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EFL Teacher Preparation Programs in Saudi Arabia: An Evaluation Comparing Status with TESOL Standards

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Abstract

This descriptive study aims to explore the efficiency of English language teacher preparation programs in Saudi Arabia according to TESOL standards. The study uses a 28 item (across five domains) questionnaire to collect data from one hundred and forty-one male and female EFL teachers in Saudi Arabia. Results show that the TESOL standards are included to a fair degree in the current preparation programs for EFL teachers in Saudi Arabia. The TESOL standards range from 75.8% to 83.5%, meaning that the failure of the preparation programs for TESOL standards ranged from 16.5% to 24.2%. The results also indicate statistically significant differences between the programs for preparing EFL teachers, attributable to the universities and colleges from which they graduate. Finally, the study makes some recommendations based on its results to raise English language teachers' preparation programs in Saudi Arabia.

Keywords: EFL teachers, Standard of teacher training, Teacher preparation programs, TESOL.

Introduction

Education aims to help learners acquire tools of learning while correcting and facilitating situations and circumstances that help them acquire knowledge, information, experience, and practical skills useful to lead their lives. This process starts with school education which is usually the first and foremost exposure of learners to the world beyond.

The education process is based on scientific and technical foundations, and it is also a complex dynamic process. It includes the teacher, the study materials, the associated activities and methods, among other things. Moreover, because the teacher represents the cornerstone of the education process, he/ she must be prepared to hone their teaching skills, learning practices that best suit the needs of the learners and not be satisfied with the inclination and willingness to practice this profession. In line with this, training during the preparation program and professional exercise play a major role in empowering the teachers to teach with high efficiency.

The process of teacher preparation is a fundamental basis of educational development policies and strategies in most countries of the world, where global educational policies, despite their differences, focus on the importance of upgrading the process of preparing and qualifying teachers because upgrading teacher preparation programs increases the effectiveness of the educational system   (AlShukri, 2018, p. 76).

The preparation of teachers in various educational institutions is receiving significant attention from policymakers given the massive research in this area and the greater emphasis on identifying and fulfilling learner needs. Consequently, much like teachers in other areas of specialization, English language teachers are not far from the reality of preparation and development that contemporary trends call for (Al-Ahdal, 2014; Shaldan & Abu Leilah, 2017). The nature of the subject

dictates a permanent follow-up and serious effort to develop and adapt for the better. It also dictates their mastery of the elements of the educational process competencies that they acquired as teachers of the English language. Although specialists follow the teacher preparation process, the role so far of continuous development and updation is insufficient. The role of the teacher in this dispensation is no longer limited to imparting knowledge to students; rather, it encompasses the ability to become organized and prepared for the developing conditions and atmosphere of education, to provide opportunities for students to interact freely and effectively with educational materials and activities.

Saudi Arabia has taken many significant measures to develop professional education and training programs for teachers, including setting professional standards for teachers through the National Authority for Education Evaluation, in line with the Kingdom's 2030 vision. This study comes as part of development attempts to explore the opinions of English language teachers about their current preparation programs in the Kingdom of Saudi Arabia to judge them according to international standards, which are the standards of the

International Organization for Teaching English to Speakers of Other Languages (TESOL).

Research Problem

The researcher has had the opportunity to prepare teachers in educational universities and colleges, a foray which enabled him to observe the weaknesses in the English language teacher preparation programs in Saudi Arabia, prompting him to conduct this study, especially the role of the current English language teacher preparation programs considering TESOL standards, and the study problem was identified in the following question:

- Considering the TESOL standards, how much do the EFL teachers gain from the current preparation programs in Saudi Arabia in terms of the ability to teach English as a foreign language in a social and cultural context, including the crucial step of assessment and evaluation?
- What is the level of English language teachers' ability to apply planning and implementation instructions impacting their professional and leadership roles due to the current preparation programs in the Kingdom of Saudi Arabia?
- Are there statistically significant differences between teachers due to gender, experience, or the university where the preparation program was completed?

Objectives of the Study

The study sought to achieve the following objectives:

- Determining the level of language knowledge of English EFL teachers gained from the current EFL teachers' preparation programs in Saudi Arabia considering TESOL standards.
- Recognizing the level of English language teachers' ability to teach English as a foreign language in a social and cultural context through what they have learned in current preparation programs in Saudi Arabia considering TESOL standards.
- Identifying the level of English language teachers' ability to apply planning and implementation instructions through what they have learned in current preparation programs in Saudi Arabia considering TESOL standards.
- Specifying the level of English language teachers' ability to apply measurement and evaluation procedures through what they have learned about the current preparation programs in Saudi Arabia considering TESOL standards.
- The degree of professionalism and leadership that the English language teachers gained through what they have learned from current preparation programs in Saudi Arabia considering TESOL standards.
- Determining the statistically significant differences between EFL teachers due to gender, experience, or the university where the preparation program was completed.

