مجلة العلوم الإنسانية
بجامعة حائل

جامعة حائل
University of Hail

مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حال كل ثلاثة أشهر بصفة دورية، حث تصدر أربة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر.

وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "ارسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، وفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة البحث

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
3- يُكتب عنوان البحث وملخصه ومراجعه باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

اولاً: شروط النشر

1. أن يتّسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلّاً من رسالة علمية (ماجستير / دكتوراه) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يُزوَّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه.
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقيّاً أو إلكترونيّاً، ويحقّ لها إدراجه في قواعد البيانات المحلّيّة والعالمية - بمقابل أو بدون مقابل- وذلك دون حاجة لإذن الباحث.
4. لا يحقّ للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثًا: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).
2. الصفحة الأولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها- جهة العمل، عنوان المراسلة والبريد الإلكتروني، وتكون باللغتين العربية والإنجليزية على صفحة مستقلة في بداية البحث. الإعلان عن أي دعم مالي للبحث- إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.
3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط.

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كاملا أيهما أقل بما في ذلك الملخصان العربي والإنجليزي، وقائمة المراجع.

5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.

6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسة التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.

7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.

8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).

9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ (Bold) ..

10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمينها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكِّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

مثال إيضاحي:

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11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (Arabic.... 1,2,3) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره – إن وجد – أسفله.

13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.

14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظللة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA.

رابعًا: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامسًا: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبًا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

أ. البحث الذي تقدمت به لم يسبق نشره (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهه أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للماجستير أو الدكتوراه.

ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

د. مراعاة منهج البحث العلمي وقواعده.

هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7.

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونيّاً بصيغة (WORD) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة **(1000)** ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمسة أيام عمل منذ إخطار الباحث بقبول بحثه أوليًا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغيًا.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع، ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكِّمين اثنين؛ على الأقل.

10. فـي حال اكتمال تقارير المحكّمين عن البحث؛ يتم إرسال خطاب للباحث يتضمّن إحدى الحالات التّالية:

أ. قبول البحث للنشر مباشرة.

ب. قبول البحث للنّشر؛ بعد التّعديل.

ج. تعديل البحث، ثمّ إعادة تحكيمه.

د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.

12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.

14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

16. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

18. لهيئة تحرير المجلة الحق فـي تحديد أولويات نشر البحوث، وترتيبها فنّيّاً.

مجلة العلوم الإنسانية
بجامعة حائل

المشرف العام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

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هيئة التحرير

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Assessment of the Training Needs of Secondary School English Language Teachers in Light of the Specialized Professional Standards for English Language Teachers "SELT 2"

تقييم الاحتياجات التدريبية لمعلمي اللغة الإنجليزية بالمرحلة الثانوية في ضوء المعايير المهنية التخصصية لمعلمين اللغة الإنجليزية "SELT 2"

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Abstract

This research aimed to assess the training needs of secondary school English language teachers in light of the Specialized Professional Standards for English Language Teachers "SELT-2, and then design a proposed training program to address these training needs. The descriptive survey method was used. The whole population (N=2360) of all secondary school English language teachers at the Riyadh Education Departments during the second semester of the 2024 academic year, both male and female. A randomly selected sample of (N=405) teachers participated in the study. Data were gathered through a questionnaire. The participants were asked to assess their training needs of secondary school English language teachers in light of the specialized professional standards for English language teachers "SELT 2" on the given items in the questionnaire on a 5-point Likert scale ranging from "To a very weak extent" to "To a very large extent". Findings revealed that the highest training need was in language pedagogy (M=4.26, Very High), theoretical knowledge and application ranked second (M=4.06, High), Instructional Design (M = 3.40, Average) and linguistic knowledge (M=3.35, Average) had relatively lower training needs. Findings were analyzed in relation to previous literature. The researcher designed a proposed training program to address these needs based on the findings. Then, recommendations and suggestions for future research were provided.

Keywords: Evaluation, Specialized Professional Standards, English language teachers.

المستخلص:

هدفت الدراسة إلى تقييم الاحتياجات التدريبية لمعلمي اللغة الإنجليزية بالمرحلة الثانوية في ضوء المعايير المهنية التخصصية لمعلمين اللغة الإنجليزية "SELT-2" ومن ثم تصميم برنامج تدريبي لتلبي هذه الاحتياجات، تم استخدام المنهج الوصفي المسحي، وتكون مجتمع الدراسة من جميع معلمي ومعلمات اللغة الإنجليزية للمرحلة الثانوية في منطقة تعليم الرياض، وبلغ عددهم (2360) معلم ومعلمة، في الفصل الدراسي الثاني للعام الدراسي 2024م، وتكونت عينة الدراسة من (405) معلم ومعلمة لغة إنجليزية للمرحلة الثانوية تم اختيارهم بطريقة عشوائية. وتمثلت أداة الدراسة في استبانة، تم سؤال المشاركين لتقييم احتياجاتهم التدريبية في ضوء المعايير المهنية التخصصية لمعلمين اللغة الإنجليزية "SELT-2" في ضوء المقفرات التي تتضمنها الاستبانة في مقياس خماسي يتدرج من «لحد ضعيف جداً» إلى «لحد مرتفع جداً». وأظهرت نتائج الدراسة بأن الاعلى احتياج هو بيدغوجيا اللغة بمتوسط حسابي مرتفع جداً بلغ (4,26)، ومن ثم المعرفة النظرية والتطبيقية بمتوسط حسابي مرتفع بلغ (4.06)، ومن ثم التصميم التعليمي بمتوسط حسابي متوسط بلغ (3,40)، وتعتبر المعرفة اللغوية بمتوسط حسابي بلغ (3,35) الأقل احتياجاً. تم تحليل النتائج ومناقشتها وربطها بالدراسات السابقة. وفي ضوء نتائج الدراسة، قامت الباحثة بتصميم برنامج تدريبي مقترح في ضوء المعايير المهنية التخصصية لمعلمين اللغة الإنجليزية "SELT-2" لتلبيه هذه الاحتياجات التدريبية، كما تم تقديم التوصيات والمقترحات لأبحاث مستقبلية.

الكلمات المفتاحية: التقويم، المعايير المهنية التخصصية، معلمين اللغة الإنجليزية.

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The Ministry of Education in Saudi Arabia plays a central role in providing professional development programs for English language teachers align with the SELT-2 standards; by designing and implementing these programs, the ministry aims to equip teachers with the necessary knowledge, skills, and competencies in key areas such as language pedagogy, instructional design, theoretical knowledge and application, and linguistic knowledge (Education & Training Evaluation Commission, 2020). The ministry's efforts are intended to foster a systematic approach to professional development, ensuring that teachers can meet the challenges of modern English language instruction; however, the success of these training programs depends on how well they reflect teachers' actual needs (Al-Salahi, 2021).

Assessing teachers' training needs (ATN) is a fundamental step in ensuring that professional development programs effectively bridge competency gaps and align with the specific needs of secondary school English language teachers (Nehal, 2013). By assessing these needs, educators' strengths, weaknesses, and areas for improvement can be identified, enabling the design of a targeted training program (Lasaten, 2016). A systematic approach to needs assessment enhances the effectiveness of professional development, ensuring that training directly addresses classroom challenges and instructional requirements (Day & Sachs, 2004). Previous studies focus on assessing secondary school English language teachers' training needs in light of different variables (e.g., Nehal, 2013; Lasaten, 2016; Uzum & Ozbek, 2023).

In the context of SELT-2, assessing English teachers' training needs is important to ensure that they acquire the necessary knowledge and skills in language pedagogy, instructional design, theoretical knowledge application, and linguistic knowledge (ETEC, 2020). Without an adequate assessment, professional development (PD) efforts may fail to address teachers' challenges, leading to ineffective implementation of the specialized professional standards in Saudi classrooms (Alqamdi, 2022). Furthermore, the research on assessing the professional development needs of English language teachers in light of professional standards has not been sufficiently explored (Al-Salahi, 2021).

