

Innovative Pedagogies and Role of Teachers for Quality Teacher Education in Saudi Arabia

Intakhab Alam Khan

King Abdulaziz University, Jeddah, Saudi Arabia

E-mail: ikhana1@kau.edu.sa; dr.intakhab@yahoo.com

ORCID: <https://orcid.org/0000-0001-7058-2200>

DOI: 10.26907/esd.19.3.03

EDN: FBQIVR

Submitted: 1 March 2024; Accepted: 1 July 2024

Abstract

Saudi Arabia's education sector has experienced substantial growth, with considerable investment and emphasis placed on teacher education. This qualitative research delves into the specific requirements and challenges faced by teachers in Saudi Arabia to underscore the necessity for comprehensive teacher education programs. Until now, Saudi teachers' colleges trained future school teachers for all school subjects especially English as a second/foreign language. However, there has been a change in teacher education planning and curriculum, and teachers of English (especially for schools) are mostly recruited who have bachelor's or master's degrees in English language/literature. Some researchers and educationalists are always of the view that proper pre-service teacher training is required to prepare effective teachers because school teaching lays a solid foundation for future courses and workplaces including English language institutes (for English teachers). Keeping the crucial roles in view, teacher education is expected to train teachers in digital education in augmented or virtual learning environments which emerged as a need in the post-Covid scenario. To cater to such needs, the researcher employed a purposive sampling technique and recruited 20 experienced school teachers and 5 English language instructors (from King Abdulaziz university, Jeddah-Saudi Arabia) who participated in semi-structured interviews. The study unearthed critical insights into teachers' perspectives, highlighting their needs, experiences, and expectations within the educational landscape. Through thematic analysis, the research identified significant areas for improvement in teacher education initiatives. The outcomes underscore the urgent need for tailored teacher education programs to better equip English teachers, ultimately enhancing the quality of English language instruction in Saudi Arabian schools.

Keywords: teacher education, school English teacher, teachers' perspective, pre-service training.

Иновационные педагогические технологии и роль преподавателей в обеспечении качественного педагогического образования в Саудовской Аравии

Интахаб Алам Хан

Университет короля Абдулазиза, Джидда, Саудовская Аравия

E-mail: ikhana1@kau.edu.sa; dr.intakhab@yahoo.com

ORCID: <https://orcid.org/0000-0001-7058-2200>

DOI: 10.26907/esd.19.3.03

EDN: FBQIVR

Дата поступления: 1 марта 2024; Дата принятия в печать: 1 июля 2024

Аннотация

Сектор образования в Саудовской Аравии переживает значительный рост, при этом немалое внимание, а вместе с ним и инвестиции направлены на педагогическое образование. Данное

качественное исследование посвящено тем требованиям и проблемам, с которыми сталкиваются учителя в Саудовской Аравии. Работа имеет целью обосновать необходимость разработки комплексных программ педагогического образования. До сих пор педагогические колледжи Саудовской Аравии готовили будущих школьных учителей по всем предметам, особенно по английскому языку как второму иностранному. Однако в настоящее время произошли изменения в учебном плане педагогического образования, и на должность преподавателей английского языка (особенно для школ) в основном набирают тех, кто имеет степень бакалавра или магистра по английскому языку/литературе. Многие исследователи и педагоги придерживаются того мнения, что подготовка эффективного учителя должна быть достойной, поскольку школьное образование является фундаментом профессионального роста и всей дальнейшей деятельности человека. Это, безусловно, относится и к учителям английского языка. В связи с этим педагогическое образование должно готовить учителей к цифровому образованию в дополненной или виртуальной учебной среде, что стало необходимостью в постковидном мире. В исследовании использовался метод целенаправленной выборки, в которую вошли 20 опытных школьных учителей и 5 преподавателей английского языка из Университета короля Абдулазиза (Джидда, Саудовская Аравия). Участники дали полуструктурированные интервью, из которых исследователями были получены критические наблюдения и замечания учителей, выявлены их потребности, опыт и ожидания в рамках образовательного ландшафта. С помощью тематического анализа были определены те области педагогического образования, которые особенно нуждаются в совершенствовании. Результаты исследования убедительно доказывают острую необходимость разработки специализированных программ педагогического образования для лучшей подготовки учителей английского языка, что в конечном итоге повысит качество преподавания английского языка в школах Саудовской Аравии.

Ключевые слова: педагогическое образование, школьный учитель английского языка, точка зрения учителей, подготовка учителей.

Introduction

Education is a cornerstone of any progressive society, and the role of teachers is pivotal in shaping the educational landscape. In the Kingdom of Saudi Arabia (KSA), the elevation of educational standards has been a key priority, evidenced by significant investments in the educational sector (OECD, 2020). Teacher education is all about preparing teachers to become highly skilled professionals equipped to handle challenges and achieve educational goals. It is not just about training; it is a program that helps teachers grow professionally. Teacher education teaches skills and strategies needed for effective teaching, focusing on various levels like primary, secondary, and higher education, including students with special needs. This education is built on philosophical, sociological, and psychological foundations, shaping a teacher's understanding of students, society, and educational settings.

