Basic Education Learners' Perceptions of the Four-Year EFL Program at Taiz University

Dr. Abdulhafeed Saif Modhish
English Department, Taiz University

Abstract

This paper investigates the various components of the Basic Education EFL program at Taiz University and how responsive these components are to the needs and expectations of the student teachers enrolled in the program. 78 level four students majoring in English as a foreign language participated in this study. The data was obtained by means of a 25-item questionnaire designed and administered by the researcher in the academic year 2010-2011. This paper sought to answer the following three questions. 1) To what extent is the current EFL program able to adequately address the language skills of the learners? 2) To what extent are the prospective teachers familiar with the teaching methods and approaches considered vital for teaching English as FL? 3) Does the weightage given to the various components of the EFL Program meet learners' needs and expectations? Findings revealed that the current EFL Program needs to deal with its weaknesses. It should, for instance, adequately address the language skills of the learners. Further, the number of the courses taught in Arabic should be reduced and the English courses, on the other hand, should be increased. All in all, the current structure of the Basic Education English program needs to be revised and fundamental changes need to be made. The paper concludes with some recommendations that should help bring about some crucial changes so as to make this program more responsive to the needs and expectations of the learners.

Keywords: Second Language Acquisition, Language Skills, Basic Education EFL Program, Yemeni EFL Learners

1. Introduction

It is widely acknowledged that English, a Germanic language, has become the language of communication all over the globe. Thus, only by being a proficient user of English is one able to keep abreast of the latest in this constantly changing world. Put differently, reading scientifically oriented papers, accessing electronic libraries, and surfing the Net will necessarily require some proficiency in English. Being fully aware of the importance of English as the world's lingua franca, the Ministry of Higher Education in collaboration with the Ministry of Education in Yemen have taken certain calculated steps to introduce English to the Yemeni school children at an early age, approximately at the age of 10. In other words, Yemeni school children will have to start learning English when they ascend to grade 4. This kind of positive thinking is in fact in line with the findings reported by second language acquisition research (e.g., Johnson and Newport, 1989) which postulates that L2 learners who start learning an L2 before the age of puberty tend to acquire it rather unconsciously and effortlessly. What is more, such learners are believed to successfully develop near native competence in L2.

Since English is taught in Yemen as a foreign language, meaningful language input and sufficient exposure to English seem to be lacking. What really aggravates the situation is that some in-service teachers have not been adequately trained and this might be due to certain problems that are originally related to the

EFL programs currently in use in the Yemeni universities. Naturally if the English teachers are not linguistically and pedagogically well prepared, school pupils will be negatively affected by the poor competence and performance of their teachers and this leads to what is sometimes referred to as the 'vicious circle'. To deal with this rather perplexing issue, teacher preparation institutions in this part of the world need to develop EFL programs that are rigorous enough to equip pre-service teachers of English with the necessary competencies to teach English with some confidence. Further, the EFL programs dealing with the needs and competencies of the student teachers ought to be well-planned so as to produce graduates that are competent enough to teach English in the Yemeni primary schools. To achieve this goal, adequate attention should be paid to the various aspects of the EFL program to ensure that it fulfills the needs and expectations of the student teachers enrolled in these programs.

The significance of the present paper lies in the fact that it attempts to explore the strengths and weaknesses of the four-year newly introduced EFL program at Taiz University (henceforth TU). It is an attempt to uncover more about the various components of the Basic Education EFL program at TU and how much they contribute to the overall competence of the learners. Since the data were obtained from level four students, their perceptions of the program are assumed to be more mature and would certainly help gain some insights regarding the efficiency of the current EFL program. Another crucial point is that the

importance of this study stems from the fact that the data was analyzed and interpreted both quantitatively and qualitatively.