This study aims to assess the training needs of secondary school English language teachers in Saudi Arabia, specifically in light of the Special-

Introduction:

The professional development (PD) of English language teachers is essential for improving the quality of language instruction and enhancing student learning outcomes (Richards & Farrell, 2005). Across the globe, several frameworks and standards have been developed to guide the professional growth of English language teachers, ensuring that they meet the evolving demands of language education (Burns & Richards, 2009; Richards & Rodgers, 2014). International frameworks such as the Cambridge English Teaching Framework (Cambridge Assessment English, 2016) and the TESOL International Association Standards for English Language Teachers (TESOL, 2018) provide structured guidelines for assessing and improving teachers' competencies. These standards emphasize key areas such as language proficiency, pedagogical knowledge, curriculum development, and the integration of technology in language teaching. Aligning teacher training with such global benchmarks helps ensure that educators are equipped with the skills necessary to foster effective English language learning in diverse educational settings (Freeman, 2016).

In Saudi Arabia, the Education & Training Evaluation Commission (ETEC) designed the specialized professional standards for English language teachers (SELT) to establish a structured framework for evaluating and developing English language teachers' competencies and adopted them as criteria for selecting and keeping English language teachers in the career of instruction (Alrewele, 2018; Alrashidi & Almuhaimeed, 2023); the most recent revision, released in 2020, introduced a more structured two-tier system: SELT-1 for elementary school teachers and SELT-2 for intermediate and secondary school teachers (Education & Training Evaluation Commission, 2020). A key change in SELT-2 was the integration of theoretical knowledge with its application, dividing the framework into four main fields: language pedagogy, instructional design, theoretical knowledge and application, and linguistic knowledge. The final SELT-2 revision now includes 11 standards and 38 performance indicators, ensuring a comprehensive and practical approach to professional development for intermediate and secondary school English teachers in Saudi Arabia (Education & Training Evaluation Commission, 2020).

based on "SELT-2" in the training centers affiliated with their educational departments, while 56% had attended such programs, but they did not fully meet their training needs.

An open interview was also conducted with an English language supervisor from the Riyadh Education Department during the second semester of the academic year 2024. The discussion focused on training programs based on "SELT-2". The supervisor mentioned that training centers were no longer responsible for providing training programs for teachers, as a recent decision by the Council of Ministers (Resolution No. 636 on 3/8/1445H) assigned this responsibility to the National Institute for Educational Professional Development, which became the authority overseeing training programs for all teachers in Saudi Arabia.

Upon reviewing the National Institute for Educational Professional Development's website, the researcher noticed that there were no training programs based on professional standards in general, nor specifically on "SELT-2". Therefore, there is a growing need to assess the training needs of secondary school English language teachers based on "SELT-2" and subsequently design a training program to meet these training needs.

After reviewing the previous literature, the researcher found that "SELT-2" have not received sufficient attention from researchers, due to their recent introduction by the Education and Training Evaluation Commission in 2020. The researcher found only two studies that addressed the professional specialization standards for English language teachers "SELT-2": the study by Abu Habibah (2023), which aimed to assess how secondary school English teachers applied the professional specialization standards "SELT-2", and the study by Alrashidi & Almuhaimeed (2023), which aim to identify the level of English language teachers' instructional practices at intermediate stage in light of professional specialized and common standards.

However, the researcher did not find previous studies that aimed to assess the training needs of secondary school English language teachers in light of "SELT-2" and design a training program based on these standards to meet these needs.

Therefore, the problem of this study is centered around the urgent need to assess the trained Professional Standards for English Language Teachers (SELT-2). By identifying their current competencies and areas that need improvement, this study seeks to provide valuable insights for policymakers, teacher trainers, and educators involved in English language education.

Statement of the Problem:

Despite the efforts made by the Ministry of Education in the development and sustainable professional growth of teachers in general, and English language teachers in particular, through the training centers affiliated with the education departments in the Kingdom of Saudi Arabia, there is still an urgent need to assess the training needs of secondary school English language teachers in light of (SELT-2). This, in turn, requires the design and development of training programs based on these professional specialization standards to address these training needs.

The research gap lies in the fact that the Ministry of Education, represented by the training centers in the educational departments, provides training programs based on the professional specialization standards, but these programs are generally designed. While they are based on solid scientific foundations and (SELT-2), they were not designed in light of the actual training needs of English language teachers in the field of education. The missing link is the lack of an assessment of the training needs of secondary school English language teachers based on "SELT-2", and subsequently designing and building training programs based on these standards to meet these training needs.

To confirm that the problem is worth studying, the researcher conducted a pilot study using a closed questionnaire distributed to 20 secondary school English language teachers. The questionnaire included the following questions: How many years of experience do you have? Has your school ever asked you to identify your training needs based on "SELT-2"? Have you ever attended a training program based on these standards? Do the training programs you have attended meet your training needs based on (SELT-2)? The results of the exploratory study showed that 90% of the teachers were not asked to identify their training needs based on "SELT-2"; rather, they were asked to identify their training needs in a general sense at the beginning of the school year as part of the professional development plan. Additionally, 44% had not attended training programs

Limitations of the Study:

This study is subject to several limitations that should be recognized. First, in terms of subjective limitation, the study is limited to assessing the training needs of secondary school English language teachers in light of (SELT-2), as issued by the Education and Training Evaluation Commission in its updated 2020 version. Second, regarding human limitations, the study focuses only on secondary school English language teachers of both males and females. Third, regarding spatial limitation, the study is confined to the Riyadh region in the Kingdom of Saudi Arabia. Finally, the temporal limitation lies in the study conducted during the second semester of the 2024 academic year.

Terminologies:

Assessing the Training Needs "ATN":

Assessing the Training Needs is defined as "the process of systematically identifying and analyzing gaps between the current and required knowledge, skills, and abilities within an organization or group to enhance performance and achieve specific goals. This involves evaluating current competencies, specifying future requirements, and prioritizing areas for development to design effective training interventions" (Brown, 2002).

In this study, the researcher defines it operationally as "The process of identifying and analyzing gaps between the current and required knowledge, skills, and values for secondary school English language teachers in light of "SELT-2", to design an effective training program appropriate to their training needs to improve their performance".

Specialized Professional Standards for English Language Teachers "SELT-2":

It is defined as "the standards that address everything an English language teacher should know and be able to perform. This includes knowledge and skills related to the subject itself, effective teaching practices related to it, including the application of specific teaching methods, and the traits and values expected from teachers within the specialty" (Education and Training Evaluation Commission, 2020, p. 7).

ing needs of secondary school English language teachers in light of "SELT-2" and design a training program to meet these needs based on these standards.

Study Questions:

1. What are the training needs of secondary school English language teachers in light of the Specialized Professional Standards for English Language Teachers (SELT-2)?"

2. What is the proposed training program designed to meet the training needs of secondary school English language teachers in light of the Specialized Professional Standards for English Language Teachers (SELT-2)?"

Study Objectives:

The current study aims to:

- Identify the training needs of secondary school English language teachers in light of "SELT-2".

- Design a proposed training program to meet the training needs of secondary school English language teachers in light of "SELT-2".

Importance of the study:

- Contributing to identifying the training needs of secondary school English language teachers in light of "SELT-2", to design training programs that address these needs.

- Assisting English language supervisors in identifying the most critical training needs of secondary school English language teachers to ensure these needs are effectively addressed.

- Providing a clear picture for those responsible for the design and implementation of English language teacher preparation and training programs by highlighting the key training needs to be addressed in their future programs.

- Offering secondary school English language teachers an opportunity to express their training needs and work towards self-improvement and professional development.

ary school English language teachers "SELT-2". One significant change in the SELT-2 version was the merging of theoretical knowledge and its application into one field. The final version now consists of four main fields: Language Pedagogy, Instructional Design, Theoretical Knowledge and Application, and Linguistic Knowledge. Under these fields, there are 11 standards and 38 performance indicators (Education & Training Evaluation Commission, 2020, p.8).

Structure of the Specialized Professional Standards for English Language Teachers (SELT):

The standards for English teachers have been formulated based on best global practices, such as the publications of the American Council on the Teaching of Foreign Languages (ACTFL), the Council for Accreditation of Educator Preparation (CAEP), and European bodies. However, they were adapted to the Saudi context, considering that English teachers are expected to serve as educational role models for their students. Furthermore, the standards aim to equip English language students with 21st-century skills, requiring teachers to have strong subject knowledge, stay updated with the latest language teaching methods, and have significant experience teaching English as a foreign language (Education & Training Evaluation Commission, 2020, p.8).

The SELT standards are also embedded within the broader framework of professional teaching standards. The specialized standards are numbered sequentially, beginning with the general standard number in the overall framework, followed by the specialty number, and then the specific specialized standard, detailed with several performance indicators (Education & Training Evaluation Commission, 2020, p.8).

