

The Teacher of English: Pedagogic Relevance in Saudi Arabia

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Abstract

The present paper attempts to explore the characteristics of an effective teacher of English. Some related factors such as qualification, attributes, roles, and professional ethics have also been dealt with. In Saudi Arabia, the teacher of English plays the most important role in the process of teaching/learning. There are so many factors such as L1 interference, parental attitude, home environment, schooling etc that are usually influential in the case of educational setting in general and English classes in particular. It is believed that if the teacher of English has undergone a pre-service teacher training it is better for the learners of Saudi Arabia. In the other case, those who have not attended pre-service teacher training, they should go for in-service professional development programs in order to equip them further for innovative teaching and educational output.

Keywords: Pedagogy, L1 interference, Parental attitude, Teacher effectiveness, In-service training, Professional ethics and qualities.

1. Introduction

Teaching is a profession. It requires great deal of expertise in order to justify teaching which is believed to be a tri-polar activity which includes input-activity-output. If the learners achieve the target the teacher will achieve success in his mission. Teaching of a second/foreign language is a more challenging job. It is generally believed when a target subject is difficult to teach, the teacher of the same must be indeed knowledgeable, well equipped, modern, innovative and dedicated for attainment of some pre-determined objectives. Such a teacher must possess certain qualities and characteristics so that the teaching – learning process becomes fruitful and result-oriented.

A teacher can be operationally defined as one who is more enlightened, experienced and skilled to train the target learners for their life as well as careers. Some people are ‘born teachers’. They teach effectively in any circumstances even if they haven’t gone through any formal training. It is better if such people have some specialized teacher training so that they can further improve their inborn traits. Some pertinent questions like who are the good teachers, what makes them good and what is effective teaching are attempted to be directly or indirectly answered in the following pages.

Teaching is a very important activity in the process of education. It is the teaching that ultimately makes the citizen of the country. It is also agreed upon that teaching is the process of making of future generation. Therefore, the teaching directly or indirectly is associated with the following issues:

- (1) Teaching guides the learner in academic, social and economic activities,
- (2) Helps them to solve difficulties/problems,
- (3) Enables them to form opinion and ideas and later, develop their overall personality.

Teacher is said to be the tool of enlightening the ignorant people, thus, the teacher is like a lamp that spreads light and removes darkness. The importance of a teacher can’t be ignored as he is rightly considered as the hub of the entire system of Education. The success or failure of any method or procedure depends mainly on the effectiveness of the teacher. A teacher with specific qualification and expertise is needed for a successful delivery of knowledge. Therefore, the teacher is required to deal with attitudes, skills and appreciations. He has to handle the raw human input and transform into the real human capital that is perhaps the actual investment of any government or the nation.

Teaching as an activity of formal education is related to the education of the character which in the words of Sprinthal and Sprinthal (1997), ‘...is a lifelong process’. Richardson (1999) suggests that individuals create their own new understandings, based upon the interactions of what they already know and believe, and the phenomena or ideas with which they come into contact. In the same way, teaching leads to the internalization of ethical and moral

concept in general and character building in particular. In addition, internalized ethical principles result in increased moral behavior (Rest, 1997).

2. Philosophy and the English teacher

Each teacher is basically a philosopher because he tries to inculcate some values among the learners. Philosophy and education are two sides of the same coin. Therefore, one in the field of education should always try to achieve the philosophical/moral targets through educational activities.

2.1 *Impact of Some doctrines on a teacher of English*

2.1.1 Idealism

According to the Idealistic philosophy, the role of a teacher is highly important. Idealistic philosophy believes that the process of teaching is a planned action which has two parts: the teacher and the student. Both aims at common target: the development of the individual child. However, the child being immature does not know the importance of the spiritual development. But, the teacher tries to realize the same.

