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**RESEARCH ARTICLE**

## **Challenges to Lexical Development Among High School Students in the Kingdom of Saudi Arabia: The Impact of Teacher Training Deficiencies in Vocabulary Methodologies**

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**ABSTRACT**

The levels of English proficiency among high school students in the Kingdom of Saudi Arabia (KSA) have remained low despite concerted efforts by the government through the Ministry of Education to improve performance in this area. One factor causing this poor performance is a lack of lexical development among students. The present study sought to investigate the impact of inadequate teacher training on students' lexical development using secondary data from existing research on teacher training in the KSA and the lack of attention to methodology, particularly in the context of vocabulary teaching. The results revealed that more attention is given to grammar than vocabulary, which negatively impacts lexical development among learners in high schools when undertrained teachers do not have the requisite competence to equip students with the skills for vocabulary learning. The study lays the foundation for a more empirical approach through research methods that can produce generalizable findings. It also provides recommendations that have critical implications for stakeholders in the education sector, extending from teacher training institutions and academia to policy makers and curriculum developers in the KSA.

**KEYWORDS**

Lexical development, ESL learners, teacher training, language proficiency, high school students.

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**1. Introduction**

The English language plays a pivotal role in enhancing learning among international students at higher education institutions, as well as for residents and other stakeholders based in English-speaking countries. The Kingdom of Saudi Arabia (KSA) has the largest contribution in the Middle East of students enrolling in undergraduate and post-graduate studies overseas and has also become a cosmopolitan country where all cultures and languages converge. However, while learners in the KSA spend at least 6 years studying English, their performance on language proficiency tests is low, showing a lack of competency at the level necessary to excel in university-level studies. According to H. A. Alshammari (2022), KSA high school students had an average TOEFL score of 64 out of 120 in 2016. One of the key factors leading to this poor performance is a lack of vocabulary knowledge among students, creating the need for an investigation into the key factors creating this phenomenon. Keeping in mind the central role of teachers for student learning in the KSA, the present study sought to investigate the appropriateness of current teacher training methods in preparing instructors to teach vocabulary to English learners in KSA high schools.

**1.1. Lexical Development**

There is a general consensus about the need for lexical development among English as a second language (ESL) learners to improve their communication and language learning skills. Lexical development can be defined simply as the process through which ESL students increase their vocabulary, which is demonstrated in an improved ability to use and understand both spoken and written

words (Qian & Lin, 2019). Based on this definition, lexical development is central to the achievement of language proficiency and communicative competence for learners. For learners in high school, in particular, lexical development is essential due to the critical growth stage of those students (Uchihara & Clenton, 2020). Some of the factors that have been identified as impacting lexical development include prior knowledge of English, the teaching methods and techniques used, and the amount of time and support students receive for vocabulary learning (Y. G. Alharbi, 2019). Hence, effective teaching methods that provide a supportive learning environment can help to facilitate lexical development among ESL students.

### **1.1.1. Importance of Vocabulary in Language Learning.**

Lexical development is foundational to English-language learning, which gives it preeminence in the development of other skills. A rich vocabulary plays a key role in the development of other language skills, including reading and listening comprehension. A study by Qian and Lin (2019) found close relationships among vocabulary learning, reading comprehension, and speaking skills. Similarly, Lervåg et al. (2018) concluded that vocabulary development enhanced reading skills. According to Lervåg et al. (2018), the more familiar the words in a text, the more likely it is that students will comprehend the text. These findings are supported by conclusions from Schmitt et al. (2017), who posited that for learners to understand a text, they should know between 95% and 98% of the words used; further, a study by Uchihara and Saito (2019) found a strong relationship between vocabulary test scores and scores on other language skills tests. For the authors, the findings demonstrated that language ability is determined to a large extent by vocabulary size.

Effective lexical development takes a central place in the learning of English as a foreign language due to its impact on communicative competence. In their preliminary investigation into the impact of vocabulary on speaking development among Saudi Arabian students, Khan et al. (2018) concluded that vocabulary is an essential part of language learning because it allows learners to communicate more effectively and understand written and spoken language more easily. The authors established that an individual's language is dependent on their gained vocabulary. Additionally, Uchihara and Clenton (2020) found that a broad vocabulary can expand learners' ability to express their thoughts and ideas and also provides them with the tools to participate more fully in social, academic, and professional settings. Hence, when students do not learn vocabulary, there will be less motivation to use the language for communication, which worsens the situation in the Saudi Arabian context, where attitudes toward English are already negative.

