

Bridging the gap: The role of Teaching Knowledge Test in improving English Language teaching in Saudi Arabia. A Case Study

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Abstract

The present case study explores the contribution of the Teaching Knowledge Test to Saudi Arabia's English Language Teaching development regarding the educational reforms presented by Vision 2030. Drawing on a qualitative research approach, twelve EFL TKT-certified Saudi male teachers participated in semi-structured interviews to establish how TKT certification contributes to teacher professional development, motivation, and teaching competency. The study examined how TKT has led to personal growth, job satisfaction, and matching teaching practices prescribed in national education standards, including the Professional Educational Occupational License Test - PEOLT. The findings from the research indicate that TKT certification undoubtedly influences linguistic and professional competencies on a positive note. As a consequence of TKT training, teachers improve their sense of professional identity and consolidate their teaching methods. Teachers reported increased confidence, motivation, and job satisfaction following self-determination and competence-based theories. In addition, this study shows that TKT and PEOLT are complementary and that both assessment results combine to give a complete framework for assessing English language teachers. Continuous teacher training programs are therefore needed to realize the aims of Vision 2030. This study will provide information on the effectiveness of standardized testing in teacher development within the context of Saudi Arabian educational reforms.

Keywords: Teaching Knowledge Test (TKT), English Language Teaching (ELT), The Professional Educational Occupation License Test in Saudi Arabia (PEOLT), Saudi Arabia, Vision 2030, competence, professional development, teacher motivation.

1. Introduction

One of the thrusts of educational reforms within the Kingdom's Vision 2030 has been steps aimed at enhancing the quality of teaching in the English language. English is a global and universal language that facilitates connections and harmonious interactions between people and serves as the primary medium of instruction worldwide (Moe & Khaing, 2020). Noting its immense

significance, one of the ways to achieve better teaching quality in the English language is through implementing the Cambridge English for Speakers of Other Languages (ESOL) Teaching Knowledge Test (TKT). TKT is a teaching qualification created to prove one's established language teaching abilities and knowledge in diverse areas of English language teaching (Ibarra & Quintero, 2022). The TKT would be an instrument through which it would have been possible to establish standardized testing and improvement of the competencies of English language teachers throughout Saudi Arabia. This paper presents a case study regarding the relevance of the TKT in narrowing the gap between the current teaching practices and the expected standards of excellent teaching in the English language.

1.1 The current state of English Language Teaching in Saudi Arabia

Within the last few decades, ELT in Saudi Arabia has been amended drastically on account of the strategic initiatives of Vision 2030. This initiative is committed to excellence in education by developing a globally competitive system that strongly emphasizes English language proficiency as one of the critical development areas (Ndiaye et al., 2024). This has consequently introduced significant shifts in ELT methodologies, curriculum design, and pre-service and in-service teacher training programs across Saudi Arabia. The study by Alqahtani and Albidewi (2022) examines the Optimum Utilisation of Teaching Staff Programme (OUTSP), an initiative under Vision 2030 that retains teachers to align with current economic needs. By analyzing data from 170 teachers, the study found that retrained teachers performed better, indicating that continuous training effectively enhances teachers' skills to support sustainable education. However, Vision 2030 reforms have been carried out very slowly, and many of the expected outcomes for improvement, especially language fluency among students, remain elusive. Although the vision sets obvious educational targets, a wide gap exists between policy and practice. These reforms have been slow mainly because of resistance to change, inadequate training of teachers, and the powerful hold of traditional pedagogies still practiced in many schools.

The ETECSA report also echoes the need to reorient teacher competencies toward realizing the goals of Vision 2030. The report explains that it has outlined professional standards to be expected from English language teachers, updated to meet new demands that belong to a modern workforce connected with the rest of the world (Standards for English Language Teaching-1, 2020). It discusses the development of professional standards for teachers in Saudi Arabia, emphasizing the need for continuous professional growth and support to improve teaching quality. The standards aim to enhance teachers' skills and ensure they are well-equipped to meet educational requirements, highlighting the significance of ongoing training and development in achieving high-quality education outcomes.

However, the lack of professional development makes adopting these approaches challenging for many teachers. It, in turn, places them far from the standards envisaged by the government in actual classroom teaching. A teacher who never takes PD is unlikely to accept any innovative instructional method or introduce new technology into their classroom (Elnadeef & Abdala, 2022). Due to a lack of engagement, this may become an outdated teaching practice and deviate from the educational goals of Vision 2030, which will hinder ELT's progress in Saudi Arabia.

