

**REVUE INTERNATIONALE DE LITTÉRATURE
ET DE LINGUISTIQUE APPLIQUEES (RILLA)**



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**Sous la direction du :
Pr Taofiki KOUMAKPAÏ &
Pr Julien K. GBAGUIDI**



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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous y publions peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

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Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Times New Roman.

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- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum) ;
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- Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

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1. Pour le titre de la première section

1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

➤ Pour le **Titre** de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

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Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

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La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif de cette revue dont nous sommes à la onzième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

Pr Taofiki KOUMAKPAÏ

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¹ Lycée in francophone educational system is a secondary school

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**THE CHALLENGES OF THE UNTRAINED EFL
TEACHERS' IN BENINESE SECONDARY
SCHOOLS: CASE STUDY OF SOME ASPIRANTS
IN OUEME REGION**

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ABSTRACT

This research paper sets out to explore the untrained *Aspirant* EFL teachers' challenges in English language teaching. To reach its objectives, this study has shed light on the challenges faced by EFL Aspirants and their impact on students' performance so as to overcome the raised challenges. This paper used a mixed design to achieve its

goal. Data collected through A set of five (05) questions addressed to eighteen (18) *Aspirant* teachers and three hundred and ninety (390) students and classroom observation. The results reveal that due to their lack of professional training, the majority of the Aspirant EFL teachers are unable to cope with the daily teaching challenges they encounter. In order to overcome those issues, this study suggests regular initial and in-service training.

Key-words: Challenge, EFL, Aspirant, training, Secondary School

RESUME

Cette étude a pour objectif d'explorer les difficultés rencontrées par les Aspirants professeur d'anglais. Afin d'atteindre ses objectifs, cette étude a présenté les difficultés rencontrées par les ces enseignants et l'impact de ces difficultés sur les performances des apprenants, en vue de trouve des approches de solutions. La présente

étude utilise une approche méthodologique mixte. Les données collectées au moyen de questionnaires de cinq questions distribués à dix-huit (18) aspirants et (390) apprenants et des visites de classes. Les résultats ont révélé que les Aspirants se retrouvent très souvent dans l'incapacité de résoudre les problèmes auxquels ils sont confrontés en classe autour exercice de leurs fonctions. En vue de palier aux problèmes précités, cette étude suggère la formation régulière des Aspirants en service et pour les recrutements à venir, d'opter principalement pour les possesseurs de diplômes professionnels pour une meilleure qualité de service.

Mots-clés : Explorer ; Enseignants non-formés ; Vacataires.

1. INTRODUCTION

Education is a fundamental human right and quality education should be provided to any human without discrimination. According to Oluremi (2013:423) “*The*

quality of any educational system depends to a great extent on the quality of teachers in terms of academic and professional qualifications, experience, competency and the level of dedication to their primary functions” meaning that qualified teachers are paramount in any educational system. Teachers’ qualification is a major impactor of students’ performances as advocated by McConney and Price (2009:89) for whom “*the employment of under-qualified teachers is one of the major contributors to the relative underachievement of students*”.

The Beninese population growth that has sparked off the increasingly creation of schools to achieve “education for all”, the limited number of students per classroom required by the Competency-Based Approach (CBA) and the lack of qualified teachers to cover them leads to the recruitment of a horde of untrained teachers in schools. Since those teachers do not have the required background and training to correctly fulfill the job, they fail and most of the time misbehave in front of students. The attitude of those

untrained teachers toward students in some situations raises the question of teachers' training.

This research work is undertaken to study untrained EFL teachers' involvement in Beninese education system and shed light on issues encountered by untrained EFL teachers. To reach its goal, this study has first explored teachers' professional training curriculum then, challenges faced by untrained part-time teachers and their impact on students' performance.

Taking into account the objectives of the study, the following questions have been raised to guided it:

- ✓ What are challenges encountered by untrained part-time EFL teachers?
- ✓ How do the Aspirant EFL teachers' difficulties impact students' performances?
- ✓ How can the Aspirant teachers improve their teaching performance despite the challenges related to the Beninese teaching-learning process?

This research work hinges around four sections. Back to the introductory part, comes next the literature review that is the report of some researchers who handled the topic. The third section is about the target population and the sampling, the research instruments, the data collection procedures and the methods of data analysis. The fourth section shows the presentation and interpretation of the results, the discussion, the suggestions and the conclusion.

