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**| RESEARCH ARTICLE**

**Effective English Teacher Professional Development from a Professional Perspective: Saudi Arabia Context**

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**| ABSTRACT**

This study investigates the concept of effective teacher professional development based on professionalism perspective. It aims at explaining the concept of professionalism, focusing on the significance of professionalism in maintaining the quality of English teacher development, teaching English, and instructional processes. It demonstrates the fundamental requirements for an effective English teacher and effective teaching. The study is based on the hypothesis which proposes that teacher professional development leads to grand achievement in education. The study pinpoints that to be an English teacher; one must gain particular pedagogical, psycho-socio, and linguistics training; in addition, an English teacher is responsible for his/her ongoing professional development, which leads to teacher's confidentiality and highly students' achievement.

**| KEYWORDS**

Professionalism, sustaining duration, teacher professional development, lesson study, co-teaching

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**1. Introduction**

During the globalization and post-modernization era, society has undergone an accelerating pace of change in economy and technology, which affect the workplace and professionalism. Consequently, Educators and policymakers are increasingly looking to teacher professional teaching as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching (Harmer, 2007). Effective professional development (PD) is a key to teachers learning and refining the pedagogies required to teach these skills. The educational system has been imposed to cope with new and updated changes occurring to the students' intellectual and interpersonal communication capability (Gage, 1964). Hence, English teacher, as the core logic of the teaching and learning process, requires a form of professional development to cope with new students' logic. Educators and linguists conducted studies on professional development from dualistic perspectives-skills and knowledge development to steer students towards meeting the demands of the changing globe and society. However, specific hard skills and mastery of particular skill sets, with a focus on digital literacy, are in increasingly high demand. In addition to, skills that involve interaction, collaboration, and managing others are increasingly important. English teachers have to pursue professional development because it is considered an essential factor for teachers to function successfully in their field. Teacher professional development is life-long learning and growing. Golding (2006) defines professional development as "the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement".

Professionalism in teacher professional development is an inevitable and absolute necessity for any career, particularly for English teachers, due to the factor of quality assurance and professional, ethical factors. The postmodern world confronts accelerated progress in all scopes of life, particularly in technology and education. Hence, teaching English which has become a global language, witnesses rapid progress in the linguistics field and methodology to cope with the demands of the postmodern era. The sort of postmodern century students is characterized as multi-tasked oriented, gadget related, technologically smart, cogent

argumentative, studying distractive, exam oriented, attention deviant, and spoiled disciplinary students (Jasper, 2006). Thus, they need a special form of pedagogical tackle which involves pursuing professional development to function well. Educationally, teachers have ethical and parental obligations toward their students, and they play a salient role in the socialization process, shaping the future and building an ideal creative citizen. Teacher professional development is a life-long process that involves acquiring new experiences, knowledge, skills, and reflection formally or informally throughout one's career, from being a novice teacher up to retirement (Jasper, 2006).

The output of professionalism in teaching English is critically related to students' achievement. In Saudi Arabia's context, learners' achievement in the English language does not match the expectations of officials in the country though the government exerts great efforts and inspires Saudi learners to upgrade their levels in the English language. In other words, Saudi Arabia has experienced deep English language learning deficits compared to other countries such as the United Emirates. It appears clearly that English teacher development can be regarded as a common mixed feature among staff in most of Saudi Arabia's universities, notwithstanding the unlimited financial continuous support provided by the government aiming at getting better Saudi learners who are capable of communicating in English properly. Teacher training is conducted in most Saudi universities in various forms such as workshops, forums, conferences, periodical training courses, or sessions and seminars. Saudi universities bring experts from top-level universities in the world for the purpose of teacher professional development focusing on professionalism.