Fields of the Specialized Professional Standards for English Language Teachers (SELT-2) and Performance Indicators:

The SELT-2 standards cover four main fields:

1. Language Pedagogy: This field focuses on understanding and applying various strategies and methods for teaching the four language skills, planning learning activities, developing appropriate assessments, and using diverse teaching methods to engage students in learning English as a foreign language (Education & Training Evaluation Commission, 2020, p.8).

In this study, the researcher defines it operationally as "the standards issued by the Education and Training Evaluation Commission in its updated version in 2020, which include what secondary school English teachers should know and be able to perform in the English language specialization and its teaching methods, and it consists of 11 standards".

Theoretical Framework:

Specialized Professional Standards for English Teachers (SELT) in Saudi Arabia:

This section covers the concept of the specialized professional standards for English language teachers (SELT), the development of these standards, and the fields within the SELT-2 standards, along with the associated criteria and performance indicators.

Concept of the Specialized Professional Standards for English Language Teachers (SELT):

The Education & Training Evaluation Commission (ETEC) (2020) defines the Specialized Professional Standards for English Language Teachers (SELT) as a set of competencies unique to English Language teachers in Saudi Arabia. These competencies encompass both the knowledge and performance of English Language teachers, which include subject-specific knowledge and skills, as well as effective teaching practices (such as the application of specific teaching methods). It also includes the values and attributes expected of teachers in this field (p.7).

Development of the Specialized Professional Standards for English Language Teachers (SELT):

The process of developing the SELT in Saudi Arabia has gone through several changes. In 2014, the National Center for Assessment released the first version of the standards, which included 27 standards and 115 indicators distributed across five fields. In 2016, an updated version was issued, which focused more on professional knowledge, subject-specific teaching skills, and methods for delivering content to students. This version included 16 standards and 56 indicators across five fields (Alrwele, 2018).

In 2020, the updated version of the SELT was issued, introducing two main parts: the first for elementary school English language teachers "SELT-1" and the second for middle and second-

guistics in teaching (Education & Training Evaluation Commission, 2020, p.8).

- Key standards include:

- Understanding language as a system.
- Understanding and applying theoretical knowledge of English linguistics.

Studies related to the Specialized Professional Standards for English Language Teachers "SELT":

Alruwele's study (2018) aimed to identify the level of teaching competencies among English language student teachers during their field training, based on the professional standards for English language teachers outlined by the National Center for Assessment in Higher Education in Saudi Arabia. Using a descriptive survey method and a questionnaire as the primary data collection tool, the study surveyed all 126 student teachers engaged in field training. Participants evaluated their teaching competencies using a five-point Likert scale ranging from "not competent" to "highly competent." Findings revealed that the student teachers perceived themselves as highly competent in language proficiency (4.68) and theoretical knowledge (4.27). However, they were uncertain about their competencies in applying theories (3.37), curriculum design (3.14), and teaching methodologies (2.81). The results were discussed in the context of the program's curriculum and related literature.

Assalahi study (2021) investigated the perceptions of English as a Foreign Language (EFL) teachers regarding their professional development needs based on specialized professional standards for English teachers in Saudi Arabia. The study adopted a descriptive survey methodology with convenience sampling. It included 65 EFL teachers from public schools, using a questionnaire comprising 14 questions and 88 items across four main sections. Results indicated a strong interest in both formal and informal professional development activities (mean = 3.79) and a strong agreement on the role of professional development in enhancing teaching and student learning (mean = 4.45). Time constraints were highlighted as a barrier to professional development engagement (mean = 4.23). Teachers strongly agreed that professional standards provide a framework for planning their development (mean = 4.28). Key competencies identified for

- Key Standards Include:

- Understanding and applying strategies relevant to language skills.
- Planning learning activities aligned with second language learning goals.
- Selecting and developing appropriate assessment tools.
- Using a variety of teaching methods that enhance student participation in language learning.

2. Instructional design: This field focuses on setting appropriate learning objectives, selecting and designing suitable English learning materials, and planning effective learning experiences (Education & Training Evaluation Commission, 2020, p.8).

- Key standards include:

- Defining appropriate learning objectives for second language learning.
- Selecting and designing suitable learning materials.
- Planning effective learning experiences based on students' culture, abilities, needs, and interests.

3. Theoretical knowledge and application: This field emphasizes demonstrating and applying knowledge related to second language acquisition (SLA) and understanding the theoretical and methodological developments in TESOL (Teaching English to Speakers of Other Languages) and TEFL (Teaching English as a Foreign Language) (Education & Training Evaluation Commission, 2020, p.8).

- Key standards include:

- Demonstrating and applying knowledge of second language acquisition (SLA) in teaching.
- Understanding theoretical and methodological developments in TESOL and TEFL.

4. Linguistic Knowledge: This field focuses on understanding language as a system and applying theoretical knowledge of English lin-

- **Sample:** similar to Abu Habiba (2023), this study focuses on secondary school English language teachers.

- **Tools:** this study uses a questionnaire, which aligns with Alruwele (2018), Assalahi (2021), and Abu Habiba (2023), which primarily relied on questionnaires. Partial alignment with Alrashidi & Almuhaimeed (2023) in using the questionnaire tool.

Differences:

- **Goal:** This study aimed to identify the training needs of secondary school English language teachers and design a proposed training program to address these needs in light of "SELT-2," which differs from all previous studies.
- **Population:** differing from Alruwele (2018), which focused on student teachers, this study targets experienced secondary school English language teachers.

Unique Contribution:

This study aims to identify the training needs of secondary school English teachers in light of the updated 2020 version of "SELT-2" issued by the Education and Training Evaluation Commission and design a proposed training program to address these needs.

Utilization of Previous Studies:

- Informing the objectives of the current study.
- Supporting the rationale and problem statement.
- Guiding statistical methods and analytical approaches.
- Comparing and contrasting findings to enrich the discussion.

Study Methodology:

The current study employed the descriptive survey method as it is suitable for achieving the study's objectives and answering its questions.

Study Population:

This study's population includes all secondary school English language teachers at the Riyadh Education Departments during the second semester of the 2024 academic year. According to the statistics of the Information Technology Department in the Riyadh Education Departments, the professional development included curriculum design (mean = 4.36), language proficiency (mean = 4.25), theoretical knowledge (mean = 4.21), language pedagogy (mean = 4.19), and applying theory (mean =4.14).

Abu Habiba study (2023) examined the extent to which high school English teachers met the professional standards "SELT-2" across several domains, including knowledge of language teaching principles, curriculum design, theoretical and applied knowledge, and subject content knowledge. The study also investigated differences in competency levels based on qualifications and teaching experience. Using a descriptive survey design, the study included 123 teachers, with a sample of 30 high school English teachers. Results revealed no statistically significant differences in competency levels based on qualifications or teaching experience.

Alrashidi & Almuhaimeed study (2023) explored the current teaching practices of middle school English teachers and their alignment with general and specialized professional standards. Using a mixed-methods approach, data were collected via a questionnaire (n = 62) and classroom observation (n = 15). Quantitative data were analyzed using one-way ANOVA, and qualitative data were analyzed using grounded theory. Findings showed strong performance in lesson planning according to curriculum standards, utilizing activities and strategies suited to learners' skills, and providing effective feedback. However, participants showed weaknesses in applying theoretical linguistics knowledge to teaching and understanding methodological developments in TESOL/TEFL.

To sum up, all previous studies agreed on the necessity of specialized professional standards for English language teachers.

Comparison and Contributions of the Current Study:

Similarities:

- **Methodology:** This study, which adopts a descriptive survey design, aligns with all previous studies.

- **Population:** this study, which focuses on English language teachers, aligns with Assalahi (2021), Abu Habiba (2023), and Alrashidi & Almuhaimeed (2023).

Although this sample size is relatively small compared to the overall population of English language teachers in Riyadh Education Departments, it can still be classified as a convenience sample (Scho nlau & Fricker & Elliott, 2002).

Characteristics of the Study Sample:

Several attributes, including gender, educational qualifications, and years of experience, characterize the study sample members. A detailed description of these characteristics is provided below:

total number of secondary school English language teachers is (2360), both male and female.

Study Sample:

The actual sample for the study, which included 405 secondary school English language teachers (both male and female), was selected randomly through the electronic application of the study instrument. This group completed the survey, representing 17% of the total population of secondary school English language teachers in the Riyadh Education Departments during the second semester of the 2024 academic year.