2. Literature Review

Schelfhout et al. (2006) argue that to produce good teachers, teacher education programs should prepare teachers to perform the following:

- Master the content knowledge of the discipline they are specialized to teach

- Have skills and knowledge about teaching/learning in order to teach properly

- Work in school contexts

- Notice any shortcomings in their teaching and constantly try to improve it

- Take on a broader pedagogical and moral responsibility

The five points given above are crucial factors that are likely to guarantee success in the profession of teaching. This also applies to language teaching though foreign language teaching requires nonnative student teachers to develop competence in the target language in addition to the five points outlined above. To clarify more, Freeman (1989) views language teaching as "a process of decision making based on the constituents of knowledge, skills, attitude, and awareness" (p.28). Teaching is thus viewed as an interaction between these four components. Additionally, two basic features, according to Freeman, lead to success in language teaching and these are training and development. Crandall (2000), on the other hand, maintains that teacher education programs can be utilized to provide

practical experiences that encourage student teachers to carry on their professional development after leaving the program.

As far as English language instruction is concerned, Nunan (2003, p.610) points out that:

If English is a necessity, steps should be taken to ensure that teachers are adequately trained in language teaching methodology appropriate to a range of learner ages and stages, that teachers' own language skills are significantly enhanced, that classroom realities meet curricular rhetoric, and that students have sufficient exposure to English in instructional contexts.

Additionally, Klimova (2012) asserts that knowledge construction with the aim of allowing learners to develop greater flexibility and awareness on communicative, linguistic, and learning levels needs to be an essential part of any materials design. Similarly, Richards (2008) rightly points out that listening and speaking courses play a major role in language programs around the world today. The widespread use of English all over the globe has necessitated the fact that language programs need to pay adequate attention to the four language skills, namely listening, speaking, reading and writing.

TEFL training programs need to be thoroughly examined and updated so as to be more responsive to the needs of the learners and the society at large. Such programs should be more open to the developments and changes taking place in disciplines such as linguistics, psycholinguistics, applied linguistics and second

language acquisition research. The insightful perspectives derived from such disciplines would certainly help create EFL programs that are more rigorous and learner-oriented.

The TEFL programs currently in use in some countries in the Arab world need to be reevaluated so as to make them more efficient to produce teachers who are linguistically and communicatively competent users of English. Al-Hazami (2003) describes the EFL teacher preparation programs in KSA as nonsystematic and inadequate, arguing that the current weaknesses in the pre and in-service TEFL programs need to be tackled.

It is generally agreed that the difficulties and problems faced by Arab EFL learners are due to certain weaknesses and inadequacies in the currently used EFL programs (Suleiman, 1983; Rababah, 2003; Al-Hazami, 2003; Al-Mekhlafi, 2007). Further, the study conducted by Fareh (2010) sheds light on the challenges of teaching English as a foreign language in the Arab world. This particular study is based on the surveys conducted on hundreds of English teachers in several Arab countries. The findings of the study revealed that certain problems such as inadequate preparation of teachers, lack of motivation on the part of the learners, teacher-centered methods and inadequate assessment methods cause EFL programs to fail to deliver as expected.

In a similar vein, Coskun and Daloglu (2010) conducted a study in which they evaluated an English Teacher Education Program at a Turkish University.

The data of the study were collected by means of questionnaires and interviews. Teachers and fourth year students were the informants of this study. Generally, results showed that both teachers and student teachers held similar views about the various components of the English program. However, they held different ideas about the linguistic and pedagogic components of the program. Teachers believed that the English program does not adequately tackle the linguistic needs of the learners. On the other hand, student teachers pointed out that the pedagogic component of the program needs to be improved.

Likewise, Al Gaeed (as cited in Coskun & Daloglu, 2010) examined the strengths and weaknesses of an English program in Saudi Arabia. The data were collected from both students and graduates. A questionnaire covering areas such as methodology, performance of faculty members, and teaching atmosphere was developed by the researcher. Findings revealed that the participants held positive views about the program. However, they thought that the component of the program concerned with the verbal skills of learners needs to be improved and learners should be given more opportunities for language practice and conversations. They also found the literature courses to be quite irrelevant to their preparation.

Al-Mekhlafi (2007) carried out a study in which he investigated the prospective EFL teachers' perceptions of the specialized competencies they have acquired during their study in the TEFL program at Ajman University, UAE. The

findings of the study showed that the participants scored high in basic level competencies, but they scored low in high level competencies. The study also revealed that the learners in question did not acquire sufficient coursework in language skills, culture and literature and linguistics. He ultimately stressed the fact that pre-service TEFL programs in the region need to be revised in order to cater to the needs of prospective teachers.