Sociocultural factors have also contributed to the present status of ELT in Saudi Arabia. Teachers must move away from the traditional testing approach and acquire appropriate knowledge to prepare and utilize various assessment techniques (Farhady & Tavassoli, 2018). In agreement, Basfar (2023) argues that traditional values and resistance to change have hampered the diffusion of new teaching techniques and tools, such as TKT. This is usually embedded in a broader reluctance toward foreign languages and cultures, thus becoming a formidable obstacle to effective language learning. Moreover, Alsalamah (2021) highlights the challenges of applying modern teaching methods within a culturally conservative society. The need for culturally sensitive pedagogies and respecting local values while being in a position to promote language acquisition effectively is underlined. This is particularly important in Saudi Arabia, where English is foreign and is perceived to affect teaching the primary language, Arabic.

1.2 Professional Development and Teacher Competence

Teacher professional development is one of the cornerstones that help bring ambitious educational goals the Saudi government places into reality. In this regard, an increasing body of research evidence suggests that teachers' professional development is essential in ensuring quality education, improving teaching practices, and advancing student achievement (Assalahi, 2021). One such study by Awaj (2023) consolidates the necessity for continuous professional development to enhance teacher competency within the partial fulfillment of Saudi Vision 2030. It highlights that this will raise competence in integrating technology, innovative teaching and learning methodologies, and classroom management to meet the various demands in modern classrooms toward effective ELT. Al-Harbi and Ahmad (2022) support this when they argue that the continuous professional development of the teachers of ELT is an essential challenge to educational reform. Providing the necessary skills is one thing; updating them whenever essential on techniques, methodologies, and technologies inherent in effective instructional teaching in a 21st-century classroom is another thing altogether.

Avalos (2011) and Sanders et al. (1997) also agree that professional development is a must for teachers, indicating in their articles the dramatic influence of teachers on pupil achievement. Using the Tennessee Value-Added Assessment System, Sanders et al.'s research results showed that teacher effects dominate the other variables traditionally thought to influence student academic outcomes, such as class size and heterogeneity of students. This further emphasizes the importance of teachers in student's achievements, and since professional development enhances teacher effectiveness, improvement in student achievement can substantially be reaped from it. Therefore, ongoing professional development helps teachers improve their skills and academic practices to achieve the highest possible educational outcomes.

While much emphasis has been put on on-the-job training to ensure high standards of teaching, Alkhalil's (2021) study also focuses on the importance of PD. According to his investigation, PD should not be framed as one course taken but rather as a continuous process answering all changing requirements within the education sector. It is underlined even further by patterned PD programs, which are put into context with specific programs answering the particular challenges of Saudi teachers uniquely related to integrating modern educational technologies and approaches into their practice.

The Ministry of Education, in the national curriculum, further highlights professional development in early childhood education. While ultimately focused on only the early years of learning, the curriculum shows that professional development for educators has merit in the long term, as well (Saudi National Curriculum Framework For Children Ages 0-6, 2018). By ensuring that teachers at all levels, including early childhood education, have access to quality professional development, the framework seeks to create a strong base for lifelong learning and educational success, as the realization of Vision 2030 requires.

1.3 Introduction of the Teaching Knowledge Test

At the center of the efforts to effectively teach the English language lies one standardized assessment tool: the Teaching Knowledge Test for Teachers of English. Since its operation in 2005, the Teaching Knowledge Test has been a famous test for governments and institutions seeking an accessible and flexible way of measuring teachers' knowledge about teaching (Ashton & Galaczi, 2008; Carlsen, 2008; Galaczi, 2010). Scholars argue that it is an objective tool for assessing teachers' understanding of effective teaching methodologies (Wall, 2008). The tool is perceived as the remedy to fill in the gaps in teaching quality that have remained despite educational reforms in many other aspects.

To meet some of the challenges experienced in teachers' professional development, tests such as the TKT have been introduced. As mentioned earlier, TKT, in three modules, provides a unified framework for evaluating teachers' competence (Docherty et al., 2014). It comprises three modules: Module 1 deals with the language system and teaching fundamentals; Module 2 deals with lesson planning and resource use; and Module 3 deals with classroom management. The three modules thus assess key competencies in teaching the language (Ibarra & Quintero, 2022). However, as The TKT course modules 1,2 and 3 suggest, such initiatives remain unsuccessful until accepted and practiced by teachers as well (Spratt et al., 2011). Much debate exists about how standardized tests can effectively measure such a complex classroom teaching characteristic and whether they drive improvements in ELT.