Table 1

Description of the study sample by gender

	Gender	Sample	Percentage
1	Male	195	48%
2	Female	210	52%
Total		405	100%

Table 1 shows that 52% of the sample is female, while 48% is male.

Table 2

Description of the study sample by educational qualification

	Educational Qualification	Frequency	Percentage (%)
1	Bachelor's Degree	336	83%
2	Higher Education degrees	69	17%
Total		405	100%

Table 2 shows that 83% of the sample holds a bachelor's degree, while 17% have pursued Higher Education degrees.

Table 3

Description of the study sample by years of experience

	years of experience	Frequency	Percentage (%)
1	Less than 5 years	49	12%
2	From 5 to 10 years	150	37%
3	More than 10 years	206	51%
Total		405	100%

via Google Forms to tenured teachers employed in public secondary schools within the Riyadh Education Departments during the second semester of the 2024 academic year.

Table 3 shows that 12% of the sample has less than 5 years of experience, 37% have 5 to 10 years of experience, and 51% have more than 10 years of experience.

The procedures to design the questionnaire:

1. **Determine the key dimensions and standards:** The specialized professional standards for English language teachers "SELT-2" divide professional competencies into four main dimensions:

Instrument:

The researcher developed a self-administered questionnaire based on the "SELT 2" standards, with minor adjustments made to the wording of the original statements to better suit the study's objectives. The survey was administered online

3. **Consistency with Likert scale:** To assess the degree of training need, a five-point Likert scale was used with the following response options:

   - To a very weak extent =1
   - To a weak extent =2
   - To a moderate extent = 3
   - To a large extent =4
   - To a very large extent = 5

- Language pedagogy: 29 standards.
- Instructional design: 16 standards.
- Theoretical knowledge and application: 10 standards.
- Linguistic knowledge: 11 standards.

2. **Translation of standards into questionnaire items:** Each standard was reviewed and analyzed into sub-competencies, ensuring these sub-competencies were well-defined, achievable, measurable, and transparent.

Table 4

Determining the categories of the five-point Likert scale

Degree of need	To a very weak extent	To a weak extent	To a moderate extent	To a large extent	To a very large extent
Weight	1	2	3	4	5

- Divide the range by the number of scale points: 4 /5 = 0.8.
- Gather this value to the lowest scale value (1) to determine the upper limit of the first entr'acte.

This process was repeated for the residual entr'acte, as shown in the following table:

The degree of need was set based on the arithmetic mean and the scale of the study instrument. The following standard was adopted to estimate the degree of need, the range of the five-point Likert scale used in this instrument (1 to 5) was calculated as follows:

- Set the range: (5 - 1 = 4).

Table (5)

Relative weights, means, and degree of need

	Relative Weight	Mean	degree of need
1.	Less than 36%	From (1) to under (1.80)	Very weak
2.	From 36% to less than 52%	From (1.8) to under (2.6)	Weak
3.	From 52% to less than 68%	From (2.6) to under (3.4)	Average
4.	From 68% to less than 84%	From (3.4) to under (4.2)	High
5.	From 84% to 100%	From (4.2) to (5)	Very high

- **Questionnaire reliability:** After finalizing the survey, it was piloted on a sample of (45) secondary school English language teachers who were not included in the main study sample. The survey was replicated again after two weeks in the same group. using Cronbach's alpha coefficient showed that the questionnaire reliability is in the range of (0.95). Using Cronbach's alpha coefficient values are shown in Table 6.

4. Validity and reliability of the questionnaire:

- **Questionnaire validity:** the external validity of the questionnaire (validity of the arbitrators). The questionnaire was checked for validity by (10) faculty members specializing in TESOL/ TEFL. They checked the questionnaire for the representativeness of the items and their relatedness to sub-scales, as well as for accuracy. Due to the comments given by the arbitrators, some of the items were paraphrased.

Table 6

Reliability coefficients for each dimension of the questionnaire

Dimension	Language pedagogy	Instructional design	Theoretical knowledge and application	Linguistic knowledge	Entire survey
Reliability Coefficient	0.93	0.96	0.97	0.94	0.95

Internal consistency validity:

The internal consistency validity was established by calculating Pearson correlation coefficients between each item in the dimension, the overall score of the corresponding dimension, and the total questionnaire score, as shown in the table.

Results of Table 6, indicate that the questionnaire was reliable in the range of (0.95), and can be trusted. as a measurement tool.

Table 7

Internal consistency validity for each dimension of the questionnaire.

	Language pedagogy					Instructional design		
	Co with D	Co with T S		Co with D	Co with T S		Co with D	Co with T S
1	**0.88	**0.86	17.	**0.77	**0.74	1	**0.84	**0.85
2	**0.74	**0.70	18.	**0.82	**0.81	2	**0.74	**0.76
3	**0.84	**0.85	19.	**0.71	**0.73	3	**0.84	**0.85
4	**0.75	**0.78	20.	**0.82	**0.84	4	**0.70	**0.64
5	**0.74	**0.76	21.	**0.81	**0.80	5	**0.88	**0.86
6	**0.81	**0.81	22.	**0.70	**0.64	6	**0.81	0.81
7	**0.70	**0.64	23.	**0.84	**0.85	7	**0.77	**0.74
8	**0.74	**0.76	24.	**0.81	**0.80	8	**0.88	**0.86
9	**0.82	**0.84	25.	**0.88	**0.86	9	**0.75	**0.78
10	**0.77	**0.74	26.	**0.75	0.78**	10	**0.70	**0.64
11	**0.82	**0.84	27.	**0.81	**0.81	11	**0.72	**0.73
12	**0.71	**0.73	28.	**0.74	**0.76	12	**0.82	**0.84
13	**0.84	**0.85	29.	**0.75	**0.78	13	**0.70	**0.64
14	**0.70	**0.64				14	**0.81	**0.80
15	**0.82	**0.84				15	**0.71	**0.73
16	**0.72	**0.73				16	**0.74	**0.76

Theoretical knowledge and application			Linguistic knowledge		
	Co with D	Co with T S		Co with D	Co with T S
1	**0.72	**0.73	1	**0.65	**0.60
2	**0.83	**0.74	2	**0.77	**0.74
3	**0.85	**0.85	3	**0.81	**0.80
4	**0.74	**0.76	4	**0.83	**0.70
5	**0.81	**0.81	5	**0.85	**0.85
6	**0.71	**0.73	6	**0.82	**0.84
7	**0.84	**0.85	7	**0.74	**0.76
8	**0.74	**0.70	8	**0.84	**0.85
9	**0.82	**0.84	9	**0.71	**0.73
10	**0.85	**0.85	10	**0.88	**0.86
			11	**0.65	**0.60

* (Co with D) means correlation with the dimension.
(Co with T S) means correlation with the total score.
(**) Significant at the (0.01) level

5. **Final copy of the questionnaire**: The questionnaire consisted of 2 main sections with (66) items used to determine the training needs of secondary school English language teachers in light of the specialized professional standards for English Language teachers "SELT 2". Section (1) obtained demographic information about the participants, while section (2) measured secondary

The previous table shows that all items are positively and statistically significantly correlated with the score of the dimension to which they belong and with the total survey score at the 0.01 significance level. The Pearson correlation coefficients ranged between (0.60 - 0.88), indicating that all items illustrated high internal consistency validity.

Statistical Techniques:

The statistical software "SPSS" was employed to analyze the collected data and accomplish the study's objectives. The quantitative data was processed and examined using a range of statistical techniques, including the following:

- Frequencies and percentages to describe the study participants.
- Cronbach's alpha coefficient to measure the reliability of the questionnaire.
- Pearson correlation coefficient to determine the internal consistency of the study instrument.
- Mean and standard deviation to understand the responses of the sample members.

Ethical Considerations:

The consent form was embedded in the online questionnaire, and the participants were required to provide their informed consent before they started the questionnaire. They were not required to provide their names or any other identifying information.

Findings:

- **First question:** "What are the training needs of secondary school English language teachers in light of the specialized professional standards for English language teachers "SELT-2"?

To answer this question, the mean scores, standard deviations, and percentages were calculated to assess the training needs of secondary school English language teachers in light of "SELT-2". The four key dimensions were also ranked according to their mean scores, as shown in Table 8.

school English language teachers' training needs in light of the specialized professional standards for English Language teachers "SELT 2" in terms of the four domains identified in the "SELT 2"" comprised 66 items across the four dimensions.

