

# EFL Policy Alignment With Saudi Arabia's Economic Transformation and Vision 2030: A Systematic Review

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**Abstract**—Saudi Arabia's Vision 2030 aims at economic diversification and the establishment of a knowledge-based economy, emphasizing the importance of EFL education for global integration and engagement. This systematic review examined 44 studies on EFL policy alignment with Vision 2030's economic objectives, using the PRISMA framework and data from various academic databases, covering the period from 2013 to 2026. The findings revealed a substantial alignment with Vision 2030, highlighting the expansion of EFL programs, integration of technology, and the strategic role of English proficiency in enhancing global competitiveness. However, the study noted significant challenges to achieving educational objectives, including sociocultural barriers, insufficient teacher preparedness, outdated assessments, inadequate feedback, insufficient infrastructure, and curriculum misalignment, particularly regarding the underrepresentation of females in prestigious roles. The study advocates for a focus on vocational linguistic competence in EFL education to support economic transformation, recommending tailored professional development for teachers and improved integration of soft skills into the curriculum.

**Index Terms**—curriculum misalignment, global competitiveness, human capital, knowledge-based economy, skilled workforce

## I. INTRODUCTION

Mastering English is essential for professionals across sectors such as business, science, technology, and diplomacy, as it enables global communication and collaboration. In international business, proficiency in English improves interactions, increases job opportunities, enhances operational efficiency, and offers a competitive advantage (Agustina et al., 2024; Junyi, 2024; Barnawi & Al-Hawsawi, 2016; Abro et al., 2025; Alneyadi et al., 2023). English is a crucial global language essential for various interactions. The rising need for skilled speakers highlights the importance of quality education for English language learners worldwide. Saudi Arabia's Vision 2030 Human Capability Development Program (2022) emphasizes English proficiency to enhance foreign investment and drive economic growth, particularly in tourism and investment sectors, in line with UN and OECD goals for higher education and innovation (OECD, 2019; Abbott & Lee, 2022). Significant educational reforms include the introduction of English in primary schools from Grade 1, the implementation of mandatory English tracks in technical colleges, comprehensive teacher retraining programs, and alignment with the Common European Framework of Reference for Languages (CEFR). Effective EFL policies are essential for realizing Vision 2030's economic transformation goals, as they improve English proficiency, which enhances human capital, attracts foreign investment, boosts global trade, ensures economic sustainability, and fosters global engagement (Ndiaye et al., 2024; Al-Mwzaiji & Muhammad, 2023; Althobaiti, 2025; Ismail & Namaziandost, 2025; Strango et al., 2025).

Multiple studies have highlighted the need to align economic goals with educational initiatives through a competency-based approach that integrates language and economic education. Language and economic literacy are essential for fostering economic change, as highlighted in the State of Learning and Skills 2030/2040 study. A study by Mohiuddin et al. (2023) highlighted the need for reforms in higher education, promoting modern curricula, industry-relevant outcomes, skilled graduates, faculty development, and international collaborations to meet market demands and

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foster a knowledge-based society. Alfahadi (2019) examined the influence of Saudi Vision 2030 on EFL teaching in Saudi public universities, finding a positive impact on educational development and highlighting challenges in adopting advanced teaching methods based on a survey of 500 EFL teachers. Samarin and Al-Asfour (2023) emphasized the role of socio-political factors in human resource development, highlighting workforce adaptability and early career exploration. Dhawi and Albaqami (2017) called for enhanced university infrastructure to meet economic demands. Allmnakrah and Evers (2020) advocated for educational reforms aligned with Saudi Vision 2030, noting that existing policies limit language acquisition, impacting English proficiency and economic diversity.

