Theoretical Perceptions of Language Teacher Education: Qualifications and Principles

Dr. Bakil Ali Alwalss (balwalss@gmail.com; balwalss@jazanu.edu.sa), Corresponding Author
Assistant Professor of Applied Linguistics, English Language Institute (ELI), Jazan University, KSA
Dr. Nagla Mokhtar (nagla.sasa@gmail.com)
Assistant Professor of Applied Linguistics, Darb University College, Jazan University, KSA
Elawad Ahemad (elawad2014@gmail.com)
Lecturer, TESL, English Language Institute (ELI), Jazan University, KSA
Elaish Ali Musa (emusa@jazanu.edu.sa)
Lecturer, ELT, English Language Institute (ELI), Jazan University, KSA

1

Abstract*: The importance of teacher education and development lies in the fact that it prepares student teachers to become qualified to have the basic tools to become professional and effective in their classes. It is argued in the review of literature that effective teaching requires several proficiencies and abilities where teachers build on them via accumulative experience on their persistent pursuit for professionalism. Various types of knowledge are required in any teacher education program including knowledge about language, teaching methods, curriculum planning and evaluation, classroom management, and student assessment. Training teachers to conduct research is recommended, particularly for those teachers involved in teaching English for students in higher education institutions. The study reviews these elements in the literature review and in two broad dimensions: qualifications and principles. The latter is particularly concerned with principles recurring at the institutions or in the classroom. They have to do with teachers' actions, behaviour and attitude. This theoretical study sets a general framework for a language teacher program, and lists the wide-ranging knowledge areas which a language teacher should have. Though it does not advocate any specific teaching paradigm, it is to some extent competencies-oriented.*

Keywords: ELT, FLA, Language Skills, SLA, Teacher Education, Teaching Principles, Theories of Learning

1. Introduction

Teachers do not normally enjoy the occupational prestige or economic status in regard to materialistic rewards, as engineers or doctors do. Their reward is apparently psychological, which emits from societal respect and self-esteem. Most language teachers are qualified and certified. In higher education institutions, language teachers continue to develop their professional development, sometimes in response to demands by their institutions. Thus, the subject-matter of this study is related to teacher education because of the issues it raises about teacher qualifications and principles. We need, therefore, to provide a clarification for certain terminologies in this domain. We say clarifications, not definitions, since they are based on our experiences and understandings of their reference to this study. These terms include *teacher education, teacher training,* and *effective teaching*. In case a new term arises in due discourse, then a proper explanation will be given in its context.

Teacher education is related to those theoretical courses and practical activities which are designed to prepare students to be certified teachers. It is the wealth of knowledge gained by those students during their years of study to qualify as language teachers. *Teacher training*, in this study, is not synonymous to teacher education. It is related to the *in-service* educational programs, theoretical or practical, which are meant for the improvement of teacher professionalism and personal development. Teacher education precedes teacher training. Accordingly, it should be seen as a part of the teacher professional development, rather than a preparation program for would-be teachers.

To clarify it further, *teacher professional development* (TPD) is the professional growth which a language teacher achieves through experience and accumulating knowledge on teaching capabilities and language skills. It is also achieved through training where new information and shared experiences are imparted to the teacher by whatever means possible. It is an ongoing process to gain the required level of knowledge and skills. It is directed for professional enrichment in skills and practices to ensure effective teaching and to improve student achievement and learning. Creemers et al (2013, p. 3) rightly observe this distinction when they start their introduction by stating that "Teacher training and professional development are considered essential mechanisms for enhancing teachers' content knowledge and developing their teaching practices in order to teach to high standards".

Teaching is normally attached to the actions of the teacher in a formal setting. This goal-oriented action is intended to enhance the learner's understanding and knowledge of a linguistic content or skill. Effectiveness of teaching in this context is synonymous to the term 'efficacy' in the following citation. Lopes et al (2010, p. 69) define efficacy as "the ability of something to produce the results that are wanted or intended. It is about producing a successful result, being successful in attaining aims and goals". These results can be goals of the language course or objectives of a particular lesson. These are some of the central terminologies that a reader may encounter in teacher education, and which provide a starting point for this theoretical perception.