The Importance of the Study

The study provides a comprehensive and clear evaluation of English language teacher preparation progrmas in Saudi Arabia universities in the light of TESOL standards. It is expected that this study will benefit the faculties of education in the universities in preparing teachers in general, and in preparing English language teachers, especially in the Saudi universities and taking into account its results and recommendations for improving the reality of preparing teachers, developing study plans for departments, and facing some existing challenges.

The Limits of the Study

The study is limited to knowing the EFL teachers' perceptions about the level of EFL teachers' preparation programs in Saudi universities according to TESOL Standards in the academic year 2020/2021.

LITERATURE REVIEW

EFL Teachers' Preparation Programs in Saudi Arabia

The study of Alrwele (2018) aimed to identify the level of teaching competencies for female field training students in the Department of English, in the light of the professional standards for English language teachers, set by the National Center for Assessment and Evaluation in Higher Education in the Kingdom of Saudi Arabia. The results of the study showed that the trainees believed that they had a high degree of competence in the language proficiency standards (68.4) and theoretical knowledge (27.4), but that they were not sure of their competence in the application of theories (37.3), the core of the curriculum (14.3), and the science of language teaching (18.2).

A study conducted by Al-Abiky (2019) aimed to examine the reasons for the low English achievements of students in Saudi Arabia. It clarified that although English was a core school subject in Saudi Arabia, and the language itself has been around in the country for almost a century, the EFL teachers' preparation programs in Saudi Arabia still fail to deliver, help, or even set a plan for change as the English proficiency for Saudi students in schools and colleges. The study recommended that more serious redemptive measures were needed in addition to the recent efforts.

The study of AL-Muzeini and Al-Kahtani (2020) aimed to evaluate the English language teacher preparation and training programs and present a vision for their development. Based on its results, the study recommended that the period of field training should be increased in these programs. This study also recommended that the English language teacher preparation programs be continuously reviewed and changed to match the requirements of the rapid global developments.

The study of Youssef (2020) aimed to find how to prepare the teachers in the light of the challenges of the twenty-first

century? The study identified the importance of preparing teachers in various disciplines, whether before or during service. Because the teacher's job changes with the change of contemporaneous life and its requirements, it is important to consider these variables to build a new generation, as the criteria for judging the level of education in any country is the level of teacher preparation and training programs, and this requires comprehensive preparation, especially with the vast growth in the volume of scientific and human knowledge.

The study of Alshuaifan (2021) aimed to characterize and compare the role of the EFL/ESL teacher preparation programs in raising the awareness of pre-service teachers of the ICC Model in Saudi Arabia and Singapore. The results showed the availability of the ICC (Intercultural Communicative Competence) in the EFL/ESL teacher preparation program in both countries. The study recommended reviewing and continually updating the EFL/ESL teacher preparation program at the College of Education according to the ICC Model to meet students' needs and ensure their communicative competence.

In conclusion, the above studies indicated that Saudi EFL teachers need to enforce their skills to know apply educational theories, be trained in curriculum design and teaching methods. Further, that the EFL teachers' preparation programs in Saudi Arabia still fail to deliver, help, or even set a plan for change as the English proficiency for Saudi students in schools and colleges continues to be low.

EFL Teachers' Preparation Programs in other Arab Countries

A study by AlJebol (2014) aimed to identify the English teachers' perception level in different educational stages for their professional development in public schools. The results showed that The English teachers' perception level in different educational stages for their professional development was moderate in all domains. It also indicated that significant differences prevailed in English teachers' perception level for their professional development due to their gender in favor of the male teachers on the technological domain and in favor of the female in the professional activities domain.

Another study by Youcef and Taoufik (2015) aimed to examine the adequacy of the pre-service training program at the Department of English at Tlemcen University, Algeria. The findings of this multi-method study conducted at the Department of English with a sample of 108 students showed that first- and second-language acquisition processes, assessment procedures, educational psychology, and lack of teaching practice are among the major problems that should be addressed to render the current pre-service teacher training program to prepare professionally qualified EFL teachers.