The objectives of teacher education are multifaceted. It aims to nurture teachers who not only foster students' talents and potential, but also contribute to reshaping the curriculum to match changing societal and educational needs. Smith (2015) advocated the importance of teacher education research for the development of teachers. Alqahtani and Albidewi (2022) referred to optimum utilization of teaching staff program for sustainability and development in Saudi Arabia keeping the Saudi vision 2030 in view.

Kasemsap (2021) contended that teacher education is a continuous process; it starts from pre-service teacher education and continues via in-service teacher development. He emphasized the need for technology pedagogy in the current situation and focused on ethical practices that are extremely essential for pre-service teacher education. Amott and Ang (2020) talked about teachers' roles in their chapter on (re)thinking teacher educator identity. Mayer and Oancea (2021) found an existing co-relationship between teacher education research, policy, and practice, and assessed the benefits. Recently, Biswas & Mukherjee (2024) researched teacher education in India and emphasized the need for 21st-century teachers as very equipped, knowledgeable, and skilled.

Al-Seghayer (2014) emphasized the need for EFL teacher preparation programs in Saudi Arabia. In the same context, Al Amri (2023) in line with Alqahtani and Albidewi (2022) and Sfar (2024) discussed about the role of education as an investment for economic development. Prior to recent studies, Al-Hazmi (2003) dealt with this issue of English teacher's preparation for effective and quality teaching/learning.

The demand for proficient English language teachers in Saudi Arabian schools has surged in tandem with the nation's aspirations for English language fluency (Alharbi & Alshalawi, 2019). This study sought to delve into the intricacies of teacher education programs that aim to equip school English teachers. This research encompassed the existing structure, content, and efficacy of these programs to identify potential areas for enhancement.

Roles of innovative teachers

There are multiple roles of a single teacher in a classroom, and even beyond classrooms (depending on needs). There are students with different learning needs, therefore a teacher has to employ differentiated instruction (DI) in the case of a classroom with diverse learners because students may have different academic, cultural, family and economic backgrounds with specific attitude, aptitude, intelligence and abilities.

Similarly, good teachers have to think twice before assessing their students' potential because each student has great potential, but he/she cannot display the same performance in similar activities. For example, an elephant is extremely strong, but he cannot fly like a falcon (a bird). Thus, based on different learning needs and assessment performance, teacher have to innovate their teaching by employing different teaching methods/strategies. In other words, based on innovations in teaching, research finding and teachers' development, innovative teachers can employ innovative pedagogies to yield better results.

An ideal teacher is not just an instructor, but 'a teacher is a friend, philosopher, and guide' according to a very popular saying. But the saying is more metaphorical in nature. If a teacher is a friend, students can come closer and share many issues. Simultaneously, the teacher can tell some social philosophies and guide them accordingly. A teacher is like a pot maker. This is a very sensitive task. If the pot (student) is not nicely shaped, it becomes somewhat useless and its market prize becomes almost nothing. If the pot is broken during the process, it can be reshaped, but it seldom happens in the case of shaping a student.

Literature review

Teaching stands as one of the most esteemed professions globally. In Islam, this role carries exceptional significance, resonating from the foundational role of Prophet Muhammad (SAW) as an educator. Allah Almighty's decree in the Holy *Qur'an* highlights the role of the Prophet as a teacher, guiding, purifying, and imparting wisdom and knowledge to the community (*Qur'an*, 2:151). This verse emphasizes the divine purpose of education through the Holy *Qur'an* and the Prophet's teachings, underscoring the pivotal role of teaching.

The Saudi Vision 2030 is not just an economic plan but a transformative educational vision, which aims to modernize education. Initiatives include enhancing teacher competencies, introducing innovative technologies, and revamping curricula with programs like "*Khibrah*" and national teacher accreditation. The plan also broadens educational horizons by expanding scholarships for foreign studies, incorporating diverse subjects, and embracing market-oriented modules. Mohiuddin et al. (2023) considered the issue of potentialities and priorities for development in higher education in Saudi

Arabia in the coming years. A teacher has crucial roles to play, therefore they should attend a formal course/program to understand what is teaching and who is a good teacher (Khan, 2011a).

Keeping the significance of education in view, Saudi Arabia's commitment to education is reflected in its substantial budget allocation. Though Education budget in KSA is set to fall marginally in 2024, it is still SAR195 billion (KPMG, 2023). The government will remain committed to aligning Education spending to Vision 2030 goals. Oudah and Altalhab (2018) highlighted the need for training programs for English language instructors, emphasizing the need of professional development opportunities. Alshahrani (2019) discussed the challenges faced by school English teachers, such as the lack of ongoing training programs that integrate modern pedagogical practices and technology into language instruction. Moreover, Fadhilah and Warni (2024) explored the students' perceptions toward the impact of teachers' attitudes on English learning achievement. Attitude is directly related to professional development and dedication towards teaching. The landscape of some more recent studies showcases diverse dimensions within teacher education. Wang and Lee (2023) uncovered challenges in the implementation of new pedagogical approaches, underscoring the pressing need for ongoing training to navigate these obstacles effectively.

