
Students' Involvement in Learning the English Language and its Relationship to each of the Students 'Relationship with English Language Teachers and their Attitudes Towards Learning it**Dr. Najm Abdullah Burhan**

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Abstract:

The purpose of this article is to provide an outline of Students' Involvement in Learning the English Language and its Relationship to each of the Students 'Relationship with English Language Teachers and their Attitudes Towards Learning it. Therefore, this study meant providing those in charge of preparing teachers with a list of the teaching competencies needed to prepare and train them in order for the educational process to complete aspects of curriculum, book, method, method, and evaluation.

Introduction:

The biggest play in raising young people and preparing them for a decent life in various societies, regardless of their regulations, rests with the teachers.

And that the facade by which the nation appears, whether good or bad, whether progress or delay is primarily made by the teacher because of its cognitive, cultural and effective background effects on the souls of those who teach them.

Therefore, many educational researches and studies have paid great attention to the teacher in terms of his preparation in light of the modern educational trends, the most prominent of which is the education movement of teachers based on competencies.

This movement represents one of the recent trends in preparing teachers and learners alike for many years.

The number of teachers in Iraq has continued to need to keep pace with effective educational developments based on the principle of competencies instead of relying on knowledge and indoctrination as a frame of reference, and the need to design and develop teacher programs using the principle of competencies so that students achieve mastery of education, critical thinking, problem-solving and creativity, and all this can only be done with a strategy Individual learning, cooperative learning, and the professional achievement profile, which achieve modern educational trends.

And due to the importance of competency-based education, the educational authorities in our present age tend to accurately calculate the steps of educational work so that the educational loss does not worsen with the passage of days. Therefore, repeating the slogan of accounting was the applicable slogan for measuring educational returns so that efforts and money are not wasted and time is wasted.

Hence, effective education requires types of teachers and methods of teaching that differ in terms of quality from those traditional patterns based on memorization, indoctrination and information retrieval, and authoritarian behavioral patterns in teaching.

The teacher should, in light of this, be responsible for providing educational opportunities.

Problem of the Study

The English language teacher is in the basic education stage of the English language, the English language, the English language in the English language

Now the reality of teaching the English language - a reality that the researcher has lived through teaching this subject for several years - indicates the agreement of most of its teachers in the traditional teaching

methods to deliver information, which makes the prevailing pattern in teaching this subject an expression of the teachers' lack of many required teaching competencies.

Therefore, the current research tries to identify the extent of teachers' need for the availability of teaching competencies, and the research problem is summarized in the following main question:

(What teaching competencies are required for the English language teacher - from the point of view of English language teachers in Maysan?)

- 1- What is the need for English language teachers to have the scientific competencies represented in listening, speaking, reading and writing?)
- 2- What is the extent of the need for English language teachers to provide the professional competencies represented in: (planning, implementation and evaluation?)
- 3- To what extent do English language teachers need personal competencies?
- 4- What are the obstacles facing the training of English language teachers to acquire the required teaching competencies?

Objectives of the Study

This research aims to try to identify: -

- 1- The teaching competencies required for the English language teacher.
- 2- The extent to which English language teachers need scientific competencies.
- 3- The extent to which English language teachers need the availability of professional competencies.
- 4- The extent to which English language teachers need personal competencies.
- 5- The obstacles facing the training of English language teachers to acquire them the required teaching competencies.

Research Importance

- 1- This study may be useful in identifying the teaching competencies required for an English language teacher.
- 2- It can contribute to reviewing the current teaching programs, as well as revealing the strengths and weaknesses in the performance, training and qualification of English language teachers.

Research Limits

Teaching competencies required for English language teachers.

Spatial boundaries:

The researcher applied his studies to English language teachers in the vicinity of Maysan governorate.

Temporal boundaries 2020

Review

The first priority:

The concept of teaching aptitude and aptitude

1- The concept of competencies

There are many definitions of the concept of professional competencies for researchers, each from his point of view, based on the angle from which each researcher looks first:

Secondly, through human studies themselves, then there is room for multiple viewpoints, for the concept of competencies itself to overlap and the conditions of upbringing.

The educational literature defined competencies with several definitions, including:

- 1- Both Houston and Howsam (1972:16-15) define adequacy as (the ability to do something or bring about an expected outcome).
- 2- A definition and describing it as comprehensive because it deals with competencies in all their aspects, saying that: (competencies are nothing but well-defined behavioral goals that describe all knowledge, skills and attitudes that he believes are necessary for the teacher if he wants to teach effective education

and that they are the general behavioral goals that reflect the different functions that he has (The teacher should be able to perform it)

It is noted that there are two dimensions in most of the definition of competencies, namely:

The first dimension: is the content that the competencies must include.