2. THEORETICAL KEYSTONES

2.1 The Aspirant EFL Teachers

The Aspirants have become an increasing the workforce in Beninese educational system. They are essentially young graduated from the university that must submit their files in order to be tested and get registered in the educational data base of secondary and primary schools. They are compelled to 30 hours of teaching instead of 20 hours a week, paid only nine-month out of twelve, have one-year contract, renewable after a yearly successful evaluation. They represent more than 60% of EFL teachers. In addition to the lack of in-service training, the majority of

Aspirants face many challenges related to the lack of initial training.

The *Aspirant* are the attempt of Beninese government to solve the problem both unemployment and lack of teachers. Unfortunately, this system is not being efficient due to the problems related to the implementation of the current teaching approach and the fact that most aspirant are just job seekers ready to do anything to escape joblessness. They merely got entrapped in the teaching profession with low to no motivation at all which negatively affect the whole educational system.

2.2 Shulman's Theory to Teacher's Training

Shulman (1987) concentrates on the types of knowledge (content knowledge, curriculum knowledge, general pedagogical knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational values) that are required in teacher training and the

processes trainees needed to go through to become a teacher, which he calls '*Processes of Pedagogical Reasoning and Action*'. A model of pedagogical reasoning and action advocated by Shulman (1987) had six stages namely: comprehension, transformation, instruction, evaluation, reflection and new comprehensions. Comprehension stage requires understanding of the subject area like numeracy but also values, characteristics, needs and learning interests of students (trainees and their learners).

Shulman suggested that in order for a trainee to teach, he needed to transform his understanding or comprehension of the subject matter. Thus transformation requires some ordering, which includes preparation of subject materials, their understanding and critical interpretation, representation that requires ways in which ideas and concepts of the subject materials can be conveyed to learners using examples, metaphors, experiments and demonstrations, and instructional selections, where teaching and learning styles like lecture,

group learning and project work can be applied in a learning environment.

The other two transformation processes are adaptation of the previous three in which the teaching and learning materials are adapted to a teacher's generic cohort, and tailoring the adaptations to a teacher's specific cohort. In terms of adult numeracy, understanding and critical interpretation of numeracy subject matter are important for a trainee before she/he can teach the subject. Knowing what teaching and learning styles to apply for a particular mathematics topic is also useful in the pedagogical sense and using ways of conveying it is a must. Adapting to generic and to specific cohorts have their use and especially to specific learner group.

The third pedagogical process from Shulman's model is instruction. It requires the most important of teaching acts like organising and managing the classroom, providing succinct explanations, handing out and assessing work, interacting effectively with learners via questions and answers, praise and criticism. Next comes evaluation where understanding or not by learners is

monitored in both formal and informal ways. Reflection is used by a teacher to refer back to his teaching where what has worked and what has not, and to rethink how the lesson has gone in relation to achieving its aims. Finally, new comprehension is achieved after going through the previous five stages where documentation, analysis and discussion have been carried out. Shulman suggested that the five stages need not be linear nor need all five stages be experienced. However, the five stages provide, in primary school teaching, a comprehensive structure for a trainee teacher to follow.

2.3 Teacher Training and Professional Competence

A study conducted by Miguel and Barsaga (1997:120) considered factors affecting pupil performance, investigating the variables of teacher, student, parents and community, and concluded that the teacher was the key factor in student achievement. According to Châu (1996:116) *“the quality of education depends on the quality of teachers, particularly in the initial stages of education when the pupils are at an early age, and especially in the rural areas”*. If that is so, then the quality

of secondary school teachers, both academic and professional, cannot be overly emphasized. Training plays an important role in improving the quality of education in schools. The professional quality of the trained teacher depends on the quality of the curriculum to which the teacher was exposed and the ways in which it is implemented. In Mozambique, the teachers in the upper primary or second grade (EP2) generally have little academic and professional training, as is indicated in the SACMEQ II study (2003). A similar situation prevails in Pakistan, as documented by Kanu (1996). Kanu notes that in these circumstances teachers have serious limitations in actively participating in the successful implementation of new curricula or methods.

