The Level of English Language Teachers' Instructional Practices at Intermediate Stage in Light of Professional Specialized and Common Standards

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Abstract:

The study aimed to identify the current instructional practices implemented by English language teachers at intermediate stage. Furthermore, the study aimed to identify how instructional practices adopted by English language teacher at intermediate stage relate to professional common and specialized standards of English language teachers. Descriptive and qualitative research methods were used in collecting data, through the application of two research tools; Questionnaire and observation. The study sample included 62 teachers of the questionnaire tool and 15 teachers of the observation tool of English language teachers at the intermediate stage in Qassim. The data obtained from the questionnaire were quantitatively analyzed through One Way ANOVA, while qualitative data were analyzed through grounded theory.

The most important results of the study came according to the following: the study sample are very good at planning his lessons in accordance with curriculum standards, using educational activities and strategies that appropriate with learners' skills and choosing teaching methods that help increasing motivation for students. The study sample are good providing effective feedback to learners and understanding language as a system. The study sample are poor at understanding and employing theoretical knowledge of linguistics in teaching young l2 learners and understanding the theoretical and methodological developments of TESOL/TEFL.

Key words: Instructional Practices, Professional Specialized, Common Standard

المستخلص :

هدفت الدراسة إلى التعرف على الممارسات التدريسية الحالية التي ينفذها معلمي اللغة الإنجليزية في المرحلة المتوسطة. والتعرف على مدى ارتباط الممارسات التدريسية التي يتبناها معلم اللغة الإنجليزية في المرحلة المتوسطة بالمعايير المهنية العامة

والتخصصية لمعلمي اللغة الإنجليزية. في جمع البيانات، تم استخدام المنهجين الوصفي والنوعي من خلال تطبيق أداتين للبحث؛ الاستبانة وبطاقة الملاحظة. تضمنت عينة الدراسة ٦٢ معلمًا لأداة الاستبيان و١٥ معلمًا لأداة الملاحظة لمعلمي اللغة الإنجليزية في المرحلة المتوسطة بمنطقة القصيم. تم تحليل البيانات التي تم الحصول عليها من الاستبيان كمياً باستخدام One Way ANOVA، وتم تحليل البيانات التي تم الحصول عليها من الملاحظة نوعياً باستخدام النظرية المجذرة. جاءت أهم نتائج الدراسة وفق الآتي: عينة الدراسة جيدة جدًا في تخطيط الدروس وفقًا لمعايير المناهج، واستخدام الأنشطة والاستراتيجيات التعليمية التي تتناسب مع مهارات المتعلمين، واختيار أساليب التدريس التي تساعد على زيادة الحافز لدى الطلاب. . عينة الدراسة جيدة في تقديم التغذية الراجعة الفعالة للمتعلمين وفهم اللغة كنظام. عينة الدراسة ضعيفة في فهم وتوظيف المعرفة النظرية باللغويات في تعليم صغار المتعلمين في اللغة الثانية وفهم التطورات النظرية والمنهجية في TESOL / TEFL.
الكلمات المفتاحية: الممارسات التدريسية ، المهنية المتخصصة ، المعايير المشتركة.

1.1 Introduction

Nowadays teaching in general and teachers' performance in particular receives noticeable attention in modern systems of education. Therefore, systems of education around the world legislate rules, standards, criteria, key performance indicators to evaluate teachers' performance in schools as well as the instructional practices teachers implement in schools. Teachers of English as a second/foreign language are not exempted from such legislation and are being evaluated based on previously set of standards.

Establishment of standards associated with teachers' performance varies among systems of education. Some systems of education provide a unified set of interdisciplinary standards for several disciplines such as language, culture, lesson planning and implementation, classroom management, assessment and professional development. Other systems of education provide specialized set of standards for each discipline such as the personal aspect, content and linguistic awareness, methodology and evaluation, scientific research, study materials and learning resources, classroom management. As, modern systems of education provide an amalgamation set of standards for disciplines such as that of Saudi Arabia Three standards

were selected: language proficiency, planning and management of learning, and assessment and evaluation.(Education &Training Evaluation commission,2020)

The latter sets two types of standards for teaching all disciplines; one set of standards is called common standards and the other one is called professional standards. In education, the term common standards predominately refers to learning standards concise written descriptions of what students are expected to know and be able to do at a specific stage of their education that are used to guide public-school instruction, assessment and curricula within a country, state, school, or academic field. That said, there are different types of common standards in education that may be used in a variety of ways (Al-Thumali,2011).

Education & Training Evaluation Commission has applied a set of general and common standards for all teachers of school specialties. These standards have been divided into three areas, under which the criteria for achieving this field. These fields are the field of professional knowledge for teachers, the field of professional practice for teachers and the field of professional values and responsibilities of teachers (National Center for Measurement, 2017). The professional standards at Kingdom of Saudi Arabia are aimed to raise the quality of teachers 'performance, improve their capabilities and skills, and make sure of having the sufficient required to practice the teaching profession, and to perform this honesty is required.

The field of professional practice for teachers, and the following professional standards have been established for it: planning and implementing teaching and learning units that meet the needs of the student and curriculum requirements, creating and maintaining interactive teacher learning environments to enable students to reach their maximum capabilities, assessing the student through assessment strategies and tools, and monitoring and improving their learning outcomes.

Therefore, this study seeks to recognize the evaluation of instructional practices in light of professional specialized and common standards for English language teachers of intermediate stage.

1.2 Statement of the Problem

The need of this study emerges from the researcher's and collegial experience in Qassim Region where teaching with different instructional practices without any reference to valid, reliable published set of standards. In addition, there are a number of studies emphasize the necessity for evaluating instructional practices based on a set of performance standards such as Staub & Kirkgöz (2019), Al-Thumali (2011), and Lodhi &Robab (2019).

Therefore, the problem of this study can be stated as follows: In spite of the prominent role of evaluation in the educational process, instructional practices that EFL Saudi intermediate teachers implement are not being evaluated according to a unifying, objective and comprehensive evaluation instrument or system based on predetermined standards. Hence, this study will attempt to assess the instructional practices that EFL Saudi teachers implement in the light of professional specialized and common standards.

1.3 Questions of the Study

The current study attempts to answer the following questions:

1-What are the current instructional practices implemented by English language teachers in intermediate stage?

2- How instructional practices adopted by English language teacher at intermediate stage relate to professional common and specialized standards of English language teachers?

1.4 Aims of the Study

This study aims at:

1-Identiying the current instructional practices implemented by English language teachers in intermediate stage.

2-Identiying how instructional practices adopted by English language teacher at intermediate stage relate to professional common and specialized standards of English language teachers.

1.5 Significance of the Study

It is hoped that the current study would contribute to:

1-Teachers-as it helps them in recognizing and using new instructional practices in light of professional specialized and common standards for English language teachers.

2-Researchers- as it provides them with new avenues of research in evaluation of instructional practices in light of professional specialized and common standards for English language teachers.

3-Supervisors: it helps them in recognizing instructional practices of intermediate stage teachers in light of professional specialized and common standards in order to train teachers to use them.

4-Curriculum designers. it helps them in designing English textbook in light of professional specialized and common standards.

1.6 Limitations of the Study

The study is delimited to:

1- Instructional practices in relation to professional standards for teachers will be identified through the literature review.

2- English language teachers of intermediate stage in Qassim region.

3- The current study will be applied in third semester of the academic year 2022.

1.7 Definition of Terms

Instructional practice:

It is the process of interaction between the teacher and students and the subject matter, which takes place inside and outside the classroom through behaviors, actions and methods according to various sources of knowledge, to provide the educational subject for the purpose of creating learning for students (khohol and Gharbi, 2018: 4).

Evaluation:

It is: "An organized usage of collecting information to fix the weaknesses (alshykh,akhrs and Abdulmajeed, 1433).

Evaluation is defined in this study as: a process that critically examines a program. It involves collecting and analyzing information

about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions.

Professional common standards:

It is the set of values, responsibilities, knowledge and practices that the teacher must represent, knowledge and mastery to carry out his professional tasks efficiently and competently and that was approved by the decision of the Board of Directors of the Education and Training Evaluation Authority at its fourth meeting on 10/26/2017 (Education & Training Evaluation commission 2017: 4).

