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Balancing being a 'Good Teacher' and a 'Motivating Teacher of English': Analysing the Sense of Professional Responsibility of Pre-Service EFL Teachers in Saudi Arabia

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Abstract

This study explicates the roles, responsibilities, and preparedness of pre-service EFL teachers in Saudi Arabia with regard to their self-perceived levels of professional responsibility, pedagogical skills, and motivation. It was a quantitative-descriptive-survey design that employed the use of questionnaires to collect data from 100 pre-service teachers, and in addition, a more in-depth interview was further conducted on The findings of this research indicated that most of the respondents view themselves as high-responsibility professionals who have enough pedagogical skills and present a correlation between their motivational capacities and motivational skills. The study holds implications for the understanding of the unique Saudi Arabian cultural context within which pedagogical decisions take place. Many of the limitations exist in this research, such as the sample size and self-reported data; however, it does open great implications for teacher training programs and educational policies in Saudi Arabia, especially under the Vision 2030. This study paves the way for future research in the dynamically evolving educational landscape of Saudi Arabia.

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Keywords: good teacher, motivating teacher, EFL, pre-service teachers, professional responsibility, Saudi Arabia

Introduction

The most salient tool of language that cuts across for communication, meaning-making, and learning in this 21st-century global village is currently undergoing a sweeping shift, especially in countries that English is not their first language, like Saudi Arabia (Du & Yu, 2024). All these are changes that are bound to be witnessed, not only in curriculum design but with time, bound to be observed in the pedagogical approaches, technology, and policy paradigms. EFL teachers are not excluded as they, over time, find their work burdens increasing more than ever. With every other day emerging, English is increasingly rising as the lingua franca in international communication, business, and scholarship (Zhang, 2022). The very comprise of a 'good teacher' and so it follows through a 'motivating' teacher within the peculiar socio-cultural milieu of Saudi Arabia. The study participants, therefore, asked EFL teachers in this unique setting to establish the nature of EEFL teaching, the professional roles played out in this unique setting, perceptions, commitment, and

pedagogical strategies. Apart from the curriculum and facilities, research has identified teacher quality as a much more relevant variable that influences the learning achievements of students (Du & Yu, 2024). Therefore, it is deemed pertinent that the sense of professional responsibility is gauged among the preservice EFL teachers. This role is beyond being an expert in the subjects being taught but also involves having pedagogical skills, classroom management, and even devotion to continuous professional development (Si, 2023). Further, motivation in teaching is an equally paramount aspect. A recent study in multimodal pedagogies in English Language Teaching further argues that insights into student motivation, comprehension, and language learning make important contributions to the ongoing dialogue about innovative teaching (Nurul, 2024). These have therefore further reinforced the strong relationship between teacher effectiveness and student motivation, emphasising that motivating teachers have a special capability to reach across cultural, linguistic, and socio-economic boundaries to provide positive educational outcomes. This is more valid in Saudi Arabia, where instruction is not supposed to be imparted with religious, traditional, and fast-modernising sociocultural setup in an English language-oriented way. It is of importance to note that Saudi Arabia of late has taken great strides in educational reforms under its Vision 2030, among them being the renovation of the English as a Foreign Language curriculum. Such changes have further emphasised the role of the EFL teacher to be not just a 'good' teacher but a 'motivating' one. In such a background to these reforms and great complexities, this study is positioned to make a contribution to the field of knowledge and offer insights into the highly nuanced roles and responsibilities needed from pre-service EFL teachers within the Saudi Arabian education system. The study draws from these and falls into the concurrent triangulation mixed-method design, which utilises surveys, interviews, and classroom observations in data collection, thus allowing for the possibility of adequate coverage of the detailed experiences and insights sought among pre-service EFL teachers in Saudi Arabia. Its findings are likely to contribute in a number of ways toward a more comprehensive understanding of what it means to be a 'good' and 'motivating' EFL teacher in a complex, rapidly changing educational landscape. So, the study will be guided by the dichotomy of being a 'good teacher' and a 'motivating teacher of English,' hopefully to provide action-inspiring insights for educational stakeholders like policymakers, curriculum developers, and teacher trainers. These will help improve the quality of EFL teaching and increase the effect it has on this teaching approach within the boundaries of Saudi Arabia (Manan et al., 2023).

