

Professional Development of English as a Foreign Language Teachers in Saudi Arabia

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Abstract—Teacher professional development (PD) is essential in enhancing educational outcomes and giving teachers the skills they need to adapt to evolving instructional demands. PD in teaching English as a foreign language (EFL) has gained more attention in Saudi Arabia, where educational reforms align with Vision 2030. This paper reviews empirical studies on EFL teacher PD in Saudi Arabia in the higher education context from 2000 to 2023, focusing on publication trends, key areas of investigation, methodological approaches, and major findings. The results reveal a growing research interest in PD, particularly in teacher perceptions of PD effectiveness, reflective practices, online training opportunities and international training programs. In addition, the findings highlight the positive impact of PD on instructional practices, self-efficacy, and professional collaboration. However, some challenges arise, including the need for contextually relevant training and stronger institutional support. This review highlights the need for PD programs to be more sustainable, engaging, and responsive to teachers' needs.

Index Terms—PD, EFL teachers, Saudi Arabia, teacher education, reflective practices

I. INTRODUCTION

Teacher PD is increasingly viewed as essential to achieving enhanced student learning and institutional performance. Effective PD enables teachers to improve their pedagogical practices, adopt innovative teaching practices, and consider the changing needs of students (Darling-Hammond et al., 2017; Desimone & Garet, 2015). In the context of Saudi Arabia, the PD of EFL teachers is particularly important, as the education system has undergone major reforms in recent years. These reforms are in line with the Kingdom's Vision 2030, which views education as a key driver behind socio-economic progress and seeks to improve the quality of language instruction to prepare students for global interaction (Alghamdi, 2021; Elyas & Picard, 2018). EFL teachers in Saudi Arabia have some challenges, including students' language proficiency gaps, promoting communicative competence, and applying appropriate teaching methodologies which are context-specific (Al-Seghayer, 2014a; Khan, 2011). Research points out that effective PD should incorporate linguistic and pedagogical knowledge, foster intercultural communication skills, and use technology to improve language teaching practices (Borg, 2015). EFL teachers in Saudi Arabia are under increasing pressure to continuously improve their skills and use innovative teaching practices to address the increasing demand for students' English proficiency, driven by globalization and economic diversification (Rahman & Alhaisoni, 2013).

This review examines studies on EFL teacher PD in Saudi Arabia from 2000 to 2023 to offer a comprehensive understanding of the research context. It investigates trends in publications, key areas of investigation, methodological approaches, and main findings. This review is guided by the following research questions:

1. What were the general trends in publications on the PD of EFL teachers in Saudi Arabia between 2000 and 2023?
2. What were the foci of investigation in studies on the PD of EFL teachers in Saudi Arabia between 2000 and 2023?
3. What were the methodological design features (methodological approach and participants) of studies on the PD of EFL teachers in Saudi Arabia between 2000 and 2023?
4. What were the main findings of studies on the PD of EFL teachers in Saudi Arabia between 2000 and 2023?

II. METHOD

The current research adopts a systematic review approach to analyse literature about the PD of EFL instructors in a higher education institutions context in Saudi Arabia from 2000 to 2023. A systematic review is a recognised technique for synthesising current research, allowing a thorough and organised examination of trends, methodologies, and significant findings within a particular topic (Gough et al., 2017; Petticrew & Roberts, 2006). This methodology is especially effective for understanding the dynamic field of EFL teacher PD, as it identifies research gaps, emerging themes, and best practices (Cooper, 2016). The subsequent two parts will include a comprehensive account of the process of data collection and analysis.

A. Data Collection

This research focuses on studies that meet specific inclusion criteria to ensure relevance and rigour. First, the research must be conducted in the context of Saudi Arabia, addressing the experiences of both Saudi and international teachers. This geographic and demographic focus is intended to capture insights specific to the Saudi educational system and its

diverse teaching workforce. Second, the studies must be empirical in nature, relying on systematic data collection and analysis instead of theoretical or conceptual discussions. Third, the review is limited to research involving in-service teachers in higher education institutions, as this group is directly engaged in ongoing professional practices and development. Fourth, only studies published between 2000 and 2023 are included, reflecting contemporary trends and ensuring that the findings remain relevant to current educational contexts. Fifth, the research must emphasise PD as the central theme, exploring initiatives, practices, or strategies that enhance teachers' professional growth. Finally, only empirical and peer-reviewed publications are considered to maintain high academic standards and ensure that the findings are accessible for comprehensive analysis.