In other word, many factors contribute to the quality of teaching, such as the professional competence of the teacher, which includes subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, curricular knowledge, teaching experience, and certification status (Shulman, 1986, Grossman, 1995, Westera, 2001). Darling Hammond's (1999) findings

indicate a consistent and significant positive relationship between the proportion of well-qualified teachers and student achievement on the National Assessment of Educational Progress (NAEP) reading and mathematics assessment. Teacher effectiveness depends on how well a teacher performs in the classroom, and this is dependent on how competent the teacher is. The literature (Chapman and Mählck, 1997, Kanu, 1996, Châu, 1996) emphasises the importance to the performance of the pupils of the quality of teacher who has well developed subject knowledge, pedagogical content knowledge and curriculum knowledge. According to Chapman and Mählck (1997) pre-service training is *“the single most widely employed strategy (by itself or with other strategies) to improve instructional quality. This comes as no surprise. One of the most widely held beliefs underlying both national and international educational development activities are that the most direct and efficient way to improve instructional quality is to improve the content pedagogical expertise of teachers through increased levels of training.”* Shulman (1986) reinforces this idea by stating that all three types of knowledge, content

knowledge, pedagogical content knowledge and curricular knowledge should be included in pre-service teacher training programmes.

2.4 Teachers' Professional attributes and Attribute Descriptors

2.4.1 Professional attributes

Professional attributes outline the characteristics that are readily identifiable as essential to effective teaching. These attributes ensure teachers are prepared for the challenges, demands and obligations of teaching. The Framework describes the way teachers work with students, parents/caregivers, colleagues and others. Professional attributes provide the underpinning values, beliefs and skills for the decisions and actions teachers make in their day-to-day work. They describe the attitudes and behaviours through which teachers demonstrate their ability to facilitate student learning.

2.4.2 Attribute Descriptors

Effective teachers throughout their entire teaching career demonstrate the following professional attributes.

- **Collaborative**

Teachers demonstrate good interpersonal skills by creating opportunities to communicate and share knowledge, ideas and experience with others. They seek assistance from colleagues and are keen to consider and act upon advice offered. Teachers acknowledge and encourage students, parents and caregivers as partners in learning.

- **Committed**

Teachers are dedicated to educating young people and act in the best interests of students. They enjoy meeting the challenges encountered in educating others and are inspired to make a difference. Teachers are devoted to the educational, personal, social, moral and cultural development of their students and aim to teach them how to be life-long learners and active members of society.

- **Effective Communicator**

Teachers have a presence that creates a positive influence on students' behaviour. They can articulate their thoughts and ideas whilst modifying their language according to the context and audience.

- **Ethical**

Teachers respect the rights of others by acting with consistency and impartiality. They have an understanding of the principles of social justice and demonstrate this by making just and fair decisions.

- **Innovative**

Teachers are creative problem solvers who are willing to take risks in order to find new and enterprising solutions to educational issues and are inventive when developing educational programs. They provide learning experiences that engage student interest and enhance student learning.

- **Inclusive**

Teachers treat students with care and sensitivity by identifying and addressing their educational, physical, emotional, social and cultural needs. They are astute in

recognising and responding to barriers that inhibit student outcomes.

- **Positive**

Teachers are supportive and constructive in their interaction with others. They show flexibility in an ever-changing work environment and are willing to consider critically and implement change. Teachers are advocates of their profession.

- **Reflective**

Teachers are insightful in analyzing their professional practice and can demonstrate evidence-based decision making. Teachers draw upon their professional knowledge to plan a course of action and determine goals that improve their practice and student learning. They are informed professionals who avail themselves of professional learning opportunities in order to examine critically new and emerging educational trends.

3. METHOD

This research paper has been carried out using a mixed methodology involving data collected from both qualitative and qualitative sources. Throughout this section, the target population, the sampling, the instruments, the data collection procedures and the method of analysis are developed.

3.1 Target Population and Sampling

A sample of eighteen (18) EFL teachers and three hundred and ninety (390) learners were chosen to fulfil my objective. Among the secondary schools in Ouémé Region, nine (09) secondary schools have been randomly selected in Benin republic.

Table 1: Sampling

N^o	SCHOOLS	TEACHERS	STUDENTS
1	CEG de L'unité	02	43
2	CEG1 Adjarra	02	40
3	CEG Akpro-missrété	02	45
4	CEG Dangbo	02	60
5	CEG Sèmè-kpodji	02	35
6	CEG Djrègbé	02	30
7	CEG Atchoukpa	02	45
8	CEG Zoungué	02	40
9	CEG Application	02	52
	TOTAL	18	390

3.2 Research Instruments

3.2.1 Questionnaires

A set of five (05) questions have been addressed to eighteen (18) teachers (trained and untrained) selected from the selected schools, and to three hundred and ninety (390) students. Since different aspects of the EFL the

‘Aspirants’ challenges are measured, the questions addressed to teachers differs from the one addressed to students.