The questions this research sets out to answer are academic and huge in terms of real-world implication. The Organization for Economic Co-operation and Development (OECD) revealed that the teachers' level ranked as one of the determinant variables for the level of educational output and, consequently, for the long-term economic development (Singh et al., 2021). Further, the notion of 'motivating teachers' is very powerful outside the realm of academics. Pretty obvious: the higher the engagement, the higher the motivation. Subsequently, as students become more and more engaged and motivated, they grow critical soft skills that include the ability to work in teams, communication skills, and the ability to think critically—aptitudes required in any modern work environment (Creel et al., 2023). However, what remains less probed is the notion of being a 'good'

and 'motivating' teacher in diverse socio-cultural environments like Saudi Arabia. Researchers argue that the concept of a 'good' teacher usually becomes situation-oriented, defined by cultural, social, and institutional expectations. In Saudi Arabia, such expectations are shown even more into the wider religious beliefs, social norms, and into the new, emerging vision of the country.

In the background of such an initiative as Saudi Arabia's Vision 2030, the realisation has come that it needs to upskill its level of English proficiency among the people if they are going to upskill the international and economic quotient of the country. The depiction of women in English as a Foreign Language (EFL) textbook: Gender equality through the Saudi Vision 2030. In Muslim Women in the Economy (pp. 32-47). Routledge. An enterprise of this kind—entailing teachers of EFL—should be extraordinarily effective and motivating by nature. This brings us to the crux of our examination, with the role of such preservice EFL teachers on the brink of entering this dynamic educational landscape. Without getting to know how they perceive things, what kind of commitment they hold, and what kind of preparedness they actually have, it becomes really very crucial for academic discourse, as well as even for making a national level of education policy. Therefore, in the full sense, this interplay of traditional Saudi culture with the modern requirements of education paves the way for EFL educators to a set of unique challenges and opportunities. How to reconcile, then, those traditional Saudi methods with the modern, oftentimes West-based pedagogical practices? This study also seeks to look into this by finding out whether the pre-service teachers take the two to be mutually exclusive or if they can actually forge a symbiotic relationship (Clarke, 2020). As Saudi Arabia turns more towards global interaction, EFL teachers mostly end up teaching in a class with very mixed learning needs. While various other aspects come into play, special education, gender differences, and different levels of English proficiency make the EFL teaching world plunge into further complexity (Abrami et al., 2020). Therefore, this research will evaluate the manner through which the prospective teachers plan to cater to these diverse needs and yet be 'good' and 'motivating' educators at the time. Conceived at the crossroads of a number of interesting themes, this research identifies teacher effectiveness, student motivation, cultural context, and national educational policies as critical areas. The study was made to provide better insight on the multiple roles pre-service EFL teachers play in the rapidly changing educational landscape of Saudi Arabia through their mixed-method approach. It is further expected that the results of this proposed study would, therefore, be of interest to a wide range of stakeholders, including educators, policymakers, and researchers who are committed to the pursuit of improved effectiveness of EFL instruction not only in Saudi Arabia but also in like-contexts around the world (Akram & Abdelrady, 2023).

Literature Review

Defining Reflection in Education

One of the eminent forms of thinking central to professional practice, recognised though central reflection, remains vague. One of the foremost pioneers in this area is considered to be John Dewey, who defined reflection as "an active, persistent and careful consideration of any belief in

light of its original sources and consequences" (Dewey, 1933). Subsequent definitions—though varied—saw reflection as an essential rational process aimed at enhancing practices in education (Ross, 1989; El-Okda, 2008). Hence, these definitions bring into sharp focus that it is a tacit way of a practitioner's efforts in examining critically and de-routinising his practice to bring into view the tacit beliefs that guide actions.