The researcher will adopt the previous definition of (Education & Training Evaluation commission 2017: 4).in this study.

Professional specialized standards for English language teachers:

It is a group of teaching competencies, knowledge and practices that an English teacher must master to carry out his professional tasks efficiently and competently and that was approved by the decision of the Board of Directors of the Education and Training Evaluation Board at its fourth meeting on 10/26/2017 (National Center for Measurement 2017: 5).The researcher will adopt the previous definition of (National Center for Measurement 2017 :5) in this study.

Theoretical Framework and Related Studies

This chapter deals with the Theoretical Framework which is divided into three sections. The first section deals with English language instructional practices for EFL Saudi teachers. The second section deals with common professional standards for teachers of all disciplines. The third section deals with specialized professional standards for English language teachers. Finally, there is a review on the related study and a comment on them.

2.1. Section One: English language instructional practices for EFL Saudi teachers.

The English language is the international language of communication. English as a Foreign Language (EFL) in Saudi Arabia

has changed dramatically throughout the years. Saudi Arabia's current Education Policy mandates that all students be taught at least one foreign language so that they can "interact with individuals of diverse cultures for the aim of contributing to the message of Islam and assisting humanity" (Al-Seghayer, 2014: 143). Due to the fact that English is the only foreign language taught at Saudi Arabia's public colleges, it is critical to research the state of EFL education in the country.

To Alharbi (2014), the presentation of an overview of the features of English as a foreign language (EFL) instruction in Saudi Arabia is the portfolio's most prominent element. It then goes into detail about teaching English in Saudi schools, including characteristics of actual teaching of the four major language skills, characteristics of actual teaching of language-related skills, and characteristics of current assessment systems. Rather than proposing some suggestive accounts to change the direction of the classroom practices implemented in Saudi EFL classes, the goal is to identify and present an in-depth description and discussion of current English instruction in Saudi EFL classrooms across the aforementioned domains. As a result, this study may be primarily descriptive in character, with some critical analysis thrown in as needed to address the issues at hand, and is more concerned with finding genuine English educational techniques than anything else.

2.1 1. Importance of EFL Education in Saudi Arabia.

It was obvious from the papers included for this study that the English language is tremendously important in Saudi Arabia. Al-Seghayer (2014: 143) claims that various stakeholders in Saudi Arabia, including policymakers and decision-making bodies, regard the English language as a "important tool for the country's development in terms of both international relations and scientific-technological advancement" in his study. The English language is officially designated as the major foreign language in Saudi Arabia, and it is widely utilized in various areas and levels of the Saudi

economy, society, and politics. Government officials and staff of national industrial institutions are expected to speak proficient English, according to Al-Seghayer (2014). It is the sole foreign language taught in Saudi Arabian public schools, although learning English is required in the majority of private institutions and colleges.

2.1 3. The Characteristics of EFL Teaching in Saudi Arabia.

Audio-lingual and grammar-translation methods are the most used conventional ways for teaching English in Saudi Arabia. To carry out these traditional teaching methods, Saudi English teachers use a variety of tactics, including structural analysis, chorus work, answering questions, corrections, and translating texts. Furthermore, reading and repeating passages, providing specific language information, and rehearsing the formulaic usage of translated chunks of language take up a significant amount of time and effort on the part of the teachers.

According to Alharbi (2014) , pupils are passively attentive to their teachers' grammar explanations or vocabulary presentations as the center of instruction. The teachers then educate their students to recall words and grammatical rules, as well as drills in reading aloud, translating words and phrases, and transcribing the newly presented vocabulary and other language objects from the blackboard into their notebooks. The teachers also put students through lengthy mechanical drills, primarily to practice the language patterns that have been taught. Along with linguistic elements and sentence-level construction, the major focus of teaching the skill of writing is the ultimate production of the work of writing (Al-Hazmi, 2006).

Another significant observation about Saudi teaching approaches was made by Al-Mazroou (1988). Teachers in Saudi Arabia are hesitant to propose their own educational activities because they fear that doing so may divert students' attention away from the established lessons and cause them to fail the final exam. In other words, education is primarily focused on the development of grammatical competency, with only a smattering of communicative,

discourse, sociolinguistic, and strategic competencies receiving attention. Students are not taught skills for interpreting spoken and written forms of English by their teachers. They don't educate pupils when to say what to whom or how to utilize the language in various ways depending on the sociolinguistic setting they're in. They also fail to provide their students with skills to use in the event of a communication breakdown. Importantly, in the English classroom, most Saudi English teachers do not employ teaching aids or authentic supplementary resources. Instead, they tend to rely solely on the textbook and the blackboard for instruction.

Furthermore, teachers must set up time to prepare or plan daily courses, prepare and grade tests, and grade homework assignments. They frequently must decode unintelligible handwriting in the student notebooks they correct on a daily basis, as well as cope with hyperactive children. Teachers are also expected to participate in a variety of extracurricular activities. As a result, Saudi EFL teachers are overworked, which produces work-related stress while they carry out their daily duties. Most importantly, the extra labor reduces the amount of time available for teaching and has a negative impact on instructors' effectiveness in the classroom. It also encourages teachers to adopt traditional teaching methods rather than communicative teaching techniques (Al-Seghayer, 2021).

Additional considerations, according to Shah, Hussain, and Nasseef (2013), impact Saudi English instructional practices, notably the limits imposed by the Ministry of Education (MOE) on how and what to teach. English instructors receive the same syllabus at each grade level, along with standards and deadlines that the MOE expects them to implement and follow. Teachers perceiving learning as rote memorization of grammar and vocabulary; teachers structuring classes around their presentation of information that students must memorize, with almost all interactions involving students answering questions posed by the teacher; teachers perceiving learning as rote

memorization of grammar and vocabulary; teachers perceiving learning as rote memorization of grammar and vocabulary

2.1. 4. Characteristics of the Actual Instructional Practices in Saudi EFL Classrooms.

Unlike the traditional division of language skills instruction into specific skills, Al-Seghayer (2015) asserted that in Saudi EFL classrooms, actual teaching English as a foreign language (EFL) instructional practices adhere to an integrated, holistic teaching method based on a skills-based language teaching approach. This method involves teaching key language skills and sub-skills at the same time. This strategy is based on the concept that each skill will be developed in conjunction with other abilities in order to cover all language functions and fulfil the objective of teaching English for communication. To that end, we will identify the salient main elements of actual instructional practices in the Saudi context for the four macro language skills of listening, speaking, reading, and writing, as well as certain micro- or language-related abilities such as grammar, vocabulary, and culture. These macro and micro language abilities are sequentially integrated into each 45-minute lesson session in Saudi EFL classes; each skill is given a defined portion of the class period four times a week. To portray the reality of Saudi EFL classrooms, we shall highlight crucial teaching techniques for each individual skill and sub-skill separately.

2.1.5. Features of the Four Macro Language Skills' Actual Teaching Listening

According to Al-Seghayer (2021), Saudi EFL teachers use instructional approaches that emphasize the development of bottom-up abilities during listening courses, primarily to help students with lesser English competence who need to broaden their language repertoire. Bottom-up listening exercises, activities, and tasks are used by the teachers to help students recognize lexical, grammatical, and phonetic aspects as well as language forms at the word and sentence level. The instructors ask students to circle the words they hear as they

distinguish individual sounds, recognize word boundaries and stressed syllables, listen for intonation patterns and specific details, identify grammatical forms and functions, recognize contractions and connected speech, and recognise linking words and phoneme sequences, all while focusing on bottom-up processing skills. Dictation, cloze listening, text-based multiple-choice questions, and similar activities that involve close and detailed recognition and input processing (Al-Seghayer, 2015) are other prominent traditional listening activities that focus primarily on bottom-up processing.

