EXPLORING THE BELIEFS OF TEACHER EDUCATORS, STUDENTS, AND
ADMINISTRATORS: A CASE STUDY OF THE ENGLISH LANGUAGE
TEACHER EDUCATION PROGRAM IN YEMEN

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Approval of the Graduate School of Social Sciences

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ABSTRACT

EXPLORING THE BELIEFS OF TEACHER EDUCATORS, STUDENTS, AND
ADMINISTRATORS: A CASE STUDY OF THE ENGLISH LANGUAGE
TEACHER EDUCATION PROGRAM IN YEMEN

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This study focuses on exploring the current (2009-2010) state of the English Language Teacher Education (ELTE) Program in Yemen. The current state of the program was investigated through exploring the beliefs of teacher educators, teacher candidates, and administrators. Additionally, available education policy documents were critically examined. A pilot study pointed to the need for interviews with various stakeholders of language teacher education. Multiple semi-structured interviews were designed and conducted. Three teacher educators and four recent graduates were interviewed. Three administrators in the Ministry of Higher Studies and Scientific Research were interviewed. Furthermore, two bureaucrats in the Ministry of Education together with two administrators in an Education Sector were interviewed. All interviews were audio-recorded and transcribed. An extensive reading of the transcriptions led to the identification of major patterns. Several themes were found. These themes highlight various aspects of the ELTE program in Yemen. The findings showed that the ELTE program had neither clear-cut standards nor educational philosophy, and suffered from distinctive administrative and academic problems. The findings, furthermore, revealed that the education policy-makers paid little attention to the program improvement and the application of the strategies they had planned. Finally, despite the problems encountered, all participants agreed on the critical need for the ELTE program at Yemeni universities.

Keywords: ELTE program; Beliefs; education reform; education policy

ÖZ

ÖĞRETMEN EĞİTİCİLER, ÖĞRENCİLER VE İDARECİLERİN İNANÇLARININ İNCELENMESİ: YEMEN DEKİ İNGİLİZ DİLİ ÖĞRETMEN EĞİTİM PROGRAMI ÜZERİNE BİR DURUM ÇALIŞMASI

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Bu araştırma Yemen' deki İngiliz Dili Eğitim Programının şu andaki (2009-2010) durumunu inceleme üzerine yoğunlaşmaktadır. Programın şu andaki durumu öğretmen eğiticiler, öğretmen adayları ve idarecilerin inançlarının incelenmesiyle araştırılmıştır. Bunun yanı sıra, ulaşılan eğitim politikası belgeleri de eleştirel olarak incelenmiştir. Yapılan ön araştırma dil öğretmeni eğitiminin çeşitli paydaşları ile görüşmeler yapılması gerektiğine işaret etmiştir. Bu bağlamda birçok yarı-yapılandırılmış görüşmeler tasarlanmış ve gerçekleştirilmiştir. Öncelikle, üç öğretmen eğiticisi ve dört yeni mezun ile görüşmeler yapılmıştır. Ayrıca, Yüksek Öğretim ve Bilimsel Araştırma Bakanlığı' nda görevli üç idareci ile görüşülmüştür. Ayrıca, Eğitim Bakanlığı' nda çalışan iki bürokrat ve eğitim alanında iki idareci ile görüşmeler yapılmıştır. Tüm görüşmeler sesli kaydedilmiş ve çözümlenmiştir. Çözümlemelerin ayrıntılı incelenmesini kodlama ve ana yapıların belirlenmesi izlemiştir. Birçok tema bulunmuştur. Bu temalar Yemen deki İngiliz Dili Öğretmen Eğitimi (İDÖE) programının birçok açısını vurgulamaktadır. Bulgular İDÖE programında net standartların ve net bir eğitim felsefesinin bulunmadığını ve belirgin idari ve akademik sorunların bulunduğunu göstermiştir. Ayrıca, bulgular eğitim politikaları belirleyicilerinin planladıkları stratejiler ve eğitim programı geliştirmeye yetersiz bir düzeyde eğildiklerini göstermiştir. Son olarak, karşılaşılan sorunlara rağmen, tüm katılımcılar İDÖE programına Yemen üniversitelerinde belirgin düzeyde bir gereksinim olduğu konusunda aynı görüşleri paylaşmıştır.

Anahtar Kelimeler: İDÖE programı; İnançlar; Eğitim reformu; Eğitim politikası

To the two queens of Yemen

The love of my heart

The heart of my life

The mother of me and

The mother of my kids

Ali and Fatima

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TABLE OF CONTENTS

5. DISCUSSION, CONCLUSION, IMPLICATIONS, AND

RECOMMENDATIONS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter presents an introduction to the study. It also describes the problem overview and justifies the need for and the significance of the study. Furthermore, the chapter displays the aims and the questions of the study. Moreover, the limitations of the study together with definitions of terms and how they are employed in the study are given in this chapter.

1.1 Study Background

English has become an international language used all over the world. As Graddol (2006) argued: "We are entering a phase of global English which is less glamorous, less news-worthy and further from the leading edge of exciting ideas. It is the 'implementation stage' which will shape the future identities, economics, and cultures. The way this stage is managed could determine the futures of several generations" (as cited in Jia-Huey, 2007, p. 1). This argument indicates that the author is, on one hand, dissatisfied with the globalization of English and, on the other hand, underscores the spread of English. Ndebele (1987) pointed out that "The spread of English went parallel with the spread of culture of international business and technological standardization" (as cited in Pennycook, 1989, p. 594). This perspective was also highlighted by Hiep (2005) when he clarified that "The use of English internationally extends beyond interactions between native and non-native speakers in English-speaking countries to encompass interactions between non-natives in non-English-speaking countries" (p. 6). The crux of these above-mentioned arguments is that the internationality of English is rooted in a number of factors. It is, for example, the language of most of the old and modern discoveries, technological devices, trading, scientific research publishing, communication and telecommunication, and so on. Such factors have promoted English to be important for the world inhabitants particularly for those who are keen to keep in touch with the

currents of the modern life. This significance of English has encouraged the world countries to teach this language at schools and universities. Furthermore, many reputed universities in the world use English as a medium of instruction in all majors even in non-English speaking countries. A concrete example is the Middle East Technical University that is located in the capital city (Ankara) of Turkey.

English, in the Arab world, is considered to be the second language used by most of the Arabs. It is taught as a course at schools, as a major at colleges, and as a medium of instruction in some university majors. This means that English, as Surur (1981) asserted, plays an essential role in the education of the Arab world's inhabitants. This importance stems from the need of the Arab countries (such as Saudi Arabia, Emirates, Lebanon, Syria, Jordan, Egypt, etc.) for scientific and technological developments devised in the developed western world. Arab countries are regarded as developing countries and they aspire to catch up with the developed countries. On the basis of this aspiration, keeping up with the developed countries demands the transfer of the knowledge, experiences, experiments, discoveries, and so on to the Arab countries. The primary means of doing this transfer is the English language. This is why many different programs have been established and developed in the Arab countries for the sake of teaching English to the Arab learners.

Correspondingly, Yemen as a developing Arab country is in dire need of keeping up with these developed countries. For this general reason, the Yemeni government represented by the Ministry of Higher Studies and Scientific Research and the Ministry of Education decided to teach English as a subject in the schools' curriculum, particularly from grade seven till grade twelve. They also established some programs for teaching English as a major at the higher level of education. The major programs for teaching English in Yemen are: English Department in the Faculty of Education, English Department in the Faculty of Arts, and English Department in the Faculty of Languages. Respectively in the last two programs, the focus is on the language skills, linguistic knowledge, and literature; no courses regarding education, teaching methods, curriculum planning and design, and so on are provided in these two programs. The purpose of these two programs, in other words, is not to prepare teachers of English. It is thus to prepare users of the English

language who will be working, for example, as translators in companies, airports, governmental offices and so on.

The English Language Teacher Education (ELTE) program is the focus of this study. The program is referred to as the English Department in the Faculties of Education in Yemen. This program is established with the purpose of preparing qualified teachers of English who will teach English at secondary schools and universities. Considering the importance of English Language Teacher Education Program in Yemen, it is important to have studies on this topic. This study on the program is needed since it will investigate the current state of the program. It aims, putting it in a different way, to identify the strengths and weaknesses of the program. In addition to exploring the major problems from which the program is suffering, the study will also reveal the current and future plans and strategies intended for developing this program.

To fulfill these specific study aims, the researcher first piloted the interviews with three teacher educators at Southern University. Based on the pilot study, the researcher realized that exploring the current status of the English Language Teacher Education Program in Yemen demands investigating the beliefs of some of the education stakeholders who are closely related to the program. These education stakeholders were finally identified to be the teacher educators, the teacher candidates, and the administrators in the Ministry of Higher studies and Scientific Research and the bureaucrats in the Ministry of Education. As Pennycook (1989) stated, the program of Second Language Education (SLE) "… is involved in a complex nexus of social, cultural, economic, and political relationships that involve students, teachers, and theorists in differential positions of power" (p. 590). Furthermore, Fenstermacher (1979) proposed that doing research on beliefs would be the essential part of teacher effectiveness research (as cited in Pajares, 1992, p. 307). This is also underscored by Mohammed (2006) when she stated that the literature has revealed that: "Teachers' beliefs affect not only their teaching, but also filter new input, suggesting significant implications for the implementation of educational innovations and teacher development" (p. ii). In addition to studying beliefs, available education policy documents will be used as data source for this study. This

triangulation of data-collection methods has been taken into account in order to reach higher qualitative validity. This is underscored by Eisenhardt (1989) when he stated: "… the triangulation made possible by multiple data collection methods provides stronger substantiation of constructs" (as cited in Huberman & Miles, 2002, p. 14). He added: "When a pattern from one data is corroborated by the evidence from another, the finding is stronger and better grounded." (p. 19). In conclusion, based on the beliefs of the study participants and the analysis of the education policy documents, the current status of the program will be revealed with its strengths, weaknesses, major problems, necessary facilities, the present and future plans for the program, and so on. These will all come to surface through this important case study.

1.2 Overview of the Problem

Teacher education programs are of paramount importance in any educational system all over the world. Such programs are, in the researcher's point of view, regarded as the cornerstones of all the educational programs in any country's educational system. To make it clearer, if these teacher education programs do not exist, the basic programs may not exist either or may force the country to engage teachers from any other country where these important programs exist. These programs play a crucial role in preparing and qualifying learners (teacher candidates). These teacher candidates are then to be prepared effectively so that they can perform their teaching profession very well whether at schools, institutes, or universities. Preparing them very effectively depends on the education standards and policy that regulate the teacher education programs. It also depends on the teacher educators and how they approach the preparation of these teacher candidates. It is also considered that the beliefs the pre-service teachers hold concerning the teacher education program they are currently in and how they can develop themselves effectively and proficiently are very crucial. These teacher candidates' beliefs, as asserted by (Al-Goufi, 2006) are crucial since they have to spend four years of study in the program that is purposefully designed and established for them. Furthermore, they can inclusively evaluate their program depending on their study experiences. This notion was also underscored by Pajares (1992) when he proposed that beliefs concerning teaching are better established during the undergraduate program,

particularly when prospective language teachers are taught some teaching theories and methods.

Therefore, a systematic exploration on the beliefs of some teacher educators, some teacher candidates, and some bureaucrats in the Ministry of Higher Studies and Scientific Research and the Ministry of Education towards the English Language Teacher Education (ELTE) program has become an issue that deserves consideration. In Yemen, the English Language Teacher Education program has been recently designed and established and therefore an exploration of the beliefs of these in charge of the program policy, teacher educators, and prospective language teachers has become a necessity.

Since this is a case study, the focus will be on the English Language Teacher Education program in the Faculty of Education in Northern University. The study will also investigate the beliefs of some bureaucrats in the two ministries: the Ministry of Higher Studies and Scientific Research and the Ministry of Education. These beliefs will reveal the current state of the English Language Teacher Education program in Yemen. They will also be of great assistance to the education policy makers and will help these decisions-makers realize the current state of the English Language Teacher Education program and how to develop and reform this program.

1.3 Need for the study

This study is prompted by two clear views. First, no other study has so far been conducted on deeply exploring the current state of the English Language Teacher Education program in Yemen in the way this study is planned: no other study has been conducted on exploring the beliefs of teacher educators, teacher candidates and bureaucrats in the ministries concerning this program in Yemen since the establishment of the Ministry of Higher Studies and Scientific Research in 1990. Second, investigating the beliefs of such participants will reveal the current status of the English Language Teacher Education program in Yemen, and will help the education policy-makers, the university administrators, and the teacher educators

rethink how to make the English Language Teacher Education program in Yemen be quantitatively and qualitatively progressive.

1.4 Aims and Questions of the Study

This study has one major aim. This major aim is to investigate the current state of the English Language Teacher Education program in Yemen. This aim will be explored by finding out what the teacher educators believe about their language teacher education program. It will also be investigated through exploring the beliefs of the prospective language teachers. Furthermore, the study will explore the beliefs of some bureaucrats in the Ministry of Higher Education and Scientific Research and the Ministry of Education about English language teacher preparation. This general aim together with the specific aims leads to formulate the following study questions: 1) What are the beliefs of teacher educators on the present status of the English language teacher program in Yemen? 2) What are the beliefs of the prospective language teachers on the present state of the English foreign language teacher program in Yemen? 3) What are the beliefs of the bureaucrats in the Ministry of Higher Studies and Scientific Research and the Ministry of Education on the existing conditions of the English language teacher education program in Yemen?

1.5 Significance of the Study

The main purpose of establishing an English Language Teacher Education program is to prepare and license prospective language teachers who will then serve as teachers at different institutions. This necessitates the presence of prospective language teachers that have high academic credentials and enthusiasm. Therefore, it is the duty of the teacher educators to prepare them very well so that they become effective, reflective, critical, and ambitious teachers. Teacher educators have their own beliefs on how to approach the classrooms or study halls. However, in general they have two goals to achieve. These goals as stated by Weinstein and Mayer (1986) are first of all concerned with what the learners should know and how to help them know that as a result of the learning process and this is known as 'Products', and secondly related to the learning 'process' itself. This *process* refers to the step-by-

step techniques and strategies teacher educators use to help learners achieve particular objectives during the learning process (as cited in Mahyoub, 1996, p. 2).

The English Language Teacher Education (ELTE) program is very important in Yemen. Its importance is due to some factors. The first one is related to the statement of the Minister of Higher Education and Scientific Research, Basurah (2010) who stated that English should be taught very professionally and academically in the primary, secondary, and tertiary institutions. He further declared that graduates of secondary schools will not be given any scholarship until and unless they obtain Test of English as a Foreign Language (TOEFL) certificates. Additionally, all university graduates must obtain TOEFL certificates so that they can continue their higher studies whether in Yemen or abroad. Such decisions indicate the importance of teaching and learning English in Yemen (Ministry of Higher Studies and Scientific Research, 2010). The second one is concerned with the teaching of English as a required course at schools which starts from the seventh grade. This English course creates a demand for thousands of teachers of English who are prepared by the English Language Teacher Education program, (Ministry of Education, 2008). All these factors highlight the importance of English Language Teacher Education program in Yemen.

This importance demands that teacher educators need to instill the love for the English language into the hearts of pre-service teachers. This is very crucial since the pre-service teachers will teach at schools and their task is to create interest in English in their pupils. This complicated process is mostly in the hands of teacher educators. They can either complicate or demystify it. The teacher educators are actually considered to be an important element of the education system in Yemen. If the teacher educators were not aware of the importance of the teaching-learning process and the factors that may help or impede learning, it would be difficult if not impossible for the pre-service teachers to be aware of them either. For example, if the majority of pre-service teachers cannot speak well though they have taken three or four courses on speaking skills, this situation indicates that there are many flaws in the program. These flaws might be attributed to the teacher educator's method of teaching, the learning environment, the curriculum (aims, time allotted, syllabus

design, etc.) or the teacher educators' lack of motivation towards teaching pre-service teachers. Teacher candidates are themselves to be involved in planning the teacher education program in terms of aims, objectives, curricula, and other related educational issues. In other words, they should also be a part of the decision-making process (Brown, 1995).

In sum, participants in this English Language Teacher Education program will have different beliefs on how such a program should be effectively planned and developed. Therefore, this study intends to investigate the beliefs of teacher educators, prospective teachers and administrators in the ministries concerning education on the current state of the English Language Teacher Education program in Yemen. The findings of the study will pave the way for the program developers to reform the program accordingly and also the researchers who aim to investigate the issues about English Language Teacher Education program in Yemen will benefit from this research. Besides, it will help the researchers to raise some new questions about the issue.

1.6 Definitions of Terms

The definitions of the following terms are limited to how they are employed in this study.

English Language Teacher Education (ELTE) Program: is the program that is established, planned and developed to prepare and qualify the learners of English (as a major) in order to help them become teachers of English. The period of this program in the Yemeni universities is four years. This program is offered only to high school graduates. This program is known as the English Department in the Faculties of Education in the Yemeni universities.

Yemen: Before 1990, Yemen was divided in two parts. The northern part was known as the Republic of Yemen, and the southern part was known as the Democratic Republic of Yemen. This tragic separation lasted for one hundred and thirty years. Finally, the unification of the two parts took place in 1990 (Charles & Patricia, 2001).

Yemen is located on the southern half of the Arabian Peninsula. It is bordered by Saudi Arabia to the north and Oman to the east. It borders the Red Sea, the Arabian Sea, and the Gulf of Aden. The total area of Yemen is 555,000 km2 and according to the last population count (2004), Yemen has the population of 23,580,000 people.

Beliefs: are interpreted in many different ways. Rokeach (1968) defined beliefs as "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase, 'I believe that . . .'". He also categorized beliefs into three types: descriptive, evaluative, and prescriptive (as cited in Pajares, 1992, p. 314). In this study, connections between beliefs and participants' experiences are also explored.

Teacher Educators: are those who have gained a Ph.D degree and are permitted to train and qualify students in universities in Yemen. They are, in other words, the educators of the pre- and in-service teachers of English. In Yemen, they are always addressed as doctors or professors.

Students: refer to undergraduate learners in the English Language Teacher Education Program in the Yemeni universities. They are trained and qualified to become teachers of English in Yemeni institutions. In this study, students are also referred to as teacher candidates, pre-service teachers, and prospective language teachers. In the study, when students in the K-12 schools are mentioned, their school type is explicitly listed.

Administrators: are the bureaucrats in the Ministry of Higher Studies and Scientific Research and in the Ministry of Education in Yemen. They administer some administrations in both ministries. The two terms *administrators* and *bureaucrats* are used interchangeably in this study.

1.7 Limitations of the Study

This study has these following limitations. The study participants were the graduates of the English Language Teacher Education Program together with the teacher educators in the Yemeni universities. The total number of the universities in

Yemen is eight and they are located in different cities of the Republic of Yemen. The researcher recruited the study participants from [1]*Northern University* which was selected because it is one of the oldest and the best universities in Yemen. It is also famous for its program of English Language Teacher Education from which a great number of teachers of English graduated. Three teacher educators and four prospective language teachers were interviewed. Other participants were some administrators in the Ministry of Higher Studies and Scientific Research, in the Ministry of Education and in the Education Sector in [2]*Southern City*. Three administrators in the Ministry of Higher Studies and Scientific Research were interviewed and other four were recruited from the Ministry of Education. These two ministries are located in the capital of Yemen: Sana'a. Therefore, the whole participants of this study are fourteen. Current teachers at schools were not included among the participants. High ranking administrators at ministries and universities could not be interviewed. However, other key bureaucrats working in departments of the ministries related to the program were interviewed. Some of those administrators had teaching experiences.

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[1] Universities' names are pseudonyms to protect the anonymity of participants
[2] Cities' names are pseudonyms

CHAPTER 2

LITERATURE REVIEW

2.0 Presentation

This chapter presents two sections. The first section focuses on the background of education in Yemen, particularly the higher education. The second section concentrates on the teacher education and the important issues that are very much related to this study.

2.1 Background of Education in Yemen

2.1.1 Goals and Policies

Education in Yemen is based on the Constitution which secures equal opportunities for all Yemeni citizens. These opportunities encompass different domains such as politics, economy, society, and culture. To realize these opportunities, the government has constructed different schools and institutes in which basic education is compulsory for every Yemeni citizen. In these schools and institutes, there is an attention to provide the Yemeni citizens with religious, mental, and physical education (Ministry of Education, 2008, p. 2). In 1992, the General Legislation on Education which considers education as the right of all Yemeni citizens was enacted. This right is to be facilitated, secured, and realized by the government (Ministry of Education, 2008, p. 2).

Before this General Legislation on Education there was the second five-year plan (1982-1986) on the educational planning process in Yemen. Al-Silwi (1990) conducted a study to examine this plan. This study examined the formulation process of the plan goals and to what extent those goals were attained. As the researcher had two different groups, he used two collection methods: interviews and questionnaires. With the first group (the upper-level administrators and the Deputy Ministry of Education and the General Director of Education), interviews were conducted. With the second group (the administrators of planning units and school principles), a

questionnaire survey was utilized. The study findings showed that the goals together with the means were viewed to be appropriate. In addition, the findings displayed two important factors: 1) the promoting (positive) factors were concerned with the government support and the desire of the citizens for education, and 2) the insufficient money and the earthquake that took place while making the plan constituted the impeding (negative) factors. The findings also indicated that expanding education to cover all the Yemeni cities and villages, developing and training Yemeni teachers, and Yemenizing the curricula (the curricula were adapted from the Egyptian Curricula) are all positive effects. On the other hand, it was found that the plan focused on the quantity rather than the quality of education which is rendered to be a serious negative effect.

2.1.2 Education Systems in Yemen

In Yemen, there are two different systems of education: 'Formal Education' and 'Non-formal Education'. The former one is concerned with all learning stages starting from kindergartens and ending with higher education. The latter system of education is the system that provides education and training opportunities for the Yemeni citizens (whether adult or young) who have not got enough formal education or dropped out of schools (Ministry of Education, 2008, p. 2).

2.1.3 The Strategic Direction of Yemen Education 2025

This strategic long-term direction aims at developing education in terms of different domains. These domains are social, political, economic, and cultural. Within these domains, there is a set of goals that should be achieved. These goals as stated in the national report are:

> ... set a national strategy for science and technology, give special importance of raising training and education and expanding its basis and developing its fields, raise the university education for the requirement of the society, and be in line with development in the fields of human and practical science, and the era change challenges. The strategic vision is looking forward to guarantee the linkage of higher education with the society. So the newly graduate person changes from someone who is looking for a job into someone creating a job opportunity, increase the number of centers and institutions of scientific research and development, and spend

money on it, support it, activate its role, enhance coordination among them and link them to the different productive and services sectors in order to be one of the effective compositions in the national system for creativity, … encourage carrying out studies and scientific research in universities and include the requirements of higher education degrees (Ministry of Education, 2008, pp.3-4).

These aims of the strategic direction of Yemen education 2025 seem to be well constructed. They focus on very important issues. There is still 15 years for the last implementation of the goals. Therefore, such objectives might be attained within the remained period.

2.1.4 Education Policy in Yemen

The education policy in Yemen primarily focuses on eradicating illiteracy, making education compulsory for all citizens, and establishing programs for teaching and training. It also focuses on increasing the income level of teachers. In 2003, the National Basic Education Development Strategy was endorsed by the Yemeni government. This involves reforming and developing basic education for all students in the age-range of 6-14. This endorsement is still valid till 2015. Another National Strategy of Secondary Education Development was approved in 2006. This strategy aimed at providing learners with basic secondary education that helps them continue their higher education or working in any governmental sector. Within this strategy, the government considers introducing computer labs to town schools and teaching English from grade 4. However, it is now 2010 and this plan has not been attained yet. In the same year (2006), the National Strategy of Higher Education took place. The purpose of this strategy was to present high quality programs through which a better quality of life will be attained. This strategy also stipulated that learners at the age of 19 can be accepted to higher education institutions. It is a five-year plan that aimed to build a bridge between education, training, research and development, services and science activities. This policy intended to reform as well as to reframe the Ministry of Higher Education and the Scientific Research, higher institutions, the curricula, and the quality of the teaching-learning process. It also aimed to encourage the translation and publication processes and provide electronic system libraries, equipments and language labs in the Yemeni universities (Ministry of Education., 2008, pp. 4-11).

However, the researcher has observed that only few objectives of this policy have been realized and many others are neglected. For instance, there is no attention to the development of the teaching-learning process. Furthermore, the curricula are not yet reformed. Neither electronic-system libraries nor language labs are provided. The absence of these important facilities weakens the level of higher education in Yemen. Therefore, the researcher will interview the policy-makers and explore their beliefs about what factors that might have hindered them from applying the above-mentioned strategy.

2.1.5 Education at the Tertiary Level

Until 1990, there were only two universities in Yemen: Sana'a University and Aden University. These two universities included 19 colleges. These colleges included 108 sections/majors. With the passage of time, the number increased to 8 universities in 2007. These eight universities included 95 colleges in which 448 sections/majors in the applied sciences and 325 majors in the human sciences were established. In general, there are 195023 male and female students in the government universities. There are about 2578 teaching staff members with Ph.D degrees, and about 2456 teaching staff members with master and bachelor degrees (Ministry of Education, 2008, pp. 26-28). This means that the current number of teaching staff members in the universities is not enough. They still need many other qualified instructors. This is also concerned with the university administrators.

Recently (Al-Majeedi, 2007) investigated the current situation of education in Yemeni Universities, the major problems of the Yemeni Universities education, the necessary facilities needed in the universities, and presented a strategy for developing the process of education in the universities. Depending on the statistics, the reports, the strategies and policies that concern and regulate the higher education in Yemeni Universities and content analysis of the collected data, the findings demonstrated that there are rules and laws stipulating that higher education is the right of every qualified and apt person but in accordance with the specialization that suits him, and that the universities available resources are weak which impose the presence of admission requirements. The findings also showed that the universities had difficulty in providing the candidates/learners with the necessary skills,

knowledge and scientific experiences for achieving success in their day-to-day lives, and for attaining the needs of the society in different fields. Moreover, the results displayed less attention from Yemeni decision makers to the importance of the scientific research and the absence of encouraging or supporting researchers. All in all, Al-Majeedi (2007) came up with a strategy that focuses on:

1- Caring of all the universities education stakeholders
2- Considering universities to be a responsibility of all institutions, ministries, and communities
3- Developing the scientific and quantitative level of graduates
4- Reforming the universities curricula
5- Highlighting the profession morals of the university education
6- Varying the university education programs
7- Establishing centers for university education research, encouraging and developing these centers
8- Reforming the philosophy and the aims of the university administrations and focusing on variety, excellence, and independence in developing the hierarchal system of the universities, the majors, and the teaching staff members
9- The presence of international and regional collaboration between Yemeni universities and foreign universities
10- Accepting well-qualified doctors and educators
11- Solving all the universities problems
12- Using technology in the process of teaching
13- Taking much more care of well qualifying the incoming teacher candidates
14- Improving the current social and economical state of teacher educators and giving them some training courses (pp.175- 177).

Recently, Shiryan (2008) conducted a study that aimed to analyze the current status of Sana'a University which has 62 different programs. The study focused on four major components: context, input, process, and product. The researcher first piloted his study by investigating the attitudes of the university students, teaching staff members, and administrators (1249) on the level of facilities (such as the

curriculum, teaching staff members, library, employees, admission and registration, students, and the mental picture of the university) the University of Sana'a presents. For doing the actual study, the researcher used the data from the available resources of Sana'a University and Higher Education Ministry, and analyzed them. He also conducted evaluative studies about the skills of English on both Special Cost Students and Normal Students. The participants were chosen from Faculty of Education, Faculty of Arts, and Faculty of Languages in Sana'a University. The findings showed that the performance of the Special Cost Students is less than that of the Normal Students even after one year of study in the university. The findings also indicated that the participants were unsatisfied with the services provided by the university. It is then deduced that all other universities in Yemen might have some problems that make the universities programs work slowly and less effectively. It is also inferred that the program under investigation may suffer from hassles and that is what is going to be explored in the present study.

2.1.5.1 The Philosophy of Higher Education in Yemen

According to the universities law no. (18), 1995 which was rectified in 2001(as cited in Ba-Abbad, (n.d.) pp. 13-15), the Yemeni universities aim to bring up citizens who hold up their Islamic religion and proudly care of their culture and civilization, encourage doing the scientific research, participate in developing knowledge, sciences and arts, and bridge the scientific cultural ties with the scientific institutions and universities inside and outside the country. As Ba-Abbad stated, the Yemeni universities aim to:

- Give learners a chance to join different specialized majors that are established in accordance with the needs of the country. These majors focus on: a) developing the quality of qualifying and training programs, b) giving general knowledge aiming to bring up a true Islamic personality with scientific knowledge, c) developing the skills of creative, critical, and scientific thinking, d) giving the necessary theoretical and practical knowledge that helps learners effectively solve problems, e) teaching the learners the scientific research methods and how to evaluate and apply them, f) developing positive attitudes towards the importance of the collaboration

process between them, of morals, and of responsibilities, g) developing positive attitudes towards sciences and technology, and how to benefit from them in improving the Yemeni environment and solving the environmental issues, and h) establishing positive attitudes towards continuous and self-learning.

- Care of the Arabic language and use it as a scientific medium of instruction in different scientific fields.

- Develop knowledge by conducting scientific research -personal or group work- in all majors, which will also be serving the society and the development plans.

- Care of improving technology and making benefits from it in developing the society.

- Encourage the processes of creative writing, translation, and publication in different majors.

- Find an academic atmosphere to encourage the processes of viewing, thinking, and publishing without any contradiction with Islam.

- Strengthen the connections between universities and other institutions to collaborate and exchange knowledge, experiences, and resources that lead to an inclusive development in the country.

- Strengthen the scientific cultural connections with Arab and foreign universities, scientific institutions, and centers of research and development with a view to developing the Yemeni universities.

- Present technical and specialized consultations to the different institutions and departments of the country.

- Participate in developing the policies and the work techniques in the country institutions and departments and in presenting the devised experiments and effective experiences for solving different problems.

- Increase the effectiveness of the bureaucrats and teachers in all the public and private institutions, departments, and sectors of the country by means of the qualification and training programs while performing the service period. (pp. 13-15)

2.1.5.2 Higher Education in Yemen

Higher education is generally defined as the education that follows the secondary education and encompasses the university education (private or public). As stated by the United Nations, Educational, Scientific and Cultural Organization (UNESCO) (as cited in the National Strategy and the future plan for Higher Education in the Republic of Yemen: 2006-2010, Ministry of Higher Studies and Scientific Research, 2006, p. 12), Higher Education is composed of 1) theoretical programs that provide the learners with the necessary knowledge and skills that help them pursue their higher studies or obtain jobs, and 2) the programs that focus on the professional and technical skills that help the graduates immediately perform some jobs. Higher Education is the responsibility of many ministries such as the Ministry of Higher Studies and Scientific Research, Ministry of Vocational Education and Professional Training, Ministry of Education, Ministry of Health and Population, Ministry of Civil Service, Ministry of National Development and Planning, Ministry of Finance, and Ministry of Social Affairs. However, the Ministry of Higher Education and Scientific Research which was established in 1990 is directly responsible for administering universities and making connections among them. This ministry was abolished in 1994 and its responsibilities were given to the Ministry of Education. The government then felt the need of having an independent ministry that takes care of Higher Education and therefore the Ministry of Higher Studies and Scientific Research was re-established in 2001, (Ministry of Higher Studies and Scientific Research, 2006, pp. 12-15). Figures 1 and 2 display the system of Higher Education in Yemen.