Study procedures:

In this study, the following procedures were carried out to collect data and design a proposed training program based on **SELT-2** standards:

- **Review previous literature:** The researcher reviewed relevant literature related to the Specialized Professional Standards for English Language Teachers (SELT-2).
- **Design an instrument**: An initial list of training needs for secondary English language teachers was designed, based on SELT-2.
- **Validity and reliability:** The researcher ensured the validity and reliability of the study instrument.
- **Conducted an instrument:** The researcher conducted a questionnaire using Google Forms and collected data from participants.
- **Analyze the data:** The researcher analyzed the data using appropriate statistical techniques.
- **Discuss and interpret the findings:** The researcher discussed and interpreted the findings, and conclusions were drawn.
- **Design a proposed training program:** The researcher designed a proposed training program, which was arbitrated by experts and revised based on their feedback.
- **Recommendations and suggestions:** The study concluded with recommendations based on the findings and introduced several suggestions.

Table 8

Ranking of the training needs of secondary school English language teachers in light of four dimensions of "SELT-2"

Dimension	Mean	Std. Deviation	Percentage (%)	Rank	Degree of need
Language Pedagogy	4.26	0.10	85.2%	1	Very high
Theoretical Knowledge and Application	4.06	0.26	81.2%	2	High
Instructional Design	3.40	0.39	68%	3	Average
Linguistic Knowledge	3.35	0.45	67%	4	Average

English learning materials, and planning compelling learning experiences. This indicates that teachers place importance on designing compelling learning experiences but may require additional support in modifying resources and lessons for students' needs.

Finally, linguistic knowledge ranked as the fourth training need, with a mean score of (3.35) and an average percentage of (67%). This indicates that while teachers have a basic understanding of linguistic concepts and apply theoretical knowledge of English linguistics in teaching, there is still demand for improved advanced linguistic knowledge. This includes phonetics, phonology, morphology, syntax, semantics, and pragmatics, which are essential for effective English language teaching and deeper student understanding.

The researcher analyzed each dimension to provide a more detailed analysis of the findings. Additionally, the mean scores, standard deviations, and percentages were calculated to assess the training needs of secondary school English language teachers in light of each dimension of "SELT-2" to offer deeper insights into the gaps in professional development, emphasizing the areas that require the most developed.

First dimension: language pedagogy:

The language pedagogy dimension was examined in detail to further analyze the training needs of secondary school English language teachers. Table 9 presents the mean scores, standard deviations, percentage, rank, and degree of need for the specific training needs within this dimension.

As shown in Table 8, language pedagogy ranks as the most training need, with the highest mean score (4.26) and a very high percentage (85.2%). This suggests that teachers are focused on improving their ability to understand and apply various strategies and methods for teaching the four language skills, planning learning activities, developing appropriate assessments, and using diverse teaching methods to engage students in learning English as a foreign language. There is an explicit request for continuous professional development in this dimension to keep up with new English language teaching trends and enhance students' language learning.

Theoretical knowledge and application ranked as the second training need, with the highest mean score (4.06) and a high percentage (81.2%), indicating that teachers place significant importance on enhancing their understanding of linguistic theories such as (second language acquisition (SLA) and understanding the theoretical and methodological developments in (TESOL/TEFL) and their practical application in English language teaching. This reflects the importance of connecting theoretical knowledge with classroom practices, ensuring that English language teaching is grounded in strong academic principles.

Instructional design was ranked as the third training need, with a mean score of (3.40) and an average percentage (68%). While this dimension is not as high as language pedagogy or theoretical knowledge and application, it still reflects a moderate but notable training need for teachers to improve their skills in setting appropriate learning objectives, selecting and designing suitable

Table 9

Mean scores and standard deviations for the language pedagogy dimension.

	Training needs	Mean	Std. Deviation	Percentage (%)	Rank	Degree of need
1.	To know current trends in research on language teaching pedagogy relative to L2 listening.	4.49	0.03	89.8%	1	Very high
2.	To know effective teaching strategies for improving L2 listening skills.	4.33	0.09	86.6%	7	Very high
3.	To know current trends in research on language pedagogy relative to L2 speaking.	4.46	0.06	89.2%	2	Very high
4.	To know effective teaching strategies for improving L2 speaking skills.	4.30	0.09	86%	8	Very high
5.	To know current trends in research on language pedagogy relative to L2 reading.	4.43	0.07	88.6%	3	Very high
6.	To know effective teaching strategies for improving L2 reading skills.	4.16	0.15	83.2%	17	High
7.	To know current trends in research on language pedagogy relative to L2 vocabulary.	4.35	0.08	87%	6	Very high

	Training needs	Mean	Std. Deviation	Percentage (%)	Rank	Degree of need
8.	To know effective teaching strategies for enhancing L2 vocabulary.	4.08	0.18	81.6%	19	High
9.	To know current trends in research on language pedagogy relative to L2 writing.	4.40	0.08	88%	4	Very high
10.	To know effective teaching strategies for improving L2 writing skills.	4.10	0.15	82%	18	High
11.	To know current trends in research on language pedagogy relative to L2 grammar.	4.38	0.08	87.6%	5	Very high
12.	To know effective teaching strategies for enhancing L2 grammar skills.	4.21	0.12	84.2%	14	Very high
13.	To know how to design varied L2 learning activities.	3.68	0.36	73.6%	26	High
14.	To know how to design flexible L2 learning activities.	3.61	0.40	72.2%	27	High
15.	To know how to design coherent L2 learning activities.	4.20	0.13	84%	15	Very high
16.	To know how to sequence instruction to achieve module and lesson level L2 learning objectives and curriculum requirements.	3.55	0.44	71%	28	High
17.	To know how to design formative assessment tools that are linked to L2 learning objectives and content.	3.93	0.24	78.6%	21	High
18.	To know how to design summative assessment tools that are linked to L2 learning objectives and content.	3.90	0.25	78%	22	High
19.	To know how to select assessment criteria that measure the achievement of L2 learning objectives.	4.04	0.21	80.8%	20	High
20.	To know how to provide appropriate oral feedback to L2 learners related to learning objectives.	3.84	0.28	76.8%	23	High
21.	To know how to provide appropriate written feedback to L2 learners related to learning objectives.	3.74	0.33	74.8%	25	High
22.	To know how to compare and contrast different L2 teaching methods.	3.50	0.48	70%	29	High
23.	To know how to employ appropriate innovative teaching strategies that enhance student language learning motivation.	4.29	0.09	85.8%	9	Very high
24.	To know how to use teaching strategies that develop critical thinking skills.	4.25	0.11	85%	11	Very high
25.	To know how to use teaching strategies that foster creative thinking skills.	4.22	0.11	84.4%	13	Very high
26.	To know how to use teaching strategies that promote problem-solving skills.	4.24	0.11	84.8%	12	Very high
27.	To know how to use teaching techniques that link students' personal experiences to language learning.	4.18	0.14	83.6%	16	High
28.	To know how to use teaching techniques that link contemporary issues to language learning.	4.26	0.10	85.2%	10	Very high
29.	To know how to integrate media/technology into teaching strategies to help students appreciate and enjoy learning.	3.80	0.28	76%	24	High
	Total	4.26	0.10	85.2%		Very high

mean scores ranging from 3.50 to 4.49, pointing out a clear request for professional development in this dimension.

The highest training need is "to know current trends in research on language teaching pedago-

Findings on language pedagogy training needs:

As shown in Table 9, the results of the language pedagogy dimension reveal that all training needs were rated from high to very high, with

ticularly in creating summative (M = 3.90), and formative (M = 3.74) assessments linked to L2 learning objectives ranked lower than other areas but still reflected significant requests. The lower scores in this area propose that while teachers are conscious of the importance of assessment in English language teaching, they may need more support in developing assessment tools that both measure student advancement and fit with second language learning objectives.

Also, training related to L2 learning activity design, such as designing coherent (M = 4.20), varied (M = 3.68), and flexible (M = 3.61) learning activities— appeared as an area requiring attention. This indicates that teachers cross a need for practical knowledge on designing learning activities that can be adapted according to different learning contexts while keeping coherence with second language learning objectives.

Although most training needs were rated highly, certain areas had lower scores. For instance, training needs related to L2 learning activity design, such as designing varied (M = 3.68), flexible (M = 3.61), and coherent (M = 4.20) learning activities, ranked lower than other areas but still reflected significant demand.