Speaking

Instructors use a variety of approaches and techniques to teach speaking skills in Saudi EFL classes, according to Al-Seghayer (2015), including direct approaches that focus on specific features of oral interaction (e.g., turn-taking, topic management, or questioning strategies), as well as drill-based or repetition-based methodologies (e.g., repeating after the teacher, memorizing a dialog, responding to drills, or answering questions). These are all traditional techniques of teaching speaking abilities, and none of them mirror real-world engagement or conversation, nor do they involve students in meaningful speaking activities that encourage them to talk. Instead, these methods encourage pupils to repeat words exactly, which hinders the development of important speech skills and communication tactics. As a result, typical teaching methodologies do not allow Saudi EFL students to gain all types of speaking skills. They also exclude interviewing, storytelling, small talk, ending conversations, narrating and describing pictures, reacting to what others say, and recounting personal incidents and experiences, as well as other meaningful speaking activities such as role-playing, jigsaw tasks, conversations, group discussions, information gaps, and other game activities. As a result, Saudi EFL students are neither immersed in nor exposed to a real-life speaking situation.

Reading

Reading abilities and exact reading comprehension are also difficult to teach in Saudi EFL classrooms (Albik, 2014). Reading aloud, in which a student reads a text to the rest of the class or in which several students take turns reading different parts of the text, takes up a significant amount of class time. Oral reading is the favorite reading method among Saudi English teachers, according to Alshumaimeri (2011). According to Alsamadani (2012), Saudi EFL teachers spend more time in class reading, practicing silent reading, and answering reading comprehension questions than they do teaching and practicing reading skills and methods. Furthermore, in Alsamadani's study, 75% of EFL teachers said they were unaware of metacognitive reading methods and only knew about cognitive reading strategies. These teachers, on the other hand, tended to avoid teaching cognitive reading skills because they involve a lot of work and take up a lot of class time. In a similar vein, Bamanger and Gashan (2014) identified scanning the text, reading the text aloud, explaining vocabulary items, translating words into Arabic, asking comprehension questions, and teaching students to guess the meaning of ambiguous vocabulary as common strategies used in the Saudi EFL classroom after surveying in-service Saudi EFL teachers. These were the most important tactics in teaching reading skills to Saudi EFL learners, according to the EFL teachers who took part in the survey. Similarly, Al-Rojaie (2011) discovered that oral reading instruction and word-by-word decoding were prevalent classroom reading approaches. In Al-study, Rojaie's the Saudi EFL teachers did not use reading tactics such as detecting primary ideas, activating students' prior knowledge, summarizing and recounting, or checking reading comprehension in the reading lessons because they favored these activities. Oral reading was likewise listed as the most widely used teaching method for reading skills by AlNooh (2013), who also stated that the 45-minute class time allotted was insufficient to teach L2 reading abilities to Saudi secondary pupils.

 Writing

Teaching writing skills in Saudi EFL classes currently focuses mostly on the final result of the writing job, as well as linguistic elements and sentence level (Alnufaie & Grenfell, 2012; Vanderpyl, 2012). Saudi teachers place a strong emphasis on linguistic accuracy, as well as good grammar, exact spelling, relevant punctuation, and a diverse vocabulary and sentence structure. Saudi teachers a) eliminate any interaction between the teacher and students or between students; b) approach writing as a linear process in which students are expected to follow fixed steps such as pre-write, write, and re-write; and c) do not teach students to edit or revise, implying that students show little flexibility in changing their original ideas. Furthermore, this approach includes guidance, control, and assistance with questions to answer, a model to follow, an outline to expand, an incomplete piece of writing to complete, or an incorrect text to correct, as well as guidance, control, and assistance with questions to answer, a model to follow, an outline to expand, an incomplete piece of writing to complete, or an incorrect text to correct. Students are often asked to write without planning or gathering relevant material by writing instructors. Furthermore, these teachers supply just authoritative input and limited discussion to their pupils, and they are overburdened with the responsibility of delivering feedback and editing their writing. The instructors overlook the value of teacher-student conferencing and peer criticism, as well as a variety of writing tasks such as writing in solitude, journaling, free writing, or reflection. As a result, writing education in Saudi EFL schools emphasize precision, linearity, and prescriptivism over the final writing product.

2.1.6. Characteristics of Actual Language-Related Skills Teaching Grammar

In Saudi EFL classes, a traditional or antiquated approach to teaching grammar dominates the actual grammar instruction practice. The PPP model (Presentation-Practice-Production) is a rule-driven deductive approach that follows the Presentation-Practice-Production

methodology. This concept considers grammar to be a product that includes breaking down language into pieces and teaching them separately. A teacher will introduce a language structure or tense (for example, present simple) to the students and allow them to practice using it; the students must then produce an example of what they have learnt. This method of teaching grammar aims to promote grammatical correctness while also emphasizing the importance of grammatical knowledge. Furthermore, it priorities spoon-feeding over discovery and presents grammatical principles in an overt and obvious manner.

- **Vocabulary**

In Saudi EFL classrooms, traditional and direct vocabulary teaching strategies are also common. Students can use these techniques to a) match words to their definitions, b) fill in the blanks with appropriate words, c) look up dictionary definitions, d) copy definitions from a dictionary, e) write sentences for each word based on the definition information, f) write L2 words with their L1 definitions or translations, and g) present word lists for memorization. These traditional vocabulary exercises and procedures have been classified by Oxford and Scarcella (1994) as decontextualized activities that do not need active participation or go beyond definition knowledge. Saudi EFL instructors use these strategies to deliver vocabulary items in controlled vocabulary-learning tasks, such as word lists, flash cards, and dictionary look-up exercises, as well as in non-communicative study scenarios. These methods represent unstructured and ad hoc vocabulary teaching practices in which students inquire about the meaning of unfamiliar vocabulary items and teachers respond. Despite the fact that instructors spend a significant amount of time in class describing and clarifying concepts, this approach to vocabulary training is haphazard and unplanned. Without much guidance or explicit strategy training, provision of opportunities to learn vocabulary through context, or assistance with learning

specific strategies for acquiring words, teachers expect their pupils to acquire the target vocabulary items on their own.

- **Culture**

Cultural sensitivity is a crucial component of the Saudi English curriculum. To be more specific, culture is only sporadically covered in Saudi EFL classes. Because some EFL teachers, parents, and students consider teaching cultural values as a type of cultural invasion or, more precisely, a form of linguistic globalization that arises from cultural globalization, instructors neglect to incorporate cultural features of English into EFL classes. The fear is that teaching Saudi pupils Western principles or Anglo-American culture may alienate them from their own cultural values and undermine their identity due to a lack of representation of their surroundings. Those who oppose teaching English culture in Saudi Arabia argue that English textbooks should only include Islamic and local cultural values (Al-Seghayer, 2011, 2013). As a result, there are no overt, explicit cultural awareness classes in the Saudi EFL curriculum. Furthermore, culture is not included in language teaching materials, despite the fact that teaching English without a cultural foundation is impossible, as language and culture are intricately interwoven.

2.1.7. Characteristics of Actual Evaluation Methods

Further salient key features of Saudi EFL instructional practices, according to Al-Seghayer (2015), include the continued use of traditional evaluation methods or assessment measures and arrangements, such as testing rote memory, factual knowledge, and the application of strict rules, rather than testing critical thinking and higher-order comprehension skills with alternative assessment practices that elicit linguistic behaviors. The final English examination is divided into an oral test and a written test prepared by English instructors following specific schema and guidelines developed by the MOE in the EFL examination procedures currently used in Saudi public schools, with the exception of grades 5 and 6 of elementary schools.

The oral test, which evaluates students' speaking and listening abilities, accounts for 5% of the final examination grade. Because English teachers do not have official instructions on how to give the oral test, they ask students two or three simple questions and have them read aloud one or two sentences from the textbook. As a result, teachers do not evaluate pupils on various characteristics of the English language, such as pronunciation, fluency, lexis and grammatical usage, and intelligibility. Because of the little time they have with the huge number of pupils (40-50) in their classes, teachers have no other options. Such practices, in the long run, create a quandary when it comes to teaching English in Saudi schools in general, and teaching listening and speaking skills in particular. Speaking and listening abilities are undervalued by students due to the limited percentage of points assigned to these two skills on the final test, compared to other language skills, which account for up to 25% of the final exam marks, and the fact that they are not paired with a written exam. As a result, the importance of the English oral test has diminished significantly, and its prominence has waned (Al-Seghayer, 2015).