To select relevant publications for this review, a systematic search process was conducted across multiple academic databases to ensure comprehensive coverage of the literature, as shown in Figure 1. The databases used for the search included Web of Science, ERIC, ProQuest, ScienceDirect, and ACM Digital Library. These databases were chosen for their robust indexing of peer-reviewed academic studies and their relevance to the fields of education and social sciences. The search strategy involved the use of specific keywords designed to align with the inclusion criteria. The primary search terms included combinations such as "Professional Development + English Teachers + Saudi Arabia" and "Professional Development + English as a Foreign Language Teachers + Saudi Arabia." As shown in Figure 1, the initial search results were screened by title and abstract to identify studies that aligned with the review's focus. Subsequently, the full texts of potentially relevant studies were examined to confirm their eligibility based on the inclusion criteria, ensuring that only empirical, peer-reviewed studies with a central focus on PD within the Saudi context were included.

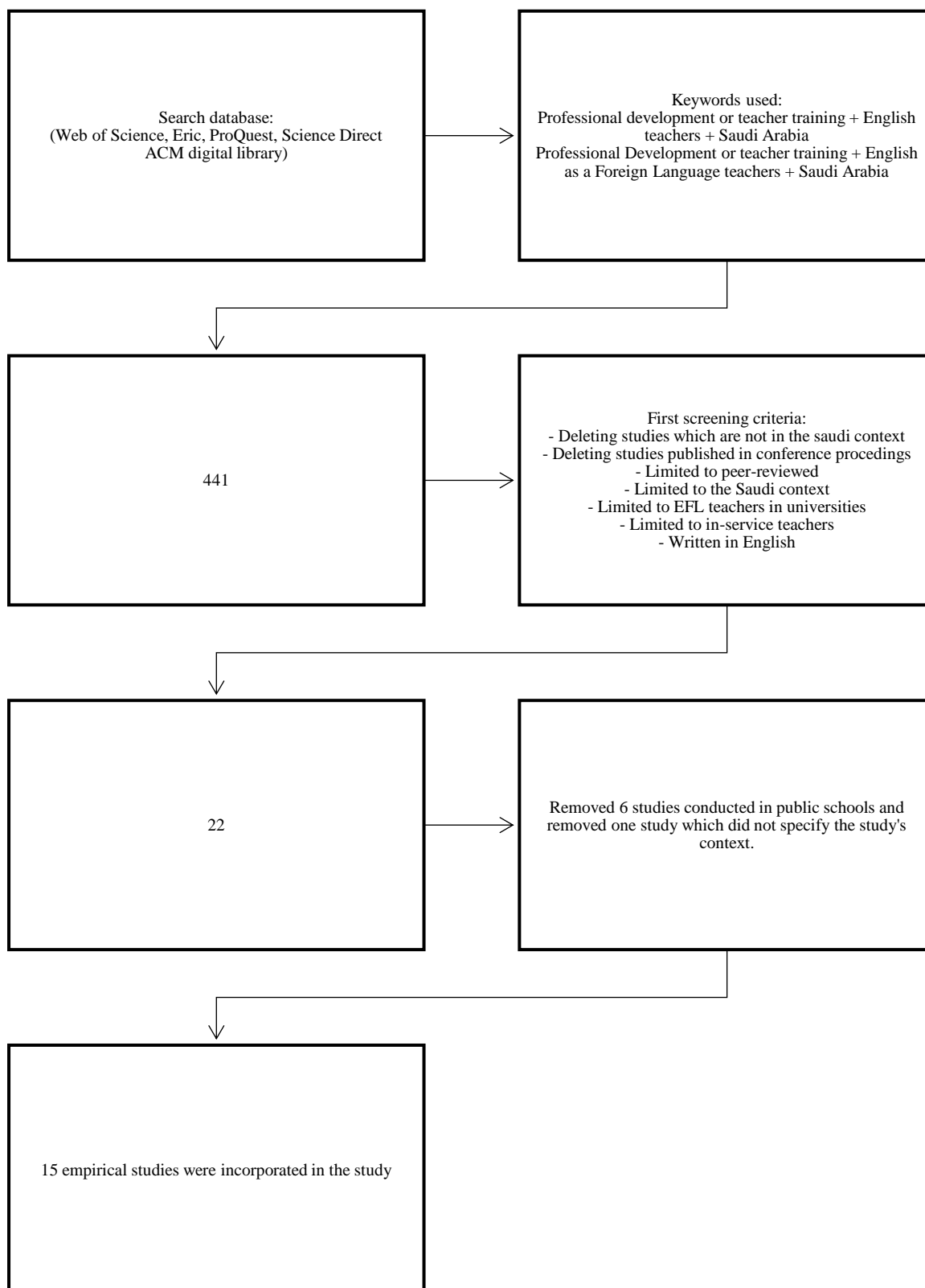


Figure 1. Process of Collecting Data for the Review

B. Data Analysis

After collecting all the relevant studies, a coding book was developed (Norris & Ortega, 2000; Creswell, 2014) based on the research questions, enabling a systematic analysis of each study for specific points of interest. The content analysis

method was employed (Fraenkel & Wallen, 2000; Schreier, 2012) to examine the text of the empirical studies and extract key information. The analysis focused on the following areas:

- Search database
- Journal
- Article title
- Author(s)
- Year of publication
- Focus of investigation
- Study design
- Instruments used
- Context
- Number of participants
- Participants' gender