3.2.2 Classroom Observation

This instrument is regarded as very trustful because it permits to eyewitness what is going on in classes. After addressing questionnaires to teachers and students of secondary schools in Oueme region, some untrained part time EFL teachers have been visited to eyewitness the challenges they encounter and how they deal with them.

3.2.3 Procedures of Data Collection and Methods of Data Analysis

Data were collected from EFL teachers and learners. Learners’ questionnaire is both made in French and English version. The first part of the teachers’ questionnaire serves as a filter to know whether the respondents are trained or untrained and if they are part time or not. Three hundred and ninety (390) questionnaires

have been addressed to learners and eighteen (18) to teachers. Data obtained were analysed with the Statistical Package for Social Science (SPSS) 21 and Excel 2013 and exposed through tables, figures, percentage mode method for a consequent analysis. Tables and figures have been entitled with questions addressed to teachers and learners. Comments have been given to explain the responses under tables and figures.

4. RESULTS

Findings are displayed according to the questions of the questionnaire addressed to teachers and learners.

4.1 Teachers' Responses

4.1.1 Teachers' highest Professional Qualifications

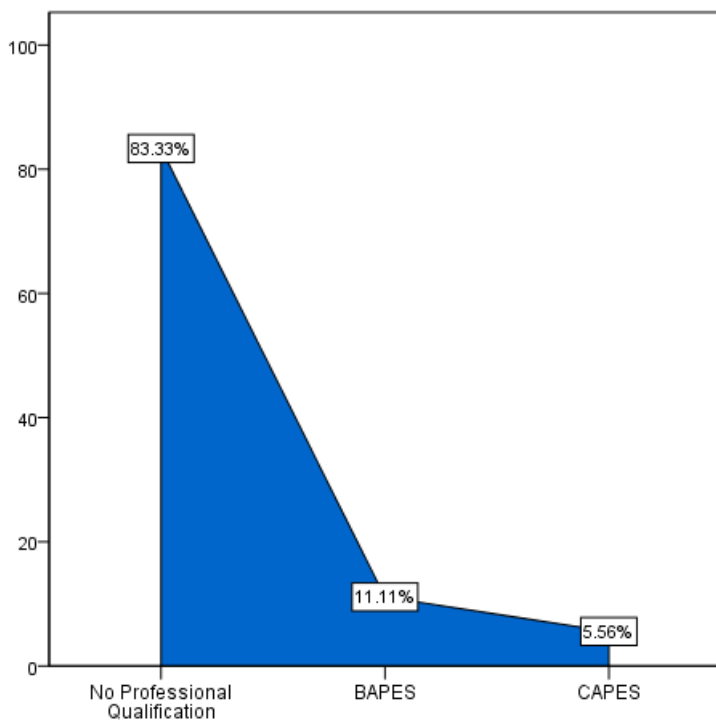


Figure 1: Teachers' highest Professional Qualifications

The results in figure 1 show that the majority (83.33%) of the teachers have no professional qualification, while eleven point eleven percent (11.11%) own a BAPES and only five point fifty-six percent (5.56%) of teachers are CAPES owners. This shows that the majority of teachers are untrained.