### **1.2. Problem Statement.**

One of the key challenges to rectifying the poor performance of KSA students in vocabulary is the lack of lexical development. According to Alqhatani (2021), most high school students have inadequate knowledge of vocabulary comprehension, which impedes learning at the university level, where A. M. Alharbi (2022) also found that students from KSA high schools had restricted reading and comprehension abilities linked to poor lexical development. Previously, studies have identified a gap in language proficiency among students and noted the challenges attributed to incompetence in lexical development. Alqhatani (2021) asserted that language proficiency depends largely on lexical development. Teachers of English in the KSA have exhibited challenges with their vocabulary, and that challenge is transferred to their students. This study, therefore, intended to bridge the gap in language proficiency by establishing whether current teachers' training methods are effective in supporting lexical development and vocabulary learning.

### **1.3. Aims and Objectives.**

1. To investigate the extent to which teachers understand their role in the lexical development of KSA high school learners.
2. To explore the role of teachers in the lexical development of learners in KSA ESL classrooms.
3. To examine the effectiveness of teacher training for English-language teaching in the KSA context.
4. To identify the nature and characteristics of effective teacher training for English-language teaching in the vocabulary necessary for enhancing lexical development among students in the Saudi Arabian context.
5. To provide recommendations for how teacher training can be enhanced in the KSA context to improve vocabulary teaching in high schools.

### **1.4. Research Questions.**

1. To what extent do English teachers understand their role in the lexical development of KSA high school learners?
2. What is the role of teachers in the lexical development of learners in KSA ESL classrooms?
3. How effective is teacher training for English-language teaching in the KSA context?
4. What are the nature and characteristics of effective training in English-language teaching using the vocabulary necessary for enhancing lexical development among students in the Saudi Arabian context?
5. What are recommendations for enhancing teacher training in the KSA context to improve vocabulary teaching in high schools?

### **1.5. Contributions of the Study.**

A preliminary review of past studies demonstrated that a majority of the studies focused on students as the primary subjects of ESL vocabulary learning. However, with the central role played by teachers in KSA classrooms, there is a need to examine the teacher-related factors in student lexical development. Although several studies have examined teacher factors, none have done so in the context of inadequate training in vocabulary teaching methodologies. Hence, they failed to address the critical issues pertinent to learning vocabulary for students despite vocabulary being identified as essential for the development of other language skills in ESL classrooms.

In this context, the present study provides new knowledge about lexical development, with a focus on the weaknesses in teacher training. The knowledge gained lays the foundation for future empirical studies of the topic, with the goal of improving the KSA English curriculum at both high school and university levels. It provides evidence-based practices for teachers that should be adopted at training institutions and in classrooms for improved English pedagogy not only in the KSA but also in other regions with similar demographics.

### **1.6. Limitations.**

The present study used a systematic review as the methodology, which involves acquiring data from secondary sources, but there was a lack of adequate current studies on a similar topic. Previous studies have largely focused on students' incapacities as the main reason for incompetency in English, with only a limited number of studies focusing on teachers and teaching methods.

## **2. Methodology**

To meet the aims and objectives of the present study, there was a need to take into consideration findings from past studies on the research topic. This was achieved through a rigorous review of existing research on lexical development and teacher training in the KSA. The selected articles were reviewed for quality and relevance using the CASP tool. Only studies performed in the KSA were included, and they had to have been published within the past 5 years. Further, the articles had to have appeared in a peer-reviewed journal that is identified in databases such as ERIC and ProQuest.

The findings were divided into key thematic areas, starting from a general context and moving to the more specific area of the relationship between inadequate training and lexical development. The end result was the development of recommendations that are relevant not only for academia but also for policy formulation and curriculum design in the KSA.

## **3. Results**

### **3.1. Lexical Development Among KSA High School Students.**

Existing research shows inadequate lexical development among learners in KSA high schools. The results from a study by Altyari (2017) of 35 learners in the KSA showed that the poor English performance of Saudi students is a reflection of their deficient vocabulary knowledge. Consistent with these results, H. A. Alshammari (2022) concluded that vocabulary deficiency among students in KSA high schools impedes their linguistic performance in English. These findings are supported by the assertions that in learning any foreign language, skills acquisition cannot take place without learning its lexis, particularly with the seemingly unlimited shifts in meaning created by different contextual variables.

