



هيئة تقويم التعليم والتدريب  
Education & Training Evaluation Commission



# Standards for English Language Teachers -2

2020 / 1441



etecsa



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## Introduction

The economic and technical changes require educational institutions to provide students with knowledge and skills that are in line with the needs of the labor market and the demands of the current time, and that contribute to preparing them for positive active roles in their communities. Such changes entail changes in the functions of the school and in the roles of the teacher. The roles of the latter are no longer limited to indoctrinating his/her students or covering curriculum content in a specific period of time, but are extended to helping them learn, actively prepare for life, and carry out their personal, family, and community roles, with the required knowledge, attitudes, and skills.

The development in the school functions and teacher roles has led to a high level of qualification and professional growth required of the teacher. Therefore, the Professional Standards for Teachers in the Kingdom of Saudi Arabia have been developed to raise the quality of teachers' performance, strengthen their abilities and skills, and make sure that they have the required competence to join the teaching profession and that they perform their duties as ordered. This in turn ensures the quality of education provided to students, improves their learning, enhances the role of teachers, raises their qualification, and provides the support and training necessary for them.

The professional standards contribute to the promotion of a shared professional language among teachers. In addition, the standards provide the society and its various institutions with clear national principles and rules for the teaching profession, which in turn contribute to the formation of a general social understanding of the status of the teacher, and his/her leading role in preparing a future generation supportive of and participating in the development of the country and its economy. The standards also form the basis for the professional licensing tests for teachers, on which test questions are created and performance reports are prepared according to their components.



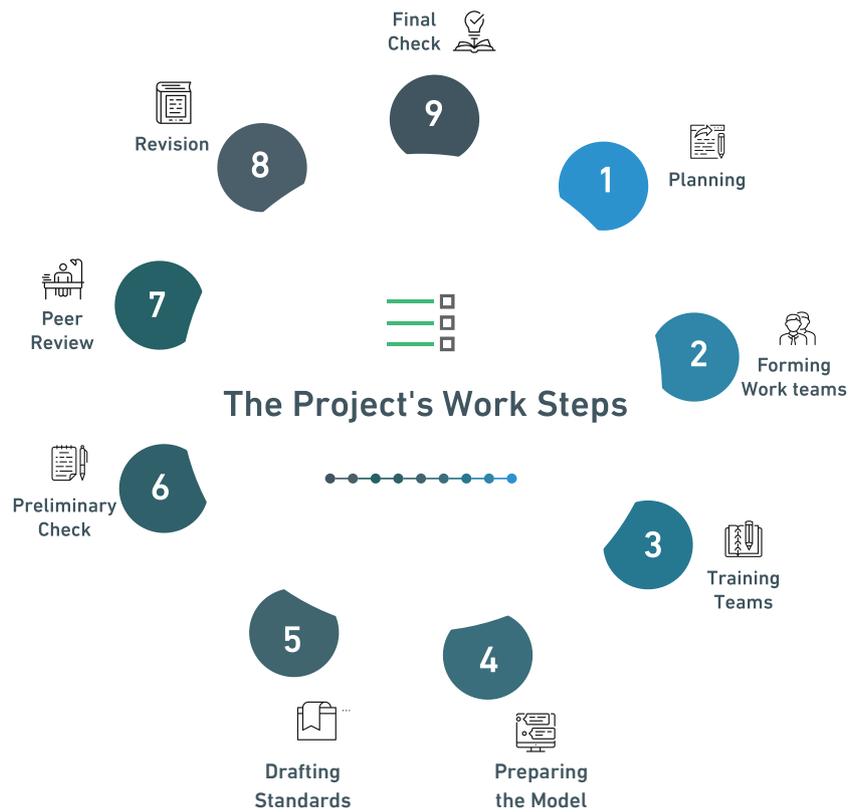
## **Work Steps:**

This project was carried out according to the following steps:

1. Planning and preparing, including the following:
  - A. Preparing the general framework of standards.
  - B. Preparing the executive plan for the project.
  - C. Preparing the models, and the specifications of work teams in the project.
2. Forming work teams. The work team in each specialization consisted of the following:
  - A. A Ph.D.-holding scientific specialist in the field.
  - B. A Ph.D.-holding educational specialist in the field.
  - C. An educational supervisor with a specialty in the field.
3. Training teams. The National Center for Assessment held an intensive workshop for three days, which included the following:
  - A. Introduction of the project, its objectives, and steps.
  - B. Introduction of the standards and review of different models of global standards and practices.
  - C. Hands-on training on formulating the standards and their indicators.
4. Preparing the prototype model. The team prepared a work model to ensure that it meets the required specifications and criteria.
5. Drafting the standards. After the models were approved, the team prepared the draft standards and made use of the best available Arab and international practices.
6. Preliminary check of the draft standards. The supervisory committee carried out a preliminary check of the draft standards to ensure that they meet the required specifications and criteria.
7. Peer review. After being received and checked by the supervisory committee, the draft standards were sent to the peer review team consisting of three Ph.D.-holding scientific and educational specialists in the field.
8. Revision. After the peer review process was completed, the draft was returned to the work team to revise it according to the reviewers' comments.