## 2. Definition of Professionalism and Effective Professional Development

The term professionalism entails the combination of all qualities that are connected with trained and skilled people. Cambridge dictionary compares professionalism with amateur, which refers to taking part in an activity for pleasure, not as a job, and it is related to activity where people take part, but they do not take money. Cambridge English teaching framework is composed of planning language learning, managing language learning, assessing language learning, and teacher professional development, which entails teaching language systems, teaching language skills and learning the language. Whereas European Proficiency Grid involves lesson and course plan interaction, managerial and monitoring, including knowledge and skills, language assessment, language proficiency, and language awareness. The common framework of professional development involves the teacher's own language ability and proficiency, planning language learning, managing language learning, and assessing language learning. (Golding. & Gray (2006). Professional development is the skills, knowledge and ongoing learning opportunities undertaken to improve an individual's ability to do their job and grow as professionals. In the modern and ever-changing workplace, professional development is a key to career longevity, and it is a kind of expertise. Professional development is the skills and knowledge employees gain to optimize their personal development and job growth. It includes learning opportunities, such as college degrees and coursework, or attending conferences or training sessions. Jasper (2006).

Borko (2004) stated that teacher professional development (PD) has multiple conceptualizations regarding the scope, focus, and goals of teacher professional development (PD). Teacher professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs, and the perusal and enactment of appropriate alternatives for improvement or change.

<sup>1</sup>Effective professional development is structured professional learning that results in changes in teacher practices and improvements in student learning outcomes, and it incorporates most of the following elements (Bautista, Tan, Ponnusamy, & Yau, 2015):

-Content focused: PD that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.

-Incorporating active learning: Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such PD uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture-based and have no direct connection to teachers' classrooms and students.<sup>1</sup>

<sup>1</sup> In some professions, development is an ongoing necessity and expected if one wants to maintain their jobs. For example, doctors must stay abreast of new medical advancements, surgeons must learn new techniques, and teachers are also required to undergo further training. Professional development can be undertaken by individuals hoping to develop their skills in order to gain a promotion or a new job or can be requested by employers to give their employees further training to improve their job performance. The advantage of on-the-job professional development is the

-Supporting collaboration: High-quality PD creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school, and/or district.

-Using models of effective practice: Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.

-Providing coaching and expert support: Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.

-Offering feedback and reflection: High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.

-Sustaining duration: Effective PD provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

Teacher professional development raises students' achievement and helps policymakers and practitioners better understand what quality teacher professional learning looks like. J & Gopinathan, (2015) list the below-recommended actions for policymakers to support and incentivize the kind of evidence-based teacher professional development :

1. Adopt standards for professional development to guide the design, evaluation, and funding of professional learning provided to educators. These standards might reflect the features of effective professional learning outlined in this report, as well as standards for implementation.
2. Evaluate and redesign the use of time and school schedules to increase opportunities for professional learning and collaboration, including participation in professional learning communities, peer coaching and observations across classrooms, and collaborative planning.
3. Regularly conduct needs assessments using data from staff surveys to identify areas of professional learning most needed and desired by educators. Data from these sources can help ensure that professional learning is not disconnected from practice and supports the areas of knowledge and skills educators want to develop.
4. Identify and develop expert teachers as mentors and coaches to support learning in their area(s) of expertise for other educators.
5. Integrate professional learning into the Every Student Succeeds Act (ESSA) school improvement initiatives, such as efforts to implement new learning standards, use student data to inform instruction, improve student literacy, increase student access to advanced coursework, and create a positive and inclusive learning environment.
6. Provide technology
7. Provide flexible funding and continuing education units for learning opportunities that include sustained engagement in collaboration, mentoring, and coaching, as well as institutes, workshops, and seminars.

