

EVALUATING THE PERFORMANCE OF EFL TEACHERS IN TABUK INTERMEDIATE SCHOOLS USING COMPREHENSIVE QUALITY STANDARDS

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ABSTRACT

Solomon Ortiz, a famous American politician, and a former Democratic member of the Texas House of Representatives (1960-1962), made his famous statement about education claiming that, "Education is the key to success in life, and teachers make a lasting impact in the lives of their students". This quote puts teachers in the center of the educational process. On a different note, the Saudi government has been paying attention to teachers' education and continuous training for the past few decades. This encouraged the researchers to investigate the area of EFL teachers' assessment and evaluation. This study examines the importance of a suggested number of quality standard domains, and investigates the range of applying these domains among EFL teachers in intermediate schools. The population of the study involves 24 intermediate school teachers practicing in the city of Tabuk for the academic year 1435\1436 AH – 2014/ 2015 AD. In order to answer this research questions, researchers designed a questionnaire to determine the common domains of quality standards, teachers' application of these domains, the effect of education, as well as, years of experience on teachers' performance. Analyzing the collected data shows that teachers apply the domains of quality standards, but some of them are weak to some extent. Finally, the findings of this study calls for the immediate need of systematic quality standards, and continuous professional development for EFL teachers.

INTRODUCTION

Teaching English Language in Saudi Arabia

The process of preparing EFL teachers in Saudi Arabia consists of two main parts; they are the educational part and the language skills part that allows teachers to convey their message and achieve their teaching objectives. In this study, the educational part refers to pedagogy and teaching methodology, while language skills refer to teachers' level of proficiency in English. In Saudi Arabia, the Faculty of Arts is responsible for producing qualified English language teachers to teach in government schools. As a result, the duration of study focuses on the educational part, and pays less attention to the language skills part. Consequently, teachers graduate mastering the educational part but not the English language skills part (Al-Hazmi, 2003 p. 341). Researchers' pre-study observation highlights the low level of proficiency among language teachers of intermediate schools in the city of Tabuk.

Teacher Evaluation and its Effect on Teaching

Teacher evaluation is an important process to keep education at a good level. According to Eid (2005), Evaluation is an essential part in any important or new approach that aims to improve education. Thus, the Saudi Ministry of Education pays much attention to the teacher-evaluation process that achieves its objectives in the education process. According to Coombe et al. (2010) formative evaluation feeds teachers with information about their performance, so they can set and develop their practice, while summative evaluation feeds decision-makers with information about teachers' performance so that supervisors can make

formal decisions related to employment. In the city of Tabuk, intermediate schools organize teachers' evaluation and assessment in various methods and according to every school's policy. However, teachers' evaluation may secure many beneficial applications for EFL teachers in KSA (Zohairy, 2012).

The Effect of Quality Standards on Saudi Teachers' Performance

The purpose of creating quality standards is to reach a high level of proficiency or achieve the minimum of educational efficacy. This is because teachers' quality definitely affects students' learning. However, the Saudi Ministry of Education provides only general quality standards. These general standards are supposed to judge and evaluate teachers of all subjects. Meanwhile, there is no clear and certified list of quality standards written specifically for English language teachers. The need of having a unified teacher evaluation quality standards is highlighted by many researchers such as Al-Thumali (2011, p. 4).

Statement of the problem

Being an intermediate school teacher of English in Tabuk, Saudi Arabia, researchers are able to investigate teachers' performance closely. Therefore, researchers were able to identify the lack of a systematic reference to teachers' evaluation and assessment. The Ministry of Education does not provide quality standards for EFL teachers, as researchers found only general quality standards used for all teachers.

Questions of the study

1. What are the most common quality-standard domains for EFL-teacher evaluation in light of quality standards?
2. To what extent are these quality standards reflected in the performance of EFL Saudi teachers in intermediate schools in Tabuk?
3. To what extent are these quality standards reflected in the performance of EFL Saudi teachers in intermediate schools according to their years of experience?
4. To what extent are these quality standards reflected in the performance of EFL Saudi teachers in intermediate schools according to their qualifications?

Aims of the study

- Identifying the most important domains for evaluating EFL Saudi teachers' performance in light of quality standards.
- Determining to what extent quality standards are reflected in the performance of EFL Saudi teachers in intermediate schools relative to their years of experience.
- Determining whether there are any statistically significant differences between EFL Saudi teachers' performance related to experience variable.