The second dimension: is represented in the degree of identification of these competencies. (Kay, 2005: 60) As for the definition adopted by Hall and Jones

(1976: 21-25), it is: (Performance educational competency is the ability to do something efficiently and effectively with a certain level of performance)

Teaching competencies

The teaching competencies mean the various forms of performance that represent the minimum required to achieve a goal.

And in other words, it is more preferable: the combination of attitudes forms of understanding and skills that would facilitate the process of achieving the goals of mental, emotional and psychomotor (Archer and Hughes, 2011:25)

Al-Ahmad (2005: 77) defines teaching competencies as: It is a set of knowledge, skills, procedures and trends that the teacher needs to do his work with the least amount of cost, effort and time, without which he cannot perform his duty as required, and then has a condition for his leave at work.

The researcher believes that the last definition is based on the idea of adopting competencies as a basis for appropriating education, and the idea of choosing teachers is based on the fact that teaching is a profession that has its own requirements and conditions, like other professions such as medicine, engineering and others.

In view of the previous definitions, the teaching competencies revolve around the teacher's ability to carry out the teaching process well in order to achieve the desired goals of the learners, so there is no essential difference between each of these definitions and those (Ibid).

The researcher defines it as the teacher's ability to employ the knowledge, skills and attitudes that relate to his work and help him perform his tasks in and outside the classroom with a certain level of mastery.

Through the previous definitions, the researcher also extracts the components of teaching competencies, which are (Ibid):

- 1- Performance-based information, concepts and laws.
- 2- A performance behavior expressed by a group of movements and actions represented in the tasks performed by the teacher.
- 3- A framework of trends, values and behavior that govern performance.
- 4- A certain level of performance results is a criterion for judging the extent to which the desired goals are achieved.

Classification of Teaching Competencies

The classification of competencies into major categories is a formal classification, considering that the educational position is a holistic, integrated position, and by making use of the results of work analysis in the field of teacher preparation and

Increasing its Effectiveness Requires Exposure to two Main Axes:

First: The teacher's tasks related to his ability to practice the profession:
(Sharma, 2004: 51-55)

It is classified according to the nature of the work into three tasks:

It is classified according to the nature of the work into three tasks:

1- Planning includes:

A- Clarity of the general objectives of the material.

B - Familiarity with and mastery of the material content and its analysis.

- C- Defining and formulating procedural goals.
 D- Choosing and creating appropriate activities and means.

2- Implementation and includes:

- A- Presentation by arousing the pupils' attention and depends on the teacher's ability to properly present and link some phenomena of the material with the students' previous experiences.
 B- Formulating, directing and commenting on classroom questions.
 C- Use the available capabilities and means.
 D- Classroom management.

3- Calendar includes:

- A- Inclusiveness.
 B- The multiplicity of its types and methods.
 C - The multiplicity of its tools.
 D- Continuity.
 E - Benefit from its results.

Second: the teacher's competencies related to those tasks

Some classify competencies in the light of Bloom's classification of educational objectives into:

- A- Cognitive competencies: It includes the types of knowledge and concepts that the teacher is equipped with.
 B - Psychomotor competencies (skill): They are represented in the motor skills that require the learner to participate in aspects of the educational activity appropriate to the educational process.
 C- Sentimental competencies (emotional): They are represented in the attitudes that the teacher adopts and the values he believes in.

As for the most appropriate classification of competencies, many educational sources agreed upon it

It is represented in the following competencies:

- 1- Cultural competencies: it includes scientific, social, religious, educational, health and economic aspects, and local and international attitudes and problems.
 2- Educational professional competencies
 3- Specialization competencies: It aims to provide the student / teacher with a measure of experience that deepens the understanding of the scientific material in which he specializes and helps him to master his skills and the ability to employ them in the educational situation. (Leung, 2009:49-58)
 The second topic: the teaching competencies needed for the English language teacher

Scientific Competencies

Basic English Language Skills

All kinds of skills are acquired after practice and achievement because he has a skill without work or performance, and language skills, as one of these skills, are developed from the nursery stage and elevate the learner's advancement in the educational ladder. Each stage of education has its own linguistic demands, and English language skills are four skills or arts that represent the basic pillars of linguistic communication for the English language, which is the skill of listening, speaking skills, reading and writing skills, and these skills are connected with each other completely and each of them affects and is influenced by other skills and complemented rather than uniting. On fragmentation, it met through its teaching as branches in different situations(Oxford,2001: 15-16).