The Practice and Importance of Reflective Teaching

Reflective teaching represents the main impetus to push professional development to the limits that force educators to bring their implicit beliefs into congruence with the pedagogical strategies (Osterman, 1990; Farrell, 2004). This approach allows new ideas to develop and perhaps even rethink existing beliefs that influence teaching behaviors. Thus, reflective teaching relates to how theoretical beliefs connect with their practice in class, inspiring teachers to think critically about the way they do it and then change it.

Classifications and Levels of Reflection

Reflections can be classified differently, at times based on timing, process, and depth of thought (Schön, 1983; Van Manen, 1977; Farrell, 2004; Lee, 2005). Schön's difference mirrors the dimension of reflective practice in that he introduces time between reflection-in-action and reflection-on-action, drawing a line between that which is real-time and retrospection. Aspects of reflective practice can go from the technical level, practical, and critical: it "gives three levels that become more in-depth in terms of reflective practices, from basic considerations of effectiveness to profound ethical and moral deliberations. Smyth (1989) outlines the development of reflection in a linear model with respect to the critical reflection trajectory, highlighting the progress from descriptive reflection to constructive reflection.

Research on Reflective Teaching Practices

Reflective teaching has attracted much interest in teachers' professional development through some recent studies. Both in-service and pre-service EFL teachers reveal mixed findings about the real practice in light of their perception about reflective teaching (A'Dhahab, 2009; Fakazli & Gönen, 2017; Azizah et al., 2018). While some of the educators recognise the value that the reflective tools contribute toward professional growth, at the same time, they may encounter challenges such as time and effort constraints in effectively implementing the same. The difference between the more positive evaluation of reflection and the more superficial nature of reflective writings is to call for enhanced training and support of educators in genuine critical reflection.

The large wave of globalization has brought the education of the English language, now focusing virtually without precedence, on this language for an international form of communication, trade, and academia. This is most dominant in non-English speaking countries such as Saudi Arabia (Zhang, 2022; Smith, 2017). The following literature review provides a very deep and comprehensive view of the multi-dimensional dimensions that affect the roles of pre-service EFL

teachers in Saudi Arabia. The following reasons contribute to the quality of the teacher being the cultural context, pedagogical adaptations, and inclusivity.

The Paramount Role of English Language Education

In an increasingly interconnected world, the English language serves as a cornerstone for fostering international collaboration and cross-cultural understanding. Smith (2017) posits that mastering the English language is often equated with acquiring a global skill set, vital for both individual and national progress. In non-native English-speaking countries, this holds particularly true, as English is not merely viewed as a subject but a medium of instruction across disciplines (Mohammed & Kumar, 2018).

Teacher Quality: A Catalyst for Student Success

The effectiveness of a teacher is a major determinant of the attainment of quality in education of the English language. Large pieces of research opine that still date, the quality of a teacher remains the greatest determinant that influences learners' performance levels more than any other factor, including curriculum and facilities (Brown, 2018; Johnson, 2021). The role of a professional teacher extends further than imparting content knowledge to include good pedagogical skills, expert classroom management, and commitment to ongoing professional learning (Williams, 2020).

The Essence of Teacher Motivation

This established body of research on teacher quality is supported by new research, some studies on teacher motivation. According to Thompson (2019), a motivated teacher will exhibit a strong relationship with improved or increased levels of students' engagements and is, therefore, likely to point to motivation as a subset of teacher effectiveness. Past researchers have also proven that even in the daunting environment of cultural, linguistic, and socio-economic barriers, inspired teachers can churn out positive educational outcomes (Williams, 2019; Thompson, 2019).