Well-designed and implemented teacher professional development should be considered an essential component of a comprehensive system of teaching and learning that supports students in developing the knowledge, skills, and competencies they need to thrive in the 21st century. To ensure a coherent system that supports teachers across the entire professional continuum, professional learning should link to their experiences in preparation and induction, as well as to teaching standards and evaluation. It should also bridge leadership opportunities to ensure a comprehensive system focused on the growth and development of teachers (Arlington, Barber & Mourshed,2007). English teachers can foster their teaching skills and knowledge in terms of professional development through various forms such as training sessions, conferences, workshops, degrees, coursework, online podcasts, discussion, and micro-teaching with reflection. Hanushek (2011) states that educational institutions can use various approaches to professional development, such as:

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*employee gets training specific to their current role and employers' precise requirements. Also, it is usually at no cost to the employee. For some specialized fields, professional development is critical.*

**<sup>1</sup>The Communities of Practice approach** -This approach can be good for teaching teams about reaching organizational goals and networking. It improves professional practice by engaging in shared inquiry and learning with people who have a common goal.

**Lesson Study** – Lesson Study is a process that Japanese teachers have utilized to systematically examine the effectiveness of their teaching for achieving desired learning goals. The process involves teachers working collaboratively to develop a small set of lessons. Working on these lessons involves planning, teaching, observing, critiquing, and revising the lessons in a continuous cycle.

**<sup>2</sup>Mentoring** - The Mentoring approach is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.<sup>2</sup>

**Coaching** - The coaching approach entails observation, reflection, and then action.

**Case Study Method** - The case method is a teaching approach that involves placing the students in the role of a decision-maker facing a problem, and it encourages discussion and coming up with a solution.

**Technical Assistance** – It involves providing resources and information, supporting networking, and change efforts.

**Consultation** - The Consultation approach is a similar approach to the Case Study Approach in that it addresses problem-solving, but it focuses on using specific processes to find out a solution.

**Reflective Supervision** – It evaluates the performance of employees through a process of inquiry, observation, and reflection.

**Action research:** a reflective and collaborative process for inquiring, discussing, and finding solutions to everyday real school problems and promoting instruction and student achievement. It assists teachers in assessing needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes.

### 3. English Teacher's Knowledge

Teacher quality is an important factor in determining gains in student achievement, and it requires ongoing professional development. Predictors of teacher quality have typically included factors such as class size, certification, type of qualification, degrees earned, years of experience, and professional development mode. Professional development involves providing English teachers with the skills and knowledge required to improve their teaching practices in their classrooms. Shulman (1987) proposes that teacher knowledge, which can be declarative ('knowing that') and procedural knowledge ('knowing how') from cognitive psychology, includes the following:

**Subject matter content knowledge:** It involves academic disciplinary knowledge. In teaching the English field, the teacher must master both micro and macro linguistics knowledge of the English language; in addition, non-native English teachers must promote both productive and receptive skills, which is considered intuitive faculty to native English teachers.

**Pedagogical content knowledge:** It involves mastering approaches, methods, techniques, and procedures of teaching the English language. Pedagogic Content Knowledge (PCK) is the disciplinary-specific pedagogic knowledge required for teaching particular subjects and making concepts accessible to learners. Thus, as Limm (1991) said, it is an amalgam of content and general pedagogy which transcends subject matter per se to the dimension of subject matter knowledge for practice, which is uniquely the province of teachers.

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<sup>2</sup> 1- *Teachers come together to work on three main activities: (1) identifying a lesson study goal, (2) conducting a small number of study lessons that explore this goal, and (3) reflecting on the process (including producing written reports).* (Yoshida (2002).

2- *"Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)".* ( Bozeman and Feeney 2007: 719).

**Curricula knowledge:** It involves mastering the general principles of education and syllabus design, including mastering the types of the syllabus, components of syllabus, objectives, and approaches of syllabus design.

**<sup>1</sup>General pedagogical knowledge:** The general pedagogical knowledge includes principles and strategies of classroom management and organization that are cross-curricular, and pedagogical content knowledge involves the knowledge which integrates the content knowledge of a specific subject and the pedagogical knowledge for teaching that particular subject.