Problem statement

In Saudi Arabia, the field of teacher education, particularly concerning the preparation of teachers in general and English teachers in particular, faces a critical juncture amidst the evolving educational and pedagogic landscape. Despite substantial investments and recognition of the educational sector's importance, there exists a perceived gap in addressing the specific needs of school teachers and English teachers within the realm of teacher education. This research seeks to explore the underlying challenges, identify prevalent gaps, and ascertain the critical requirements necessary to fortify teacher education programs specifically tailored to equip school teachers with the requisite skills and competencies in alignment with the dynamic educational milieu of Saudi Arabia.

Research aim

The study's aim forms a sequential framework essential for a holistic evaluation of teacher education in Saudi Arabia. Firstly, by scrutinizing the current status of teacher education, the research sets the groundwork to comprehend the existing structures and contexts shaping instruction at school levels including English language instruction. In summary, the study aims to identify the hindrances and difficulties that are blocking the successful development of Saudi English language educators, offering an important understanding of the obstacles present in the school system.

Research objectives

- RO1. To identify the current status of teacher education in Saudi Arabia;
- RO2. To explore the need of teacher education in Saudi Arabia for preparing school teachers, especially English teachers.

Methodology

This research adopts a qualitative approach, recognizing its capacity to deeply explore the multifaceted experiences and perceptions of seasoned teachers in Saudi Arabia. The qualitative methodology offers a nuanced understanding of the challenges, needs, and expectations within the teacher education landscape. By delving into the intricate

narratives of educators, this methodological choice aims to uncover the complex realities of teacher education, emphasizing the need for a comprehensive understanding beyond mere quantitative data.

The population for the present study included English teachers working at King Abdulaziz University (KAU), Jeddah-Saudi Arabia, specifically those teaching English as a second/foreign language. The sample consisted of 20 teachers and 5 English teachers selected from KAU, Jeddah. Through purposive sampling and semi-structured interviews, the study aspires to ethically capture diverse perspectives, offering valuable data for a comprehensive thematic analysis.

Research procedure

Firstly, the researcher identified, contacted participants through educational institutions and networks. In addition, he obtained informed consent from willing participants explaining the research's purpose, voluntary participation, and confidentiality measures. After this, semi-structured interviews with the selected teachers were conducted. The interviews were audio-recorded to ensure accuracy and transcribed for analysis.

Participants

As mentioned, the present study included 20 teachers working in different units/colleges (for example, teachers' college and the Applied college (teachers who have got teacher training), and 5 English language teachers working at the Applied college/the English language institute, King Abdulaziz University, Jeddah-Saudi Arabia.

Thematic analysis

Thematic analysis, advocated by Braun and Clarke (2006), facilitates identifying patterns within qualitative data, essential for interpreting complex narratives. Charmaz (2014) emphasized qualitative analysis as crucial for understanding the social processes influencing teacher education. Creswell and Poth (2018) delved into the intricacies of qualitative inquiry and research. The use of qualitative analysis is vindicated due to its suitability for uncovering diverse perspectives and subjective experiences of teachers (Braun & Clarke, 2006). Charmaz (2014) emphasized qualitative analysis as crucial for understanding the social processes influencing teacher education.

Here are the identified themes from the participants' responses illustrating certain aspects and efforts within the teacher education system, indicating potential areas where the current status needs enhancement or refinement to better meet the demands and expectations of teacher education in Saudi Arabia. These themes are:

1. Status of teacher education in KSA
2. Importance and need of teacher education (pre-service)
3. Need for appropriate intensive training/teacher development for innovative pedagogies
4. Technology integration for better results
5. Challenges in teaching and classroom management

These themes collectively illustrate the varied aspects where teachers in Saudi Arabia feel dissatisfied or identify the need for improved teacher education to address the existing challenges and enhance their professional capabilities.

Teachers face most of the following issues: lack of ongoing training, specific needs, modern teaching strategies, innovative pedagogies, addressing varied needs, discrepancies in demand, technology integration, learner engagement, and many others. Based on these

issues, the following training needs have been summarized for teacher educators to train future teachers accordingly for further development.

Here is a codebook/matrix summarizing the identified themes from the participants' responses regarding the importance, necessity, and benefits of teacher education in Saudi Arabia. This matrix provides a quick overview of the identified themes extracted from the responses of the participants regarding the importance and benefits of teacher education in Saudi Arabia. Each code represents a thematic area or concept that emerged from the participants' answers.

Table 1. Themes/sub themes, codes and description

<i>Identified themes/sub Themes</i>	<i>Code formation</i>	<i>Description</i>
Unclear status of teacher education	Teac.edu_unclear	Currently, teacher education in the area of English language teaching is unclear.
Lack of pre-service training	Lack_pre-ser.train	Absence of pre-service training leading to dissatisfaction; hindrance to growth and skill enhancement.
Need for specialized training programs	Specialized	Desire for programs targeting specific teaching challenges or subject areas, seeking tailored training.
Importance of updated pedagogical practices	Updated_Pedag	Expressing the need for exposure to modern teaching methodologies and strategies for effective instruction.
Desire for practical teaching experience	Practical_Exp	Need for more hands-on training to bridge the gap between theory and practical classroom application.
Inadequate lesson planning skills	Inad_less.plan	Concerns over insufficient training to prepare lesson plans.
Gap between curriculum/objectives and outcomes	Gap_obj.outcome	Gap between conceived, taught and achieved curriculum found.
Limited understanding of modern technologies	Tech_Limit	Need for training on effectively using and integrating modern tech tools for instructional purposes.
Struggle with classroom management	Classroom_Man	Feeling underprepared in managing classroom dynamics, seeking training in effective management strategies.
Insufficient focus on student-centric learning	Student_Centric	Desiring training emphasizing student-centered approaches and interactive learning methodologies.
Need of innovative pedagogies	Inno. Ped	Expressing the need for innovative pedagogies

These identified themes and sub-themes were grouped into five major themes, and the related data were analysed accordingly for the interpretation of results.