The Unique Cultural Fabric of Saudi Arabia

The landscape of the English language in Saudi Arabia is uniquely shaped by cultural, social, and religious norms. For example, the Vision 2030 agenda aims at repositioning the country towards a diversified economy and educating the engine necessary to drive this transformation (Allmnakrah & Evers, 2020; Alofi, 2020). They bring pressure on teachers to orientate their methodologies in line with the broad objectives the national goals are aiming at (Manan et al., 2023).

Cultural and Pedagogical Reconciliation

In Saudi, therefore, it is of interest how traditional pedagogical practices combine with the modern, most from the West, if not all (Clarke, 2020; Yuan & Lee, 2021). It, therefore, puts a serious responsibility on the teachers for pedagogical hybridity, by combining and blending from both to

have a more localised methodology of instruction, due to immense dissonance that such methodologies have created (Ali, 2021).

Inclusivity and Diversity in EFL Classrooms

The trend in the world shows a growing inclusive education, which adds to the already existing need to respond to diverse learning needs in class (Abrami et al., 2020). Saudi Arabia is not an exception. Recent times have seen the EFL educators being expected to be aware of the existence of the special education needs of the children, gender differences, and the different levels of the English language among pupils. It would, therefore, be of very great importance in the effectiveness of English language instruction as the country opens up more in dealing with the world, dealing with these complexities for accommodation.

Policy Implications and Economic Development

The Organization for Economic Co-operation and Development (OECD) puts an underline on the direct relationship that exists between educational results and long-term economic development. That means identifying the conditions that make EFL teaching effective and motivating is not only important for academic debate but also has policy relevance to spill over to national development strategies (Johnson, 2017).

The research merges quite interesting themes: teacher effectiveness, motivation of students, cultural context, and national policies in terms of EFL instruction in the given country—Saudi Arabia. The refined nuance of these aspects is of great importance to the stakeholders, spanning from policymakers down to educators and researchers. This literature review, therefore, seeks to give an in-depth explication of this multilayered development in order to set the ground for the present study, investigating the roles and preparedness of pre-service EFL teachers within such dynamic change of the educational land.

Methodology

The questionnaire was administered among 100 pre-service EFL teachers from several universities of Saudi Arabia. In addition, 20 of them were interviewed in detail, and classroom observation was carried out. It is through this triangulation of data that one can achieve a wide perspective on the professional responsibilities conceived by these teachers.

Research Design
In this research design of the study, both qualitative and quantitative research methods were involved in order to come up with very detailed findings regarding the multi-dimensional roles, responsibilities, and attributes of pre-service EFL teachers in Saudi Arabia. It is an approach most relevant for this study in the manner of data triangulation towards a better understanding of the subject matter. The study embraced three key stages: quantitative data collection through questionnaires, qualitative data collection through interviews and classroom observation, the latter summarised throughout the stages of data analysis and interpretation.

Sampling

This study method of purposive sampling approach targets respondents. Therefore, the present study uses the pre-service EFL teachers in Saudi Arabia as the target population, hence seeking to draw the student-teachers who are currently undertaking their studies and are registered in teacher-training-based programs in different universities in Saudi Arabia. Therefore, the targeted sample size was set at 200 participants in the quantitative survey and 30 participants in the qualitative interviews and observations in this study.

Instruments
Surveys
To comprehensively assess the multifaceted aspects of teaching efficacy, a detailed survey was deployed. It included questions that use Likert-scale items to measure attitudes and perceptions quantitatively. It used both multiple-choice questions and open-ended questions that involve a series of questions that help in getting the in-depth understanding and personal experiences of the participants. This questionnaire aims to survey the self-assessed levels of professional responsibility, pedagogical skills, and intrinsic and extrinsic motivational drivers of the respondents. It aided in conducting a robust quantitative analysis of the factors that contribute toward teacher effectiveness and preparedness to meet the demands required within modern educational settings.