2. Rationale of the Study

The main objective behind teacher training, or professional development, programs is to update teachers with the new developments in their field. This will offer the teachers the opportunity to share their expertise and experiences, where they can reflect on their weaker areas and strengthen them, and identify strong areas and consolidate them. Reflection, in teacher educations, is used for self-improvement, where teachers differentiate between the prescriptive and the descriptive approaches —what the language teacher ought to be, and what the teacher should do respectively (Farrell, 2018). According to Tsui (2003) expert, or effective, teachers show differences in the way they perceive and understand what they do. They normally have a richer and more elaborate knowledge of language learning strategies. They integrate their knowledge and awareness of the learning context along with their past teaching experience to make judgements on the appropriate style and procedure to implement on a certain learning situation.

Therefore, the main objective of this paper is to investigate the main qualifications and principles of the language teacher training whether during preparation or during in-service education. They are grouped into two main dimensions, where they can be used either, as an inventory for the general framework (particularly qualifications) of a language program, or by experienced teachers to reflect on their qualifications and current practices (particularly principles). It must be admitted that these qualifications and principles are various and numerous, but we intended to group them into general statements as superordinate for smaller statements as their subordinates.

In brief, this short inventory of qualifications and principles can serve one, or both, of these situations. First, it may be used to outline the general aims of a course in language teacher education or in an in-service teacher development program. Second, language teachers may use it to reflect on their current 'qualification' or 'professionalism' to reflect outside or inside the class. Teachers are generally aware of being evaluated by their institutions in different areas for various purposes. Some of these evaluation objectives might include: stressing the principle of adherence to regulations, discovering weaknesses and strengths of the program, urging teachers to improve performance towards more effective teaching, and granting teachers privileges based on their exceptional academic performance. The importance of in-service teacher education emerges from the fact that it provides an opportunity for teachers' development and for the success of the programs where they work (Richards & Farrell, 2005).

3. Review of Literature

Kasemsap (2017, p. 121) rightly argues that teacher education programs are designed to benefit teachers "to earn teacher education certification, improve their general skills, improve overall organization, improve time management, improve educational technology knowledge, and learn ways to better motivate students". This shows clearly that the main purpose of such programs is to prepare trainees to be effective teachers. Once these trainees become teachers, they get the minimum teaching experience on route to professionalism. According to Richards and Farrell (2005), teachers become eager to achieve several goals. They want to be updated and better informed of new developments in their field. Teachers want to know more about learning strategies and effective assessment methods. They achieve this via different strategies: reviewing relevant literature, relying on their background training, peer discussions, training workshops, and reflection.

Stronge et al. (2004) argue that effective teaching is a recurrent learning process which should demonstrate several abilities and proficiencies. Their argument is supported by different research studies. They call these proficiencies pre-requisites which "reflect the accumulated competencies and experiences" (Stronge et al., 2004, p. 8). These include: verbal ability, content knowledge, educational coursework, teacher certification, and teaching experience. Effective teachers have better communicative abilities to convey concepts and skills to language learners in a proper sequence with different techniques. Obviously, teachers should first have a mastery of the linguistic elements they teach so they make the appropriate preparation for presenting, organizing, and practicing the assigned material and according to the learner's needs and the lesson objectives. Experience offers this opportunity to teachers to learn from their classes via reflection and exchanges with colleagues.

According to Stronge et al. (2004, p. 30), research studies indicate that personal qualities of a teacher include "caring, fairness and respect, attitude toward the teaching profession, social interactions with students, promotion of enthusiasm and motivation for learning, and reflective practice". This must be accompanied with great instructional skills to engage students and control them. Classroom management becomes of a high priority not only for engaging and motivating students, but also to control the class and direct the learning path. Teachers should be aware that they have different individuals gathered from different backgrounds, and have different abilities, and many various individual differences. Therefore, they must plan their classes, including time, delivery, and management. When teachers become aware of all these points, they will surely use different techniques and strategies (guided by the learning situation at hand), and subsequently teaching becomes more effective and goal-oriented.

Finally, there comes students' assessment. This assessment must be fair and informative. Waugh and Gronlund (2013, p. 3) compare the relationship between instruction and assessment where teachers should observe to preserve a better teaching outcome. These are summarized below (without a comparison).

1. Directing instruction towards a set of desired outcomes and designing the appropriate assessment for those outcomes.

2. Aligning materials and instructional methods and how they are assessed.

3. Instruction should be based on students' needs, where assessment should be fair to fit the students' characteristics.

4. Assessment should "provide information that is meaningful, dependable and relevant" (Waugh & Gronlund, 2013, p. 3) on key knowledge and skills to aid instruction and to guide teaching.