Shaldan and Abu Leilah (2017) aimed to explore the standards of the English language teacher preparation

programs in Palestinian universities in the Gaza governorates in the light of the NCATE-Education Teacher National Council for Accreditation of NCATE standards. The results showed that the English language teacher preparation programs in the Palestinian universities in the Gaza governorates in the light of the NCATE criteria reached a relative weight of (42.68%) with a high degree of appreciation. It also indicated statistically significant differences due to the "university" study variable in all fields, and in favor of Al-Quds Open University, except for the fifth domain, "faculty members," which was in favor of Al-Azhar university. The study suggested updating English language teacher preparation programs by incorporating recent research findings. It also suggested paying attention to the professional development of the English language teaching staff members through training courses.

The study of Manaserah and Al-Halali (2017) aimed to identify the degree of contribution of English language teacher prep programs in achieving social development goals from the viewpoint of English language teachers and supervisors. The most significant result was that the English language teacher preparation programs contribute to a moderate degree in achieving social development goals from the viewpoint of English language supervisors and teachers. The study's most prominent recommendation indicated the importance of reviewing the plans of the EFL teachers' preparation programs in light of the demands and objectives of social development.

A study by Alja'afreh (2020) aimed to determine the effectiveness of the New Teachers Program in developing the teaching competencies of English language teachers in the Karak Kasbah education directorate in Jordan. The results indicated that the overall effectiveness of the new teacher's program in developing teaching competencies at the whole tool level, which was high at a mean score of 3.75 out of a maximum of 5. It suggested that the New Teachers' Program was suitable to develop the teaching competencies of the English teachers in Jordan and other Arab countries.

Abu Jeriban (2020) aimed to identify the professional needs of new Jordanian English language teachers as perceived by them. The results showed that the English language teachers' needs for professional development were high. It also showed a great need for preparation in teaching methods and the integration of modern technologies into the teaching process.

In conclusion, the studies showed that the teacher training programs needed revamping, recognizing that there is a great need for rethinking in teaching methods and the integration of modern technologies into the teaching process.

EFL Teachers' Preparation Programs outside Arabian Countries

The study of Goff et al. (2020) introduced a new approach to measuring the effectiveness of teacher preparation programs at US universities (TPP) by examining to what extent TPPs

produced employable teacher candidates. The study used teacher application data in Wisconsin public schools from 2014-15 through 2016-17. It found that attending a specific university's TPP differed for novice teacher applicants' job outcomes. However, the competitiveness of a TPP is inextricable from the geographic locale in which it operated. These findings called into question the validity of acontextual and absolute TPP rankings. Study results suggested that graduates of TPPs with strong school and community partnerships were more competitive in the local labor market.

The purpose of the study of Meihami (2021) was to identify the role of PEPAs (Potentially Exploitable Pedagogical Activities) in EFL teachers' professional identity development. The findings of the study showed that the development across the five indicators (self-efficacy, professional commitment, task orientation, work motivation, and future perspective) after the two EFL teachers participated in the PEPA program, indicating that PEPAs had a positive and constructive role in developing EFL teachers' professional identity. It can be concluded that PEPAs help the teachers develop their syllabuses based on practice-as-research.

The goal of the study conducted by Ürün Göker (2021) was to inquire into the impact of reflective coaching (RC) on the development of pre-service EFL (English as a Foreign Language) teachers' sense of efficacy and instructional skills. Its results showed significant differences in favor of implementing the RC program on the development of pre-service EFL (English as a Foreign Language) teachers' sense of efficacy and instructional skills.

In conclusion, the non-Arabic studies discussed the effectiveness of some new approaches and methods in EFL teachers' preparation programs, like the role of PEPAs, RC, and TPPs. Further, all previous studies agreed that there is a need to develop the preparation of EFL teachers, although some of them studied the reality of the current preparation programs and the weaknesses in them and the areas that needed improvement, especially on the count of teaching methods and the integration of modern technologies. Some other studies tried the effectiveness of some ready-made models in preparation and some new trends and methods in preparing English language teachers. Generally, there is a trend discernible in most studies on the need for improvement and development and suggestions for experimenting with new methods and models to teach students the English language as desired.

Method

As stated earlier, this study takes a descriptive approach, through which he tried to describe the subject of the study, the analysis of its data, the relationship between its components, and the opinions presented about it. It follows the survey method by using an instrument for data collection which is a questionnaire based on an earlier TESOL model, which is administered to 141 male and female trained teachers in Saudi Arabia.