In reality, an idealist teacher possesses high degree of self knowledge, self dynamism and essential qualities of spiritualism. By his own model of life, he tries to shape the spiritualism and the individuality of the child to a life of purity, virtues and other noble qualities. He creates a very conducive environment by his own activities and planned experiences for the child. He guides the child with some demanded act of love, affection and sympathy that he attains his full mental and spiritual content and serenity which leads to the ultimately desired development.

2.1.2 Naturalism

Naturalists suggest that the educator should be a guide and a friend. The educator should try to recollect his own childhood and infancy and act accordingly. The child is naturally inclined to laughter and happiness. Hence, the educator should be a bit humourous and not very strict. He should facilitate the child to grow in the nature-oriented environment of the Education-process where teaching/learning may take place during natural interaction. Ravindra Nath Tagore (an Indian Naturalist) was a renowned English poet and the founder of Shantiniketan, a Naturalist place for learning in Calcutta, India. He set an example of Naturalist's Education system in India.

Characteristics of Naturalist teacher may be summed up as under:

- A naturalist teacher believes in child centered education,
- In the naturalist's method of teaching, Naturalism emphasized experiences instead of words. The postulates can be summed up as under, as these not only focuses on words which are not sufficient for education, but mainly experiences that are necessary.

(1) Play way method in Education is the basic contribution of this thought.

(2) Return to Nature is the main principle. The Naturalists emphasized going back to the peaceful lap of nature, much away from the complexity of civilization. This tendency increases the love for nature.

(3) Important place was given to empirical knowledge instead of bookish knowledge.

2.1.3 Realism

Realism advocates that there should be proper sequence of teaching-learning so that whatever is taught must be taught clearly, easily, thoroughly and pleasantly. The teaching method should involve concrete and scientific references in the process of teaching-learning. Understanding and perception are the top priority. Inductive method of teaching is always preferred by a Realist. In short, scientific evaluation is the most important contribution of realism in education.

Realism teaches focus on teaching through experience. It emphasizes on the objectives and practical knowledge based on realistic facts. Words and symbols convey experiences but they are not the targets. Thus, the actual experience should be the main focus. The realist does not attach special importance to the personality of the teacher. The following principles can be emphasised by the 'Realistic Philosophy'.

- (i) Whatever is to be known must be taught,
- (ii) Whatever is taught should be taught in a straight forward manner,
- (iii) Whatever is taught should be taught for practical application in everyday life,
- (iv) If anything is to be learnt its general principles must be explained followed by further details.

The idealists opine that discipline among students should not be enforced rather they should be prepared in such a way that they go all out for self discipline. Like Naturalism, this philosophy also gives importance to the place of the child. Child is only a child who is very innocent. He should not only be considered as a younger form of an adult. There is a difference between the needs, desires and interests of a child and those of an adult. It is improper to talk of the child's education for future by considering truth that is always changeable.

2.1.4 Pragmatism

This is a well known fact that the Pragmatists do not lay emphasis on the aims of education. They believe in 'education for the child' instead of 'education for education'. The importance and needs of education are the fulfillment of some desires of the child. Education has a role to play in enabling us to adjust to the environment. Thus, we see that Pragmatists are nearer to Naturalists, in some aspects.

Taking the mind of a man as a unit, the pragmatic theory of education comes near to Psychology and both affect each other. The effect of this philosophy on the modern age is quite obvious. The ideals of education can't be similar in the changing world, Education should be interesting. It should fulfill all the needs of the child in relation to society. Education should be society-centered and its power should be applied in the development of society. By means of such principles, the pragmatists have provided new dimensions to education. Education has also been strengthened by the pragmatist's school of thought that appreciated Deductive Method, experimental theory and external values.

The pragmatist philosophy has lead education to the novel and innovative path. In this philosophy, bookish knowledge doesn't have any important place as far as the achievement of educational targets is concerned.

2.2 Issue related to a teacher of English

The following are some of the important issues that a teacher has to face from time to time:

- Philosophical issues,
- Socio-linguistic issues,
- Psycho-linguistic issues,
- Pedagogic issues.