- Participants' nationality
- Participants' experience
- Findings
- Implications

The extracted data were organised using an Excel spreadsheet. In this spreadsheet, the header rows contained the list of studies, while the column headers represented the coding categories. Information from the examined articles was systematically entered into the corresponding cells. It is important to note that while the studies were coded for a wide range of aspects, this article focuses on reporting only the data pertinent to the research questions to ensure alignment with the study's objectives.

III. FINDINGS AND DISCUSSION

A. General Publication Trends

The number of studies published about the PD of EFL teachers within the context of Saudi Arabia between 2000 and 2023 is illustrated in Figure 2. The findings indicate that no articles were published between 2000 and 2013, showing an initial lack of emphasis on this field of research. The absence of academic research suggests the subject had not yet attracted researchers' attention during this time. The lack of research may be due to contextual and policy-related factors. It can be said that, during this time, Saudi Arabia's educational priority was broader structural reforms, including developing school infrastructure, rather than prioritising teacher PD. Elyas and Picard (2010) observed that prior to Vision 2030, Saudi educational policy predominantly focused on foundational challenges, resulting in insufficient attention to areas such as teacher preparation. These challenges include updating curricula to meet the highest educational standards, promoting communicative English language instruction, and encouraging the integration of technology in classrooms. Similarly, Al-Seghayer (2014b) states that earlier initiatives in Saudi EFL education predominantly focused on curriculum design rather than on improving the skills of teachers or offering ongoing PD opportunities.