The Teacher's Role in Training Students to Listen

The first job that a teacher should do, any listening program and his skills, is to make pupils realize the importance of accurate listening in the lives of young and old, and to raise their sense of hearing in

practice, and to create abundant opportunities for training in good listening and his basic skills. (Funk and Funk: 1989:660-663) Some tasks to be performed, including:

- A- Create the appropriate atmosphere for the listening process
- B- Clarify the purpose of the proposed activity so that it can be understood by students.
- C- Choosing interesting topics while paying attention to familiar vocabulary among pupils and adding new words to enrich their verbal repertoire.
- D- To stop some points that need discussion and ask questions from time to time to prevent boredom.

The importance of listening skills in educational situations

The skill of listening is important, including:

- 1- Developing the linguistic wealth of the linguist by increasing his knowledge of words.
- 2- Training the learner and developing his linguistic ability to understand.
- 3- The student retains a set of ideas that help him connect two ideas or more.
- 4- For the learner to realize the overall meaning of the content he is listening to.
- 5- To train in understanding long-term meanings. (Creance, 1971:32)

Listening components and skills:

Educators have unanimously agreed that the listening process is multi-dimensional and multi-stage, and it is a complex process in which different components are unified and complemented, and includes a set of basic processes and interrelated and interrelated skills that accompany each other. The components and skills of listening can be addressed in light of (Dehaven, 1997: 105).

Speaking skill:

This skill is the collector and basis of skills, and from it and from it emerge the rest of the skills such as the skill (dialogue - giving - lecture - speech - symposium and radio and visual conversations) all come out from under the cloak of speaking.

There are four basic elements that represent the necessity of influential speech:

- 1- Knowledge: It means the necessity to know the topic he is speaking about before speaking about it.
- 2- Enthusiasm: The speaker must be eager to talk about the topic, and this enthusiasm gives the listener an impression of the importance of the message.
- 3- Practice: You should refine the skill of speaking with practice.
- 4- Speaking: Speaking or what is called oral expression means that spoken word by which the speaker expresses what he means in terms of thoughts and wandering feelings and feelings and what his mind reminds of his opinion, thought and information (Hell and Jones, 1987, 12-19)

The Importance of Learning the Skill of Speaking:

Speech is the basic skill that the student seeks to master in foreign languages and the need for this skill has intensified in the recent period when the importance of verbal communication between people has increased. Students can speak English because it is the language of communication and is understood by millions of people in the world (Ibid).

The Role of Dialogue in Language Learning:

Dialogue is of great importance in language learning (especially speaking skill) as it is a means in itself because it is like a focused image of the contents of the lesson and the basis for providing the student with

the colors of sentences, expressions, vocabulary and sounds that the student needs, especially when training in the skill of dialogue (Adrian, 1998: 12)

Areas of Pronunciation and Speech Skills and Instructions:

Speaking skill has areas that include:

1- Correct pronunciation of voices and this is done by teaching students the English sounds (44) voices and classifying them into static and soft sounds, so that these sounds are taught in words.

Distinguish when pronouncing similar sounds, such as: p-B, V-F

3- Distinguish between soft letters (short and long) because their correct pronunciation helps in sending the message, especially when the student speaks with the native language speaker.

4- Performing types of accent (INTONATIONA)

Stress, because it is a useful message. Sometimes the tone spoken by the speaker can be understood.

5- bilabial - labiodentals, for example, verbal - and lingual - and between Bilabical – alveolar

The teacher's role in oral expression:

Devine (1987:55) believes that it is one of the colors of oral expression, so the teacher should pay attention to the following:

A- That the speech takes place in natural situations, especially those that arise from the school life of students, their ordinary lives, or what occupies the public opinion about them.

B - Training students to focus on meaning more than verbal and not to speak without preparation.

C- Training pupils to relax in speech and avoid sharp voices and screaming, with fraud in standing or sitting and controlling the sound with attractive strong recitation.

D- The teacher's realization that the purpose of thinking is for the student to express his thoughts, not the teacher's ideas.