1.4 The theoretical framework underpinning the TKT

The theoretical framework of this study is grounded in three main theories: Competence-Based Theory (CBT), Cognitive Learning Theory (CLT), and Self-Determination Theory (SDT). Each of these theories provides a lens to understand the impact of the Teaching Knowledge Test (TKT) on English language teacher development in Saudi Arabia.

1.4.1 Competence-Based Theory (CBT)

Competence-based theory, developed by Hamel and Prahalad in 1994, centers on the concept that there are specific skills that individuals should master for any given role or profession (Freiling, 2004). Regarding education, CBT seeks to provide teachers with the competencies necessary to perform quality teaching. This theory argues that professional preparation and training should focus on well-defined competencies directly impacting classroom performance.

TKT is, therefore, a complement to CBT, for it was specifically designed to test the English language teachers' competencies. The areas covered by competencies in the TKT test involve standards on language knowledge, planning lessons, class management, and other broader skills

necessary for successful teaching. According to Al-Hejaili (2024), TKT is a vital tool for validating teachers' competencies, assisting in professional development, and providing feedback for improvement. As Adin (2024) concurs, competence and professional development are highly linked with the national standards outlined in the ETECSA report. The tool's relevance to the national and international standards outlined in the ETECSA report is essential in realizing education objectives by improving the consistency of quality in teaching within diverse contexts (Standards for English Language Teachers -1, 2020).

1.4.2 Cognitive Learning Theory

While CBT emphasizes the teacher's competencies, the Cognitive Learning Theory focuses on the teacher's cognitive process in acquiring teaching knowledge and testing its implementation with the TKT as one of the tools. Brought forward by Piaget, CLT examines the mental processes involved in learning, including how individuals process information, develop understanding, and apply knowledge in practical situations (Dasen, 2022). This theory emphasizes the importance of internal thought processes and suggests that learning involves actively constructing knowledge.

TKT is supported by Cognitive Learning Theory in that it fosters autonomous dealing with language teaching concepts and reflective consideration by teachers of the profession. The test challenges teachers to think of teaching methods reflectively, modify strategies as necessary to meet student needs, and apply theoretical knowledge to practical classroom situations. Because the test assesses a teacher's ability to identify teaching principles and how to use them appropriately, TKT will foster cognitive development and promote continuous reflection and refinement of instructional practices among teachers.

1.4.3 Self-Determination Theory (SDT)

The Self-Determination Theory, or SDT, is a general theory of human motivation and personality. Developed by Edward L. Deci and Richard M. Ryan in the 1980s, SDT focuses on the role of intrinsic and extrinsic motivations in driving human behavior (Deci & Ryan, 2012). The theory postulates that the individual has three innate psychological needs- need for autonomy or self-governance, competence or feeling capable and effective, and relatedness- that have to be satisfied for the optimum functioning and growth to occur. Satisfaction of these needs fosters motivation, well-being, and development. According to the Theory, when these needs are satisfied, individuals show greater intrinsic motivation; they do activities for the inherent satisfaction and joy of the activity rather than for some separable consequence or reward. TKT contributes to fulfilling the psychological needs outlined in SDT by giving the teachers a sense of competence and self-determination.

The TKT contributes to fulfilling the psychological needs outlined in SDT by fostering a sense of competence and autonomy among teachers. By completing TKT, teachers understand mastery and achievement, which enhances their professional confidence and self-efficacy (competence). Preparing for and passing the TKT also encourages teachers to take ownership of their professional development, aligning with the need for autonomy. Finally, as TKT is a globally recognized certification, it helps teachers feel part of a larger professional community, satisfying

the need for relatedness. This way, TKT improves teaching skills and supports teachers' intrinsic motivation to grow and excel in their profession.

2. Methodology

2.1 Research questions

The following questions will, therefore, be critical in the present case study:

1. How has the TKT impacted teaching practices in Saudi Arabia?
2. What do teachers perceive as the effectiveness of TKT in improving the teaching of English?
3. How is TKT aligned with the Professional Educational Occupation License Test – PEOLT?