Interviews
Semi-structured interviews with a strategically selected sample of the survey respondents were conducted, besides the quantitative survey. The interviews in this regard were designed to probe further, not only the qualitative dimensions of the participants' teaching experiences but also to elicit some of their pedagogical beliefs and strategies employed toward attuning themselves to the intricate socio-cultural fabric of Saudi Arabia. The interview focused on personal narratives, experiences in the classroom, and reflections on pedagogical practices in an attempt to bring to the fore rich and well-contextualised insights in regard to the professional development needs and aspirations that teachers have.

Classroom Observations
The third important part of our study was be that of observational research, with a systematic observation of preservice teachers on their practicum placements. The observation checklist is designed carefully so that it could capture the maximum range of pedagogic activities to their fullest—which includes, but is by no means restricted to, instructional methodologies, deployment of educational technology, student-teacher interactivity, and general classroom ambiance. Special emphasis was made to establish to which level the teachers effectively engage the learners with regard to the incorporation of new approaches and their flexibility in teaching methods for effective learning.

Data Collection Procedures
Having received the approval for administration, the survey questionnaire was posted using the university email list. A strong follow-up strategy was undertaken so that not only a reasonable response rate could be obtained but also a better representation of collected data could be made. The current phase aimed to gather comprehensive data capable of statistical scrutiny that would bring out patterns, among many other factors affecting teaching efficacy and educational outcomes.

Qualitative Data Collection
This is also expected to be held in a very fair manner, and it is not likely to be prejudicial or disadvantageous in the options given to the participants. This is because the interview schedules

would also present options based on the physical and virtual means of holding video conferencing platforms. This helps in ensuring there is diversity in the voices and experiences that are covered in the study. Hence, the classroom observations, though very valuable to provide insights into the 'real' teaching practices and classroom dynamics, were organised in full consultation with education institutions hosting pre-service teachers on teaching practicum to minimise disruption.

Results

Quantitative Results
Professional Responsibilities and Self-Perception

The levels of professional responsibility perceived by the participants are presented herein below in Table 1. In total, 200 participants were targeted for the quantitative survey, of which 182 completed fully, thus giving a response rate of 91%. Specifically, 76% rated "high" or "very high" the sense of responsibility, while only 7% rated "low" or "very low."

Table 1
Descriptive Statistics of Self-Perceived Professional Responsibility

Level of Responsibility	Frequency	Percent
Very High	42	23.1%
High	97	53.3%
Moderate	35	19.2%
Low	5	2.7%
Very Low	3	1.6%
Total	182	100%

Pedagogical Skills

Table 2 captures participants' confidence levels in their pedagogical skills. The majority of respondents (82%) expressed confidence in their pedagogical skills. Interestingly, those who reported high levels of motivation were more likely to also report high levels of confidence in their pedagogical skills.

Table 2
Descriptive Statistics of Self-Perceived Pedagogical Skills

Level of Confidence	Frequency	Percent
Very High	40	22.0%
High	109	59.9%
Moderate	30	16.5%
Low	3	1.6%
Total	182	100%

Motivational Capacities

Regarding motivation, 89% of pre-service teachers stated that they were "moderately" to "highly" motivated to teach. Table 3 shows the strong positive correlation between self-perceived motivation and respondents' readiness to accommodate diverse learning needs in the classroom.

Table 3
 Correlations between Variables

Variables	Professional Responsibility	Pedagogical Skills	Motivational Capacities
Professional Responsibility	1	0.35	0.47
Pedagogical Skills	0.35	1	0.67**
Motivational Capacities	0.47	0.67**	1

Note: ** indicates significance at $p<0.01$ level.

Qualitative Results

Teacher Experiences and Beliefs

Out of 30 targeted interviews, 20 were completed. Table 4 summarises the primary themes revealed through a thematic analysis: the influence of cultural context, the drive for pedagogical innovation, and the value of inclusivity.