Instrumentation

The questionnaire used in the current study was developed according to standards for initial TESOL pre-K–12 teacher preparation programs designed by TESOL (2019) after some edits for some of its items. The edited questionnaire consists of 5 sub-dimensions which are: language knowledge, ELLS in the sociocultural context, planning and implementing instruction, professionalism and leadership, and assessment and evaluation. The responses are sought in a 5-point Likert Scale in which the scope of the answers varies from strongly disagree (1), disagree (2), neutral (3), agree: (4), and strongly agree (5). The questionnaire consisted of 28 items, and its inter-item reliability was measured by ALPHA Cronbach at (0.96), which made this tool trustworthy and its results generalizable.

The Population and Sampling

The study population comprises all English language teachers who have graduated from preparation programs offered in

Table 1: The sample of the study

University	Sex				
Male	Female	Percentage			Total
Taibah University	16.4%	10	13.5%		21
King Abdul Aziz University	16.4%	14	18.9%		25
Teachers Colleges	20.9%	4	12.8%		18
King Saud University	26.9%	5	6.8%		23
King Faisal University	7.5%	13	17.6%		18
Bisha University	0.0%	18	24.3%		18
Umm Al-Qura University	11.9%	10	13.5%		18
Total	47.5%	74	52.5%		141
		100%			

Saudi universities and teacher colleges in the academic year 2020-2021, currently teaching EFL in public education schools. The number of community members was not specified in this study because its nature confirms that: "Studying the sample is better than studying the entire community because of the speed of obtaining data from the sample, and the low costs" (Abu Allam, 2006, p. 270). The sample of the study consisted of 141 male and female teachers. Table (1) below shows the demographic distribution of the sample.

Data Collection and Statistical Treatment

To reach the objectives of the study and answer its questions, the researcher used the following statistical methods:

- Cronbach's alpha coefficient to calculate the stability of the study tool.
- Frequencies and percentages.
- T-test to determine the differences in the responses of the study sample according to gender.
- ANOVA test was used to determine the differences in the responses of the study sample according to the academy from which the teacher graduated

Approved Criterion: The tool of the study was measured according to the Likert scale. The relative weight was obtained by calculating the range between the degrees of the scale (1-5 = 4). Second, it can be calculated by measuring its value by the most significant value in the scale to get the relative weight (percentage) (80.0=5/4). Then, this value was added to the lower value in the scale (the beginning of the scale is number one) to determine the upper limit of this range; thus, the length of the ranges became as shown in Table (2) (Melham, 2000, p. 42).

Table 2: The Scale Used in the Study to the Mean and Relative Weight

Mean	Relative Weight	Extent of Agreement
From 1 to 1.80	20% to 36%	Strongly Disagree
More than 1.80 to 2.60	More than 36% to 52%	Disagree
More than 2.60 to 3.4	More than 52% to 68%	Undecided (Neutral)
More than 3.40 to 4.20	More than 68% to 84%	Agree
More than 4.20 to 5	More than 84% to 100%	Strongly Agree

Results and Discussion

This part of the research included a presentation of the study results by answering the study's questions and the most prominent results of the questionnaire reached through the analysis of its items. The study's main question: What is the level of EFL teacher's preparation programs in Saudi Arabia considering TESOL standards?

To answer the central question, the researcher calculated the mean of the teachers' responses and put their relative weight as shown in the following table.

Table 3 shows that the total score of the English language teacher preparation programs in the Saudi universities and colleges in the light of TESOL standards from the point of view of the English language teaching staff was highly appreciated (M= 4.06, SD=.72587), with relative weight (81.3%). The researcher attributes this to:

- Most Saudi universities are striving to apply international standards that improve their programs and develop their performance.
- There is a need to activate standards in all academic programs in universities, colleges, and institutes to improve the quality of the human product.

The obtained result did not differ much from the result of Shaldan and Abu Leilah (2017), in which the level of the EFL preparation programs was 68.42 %, whereas the level in the current study looked better to some extent, at 81.3%. It differed from the result of AlShukri (2018) in which the level of the EFL preparation programs was 63.6%, indicating a moderate level.

The study then moves on to check the level of language knowledge of English EFL teachers as gained from the current preparation programs in the Kingdom of Saudi Arabia.

For this, the researcher used the arithmetic mean and standard deviation, as shown in Table (4).

Table 4 shows that the level of language knowledge gained by Saudi EFL teachers as a result of the prep programs was high because the total responses for the teachers were (M=4.17 (83.5%), SD= .84970). This result means that the EFL teachers' current preparation programs can provide them with the needed language knowledge to teach English language for K-12 students in Saudi schools. The obtained result was different from the result of a study by Shaldan and Abu Leilah (2017) in

Table 3: The level of teacher preparation programs according to TESOL standards.