4.1.2 Additional Courses attended during Professional Training

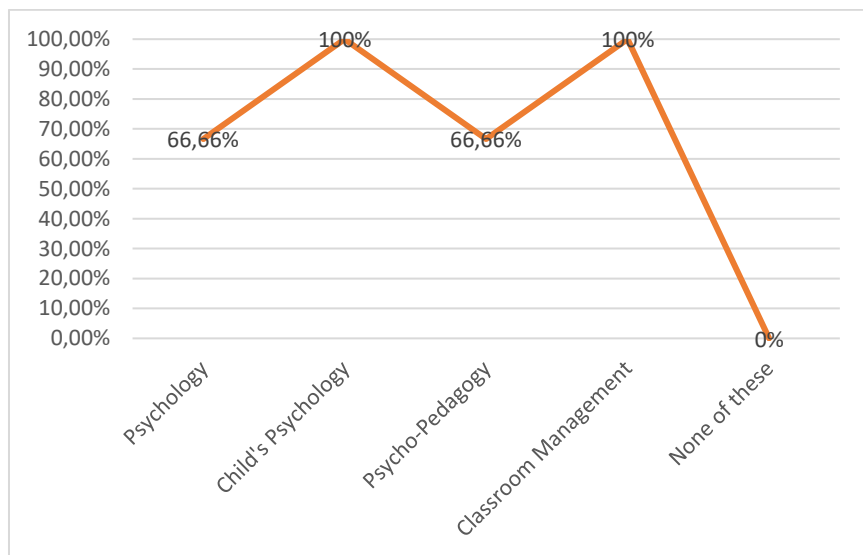


Figure 2: Additional Courses attended during Professional Training

Figure 2 underlines the fact that all (100%) trained teachers acknowledge that they attended child's psychology and classroom management courses while sixty-six point sixty-six percent (66.66%) attended psychology and psycho-pedagogy courses. From these

results, it can be concluded that the teachers’ training courses are designed to prepare teachers to deal with any type of learners and teaching situation.

4.1.3 The frequency of ‘the Aspirant’ Teaching in EFL classes

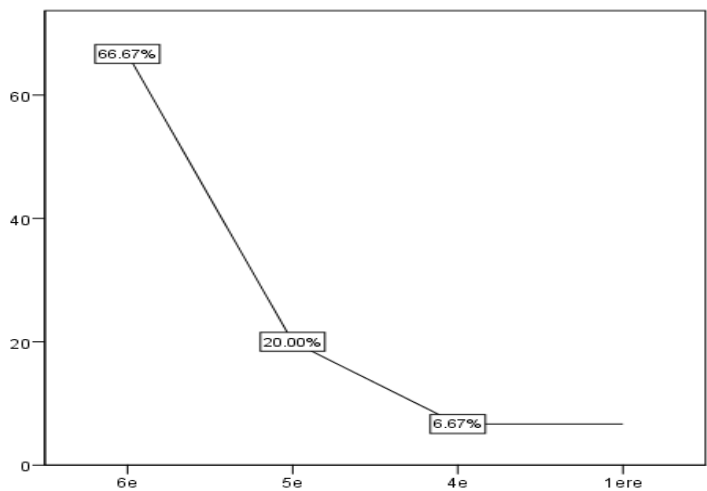
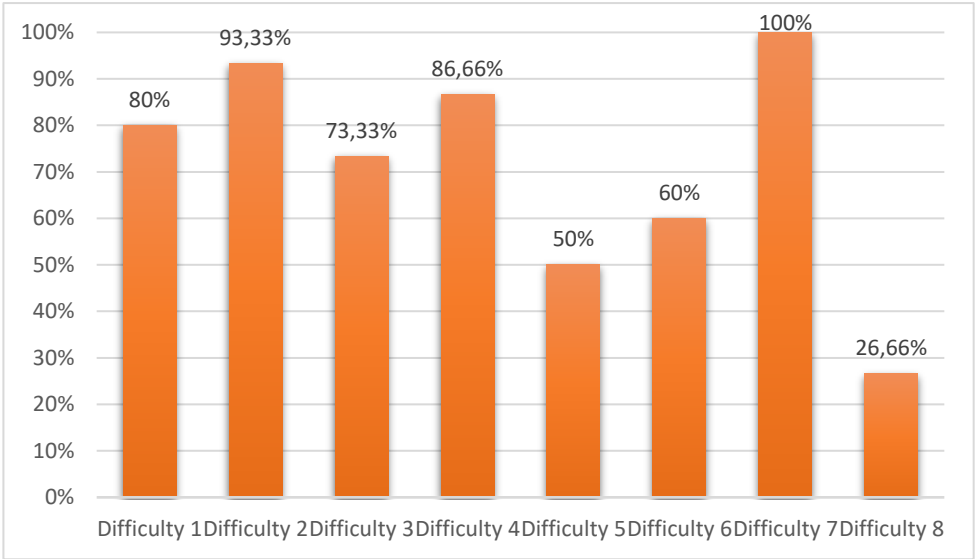


Figure 3: The frequency of ‘ the Aspirant’ Teaching in EFL classes

Figure 3 illustrates the classes in which the ‘The Aspirants’ mainly teach. According to the table, ninety-three point thirty-four percent (93.34%=66.67%+20.00%+6.67%) of the ‘The Aspirants’

teach in the first cycle and six point sixty-seven percent (6.67%) of them teach in the second cycle. This implies that the majority of ‘The Aspirants’ deal with young learners and teenagers and this with no professional preparation or background.