2.2 Research objectives

The objectives of the paper are:

1. To assess the level to which TKT has improved English teaching amongst Saudi Arabia's teachers.
2. To identify challenges and opportunities regarding the implementation of TKT in Saudi education.
3. To investigate how TKT helps align the practice of teaching English with the educational goals set within Saudi Arabian's Vision 2030.

2.3 Problem Statement

Although there have been educational reforms in Saudi Arabia under Vision 2030, gaps in the quality of teaching English still exist due to inconsistency regarding the professional development of the teaching force and competency assessment frameworks (Alqahtani & Albidewi, 2022). While policies like OUTSP are being enacted with ambitions of improving teaching, it is obstructed by traditional pedagogies and poor conditions of professional development (Basfar, 2023; Elnadeef & Abdala, 2022). As such, TKT has been introduced as the standardized tool for teaching knowledge assessment to upgrade teachers' linguistic and instructional competencies. Therefore, this paper explores TKT's effectiveness in contributing to the professional development of English language teachers and what it contributes to reducing the gap between current teaching practices and the elevated standards set by Vision 2030.

2.4 Purpose of the Study

This paper explores the effectiveness of TKT in promoting ELT in Saudi Arabia. The study investigates teachers' perceptions concerning how far TKT has influenced development, job satisfaction, motivation, and linguistic and professional competencies to shed light on how TKT works toward effectively teaching English.

2.5 Data collection method and Justification for qualitative research method

This study uses a qualitative research approach to investigate the impact of the Teaching Knowledge Test on teaching practices for English language teachers in Saudi Arabia. This is an appropriate approach since it probes into the personal experience and perception of the teacher in great detail with rich descriptive data, which captures the complexity of the professional development of teachers. Semi-structured interviews in this study help indicate how TKT influences teacher identity, motivation, and competence, adapting to diverse contexts. This tool also allows flexibility in probing emergent themes within a contextual understanding of sociocultural, educational, and institutional factors that influence reception and effectiveness at TKT. This ties in with the objectives put forward in this study, which are to assess the role of TKT in teacher development without generalizing and to allow a comprehensive investigation into the specific experiences of TKT-certified teachers.

2.6 Population and Sampling

The population in this study encompasses twelve EFL Saudi male TKT-certified teachers. Since the nature of the research is purposeful, aiming at an in-depth study of the participants' personal experiences and perceptions about TKT's impact as a contributory factor to teacher development, it was crucial to use purposive sampling. This will ensure that participants have relevant and direct experience in TKT certification. It allows for the depth of impact on their professional development, teaching practices, and accomplishment of national educational objectives regarding Vision 2030. This approach ensures that the sample will be of those most likely to contribute meaningfully and relevantly to an understanding of the role of TKT in teacher development.

2.7 Materials and resources chosen for study and data analysis

The semi-structured interview adopted for the study consisted of a guide with open-ended questions to tap into teachers' experiences on the TKT. The interviews were digitally recorded and transcribed, then analyzed using NVivo software for theme identification. A review of relevant literature and academic resources was also applied to put the findings into a broader theoretical perspective on teacher development regarding Vision 2030 educational goals.

3. Findings and Analysis

3.1 Influence of TKT on Personal Growth and Development

3.1.1 Role Model and Professional Identity

Many participants reported that TKT certification influences professional identity. One participant reported that with TKT certification, another highly regarded credential was added to them, which commanded respect among peers in the teaching fraternity. This respect and recognition create a sense of belonging and professional status that befits the Self-Determination Theory for relatedness as one of the most dominant motivators in the workplace. The point emanated from many responding teachers, who said that TKT certification made them stand higher among their colleagues, bringing more pride to their professionalism. Another participant

also showed increased confidence and motivation, which improved their teaching practices. From the insights provided, it seems that TKT enhances teachers' professional standing and intrinsic motivation to improve teaching practices, meaning certification plays a dual role in professional and personal development.