The overall mean score for the language pedagogy dimension (M = 4.26) indicates a clear and consistent request for professional development. Teachers need training programs to improve their skills and keep up to date with research trends on language pedagogy related to L2 skills, improve their teaching strategies, and integrate innovative practices into their classrooms to encourage student engagement and motivation. Also, the results highlight the need for training programs focusing on skill-specific pedagogy, particularly in listening, speaking, and reading, as well as linking contemporary issues and students' personal experiences to English language learning. Professional development programs that align with new trends in research on language pedagogy relative to L2 skills and effective teaching strategies are important to help teachers meet the advanced demands of English language teaching and improve student learning outcomes.

Second dimension: instructional design:

gy relative to L2 listening" with a highest mean score of (M=4.49) and a very high percentage (89.8%). This indicates the importance of staying updated on the newest advancements in how listening skills are taught in second/ foreign language acquisition.

Following closely, "to know current trends in research on language pedagogy relative to L2 speaking with a high mean score of (M=4.46) and a very high percentage (89.2%), and "To know current trends in research on language pedagogy relative to L2 reading" with a high mean score of (M=4.43) and a very high percentage (88.6%). These skills form the foundation of language acquisition, this indicates the importance of keeping the teachers updated on the newest advancements in how speaking and reading skills are taught in second/ foreign language acquisition.

Also, the results show a clear and consistent request for training on effective teaching strategies for improving L2 skills. The highest request was identified in strategies to enhance L2 listening skills with a high mean score of (M=4.33) and a very high percentage (86.6%), then strategies to enhance speaking with a high mean score of (M = 4.30), and a very high percentage (86.6%). This indicates the importance of providing teachers with specific, actionable strategies that satisfy learners' needs in these key skills of communication.

Moreover, there was a clear and consistent demand for training on innovative teaching strategies to enhance student engagement and motivation. Training in techniques that link contemporary issues to language learning, with a high mean score of (M=4.26), and techniques that link students' personal experiences to language learning with a high mean score of (M=4.18). This indicates the importance of the applied educational trend toward student-centered teaching methods, which deeper the connections between the language being taught and learners' real life, making teaching and learning English language more meaningful and relevant.

Although most training needs were rated highly, certain areas had lower scores. For instance, training needs related to assessment design, par-

Table 10

Mean scores, standard deviations, percentages, rank, and degree of need for the instructional design dimension.

	Training needs	Mean	Std. Deviation	Percentage (%)	Rank	Degree of need
1.	To know how to develop defined L2 learning objectives at module and lesson levels.	3.25	0.47	65%	9	Average
2.	To know how to develop achievable L2 learning objectives at module and lesson levels.	3.35	0.45	67%	8	Average
3.	To know how to develop measurable L2 learning objectives at module and lesson levels.	3.39	0.40	67.8%	7	Average
4.	To know how to communicate L2 learning objectives to students in oral forms clearly.	3.25	0.49	64%	10	Average
5.	To know how to communicate L2 learning objectives to students in written forms clearly.	3.17	0.52	63.4%	11	Average
6.	To know how to integrate a wide variety of print L2 learning resources in teaching practices.	2.90	0.89	58%	16	Average
7.	To know how to integrate a wide variety of electronic/ digital L2 learning resources in teaching practices.	2.97	0.80	59.4%	15	Average
8.	To know how to access L2 learning resources based on learning objectives and curriculum requirements.	3.05	0.59	61%	14	Average
9.	To know how to select L2 learning resources based on learning objectives and curriculum requirements.	3.09	0.59	61.8%	13	Average
10.	To know how to adapt L2 learning resources based on learning objectives and curriculum requirements.	3.12	0.56	62.4%	12	Average
11.	To know how to design various L2 learning resources to help students become independent learners.	3.40	0.39	68%	6	Average
12.	To know how to design language lessons according to students' proficiency levels.	4.22	0.18	84.4%	2	Very High
13.	To know how to design language lessons according to students' intellectual abilities.	4.21	0.19	84.2%	3	Very High
14.	To know how to adapt language lessons according to students' culture.	4.14	0.20	82.8%	5	High
15.	To know how to adapt language lessons to accommodate students' personal interests.	4.20	0.16	84%	4	Very High
16.	To know how to adapt language lessons to meet students' specific needs.	4.24	0.15	84.8%	1	Very High
	Total	3.35	0.45	67%		Average

The ability to design language lessons according to students' intellectual abilities followed closely, with a mean score of (M=4.21) and ranked very highly (84.2%). This emphasizes the importance of aligning lesson plans with students' cognitive abilities to enhance learning effectiveness.

Another very high need identified is the ability to adapt language lessons to be suitable for students' interests (M = 4.20) was ranked very highly (84%), and adapting lessons according to students' culture (M = 4.14) was also ranked highly (82.8%). This highlights the significance of taking care of students' interests and cultural awareness in lesson design, which helps enhance a more comprehensive and motivating learning environment.

Findings on instructional design training needs:

As shown in Table 10, the results of the instructional design dimension reveal significant findings based on the mean scores ranging from 2.90 to 4.24, and percentages were rated from average to very high for various training needs.

The top-ranked training need is the ability to design language lessons to meet students' specific needs, with the highest mean score of 4.24 and a very high percentage (84.8%). This indicates the importance of designing and adapting lessons to suit students' individual needs, ensuring that each lesson is responsive to diverse learners.

scores, indicating that while these areas are important, they are not as necessary as other instructional design needs.

The overall mean score for the instructional design dimension (M = 3.35) confirms the necessity for professional development in designing lessons that meet students' diverse and specific needs, with less emphasis placed on developing learning objectives and integrating various resources into teaching practices.

Third dimension: theoretical knowledge and application:

Also, the need for training in developing defined, achievable, and measurable second language learning objectives at the module and lesson levels was rated moderately, with mean scores ranging from 3.25 to 3.39. These areas are important but look to be less of a seniority compared to more personalized and adaptable lesson design.

In contrast, the need for training in integrating learning resources into teaching practices was ranked lower. Integrating a variety of electronic/ digital learning resources (M = 2.97) and integrating a wide variety of print learning resources (M = 2.90) in teaching practices received lower

Table 11

Mean scores, standard deviations, percentages, rank, and degree of need for the theoretical knowledge and application dimension.

	Training needs phrases	Mean	Std. Deviation	Percentage (%)	Rank	Degree of need
1.	To know how to compare and contrast theories of second language acquisition in relation to second language teaching.	3.40	0.41	68%	9	Average
2.	To understand the stages of second language acquisition.	3.33	0.42	66.6%	10	Average
3.	To understand the obstacles of second language acquisition.	3.76	0.38	75.2%	8	High
4.	To understand the interrelatedness of first and second language acquisition	4.03	0.27	80.6%	6	High
5.	To understand the ways in which a first language affects the development of the second language.	3.80	0.30	76%	7	High
6.	To know how to use strategies for overcoming challenges faced by Arabic first-language learners.	4.34	0.10	86.8%	1	Very High
7.	To be familiar with the major theories in TESOL/ TEFL and their applications.	4.20	0.21	84%	5	Very High
8.	To be familiar with recent trends in TESOL/ TEFL and their applications.	4.31	0.12	86.2%	2	Very High
9.	To know the connections between TESOL/TEFL and other related disciplines.	4.28	0.15	85.6%	3	Very High
10.	To know how to interpret the issues pertaining to the relation between TESOL/ TEFL and culture.	4.23	0.18	84.6%	4	Very High
	Total	4.06	0.26	81.2%		High

(M=4.34). This emphasizes the importance of addressing the difficulties that Arabic-speaking students may face when learning English as a second language. Teachers strongly needed practical strategies and techniques to bridge the gap between students' first and target language.

Additionally, the need to be familiar with recent trends in TESOL/ TEFL and their applications, with mean scores (M = 4.31), was ranked as another very high priority. This training need indicates that teachers emphasized the importance of staying up-to-date with recent trends in TESOL/ TEFL and their applications, and they also value a deeper understanding of the theoretical frameworks that support English language

Findings on theoretical knowledge and application training needs:

As shown in Table 11, the theoretical knowledge and application dimension analysis reveal a balanced distribution of high and very high training needs, with mean scores ranging from 3.33 to 4.34. This proposes that while there are clear areas of need for professional development in applying theoretical concepts to English language teaching, some areas are viewed as more necessary than others.