The studies outlined above clearly indicate that the EFL programs ought to be periodically revised to be able to cope with the changing needs of the learners. It is argued that all the language-related problems that students have seem to stem from the fact that the current EFL programs are not well structured and are not continually updated. They are outdated, in other words. The various components of an EFL program should collectively help to produce teachers who are not only competent users of English but also resourceful classroom teachers.

2.1 Basic Education TEFL Program

Familiarity with the aims and objectives of the TEFL Basic Education Program currently in use in the English Department, Faculty of Education, Taiz University is crucial to better assess its various components. Based on the philosophy of Basic Education, the TEFL program aims to achieve the following:

- To provide the basic education learners, grade 4 through 9, with qualified English language teachers

- To prepare teachers who are academically, educationally, vocationally qualified so as to successfully accomplish the goals of the program

- To contribute to the application of Basic Education and this is one of the responsibilities of the university so as to meet the needs of the community

Students eligible for admission to this four-year program are high school leavers and are required to adhere to the admission rules set by the Ministry of Higher Education. The program comprises five components, namely, language courses (51 credit hours), linguistics (6 credit hours), literature (6 credit hours), translation (4 credit hours) and educational and vocational courses (67 + 18). The 18 credit hours are devoted to certain tutorials, practical activities and lab-related activities.

Figure 1: Distribution of credit hours among the various components of the EFL program
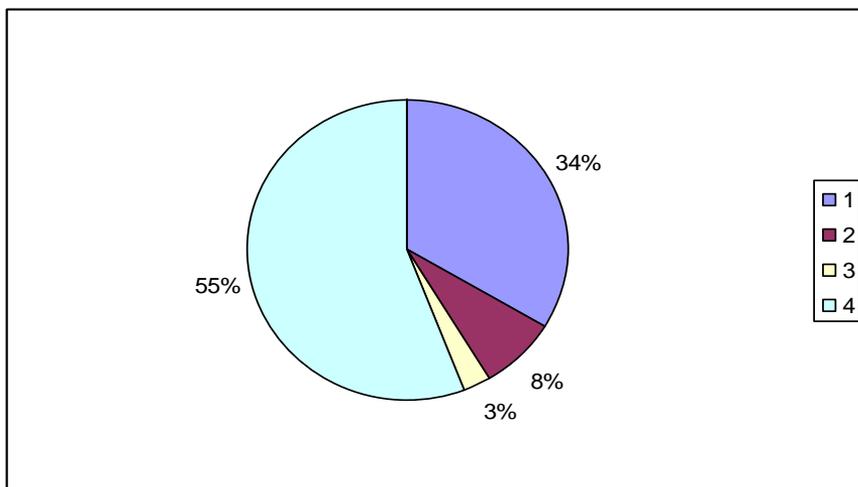
In terms of percentages, 55% of the total composition of the program, as shown above, is devoted to the Educational and vocational courses, 34% to language courses, 8% to Linguistics and Literature courses, and 3% to Translation courses.

3. Research Objective

The purpose of this paper is to explore the perceptions of the EFL Basic Education student teachers regarding the efficiency and efficacy of the EFL program they have joined. It also aims to look into the strengths, if any, and weaknesses of the current EFL program. The study thus seeks answers to the following three questions:

1) To what extent is the current EFL program able to adequately address the learners' language skills?

2) To what extent are the prospective teachers familiar with the teaching methods

and approaches deemed vital for teaching English as a foreign language?

3) Does the weightage given to the various components of the EFL program meet

learners' needs and expectations?

4. Methodology

The data collected from the participants of the study via a 25-item questionnaire were processed and analyzed quantitatively and qualitatively. In other words, objective and subjective measures were used to analyze and interpret the data.

4.1 Participants

The participants of the current study are 78 fourth year Yemeni student teachers enrolled in the Basic Education four-year EFL Program. They are majored in English as a foreign language and are to be trained to teach English to 4th through 9th grades primary school students. The total number of the participants is 78, males and females, and they are between 22 and 23 years of age. Participants are assumed to be both socio-culturally and linguistically homogenous. It should also be pointed out that the data elicited were obtained from the learners after they have completed four years of English language instruction at TU. Specifically, data collection took place in the (2010-2011) academic year.