However, some studies highlighted misalignment and inconsistencies between EFL policies and human capability strategies. For example, Banafi (2025) highlighted the need for better alignment between university language policy and human development, as unclear outcomes from recent educational reforms in Saudi Arabia may hinder effective policy implementation and the development of essential skills for economic and social progress. Asem et al. (2024) analyzed digital transformation in Saudi organizations under Vision 2030, focusing on strategies, innovations, and challenges related to economic diversification and social development, while highlighting a notable gap between policy directives and improvements in human capabilities. A study by Karim and Hasan (2024) found that many EFL instructors in Saudi Arabia were undertrained and unmotivated to effectively use technology, preferring traditional teaching methods. Furthermore, Abdullateef et al. (2023) highlighted misalignment between educational outcomes and labor-market demands across five Saudi universities, advocating curriculum reforms to better equip students with skills relevant to six significant gig projects. Singh et al. (2022) pointed to the critical role of education and training in fostering economic growth in line with the UN Sustainable Development Goals and Saudi Vision 2030. A mixed-method study by Saleh Alhamlan (2025) involving 760 students found that supportive professors and positive learning environments enhanced English proficiency, while issues such as large class sizes and language anxiety posed challenges.

Some studies indicate that EFL assessment policies are misaligned with the goal of improving communicative and social skills as outlined in Vision 2030. Research by Latif and Wasim (2024) found that Saudi tertiary EFL instructors favored standard assessment methods over constructivist approaches, highlighting the necessity for legislative reform, the creation of classroom-based assessment frameworks, and enhanced assessment literacy through professional development. Similarly, Latif (2021) explored the assessment practices of tertiary EFL educators in Saudi Arabia, emphasizing a tendency towards constructivist methods influenced by sociocultural theory and pragmatism, while also noting the persistence of traditional assessment techniques and significant gaps in teachers' assessment literacy. Rauf and McCallum (2020) highlighted deficiencies in assessment literacy among EFL teachers that hindered proper alignment of assessments with student learning, and suggested professional development to enhance teachers' assessment skills in line with Vision 2030. Additionally, Aburizaizah (2022) emphasized that centralized bureaucracy adversely affected creativity and report reliability in four Saudi public universities, noting that although accreditation set quality standards, it failed to cover the entire quality assurance framework in the country. Alharbi (2024) emphasized that traditional assessment methods hindered the implementation of Communicative Language Teaching in Saudi EFL classrooms, highlighting the need for improved English assessments, curriculum updates, teacher training, and test adaptations that promote communicative learning.

The current framework of continuing professional development (CPD) in Saudi Arabia is inadequately aligned with the innovation goals outlined in Saudi Vision 2030. A study by Abdullateef et al. (2023) identified significant discrepancies between existing educational curricula and teaching techniques in Saudi universities, indicating that CPD initiatives were not equipping professionals with the necessary skills to support the country's transformative objectives. This misalignment is particularly critical in the energy sector, where there is an urgent need for skill development aligned with Vision 2030. Research by Alhamad et al. (2024) advocated integrating technological competencies into CPD programs to enhance sustainable energy development strategies. Furthermore, Alnaser et al. (2024) conducted a SWOT analysis across 20 universities, revealing the need to reform architectural education to include more sustainability and digital application courses, highlighting a shortfall in Industry 4.0 training. Innovative training methods, such as virtual reality (VR), are being recognized for their potential to enhance leadership and communication skills, particularly among women leaders (Fryan et al., 2025). Additionally, the growth of the digital economy, fueled by the adoption of application programming interfaces (APIs), stressed the necessity for ongoing skill development, as noted by Ali et al. (2025). Aligning API-related strategies with national objectives is essential to support Saudi Arabia's digital advancement, further asserting the pivotal role of CPD initiatives in cultivating digital literacy and technical expertise in a rapidly changing digital environment.

## II. METHODOLOGY

### A. Research Questions

- A. How do Saudi EFL policies align with Vision 2030 economic objectives in the literature?
- B. How does English language planning support human capital development and workforce readiness?
- C. How do pedagogical reforms in EFL contribute to national economic competitiveness?
- D. How is Saudi EFL policy ideologically framed within economic reform?

### B. Research Design

The research conducted a systematic review examining the alignment of EFL policies and language-planning initiatives in Saudi Arabia to support economic transformation under Vision 2030. Utilizing the PRISMA 2020 framework, the study defined its purpose, developed a protocol, conducted literature searches, systematically screened data, collected information, and synthesized results through thematic analysis.