### **3.2. The Role of the Teacher in the Lexical Development of Students.**

In the KSA context, the teacher plays a central role in student learning. Alqahtani (2018) noted that because English is taught as a foreign language in the KSA, it has little social significance outside of the classroom setting. As a result, there is limited support for fostering its use in the country, positioning teachers as the primary channel of language introduction for students. The combination of teachers being the primary sources of exposure to the English language and the use of a teacher-centered instruction delivery method means that teachers face the impossible expectation of students rapidly learning English.

Conversely, other scholars note that there is a great influx of foreigners working in the KSA, contributing to the increased use of English outside of the school environment. However, data indicate that a majority of these workers are of Asian origin and use their ethnic languages to communicate, even in work settings. Furthermore, their children, who would provide an avenue for KSA students to interact in English, do not attend the same schools due to parents opting for international curricula that are different from the KSA ones (H. A. Alshammari, 2022). These limited opportunities for interaction with other nationalities would compel the KSA students to interact in English, leaving teachers as the main means through which English exposure is attained for high school learners.

In the context of the present study, the role of the teacher in lexical development among ESL students is to provide explicit instruction and support to help students learn and use new words. Alghamdi (2019) indicated that this involves providing clear definitions and explanations of new words, using visual aids and other teaching techniques to help students understand the

meanings and incorporate the vocabulary into other language skills activities. Similarly, Omonova (2020) suggested that the teacher can create engaging activities and games to help students learn and remember new words and can provide regular review and practice opportunities to help students retain and use the words they have learned. Additionally, the teacher can create a supportive and encouraging learning environment that motivates students to engage with vocabulary learning and helps them develop lexical skills.

### ***3.3. Teacher-Related Challenges in Teaching Vocabulary.***

English vocabulary can be particularly challenging because of its numerous irregularities and exceptions to rules, which can make it difficult for learners to predict the meanings of new words. Many ESL learners in the KSA have limited prior knowledge of English, which adds to the difficulty. According to Farooq et al. (2020), vocabulary learning can be a slow process, and it is challenging for ESL teachers to engage students and keep them motivated to learn new words. Additionally, learners may be hesitant to ask for clarification or assistance when they are unsure of the meaning of a new word due to cultural norms; for instance, a vocabulary that seems to undermine their respect for a strong moral code in the society, which can further hinder vocabulary development (Altyari, 2017). The situation is made worse when teachers are not sufficiently equipped to teach vocabulary due to deficiencies in their training, overuse of traditional training methods, inadequate teacher development, and poorly designed education policies.

#### ***3.3.1 Teacher Training Inadequacies.***

Several studies have highlighted shortfalls in teacher training and the impact on students' achievement in ESL classrooms. Alsharif and Shukri (2018) noted that a majority of current training methods do not equip teachers with sufficient knowledge of the theories underpinning foreign-language teaching. The teachers interviewed in the study felt that the training in colleges focused primarily on the theoretical aspects, ignoring the practical delivery of instruction in the classroom. Congruently, Y. G. Alharbi (2019) concluded that newly graduated English teachers had poor proficiency in English. Inadequate English adeptness subsequently affects the delivery of instruction in classrooms, with students posting unsatisfactory results.

Teacher training has been identified as a key factor in students' learning experiences. A study by Johnson and Golombek (2020) found that teacher training during preservice and in-service training supported the transformation of their knowledge of language teaching and learning into practice. Congruent with these findings, Schonert-Reichl et al. (2017) posited that teacher training programs foster an increase in teachers' awareness of the key issues in teaching and learning English. These findings are supported by the primary role played by teachers in ESL classrooms; their cognition determines their instructional strategies, which in turn impacts learners' vocabulary acquisition.

Where teachers' competence in vocabulary is limited, they will not be able to adopt innovative strategies for teaching in the classroom. Mitchell and Alfuraih (2017) critiqued vocabulary teaching methods adopted by teachers as being highly textbook-centered and tremendously dependent on the prescribed textbooks, limiting the autonomy employed in a classroom. Over-reliance on textbooks is detrimental to the delivery of instruction in class because it limits instructor innovation, further impeding their teaching autonomy (Mitchell & Alfuraih, 2017). During their training, teachers are expected to use the prescribed textbooks and cover the extensive materials therein. Al-Tamimi (2019) observed that without autonomy, teachers could not introduce texts other than textbooks because that would be perceived as time-consuming and running counter to institutional requirements to cover a certain amount of the material in the textbooks.