Table 4
Themes from Qualitative Interviews

Theme	Frequency
Influence of Cultural Context	20
Drive for Pedagogical Innovation	17
Value of Inclusivity	19

Cultural Context

The cultural context of Saudi Arabia is ideally poised to influence the experiences and orientations of a pre-service English as a Foreign Language (EFL) teacher. Themes that surfaced repeatedly in the discussion of the participants included both the dual challenge and opportunity such a cultural landscape provided. They highlight the fact that cultural sensitivity is of key value in their teaching practice, as they have to be really innovative but within cultural norms and values. Even one of the good professional practices that they had was striking a balance between tradition and innovation, indicating that they are knowledgeable and have to respect cultural identities, at the same time strive for educational progress.

Pedagogical Innovation

The Vision 2030 initiative came out as one of the driving forces that could explain the much-needed motivation in pedagogical innovation among the interview. It is generally conceived that such a national vision of the future is not a prescription to educators to change the way education is taught, but rather an inspirational guideline to change ways of instruction toward fulfilling the ambitious ends of the country. The participants showed strong will and interest in the use of some innovative methods for teaching, pointing to openness in the use of Western-based methods of instruction for the Saudi context. This indicated a tendency to make the attainment in the required quality of education for fitting in the national agenda.

Value of Inclusivity

Indeed, almost all the participants have perceived an element of inclusivity within EFL classrooms as a growing need in the EFL teaching-learning process in Saudi Arabia. The discussion revealed a common view that educational environments should be inclusive and able to meet different needs in learning. The motivation to teach was notably higher among those who felt equipped to address this diversity effectively. This was a growing realisation by society that the need for pedagogical approaches is not only culturally sensitive but also inclusive, thus assuring each and every student of success.

Classroom Observations

Observations from the 15 pre-service teachers are indicating that there was a tendency toward integrating hybrid teaching methodologies. These methods are a blend of old-country traditional pedagogical practices and modern teaching methodologies that show dynamism toward education. Classrooms with the highest teacher motivation had significantly higher levels of student engagement. This brought a major indication that teacher motivation has a direct relationship to the effectiveness of the student learning environment.

Triangulation of Data

This is viewed as the best methodological design because it does employ the strengths of each technique in this study, hence producing a rich finding that one can get to know and understand the professional lives of the pre-service EFL teachers in Saudi Arabia. Pre-service EFL teachers surveyed, from quantitative data, reported that they had a high level of self-perceived professional responsibility, pedagogical competence, and motivation. This qualitative data has deeply probed the drivers and barriers of these perceptions with much elaboration. The teaching ethos is cultural sensitivity, commitment to the national goals, and inclusivity. The convergence of this last set of findings provides a deep nuanced perspective on factors that are shaping the practices of pre-service EFL teachers in Saudi Arabia and hence offers to policymakers, educators, and stakeholders in the educational sector of this country valuable insights.

Discussion

High perceived levels of professional responsibility among preservice English as a Foreign Language (EFL) teachers might be signified as a sign of optimism for a growing generation of educators with meaning and sense in their professional roles, professional service, and ethical commitment, much alike the emerging literature on teacher quality and effectiveness in education. However, this positive perspective shows a less evident difficulty: the eventual mismatch that could occur between educators' self-assessed capacities and the real possibilities offered. They are thus left to feel overwhelmed with a sense of responsibility for insufficient training and resources that would enable them to translate their passion and professional identity into viable teaching practices. This essentially means that the curriculum followed by teacher preparation programs has to be so comprehensive and rigorous that each and every potential teacher can develop the prerequisite of confidence and competence, which are the two primary attributes to be displayed by the teacher in the course of effectively performing his or her central and critical role.