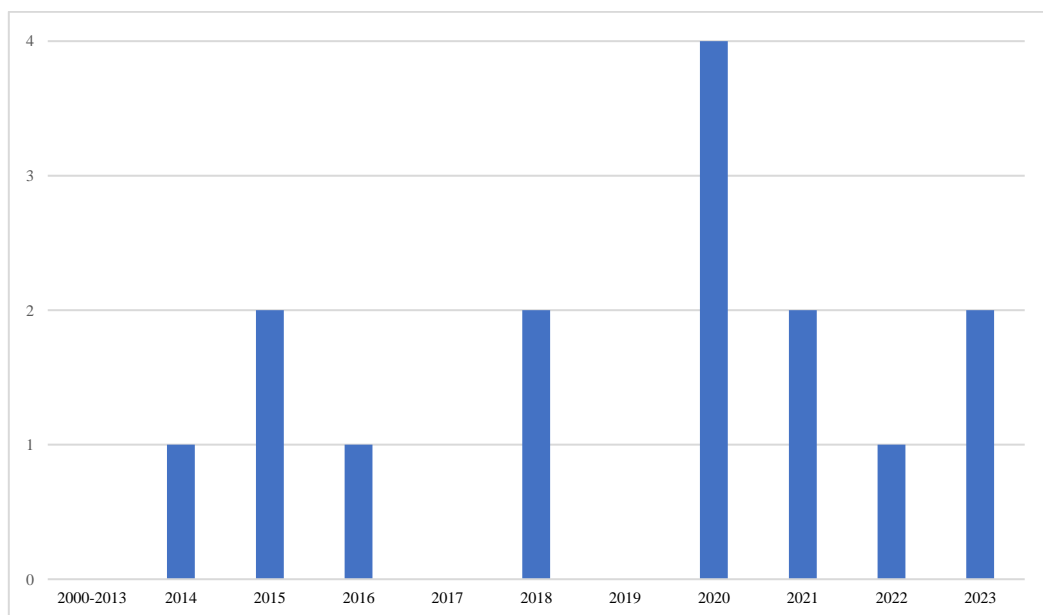


Figure 2. Distribution of Articles From 2000-2023

Note: No peer-reviewed articles relevant to the study were found in journals published before 2014

From 2014, the topic began to gain academic interest, as reflected in a consistent output of 1-2 papers annually in 2014, 2015, and 2018. This increase signifies a growing acknowledgement of the significance of PD in response to evolving educational standards. Global trends in teacher training and reflective practices, as noted by Richards and Farrell (2005), may have encouraged researchers to investigate this field within the Saudi context. In 2020, there was a notable peak in publications (4), perhaps associated with the global disruptions due to the COVID-19 pandemic. According to Al Lily et al. (2020), the pandemic initiated an increased interest in online education and PD to tackle the obstacles of remote learning. Subsequent years, namely 2021 and 2023, demonstrated moderate output levels (two publications each), indicating sustained interest, but a slight decline in 2022 implies potential shifts in the research objectives or external influences affecting publishing trends.

This pattern highlights the growing recognition of PD as an important factor in improving EFL teaching in Saudi Arabia. The increase in research production, especially in 2020, reflects the impact of global crises on emphasising the necessity for flexible PD plans. According to Al-Seghayer (2020), the incorporation of innovative pedagogical methods and PD programmes is vital for improving the effectiveness of EFL teachers. Moreover, the continuous research efforts since 2014 support the educational changes initiated under Saudi Vision 2030, which prioritise instructor training as a crucial element in enhancing educational quality (Ministry of Education, 2018). The findings indicate an increasing recognition among teachers and policymakers of the necessity to provide teachers with the teaching skills required to address modern challenges in EFL education.

In summary, the publication patterns from 2000 to 2023 indicate a steady increase in scholarly interest in the PD of EFL instructors in Saudi Arabia, marked by significant fluctuations due to global and local influences. Forthcoming research may examine the influence of PD programmes on pedagogical practices and student performance, especially in light of changing educational demands.

B. Foci of Investigation

The selected studies on PD for EFL instructors in Saudi Arabia revealed a range of themes. As shown in Table 1, these studies primarily explored five broad themes: teacher perceptions and experiences of PD programmes, reflective teaching practices, mentoring and coaching, online PD (OPD) programmes, and the impact of international training programmes.