E- Draw the pupils' attention to situations in which he should refrain from speaking

Characteristics of effective reading

There are several characteristics of active reading that can be summarized in this paragraph with some teaching hints in mind, i.e. what should be done within the language classroom to make reading effective

The Teacher's Role in Speaking Skill

A- That the expressive topics be in the realm of the experiences and abilities of the pupils in order to feel their value and usefulness

B - That the expressive topics are in the realm of the experiences and capabilities of the students

C- That the subjects of expression relate to life situations and their problems, especially the social and personal problems of students.

D- Written expression depends heavily on the student's degree of education and his frequent reading and reading, as well as on the degree of training in writing and dictation (optional)

Professional competencies

Motivation elicits

B - Taking into account the individual differences, the method of teaching

C- Classroom management

D- Rewarding or saying (Hinkel, 2006:35-38)

As for professional competence, it is defined as the ability to do something with a certain level of performance with influence and effectiveness. Writing is in the form of a general goal and formulated behaviorally in the form of educational results that reflect the skill or tasks that the teacher should be able to perform.

Classification of Professional Competencies:

There are many competencies with multiple views (philosophies, teaching theories, and community needs). Gary BORICH referred to the types of competencies required for the teacher: (Thompson and Lindsay.1997:48-66)

- 1- Skills related to knowledge
- 2- Competencies related to performance.
- 3- Competencies related to production.

As for the most common and used classification, the current research adopts it, after referring to multiple educational sources

1- Cultural competencies: it includes scientific, religious, social, educational, health and economic aspects, local and international situations and problems.

2- Professional (educational) competencies, represented in providing the teacher and the student with applied theoretical experiences in different fields of the teaching profession, including curricula, teaching methods, learning theories, student psychology, and the use of educational technology.

Specialization competencies: The aim of the personal preparation is to provide the student with a measure of experiences that deepen his understanding of the scientific material in which he specializes and help him to master its skills and the ability to employ it in the educational situation.

4- Personal Competencies:

And there are many professional ethics, the ability to assume responsibility, and the appearance of a decent appearance in terms of general form and the development of educational skills (leadership - cooperation - order - control)

And activating this development in the changing educational attitudes.

Sources of deriving professional competencies:

There are many sources for deriving professional competencies from one researcher to another according to the objectives and nature of each study. This multiplicity was helped by the recommendations of the experts and the necessity to use more than one source.

1- Classification lists for competencies (ready lists: where there are ready scientific attempts to define competencies in different fields.

2- Other programs, studies and research: Programs of educational institutions in other countries can be attracted for their help

3- Analyzing tasks: It is meant the accurate description of the teacher's performance and then translating this description into specific competencies.

4- Typical performance monitoring and analysis

5- Translating the content of the curricula that the teacher teaches into phrases that specify the professional competencies that the teacher must have in order to teach these courses

6- Studying the needs of students and the needs of the surrounding community, where students' values and aspirations are translated into professional competencies that must be available to the teacher who communicates with them.

7 - To benefit from the profession experts and field workers.

8- Survey the opinions of the concerned parties

The importance of professional competencies:

Based on the profession of the English language, if it is considered one of the international languages, it is a tool for gaining minerals and various experiences, so it was necessary to be taught by a highly qualified teacher.

(Redding,2014: 8-13)

The Importance of Teaching Planning and its Functions:

1- The lesson plan helps the teacher to organize his ideas and arrange them thus he reaches his goal in the easiest way, saving himself time and effort

2- Planning helps the teacher to face educational situations.

3- The lesson plan is a written record that the teacher can refer to if he forgets something during the lesson.

4- The lesson plan allows the teacher to create the necessary educational aids suitable for his lesson.

5- The lesson plan enables the teacher to determine the amount of subject matter that achieves the goal.

6- The lesson plan gives the teacher the opportunity to clarify ambiguities in the lesson or explain some phrases.

7 - The lesson plan is a way to follow up and evaluate the teacher by the mentors and administrators (Serdyukov, 2008:89-91).