STUDY BACK GROUND AND LITERATURE REVIEW

Teacher Quality

The Ministry of education pays huge efforts to achieve perfect outcomes of the education process. The Ministry of education prepares its' teachers and train them to acquire the necessary skills in order to quality their quality of education, by collaborating with universities. The importance of teacher quality comes from its effect on students'

achievement. (Clarke, 2009) stated that teacher quality refers to the knowledge, skills, abilities, and dispositions of teachers that enable them to engage students in rigorous, meaningful activities that foster academic learning for all students (pp. 19 & 22). According to (Glossary of Education, 2006) a teacher of quality is the "Teacher who can help his students to make significant academic promotion. Teacher should has a lead of his subject matter, realized how students learn, and have wide repertoire of teaching methods to recognize varied requirements of students. Teacher of quality should have, at least, a high certification of his main teaching field."

Quality Standards in Tabuk for Intermediate Stage

KSA in general and Tabuk in particular, teacher evaluators have tools to evaluate teachers that contain standards for teachers to apply in teaching English language. These standards are divided into domains that include using language, time management, classroom management, curriculum, using the technology in teaching, lesson planning and using learning strategies and technologies (Zainab, 2012). EFL teachers, at intermediate schools in the city of Tabuk, do not have a systematic evaluation system due to the lack of standardized quality domains that addresses language teaching in particular. Therefore, this study aims to investigate the common domains and their application in light of suggested quality standards.

Teacher Evaluation

The teacher evaluation is an important process to discover the teacher's strengths in order to support them and to point out the weaknesses in order to remedy them for teacher. Therefore, this should be a continuous process in each semester (Zohairy, 2012), conducted by supervisors and the headmasters of the school. This concur with (Danielson, 2001) claiming that, "Evaluation processes must allow for reasonable judgments to be made regarding the quality of teaching, and there must be procedures to offer intensive assistance, if needed, to teachers who are struggling to perform adequately". Therefore, the results of this study are expected to inform teacher-training programs at these targeted intermediate schools.

Relevant Studies

The study of (Al-Thumali,2011), is to evaluate EFL Intermediate Teachers' performance in light of quality standards in Saudi Arabia, with the aim to identify the most appropriate standards of EFL Saudi teachers' performance in light of quality standards. In addition, this study was done to design an objective and comprehensive evaluation rubric based on quality standards to evaluate EFL Saudi intermediate teachers' performance. Moreover, determining to what extent quality standards are exhibited in the performance of EFL Saudi teachers in intermediate schools with more than five years of experience. Finally, determine whether there are statistically significant differences among EFL Saudi teachers' performance related to their experience. The researcher developed the following instruments: an analytical scoring rubric and a questionnaire, as well as a descriptive and analytic design to devise a rubric in order to determine whether Saudi EFL intermediate teachers' performance matches the quality standards .The sample of the study included (25) EFL teachers in Al-Taif city, KSA. This study found that Saudi EFL intermediate teachers' performance was good. The less experienced group of EFL teachers (less than 15 years of experience) were better than the more experienced group of EFL teachers (more than 15 years of experience) in planning and management of the learning domain. The researcher developed proposed vision based on the recommendations to improve EFL intermediate teachers' performance. Reviewing this study

was beneficial, as researchers' are able to determine the basic domains of evaluating EFL teachers in light of quality standards.

Another relevant study conducted by (Zainab, 2012), *An Evaluation of Female EFL Teachers' Performance at the Secondary Stage in Al-Madinah Al-Munawarah in Light of Quality Standards*, the researcher evaluate female EFL teachers' performance at secondary schools in Al-Madinah Al- Munawarah in light of Quality Standards. The sample of the study consisted of 50 female EFL teachers in the secondary schools in Al-Madinah Al-Munawarah. Data was collected through an observation sheet designed by the researcher based on local and international quality standards to evaluate EFL teachers' performance. The observation sheet included (55) indicators categorized under seven major domains of standards in teaching performance, these domains are: Lesson planning, Classroom management, Time management, Language presentation, Language practice, Integrating active learning strategies, and Integrating technology in teaching. Results of the study revealed that EFL teachers' performance in general needed to be improved in all major domains which were selected to evaluate EFL teachers' performance. The researcher observed that the lowest teachers' performance was a characteristic of language practice followed by lesson planning and time management. Classroom Management came as the fourth lowest domain in EFL teacher performance. On the other hand, integrating technology in teaching was ranked as the highest performance domain for teachers in this sample followed closely by integrating active learning strategies. Teachers' language presentation comes as the third highest domain in their performance. This study recommended that decision makers at the Ministry of Education in Saudi Arabia be aware of other Arab and foreign researchers in the field of quality standards and know how to apply their successful results to benefit the educational system in Saudi Arabia. In addition, the Ministry of Education in Saudi Arabia should establish its own standards for teachers in general and for EFL teachers in particular in light of Quality Standards. The study of El-Said Ali, (2009) aimed to investigate four main areas. Firstly, to design a comprehensive and objective evaluation tool based on Pharos standards in order assess the in-service-teacher's performance. Secondly, to determine the extent to which the Egyptian teacher's performance matches these standards. Thirdly, to compare the teaching performance of the untrained group with the untrained one. For the purpose of the study, an analytic scoring rubric was designed and used by the researcher.