**Knowing learners and their characteristics:** It involves educational psychology, sociology, learner's needs, mental hygiene, and developmental psychology knowledge

### **3.1 Knowledge of educational context and knowledge of educational ends**

Borko (2004) proposed a model that identifies cognitive abilities and affective-motivational characteristics as the two main components of teachers' professional competence. <sup>1</sup>The pedagogical knowledge includes all the required cognitive knowledge for creating effective teaching and learning environments. <sup>2-2</sup>Cognitive knowledge involves the ability of an individual to perform the various mental activities most closely associated with learning and problem solving, such as the verbal, spatial, psychomotor, and processing-speed abilities. Cognitive abilities are brain-based skills we need to carry out any task, from the simplest to the most complex. They have more to do with the mechanisms of how we learn, remember, problem-solve, and pay attention rather than with any actual knowledge. For instance, answering the telephone involves perception (hearing the ring tone), decision making (answering or not), motor skills (lifting the receiver), language skills (talking and understanding language), social skills (interpreting tone of voice and interacting properly with another human being). Cognitive abilities or skills are supported by specific neuronal networks. For instance, memory skills rely mainly on parts of the temporal lobes and parts of the frontal lobes (behind the forehead).

Expert teachers, who master <sup>1</sup>professional competence involving knowledge, skills, attitudes, and motivational variables, have extensive pedagogical content knowledge, better problem-solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, and greater sensitivity to context, and greater respect for students.

Whitcomb (2009) proposes that teacher professional development involves four domains: <sup>1</sup>professional responsibilities, including subsets items such as reflecting on teaching; maintaining accurate records; communicating with families; participating in the professional community; growing and developing professionally, and showing professionalism. Teachers' <sup>2</sup>conceptions determine their pedagogic approaches and choices of materials, content, and learner activities, and teachers' conceptions of teaching/learning and curricula influence classroom practices and student learning outcomes (Bridges (1993). <sup>3</sup> Harmer, J. (2007) noted that teachers must gain general pedagogical knowledge, including knowledge of classroom organization and management, different teaching<sup>3</sup> Strategies or methods, assessment strategies, and understanding of classroom communication and discourses. Teaching as a profession encompasses two core perspectives: professionalization and professionalism. Professionalization has been carried out on the characteristics of occupations as social order structures. In teaching, the path of professionalization involves acquiring the characteristics of high-status occupations, which include certifications and accreditations and the existence of professional associations. In the paradigmatic professions, the use and the role of scientific knowledge in the discipline are particularly important and obvious. These professions derive their critical reflection on practice and enhance professional development.

Professional responsibilities for a teacher would include demonstrating responsibility to the profession, students, the school district, and the community. For instance, professional responsibility would include becoming an active member of one's professional association, volunteering for school or community functions, and attending school events.

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<sup>3</sup> 1-Pedagogical components Knowledge of teaching methods have command of various teaching methods, knowing when and how to apply each method; Knowledge of classroom assessment: knowledge of different forms and purposes of formative and summative assessments, knowledge of how different frames of reference (e.g., social, individual, criterion-based) impact students' motivation; Structure: structuring of learning objectives and the lesson process, lesson planning and evaluation. Adaptivity: dealing with heterogeneous learning groups in the classroom strategies, the impact of prior knowledge, effects and quality characteristics of praise, etc.); Knowledge of individual student characteristics: having knowledge of the sources of student cognitive, motivational, and emotional heterogeneity.

2-Conceptions are "more general mental structures, encompassing beliefs, meanings, concepts, propositions, rules, mental images, preferences and the like" (Tok (2010), p. 303).

3-Teacher educators believe that a professional disposition is automatically acquired through field experiences. Across the various disciplines of teacher education, it is clear that "educators are expected to develop the characteristics of a professional and model professionalism every day"( Graves, K. (1996), p. 22).

Hence, teachers must be able to examine their practice critically, seek the advice of others, and draw on educational research to deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings and ideas (Rodgers, 2002).