4.2 Data Collection Procedure

A five-point scale questionnaire was designed to collect data from the study informants. The Basic Education English majors were required to read through the 25 items that make up the questionnaire and then select or put a tick in the appropriate column (strongly disagree, disagree, uncertain, agree and strongly disagree). The data were collected from 78 participants and statistically processed by means of SPSS, version 15. The data were analyzed and presented in the form of tables and figures. Basic statistical devices such as frequency of occurrences, means, and standard deviations are used.

4.3 Data Analysis

The data obtained from the participants of this study were statistically and qualitatively analyzed to find out about the perceptions of the learners of the TEFL program at TU. Certain statistical measures were used to present the data such as frequency counts, percentages, means and standard deviations. Further, the collected data were quantified and presented in tables.

5. Results and Discussion

The data obtained from the participants of the study would be presented both statistically and qualitatively. Further, the research questions the current study aimed to address would be dealt with separately in the following sections. It is worth pointing out that the data collected from the students' questionnaires and the

analysis of the current structure of the EFL program would be jointly used to provide answers to the questions given below.

Q (1) To what extent is the current EFL program able to adequately address the language skills of the learners?

To find out whether the current program adequately addresses learners' speaking skills, items 1-6 of the questionnaire are used to obtain data pertaining to the oral component of the program. To be more specific, the responses of the learners given in table one below indicate that only 41% of the participants believe that they can communicate easily and comfortably in English. 22 % of the participants disagree and 39% are rather uncertain. To clarify more, the mean score (M=3.31) shows that the learners agree to a certain extent that they can communicate easily in English.

Table 1: Descriptive statistics regarding learners' ability to communicate comfortably in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.3	1.3	1.3
	Disagree	15	19.2	19.2	20.5
	Uncertain	30	38.5	38.5	59.0
	Agree	23	29.5	29.5	88.5
	Strongly Agree	9	11.5	11.5	100.0
	Total	78	100.0	100.0	

Responses to item 2 of the questionnaire *(My spoken English is quite good)* show that 57% of the learners agree with the statement, 12% disagree and 30% are

uncertain. Looking at things from a different angle, the mean score 3.55 reveals that the learners agree with the statement.

Furthermore, item 3 of the questionnaire was employed to obtain data pertaining to the learners' satisfaction with their verbal skills in English. 40% of the learners expressed dissatisfaction with their oral skills, 38% expressed satisfaction with their ability to speak the language, 21% of the learners, however, expressed uncertainty. The mean score (M= 2.97) also lends support to the fact that the learners agree to some extent with the statement. Based on the responses given to the three items outlined above, one can infer that the participants seem to be somehow satisfied with the way spoken English courses are handled by the program.

With regards to the learners' ability to pronounce English words accurately, 35% of the learners indicated that they can do so, 17% disagreed with the above statement. In other words, the learners who opted for the 'disagree' and 'strongly disagree' options feel that they encounter some difficulty in pronouncing English words. Almost 48% of the participants felt uncertain about their ability to articulate English sounds and words correctly. The mean score 3.19 pertaining to this item reveals that the learners agree to a certain degree with the statement.

Item 4 of the questionnaire is related to learners' confidence when they engage in real life conversations. It will be sufficient to pay attention to the mean scores obtained. The mean score (M=3.18) indicates that the participants agree to a

certain degree that they feel confident when they converse in English. Further, item 6 was used to uncover details about learners' attitude towards spoken English courses (spoken English courses are not so useful). The mean score (M= 2.58) reveals that the learners do not agree with the statement. They believe that such courses are vital, in other words. Based on what is outlined above, one can infer that the surveyed learners seem to have a positive attitude towards spoken English, but it is hard to say that they are totally satisfied with such courses.