3.1.2 Job Satisfaction and Motivation

The other projection in the interviews was that of TKT for improving job satisfaction and motivating teachers to develop themselves professionally further. According to participants, receiving the TKT certificate gave them a sense of fulfillment and pride, thus confirming their devotion to excellence achieved through continuous improvement. This feeling of accomplishment follows the Self-Determination Theory when considering the sense of competency and autonomy that the teachers develop. The certification thus gives teachers a feeling that they have something to offer, which is recognized and enhances their desire for continual professional development. One of the respondents reported an increase in teaching skills and job satisfaction from the TKT test since passing. This gave a sense of fulfillment, which motivated independent learning and further development of one's career. The finding suggests that the TKT certificate serves a dual role as an extrinsic motivator, offering some external recognition, and as an intrinsic motivator, enhancing the teachers' inner drive for self-improvement. In commenting, another teacher added that the TKT passed provided the impetus to point him further toward study and eventually passing the Professional Educational Occupational License Test in Saudi Arabia. It provided an avenue whereby initial achievements through TKT can lead to a cascading effect of ongoing professional development and growth.

3.2 Contribution of TKT to Improving English Language Teaching

3.2.1 Linguistic Competence

Another one of the essentials of good teaching in the English language is improving linguistic competence among teachers, which was also dramatically influenced by the TKT. One participant volunteered that TKT Module 1, which deals with the basics of teaching languages, assisted the instructor much in understanding the needs and requirements of their students and what exactly was required of the teacher to perform instruction satisfactorily. This suggests that with TKT, teachers get basic knowledge specifically applicable in the classroom, allowing them to cater to the students' various needs. Amongst other things, the emphasis in TKT on four primary language skills-listening, speaking, reading, and writing-and their sub-skills-was one of the significant reasons that appealed to the participants for bringing about students' high achievements. For them, this was a hardening process of linguistic training, whereby TKT gave them the lead in overcoming personal difficulties and becoming an effective and confident teacher. This result supports cognitive learning theory by underlining how deep engagement in TKT modules with core language skills might improve cognitive processes and enhance instructional practices for better student outcomes.

3.2.2 Professional Competence

The interview also revealed that TKT provides an enormous platform for developing professional competence, teaching effectively, and using various approaches that address

different learning styles. This aligns with Competence-Based Theory, which emphasizes developing specific skills and knowledge needed for effective performance in a professional role. In addition, it introduces the teachers to multiple teaching methods, all of which are student-centered to have learners engage in activities. These methods were perceived as significantly improving over the traditional teaching approaches, often perceived as rigid and ineffective in promoting long-term progress among learners. One participant responded that their BA was theory-based and needed to focus on methodology. TKT, on the other hand, taught them a lot of practical knowledge and techniques, which could be easily applied to teach any subject matter and make them more competent in the classroom. This practical application of knowledge underlines the importance of bridging the gap between theoretical education and practical teaching skills, suggesting that TKT helps teachers translate their learning into effective classroom practices. Hence, professional competence improved, and with it, better student outcomes; therefore, TKT was also relevant to improving teaching quality and students' achievements. Enhancing teaching quality through improved competencies directly ties back to the research question about how standardized assessments like TKT contribute to teacher development and effectiveness.

3.3 Alignment of TKT with the Professional Educational Occupational License Test (PEOLT)

The teachers reported a smooth alignment between the TKT and PEOLT in Saudi Arabia, as both tests complement each other in assessing an English language teacher. The TKT is respected and wanted due to its focus on linguistic and professional competence; it provides some assurance that teachers will have a sound mastery of the language and teaching principles. This mutual reinforcement suggests a holistic approach to teaching evaluation, emphasizing linguistic knowledge and pedagogical skills. On the other hand, PEOLT focuses on pedagogical knowledge and learning theories through an analysis of organizational skills in terms of instructional strategies for teaching and education theories that educators possess. One participant explained how that dual assessment system prepares one comprehensively to teach English as a second language. This holistic practice shows the integrated approach to teacher development by ensuring the teachers are round theoretically in knowledge and application. In addition, the participant said that TKT and PEOLT are complementary in letting English teachers be linguistically competent and pedagogically sound. The concern for complementarity fits the study's objective by discussing how such certification programs can enhance teacher competency to handle different challenges in the classroom. They substantially make the teaching of the English language in Saudi Arabia a lot more professional. That fact underlines how international assessments, such as TKT, must be combined with local assessments so that a strong structure for the teachers can be set up to establish development and certification. It also upholds the research question regarding building a coherent teacher evaluation system coherent with the national educational goals.

4. Discussion

The interviews with Saudi Arabian English-language teachers provide valuable insights into how the Teaching Knowledge Test impacts teacher development and teaching effectiveness and how these measurements align with national educational goals.

