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Soft Spots of English Language Teachers in Private Language Schools in Mashhad

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Abstract

The number of language schools in Mashhad is considerably increasing. However, the outcome of most of such language schools are far from perfect and many EFL learners after years of taking English courses from young ages can hardly acquire an effective command of English, even though the latest editions of course books by world class publishers like Oxford University Press are used. The concern of this study is the EFL teachers who can probably be the reason for this lack of complete success. The present study, based on a phenomenological research design, aims at describing the current classroom performance of a sample of English language teachers who teach at the private language schools in Mashhad. To investigate the problem, the classroom performance of nearly fifty EFL teachers at three private English language schools in three different parts of Mashhad was observed. Using a non-participant observer technique, qualitative data in the form of narratives and comments was collected. The observation data was analyzed, and the results were categorized and presented in six divides: teachers' English proficiency, teachers' presentation, teaching performance, skills practices, correction strategies, and class management. Considering the qualitative nature and sampling of the research, the findings of the study do not claim any extensive generalizability, but the results provide insights into some of the inadequacies and points of concern in the current English language teaching practice in private schools of Mashhad which can be useful for EFL teachers, and EFL teacher trainers.

Keywords: English as a foreign language, teacher performance, teacher evaluation, private language schools

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