Listening, a receptive skill, is a very important source of language input and should be an integral part of any EFL program. 54% of the participants view listening as difficult and they are somehow unable to deal with the complexities of the listening tasks prescribed for them. Only 20% of the learners, on the other hand, believe that they can handle listening tasks with relative ease and 17% of the participants have expressed uncertainty. Lack of well-equipped language labs that provide learners with the necessary practice with the various aspects of English explains why this particular language skill is considered difficult by these learners.

Item 7 of the questionnaire dealt with the participants' ability to understand what their teachers say in the classroom. The mean score (M=3.69) shows that learners agree that they can grasp what is said in class. This can be attributed to the fact that their classroom teachers tend to speak more slowly and use more simplified grammar and vocabulary. Furthermore, English courses are handled by

Yemeni and Indian EFL teachers who tend to speak more slowly and also tend to repeat things more often to help these learners understand what they say in class.

The mean score (M=3.86) that pertains to item 8, which is meant to gather data regarding learners' ability to understand what native speakers say in movies and in news channels, reveals that learners agree that they experience some difficulty trying to figure out what native speakers say. Generally, the three items devoted to gathering data about participants' perceptions of listening skill reveal that learners regard listening as difficult.

Item 10 is related to vocabulary and how important it is for learners to have adequate vocabularies to be able to meaningfully interact with their interlocutors. Most of the participants seem to agree with this statement; the mean score (M=3.65) shows that the participants feel that they need to expand their vocabularies so as to understand and interact with the listening activities assigned to them (see appendix I).

Producing well-written compositions in English is considered problematic for Arab learners of English. It is in fact the skill that is somehow neglected and not given its due importance by many EFL programs in this part of the world. 33% of the learners find writing in English to be rather difficult. 25% agree with the statement that they are able to write well in English. However, almost 40% of the learners have expressed uncertainty. Besides, the mean score (M=2.96) shows that they agree to a certain extent with the statement.

Item 12 which relates to learners' ability to write descriptive, narrative and argumentative essays was used to provide relevant details or clues. The mean score (M=2.51) reveals that the participants do not agree with the statement and view writing such essays to be rather demanding. Additionally, item 13 of the questionnaire was designed to uncover participants' perceptions of their ability to spell words correctly; the mean score (M= 2.99) reveals that the learners agree to a certain degree that spelling words correctly is a problem for them.

Participants also agree that the writing courses offered by the program are not adequate. Mean score (3.88) shows that the learners believe that such courses are not enough to help them to overcome the difficulties of EFL writing. All in all, writing good essays or compositions is thought to be difficult by these learners.

Table 2: Learners' ability to comprehend and tackle unfamiliar texts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.3	1.3	1.3
	Disagree	22	28.2	28.2	29.5
	Uncertain	28	35.9	35.9	65.4
	Agree	19	24.4	24.4	89.7
	strongly agree	5	6.4	6.4	96.2
	9	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

Reading, an important source of language input in L2, does not seem to be adequately addressed by the current EFL program. To clarify, 35% of the learners seem to be uncertain about their ability to handle long and unfamiliar texts. 29%,

however, feel that it is difficult for them to deal with the complexities of such texts. 30% believe that they can handle such texts. The mean score (M=3.29) gives a much clearer interpretation of the data; it shows that the learners agree to a certain degree that they can read and comprehend long and unfamiliar texts.

Interestingly, 70% of the participants have indicated that they possess the skills and familiar with the strategies vital for tackling the meaning of a text. The mean score (M=3.90) indicates that the learners feel that they can use their repertoire of skills and strategies to tackle the meaning of texts. Given the fact that these learners have been introduced to somehow simple and easy to tackle reading texts, it is assumed that their judgment of the reading courses is influenced by such superficial and naive understanding of what it means to tackle long and unfamiliar texts, especially if they lack the proper schemata.

Table 3: descriptive statistics on the language courses of the program

	N	Minimum	Maximum	Mean	Std. Deviation
The English courses I have studied are not enough to make me a fluent user of English	78	1	9	4.15	1.330

The mean score given above (M=4.15) reveals that the participants agree with the statement. It also lends support to the fact that the language courses prescribed for the learners do not satisfactorily address their language related

needs. Put differently, the learners believe that the language courses meant to address their language skills are not enough.