### C. Search Strategy

An extensive literature search was conducted through major academic databases, including Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, and Wiley Online Library, as well as Google Scholar. This systematic approach aimed to gather a wide range of studies on English as a Foreign Language (EFL) policy and language education in Saudi Arabia, with a specific focus on Vision 2030. A structured search strategy was utilized, incorporating keywords, descriptors, and Boolean operators, and targeting core terms such as "EFL policy," "English language education," and "language planning." The search included studies published in English, with no restrictions on publication year.

### D. Eligibility Criteria

Inclusion and exclusion criteria were defined to guarantee the relevance and quality of the studies reviewed. Studies were included if they:

- (a) Focused on EFL policy and education, and language-planning initiatives in Saudi Arabia;
- (b) Addressed economic development, workforce readiness, globalisation, vision 2030 objectives;
- (c) Accepted publication formats include peer-reviewed journal articles, scholarly book chapters, and doctoral dissertations;
- (d) Presented empirical findings, policy analysis, and theoretically grounded discussion.

*Studies were excluded if they:*

- (a) Focused exclusively on contexts outside Saudi Arabia;
- (b) Addressed English language teaching practices without policy-level or socio-economic relevance;
- (c) Were non-academic publications such as editorials, opinion pieces, reports, or conference abstracts; or
- (d) Lacked sufficient methodological or analytical clarity.

### E. Screening Process

The screening process used a structured, multi-stage approach to systematic study selection. A total of 512 records were first identified. After eliminating 168 duplicates, 344 unique studies were left. Screening of titles and abstracts resulted in the exclusion of 252 records, leaving 92 full-text articles for evaluation. Of these, 48 studies were excluded for insufficient policy focus or relevance, leaving 44 included in the systematic review. This process was conducted in accordance with PRISMA guidelines to maintain rigor and transparency.

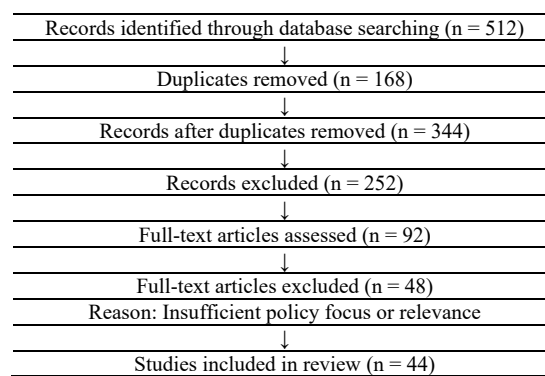


Figure 1. PRISMA Review Process

TABLE 1  
ARTICLES INCLUDED IN THE SYSTEMATIC REVIEW (N = 44)

S. No.	Author(s)	Year	S. No.	Author(s)	year
1	Faruk	2013	23	Alqahtani, M. H.	2022
2	Alshammari, A. K.	2015	24	Ismail & Kassem	2022
3	Al-Zahrani & Rajab	2017	25	Al-Seghayer, K.	2023
4	Yusuf	2017	26	Almohammadi, M.	2023
5	Elyas & Badawood	2017	27	Alghamdi et al.	2023
6	Alzahrani, A. K.	2017	28	Almalki et al.	2023
7	Mitchell & Alfuraih	2017	29	Samarin & Al-Asfour	2023
8	Alqahtani, S. M. A.	2018	30	Ahmed, M. R. A	2024
9	Alanazi & Widin	2018	31	Alainati and Al-Hunaiyyan	2024
10	Sharma, V.	2018	32	Khreisat et al.	2024
11	Alnasser	2018	33	Almesaar, O.	2024
12	Al-Ahdal & Al-Awaid	2018	34	Elyas & Al-Hoorie	2024
13	Al Mukhallafi, T. R.	2019	35	Afzal, N.	2024
14	Alamr, A. S.	2019	36	Al Fraidan & Alaliwi	2024
15	Almoaily, M.	2019	37	Alqahtani, M. H.	2024
16	Al-Tamimi, R.	2019	38	Althobaiti, A.	2025
17	Alfahadi, A. M.	2019	39	Aloairdhi et al.	2025
18	Al-Shehri, S.	2020	40	Al Shammre, A. S.	2025
19	Alzhrani & Alkubaidi	2020	41	Alenazi, Y.	2025
20	Alfuhaid, S. R.	2021	42	Alkhalil, S. F. A.	2025
21	Albiladi, W. S.	2022	43	Alzahrani, A. M.	2026
22	Khawaji, A.	2022	44	Chowdhury et al.	2026

