هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Standards for

English Language Teachers -1

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etecsa

بسم الله الرحمن الرحيم

Introduction

The economic and technical changes require educational institutions to provide students with knowledge, values, and skills that are in line with the needs of the labor market and the demands of the 21st century, 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, values, 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. Further, these standards provide the society and its various institutions with clear national principles and rules for the teaching profession. Thus, they contribute to the formation of a general social understanding of the status of teachers along with their leading role in preparing a future generation supporting and participating in the development of the country and its economy. The standards also form the basis for the professional licensing tests for teachers, wherein 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 (see Content of Specialized Standards section below).

    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.

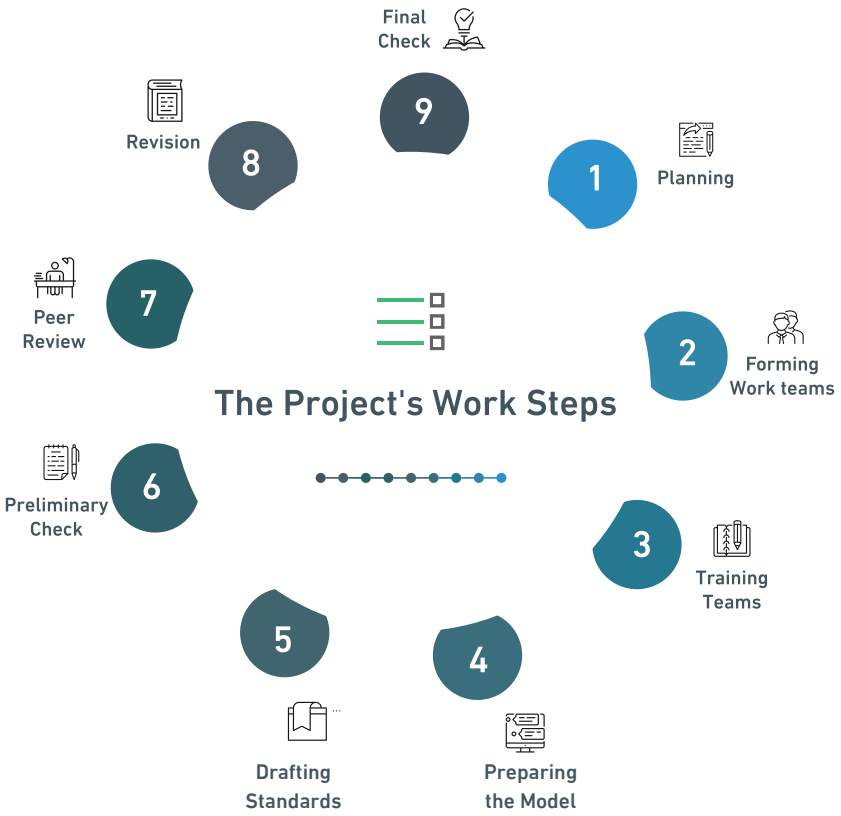
5. Drafting the standards. After the models were approved, the team prepared the draft standards and made use of the best available Arab and international practices.

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 (1) 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 8 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:

Specialized Standards

General Standards (shared)

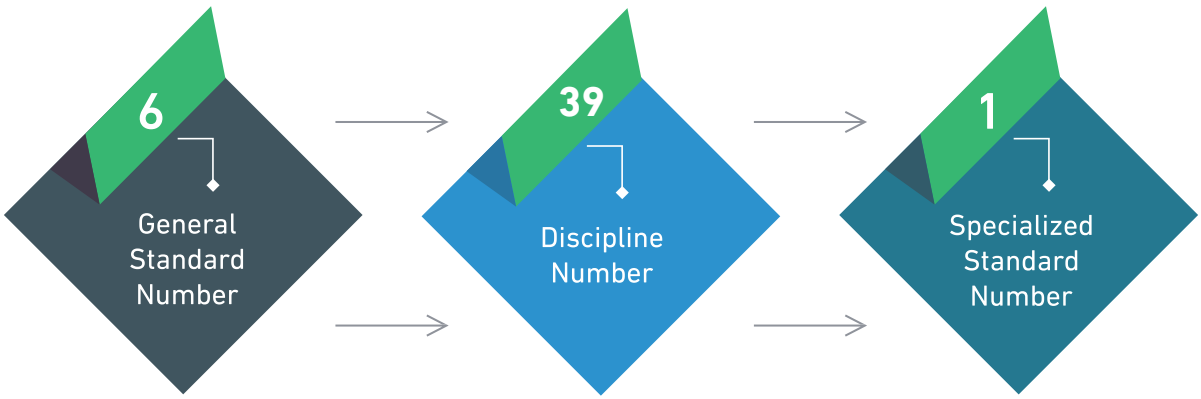
Content of Specialized Standards:

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 reviewing the best international practices, with a greater focus on the Saudi context. Some of these practices include: 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 (1) cover three domains pertinent to teaching English to young learners, following the teaching process, as follows: pre-instruction, instruction, and post-instruction. The "pre-instruction" domain focuses on setting appropriate learning objectives, designing language learning activities and games, accessing and designing multiple and useful learning resources, and planning effective learning experiences. The "instruction" domain deals with selecting appropriate language teaching methods, the application of effective strategies in teaching language skills and sub-skills, and the application of theoretical knowledge of linguistics in L2 teaching. Finally, the "post-instruction" domain is centered on developing appropriate assessment tools and criteria to measure language learning outcomes.

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
Standard: 6. 39. 1: Formulating learning outcomes for young L2 learners	1. Develop specific, measurable, achievable, realistic, and time-bound L2 learning outcomes at module and lesson-levels 2. Explain the learning outcomes to students
Standard: 6. 39. 2: Designing language learning activities suitable for young L2 learners	1. Plan wide-ranging and coherent L2 learning activities and techniques 2. Organize and develop instruction to achieve module L2 learning outcomes 3. Organize and develop instruction to achieve lesson-level L2 learning outcomes 4. Employ technology and gamification in language teaching to enhance language learners' enjoyment
Standard: 6. 39. 3: Selecting and designing language learning resources suitable for young L2 learners	1. Adapt L2 learning resources based on learning outcomes 2. Design a range of L2 learning resources to enhance learner autonomy
Standard: 6. 39. 4: Preparing learning experiences based on young L2 learners' culture, abilities, needs, and interests	1. Adapt language lessons according to learners' proficiency levels and abilities 2. Accommodate language lessons to suit learners' culture, needs, and interests
Standard: 6. 39. 5: Selecting teaching methods suitable for young L2 learners	1. Implement creative teaching techniques that promote language learners' motivation and engagement 2. Apply effective teaching strategies based on linguistic and cultural comparisons 3. Employ teaching techniques that consider language learners' individual differences 4. Use strategies for overcoming common challenges faced by L2 learners

Standard	Indicators
Standard: 6. 39. 6: Understanding and applying recent strategies to teach young L2 learners language skills and sub-skills to enhance communication	1. Implement effective teaching strategies relevant to L2 listening 2. Implement effective teaching strategies relevant to L2 speaking 3. Implement effective teaching strategies relevant to L2 reading 4. Implement effective teaching strategies relevant to L2 writing 5. Implement effective teaching strategies relevant to L2 vocabulary 6. Implement effective teaching strategies relevant to L2 grammar
Standard: 6. 39. 7: Understanding and employing theoretical knowledge of linguistics in teaching young L2 learners	1. Apply relevant knowledge of English phonics, phonetics, and phonology in L2 teaching 2. Apply relevant knowledge of English morphology in L2 teaching 3. Apply relevant knowledge of English syntax in L2 teaching. 4. Apply relevant knowledge of English semantics in teaching vocabulary
Standard: 6. 39. 8: Developing and selecting assessment tools relevant to the learning outcomes and suitable for young L2 learners	1. Select formative assessment tools and criteria relevant to L2 learning outcomes 2. Select summative assessment tools and criteria relevant to L2 learning outcomes 3. Give L2 learners appropriate feedback in relation to learning outcomes

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