Previous Studies

Study of (RWEZAURA : 2016)

This study investigated the implementation of competence-based English curriculum in Kinondoni municipal primary schools' in Dar es Salaam region. It was limited to eight primary schools.. The study was guided by the following research objectives; to explore the extent to which primary school teachers implement competency based teaching and learning approach, to examine the availability of material inputs used in the teaching and learning process, to assess how the primary school teachers apply competency based teaching and learning approach; and to identify challenges encountered in the teaching and learning procedure for English subject. The study was guided by the Vygotsky's Social Development Theory. The study used descriptive research design. The research approach used in this study was quantitative and qualitative. The data collection instruments used were interviews, questionnaires, observations and documentation. These were administered to eight heads of school; one inspector, fifty six teachers of English and one hundred and forty four pupils of standard five, six and seven. The findings indicated that school inspectors, heads of schools and teachers were familiar with the concept of competency based curriculum. Pupils did not understand English language subject because they perceived it to be difficult. The teaching and learning method mostly used in teaching was the lecture method. Text books were inadequate compared to big class sizes. Many teachers were unwilling to teach the subject because they considered themselves to be incompetent. The main challenges encountered in the teaching of English subject included; inadequacy of teaching and learning materials, incompetent teachers and congestion of pupils in one class. The recommendations given, propose actions to be taken in order to improve the situation and also carrying further research related to this study.

Study of (Rappaport and etal .2019)

This research presents the findings from an independent, quasi-experimental evaluation that examined TFA's efforts to implement its new training model and its effect on CMs' perceptions of the value of the training, their commitment to teaching and equity, their use of instructional strategies aligned with college- and career-ready standards,⁵ their use of teaching practices that were part of the redesign, and their retention in the TFA program. MDRC — a nonprofit, nonpartisan education and social policy research organization — conducted the evaluation. The study found that the implementation of the redesigned summer training was a complex undertaking and more difficult to accomplish than anticipated, especially given that TFA had less than one year to prepare. (The pilot began 10 months after TFA was awarded the SEED grant.) It required preparing staff to train CMs in the use of methods that were radically different from TFA's traditional training, as well as restructuring the training process at the pilot institute. Some of the TFA staff who trained CMs were not sufficiently trained themselves for their role and reported that they felt inadequately prepared to support CMs during training at the institute. Moreover, they reported that the restructuring of the training process at the pilot institute did not take into account the additional time needed for staff to collaborate in order to align their curricula and goals. Not surprisingly, given these implementation challenges, the redesigned training does not appear to have had an effect on any of the outcomes that were examined (listed above). Although the hoped-for outcomes did not materialize, the outcomes of the first cohort of teachers to experience the redesigned training were not affected adversely. Moreover, lessons from the first year of implementing the redesigned training were invaluable for helping TFA strengthen the new model, which was scaled up to all TFA institutes beginning in summer 2017.

Methodology

The nature of this research was as descriptive. The sample of this study was 100 teachers for Maysan government. Also the researcher use a checklist and questioner as tools for this study.

The Results.

According to the following tables, the results of this research were:

Table No. (1)

The type	Duplicates	percentage
Male	30	30.0
female	70	70.0
Total	100	100.0

We notice from the above table that the distribution of the sample members according to the gender variable is as follows: males with a percentage of (30%), and females with a percentage of 70%

Table No. (2)

Qualification	Duplicates	percentage
Experience certificate	5	5.0
Training diploma	17	17.0
Bachelor's in Basic Education	26	26.0
bachelors degree	42	42.0
Postgraduate qualification	10	10.0
Total	100	100

It shows the frequency distribution of the sample members according to the educational qualification variable. We note from the above table that the distribution of the sample members according to the scientific qualification variable is as follows: Experience Certificate (5%), Qualifying Diploma (17%),

Bachelor's Basic Education (26%), and University qualification (42%) And a postgraduate qualification at a rate of (10%)

Table No. (3)

Training courses	Duplicates	percentage
He did not undergo a course	18	18.0
One turn	17	17.0
Two sessions	16	16.0
Three courses	15	15.0
Over three cycles	34	34.0
Total	100	100.0

We note from the above table that the distribution of the sample members according to the variable of training courses as follows has not been subject to any course at a rate of (18%), one session at a rate of (17%), two courses at a rate of (16%), three sessions at a rate of (15%), more than three courses, at a rate of (43%)

Table No. (4)

The frequency distribution of the sample members according to the years of experience variable

Years of Experience	Duplicates	percentage
From 1-5 years old	10	10.0
From 6-10 years old	8	8.0
From 11-15 years old	17	17.0
From 16-20 years old	22	22.0
More than 20 years	43	43.0
Total	100	100.0

We note from the above table that the distribution of the sample members according to the years of experience variable is as follows from 1-5 years at a rate of (10%) from 6-10 years by (8%) and from 11-15 years at a rate of (17%) and from 16-20 years by (22%) and more than 20 years (43%)

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