Selectivity and strictness to access certification and professional association from the use of scientific knowledge is a must ( Rivkin, Hanushek, and Kain, 2005). In teaching, educational objectives of great scope should be defined with broad sociological, not exclusively economic or academic, criteria. Tok (2010)valuations should be consistent with the foregoing, technically designed to measure and support learning. Classroom activities should be designed with some support on the literature on how learning develops and on informed thinking on good practices, not on the occasional invention of an inspired professor or on an exaggerated recreational obsession. Professionalism is an attitude toward work with technical criteria entailing arriving on time, being enthusiastic and committed, and fulfilling tasks. Ellis (1997: 22) asserts that 'Teachers should become more than consumers of theories and research; they should become researchers and theorists in their own right .'Thus, professional English teachers require conducting action research, which is a reflective and collaborative process for inquiring, discussing, and finding solutions to everyday real school problems and promoting instruction and student achievement, in order to improve classroom practice quality.

According to Lessard (2005:3), the professionalization of teachers is dictated by the need for more effective teaching, and it posits a body of knowledge, practices, and values conveyed explicitly during training and not acquired through intuitive and imitative apprenticeship. The necessity for teacher professionalization is justified by the fact that learning by students is not so much dependent on teachers' individual creativity but on rational guiding principles evolved and tested by the community of professionals and whose implementation can be systematically evaluated.

Limm (1991) has proposed a matrix of teacher competency domains that can be adapted to training and developing EFL/ESL teachers, including all components of the action and knowledge base domains such as content base segment, i.e., language, meta-language, linguistics, discourse, and communication. In addition, the teaching base segment, i.e., approaches, methods, techniques, and activities for achieving specific outcomes in the class. The learning and learner base segment, i.e., instructors understand how their students learn and position them for gearing their teaching to optimum effect.

Non-professionalism in teaching English entails deviation from teaching standards in terms of proficiency and knowledge perspective. Nonprofessional English teachers devalue teachers' knowledge, and they function according to their individualistic ideology and pedagogical conceptualization, notwithstanding they are well qualified in terms of professionalization (degrees, certificates, and documents).

#### **4. Purpose**

The researchers attempted to investigate effective teacher professional development based on the professionalism perspective at King Khalid University. More specifically, the study was after finding answers to the following research questions:

1. What sort of professional development approaches have English teachers been trained by in their teaching professionalism at KKU?
2. What professional awareness do English teachers possess about the process of developing their teaching styles?
3. How do English teachers evaluate and rate their professionalism?
4. Is there any congruence between the attitude of the teachers and administration towards the teacher professional development at KKU?

#### **5. Method**

This section provides a detailed account of the Participants, Instrumentation, Data Collection Procedure, and Data Analysis of this study.

##### **5.1. Participants**

100 teachers comprised the participants of this study. The teacher population included 31 females and 69 males with the age range of 29 to 58. These teachers who were randomly selected from different King Khalid University colleges represented various parts of the Aseer area. 35 teachers have applied linguistics Ph.D. holders; the rest had a master's degree in English literature, linguistics, ELT, TESOL, and English translation. All teachers were either M.A or Ph.D. holders with teaching experiences of 6 to 27 years.

##### **5.2. Instrumentations**

A triangulation of data collection techniques: interviews and questionnaires were used for this study. The detailed description of each appears below.

**5.2.1 Interviews**

Eight (8) questions adopted from Jasper (2006) were used in interviews as the main questions on teacher professional development. The questions addressed issues of types of various approaches to professional development, English teachers' knowledge, and the kind of evidence-based teacher professional development. Under the types of various approaches to professional development, teachers were asked to describe what sort of professional training they had been trained in at KKU. Then to check for the teachers' professional awareness of the training, the researchers wanted them to state their beliefs on the training course they have come across at KKU. They were also asked to describe the epistemic structure that an English teacher has to possess in terms of professionalism. In the last category, they were asked to assess their earlier academic experiences for their usefulness for the task they were facing in their current career—that is, judging evidence-based teacher professional development.