Comment on the previous section

This detailed analysis gives an overview of contemporary English teaching strategies in Saudi Arabian classrooms. Current procedures do not reflect cutting-edge second-language acquisition and teaching theory, current trends in English instructional practices, or modern assessment approaches, as the in-depth description and discussion of real English instructional practices in Saudi schools demonstrates. Furthermore, they are not guided by best practices, the most successful techniques to teaching EFL, or the most widely recognized instructional standards in the field of English education today. Traditional language teaching approaches, which split English into subsets of discrete abilities and areas of knowledge, therefore dealing with skills in isolation, dominate English teaching practices in Saudi EFL classrooms, according to this shallow survey. As a result,

there is a huge gap between recommended pedagogic techniques and actual practices in Saudi English instruction, posing more intractable challenges for the pedagogic implications of Saudi English.

To overcome these existing challenges, the Saudi Ministry of Education should revise its recruitment policies to include strong English proficiency and teaching ability requirements. To ensure the quality and competence of EFL teachers and improve the quality of English teaching received by Saudi students, a number of steps must be examined. First and foremost, efforts should be undertaken to create a state certification system or a tiered licensing system for rookie English teachers. A system like this would promote English teaching as a profession, improve the professional capabilities of Saudi English teachers, and even restore public confidence in English teachers in Saudi schools. Passing a test on subject matter knowledge as well as a test on pedagogic knowledge should be required for obtaining a beginner's license. Instructors should also be required to complete a mentoring and induction program or participate in professional development opportunities before teaching English. College of arts graduates, in particular, should be forced to take some methodology courses before becoming an English teacher because their English departments focus on English literature and neglect English methodology courses (Jama, 2014).

2.2. Section Two: common professional standards for teachers of all disciplines.

2.2.1. Professional standards.

The existing teacher training programs on professional standards have given teachers a lot of attention. "[These] programs set precise targets for teacher training, the required professional standards are clearly defined, and teachers are then required to take responsibility for these levels: Their trainers shall be responsible for ensuring that the specified objectives are met," (Fatalawi, 2003: 32).

Makhlafi (2004) emphasized the importance of focusing on collective assessment and feedback during the training of student

teachers in skills and professional standards. He also explained the importance of providing lists of professional competencies that contribute to the achievement of teachers' standards, which represent pre- and in-service teachers' aspirations. Abu Sawawin (2010) emphasized the importance of adopting a variety of strategies to train student teachers during practice.

2.2.2. The link between professional standards-based education and teacher education programs.

To Dodle (1973), the first to use these lists was Kinney in 1952, through his work with the California Council for Teacher Preparation, in order to follow up and evaluate the performance of instructors in the general education stages. The professional standards for teacher education are listed below. A lot of changes have been made to the programs. Teacher education programs have shifted from competency-based to standards-based since their inception in the 1960s. This tendency extended across the United States, and many colleges and teacher preparation organizations followed suit. Extensive empirical research, including Stanford (1976), Young and Young (1969), and Oaillems (1969), has backed it up (1977). The importance of this tendency in the creation of appropriate professional standards for teacher performance was the subject of these investigations (Jamea, 1984: 67).

To Jamea (1984), education based on professional standards is distinct in a number of ways. Following a systematic method for establishing standards and implementing training programs entails:

- Students' learning pace and growth criteria can be seen in their behavior.

- Teachers' specific abilities and standards are developed, which leads to a reflection on their knowledge acquisition.

 -Communicating with the teacher as much as feasible about fieldwork requirements relating to academic level, abilities, and performance

-Emphasis on a variety of current educational and psychological trends, such as self-education, in the domains of education and psychology.

-Paying attention to educational technology trends

- Different sorts of evaluations are used, including diagnostic, intertribal, and structural evaluations.

2.2.3. Teacher preparation in light of the concept of professional standards.

One of the most important modern trends in the field of education, as well as the remarkable improvements in the use of computers and the Internet, is teacher preparation based on professional standards. Their vision for teacher education programs allows students to learn new professional standards before starting work. According to Abdul-Samie and Hawala (2005), in light of professional standards, teacher preparation comprises the following:

- In the setup program, determining the teacher's required settings.

- In contrast to what is done in preparation programs that are based on theoretical understanding, he or she will be trained on performance and practice.

- Incorporating learning experience into the preparatory program in the form of particular criteria that will assist the teacher in fulfilling his or her new educational tasks.

- Ensuring that the teacher preparation program meets the requirements that will be used to evaluate the teacher's qualifications.

In five points, this can be summarized:

1. The program must be founded on establishing and outlining the criteria that teachers must meet in a clear and exact manner, making the student teacher more sensitive to their relevance and understanding of their significance to him or her.

2. It must assist the student teacher in observing and relying on his or her senses in light of the criteria for accurate and appropriate performance levels.

3. It should be centered on the student teacher, as the supervisor is more concerned with particular standards for each student teacher and is more eager to create opportunities for him or her to exhibit future behavior.

4. It provides clear, explicit, and successful training programs, processes, and evaluation.

5. It advances the concept of strengthening training and offering numerous possibilities for teachers to attain skills that are defined using the various means and methods accessible in training activities. (Al-Khamisi, 2003)

Based on the preceding discussion, it is obvious that the set professional standards are supposed to be communicated to student teachers, and that their knowledge of these standards should assist them in performing their duties more effectively and continuously improving their performance.

2.2.4. A teacher preparation concept focused on professional standards and qualities.

This can be summarized as follows (Alajmi, 2019):

1. The program must be founded on establishing and outlining the criteria that teachers must meet in a clear and exact manner, making the student teacher more sensitive to their relevance and understanding of their significance to him or her.

2. It must assist the student teacher in observing and relying on his or her senses in light of the criteria for accurate and appropriate performance levels.

3. It should be centered on the student teacher, as the supervisor is more concerned with particular standards for each student teacher and is more eager to create opportunities for him or her to exhibit future behavior.

4- It provides clear, explicit, and successful training programs, processes, and evaluation.

5. It advances the concept of strengthening training and offering numerous possibilities for teachers to attain skills that are defined

using the various means and methods accessible in training activities (Al-Khamisi, 2003).

Based on the preceding discussion, it is apparent that the determined professional standards should be communicated to student teachers, and that their awareness of these standards should assist them in performing their duties more efficiently and continuously improving their performance (Alajmi, 2019).

2.3. Section Three: specialized professional standards for English language teachers.

2.3.1. Definition of Standards

A minimal degree of quality or attainment agreed upon or mandated by a recognized authority is defined by standards (standards, n .d .a; standards, n. d. b). The domain refers to the subject matter, field, or profession to which the standards are applied (domain, n. d.).

Teacher Professional Standards (TPSs): refer to "the pedagogical and other professional knowledge and abilities that all teachers are expected to have" (Massachusetts Department of Elementary and Secondary Education, 2015, p. 1). They are a list of the knowledge, abilities, and understanding that competent and effective instructors are supposed to have (Board of Studies, Teaching and Educational Standards, 2014).

2.3.2. Types of standards:

There are three sorts of standards within each set of standards in every profession, including English language teaching: content standards, performance standards, and operational standards (Cizek, 2012).

Content Standards

Content standards are a set of learning outcomes or objectives that describe the body of knowledge and skills required within an area or profession (Cizek, 2012). Content requirements for any teaching profession, including English language teaching, answer two

questions: what do effective instructors know and can they accomplish? Darling-Hammond (Darling-Hammond, 1990).

The professional organizations TESL Canada and TESL Ontario employ two of the three professional program accreditation systems used in Canada to show how practitioners in the profession have developed content criteria for English language instruction in the Canadian context. Figure 3 depicts the various sets of content standards (TESL Canada, 2018; TESL Ontario, n. d.b). The third accrediting system in Canada, TESL Saskatchewan, does not establish content standards other than needing a balance between theory, methodology, English language structural knowledge, and praxis at the beginning (Standard 1 – Introductory) level (TESL Saskatchewan, n. d.).

Performance Standards

Performance standards establish the minimum level of competence in the application of a body of knowledge and abilities within the domain or profession (Cizek, 2012). On the one hand, performance requirements can range from utterly lacking in competence and hence unqualified to maximum competent and qualified on the other (Cizek, 2012, p.6).