4.1.4 Difficulties encountered by ‘The Aspirants’



Difficulty 1: Inefficiency of weekly pedagogical workshops

Difficulty 2: Lack of initial training and effective in-service training

Difficulty 3: Classroom management issues

Difficulty 4: Challenge related to effective lesson planning

Difficulty 5: Difficulties to interact with students

Difficulty 6: lack of peer teacher and supervisory staff support

Difficulty 7: Difficulties related to the workload

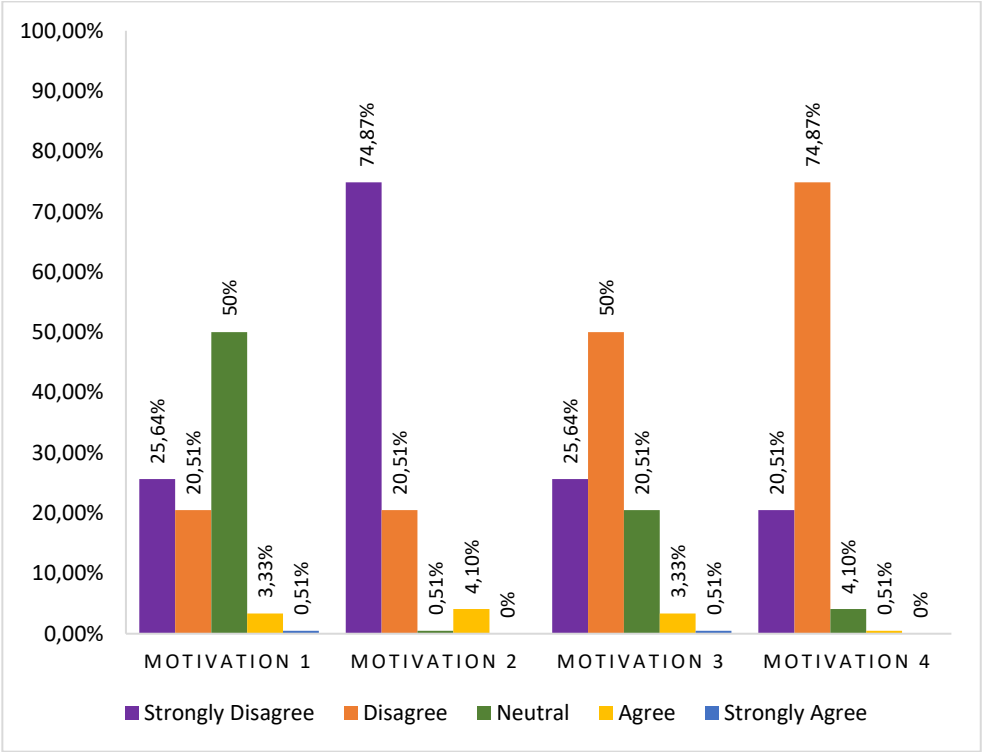
Difficulty 8: Difficulties to mark students' exam papers

Figure 4: Difficulties encountered by 'The Aspirants'

Figure 4 exposes the difficulties encountered by 'The Aspirants'. According to the figure, an average seventy-one point two thousand four-hundred seventy-five percent ($71.2475\% = 80\% + 93.33\% + 73.33\% + 86.66\% + 50\% + 60\% + 100\% + 26.66\% / 8$) of the 'The Aspirants' encounter from difficulty 1 to difficulty 8 which demonstrates that due to their lack of professional qualification, they face too much issues in their daily teaching process.