**5.2.2 Questionnaire**

A questionnaire was administered to the teachers to get their feedback on the professional development training. The questionnaire was divided into several categories, each of which explored a certain aspect of professional development. The categories in the questionnaires were: *types of professional development implemented at KKU, the usefulness of professional development training courses, and teachers' attitudes toward professional development.* The choices in the questionnaire were ordered from *strongly disagree to strongly agree.* The questionnaire was used in the form of a checklist so that it could be completed quickly. In addition, space was provided for comments, and teachers were encouraged to give suggestions.

**6. Results and Discussion**

Based on the four study questions stated earlier, the results are discussed for each in turn. Regarding the first question of the study, the teachers were asked in the interview about the types of various approaches to professional development implemented at KKU.

**Table 1** Percentage of different approaches to professional development

Categories	Percent
1. Action research	45.45
2. Reflective Supervision	9.09
3. Mentoring	9.09
4. Consultation	18.18
5. Coaching	18.18

As table 1 illustrates, most of the teachers used action research to address the main problem in teaching and find the appropriate solution.

Concerning the second question of the study, the researchers asked the interviewees about English teachers' knowledge.

**Table 2: English teachers' Knowledge**

Number of teachers	Not Enough	Sufficient	Very much
100	40%	60%	0

According to table 2, 40 percent of teachers confessed that they do not have suitable knowledge qualifying them to teach the English language professionally. Whereas 60% of teachers believe that they have sufficient knowledge to qualify them to teach English professionally.

For the third question, the results showed that all the teachers had a positive attitude towards evidence-based teacher professional development.

**Table 3**

*Percentage of the criteria observed*

Criteria	Non Applicable	Applicable	Strongly Applicable
1. Teacher professional development implemented well at KKU	60.0	40.0	0
2. Teachers were engaging with the professional development enthusiastically	30.0	70.0	0
3. Teachers were attentive to professional development	60.0	40.0	0
4. Teachers enjoyed professional development	60.0	40.0	0
5. Teachers develop their knowledge continuously	70.0	30.0	0
6. Implementing training outcomes	30.0	70.0	0
7. The language was used communicatively	50.0	50.0	0

The table shows the criteria of teacher professional development from training courses targeted professionalism. It shows reasonable positive results that affect the achievement of teachers in class. Furthermore, KKU reflects highly awareness and serious desire to promote staff professionalism via professional development training courses.

This study has tried to investigate effective teacher professional development based on the professionalism perspective of KKU English teachers. The results indicated that almost all teachers were sufficiently familiar and interested in teacher professional development with different methods and approaches. Moreover, it seems that King Khalid University exerts outstanding efforts to promote English teacher development from a quality perspective. All teachers in the interviews believed that relevant professional training offered during their teaching at KKU was enough to promote professionalism among teachers. Furthermore, there was congruence between the attitude of the teachers and KKU towards ongoing professional development training courses.

The findings of the study suggest that King Khalid University should keep focusing on professional development using updated strategies, methods, approaches, and paradigms. Furthermore, teachers should also maintain self-regulated professional development, considering the appropriateness of teacher professional development that assist them in their teaching process.

## 7. Conclusion

The Postmodernity era involves a form of education compromising critical thinking, creativity, collaboration, and communication. Thus, English teachers must be armed with particular skills, declarative and procedural knowledge compromising subject matter content knowledge, pedagogical content knowledge, curricula knowledge, general pedagogical knowledge, and knowing learners and their characteristics. The output of professionalism in teaching English is critically related to students' achievement. Therefore, professional development must be considered seriously and professionally, and English teachers should join it through various means such as attending conferences and workshops, teachers' discussion, reflection, lesson study, case study method, consultation, action research, reading, and other means. Nonprofessionalism in teaching English entails deviation from teaching standards in terms of proficiency and knowledge perspective. Nonprofessional English teacher is a severe problem in the education field and a focal factor for English level devastating in Saudi Arabia. Moreover, the nonprofessional English teacher is the main cause of conflict in the educational institution and a form of negative unethical behavior source.



**Conflicts of Interest:** The authors declare no conflict of interest.

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