In the English language teaching profession, there is an additional performance standard: English language proficiency. The professional associations TESL Canada, TESL Ontario, and TESL Saskatchewan set this performance requirement, which is demonstrated through success on established English language competency tests such as the IELTS and TOEFL (TESL Canada, 2018a; TESL Ontario, n. d. b; TESL Saskatchewan, n.d.). The most effective balance between English language proficiency and teaching competency is a cause of some conflict in the profession, with debate on what is the most effective balance (MacPherson, Kouritzin & Kim, 2005).

With the exception of the English language competence standards, each teacher education program provider in Canada chooses their own program performance standards.

- Operational Standards

Operational standards are a third type of standard that, as the name suggests, operationalizes the content and performance standards (Cizek, 2012, p.6). Operational standards define the procedure and instruments used to collect and assess information in order to determine if content and performance criteria are met from a practical standpoint. Exams, portfolios of work, verification of qualifications, and letters of recommendation are examples of evidence that can be collected and reviewed. Hard copy and manual, soft copy and automated, or any combination of these techniques can be used to collect and evaluate evidence. The necessity of operational standards is often overlooked when discussing content and performance standards; nonetheless, overall standards implementation will be impossible without realistic and functional operational standards.

Standards can be implemented through a variety of instruments and techniques, one of which is an exam (Cizek, 2012). The Teacher Knowledge Test (TKT), from Cambridge English (n.d.), the English language services department of the University of Cambridge, is a widely renowned exam used to determine the professional competencies of English language teachers. The TKT is primarily utilized in non-English speaking nations as a practical and accessible method of credentialing instructors according to a set of objective criteria. The exam is divided into three sections that can be completed all at once or one at a time. Module 1 tests a candidate's command of the English language as well as their understanding of language acquisition and instruction. Module 2 evaluates the candidate's lesson planning and resource usage. Module 3 tests the candidate's classroom management skills. The exam assesses teacher knowledge rather than practice, as the name implies.

The TKT, as well as any other sort of exam, is not utilized in Canada to operationalize English language teaching standards. Instead, documents such as a candidate's undergraduate degree documentation (transcript or diploma), teacher education qualifications (transcript or diploma), letters of reference confirming hours worked, teaching observation evaluations, and language proficiency exam results are used to operationalize English language teacher standards (TESL Canada, 2018a; TESL Ontario, n.d.b; TESL Saskatchewan, n.d.). Similarly, program requirements for English language teacher education are operationalized through a self-assessment report and document review, which includes program materials, staff credentials, resource lists, and a facilities checklist.

2.3.3. Standards and Teachers

Teachers of English as a second language have made a major investment in the establishment and use of professional standards. Employers consider professional qualifications as proof of a minimal degree of ability as an English language instructor when teachers achieve professional qualifications that meet specified standards. As a result, adhering to the standards allows teachers to find work, given that companies appreciate these criteria and hire accordingly (Eddy & May, 2004; Sivell, 2005).

As with any practitioners in any field, there is a practical friction when it comes to standards and teachers. Completing the education and training required to satisfy the standards for a career requires time and money. Prospective professionals, in this case teachers, conduct a cost-benefit analysis to assess "if the rewards of teaching are worth the price of getting there." Darling-Hammond (Darling-Hammond, 1990, p. 147)

2.3.4. professional standards for teaching in Saudi Arabia

As a result, countries such as Saudi Arabia have worked on their national professional standards for teaching, fine-tuning, developing, and adapting them as criteria for selecting and retaining instructors in the teaching profession. Instructors' Standards were also

important since they would be used as a self-evaluation tool by teachers to measure their skills, determine their training needs, and give and receive feedback from their peers (Department of Education, 2013 Ambag, 2015).

2.3.5. Components of Standards:

The Standards for English Language Teachers are divided into two sections: (A) a general part that applies to teachers of all disciplines and is made up of ten standards as detailed in "The National Professional Standards for Teachers in Saudi Arabia"; and (B) a specialized part, called the Specialized Standards, which is made up of eleven standards and deals with the structure of the specialization and its teaching methods (Education & Training evaluation commission, 2020).

2.3.6. Content of Specialized Standards:

Both the knowledge and performance of English language teachers are addressed by the specific standards. This encompasses knowledge and abilities connected to the specialization and its related successful teaching practices (such as the use of specialized teaching methods), as well as the characteristics and values required of teachers in the specialization (Education & Training evaluation commission, 2020).

2.3.7. Formulation of Specialized Standards:

It was decided that the specialized standards should be developed within the context of the overarching Professional Standards for Teachers. As a result, the specialized standards are organized numerically in the following diagram, starting with the general standard number inside the broad framework of standards, then the discipline number, and lastly the specialized standard, which is broken down into a number of indicators. The following table shows standards and indicators (Education & Training evaluation commission, 2020).

Table (1): Standards and Indicators for teachers in KSA.

Standard	Indicators
Standard: 6. 9. 1: Understanding and applying teaching strategies relevant to language skills.	1. Identify current trends in research on language pedagogy relevant to L2 listening and speaking. 2. Implement effective teaching strategies relevant to L2 listening and speaking. 3. Identify current trends in research on language pedagogy relevant to L2 reading and vocabulary. 4. Implement effective teaching strategies relevant to L2 reading and vocabulary. 5. Identify current trends in research on language pedagogy relevant to L2 writing and grammar. 6. Implement effective teaching strategies relevant to L2 writing and grammar.
Standard:6.9.2: Planning learning activities relevant to L2 learning objectives and curriculum requirements.	1. Design varied, flexible, and coherent L2 learning activities. 2. Sequence instruction to achieve module and lesson level L2 learning objectives and curriculum requirements.
Standard: 6. 9. 3: Developing and selecting appropriate assessment tools consistent with L2 learning objectives.	1. Design formative and summative assessment tools linked to L2 learning content and objectives. 2. Select assessment criteria that measure the achievement of L2 learning objectives. 3. Provide appropriate oral/written feedback to L2 learners in relation to learning objectives.
Standard: 6. 9. 4: Using a variety of teaching methods that promote student engagement in L2 learning.	1. Compare and contrast different L2 teaching methods. 2. Employ appropriate innovative teaching strategies that enhance student language learning motivation. 3. Use teaching strategies that develop critical and creative thinking

	and problem-solving skills. 4. Use teaching techniques that link students' personal experiences and contemporary issues to language learning. 5. Integrate media/technology into teaching strategies to help students appreciate and enjoy learning.
Standard: 6. 9. 5: Setting appropriate L2 learning objectives.	1. Develop clearly defined, achievable, and measurable L2 learning objectives at module and lesson levels. 2. Communicate L2 learning objectives to students clearly in both oral and written forms.
Standard: 6. 9. 6: Accessing and designing a range of appropriate L2 learning resources.	1. Integrate a wide variety of print and electronic L2 learning resources. 2. Access, select, and adapt L2 learning resources based on learning objectives and curriculum requirements. 3. Design a variety of L2 learning resources to help students become independent learners.
Standard: 6. 9. 7: Planning effective learning experiences based on students' culture, abilities, needs, and interests.	1. Design language lessons according to students' proficiency levels and intellectual abilities. 2. Adapt language lessons according to students' culture, personal interests, and needs.
Standard: 6. 9. 8: Demonstrating and applying knowledge of second language acquisition in relation to L2 instruction.	1. Compare and contrast theories of second language acquisition in relation to L2 teaching. 2. Identify stages and obstacles of second language acquisition. 3. Explain and exemplify the interrelatedness of first and second language acquisition and ways in which L1 affects the development of L2. 4. Use strategies for overcoming common challenges faced by L2

	learners.
Standard: 6. 9. 9: Understanding the theoretical and methodological developments of TESOL/ TEFL.	1. Understand the major theories and recent trends in TESOL/ TEFL and their applications. 2. Explore the connections between TESOL/TEFL and other related disciplines. 3. Interpret the issues pertaining to the relation between TESOL/ TEFL and culture.
Standard: 6. 9. 10: Understanding language as a system.	1. Understand and differentiate between the major concepts and definitions of language. 2. Examine the origin and history of English and how it is related to other languages. 3. Recognize different varieties of English, including English as a lingua franca.
Standard: 6. 9. 11: Understanding and applying the theoretical knowledge of English linguistics.	1. Apply relevant knowledge of phonetics and phonology in English language teaching. 2. Apply relevant knowledge of morphology in English language teaching. 3. Apply relevant knowledge of syntax in English language teaching. 4. Apply relevant knowledge of semantics in English language teaching. 5. Apply relevant knowledge of pragmatics in English language teaching.