Minister of the National Development and panning

Minister of Higher Studies and Scientific Research

Minister of Finance

Minister of Social Affairs

Prime Minister

Minister of Vocational and Professional Training

Minister of Education

Minister of Civil Service
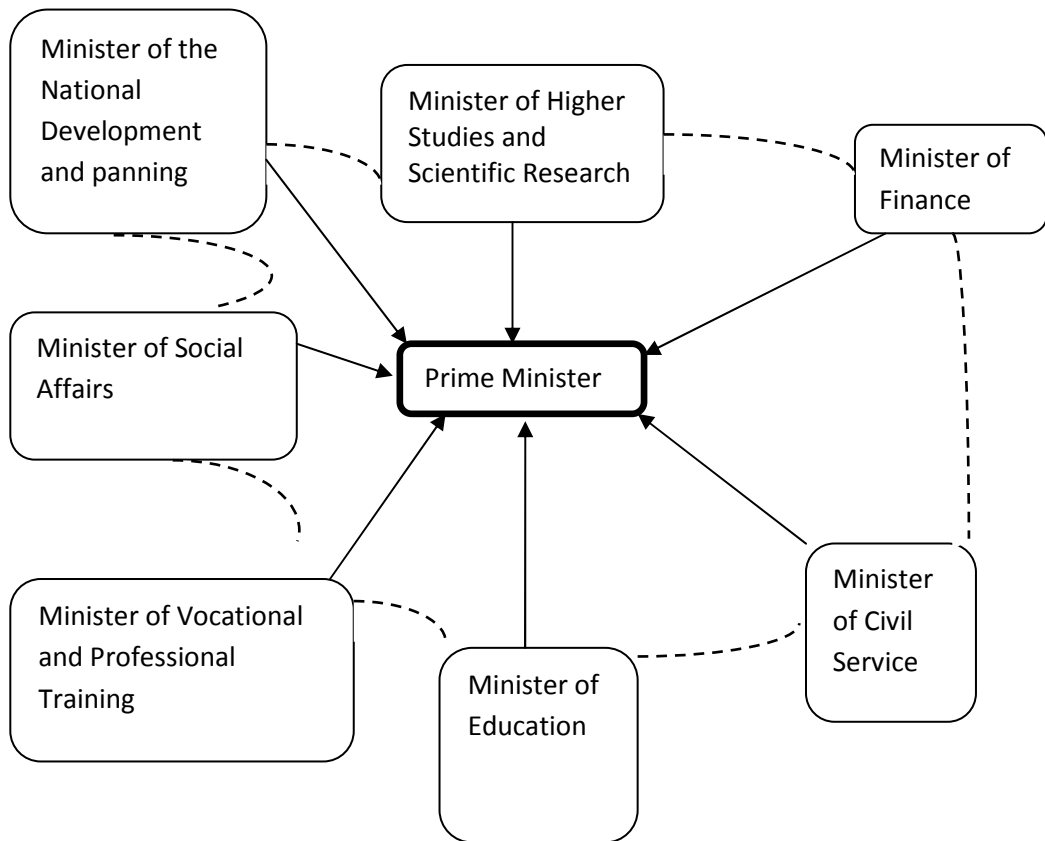
Figure 1. The Hierarchical System of Higher Education in Yemen
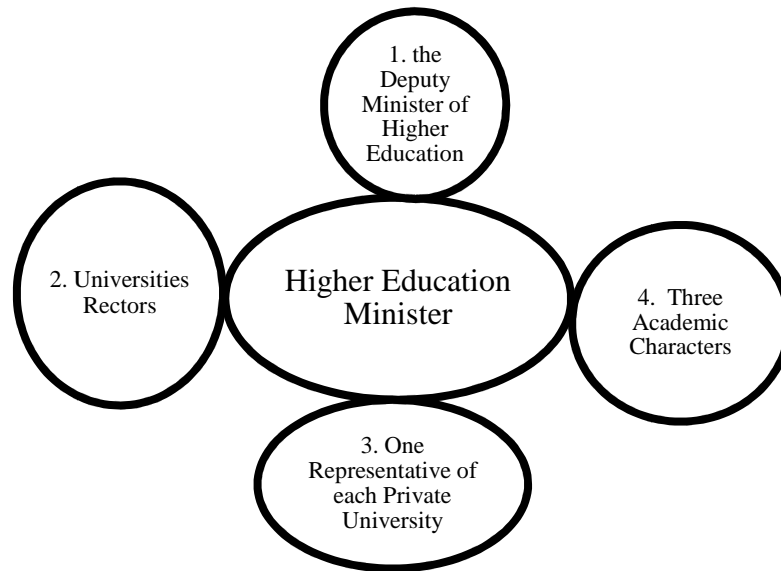
Figure 2. Representation of the Council of Higher Education in Yemeni Universities

In the strategic plan (2006-2010), it has been stated that the Ministry of Higher Education and Scientific Research does not have a clear role. Its role towards universities is limited to the administrative and instructional strategy without the effective and real observation on them. This is due to the unclear definition of the role of the ministry in the regulation, the insufficient database (for data and information concerning numbers of students, teachers, age, resources, expenses, etc.), the total control of finance by the Finance Ministry and how it controls the financial affairs in the universities without the knowledge of the Higher Education and Scientific Research Ministry (Ministry of Higher Studies and Scientific Research, 2006, pp. 16-17).

In addition to the above-mentioned challenges, another challenge the Ministry of Higher Studies and Scientific Research is facing is concerned with the absence of fully formal mechanisms that regulate the quality and accreditation processes in Yemeni higher education institutions. However, the Ministry of Higher Education is continually working hard to establish quality and accreditation processes so that

Yemeni institutions officials and administrators together with the teaching staff members become aware of the quality concepts and standards, and the quality assurance system (Anaam et al., 2009).

Accordingly, a study conducted by (Al-Obaidi, 2003) concerning the roles of the Yemeni universities in achieving the quality aims explored whether the university administration is effective in achieving the quality aims, what factors impede the university administration from achieving these aims, and what procedures the university administrations take to be more effective in the achievement of the quality aims. The researcher collected data from a sample of doctors, administrators, and researchers by means of a questionnaire in addition to the analysis of the recent studies related to the role of the university administration. The findings demonstrated that the Yemeni universities are ineffective in achieving the quality aims. The findings also traced the factors that impede the quality aims achievement. These factors are:

1- The absence of strategic planning in the university administration
2- The use of traditional budget system
3- The absence of qualitative assessments; the use of traditional exams that have only few objective questions
4- The shortage of doctors and administrators
5- The absence of technology and
6- The absence of a strategy for the collaboration between Yemeni universities (Al-Obaidi, 2003, p. 35).

2.1.5.3 Enrollments at Universities and Problems

In Yemen, there is a set of rules that should be followed while enrolling students. These rules differ from one institution to another, from a college to another within the same institution, and from a major to another within the same college. This difference is, indeed, due to several factors of which the geographical position of the university, the number of teacher educators in the university, and the equipments of the university are playing pivotal roles.

With a view to the equipments in the government universities, the National Report stated that most of the equipments used in the Yemeni Universities are old. They are not renewed for several years. As a result, they are not appropriate for preparing the students scientifically and helping them catch up with the modern era. Neither collaboration nor connection facilities among universities are found and for this reason, the teaching-learning and scientific research processes are not developed. In addition, revising and devising new methodologies and curricula that suit the environment is very poorly approached in the universities. Furthermore, the traditional teaching methods are dominant in the universities. These traditional teaching methods are lectures, taking-notes, recitations, and memorization. Students themselves lack books and resources and so they may not be able to handle deep and further studies. With respect to the scientific research in the Yemeni universities, it is not well developed. This is due to the above-mentioned reasons in addition to the inefficiency of the existing laboratories and libraries. Self-study resources are not found among the Yemeni universities and this is perhaps because of the new legislations which force the universities to cut expenses and return extra funds to the Ministry of Finance (Ministry of Education, 2008, pp. 28-29).

2.2 English Language Teacher Education (ELTE) Program

2.2.1 The Scope of Foreign Language Teacher Education (FLTE)

Foreign Language Teacher Education program is a significant program in the policy and educational hierarchy of a country. The rationale behind its instantaneous significance is the globalization and the spread of English which, according to Burns and Richards (2009), demands teachers to be aware of the political status of today's English, of the new methodologies used for teaching and learning English, and of the language knowledge and skills with which they together with their learners should be armed (p. 7). In the context of foreign language teacher education, teacher education pivotally involves the teachers' awareness of critical activities such as reflection, effectiveness, appropriateness, flexibility and relations inside and outside the classroom.

Teaching English as a second language is considered different from teaching English as a foreign language. The former actually includes the teaching of the language through literature and the cultural studies with a little consideration of the classroom situations (Schultz 2000, as cited in Freeman 2009, p. 12). The latter focuses on teaching the language content but through linguistics, particularly applied linguistics, grammar, and classroom methodologies. This, according to Freeman (2009), was historically known as teaching English to speakers of other languages (TESOL) that was founded in 1981 (as cited in Burns & Richards, 2009).

In the 1990s, the Second Language Teacher Education (SLTE) was developed by Richard's and Nunan's (1990) collection that was entitled 'Second Language Teacher Education'. In that collection they did not focus on the teaching-learning theories. They went beyond that to focus on the practical side of teacher education. In the same period and with many discussions and heated debates among researchers and researcher-educators, SLTE was finally defined as an activity. This definition, according to Freeman (2009) led the term *second language* to be interchangeable with such other terms as 'third or foreign language' (as cited in Burns & Richards, 2009, p. 13). On the other hand, a further distinction between the two terms has been clearly presented by Saville-Troike's (2006) following definitions:

> A second language is typically an official or societally dominant language needed education, employment, and other basic processes. It is often acquired by minority of group members or immigrants who speak another language natively…. A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other crosscultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application (p. 4).

At any rate, Freeman (2009) pointed out that the definition of Second Language Teacher Education or Foreign Language Teacher Education as an activity refers to three components: *substance, engagement, and influence* (as cited in Burns & Richards, 2009, p. 15). The researcher is willing to give other three names for these components. The researcher believes that his terms are more comprehensible and easier for the readers. They are also more frequently used in the educational field. The first one is known as the *core* that is connected with the language content/knowledge and skills. The second one is given the name of *practice* which is

concerned with how the teaching-learning process should be conducted in short and long terms. The last one is termed as the *result* that is related to the output of the interaction that takes part between the first two components: 1) the core, and 2) the practice.

Above all, whether English is considered to be a second or a foreign language in Yemen is not such a critical issue in this thesis work. What matters is what the English Language Teacher Education program in Yemen focuses on. This program concentrates on the subject matter of both notions: teaching English as a second language and teaching English as a foreign language. The program, in other words, offers courses that go along with the two teaching contexts of the English language. These courses are given to the students during eight semesters and all the courses are compulsory. In the first term, there are eight courses which are as follows: English Grammar (1), Reading and Composition (1), Spoken English (1), Introduction to Literary Forms (1), Foundation of Education, General Psychology, Islamic Culture, and Arabic (101). In the second semester, there are seven courses which are: English Grammar (2), Reading and Composition (2), Spoken English (2), Introduction to Literary Forms (2), Developmental Psychology, Islamic Culture, and Arabic (102).

In the first term of the second year, the program offers eight courses: Reading and Composition (3), English Usage (1), 18th Century Novel, Translation (1), Spoken English (3), Introduction to Language (1), Audio-Visual Aids, and Educational Administration. The courses given in the second semester of the second year are: Reading and Composition (4), English Usage (2), Spoken English (4), Introduction to Language (2), Elizabethan Drama, Translation (2), Educational Planning, and Educational Psychology.

There are fourteen courses in the two semesters of the third year. In the first semester, there are six courses that are: 17th Century Poetry, 19th Century Novel, English Phonology, English Discourse Skills, Methodology (1), and Environmental Education. There are eight courses given in the second term: Romantic Poetry, Analysis of Literary Texts, 18th Century Drama, English Morphology and Syntax, Curriculum, Curriculum Analysis, Comparative Education, and Methodology (2).

In the last year of the program, thirteen courses are given. In the first term, six courses are taught: Advanced Writing Skills, 20th Century Drama, 20th Century Poetry, Transformational Generative Grammar, Practicum (1), and Educational Research. In the last semester of the last year, seven courses are given: 20th Century Novel, Topics in Applied Linguistics, History of English Language, Practicum (2), Yemeni Education System, Personality and Self-Hygiene, and Evaluation and Assessment.

To conclude, the total number of the program courses is fifty eight. All these courses focus on the language skills, teaching methodology, English literature, Yemeni education and culture, and other related aspects. As a result, the program could be named either as Foreign English Teacher Education or Second Language Teacher Education. Regarding the courses taught in Arabic which are sixteen in number are as follows: Arabic (101), Arabic (102), General Psychology, Educational Psychology, Foundation of Education, Islamic Culture, Developmental Psychology, Audio Visual Aids, Educational Administration, Educational Planning, Environmental Education, Comparative Education, Scientific Research Methods, Yemeni Education System, Personality and Self-Hygiene, and Evaluation and Assessment. In short, both names: Second Language Teacher Education and Foreign Language Teacher Education can be interchangeably used with the program under study.

2.2.2 The Role of Foreign Language Teacher Education (FLTE)

The role of Foreign Language Teacher Education (FLTE) is to prepare teacher candidates to do their profession effectively. Foreign language teacher educators, after many years of learning and teaching, consider teacher learning as a social interaction, knowledge of learners, of content, of the classroom situations, and of the curricula. Johnson (2009) stated that L2 teacher educators have started to re-conceptualize teachers of L2 "…as users and creators of legitimate forms of knowledge who make decisions about how best to teach their L2 students within complex socially, culturally, and historically situated contexts" (as cited in Burns &Richards 2009, pp. 20-21).

This re-conceptualization caters for the knowledge base of L2 teacher education, the legitimacy of practitioner knowledge, the definition of language and second language acquisition, and the nature of professional development. The knowledge base of L2 teacher education is concerned with the content (what teachers need to learn), and the pedagogies (how teachers should perform teaching). The practitioner knowledge is related to practice (while discussing content issues). The language definition and L2 teacher acquisition mean that learning the language, from an epistemological viewpoint, is better achieved in the form of a social practice. With regards to the nature of the professional development of teachers, it is connected with graduate courses, workshops, seminars, collaborative work, critical friends groups, mentoring, and so on (Johnson as cited in Burns &Richards 2009, pp. 21-26). In short, this re-conceptualization of teacher education has focused on four essential features as mentioned earlier. The teacher educators should be aware of these features so that they can help teacher candidates achieve them effectively and sufficiently.

In Yemen, the role of the English Language Teacher Education program is to prepare teacher candidates effectively in some particular aspects. The main focus of the program is to help learners to acquire the language skills, have a good background of English literature, teaching methods and the nature of education in Yemen, and develop the learners' personalities to be effective, creative, critical, and so on. In sum, the program aims to prepare well-qualified teachers who will successfully teach English wherever required, especially at schools.

2.2.3 Standards of Foreign Language Teacher Education (FLTE)

Standards can be defined in many different ways depending on the education policy and the targeted outcomes. In general, standards can be viewed as means that are adopted, adapted, or created to get the outcomes developed or realized. In particular, standards, according to the National Research Council (1999) (Katz & Snow as cited in Burns & Richards, 2009, p. 67), are typically of two types. The first one is known as *content standards* that represent the major knowledge, skills, and attitudes. The second type is known as *performance standards* that are related to the proficiency while applying the content standards. Both standards are really important

for any teacher education program. They help teacher education program planners, administrators, teacher educators, and teacher candidates by giving them a clear direction on how to plan a program, design the certification criteria, set the aims and the objectives of the program, and get these aims and objectives achieved.

These standards are accompanied by indicators. *Indicators* are, according to Katz and Snow (2009) "… a series of descriptions at various levels that provide specific information about what teachers know or can do" (as cited in Burns & Richards, 2009, p. 67). For instance, the Teaching English to Students of Other Languages (TESOL) standards supply performance indicators with some instructions used to describe teacher performance at three levels: "Approaches Standards, Meets Standards, and Exceeds Standards" (as cited in Burns & Richards, 2009, p. 68). The purpose of these levels is to assist teacher educators in recognizing the performance aspects of teacher candidates and using them as criteria for evaluation. The table below illustrates how standards of teachers differ from one country to another though they are all concerning the same program:

Table 1. The Teacher Standards of the Egyptian, Chinese, and TESOL Programs (Katz & Snow as cited in Burns & Richards, 2009, p. 69)

Egyptian Teacher Standards	Chinese Teacher Standards	TESOL/NCATE Standards
• Vision and Advocacy • Language Proficiency • Professional Knowledge Base • Planning and Management of Learning • Assessment and Evaluation	• Knowing Students • Appreciating Attitudes • Planning, Delivering, and Reflecting on Instruction • Constructing Knowledge of Languages, Language Learning, and Critical Thinking • Exploring and Applying Culture	• Language • Culture • Professionalism • Instruction • Assessment

• Learning Community and Environment	• Assessing Teaching and Learning
• Professionalism	• Connecting Beyond the Classroom
	• Expanding Profession Horizons

Katz and Snow (2009) discussed that *teacher standards* are different from *standards of students*. The former group is concerned with the competencies teachers should have in the second/foreign language. They are also connected with the effectiveness, a deep understanding of the learners' standards, the nature of the target language, and the method of planning instructions and assessments. Students' standards, on the other hand, are related to curriculum design, materials choice or adaptation, teaching methods, approaches and techniques, and the language skills in particular (as cited in Burn & Richards, 2009, p. 72).

In Yemen, there are no written standards for the English Language Teacher Education Program. However, according to the curriculum that is planned and designed for the English Language Teacher Education Program, it can be stated that the focus is on both teacher standards and student standards. It can also be stated that the standards of the program under exploration is more or less similar to these standards mentioned above in the three programs. The similar standards are: language proficiency, culture, developing positive attitudes towards learning in general and the self-continuous learning in particular, general knowledge and specific knowledge concerning the students' characters, teaching theories, and evaluation and assessment, skills of creative and critical thinking, skills of scientific research methods, planning and teaching lessons, a good background of English literature, and so on.

2.2.4 Philosophy of Teacher Education

As a matter of fact, teacher education, all over the world, aims at developing the potentials of individuals. This improvement depends on how this teacher education is viewed by education policy-makers and administrators, curricula developers and evaluators, and teacher educators. It also depends on how it is viewed by its receivers: teacher candidates. Generally, the teacher education is viewed by all the teacher education stakeholders as a process in which a set of rules and aims, a great deal of knowledge, learning and teaching theories, approaches, methods, techniques, and skills are learnt and practiced by teacher candidates. All these features of teacher education, in addition to the ideals and norms, form and constitute the education philosophy. This education philosophy determines the process of education itself. Therefore, the education philosophy has become a necessity to be explored by all education stakeholders, particularly pre-service teachers, in-service teachers, teacher educators, education policy makers, and so on. This idea of the need for the education philosophy is supported by Dewey (1989) when he states that "The need for a philosophy of education is fundamentally the need for finding out what education really is" (p. 96).

Education philosophy, according to Dewey (1989) is "… discovery of what actually takes place when education really occurs" (p. 96). This is, in fact, applicable. Education should first exist and with the teaching-learning process, learners and teachers will conceive their own philosophies of learning and teaching which, in one way or another, constitute the general philosophy of education. The ideals and norms of the education philosophy should, as Dewey (1989) stated, take these two factors into account: "1) the growth of instinct capacities and 2) the inherent traits" (p. 96). Taking them into consideration implies the importance of the design and development of materials and the subject matters they contain. These developed materials, in other words, should consider the above-mentioned two factors in addition to how individuality plays an essential role in the growth of learning.

Generally speaking, there are two types of education: the *old education* and the *new education*. Dewey (1989) explained that the old education underscores a definite content and activities while the new education emphasizes these two important issues

together with the techniques. These techniques put the content and the activities into practice and satisfactory outcomes are attained. The old education is the basis of the new one; however, this new education depends on, as stated by Dewey (1989): "… persistent intelligent study and experiment, a body of subject-matter much richer, more varied and flexible, and also more definite in terms of the experience of those being educated" (p. 99). Here it can be inferred that the experience of teacher candidates is very important. It is also implied that it is the role of teacher educators to broaden this experience.

One more factor that develops the philosophy of education is the educative environment. Dewey (1989) believed that the effect of the educative environment could shape and frame the beliefs, skills, perceptions, thoughts, hopes, fears and so on of the learners. For this reason, it can be stated here that the educative environment should be appropriate (regarding place, time, teaching aids, etc.), encouraging and helpful enough to assist teacher candidates in developing a positive learning philosophy together with a positive teaching philosophy. The prospective language teachers will thereby construct acceptable and positive learning and teaching conceptions.

With respect to the philosophy of education in Yemen, there is, according to (Al-Habub, 2006), still a heated debate on its existence and importance in the education reform and development. However, the philosophy of education in Yemen, according to the article (3), law number (45), 1992 focuses on three important elements: *1) standards, 2) concepts, and 3) general aims*. The standards are the following: insights and beliefs standards, national standards, human standards, economic standards, and educational standards. Concerning the concepts that form one aspect of the philosophy of Yemeni education, they are as follows: free education concept, obligatory education concept, equity concept, self-learning and continuous learning concept, the concept of encouraging the scientific research and applying it in planning the education system, and the concept of connecting the theoretical knowledge with the vocational skills. The last component of the philosophy of the Yemeni education is some general aims which are the following: 1) developing all the aspects of one's personality so that one can be able to a)

participate in creating a knowledgeable productive society and a conclusive cultural social and economical development for oneself and the society, and b) deepen a real sense of respect, consideration, and care of the Holy Quran and its application in everyday-life situations, 2) encouraging the doing of the scientific research and developing its institutions, 3) preparing a teacher who will behave like a good model and instilling the scientific thinking attitudes in him, 4) teaching the learners effectively and persuasively the necessity of confronting the different challenges and conspiracy against Yemen and the Islamic Arab nation, of fighting colonialism, of releasing the land of Palestine and other colonized lands (as cited in Al-Habub, 2006, pp. 168-171).

To conclude, according to Al-Habub (2006) the philosophy of education for all the teacher education programs in Yemen is too general. He also commented that the concepts of this philosophy are neither specific nor graded in sequence with the general policy of the country, not published, and not even distributed to teacher educators or prospective teachers. Therefore, it can be stated that the English Language Teacher Education Program in Yemen does not have its own philosophy of education. All it has is what is derived from the general philosophy and that is, in the researcher's viewpoint, a weakness. There should be a clear specific philosophy for this program. However, based on this general philosophy, the philosophy of higher education presented in the first section of this chapter, and the program curriculum, the researcher could specify the philosophy of the program under study. This specific philosophy has actually been expressed in the last paragraphs of the above-mentioned subsections namely: the scope of teacher education, the role of teacher education, and the standards of teacher education together with the following subsection.

2.2.5 Teachers' Knowledge

Researchers have presented varying accounts of what teachers' knowledge is and how it develops. This disagreement becomes vivid when researchers' views and beliefs on teachers' knowledge are compared. For instance, Carter (1990) distinguished between two types of knowledge: 1) "practical knowledge" which is related to personal and situational forms of knowledge, and 2) "pedagogical content

knowledge" that is formally developed when teacher candidates join the teaching-learning profession (as cited in Munby, Russell, & Martin in Richardson, 1997, p. 881). For Shulman (1987), the focus was on teachers' subject matter knowledge. Shulman categorized the subject matter knowledge into seven ones: 1) "content knowledge, 2) general pedagogical knowledge, 3) curriculum knowledge, 4) pedagogical content knowledge, 5) knowledge of learners and their characteristics, 6) knowledge of educational contexts, and 7) knowledge of educational ends, purposes, and values" (as cited in Munby, Russell, & Martin in Richardson, 1997, p. 881). Drawing on these categories, Grossman (1995) described six other domains of the concept *teachers' knowledge*. According to her, these domains are 1) "knowledge of content, 2) knowledge of learners and learning, 3) knowledge of general pedagogy, 4) knowledge of curriculum, 5) knowledge of context, and 6) knowledge of self" (as cited in Munby, Russell, & Martin in Richardson, p. 882). Her focus was on the last domain. She argued that learning how to teach, how to negotiate and discuss classroom problems or issues, how to reflect upon practice, and how to use metaphors for understanding practice are all affected by knowledge of the self.

Dissimilarly, Cochran and Jones (1998) described the subject matter knowledge as a concept of four components: 1) "content knowledge, 2) substantive knowledge, 3) syntactic knowledge, and 4) beliefs about the subject matter" (as cited in Munby, Russell, & Martin in Richardson, p. 881). This concept of *teachers' knowledge* was given another name *craft knowledge* by Grimmett and MacKinnon (1992). This new term was given on the basis of underscoring the relation between learning or teaching the craft and the experiences gained in the course of doing the craft (as cited in Munby, Russell, and Martin in Richardson, p. 888). On the contrary of what has been recently presented, Lewis (1990) argued that the root of any type of knowledge is belief. At the same time, he persisted that belief and knowledge are synonymous (as cited in Pajares, 1992, p. 313). The article that Pajares conducted actually indicated how difficult it is to give specific definitions to the term *belief*. Meanwhile, Pajares (1992) presented sixteen fundamental assumptions about the origin, nature, and roles of beliefs (pp. 24-26). These assumptions can be summarized as follows:

1. Beliefs are conceived in early stages by reasoning processes, passing of time, and schooling experiences.
2. Beliefs can strongly affect the behaviors of individuals and how they plan and make decisions.
3. Beliefs and knowledge are overlapping terms or constructs.
4. Teaching beliefs are better established and developed in the undergraduate programs.
5. Beliefs formed early in the childhood are difficult to get changed during the adulthood.

The crux of these sixteen assumptions points to the significance of exploring the beliefs of the English Language Teacher Education (ELTE) program stakeholders. In addition, exploring the prospective teachers' beliefs could provide teacher educators with essential information that will assist them in designing curricula, devising appropriate teaching methods and techniques and other related issues. Moreover, Pajares highlighted the limitless advantages of searching the beliefs of teacher educators and teacher candidates. He said: "Attention to the beliefs of teachers and teacher candidates can inform educational practice in ways that prevailing research agendas have not and cannot" (p. 329). Finally, Fenstermacher (1979) considered beliefs to be "the single most important construct in education research" (as cited in Pajares, 1992, p. 329).

Being knowledgeable of one's field of study is not enough in the teaching profession. A good teacher, according to Lamm (1972, 2000), should have four major qualities:

1. Acculturation: to have a wide range of general knowledge that should be transferred to students
2. Socialization: to be sociable and transfer the social norms
3. Individualization: to be open-minded and receptive to students and to know their individual differences
4. Disciplinary expertise: to be an expert in one's major of study (as cited in Arnon & Reichel, 2007, p. 445).

Other qualities were described by Musgrove and Taylor (1972). Based on the pupils' evaluation of an ideal teacher, they described five categories:

1. Personality
2. Ability to maintain discipline
3. Teaching methods knowledge
4. Ability to behave well in the classroom
5. Order and organization (as cited in Arnon & Reichel, 2007, p. 445).

A study conducted by Tirri (2008) on the qualities of a good teacher showed that such qualities as being friendly, interactive, and emphatic are important features in the teaching profession. However, the quality of friendly is more emphasized. In addition, a good teacher should have pedagogical knowledge, wisdom, teaching experience and knowledge of subject matter.

Based on the above discussion, the English Language Teacher Education Program standards and curriculum in Yemen, teacher candidate's knowledge can be divided into two categories: 1) theoretical knowledge and 2) practical knowledge. The first category can further be divided into three sub-categories: general theoretical knowledge, specific theoretical knowledge, and specific-general theoretical knowledge. The general theoretical knowledge is related to the following:

a) Theoretical knowledge of language skills,

b) Theoretical knowledge of linguistics,

c) Theoretical knowledge of certain literary works,

d) Theoretical knowledge of educational research methods, and

e) Theoretical knowledge of teaching approaches, methods, and techniques.

Concerning the specific theoretical knowledge, the focus is on culture and religion. The specific-general theoretical knowledge is concerned with general educational context and specific educational Yemeni context. The second category (practical knowledge) is limited to two types of knowledge: practical knowledge of language proficiency and practical knowledge of the learning-teaching process.

2.2.6 Beliefs about Teacher Education

Beliefs about teacher education vary among researchers. According to Johnson (1998) beliefs are not something that teachers can be quite aware of or can simply say or reveal (as cited in Graves, 2000). This is due to the fact that the term *belief* has become very difficult to detach from so many other terms, some of which are cognition, attitudes, experiences, and knowledge. Relying on the standard *truth condition*, Johnson (1996 p. 694) depicted beliefs as propositions that do not get a truth condition satisfied while knowledge does. Johnson also defined beliefs as "psychologically held understandings, premises, or propositions about the world that are felt to be true" (as cited in Xing, 2009, p. 8). According to Green (1971, p. 104) beliefs is a concept that "describes a proposition that is accepted as true by the individual holding the belief" (as cited in Munby, Russell, and Martin in Richardson, 1997, p. 885). Contradictorily, Ashari (1994) argued that beliefs and knowledge are two different concepts. He supported his argument by giving an example of two teachers who might have similar levels of knowledge about English grammar. These two teachers will employ different teaching methods since they have different beliefs about teaching and learning. He further explained that one teacher might get convinced that exercises and drills are a more effective method than others if his or her beliefs related to language learning are in the processes of imitation and memorization. Another teacher may use the communicative approach if his/her beliefs concerning learning a language are that language should be used in meaningful contexts and communications (as cited in Xing, 2009, p. 8). This goes parallel with what Johnson believes about the term 'beliefs'. Johnson (1992) divided teacher's beliefs into three categories: "1) skill-based, 2) rule-based, and 3) function-based" (as cited in Xing, 2009, p. 19). For those whose beliefs are skill-based, pronunciation practice, and use of dialogues and pattern drills are very essential. For those whose beliefs are rule-based, the correct use of grammatical rules in different meaningful contexts is very crucial. And for those whose beliefs are function-based, real-life communication activities, the use of authentic materials, and cooperative learning are of great importance.

On the other hand, in Borg's review article (2003), 64 studies concerning teacher education were reviewed. These studies were published in between 1976 and 2002. The point here is that the term *teachers' cognition* was highlighted. It was used as a term that includes teachers' knowledge, beliefs, thoughts, and experiences. He further described some dimensions of teacher cognition which can be summarized as follows: 1) the previous language learning experience, 2) the language learning-teaching experience, and 3) the present language teaching experience. In fact, teachers as language learners are affected by their previous schooling experiences. Such experiences accompany them to the university where they will be trained and prepared to be teachers of English. These new experiences will surely affect their learning and teaching (practicum). Besides, they will get some experiences of how to learn and teach effectively and critically at their university. These university experiences may change, modify, or add to the previous schooling experiences. All these experiences, beliefs, and knowledge will then be utilized well when they graduate and start applying what they have experienced. Therefore, it is the responsibility of the teacher education program developers and teacher educators to help these prospective teachers have positive and effective experiences that will help them later in their teaching professions.

Kagan (1990, p. 421) uses *teacher cognition* as a term that is interchangeable with the term *beliefs*; however, he acknowledges that the term *teacher cognition* is a broader and vaguer concept. According to him, *teacher cognition* can be defined as "any of the following: pre/in-service teacher's self-reflections, beliefs, and knowledge about teaching, students, and content and awareness of problem solving endemic to classroom teaching" (as cited in Xing, 2009, p. 7).

Beliefs is then the term that encompasses other concepts such as principles, percepts, thoughts, theories, understandings, values, practices, opinions, and experiences. Beliefs are, therefore, gained through the processes of practicing and experiencing learning and teaching. This idea is underscored by Graves (2000) when he said: "to understand where beliefs come from you need to look at your past experience and the beliefs about learning and teaching that grow out of and guide that experience. Experience includes your education and its discourse." (p. 26). He

went on to say that "beliefs also arise from work experience and the discourses of the workplace, what you feel constitute success and 'works' in each setting, what you perceive to be important or necessary or the way things are done" (Graves, 2000, P. 26).

These beliefs actually differ from one person to another and this difference is due to the schooling experiences and practices they have. The schooling experiences are different for a number of reasons such as resources and facilities, classroom size, number of learners, the system of education, the curricula, the teaching approaches and techniques, the individual differences and preferences, the time and place, etc. Mahyoub (1996) conducted a study which explored the extent of diversity among the Yemeni pre-service science teachers in their approach to study and their perceptions of the classroom learning situations. The study was conducted in the Faculty of Education in Sana'a University. It was also conducted on two groups: the first one representing the science majors (n=100; F=50, M=50), and the second group standing for non-science majors (art majors) with 25 male and 25 female participants. All the participants were taken from all the levels of the undergraduate program. Two questionnaires were used for collecting data. The first questionnaire, that is 'Study Process Questionnaire', was used to measure the study approaches students use, follow or adopt. The second questionnaire, which is 'University Lecture Classroom Environment Scale', was adapted from other studies so that it could measure the college and classroom learning environments. The findings showed that females scored significantly higher than males in general and in the science majors in particular. They also indicated that the Yemeni learners preferred using the *Deep Approach* and the *Achieving Approach* more than preferring the use of the *Surface Approach* during their study process. According to the results of the study, it was concluded that Yemeni learners were not rote learners. Regarding the classroom situations, no significant differences in terms of gender were found. The study also indicated that the higher the level of education, the more improved the approach became. It was also highlighted that motivation played a vital role in determining the approach.

Very recently, Xing (2009) conducted a study that aimed to investigate the relationship between the self-reported beliefs, self-reported behaviors and actual classroom behaviors of teachers of English as a second or foreign language. The beliefs and the behaviors were examined in terms of five areas: grammar introduction, corrective feedback, classroom interaction patterns, roles of the teacher, and planning and conducting lessons. A questionnaire of closed questions together with videotaping four ESL teachers' classes and sessions of stimulated recall was used. The findings showed that the beliefs and behaviors of teachers were generally consistent and had significant positive correlations. The findings also showed that the actual classroom behaviors of experienced teachers were more consistent with their beliefs than those of the inexperienced ones. It was also found that experienced teachers were more conscious of their behaviors. Finally some factor such as teaching experience, reflection, teacher supervision and the educational courses were identified as facilitators to the development of teacher knowledge

Finally, it can be noted that what has been recently searched, stated and argued about the term *beliefs* makes it in a plethora of many similar terms or concepts as mentioned above. This makes it difficult for authors and researchers to determine what is exactly meant by this concept. This chasm in the authors' and researchers' viewpoints also gives a chance to define what the concept *belief* is in accordance with the related and described situation. However, in the present study, *beliefs* has been identified to be referring to all the experiences, thoughts, ideas, suggestions, perceptions, attitudes, knowledge and so on which a person has gained till the present moment.