5. Feedback is periodically given to the students to keep them informed about their progress.

6. Areas of strength and weakness are revealed to provide the appropriate remedial teaching.

Teachers, in general, are professional improved and developed by acquiring the appropriate knowledge in their field, by learning the skills required for their profession, and by developing the right attitude about

learning and teaching. Roberts (2016, p. 1) introduces his book by asserting that as teachers "we develop special knowledge of language systems. We learn to present information and convey new concepts. We know how to manage learning activities and can draw on our classroom experience". It is evident that a teacher goes through three broad stages. In stage one, he/she is educated to be a teacher. In stage two, teachers start practicing teaching. In the third stage, teachers are expected to be involved in a professional development process (by self or by institution). In their evaluation of three different teacher education programs (models), Al-Weher and Abu-Jaber (2007, p. 262) reiterated that the findings of their study "show clearly that the programs where educational and academic courses are taught simultaneously excelled over the programs that include academic courses alone followed by educational programs". This proves that the educational knowledge in teacher education, as the term suggests, is a crucial element for a 'would-be' effective teacher.

The simple assumption about the basic qualification (stage one) of a language teacher may be simplified in the following statement: the teacher is trained to know the target language, its pedagogy, classroom management, assessment principles, and to some extent the culture of that language community. In the second stage the teacher starts lesson delivery, understands the nature and complexity of teaching, deals with students' assessment and differences, applies different techniques to achieve the objectives and goals (to get the desired outcomes). The third stage builds on both stages. Its importance lies in the fact that the teacher has acquired some educational knowledge and has practiced that knowledge in class. Therefore, it is assumed that new knowledge will be more meaningful since the theoretical background has some practical foundation to sharpen it (i.e., teaching experience).

During this teaching experience, teachers face different situations which in turn raise new questions and pedagogical issues for the teachers. The professional development —particularly in-service training— connects theory to practice and builds on the teacher's experiences and needs. Crandall (2000, p. 36) states that language teacher education "addresses the development of language knowledge and language teaching and learning" while teacher training "emphasizes the development of skills to apply this knowledge in the practice of language teaching".

It is worth noting that Zeichner (1983), (see also Richards & Farrell (2005, chapter 1 for a similar perspective), classifies teacher education into four major paradigms: (1) behavioristic teacher education which puts emphasis on the development of specific skills based on behaviour psychology or "competencies" as called by Creemers et al (2013, p. 4); (2) personalistic paradigm that emphasizes perceived needs derived from perceptual psychology; traditional-craft paradigm in which "teacher education is perceived as a process of apprenticeship" (Zeichner, 1983, p. 5); and (4) inquiry-oriented teacher education, known as reflection, which puts emphasis on the development of inquiry about the teaching process and its context. Harrison and Yaffe (2009, p. 148) view reflective practice as "a process of learning by observing others, engaging in discussion of practice with others, so as to expose tacit beliefs to question decisions, and to gain insight".

When we discuss teacher education, training or qualification of some sort is implied. Borman et al. (2009, p. 123) report that research shows "that a knowledgeable teacher is better equipped to facilitate student learning than teachers who have not been academically prepared". In their view, the integration of knowledge and skills with values and principles would result in professionalism.

After this brief review, we believed that it was our responsibility to report what we thought would be appropriate, but not necessarily exclusive, for language teacher education. As Johnston and Irujo (2001, p. 1) rightly observe that teacher researchers conduct research on their own settings on topics "that arise directly from the issues faced by practitioners, while the findings are of immediate relevance in practical as well as academic terms". This is exactly the setting we are about to reflect upon. This reflection is not on classroom practices, rather on some theoretical perceptions on teacher education in a general

framework, accompanied with some teaching principles accumulated via experience in teaching English as a foreign language. The qualifications and principles proposed in this paper are based on experience and theoretical knowledge of the authors. In addition, they are the outcome of theoretical reviews. However, they do not fall in any specific paradigm, though the presentation of this paper leans towards the competency-based approach (*cf*., chapter 2, Creemers et al., 2013). On the contrary, they draw from various characteristics (or assumptions) related to all these four paradigms.

4. Qualifications Dimension

Language teacher education becomes successful when it draws from a variety of educational and linguistic branches. Language teachers differ from their peer content teachers in the fact that language is both the means and the end of the learning. It is not a content subject; it is a skill-oriented subject which demands certain abilities and competencies. Though leaning a language may be based on a certain curriculum, learners still vary in acquiring the 'bulk' of language due to so many learning conditions and available opportunities (Spolsky, 1989). These conditions, and many more other concepts, should be part of the teacher trainee's knowledge. In other words, knowledge and grasp of the main concepts in applied linguistics and language teaching become a central part of the language teacher qualification and certification; the deeper and more extensive the training, the more concepts and notions the trainee will encounter, learn, and hopefully master. These general knowledge areas are briefly summed up below.

