

Teacher Professional Development in Saudi Arabia: Challenges and Possibilities

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Abstract : This study explores the current situation of teacher professional development, focusing on challenges experienced by English language teachers at a Saudi Arabian university. The study examines the current context of English language department (ELD) teachers in relation to PD activities available and the nature of the challenges they face in their attempts to engage in PD. The study adopted an interpretive approach to understanding the current situation of teachers working at the English language department (ELD) at one Saudi Arabian university. The study's findings reveal that participating teachers were aware of the significance of PD but were disappointed that the voices of teachers were not heard. The research reveals many challenges; lack of autonomy, insufficient time, heavy workloads, unsupportive working environments, and PD activities that were not considered necessary by the participants. Teachers viewed PD as subject to a top-down system, causing them to feel professionally undermined, lacking autonomy, and forced to comply with university rules. The study makes several recommendations for improving the PD experience and helping raise institutional awareness of the need to encourage teacher engagement and recommend enhancements to ELD teachers' professional development based on teachers' perspectives.

Keywords : adult learning., professional development, PD challenge, teacher perspective

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