2.2.7 Curriculum of Foreign Language Teacher Education (FLTE)

The Foreign Language Teacher Education (FLTE) program aims to prepare independent, effective, and fantastic teachers. These teachers should be aware of what, how, how long, where, and when the teaching process is best achieved and that is known as *being aware*. They also need to be critical. A teacher's being critical means that he has the ability to analyze, understand, evaluate, and reflect on the different concepts, perspectives, approaches, programs, and policy of the program he is involved in or any other program. At the same time, teacher candidates are to be

taught on how to be creative and critical. These features are really to be taught completely to the teacher candidates. They are actually learnt through the whole life. However, teacher educators need to be aware of these issues and highlight them to their learners. This notion is supported by Klinghammer and Opp-Beckman (2006) when they stated that:

> Learning to think analytically or "critically" is a lifelong skill with broad implications both inside and outside the language classroom. Likewise, the ability to look at a problem or a task with a fresh eye or with "creativity" has far-reaching implications for learning both inside and outside of formal education systems. These are attributes we hope to awaken and nurture in our learners, wherever they may be going in life (p. 136).

Teaching is not a process of transferring pieces of information to learners but also a process of evaluation and measurement of individuals' behaviors and abilities and how to develop them. Teacher educators need to know how their teacher candidates behave, think, their present and future aims, what is and what is not interesting for them and so on so that the teaching process will be really effective.

Above all, applying what has been recently mentioned is, in fact, the task of program developers and planners who plan the program and the curriculum that is used to achieve these above-mentioned aims and some others. Developing the curriculum of an educational program is not easy at all. The curriculum development, according to Richards (2001):

> … includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes. (p. 2)

These processes -that are displayed in the above quotation- should be approached systematically. They are interrelated and as a result, a developer can start applying any one. However, the process of *needs analysis* has become the foremost phase that helps the curriculum developers know what learners need, what they do not need, and the same is the case with teachers. And on the basis of these needs, the program aims or objectives will be set and so on (Richards, 2001; Graves, 2000).

In Yemen where teachers of English are prepared for four years in the Colleges of Education, the curriculum used is still the one used for years. It has not been updated. Some courses might need replacement and some others might be taken away. This is underscored by Raskhan's study (2005) that intended to evaluate the English Language Teacher Program in the College of Education, Sana'a University in Yemen. It also intended to find out the strengths and weaknesses of the program. The researcher collected data from graduates of the program. The study participants were teaching in public elementary and secondary schools. The data collection procedure was questionnaires that were delivered to the participants in different places. The questionnaire was of two parts. The first part dealt with students' admissions, curriculum, teaching skills, academic guidance and counseling, evaluation procedures, the faculty, the student teaching, and the overall remarks. The second part described four areas concerning the program courses such as the university requirements, the major requirements, the faculty requirements, and the electives. The findings of this study, as suggested by the study participants, indicated the necessity of replacing old English courses with modern English writing ones, more English language labs, specialization courses, the presence of English native teachers at least for spoken courses, omission of some requirement courses such as French, the variation of instructional methods and evaluation procedures, and more classroom management courses are needed.

Modhesh (2009) recently conducted a study that aimed to explore the views of Yemeni educators about the need for reforming education in the Middle East and their attitudes towards reforming curriculum. The researcher collected data by means of a questionnaire with Likert scale questions and some open-ended questions. Data analysis procedures such as Frequency Distributions, Chi-Square, and Correlations were utilized. The researcher also used content analysis for the open-ended questions. The study findings indicated that the Yemeni educators were dissatisfied with the current curriculum in Yemen. The curriculum needed reform in terms of the scientific and academic quality of the content. On the other hand, most of the educators refused the idea of reforming education in accordance with the Western demands.

Another study concerning one component of the curriculum (practicum) used in the Yemeni universities is conducted by (Al-Majeedi, 2003). The study evaluated the program of practicum in the education faculties in Hadhramout University. This evaluation focused on to what extent the practicum courses are important from the viewpoints of educators and teacher candidates, the current role of practicum from the candidates' and educators' viewpoints, and the challenges that candidates face while doing the practicum courses from the candidates' viewpoints, and the suggestions for coping with these challenges from the candidates' views. The researcher used a questionnaire to collect data from educators who were working as supervisors and from the teacher candidates in the education faculties in Hadhramout University. The findings showed that the practicum program is important but there are problems faced while applying the program. These problems are concerned with the planning, application, and evaluation phases. The findings also showed that the challenges candidates face while teaching as practicum courses are many. These challenges are such as: the short period given for training on how to teach, the absence of supervisors, the far distance between candidates, residence and schools where they practice teaching, the absence of school subject teachers or the absence of collaboration with candidates, candidates' engagement in many other study courses, the shortage of transportation vehicles that drive candidates to schools, the presence of a big gap between university courses and ineffective evaluation, lack or absence of teaching aids at schools, no collaboration between the school administration and the candidates, and no chance given to a candidate to teach most of the school subject.

In conclusion, the literature review has shown the importance of the Foreign Language Teacher Education (FLTE) program and how carefully it should be considered by all the education stakeholders. In Yemen, the review of the available education policy documents and the previous studies related to the program indicate that the program standards and philosophy are too broad and should be specified (e.g. Al-Habub, 2006; Al-Obaidi, 2003; Ba-Abbad, n.d.). Furthermore, the findings of other related studies indicated that the curriculum in the Yemeni universities needed to be reformed (e.g. Al-Majeedi, 2003; Modhesh, 2009; Raskhan, 2005). Therefore, the researcher designed some semi-structured interviews for teacher educators, teacher candidates, and administrators in the Ministry of Higher studies and

Scientific Research and in the Ministry of Education. The methods are presented in the following chapter.

CHAPTER 3

METHODOLOGY

3.0 Presentation

This study explores the beliefs of teacher educators, teacher candidates, and bureaucrats in the Ministry of Higher Studies and Scientific Research and in the Ministry of Education on the current state of the English language teacher education program in Yemen. After an intensive reading of the research traditions, the researcher found that the most appropriate research tradition that would achieve the aim of the study was the qualitative tradition. The strength of the qualitative tradition is that the researcher has a chance to describe the phenomenon studied as it is in its natural environment. This notion is also highlighted by Schofield's (1990) following statement:

> In the area of education, qualitative research is not an approach used primarily to study exotic or deviant local cultures. Rather it has become an approach in both education research and basic research on educational issues in our society (as cited in Huberman & Miles, 2002, p. 175).

Within this qualitative tradition, the researcher focused on a case study through which semi-structured interviews were designed to investigate the study participants' beliefs by which the current status of the program would be revealed. Therefore, the present study is identified to be a qualitative case study. Gravetter and Forzano (2006) confirmed that a case study is necessary in the first stages since it focuses on presenting a detailed description of the participants' experiences, on identifying themes and patterns that describe the case, and on introducing new issues and areas that need further research. It can also be used as either a constructive criticism or confirmatory evidence to a theory (pp. 343-348). The semi-structured questions along with the consent form were translated into the participants' mother tongue (Arabic). The narrative data were translated into Arabic and English, organized, coded, and categorized into themes and patterns related to the study.

3.1 Setting

This study was conducted in different cities in Yemen. The existence of different cities was due to the presence of two groups of participants that were divided into four different categories. The first group known as the academics contained teacher educators and prospective language teachers. This group of participants was selected from the Northern University. Two teacher educators were interviewed in their university offices while the third one was interviewed in his house. With respect to the pre-service teachers, they were interviewed in the same location. This was a room in one of the teacher candidates' house. They were individually interviewed. Concerning the second group, it had two categories as well. The first category constituted some bureaucrats in the Ministry of Higher Studies and Scientific Research, who were interviewed individually in their offices. The second category of the second group was the bureaucrats in the Ministry of Education. Two participants of this category were interviewed in their offices in the Education Sector in the Southern City. The other two were individually interviewed in their offices in the Ministry of Education in Sana'a, the capital city of Yemen.

3.2 Participants

The participants of this study were classified into four categories. First was the teacher educators (n= 3), second was the teacher candidates (n=4), third was the bureaucrats in the Ministry of Education (n=4), and the last one was the bureaucrats in the Ministry of Higher Studies and Scientific research (n=3). These four categories can go under two main groups: 1) academics, and 2) bureaucrats. Table 2 illustrates the study participants.

Table 2. A Description of the Study Participants

			Name	**Age**	**Gender**	**Languages**	**Current Position**
Study Participants	Academics	Teacher Educators	Mohammed	40	Male	Arabic & English	Lecturer
			Ahmed	45	Male	Arabic English & a Little Urdu	Lecturer
			Abdullah	35	Male	Arabic English &Hindi	Lecturer
		Teacher Candidates	Ali	23	Male	Arabic & English	Recent graduate
			Zakarya	23	Male	Arabic &English	Recent graduate
			Nuraldeen	24	Male	Arabic & English	Recent graduate
			Yousif	24	Male	Arabic &English	Recent graduate
	Bureaucrats	Ministry of Higher studies and scientific research	Ameen	39	Male	Arabic	General Director of the Administration of Developing the Higher Education Institution
			Qammar	33	Female	Arabic	General Director of the Planning and Statistics Administration
			Ammar	32	Male	Arabic	General Director of the Higher

						Studies Administration
		Ministry of Education	Norah	44	Female	Arabic & English	Translator
			Nawal	38	Female	Arabic & English	Assistant of the English Language Program Coordinator
			Sadiq	48	Male	Arabic	General Administrator of the Inspection and Curriculum Unit in the Education Sector in the Southern city
			Nagmaldeen	38	Male	Arabic & English	English Trainer and Inspector

3.2.1 Academics

The academics were selected from a Yemeni institution: Northern University. The institution was selected purposefully because it was one of the first established universities in Yemen, and the English Language Teacher Education (ELTE) program is in two Education Faculties. This program is widely known for having large numbers of students. Moreover, it is an institution that encounters many of the challenges faced by other public universities in Yemen. The academic participants of this study are teacher educators and prospective teachers. Teacher educators and candidates were given these names: [3]*Mohammed, Abdullah, Ahmed; Ali, Zakarya, Nuraldeen, and Yousif.* A teacher educator from the program was first selected based on *Convenience* sampling. Then other teacher educators and candidates were

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[3] Listed names are pseudonyms

recruited by using the snowballing technique. The researcher first contacted with them through phone and explained the nature of the study. The teacher educators agreed to be met on a particular day. The researcher met them and further explained the nature of the study. The participants signed the consent form and the interviews were conducted. The following is a description of teacher educators and teacher candidates.

3.2.1.1 Teacher Educators

Mohammed is a forty-year old male and is an assistant professor. His mother tongue is Arabic and English is his second language. He received his basic education in Northern City and graduated from the High School in 1989. In the school, Mohammed acknowledged that he was taught by excellent teachers from Somalia, Syria, Sudan, and Egypt. Moreover, he was performing many activities in the school. These were effective experiences for him. His story of learning English started due to the influence of his brother who was a teacher of English. He said:

> *English was my favorite subject since I was a little boy. I used to have a brother who was a teacher of English. I looked up to him so I wanted just to follow his steps. He was talking to me in English so I started this kind of emotional love for English and the story continued when I graduated from the high school, I did not waste my time, did not even teach for a year, did not go to the military service, I went right away to the Faculty of Education, English Department.*

Mohammed continued his higher education (the undergraduate program) in the English Department in the Education Faculty, Sana'a University. When he was in the third year of the program, he got a scholarship to Britain for three months. In that scholarship, he got various experiences such as being taught by native speakers of English and having a chance to use the language lab. He said:

> *Definitely I got some experiences there, like … being in the west, being in Britain, being in that university which is one of the highly reputed universities in the UK, being taught by native speakers of English, and you know, there was like this language lab that I could use for the first time in my entire life. So that was a real experience for me.*

After he graduated in 1994, he taught at schools in Northern city for four years. Then, he was awarded a scholarship to enroll in an M.A. program in the U.S.A. He

did his M.A in TESOL. In this program, he had different experiences such as being taught by professors of linguistics, having international friends, interacting with Americans, and studying harder and harder to cope with the difficulties and challenges there. After returning to Yemen in 1998, he taught in Northern University for three years. During that period, he also worked as the Chairman of the English Department. In addition, he was teaching many different courses. He said: "I have been teaching all kind of courses: language courses, applied linguistics, phonology and phonetics, introduction to language, spoken English, Advanced writing skills." Later, he got a scholarship to pursue a Ph.D program in India. He did his Ph.D in Applied Linguistics. He completed the Ph.D program in 2006. In the Ph.D program there were no challenges for him because he had been well equipped with all he needed in the USA. Since then he has been teaching in the English Department, Faculty of Education in the Northern University. He has published some articles and book chapters and is willing to do more research. He stated: "… So doing research is part of our job. One has to keep in touch with what is the latest in the field".

Abdullah, an assistant professor, is a thirty-five-year old male. He speaks three languages: Arabic as his mother tongue, English as his second language, and Hindi but only for daily uses. He received his basic education in a rural area of the Northern City. His passionate love towards school appears from the beginning of his life. His parents as well as his school teachers were encouraging him to keep on learning in the school. This encouragement helped him to have a positive attitude towards schooling. His interest in learning English started when he joined the Teacher Training Program in the tenth grade in the National Institute for Teaching Administrative Sciences. There he attended to lectures of excellent teachers. He said:

> *When I joined the Teacher Training in [Northern city] in the tenth grade, I started developing some love for English and I had a chance with two friends to join the National Institute for teaching administrative sciences where I learnt some… two courses in English and it was taught by an excellent teacher and there my story with English started.*

After graduating from the high school in 1992, Abdullah joined the Physics Department and studied for one month. Since he was good at English, he could converse well with the Indian instructor of the English course. In the meantime, he

realized that he could communicate in English. This situation urged Abdullah to reconsider the idea of joining the English Department. He stated: "So I again thought about joining English Department and I met my parents and I transferred to English Department and from there I started, you know, learning English." This excerpt indicates that learners in Yemen might consult their parents while making decisions.

In the undergraduate program, Abdullah stated that he had good experiences such as dealing with different instructors and courses. Unfortunately, the situation was intimidating for him in the beginning; however, this threatening situation turned out to be positive. This motivated him to have high ambitions of mastering English and achieving the first rank in the class. He became highly confident. He stated:

> *When I joined the English Department., I felt strange in the beginning; the feeling was very threatening for me because when I joined, most of the students had already started, you know, picking the language and, you know, dealing with the teachers. But then I worked very hard, and the comforting thing was that at the end of the first semester, I scored very high, and I was among the top students. Then in the second semester, I started from the beginning and I worked very hard and then I topped my class and from that time till I finished my studies.*

He graduated from this program in 1997. Since he got a first in his batch, he was appointed instructor in the same department and there he taught for a while. Then he got a scholarship to India where he did both M.A and Ph.D programs. He finished M.A in 2000 while Ph.D was obtained in 2005. In India, Abdullah believed that doing these two programs was the real turn and the strongest step in his learning process of English. This is clearer by the following excerpt:

> *… when I lived in an International house with so many people from different cultures, different countries. And it was an excellent atmosphere for picking up the language because we have lived in English [During the Master's Degree Program]. There I realized I really had a big deal in the English language.... I cannot forget to tell that watching English channels and movies also were of great help to me.*

Since Abdullah became an assistant professor, he has been teaching in different institutions: the English Department in the Faculty of Education and the English Department in the Faculty of Arts. In both Departments of English, he has been teaching many courses such as Spoken English, Morphology, Syntax, Semantics,

Applied Linguistics, Reading and Writing Composition and Translation in different areas like legal translation, and so on. He once became the Head of the English Department in the Center of Languages in Northern University. He also became the Head of the Translation and International Research Unit in the Centre of Research and Medical Study. Furthermore, on his sabbatical leave, he had been to Saudi Arabia for teaching at a university for one semester. Moreover, he has published two research papers in his major: *Theoretical Syntax*. He is also about to publish the third paper. He is now an assistant professor and has been teaching in Northern University for the last five years.

Ahmed is a forty-five-year old male. He is an assistant professor. Arabic is his mother tongue and English is his second language. In addition, he speaks a little Urdu. He received his basic education in the Central City. Ahmed has a positive schooling experience. He enjoyed going to school since his childhood. This enjoyment made him believe that education is something valuable. He appreciates the school teachers who were effective, motivating, and sincere advisors. In the High School, his study direction was changed; he joined the Vocational Training Institute where all courses were taught in English. He studied in this institute for two years but the third year was achieved in another high school where the courses were taught in Arabic. After the high school graduation in 1983, Ahmed performed the military service for two years. He believed that such a military service is but a devastating consumer of all the previous schooling experiences a student may have conceived. When the military service was over, Ahmed went back to his town thinking of joining the Engineering Faculty. The idea of becoming a teacher did not appear to him before. However, due to a number of reasons, Ahmed joined the English Language Teacher Education Program in Sana'a University. The following excerpt displays the reasons for joining the program:

> *One of the reasons for joining the Education Faculty was the third secondary class grade. With my grade I was not allowed to join the Engineering Faculty here in Yemen. Another reason was the economic status. I joined that program for the students were given some money as a kind of salary. I also joined that program for I was a little bit good at English.*

After the graduation in 1990, he taught at a high school for two years. Then he obtained a scholarship to do his M.A in Jordan in 2000. He explained that the experience in Jordan was not that much good. He said:

> *I did my M.A. in Jordan for three years. The major was ELT specializing in curriculum. So, it was not a good experience except for the research methodology; how to search a problem and how to analyze data in SPSS program. Concerning knowledge or information it was not a good experience at all. The total number of courses was twelve. The courses were taught in Arabic except four of them.*

Concerning the Ph.D program, Ahmed completed it in India in 2007. According to him, no courses were offered in the program; a student was required only to write a dissertation. After the Ph.D program, he has been teaching in the Faculty of Education, Department of English for three years. He is teaching different courses: courses regarding language skills, curriculum, and teaching methods. He himself prepares the materials of the courses. In addition to the teaching achievements and supervising the pre-service teachers at schools, Ahmed also made some workshops for developing the Basic Education Program in the faculty.

3.2.1.2 Prospective Language Teachers

Ali is twenty three years old. He is a recent graduate of the English Language Teacher Education Program in Northern University. He speaks two languages: Arabic as his mother tongue and English as a foreign language. He received his basic education in a rural area. Due to the absence of the third secondary class in his village, he went to the Southern City for studying that class. He got a first in his school with a cumulative grade of 80.50%. He was a graduate of the Science Section in the High School. In the school, Ali expressed that the schooling experiences were all theoretical with which he did not feel satisfied. Concerning the school English course, he believed that it was of no benefit to him due to the presence of unqualified teachers and the absence of language labs. After the High School graduation, he worked in a French Company in Hadhramout governorate for two Years. There he could have picked up the English language. And based on the desire to learn the academic and grammatical rules of English and the advice of his friends, he joined

the English Department in the Faculty of Education in Northern University. He has recently graduated and was the top performing student among his classmates.

Zakarya is twenty three years old. He is a recent graduate of the English Language Teacher Education Program in the Northern University. He speaks two languages. Arabic is his first language and English is the second language. He completed his primary education in a rural area. In the school, he had negative and positive experiences. He was, in other words, motivated and demotivated by his school teachers. Regarding the school English course, Zakarya believed that it was beneficial and what was more helpful was his first teacher of English who advised him to buy a booklet about learning English. The booklet, according to Zakarya was translated into Arabic and was much liked. He also appreciated the advice of that teacher. That was the first push for him to love English and teachers of English. Furthermore, he said that he got some knowledge about the grammar rules and some vocabulary items at the school. However, he confessed that that knowledge did not help him speak the language. Due to the love for learning English that was motivated by his teacher, Zakarya decided to join the Department of English, Faculty of Education in Northern University. Therefore, after his high school graduation, he spent one year free and immediately joined the English Department in the Faculty of Education in Northern University. He has spent four years of study in this program and has recently graduated.

Nuraldeen is twenty four years old. He is married. He is a recent graduate of the English Language Teacher Education Program in Northern University. His mother tongue is Arabic and English is his second language. In the beginning, he got his basic education in his district until the ninth grade. Then he went to Northern city for achieving the high school diploma. Concerning the school, Nuraldeen had some negative attitudes about his school teachers. He believed that school teachers who taught him were weak. These weaknesses, according to him, springs from their being unable to deal with students, unable to convey knowledge properly, having negative attitudes themselves, and being unfriendly with learners. With respect to the school English course, he believed that the course was focusing on grammatical rules and vocabulary items. He said: "…I learnt English in the university only. In the schools,

English was a kind of grammar rules and vocabulary items". After the high school graduation, he spent one year free and then immediately joined the English Department in the Faculty of Education in Northern University. Some reasons for joining this program, according to him, could be a chance to get a job and having time to assist his father on farms.

Yousif is twenty four years old. He is from a rural area. He received his basic education in a Scientific Institute in his district. In this Scientific Institute he studied till the first secondary class (grade 10). This kind of institute no longer exists in Yemen. Within this institute, Yousif obtained positive experiences such as being a student leader, having confidence, being sociable, and having cultural knowledge. He also experienced how teachers were highly motivated to teach school students and reward the good ones. The last two grades were accomplished in another High School where he got negative experiences. He described these experiences as being only a receiver of knowledge. There is less interaction between the students and the teachers. He also stated that there were few activities in the school. With respect to the school English course, Yousif stated that he loved it because of the teacher who taught him. His teacher of English, as he stated, was fantastic. The teacher was motivating, encouraging, and respecting him and his teaching method was very interesting. This is the main reason behind his enrollment in the English Language Teacher Education Program in Northern University. On the contrary, Yousif was thinking of joining another program particularly Architecture but due to his high school grade of 75%; he was not able to join that program. Finally he joined the Department of English and studied for four years. And since the program has two different groups, Yousif could achieve the first rank of his group-mates.

3.2.2 Bureaucrats

The bureaucrats were representatives of the two ministries: 1) the Ministry of Higher Studies and Scientific Research and 2) the Ministry of Education. First, it should be noted that the researcher's aim was to interview the education policy makers and higher rank holders in the two ministries. However, these individuals were inaccessible. As a result, some administrators were purposefully selected instead since they administer some offices that are related to the program under

investigation. It must also be noted here that in the Ministry of Higher Studies and Scientific Research, the administrators wanted an official letter from the minister that allows them to be interviewed. After getting an official letter from the minister, the administrators were interviewed in their offices. Concerning the bureaucrats in the Ministry of Education, the sampling was purposive. This means that some bureaucrats who administer offices related to the program being studied were selected and interviewed. The bureaucrats in both ministries were given these names:
[4]*Ameen, Qammar, and Ammar; Norah, Nawal, Sadiq, and Nagmaldeen*

3.2.2.1 Ministry of Higher Studies and Scientific Research Bureaucrats

Ameen is thirty nine years old. He had been working at different positions. First he was a part-time clerk in the Ministry of Education in 1985 and then he was promoted to be a regular clerk. In 1997, he was appointed the manager of the Education Minister's Office. In 2001, he worked as the manager of the Higher Studies and Scientific Research Minister's Office. He had been running this position till the beginning of 2003. Later, he was selected to be the Cultural Attaché of Yemen in a Middle Eastern Country; he performed this position for four years. His current position is the General Director of the Administration of Developing the Higher Education Institutions in the Ministry of Higher Studies and Scientific Research. In this administration, his roles are to achieve equity and practice the quality standards in the Yemeni universities, and evaluate the universities programs and research and other related issues.

Qammar is a thirty-three-year old female. She is a graduate of the Biology Department from Sana'a University. She first worked as a teacher of the Biology subject at schools; she had been teaching for two years. Then she changed her career to be the Secretary of the Education Institution Minister. Consequently, she worked as the general manager of the Deputy of the Scientific Research Department. Her current position is the General Administrator of the Planning and Statistics Administration in the Ministry of Higher Studies and Scientific Research. She has been performing this position for three and half years. Her role is making and evaluating plans, evaluating the universities reports, and making a summary of them

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[4] Listed names are pseudonyms

to the Ministry of Higher Studies and Scientific Research and the Ministry of Planning.

Ammar is thirty two years old. He first worked in the Department of Finance and Accounting in the Ministry of Education in 1999. Then he transferred this position to the Department of Financial Affairs that belongs to the Ministry of Higher Studies and Scientific Research. Later on, he was promoted to be the manager of the Inspection Administration in the same ministry. Now he is the General Director of the Higher Studies Administration in the ministry. His role is to attain the equity of distributing the scholarships to the worthy applicants.

3.2.2.2 Ministry of Education Bureaucrats

Norah is a forty-four-year old female. She graduated from the English Department, Faculty of Education in Sana'a University in 1990. After the graduation, she taught English at schools for 17 years. During the program study, she used to adore teaching but in the course of teaching she started feeling unhappy with teaching due to the presence of the unimaginable numbers of students in the classes. Therefore, she changed her profession. Her current position, received in 2007, is a Translator in the Translation Unit in the Ministry of Education. In this position, she performs two types of translation. First is concerned with the ministry documents with the government, the declarations or laws the ministry stipulates, and the contracts between the ministry and the Development Partners (DPs) who come from other countries to financially and technically support the ministry. The second type of translation is related to the meetings, conferences, or the workshops that the ministry may hold; she works as an immediate interpreter. Norah feels satisfied with her present job because no gathering of school students is around her.

Nawal is a thirty-eight-year old female. She graduated from the English Department, Faculty of Education in Sana'a University in 1993. She worked as a school teacher of English for 12 years. Then she worked as a headmistress of one public school for three years. During these two jobs, she experienced how to deal with school students and teaching staff members and some managers of local Education Centers. She believed that teaching school students was easier than being

a headmistress since the latter one involves dealing with students, teachers, and some particular managers. Her current position is the Assistant of the English Language Program Coordinator in the Ministry of Education. She has been occupying this position for 19 months. The roles she is trying to achieve in this position are, according to her, indefinite: learning how to deal with the ministry bureaucrats, how to make meetings with the British Council, and translating the documents that concern the Training and Certification Sector. She believed that working in the ministry is more comfortable than the previous jobs.

Sadiq is forty eight years old. He had occupied some important positions in the country. First, in 1990s, he was the General Administrator of the Scientific Institutions in Southern city which no longer exist. Later, he was elected by the people to represent them in the Yemeni Parliament. In these two positions, he experienced how to deal with people in general and how to master managerial skills. He is now the General Administrator of the Inspection and Curriculum Unit of the Education Sector in the Southern City. This unit has some divisions: Educational Inspecting Administration, Examination Administration, and Educational Aids Administration. There is no administration for curriculum though the word *curriculum* is in the name of the Unit. In his position, he tries to achieve the roles of making an annual plan that aims to inspect all the schools of the governorate and to evaluate how the teaching-learning process is going on in the schools. This plan is divided into four projects to be applied in four stages during the whole year. At the end of the year, they evaluate their plan and make a report to the Ministry of Education in Sana'a. Sadiq believed that his current work is technical: making plans, writing reports, visiting inspectors and so on. Based on his perspective, this career is, therefore, interesting. In this position, he experienced how to deal with administrators and inspectors, how to make plans and reports and how to evaluate these plans and reports.

Nagmaldeen is thirty eight years old. He is a graduate of the English Department, Faculty of Education in Southern University. He graduated 14 years ago. He then taught at schools for 7 years. He was then promoted to the rank of inspector. In these two jobs, he experienced how to deal with school students and

workmates and how to cooperate with them. At present, he is the Manager of the Vocational Office in the Educational Sector in Southern Governorate. When the German Technical Cooperation (GTZ) Program, provided by Germany, came to Yemen to train some teachers of English, Nagmaldeen was selected to be a trainee in the program. After being trained, Nagmaldeen became the trainer of some other teachers in his governorate. Therefore, as a trainer of teachers and as the manager of the vocational office, he performs several roles. He trains teachers of English on the same issues he was trained on. These issues are closely related to how to teach using new teaching methods and techniques, how to motivate the school students and how to deal with the whole school English course. Besides, he visits schools and supervises teachers while they are teaching, leads workshops with the teachers in which they discuss teaching issues and problems and their needs, and prepares a report to the Education Sector in the governorate. All these roles he is doing made him believe that such a job is troublesome and tiresome since it requires a lot of hard work with just few available facilities.

3.3 Data Collection

3.3.1 The Pilot Study

Conducting pilot studies has become very important for many researchers. The application of pilot studies will help researchers gain many advantages. Some of these benefits the researchers can get, as stated by Seidman (2006), are as follows:

> They will learn whether their research structure is appropriate for the study they envision. They will come to grips with some of the practical aspects of establishing access, making contact, and conducting the interview. The pilot study can alert them to elements of their own interview techniques that support the objectives of the study and to those that detract from those objectives. (p. 39)

This pilot study provided the opportunity for the novice researcher to explore and test the qualitative case study methodology. This included piloting semi-structured interviews with three Yemeni teacher educators, transcriptions, and interpretive analysis. Based on the pilot study, it became clear that interviewing education policy-makers in Yemen would be necessary. The pilot study also led to the modification of interview protocols. Some redundant items were eliminated and

some others were added. In sum, the pilot study led to triangulation in data sources. Figure 4 shows these sources from whom the data would be collected.
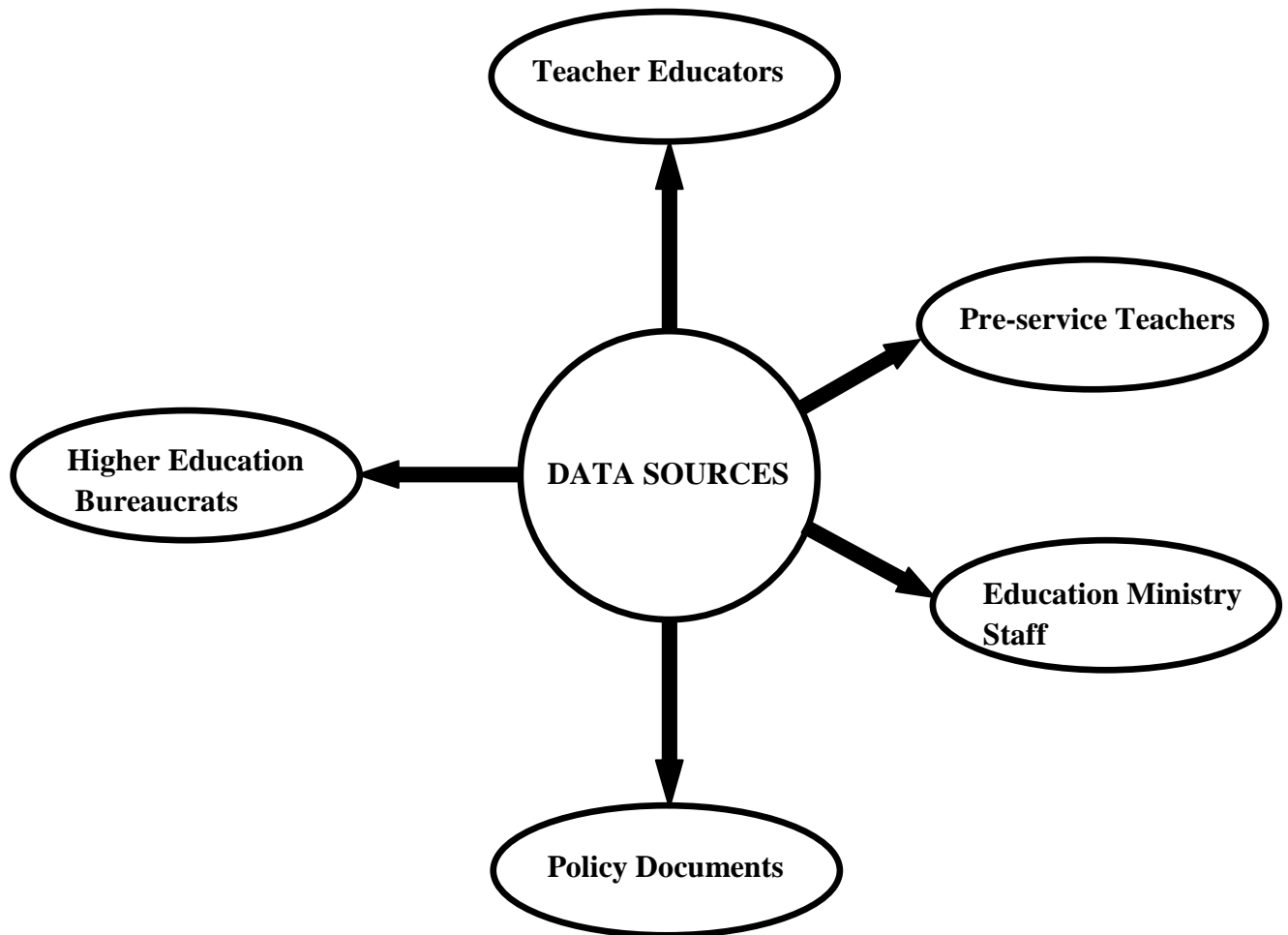
Figure 3. Data Sources

3.3.2 Data-collection Instruments

Data-collection instruments vary in qualitative research. One of these instruments is interviewing. Interviews are very effective for expressing feelings, ideas, beliefs, experiences, knowledge, etc. They are also very helpful for realizing and recognizing humans' behaviors since these behaviors can be expressed through language (interaction). Interviewing, according Seidman (2006) is "… a basic mode

of inquiry" (p. 8). He also stated that "… interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience" (Seidman, 2006, p.10).