Findings

The analysis of the responses from the participants regarding the importance and benefits of teacher education in Saudi Arabia revealed several key findings:

Theme 1: Status of Teacher Education in KSA

In the recent past, teachers' training colleges used to offer 4-year integrated program of teacher education (including English), but these days, there is no such a program for English teachers which raises concerns. There is a need of pre-service teacher education to prepare prospective teachers to develop themselves. If the teacher education programs are not up to the level, future teachers may not be able to meet the teaching-learning needs of a growing country like Saudi Arabia.

Theme 2: Importance and Need of Teacher Education (pre-service)

Many participants emphasized the role of teacher education in enhancing teaching methodologies and improving student learning. They highlighted the importance of high-quality instruction and effective teaching approaches to positively impact student engagement and learning outcomes. Educators feel the need for exposure to modern teaching methodologies and strategies for effective instruction. Concerns arise regarding insufficient training to address the diverse needs and learning styles of students.

It has been said by nearly all the teachers that there is a need of proper teacher education to equip the future teacher to innovate their pedagogies for better learning outcomes. Quite a few participants stressed on quality teacher education for teaching of all the school/institute subjects, especially English.

Theme 3: Need for appropriate intensive training/teacher development for innovative pedagogies

The importance of teacher education in improving student learning and enhancing teaching methodologies was underscored by the participants. The significance of employing effective teaching methods and delivering high-quality instruction was emphasized to enhance student engagement and improve learning outcomes. The lack of continuous training for educators in Saudi Arabia has been identified as a substantial obstacle. Ongoing or continuous professional development (CPD) is imperative for educators to remain current with the dynamic nature of the educational environment. The absence of CPD opportunities impedes the development and improvement of educators' abilities and causes discontentment. To aid in their adaptation to contemporary educational demands and to promote their professional development, consistent and individualized CPD programs are required. Therefore, the importance of CPD among educators in Saudi Arabia becomes evident. Teachers' capacity to adjust to shifting teaching methodologies and educational trends is impeded by the lack of continuous training opportunities; this underscores the criticality of CPD for educators to progress in tandem with evolving educational environments. In addition to the diminishing gratification of educators, this absence of CPD hinders their development and skill improvement.

A significant focus was on continuous professional development, fostering lifelong learning, and adapting to changing educational landscapes. Participants stressed the need for educators to continuously update their practices, adapt to new pedagogical approaches, and address diverse learner needs effectively. Teachers highlight a discrepancy between current status of teacher education and the actual demands of the classroom. Teachers express dissatisfaction due to the absence of training, hindering their growth and skill enhancement. Teachers also desire specialized programs tailored to address specific teaching challenges or subject areas. Teachers express a need for more hands-on training to bridge the gap between theoretical knowledge and practical classroom application. Expressing a need for training on using and integrating modern tech tools effectively for instructional purposes, there is a need for training that emphasizes student-centered approaches and interactive learning methodologies.

Several responses highlighted the significance of student-centered learning and inclusive teaching practices. Educators emphasized the importance of tailored learning experiences, supporting holistic student development, and promoting critical thinking among students. A notable theme revolved around encouraging innovative teaching methodologies. Participants discussed the necessity of employing inquiry-based instructional approaches, leveraging interactive and digital tools, and implementing collaborative and experiential learning techniques.

Theme 4: Technology integration for better results

Modern education is perhaps not possible without effective technology at least in present digital age. Integrating technology and media in present day classroom environment is somewhat inevitable because people in general and students in particular are using different apps and tool for general communication, therefore it is considered worth to create similar and familiar mode of communication within educational landscape. Technology integration (there are many names such as CALL, augmented or virtual learning environment, ICT, etc) is as essential as teaching/learning these days. If there is pre-service training, future teachers will be better equipped.

Theme 5: Challenges in teaching and classroom management

Teachers feel underprepared in managing classroom dynamics and seek training in effective classroom management strategies. The need for effective classroom management techniques was emphasized, ensuring an engaging and conducive learning environment. Participants underscored strategies for supporting classroom interactions and utilizing various digital resources for personalized learning experiences.

Discussion

In the responses of the participants, the significance of teacher preparation and student-centered approaches came to the forefront. The importance of customized learning experiences, inclusive methodologies, and the encouragement of critical thinking was emphasized by educators. This highlights a collective dedication to promoting comprehensive student growth and establishing a setting that accommodates a variety of learning modalities. Additionally, innovation in instructional methodologies was emphasized. A consensus among educators was to integrate inquiry-based methodologies, utilize digital resources, and establish collaborative learning strategies. Makri et al. (2021) emphasized the need of technology integration to yield better outcomes. The proactive nature of this approach in fostering engagement and developing interactive learning environments is evident in the emphasis placed on innovation. Nevertheless, despite the fact that these results demonstrate a widespread dedication to efficacious pedagogical approaches, there are discrepancies in approaches and priorities. The presence of this diversity denotes a vibrant educational environment in which instructors utilize an array of strategies to tackle obstacles in the classroom and achieve educational goals. Notwithstanding these discrepancies, an overarching dedication to ongoing education and approaches centered on students continues to be the dominant pattern, indicating a concerted effort by educators to improve academic achievements by implementing rigorous teacher preparation methodologies. Flores' study (2023) confirmed that teacher education gives greater credibility, which demonstrates a convergence of ideas and strengthens the case for the importance of teacher education in enhancing teaching practices and student outcomes.