2.2.1 Philosophical Issues

Philosophical issues are related to the policies, principles and planning related to the teaching-learning. The policies vary from situation to situation. Therefore, a teacher has to identify his role on the basis of his thinking, ideology or philosophy of teaching as well as the need of the organisation. The teacher should also have an idea about curriculum design, appropriateness of textbooks and teaching strategies to realize the goals for the ultimate development of the individual child or group.

2.2.2 Socio-Linguistic Issue

The teacher has to keep in his mind some social factors and issues that may affect the learning process as a whole. Such issues and factors may be found to be an advantage or disadvantage to the target group. For example, a particular group aspired to learn, may not be able to acquire the conceived level due to the following factors: family background, socio-economic status, social environment, locality, parental attitude etc. In addition, a particular background of community also affects the overall learning of any subject. Ethnocentricity as a factor does not surprise an intelligent teacher that some studies may show negative effect on learning of some subjects in general and Humanities and Languages in particular.

2.2.3 Psycho-Linguistic Issues

Issues related to psychological factors that hamper educational attainments must be kept in mind while teaching a group of students. A particular child may not be suitably intelligent or not sufficiently motivated. He may have some family problem or he is psychological issue. His personality type may also affect the learning of a language.

Aptitude is commonly understood as very important as we hear people saying 'he has a flair for language', she has an interest in History and this has been proved by many studies. Attitude is also very important in the case of Learning English as a foreign/ Second language or any other subject. It ensures the academic behaviour. In terms of emotional responses to learning, a variable which has received much attention is anxiety. Mac Intyre and Gardner (1991) looked in more detail at anxiety in the classroom. It was found that the greatest anxiety seems to relate to negative experiences in speaking activities. Krashen (1985) has suggested the notion of the affective filter. This is a

representation of the way in which affective factors such as attitude, anxiety, competitiveness and other emotional response can help or hinder language learning.

Individual difference can also be considered as an important factor responsible for the outcomes of teaching-learning. The difference may be due to intelligence, aptitude, attitude, motivation, and personality traits. Therefore, some learning theories are considered better to be employed to cope with the factor.

Motivation as mentioned above is very important in the process of teaching-learning. Both the teachers and the students should be properly motivated towards attainment of the language aims. Any individual may be influenced by the variety of motivations which will affect such things as anxiety, attitude or willingness to try new learning strategies.

2.2.4 Pedagogic Issues

Among others, Pedagogic issues are the most important of all. The teacher while dealing with the actual classroom situations is particularly concerned with such issues like errors, difficulties, methods, evaluation/ testing and overall performance. Besides, an in-depth analysis and understanding is also important related to each aspect.

The role of a teacher as regard to error correction is crucial. There are conflicting views on the role of error correction in the classroom. The treatment of error requires consideration of many issues. Whether or not to perform the role of the person who diagnoses and corrects the errors is only the first issue. In order to correct the errors, the teacher has to diagnose the type of error committed by a group. He will also attribute certain factors responsible for such errors.

Most discussions have focused on the factors like personality characteristics, attitudes, emotional responses to the language learning process in general and English in particular. However, there exists a finding that an extrovert learner is more successful than an introvert learner. In this connection, educational factors need to be studied as these are very important, and are considered as the root and culture of a country. English as the language of communication and instruction plays very important role in the entire process of achieving the target. Unless one is at home in English, he is unable to get the target of learning a subject or a language. Similarly, other subjects are also important and need teacher's attention and various other considerations. One has to assess the textbooks, curriculum, methods and evaluation system. Among other educational factors like admissions, policies, curricula, textbooks, infrastructure, resources, teaching and examination, the teacher factor is the most important of all. A teacher, for example, is the authority to decide whether which method of teaching will be relevant in a particular circumstance. In sum, a teacher has to play many roles in the entire system of education.