Interviewers should be skillful and highly interested in listening to interviewees. Showing interest in listening to interviewees makes them feel happy and they will express themselves in depth. In other words, being skillful and interested will help the interviewer enter into the stream of consciousness of others and experience what they have (Seidman, 2006, p. 9). An example that illustrates how interviews are very helpful to understand others' behaviors and beliefs is that the case of entering a community room in Yemen where a number of people are chewing Qat (a kind of plant chewed by people in Yemen and some other countries). Here if a researcher observes this kind of behavior (chewing Qat), he will surely come up with some observational interpretations of the Qat chewers. However, this observation will not be consistent with how chewers view and feel about their behaviors. Therefore, this researcher (observer) needs to interview Qat chewers for a deeper understanding of these behaviors. This is underscored by Seidman (2006) when he stated that "… interviewing provides access to the context of people's behavior and thereby provides a way for researchers to understand the meaning of that behavior" (p. 10).

Similar to this example is the case of the teaching-learning process (those who are involved in it) which is more complicated. How people involved in this process experience events can be explored in many ways such as examining institutional documents, conducting observations, studying history, doing experiments, conducting questionnaires or surveys, etc. But if the researcher's goal is to understand the experiences and beliefs of the subjects in depth, he can then use interviews since they provide effective ways of enquiry (Seidman, 2006, pp. 10-11). And in accordance with the aims and questions of this study, interviewing has been identified to be the most effective instrument for exploring the beliefs of teacher educators, the students, and the administrators on the current state of the English Language Teacher Education program. Therefore, semi-structured interviews have been designed for the four groups. For the first group: teacher educators and teacher

candidates, the questions are similar. The second group has different questions. The first few questions of each group were used to tap some personal information such as age, position, teaching experiences, etc. These questions were also used to ease the process of interviewing. Fontana and Frey (2003) stated that it is advisable that a "researcher begins by *breaking the ice* with general questions and gradually moves on to more specific ones" (p. 713). The second part of the interviews was focusing on having a deep understanding of the program philosophy, standards, aims and objectives, major problems, strengths, and suggestions for developing the program. At the same time, the focus was also to investigate whether the aims stated in the education policy documents had been achieved and so on. All the interview questions are found in appendices (A, B, C, and D). The questions used differ from one group to another. There are, on the other hand, some similar questions which were used to obtain information about specific issues and personal information.

In addition to these four sources of data, the researcher analyzed the available education policy documents. The analysis of these education policy documents led to extracting some significant quotes that were converted into questions and were used in the interviews. The following are the names of the documents:

1. The Development of Education in the Republic of Yemen: the National Report presented to the 48th session of the international conference on Education, Geneva
2. The National Strategy and the future plan for Higher Education in the Republic of Yemen: 2006-2010

3.3.3 Data Collection Procedure

After obtaining the ethical research approval from the Graduate School of Social Science from Middle East Technical University, the researcher first piloted the study. Based on the pilot study, the education policy documents were used as a data source. The review of education policy documents led to forming some questions that were used in the semi-structured interviews. When the interviews were ready, the researcher tested the audio-recording tool ahead to make sure that it was picking up the sounds clearly and could record for hours. After that, the researcher

contacted teacher educators by phone and they agreed to be interviewed. After making appointments with the teacher educators, the researcher went to Northern University to conduct the interviews. A consent form was prepared in English and Arabic to introduce the study, to inform the interviewees about how they could participate in the study, and to inform the participants about the expected uses of the data that would be obtained later. The consent form (Appendix E) was personally given to them before the interviews and was taken back signed. Two teacher educators were interviewed in the precinct of the university (in their offices) and the third one was interviewed in his house.

On the same day, one teacher educator explained the nature of the study for the teacher candidates and the need for interviewing them. Four participants agreed to volunteer and be interviewed after their final exam. The date of the last exam was specified. On that day, the consent form was handed over to them and returned with agreement. On the last day of the final exams, the researcher went to the Northern city and was waiting for the participants at the university gate. When they arrived, they chose to be interviewed in a flat belonging to one of them. In that flat, the participants were all staying in the sitting room while the researcher was staying in another room to interview each participant individually. It was agreed earlier that the one who was interviewed should leave the flat in order not to influence the other interviewees.

Regarding the Ministry of Higher Studies and Scientific Research, the selected administrators refused to be interviewed unless they receive an official letter from the minister. Therefore, the researcher wrote a letter to the minister applying for research approval. Consequently, the agreement was obtained and given to the administrators. They were then interviewed in their offices. Concerning the ministry of Education which has an Educational Sector in the Southern City, the researcher went to that sector and two administrators were interviewed. It was necessary to visit the Ministry of Education to conduct more interviews. After arriving at the ministry, two other participants were interviewed in their offices.

The participants were given the choice to use Arabic, English or both languages in the interviews. Arabic and English were both used in the interviews

according to the interviewees' language skills and preferences. Two teacher educators preferred to respond only in English. Three teacher candidates and three bureaucrats used both languages and others used only Arabic. The purpose of giving them that choice was to encourage the participants express themselves freely. For transcribing purposes, the Arabic data were all transcribed in Arabic and then translated into English. And the English data were transcribed in English.

3.4 Data analysis

As stated in the consent form signed by the study participants that the audio-recorded interviews were translated and transcribed for accurate analysis and interpretation. In the course of translating and transcribing the data, the researcher included all the statements in both languages: Arabic and English. On the basis of this, the researcher followed two data analysis procedures proposed by Tesch (1990): "interpretational analysis and reflective analysis" (as cited in Gall et al., 2003, p. 452). After translating the Arabic utterances into English, all data were transcribed and printed in both languages. Since Verbatim supports the validity of the data, the researcher used the literal translation for the Arabic version.

The participants, universities, and cities were given pseudonyms (fictional names) to protect the anonymity of the participants. The transcripts were also organized in separate files to ease the analysis process. The phase of making separate files led each participant to having a particular file. These files formed the verbal protocols to be analyzed. A total of fourteen verbal protocols were gathered in addition to the Arabic translations when existing. The researcher printed these protocols separately. In order to check the translation, both Arabic and English transcripts were given to three different individuals who had graduate degrees. This was important since it led to accuracy and reliability. After receiving the feedback, the researcher made the necessary changes and printed the protocols in English separately for closely examining them in order to find themes and patterns that explain the phenomenon under exploration.

After the transcription process, the researcher instantaneously started going through the transcripts intensively several times that resulted in marking the

important words, phrases, and paragraphs. This step (segmenting) is necessary since it helped the researcher classify the data into meaningful chunks. These segments were coded by giving them some letters that refer to the whole words. For instance, the researcher used *POT* as a code for 'philosophy of teaching'. Another code *SPs* referred to 'strategic plans'. This code phase is really important in the interpretive analysis and was used for the whole segments. When the codes were ready, the researcher started giving themes to the segments by the help of both the segments and codes. For example, the code 'POT' and all the segments that go under this code led to come up with the theme *Teaching Philosophy* for teacher educators and *Theories of Teaching* for teacher candidates. Similar was the case with the whole data.

This intensive reading of the transcripts also helped the researcher establish connections between the classified segments and the themes that explain the phenomenon under study. Gal et al. (2003) argued that "One of the most critical steps of interpretational data analysis is developing a set of categories that adequately encompass and summarize the data" (p. 453). The themes were described in detailed narratives so that the readers find it easy to come up with their own conclusions. This idea is expressed by Stake's (2005) assumption that "Most naturalistic, ethnographic, phenomenological researchers will concentrate on describing the present case in sufficient detail so that the reader can make good comparisons" (p. 457). Furthermore, since the study explores the ELTE program in Yemen, the researcher needed to make use of another data analysis procedure named *Reflective Analysis* which is "ideally suited for thick descriptions" (Gall et al., 2003, p. 459) of the phenomenon under study. Since the themes and the quotations exist, the researcher started matching them and interpreting them in detail. It should be noted here that these themes and interpretations were checked by another researcher several times and this increases the validity of the analysis. After this process was completed, the researcher utilized the technique of *Member Check*. Since the process of *Member Check* is significantly important in allowing the study participants to decide whether the interpretations given to their interviews were reflecting their beliefs (Lincoln & Guba, 1985), and its importance in case studies that enhances the interpretive validity, the researcher sent all quoted interviews together with their interpretations

to the teacher educators. Other study participants were informed about the interpretations of the interviews and they all expressed their agreement.

Finally, it should be noted that verifying the accuracy of the information the education policy documents contained motivated the researcher to extract the most significant issues related to the ELTE program and inquire about them through some questions. The study participants were asked those questions. Therefore, themes concerning ministries and strategic plans were developed through the analyses of both the documents and the interview protocols. Due to similarities and differences between the questions used for the study participants, it became necessary to initially analyze each group's data separately. In other words, each one of the four sections is used to analyze the data of a particular study category. These sections are presented in the following chapter. In the fifth chapter, a juxtaposition of the four sections will be presented with figures and further interpretations.

CHAPTER 4

RESULTS

4.0 Presentation

This chapter presents the results of the analysis of the data collected from the study participants. Since there are two groups, each group's data are interpreted separately. The first group is the academics which are of two categories: teacher educators and teacher candidates. The second group is also of two categories: bureaucrats in the Ministry of Higher Studies and Scientific Research and bureaucrats in the Ministry of Education. Due to the presence of enormous volume of data, the following write-ups, according to Gersick and Pettigrew (1988), are "…simply pure descriptions, but they are central to the generation of insight because they help researchers to cope with enormous volume of data" (as cited in Eisenhardt in Huberman & Miles, 2002, p. 17). To sum up, the chapter consists of four sections in which participants' beliefs are identified.

4.1 Teacher Educators

Below is a group of the major themes that emerged from the extensive readings of the participants' data. These categories describe the beliefs of the three interviewed teacher educators on the current status of the English Language Teacher Education (ELTE) program in Yemen. Eight major themes appeared to be the most important ones and are as follows:

4.1.1 Teaching Philosophy

Past and present experiences, attitudes, knowledge, perspectives, and perceptions concerning the teaching-learning process help teacher educators construct their own philosophies of teaching. These theories of teaching, then, can be associated with their own beliefs and the education philosophy of the country they are living in. Among teacher educators, the experiences and beliefs related to conceptions of teaching vary. For example, Mohammed believed that the English

Department in the Faculty of Education is established to prepare teachers of English who will teach at schools. Therefore, the education philosophy of this program, according to him, is to make the teacher candidates be aware of language skills, linguistic and literature knowledge, and teaching methods and techniques. These are the three major areas on which the program philosophy focuses. Mohammed said:

> *… the philosophy that we have that learners should be equipped with this kind of knowledge in these three major areas in addition to some Arabic courses are used to equip the students with the necessary information/data, on how to deal with the students and with the teaching situation in Yemeni schools.*

This excerpt of Mohammed indicates that his teaching philosophy is a kind of transferring knowledge to the prospective language teachers. In other words, it is a matter of offering courses that help the students have different types of knowledge that can help them later in their career.

Ahmed said that teaching philosophy is not something written; it is something that directs a teacher along his life. He also confirmed that what he had was just a kind of perspective. His perspective was worded in the following extract:

> *… English as a language is not to be learned by every person. What happens is that generally all students should learn English and that is not true. This is my perspective. This is because the current state has few facilities but great demands. So the effects are scattered and the benefits are few in terms of learning.… English is better taught at the high schools. The high school graduates will not master English or will guide tourists. The purpose is then to guide them to how to learn and deal with that language and how it will help them later in their coming studies.… In the university, it is not logical to teach more than 150 students in the class, particularly writing skills. How you will evaluate them and how you will give them feedback. So this is a kind of lie to people. Specifically there should be only twenty to thirty students in the class. You can teach them well, evaluate them at least weekly and give them feedback.*

Here Ahmed believed that English should be taught from the tenth grade. He emphasized that there are many demands but few facilities. To put it differently, many teachers and teaching aids are needed and they are not provided. Instead, he thought that teaching English from the tenth grade would be better. At the same time, he believed that having a great number of students in one class is hard to deal with

appropriately. He underscored that a class is better containing twenty or at maximum thirty students so that a teacher can teach, evaluate and give them feedback effectively.

He went on to conclude his speech on the teaching conception saying: "… But you can say that my teaching philosophy is that English is not taught properly in Yemen and in some other countries. My philosophy is also that the curriculum at schools should be reformed". It is inferred that Ahmed had not realized that *perspective* is one constituent of the teaching philosophy. The perspective he had indicates that the school English curriculum developers should re-design the curriculum in a better way.

Another teacher educator, Abdullah believed that teacher candidates should be taught according to their needs. These needs, according to him, are the language skills and the teaching methods; there is no need for teaching them things they will not use in their teaching professions. It is inferred that courses regarding literature would not help candidates in their forthcoming teaching professions. He continued to suggest that the students should be exposed to the language as much as possible. This, according to him, can be achieved by involving them in discussions. Learning a language is a sort of a social interaction. This social interaction is not restricted to classrooms; it is everywhere and that is how language is actually learnt. He uttered:

> *I believe language is learnt through using the language not by teaching about the language. Here the general trend is to teach about the language; the grammatical rules of the language, the norms of the language … The students do not need to know about the language because they are not doing linguistics; students need to learn the language…. So I believe in involving the students in the class/ lecture hall as much as possible. This is the best way to give them what they need and to achieve the goal…. Second thing I also believe in what is known as maximizing the chances of being exposed to the language. So the students need to bear that and practice the language in the class, outside the class, at the department, at home, here and there…. language is not supposed to be learnt and taught in the class. Language is a kind of social interaction. Language is picked from a normal social interaction and the teacher's role here is to try to design the teaching process in such a way he provides a semi or let's say something similar to the real world where people pick up the language as children or adults.*

These three teacher educators' teaching philosophies are similar. Achieving these philosophies demand some facilities such as the presence of language labs, an acceptable number of students in the class, admitting good students into the program, providing sufficient teaching aids (chalk, chairs, electricity, etc.), collaboration between teacher educators themselves, involving the teacher candidates in participations and discussions, and so on. For making the point clearer, the following are the excerpts of the three teacher educators on the facilities for the application of their teaching philosophies.

Mohammed said:

> *When I was a chairman of the department and a teaching staff member as well, I had suffered a lot asking the university administrators to provide us with a language lab. We want a language lab for teaching the spoken courses effectively. Students need to listen to native speakers; they really need to listen to real English, natural English, and authentic English. So we ask the university several times and repeatedly for the language lab but in vain…. So a language lab will make it easier for students to practice and also to get an idea of the native speakers and to develop this kind of proficiency in English.*

This indicates that the English Language Teacher Education Program is in immediate need for a language lab that can get the students exposed to authentic English. It may raise the issue of awareness in the students to at least imitate the native speakers while speaking the language. But the above excerpt clearly explains that university administrators are not aware of the importance of language labs. It is also inferred that university administrators are inconsiderate to the suggestions of teacher educators and careless about improving the program.

For Ahmed's teaching philosophy application, he commented: "… For example, you go to class and you do not find chalk to write on the board, no microphone… the great number of students in the class despite the economic status they are living." This shows the importance of having a limited number of students in the class which gives the instructor a chance to demonstrate things clearly and sufficiently in the time given. In addition, since the technological devices are not used in the program, at least the fundamental teaching aids such as chalk and microphones should be always available.

Concerning the application of Abdullah's teaching philosophy, Abdullah said:

> *I used to penalize the students who speak Arabic in the class or outside*
> *the class. But of course, I was the only one doing that. I used to know*
> *other teachers, chairman, everybody in the department were all*
> *speaking Arabic and the students were saying that "why are you*
> *penalizing us for this while the other teachers not?"... In the class, you*
> *know, with the big number, you cannot give attention, you cannot give a*
> *chance to every student to speak or practice the language and so on.*

Abdullah's excerpt considers the issue of collaboration that must exist among teacher educators themselves. It also indicates the necessity of collaborating with teacher candidates. The presence of this important process, as Abdullah emphasized, will help both teacher educators and teacher candidates achieve at least one of the program goals related to the fluency issue.

4.1.2 Qualities of a Good Prospective Language Teacher

To be a good language teacher is not an easy endeavor at all. It is a profession that demands having a great number of qualities that are internationally thought of as similar ones. These qualities could be: a good command of the language, a good background of the proper traditional and modern teaching methods and techniques, love for the teaching profession, a flexible, ethical, and patient personality, passion for giving knowledge, creativity, criticality, effectiveness, confidence, the capability of problem-solving, of using technology, and of managing class and so on. These could be the beliefs of most of, if not all, the teachers all over the world.

In Yemen where this study was conducted, the beliefs about what a good prospective teacher should have are very similar to those mentioned above. These qualities, as acknowledged by the three teacher educators, are expressed in the following excerpts.

Mohammed stated:

> *They should be good users of English, should speak fluently, write*
> *competently, should be familiar with the different methods and*
> *techniques, should be confident, should be able to use like technology in*
> *the classroom because that is a challenge especially in today's world.*
> *He should be able to handle classes, to maintain discipline in the*

classroom, and to have a good personality, able to tackle things, and language proficiency is very essential.

The above excerpt shows that some qualities are more important than others. This is clear from the first and the last words of the excerpt. In other words, there is a kind of grading the qualities. The participant assumed that having a good command of English is the essential quality. Knowledge of teaching, use of technology, having confidence and a good personality, and handling classes are also important qualities a prospective teacher should have.

Ahmed had a very similar belief. He believed that a teacher candidate is supposed to have sufficient knowledge of teaching theories and techniques. He should have creativity, flexibility, motivation, solving-problems ability. He should be able to deal with students and be a good example. Teachers are actually given materials to teach and are supposed not to go beyond. This is against creativity. They should be free to adopt or adapt new teaching methods and techniques that go well with students' needs. They should be wise and thoughtful of what activities are better used in any situations given. He stated:

> *A good and successful teacher is that one who has sufficient knowledge of the teaching techniques: traditional and modern ones. He should have creativity which is the most important quality. He should not be working like a robot, it is not necessary to apply only what he learnt at the university. He should be creative. He should have sufficient theoretical knowledge and practical knowledge of teaching. He should be able to deal with students, diagnose their needs and try to satiate these needs. He should know how to motivate students to learn and love learning English. He should also try to make the students love him and this love will make them learn English quickly and easily. He should be able to plan different lessons and teach them effectively. He should behave well in the class and everywhere. He should know how to solve problems related to teaching, related to students or whatever. He should encourage the students to make some participation. He should vary the activities. He should have wisdom.*

The same is the case with Abdullah's belief about the good qualities of a prospective teacher. He emphasized some qualities such as mastering the four language skills, having knowledge of the teaching methods, loving the language and the teaching profession, and having a good, flexible and patient personality. A good prospective teacher, according to Abdullah, should have a strong will to teach,

respect and deal with students as if they were his own kids. Doing so will help both teachers and students to achieve the objectives thoroughly. He added that collaboration with students and helping them to achieve the aims are very crucial qualities. He said:

> *First of all, mastering of the language should be achieved: the four skills of the language. I do not believe students in this level should be taught something above the language. These are theories that we need to teach the students when they are in a high level, especially when we want them to be linguists or scholars. Second thing, they also need to be trained in the proper method of teaching. Not only in the most common methods of teaching that are always being talked about like, direct method, grammar method ... in a difficult way. They should also be given some practical input about how to teach the skills in a proper way. He should be also trained in having the love of the mission because if you teach and you do not love what you doing, it becomes a disaster. And especially teaching; you have to love it; otherwise, you will not teach well.... A teacher should also have a good and a flexible personality. Not everybody can be a teacher. A teacher should be moral, patient, flexible, and compassionate to give knowledge, should do whatever it takes to achieve the objectives, and should always deal with his students as his own kids ... everyone wants his kids to be the best ones.*

4.1.3 Prospective Teachers' Weaknesses

Generally speaking, if the qualities of a good prospective teacher are not achieved, they thereby might turn out to be weaknesses. Sometimes some qualities would be achieved; however, there might still be some shortcomings.

The beliefs of the three teacher educators about the weaknesses a prospective teacher might have are quite the opposite to what they stated as qualities of a good teacher candidate. For example, if a teacher candidate does not speak fluently, he is then described to be weak in speaking. Mohammed's beliefs about the weaknesses of a prospective teacher are as follows:

> *... bad pronunciation, they are not confident, they may have bad handwriting.... There are also some students who are rather shy or sometimes because of the co-education that is here. So some boys tend to keep quiet.... they do not want to say something in English because they are scared or afraid of making mistakes. They do not want to be embarrassed. They do not want to be laughed at in the classroom.*

Therefore, it can be assumed that less practice of English leads to making oral or written mistakes. Additionally, being shy or getting embarrassed quickly is a weakness of which a teacher candidate has to get over. Factors behind the existence of such weaknesses, according to Mohammed, could be as follows:

> *There are certain factors like anxiety. You are anxious, you have a negative attitude towards English, you do not feel comfortable in the classroom, you feel restless, and you do not feel at ease. So when all these factors are there, you affective filter will go up. And when it goes up, the language input you get will not be processed by your lab, which is the language acquisition device. Reasons behind this could be social, having a lot of students in the class; some of them are shy by nature. Maybe the society is responsible for this; the educational system is also responsible. It is a shared responsibility.*

The previous excerpt indicated that being anxious or shy even by nature are some factors that make weaknesses exist. Furthermore, Mohammed believed that the weaknesses are due to social factors such as having many students in the class and due to the educational system as well. In other words, the society does not encourage the pre-service teachers to use the language freely and the educational system might not be well planned that it takes such factors into consideration.

Regarding Ahmed's beliefs, they are clearly shown in the following excerpt:

> *… they do not know how to behave with the students, how to manage the classroom, how to teach well. They do not plan the lessons well or maybe they are not serious in teaching. Most of the teachers, for example, deal with the students using sticks to beat them if they do not keep silent though he is teaching speaking. Using a stick is a weakness and it is very demotivating.*

Ahmed's excerpt showed that teachers' weaknesses lie in neither being able to manage the classroom nor being able to teach well. Moreover, they feel like intimidating students and that demotivated them. On the contrary, Abdullah's beliefs are that the program itself is not that good for qualifying teachers of English. He believes that the practical aspect (teaching) is not well attained. He also criticized his colleagues about the vision they have about the program. He stated:

> *… What we have here in the Faculty of Education is not the best program for qualifying teachers to teach. It is mainly a language program with some additional courses in education and psychology.*

The practical aspect of the profession or the program which is really teaching is not really given much attention. The students only go through teaching in the schools with that course "practicum". I do not think that the teachers in the department as a whole have a real or clear vision of what is needed for the department. Most of teachers here are Indians and they teach English for the students as a content course, as students of English not as prospective teachers of English.

This excerpt of Abdullah unveils that he is not content with the program planning and the teaching staff members. He believed that teacher educators are not aware of the main purpose of the program. He assumed that the main purpose of the program is to help the prospective teachers become good teachers but it is not attained. He went on to say that this practical aspect of the program is not considered. This could be due to the absence of clear-cut standards for the program. The program offers only two practicum courses in the last year. Abdullah believes that these courses are not enough. It is inferred that if a teacher candidate has a weakness; it is then the fault of the program planners and the teacher educators.

4.1.4 Teacher Preparation in the ELTE Program

Beliefs on how this program prepares the prospective teachers are dramatically different. This drastic difference exists due to the presence of different ideas, thoughts, experiences, attitudes, etc. the three teacher educators have on what the program should be and what it should achieve. For example, Mohammed believed that there are three major components the program focuses on: language courses, linguistic courses, and literature courses. He also stated that some Arabic courses regarding teaching methods could also form the fourth component of the program. All in all, the focus of the program, as stated by Mohammed, is the language together with having skills of teaching. The following is what he believed about the program:

The program is meant to equip learners with the language related skills, and how this knowledge can help them handle their classroom teaching. All in all proficiency in English is the target of the program and also familiarity of learners with the various teaching methods and techniques is also one of the goals of the department. The various components of the program are meant to enable learners to be competent users of English and effective English Foreign Language teachers who are familiar with what it takes to be a good teacher.

Ahmed felt pessimistic about the current state of the program. He believed that program developers and planners do not take much care of the program, the curriculum is not well prepared, and there is a lack of specialized teacher educators. He also believed that the teaching methods and practicum courses are not enough for helping the pre-service teachers to cope with the teaching challenges and difficulties. Once more, he stated that the courses given in the program focus on theoretical aspects. In short, his belief is that the program does not prepare the teacher candidates well to cope with the future teaching challenges and difficulties. He said:

> *The program developers and planners could not think fully of all these problems and how to solve them. The curriculum given here is not well designed. It is done randomly without involving students, parents and so on in this important process. The developers and decision makers should make a deep study of what the market needs, what pre-service teachers need and so on. The program does not fully prepare them for coping with the teaching difficulties and challenges and that is seen through the practicum courses. In these courses, the students are found to be very weak and this is maybe due to the insufficient previous courses regarding teaching or individual problems. Also the lack of educators is another factor in the existence of these problems. The materials taught are neither enough nor well designed.... We are teaching them theoretical aspects that they do not imagine. So when it comes to practice, it becomes very difficult to apply these theoretical aspects. As a result, the ideas they get are abstract and they get them only for passing exams.*

Similarly Abdullah believed that the program achieves nearly 40% of the real preparation of teacher candidates. He believes that program is not well planned, and the curriculum is not well designed. He also believed that the present educational courses are not enough and they should be either increased in number or be well designed and planned. It is inferred that these less effective courses are the literature courses. The following excerpt clearly shows his belief about the program:

> *Ah! I do not think. Maybe they prepare them up to something like that about 40%. The program is actually a mixture of teaching the students the language and then giving them a dose of educational content like, you know, teaching of English, teaching methods, the related to educations foundation … All other kinds of courses are not very effective.*

4.1.5 Decisions Related to the ELTE Program

The Ministry of Higher Studies and Scientific Research declared an article which stipulated that the college council is responsible for making decisions regarding all the programs the faculty has. The college council is composed of the dean, vice dean, and the chairmen who are representatives of all other teaching staff members. These faculty members define the college policy, the admission requirements, the appointment of new teachers, the curricula planning and development, and the proposals of closing or opening some majors.

The three participants stated that they participated in some of these activities. For instance, Mohammed claimed that the different college departments are encouraged by the university to bring about changes to their programs. He also assumed that appointing new teachers is stipulated by the university administrators and the Ministry of Higher Education. What they do in the departments, according to him, is to comply with these regulations and appoint the person who deserves the post. With respect to the admission requirements, they are also decided by the Ministry of Higher Education. The ministry decides which grade is accepted. In addition to the required grade, the applicants undergo an admission test. If an applicant passes that test, he is then accepted to the program. Here is what he said on this issue:

> *You see, the Ministry of Higher Education, they are the ones who decide what the grades of the students should be. For example, in the college of education, students should get 80 and on the basis of that, you know, we have students who got that, but sometimes they do not do well in the entrance exam. So we select students basically based on those entrance exam sets.*

According to Mohammed, the entrance test in the program is just a written test; there is no oral test and this creates a problem for the admitted students and the educators. The problem consists in their being unable to pronounce well, construct sentences orally and so on. This makes it hard for educators to start teaching them from scratch.

It seems that Mohammed participated only in two of these activities: appointing new teaching staff members and the admission of students to the program.

It is interpreted that his participation in these two activities was effective. However, it is also inferred that he does not make a decision; he just complies with the rules stated by policy makers. He said: "… I think the participations were effective because there are certain things we participate in and we do our best to stick to regulations and not to break the regulations at all."

Ahmed stated that these activities are done in the department. A department meeting is held to discuss any activity and this is the case with all departments. The decisions or suggestions taken during these meetings frame the general college policy. In the college council, according to Ahmed, only chairmen attend and represent other teaching staff members. On this issue, Ahmed said: "… So the college policy is framed by the discussions and the suggestions of all the departments. Since the chairman is a member of the college council, he and other chairmen represent the teaching staff members of each department." He also stated that he participated in these activities especially when he was once the chairman. He said:

> *I have participated in all these activities. The participation was a kind of giving opinions such as appointing new teaching staff members. Sometimes the partiality process plays a role in this activity; it happens a lot. But it depends on your faith, sincerity, and the department policy. For example, will you give in or not?*

Here is a clear claim about an important issue; the issue of power and nepotism. It is inferred that some new teachers are unfairly appointed because they have some people in positions of authority to back them up. It is clear that these actions are against the regulations and human dignity and they should have no place in academic life.

Regarding the admission of students, he said that they specify some standards that go along with the college policy. He said: "We also specify the standards for the students' admission in the department. These standards go side by side with the college policy".

With respect to Abdullah, he believed that he participated in some activities such as appointing new teaching staff members and setting a test for the new applicants to the program. He explained that performing these activities were

effective. However, he assumed that adding or deleting courses is a sort of participation that is rejected by the university administrators. Though these administrators agree on reforming the curriculum, they do not put their words into actions. He said:

> *There is no section for developing curriculum for the students here. And when we try to discuss these things; we really face problems. I have been advocating introducing two courses. The university administrators do not take our suggestions into consideration. They sometimes say 'Ok' but without any practice.*

4.1.6 Standards of the ELTE Program

There are general standards that should be achieved by all the public Yemeni universities. Some of these standards are helping learners to be creative, developing critical and scientific thinking skills, teaching them the scientific research methods and how to evaluate and practice these methods; establishing and developing positive attitudes towards self-learning together with continuous learning and encouraging the movement of creative writing , translation, and publication in different majors. These standards are set by the Ministry of Higher Studies and Scientific Research. The effectiveness of any program in the universities is then identified through the extent to which these standards are achieved.

These standards, according to Mohammed, are taken into account. There are courses that focus on achieving these aims but the matter, according to him, is that they are not completely evaluating the achievement of these aims. He said:

> *The aims are there. There are certain subjects that can address those aims, and some of them are achieved. We offer courses such as Research Methodology that is the course students take in level four. It is very important students get to know a lot of things related to research and doing research, and what research is, the philosophy of research, and the different kinds of research and so on... these aims are taken into consideration, but we do not fully assess whether these aims are achieved and practiced in real life situations.*

Mohammed explained that having a great number of students in the same class makes it hard to evaluate whether the aims are attained. He underscored that there are good students who would achieve the program standards. Meanwhile, there are weak

ones who might achieve some of the standards. What he is referring to is the individual differences among learners. On this matter, he stated:

> *We will have some kind of variation as I said. We will have students who grasp things easily. They are fast learners. They will get those things and try to embrace them and they will accept to use them. So the students know what the aims are and they are aware of the fact that they need to use them also in their own teaching. And you have students who learn those aims/content just for the sake of exams.*

Lecturing is the primary source by which the teacher educators try to achieve these standards. This is the common traditional teaching style in Yemen. It is a style that can be described as teacher-centered method in which students are passive learners with very few opportunities to be active participants in the learning process. In the course of lecturing, teacher candidates solemnly write down all words the lecturer said, go home and re-write them in an easy way to memorize and then re-state them during the exam. In short, such a teaching style prevents learners from being creative, critical, or independent. On the contrary, Mohammed believed that he gave activities that are intended to help learners think creatively, critically, and scientifically. The following is the example Mohammed gave:

> *… Like there was somebody in the car ... and there were like three people waiting in the bus stop. One of them was his friend who saved his life once and there was an old lady who was in a very terrible situation and there was like a government official. So who out of these three people are you going to take in your car? The students will think of such a situation creatively. Will he take the friend who has saved his life once or the lady who was about to die, or that official with high ranking position? So the students will think which one he is going to take? The smart one will say: I'll give the car to the friend who saved my life once and he will take the old lady with him, and I will talk to that ranking official about the situation. So there are certain situations that can promote, foster critical thinking, but it is up to the good teacher. How he can effectively use that in the classroom.*

Ahmed believed that the curriculum together with the lecturing strategy is the only source for achieving these aims. Evaluation of these aims, according to him, is determined by mid-term and final-term exams. He also stated that every educator is totally free to set the exam; the exam may test the memorization level, the creativity level, or any level.

Ahmed also believed that achieving these aims is not only the responsibility of the university but also the responsibility of families and schools. He said: "… achieving these aims does not depend only on the university but also on the family and school education. It is a general education. These aims are focused on everywhere." Consequently, Ahmed criticized the program curriculum developers. He stated that the present curriculum does not focus on achieving these aims. He said: "Our curriculum does not emphasize these aims. Rather, the curriculum is theoretical. It has some practical aspects but not enough. It is based on some multiple choice activities. And they imagine that they have achieved the critical, creative thinking." This indicates the urgent reform of the program curriculum to focus on both theoretical and practical aspects so that such processes of creative and critical thinking get achieved. Furthermore, Ahmed felt surprised about the available aids and facilities for achieving these aims. It is interpreted that more aids and facilities are needed. He said:

> *Concerning me, these aims need a lot of aids and facilities and our college does not have them. These facilities are not available in schools as well. A student does not find a chair to sit on and you want him to think [Laughter]. He could not find a chair to sit on and learn. This is also happening in the university. Every student tries to find a chair from other halls.*

With regards to Abdullah, he believed that achieving these aims is the responsibility of all teacher educators since the aims are accumulative and get achieved by the end of the fourth year of the program. Consequently, Abdullah started to criticize his colleagues for their being unaware of these accumulative aims. He said:

> *First of all, teachers themselves are not aware of these aims. They are involved only at the micro-level: they just go to the class, teach the content, conduct exams, check them and that is all. Sometimes they may not be aware of the objectives of their courses.*

For the courses Abdullah has been teaching, he said that he set micro-level aims. He believed that achieving these micro-level goals will contribute to the achievement of the macro-level aims. During lectures, Abdullah affirmed that he used activities that help learners think creatively and critically. The activities described by Abdullah reinforce participation and discussions. Regarding whether

the aims have been attained by the previous graduates of the program Abdullah has taught so far, he said:

> *I think that those who have graduated for now did not achieve those aims because they are not in focus. Most of the teachers, if not all, are not aware of these aims. And so long as they are not aware of, I am sure they will not work towards achieving them and sometimes also the atmosphere around and the kind of program system may not be restricted to achieving these things.*

Abdullah insisted on his belief about why these aims are not fully achieved. He said: "Unfortunately, most of the teachers have this traditional view of the students: students get to listen to me, I am the teacher, I have Ph.D, I know everything so they have to come and take knowledge from me. So it is a bad attitude." This also indicates the danger of the issue of power in the academic profession. It is also interpreted that teacher educators are acting like tyrants controlling candidates. This is actually against the values of the teaching profession.