Bartels (2005), in reviewing studies on knowledge about language, has a similar view but warns that:

> when designing applied linguistics courses for language teacher education programs, it is not enough to simply provide a short apprenticeship in applied linguistics and hope for the best because the knowledge that teachers use in their practice is more complicated that [sic] just knowing facts and general conceptions of language and language learning. In order to produce better learning experiences for novice teachers we need to move more away from folk psychology conceptions of the mind […] to a more sophisticated and complex view of language teachers' knowledge, knowledge acquisition, and knowledge use which takes into account the insights from research in these areas (Bartels, 2005, p. 419).

Shulman (1987) discusses a number of knowledge requirements for teacher development and training, including knowledge of content, knowledge of pedagogy, knowledge of the learners, and knowledge of general education and its values. We will try in this context to present similar types of knowledge in general categorization. Experienced teachers and teacher educators alike will certainly infer the underlying details of these knowledge types. Some brief explanation, however, is presented, but it is meant for clarification rather than for a full explanation of subordinate specifics.

1. Knowledge of learning theories: general learning, FLA and SLA.

This will include theories of learning such as Behaviourism, Constructivism, Information Processing Theory, Social Cognitive Theory, Cognitive Learning Processes, Self-Regulation and Motivation (Olson & Ramírez, 2020; Schunk, 2014), and theories of SL learning and teaching such as Skill Acquisition Theory, Universal Grammar, and Processability Theory (Brown, 2014; Mitchell, et al., 2019; VanPatten, et al., 2020). Central concepts will be studied within the literature of these theories, mainly motivation, interlanguage, information processing, individual differences, learning styles, and many more. This will also cover knowledge of essential concepts related to learners, such as differences, strategies, age, level, etc. This has to do with the psychology of the learner in relation to language learning (Celce-Murcia, 2014; Dornyei & Ryan, 2015).

2. Knowledge of language-teaching methodologies and its related methods to the teaching of the four language skills, vocabulary and grammar.

The theoretical part will focus on approaches and methods which advocate different styles of presenting the learning material and the philosophies behind them. This will include for example, grammar-

translation, task-based learning, the audio-lingual method, and the communicative approach (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). The practical part will deal with knowledge of lesson planning and related concepts such as staging, timing, and sequencing of activities. It should also provide knowledge of how to create and maintain a constructive learning environment including effective classroom management. Teachers should be trained on how to use available teaching aids, including knowledge of using digital resources (Gebhard, 2017).

3. Knowledge of how to teach the language system in general as well as its pragmatics.

This includes knowledge of the key principles for teaching of the four skills along with vocabulary and grammar. It should also include understanding the culture of the target language (foreign language). In some ways it may focus on some lesson types such presentation, practice, and production, and in other ways it may implement certain procedures recommended for teaching the language skills: vocabulary, grammar, reading, writing, listening, and speaking (see for example, Brown, 2014; Celce-Murcia et al.; Cook, 2016; Long & Doughty, 2009; Richards & Rogers, 2014).

4. Knowledge of classroom management, use of technology and audio-visual aids.

This is not limited to how a teacher 'controls' the class, but also to how he/she presents the lesson, gives feedback, arranges the class, uses the visual aids, implements strategies to motivate students, and uses formative assessment to guide his/her teaching. It is a part of monitoring and checking learning (Scrivener, 2012). Throughout his chapter, Kasemsap (2017) stressed the importance of educational technology for teachers to know and master during their training, stressing that their "preparation must enhance the preservice teacher backgrounds in educational technologies, in addition to the pedagogical skills to successfully incorporate educational technologies into their instruction" (Kasemsap, 2017, p. 114).

5. Knowledge of critically, selecting, adapting, using, and evaluating course books and supplementary materials.

Teachers must understand the key organizational principles behind each course so that they will be able to identify the core objectives and pursue effective teaching methods to relate them to the learners' needs and the learning situation (Graves, 1999; Macalister & Nation, 2020; Sheldon, 1988). Teachers can develop their own criteria according to the needs of their learners, provided they have the freedom to do so or at least could recommend certain materials based on their own evaluations. They can use their knowledge in this regard to select or build their own supplementary material.