2.3 Traits of an English Teacher

Teaching is an art as well as a science. Without the proper development of teaching skills a teacher can't teach his classes. He has to justify his position by showing different traits as under:

- He knows the objectives of teaching English in particular,
- knows his subject well,
- uses psycholinguistic and sociolinguistic theories,
- knows what has been learnt and what remains to be taught,
- bothers about the performance of a learner of English,
- communicates well in the target language,
- reviews the previous knowledge and connects well to the new chapter or unit,
- integrate English and curriculum,
- prepares well before starting a new lesson,
- assesses the learning individually as well as among colleagues,
- keeps good records of the students and updates from time to time,
- shares his personal and academic experience,
- motivates students to achieve the target subject-English,
- keeps himself in touch with the latest developments in the field of ELT,
- knows about the use of technology of teaching.

If we try to have a gist of the overall qualities of an ideal teacher, the following educational qualities should be possessed by a good teacher:

1. A good teacher must know why a subject is taught, what should be taught and finally how can the same be taught.
2. He is able to diagnose the weakness and strength of the students of English language,
3. He has an access to different methods and strategies of teaching English.

The teacher himself is solely accountable for the attainment of aims and objectives of a particular subject. The teacher must know and try to achieve those aims. He should be clear about the purpose of different activities meant for that subject. Tamblyn (2002) identifies seven qualities of successful teachers in which the first three qualities are the skills of successful teachers such as in subject competency, creativity, flexibility in using expertise and motivation.

2.4 Role of English teachers

Generally, a teacher plays many roles in a society. The most popular saying about a teacher is: a friend, philosopher and guide. Therefore, he should be a well-informed person because he can't teach or guide unless he knows about the right and wrong. He must refresh his knowledge and abilities by the latest researches, use of technology and Mass Media. He should use his critical faculty to arrive at some fruitful conclusions. The teacher can be proved to be a reformer of any society. He can transform an uneducated community into an enlightened one. A teacher can lead a 'Movement' as he is the instrument for the change if the 'Nation' wants to bring forth.

In the educational context as well, the teacher plays different roles. These roles are highly specified and the same need elaborations. The following is a modest attempt. A teacher being very important in educational system plays different roles in different academic situations. Latisha Shafie and Surina Nayan (2010) studied the changing roles of university teachers however, in Malaysian context. The following are some of the key roles that a good teacher is expected to play in the educational setting in particular.

2.4.1 The transmitter of knowledge

A teacher is expected to teach and the students believe that it is the responsibility of the teacher to pass on the knowledge to the target learners. This leads to the traditional role of the teacher as one of provider of information in the form of a lecture. The teacher is seen as an expert who is knowledgeable in his field, and who conveys that knowledge to students usually in the form of the words. In transmitting the knowledge and skills (listening, reading, writing and speaking), the English teacher in particular may also assist the student to interpret it using one of varieties of educational strategies by which the teacher explains the subject matter to the students.

2.4.2 The Teacher as a role model

Teachers serve as role models not only when they teach students while they perform their duties as instructors, but also when they fulfill their role as teachers outside the classroom. From the teacher's dress sense to other aspect of life style, every piece of act is usually copied by the students. One serious problem that educational system is facing today is that many teachers are not suitably qualified or aptly skilled. Their moral base is fragile, and character is often at stake. They don't strive anymore for personality development or spiritual uplift rather teachers like other creature have partly become materialistic in approach and practical in reality.

2.4.3 The facilitator

The move to a more student-centered view of learning has required a fundamental shift in the role of the teacher. No longer is the teacher seen predominantly as a dispenser of information, rather as a facilitator or manager of the students' learning. The more responsibility and freedom given to the students, the greater the shift required in the teachers' role. Not all teachers adapt to this different role. Many teachers are found to have been facing difficulty in performing satisfactorily and fall back with some disappointment on their usual position of authority, expert and main communicator. Most teachers don't know the concept of TTT (Teacher Talk Time) and STT (Student Talk Time), and even if they know they seldom practice.