4.1.7 Major Problems related to the ELTE Program

It is a common sense that achieving the effectiveness of any program needs a strict tackling of at least major problems from which that program is suffering. The major problems from which the ELTE program in Yemen suffers are many. Based on the teaching-learning experiences of the three teacher educators, they all agreed that the major problems are as follows: 1) absence of a language lab, 2) presence of less effective instructors from abroad, 3) emigration of good Yemeni educators, 4) electricity power-cuts, 5) existence of great numbers of students in one class, 6) pre-service teachers' anxiety about the absence of jobs, 7) absence of specialized teacher educators, 8) absence of technology and the lack of references, 9) improper planning and design of the curriculum, 10) use of Arabic as a medium of instruction in many of the program courses, 11) lack of good infra-structure, 12) carelessness of the university administrators, 13) unclear program aims for educators and learners and the absence of plans, and 14) teacher educators' insufficient teaching methods knowledge.

Here are, in detail, some of the excerpts of the three educators about the major problems that exist in the ELTE program. For example, Mohammed believed that the

main problem is related to the absence of a language lab. He thought that letting students work a language lab can compensate the absence of native speakers of the language at least in the case of listening skills. Another problem is concerned with hiring less professional teacher educators from India. He also assumed that the Yemeni government does not give a good salary to teacher educators. The salary does not suffice in meeting the needs for the increase of life expenses in Yemen. Furthermore, he is upset about the consistent power-cut of electricity which is, according to him, "like pain in the neck". Such a metaphor explains his anger towards the carelessness of university administrators who do not provide at least the necessary things. He stated:

> *One of the major problems, we are facing within our program is the absence of language lab. We do not have like native speakers of English who can tackle spoken English courses. We do not have like those who come from India; we do not have excellent teachers who can actually teach well in the Yemeni universities. And now, because, now the best teacher will go to the gulf countries, some go to Libya, Saudi Arabia and not to Yemen any more. Yemen does not attract because they are not paid well. That's why we do not have excellent teacher educators. Another problem is the power cut which is like pain in the neck. We have a lot of students in the classroom, but still we can manage.*

Ahmed underscored that most of the problems are administrative. These problems are related to the absence of references, forcing teachers to teach courses other than their majors and no strategic plan to develop the curriculum. One of the major problems concerning the curriculum design is the use of Arabic as a medium of instruction for a great number of courses. This could also be attributed to the absence of specialized teacher educators. In addition, there are problems connected with the absence of good infrastructure and training courses for teacher educators themselves. He said:

> *Most of the problems are purely administrative. Maybe there are problems that concern knowledge or science.… So many courses are taught in Arabic and the main reason behind this is the unavailability of specialized instructors in English. There are also infra structure problems such as the absence of bathrooms in the college. There are no services, for example, telecom services. There are many other things such as the power off of the electricity.… I think that there are difficulties an educator will face while using or dealing with technology. Though we were taught abroad, we were not sufficiently*

taught in terms of using technology. Therefore, we need training. Also a person who does not have a thing will not give it; how a person can give something he does not have!

Abdullah believed that the program objectives are unclear both to the teacher educators and to the prospective language teachers. In other words, there is no clear policy for the program. Another problem is the admission of huge numbers of students into the program which makes it hard to teach effectively. Abdullah believed that teacher educators are just applying traditional methods which no longer work in the Yemeni context. As a result, teacher educators need to be re-trained on many issues such as the use of modern teaching methods, designing and planning a course with specific objectives, and how to get them achieved. He uttered:

The problems are: the objectives are not clear not to the department, not to the teacher. When I was a chairman, I was not given any aims or objectives to be achieved. We found nothing. We are not provided with any plans or whatever. This is one major problem. Second problem is the big numbers of students in the classes especially in the first two levels.... Teachers themselves were trained traditionally particularly in India and when they come here they do accordingly. They do not involve the students in discussions. They are like robots for giving knowledge.... They need retraining in teaching methods and how to deal with the students properly. They need retraining on how to prepare and design a course, set goals, plan how to achieve these goals, how to do accurate and systematic plans.

4.1.8 Developing the ELTE program in Yemen

The three teacher educators have very similar beliefs on how to develop the ELTE program in Yemen and how to have effective and reliable outputs. In detail, the first participant, Mohammed, suggested that there should be excellent university educators, enough teaching equipment and resources, a training course for the university instructors, a language lab and technological equipment, sufficient references and online services such as electronic journals in the library, and the reconsideration of the criteria concerning the admission test. The admission test now is just a written test; Mohammed suggested that a second criterion that is an oral test should be applied. This is necessary to have good inputs.

Similarly Ahmed believed that having good inputs is very important; the basic education outputs should be well taught so that when they get admitted to the

program, they will be taught something of high level. He also thought that admitting only few students to the program would ease the mission of teacher educators and this depends, according to him, on the admission policy. Furthermore, he suggested that there must be a language lab and a training course for the teacher educators on how to teach using technology. Above all, he suggested reconsidering the design and planning of the curriculum and its aims, the presence of many specialized teacher educators, and the variation of the evaluation process.

Finally, Abdullah underscored that involving the teacher candidates in discussions and participations and motivating them every now and then is essential in the teaching process. He also suggested that a real collaboration between the teaching staff members should exist, admitting a reasonable number of students, reconsidering the curriculum and planning it according the present needs of the learners and their future teaching needs with a focus on the practical aspects. Furthermore, he believed that having a language lab will be of a great asset to the development of the program. Finally, he highlighted that teacher educators should give up the general teaching perception he described as: "let it go a kind of approach". It is interpreted that teacher educators should be sincere, effective, critical, and creative in their teaching practices. They should respect their profession and dedicate their lives for doing it very well.

4.2 Teacher Candidates

4.2.0 Presentation

The following are the categories that describe the beliefs of teacher candidates on the existing state of the English Language Teacher Education (ELTE) program. The description shows how similar or different the participants' beliefs are. The total number of the themes in this section is nine.

4.2.1 Teaching Experiences and Confessions

The ELTE program, in Yemen, provides the teacher candidates with some courses that are intended to familiarize them with the learning-teaching approaches, methods, and techniques. In addition, two practicum courses are offered in the fourth

year for the sake of helping the pre-service teachers practice what they have learnt and experience the real teaching events. All these courses and other related courses are supposed to provide the prospective language teachers with a good background on teaching that will help them later.

Ali explained that the courses were helpful. He underscored that teaching his friends during the summer holiday was really beneficial. He said: "… I used to teach some of my village kids in the summer and that was very helpful for me. This teaching helped me do well in the two practicum courses we had in level four." He believed that he is a good teacher of English and the teaching experience would be effective in the future. He said: "I think I am capable of teaching even advanced students because I tried it and I was successful especially in the practicum courses. The observer was praising me and my way of teaching". This also indicates the presence of high confidence which is rendered to be positive.

Zakarya stated that during the practicum courses, he realized that teaching is challenging and difficult. He attributed its being challenging and difficult to the absence of teaching practice, participations, and discussions in the university. He, on the other hand, stated that the two practicum courses helped him a lot and the teaching experiences he got would be very helpful in the future. He said:

> *I learnt that there are individual differences among students and these differences are taken into consideration by all teachers. As a teacher, I must know that the students have different backgrounds.… These experiences will help me in the future teaching profession. I experienced that a teacher should be knowledgeable of the course he is going to teach. I also learnt to be flexible with the students, understand the individual differences of my students.*

This quote explains that Zakarya, during the practicum courses, realized the fact that there are individual differences among school students and a good teacher has to bear these differences in mind. Furthermore, he experienced that a teacher should be well prepared and flexible at the same time.

In addition to the practicum courses, Nuraldeen stated that he experienced teaching some high school students informally. He also added that he does not know how effective this teaching experience will be in his future teaching profession. He

said: "I informally taught some high school students. Teaching them helped me realize how school students think differently and have different perspectives. I don't know how these teaching experiences will be effective in my future teaching life".

For Yousif, he had different teaching experience during the program. A particular positive experience was related to the teaching of his classmates. On this matter, he stated:

> *I was teaching my classmates, girls and boys. I specifically was teaching them 'teaching methods courses'.… I have taught several lectures and from that point of teaching, my fear and my anxiety have decreased dramatically because I was standing and I was explaining. I admit I was shivering sometimes but I got over this problem.*

It can be inferred that having discussions with one's peers or classmates in formal sessions might be very helpful for developing the personality of a teacher. In other words, the signs of fear, panic, and anxiety can be reduced by discussing with one's classmates. It is normal that a teacher feels panic when he teaches for the first time. However, being exposed to many teaching events is supportive. To put it differently, practice might help to make perfect. With respect to the practicum courses, he claimed that he had a lot of experiences. The following excerpt shows exactly what he said:

> *I also taught for one year at schools as a kind of practicing, you know, the practicum courses. As I was teaching in one of the high schools in Northern city, I had a supervisor. He was giving us the strategies of teaching: how to manage the board, how to write on the board. He was advising us well. I really experienced the real teaching. I also felt that what we studied about teaching was just theoretical, only some theories.… The things I experienced while teaching and I learnt from my supervisor are how to deal properly with students. The first thing he said: "you do not have to be tough from the first moment because they will make fun of you and you do not have to be so easy."A teacher should also encourage the students to participate. A teacher should not speak much in the class; he should give the opportunity for the students to speak. Make them active not passive.… I also learnt how to first attract the attention of the students and that is most important because if the student is distracted, he will not be involved in the lesson. I also learnt how to plan and manage a lesson according to the time given. So, all these experiences will be effective in my future teaching career.*

This shows the significance of mentoring and how helpful it is in gaining teaching experiences. It is, moreover, interpreted that such practicum courses are the practical side of the program and they are very significant in developing the teaching skills in a better way. Furthermore, it can be deduced that mentors should be very cautious while advising the practitioners. To put it differently, they should motivate the teacher candidates by at least saying encouraging words. They should be patient with teacher candidates and develop their teaching skills in a good way.

In conclusion, it is very important that teacher educators guide teacher candidates effectively and patiently in the practicum courses to experience teaching events sufficiently. The practicum courses are crucial in the ELTE program. Due to their importance in shaping the teachers' personalities and thinking patterns of teaching, it would be better to increase the number of these courses.

4.2.2 Theories of Teaching

One's teaching philosophy can be interpreted as one's most reliable teaching theory. This reliable theory of teaching is the theory he believes to be the best one for achieving the effectiveness of the teaching-learning process. On the basis of this, Ali believed in the importance of motivating school students to actively participate in the lessons and take part in classroom discussions. In the following excerpt Ali grounds his vision of good language teaching in the Total Physical Response (TPR) method (Asher, 1969). He stated:

> *I believe in TPR/Total physical Response. For example, if you tell me, then I will forget, if you teach me, then I will remember, if you involve me, then I will learn. This is a teaching method…. This is what I believe teaching is.*

In the following excerpt, Zakarya explains what demands the greatest emphasis in the teaching profession. For Zakarya, a teacher has to play the role of a good model and advisor and act collaboratively. He stated:

> *… the teachers must instill the love of English into the hearts of his students before teaching them English. First, teach them the aims and benefits of learning English.… A teacher also should motivate his students. This is a necessary condition. All these things should be achieved before teaching them.*

Nuraldeen assumed that teaching effectively depends a lot on the atmosphere in which the teaching process takes place. There should, according to him, be an appealing educative environment that invites the students to learn and practice what they learn. He also believed in the role of teacher's advice which is valuable in the teaching profession. Teacher's advice to students, in other words, is teaching in itself. He said:

> *… I would like to create an atmosphere inside and outside the classroom where students should speak the language. I will also give students many pieces of advice. The most important thing is that there should be an interesting educative environment.*

Yousif, another prospective language teacher, underscored that a teacher should first trust himself in (his instinctive capability of) teaching and later on, can exploit others' experiences. He said: "…I believe in myself and I try to see teaching first out of my thinking, out of my way and then I will listen to others, I will take the experiences of the university." He supported his teaching belief by giving the following example:

> *… the university sometimes will not give you the right philosophy of teaching. You do not have to accept it. You have to change it according to your personality. For example, in the university the relationship between the teacher and the student is not friendly. They are dealing as if they are principals. There is no relationship between them. They are always dominant dictators.*

The excerpt above shows how this participant rejects his university lecturers as models for effective teaching. For Yousif, a good rapport between teachers and students is of utmost importance. For Yousif, teaching cannot be described by delivery of information. As he explained what 'teaching' means to him, he said:

> *… Teaching is not only a kind of transferring of information. Teaching is to change the behavior and this is my philosophy: that when I want to teach something, I want to see the outcomes of my teaching in the behaviors of my students.*

Yousif also believed that it is a must to respect and collaborate with students. These two actions (respect and collaboration) will result in the students' love to the teacher and the course he is teaching.

4.2.3 Qualities of a Good Teacher Educator

The views of prospective language teachers about the qualities of a good teacher educator are very similar. They all agreed on common characteristics such as qualification, motivation, friendliness, collaboration, fairness, patience, and so on. Ali assumed that a good teacher educator should have the ability to deal with students, be well qualified, self-motivated, and friendly. Ali stated that these three qualities are the most significant ones of a good teacher educator. He said:

> *He should be first able to deal with the students. He should be qualified enough and he should have high motivation.... three major qualities a teacher educator should have: a qualification, creating a friendly atmosphere in the classroom, and to have the motivation to teach.*

For Zakarya, a good teacher educator should build a close rapport with his students, motivate them, be well qualified, and use English continuously in the class. He must not be snobbish. He must not act proudly of himself. He said:

> *First, he should be close to his students more than the classmates themselves. He should love them and make them feel that love. For example, I took a course in this department; the course was taught by a snobbish educator. He was proud of himself, so I did not like the course because of him. He should be well qualified.*

On this issue, Nuraldeen claimed that a good teacher educator should have a strong personality, patience, and knowledge of how to deal with students. Furthermore, a teacher educator should be well qualified, moral, fair, a problem-solver, creative, and motivate and encourage students. All these qualities mentioned by this prospective language teacher refer to an ideal teacher educator. He stated:

> *First, he should have a strong personality, well-qualified in his major, moral, impartial, knowledgeable of the course(s) he is teaching, has the ability to psychologically deal with the students, and be effective with all the meanings this word could have. He should be creative, should be fair... should motivate and encourage his students, should be patient, and should be a problems-solver. In short, he should be a good example.*

In addition to the qualities stated by Ali, Zakarya, and Nuraldeen, Yousif believed that a good educator should not insult his students at all. A teacher's insult to students may cause failure or psychological problems. Yousif gave an example of

one of his educators' use of insults: "…And some of my doctors try to insult the students. He said: "*you are animals*." I do not know why he said that. Maybe there are minor things and the teacher should not say that. He should deal with these minor mistakes in a good way." This excerpt emphasizes the need for features such as patience and wisdom with which a good teacher educator should be armed.

Furthermore, Yousif believed that a good educator should be moral and ready to answer the questions raised by his/her students; otherwise, teaching will not be effective and may have negative effects. This following excerpt of Yousif explains this point:

> *Once the electricity is off and the doctor cursed the government, the president, the principals and all the Yemeni people. So how it will affect you! And he sometimes says: "may God send you to hell!" When we want to ask him a question, he says that there is no way for questioning. This is the strategy of one doctor.*

A good teacher educator, according to the above excerpt, is that one who takes after his students, shows them respect, and collaborates with them as much as possible. That is actually the main purpose of his existence in that institution. Yousif gave an example of a real situation happened to him in the university. He said:

> *… one of them, whom I will never forget, gave the sense of intimacy. Whenever he sees me, he shakes hands with me, not only me, it is with all the students and all the students love him. And we love his subjects. Once I had an accident in the second semester of the second year. In that time, I had our exam in one of his subjects. I came late for nearly 20 minutes. When I entered the exam hall, he was the first one who came to enquire after me…. So he makes me feel that I am important to him. He shows me respect.*

Above all, Yousif believed that a good teacher educator is the one who plans lessons/lectures ahead, elicits questions rather than asking questions. He should be punctual as well. In short, the philosophy of Yousif about the qualities of a good teacher educator is that he should be moral, well mannered, wise, patient, collaborative, punctual, well prepared beforehand, and builds a good relationship with students.

4.2.4 Qualities of a Good Teacher Candidate

Correspondingly, a prospective teacher should be targeting the same qualities a teacher educator has. This is necessary due to the fact that they are both engaged in the same activity: teaching. Nevertheless, there are urgent qualities that a teacher candidate should possess first (even before teaching) and other qualities will be gained and experienced by the practice of teaching process.

Ali believed that the same qualities of an educator should also be possessed by a pre-service teacher. The most important quality he believed a teacher candidate should have is to be qualified enough in terms of the language skills and teaching these skills. With respect to Zakarya, he highlighted the same quality claimed by Ali. Zakarya also added that a good teacher candidate should have, at least, some knowledge of the other related fields. He said:

> *He should also have at least the basic knowledge of other fields that are, in some way or another, related the educational field. He should be fluent in speaking English. As teacher I feel shy to talk to a graduate of an institute of languages, who has been learning English for six months, he speaks good English. Teacher should be taught some courses regarding computer.*

This excerpt unveils the importance of having as much knowledge as possible of one's field and other related fields. It is also inferred that speaking fluently is a seminal characteristic.

Nuraldeen indicated the significance of avoiding any negative attitudes shown by teacher educators. This is to say that a good pre-service teacher has always to be positive in both behaving and thinking. As a result, optimism will be the reward of the positive attitudes. Unquestionably, the feature of collaboration is crucial in the teaching profession. He uttered:

> *One of the good qualities is not to have/adopt the negative attitudes he has experienced in his educators. He should not transfer these negative attitudes or experiences to the coming students or the society. He should always be positive, be optimistic.… He should also be as much collaborative as possible.*

Yousif emphasized the perception of having a strong personality particularly in a Yemeni context. It means that a teacher educator should be strict enough. This is

owing to the great numbers of students in the same class. This kind of character, according to Yousif, would help the teacher candidate to manage the class successfully. Meanwhile, a teacher has to be friendly with school students and show them respect. He should also be capable of designing materials that match with students' needs. Finally, Yousif claimed that a good teacher candidate should know all the teaching methods and be a good model. He stated:

> *In Yemen, a teacher should have a strong character, strong personality which enables him to manage the class, especially in Yemen because students may always make a mess and a noise all the time. So managing the class is the first quality a good teacher should have. Another thing is the friendly way of dealing with students. Teach them in a friendly way, listen to them, and give them the opportunity to participate.… He should be selective in the materials and should be flexible. Restricting to the material given to him by the Ministry of Education will him face difficulties and problems in the class which he may not be able to handle. He should be acquainted with many teaching methods which he can use in different situations.… A teacher should also be ideal. I mean that a teacher should behave as a father.… He should talk in a nice way. His words make his personality. His words are his dignity. So when the teacher talks in a nice way, the students will respect him.*

4.2.5 Weaknesses of a Prospective Language Teacher

According to Ali, being unable to have the qualities of a good language teacher is associated with certain weaknesses. Ali stated that the weakest point is related to bad pronunciation. For arguing his belief, he gave this example: "…For example, you want to say *life* but you say *live*. So when school students know the right pronunciation of the word, they will laugh at you and they may say you are a bad teacher." He added that being less motivated and unable to use the right or appropriate teaching method are also serious weaknesses.

Regarding Zakarya, he believed that when a pre-service teacher neither practices speaking nor teaching the English language, he is then considered to be weak. It could be analyzed that when a pre-service teacher is weak and he is still studying in the program, other weaknesses will surely come to surface as a result of the first weakness caused by the lack of practicing speaking and teaching English during the program study.

Concerning Nuraldeen, he stated that the main weaknesses of a teacher lie in his being unable to create a good learning atmosphere, in speaking Arabic more than English in the classroom, in being proud, in having less teaching methods knowledge, or in being unable to deal with the school students properly. The fourth prospective language teacher, Yousif, thought that using improper teaching methods, bad appearance, less use of practical activities, bad pronunciation, lack of creativity, and the excessive use of Arabic are all regarded to serious weaknesses.

4.2.6 Teacher Preparation in the ELTE   Program

To cope with the future teaching challenges and difficulties, the ELTE program offers a curriculum that consists of fifty eight different courses. These courses focus on different aspects such as the acquisition of the language, teaching of the language, planning and designing a material, recognition of the English literature, and so on. In short, all these courses are intended to better prepare a good teacher of English.

Ali did not feel satisfied with the courses the program offers. This unpleasant experience is because of using Arabic as a medium of instruction in many courses, and this is, according to him, galling. It is also indicated that many courses regarding the English literature are given in the program; however, they should be replaced by ones related to the field of teaching or at least decreased in number. He said:

> *There are courses regarding the field of education in English and Arabic. And it is really a headache in the Faculty of Education because you got a lot of Arabic courses regarding teaching, how to teach, you know, teaching comparison between other systems. So many courses are taught in Arabic. And I prefer these courses to be in English. In this program, I feel that in levels one and two, you are taught courses that help you improve your language a little bit. Three and four, you don't have any, just courses about English literature, you know, and courses for teaching.*

Similar is the case with Zakarya's beliefs about the preparation he has received in the program. He is not at all satisfied with the way he was prepared. This is because of the way he was taught. Teacher educators just give students some papers to memorize and get tested on. The students are not involved in participation and discussion. He explained:

First of all, I don't feel that I am well qualified. This is because we were not taught deeply in the program courses. Educators used to give us some papers to be memorized and then vomited in the exam sheets. For example, a course named "Introduction to linguistics" was given to us. The course educator requested us to buy a book and study it. As a learner, I can read it and read other twenty books. What I need is to discuss what I read and to make some research papers. This becomes clear when I tell you the other experience I have. I have a classmate who never attends to the classroom; he just buys the handout, memorizes it, comes to take the tests and gets higher marks than I get. They don't give us a chance to be critical or creative.

Another teacher candidate, Nuraldeen, showed a little satisfaction about the preparation of the program. He explained that observing teacher educators in the halls as well as practicing teaching at schools is the way he was prepared to teach. He appreciated having courses that focus on developing personalities and the skills needed for learning and teaching the language. He said:

They prepare us by giving us some courses regarding the teaching-learning process, through lectures, and you can say: observing our teacher educators. They also offer/give us some other courses concerning the development of the language skills and the personalities. Two practicum courses in level four.… I got a lot of experiences in these two practicum courses.

Yousif stated that the program offered some courses that were beneficial for him. He recognized that students have individual differences and preferences which should be taken into consideration. He also stated that he theoretically learnt how to teach a class. Therefore, he assumed that the courses should be re-planned and re-designed in a way that focuses on both theoretical and practical aspects. He said:

… there are limited subjects which teach us how to deal with the students. There are also some psychological courses which help us a lot in knowing the characters of the students, the strategies of dealing with the students. We learnt that some students are shy, some are weak, some want more practice, some are creative and want things which are creative, some want to play with things, to play with words. So a teacher should be aware of these things.… We were also taught some teaching methods courses, Evaluation and Assessment course in which we were exposed to many teaching methods and how to evaluate our students, how to teach, manage the class, how to plan a lesson, how to give feedback to the learners. We were also given courses regarding the curriculum design. But all these courses are just theoretical.

4.2.7 The Program Standards and Their Achievement

There are some standards set by the Ministry of Higher Studies and Scientific Research. These standards ought to be achieved by all programs in Yemeni universities. Some of these major standards are helping learners acquire the skills of creative, critical, and scientific thinking; teaching the learners the scientific research methods and how to evaluate and practice them; establishing and developing positive attitudes towards self-learning together with continuous learning; and encouraging the processes of creative writing, translation, and publication in different majors. The quotes of the prospective language teachers that most of these standards were not achieved. Ali believed that the aims were not all achieved due to the improperly designed syllabi and the presence of less qualified teacher educators. He added that the application of traditional teaching methods such as *Memorization Method* and the absence of a language lab make it hard to achieve these aims. He said:

> *I don't think that I have achieved those aims because of all the, you know, reasons we have discussed up till now: the syllabus, the curriculum, and the unqualified teachers as I have told you, they don't, for example, let students go to internet a lot. The source of learning or education is the teacher as if we were at a school; the same system of a school. Events that did not help me achieve such aims, for example, you are not able to practice your language where to go, you don't know. Just the only environment you can use your language is the classroom among your classmates. We don't have laboratories.*

Ali kept on saying that the foreign teacher educators apply only the memorization method which does not at all help students to achieve such aims. He said: "…creative thinking is something we miss because, you know, they assign teachers, you know, from other countries who depend on the memorization method." This quote displays the unsatisfactory feeling towards the foreign teacher educators. It is also inferred that Ali is calling for well-qualified teacher educators who could engage students in doing activities. Regarding the skills of scientific research, he believed that the course focusing on this issue, is given by the program but it is not that much helpful. He stated: "We have a course *Scientific Research Methods* that is taught in Arabic. We were taught some theoretical aspects but no practice at all. I mean we did not do scientific research." According to him, the resources needed for achieving these aims are: "First thing we still need is a language lab. The central

library should be rethought of. I mean they should bring many references and provide it with an electronic system." This is a kind of emphasis on what the current program needs: a language lab, and a good library with an electronic system that helps educators and students search for information easily and fast.

Zakarya unhappily stated that the aims were not achieved and he did not have that feeling of becoming a teacher. This was, according to him, due to the improper teaching methods he was taught by, the lack of encouragement, the absence of language labs, the presence of less qualified educators, the use of old teaching materials, and so on. He said:

> *In the past, I was thinking that university is the place where thinkers gather/meet. I thought it to be a place for teaching and educating the students. But when I entered the university, I got a negative attitude. There is an Indian doctor teaching Grammar and he never gave us any chance to participate or tell our opinions. He was demotivating us. So I felt frustrated. I then felt shy to stand in front of my classmates. So I never say that I have become a teacher. As a teacher, I really terribly feel so sorry to say that I did not achieve these aims. But I have decided to pursue my higher education so that I can proudly have that title "teacher".*

It is disheartening to find out such a prospective teacher who feels that he is not yet qualified to bear the title of *Teacher* though he has spent four years of study in the program. This is related to the program teacher educators who infused such a pre-service teacher with negative feelings and attitudes.

Nuraldeen believed that he might have achieved the aims, but he is not sure. He is in between 'Yes' and 'No'. He said: "Inshallah [God willing], you can say that I have achieved these aims. Practically I can't." Again, Nuraldeen believed that the courses he took in the program were enough and helpful for achieving the aims. He said: "The courses as resources I took in the university are enough for achieving the aims." Additionally, he stated:

> *I have taken some courses such as Education Research, Education Techniques, which helped me to achieve those aims. I learnt enough about how to do an education research paper. What I need now is to review what I learnt in that course and put it into practice. This is because we did not do a research project in that course. I can also say that with perseverance, one can do the impossible.*

This quote of Nuraldeen indicates that he is satisfied with what is offered by the program to achieve the aims on one hand. The quote, on the other hand, indicates his hesitation and the absence of confidence.

For Yousif, his belief is that the aims were not achieved because the facilities and resources available in the program were not enough. He said:

> *I do not think that the available resources in the university help us achieve these aims. Because the materials we have been given are very limited. They are not at the level of giving the opportunity for the students to be critical, creative, and so on. When it comes to creative learning, creative learning needs a big knowledge, needs a teacher who can create, a problem-solving activities, who give the learner time to think. Also the critical skill; when the teacher is patient and endures such critic, such criticism. And when it comes to the scientific learning, it should provide a scientific material and these scientific materials are not provided in many schools and universities. In the university, the language lab is not provided.*

Furthermore, Yousif believed that the course of *Scientific Research Methods* is neither well planned nor taught effectively. It is, as he stated, taught in Arabic and does not achieve the aim. He said:

> *… scientific research methods need time. We have been taught the scientific research methods but in a theoretical way. We have not done any research. And this course was taught in Arabic. Research needs money, needs a supervisor to teach you how to make it. I think that it is difficult to make research.*

However, Yousif believed that the aim of self and continuous learning is achieved because a student is not given the chance to participate, practice etc. what he has learnt and therefore he should depend on himself. That is why such an aim is achieved. He said:

> *… the students are studying by themselves, because with the crowd of the students in one class, a student is not given the opportunity to talk, to practice, to think, so he tries to compensate these things by studying at home. So, this one can be achieved by the learners themselves.*

4.2.8 Major Problems Related to the ELTE Program

According to the prospective teachers, the problems of the ELTE program are rooted in academic and administrative issues. Ali believed that the program major

problems are the presence of unqualified teacher educators, insufficient references in the library, the use of Arabic as a medium of instruction for many courses, and the unsuitable teaching methods (lecturing style, neither discussion nor participation is activated) used by their teacher educators. Ali uses a Yemeni proverb to explain his negative attitude towards the process of learning and teacher educators. He stated:

> *No rich library, the scarcity of qualified teacher educator... they just teach us the materials they have given us in the beginning of the semester. They don't teach anything new. So I just read the material and prepare myself for the test. It is like our Yemeni proverb "Ahmed goes into the class, Ahmed goes out of the class and no change has occurred".... The medium of instructions for many courses we have had in this program is Arabic. For me this is a problem. I believe that they should be taught in English, for we are students of English and not Arabic. Teacher educators do not give students time/chance to show their abilities; a student goes to the class and just listen like a parrot, like an animal; he does not participate. This is the common situation.*

Zakarya also stated similar problems. He believed that the major problems are: educators' discrimination between males and females, poor curriculum design, the absence of qualified educators, lack of dormitories for males, the negligence of students' opinions and suggestions, and discrimination based on political party membership inside the university. He said:

> *The curriculum needs reform. There is no creativity in the present curriculum of the Yemeni universities. The present curriculum, in other words, does not prepare good teachers. There is a lack of professional educators. Another problem lies in the absence of dormitories for males. This is a big problem.... Another problem is that students' suggestions or opinions are thrown behind the bars. Both educators and employers in the university always turn down our suggestions.... Another example is that of educators. There is a professor who belongs to the other party and because of that, he has not yet been given any good position in the university.*

The quote of Nuraldeen showed that the problems are administrative and academic ones. According to him, the administrative problems are such as the university administrators' unpunctuality, the changing of courses schedules, the gathering of all the non-English majors' students in one hall, power-cuts, poor facilities and the library system. Regarding the academic problems, they are the lack

of professional teacher educators, the unpunctuality of educators, a static curriculum, and the evaluation processes. He said:

> *The unpunctuality of the university administrators and the teaching staff members is a problem. The excessive changing of the timetable is a problem with which I was facing a lot during my university study. The teacher educators of the requirement courses gather all the students of all departments and teach them in the same hall at the same time and this is a great problem. It is so because we are over 500 students in the class and no microphones are used or available to be used. The electricity is off most of the time and the university does not have a generator. Another problem is concerned with the presence of magical chairs. These magical chairs are always movable form one hall to another. Sometimes a student cannot find a chair to sit on and then gets forced to go back home. There is also a problem with the presence of few bathrooms that do suffice the needs of the students. There is also a problem with the existing library. Sometimes you find hindrances while borrowing a reference.*

Mentioned above are the administrative problems. The academic problems, according to him, are related to the lack of specialized teacher educators who have become professional in teaching. Another problem is concerned with the unpunctuality of some teacher educators. Nuraldeen believed that the curriculum needs to be reformed together with the tests. He said:

> *There is a lack of professional teacher educators. For example, a course is taught by someone whose major is far away from it. Some teacher educators are unpunctual. The curriculum is static. It really needs a reform. The materials are the same ones for years; the same tests are also given. Once more, the materials are restricted. They miss much more information and knowledge. So they should be updated. They should get reformed.*

The last prospective language teacher, Yousif, believed that the major problems are very similar to the ones discussed above. The major academic problems, as stated by him, are: lack of activities; less practice of speaking the language; absence of collaboration between the teacher educators and candidates; educators' limited encouragement of students, overcrowded lecture halls; less practice of the university discipline; few courses on speaking skills; the limited number of qualified educators; and the use of Arabic in many courses in instruction.

Concerning the major administrative problems, they are: the electricity power-cuts and the lack of boards and chairs, He said:

> *... the lack of activities in the courses given to us. Also Spoken is not taking a high priority in the classes as if the language is just written, as if we will graduate as translators not as teachers who will use their language all the time.... There is no cooperation between the teaching staff members and the students..... There are also the problems of the electricity. The board and the chairs should be static ... I feel sad that there is no encouragement from the teaching staff.... The classes are also crowded.... There is also a problem with the curriculum we had taken.*

4.2.9 Developing the ELTE program in Yemen

Experientially speaking, every pre-service teacher has his own beliefs on what is to be done to develop himself together with his classmates in the program they are all involved in. The four teacher candidates have similar beliefs about how to improve the ELTE program in Yemen in general and in their institution in particular.