Table 4: Arabic taught courses component of the program

	N	Minimum	Maximum	Mean	Std. Deviation
The Arabic-taught courses are so many and this makes it mandatory for us to spend a lot of time reading in Arabic	78	1	9	4.54	1.316
Valid N (listwise)	78				

The mean score (M=4.54) pertaining to item 17 of the questionnaire shows that the learners positively think that the Arabic taught courses negatively affect their competence in English. Due to the fact that these learners are required to take at least four to five Arabic courses per semester, they spend plenty of time reading in Arabic and this is obviously at the expense of their English studies. Thus, such courses need to be reduced to a minimum and more stress should be laid on the language courses.

Teaching some literature courses is vital for acquainting learners with the target culture and to enable them to know more about the people and the language they acquire. Gohsn (2002, p.172) asserts that "literature can also act as a powerful change agent by developing pupils' intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and emotional intelligence." Item 18 of the questionnaire (*I know very little about English literature*) was used to obtain

ideas about learners' content with the limited number of literature courses offered by the program. As indicated in 2.1 above, the current EFL program offers only two literature courses and they are totally devoted to children's literature. Evidently two courses throughout the four year program are not sufficient to familiarize learners with such a broad discipline. The mean score relating to this item is (M=3.59) which clearly shows that the learners do agree that they know very little about the English literature.

Likewise, the learners have also agreed with item 19 of the questionnaire that they know little about linguistics. The mean score (M=3.40) clearly shows that the current program should offer more linguistics courses so as to foster learners' understanding of the various branches of linguistics. Two courses that are offered by the program, namely Phonetics and Tutorial Phonetics are not adequate to provide these learners with a clearer understanding of this very broad discipline (see appendix 2 for more details).

Q (2) To what extent are the prospective teachers familiar with the teaching methods and approaches deemed vital for teaching English as a foreign language?

Items 21 and 22 of the questionnaire were employed to explore ideas about the learners' ability and satisfaction with the teaching methods courses offered by the program. The mean score (M=4.08) reveals that the learners agree that they are able to teach English effectively because they are familiar with the teaching

methods and approaches to ELT. Item 22 moreover was particularly used to find out whether the student teachers in question are able to make a good workable lesson plan. The mean score (M=3.79) shows that the learners pointed out that they are capable of making good lesson plans and this is indicative of the fact that these courses are viewed useful and beneficial for the learners.

Q (3) Do the various components of the EFL program meet the needs and expectations of the learners?

As mentioned in 2.1 above, 34% of the credit hours of the program were devoted to language courses, 8% to linguistics and literature courses, 3% to translation courses and 55% to Arabic taught courses. Keeping these percentages in mind, one can notice that the Arabic courses are given more emphasis by the program. As a matter of fact, the current structure of the program, unfortunately, does not seem to enable learners to develop reasonably high proficiency levels in English. As indicated elsewhere, the Arabic courses need to be reduced and the language courses should be increased so as to provide learners with more language input and countless opportunities to use and practice the language.

Totally discontent with the current structure of the program, 77% of the participants agree that the current EFL program should offer more language courses and Arabic-taught courses should be reduced to a minimum. The mean score (M=4.13) evidently reveals that this item of the questionnaire received a comparatively high mean score. Considering the current composition of the EFL

program and learners' responses, one can note that there is a mismatch between the program and the needs and expectations of the learners. Further, learners of English in this part of the world learn English in an acquisition-poor environment and the only way for them to get adequate language input is by maximizing the number of language courses so as to get them exposed to authentic and meaningful language input.

6. Conclusions and Recommendations

Below is a summary of the major findings outlined in the previous sections of this paper. Participants of the study have clearly pointed out that their language skills are not sufficiently addressed by the Basic Education EFL program currently in use at TU. Based on learners' responses, the language courses should be increased and Arabic taught courses need to be reduced to a minimum. Despite the fact that the learners have expressed satisfaction with the teaching methods courses, such courses should enable learners to gain a more profound understanding of the various approaches and methods that relate to teaching English as a foreign language. Learners should also be introduced to certain teaching methods and techniques that really work for children

Another major finding of this study is that the linguistics and literature courses offered by the program are clearly not sufficient to help learners to know more about the target language and target culture. Such courses are also believed to play a crucial role in fostering learners' linguistic and communicative competences. Courses such as *Introduction to Language*, *Morphology and Syntax* or *Introduction to Sociolinguistics* could be added to the current structure of the TEFL program.