Inadequate training leaves teachers feeling incompetent at teaching vocabulary, which affects their delivery of instruction. According to Mehmood (2019), without the requisite self-efficacy, teachers do not believe they can positively influence the performance of learners. Supporting this idea is a study by Y. G. Alharbi (2019), which revealed that teachers did not feel adequately prepared to teach English at the elementary, intermediate, and secondary levels. For the respondents, college courses had not provided them with sufficient experience in the teaching practices and instructional strategies utilized at those levels of education.

Equally, ESL teaching methodologies have often been undermined during teacher training. Alhamad (2018) concluded that methodology, a key essential area for prospective teachers, is given a peripheral role at the preservice preparation stage. The authors established that prospective teachers only received one course, amounting to less than 10% of the students' total hours required to attain the bachelor's qualification (Alhamad, 2018). Specifically, prospective teachers are trained in educational psychology, curriculum studies, school administration, and evaluation, which Barnawi and Al-Hawsawi (2017) argue does not fully meet the training needs of future teachers. For example, this course of study does not help trainees understand why a certain approach may be more effective than others.

Teachers who do not receive adequate training often perceive English in the same way as they did when they were students. They think of vocabulary as elements that can be simply translated or memorized. For Barnawi and Al-Hawsawi (2017), the primary

challenge in teaching vocabulary to KSA students is the fact that teachers focus more on grammar rules than on vocabulary, which the researchers attributed to the focus of their training in college. Similarly, a study by Alhamad (2018) found that Saudi applicants seeking to teach English in universities are not required to have previous teaching experience. While this is a requirement for foreign teachers, the undermining of prior experience for trainers of teachers restricts new teachers' competence, given that trainers can only impart what skills they know to future teachers.

As a result of the deficiencies in their training, teachers are not able to employ complex strategies that could be more effective in teaching vocabulary. For instance, the teacher training programs in KSA do not equip teachers with the skills to utilize technology in the classrooms. Alqurashi et al. (2017) concluded that KSA English teachers lack the adequate technological pedagogical competence that is critical for teaching vocabulary. Furthermore, studies by Albiladi and Alshareef (2018), R. Alshammari et al. (2017), and Al-Shehri (2020) showed that technology is a critical factor in motivating KSA students to learn English.

### **3.3.2. Overuse of Traditional Training Methods.**

Traditional training methods often rely heavily on lecturing and passive learning, which tend to be ineffective at helping teachers develop the knowledge, skills, and competencies necessary for successful classroom instruction. Alqahtani (2018) identified two distinct eras of prospective English teacher preparation in the KSA. The second era, which began in the early 1980s, is still being used today. While in the initial era, teachers were trained in British universities for 100 weeks after completing their exams, the current second era prepares teachers locally in the English language departments of local universities (Alqahtani, 2018). Furthermore, there have been few changes over the years despite new understandings and knowledge about effective teaching methodologies.

Additionally, over-reliance on traditional training methods can be boring and disengaging for teachers, which then leads to low morale and high levels of burnout. Alqahtani (2018) noted that current training methods leave teachers primarily seeking to have their students pass exams, as opposed to more effective strategies that focus on English as a life skill. These studies revealed that overuse of traditional methods in teacher training can hinder the development of effective teachers and lead to negative outcomes.

The situation is worsened by a lack of development programs for ESL teachers, with serious consequences for both teachers and students. Mitchell and Alfuraih (2017) explained that inadequate development programs can make it difficult for ESL teachers to advance in their careers and limit their ability to provide high-quality instruction. Similarly, Ashraf (2018) held that the lack of development programs makes it difficult for ESL teachers to stay current with best practices and developments in the field, which also restricts their ability to provide high-quality instruction. One explanation for this observation was provided by Alqahtani (2018), who posited that teachers' appointments in Saudi Arabia are primarily based on need and not on quality. For instance, some teachers trained in other subjects, such as chemistry, have been forced to teach English because that is the only available vacancy. Instead of promoting teacher development, the authorities seek more teachers to cover the deficits.