6. Knowledge and application of language assessment and its purposes.

Teachers are expected to understand (and use) the main concepts of assessment, whether related to the test qualities such as reliability, validity, practicality, objectivity, and comprehensiveness, or related to the test types such as diagnostic, formative, and summative, or whether they are related to the purpose of the tests themselves, such as standardized, norm-referenced and criterion referenced. Other areas will include the test formats, construction, and item selection (Brown & Abeywickrama, 2010). Teachers are also supposed to have knowledge of how to use assessment to inform learning and help learners develop better language learning strategies. Formative assessment can be used to motivate students and enhance interaction between students and promotes better communication with the teacher (Irons, 2008).

7. Knowledge of research methodology in language studies.

Teachers should know and understand the basics of research methodology, its types and components; they will be taught about the ethics of research. They may receive training on data types and different ways of analysis. In all cases, they should be trained on how to use research to improve teaching and to develop themselves professionally. They may find interesting discussions on different areas in applied linguistics

by prominent scholars, which can form a start for an interested teacher in a specific area (see, Hinkel, 2017). Language teachers generally produce less research unless they are affiliated to institutions that encourage research. Slimani-Rolls (2020) reviewed several studies regarding the bulk of research by language teachers; she reported that though there was an "encouragement for teachers to engage in research, the literature reveals, decades later, that their engagement in research is scarce in English-language teaching" (Slimani-Rolls, 2020, p. 212).

5. Principles Dimension

The main principle is being aware of the importance of self-development professionally. Andrews and McNeill (2005) in a study on 'the good language teacher' revealed a number of characteristics related to the teacher language awareness, particularly:

> willingness and ability to engage with language-related issues; self-awareness (with particular reference to awareness of the extent of their own subject matter knowledge) accompanied by a desire for continuing self-improvement of their teacher language awareness; willingness and ability to reflect on language-related issues; awareness of their own key role in mediating input for learning; awareness of learners' potential difficulties; and a love of language (Andrews & McNeill, 2005, p. 174).

Scrivener (2011) discusses how effective learning environment can be created. He discusses the characteristics and roles of the teacher to achieve a successful learning lesson. For instance, a good teacher is authentic to oneself, shows respect and empathizes with students' problems, and so on. Language teachers and teachers in general, are expected to observe the following principles and to apply them during their teaching profession. These are not exhaustive, but rather general principles where other sub-principles may fall under them. We are convinced that applying them where situations and contexts demand would, hopefully, result in much more effective teaching.

1. Having interest of one's own professional development (via reflection, peers' feedback, in-service training).

Richards and Farrel (2005, vii) argue that the need for ongoing teacher development stems from the fact that "language teaching is subject to rapid changes, both as the profession responds to new educational paradigms and trends and as institutions face new challenges as a result of changes in curriculum, national tests, and student needs". Therefore, teachers need to engage themselves in self-reflection and evaluation, focus on developing knowledge and skills about effective teaching, and carry out different roles and responsibilities. Tsui (2003) found teaching experience is not the only factor in teacher's development and expertise. Rather, it is the devotion, ability and persistence of teacher to invest more time on their teaching practice, via both theory and reflection.

2. Exhibiting positive attitude towards teamwork and collaboration with colleagues.

Vargas (2020, p. 14) argues that as teachers we are expected to create "positive attitudes" and help in creating and maintaining "creativity". She continues that as a teacher, you do not merely "present information" but you are "expected to employ instructional procedures to improve your students' academic skills and their social behavior". Northfield and Gunstone (1997, p. 51) assert the importance of introducing teaching "as a collaborative activity. It is inconceivable that new teachers can develop an image of themselves as teachers in the absence of others' views of their ideas and practices as they begin teaching". Teachers' roles can go beyond just teaching. They can show active involvement in resolving workplace difficulties that affect the fulfillment of the language program. Collaboration in teaching is an important factor in a successful teaching practice.