TABLE 1
THE FOCI OF INVESTIGATION

Themes	Sub-themes	Authors
Teachers' perceptions about PD programmes	Effectiveness of PD programmes	Tawalbeh (2015)
	Perceptions and practices of PD	Al Asmari (2016)
	Effect of PD on teachers' self-efficacy	Almuhammadi et al. (2020)
Reflective teaching practices	Reflective teaching	Shukri (2014)
	Journal writing	Elhussain and Khojah (2020); Simbawa and Assalahi (2023)
Mentoring and coaching	Peer observation	Shousha (2015); Ahmed et al. (2018)
	The impact of the mentoring programme on both mentors and mentees	Khojah and Asif (2020)
	EFL mentees' perceptions of mentoring experience	Tawalbeh (2021)
OPD programmes	EFL teachers' perceptions on OPD activities	Alzahrani and Althaqafi (2020); Al-Bargi (2021)
International training programmes	Perceptions of EFL teachers on Train the Trainer course (TTT)	Roy et al. (2018)
	The impact of Cambridge English Teacher (CET) PD on EFL instructors	Ahmad and Shah (2022); Ahmad (2023)

One of the most prevalent themes in the selected studies is the investigation of EFL instructors' perceptions and experiences of PD initiatives (e.g., Tawalbeh, 2015; Al Asmari, 2016; Almuhammadi et al., 2020). These studies aimed to understand how teachers view the effectiveness of PD programmes and their role in enhancing teaching practices. The results from the reviewed studies are in agreement with broader research on PD in EFL contexts. For instance, Avalos (2011) emphasised the importance of continuous teacher development as a means of improving instructional quality and student learning outcomes.

Reflective teaching practices, particularly through reflective teaching and journal writing, emerged as another key theme (e.g., Shukri, 2014; Elhussain & Khojah, 2020; Simbawa & Assalahi, 2023). These studies examined the impact of reflective teaching on teacher development and explored how shared and individual reflection through written journals helps teachers critically analyse their teaching methods, leading to enhanced pedagogical strategies and professional growth. For example, Shukri (2014) examined the significance of reflective teaching for teacher development, while Alzahrani and Althaqafi (2020) focused on OPD initiatives.

A significant number of studies explored peer observation and mentoring as tools for teacher development (e.g., Shousha, 2015; Ahmed et al., 2018; Khojah & Asif, 2020; Tawalbeh, 2021). Such studies highlight how structured mentoring programmes provide faculty members with opportunities for professional growth and performance

improvement. For example, Shousha (2015) examined EFL teachers' perceptions towards mentoring peer observation programmes and to what extent these programmes develop them professionally. Khojah and Asif (2020) investigated the effectiveness of the mentoring programmes for both mentors and mentees. Similarly, Richards and Farrell (2005) highlight the importance of experienced mentors in influencing novice instructors' pedagogical approaches. Likewise, Farrell (2018) asserts that the focus on peer observation as a developmental instrument promotes a culture of reflective practice and professional advancement through peer collaboration.

A recurring topic in the examined research was the influence of OPD opportunities, particularly in relation to the changing digital learning environments during the COVID-19 pandemic. Researchers (Alzahrani & Althaqafi, 2020; Al-Bargi, 2021) investigated the effectiveness of OPD programmes within university contexts. This aligns with worldwide trends in EFL PD, as digital platforms have become prominent as accessible and flexible means of teacher education (Martin et al., 2020). Research on OPD in Saudi Arabia mirrors global trends in digital PD. Johnson and Golombek (2018) found that online learning environments enhance teacher learning by providing flexible, interactive, and self-directed training options. However, Hampel and Stickler (2015) highlight the need for robust digital infrastructures to support online teacher training.

Furthermore, several studies have investigated the impact of international training programmes, such as the Cambridge Train the Trainer (TTT) initiative and Cambridge English Teacher (CET) training, on the enhancement of teacher agency and professional skill development (Roy et al., 2018; Ahmad & Shah, 2022; Ahmad, 2023). Research indicates that structured, externally designed training programmes significantly enhance the capabilities of EFL instructors, a pattern noted in broader studies on EFL teacher education (Richards & Farrell, 2005). The growing interest in international training programmes like Cambridge TTT mirrors findings in other contexts. Research by Freeman and Johnson (1998) has long advocated for structured teacher education programmes that integrate theoretical knowledge with practical applications. Studies such as Roy et al. (2018) suggest that globally recognised training programmes can enhance professional agency and instructional competence, a finding consistent with Richards and Farrell's (2005) review of patterns in PD within EFL education.