Domains	N	Mean	Relative weight	Std. Deviation	Order
Language Knowledge	141	4.1759	83.5%	.84970	1
ELLS in the sociocultural context	141	3.7943	75.8%	.80070	5
Planning and implementing instruction	141	4.1324	82.6%	.77754	2
Professionalism and leadership	141	4.1092	82.2%	.82893	4
Assessment and evaluation	141	4.1277	82.5%	.82655	3
Total	141	4.0679	81.3%	.72587	

which the level of teachers in this dimension was low at 56.17 %. As shown in Table (4), the results of teachers' responses to the statements of this dimension were generally close and the researcher hardly found differences between them. The result appeared through the scores and their relative weight, where all the statements ranged from 81.4%to 85.6%.

On the question of the English language teachers' ability to teach English as a second language in a social and cultural context through what they have learned in current preparation programs in Saudi Arabia, the researcher calculated the mean of the teachers' responses to it and put their relative weight as shown in the following Table 5.

Table 5 shows that the results in this dimension were poorer than the previous one, but they are still in the high range (M= 3.79(75.8%), SD= .80070). This domain was not included in any of the previous studies; therefore, it cannot be compared with other results.

As far as the level of English language teachers' ability to apply planning and implementation instructions through what they have learned in current preparation programs in the Kingdom of Saudi Arabia goes, the researcher calculated the mean of the teachers' responses to it and put their relative weight as shown in the following table 6.

Table(6 shows that the level of EFL teachers' programs in this dimension was high (M=4.13, SD= .77754), with relative weight at 82.6%. The obtained result differed from that of Shaldan and Abu Leilah (2017) which was low at 51.4%.

To find out whether professionalism and leadership qualities were gained by the English language teachers through what they have learned from current preparation programs in Saudi Arabia, the researcher calculated the mean of the teachers' responses to it, the frequency, the relative weight of the responses to the items related to professionalism and leadership as shown in the following table 7.

Table 4: Descriptive statistics related to Language Knowledge

Item	N	Mean	Relative Weight	SD
I can prove knowledge of English language structures in different discourse contexts to promote reading, writing, speaking, and listening skills across content areas.	141	4.2270	84.5%	.95146
I serve as language models for ELLs.	141	4.2837	85.6%	.92061
I can prove knowledge of second language acquisition theory and the developmental process of language to set expectancies for and facilitate language learning.	141	4.0851	81.7%	.91409
I can prove language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.	141	4.2128	84.2%	1.02684
I can apply knowledge of English academic language functions, learning domains, content-specific language, discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	141	4.0709	81.4%	1.01168
Total	141	4.1759	83.5%	.84970

Table 5: Descriptive statistics related to ELLS in the sociocultural context

Items	N	Mean	Relative weight	SD
I can prove how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.	141	4.1702	83.4%	.94080
I can prove knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.	141	3.6596	73.2%	1.12650
I can devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their	141	3.8085	76.2%	1.05502
I can devise and implement methods to learn about the personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) to develop effective instructional practices.	141	3.9504	79%	1.06453
I can devise and implement methods to learn about characteristics of the ELL's family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.	141	3.5390	70.8%	1.08574
I can identify and describe the effect of his/her identity, role, cultural understandings, personal biases, and conscious knowledge of US culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.	141	3.6383	72.8%	1.05069
Total	141	3.7943	75.8%	.80070

Table (7) clearly shows that the current Saudi EFL teachers' programs covered the dimension of professionalism and leadership to a high level at 82.2% (M= 4.10, SD= .82893). This result differed from that of Shaldan and Abu Leilah (2017) study, in which the level was moderate at 62.9%. The result also is better than that of Alja'afreh (2020) which reflected a high percentage at in 75%.

Concerning the level of English language teachers' ability to apply assessment and evaluation procedures through what they have learned about the current preparation programs in the Kingdom of Saudi Arabia, the frequency, relative weight, and percentage of the responses to the items related to assessment and evaluation were calculated, summarized in table 8.

Table (8) shows that Saudi EFL teachers' preparation programs presented the dimension of assessment and evaluation with high level at 82.5%, (M = 4.12, SD = .82655). This result means that the rate of failure of EFL teacher preparation programs to reach the level of TESOL standards is 14.5%, which is not a lot and can be improved through

programs' future development processes. This result also is better than that of Shaldan and Abu Leilah (2017) which was moderate at 62.5% in this domain.

