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**Title**

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**Abstract**

This qualitatively based research study aimed at exploring the effective implementation of specific EFL accreditation standards of curriculum and student achievement within the context of a Saudi higher education institution. The study further aimed at investigating how the reality of educationally and socially constructed international EFL academic standards is applied in a human learning setting with a focus on the Saudi context. As such, the study sought to determine how the quality assurance scheme of the Commission on English Language Program Accreditation (CEA) for curriculum and student achievement standards would be applicable across various EFL settings. Data was collected from public curriculum and assessment documents at the CEA-accredited English Language Institute's Preparatory Year English Program at King Abdulaziz University to ascertain the extent to which this programme is aligned to the CEA standards of curriculum and student achievement. Also,

18.3.2026

more data was collected concerning the ELI Mission and how it is designed to achieve what it states in terms of the implementation of CEA-required curriculum and assessment standards. The study concludes with the recommendation that carefully implemented, accreditation standards lead to quality English language education across cultures and different education systems. (HRK / Abstract übernommen)

**Signature**

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