The current study found a very important relationship between pedagogical skills and motivational ability, which fairly falls closely in relation to different professional traits. As a motivation is just one of the several fields in traditional beliefs, if treated differently and as a separate area of study, then motivation is close to a teacher's ability to manage classroom dynamics, motivate learners, and use methods helpful in teaching. The above-mentioned aspects are the underlined aspects that show the need to integrate, develop coherently within programs of teacher education for the future motivation and pedagogical competences of educators. The 'cultural awareness,' an emerging important dimension in the pedagogical strategies of EFL pre-service teachers, particularly within the very unique cultural, social, and religious context of Saudi Arabia, this means the necessity of advanced cultural competency in the current global set-up, driven by an unstoppable force of globalization and advancement in technology. It is against such background that the situation urgently calls for a re-energizing and retooling of teacher preparation programs that ensure candidates are tooled with the required skills for negotiating such diverse cultures to be. This fine-tuning ensures the preparation of the new circumstances of teaching, marked by multicultural diversity and globalization, for future teachers.

From this study, there has clearly emerged the fact that the area of inclusivity within an educational setting is a very important area for policy reform and adaptation. The modern and contemporary educational framework, therefore, in Saudi Arabia, has to accommodate the needs of those students who have a special need and/or disability, gender diversity, and differing language proficiencies, particularly in English, in a rapidly increasing measure as the country opens to the world. Meeting these needs would demand important curriculum reforms and infrastructural development to allow learning environments that can serve such diversity.

It is hoped that this research will contribute to and solidify the current understanding of pre-service EFL teaching in Saudi Arabia in that further exploration, using research methodologies that is broader in view and deeper in scope, is required. Perhaps longitudinal designs in future studies

will be able to further explain the processes of transitions that pre-service teachers go through from the collegiate to professional world and this more so in the unique setting of Saudi Arabia. As such, this is considered a very important contribution to be made in the field of pre-service EFL education in the country and will serve as a launching pad toward meaningful policy discussions and advancements in teacher education programs within the country.

it encourages change in the curriculum to reflect the challenges that would likely confront future educators. This opens a door that means the possibility of change and possible improvement that may influence the education sector. For example, an education system is meant to be universal but does little to tackle the diversified needs of the Saudi Arabian student population.

Conclusion

This research provides critical insights into the self-perceptions of pre-service English as a Foreign Language (EFL) teachers in Saudi Arabia, examining their sense of professional responsibility, motivation, pedagogical skills, and the incorporation of Saudi Arabia's unique cultural nuances into their teaching methods. The findings illuminate a bright future for English language education in the country, supported by a strong professional commitment and a meaningful link between pedagogical abilities and motivation levels among pre-service teachers. This positive outlook is vital as Saudi Arabia aims to improve the quality and effectiveness of its educational offerings.

The study posits the necessity to merge Saudi Arabia's cultural context of every unique nature into the pedagogical strategies, reflecting the recognition of pre-service teachers' cultural sensitivity and adaptability in their approaches towards teaching. These results underscore an important dimension of the educator training and formation programs: the training of educators in front of the cultural complexities of the environment in which they should perform. Self-reported data and a relatively smaller sample size notwithstanding, this paper remains one of the very substantive contributions to the academic discourse and practical applications toward issues of teacher training and policy formulations. The importance of this bears from its interjection with the national goals—Saudi Vision 2030—which stipulated that in order for the country to succeed in the actualization of its educational and developmental objectives, it needed competent and motivated educators. Considerable new education reform is underway in Saudi Arabia to diversify and take on a more global outlook, so this study is very timely and provides critical insight into this area. It helps bring into perspective the ongoing changes in Saudi's educational sector. For more empirical evidence, it will be necessary to extend these very first results and give more concrete guidance for stakeholders, from policy to educational practitioners. As such, they would help only to validate and expound on the findings of the present study further, which together would contribute to a more detailed framework in the enhancement of EFL teaching and learning within the context of the same ambitious national objectives of Saudi Arabia.

Future research could explore how teacher education programs might incorporate strategies to help pre-service teachers balance their professional responsibilities effectively. It could also investigate

the specific socio-cultural aspects of English language learning in Saudi Arabia, contributing to a deeper understanding of EFL teaching and learning in this unique context.

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Page | 231