The sample of the study consisted of 25 EFL primary teachers at the east, west educational directorates, whose teaching experience is not less than three years, and teach in the fourth group. The sample is divided in two categories trained and untrained teachers. The result of the study have indicated seven points: first, there are statistical significant differences between the untrained group with three years of experience and the trained group with three years of experience in favor of the trained group. Second, years of experience affect improving teaching performance and their effect equals the effect of training on the educational standards. Third, pharos standards are not exhibited in the teaching performance of the first group (3 to 4 years of experience without training). Fourth, pharos standards are not exhibited in the teaching of the second group (5 to 7 years of experience without training) with percentage (16.66%). Fifth, pharos standards are exhibited in the teaching performance of the fourth group (3 to 4 years of experience with training) with the same percentage. Sixth, concerning the sample of the study, EFL primary teacher's performance level is less than the mean. Seventh, teachers' evaluation is considered one of the most important factors that lead to improve the teaching performance and subsequently improve the educational process completely. The researchers' benefit of this study to understand the importance of teachers' experience as variable factor in their study.

RESEARCH METHODOLOGY

In this study, the researchers collected qualitative and quantitative data in order to inform the results. Therefore, the researchers designed a questionnaire to evaluate the performance of EFL teachers in Tabuk intermediate schools in the light of the Saudi comprehensive quality standards.

Objectives of this Research

The main aim of this study is to investigate the standards of teaching English language in intermediate schools of Tabuk. Consequently, the researchers measured teachers' performance according to the announced quality standards of the ministry of education. Therefore, teachers' application of these standards was examined in relation to their education and years of experience.

Participants

The subjects of this study included 24 EFL teachers working at the government intermediate schools in the city of Tabuk. They are all male teachers of English Language at the intermediate schools of Tabuk during the academic year 1435/1436 AH, 2014 / 2015 AD. All teachers are university graduates, and a few of them have higher studies. Pre-study investigations showed that government schools rarely offer professional development and observe teachers once or twice a year. Therefore, teachers' background about quality standards was not expected to be strong. As a result, this study focuses on the most common domains of quality standards and the extent to which they are applied in teaching English language.

Data Collection Tool

The data collection tool, (an observation list) a teacher questionnaire, consists of two main sections; the first section includes two questions about the concerned teacher's data such as education and years of experience. At the same time, the second section consists of 20 items. Each item is related to one of the suggested quality standards domains such as language proficiency, planning and management of learning, professionalism, and assessment. Each domain included some items that examine teachers' ability to meet the suggested quality standards practices.

Questionnaire Validity

To insure the validity of this questionnaire, the researchers gave the final version of the questionnaire to a jury of five experienced EFL researchers. The five experienced teachers examine the validity of the questionnaire, and confirm that its content is suitable to the purpose of the study. Moreover, the data collected from this questionnaire, when analyzed by SPSS, a software package used for statistical analysis, showed that none of the questionnaire items was excluded (see table1).

Table1: Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

Questionnaire Reliability

SPSS reliability analysis was used to examine the reliability of the data collection method, the teachers' questionnaire. Nunnally (1967) and Ramayah (2010) claimed that, according to SPSS results, Alpha coefficients scores ranging between 0.634 and 0.80 are accepted. However, a score deemed lower than 0.50 is not acceptable (Ramayah, 2010). The results of reliability analysis showed that the questionnaire showed high reliability. The questionnaire utilized scored 0.921 on Cronbach's Alpha scale that is considered an excellent score (see table 2).

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.924	.921	20

PROCEDURES AND DATE ANALYSIS

Procedures

A questionnaire designed by the researchers investigates teachers' performance. This questionnaire contains a list of suggested items that are expected to secure data to answer this research questions. Lead teacher and school supervisors, in a number of targeted Saudi Intermediate schools, observe 24 teachers and complete the questionnaire. For each statement, participants choose one appropriate response such as Strongly Agree (SA), Agree (A), Moderate (M), Disagree (D), and Strongly Disagree (SD). Then, researchers analyze questionnaire responses. In order to analyze scores and responses in terms of means and frequency the researchers use a Statistical Package for Social Sciences (SPSS). SPSS gives accurate results and allows researchers to reach trusted research conclusions. The next section shows the summary of results provided by SPSS after analyzing the frequency of collected data.