Despite the comprehensive focus on training programmes, fewer studies have examined the long-term influence of these PD initiatives on classroom instruction and student achievement. Such a gap suggests a need for further research on how PD interventions translate into sustained pedagogical improvements. Moreover, reflective practices, such as journal writing and collaborative inquiry (Simbawa & Assalahi, 2023), need additional investigation to comprehend their contribution to the ongoing PD of EFL instructors.

C. Methodological Design Features

A review of the methodological design features of research regarding the PD of EFL teachers in Saudi Arabia from 2000 to 2023 focuses on several key aspects. These aspects include the methodological approaches and participant characteristics.

(a). Methodological Approaches

The examined studies used various methodological techniques, mainly adopting quantitative and mixed-methods study designs. In the first group, quantitative studies primarily employed structured questionnaires with Likert-scale and open-ended items (Shukri, 2014; Tawalbeh, 2015; Alzahrani & Althaqafi, 2020), allowing researchers to examine EFL teachers' perspectives regarding several aspects of PD programmes. In the second group, several researchers used qualitative methods, utilising semi-structured interviews and reflective writing as data collection techniques (Almuhammadi et al., 2020; Elhussain & Khojah, 2020; Simbawa & Assalahi, 2023). The third group, mixed-methods research, has gained prominence by integrating surveys, interviews, and focus group discussions to provide comprehensive insights into PD experiences (Khojah & Asif, 2020; Al-Bargi, 2021; Ahmad, 2023). The integration of qualitative and quantitative data supports the validity of findings and aligns with established approaches used in PD research (Creswell & Clark, 2017). The preference for quantitative and mixed-methods designs is consistent with global research in teacher education, where researchers seek empirical data while incorporating qualitative insights for deeper understanding (Borg, 2015).

(b). Participants

All reviewed studies were conducted with EFL teachers at Saudi Arabian universities, highlighting the institutional focus on PD in higher education (Shousha, 2015; Roy et al., 2018). This was one of the main criteria to include studies in this review article. Some research studies expanded their focus to include multiple universities (Al-Bargi, 2021; Ahmad, 2023), providing comparative analyses of PD techniques across various higher education institutions.

The reviewed studies included varied sample sizes, from small cohorts of teachers (6-20 participants) in qualitative research (Almuhammadi et al., 2020; Simbawa & Assalahi, 2023) to larger samples in quantitative and mixed-methods studies (over 100 participants) (Al Asmari, 2016; Al-Bargi, 2021). Gender representation varied, with some studies concentrating solely on female EFL teachers (Shukri, 2014; Almuhammadi et al., 2020), while others included both male and female participants (Tawalbeh, 2015; Al-Bargi, 2021). Furthermore, there was notable nationality diversity, with certain studies featuring both Saudi and non-Saudi EFL instructors (Al Asmari, 2016; Alzahrani & Althaqafi, 2020), reflecting the multicultural nature of Saudi ELIs in higher education. Future research could enhance its findings through a more balanced gender distribution and a broader range of institutional contexts.

D. Key Findings of the Reviewed Studies

A review of studies on the PD of EFL instructors in the Saudi higher education context between 2000 and 2023 reveals several significant findings. The results can be categorised into three main areas, namely teachers' views of PD, reflective teaching practices including mentoring and coaching within PD, and the role of online and international training programmes in PD.

(a). Teachers' Perceptions of PD

Research on EFL instructors' perceptions of PD programmes in Saudi Arabia highlights their important role in improving pedagogical practices, promoting collaboration, and developing self-efficacy. Tawalbeh (2015) revealed that teachers highly valued PD programmes that facilitated interactive engagement, particularly in areas such as professional knowledge and assessment strategies. The opportunity to share experiences and collaborate with colleagues enhanced the learning environment's engagement. However, the study also suggested that PD programmes could be further improved by incorporating teachers' specific needs and increasing hands-on practice. Al Asmari (2016) similarly noted that teachers valued lifelong and experiential learning, perceiving PD as a method to improve their pedagogical practices and adopt a learner-centred approach. Although teachers recognised obstacles, including the necessity for enhanced institutional support and localised material, their general attitudes towards ongoing PD remained optimistic.