The introduction of problem-based learning with a consequent fundamental change in the student-teacher relationship has highlighted the change in the role of the teacher from one of information provider to one of facilitator. The teacher's role is not to inform the students but to encourage and facilitate them to learn. This changing role of the teacher is also reflected in the constructivist approach to learning, in which knowledge is 'constructed' in the mind of the student and is constantly evolving. It is the role of the teacher to facilitate this process rather than to act simply as a knowledge supplier. Teachers need the ability to communicate with students in

an informal way in the small group's sessions, and to encourage students learning by creating an atmosphere in which open exchange of ideas was facilitated. Teachers should also be able to function most effectively in order to develop personality of the students. The increasing availability and use of learning resource materials also brings with it the need for the teacher as a facilitator of English as a subject, skill and sub aspects such as reading, writing, listening and speaking.

2.4.4 The student assessor

The teacher's role as an assessor is an important one. Murray et al (1996) suggested "Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives." Students can walk away from bad teaching, suggests Boud (1992), but they are unable to do so with regard to assessment. There are plenty items and teaching materials in which the L2 learners finds themselves in trouble no matter whatever routine methods and techniques are used by both teachers of English. (Khan, 2004).The teacher of English is very much accountable for making such assessments if he wants to make his teaching a success.

2.4.5 The curriculum assessor

Assessment and Evaluation of curriculum can also be interpreted as an integral part of the professional role of teachers, recognising teachers' own responsibility for monitoring their own performance. "Standards are the most effective when we set them ourselves" suggests Nisbet (1990). "Professionalism requires from us the capacity to apply the highest standards to ourselves even when there is no one but ourselves to judge. This is what we try to teach our students. They learn (or do not learn) from our example." Course evaluation is thus part of every teacher's responsibilities.

Curriculum evaluation has been defined (Coles and Grant 1985) as "a deliberate act of enquiry which sets out with the intention of allowing people concerned with an educational event to make rigorous, informed judgments and decisions about it, so that appropriate development may be facilitated." The assessment of teaching and of the curriculum can be conducted at an institutional level with the teacher who is the stakeholders in the process. It is rather important that the self-evaluation by the teacher of his or her teaching is regularly made which will surely help in the improvement of the desired teaching-learning process.

2.4.6 The course planner

Course designing is a part of the overall curriculum planning. Even best curriculum will be proved ineffective if the courses are not appropriately linked to the existing curriculum. Once the principles which go along with the curriculum of the institution have been agreed, detailed planning is then required at the level of the individual course or phase of the curriculum. Traditionally much of the planning was discipline or subject-based. More recently there has been a move to inter-disciplinary or integrated teaching approaches. Such approaches need to be reflected in course design. Participation in course planning gives the teacher an opportunity to exert a significant influence on the educational process and to design courses which will achieve the learning outcomes specified by the planners or policy makers of an institution. "Teachers in higher education" suggest Toohey (1999) "retain a very significant advantage over teachers in other branches of education their control of the curriculum.

2.4.7 Teacher as a diamond maker

Any student at the time of admission is just like a raw stone. The teacher by his expertise polishes that stone and converts the same into a precious stone-diamond. The whole process of teaching learning resembles the process of making the diamond. If the diamond maker (the teacher) is not well trained, the raw stone (the student: input) may be broken and become waste. Therefore, teaching is a highly skilled profession because the one who is involved in the process has to search for those raw stones that can be changed into the precious diamonds. Then he has to do so many sittings to carve and shape the raw stone to be sent to the market to be sold (employed in the case of students).

2.5 General categories of teachers: As regards the types and variety of teachers there are many kinds. But, in my opinion, basically there are three types of teachers:1- who actually teach,2- who manage in teaching and,3- those who manipulate in teaching. At this juncture, I am reminded of one of the Indian educational philosophers' statement:

An average teacher teaches, a good teacher develops and an excellent teacher inspires'. In addition to this, it can be added: A bad teacher finishes the course.