Ali stated that there should be well-qualified educators who will utilize instructional technologies, motivate and encourage the students to discuss and participate, and foster the skills of creative and critical thinking in the students. Furthermore, he added that the curriculum of the program should be reformed. He finally suggested that those who are responsible for hiring foreign teacher educators should evaluate them before engaging them to teach in the program.

Zakarya believed that the curriculum should be reformed with at least a focus on some practical aspects. He insisted that there should be a language lab and that the program decision makers should be careful while hiring foreign teacher educators and should make workshops for training both teacher educators and teacher candidates at the end of every year. In addition, he highlighted that there should be strong collaboration between the university employees, the educators, and the students for the sake of a better development of education. Finally, he recommended that there should be an inviting educative environment, and there should be a strong connection between the Yemeni universities for student exchanges.

Nuraldeen also believed that developing the ELTE program depends on having professional teacher educators, replacing some foreign educators, and disallowing the bachelors' degrees holders to teach in the program. He also highlighted that the issue of power and nepotism should not have any place in the university in general and in the program in particular; this issue of power and nepotism, according to Nuraldeen, is playing a role while appointing new teaching staff members and while giving promotions or good positions to the teaching staff members.

Similar to the beliefs of the previous three participants, Yousif believed that developing the ELTE Program involves real collaboration from many of the education stakeholders. He stated that there should be qualified teacher educators who will update and design a sound curriculum, that the pre-service teachers should be provided with a language lab and be taught in modern teaching methods and techniques, that students' attendance and participation should be taken into consideration, that teacher educators should not prioritize the concept of *Examination* since this priority will have negative results which lead the students to study only for exams; the moment the exams are over, the students forget much information if not all, and that the university administrators should encourage or stipulate that students can email their educators for the sake of getting answers to their questions.

In conclusion, the analyses of the data of the first group (academics: 3 teacher educators and 4 students) resulted in the emergence of 17 themes in general. In particular, there were 8 patterns emerging from the data of teacher educators and 9 themes emerged from students' data. Since the interviews used for both categories had similar and different questions, the themes discovered were also similar and different. The overall findings of the analyses indicated the importance of constructing sound teaching philosophies and having clear standards and policy for the English Language Teacher Education program in Yemen. Moreover, the findings showed the qualities of a good teacher (a teacher educator or teacher candidate) and how important these feature are in the academic profession. Furthermore, the results displayed the beliefs of the participants about the preparation of English Language Teacher Education program in Yemen. In other words, the findings indicated that the program had many distinctive problems. These problems were described as academic

and administrative ones which needed immediate solutions. At the same time, the findings indicated the negligence of the education policy makers towards the implementation of the existing strategic plans and the absence of future strategies or plans for improving the English Language Teacher Education program in Yemen. The findings also referred to the common use of power and nepotism in the process of education and underscored their danger. Finally, despite all these problems, the results showed that English Language Teacher Education program is needed in Yemen due to certain factors shown in the analyses.

4.3 The Ministry of Higher Studies and Scientific Research

4.3.0 Presentation

The qualitative coding and analyses of the interviews gathered from the three administrators in the Ministry of Higher Studies and Scientific Research led to the identification of the following eight major patterns. These major themes represent the beliefs of the participants about the various aspects of the ministry and the program under investigation.

4.3.1 The Ministry's Works

Every ministry has particular roles to fulfill. In Yemen, the Ministry of Higher Studies and Scientific Research has no clear roles. However, it is responsible for all the universities and the distribution of scholarships. Therefore, the ministry has to work competitively to achieve these roles. Beliefs about the ministry's works indicate that the ministry does not work properly and systematically.

Ameen showed pessimistic feelings about the current performance of the ministry. He believed that the ministry administrations make some plans but, unfortunately, these plans are not applied. The following excerpt of Ameen explains his beliefs about how working in the ministry is:

> *I feel sorry to say that working here in this ministry is unsystematic. It is true that some administrations make some plans, but the plans are in a valley, and the practice or application of these plans is in another valley. Frankly speaking, I have suffered a lot and what I have observed so far makes the heart bleed: random work, unsystematic work. In spite of the presence of plans, they are not applied at all. The ministries leaders aim*

to make some plans and organizations through some training and qualifying courses. I always ask a question: Does the training have a positive effect on the employees? You do not notice any kind of development. On the contrary, I swear to God that it goes from bad to worse.

Ameen believed that the situation in the ministry is tragic since there is no development. It actually goes the other way around and this is due to the carelessness of the education policy-makers. To explain the unsystematic plans of the ministry and the carelessness of the high position leaders, Ameen gave an example in which he underscored the necessity of having a strong connection between the plans and the finance. He said:

> *… For example, I told them to prepare a plan for a year. To practice this plan, you need some financial support. When it comes to practice, the plan is not financially supported and those who are in charge will say that nothing can be done. So, frankly speaking, such a plan will be in vain just like ink on papers. I told them that there should be a strong connection between the plan and the budget.*

Likewise, Qammar was dissatisfied with the present performance of the ministry. Working in the ministry, according to her, is tiresome. She also felt troubled by the way the bureaucrats of the Finance Affairs Administration deal with her and other bureaucrats. She emphasized that bureaucrats were given neither their rights nor rewards easily. She said:

> *Working here is very tiresome. We have an administration of finance affairs whose workers are really very troublesome and tiresome. You work hard, you do all your best, and the orders come from the minister -direct and clear orders- to get some bonuses/rewards but we face a problem in the finance affairs administration. They do not give us our rights easily and quickly. They really trouble us a lot.*

Correspondingly, Ammar regarded that working in the ministry to be tiresome; however, he was content with his position. This job placement lies in his beliefs that he would gain some experiences. He stated:

> *Working here is very tiring because the office is always crowded by applicants. And, you know, it is hard to please everyone. But I am content with the work I am doing here. I get some experiences such as skills of dealing with different people, managerial stills, and leadership skills as well.*

Ammar also said that the role he is trying to achieve is very limited. It is achieving the equity of the scholarships distributions.

4.3.2 The Ministry's Contacts

The three administrators (Ameen, Qammar, and Ammar) believed that the contacts of the Ministry of Higher Studies and Scientific Research are limited. It contacts with the Ministry of Finance, the Ministry of Education, the Ministry of Civil Service, and the Ministry of Planning and Statistics. The purpose of each contact is different. Furthermore, the contact with the Ministry of Finance, according to Ameen, is: "… to discuss the budget and the problems we might encounter every year". Ameen explained how the Ministry of Finance does not fully supply the Ministry of Higher Studies and Scientific Research with the necessary budget. This indicates less collaboration between the two ministries. He said:

> *… We need not to be supported by the Finance Ministry…. Unfortunately, what happens annually since I have started working in the Ministry, whatever is planned and agreed upon, the financial support is not fully applied. They either give half of the finance or nothing at all though the money is sometimes available.*

The other contact occurs with the Ministry of Education. Ameen, on the purpose of this contact, stated: "We contact with the Education Ministry in the course of giving scholarships to its employees. We discuss how many scholarships are available and how many can be given to the Ministry of Education". This shows that the contact happens only when scholarships are available. It also indicates the absence of collaboration with each other to develop the ELTE program.

Another administrator, Qammar, said that her administration, in origin, belongs to the Ministry of planning and Statistics. This means that the only contact this administration makes is with the Ministry of Planning and Statistics for making and evaluating plans. Qammar stated:

> *We contact with the Ministry of Planning only for making plans and evaluating these plans. And look, this administration as a general one belongs to the Planning Ministry. It is originally like that. All our issues in this administration are actually coming to us from the Planning Ministry and we just go on working on them.*

Qammar's quote shows that this administration was established for the purpose of contacting with the Ministry of Planning and Statistics and no other ministries. It is also inferred that administration is not independent from the Ministry of Planning and Statistics. It is implicitly understood that the Ministry of Higher Studies and Scientific Research does not have its own plans. It, in other words, tries to apply the plans that come from the Ministry of Planning and Statistics.

Ammar assured that the Ministry of Higher Education and scientific Research makes contacts with other ministries such as the Ministry of Education and the Ministry of Civil Service. He, as the General Administrator of the Higher Studies Section, said: "…our contact is much more with the ministry of civil service." The purpose of this contact is to discuss the scholarships allowance that should be given to teachers who work under the Ministry of Education. However, the number of scholarships given to teachers of English is not clear. Ammar said:

> *… The reason behind this contact is to plan how many teachers they are supposed to be given scholarships for higher studies abroad. After planning and appointing the teachers who are going to be given scholarships, they tell us how many teachers they have. Then we tell them that we have a specific number of scholarships and they should rethink of whom they will choose. In other words, they try to make the number of teachers be equal to the number of scholarships.*

After specifying the number of scholarships, another contact takes place with the Ministry of Finance for the sake of obtaining financial aids. He said: "…we contact with the finance ministry and give the names of those who have been given scholarships to provide them with the money".

To conclude, it can be interpreted that the main focus of contacting with other ministries is scholarships and financial issues. Maybe it is believed by the education policy-makers that the scholarships receivers would improve the state of education in Yemen when they come back from abroad. It is also inductively inferred that the present programs that undergo in the Yemeni universities are not paid enough attention.

4.3.3 The Importance of ELTE Program

The three participants believed that this program is of great value to the whole society. They also believed that the English language is very important to be learnt by students in all majors. The following are the excerpts of the three participants on this issue.

Ameen stated that program is needed in Yemen. This need roots from the fact that school learners need to be taught English effectively and start communicating in English. Furthermore, Ameen underscored that English is important for all the Yemeni students and not only for those would work as teachers of English. He uttered:

> *The English Language Teacher Education Program is very important. But the English language should have been acquired at least a little bit before joining the university. So when he graduates from any department, he should have two languages: Arabic and English. For example, a student will need references which are in English, to know what others have done or written, so he should have a good background of English…. English has become very necessary not only for those who will become teachers of English but for all learners of all majors. It has become a rule here that you will not get a scholarship if you do not have a certificate of English: international one…. All this indicates the importance of English in Yemen.*

Qammar regarded ELTE program to be of paramount significance. She justified her perspective by giving an example of those who are teaching at schools and how weak they might be. Moreover, she believed that the program is needed so that effective and well-qualified teachers will be prepared. She said:

> *…It is obligatory that there should be a program that well qualifies the teachers of English in Yemen. Why? Because most teachers of English in Yemen are weak in their teaching methods, in their outcomes, even their language is also weak and maybe zero…. I also want to say that teachers of English should be well trained. There should also be consecutive training courses for them so that they can develop their knowledge, teaching methods and techniques.*

Once more, this above excerpt clearly shows the importance of the English Language Teacher Education program in Yemen and how it should necessarily be taken care of, planned, developed, and provided with all the facilities. Additionally,

this quote reveals Qammar's perception of the poor quality of language teaching in Yemen.

Ammar believed that since English is an international language, it should then be taught at schools. This necessitates the presence of ELTE program. This program should be provided with all the facilities that enable it to prepare good teachers. The following utterance shows his belief:

> *English has become the language of the world. The world has become like a small village and this village speaks one international language that is English.... So it has become important to teach English to all the society members.... This indicates the paramount importance of the English language teacher education program in Yemen. It is very important for it is the program that prepares and qualifies teachers for this important language that is English. In short, this program is very important and therefore it should be provided with all the facilities they need so that they can produce effective teachers; teachers whom we can depend on, teachers who can teach English everywhere in the society, teachers who love teaching English, teachers who are dedicating their times and their lives for this noble profession that is teaching the English language.*

4.3.4 The Strengths and Weaknesses of the ELTE Program

The strengths this program is endowed with are few. The participants were inclined to explain only the weaknesses. For Ameen, the strengths such as presence of teaching facilities, financial facilities and some external supports have become weaknesses. In addition, he illustrated his experience as a teacher candidate saying:

> *What I observed when I was a student in the Faculty of Education, and I had friends from different departments, is that the lack of teacher educators and the absence of real possible qualification. I mean that the graduates are still weak. When they come to practice teaching, they are found to be very weak. You feel shy of their being future teachers: his way of teaching, his way of dealing with the students, and his level of understanding are all not up to the level of our expectations. This is really happening with all departments of the education faculty and similar is absolutely the case of English Department graduates.*

The excerpt above displays the absence of good teacher educators, sound curriculum, insufficient teaching aids and so on which all weaken the program. Ameen stated that the factors behind these weaknesses are: "… due to the given curriculum, the teaching-learning process used, educators' abilities, the techniques

used in teaching, the absence of language labs, the shortage of practice, the absence of practicing the proposals they have made".

Another participant, Qammar, believed that the existence of the program in itself is strength. This is the only strength she thought of. On the contrary, she assumed that the program has many weaknesses which are revealed in her following words:

> *The program lacks more training, more development for the curriculum so that the teacher candidate will be a well- qualified and effective graduate…. So the curriculum they receive is one of the weaknesses the program has. Another weakness is related to the teaching methods, and the teacher educators themselves. They cannot teach well. So they should be also trained on how to deal with students and how to teach effectively.*

She also explained the reasons behind these weaknesses. She said: "Those who have planned the curriculum are neither professional nor experienced. In my opinion, if we give something to someone who is not experienced in doing that thing, so, that thing will not be effective or even interesting." This perspective supposes that the curriculum should be reformed by professionals.

Regarding Ammar, who was inclined to describe only the weaknesses, believed that weaknesses are related to the lack of giving training courses to teachers after the graduation particularly when they are teaching at schools. He also attributed the weaknesses of teachers to the financial issues. To put it in a different way, teachers are given neither enough salaries nor motivated to attend training courses. He stated:

> *When this teacher gets a job and starts teaching at one of the schools, he continues teaching for years without doing any research paper. He does not update his knowledge as well. He also does not practice the language and the knowledge he got. So after two or three years, he will forget the language he learnt. Language is practice; you need to practice it every day. These weaknesses are because of the financial matter. They are not given good salaries. They are not encouraged to attend training courses held by the Education Ministry.*

4.3.5 Changing the Program Weaknesses into Strengths

Ameen, Qammar, and Ammar believed that changing the weaknesses into strengths is in the hand of education policy makers and the university administrators. Ameen stated:

We have a natural strategy for higher education which if practiced, will change the weaknesses into strengths. What has been achieved of this strategy is less than 20%. The steps or processes are very slow here. If this strategy is fully and correctly applied and achieved, the weaknesses will be changed into strengths.... Besides, there should be a strong will university headquarters should have. With a strong will to improve and develop education, they will be very careful while appointing deans, teacher educators, professors, and doctors who are really well qualified. These qualified educators will be careful while designing a curriculum: a sound one.

This script indicates the significance of the collaboration process and the sincere efforts and feelings towards developing the ELTE program. It also shows the importance of applying the available plans and strategies. Additionally, teacher educators should be fair while appointing teaching staff members and administrators. Finally, a sound curriculum should be designed.

Similarly Qammar regarded the application of strategies as essential in the educational process. She believed that there has to be an annual plan that could track the weaknesses and prioritize them for the coming plan. Then program developers will be thinking of suitable means for achieving the objectives. She said:

There should be an annual plan for the program. This plan will find out the weaknesses which we have talked about. Then we regard these weaknesses as aims or objectives. Then we try to find some means that achieve the objectives and in that case, the weaknesses will be strengths.

Ammar thought that changing the present program weaknesses depends on the presence of a strong connection between the Ministry of Higher Education and the Ministry of Education. This strong connection will focus on involving the stakeholders in training courses and workshops. The Ministry of Higher Education should further give sufficient scholarships to teachers of English. In short, the two ministries should carefully look after the ELTE program, search its needs and focus on achieving these needs. In addition, the education policy makers should think of establishing M.A and Ph.D majors of the ELTE program with affordable tuition fees. Ammar said:

There should be a strong connection between the two ministries: Ministry of Education and Ministry of Higher Studies and Scientific Research. The Education Ministry should establish annual training courses for teachers of English all over the country. The Higher Studies Ministry should give as sufficient scholarships as possible for the teachers of English. And

before that, the two ministries should collaborate and together visit these programs that prepare and qualify teachers of English and study their needs and try their best to satiate these needs as soon as possible. They also should open higher programs such as M.A and Ph.D programs with affordable costs. There are few such programs in Yemen but they are very costly for the Yemenis for their income is not that good.

4.3.6 Aims Stated in the National Strategy for Developing the Higher Education in Yemen 2006-2010

2010 is the last year for the application of this strategy: *The national strategy and the future plan for Higher Education in the Republic of Yemen: 2006-2010.* The strategy focused on achieving the following aims: reforming the university curricula, varying the teaching-learning process, encouraging the translation and publication processes, and providing the universities with electronic system libraries, sufficient equipments, and modern scientific labs. Whether these aims are achieved or not is revealed in the excerpts of the following study participants. Ameen believed that there is a committee working on reforming the universities curricula. He also added: "Nothing for now is or can be known or identified about the progress of the committee's work." Concerning varying the teaching-learning process, he said:

> *Now there is a kind of support to varying the teaching learning process. This support is given by Holland's organization. There is also 13 million as a kind of support from the World Bank. A workshop has been held by the World Bank and our ministry for developing the education in Yemen.*

Furthermore, Ameen believed that facilities, plans, and strategies are there but they are very slowly applied. On this strategy, he commented: "Four years of this strategy have passed and almost 5% is achieved." He also believed that there are three main factors behind the slow application of the strategy: negligence of the education policy makers, the issue of nepotism and the use of political party membership, and the existence of many strategies for the education improvement in Yemen. He also suggested having only one strategy for developing the Yemeni education. He stated:

> *Those who are responsible for education policy are not aware enough of applying what they have decided or declared. Negligence is there. When you hear their declarations, you say that they are angels and they really care of the education process and they will develop it. But it is very slowly approached and handled.… Mediation [nepotism] is an*

issue that is highly activated in our country. It also plays a role in achieving some educational plans (laughter). This is a big problem for the ministry and so I think it is a big problem for the government in Yemen in general. I mean if there is a real intention of the government to develop the education in Yemen, there should be one strategy for doing that. Now the Ministry of Education has a strategy, the Ministry of Higher Studies and Scientific Research has a strategy, the Ministry of Vocational Training has a strategy. Every ministry is making a country for itself.

Qammar believed that some of the aims are on progress these days. Concerning facilities such as electronic system libraries and language labs; and a sound curriculum, she believed that these are problems of the universities administrators who know their matters but do not seek solutions. She stated:

Reforming the curriculum is very slowly applied. Concerning the electronic libraries, we are working on this aim. Regarding language labs, there are some and actually this goes back to the university whether they order for labs or not. The university administrators know their problems; the problems they are suffering from. If they do not request solutions for these problems, for example, the language labs from the Ministry of Higher Studies and Scientific Research, how the ministry will know that they are lacking these things and how they will provide such things to them.

On the other hand, she said: "In the fourth five year plan, the universities have handed their reports concerning their problems and the projects they needed. So our task is to see and evaluate these projects and try to achieve the projects for them." This excerpt indicates that the universities administrators might not report all the problems they were suffering from. Once more, she stated: "…We also, in the Planning Ministry, search for someone or some people who will fund these projects. If nobody replies, what can we do then?" which means that they fully know their major problems but are waiting for external financial support. It could also be inferred that while reporting the major problems, the universities administrators may not report the major problems of the English Language Teacher Education Program. Above all, they do not use the resources they have such as the tuition fees and so on. Surprisingly, in spite of the external funding supports from Holland, the World Bank, and so on, the application of the strategy is, unfortunately, failing.

On this issue, Ammar said:

Sincerely speaking, I do not have enough information about this strategy. Frankly, I do not have any idea about this matter. I cannot say anything. This question should be asked to the vice minister of the Educational Institutions Affairs. He will benefit you in this subject.

After the interview, the researcher instantaneously went to conduct an interview with the Vice Minister of the Educational Institutions Affairs in the ministry. However, the vice minister declined to be interviewed.

4.3.7 Future Plans or Strategies for Developing the ELTE Program

There are, according to the quote of Ameen, general plans for improving the state of education in Yemen. The only magnificent plan he knew was the plan for applying the Quality Standards in the Yemeni universities. This plan was generated in 2008 and is still continuing. The planners and evaluators, according to Ameen, are:

… some academic qualification holders from different universities, some international ones, and some employees of the ministry and I was one of them. The purpose of such a plan is to develop the education: the teaching-learning process in general, teachers, curriculum, and everything.

Ameen commented on the period of the plan application saying: "This plan took place in the middle of 2008 and it is still continuing. If there is a real intention of the ministry leaders, applying this plan will take only one year." Regarding the Quality Standards plan, Ameen believed there was a kind of development. These quality standards are actually adapted, as Ameen stated, from international ones such as having a clear vision about education, a proper transfer of knowledge, setting attainable aims, developing the processes of teaching and learning, highlighting the processes of participation and discussion and so on. He finally commented that the initial findings were positive. Ameen stated:

When they tried to apply the quality standards, they took some pre-service teachers from Faculty of Education, Sana'a University, some from Medicine Faculty candidates and other departments as a sample on which they will experiment these quality standards. There are ten quality standards of which the following are vision, information transferring, aims, educations process, teaching, learning, participating, and discussion. These are international standards. There was a workshop in the ministry and they come up with those ten standards. They called them: the Yemeni standards. These standards are in accordance with the international

ones…. The findings were positive. The sample was successful according to those who were involved in the plan. There was a kind of development.

Above all, Ameen said that there was a very recent meeting that suggested combining the Ministry of Higher Studies and Scientific Research, the Ministry of Education, and the Ministry of the Vocational Training to be only one ministry so that the efforts will be focused. He stated:

… Last month, they had a meeting and agreed on electing one as the head of the high council. The ministers of these ministries make meetings (the members of the high council) to discuss the educational issues in Yemen. They make plans in general and for universities in particular. There also happens to be a committee of all the three ministries to discuss the state of education in Yemen in general. One of the findings of the meetings was to make the three ministries as one ministry.

On this particular issue, Qammar said: "…there is now a plan for having an administration for projects in the Ministry of Higher Studies and Scientific Research. This administration will surely pay visits to the universities to observe and evaluate how the projects are approached and carried out." She also mentioned another plan that focuses on admitting as many applicants to the science majors as possible. These graduates would be exported to the gulf countries to work there. This means that the Yemeni government does not plan to employ and exploit their products. It could be interpreted that the Yemeni government might not be able to employ all graduates and will close some majors. She said:

… we tend to increase admitting more applicants for science majors or departments than Arts or other majors. Those science applicants will also have plenty of job vacancies in the gulf countries that demand well educated and effective graduates in the majors they point out or specify. Now we have started doing the initial things for this plan.

Concerning any plan for the development of ELTE programs in the republic of Yemen, Qammar said: "I swear to God I do not know the answer to this question." Similar was the case of Ammar who uttered: "I am sorry to tell you that I do not have the answer to this question. If they are planning, I am not involved in these plans and so I do not know what they are doing concerning the development of these programs." He also said that giving 110 scholarships to the Ministry of Civil Service is a kind of plan for developing all the programs; however, he did not know how many of these scholarships are given to the teachers of English.

To conclude, If Qammar, as the general administrator of the Planning and Statistics Administration and her role, as she stated, is: "We also evaluated our work wholly. We also evaluated all the universities' evaluation reports, summarized them in our own ways and had a one final report for the ministry" and Ammar, as the General Administrator of Higher Studies Administration and they did not know any future plans for the development of ELTE programs in Yemen; this, by all means, shows that there is not any current or future plan for developing the program.

4.3.8 Collaboration between the Ministry of Higher Studies and Scientific Research and the Ministry of Education for Developing the ELTE Program

The basic education in Yemen is the responsibility of the Ministry of Education while the higher education is the responsibility of the Ministry of Higher Studies and Scientific Research. The point here is that the inputs of the higher education institutions are actually the outputs of the basic education institutions. Furthermore, the outputs or the products of the higher education institutions are the teachers in the basic education institutions (schools). This strong relationship between both institutions must suppose the existence of strong effective collaboration between the two ministries.

Ameen stated that there is a kind of collaboration between the two ministries but this collaboration focuses on making the programs of both institutions similar and may get some other programs closed. The following quote of Ameen fully explains his belief on the collaboration between the two ministries:

> *There should be collaboration and real connection between the two ministries. The ministry cabinet constituted and organized a committee- taken from the two ministries- to reconsider the education faculty programs products so that there will be some similar or unified programs between the two ministries. I do not know when this decision was made; maybe the decision is in practice. It is one of the important decisions. There are still some aspects which are not yet achieved. They may hold one or two meetings and stop. Such a decision is important for it specifies the needs of the Ministry of Education concerning teachers. In other words, it plays a role to the Ministry of Education together with the Ministry of Higher Education for what they should do. They investigate what the market needs from graduates; who graduates are needed. This*

is not necessary. What about the other graduates. Where will they go? The working market encompasses everything and everyone, managerial jobs, and so on. There should be additional plans, I mean, but there is not.

This above excerpt as partially explained earlier also indicates that if the products of ELTE programs in Yemen, according to the policy-makers' estimations, are enough, they may get them closed. This matter once happened in Southern University where the decision makers closed the ELTE Program. In short, it can be inferred that the current collaboration between the two ministries is not intended for developing the ELTE programs but may actually work against them.

Qammar believed that there is no real collaboration between the two ministries and if there is a kind of collaboration, it is surely very low. She said:

There is no effective collaboration between them. The collaboration between the two ministries is hardly touched. They rarely meet and altogether discuss the state of education in our lovely country. However, I believe that they should work and plan together most of the time. But alas! That is the current situation happening in our ministries.

Similar to those above-stated beliefs is the belief of Ammar who believed that there should be many activities that combine both institutions. These activities will show the effective collaboration between them; however, he believed that the process of collaboration between the two ministries is very weak. He stated:

Frankly speaking, there should be a lot of collaborative activities between the two ministries. But alas! The connection between the two ministries is very weak. And because of this weak connection, The ELTE programs are not well developed. They don't come up to the expectation. This is also happening between all the ministries in Yemen. The connection and collaboration processes/activities are very weak if not bad. This is also the same case with the Yemeni universities. Connections and collaborations between them are very weak if not absent.

This excerpt also shows the absence of collaboration and connection between the ministries and the Yemeni universities which is, indeed, a tragic issue.

4.3.9 Developing the ELTE program

Every participant has his own beliefs about how to better develop the ELTE program in Yemen. Ameen believed that the curriculum renewal is highly required, that teacher educators should be trained again, that there should be appropriate teaching methods and techniques, that there should be an interesting educative environment and that there should be real intentions and collaboration from the education policy makers to plan for developing the program and apply their plan. He stated:

> *… they should see what kind of curriculum they love. The curriculum should be according to the abilities of the teachers and students. They should also see whether this teacher educator is qualified, effective, and professional, whether the teaching approach is effective, whether the teacher educators are fair, sincere and positive while the teaching process. In addition, there should be an appropriate educative environment in the universities. There should be collaboration between the two ministries. There should also put what they have planned into practice.*

Qammar believed that teachers of English need to be retrained, teaching methods and techniques need to be modernized, and English is better taught from the fourth grade. She said:

> *I also want to say that teachers of English should be well trained. There should also be consecutive training courses for them so that they can develop their knowledge, teaching methods and techniques. The teaching methods/ techniques used at schools nowadays are not good. They should be reformed and developed.… Teacher candidates together with their teacher educators need to be well qualified and trained. I also suggest that teachers at schools should also be trained consecutively. Teaching English at schools should start from the first grades. It is not good and maybe wrong to teach English from the seventh grade.*

Ammar believed that there should be sufficient scholarships for the teachers of English so that they get more effective training, there should be a strong connection between the two ministries and the universities, and there should be M.A and Ph.D programs. His belief about how this program should be developed is shown in his following statement:

> *I suggest establishing centers of languages in the universities, higher education programs such as M.A and Ph.D programs, the presence of*

115

training courses for the graduates of these programs and the presence of connections and collaborations between the ministries and the universities and so on.

4.4 The Ministry of Education

4.4.0 Presentation

The qualitative coding and interpretations of the collected data from the four bureaucrats in the Ministry of Education led to the identification of the following six major themes. These major themes highlight the beliefs of the participants about the various aspects of the ministry and the program under study.

4.4.1 Ministry's Contacts

As Norah is one of the Education Ministry bureaucrats, whose role is to translate documents and attend some meetings, conferences, workshops and so on for conducting the process of an immediate interpretation, she is supposed to know what other ministries or offices with which the Ministry of Education makes contacts and for what purposes these contacts were made. But Norah said: "Frankly speaking, we do not contact with other ministries because if they have some conferences that we go to the Ministry of Planning or sometimes they receive doctors, visitors in hotels and they bring us to translate". This infers that there could be a contact with the Ministry of Planning but the purpose is not clear. It is also inferred that some contacts are held with External Cooperative Organizations or Programs in order to receive some supports.

Another bureaucrat, Nawal, stated that there could be some contacts but she was not involved in them. She said: "…the decision makers here make some contacts with some other ministries but I do not know which ministries because I am not involved in such things. And they do not let me know what they are doing." She continued to tell the following experience: "For example, the coordinator was absent last month. There was no program and no need for his presence. And I think he does not want anyone to shift his position." This may indicate the absence of collaboration and trust among bureaucrats of the Education Ministry. Nawal added that one more part of her job is to contact with the schools and select teachers to be trained to work

as trainers later. She said: "… Only supervising on some programs, with choosing the trainers here in Sana'a. Those trainers will train teachers at schools." Furthermore, she stated that, as an assistant of the English Language Program Coordinator in the Ministry of Education, she makes some contact with the British Council with a view to better encouraging the Yemeni learners to learn English and how to improve their English. To conclude, the Education Ministry contacts are limited in accordance with the beliefs of the above mentioned bureaucrats.

Nagmaldeen assumed that one of the most important contacts made in the Ministry of Education is with the Ministry of Higher Studies and Scientific Research in order to have their share of scholarships. And as the manager of the vocational office, he contacts with the governorate schools' teachers of English to inform them about the presence of scholarships. He sighed and commented:

> *… And the scholarships we get are really few and they are given to those who are very close to the education policy and decisions makers. Those who are not close and do not have mediators to back them up cannot get scholarships even though they are competent enough.*

This comment explains his belief about how the issues of political membership reliance and nepotism are playing a significant role even in the distribution of scholarships. The comment also shows his attitude towards those who plan and decide the policy and direction of education in Yemen. Another point is that the scholarships for the teachers of English are very few which indicates less care and attention of the education policy makers towards the state of English in general and the in-service teachers of English in particular. With respect to the Education Sector, he believes that there should be some contacts with other ministries. However, his contact is confined to inspecting teachers and informing them about the scholarships when they exist. He commented:

> *Regarding the Educational Sector in Southern, sure, there is a contact with some other ministries. Concerning my office, the contact is restricted to the very local area, Southern, just with schools and sometimes with Sana'a. I do not know how the Education Sector contacts with any other ministries. I have no idea.*

The last bureaucrat, Sadiq, believed that the contacts occur only within the Ministry of Education itself. Regarding the Education Sector- though he is the vice

administrator of the Education Sector- he stated that he is not involved in contacting with the other ministries or offices. He only contacts with the Ministry of Education for giving them reports about what has been achieved in his Unit. He also stated:

> *… The contact happens there in the ministry itself or maybe it happens in the education office with the General Administrator of the Educational Sector here. For example, the general administrator of this sector contacts with some offices such as the office of finance, the office of civil service for employment, the office of health for the school health, the local council, and so on in the same governorate.*

This means that the contacts are local and made for receiving finance, health, and employment supports. It also shows that he does not have the authority to make contacts with such external offices.