The study then identifies if there are statistically significant differences between teachers' responses due to gender or the university at which the preparation program was completed. A T-test was used to explore differences between the teachers' responses according to their gender (male/female), results shown in table 9.

Table (9) shows that no statistical differences exist between the responses of EFL teachers due to their gender. This result is consistent with the results of Shaldan and Abu Leilah (2017) and AlJebol (2014). However, it differed from that of AlShukri (2018), which indicated that there are statistical differences between male and female teachers. This result may be attributed to the fact that the exact content of EFL teachers' preparation programs is offered to males and females.

An ANOVA test was used to explore differences between the teachers' responses according to their universities and colleges, as shown in table (10). The research also used

Table 6: Descriptive statistics related to planning and implementing instruction

	N	Mean	Relative weight	SD
I can plan for culturally and linguistically relevant, supportive environments that reinforce ELLs' learning.	141	3.9929	79.8%	1.01063
I can design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas	141	4.1064	82%	.85942
I can instruct ELLs using evidence-based, student-centered, developmentally adequate interactive approaches.	141	4.3262	86.5%	.88234
I can adjust instructional decisions after critical reflection on ELLs' learning outcomes in both language and content.	141	4.0213	80%	1.01748
I can plan strategies to collaborate with other educators, school personnel, and families to support their ELLs' learning of language and literacies in the content areas.	141	4.1064	82%	.98345
I can use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs, and foster student learning of language and literacies in the content ar	141	4.2411	84.8%	.94037
Total	141	4.1324	82.6%	.77754

Table 7: Descriptive statistics related to professionalism and leadership

Items	N	Mean	Relative weight	SD
I can prove effective collaboration strategies to plan ways to serve as a resource for ELL instruction, support educators and school staff, and bolster for ELLs.	141	3.9787	79.5%	.96709
I apply knowledge of the school, district, and governmental policies and legislation that impact ELLs' educational rights to bolster for ELLs.	141	4.0709	81.4%	.93843
I practice self-assessment and reflection, make adjustments for self-improvement.	141	3.9574	79%	.94772
I can plan for continuous professional development in the field of English language learning and teaching.	141	4.1915	83.8%	1.08176
I engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.	141	4.3475	86.9%	.97090
Total	141	4.1092	82.2%	.82893

Table 8: Descriptive statistics related to assessment and evaluation

items	N	Mean	Relative weight	SD
I can apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests.	141	4.0851	81.7%	.97460
I can make informed instructional decisions that support language learning.	141	4.2837	85.6%	.90496
I can prove an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	141	4.2695	85.4%	.85255
I can determine language and content learning goals based on assessment data.	141	4.2908	85.8%	.90663
I can prove state-approved administrative considerations, accessibility features, and accommodations adequate to ELLs for standardized assessments.	141	4.0567	81%	1.00551
I can prove how English language proficiency assessment results are used for identification, placement, and reclassification.	141	3.7801	75.6%	1.16553
Total	141	4.1277	82.5%	.82655

Table 9: T-test statistics of differences according to gender

Domains	sex	N	Mean	SD	F	Sig.
Language knowledge	Male	67	3.9194	.84499	1.007	.317
	Female	74	4.4081	.78996		
ELLS sociocultural context	Male	67	3.5100	.72873	.252	.617
	Female	74	4.0518	.77975		
Planning and implementing instruction	Male	67	3.9602	.72654	.222	.638
	Female	74	4.2883	.79395		
professionalism and leadership	Male	67	3.7821	.78217	.839	.361
	Female	74	4.4054	.75994		
Assessment and evaluation	Male	67	3.8458	.76283	.131	.718
	Female	74	4.3829	.80321		
Total	Male	67	3.8035	.61914	1.230	.269
	Female	74	4.3073	.73595		

descriptive statistics to determine statistical differences between universities/colleges, which is trending in favor of any of them, as shown in table (11).