F. Data Extraction and Coding

A structured extraction framework was employed to systematically review and extract data on authors, publication years, research focuses, methodological approaches, policy contexts, and contributions to English as a Foreign Language (EFL) policy, language planning, and economic transformation. The extracted data underwent thematic coding, utilizing a deductive-inductive analysis method. Initial codes were derived from the data and the conceptual focus on Vision 2030, leading to the formulation of higher-order codes. This cyclic coding method enabled the identification of prevalent themes and convergence and divergence within the analyzed corpus.

G. Data Synthesis

The synthesis of extracted data employed narrative thematic synthesis for systematic reviews across diverse study designs, focusing on interpretation rather than statistical aggregation. Findings were organized into four key themes: strategic policy alignment, human capital development, institutional and pedagogical implementation, and sociocultural and ideological dimensions of EFL policy under Vision 2030.

III. RESULT AND DISCUSSION

In this systematic review, 44 studies were examined to assess how EFL policies and language-planning initiatives in Saudi Arabia aligned with the economic transformation objectives of Vision 2030. The review used narrative thematic synthesis to identify overarching patterns and distinctions across several areas, including policy analysis, institutional practices, pedagogical reforms, and sociocultural factors. The results highlight four key thematic areas that encompass the strategic, educational, and sociocultural aspects of EFL policy in relation to national economic priorities. For a detailed illustration of the year-wise publication trend, see Figure 2.

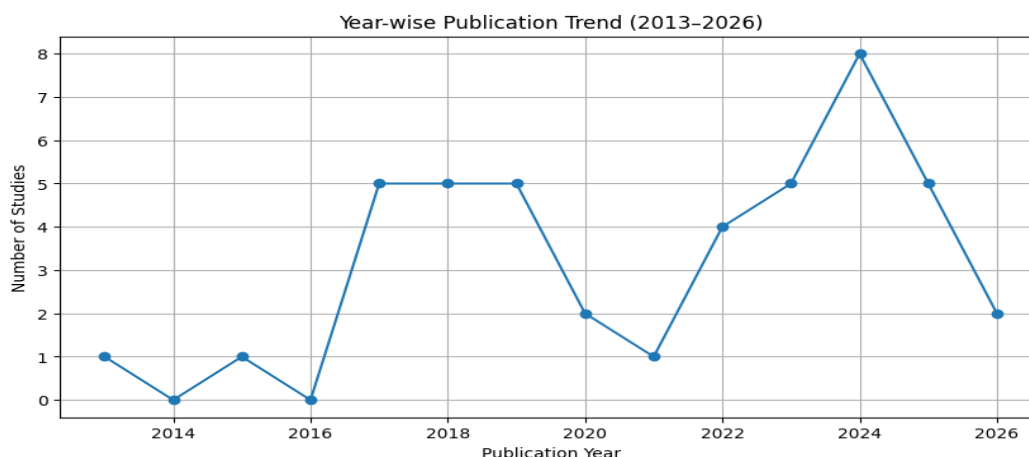


Figure 2. Year-Wise Publication Trend of Studies on EFL Policy Alignment With Saudi Vision 2030 (2013–2026)

