The dependent variable in this model is the improvement in performance of undergraduates in foreign languages, while the independent variable is the integration of simulated learning strategies. The regression table presents the estimated coefficients, standard errors, t-values, and p-values for both the intercept and the independent variable.

The tabulated data demonstrates that the incorporation of simulated learning into teaching foreign languages yields a positive predicted outcome for foreign language performance, as evidenced by the intercept coefficient of 1.352. The regression analysis reveals that the coefficient value for the variable "integrating simulated learning strategies into foreign language classroom" is 0.849. This coefficient signifies the percentage alteration in the foreign language score for each additional unit of integrating simulated learning into the foreign language class, thereby indicating a positive relationship between the two variables. The statistical significance of the coefficients can be inferred from the accompanying standard errors, t-values, and p-values.

The statistical analysis reveals that the coefficient is significantly distinct from zero, as indicated by the t-value of 13.172. The statistical analysis reveals two notable distinctions

(p-value <0.001 and p-value <0.001), indicating a strong basis for rejecting the null hypothesis with a high level of certainty. The findings of the regression analysis suggest that there exists a positive correlation between the incorporation of simulated learning strategies in foreign language classrooms and an increase in the performance of undergraduates in foreign language education.

4.2. Discussion

Simulated learning strategy is an advancement in the education system that has improved the performance of learners as the strategies offer students the privilege to enhance their learning experience. The presented result focused on unveiling the impacts of integrating simulated learning strategies in enhancing the performance of undergraduate students in foreign languages. The analysis first establishes the usage of simulated learning strategies and also establishes the correlation between integrating simulated learning and increasing the performance of foreign language undergraduates.

The findings concerning the first study's question suggest that over 74% of the study group acknowledge the complete integration of simulated learning techniques in foreign language education within their respective classrooms. Approximately 14.59% of the participants maintained a neutral stance, whereas a mere 9.82% reported non-utilization of simulated learning techniques in their educational institutions. The inference drawn from the data suggests that a significant majority of the study group acknowledges the complete assimilation of simulated learning methodologies in the context of teaching and acquiring a foreign language.

The employment of simulated learning resources within foreign language classrooms is accepted by approximately 72% of the study population. This approach provides a diverse range of exercises that aim to facilitate students' practice of vocabulary, grammar, and other related terms. This forms the foundation for the acceptance of the aforementioned assertion. Nevertheless, a proportion of 18.64% maintained a neutral stance towards the statement, whereas over 10% repudiated the assertion. There is evidence that using a virtual learning environment helps students learn a foreign language more effectively, particularly in the areas of grammar and vocabulary.

More than 82% of those surveyed had a favourable impression of using virtual learning environments to conduct interactive activities and offer feedback on students' pronunciation of a foreign language. Of the overall population, 4.72% disagreed, while 5.1% had no stance. As this statement is accepted, it means that lecturers and administrators at universities agree

that using simulations to learn a language helps students improve their spoken communication abilities. It was also proposed that students of foreign languages may benefit from interactive language communications by using simulated learning methodologies, which operate as digital labs. In addition, undergraduate students who are studying a foreign language employ simulated learning methodologies to practice their writing and get constructive criticism. The majority of the participants in the survey agreed with the statement; more than 85%. Only 8.19% had a neutral view, while a little over 6% completely denied the finding.

The purpose of this research was to examine how undergraduates performed while using simulated learning approaches in their foreign language classes. The results showed that the efficiency of simulated learning as a pedagogical strategy is supported by the achievements of students in foreign language courses. The aforementioned assertion garnered a positive response from a significant majority of the sample, with approximately 81% agreeing, while a mere 7.55% expressed disagreement. This serves as evidence that the utilization of simulated learning systems, as tested by lecturers and observed by administrators, is significantly correlated with the enhancement of foreign language proficiency among undergraduate students.

According to the findings of the study, a significant majority of the sample, specifically over 89%, reported that the implementation of a simulated learning strategy serves as a source of motivation for students. This factor is considered a crucial element that contributes to achieving better results in the context of acquiring a foreign language. Motivation plays a pivotal role in the acquisition of a foreign language. Various scholarly investigations have demonstrated that students who exhibit motivation tend to achieve higher levels of proficiency in language acquisition (Liu et al., 2023). The data additionally suggests that the implementation of simulated learning strategies results in increased motivation within the context of foreign language education.

The majority of the study population, specifically 92%, acknowledged possessing empirical evidence from foreign language courses that utilized simulated learning. This finding suggests that the academic performance of students who went through simulated learning was greater than those who went through traditional methods.

5. Conclusions

This study explored the correlation between integrating simulated learning systems and increasing the performance of foreign language undergraduates in foreign language education. The study focused on gaining insights from

university lecturers and university administrators on how simulated learning strategies can enhance foreign language learning. A total of 263 lecturers and university administrators participated in the study and data was obtained through a digitally distributed questionnaire. Two research questions underpin the study analysis wherein a hypothesis was developed from the second research question. The findings about the first research question suggest that over 74% of the study population acknowledge the complete integration of simulated learning techniques in foreign language education within their respective classrooms. The majority of the study sample, over 82%, demonstrated a positive attitude towards the utilization of simulated learning tools as a means to facilitate interactive exercises and provide feedback aimed at improving foreign language pronunciation among students. The findings further revealed that the increase in the performance of undergraduates in foreign language courses taught through simulated learning serves as evidence of the effectiveness of this pedagogical approach. This serves as evidence that the utilization of simulated learning systems, as tested by lecturers and observed by administrators, is significantly correlated with the enhancement of foreign language proficiency. The majority of the study population, specifically 92%, acknowledged possessing empirical evidence from foreign language courses that utilized simulated learning. This finding suggests that the academic performance of students who went through simulated learning was greater than those who went through traditional methods. It is important for further studies to consider using an experimental study approach and engaging the learners directly in further explication of the correlation between integrating simulated learning strategies and an increase in the performance of foreign language learners.

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