Analysis of Teachers' Questionnaire

Table 3. Participants' responses to items 1, 2, and 3 that reflects the domain of language proficiency

Item	Statements	SA	A	M	D	SD
1	The Teacher demonstrates the required knowledge and skills related to oral language appropriately and effectively to achieve educational objectives.	33.3%	50.0%	8.3%	8.3%	0%
2	The Teacher demonstrates the required knowledge and skills related to written language appropriately and effectively to achieve educational objectives.	33.3%	50.0%	4.2%	8.3%	0%
3	The Teacher uses verbal and nonverbal communication skills, which simplify learning process.	41.7%	25.0%	16.7%	16.7%	0%

Table 3 reflects teachers' responses to items 1, 2, and 3 of the questionnaire. The frequency of responses illustrates the level of language proficiency among EFL teachers. While 83.3% of teachers' observers agreed that teachers have the knowledge and skills of required oral language, only 33.3% strongly agree that teachers demonstrate oral skills. In addition, the same percentage of participants agreed and strongly agreed that teachers demonstrate the required knowledge and skills related to written language. Item 3 reflects that 66.7% of participants agrees that can use both verbal and non-verbal communication in order to simplify the lesson. The following diagram summaries the percentage of participants who agreed about teachers abilities concerning oral, written and communication skills that allow teachers simplify and convey their message.

Diagram1: participants who agreed and strongly agreed about various proficiency elements such as oral, written and communication skills

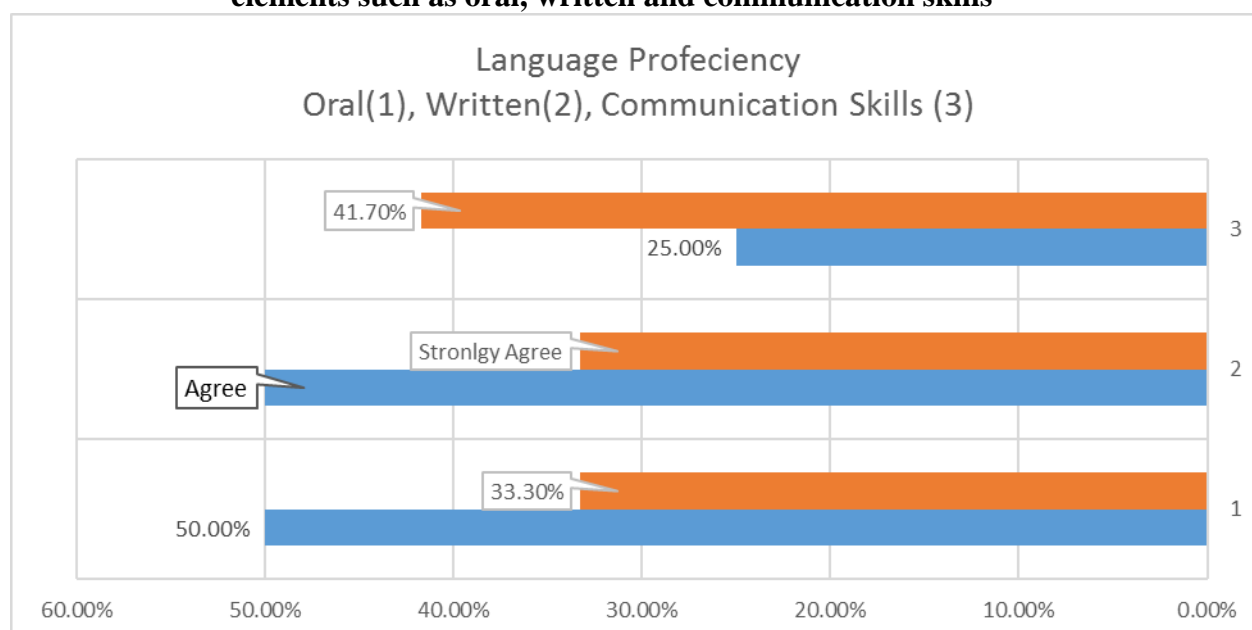


Table 4. Participants' responses to items 4, 5, 6, 7, 8 and 9, reflects the domain of planning and management of learning