3. Promoting students' participation, motivating them, and encouraging their continuous efforts to study hard.

Dresel and Hall (2013, p. 59) define motivation as "the processes underlying the initiation, control, maintenance, and evaluation of goal-oriented behaviors". They deal on depth about its importance and positive effects on learners' gain and persistence on learning particularly when intrinsic motives or needs are reinforced via different means of appraisal. They conclude by emphasizing that "motivational tendencies and beliefs, as well as one's motivation in a given situation, influence the entire learning processes and are important predictors of learning quality and achievement outcomes" (Dresel & Hall, 2013, p. 91). Pekrun (2013, p. 171), on his argument on the importance of emotion, motivation, and self-regulation in the classroom, sums up by stating that "appraisal theories assume that how one perceives the learning environment is most important for how one subsequently feels about it, rather than the environment having a direct impact on one's emotional experiences". On the other hand, Vargas (2020, p. 184) states that "you do not have to respond to everything students do. Even with academic subjects, if you note positives and not mistakes, you encourage active behavior in general". Negative feedback leaves a negative impact on the learner's psychology, which becomes much worse when the teacher shows indifference to students' participations or reactions. Language teachers should be aware that effective teaching uses different methods of teaching techniques and procedures. Teachers, generally, must be eclectic and selective in their teaching procedures and styles according to the learning situation (Cotton, 1995).

4. Showing respect to students and colleagues.

Misbehavior, though rare in ELT classes, can cause demotivation and apathy. Students become less interested in their lessons and may become fearful of their teachers. Lewis and Riley (2009, p. 421) point out that the most common misbehaviours of teachers are "excessive negative criticism, embarrassment and humiliation and yelling in anger". Certainly, there are many different misbehaviours but they are less prevailing, and which may probably be less serious. Vargas (2020, p. 65) indicates that learners who experience "punishment, especially when severe, show escape or avoidance behavior. Sometimes avoidance lasts their whole educational career". The other way is that the teacher can inform the students at the beginning of the course about regulations of class and explain the code of conduct required for acceptable behavior. By doing so, a shared ground is created. In addition, praising positive actions or reactions in the class can be a technique to establish a set of rules and expectations.

5. Applying fair and appropriate evaluation methods and at the same time providing timely feedback to students on class activities and language assessment.

This principle is attainable via teacher training where the teachers are trained to be competent on how to write different test formats. They are equipped with the knowledge related to assessment and evaluation. They need "sophisticated disciplinary and pedagogical knowledge, along with specialized assessment literacy, to engage in the kind of classroom assessment" (Herman & Cook, 2020, p. 259). Teachers should be just, fair, unbiased, and impartial in their actions and their tools of assessment. In her discussion of the term feedback, Brookhart (2020, p. 65) states that the goal of feedback "is to move learning forward. Feedback is information, in various forms and from various sources, that is useful for accomplishing this goal. Feedback is effective if it supports learning and ineffective if it does not". Feedback can range from teachers' comments on students' participation in class, to teachers' discussions of students' responses and answers to a given task or a test in front of the class. Feedback is more effective when the learners know the difference between the correct and incorrect choice of response. They understand the *reason* behind the correct answers.

6. Some more principles

Finally, there are other traits which a teacher must be aware of, and were not listed as main principles. These would include: setting exemplary behaviour in terms of dress, use of formal language, showing respect to others, and observing punctuality for classes and other duties. One more principle is the way

teachers respond to learners and interact with them. Language teachers should also be aware of the differences among learners and should try to understand their preferences.

6. Conclusion

To conclude, teaching is a complex process, and teaching can differ according to the learning situation; teachers may use a variety of techniques and strategies depending on the language skill and the level of the learners. For teachers to be more effective and professional, they need a solid training and preparation. This might include training knowledge of a number of educational areas, mainly: knowledge of learning theories, language acquisition and learning theories, knowledge of teaching methodologies and language pedagogy, knowledge of curriculum and syllabus design, knowledge of classroom management, and knowledge of assessment and evaluation. This type of qualification will be accompanied with some general principles which are directly related to teachers' actions and practices. These will include, among many, the following: showing interest in professional development, exhibiting positive attitude towards the language and its learners, motivating and encouraging students for self-learning, using formative and summative students to promote effective teaching and learning, and setting rules for the classroom while observing individual differences and preferences.

References

Al-Weher, M. & Abu-Jaber, M. (2007). The effectiveness of teacher preparation programs in Jordan: A case study. In Townsend, T. & Bates, R. (Eds.), *Handbook of teacher education: Globalization, standards and professionalism in times of change* (pp. 241-265). Springer.

Andrews, S. & McNeill, A. (2005). Knowledge about language and the 'good language teacher'. In Bartels, N. (Ed.), *Applied linguistics and language teacher education* (pp. 159-178). Springer Science & Business Media.

Bartels, N. (2005). Applied Linguistics and language teacher education: What we know. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 405-424). Springer Science & Business Media.