4.2 Students’ Responses

4.2.1 Students’ Motivation to attend English Course with ‘The Aspirants’



Motivation 1: I like classroom activities

Motivation 2: I like the teacher’s teaching method and techniques

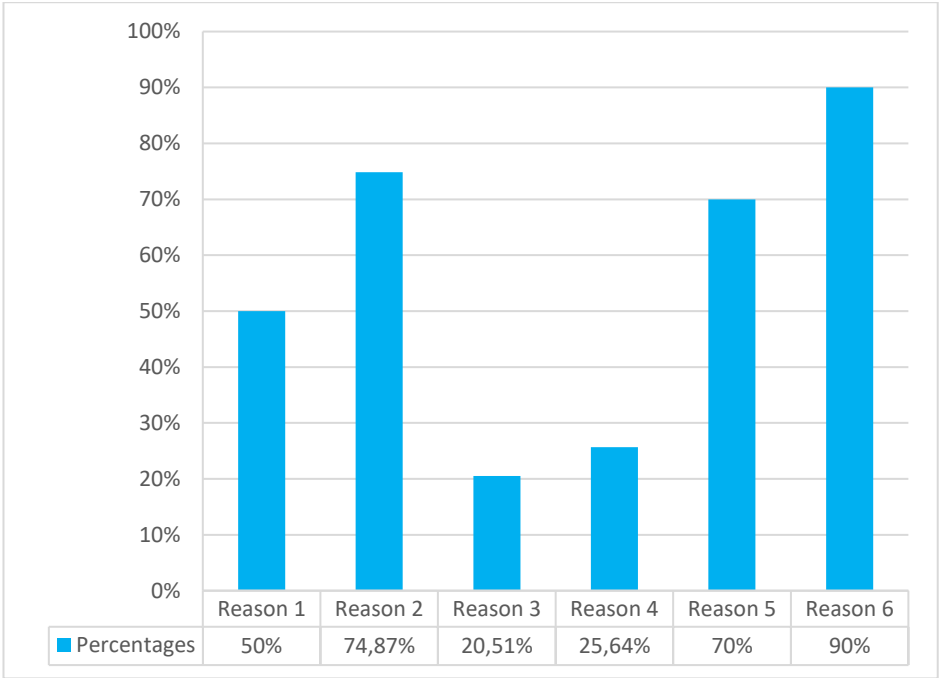
Motivation 3: I like the effectiveness of the teachers' communicative skills

Motivation 4: I like the teacher's classroom management

Figure 5: Students' Motivation Degree to attend English Course with 'The Aspirants'

Figure 5 displays the students' motivation degree to attend English course with 'The Aspirants'. According to the figure, only few students agree or strongly agree on the Motivation 1 ($3.84\% = 3.33\% + 0.51\%$), Motivation 2 ($4.10\% = 4.10\% + 0\%$), Motivation 3 ($3.84\% = 3.33\% + 0.51\%$) and Motivation 4 ($0.51\% = 0.51\% + 0\%$). This means that for the majority of 'The Aspirants' students, neither the classroom activities, teaching methods and techniques nor the effectiveness of the teachers' communicative skills and the classroom management motivates them to attend EFL classes.

4.2.2 Reasons of Students’ Disinterest for English



Reason 1: teaching methods and techniques

Reason 2: teaching materials

Reason 3: classroom interactions

Reason 4: teacher’s personality

Reason 5: poor classroom management

Reason 6: Students' poor language proficiency

Figure 6: Reasons of Students’ Disinterest for English

In figure 6, it is noticeable that fifty percent (50%) of the students mention reason 1; seventy-four point eighty-seven percent (74.87%) mention reason 2; twenty point fifty-one percent (20.51%) of them mention reason 3 to justify their disinterest for English while twenty-five point sixty-four percent (25.64%) mention reason 4 and seventy percent (70%) and ninety percent (90%) mention respectively reason 5 and reason 6. This shows that students' disinterest for the English language is in the majority of cases due to the teacher.

4.3 Classroom Observation Reports

The classroom observation has been made with trained and 'The Aspirants' for comparison purpose. The classroom observation serves to crosscheck the questionnaire results. During the classroom observation, the visited teachers encounter different issues which were found to be due to their lack of professional training. In some of the visited classes when bored learner are found sleeping during the course, teachers would and start shouting and even send the students out. The classroom observation also reveals the relation between the 'The

Aspirants’ difficulties and their students’ performances because in classes where the teacher is untrained, the students’ performances and motivation degree is lower than in classes with trained teachers. It has also been noticed that in The Aspirants’ classes where the teacher encounter a relatively high number of difficulties, the students’ overall performances is very low.