Item	Statements	SA	A	M	D	SD
4	The Teacher takes into account individual differences among students, which are consistent with their interests and needs.	37.5%	25.0%	29.2%	8.3%	0%
5	The Teacher uses a variety of instructional methods and techniques, which are consistent with the curriculum goals.	45.8%	29.2%	25.0%	0%	0%
6	The Teacher improves students' thinking that allows them to acquire the social required skills.	25.0%	37.5%	25.0%	4.2%	8.3%
7	The Teacher involves the students in learning process through using the skills and strategies that help to stimulate motivation and concentration.	16.7%	45.8%	20.8%	16.7%	0%
8	The Teacher uses educational technology in creating enriched learning opportunities for students.	29.2%	41.7%	16.7%	8.3%	4.2%
9	The Teacher provides opportunities for students to demonstrate an understanding of the relationship between language learning and perspectives on culture.	29.2%	25.0%	20.8%	8.3%	16.7%

Six items, included in table 4, highlight intermediate schoolteachers' abilities concerning lesson planning and management of learning. Item four shows that 29.2% of participants are not sure about teachers' ability to consider individual differences. At the same time, 25.0% of observers agree and 37.5% strongly agree that teachers are aware of individual differences among students. Moreover, almost all participants, 75% agrees that teachers use a variety of teaching methodology in order to meet curriculum goals. In addition, 62.5% of participants agree and strongly agree that teachers apply strategies that motivate students including educational technology (70.9%). Item (9) illustrates teachers' ability to help students understand the relationship between language and culture exists by the percentage of 54.2%. The following diagram summarizes the effectiveness and frequency of every item related to this domain (see diagram2).

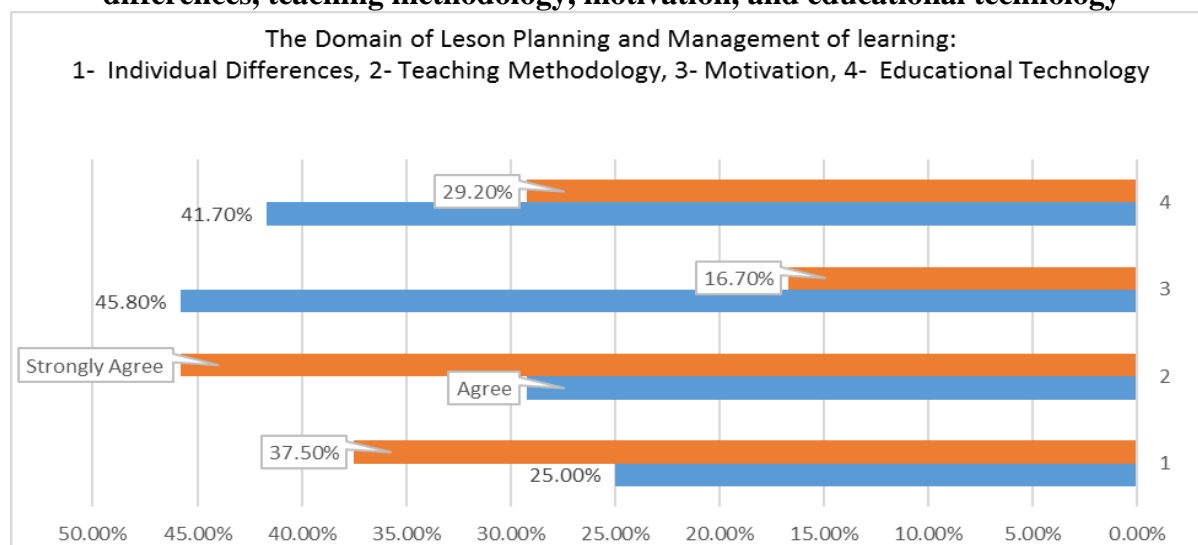
Diagram2: participants' responses concerning teachers' awareness of individual differences, teaching methodology, motivation, and educational technology

Table 5. Participants' responses to items 10 and 11 that reflect teachers' ability to deal with the learning community and environment

Item	Statements	SA	A	M	D	SD
10	The Teacher involves Parents to participate actively throughout the learning environment.	33.3%	33.3%	16.7%	12.5%	4.2%
11	The Teacher involves other teachers to participate actively throughout the learning environment.	37.5%	33.3%	25.0%	4.2%	0%

Table 5 shows the participants responses to the domain of dealing with learning community and environment. 66.6% of participants agree that teachers involve parents to participate in the learning environment. In addition, many participants (70.8%) agree that teachers consult other experienced teachers concerning enhancing the learning environment.