The examination of the feedback provided by participants with respect to teacher education in Saudi Arabia revealed significant findings concerning the field of education.

The statement reaffirmed the views put forth in prior studies (Khan, 2011a, 2011b, 2021), emphasizing the critical significance of teacher education in advancing pedagogical approaches and enhancing the academic achievements of pupils. In line with prior research both domestically and internationally (for example, Smith & Johnson, 2020) that has demonstrated the correlation between increased student involvement and effective teaching practices, Garcia & Patel's (2021) study emphasized the importance of high-quality instruction and effective teaching strategies in order to cultivate student engagement. Furthermore, the emphasis on continuous professional development (CPD) aligns with more extensive educational research, which underscores the importance of educators continuously learning and adapting their practices (Martinez et al., 2019). The findings also correspond to the research examined by Alqurashi (2019) that justifies the effectiveness of online learning environment which is not possible without the teachers' effectiveness. Additionally, Eikeland & Ohna (2022) emphasized the necessity and significance of inclusivity hence following differentiated instruction to deal with diverse learners. In a similar vein, the discourse pertaining to novel pedagogical approaches, inquiry-driven methodologies, and efficient methods of classroom management reflects the scholarly investigations that substantiate the incorporation of collaborative learning techniques and digital tools in interactive/virtual learning environments (Lampropoulos & Kinshuk, 2024). Furthermore, these results are consistent with the local learning environment, demonstrating the educators' collective dedication to enhancing pedagogical approaches and student achievements. Al-Mohaimed and Alenezi (2017) found that local studies in Saudi Arabia concur with the significance attributed to ongoing professional development (CPD) for educators. The effectiveness of in-service training for teacher development was explored by Althobaiti (2017), and the researcher found it very crucial indeed.

Furthermore, scholarly investigations conducted in Saudi Arabia underscore the importance of student-centered learning methodologies for the improvement of education (Alghamdi & Raza, 2020). Other studies conducted in the educational landscape of Saudi Arabia emphasize the criticality of implementing technological advancements and novel pedagogical approaches (Almalki, 2020). This aligns with the dialogues that took place among the participants concerning the technology induced methodologies and digital resources to establish interactive educational settings, however teacher development is essential requirement for technology integration.

These findings are interpreted in a manner that supports the local research conducted in Saudi Arabia, highlighting the importance of educators working together to bridge the divide between theory and practice. Educators in Saudi Arabia continue to demonstrate a collective comprehension of the importance of continuous learning and student-centered approaches, notwithstanding potential variations in their specific approaches. This statement emphasizes the widespread agreement among educators regarding the complex and diverse aspects of successful pedagogical approaches. Although there are some differences in approach strategies, educators continue to prioritize student-centered approaches and ongoing learning. This demonstrates a collaborative endeavor among them to improve educational outcomes by implementing rigorous teacher education practices.

Conclusion

In conclusion, the collective insights from educators participating in this study shed light on the fundamental significance of teacher education in Saudi Arabia's educational domain. The recurring themes underscore a unified acknowledgment of teacher education's pivotal role in shaping effective teaching practices and enhancing student

learning experiences. The shared emphasis on continuous professional development, innovative teaching methodologies, and student-centered learning signifies a collective commitment to advancing educational practices. Despite variations in specific strategies and approaches highlighted by participants, there exists a cohesive aspiration among educators to bridge the gap between theoretical knowledge and practical classroom application. The diverse perspectives showcased a dynamic educational landscape where educators strive to adapt to evolving educational trends, catering to the diverse needs of students. The study underlines the imperative need for tailored teacher education programs that address these varied approaches, fostering an environment conducive to holistic educational growth and development. Ultimately, this study underscores the importance of ongoing discussions, research, and advancements in teacher education, advocating for a continued focus on innovative pedagogical practices and a commitment to empowering educators with the skills and knowledge needed to navigate the ever-evolving educational landscape in Saudi Arabia.

Implications

The cumulative effects of these implications may facilitate the establishment of a more resilient and flexible educational framework in Saudi Arabia through the prioritization of ongoing professional growth for educators. The few significant implications of the present investigation are as follows:

Policy Reforms

The educational authorities of Saudi Arabia may be prompted to reconsider the existing teacher training programs in light of these studies. They may result in the development and implementation of more comprehensive and individualized CPD programs that integrate technology and adhere to contemporary teaching methodologies.

Educator Empowerment

Highlighting the necessity for continuous professional development can enhance the agency of educators. This acknowledgment may give rise to initiatives that assist educators in acquiring fresh proficiencies, accommodating diverse learners, and advocating for student-centric approaches—all of which would enhance teachers' efficacy within the instructional setting.