Borman, K. M. Mueninghoff, E. Cotner, B. A. & Frederick, P. B. (2009). Teacher preparation programs. In Saha, L. J. & Dworkin, A.G. (Eds.), *International handbook of research on teachers and teaching* (vol. 1) (pp. 123–140). Springer Science & Business Media.

Brookhart, S. M. (2020). Feedback and measurement. In Brookhart, S. M. & McMillan, J. H. (Eds,), *Classroom assessment and educational measurement* (pp. 63-78). Routledge.

Brown, H. D. & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education.

Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson Education.

Celce-Murcia, M. (Ed.) (2014). *Teaching English as a second or foreign language* (2nd ed.). Heinle & Heinle Publishers.

Celce-Murcia, M., Brinton, D. M. & Snow, M. A. (Eds.). (2014). *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning.

Cook, V. (2016). *Second language learning and language teaching* (5th ed.). Routledge.

Cotton, K. (1995). *Effective schooling practices: A research synthesis*, (3rd ed.). Northwest Regional Educational Laboratory.

Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics,20*, 34-55. https://doi.org/10.1017/S0267190500200032

Creemers, B., Kyriakides, L., & Antoniou, P. (2013). *Teacher professional development for improving quality of teaching*. Springer.

Dornyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.

Dresel, M. & Hall, N. C. (2013). Motivation. In Hall, N. C. & Goetze, T. (Eds,), *Emotion, motivation, and self-regulation: A handbook for teachers* (pp. 57-121). Emerald Group Publishing Limited.

Farrell, T. S. (2018). *Reflective language teaching* (2nd ed.). Bloomsbury Academic.

Gebhard, J. G. (2017). *Teaching English as a foreign or second language* (3rd ed.). University of Michigan Press.

Graves, K. (1999). *Designing language courses: A guide for teachers*. Heinle & Heinle.

Harrison, J. & Yaffe, E. (2009). Teacher educators and reflective practice. In Swennen, A., & van der Klink, M. (Eds.), *Becoming a teacher educator: Theory and practice for teacher educators* (145-161). Springer Science & Business Media.

Herman, J. & Cook, L. (2020). Fairness in classroom assessment. In Brookhart, S. M. & McMillan, J. H. (Eds.), *Classroom assessment and educational measurement* (pp. 243-264). Routledge.

Hinkel, E. (Ed.). (2017). *Handbook of research in second language teaching and learning* (vol. 3). Routledge.

Irons, A. (2008). *Enhancing learning through formative assessment and feedback*. Routledge.

Johnston, B. &Irujo, S. (2001) Introduction: Voices from the field. In Johnston, B. &Irujo, S. (Eds.), *Research and practice in language teacher education: Voices from the field: selected papers from the first international conference on language teacher education* (pp. 1-13). University of Minnesota Center for Advanced Research on Language Acquisition (CARLA). Retrieved from https://carla.umn.edu/resources/working-papers/

Kasemsap, K. (2017). Teacher education and teacher professional development: Current issues and approaches. In Martin, C. & Polly, D. (Eds.), *Handbook of research on teacher education and professional development* (pp. 112-137). IGI Global.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Lewis, R. & Riley, P. (2009). Teacher misbehaviour. In Saha, L. J. & Dworkin, A.G. (Eds.), *International handbook of research on teachers and teaching* (vol. 1) (pp. 417-431). Springer Science & Business Media.

Long, M. H. & Doughty (Eds.) (2009). *The handbook of language teaching*. Wiley-Blackwell.

Lopes, J. B., J. P. Cravino & A. A. Silva (2010). A model for effective teaching for intended learning outcomes in science and technology. In Kattington, L. E. (Ed.), *Handbook of curriculum development* (pp. 65-133). Nova Science Publishers.

Macalister, J., & Nation, I. P. (2020). *Language curriculum design* (2nd ed.). Routledge.

Mitchell, R., Myles, F., & Marsden, E. (2019). *Second language learning theories* (4th ed.). Routledge.

Northfield, J. & Gunstone, R. (1997). Teacher education as a process of developing teacher knowledge. In Loughran, J. & Russell, T. (Eds.), *Teaching about teaching: Purpose, passion and pedagogy in teacher education* (pp. 48-56). Routledge.

Olson, M. H., & Ramírez, J. J. (2020). *An introduction to theories of learning* (10th ed.). Routledge.

Pekrun, R, (2013). Emotion, motivation, and self-regulation: Common Principles and future directions. In Hall, N. C. & Goetze, T. (Eds.), *Emotion, motivation, and self-regulation: A handbook for teachers* (pp. 167-187). Emerald Group Publishing Limited.