Table 6: Participants' responses to items 12, 13, 14, 15 that reflect the level of professionalism in teachers' performance

Item	Statements	SA	A	M	D	SD
12	The Teacher contributes to the different activities done by school effectively	41.7%	29.2%	25.0%	0%	4.2%
13	The Teacher cooperates with the manager colleagues to work as a team.	58.3%	29.2%	4.2%	8.3%	0%
14	The Teacher cooperates with the manager supervisors to work as a team.	54.2%	25.0%	12.5%	4.2%	4.2%
15	The Teacher develops himself professionally	45.8%	29.2%	8.3%	12.5%	4.2%

Items in table 6 reflect the level of professionalism in EFL teachers' performance. This domain has four items that describe the teachers' contributions to school management (87.5%), school activities (70.9%), collaborative work (79.2%), and professional development (70.5%). The following diagram shows the percentage of these four elements of teachers' professionalism (see diagram 3).

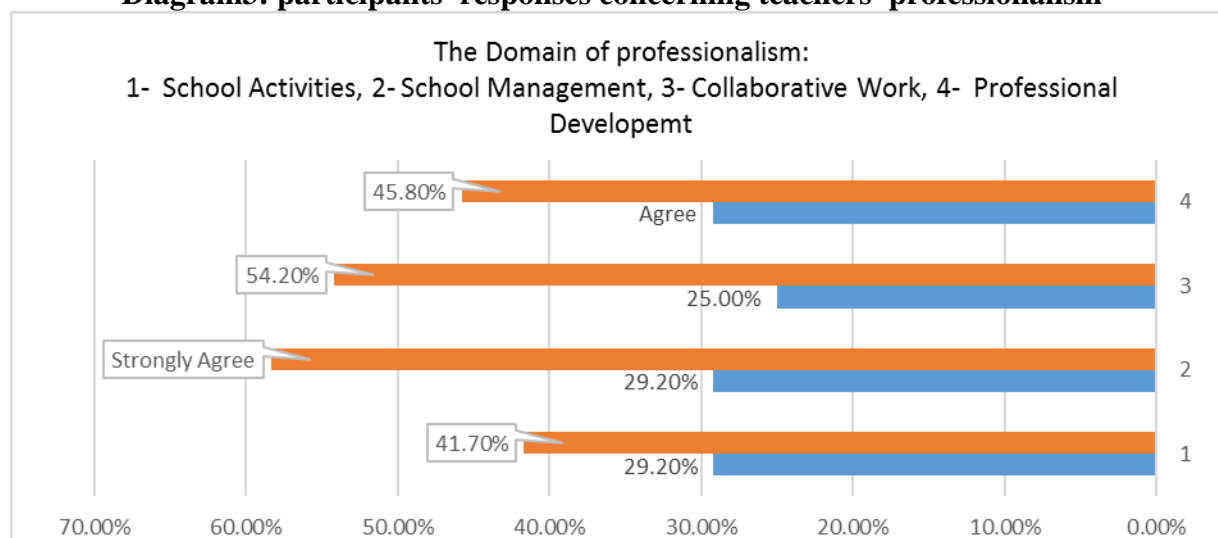
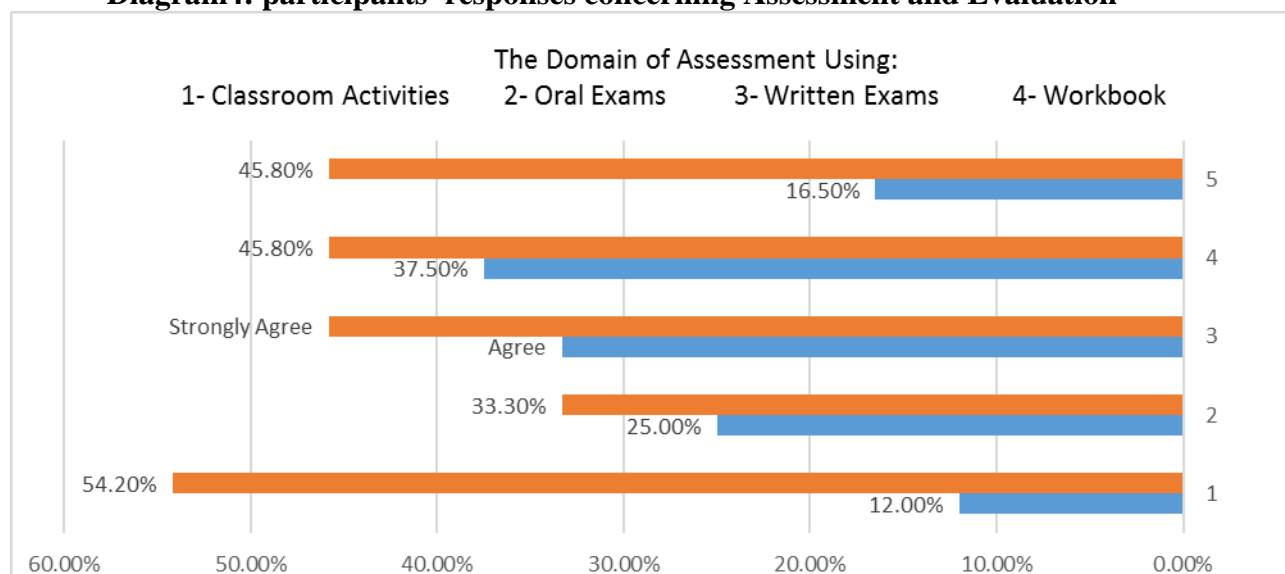
Diagram3: participants' responses concerning teachers' professionalism