9. Final check. After being revised and resubmitted by the work team, the manuscript underwent a final check by the supervisory committee to ensure overall alignment between standards in all disciplines.



## **Components of Standards:**

The Standards for English Language Teachers consist of two parts: (A) a general part that is shared by teachers of all disciplines and is composed of 10 standards as detailed in “The National Professional Standards for Teachers in Saudi Arabia”; and (B) a specialized part, i.e. the Specialized Standards, that is composed of 11 standards and concerned with the structure of the specialization and its teaching methods. The division between the two types of standards is displayed in the following chart:



## **Content of Specialized Standards:**

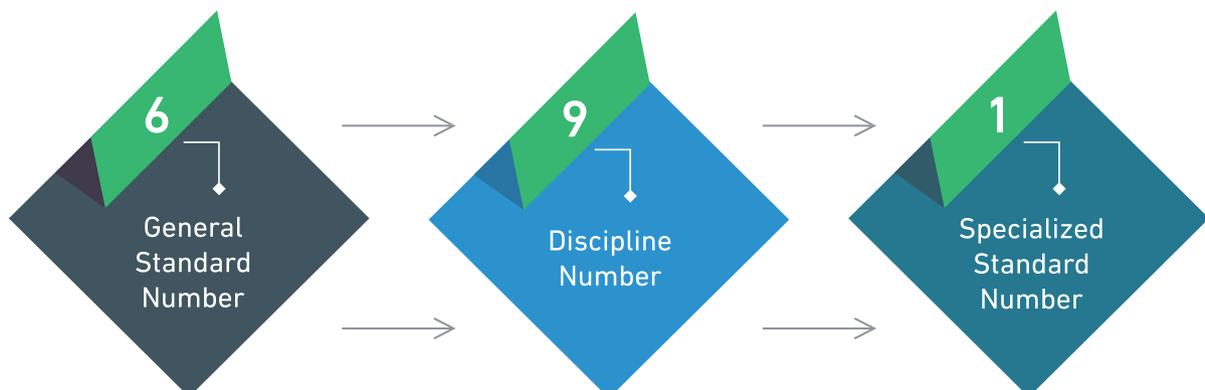
The specialized standards address both the knowledge and performance of the English language teachers. This includes knowledge and skills associated with the specialization itself and its related effective teaching practices (including the application of specific teaching methods), in addition to the attributes and values expected from teachers within the specialization. The specialized standards in this document were formulated after studying the best international practices, such as publications by the American Council on the Teaching of Foreign Languages (ACTFL), the Council for the Accreditation of Educator Preparation (CAEP) and the Council of Europe. The Saudi context was taken into account when selecting the specialized standards from these sources. English language teachers are expected to be the educational role model their students look up to. In addition, the knowledge and the role-model behavior they teach to their students will contribute to the success of the educational process. The specialized standards will enable English language students to acquire the 21st century skills. This entails that English language teachers must have solid knowledge of the major areas of their specialization, stay abreast of the latest developments in English language teaching methodology, and have considerable experience in teaching English as a foreign language.



The Standards for English Language Teachers cover four domains as follows: language pedagogy, instructional design, theoretical knowledge and application, and linguistic knowledge. The “language pedagogy” domain is concerned with understanding and applying various strategies and methods for the teaching of the four skills, planning learning activities, and developing appropriate assessments. The “instructional design” domain focuses on setting appropriate learning objectives, accessing and designing multiple useful learning resources, and planning effective learning experiences. The “theoretical knowledge and application” domain centers on demonstrating and applying knowledge of SLA and understanding the theoretical and methodological developments of TESOL/TEFL. Finally, the “linguistic knowledge” domain deals with understanding the language as a system, and understanding and applying the theoretical knowledge of English linguistics. For a full list of the domains, please see the Test Handbook for English Language Teachers.

### **Formulation of Specialized Standards:**

It was taken into account that the preparation of the specialized standards should be within the overall framework of the Professional Standards for Teachers. Therefore, as shown in the following figure, the specialized standards are arranged in a numerical sequence starting with the general standard number within the general framework of standards, followed by the discipline number, and finally by the specialized standard which is detailed into a number of indicators.