A good teacher is like a father, an ideal, a role model. A teacher is an instructor, teacher, facilitator and curriculum developer. In sum, a teacher is the maker of future generation. The teacher of English is very important in the phase

of globalisation. He plays a crucial role in the cross cultural communication and knowledge. He plays a crucial role in the achievement process. As it is known that there are varieties of teachers in general and English teacher in particular. In my opinion there are some who are teachers by chance, teachers by choice and some are forced teachers. The teachers of English can be one of the following types:

- who can teach in any condition,
- who can't work properly, (Mc Gregor's theory X (1957)
- who can work , but need motivation (Mc Gregor's Theory: Y)
- who don't want to teach, as they are dissatisfied (Theory of Maslow:1943)
- who don't know what and how to teach, (lack training and vision)
- who are able to teach, but disinterested in teaching,(want more incentives)
- who want to learn how to teach, (good learners)
- who know that they are the best teachers, (live in fool's paradise due to limited knowledge)
- who can't develop a lot as they don't have the inherent potential (Piaget's theory:1972),
- who want to develop for effective teaching, (positive towards training)

Teaching is the noblest profession. Teaching requires sound knowledge, good training and enough dedication to prove oneself as an effective and efficient teacher. A profession can't be treated as an occupation. Therefore, it is always important that a teacher should basically join the teaching profession knowingly in order to serve the society, not only to serve him.

3. The Teacher Factor: The case of Saudi Arabia

The teacher of English is a very important factor. He plays a crucial role in the achievement process. Usually the teachers blame other factors such as facilities and students' attitude; and the students, parents and the administration blame the concerned teachers for failure in the process of teaching. To me as well, it is the teacher who is the most important part. To refer to the Behaviorist view, the teacher can change the personality and behavior of the learners. In order to do so, an ideal environment is needed in which the learners can interact and learn more from each other, and under the supervision of a supervisor-teacher. The teacher is technically responsible for creating a proper environment.

The teacher if equipped and well trained can train the learners by employing learning theories such as Thorndike's Trial and Error, Skinner's Operant conditioning (1950), Pavlov's Classical conditioning and Kohlar's Insight theory of learning. The teacher should be knowledgeable in his subject such as English language and literature, rather he should be well trained to transfer his knowledge into skills to pass the same to the target learners.

English teachers in Saudi Arabia: an Experience

ESL/EFL teachers in particular are more responsible for imparting education to those students who don't have favorable conditions for learning. In this case, the concerned teacher, apart from being well trained, should be well motivated, have clear vision, know teaching strategies, motivating techniques so that his teaching can be more interesting, and the learning yields results and outcomes.

In Saudi Arabia, in most technical/professional colleges, there are three kinds of English teachers: native speakers, bilinguals, and the teachers from India, Pakistan and other similar countries. The native speakers are not found as highly qualified as many others. Most of them don't have master's degree in English. Instead, they have done courses like CELTA/TESOL. It is good to have a training/education/teaching certificate like CELTA, but it is not the only thing needed to be a successful foreign language teacher. Most teachers with CELTA like background have done courses like MBA, management, Sociology, History etc. In my opinion, as a biochemistry/ biology graduate or post graduate can't be licensed to practice medicine, a management graduate /post graduate should not be qualified for teaching of English. At this point of technological and educational development, while the whole world is looking for specialties, CELTA like certificates are promoting the practices of the general practitioners. British council all over the world is promoting CELTA even for those who know little about English, however they can speak with a humble background of morphology. Moreover, those native speakers or near to native speakers who have joined academic institutions in Saudi Arabia because they were born in English speaking countries especially Great Britain, but they are not native English language teachers. In a country like Saudi Arabia, the teacher should be well equipped in the methodology of EFL apart from having a certificate in English language and literature. In the entire process of teaching of a foreign language, the role of the learner's mother tongue is inevitable. And, for

native speakers or a native teachers, in most cases, Arabic is all Greek and Latin to them. Moreover, in Saudi Arabia, there is much scope of American than British English.