Table7: Participants' responses to items 16, 17, 18, 19, and 20, reflects the use of assessment and evaluation in EFL Lessons

Item	Statements	MA	A	M	D	MD
16	The Teacher evaluate students' learning using classroom activities.	54.2%	12.5%	29.2%	0.0%	4.2%
17	The Teacher evaluate students' learning using oral exams.	33.3%	25.0%	29.2%	8.3%	4.2%
18	The Teacher evaluate students' learning using written exams.	45.8%	33.3%	8.3%	4.2%	8.3%
19	The Teacher evaluate students' learning using workbook activities.	45.8%	37.5%	4.2%	4.2%	8.3%
20	The Teacher involves parents in assessment by writing notes to enhance students' learning process.	45.8%	16.7%	16.7%	4.2%	16.7%

Table 7 illustrates the frequency of participants' responses to the five items of assessment and evaluation in EFL classrooms. Many of the observed teachers (66.7%) used classroom activities to evaluate students' learning. On the one hand, 58.3% of participants reported that teachers use oral exam to evaluate students. On the other hand, the percentage of 79.1% noticed that teachers use written exams and 83.3% use workbook activities. In addition, 62.5% of participants noted that teachers involve parents in assessment. The diagram below shows the detailed percentage of strongly agree and agree among participants.

Diagram4: participants' responses concerning Assessment and Evaluation

Analysis of collected data supported the researchers' views and hypotheses. Therefore, the next section discusses the results and present the researchers' interpretations of these results.

DISCUSSION AND INTERPRETATION OF RESULTS

As stated earlier, this study has few aims. The researchers aim to identify the most important domains for evaluating EFL-Saudi teachers' performance in the light of quality standards. In addition, this study tends to determine the range of applying these quality standards among Saudi teachers in the intermediate stage. The researchers believe that teachers' experience and

education have an effect on teachers' performance. A group of supervisors and team leaders were asked to observe 24 male-teachers and complete a questionnaire about teachers' performance. This questionnaire was divided into five main domains; each domain tackles one main issue of teaching quality standards. This study focuses on these five domains, as the ministry of education in Saudi Arabia recommend them as per the first part issue of the national standards of educational quality (2008). These five domains included language proficiency, Planning and learning management, learning community and environment, professionalism, and assessment and evaluation.

Common Domains of Quality Standards among EFL Saudi Teachers

The analysis of data, collected by the research tool, informed the researchers' findings concerning the range of frequency of various domains of quality standards. Diagram1 shows that participants' responses to the first domain (language proficiency) is either 50% or less. At the same time, the highest frequency of agreeing among participants is 45.8%; the second domain tackles planning and management of learning. In addition, diagram3, professionalism, shows that participants' responses reach 58.3% agreeing that teachers show professionalism while teaching. Finally, diagram4 illustrates that teachers conduct assessment and evaluation to check students' learning with the percentage of 54.2%. This study suggests a different order of suggested domains of quality standards in the Saudi Intermediate Schools in Tabuk. Therefore, answering the first research question suggests a different order of these domains of quality standards. This new order is based on teachers' performance and observers' responses. Researchers give priority to areas of weaknesses, where observers reported low frequency of teachers' performance. Firstly, table5 illustrates that the least common domain of quality standards among Saudi teachers is about the learning community and environment. Secondly, the domain of planning and management of learning is in the second stage. While participants' responses about the domain of language proficiency do not exceed 50%, the domain of assessment and evaluation reached the frequency of 54.2%. Finally, teachers' professionalism is about 58.3%, and this makes it the most common among quality standards domains. This change of order of domain is answering the first research question about the common domains of quality standards at the intermediate schools in Tabuk. This concurs with the findings of (Zainab, 2012), as she reached very close results concerning the frequency and order of quality standards domains among Saudi teachers.