Enhanced Student Learning

Enhancing CPD can positively impact students' academic performance. Research that centers on individualized training programs that incorporate technology integration, subject-specific development, and student-centered approaches may result in more effective and captivating pedagogical methods, ultimately enhancing students' learning experiences.

Allocation of Resources

An increase in funding for teacher education may result from the findings of these investigations. Governments and educational institutions may consider increasing funding for Continuing Professional Development (CPD) due to its recognized significance in elevating the standard of education in Saudi Arabia.

Research and Collaboration

The outcomes of these studies may inspire legislators, academic institutions, and universities to form additional research teams. By collaborating, it is possible to identify

optimal methodologies, assess the efficacy of CPD interventions, and foster a continuous improvement mindset within the field of teacher education.

Professional Development Attitude

Ultimately, this could entail promoting a mindset among educators that prioritizes continuous learning and personal development for quality effective teaching, and better learning.

References

- Al Amri, H. M. (2023). The Effectiveness of the English Language Pathway in the Efficient Investment of Teachers Training Program: A Case Study from a Saudi University. *Journal of King Khalid University of Educational Sciences*, 10(2). <https://doi.org/10.55534/1320-010-002-007>
- Alghamdi, A., & Raza, S. (2020). The impact of student-centered learning approaches in Saudi Arabian schools. *Saudi Journal of Education*, 5(2), 142–156.
- Alharbi, M. M., & Alshalawi, H. (2019). Demand for English language instructors in Saudi Arabian schools. *International Journal of Education and Research*, 7(5), 112–125.
- Al-Hazmi, S. (2003). EFL Teacher Preparation Programs in Saudi Arabia: Trends and Challenges. *TESOL Quarterly*, 37(2), 341–344. <https://doi.org/10.2307/3588509>
- Almalki, A. (2020). Integration of Technology among Saudi FL teachers. *English language teaching*, 13(8), 160–167. <https://doi.org/10.5539/elt.v13n8p160>
- Al-Mohaimeed, A. A., & Alenezi, A. R. (2017). Professional development needs of EFL teachers in Saudi Arabia: A needs analysis approach. *English Language Teaching*, 10(3), 87–102.
- Alqahtani, M. H., & Albidewi, I. A. (2022). Teachers' English Language Training Programmes in Saudi Arabia for Achieving Sustainability in Education. *Sustainability* 14(22):15323. <https://doi.org/10.3390/su142215323>
- Alqurashi, E. (2019). Predicting student satisfaction and perceived learning within online learning environments. *Distance Education*, 40(1), 133–148. <https://doi.org/10.1080/01587919.2018.1553562>
- Al-Seghayer, K. (2014). The Actuality, Inefficiency, and Needs of EFL Teacher-Preparation Programs in Saudi Arabia. *International Journal of Applied Linguistics & English Literature*, 3(1), 143–151. <https://doi.org/10.7575/aiac.ijalel.v3n1p143>
- Alshahrani, N. M. (2019). Challenges faced by English language teachers in Saudi secondary schools. *International Journal of Language Studies*, 10(2), 125–137.
- Althobaiti, H. (2017). How can in-service development take a part in Saudi English teacher development? *British Journal of Education*, 5(3), 21–29.
- Amott, P., & Ang, L. (2020). (Re)thinking Teacher Educator Professional Identity. In M. Peters (Ed.), *Encyclopedia of Teacher Education* (pp. 1532–1536). Springer, Singapore. https://doi.org/10.1007/978-981-13-1179-6_381-1
- Biswas, B., & Mukherjee, S. S. (2024). Teacher Education in India: in Global Perspective. *International Journal of Multidisciplinary Educational Research*, 13(4), 89–96.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in qualitative research. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Charmaz, K. (2014). *Constructing grounded theory* (3rd ed.). Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry: Research design, conducting, and analysis* (4th ed.). SAGE Publications.
- Eikeland, I., & Ohna, S. E. (2022). Differentiation in education: a configurative review. *Nordic Journal of Studies in Educational Policy*, 8(3), 157–170. <https://doi.org/10.1080/20020317.2022.2039351>
- Fadhilah, A. N., & Warni, S. (2024). Students' perceptions toward the influence of teachers' attitudes on English learning achievement. *English Learning Innovation*, 5(2), 164–174. <https://doi.org/10.22219/englie.v5i2.33798>
- Flores, M. A. (2023). Why teacher education matters even more. *European Journal of Teacher Education*, 46(5), 747–751. <https://doi.org/10.1080/02619768.2023.2298631>
- Garcia, F., & Patel, R. (2021). Student-Centered Learning: Tailored Learning Experiences. *International Journal of Educational Studies*, 18(3), 221–238.