The other category of teachers of English belongs to the bilingual teachers. They are generally from Egypt, Sudan, Jordan and other similar Arab countries. It is good to have such teachers who are aware of the teaching/learning problems that exist in the Arab world in general and Saudi Arabia in particular. But, interestingly, such teachers are also not effective. They are not very motivated in teaching. Usually they have negative attitude towards learners, and they don't want to develop themselves thinking that their knowledge and experience is more than enough. They teach English in the same way as English is taught in their own countries. In spite of the fact that they should evolve bilingual strategies to facilitate the learners, they jump into the traditional grammar and translation method as it seems easier for them as well as the students. And, finally the target language suffers.

The third and the final group belongs to the teachers from India, Pakistan and similar countries. Such teachers are highly qualified. Some of them have training degrees/certificates. But, they also face problems in imparting English education in Saudi because most of them are not aware of the problems of the Arabic speakers. Though such teachers taught English in bilingual environments like Urdu/ Hindi/Punjabi etc. they aren't able to compare their own scenario with that of bilingualism in Saudi Arabia. They think that they are suitably qualified and appropriately experienced so they don't need any further research or training for pedagogic and professional development.

It is good to have such a combination of native speakers, bilinguals and unilingual to have a good teaching facilitators. But CPD (Continuous Professional Development) must go on in order to avoid waste of resource. Training and professional development is always essential in this fast changing society. Thus, in order to be update, modern and sophisticated, one should attend in-service training or professional development programs. It is always appreciated if the teachers of English are research oriented, but ironically speaking, most teachers of Saudi are disinterested in any such program in spite of the fact that the Saudi government allocate a lot of funds for researches and investigations. They think that this is an academic embarrassment to take part in any training program. They innocently forget that every teacher is not a born teacher rather some are made.

Motivation is another important factor that contributes to the teaching learning effectiveness. With the experience of Hawthorn experiments in sixties, human relation was found as one of the motivators. In other words, monetary incentives were not only responsible for motivation. In Saudi, even recent monetary incentives fail to motivate the English teachers which proves that there are other than monetary motivators that are responsible for a committed and dedicated teaching. And, in my humble opinion, it is one's inborn teacher-trait and teacher preparation that are more crucial in the field of effective education system.

3.1 Training and professional development

Teacher factor is the most important of all in the educational setting. It is the teacher's responsibility to refresh his knowledge update his potential and equip himself with the advancement of the society and use of technology in general and educational environment in particular. (Khan, 2005)

In order to justify the job of a teacher he has to attend trainings/refresher programs which are considered quite essential in this fast changing society. Thus, in order to be update, modern and sophisticated, one should attend in-service training or professional development programs. Professional development is always needed for every teacher even if he is highly knowledgeable, experienced and trained.

4. Conclusion

Teaching is the noblest profession and the teacher is the role model. Everyone in a society is bound to respect a teacher because value system is always attached to him in particular. Teachers in general and English teachers in particular are always accountable for bringing certain desired changes in society in general and students in particular. English being the *lingua franca* holds very important position in the global scenario of sociolinguistic perspective. It is rightly considered as one of the major tools of socialization, instrument of technological and scientific changes. Saudi Arabia is no exception to such changes and developments. English as an international language and a means of instruction in Saudi Arabia is being duly emphasized these days. Many researches are being undertaken in the area to diagnose problems and find out solutions if any. In spite of the fact that the government has taken many genuine and serious steps to impart knowledge and develop the level of English in the country, the students face a lot of problems during the courses of study. Apart from so many other factors, teacher remains the most crucial aspect of teaching-learning environment. It has been assumed if English teachers are properly trained and appropriately educated in the branches like Educational philosophy, educational sociology, educational psychology and pedagogy, the chances of further waste can be minimized or even removed from the English education system of Saudi Arabia.

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