Such an approach is detrimental to the delivery of instruction in classrooms, particularly in the context of ESL, where the behavior of teachers is limited to their own knowledge. Nonetheless, teachers are expected to implement modern approaches in the classroom. Al-Tamimi (2019) found that teachers were not trained to understand and manage the new curriculum introduced in KSA in terms of incorporating interpersonal skills, higher order thinking skills, and communicative language teaching, all of which would facilitate vocabulary learning. As a result, Al-Tamimi (2019) noted that there was increased uncertainty among teachers, who, as a result, were forced to revert to the more familiar traditional methods.

### **3.3.3. Ineffective Education Policies.**

Education policies have a considerable impact on the delivery of instruction in English classrooms. According to Al-Tamimi (2019), the education policy in the KSA is an impediment to teacher training programs because it is top-down, so teachers' input is not considered. These sentiments are shared by Ashraf (2018), who critiqued the deterministic education policy that ignores teachers' voices in the conceptualization of educational reform. The result is that teachers have been relegated to the constrictive roles of curriculum implementer and passive technician. These observations are supported by the lack of autonomy that has been criticized by various scholars. Alqahtani (2018), Al-Tamimi (2019), and Ashraf (2018) held that institutional policies in the KSA minimize teacher autonomy, impeding their ability to employ pedagogies that would be effective and useful for their students. Outside the classrooms, teacher autonomy includes self-directed teacher learning and development.

Even the improvements to the Saudi English curriculum that were meant to enhance student proficiency have not attained this goal because the policies do not support an upgrade of teacher skills. In a study investigating the perceptions of teachers toward the new curriculum for teaching English in the KSA, teachers observed that the Ministry of Education and curriculum designers had not considered their readiness before implementing the new curriculum (Alqahtani, 2018). The participants noted that they had not received sufficient training to enhance their ability to deliver the new curriculum content. Therefore, the teachers encountered

difficulties using some of the methodologies introduced in the new curriculum (Alqahtani, 2018). Such findings demonstrate that while the government is keen on upgrading the curriculum to meet the needs of students, there is no commensurate training and policy for teachers to be competent at delivering it.

Alshammari (2022) noted that a mismatch between a teacher education program and the new curriculum negatively affected its implementation as intended. Congruently, Alqhatani (2021) observed that teachers' lack of knowledge of the content and teaching methods caused critical impediments when they experienced difficulties delivering the proposed instructional design. Teachers can only implement the new curriculum according to their levels of competency and understanding, which are gained during training and development, and the areas where deficiencies have been identified. Additionally, effective change requires the collaboration of policy makers, curriculum designers, and teachers (Alqahtani, 2021). However, when teachers are not empowered or equipped with the requisite skills for the delivery of instruction, they cannot be active participants in the change process. A lack of teacher involvement increases their resistance to proposed changes because they feel even more incompetent at delivering the content.

#### **4. Discussion**

One of the research objectives of the present study was to evaluate the teaching methods and strategies used and the effects they have on vocabulary proficiency among teachers of the English language. Alqhatani (2021) found over-reliance on old and ineffective teaching methods and strategies in the KSA. One such strategy adopted by trainers in the KSA is the use of vernacular language to teach English. Studies have indicated that the use of Arabic to explain the English language is a challenge that is transferred from the trainer to the teacher. The phonological systems found in English and Arabic are extremely different, including the language sound and the placement of vowels and consonants (Al-Sobhi & Preece, 2018). When a teacher instructs students in the English language using Arabic, they are likely to mislead the learner in both the pronunciation and understanding of the terms. Chatta and Haque (2020) explained that among Saudi Arabians, an Arabic style of pronunciation is used with English words, and learners pick up the inaccurate pronunciation. This has become a consistent reason for poor lexical development among teachers. Al-Sobhi and Preece (2018) observed that teachers who were trained in the use of vernacular were the ones expected to train learners in school.

Another teaching strategy observed in this study is the active-passive trainer and teacher method. Most studies claim that training methods in the KSA fail to give teachers an active role in their own learning process. Altamimi and Rashid (2019) noted that English-language facilitators used rote learning methods, meaning that learning is based on memorization. Rote method learning has been criticized for its failure to encourage a deeper understanding of the subject matter. It is also criticized as leading to a lack of social skills and even failure to understand the underlying concept (Khan et al., 2020). The use of rote learning in the KSA contributes to students losing focus and remaining passive in class. While teachers are still active and ensure they complete the outlined curriculum within the given time frame, the impact of their instruction is below par.