Saudi Intermediate Schoolteachers' Performance in the Light of Quality Standards

The findings of this study and data analysis show that teachers apply quality standards in teaching English language. They do not apply all these standards to the same extent, though. In order to answer the second research question, the researchers examined the responses of participants that highlight teachers' application of quality standards. Diagram3 shows that teachers apply items included in the domain of professionalism to a high extent; participants strongly agree that teachers' professionalism is high concerning participation in collaborative work (58.3%), school management (54.2%), professional development (45.8%), and school Activities (41.7%). This gives the domain of professionalism in teachers' performance the highest percentage of application. Then, data analyses show that the domain of assessment and evaluation is the second most applied domain of quality standards. Table7 and diagram4 reflect the percentage of teachers who apply various assessment and evaluation inside and outside classrooms such as classroom activities (54.2% strongly agree), written exams, using workbook and involving parents (45.8%), and oral exams (33.3%). In addition, the third most

reflected domain, of quality standards among Saudi intermediate schoolteachers, is the domain of planning and management of learning.

This domain includes items such as using suitable teaching methodology (45.8%, strongly agree, 16.7% agree), and understanding individual differences among students (37.5% SA, 25% A). Moreover, the domain of language proficiency is the fourth most reflected domain (41.7%), while the domain of dealing with community and learning environment is only 33.3%. Answering the second research question is very essential to stakeholders and teacher trainers. This sequence of reflected domains in teachers' performance is a very good indicator to answer the teachers' real needs of training. In addition, this informs both long and short-term training plans of teachers which are effective parts of teachers' evaluation (Richards, 1998), (Zohairy, 2014). This agrees with the findings of (Al-Thumali, 2011) and (El-Said Ali, 2009), as their study highlight the importance of having an EFL teachers' quality standards, and running proper teacher training based on the findings of assessment and evaluation.

Is there any correlation between teachers' performance and their education or years of experience?

In order to answer the third and fourth research questions, the researchers reviewed participants' responses to the first section of the questionnaire that includes two questions about teachers' education and years of experience. Concerning education and years of experience, teachers are divided into four main groups. The first group, 58 % of subjects, have a bachelor degree and less than 5 years of experience. More than 80% of this group reflect a good level of applying various domains of quality standards. The second group of teachers have a bachelor degree and more than 15 years of experience. This group, 13% of observed teachers, show high percentage of applying quality domains in teaching English language. This confirms a positive correlation between teachers experience and good practices. Consequently, it is clear that teachers' experience have a positive effect on their performance. In addition, the third group of teacher who has an MA with less than five years of experience, 14.5% of teachers, have a master's degree and less than five years of experience. Meanwhile, the fourth group, 14.5% of teachers, have a master's degree and more than five years of experience. Those two groups confirmed the relationship between longer experience and the higher reflection of quality standards domains. El-Said Ali's findings supported the idea of the positive effect of years of experience on teachers' performance (2009). However, the findings of this study contradicts with his findings concerning teachers' education (El-Said Ali, 2009).

LIMITATIONS OF THE STUDY

This study targets a group of intermediate schoolteachers. However, the population of this study is limited to the male intermediate schoolteachers in the city of Tabuk. This is due to cultural and religious regulations of the Saudi society. As a result, the findings cannot be generalized for all Saudi teachers or schools. Another limitation, and which relates to a specific Saudi cultural dynamic, made it impossible to use female teachers in this study. In other words, the sample of the study was limited to male EFL teachers in intermediate schools in the city of Tabuk during the academic year 2014/2015.

CONCLUSION

Teachers are a crucial element to any successful education process. In Saudi Arabia, the Ministry of Education dedicates a huge budget to educating and qualifying teachers of various subjects including English language teachers. In order to insure the implementation of what teachers have learnt, teachers should go through performance evaluation and continuous professional development process. Consequently, teachers' evaluation and assessment are essential to ensure best practices at this critical stage of education. However, the lack of fixed quality standards is one of the challenges that face EFL teachers' evaluation. This study proved the importance of having a fixed quality standards system for English language teachers. This system guides teachers' performance and decides on their training plans. Participants' views and observations have informed the findings of this study. According to the findings, shown in previous parts of this study, it is clear that the most common quality standards applied by teachers' in Saudi Intermediate schools of Tabuk is the domain of professionalism. Meanwhile, teachers were not able to demonstrate a successful learning community, and that was the least common domain among teachers. In addition, this study prove that the year-of-experience factor is very effective in enhancing teachers' application of quality standards in teaching the English language. Consequently, this research recommends that, the Ministry of Education initiates quality standards for English language teachers, and makes sure that teachers are applying them in teaching through a systematic process of evaluation and assessment. In addition, stakeholders are expected to provide more chances of professional development for teachers, so they remain up-to-dated concerning national and international quality standards.

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