### *A. Repositioning EFL Policies for Vision 2030–Driven Economic Development*

Aligning EFL policies with Saudi Arabia's Vision 2030 is crucial to economic transformation. Educational reforms and language policies should enhance human capital for diversification and technological progress while reflecting cultural contexts and national priorities. Reviewed studies suggest that EFL policy in Saudi Arabia now aligns with the country's economic goals under Vision 2030, framing English as a tool for economic diversification and national development rather than just an academic discipline (Alzhrani & Alkubaidi, 2020; Alfahadi, 2019; Omer et al., 2024; Banafi, 2025; Khawaji, 2022). The studies highlight a connection between English proficiency and enhanced employability and productivity, supporting Saudi Arabia's Vision 2030 economic modernization objectives. English is recognized as a tool for empowerment and global mobility, particularly among youth and urban populations (Jabeen, 2023; Althobaiti, 2025). Bahanshal (2023) explored the shift from teaching English as a Foreign Language to English as a Second Language in Saudi Arabia, aligned with Vision 2030. Findings suggested that modernizing English language education strategies in higher education might enhance learners' skills and proficiency. Ahmed (2024) noted a shift from a symbolic language policy to an instrumental approach, in which English is seen as a key driver of global integration. Economic factors primarily drive the growth of English-medium instruction in Saudi institutions of learning, including international accreditation, improved research competitiveness, and better alignment with labor-market needs (Elyas & Al-Hoorie, 2024; Alfahadi, 2019; Almohammadi, 2023). Stakeholders acknowledge both the economic rationale and the strategic importance of English as a Foreign Language (EFL) reforms; however, disparities in resources and support lead to inconsistent policy implementation across educational contexts. Some studies (Alhazmy, 2025; Al Mukhallafi, 2019; Ndiaye et al., 2024; Alfahadi, 2019) have identified issues such as unclear curriculum objectives, challenges in self-assessment and guidance, sociocultural and implementation barriers, and difficulties in adopting high-tech teaching methods that hinder progression. Overall, the findings indicate robust alignment between EFL policy and the economic goals outlined in Vision 2030, yet significant operational challenges continue to hinder its practical realization. This discussion answers the first research question.

### *B. Language Planning and English for Human Capital and Workforce Readiness*

Saudi language planning emphasizes English as essential for developing human capital and workforce readiness, aligning with Vision 2030 and the Human Capability Development Program. English proficiency improves skill development and job competitiveness, supported by an educational framework that fosters a skilled, adaptable, and socially responsible workforce (Abubakar et al., 2024; Banafi, 2025; Fraidan & Alaliwi, 2024; Alzahrani, 2026; Ismail & Namaziandost, 2025). Saudi language planning initiatives have enhanced EFL curricula by emphasizing communicative competence, professional discourse, personalized learning, culturally responsive pedagogy, and transferable skills, aiming to better equip learners for workforce readiness and economic participation (Jabeen, 2023; Banafi, 2025; Ndiaye et al., 2024; Al-Awaid & Hussain, 2025; Fallatah, 2021). Recent curriculum reforms, as noted by Albiladi (2022) and Khawaji (2022), have emphasized critical thinking, collaboration, and effective communication, aligning language education with labor-market expectations. Yusuf (2017) and Almoaily (2019) highlighted that the reforms in the English curriculum at Saudi universities aimed to prepare graduates for employment in the private sector and multinational environments, with both instructors and students acknowledging the role of English in improving career opportunities, especially in science, technology, and business. Students show greater motivation and find English learning more relevant when it is linked to employability, professional mobility, and future economic prospects (Zawawi et al., 2025; Yang, 2017; Alnatheer, 2013; Sharma, 2018; Alzahrani, 2017; Alnasser, 2018). These findings highlight that the language planning frameworks of Vision 2030 focus on workforce readiness, emphasizing the importance of learner experiences and institutional conditions. English is critical for improving workforce quality, but its success depends on ongoing pedagogical support, learner engagement, and institutional consistency. However, multiple studies have highlighted certain challenges, such as inadequate teacher preparedness and reliance on outdated assessments, underscoring the need for skills in critical thinking, communication, creativity, and collaboration (Al-Awaid & Hussain, 2025; Mohanna, 2024; Alrabai, 2016). This discussion answers the second research question.