4.1 Q1: How has the TKT impacted English language teaching practices in Saudi Arabia?

The role of TKT in increasing teachers' professional identity and status as role models within the educational community strongly speaks to competence-based theory. Results showed that with the TKT certificate, Saudi teachers experienced increased confidence, which motivated them to improve their teaching practices. Therefore, the sense of job satisfaction and motivation from passing the TKT means that the test certifies competence and enhances the need for continuous professional development (Breeze & Roothoof, 2014). Formalizing competencies, TKT thus enables teachers to be granted recognition in their profession, encouraging continuous professional development (Huang, 2014; Al-Harbi & Ahmad, 2022).

Further, the participants' sense of pride and fulfillment indicates that TKT certification satisfies extrinsic and intrinsic motivational needs, as outlined in the SDT. Therefore, this agrees with previous researchers' findings, which noted that ongoing professional development enhances teachers' intrinsic motivation by enhancing their competence and autonomy (Borg, 2018; Nye, 2010). Therefore, TKT is an essential means through which professional validation can take place, and it also encourages teachers to commit to lifelong learning and self-improvement. Professional development has also improved little, which results in the slow dissemination of new teaching techniques; thus, structured certification, such as TKT, would offer teachers motivation and support.

4.2 Q2: What are the teachers' opinions on the effectiveness of the TKT in improving the teaching of English?

These findings suggest that Saudi teachers find TKT helpful in developing their linguistic and professional English-language teaching competencies. This explains the insistence that English teachers worldwide develop acceptable language-teaching competence and proficiency backed by TKT to succeed in the classroom (Kaslan et al., 2020). The findings emphasize that the highest incidence of teacher effectiveness is in students' outcomes, which means that programs like TKT enhance the teaching competencies for the core importance of educational success (Sanders et al., 1997; Galaczi et al., 2010). The focus on the core language skills of listening, speaking, reading, and writing via TKT modules echoes cognitive learning theory and improves teaching methodologies. Professional beliefs combined with high self-efficacy, which are associated with TKT, tend to raise teachers' ability to effectively impact student outcomes in a very significant way (Wang et al., 2023).

Moreover, the professional competence that the teachers reported improved, which indicates that TKT fills the gap between theoretical knowledge and its practical implementation. Even though some pre-service teachers perform very well on theoretical tests, in natural classroom environments, they fail to apply this knowledge, which corresponds with the findings of Kömür (2010). Standardized tests may not accurately portray classroom teaching, suggesting that TKT

can offer practical and applicable skills that translate into good classroom practices (Al-Osaimi, 2014; Carlsen, 2008; Alkhalil, 2021). As such, on-the-job training and continuous professional development are very important to maintain high standards of teaching; hence, TKT plays a valuable role in ensuring that teachers are equipped to provide good instruction.

4.3 Q3: What is the alignment of TKT with the Professional Educational Occupational License Test (PEOLT)?

Saudi teachers' correlation between TKT and PEOLT suggests a complementary relationship exists between TKT and PEOLT in testing linguistic competence and pedagogical knowledge. TKT and PEOLT form a seamless framework where TKT mainly focuses on the linguistics of teaching assessment, while PEOLT assesses the pedagogical skills and the practical class performance. This forms the complete package to balance theoretical knowledge and practical teaching competence. This implies that a sound framework for teacher development, linking international assessments such as TKT to local certification requirements such as PEOLT, is set to support the national goals dictated in Vision 2030. This finding corroborates Basfar (2023), who says that such integration between international and local standards helps surmount traditional barriers and resistance to new teaching techniques. Thus, the dual-assessment system provides a holistic approach toward evaluating teachers to ensure that the latter are theoretically and practically sound. This provokes a shift beyond traditional testing approaches into more comprehensive assessments reflective of a teacher's capability and preparedness against classroom challenges (Farhady & Tavassoli, 2018; Al-Hejaili, 2024).

4.4 Implications of the findings

Therefore, this study's results will have important implications for current educational reforms in Saudi Arabia within the context of Vision 2030. The TKT, an internationally recognized certification Randall (2010), assumes a pertinent role in raising standards of English language teaching across the Kingdom. It enhances linguistic and professional competencies and aims to improve educational outcomes to prepare students for global competitiveness.