2.3.8. English Language Teaching Standards in Other Countries Standards for the teaching profession: United States

The United States, according to Darling-Hammond (2001), is characterized by a "morass of teaching standards," each set established

by various parties, frequently for different objectives and often in isolation from one another. In addition to a large number of state and employer groups determining their own specific standards and mechanisms for admission to practice in their jurisdictions, the Interstate New Teacher Assessment and Support Consortium (INTASC) is developing standards and assessments for beginning teachers with the goal of providing portable teacher licensing across the United States, National certification for highly accomplished teachers is provided by the National Board for Professional Teaching Standards (NBPTS), and teacher education institutions are accredited by the National Council for Accreditation of Teacher Education (NCATE). Recently, the actions of each of these three major national groups have been linked, but: However, for the most part, teacher education, accreditation, licensing, induction, on-the-job evaluation, and ongoing professional development have operated in blissful isolation from one another, employing different implicit and explicit criteria for judging good teaching from one district or state to the next. Even within states, there is sometimes a great deal of variation in the standards for the many types of licenses, approvals, and certifications that are awarded(Darling-Hammond, p. 754).

Standards for the teaching profession: Australia

Following trends in the United States, Australia has developed standards for the teaching profession in the recent decade. Debates in Australia, as in the United States and the United Kingdom, about the establishment of professional standards for teachers are usually based on a link between student learning outcomes and teacher quality, as well as the importance of establishing standards and assessing teachers against those standards for the profession's image and status. Ramsey's thoughts in the Review of Teacher Education in New South Wales encapsulate these points. For example, teaching should be viewed as a quality profession rather than a commodity (Ramsey, 2000, p. 7).

English Language Teaching Standards in Canada

The national association TESL Canada, as well as the provincial associations TESL Ontario and TESL Saskatchewan, will briefly present the certification system for English language teachers and the accreditation system for English language teacher education programs in this section.

TESL Ontario's single provincial professional certification system has only one level. Figure 99 shows the prerequisites for TESL Ontario Professional Certification. Remember that the TESL Ontario Professional Certification leads to the designation of Ontario Certified English Language Teacher, abbreviated OCELT, as we discussed earlier.

Finally, TESL Saskatchewan's professional certification system for English language teachers has three levels, as shown in Figure 10. It's important to note that TESL Saskatchewan refers to their program as an accreditation program.

English Language Teacher Standards in the UK

In both government-funded settlement programs and fee-paying programs, there is neither national or regional certification process for English language teachers, nor any supporting standards, similar to the United States. The second global professional association, IATEFL, is based in the United Kingdom; however, unlike its American counterpart, TESOL International Association, IATEFL does not set criteria for teachers or teacher education programs.

Teacher standards are built into the English language program accreditation for fee-paying programs, just as they are in Canada and the United States. Accreditation UK is a collaboration between English UK (the UK English language teaching industry association) and the British Council (an arms-length cultural, soft diplomacy organization supported by the UK government). These instructor criteria are similar to those used by industry groups that accredit

English language programs in Canada and the United States (Accreditation UK, 2019).

- A level of education equivalent to a Level 6 qualification on the Of qual register of regulated qualifications (an undergraduate degree).

- Teachers of courses for pupils under the age of 18 must have at least a TEFL-I qualification* or be qualified teachers.

- Adult course instructors must have at least a TEFL-I certification.

- At least a TEF-Q qualification is required for teachers in teacher development and EAP courses.

2.3.9. Standards for teachers.

Teacher Professional Standards (TPSs) refer to "the pedagogical and other professional knowledge and abilities that all teachers are expected to have" (Massachusetts Department of Elementary and Secondary Education, 2015, p. 1). They are a list of the knowledge, abilities, and understanding that competent and effective instructors are supposed to have (Board of Studies, Teaching and Educational Standards, 2014).

Alrwele (2018) is interested in the professional standards for English language teachers (ELTPSs), which are characterized as "a description of the knowledge, abilities, and understanding expected of competent and successful English language teachers developed by Qiyas in 2016." The Kingdom of Saudi Arabia's English language teacher professional standards (ELTPSs) are divided into five categories: "language pedagogy," "curriculum design," "theoretical knowledge," "theoretical application," and "language competency."

2.4. Literature Review and Related studies:

Several researchers interested in EFL teaching and learning have made it a priority in recent years to pursue excellence in EFL teaching and learning. The majority of research on the professional standards of English language instructors has focused on either EFL skills or EFL teacher preparation programs. This section will evaluate in detail significant studies undertaken in Asia, where English is

taught as a foreign or second language rather than a native language (Alrwele, 2018).

Related Studies

The researcher investigated a number of previous studies that dealt with the current study variables. The aim of investigating the previous studies is to determine the study questions and its procedures. The most important results, methods and prereaders, the sample and the study instruments will be discussed. The studies will indicate instructional practices and professional specialized and common standards.

First Section: English language instructional practices for EFL Saudi teachers

Alasmari and Althaqafi's (2021) goal was to find effective proactive and reactive classroom management practices among teachers. It also wanted to look into the roadblocks that prevent teachers from using proactive classroom management and see if there was a link between self-efficacy and classroom management methods. The study used a mixed-methods approach, with a questionnaire and semi-structured interviews as tools. A total of 80 Saudi English as a foreign language (EFL) teachers took part in the survey, with eight teachers participating in the interviews. The findings revealed that proactive classroom management tactics are more effective than reactive classroom management strategies for EFL teachers. Furthermore, there was a difference in effective classroom management tactics between beginner and experienced teachers, with experienced teachers finding proactive strategies to be more beneficial. The studies also revealed that proactive classroom management practices are hampered by four categories of impediments. System-related (subject-centered curriculum and institutional norms), system/teacher-related (institutional rules and instructors' attitudes toward e-tools), teacher-related (lack of knowledge of the discipline plan), and student-related problems (unmotivated students). The study's last outcome highlighted a link

between teachers' high self-efficacy and proactive classroom management.

Alharbi (2020) investigated the use of Google Docs in a writing course at a prominent Saudi institution to facilitate and enhance instructional practices. Over the course of one academic semester, ten EFL students worked in five pairs on article report writing as a qualitative case study. The instructor's observations and remarks, as well as the learners' comments and text revisions via Google Docs and their follow-up interviews, were all assessed qualitatively. The findings suggest that Google Docs helps students learn to write by providing (1) instructor and peer feedback that focuses on global and local challenges in writing, (2) peer editing and drafting of writing at the global and local levels, and (3) peer answers to feedback. Variations in instructor and peer feedback, as well as among the five pairs of students, were discovered when the feedback and learners' text edits were quantified. The students' positive opinions of Google Docs enhanced educational practices in writing, according to the thematic analysis.

Altoeriqi (2020) wanted to look into the English pronunciation skills of English language teachers, who frequently fail to teach this talent due to a lack of time or knowledge regarding pronunciation teaching methods. This research bridged the gap between defining appropriate teaching pronunciation strategies and assessing teachers' own pronunciation abilities. This study looked on the pronunciation habits of 67 EFL school teachers in Az Zulfi, a small town in Saudi Arabia's Riyadh province. This research looked into how they taught pronunciation and what their priorities were; what factors influenced their pronunciation teaching; how they perceived pronunciation; and whether they felt confident and talented enough to teach and develop it. We used an online Google form questionnaire to collect data, which was then analyzed using SPSS. The following are the findings of the research: a) The majority of the EFL teachers in the sample considered pronunciation to be an important skill in learning English,

b) the teachers stated that communicative practice is the best way to teach pronunciation, c) the teachers taught both segments and supra segments, d) audio/visual labs may help with pronunciation teaching, and e) the majority of the teachers were certain that they needed to take more training courses. According to the findings, future studies should include a bigger number of teachers. Furthermore, it is preferable to collect data using more than one study technique.