5. DISCUSSION

Wade and Moor (1992) stated that *“teachers need knowledge of pedagogy and training to develop themselves as adept teachers confident of their own ability and with a faith on the potential of the students”* and according to Châu (1996:116) *“the quality of education depends on the quality of teachers, particularly in the initial stages of education when the pupils are at an early age”* but the results from figure 1, reveals that the majority (83.33%) of teachers are untrained and many of them teach to young pupils (figure 3). Châu’s position is reinforced by the literature of the recent years which recognizes that the teacher training has to be a priority for the reform in

education field (A. Hargreaves, 1994, 2003, D. Gatlin, 2009, I. Gatt, 2009, D. Loewenberg- Ball, F. M. Forzani, 2009, L. Darling-Hammond, 2010, G. Sykes et al., 2010, T. Kleickmann et al., 2012) what raises the query of teachers' training curriculum.

In the Beninese education system, the “Ecole Normales” are in charge of teachers' training and deliverance of professional certifications. The teachers' training curriculum is split into two parts and the minimum academic requirement for the training is the LICENCE degree; the first is the BAPES training which lasts almost two years and the second part is the CAPES which takes place almost two years after the BAPES and has the same length. According to Gee in Allen (2007) “*training is highly important in building the teachers' self-confidence*” but self-confidence is not the only important characteristic of a teacher, the teacher also need others professional attributes to be effective. The direct professional training prepares the student teachers to embrace the teaching profession by providing specific courses (figure 2) to help them understand their future

students' psyche and feelings and then, giving them the raw materials to deal with any future teaching issue or challenge.

Due to their lack of training, the 'The Aspirants' have not developed the required teaching skills to meet teaching challenges and deal with daily teaching constraints. Data from figure 4 and The classroom observation confirm the challenges faced by 'The Aspirants' are correlated to the classroom management, teaching methods, and the learning environment. In most classes, the Aspirant teachers' reaction to learners disruptive behaviour due to the boredom and the patent lack of motivation prove those teachers' weaknesses.

Kagan (1992) reiterated that *"students always bear in memory their days as students and impressions of good teachers"* underlining there the impact of teacher's performance on students. The results from the figure 5 show that the 'The Aspirants' lack of effective communicative skills and have somehow difficulties to teach. Medley (1982) *"teacher effectiveness refers to the results a teacher gets or to the amount of progress the*

pupils make toward some specified goal of education is defined in terms of what the pupils do” acknowledging there the students’ performance dependence on the teacher’s effectiveness what is enhanced by the findings of the classroom observation relating that the higher the teacher’s qualification, the highest the students’ performances. It has also been shown that students’ disinterest for the English language is in the most cases related to teachers’ difficulties (figure 6) since the reasons of the students’ disinterest in most of cases mention the teacher what implies that, the difficulties encountered by untrained teachers negatively influence students’ performances.

As far as the numerous harm the untrained teachers cause to the educational system, for further teachers’ recruitments, this study advocates for the recruitment of more qualified teachers and for in-service ‘The Aspirants’, regular training session could be organised by supervisory staff help them fill their flaws. They should also grab any opportunities to invest in their own professional development, taking advantage of the internet and

communication technologies to attend online training workshops webinar to improve their teaching performance especially in today's Covid-19 context. They can also participate online professional communities via social network groups using WhatsApp, Telegram, Facebook, Instagram, etc. to access unlimited up-to-date, and authentic online resources as well as the emotional support they need.

CONCLUSION

The expressions “*Schools are the nurseries of the Nation*” and “*Teachers are the Architects of the future*” are no mere figurative but truthful statements, as significant as they are suggestive since they prove the imperative that the entire process of teaching learning transaction depend on the teacher's training and efficiency, who is in turn able to manifest potentialities of a learner into actuality. The increasing number of unqualified teachers and the relatively decreasing students' academic performance urge to undertake this study to explore the untrained

‘Aspirant’ EFL teachers’ challenges in English language teaching and its impact on students. This research shed lights on issues and challenges encountered by ‘The Aspirants’ to emphasise the importance of teachers’ training.

The current paper explores others authors, scientists and researchers point of view on the teacher’s training and untrained teachers’ challenges. The Shulman’s theory to teacher’s training has been adopted by this study.

This paper used a mixed methodology to achieve its goal. Data collected through questionnaire and classroom observations reveals that due to their lack of professional training, the majority of investigated EFL teachers were unable overcome the daily teaching challenges. In order to overcome those issues, this study suggests regular training and advocates the recruitment of well trained teachers.

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