Furthermore, Almuhammadi et al. (2020) supported these findings by illustrating that PD programmes enhanced teachers' confidence, teaching effectiveness, and professional identity. Teachers notably benefited from mentoring initiatives that linked them with experts and fostered a collaborative atmosphere. Perspectives on classroom observations varied; some regarded them as beneficial, while others expressed concerns. These programs ultimately provided opportunities for reflection and growth. These findings correspond with previous studies, emphasising the significance of well-organised, engaging, and contextually relevant PD activities (Richards & Farrell, 2005; Guskey, 2002). By continuously refining PD programs in accordance with teacher input, institutions may enhance their effectiveness and guarantee that professional learning continues to be a transforming experience.

(b). Reflective Teaching Practices, Mentoring and Coaching in PD

Mentoring and coaching have emerged as critical factors affecting PD (PD) effectiveness in the Saudi context. Research indicates that mentoring programs and peer observation positively affected teachers' professional growth, particularly in fostering reflective teaching practices and improving their instructional skills (Shousha, 2015; Ahmed et al., 2018; Khojah & Asif, 2020; Tawalbeh, 2021). This is in line with the results of Al-Issa and Al-Bulushi (2012), who emphasize mentoring as fundamental to teacher development in EFL Omani contexts. However, studies conducted in Saudi Arabia have also identified some challenges, such as the need for structured mentoring frameworks and mentor training (Shousha, 2015; Ahmed et al., 2018). Nevertheless, this does not undermine the importance of mentoring and coaching. Kennedy (2019) suggests that effective mentoring programs facilitate long-term teacher development by offering tailored support and nurturing a culture of professional learning.

Furthermore, reflective teaching techniques have been identified as essential for PD and instructional innovation in EFL education. Shukri (2014) found a close connection between reflective teaching and professionalism, highlighting its significance in improving instructional effectiveness and fostering innovation. Simbawa and Assalahi (2023) emphasised the advantages of journal writing in EFL teacher development, illustrating its capacity to encourage teachers, enhance confidence, and promote peer collaboration. These findings correspond with Farrell (2018), who indicates the significant impact of reflective teaching in EFL teacher education, suggesting that systematic reflection helps teachers develop self-awareness, enhances instructional practices, and adapt to different classroom contexts. In addition, Richards and Farrell (2005) argue for structured reflective practices, suggesting that teachers who participate in ongoing reflection and peer feedback exhibit higher levels of professional competency and adaptability. However, barriers were identified such as time limits, workload, and insufficient institutional support (Simbawa & Assalahi, 2023). Elhussain and Khojah (2020) investigated collaborative reflection through online teacher journals, demonstrating that although teachers acknowledge their significance for ongoing professional growth, participation remains low due to constraints of time, motivation, and institutional support.

Collectively, the reviewed studies indicate that mentoring, coaching, and reflective teaching are interrelated and essential components of EFL teacher PD. Borg (2011) emphasises that mentoring promotes reflective thinking, offering teachers guided opportunities to assess and enhance their teaching practices. Likewise, Burns and Richards (2009) assert that structured PD programs that incorporate mentoring and reflective teaching establish a sustainable model for professional growth in EFL education, especially when institutional frameworks endorse collaborative reflection and peer mentorship. However, their effectiveness relies on institutional support, structured frameworks, and fostering a reflective culture within teaching communities. A transition towards contextually pertinent PD programs that emphasise teacher agency, structured mentoring, and reflective engagement is crucial for ensuring meaningful and sustainable professional growth in EFL education.