Tables (10) and (11) show the prevalence of statistical differences between EFL teachers' perceptions, in general, towards their preparation programs according to the universities or colleges they graduated from them. There were statistical differences between EFL teachers' perceptions in the domain of language knowledge (Sig.= .012). These differences favored Bisha University (M = 4.53, SD=.42288) and King Saud University (M= 4.4, SD = .56847). As we have seen, the results of the two universities are close in this dimension. Perhaps this is because the University of Bisha was originally a branch of King Saud University before it became independent under its current name. The lowest two universities in this dimension were Taibah University (M = 3.86, SD = 1.06646), and King Abdul Aziz University (M = 3.75, SD = .97002). Their results

were also close because Taibah university was originally a King Abdul Aziz University branch in Madinah city. In general, the TESOL standards for language knowledge were available in EFL teacher preparation programs in Saudi Arabia, with rates ranging from 75% to 90.6%

Tables (10) and (11) also show that the TESOL standards for ELLS sociocultural context dimension were available in EFL teacher preparation programs in Saudi Arabia, with rates ranging from 67.6% to 87.4%. There were statistical differences between EFL teachers' perceptions in the domain of ELLS sociocultural context (Sig.=.002). These differences favored Bisha University (M = 4.37, SD=.80755) and Um Al-Qura University (M= 4.25, SD = .42179). The lowest two universities in this dimension were King Abdul Aziz University (M = 3.38, SD = .89949), and King Saud University (M = 3.63, SD = .59809).

In planning and implementing instructions, the TESOL standards were available in EFL teacher preparation programs

Table (10): ANOVA according to EFL teachers' universities/colleges

Domains		Sum of Squares	df	Mean Square	F	Sig.
Language knowledge	Between Groups	11.502	6	1.917	2.868	.012
	Within Groups	89.576	134	.668		
	Total	101.078	140			
ELLS sociocultural context	Between Groups	13.044	6	2.174	3.797	.002
	Within Groups	76.714	134	.572		
	Total	89.758	140			
Planning and implementing instruction	Between Groups	16.366	6	2.728	5.353	.000
	Within Groups	68.274	134	.510		
	Total	84.640	140			
professionalism and leadership	Between Groups	19.812	6	3.302	5.793	.000
	Within Groups	76.386	134	.570		
	Total	96.198	140			
Assessment and evaluation	Between Groups	24.404	6	4.067	7.650	.000
	Within Groups	71.243	134	.532		
	Total	95.647	140			

Table (11): Descriptive statistics related to differences according to EFL teachers' universities/colleges

Domains		N	Mean	SD	Order
Language knowledge	Taibah University	21	3.8667	1.06646	5
	King Abdul Aziz University	25	3.7520	.97002	6
	Teachers Colleges	18	4.2000	.61739	4
	King Saud University	23	4.4957	.56847	2
	King Faisal University	18	4.2000	1.17022	4
	Bisha University	18	4.5333	.42288	1
	Umm Al-Qura University	18	4.3111	.50514	3
	Total	141	4.1759	.84970	
ELLS sociocultural context	Taibah University	21	3.6429	.70963	6
	King Abdul Aziz University	25	3.3800	.89949	7
	Teachers Colleges	18	3.8796	.83000	3
	King Saud University	23	3.6377	.59809	5
	King Faisal University	18	3.7870	.98154	4
	Bisha University	18	4.3704	.80755	1
	Umm Al-Qura University	18	4.0926	.10262	2
	Total	141	3.7943	.80070	
Planning and implementing instructions	Taibah University	21	3.7460	.96266	6
	King Abdul Aziz University	25	3.6400	.94487	7
	Teachers Colleges	18	4.1019	.71661	5
	King Saud University	23	4.2101	.63209	3
	King Faisal University	18	4.5648	.56342	1
	Bisha University	18	4.4815	.50127	2
	Umm Al-Qura University	18	4.4167	.25725	4
	Total	141	4.1324	.77754	

Domains		N	Mean	SD	Order
Professionalism and leadership	Taibah University	21	3.6381	.92438	6
	King Abdul Aziz University	25	3.6960	1.02976	5
	Teachers Colleges	18	4.4000	.68599	3
	King Saud University	23	4.0000	.62085	4
	King Faisal University	18	4.2556	.82264	2
	Bisha University	18	4.7889	.40857	1
	Umm Al-Qura University	18	4.2556	.42179	2
	Total	141	4.1092	.82893	
Assessment and evaluation	Taibah University	21	3.7063	1.04204	7
	King Abdul Aziz University	25	3.7067	.95292	6
	Teachers Colleges	18	4.3796	.62047	3
	King Saud University	23	3.7391	.60891	5
	King Faisal University	18	4.3704	.73109	4
	Bisha University	18	4.7222	.40825	1
	Umm Al-Qura University	18	4.6111	.25565	2
	Total	141	4.1277	.82655	

in Saudi Arabia, with rates ranging from 72.8% to 91.2%. There were also statistically differences between the perceptions of EFL teachers in the domain of planning and implementing instructions (Sig.= .000). These differences favored King Faisal University (M = 4.56, SD =.56342) and Bisha University (M= 4.48, SD =. .50127). The least two universities in this dimension were King Abdul Aziz University (M = 3.64, SD = .94487), and Taibah University (M = 3.74, SD = .96266).