4.4.2 The Significance of the ELTE Program

Norah believed that the program of ELTE program is very important in Yemen. She assumed that this importance is the result of the high value the English Language has: an international language, the internet language and so on. She stated:

> *To tell the truth, these days, especially these days that we are in the 21st century, it is very important and essential for any purpose not only in Yemen but in the whole world speak English because English is now an international language. And it has become so for the sake of globalization and for what is going around us in this world, in the internet, anything attractive and useful, you have to know English. That is why we as the generation that think the value of education.*

She supported her belief by giving two examples. The first example concerns her kids whom she enrolled in a private school where English is the medium of instruction. The second example shows a religious concern. She religiously assumed that education in general and learning English in particular is the main path to strengthen one's country. She stated:

> *For example, I mean I pay 1400$ for the private school here in Sana'a to educate my daughter every year. Why? This is because I want my children to be educated well. Because being Muslims we used to be top leaders a long time ago and now if we want to return back to that, we have to strengthen ourselves by education. So this program is very important and we have to develop it as much as possible.*

For Nawal, she had the same belief about the importance of the ELTE program in Yemen. She uttered: "It is very important. I am a graduate of English Department, Faculty of Education in 1993. I am very old. I think that this program is very important." She then supported her belief by depicting the status of teachers of English at schools and how they should be improved. Those teachers about whom she talked could be graduates of vocational institutions where a learner studies only for two years and gets a diploma by which he can be licensed to teach, Arts Faculty graduates, or Languages Faculty graduates. They could also be graduates of English Departments in the Faculties of Education. She stated:

> *I think that Yemeni teachers are weak. I think that not most of them, not all of them; just little of them especially in the villages where there is not internet, there is no computers, there is no cassettes. Most of the cassettes are not found. The cassettes are not provided by the Education Offices in the cities. So the program is very important to improve them, to make them in high ambition: how to teach, how to deal with the students, how to deal with the problems, with classes.*

Nagmaldeen believed that the ELTE Program is really needed in Yemen. It is needed for the educational courses it offers. He said:

> *The English Language Teacher Education program is surely important. This program has been cancelled here in Southern city and maybe in some other cities though such a program is very important for it teaches English in addition to some educational courses about 13 or 14 courses that better qualify you.*

To support his argument, he gave the following example:

> *… You can notice that graduates of Arts cannot deal well with students. The decision makers thought that intensifying the English courses is the most important and they forgot that the teacher's personality is better shaped and developed through the educational courses. So you find that Arts graduates do not and maybe fail in achieving the roles a good teacher has to play. Closing such an important program is perhaps because of the lack of jobs. Maybe the decision makers believed that the available teachers are enough though I have found that many schools still lack teachers of English. It is right that teachers of English are really available and maybe more here in the city but they are very few in the rural areas. I believe that the decision for closing the program was not well studied and was not right at all.*

This example displays that the ELTE Program is very significant and should not be closed. It also assures that such a program should be developed as much as

possible since there are still many schools in the country that lack teachers of English. Furthermore, more teaching positions should be created for the graduates of this program.

On this interesting theme, Sadiq had more or less the same belief of Nagmaldeen. Sadiq believed that the program is quite important since it prepares and qualifies teachers of English who are needed for teaching English at schools. He also emphasized that the decision makers should pay much attention to developing the ELTE program in Yemen. He stated:

> *Since English is taught in schools and it is a course taught from the seventh grade till the twelfth grade, this means that we need a lot of teachers for teaching this course at all the schools. The teachers we need should be well qualified and well prepared. This also means that this program is very important in our country and the country should pay attention to how to develop and provide this program with all the facilities so that the outputs of the program will be effective. In other words, the nature of the English course given at our schools necessitates the significance of the presence of teachers who will teach this course. Those teachers are produced by this program. This expresses how important the program is.*

4.4.3 The ELTE Program Strengths and   Weaknesses

Norah assumed that programs concerning teaching English in Yemen have developed; at least the graduates could speak understandable English and that is a kind of strength. She illustrated her belief by giving an experienced situation with her niece who was a graduate of the English Department in the Faculty of Languages in Sana'a University. She said:

> *I have my niece who is a graduate of the Faculty of Languages, Sana'a University. That was four years ago. When she graduated, I felt that she was better than me when I graduated. Then I asked her what she did and got that level. I told her that when I graduated I was not like her. My pronunciation was not that good. Your pronunciation is good and you can also use the colloquial language. She told me that things have developed since I have graduated. That is one of the strengths.*

However, she believed that there are three main weaknesses in the ELTE program: the absence of a language lab, the present state of libraries that lack a lot of references, and the unsuitable educative atmosphere. She stated:

I used to go to the British Council, they have a language lab. The more you listen, the better you understand. You know how a child acquires a language. There is a silent period and that is why a child cannot speak before two to two and half years. Because the more you listen and comprehend what you listen in your long memory, and then you can produce it. So listening is very important. So I really insist on having a language lab so that you hear how native speakers pronounce the language, construct the sentences, and recognize different accents and dialects. So the absence of language labs in our universities is a weakness. Another weakness is that of libraries which are not well provided with references. They even do not have educative atmospheres.

Nawal believed that if those Education Faculties that take care of ELTE program were established in cities, there would be many improvements such as using the internet and reading magazines and newspapers besides the knowledge the program provides the teacher candidates with through the courses the program offers. On the other hand, if the only source of getting knowledge is the process of lecturing, the strength points would be few. She said:

There are some strength points but most of them are just found in the essential/important cities, I mean the central cities, I mean in the universities that are in the central cities that are provided with computers, internet, magazines, newspapers, and all other things. Because the teacher, besides the knowledge and experience he has got from the university, can develop himself. But if teaching is the only thing the teacher candidates receive, there would not be strengths.

The weaknesses of the program, according to Nawal, are the pre-service teachers' less practice of English, less encouragement from the society, presence of few qualified teacher educators, and absence of language labs. She said:

The weaknesses would be more because we do not have language labs. The pronunciation here is weak. It is not strong and this is the first point. Teaching in most of the universities depends on Indians and the English of the Indians is not that good and on the radio. Our society does not use English at all. When you use it, they are going to say that you are proud of yourself. So less practice of English is a weakness. The teachers of English cannot understand the differences between the British and American English.

Furthermore, Nawal gave an example of schools. In the example, she explained the reasons behind some of the weaknesses and depicted the situation in the university to be exactly alike. She assumed that having huge numbers of students in the same class and the low salary for teachers are the factors behind the low status of

the ELTE program in Yemen. She also referred to the use of exams in an intimidating way that may demotivate learners towards participating in the learning process. She said:

> *First reason that the teacher from the Education Faculty, the outcomes of the Ministry of Education is they are so good. When they come to the classroom, the crowd of the students makes them lazy, and money problems. They do not speak English at all also. They speak Arabic every day, every day. So they forget English.... This is similar to the teacher educators and teacher candidates. Another reason is the hard examinations, difficult exams. They make not motivated and if they fail, they feel not motivated and they hate English and may stop learning English forever.*

For Nagmaldeen, he stated that the ELTE program has some strength that consists in the educational courses it offers. These courses make the program graduates be able to handle classes. Nagmaldeen also explained his belief by comparing the ELTE program graduates with graduates of Arts Faculties. He stated: "Education Faculty graduates have some merits, good teaching methods and techniques for they have taken some educational courses that help them in the teaching profession. These features are lacked by the Arts Graduates."

Regarding the weaknesses of the program, Nagmaldeen said that the few opportunities the teacher candidates get for practicing teaching is a weakness, the teacher educators do not feel motivated to teach and this could be attributed to the less income they get, the classes are very crowded, and so on. He said:

> *These weaknesses could be attributed to the teachers themselves. The salary they get is not motivating. The high cost of the life expenses here in Yemen and the low income are also some of the factors. The classes are very crowded and so become difficult to control or even teach well.... So a student is a mirror to his teacher.*

Sadiq had a similar belief about the strengths and weaknesses of the ELTE program in Yemen. Concerning strengths, he said:

> *As a matter of fact, this program ... is better than all other programs since its focus is to prepare teachers of English. The strength of the program consists in the different courses it teaches the students. For example, there are courses concerning teaching theories and how to apply these theories in the real-life teachings, courses regarding the development and evaluation of curriculum, courses on how to set and*

evaluate tests, courses about psychology and personality, courses on the proper acquisition of the language, and so on. All these courses represent the strength of the program when compared with other programs. Based on the reports we receive from the inspectors of English here, I have found that the graduates of English Language Teacher Education program are better than graduates of other programs. Our inspector declared that graduates of Arts Faculty and those who have diplomas for teaching are weak in teaching and so we are forced to train them again on how to teach well and how to deal with students and that is why the English Language Teacher Education program is considered to be strong.

This above quotation emphasizes that the ELTE program graduates are perceived to be stronger than those graduates of other programs in terms of teaching school students. This is due to their being exposed to important educational courses that mostly focus on how to deal with and teach school students effectively and appropriately. Regarding the weaknesses, he thought that the absence of language labs and modern teaching aids, and the big numbers of school students in the same class are considered to be the prominent ones. He stated:

I am not really sure about the weaknesses this program may have; however, as it is generally known that most of the universities programs in Yemen lack language labs, modern teaching techniques, and interesting infra-structures. There are also hundreds of students in one class. These are weaknesses and could also be happening in the ELTE program. These weaknesses and other ones of which I am not aware at present hinder the effectiveness of the teaching-learning process.

4.4.4 Future Plans or Strategies for Developing the ELTE Program

Norah stated that she did not know any plans for developing this program though her position imposes her to know any plans; however, the only plan that she referred to is the plan for reforming the curriculum at schools. Unfortunately, she did not know who the planners and what outcomes of the plan are. She said:

To tell you the truth, I do not know any plans for developing the English Language Teacher Education program here in Yemen. Here in the ministry, they always talk about curriculum. They think carefully about developing the curriculum at schools because I think we have to update it every now and then.

Nawal believed that there was a plan for training some teachers of English on how to teach English and how to manage the classroom. She stated that there are

nine thousand teachers of English in Yemen. Those nine thousand teachers are graduates from different programs. Some of them are going to be trained so that they can train the rest of the group. This is a good step. This plan, according to her, is initiated and supported by the British Council. The plan happened one year ago and, according to her, still needs one more year to be attained. She said:

There is now a plan on Cascading [the name of the new English curriculum for the schools] workshop which means a lot of programs for teachers. It is cooperation with the British Council. We have trained some teachers to be trainers; they have been chosen and they will work as trainers later. They will train six thousand of teachers in Yemen. There are nine thousand of teachers of English in Yemen. Those teachers have different certificates. The responsible ones for the program are the British council and this ministry. In the ministry, the coordinator and I are the responsible ones. The purpose of this program is to train teachers on the language classroom and many other things. It is the program called 'Shaping the Way We Teach English'. It is still in need of one more year to be achieved. We have started a year ago and we still need another year to finish this plan. The trainees have been trained to be trainers and now they are going to train other teachers.

Nawal also stated that there was a plan for making a debate in English on television between the students of Science and Technology University and those of Sana'a University. This plan is also created and supported by the British Council with a view to encouraging the Yemeni learners to learn English effectively. She said:

… And one of the British Council programs, there is between the students of the Science and Technology University and students of Sana'a University. There is a competition between them on the television in the English language. They are going to make something like this. And this is a kind of motivation to all other learners.

Another bureaucrat, Nagmaldeen, believed that there should be some plans for developing the program but unfortunately these plans are not known or put into practice. He, furthermore, stated that there was a plan for reforming the school English material that will be taught from grade 4. He also uttered that the plan was piloted but the results were still unknown. He stated:

… there are future plans for developing English Language Teacher Education Program in Yemen. But they are not practical. We also do not know what these plans are. All we do now is giving some training

courses for teachers of English. With regards to reforming the curriculum, they are working on it but we do not know who they are and what they are doing before and now. We know that a new curriculum named "Caravan" is planned to be taught from the fourth grade. They have also taken a sample from different schools in Yemen to experiment the new curriculum. But we do not know the results of this experiment and we do not know when it will be generalized and applied in the whole Yemeni schools. We do not know who the plan developers are. Maybe they are the high positions holders such as the ministers and deputy ministers.

Above all, Nagmaldeen added that there was a project that aimed to connect the Yemeni classes with some British ones. This kind of connection may simplify the way of communication. This project was established and funded by the British Council. It is explained that this project has been applied in two cities in Yemen: Sana'a and Aden. Another third city-Ibb- may apply this project this year. This is a wonderful step for developing the state of English at schools. He explained:

… there is a new project for connecting internet. There is also a new project: 'connecting classes'. This project is developed and funded by the British Council. The project has been applied in two governorates, and another city Ibb will be the third one. This project will connect a British class with a Yemeni class and the students will contact with one another through the net. Those two cities are Sana'a and Aden. Nowadays it is being implemented in Taiz city, and next year, in Ibb.

The last participant, Sadiq, said: "I am sorry to say that I have no idea about any new plans but I suggest that you visit the Ministry of Education for having answer to this question." It can be deduced that he does not receive any new plan from the Ministry of Education. This also infers the unavailability of new or future plans for the improvement of the ELTE program in Yemen. The analysis of the bureaucrats' excerpts shows that there are no plans for developing the program of ELTE in Yemen.

4.4.5 The Collaboration Process between the Ministry of Higher Studies and Scientific Research and the Ministry of Education for Developing the ELTE Program

Norah believed that the two ministries are independent. Each one has its own roles and this indicates that the collaboration process does not exist except on few occasions. One of the obvious occasions is the share of scholarships the ministry of

Education receives from the Ministry of Higher Studies and Scientific Research. She said:

> *I think they really work separately. The only thing I have attended a meeting concerning teachers when they said they would develop the status of teachers in Yemen, those who would like to go abroad for higher education. Concerning that issue, they collaborated. But most of the time they are separated.*

Nawal stated that she had no information on the issue. This implies that there is no connection or collaboration between the two ministries at least for considering the development of the ELTE program in Yemen.

Nagmaldeen believed that the two ministries collaborate only on the occasion of distributing the scholarships. Regarding improving the state of the ELTE program, there is no collaboration between them. He explained:

> *I think that the only thing that connects the two ministries is the scholarships. You know, the Ministry of Higher Education is responsible for all the academic scholarships in the whole country so the Ministry of Education gets its share from there. This is the only collaboration I really know between them. Concerning their collaboration for developing the English Language Teacher Education program, I think there is not any like that.*

Sadiq stated that this issue of collaboration between the two ministries is not clear for him. He also believed that developing the ELTE program is not the responsibility of the Ministry of Education. This means that there is no collaboration between the two ministries for developing the status of the program in Yemen. He said:

> *I do not know whether collaboration between the two ministries exists or not and it if it exists, it is only for discussing the share of scholarships. Regarding the English Language Teacher Education Program, I think that it is the responsibility of the Ministry of Higher Education.*

To conclude, the four participants had very similar beliefs about whether there is collaboration between the two ministries for improving the ELTE program in Yemen. They all believed that there is no collaboration for developing the program and if there is connection between them, it is for some other purposes particularly the share of scholarships.

4.4.6 Developing the State of ELTE Program

Norah suggested that developing the ELTE program depends on adding more courses and varying the teaching methods and techniques in addition to the existence of language labs. She suggested that students should be taught on how to make presentations, discussions, and research papers. She said:

> *… I think that it is a must to have more classes.… The other thing is encouraging the students to make presentations. Doing presentations involves the students in searching and reading and then sharing whatever is read and searched with others. It is a good way of developing oneself. Making discussions in which students are encouraged to use their own words is also very important.*

Nawal said: "The responsible ministries should support the faculty of education program with all the needs and facilities so that the programs will be effective. They should provide them with computers and cassettes and everything else." This excerpt explains that developing the ELTE program in Yemen demands the existence of many facilities that could be provided by the ministries concerning education. Similarly Nagmaldeen claimed that developing the ELTE Program is in the hands of the education policy makers; those policy makers should apply what they decided to do and the program will get improved. He also suggested adding some courses regarding how to teach and deal with classes. Nagmaldeen stated:

> *If the present plans, strategies and projects are applied and practiced now in all the schools and universities, I am sure that they will be very beneficial, supportive and sufficient. They will also pave the way for what will come later.… They should be provided with extra courses regarding teaching.*

Nagmaldeen also added that teachers should have high motivation to teach and motivate their students at the same time. He said:

> *…a student is a mirror to his teacher. A teacher should motivate his students and encourage them as much as possible so that they positively reflect him. A teacher can see himself in his students. If they are strong, you are strong; if they are weak, you are weak.*

Sadiq and Nagmaldeen had the same beliefs. Sadiq assumed that the education policy makers should take much more care of applying what they have declared. In

addition, he suggested that developing the program needs establishing language labs, having more teacher educators, good infra-structures. He said:

> *… if those who are responsible for the education in Yemen seriously apply the decisions they have taken, I believe that the weaknesses that exist in the program will be vanished or at least lessened. At any rate, the English Language Teacher Education program should be supplied with all the necessary facilities such as language labs, more good doctors, more lecturing halls, and so on.*

In conclusion, the analyses of the second group's data (3 administrators in the Ministry of Higher Studies and Scientific Research and 4 administrators in the Ministry of Education) led to the emergence of 9 themes in the first category and 6 themes in the second category. Due to the existence of similar and different interviews, similar and different categories were found. These themes were related to the two ministries concerning education and the English Language Teacher Education program in Yemen. The overall findings indicated the absence of collaboration among ministries and higher education institutions. In addition, they showed the carelessness of education policy makers and the English Language Teacher Education program administrators and developers towards implementing the strategic plans or improving the English Language Teacher Education program in Yemen. On the contrary, the findings indicated the existence of some plans such as re-training in-service teachers or making debates on TV using the English language. However, the analyses showed that such plans are not enough and not much related to the program being studied. Moreover, the findings showed the reliance on the political party membership and the use of nepotism in ministries and universities. These might be some of the factors that interfered in the implementation of the strategic plans. Furthermore, the findings displayed some suggestions that might help in the improvement of the English Language Teacher Education program in Yemen.

Finally, the 32 themes presented in this chapter provided rich descriptions related to the current state of the English Language Teacher Education program in Yemen. The analysis also drew attention to the challenges the program faces and how the program can be further developed. The most significant themes are discussed in the next chapter. In addition to the findings in this chapter, the discussion in chapter 5 will highlight several implications for teacher educators,

teacher candidates, the English Language Teacher Education program administrators and the education policy makers in Yemen.

CHAPTER FIVE

DISCUSSION, CONCLUSION, IMPLICATIONS, AND

RECOMMENDATIONS

5.0 Presentation

The present study explored the current state of the English Language Teacher Education Program in Yemen. This was investigated through the analysis of the beliefs of teacher candidates, teacher educators, bureaucrats in the Ministry of Higher Studies and Scientific Research, and bureaucrats in the Ministry of Education. The data were gathered through semi-structured interviews and the review of national education policy documents. The interviews were transcribed, coded, organized and interpreted, and the analysis led to the identification of major themes in chapter four. In this chapter, only the most significant themes are briefly discussed. Additionally, the chapter displays the conclusion and the implications of the study, and the recommendations for future research.

5.1 DISCUSSION

The discussion focuses on the most important themes of the four sections presented in chapter four. These nine themes are briefly discussed. They are as follows:

5.1.1 Teaching Philosophies

An education philosophy is directly related to what education is in a given setting. It is, in other words, necessary to explore what education really is (Dewey,

1989). Similarly, a teaching philosophy can be regarded as a direct constituent of the general philosophy of education. This teaching philosophy determines what teaching really is and how better it is achieved. This teaching philosophy is based on one's beliefs, experiences, attitudes, perceptions and perspectives on the teaching-learning process. In this study, the teaching perspectives of Yemeni teacher educators and teacher candidates were found to be slightly different. Figure 4 depicts the teacher educators' teaching perspectives:
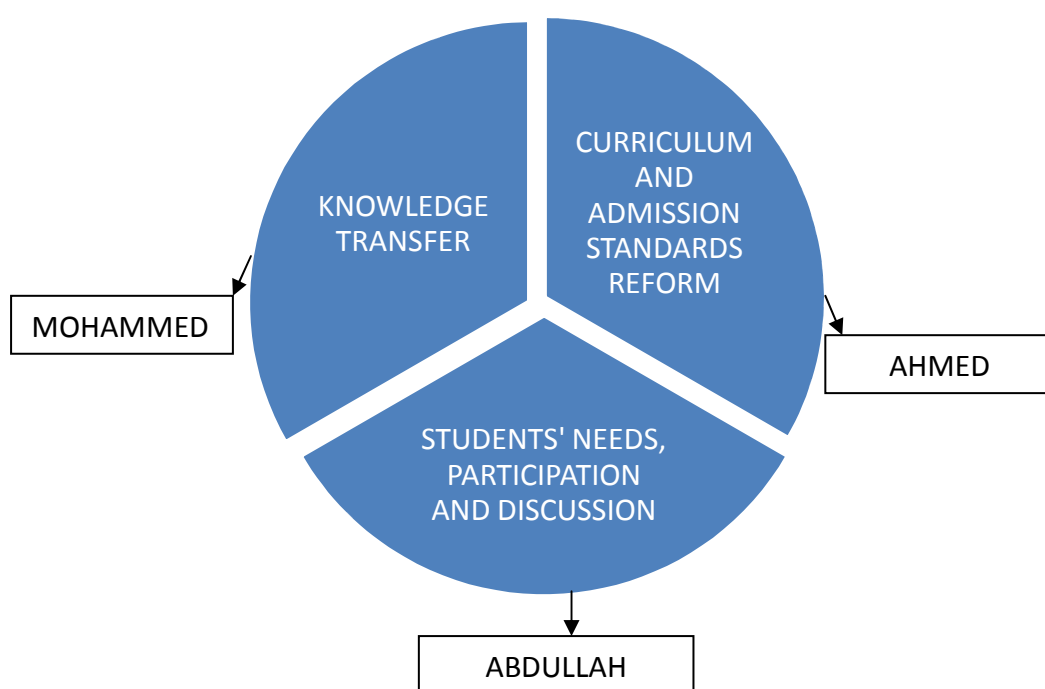

Figure 4. Teacher Educators' Teaching Philosophies

This figure displays the teaching theories of the three interviewed teacher educators. Mohammed believed that the focus of teaching was to transfer knowledge to students through particular courses. For Mohammed, the courses focus on offering different types of knowledge such as knowledge of curriculum, teaching methods and techniques, personality, linguistics, literature, pedagogy, learners and their individual differences, educational contexts and values and so on (Carter, 1990; Grossman, 1995; & Shulman, 1987, as cited in Munby, Russell, & Martin in Richardson, 1997,

pp. 881-882). Ahmed's teaching philosophy focused on the changing of admission standards and the reform of the curriculum. It was assumed that the admission standards should be high so that only twenty to thirty applicants get acceptance to the program. Accepting that number of candidates would encourage the curriculum developers to reform the curriculum so as to cover both theoretical and practical aspects of the learning-teaching process at schools and universities. Correspondingly, Abdullah believed that students should be taught in accordance with their needs that are identified, as he stated, to be language skills and language teaching methods and techniques. He emphasized that these skills would be better developed by exposing students to the target language and involving them in the processes of participation and discussion. In short, the focal area of these perspectives is the re-planning of the curriculum which must be approached very soon bearing in mind the importance of all the stakeholders' perspectives.

With respect to the teaching theories of the four interviewed teacher candidates, they are described in the pyramid below:
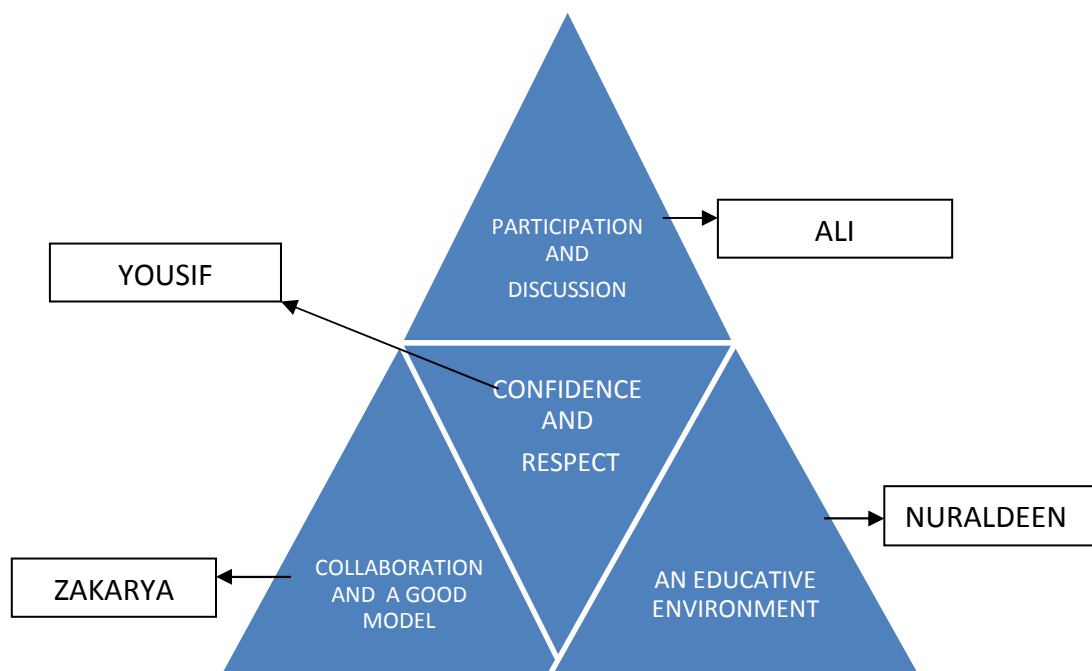

Figure 5. Teacher Candidates' Teaching Philosophies

At first glance, the above pyramid makes it clear that these candidates' teaching views are interrelated. For example, the educative environment together with the collaboration process is the base of the teaching-learning process. That is why they are used in the base of the pyramid. Concerning the confidence quality that teacher educators and teacher candidates should be endowed with is considered to be the heart of the teaching process and that is why it is used in the center of the pyramid. This feature of confidence should also be accompanied by the quality of respect that should exist between teacher educators and prospective language teachers. The application of these three teaching theories will lead to the occurrence of the theory of participation and discussion that is described on the top of the pyramid. In general, these views seem to differ initially but they all concentrate on a major point that is the real effective teaching which might not take place in the absence of one of these candidates' teaching perceptions.

In detail, Ali believed in the theory of Total Physical Response (TPR) which focuses on the involvement of students in discussions. Zakarya assumed that the teaching profession supposes that a teacher has to play the role of a good model and advisor and be as much collaborative as possible. Nuraldeen thought that the most effective element of the effective teaching-learning process is the presence of an interesting educative environment. As for Yousif, he believed that a teacher should first trust himself and exploit his own abilities and thoughts. Additionally, he regarded the significance of developing a good rapport between teachers and students which, as he emphasized, could result in helping the students to have positive experiences and changing of behaviors.

In conclusion, initially all the study participants reported that they did not have written teaching philosophy statements. The construction of the teaching philosophy is very significant in the ELTE program. The program developers should consider the creation of sound teaching perspectives as one of the program standards. By and large, the results showed similar

teaching philosophies which are all important in the ELTE program. The findings indicated that such philosophies should determine the general policy of the program. In developing a vision for the ELTE program, the policy makers must refer to all these stakeholders' perspectives. A great number of these participants can be interviewed in all regions. Program developers must study these perspectives in their work.

5.1.2 Qualities of a Good Teacher

The results showed that there are many qualities that describe both good teacher educators and language teacher candidates. All Yemeni teacher educators and prospective teachers in this study agreed on some salient characteristics shown in the following chart.
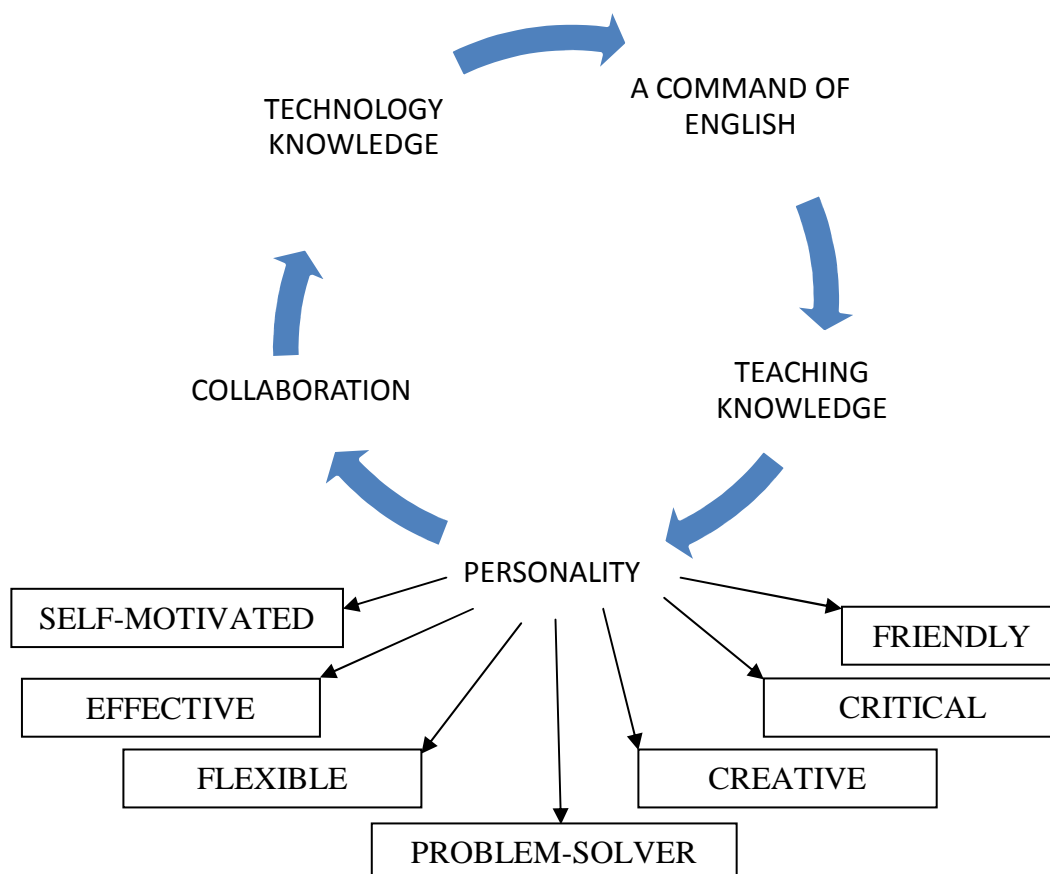
Figure 6. Qualities of a Good Teacher

In addition to the above-mentioned qualities, the teacher candidates added some other features which they underscored to be of equal importance. The following chart displays these characteristics:
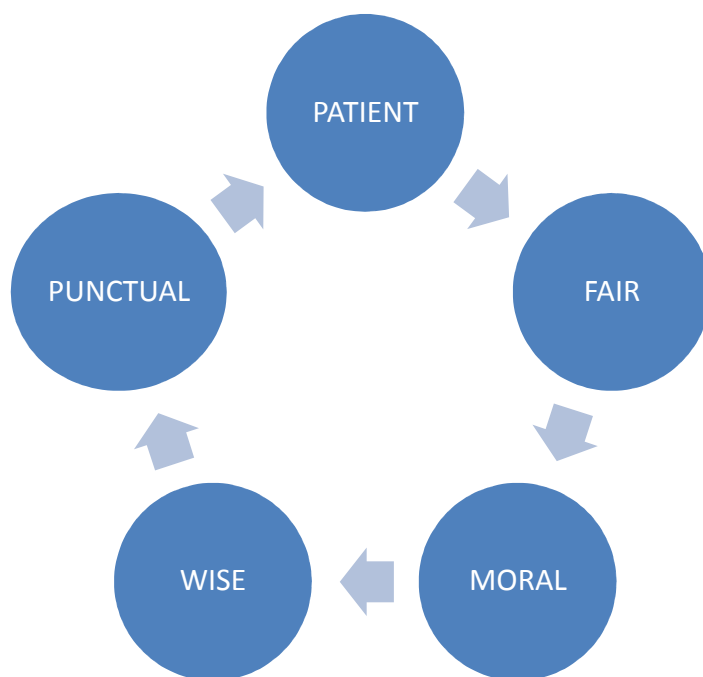

Figure 7. Additional Qualities of a Good Teacher According to Candidates

In sum, the results showed the several qualities that teacher educators and teacher candidates should be endowed with so as to be depicted as good ones in their teaching professions. The perspectives of these teacher educators and prospective language teachers match some of the qualities that are referred to in the literature (Lamm, 1972, 2000; Musgrove and Taylor, 1972, as cited in cited in Arnon & Reichel, 2007, p. 445; Tirri 2008).

5.1.3 The ELTE Program Candidates' Preparation

The ELTE program in Yemen offers 58 courses with a primary focus on helping teacher candidates to acquire the language skills, learn the different teaching methods and techniques, English literature, materials

evaluation and development, develop their personalities via some psychological and educational courses and so on. English and Arabic are used as mediums of instruction for the courses offered. The following figure displays the perceptions and feelings of the study participants -teacher educators and candidates- on the ELTE program preparation of teacher candidates:

SATISFACTION

SATISFACTION → MOHAMMED

LITTLE SATISFACTION → NURALDEEN
YOUSIF

SATISFACTION RATE

DISSATISFACTION → ABDULLAH
AHMED
ALI

HIGH DISSATISFACTION → ZAKARYA
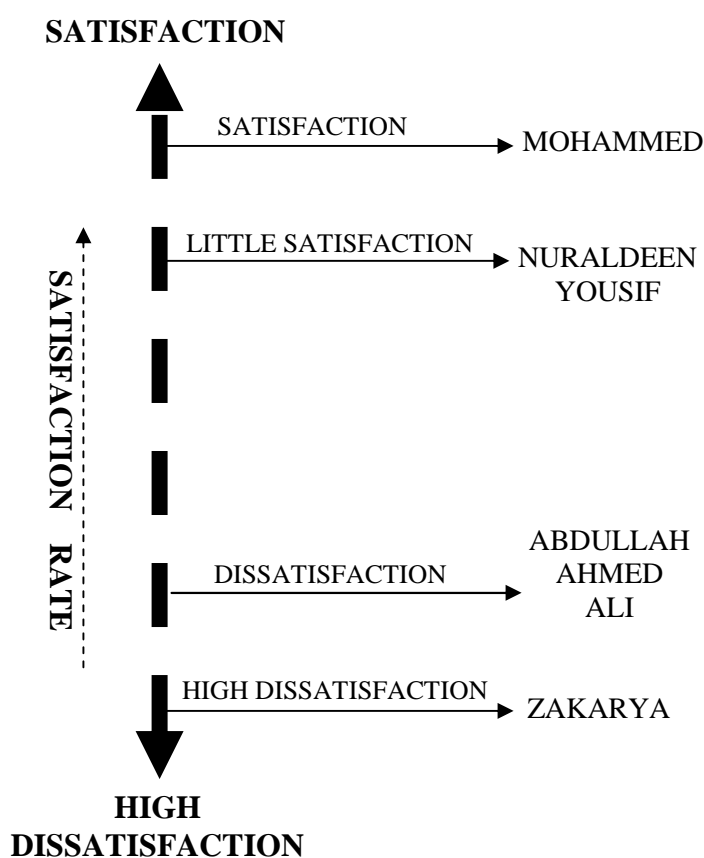
**HIGH
DISSATISFACTION**

Figure 8. Perceptions of Teacher Educators and Teacher Candidates on the Program Preparation of Pre-service Teachers

The findings showed that only one teacher educator (Mohammed) was satisfied with the way the program prepares prospective language teachers. He believed that the program courses are sufficient to qualify teacher candidates. Similarly, two

teacher candidates, Nuraldeen and Yousif showed little satisfaction on the program preparation of teacher candidates. They highlighted the advantages of the practicum courses and some other courses that help candidates develop their personalities, acquire the target language skills and teaching skills. On the contrary, they both assumed the need of re-planning and re-designing the curriculum in an appropriate way to cover both theoretical and practical aspects of the target language and the teaching process.