(c). The Role of Online and International Training Programs in PD

Studies on online and technology-based PD for EFL instructors in Saudi context highlight its significant contribution to improve instructors' professional growth. Alzahrani and Althaqafi (2020) found that OPD programmes provide

significant learning chances, enabling instructors to expand their knowledge and skills. Nevertheless, they identified areas for improvement, including the need for more tailored course components and better support for applying new knowledge in practice. Al-Bargi (2021) indicated that most instructors found OPD opportunities adequate and well-structured to address their professional needs; nonetheless, some raised concerns regarding the alignment of these programs with full-mode online instruction, due to the Covid-19 pandemic. These findings are consistent with previous studies in EFL teacher education, which highlight the importance of well-designed, contextually relevant PD programs that balance theoretical knowledge with practical application (e.g., Richards & Farrell, 2005; Freeman & Johnson, 1998). In short, the findings of the reviewed studies show that OPD is a promising and accessible option for teacher development in the Saudi context and refining its structure to more effectively address instructors' specific needs could further improve its efficacy.

Studies on international training initiatives for EFL instructors in the Saudi context highlight their positive impact on professional growth, particularly in fostering teacher agency and enhancing instructional practices. Roy et al. (2018) found that the TTT course was generally seen as useful, indicating its effectiveness in providing teachers with essential training skills. Similarly, Ahmad and Shah (2022) revealed that the Cambridge English Teacher program significantly influenced teachers' agency, with varying degrees of change across different aspects. They emphasized that institutionally guided PD initiatives must align with teachers' needs and institutional goals to maximize their effectiveness. Ahmad (2023) further examined the CET program's influence, demonstrating that it enabled teachers to adapt their instructional strategies by contextualising teaching methods, localising Communicative Language Teaching (CLT) concepts, and diversifying classroom management methods. These results correspond to previous research in EFL teacher education, that emphasises the significance of structured, internationally recognised PD programs in providing teachers with global best practices while allowing for local adaptations (e.g., Richards & Farrell, 2005; Borg, 2015). The notion of "glocalization" in teaching methods, as emphasised by Ahmad (2023), illustrates the broader discussion in EFL teacher education, advocating for PD programs that integrate international methodologies with local classroom contexts for optimal effectiveness.

IV. CONCLUSION

This review investigated the research landscape regarding PD of EFL instructors in Saudi Arabia between 2000 and 2023, focussing on publication trends, research foci, methodological approaches, and key findings. The examination of publication trends reveals an increasing interest in PD, especially over the past decade, highlighting the growing recognition of teacher development as an essential element in improving English language instruction. Research has examined various aspects of PD, focussing specifically on teachers' views of PD effectiveness, reflective teaching practices, as well as online international training initiatives.

In terms of methodological approaches, the review identified a combination of qualitative, quantitative, and mixed-methods research, with many papers using surveys, interviews, and case studies to investigate teachers' experiences. The research primarily conducted in language institutes in universities, with participants mainly being in-service EFL teachers. These methodological choices have allowed for a deeper understanding of teachers' professional growth, yet future studies could benefit from more long-term studies and classroom-based investigations to assess the long-term influence of PD programs.

The key findings highlight the generally positive effect of PD programs on instructors' instructional techniques, self-efficacy, and collaborative professional engagement. OPD programmes have provided accessible learning opportunities; yet their compatibility with teachers' practical demands needs further improvement. International training initiatives, including the CET program and TTT courses, have been particularly effective in assisting teachers to adapt global pedagogical practices to local context. Moreover, teachers value PD programs that prioritise interactive learning and mentorship, as these promote collaboration and improve instructional effectiveness. However, certain obstacles persist, such as the necessity for enhanced contextualisation of PD programs, increased institutional support, and more opportunities for hands-on practice.

In short, the review highlights the key role of PD in improving EFL instruction in Saudi Arabia. Future research on teacher development should examine a broader range of PD approaches, assess their long-term impacts on teaching quality, and address the specific needs of instructors working in various educational settings. By improving PD programs to be more engaging, data-driven and tailored to teachers' needs, higher education institutions can further empower EFL instructors and improve language learning outcomes.

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