Moreover, the current EFL program needs to be reviewed and drastic changes to its current structure ought to be made. It should, for instance, pay more

attention to the language skills of the learners and the Arabic-taught courses ought to be minimized so as to maximize learners' chances of obtaining a greater amount of language input in English.

Furthermore, it is indicated that the language courses ought to be tackled by some highly qualified language teachers and professors. To enable learners to further improve their language skills, the program should have certain infrastructural facilities such as a language lab and well-equipped library. A computer lab would also prove useful for making language teaching and learning more meaningful.

In sum, the current EFL program needs to be thoroughly revised and drastic changes to its current structure need to be made. Put differently, the current program should be made more rigorous and its various components should be geared towards meeting the needs and expectations of the learners. Inclusion of more Language, Linguistics and Literature courses is a necessity and content of such courses should be planned in such a way so as to foster learners' competence in English. Additionally, the Arabic taught courses need to be reduced to a minimum. In fact, these courses can be taught in English as this will positively contribute to the overall language competence of the learners. More importantly, Taiz University and the Education College should be more aware of the importance of this particular program and take certain measures to make it more adherent to the standards set by some internationally recognized universities.

 References

Al-Hazmi, S. (2003). EFL Teacher Preparation Programs in Saudi Arabia: Trends and   Challenges. *TESOL Quarterly*, 37(2), 341-244

Al-Mekhlafi, A. (2007). The Development of Prospective EFL Teachers' Specialist Language Competencies in UAE universities. *University of Sharjah for Shari'a Sciences and Humanities,* 4(1), 1-27

Coskun, A., & Daloglu, A. (2010). Evaluating an English Language Teacher Education Program through Peacok's Model. *Australian Journal of Teacher Education,* 35(6), 24-42

Crandall, J. (2000). Language Teacher Education. *Annual Review of Applied Linguistics*, 20, 34-55.

Fareh, S. (2010). Challenges of Teaching English in the Arab World: Why Can't EFL programs Deliver as Expected? *Procedic Social and Behavioral Sciences*, 2, 3600-3604

Freeman, D. (1989). Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education. *TESOL Quarterly*, 23(1), 27-45.

Ghosn, I. (2002). Four Good Reasons to Use Literature in Primary School ELT. *ELT Journal*, 56(2), 172-179.

Gubaily, M. (2012). Challenges of Teaching and Learning Spoken English in Yemen. *International Journal of Social Science Tomorrow*, 1(3), 1-8.

Johnson, J., & Newport, E. (1989). Critical Period Effects in Second Language Learning: The Influence of Maturational State on the Acquisition of ESL. *Cognitive Psychology*, 21, 60-99.

Klimova, B. (2012). The Teaching of Foreign Languages. *Procedia-Social and Behavioral Sciences*, 31, 202-206.

Nunan, D. (2003). The Impact of English as a Global Language on Educational Policies and Practices in the Asian-Pacific Region. TESOL Quarterly, 37(4), 589-613.

Rababah, G. (2003). Communication Problems Facing Arab Learners of English. *Journal of Language and Learning,* 3(1), ISSN 1740-4983

Richards, J. (2008). *Teaching Listening and Speaking. From Theory to Practice*. Cambridge: Cambridge University Presse.

Schelfhout, W., Dochy, F., Janssens, S., Struyven, K., Gielen, S., & Sierens, E. (2006). Educating for learning-focused teaching in teacher training: The need to link learning content with practice experiences within an inductive approach. Teaching and Teacher Education, 22(7), 874-897.

Suleiman, S. (1983). *Teaching English to Arab Students at the University level*. In E. Dahiyat and M. Ibrahim (eds). Paper from the First Conference on the Problem of Teaching English Language and Literature at Arab Universities. Amman-Jordan: University of Jordan.

Appendix I

Questionnaire

Name: (optional) --
(Age) ---
Dear participant,
Please read through the statements below and tick (√) one of the options given below.