The TESOL standards were available in EFL teacher preparation programs in Saudi Arabia, with rates ranging from 72.7% to 95.8% in the domain of professionalism and leadership. There were also statistical differences between EFL teachers' perceptions in the domain of professionalism and leadership (Sig.= .000). These differences were in favor of Bisha University (M = 4.78, SD = .40857), Um Al-Qura University (M= 4.25, SD =.42179), and King Faisal University (M = 4.25, SD = .82264). The lowest two universities in this dimension were Taibah University (M = 3.63, SD = .92438), and King Abdul Aziz University (M = 3.69, SD = 1.02976).

As shown in tables (10) and (11), the TESOL standards of assessment and evaluation were also available in EFL teacher preparation programs in Saudi Arabia, with rates ranging from 74% to 94%. There were also statistically differences between EFL teachers' perceptions in the domain of assessment and evaluation (Sig.= .000). These differences were in favor of Bisha University (M = 4.72, SD = .40825), Um Al-Qura University (M= 4.61, SD =.25565). The least two universities in this dimension were King Abdul Aziz University (M = 3.70, SD = .95292), and Taibah University (M = 3.70, SD = 1.04204).

Conclusion

According to the results, all items related to TESOL standards implied in the programs of EFL teacher preparation in Saudi Arabia were rated high. The percentage of TESOL standards in them ranged from 75.8% (for the domain of ELLS in the sociocultural context) to 83.5% (for the domain of language knowledge). This result means that there are shortcomings in the current teacher preparation programs ranging from 24.2% to 16.5% that universities and colleges must address to obtain better results.

The results also showed no statistical differences between the responses of EFL teachers due to their gender about the EFL teachers' preparation programs considering TESOL standards (Sig. = .269).

The results also showed that there are statistical differences between the responses of EFL teachers due to the universities and colleges they graduated from, about the EFL teachers' preparation programs considering TESOL standards (Sig. = .000) as shown in table (12).

To conclude, the teacher training programs are plotted in the following graph in figure 1 to provide a bird's eye view of the current standards as per TESOL aspirations.

As figure (1) indicates, the University of Bisha obtained the highest percentage in the compatibility of its teacher preparation program with TESOL standards (91.4). It was followed by Umm Al-Qura University (86.6%) and then King Faisal University (84.6%). King Abdul Aziz University obtained the lowest percentage of compatibility for the teacher

Table (12): ANOVA test for Total differences considering preparation program institution

Total	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.087	6	2.348	5.272	.000
Within Groups	59.676	134	.445		
Total	73.764	140			
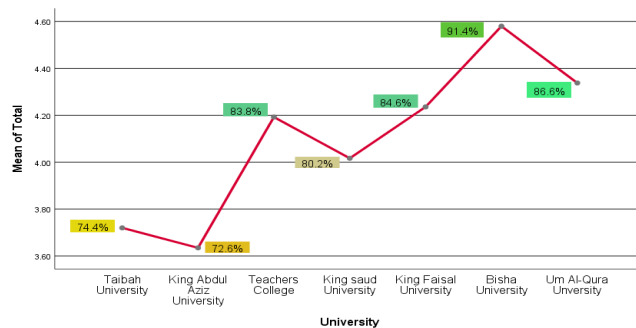
Figure 1: Percentage of TESOL standards in EFL teachers' preparation programs in Saudi Arabia

preparation program with the standards of TESOL (72.6%), followed by Taibah University in Madinah (74.4%). Although they were the lowest, they are in a good position concerning the standards of TESOL, and we suggest the shortcomings can be avoided in the future processes of developing their programs.

Recommendations

The findings of the study indicate a dire need for a serious review of the quality and content of the current EFL teacher training programs in Saudi Arabia. Professional training programs aim to develop well-rounded professionals with moderate to high skills in the implementation of all domains in the professional life. While it is true that some of these are fulfilled in the teacher prep programs in Saudi Arabia, there are other areas that need greater effort. In this background, the study recommends reviewing and updating the EFL teachers' preparation program at Saudi universities and Colleges of Education based on the TESOL standards to meet the students' needs, make changes to the EFL teachers' preparation programs to fit the graduates' capabilities, make a strategic plan to adopt TESOL standards and various models of EFL preparation programs at Saudi universities and colleges, invite the faculty members to attend TESOL conferences on EFL teachers' preparation programs.

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