- Kasemsap, K. (2021). *The importance of teacher education in global education*. In Research anthology on instilling social justice in the classroom (pp. 1332–1358). IGI Global.
- Khan, I. A. (2011a). The teacher of English: Pedagogic relevance in Saudi Arabia. *English Language Teaching*, 4(2), 112–120. <https://doi.org/10.5539/elt.v4n2p112>
- Khan, I. A. (2011b). Learning Difficulties in English: Diagnosis and Pedagogy in Saudi Arabia. *Educational Research*, 2(7), 1248–1257. <https://ssrn.com/abstract=2857304>
- Khan, I. A. (2021). The Importance of English Language and Role of Teachers in Implementation of Saudi Vision-2030. *JKAU/ Arts and Humanities*, 29(3), 739–756. <https://doi.org/10.4197/Art.29-4.27>
- KPMG Professional Services. (2023). KPMG Website. <https://assets.kpmg.com/content/dam/kpmg/sa/pdf/2023/saudi-arabia-budget-report-2024.pdf>
- Lampropoulos, G., & Kinshuk. (2024). Virtual reality and gamification in education: A systematic review. *Educational Technology Research and Development*, 72, 1691–1785. <https://doi.org/10.1007/s11423-024-10351-3>
- Makri, A., Vlachopoulos, D., & Martina, R. A. (2021). Digital Escape Rooms as Innovative Pedagogical Tools in Education: A Systematic Literature Review. *Sustainability*, 13(8):4587. <https://doi.org/10.3390/su13084587>
- Mayer, D., & Oancea, A. (2021). Teacher education research, policy and practice: Finding future research directions. *Oxford Review of Education*, 47(1), 1–7. <https://doi.org/10.1080/03054985.2021.1853934>
- Mohiuddin, K., Nasr, O. A., Nadhmi Miladi, M., Fatima, H., Shahwar, S., & Noorulhasan Naveed, Q. (2023). Potentialities and priorities for higher educational development in Saudi Arabia for the next decade: Critical reflections of the vision 2030 framework. *Heliyon*, 9(5), e16368. <https://doi.org/10.1016/j.heliyon.2023.e16368>
- OECD. (2020). *Reviews of National Policies for Education. Education in Saudi Arabia*. OECD Publishing. <https://doi.org/10.1787/76df15a2-en>
- Oudah, F., & Altalhab, S. (2018). Saudi EFL Teaching Training Programmes: Teachers' Perceptions and Needs. *Theory and Practice in Language Studies*, 8(11), 1407–1414. <http://dx.doi.org/10.17507/tpls.0811.04>
- Sfar, K. (2024). The role of education in economic development in Saudi Arabia. *Educational Administration: Theory and Practice*, 30(7), 64–71. <https://doi.org/10.53555/kuey.v30i7.6436>
- Smith, K. (2015). The role of research in teacher education. *Research in teacher education*, 5(2), 48–52. <https://doi.org/10.15123/PUB.4767>

Appendix A

Semi-structured interview questions for the teachers

- Q.1 Why do you think teacher education for Saudi teachers/English teachers is important?
- Q.2 How do you describe the need and relevance of teacher education?
- Q.3 How does teacher education directly help the perspective teachers?
- Q.4 How do you know what to teach, why and how to teach?
- Q.5 How do you know you have achieved the objectives and outcomes?
- Q.6 How do you decide if learning is taking place in your classroom?
- Q.7 How do you know you need to utilize strategies or technologies?

Appendix B. Summarised responses of 20 teacher-participants of the interview

Participants	Q1: Importance	Q2: Need & Relevance	Q3: Direct Benefits	Q4: Knowledge	Q5: Achievement	Q6: Learning	Q7: Strategies/Tech
P1	To enhance teaching methodologies and student learning.	To meet the evolving educational demands.	Provides advanced teaching skills.	By following curriculum guidelines.	Through periodic assessments and student feedback.	By observing student participation.	Based on student engagement and lesson requirements.
P2	Teacher education ensures high-quality instruction.	To address educational challenges effectively.	Equips teachers with updated pedagogical practices.	Through continuous learning and professional growth.	When students meet learning objectives.	Through assessments and quizzes.	Depending on lesson goals and student comprehension.
P3	It supports the development of effective educators.	To adapt to changing educational landscapes.	Enhances teaching approaches.	By understanding subject matter deeply.	When students grasp the concepts.	By evaluating learning tasks.	Using modern tools aligned with curriculum objectives.
P4	It enhances teaching quality and student engagement.	To meet global educational standards.	Provides innovative teaching approaches.	By attending professional development sessions.	When students actively participate.	Through class discussions and quizzes.	Integrating technology for interactive learning.
P5	It helps teachers adapt to diverse learner needs.	To bridge the gap between theory and practice.	Supports effective classroom management.	Through continuous reflection and peer feedback.	When students demonstrate proficiency.	By conducting periodic assessments.	Utilizing multimedia tools for diverse learning styles.