The results also reveal challenges that must be addressed if the TKT is to realize its full potential under the tutelage of Vision 2030. In this respect, there is an emphasis on continuous professional development, which resonates with teachers' insights about the need for further support and training, particularly in isolated or under-resourced settings (Ashraf, 2018). Integrating practical teaching strategies and theoretical knowledge within teacher education programs needs further strengthening to equip the teachers with all aspects of modern classrooms.

TKT also coincides with the local certification process, such as PEOLT, meaning a more coherent and complete elaboration of the teacher evaluation apparatus. Such a system should be in a position to judge not only present competencies but also provide for lifelong learning and professional growth in such a manner as to ensure that at any given moment, teachers are empowered to update their skills with the changing education environment.

5. Conclusion

The case study focuses on the Teaching Knowledge Test's role in enhancing English teaching in Saudi Arabia. Emphasis was drawn on analyzing its impact on teachers' development, teaching effectiveness, and overall alignment with broader goals within Saudi Vision 2030. In this respect, interviews with TKT-certified teachers were analyzed to come up with a few insights into the role of TKT in improving teaching in the country.

TKT has successfully enhanced the professional and personal growth of English as a foreign language teachers in Saudi Arabia. It improved the teachers' professional identity by building job satisfaction and motivating them toward continuous professional development. The test arms teachers with linguistic competence and practical teaching strategies, which would go a long way in upgrading their skills toward high-quality English instruction that positively impacts student achievement.

Moreover, TKT has been well aligned with PEOLT to provide a comprehensive assessment system wherein teachers can demonstrate competency in both linguistic and educational competencies. This double-assessment mode constitutes one significant element toward receiving high academic standards while systematically anchoring aspirations in Vision 2030.

The findings also identify the place of the standardized TKT test in developing teachers' competency and cognitive learning theories. The testing of critical competencies and thinking skills that TKT undertakes gives credence to the existing capabilities of teachers that motivate further learning and professional development in this area. This addresses the vision of 2030, which purposed to realize a globally competitive education inspired by the need to implant the requisite survival skills amidst rapid environmental changes.

6. Recommendations

Based on the findings, several recommendations are at this moment proposed:

1. **Professional Development Access Expansion:** The programs must be accessible to rural and remote area teachers. This may be realized by online training platforms or even regional workshops that bring various continuous learning opportunities to the teachers.
2. **Increased attention to more practical teaching strategies:** Teacher education programs are indispensable in emphasizing the practical teaching of theories and strategies stipulated therein. This will help close the chasm between theoretical knowledge and classroom practices, which was brought out as an issue by the TKT.
3. **TKT to Act as a Standard Certification:** Considering the overriding impact of TKT, there is a need to have this module recommended more intensively as a standard in certifying English language teachers across Saudi Arabia. This may include collaboration with these learning institutions by having the certification of TKT as part of a teacher's qualification in their registry.
4. **Regular Class Observations by Colleagues and Supervisors:** Schools are advised to institute regular observations of classmates by colleagues and supervising staff to ensure that

improvement in teaching practices is churned out. It is recommended that such visits be organized so that constructive feedback and assistance are provided to the concerned teachers. Peer review and supervisory oversight may help identify strengths or areas of further development, promoting a collaborative professional growth and accountability culture.

7. Limitations of the Study

While much can be learned from this case study, its limitations should also be acknowledged. The study's findings are based on interviews with a relatively small sample of teachers, which may not be representative of the experiences of all English language teachers in Saudi Arabia. This research also focuses on the views of twelve Saudi Arabian teachers who passed the TKT. Already in this lies a positive bias under their result in the examination.

8. Suggestions for Future Research

Future research is needed on the long-term impact that TKT certification has had on teaching practices and learner outcomes at general education, university, and language institution levels. This study should be broadened in scope to include more teachers across different educational scenarios, such as universities and language institutions, which would represent a far more extensive section of teachers in various teaching environments.

Equally important is the need to understand the experiences of university teachers and instructors in language institutions that have yet to seek TKT certification. It is necessary to realize the barriers to such qualifications, which might help develop ways of overcoming such challenges. Research could explore whether factors such as institutional support, access to resources, or perceptions of the certification's relevance contribute to these barriers.

Comparative research involving TKT-certified versus non-TKT-certified teachers will be very informative, especially in higher educational and language institutions. This would explain which certification program enhances teaching quality and learner outcomes in tertiary and language training institutes.

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