The top-rated training need is the ability to use strategies for overcoming challenges faced by Arabic first-language learners with mean scores

of second language acquisition with mean scores (M = 3.76) was recognized as an important training need, indicating the teachers' desire to understand and address the challenges that slow down effective English language learning.

The overall mean score for the theoretical knowledge and application dimension (M = 4.06) indicates a high request for training in this area, particularly related to applying theoretical concepts to practical teaching scenarios. The top-ranked training needs include understanding how to use strategies for overcoming challenges faced by Arabic first-language learners, becoming familiar with recent trends in TESOL/TEFL and their applications, staying updated on recent trends, and understanding the connections between TESOL/TEFL and other related disciplines. These results emphasize teachers' desire to obtain foundational knowledge and new trends that can enhance their teaching practices.

Fourth dimension: linguistic knowledge:

Table 12
Mean scores, standard deviations, percentages, rank, and degree of need for the linguistic knowledge dimension.

	Training needs	Mean	Std. Deviation	Percentage (%)	Rank	Degree of need
1.	To understand the major concepts and definitions of language.	2.87	0.68	57.4%	11	Average
2.	To understand the differences between the major concepts and definitions of language.	2.98	0.61	59.6%	10	Average
3.	To be familiar with the origin and history of English.	3.03	0.52	60.6%	9	Average
4.	To be familiar with how English is related to other languages.	3.09	0.49	61.8%	8	Average
5.	To recognize different varieties of English, including English as a lingua franca.	3.76	0.32	75.2%	5	High
6.	To be able to use basic knowledge of phonetics in English language teaching.	4.20	0.25	84%	2	Very High
7.	To be able to use basic knowledge of phonology in English language teaching.	4.09	0.27	81.8%	3	High
8.	To be able to use basic knowledge of morphology in English language teaching.	3.29	0.40	65.8%	6	Average
9.	To be able to use basic knowledge of syntax in English language teaching.	3.80	.01	76%	4	High
10.	To be able to use basic knowledge of semantics in English language teaching.	3.17	0.49	63.4%	7	Average
11.	To be able to use basic knowledge of pragmatics in English language teaching.	4.21	0.23	84.2%	1	Very High
	Total	3.40	0.39	68%		Average

mean scores ranging from 2.87 to 4.21, pointing out a moderate request for professional development in this dimension.

The need related to the ability to use basic knowledge of pragmatics in English language teaching, which can inform and enhance their teaching practices.

Following this, the need to understand the connections between TESOL/TEFL and other related disciplines with mean scores (M = 4.28). This finding indicates that teachers need to identify and gain exposure to cutting-edge research and developments in the field and a broader understanding of how language teaching intersects with disciplines like linguistics, cultural studies, and psychology.

Also, the need to understand the interrelatedness of first and second language acquisition, with mean scores (M = 4.03), was ranked as another very high priority. This emphasizes the teachers' desire to understand how students' first language affects their second language learning process.

Likewise, the need to understand the obstacles

Findings on linguistic knowledge training needs:

As shown in Table 12, the results of the linguistic knowledge dimension reveal that training needs were rated from average to very high, with

L2 skills effectively". From the researcher's point of view, there is no specific training program specified in this area of the language pedagogy dimension; also, almost all teachers in the sample have more than 10 years of experience and need to update their information related to the current trends in research on language teaching pedagogy relative to L2 skills.

Also, the findings show that theoretical knowledge and application ranked as the second training need, with the highest mean score (4.06) and a high percentage (81.2%). From the researcher's point of view, teachers have strong theoretical knowledge through their higher education process, but they didn't have practical classes to grasp the gap between theory and application. Recently, almost all the teachers graduated from an art and science college without training courses inside the schools, and this is aligned with Eratalay & Kartal's study (2006), which showed that although teachers have many theoretical classes throughout their higher education process, they graduate without any practical classes other than teaching practicum class (micro-teaching).

Additionally, instructional design was ranked as the third training need, with a mean score of (3.40) and an average percentage (68%). The top-ranked training need is the ability to design language lessons to meet students' specific needs and intellectual abilities. From the researcher's point of view, teachers can improve these competencies through experience and practice; teachers know their students, their needs, intellectual abilities, and their proficiency level, what they need, and what they can do, but may require additional support and basic knowledge in the area.

Finally, linguistic knowledge ranked as the fourth training need, with a mean score of (3.35) and an average percentage of (67%). From the researcher's point of view, teachers have a basic understanding of linguistic concepts and apply theoretical knowledge of English linguistics in teaching through their higher education process. Also, they get training programs through self-professional development from different resources.

The findings of this study are consistent with previous studies on the professional standards of English language teachers in Saudi Arabia, particularly in relation to "SELT-2'. The identified training needs in the four dimensions—language pedagogy, instructional design, theoretical teaching, ranked as the most critical training need, with a very high mean score of 4.21 (84.2%). This result indicates that teachers need essential support in understanding the role of context in language use, particularly how it impacts on communication in English language teaching.

Another high need identified is the ability to use basic knowledge of phonetics in English language teaching, with a mean score of (4.20). This emphasizes the importance of pronunciation and phonetic understanding in teaching English effectively, confirming a need for more profound expertise in these areas to aid in effective teaching.

Following closely, the needs related to the ability to use phonology, with a mean score of (M = 4.09, 81.8%) and to the ability to use syntax (M = 3.80, 76%) in English language teaching. These areas of linguistic knowledge are necessary for teachers to recognize how sounds and structures work inside the language. These results indicate a need for more professional training in these areas to aid in effective English language teaching.

On the other hand, areas such as familiarity with the history and origin of English (M = 3.09), understanding the major concepts and definitions of language (M = 2.87), and understanding the differences between the major concepts and definitions of language (M = 2.98), were rated lower, indicating that while these topics are important, they are not as urgent as the practical aspects of linguistic knowledge that are immediately applicable in the classroom.

The overall mean score for the linguistic knowledge and application dimension (M = 3.40), the finding indicates that teachers confirm the importance of applied linguistic knowledge—especially in pragmatics, phonetics, phonology, and syntax—to improve their teaching practices. Also, it indicates that while teachers have a foundational understanding, more professional development in specific linguistic areas is necessary to meet the requests of language teaching.

Discussion:

The findings show that language pedagogy ranks as the most training need mean score (4.26) and a very high percentage (85.2%). Specifically, the competencies related to "secondary school English language teachers need to identify cutting-edge research-based methods for teaching

of TESOL/TEFL. Additionally, Assalahi (2021) identified linguistic knowledge as a key area for professional development, more enhancing the need for linguistic competency training.

Second question: What is the proposed training program designed to meet the training needs of secondary school English language teachers in light of the Specialized Professional Standards for English Language Teachers "SELT-2"?"

A training program has been proposed based on the results of this study, which identified the need for enhanced competencies in language pedagogy among secondary school English teachers. This program addresses the training gaps and consistency with the "SELT-2".

Brief overview of the proposed training program for secondary school English language teachers based on "SELT-2":

1. **Program Overview:**

The proposed training program is an inclusive professional development initiative aimed to improve the pedagogical competencies of secondary school English language teachers. It emphasizes the language pedagogy dimension of the 'SELT-2" standards.

2. **General objective of the program:**

The proposed training program aims to meet the training needs of secondary school English language teachers in light of the specialized professional standards for English language teachers (SELT 2).

Also, aims to equip secondary school English language teachers with advanced skills and strategies for teaching English skills effectively, confirming that their teaching practices are research-based and consistent with recent teaching methodologies

3. **Target Group:** Secondary school English language teachers in the Kingdom of Saudi Arabia.

4. **Training Period:** 3 months.

5. **Proposed training program structure:**

The proposed training program is structured into four modules, each designed to address specific gaps identified in the study results. These modules—language pedagogy, instructional design, theoretical knowledge and application, and linguistic knowledge—agree with the key gaps focused on in previous studies.

- **Language pedagogy:** The study emphasizes teachers' need to stay updated with new research trends and effective instructional strategies for developing L2 skills. This is aligned with Alruwele's study results (2018), who showed that student teachers felt uncertain about their competency in language pedagogy with mean scores (2.81). Likewise, the findings also resonate with Assalahi (2021), where language pedagogy was ranked as a high-priority area for professional development.