Unlike the aforementioned participants, two teacher educators: Ahmed, Abdullah, and one teacher candidate, Ali were all discontent with the program preparation of the pre-service teachers. Ahmed and Abdullah argued that the curriculum needs an urgent reform to focus on the theoretical and practical aspects at the same time. They, moreover, underscored that the present teaching methodology courses are not enough. For Ali, some literature courses are redundant and need be replaced by ones related to the field of teaching. He added that using English as a medium of instruction is more preferable to Arabic. The last participant Zakarya – who is a teacher candidate - was not at all content with the present preparation of candidates. He argued that curriculum was not well planned and the program teacher educators give materials that emphasize the approach of rote learning. He viewed the involvement of teacher candidates in participation and discussion as a better way of teaching and learning. In short, the results indicated that methodology courses need be increased, the use of English as a medium of instruction for many courses is preferred, and the rote teaching or learning approach is no longer wanted. Finally, the results also emphasized the immediate reform of the curriculum. All in all, these results support the findings of Al-Majeedi's study (2003) that highlighted the significance of practicum courses, of Modhesh's study (2009) that the curriculum needed a scientific and academic reform, and of Raskhan's study (2005) that more classroom management, teaching methodology, and spoken courses were needed.

5.1.4 The Gap between Decisions and Practice

The ELTE program policy, according to the Ministry of Higher Studies and Scientific Research, is the role of the college dean, the program chairperson, and the teaching staff members who contribute to give suggestions. However, the results

showed that decisions such as program admission, appointment of new teaching staff members, opening or closing a program, the general college policy, and the curricula planning and development are all made by the Ministry of Higher Education. The results showed that teacher educators and even university administrators were just trying to apply such decisions. The findings also revealed that teacher educators were given the responsibility of only appointing new teaching staff members and assessing the program applicants. However, the results indicated that the issue of power/nepotism would even interfere in the application of these two decisions. This is a serious issue that prevented teacher educators from their right to decide whom they admit to the program whether to teach or to learn. In short, the results showed a big gap between decisions and application in both institutions: the ministry and the university. Researchers such as Al-Silwi (1990), Al-Majeedi (2007), and Al-Obaidi, (2003) had underscored such problems as the focus on the quantity of education rather the quality of education by the Ministry of Higher Education, limited availability of university resources, and absence of strategic planning in the university administrations. In addition to these problems, this study also revealed other serious factors: negligence of education policy makers towards education improvement, common use of power and nepotism while making decisions, and negligence of teacher educators' and teacher candidates' suggestions.

5.1.5 The Gap between Goals and Achievements

The Ministry of Higher Education set some standards that should be met by all the universities' programs in Yemen. The ELTE program is one of these programs and has to target the following aims:

a) Helping learners acquire the skills of creative, critical, and scientific thinking

b) Teaching the learners the scientific research methods and how to evaluate and practice them

c) Establishing and developing positive attitudes towards self-learning together with continuous learning

d) Encouraging the processes of creative writing, translation, and publication in different majors

The following figure depicts the beliefs of teacher educators and prospective teachers about the achievement of these aforementioned goals:
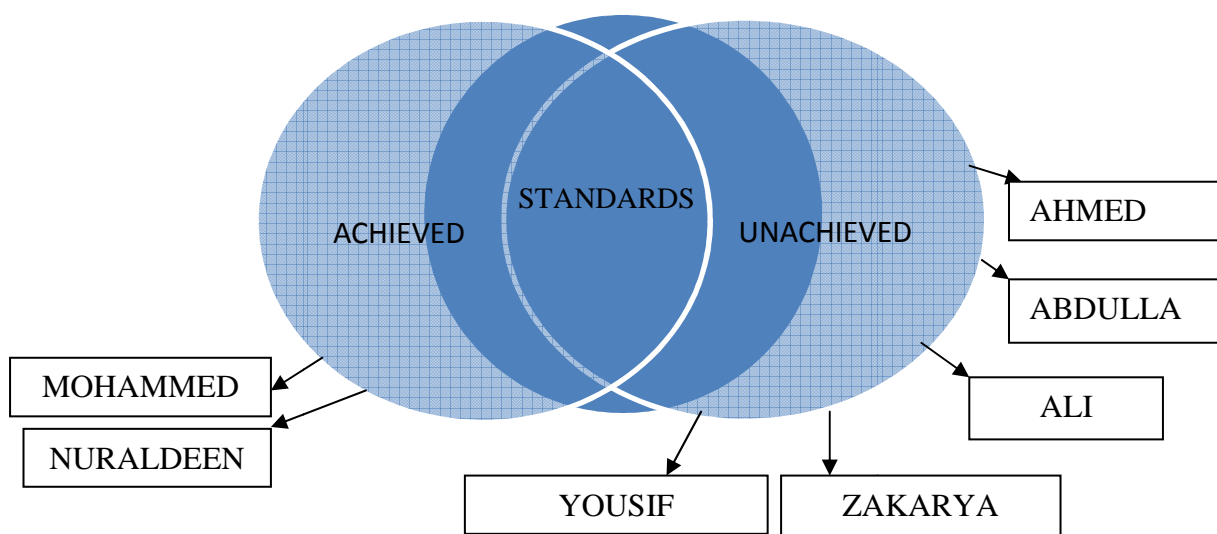

Figure 9. Beliefs of Teacher Educator and Candidates about the Achievement of Standards

The figure above shows that only one teacher educator, Mohammed, assumed that the standards could be achieved by the program courses. However, he believed that such goals are not fully assessed since lecturing is the only source of giving knowledge and tests are the only process for evaluation. Similarly, one teacher candidate (Nuraldeen) believed that the program courses were helpful to achieve these standards but he was not sure whether they have been attained.

On the contrary, all other participants underscored that these standards were not fully achieved due to the absence of a language lab, the application of traditional teaching methods and strategies particularly *Memorization Strategy*, the use of

lectures as the only source of giving information, the use of Arabic as a medium of instruction for the course *Scientific Research Methods*, and the curriculum that is purely theoretical. Above all, Ahmed thought that achieving these goals is not only the responsibility of teacher educators but also the responsibility of the whole society starting from the family members, school teachers, friends, education policy makers and so on. This could be true for the skills of creative, critical, and scientific thinking which are considered to be lifelong learning skills (Klinghammer & Opp-Beckman, 2006). At the same time, Abdullah and Mohammed assured that they used activities that foster these skills. Abdullah thought that other teacher educators were not aware of such goals. To conclude, the results revealed the absence of clear-cut standards for the ELTE program in Yemen. The standards were not written and given to teacher educators and candidates. This unclear vision of standards was also referred to by (Al-Majeedi, 2007; Anaam, et al., 2009). The results also showed that there are gaps between aims and practice. In other words, the absence of facilities such as a language lab, modern teaching method, well-qualified teacher educators, a theoretical and practical curriculum, the pure use of English as a medium of instruction, and the lack of motivation are all making a big gap between these goals and their achievement.

5.1.6 Major Strengths and Problems Related to the ELTE Program

The findings showed few strengths of the ELTE program in Yemen. These strengths are, as indicated by the study participants, associated with the program graduates' ability to speak English. The strengths are also connected to the educational, methodological, and psychological courses offered by the program. The findings indicated that such courses helped the ELTE program graduates be more distinctive in teaching than the graduates of Arts or Languages colleges.

On the contrary, the findings showed many major problems. The results displayed the overall agreement of teacher educators and teacher candidates on the existence of two distinctive types of major problems: academic and administrative problems. Table 3 displays both academic and administrative problems mentioned by all the study participants.

Table 3. Major Problems of the ELTE Program in Yemen

Academic Problems	Administrative Problems
• Great numbers of students in one class • Use of Arabic as a medium of instruction for many courses • Improper planning and design of curriculum: theoretical and few courses regarding spoken and teaching methodology • Lack of references and absence of an electronic-system library • Use of traditional teaching methods: lecturing and memorization strategy • Lack of specialized teacher educators • Unclear program goals for teacher educators and candidates • Presence of less effective foreign educators	• Emigration of good Yemeni teacher educators • Teacher candidates' anxiety about finding jobs in the future • Absence of technology particularly language labs • Lack of good infra-structure: like halls, bathrooms • Electricity power-cuts: no generators • Absence of plans for developing the ELTE program • Carelessness of university administrators towards the program • Negligence of education policy makers towards the ELTE program

In addition to these problems, the results showed some other problems that were added by teacher candidates who believed that the following problems were also of equal significance to these mentioned above. Below is the table that displays the problems:

Table 4. Additional Major Problems of the ELTE Program Stated by Teacher Candidates

Academic Problems	Administrative Problems
• Negligence of candidates' opinions and suggestions • Inconsistent course schedules • Gender discrimination by teacher educators • Absence of collaboration between educators and candidates	• Reliance on political party membership for power • Unpunctuality of faculty administrators • Absence of dormitories for male teacher candidates

To conclude, the results showed that there were many problems that lessened the effectiveness of the ELTE program in Yemen. To put it in a different way, these problems could have hindered the real teaching-learning process in the program. The results also showed the need for urgent actions to address these problems so that the program structures would function more effectively. Finally, some of these problems were referred to by a study conducted by Al-Majeedi (2003) when he evaluated the program of practicum in the education faculties in Hadhramout University and Shiryan's study (2008) that aimed to analyze the current status of programs at Sana'a University.

5.1.7 Gaps between the Strategy for Developing Higher Education and the Implementation

In 2006, there was a five-year strategic plan that aimed at developing higher education in Yemen. Some major goals of the strategic plan were:

a) Reforming the curriculum
b) Varying the teaching-learning process methods and techniques
c) Encouraging the movements of translation and publication and

d) Providing the universities with electronic-based system libraries, sufficient equipments, and modern scientific labs (Ministry of Education, 2008, pp. 4-11)

The results showed that the process of reforming the universities curricula is still ongoing. Furthermore, it is revealed that all other aims are not achieved though this is the final year for the application of the strategy. The findings showed that there are deep gaps between the strategy aims and their implementation. The results highlighted some of the factors that might hinder the application of the strategy:

1. Absence of collaboration between the ministries and the universities
2. The existence of numerous disconnected strategic plans for education development in Yemen
3. The negligence of education policy-makers towards the implementation of the strategic plans
4. The prevalent use of power and nepotism in the ministries as well as in the universities

The results showed that there are some marginal plans such as inviting university learners to participate in making debates in English on television, and retraining the in-service teachers. These plans were funded by the British Council, the World Bank, and the GTZ Organization. The results revealed that there was no new plan for developing the current status of the English Language Teacher Education (ELTE) program in Yemen and this shows the negligence of education decision-makers towards this program.

5.1.8 The Need for the ELTE Program

In spite of all the English Language Teacher Education program major problems, the impracticality of the education strategies, the negligence of policy makers and so on, the results showed the great need for the English Language Teacher Education program in Yemen. This great need for the program lies in the following main factors:

1. English has become a global language which necessitates its learning and teaching

2. In Yemen, English is taught at schools from grade 7 to grade 12. This English course demands thousands of teachers who are able to deal with the school students and the course.

3. English has become a prerequisite for getting admitted to studies in Yemen or for obtaining a scholarship to continue higher education abroad.

4. It is only the English Language Teacher Education program in Yemen that can prepare good teachers: other English departments in the faculties of Arts and Languages do not focus preparing teachers and therefore they do not offer course regarding education, teaching methods and practicum.

5.1.9 Suggestions for Developing the ELTE Program

The results showed similar beliefs that all the study participants held towards developing the current state of the English Language Teacher Education program in Yemen. The participants also had distinct suggestions. All the participants agreed on reforming the curriculum in an appropriate way to cover the theoretical and practical aspects and to match the teacher candidates' needs. They also agreed on having enough teaching aids and resources, presence of enough well-qualified teacher educators and language labs. They suggested using technology in the process of teaching, motivating teacher candidates to love the teaching profession, and engaging them in participation and discussion inside and outside the lecture hall. Furthermore, they insisted on eliminating the unjust use of political membership and on resisting nepotism, and re-training teacher educators on selecting the appropriate teaching methods and strategies and on the use of technology.

The results, furthermore, showed some more suggestions that were shared by some participants and some other suggestions that varied across individuals. Among these suggestions were the following needs: a strong connection and collaboration between the Ministry of Higher Studies and Scientific Research and the Ministry of Education as well as other ministries, strong collaboration and connection between all the Yemeni universities, allotting a sufficient number of scholarships for the graduates of the English Language Teacher Education program with the purpose of

obtaining more effective training, teaching English at schools from the fourth grade in a strongly effective way that help them become good inputs to the English Language Teacher Education program, existence of good infra-structure, existence of genuine intentions from the education policy-makers in Yemen to plan for developing the current status of the English Language Teacher Education program and apply the plan immediately, changing the beliefs of teacher educators about the concept of Examination by which teacher candidates are intimidated, applying the idea of texting teacher educators through their email addresses for the sake of discussing issues and getting feedback, reconsidering the English Language Teacher Education program admission test criteria, existence of an electronic system library, admitting a considerable number of students into the program or having many teacher educators, presence of many specialized teacher educators, varying the assessment and evaluation process, using English as a medium of instruction for many of the courses that are taught in Arabic at present, disallowing recent graduates to instruct teacher candidates, and hiring good foreign teacher educators.

To conclude, it is believed that there is an urgent need for reforming the English Language Teacher Education program with a focus on teaching methodology, academic skills, and practicum courses. The English Language Teacher Education program must be provided with all the necessary equipments such as language labs, educative environment, cassette/CD recorders, digital projectors, electronic boards, sufficient comfortable chairs, enough bathrooms, dormitories, cafeterias, and photocopy centers for both male and female teacher candidates. In addition, a good library with an electronic system is needed.

The success of the English Language Teacher Education program, furthermore, relies on having a sufficient number of well-qualified teacher educators who can equip prospective language teachers with the necessary knowledge needed for coping with the future teaching challenges and difficulties. Teacher educators must consider the individual differences among their students and try to vary the teaching strategies with a focal concern on participation and discussion. They, moreover, should be quite fair with all teacher candidates. The use of power and nepotism should be

abandoned in the educational settings. They must not intimidate their students with the term *exam*. Tests should not be the only source of students' evaluation.

The participants in this study particularly underscored the need for a stronger connection between the Ministry of Higher Studies and Scientific Research and the Ministry of Education. This connection could lead to collaboration among administrators in framing Teacher Education programs. Additionally, providing scholarships for the graduates of the English Language Teacher Education program and reducing tuition fees in post-graduate programs could attract them to get more training on teaching issues. The Ministry of Higher Studies and Scientific Research needs to have clear roles. Having clear-cut roles would help the ministry to connect all Yemeni universities in order to meet the new standards. Finally, because of the content area of the English Language Teacher Education program, English needs to be used as the medium of instruction for all courses with the exception of the Arabic language and Islamic Culture courses.

5.2 Conclusion

This qualitative case-study explored the beliefs of teacher educators, prospective teachers, and administrators in the Ministry of Higher Education and in the Ministry of Education on the current state of the English Language Teacher Education program in Yemen. The data gathered portrayed fourteen Yemeni participants who had different academic and non-academic experiences. The findings of the study showed several significant themes and patterns. There are three main conclusions.

The first one is connected with the teaching philosophy statements the study findings showed. In the beginning, the teacher educators and teacher candidates reported the absence of written philosophy statements. Later, they expressed their teaching philosophies. The results showed interconnected teaching perspectives which focused on the reform of the English Language Teacher Education program curriculum with a primary concern on theoretical and practical aspects, the existence of an inviting educative environment, real collaboration between teacher educators and teacher candidates, and reinforcement of participation and discussion strategies.

The findings also indicated the absence of a written philosophy for the English Language Teacher Education program which demands the program developers to take such teaching visions into consideration and work on establishing clear teaching-learning philosophy for the program being studied.

The second one is related to the qualities of a good teacher. The results showed many such features as knowledge of teaching methods and technology, collaboration, a good command of academic and non-academic English, and a good personality that is endowed with many distinct characteristics. Some of these characteristics are: flexibility, critical thinking, creativity, self-motivation, problem solving, friendliness, punctuality, patience, fairness, morality, and wisdom. These qualities, as the findings displayed, showed the characteristics of a good Yemeni teacher. These qualities would be desirable for educators.

The third one is concerned with the study findings that showed a big gap between education policy decisions, strategic plans, and standards and their implementations. There were strategic plans for developing education in Yemen, particularly higher education institutions but most of these plans were not achieved. The results showed that the failure to implement these strategic plans was related to the negligence of education policy makers, the lack of collaboration and connections between ministries and universities in Yemen. With respect to the general standards the program of English Language Teacher Education tried to achieve, the findings revealed that they were not achieved because of the absence of many teaching-learning facilities. The study revealed that the facilities were regarded as the major problems the English Language Teacher Education program was suffering from. These major problems were both academic and administrative ones. The academic problems were concerned with the absence of well-qualified teacher educators, the absence of proper planning and design of curriculum, an electronic-system library, collaboration among teacher educators and the teacher candidates; lack of specialized teacher educators and of references in the library; presence of less effective foreign teacher educators, unclear standards for both teacher educators and prospective teachers, inconsistent course schedules; use of power and nepotism, traditional teaching methods and strategies, Arabic as a medium of instruction for many

courses, and negligence of teacher candidates' proposals. Among the administrative problems the study explored were: reliance on political party membership for power, absence of technology especially language labs, absence of plans for improving the state of the English Language Teacher Education program, and absence of dormitories for male teacher candidates; the lack of good infra-structure, the emigration of good Yemeni teacher educators to the gulf countries; lack of job opportunities for the English Language Teacher Education program graduates and the scarcity of scholarships given to the program graduates; frequent electricity power-cuts; unpunctuality of the university administrators; and negligence of policy makers towards developing the English Language Teacher Education program in Yemen. The findings also showed that all these problems must be urgently addressed in order to prepare good teachers of English. Despite all these problems, the results indicated the dire need for the program continuity in Yemen since it is the only major program that prepares teachers to teach English at schools.

5.3 Implications

The results of this study revealed the current state of the English Language Teacher Education program and how the current state of the program can be improved. To improve the English Language Teacher Education program in Yemen, there were many issues that needed urgent attention from all stakeholders in education. Therefore, there are several implications for teacher educators, teacher candidates, the English Language Teacher Education program administrators and developers, and for the education policy makers in Yemen.

5.3.1 Implications for teacher educators

The analyses in this study have pointed to the teacher educators' need for:
1. Developing written sound teaching philosophy statements and implementing them in their teaching process despite the problems encountered.
2. Involving students in discussions and not heavily relying on the traditional teaching strategies such as memorization. In other words, varying the learning-teaching methods and techniques depending on the candidates' individual differences is suggested.

3. Collaborating with one another for the sake of helping teacher candidates.

4. Banishing the issues of power and nepotism particularly while appointing teachers and admitting candidates.

5. Developing materials that focus on both theoretical and practical aspects.

6. Disallowing recent graduates (demonstrators) to teach the undergraduate teacher candidates.

7. A reconsideration of the use of L1 in the classroom. This is a critical aspect for teacher candidates.

8. Not using tests as a way of disciplining and threatening students with undesired behavior.

5.3.2 Implications for prospective language teachers

The analyses in this study have pointed to the prospective language teachers' need for:

1. Developing positive attitudes towards their teacher educators and all the society members.

2. Developing their own teaching theories and trusting their abilities.

3. Relying on themselves more than relying on their teacher educators.

4. Being optimistic and reducing worries related to future employment opportunities.

5. Continuing to love the language and the profession.

5.3.3 Implications for the ELTE program administrators and developers

The analyses in this study pointed to the need of the ELTE program administrators and developers for:

1. Considering the qualities of a good teacher shown in this study and regarding them as potential standards for the ELTE program.

2. Reforming the program curriculum in an appropriate way to achieve the above suggested standards and others.

3. Using English as a medium of instruction for all courses except for Arabic language and Islamic Culture courses.

4. Interviewing a great number of teacher educators and prospective language teachers in all Yemeni universities and taking their teaching perspectives into consideration while reforming the curriculum and establishing the program standards.

5. Taking measures to eradicate discrimination based on political party membership and nepotism; approaching all teaching staff equitably; and encouraging and motivating all teacher educators equally to make research and offer proposals for development.

6. Providing the ELTE program with all facilities such as a language lab, enough references, an electronic-based system library, specialized teacher educators, good infra-structure, generators, dormitories for students, and so on.

7. Showing great concern for developing the English Language Teacher Education program.

8. Collaborating with other universities for the sake of developing knowledge expertise and exchanging the knowledge and experiences.

5.3.4 Implications for the education policy makers

The analyses in this study pointed to the education policy makers' need for:

1. Applying the available general strategic plans.

2. Collaborating with one another and other education stakeholders as well.

3. Improving the general education philosophy and specifying it for different programs.

4. Working on having clear roles to achieve.

5. Providing enough scholarships for the graduates of the English Language Teacher Education program.

6. Increasing the amount of salary for teacher educators and in-service teachers.

7. Providing enough jobs for the English Language Teacher Education program graduates

8. Planning for developing the current state of the English Language Teacher Education program and putting it into practice.

9. Avoiding relying on political party membership while making decisions concerning education in Yemen or while appointing rectors, deans or any other education administrators. Such positions should be given to the highly qualified and experienced professionals.

10. Encouraging the process of scientific research and funding it thoroughly.

5.4 Recommendations

Based on the findings of this study, there are some recommendations for future research. It is recommended that a team of researchers should replicate the study by interviewing the same number of participants in all the Yemeni universities. It is also recommended that every major theme and pattern displayed and discussed in the present study should further be studied so that further factors behind each issue come to surface. Furthermore, there must be research on the roles of the Ministry of Higher Studies and Scientific Research as well as the Ministry of Education. Within this future research, the pivotal focus should be on interviewing the education policy makers in Yemen particularly the ministers. In addition, all universities administrators in Yemen should be interviewed on the absence of developmental plans for the English Language Teacher Education program. It is also recommended that studies on other teacher education programs in Yemen should be conducted. Finally, it is recommended that the study could be replicated in other countries that have similar contexts, particularly neighboring Arab countries.

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APPENDICES

A. Interview Questions for Teacher Educators

1- Please tell me your name and surname.

2- Please tell me how old you are.

3- Please tell me how many languages do you speak and how did you learn them?

4- Please tell me about your schooling experiences starting with elementary school.

5- Please briefly tell me about your most memorable experiences as you were growing up in this society.

6- Did you achieve all your studies in Yemen or in some other countries? Which countries and how did you find the study there? Please make a comparison between the study in Yemen and the study in the country you had been to.

7- Please tell me how you chose this field.

8- I wonder if you tell me how long you have been teaching in general and in this field in particular.

9- Have you been teaching abroad? If yes, how is it when compared to teaching in Yemen?

10- What courses have you been teaching in this program? How do you choose the materials of the courses?

11- Please tell me about your previous positions if any.

12- Please tell me about your current position.

13- Please tell me about your research contributions in this field.

14- What is your teaching philosophy of the English Language Teacher Education in general and that of your institution in particular?

15- Do you have all the necessary facilities that help you practice your teaching philosophy? If not, could you please tell me what impedes you from applying it?

16- What the qualities of prospective language teachers? Please give an example or describe a specific person.

17- What the shortcomings of prospective language teachers? Please give an example.

18- How does your English language Teacher Education program prepare teacher candidates for the challenges they will face in teaching English at schools?

19- According to the article no. 22 in the law no. 30 (1997), the college council in which teacher educators must be involved in decision-making concerning the following:

a) The general college policy, b) the curricula planning and development, c) admission requirements, d) the responsibility for appointing new teaching staff members, e) presenting new proposals concerning the opening or closing of some majors, etc.

19-1 Have you been involved in any of these activities?

19-2 Which activities have you been involved in and how effective your participation was?

19-3 What was the outcome of such participation?

20- According to the article no. 5 in the law no. 30 (1997), there are many aims the Ministry of Higher Education and Scientific Research set. These aims are achieved by the universities. Some of these aims are as follows:

e) Helping learners acquire the skills of creative, critical, and scientific thinking

f) Teaching the learners the scientific research methods and how to evaluate and practice them

g) Establishing and developing positive attitudes towards self-learning together with continuous learning

h) Encouraging the movements/processes of creative writing , translation, and publication in different majors

20-1 What are the techniques/strategies you are using to achieve these aims?

20-2 What are the resources you use for achieving these aims?

20-3 So many pre-service teachers have graduated and you were their teacher educator. Do you think that they have attained these aims?

20-4 To what extent they have achieved these aims and how could you assess this achievement?

21- Based on your experience, what are the major problems you have experienced in your English Language Teacher Education program? Please give me an example of a situation in which you experienced such problems.

22- Based on your experience, what suggestions do you have for developing the English Language Teacher Education program?

B. Interview Questions for Prospective Language Teachers

1- Please tell me your full name.

2- Please let me know how old you are.

3- Please tell me how many languages do you speak? What are these languages? How did you learn them?

4- How long have you been learning this foreign language (English)?

5- I wonder if you please let me know how you were brought up (in terms of learning).

6- Please tell me about your schooling experiences starting with elementary school?

7- Please tell me briefly about your most memorable experiences as you were growing up in this society.

8- How did you choose to join the English Language Teacher Education program? Or why did you choose to be a teacher?

9- Have you ever experienced teaching? To what extent would it be effective in your future teaching life? What did you do? What events that could explain the effectiveness of such teaching experience?

10- How does your English Language Teacher Education program prepare you for coping with the difficulties/challenges you might face in teaching English at schools?

11- Based on your experience, what is your teaching philosophy which you might have developed during your studies in this program?

12- So long as you have been taught by different teacher educators, what are, from your viewpoint, the qualities of a teacher educator?

13- Based on your experiences, what are the qualities a prospective language teacher should possess/have? Please give an example in which you describe any particular prospective language teacher.

14- What are the shortcomings of a prospective language teacher? Please give an example.

15- According to the article no. 5 in the law no. 30 (1997), there are many aims the Ministry of Higher Education and Scientific Research set. These aims are achieved by the universities. Some of these aims are as follows:

i) Helping learners acquire the skills of creative, critical, and scientific thinking

j) Teaching the learners the scientific research methods and how to evaluate and practice them

k) Establishing and developing positive attitudes towards self-learning together with continuous learning

l) Encouraging the movements/processes of creative writing, translation, and publication in different majors

15-1 How do you evaluate the available resources for achieving these aims? Are they sufficient? Please explain.

15-2 As a pre-service teacher, how do you evaluate your competency with regard to achieving these aims? Please give some specific events?

16- Based on your knowledge, what are the major problems you have experienced in your English language teacher education program? Please tell me about an experience which involved such problems?

17- Based on your experience, what are your suggestions for developing the English Language Teacher Education program?

C. Interview Questions for Bureaucrats in the Ministry of Higher Education and Scientific Research

1- Please tell me your full name.

2- Please let me know how old you are.

3- Please tell me about your previous positions.

4- What is your current position, please?

5- How long have you been working in this position?

6- What are the roles you need to achieve in your current position?

7- How do you achieve these roles?

8- How do you experience working in this ministry?

9- Do you make any contact with other ministries? What are these contacts about?

10- Based on your work experience in the Ministry of Higher Education and scientific Research, could you please describe how important the English Language Teacher Education program in Yemen is? Please give examples that support your arguments.

11- What are the present strengths of the English Language Teacher Education program in Yemen? Please describe some events that show these strengths.

12- What are the current weaknesses of the English language teacher education program in Yemen? Please give some events that show the weaknesses.

13- Please explain the factors behind these weaknesses.

14- How can the Ministry of Higher Education and Scientific Research change such weaknesses into strengths?

15- Based on the National Strategy for Higher Education: Developing Education in the Republic of Yemen during this period 2006-2010, the focus was on achieving some aims. Some of these aims are as follows:

   e) Reforming the curriculum

   f) Varying the teaching-learning process methods and techniques

   g) Encouraging the movements/processes of translation and publication and

   h) Providing the universities with electronic-based system libraries, sufficient equipments, and modern scientific labs.

15.1 As you know, the period of applying this strategy is about to be over. So which of these aims has been achieved and to what extent it is achieved? Please explain why you think so.

51.2 Which aims are not yet achieved? Please explain why you think so.

16- Are there any future plans for developing the state of English language teacher education program in Yemen?

15-1 Please describe some of these plans.

15-3 Who are involved in the planning process?

15-4 What are the general aspects and aims of these plans?

15-5 How can these plans be achieved?

15-6 What are the possible outcomes of these plans?

17- How does the Ministry of Higher Education and Scientific Research collaborate with the Ministry of Education for developing the current state of the English Language Teacher Education program in Yemen?

18- What suggestions do you have for developing the English Language Teacher Education program? Please feel free to let me know your suggestions.

D. Interview Questions for Bureaucrats in the Ministry Education

1- Please tell me your full name.

2- Please let me know how old you are.

3- Please tell me about your previous positions.

4- What is your current position, please?

5- How long have you been working in this position?

6- What are the roles you need to achieve in your current position?

7- How do you achieve these roles?

8- How do you experience working in this ministry?

9- Do you make any contact with other ministries? What are these contacts about?

10- Based on your working experiences in the Ministry of Education, could you please describe how important the English Language Teacher Education program in Yemen is? Please give examples that support your arguments.

11- What are the present strengths of the English Language Teacher Education program in Yemen? Please describe some events that show these strengths.

12- What are the current weaknesses of the English Language Teacher Education program in Yemen? Please give an event that shows these weaknesses.

13- Could you please explain the factors behind these weaknesses?

14- How can the Ministry of Education change such weaknesses into strengths?

15- Are there any future plans for developing the state of English Language Teacher Education program in Yemen?

15-1 Please describe some of these plans.

15-3 Who are involved in the planning process?

15-4 What the general aspects and aims of these plans?

15-5 How can these plans be achieved?

15-6 What are the possible outcomes of these plans?

16- How does the Ministry of Education collaborate with the Ministry of Higher Education and Scientific Research for developing the current state of the English Language Teacher Education program in Yemen?

17- What suggestions do you have for developing the English Language Teacher Education program? Please feel free to let me know your suggestions.

E. INFORMED CONSENT FORM

This is a case study. It is conducted by the researcher Muthanna Abdulghani who is a Master's Degree student in the Department of English Language Teaching, Middle East Technical University, Ankara, Turkey. The purpose of this study is to investigate the beliefs of teacher educators, prospective language teachers, bureaucrats in the Ministry of Higher Education and Scientific Research and bureaucrats in the Ministry of Education, on the current state of English language teacher education program in Yemen.

For your knowledge, the participation process in this study is absolutely on a voluntary basis and the questions used in the interview will never cause any discomfort. However, it is your own right not to continue answering any question if you feel slightly uncomfortable. You will be audio-recorded and your names will not be published in research records. The information you provide the researcher with will be highly confidential. However, what is going to be said by you may be quoted in research publications.

In anticipation, the researcher would like to deeply thank you for your participations. For any further information concerning the study, you can contact the researcher Muthanna Abdulghani via this e-mail: Abdulghani_ali2003@yahoo.com or via this telephone number: 00967734814616.

I am participating in this study of my own accord and on my own will. I am also aware that I can quit participating whenever I want. I grant my consent for any scientific use of the information I provide the researcher with.

Name/Surname: …………………..   Date…../…../……

Signature: ……………

Email Address: …………………   Phone No.: ………

F. DEBRIEFING FORM

This is a case study. It is conducted by the researcher Muthanna Abdulghani who is a Master's Degree student in the Department of English Language Teaching, Middle East Technical University, Ankara, Turkey. The purpose of this study is to investigate the beliefs of teacher educators, prospective language teachers, bureaucrats in the Ministry of Higher Education and Scientific Research, and bureaucrats in the Ministry of Education, on the current state of English language teacher education program in Yemen.

It is aimed that the data will be collected at the beginning of July 2010. The data will be then utilized for research purposes. If you are interested in the findings, please contact the following name. Thank you very much for your participation.

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