Standard	Indicators
<p><b>Standard: 6. 9. 1:</b> Understanding and applying teaching strategies relevant to language skills.</p>	<ol style="list-style-type: none"><li>1. Identify current trends in research on language pedagogy relevant to L2 listening and speaking.</li><li>2. Implement effective teaching strategies relevant to L2 listening and speaking.</li><li>3. Identify current trends in research on language pedagogy relevant to L2 reading and vocabulary.</li><li>4. Implement effective teaching strategies relevant to L2 reading and vocabulary.</li><li>5. Identify current trends in research on language pedagogy relevant to L2 writing and grammar.</li><li>6. Implement effective teaching strategies relevant to L2 writing and grammar.</li></ol>
<p><b>Standard: 6. 9. 2:</b> Planning learning activities relevant to L2 learning objectives and curriculum requirements.</p>	<ol style="list-style-type: none"><li>1. Design varied, flexible, and coherent L2 learning activities.</li><li>2. Sequence instruction to achieve module and lesson level L2 learning objectives and curriculum requirements.</li></ol>
<p><b>Standard: 6. 9. 3:</b> Developing and selecting appropriate assessment tools consistent with L2 learning objectives.</p>	<ol style="list-style-type: none"><li>1. Design formative and summative assessment tools linked to L2 learning content and objectives.</li><li>2. Select assessment criteria that measure the achievement of L2 learning objectives.</li><li>3. Provide appropriate oral/written feedback to L2 learners in relation to learning objectives.</li></ol>



Standard	Indicators
<p><b>Standard: 6. 9. 4:</b></p> <p>Using a variety of teaching methods that promote student engagement in L2 learning.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast different L2 teaching methods.</li> <li>2. Employ appropriate innovative teaching strategies that enhance student language learning motivation.</li> <li>3. Use teaching strategies that develop critical and creative thinking and problem-solving skills.</li> <li>4. Use teaching techniques that link students' personal experiences and contemporary issues to language learning.</li> <li>5. Integrate media/technology into teaching strategies to help students appreciate and enjoy learning.</li> </ol>
<p><b>Standard: 6. 9. 5:</b></p> <p>Setting appropriate L2 learning objectives.</p>	<ol style="list-style-type: none"> <li>1. Develop clearly defined, achievable, and measurable L2 learning objectives at module and lesson levels.</li> <li>2. Communicate L2 learning objectives to students clearly in both oral and written forms.</li> </ol>
<p><b>Standard: 6. 9. 6:</b></p> <p>Accessing and designing a range of appropriate L2 learning resources.</p>	<ol style="list-style-type: none"> <li>1. Integrate a wide variety of print and electronic L2 learning resources.</li> <li>2. Access, select, and adapt L2 learning resources based on learning objectives and curriculum requirements.</li> <li>3. Design a variety of L2 learning resources to help students become independent learners.</li> </ol>
<p><b>Standard: 6. 9. 7:</b></p> <p>Planning effective learning experiences based on students' culture, abilities, needs, and interests.</p>	<ol style="list-style-type: none"> <li>1. Design language lessons according to students' proficiency levels and intellectual abilities.</li> <li>2. Adapt language lessons according to students' culture, personal interests, and needs.</li> </ol>



Standard	Indicators
<p><b>Standard: 6. 9. 8:</b> Demonstrating and applying knowledge of second language acquisition in relation to L2 instruction.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast theories of second language acquisition in relation to L2 teaching.</li> <li>2. Identify stages and obstacles of second language acquisition.</li> <li>3. Explain and exemplify the interrelatedness of first and second language acquisition and ways in which L1 affects the development of L2.</li> <li>4. Use strategies for overcoming common challenges faced by L2 learners.</li> </ol>
<p><b>Standard: 6. 9. 9:</b> Understanding the theoretical and methodological developments of TESOL/ TEFL.</p>	<ol style="list-style-type: none"> <li>1. Understand the major theories and recent trends in TESOL/ TEFL and their applications.</li> <li>2. Explore the connections between TESOL/TEFL and other related disciplines.</li> <li>3. Interpret the issues pertaining to the relation between TESOL/ TEFL and culture.</li> </ol>
<p><b>Standard: 6. 9. 10:</b> Understanding language as a system.</p>	<ol style="list-style-type: none"> <li>1. Understand and differentiate between the major concepts and definitions of language.</li> <li>2. Examine the origin and history of English and how it is related to other languages.</li> <li>3. Recognize different varieties of English, including English as a lingua franca.</li> </ol>
<p><b>Standard: 6. 9. 11:</b> Understanding and applying the theoretical knowledge of English linguistics.</p>	<ol style="list-style-type: none"> <li>1. Apply relevant knowledge of phonetics and phonology in English language teaching.</li> <li>2. Apply relevant knowledge of morphology in English language teaching.</li> <li>3. Apply relevant knowledge of syntax in English language teaching.</li> <li>4. Apply relevant knowledge of semantics in English language teaching.</li> <li>5. Apply relevant knowledge of pragmatics in English language teaching.</li> </ol>







**هيئة تقويم التعليم والتدريب**  
Education & Training Evaluation Commission



f t v i in ETECKSA | [www.etec.gov.sa](http://www.etec.gov.sa)

---

أي مقترحات تشري المحتوى  
ترسل على البريد الإلكتروني: [qtlf@etec.gov.sa](mailto:qtlf@etec.gov.sa)