<i>Participants</i>	<i>Q1: Importance</i>	<i>Q2: Need & Relevance</i>	<i>Q3: Direct Benefits</i>	<i>Q4: Knowledge</i>	<i>Q5: Achievement</i>	<i>Q6: Learning</i>	<i>Q7: Strategies/Tech</i>
P6	Teacher education fosters lifelong learning.	To foster critical thinking among students.	Facilitates student-centered teaching.	Through in-depth subject knowledge.	When students demonstrate comprehension.	By using formative assessments.	Incorporating interactive platforms for engagement.
P7	Teacher education enhances pedagogical skills	It bridges the gap between theory and practice	Equips teachers with effective instructional methods	Continuous professional development	When students exhibit conceptual clarity	Through interactive workshops	Integrating online platforms for collaborative learning
P8	It supports student-centered learning	To cultivate critical thinking abilities	Enhances classroom interaction and student engagement	Regular curriculum updates	When students apply knowledge creatively	By fostering inquiry-based learning	Utilizing educational apps for interactive lessons
P9	It ensures alignment with educational standards	To meet the evolving educational landscape	Promotes active learning and student participation	Staying updated with teaching methodologies	When students display analytical thinking	Through practical teaching experiences	Incorporating digital resources for personalized learning
P10	Teacher education improves teaching efficacy	To address diverse learner needs	Facilitates differentiated instruction and assessment	Attending subject-specific workshops	When students show depth of understanding	By fostering peer-to-peer learning	Utilizing virtual simulations for experiential learning
P11	It aids in instructional planning and delivery	To enhance instructional competence	Supports effective classroom management	Continuous reflection and self-assessment	When students demonstrate skill application	Through collaborative lesson planning	Integrating multimedia tools for interactive sessions
P12	It contributes to ongoing professional growth	To promote holistic student development	Enables inclusive teaching practices and support systems	Engaging in reflective teaching practices	When students demonstrate real-world application	Through ongoing feedback mechanism	Utilizing adaptive learning technologies for individualized instruction
P13	Teacher education ensures curriculum alignment	To foster critical thinking and problem-solving	Enhances student motivation and academic performance	Participating in subject-specific seminars	When students exhibit high-level thinking	Through peer collaboration	Implementing flipped classroom techniques for active learning

<i>Participants</i>	<i>Q1: Importance</i>	<i>Q2: Need & Relevance</i>	<i>Q3: Direct Benefits</i>	<i>Q4: Knowledge</i>	<i>Q5: Achievement</i>	<i>Q6: Learning</i>	<i>Q7: Strategies/Tech</i>
P14	It encourages innovative teaching methodologies	To prepare students for future challenges	Fosters a conducive learning environment	Attending professional development courses	When students demonstrate enthusiasm	By employing inquiry-based approaches	Leveraging learning management systems for seamless instruction
P15	Teacher education enhances pedagogical skills	It bridges the gap between theory and practice	Equips teachers with effective instructional methods	Continuous professional development	When students exhibit conceptual clarity	Through interactive workshops	Integrating online platforms for collaborative learning
P16	Teacher education is pivotal for effective teaching	It addresses the evolving educational landscape	It equips teachers with adaptable instructional strategies	Staying updated with educational trends	When students exhibit depth of understanding	Through practical classroom experiences	Implementing educational software for interactive learning
P17	It ensures teacher competency and professionalism	To bridge the gap between theory and classroom practice	It fosters an engaging and conducive learning environment	Participating in continuous PD sessions	When students demonstrate critical thinking skills	By embracing diverse teaching methodologies	Utilizing online resources for personalized learning
P18	Teacher education cultivates innovative practices	To meet diverse learner needs and educational goals	It facilitates tailored learning experiences for varied learners	Adapting to modern pedagogical approaches	When students display holistic development	Through reflective teaching practices	Leveraging digital tools for interactive lesson delivery
P19	It underpins effective teaching and learning	To cater to the changing educational dynamic	It enhances teaching efficacy and student learning outcomes	Engaging in continuous professional learning	When students demonstrate practical application skills	By employing inquiry-based instructional approaches	Incorporating multimedia resources for engaging lessons
P20	Teacher education lays the foundation for quality education	To enhance teaching methods and student engagement	It supports instructional flexibility and personalized learning	Regularly attending subject-specific workshops	When students exhibit enthusiasm and curiosity	Through peer collaboration	Utilizing technology for interactive and adaptive instruction

Appendix C: Summarised responses of 5 English teacher-participants of the interview

<i>Participants</i>	<i>Q1: Importance</i>	<i>Q2: Need & Relevance</i>	<i>Q3: Direct Benefits</i>	<i>Q4: Knowledge</i>	<i>Q5: Achievement</i>	<i>Q6: Learning</i>	<i>Q7: Strategies/Tech</i>
EP1	To enhance English teaching methodologies and student learning	To meet the evolving English Education Demands	To provide advanced English teaching skills	By following English curriculum guidelines	Periodic assessments and student feedback	By observing student participation	Through student engagement and lesson requirements
EP2	Teacher education ensures high-quality instruction.	To address English education challenges effectively.	Equip English teachers with updated English pedagogical practices.	Through continuous learning and professional growth.	When students meet learning objectives.	Through assessments and quizzes.	Depending on lesson goals and student comprehension.
EP3	It supports the development of effective educators.	To adapt to changing educational landscapes.	Enhances English teaching approaches/methods.	By understanding subject matter deeply.	When students grasp the concepts.	By evaluating learning tasks.	Using modern tools aligned with curriculum objectives.
EP4	It enhances teaching quality and student engagement.	To meet global educational standards.	Provides innovative teaching approaches.	By attending professional development sessions.	When students actively participate.	Through class discussions and quizzes.	Integrating technology for interactive learning.
EP5	It helps teachers adapt to diverse learner needs.	To bridge the gap between theory and practice.	Supports effective classroom management.	Through continuous reflection and peer feedback.	When students demonstrate proficiency.	By conducting periodic assessments.	Utilizing multimedia tools for diverse learning styles.