Francisco and Celon (2020) did research to determine the impact of teachers' educational activities on students' academic achievement. The descriptive and analytic design method was used in this investigation. The participants in the study were 55 teachers and 295 pupils from private schools in Meycauayan, Bulacan. A questionnaire was employed in the study, as well as a documented analysis from DepEd Order No.8, s. Teaching activities have diverse effects on students' academic achievement in English, Mathematics, Science, Filipino, and Araling Panlipunan, according to the findings.

Second section: common professional standards for teachers of all disciplines.

According to TESOL standards, AlHarbi (2021) planned to investigate the efficacy of English language teacher training programs in Saudi Arabia. The data was collected from 141 male and female EFL teachers in Saudi Arabia using a 28-item questionnaire (across five areas). The findings suggest that the TESOL criteria are fairly well represented in current EFL teacher training programs in Saudi Arabia. The TESOL criteria vary from 75.8% to 83.5 percent, which means that 16.5 percent to 24.2 percent of the preparation programs failed to meet the TESOL standards. The findings also show statistically significant disparities in EFL teacher preparation programs, which can be attributed to the universities and colleges from which they graduate. Finally, based on the findings, the paper presents several recommendations.

Buzick and King (2019) performed a survey of teachers before and after the deployment of CCSS-aligned teaching methods, test

preparation approaches, and test score utilization in order to find evidence to support this hypothesis. The research used a descriptive and analytic design approach. Five Web-based surveys of elementary and middle school English language arts and mathematics teachers in one state, New Jersey, were conducted over two years to collect baseline and trend data. The study's findings revealed that the main reason for Common Core State Standards (CCSS)-aligned assessments is that they can help teachers improve their practices.

Section Three: specialized professional standards for English language teachers.

Ong and Tajuddin (2021) present a study in rural Sabah, Malaysia, to learn more about teachers' experiences implementing the CEFR-Aligned Standards-Based English Language Curriculum (SBELC). Due to reasons such as unsuitable training structures, poor training, understanding, and resources, the literature study found many situations where curriculum change was not implemented as intended. Rural Sabah schools may confront a more serious scenario than other Malaysian regions due to a lack of expertise among instructors and a lack of resources for training and teaching. The researchers interviewed six teachers for this study, with two of them also functioning as new curriculum trainers. Deductive theme analysis was used to examine the transcripts. Teachers had a favorable training experience that was reflective, open to reinterpretation, and had a degree of decentralization of knowledge, according to the codes. There were also instances where, due to a lack of resources, the quality of training worsened as the levels progressed. This article presents some suggestions for improving the training experience of rural Sabah teachers. To confirm the conclusions of this investigation, a larger-scale quantitative study should be conducted.

Howlett and Penner (2020) look at the perspectives of 49 educators who attended a three-day English Language Proficiency (ELP) standards professional development (PD) workshop designed to help K-12 in-service teachers respond to the dual challenge that

English Learners face: learning academic English while also using academic English to learn subject matter content. To recently, there has been little focus on assessing educators' experiences and perspectives in relation to ELP standards professional development. The analysis for this study used a mixed methods approach that included pre- and post-surveys as well as semi-structured interviews. Participants learnt and understood the criteria, were able to retain knowledge, and communicated their expertise with colleagues, according to survey findings. Themes of increasing awareness, time limits, isolation, teamwork, and accountability emerged from the interviews. The findings show that content and English as a Second Language instructors need ongoing job-embedded training and intentional collaboration time in order to work cooperatively on aligning subject area standards with ELP standards.

Discussion of Previous Studies

All previous studies such as: Francisco & Celon (2020) Al-Sufi Study (2013), Al Zada, Iman (2012) agreed on the necessity for the English language teachers to perform the classroom teaching practices required in order to advance the level of English language teaching.

Some studies such as: Althumali(2011) asserted the importance of standards professional development.

The present study is consistent to the study of Buzick & King (2019) asserted that a fundamental claim for Common Core State Standards (CCSS)-aligned assessments is that they will lead to better teaching practices.

The present study differs from the study of Lodhi & Robab (2019) study the attitudes, and difficulties faced by the English teachers.

This study differs from the study of Alsufi (2013) which study the basic stage, whereas the present study will applied on intermediate stage.

By looking at the study of Ozdemir-Yilmazer& Ozkan (2017)which aimed to investigate the existing language assessment

practices and this benefit to determine one of the study variables which is evaluation.

CHAPTER III
RESEARCH METHODS AND PROCEDURES

This chapter describes the methods and procedures followed in the current study. The materials presented include: design of the study, sample selection, the instruments used in this study, pilot study, determining the validity and reliability of the research instruments, the time allocation, the administration of the research instrument and the statistical analysis.

3.1. Design of the Study

This study used mixed method design and analytic. The aim of the current study was to investigate the current educational practices implemented by English language teachers in the intermediate stage. Identifying how instructional practices adopted by English language teacher at intermediate stage relate to professional common and specialized standards of English language teachers.

3.2. Sample of the Study

The subjects of this study were (62) teachers responded to the questionnaire, while the researcher observed (15) teachers who were English language teachers in Buraydah , Unayzah and Almethneb. They were randomly selected from three public intermediate schools. All of the samples of the study were Saudis.

3.3. Instrument of the Study

In order to study the current instructional practices implemented by English language teachers in the intermediate stage. The purpose of using this instrument is to measure the frequency of the English language teachers' instructional practices. The researcher used a questionnaire to identify the current instructional practices implemented by English language teachers in the intermediate stage. In addition, the researcher used an observation card to identify how instructional practices adopted by English language teacher at

intermediate stage relate to professional common and specialized standards of English language teachers.

3.4. Pilot Study

The pilot study was conducted on five English language teachers in a sample other than the study one. The purposes of conducting the pilot study were to determine the validity and reliability of the study instruments.

The questionnaire was administered by the researcher. Teachers were given clear and direct instructions and were encouraged to answer all items in the questionnaire items honestly and objectively. Most teachers completed the questionnaire within (30) minutes. After that, the data of the pilot study was collected and analyzed using the SPSS. Then, the researcher decided to use the same questionnaire after some changes were made as a result of the pilot study.

3.5. Validity and Reliability of the questionnaire

Validity and reliability are important elements for both quantitative and qualitative research studies. Validity is defined by Gay (1987) as "the degree to which a test measures what is intended to measure":(p.533). Reliability is also defined by Gay (1987) as "the degree to which a test consistently measures whatever it measures":(p.549).

Table (2): Correlation Coefficients between questionnaire item and the Total Score of items

Sub-skill	Correlation= **r**	**sig**
I know about the educational policies and regulations in the Kingdom of Saudi Arabia	0.837^{**}	Significant at (0.01)
I design suitable language learning activities for young L2 learners	0.901^{**}	Significant at (0.01)
I select and design suitable language learning resources for young L2	0.766^{**}	Significant at (0.01)

learners		
I prepare learning experiences based on young L2 learners' culture, abilities, needs and interests	0.714**	Significant at (0.01)
I select suitable teaching methods for young L2 learners	0.762**	Significant at (0.01)
I understand and apply recent strategies to teach young L2 learners language skills and sub-skills to enhance communication	0.796**	Significant at (0.01)
I understand and employ theoretical knowledge of linguistics in teaching young L2 learners	0.784**	Significant at (0.01)
I develop and select appropriate assessment tools consistent with L2 learning objectives	0.845**	Significant at (0.01)
I make plans to develop my professional performance in light of professional standards	0.865**	Significant at (0.01)
I know the content of the specialization that I teach and its teaching methods	0.774**	Significant at (0.01)
I formulate learning outcomes for young L2 learners	0.837**	Significant at (0.01)
I understand and apply teaching strategies relevant to language skills	0.816**	Significant at (0.01)
I plan learning activities relevant to L2 learning. objectives and curriculum requirements	0.824**	Significant at (0.01)
I develop and select appropriate assessment tools consistent with L2 learning objectives	0.792**	Significant at (0.01)
I use a variety of teaching methods that promote student engagement in L2 learning	0.761**	Significant at (0.01)
I set appropriate L2 learning objectives	0.835**	Significant at (0.01)
I access and design a range of appropriate L2 learning resources	0.784**	Significant at (0.01)

I plan effective learning experiences based on students' culture, abilities, needs, and interests	0.671**	Significant at (0.01)
I demonstrate and apply knowledge of second language acquisition in relation to L2 instruction	0.814**	Significant at (0.01)
I understand the theoretical and methodological developments of TESOL/TEFL	0.825**	Significant at (0.01)
I understand language as a system	0.678**	Significant at (0.01)
I understand and apply the theoretical knowledge of English linguistics	0.706**	Significant at (0.01)

Results of table (2) indicate that the correlation coefficients for the questionnaire was significant at the (0.01) level. The results of table (2) also show that the ranges of internal consistency of the questionnaire items were between (0.671) and (0.901   ), and all of these values are suitable for conducting such a study.