### *C. Aligning EFL Pedagogy and Institutional Practices With Saudi Economic Transformation Goals*

The implementation of EFL reforms in Saudi Arabia is essential for achieving Vision 2030, which seeks to enhance the educational system, promote economic diversification, and align teaching methods with national objectives, while fostering learner independence and engagement through innovative strategies. Multiple studies highlight important reforms in Saudi Arabia's EFL education, in line with Vision 2030, centering on curriculum innovation, human capital development, targeted teacher training programs, technology integration, research infrastructure and organizational instrumentality, greater professional autonomy, and enhanced assessment practices to boost workforce-relevant language skills and economic competitiveness (OECD, 2020; Alanazi & Curle, 2025; Alzahrani, 2025; Alali & Naif, 2020; Bhatti et al., 2022; Alothma, 2025). Curricular reform shifts focus from traditional grammar-centered teaching to communicative, task-based, and skills-oriented methodologies that better meet the evolving needs of language learners. Updated EFL curricula emphasize communicative competence, critical thinking, collaboration, and problem-solving to align with labor-market needs (Albiladi, 2022; Khawaji, 2022). Aldossary (2025) noted that integrating learning management systems (LMS) and adopting new methods, such as projects and peer assessments, alongside increased digital resources, significantly improved student satisfaction. Some Saudi universities have introduced experiential

learning programs, including capstone projects and internships, and have used alternative assessment methods such as peer assessment and reflective journals to evaluate higher-order cognitive skills and enable students to apply theoretical knowledge. Similarly, Ismail and Kassem (2022) found that Saudi EFL classrooms were adopting creative teaching approaches to enhance innovation, interaction, and practical language use, reflecting the need to adapt to a competitive, globalized economy. Alainati and Al-Hunaiyyan (2024) highlighted the need for a paradigm shift in education to cultivate crucial 21st-century skills, including critical thinking, creativity, collaboration, and digital literacy. Research on digital tools and platforms indicates that technology-mediated EFL instruction aligns well with Vision 2030's focus on innovation and digital transformation. Digital transformation is essential to Saudi Vision 2030, emphasizing economic diversification, social development, and technological advancement to promote innovation, competitiveness, and sustainable growth. Multiple studies suggest that technology-mediated EFL instruction aligns closely with Vision 2030's emphasis on innovation and digital transformation (Alamr, 2019; Al Shammre, 2025; Khreisat, 2024; Alshammari, 2015). Alfuhaid (2021) and Alsofyani and Barzanji (2024) noted that Mobile applications and AI tools, such as ChatGPT, improved speaking skills in language education by emphasizing practical language use and providing instant feedback and personalized corrections.

However, certain studies suggest a misalignment between pedagogical reforms and institutional policies with the economic transformation goals of Saudi Arabia 2030, particularly related to professional training, workload, and policy inconsistency. For example, Aldosari (2025) highlighted a misalignment with Vision 2030 goals, advocating for improved national educational outcomes, diversification of assessment methods, technology adoption, and enhanced faculty training to foster critical thinking and practical application. In a study by Alzahrani (2025), financial incentives, job security, professional development, and academic reputation were identified as key motivations for EFL instructors, helping overcome administrative challenges in pursuing Vision 2030 objectives. In a study on the challenges and complexities of teaching English in Saudi Higher Education, Alanazi (2025) highlighted the need to adapt educational methods to cultural factors, emphasizing professional development and supportive policies to enhance student engagement, motivation, and communication. Alzhrani and Alkubaidi (2020) and Al-Tamimi (2019) found that inadequate professional development and inconsistent institutional support could hinder teachers' ability to effectively implement reformed curricula. Alharbi and Saaty (2022), Alqahtani (2024), and Al-Khresheh et al. (2025) identified significant barriers to achieving Vision 2030, including insufficient feedback mechanisms, unequal gender representation, excessive strictness, instructor readiness, inadequate infrastructure, and curriculum alignment issues. Assessment reform is shifting towards performance-based evaluations to improve employability; however, a misalignment exists between teaching methods and economic goals, hindering the realization of Vision 2030 (Alghamdi et al., 2023; Afzal, 2024; Banafi, 2025). This analysis answers the third research question.

