

## When Teachers of English Language are not Qualified

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### Abstract:

*Teaching and learning English in the Arab countries faces many difficulties such as hiring unqualified English teachers. These difficulties because of selecting this type of teachers who are not well prepared to teach English language learners in the universities, schools and language centers. Some steps and policies should be prepared and followed to cover this gap. Many researchers highlighted this problem but the problem is still. So, actions should be applied and monitored by the ministry of education as soon as possible.*

**Key words:** teaching, learning, foreign, certificate and qualified.

### INTRODUCTION

The process of teaching and learning English as a second or a foreign language in the Arab countries is complicated and has many aspects and directions. The process of teaching / learning English starts in preparing the proper materials such as books, teaching aids and classrooms' teaching tools and preparing the qualified teachers and it ends in the point where the objectives of this process are fully and totally achieved. In this paper, the researcher will highlight the point of preparing the qualified teachers to achieve all the teaching objectives.

Universities, schools, and language centers need very qualified teachers to run the language teaching programs. Many of these institutes failed in running their programs because of the lack of those qualified teachers. These types of teachers are classified into many categories. Some of them are graduated holding bachelor degrees in English language and literature and others are holding a bachelor in English language and linguistics. These groups know the language very well but they do not know how to teach English as a foreign language for non-foreigners. Another type of those teachers who hold just certificates in the English language in general and they do not know the principles of teaching English. The last type of teachers is the teachers who are graduated holding a degree in TEACHING English as a foreign language. The last one is the best one for teaching English for foreigners.

Some of the mentioned institutions in the Arab countries hire the mentioned types of teachers without checking if they know how to teach English as a second language or not. Moreover, some of these institutes focus on hiring English native speakers to teach English for their students without checking on their qualifications. The result here is the gap between the teachers and the learners which are big and the teaching/learning objectives are not achieved. This weakens the process of teaching English as a second language and the problems in teaching will start appearing in a very big way. Teachers should be trained very well before entering this field. This problem appeared because many institutions have the right to hire their teachers even if they are not qualified. So, when we talk about qualified teachers, we talk about teachers who meet the requirements of teaching English as a second language. In some foreign countries, teachers of English have to enroll many courses in teaching process and methods. These courses enable them to teach following specific procedures and steps to achieve the main teaching objectives.

Dhanasobhon (2006) mentioned that there are many researchers who pointed to some main factors causing the failure of English language teaching / learning. These factors can be one or more of these factors: unqualified English teachers, poorly-trained English teachers, poorly motivated teachers, poorly motivated students, the big number of students in the same class, the mixed levels of students' abilities in the same class, and the weak opportunity for students to practice English outside the classrooms.

Wiriyachitra (2002) also talked about this area of teaching problems. He said that there are many problems in teaching and learning English as a foreign language especially in the primary and the secondary schools in Thailand. Some of these problems were: the heavy teaching loads of the English teachers, the unequipped classrooms with the teaching technology tools, the entrance examination entrance, the weakness and insufficient English language teachers' skills and the weak cultural knowledge.

Geringer (2003) supported the previous researchers by saying that the teacher is the most important factor in the teaching process. He added that the qualified teachers make and create the best environment for learning.

Noom-ura (2013) mentioned in his study which is entitled as "English-Teaching problems in Thailand and Thai teachers' professional development needs" that it is understood that what is expected from teachers is multi-faceted. Teaching effectively in some environments is required by English teachers. This way of teaching should be presented by professional English teachers. So, they have to be very qualified to achieve the teaching objectives and goals.

Teachers who are not qualified may suffer the following problems according to (ILO/UNESCO:2009 report) the general qualification of those English Teachers in enhancing and developing countries is inappropriate. The report also mentioned that: "In developing countries, where supply

considerations may necessitate short-term intensive emergency preparation program for teachers, a fully professional, extensive program should be available in order to produce corps of professionally prepared competent teachers to guide and direct the educational enterprise". Teacher shortages still a big problem and challenge in education systems worldwide. In Arab countries, the number of students is increasing accordingly in recent years. This caused of hiring unqualified teachers. Generally, unqualified teachers suffer from the following:

- They are qualified in using the evaluation methods, such as files of achievement and the methods of observation, interviews and performance measures, to know the level of students.

- They are inefficient in designing activities and other preventive and remedial actions for coping weak students.

- They are inefficient in designing enrichment activities to reinforce, to strengthen and to accelerate learning.

- They do not cooperate with the family in the assessment of pupils to improve their education and performance.

- Their encouragement to students to express their opinions, feelings and point of views about what is offered to them and what is being studied is almost rare.

- They use traditional methods, strategies and culture of memorization not culture of innovation and creativity to master their performance.

- The absence of teachers' desire to self-learning and self-activities.

- They are not aware of the clear objectives and goals of curriculums.

- The use of inefficient methods, techniques and procedures result in making English lessons less effective and less interesting.

### **Steps to improving the situation**

The fact of using unqualified teachers in teaching English as a second language is known by the institutions of education in the gulf. They have been trying to solve this issue since a long time but the problem is still alive. Some suggestions to improve this situation:

1. The teaching institution should organize training sessions, seminars and conferences for the English language teachers in all levels of ability and experience. All teachers, qualified and non-qualified teachers, should attend these programs to enrich their knowledge. The qualified teachers can help other teachers in these workshops by working together to finish the needed assignments. Moreover, those qualified teachers can play the role of leaders and trainers. These seminars and workshops should be offered continuously from time to time. These programs should focus mainly on lesson- planning and teaching methodology. They should also emphasize on how to teach each skill and integrated skills.
2. Selecting the mentioned activities should meet the teachers' needs in the field of teaching and learning English as a foreign language for all grades and levels. Some of these activities and programs are not needed or not used by English teachers in their area or in their field situations. So, teachers have to be honest with themselves in choosing the most suitable programs to improve themselves in these programs.
3. Ministries, universities, schools and language centers should spend more money to develop their English teachers to meet the teaching principles and change the weak teachers into professionals and qualified teachers. This can be done by sending the teachers into professional language centers to be well trained or by

sending them into western countries to be monitored and trained by professional trainers.

4. Moreover, the teaching positions have to be filled with professional teachers who took and enrolled many programs and workshops in very well known places. These workshops should be certified and proved by the ministry of education which meets the teaching standards. On the other hand, teachers who graduated from universities should support his degree in teaching-training experience in some places. These places should be also monitored by the ministry of education to meet the teaching needs.
5. The ministry of education should develop a good plan towards English teachers by:
  - Creating suitable and good plans for training new teachers of English who recently graduated from universities.
  - Preparing outline steps that should be taken to improve English teacher employment, guarding against risks of over-utilization, by preparing good strategies and providing training for teachers in relevant areas.
  - Creating plans for how to manage teacher hiring and training once an excellent-qualified teacher workforce is attain.
  - Finding modern and suitable ways to hire teachers that will not compile the employment of not qualified English teachers.
  - Making sure that minimum standard for the hiring of not qualified teachers are closely watched and enforced, and purposed to enrich the minimum standards.
  - Creating a hiring policy for unqualified teachers that are linked to professional development,

salary, pensions and better situations of service as they move through qualifications.

6. Teaching institutions' administrators should act more on supervising English teachers to enhance student education and teacher development.
7. Teaching institutions' should focus mainly on academic affairs, do justice to teachers, and act as a good example.
8. Teaching institutions' should support teachers to do their best in teaching focusing on student-centered learning.
9. They should value and utilize local wisdom to support teaching and learning.
10. The teachers should develop the value of spending money wisely.

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