3.5.3. Reliability of the questionnaire

Using Cronbach's alpha showed that the questionnaire reliability is in the range of (0.894)   Cranach's alpha values are shown in table (2) below:

Table (3) Alpha Cronbach's Coefficients Values for the Questionnaire

Items	No	Alpha Cronbach's Coefficients Values
the current educational practices implemented by English language teachers in the intermediate stage	22	0.894

Results of table (3) indicate that the questionnaire was reliable in the range of (0.894   ).

Analysis of the pilot study results indicated that the questionnaire was valid and reliable. So, the Arabic version of the SILL was appropriate and suitable for participants of the study.

Results and Discussions

This chapter presents the analysis of the final results obtained from investigating the current educational practices implemented by English language teachers in the intermediate stage. Identifying how instructional practices adopted by English language teacher at intermediate stage relate to professional common and specialized standards of English language teachers.

Findings of the research

It is clear from the table that the degree of teachers' application of the standards is average (Agree) in its entirety, and for all the statements except for the statement (I understand the theoretical and methodological development of TESOL/TEFL), where the degree of their approval is (Neutral), and this result means the need to develop the degree of application of standards among teachers.

The table also includes the order of the statements in terms of the degree of verification, and the phrase (I select suitable teaching methods for young L2 learners) represents the first statements in terms of the degree of verification, and the phrase (I understand the theoretical and methodological development of TESOL/TEFL) represents the last statements in terms of the degree of verification.

This result is in agreement with the findings of the study (Al-Seghayer , 2015) for the reasons that it tries to gain insights into the practices and pedagogic approaches to English as a foreign language (EFL) teaching currently employed in Kingdom of Saudi Arabia.

• **Does the degree of teacher evaluation differ according to qualification?**

In order to validate this hypothesis, data had been described and summarized through calculating the mean, the standard deviation of the two groups; the Bachelor group and the Master group, To study the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups; as illustrated in table (4):

Table (4): The t-Value to Signify the Difference between the Mean Scores of the Two Groups.

Degree	N	Mean	Std. Deviation	t-value	d.f	sig
Bachelor	53	3.74	0.549	0.478	60	No Significant
Master	9	3.64	0.812			

It is clear from table (4) that the calculated value of "t " (**0.478**) is less than the tabulated value of "t" at 60 degrees of freedom and No Significant

There is no difference in the degree to which the sample is evaluated for applying the criteria according to the qualification

This result is in agreement with the findings of the study Al-Sufi, N. (2013), for the reasons that it tries to investigate Classroom teaching practices among English language teachers at the basic stage in the city of Sanaa and their relationship to gender and teaching experience variables.

• Does the degree of teacher evaluation differ according to experience?

In order to validate this hypothesis, data had been described and To study the significance of the differences, One way Anova was calculated for the difference between the mean scores of the groups; as illustrated in table (5).

Table (5): The One way Anova to Signify the Difference between the Groups.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.117	2	0.058	0.165	.849
Within Groups	20.950	59	0.355		No Significant
Total	21.067	61			

It is clear from table (5) that the calculated value of "F " (**0.165**) is less than the tabulated value of "F" and No Significant .

There is no difference in the degree to which the sample evaluates the application of the criteria according to experience.

This result is in agreement with the findings of the study Foncha & Adu (2015) for the reasons that it tries to investigate Challenges encountered by student teachers in teaching English language during teaching practice in East London.

qualitative data analysis

This study used the Grounded theory to analyze the data obtained from the observation and interview tools. The following procedures were adhered to in the analysis process:

-Collect similar or similar ideas for answers and observations

-Coding the ideas obtained and reformulating them

-Devising categories through the ideas collected

-Data analysis is done by making continuous comparisons between categories to reach specific patterns.

-Arranging patterns into related relationships.

- Building a theory based on rooting by deducing an explanation of the related relationships of the class observation.

-Verifying the stability of the analysis by having a colleague repeat **-** the analysis process, as this process revealed a great agreement between the two analysts with regard to data analysis.

-Analyze the data collected using the note card

(15) English language teachers from intermediate schools were observed during the lessons using the qualitative curriculum, which included three schools in the cities of Buraidah , Unayzah and Al-Mithnab, where their years of experience ranged from four to 14 years. The names of the schools and the names of the teachers were coded in order to preserve Privacy and fulfillment of what was agreed upon with the respondents.

The three schools were given the following notation:

S01 – S02 – S03

Where (S) represents the school and (01) the school's ranking in terms of visitation.

I give teachers the following notation

T01A - T01B - T01C - T02 - T03A - T03B - T04A - T04B - T05A - T05B - T06A - T06B - T07A - TO7B - T08

Where (T) symbolizes the teacher and (01) symbolizes the order of the teacher in the observation in the school, and (A) symbolizes the presence of more than one teacher in the school, for example in the school (01) there are three teachers.

The class observation was made for teachers as follows:

-Statement of the importance and purpose of the study for teachers

-Emphasis on teachers that the information that the researcher will obtain will be treated with complete confidentiality, and will only be used for scientific research purposes.

-Determine the appropriate day and class for class observation in agreement with the teachers.

-Building a respectful relationship between the researcher and the **-** teacher before starting the observation.

Recommendations

Based on the previous results, the following recommendations could be presented:

- Several steps should be taken into consideration to guarantee the proficiency of EFL teachers and improve the standard of English teaching Saudi students receive.
- To certify new English instructors, efforts should be taken to create a state licensing system or a tiered licensing system. A system like this would improve English teaching as a profession, Saudi English instructors' professional abilities, and even the public's confidence in the English teachers working in Saudi schools.
- Passing a test on pedagogical knowledge and a test on subject-matter knowledge should be prerequisites for receiving a beginner's license.

- Instructors should be expected to take part in professional development opportunities or attend a mentoring and introduction program.
- It should be necessary to take some methodology courses before becoming an English teacher for college-educated graduates whose English departments prioritize English literature and neglect English methodology classes.
- Institutions should regularly conduct work assessments or continuous teacher evaluations to examine teachers' English proficiency. Recruitment should adopt a greater emphasis on the evaluation of English communication abilities.
- To ensure that they have the necessary English proficiency levels, prospective teachers should be required to obtain scores that fall within a particular range on standardized proficiency tests like the TOEFL, IELTS, and TOEIC.
  By putting these recommendations into practice, strict criteria for admittance into the EFL profession in Saudi Arabia would be established and upheld, and English teachers would be held to those criteria.

Suggestions for Further Research

In view of the findings of the present research, following suggestions were recommended to be later investigated:

- Further research is also needed to investigate the Level of English Language Teachers' Instructional Practices at primary Stage in Light of Professional Specialized and Common Standards.
- Further research is also needed to investigate the Level of English Language Teachers' Instructional Practices at Secondary Stage in Light of Professional Specialized and Common Standards.
- Further research is also needed to investigate the challenges encountered by student teachers in teaching English language during Instructional practice in the Kingdom of Saudi Arabia.

- Further research is also needed to investigate the beliefs and Instructional Practices among intermediate teachers within selected high-and low-performing high schools.
- Further research is also needed to investigate the beliefs and Instructional Practices among secondary teachers within selected high-and low-performing high schools.
- Further research is also needed to investigate the utilizing learning environment assessments to improve Instructional practices among in-service teachers.
- Further research is also needed to investigate the teachers' beliefs their classroom Instructional practices.

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