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1) I can communicate easily in English					
2) My spoken English is quite good					
3) I am satisfied with my oral skills					
4) I can pronounce English words correctly					
5) I find it difficult to speak English with cor					
6) The spoken English courses are not very u					
7) It is easy for me to grasp everything my English teachers say in class					
8) I find it difficult to understand what native speakers say when I watch CNN or English movies					
9) I really find listening to be difficult					
10) I do not have enough vocabulary words to understand what I listen to					
11) I can write well in English					
12) I can write descriptive, narrative and argumentative essays					
13) Spelling words correctly is a problem for me					
14) The writing courses offered by the program are not sufficient					
15) I am able to read and comprehend long and unfamiliar texts					

16) I have learned the necessary reading skills to decode the meaning of a text					
17) The English courses I have studied are not enough to make me a fluent user of English					
18) I Know very little about English literature					
19) I do not know much about English Linguistics					
20) The Arabic-taught courses are so many and this makes it mandatory for us to spend a lot of time reading in Arabic					
21) Some of these courses, the Arabic courses, are not that useful for us					
21) The teaching methods courses provided me with the necessary skills and ideas to teach English effectively					
22) I am able to make a good lesson plan and to handle classes successfully					
23) We are not taught spoken English by native speakers of English					
24) Most of the English courses are not taken care of by PhD holders, professors of English					
25) The program should include more language courses and the Arabic courses should be reduced					

Appendix II

- الخطة الدراسية لشعبة معلم مجال اللغة الإنجليزية:-

الخطة الدراسية لشعبة اللغة الإنجليزية – معلم مجال

الساعات المعتمدة		الفصل الثاني	الساعات المعتمدة		الفصل الأول	م
عملي	نظري		عملي	نظري		
-	٢	Reading & Composition II	-	٣	قواعد Grammar (1)	
-	٣	كتابة Writing (1)	-	٢	قراءة وإنشاء Composition(1) & Reading	
-	٣	Phonetics صوتيات اللغة	٢	٢	Tutorial (Reading) قراءة خصوصية	
١	٢	Tutorial(Phonetics) خصوصي (صوتيات)	-			الأول
-	٢	Language Activities أنشطة لغوية			مقررات ثقافية	
٢	٧	مقررات ثقافية	١	٦	مقررات حرفية	
١	٢	مقررات حرفية		٢		
٤	٢١	المجـمــوع	٣	١٥	المجـمــوع	
-	٣	Listening &Speaking(2) الاستماع والكلام	-	٣	قواعد Grammar(2)	
-	٣	Study Skills مهارات دراسة	-	٣	كتابة Writing (2)	
-	٢	Translation (1) ترجمة	-	٣	استماع وتكلم Listening & Speaking I	الثاني
١	٧	مقررات تربوية	-	٨	مقررات ثقافية	
١	٢	مقررات حرفية	١	٢	مقررات حرفية	
٢	١٧	المجـمــوع	١	١٩	المجـمــوع	
-	٣	Introduction Children's Lit. مقدمة لأدب الأطفال	-	٢	ترجمة Translation (2)	
-	٣	Advanced Reading قراءة متقدمة English Grammar Usage r. قواعد إنجليزية	-	٣	Advanced Reading قراءة متقدمة	
			-	٢	مهارات محادثة Conversation Skills (1)	الثالث
-	٦	مقررات تربوية	١	٩	مقررات تربوية	
٢	٢	مقررات حرفية	١	٢	مقررات حرفية	
١	١٤	المجـمــوع	٢	١٨	المجـمــوع	
-	٣	Children Lit.2 أدب الأطفال	-	٣	Conversation Skills(2) مهارات محادثة	
-	٣	Error Analysis j. تحليل أخطأ	-	٣	Teaching Lang. Through Lit. تدريس اللغة خلال الأدب	
			-	٣	Advanced Writing (2) كتابة متقدمة	الرابع
٣	٢	مقررات تربوية	٢	٩	مقررات تربوية	
١	٢	مقررات حرفية	١	٢	مقررات حرفية	
٤	١٠	المجـمــوع	٣	١٧	المجـمــوع	