Richards, J. C., & Farrell, T. S. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Roberts, J. (2016). *Language teacher education* (eBook version). Routledge. https://doi.org/10.4324/9781315824932

Schunk, D. H. (2014). *Learning theories: An educational perspective* (6th ed.). Pearson Education.

Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan Education.

Scrivener, J. (2012). *Classroom management techniques*. Cambridge University Press.

10

Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, *42*(4), 237-246. https://doi.org/10.1093/elt/42.4.237

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, *57*(1):1–22. https://doi.org/10.17763/haer.57.1.j463w79r56455411

Slimani-Rolls, A. (2020). Exploratory practice for language learning and teaching In S. Troudi (ed.), *Critical issues in teaching English and language education* (pp. 209-233), Palgrave Macmillan. https://doi.org/10.1007/978-3-030-53297-0_9

Spolsky, B. (1989). *Conditions for second language learning*. Oxford University Press.

Stronge, J. H., Tucker, P. D., & Hindman, J. L. (2004). *Handbook for qualities of effective teachers*. Association for Supervision and Curriculum Development.

Tsui, A. B. M. (2003). *Understanding expertise in teaching: Case studies of ESL teachers.* Cambridge University Press.

VanPatten, B., Keating, G. D., & Wulff, S. (Eds.). (2020). *Theories in second language acquisition: An introduction* (3rd ed,)*.* Routledge.

Vargas J. S. (2020). *Behavior analysis for effective teaching* (3rd ed.). Routledge.

Waugh, C. K. & Gronlund, N. E. (2013). *Assessment of student achievement* (10th ed.). Pearson.

Zeichner, K. M. (1983). Alternative paradigms of teacher education. *Journal of Teacher Education,34*(3): 3–9. https://doi.org/10.1177/002248718303400302

AUTHORS' BIO-NOTES

Dr. Bakil Ali Alwalss is currently working as an assistant professor of applied linguistics at the English Language Institute of Jazan University, KSA. Previously he worked for colleges of education and language studies in Yemen, mainly Sanaa and Marib. In 2000, he got his Ph. D. in language studies and applied linguistics from Jawaharlal Nehru University, New Delhi, India. He got his MATEFL from Reading University, UK, in 1992. His research interests vary from lexicography and vocabulary studies, to language acquisition and teacher education. He was involved in administrative duties to head and supervise a number of language programs; and later from 2017 he moved towards publication and translation studies.

Dr. Nagla Mohamed Elhassan Mokhtar is currently working as an assistant professor of Applied Linguistics at Darb University College, Jazan University, KSA. She got her MA in ELT from Gezira University in Applied Linguistics, Sudan (2013). **Dr. Nagla** obtained her Ph. D. in Applied Linguistics from Shendi University, Sudan. She worked as a language teacher for many years and supervised a number of English Programs in public schools in Sudan. She coordinated the English program at Darb University College for five years, KSA (2016-2021). She was promoted as the Head of the English Department there in 2021 up to current date.

Elawad Ahemad is an English language lecturer at English Language Institute of Jazan University. He obtained TEFL Diploma from Sudan National Centre for Languages in 1995. Since then, he was engaged in various English programs in Sudan and abroad. In 2008, he got his Master's degree from Nile Valley University, and in 2019 he obtained his Ph. D. in Teaching English Language from Shendi University. He has been teaching English for over 35 years, both in academic institutions and private language schools. His teaching philosophy is centered on creating a supportive and engaging learning environment for students. He took the responsibility of supervising English language programmes in British Educational Institutes in Sudan, Omdurman from 2012 to 2014. In addition to teaching, he is also interested in language assessment and professional development activities, attending conferences and workshops to stay updated on the latest trends and best practices in English language teaching.

Elaish Ali Musa Ali is a lecturer at the English Language Institute of Jazan University. He graduated from al-Neelain University, College of Arts and Humanities, Sudan, in 2004. He obtained his CELTA (Cambridge University, from Khartoum, Sudan) in 2011. He was awarded his ELT master degree from Wadi al-Neel University in 2013. Later, he joined the postgraduate program at al-Zaiemal-Azhari University, Sudan, and obtained his PhD in 2019. He has been an English teacher and lecturer for many years since 2005 in Sudan and Saudi Arabia. His research interests are research methodology, English Language Teaching, classroom management, and curriculum design.