

Policies and Issues in Teaching English to Arab EFL Learners: A Saudi Arabian Perspective

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Abstract

This paper examines the history, policies, and discussions relevant to the teaching of English as a foreign language (EFL) in Saudi Arabia. It investigates the value of EFL within the Saudi education system and surveys the extent to which English has been adapted to suit the needs and customs of Saudi citizens. While focusing on major policy issues related to planning and implementing EFL instruction, the paper examines how stakeholders have worked to preserve Saudi culture, Arabic, and the structure of Saudi society. It seeks to determine whether EFL courses in Saudi schools meet the needs of students, the results of which are compared with Saudi policies on language teaching. The study then presents observations on the compatibility of teaching practices and policies, as well as the issues involved. Saudi Arabia faces several challenges that have greatly hindered the planning and implementation of language-teaching policies. This study proposes strategies for strengthening these policies to fully achieve the desired objectives. It also shows that English is gradually being naturalized in Saudi Arabia, absorbing cultural, religious, and social values and beliefs.

Keywords: Arab EFL learners, language planning, language policy, Saudi education system, teaching practices

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