- **Instructional Design:** The results indicate that teachers require more professional training in lesson planning, curriculum alignment, and instructional adaptation to diverse learner needs. This supports the findings of Alruwele study results (2018), who showed that student teachers felt uncertain about their competency in curriculum design with mean scores (3.14).

- **Theoretical Knowledge and Application:** The study emphasizes the need for a deeper understanding and practical application of second language acquisition theories. This supports the findings of Alruwele's study results (2018), where student teachers rated themselves highly in theoretical knowledge but expressed lower confidence in applying theoretical concepts in classroom settings. Similarly, Assalahi (2021) emphasized the necessity of bridging the gap between theory and practice in TESOL/TEFL.

- **Linguistic Knowledge:** The results show that teachers need training in pragmatics, phonetics, semantics, phonology, and syntax to improve their linguistic knowledge and teaching practices. This finding is consistent with Alrashidi and Almuhaimeed study results (2023), which show that the teachers had a weak comprehension of how to apply linguistic theory to teaching second language learners as well as how to understand the theoretical and methodological advancements

- **Grammar:** Task-based grammar teaching, explicit and implicit processes.
- **Vocabulary**: vocabulary contextualization techniques.

Training strategies:

- **Workshops:** trainers will model and illustrate practical lessons in L2 skills teaching.
- **Micro-teaching:** Teachers will practice new strategies in an encouraging environment and receive constructive feedback.
- **Online Forums:** collaborative online discussions to share strategies and ideas.

Module 2: Lesson planning and learning activity design:

Objective: Develop teachers' skills in planning and sequencing lessons to meet curricular goals and student needs.

Topics in this module:

- **Designing coherent, varied, flexible, and balanced learning activities:** teachers will learn to create flexible lesson plans that address multiple learning styles, proficiency levels, students' needs and interests.
- **Sequencing instruction:** instruction on structuring lessons to meet lesson and module level objectives (goals, objectives, materials, equipment, procedures, interaction, contingency plans, and consolidation).
- **Differentiation strategies:** Teachers will learn how to modify learning activities to support learners with varying proficiency levels (controlled activities, guided activities, and free activities)

Training strategies:

- **Practical workshops:** Teachers will design their lesson plans and activities with guidance from trainers.
- **Peer feedback:** Teachers will work in pairs or small groups to review and receive constructive feedback on each other's lesson plans.

cific competencies outlined in **"SELT-2"**. These modules aim to cover the essential aspects of the language pedagogy dimension, including:

- **Instructional strategies to enhance L2 skills.**
- **Lesson planning and learning activity design.**
- **Assessment and feedback in L2 teaching.**
- **promote the use of innovative teaching methods that engage and motivate students.**

Module 1: Effective instructional strategies for L2 skills development

Objective: Provide secondary school English language teachers with cutting-edge research-based methods for teaching L2 skills effectively.

This module emphasizes on research-based methodologies for developing key language skills to strengthen secondary school English language teachers' understanding and applying effective teaching strategies.

Topics in this module:

- **Current trends in research on L2 skills: (**listening, speaking, reading, writing, vocabulary, and grammar) Teachers will identify the most recent research results related to L2 skill development.
- **Effective teaching strategies:** Teachers will be present to evidence-based teaching methods for each skill area, such as:
  - **Listening:** predicting, listening for gist, listening for specific information, listening for detailed information, and drawing inference.
  - **Speaking:** Interactive speaking, role-playing, turn-taking and real-world conversations.
  - **Reading:** Previewing, predicting, skimming, scanning, guessing from context, monitoring comprehension, distinguishing between fact and opinion.
  - **Writing:** product-based writing, genre-based writing, process-based writing.

Module 4: Engagement and motivation.

Objective: Promote the use of innovative teaching methods that engage and motivate students.

To enhance classroom engagement and promote student motivation, this module will present a variety of instructional techniques.

Topics in this module:

- **Task-Based Learning and communicative approaches:** Application of real-life tasks and authentic communication methods to encourage learner engagement.
- **Innovative and student-centered teaching strategies**: that engage and motivate students.
- **Comparing different L2 teaching methods**: Teachers will learn about different pedagogical approaches such as Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), and Project-Based Learning (PBL).
- **Technology integration:** Practical applications of technology inside and outside a classroom, including digital tools (e.g., Google Classroom, Padlet), gamification, and multimedia resources.
- **Promoting motivation:** Strategies for creating a motivating language learning environment, such as personal relevance, student autonomy, and interesting topics, a classroom atmosphere.
- **Promotes high thinking skills:** Strategies for developing critical thinking skills, creative thinking, and problem-solving skills.
- **Contemporary issues and students' personal experiences:** Teachers will identify and use teaching techniques that link students' personal experiences and contemporary issues to language learning.

Training strategies:

- **Interactive sessions:** Teachers will be trained in integrating new technologies into lesson plans.
- **Teaching demonstrations:** trainers and teachers will co-create and illustrate innovative teaching approaches.

Module 3: Assessment and feedback in L2 teaching

Objective: enable teachers to design and implement effective assessment tools aligned with English language learning objectives.

A key training component is developing Secondary school English language teachers' ability to design and implement practical assessment tools that are linked to L2 learning objectives and content.

Topics in this module:

- **Formative assessments:** Creating assessments that measure student progress across listening, speaking, reading, writing, vocabulary, and grammar.
- **Summative assessments:** Designing assessments that measure student achievement across L2 skills.
- **Assessment Criteria:** Teachers will be trained in designing clear and measurable criteria for evaluating student levels (validity, reliability, and practicality).
- **Alternative assessments:** Discovering non-traditional assessment techniques like self/ peer assessment, journal, performance-based assessment, and portfolios.
- **Effective feedback:** teachers will be trained to give constructive, actionable feedback for L2 learners related to learning objectives, including oral and written feedback such as metalinguistic feedback.

Training strategies:

- **Workshops:** Teachers will create various assessment tools, such as quizzes, rubrics, and checklists.
- **Peer review:** Teachers will participate in collaborative review sessions to evaluate and improve their assessment designs.
- **Action research:** Teachers will apply their assessment tools in the classroom and analyze their effectiveness by preparing action research.

Suggestions:

- Assessing the training needs of intermediate English Language teachers in light of "SELT-1".

- Effectiveness of the proposed training program based on the training needs of intermediate English language teachers in light of "SELT-1".

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- **Adaptation practices:** Teachers will practice adapting lessons to include new strategies, methods, and tools.

6. Evaluate the effectiveness of the program:

- **Classroom observations:** to monitor how teachers apply the strategies.

- **Teacher feedback**: through questionnaires, interviews, and focus groups.

- **Student performance results:** to determine the impact of teacher development on student learning outcomes.

7. The proposed training program follow-ups:

- **Follow-up workshops:** periodic sessions to refresh learning and introduce emerging second-language pedagogy trends.

- **Communities of practice:** online spaces where teachers can share resources, discuss challenges, and cooperate.

- **Mentorship programs:** Teachers will be paired with experienced mentors to provide continuous guidance and support.

- **Arbitration**: The proposed training program was checked for validity by 10 faculty members specializing in TESOL/ TEFL. Due to the comments given by the arbitrators, some of the parts were paraphrased.

- **After finalizing the arbitration,** the proposed training program was ready to apply.

Recommendations:

In light of the findings, the researcher recommends the following:

- Training programs for in-service secondary school English teachers should align with the "SELT-2" set by the Education and Training Evaluation Commission.

- Continuously considering the opinions of secondary school English teachers regarding their training needs to enhance their motivation to participate in training programs.

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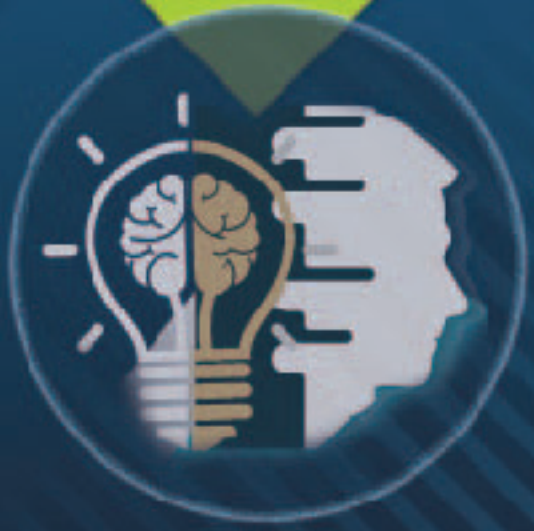

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