#### *D. Sociocultural and Ideological Dimensions of EFL Policy in Saudi Economic Transformation*

The EFL policy in Saudi Arabia is shaped by sociocultural and ideological factors alongside economic and social changes, affecting curriculum, teaching methods, and teacher identities. It aims to align with national goals for social progress and economic diversification. The growth of English, motivated by identity and cultural continuity, influences perceptions of EFL reforms. The literature highlights the ideological significance of English as crucial to economic development, while also noting the cultural and linguistic tensions it creates. Al-Ahdal and Al-Awaid (2018) emphasized that achieving Vision 2030 required an open-door policy to improve English proficiency and global communication skills. Their study discussed the dual objectives of EFL policy, which included modernization and economic pragmatism, along with the importance of cultural preservation. Al-Seghayer (2023) emphasized the increasing significance of English in Saudi Arabia as part of Saudi Vision 2030, particularly in education, public perception, the workforce, and media. The study highlighted English's crucial role in facilitating communication between citizens and expatriates and its importance in aligning with the country's developmental goals.

Issues of equity and gender representation in EFL materials are emphasized in the studies, highlighting a partial alignment between Vision 2030's social reform goals and existing educational practices. For example, Alqahtani (2024) examined the portrayal of Saudi women in Mega Goal EFL textbooks for secondary schools, revealing a significant gender imbalance and insufficient depiction of women in prestigious roles. The findings highlight that these textbooks do not align with Vision 2030's empowerment goals, underscoring the need for improved representation to foster gender equality. Similarly, Alkhalil (2025) explored women's language and leadership to confront the macho narrative perpetuating gender inequality. The study noted an increase in gender-neutral vocabulary while emphasizing the tension between traditional gendered language and emerging narratives that empower women in Saudi higher education, which is vital to gender policy and Vision 2030. Waterkeyn (2021) examined the sociocultural effects of English and globalization on Saudi Arabian women's higher education, highlighting the intricate relationship between cultural sensitivity, learner motivation, and the dual perception of English as both beneficial and challenging. Mills-Lampsey (2021) reported an increase in English acquisition among university-educated women in Saudi Arabia, emphasizing its positive impact on their education, empowerment, and societal roles. These studies indicate that traditional gender roles and stereotypes remain, suggesting that sociocultural change through language policy occurs gradually and unevenly.

In addition, learner-focused studies highlight affective and experiential factors that shape access to English-mediated opportunities. Almalki et al. (2023) and Sharma (2018) identified language anxiety, motivation, and confidence as key variables influencing learners' engagement with EFL, with implications for equitable participation in economically

oriented language reforms. While certain challenges remain unaddressed, studies document emerging responses to these sociocultural tensions through alternative language-planning practices. For example, Alqahtani (2022) and Alenazi (2025) emphasized the growing recognition of translanguaging and translation as educational strategies that reconcile the dominance of English with the preservation of Arabic linguistic identity, supporting economic objectives while promoting cultural and linguistic inclusivity. These findings suggest that sociocultural and ideological factors significantly influenced EFL policy outcomes under Vision 2030. While English holds economic value, its educational integration is affected by identity, equity, and evolving social norms, thereby shaping language policy at the institutional and individual levels. This analysis answers the fourth research question.

#### IV. CONCLUSION

This systematic review examined studies from 2013 to 2026 on language policy initiatives in Saudi Arabia, focusing on the realignment of EFL policies with Vision 2030 economic development goals, language planning for workforce readiness, the integration of EFL pedagogy with institutional practices, and the sociocultural and ideological aspects of EFL policy. It was revealed that Saudi Arabia's EFL education has made significant progress toward the goals of Vision 2030, focusing on a diversified, knowledge-based economy, enhanced global competitiveness, expanded English programs, technology integration, and recognition of English proficiency. However, it faced several challenges, including social and cultural barriers, insufficient teacher training, ineffective assessments, limited feedback, inadequate resources, and curriculum misalignment, particularly regarding the underrepresentation of females in appealing vocations. The study highlights the need for vocational and skills-based education and professional development to prepare EFL graduates for economic transformation.

#### ACKNOWLEDGEMENTS

The authors extend their appreciation to Prince Sattam bin Abdulaziz University for funding this research work through the project number (2025/02/36868).

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