Similarly, English teachers in the KSA are facing challenges due to the lack of an environment that promotes their proficiency. Researchers, including Al-Sobhi and Preece (2018), have observed that most of the teachers learned English in the KSA and had limited space in which to practice. Similarly, H. A. Alshammari (2022) and Alqahtani (2019) noted that if teachers learn in an environment where English is rarely practiced, it becomes a significant challenge for them to promote proficiency among their learners. These findings are consistent in the literature, where scholars argue that incompetency begins with teachers and trickles down to students.

The other aspect identified in the study is the influence of the curriculum. Alqahtani (2019) posited that in the KSA, the Ministry of Education provides a ready-made curriculum known as English for Saudi Arabia, with a complete teacher's guide. Teacher creativity is limited in this approach because they have to abide by what is designed in the curriculum. Yet, teaching in the modern world relies on providing real-life situations and aspects that are relatable to life. The KSA's English-language curriculum limits trainers' ability to invent and evolve their teaching styles to focus on developing a lexicon. Similarly, the curriculum fails to include fun activities in support of lexical development. H. A. Alshammari (2022) found that the curriculum excludes some fun activities that foster language development due to cultural mismatches with Arabic customs. The issue of beliefs and culture was factored into drafting the curriculum and created an impediment to activities bolstering experiential learning.

#### **5. Conclusion**

Ultimately, teachers are the central point in the delivery of instruction to students in KSA classrooms. The present study indicates the need for English teachers in the KSA to be trained in the utilization of the most modern methodologies for teaching vocabulary. The findings of this study conclude that the lack of lexical development as a contributing factor to language proficiency is largely caused by inefficacy in training methods and strategies for English teachers in the KSA. As observed, most English teachers in the

KSA acquire their knowledge and skills in a country where English is rarely practiced. They are instructed with a type of “copy and paste” learning, where mistakes committed by teachers are replicated by students, who later become teachers, and the problem continues. Teachers continue to use outdated methods of instruction even after several studies have proved their inefficacy.

The present study also noted that teachers do not have the support necessary to yield better results in English-language proficiency. Teachers use a curriculum design that impedes their creativity and fails to recognize the participatory aspect of the learner. This study proves the hypothesis that inefficient teaching methods and teacher incompetency in the KSA have contributed to poor vocabulary learning and lexical development, adversely affecting English-language proficiency.

### 5.1. Recommendations.

Outsourcing trainers from other countries can bridge the gap in learning English in the KSA. This includes recalling expatriates from the KSA who are working in English-speaking nations. The impact created by outsourcing begins with the drafting of a curriculum. Lack of English proficiency begins with the curriculum’s design and the instructional framework for teachers. Here, the importing of teachers provides an adequate solution because professionals will be involved in developing a curriculum that caters to the needs of both teachers and learners equitably. The importation of teachers also provides opportunities for professionals with adequate skills to transfer knowledge to students. This would avert the problems associated with teachers transferring inaccurate knowledge.

The most frequently cited challenge in this study was the use of outdated and inefficient teaching methods in the KSA. The government of Saudi Arabia, together with other stakeholders, should prioritize teacher professional development (TPD) for teacher trainers. TPD focuses on a long-term, usually lifelong, a teacher learning program that equips trainers with professional knowledge and the understanding and application of concepts in their practice. The program is continuous, ensuring that teachers are in a position to learn, understand, and adopt new and changing concepts throughout their careers. Teaching is a dynamic career where new methods and strategies are developed to counter the ever-changing learning demands. TPD also equips teachers with the knowledge that is requisite for promoting a child-centered form of instruction.

The study established that learning English in the KSA is an active–passive situation in which students rarely participate in class. The proposed program, therefore, must support teachers, giving them knowledge of how to involve learners and be creative in enhancing experiential learning.

### 5.2. Implications and Future Research.

This study revealed the need for a re-examination and change of teachers’ training programs in the KSA in the context of English instruction. For future research, the key limitation identified in this study was the methodology selected. While a rigorous review was performed to ensure that the included literature met standards for credibility, the prior studies did not explicitly address the training methods used in the KSA for vocabulary teaching. Additionally, although the findings of the present study provide promising results for improving the lexical development of students through enhanced teacher training methods, they need to be supported by further evidence from empirical research. Thus, there is a need for future studies using quantitative methods to foster the generalizability of results.

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