

**TOWARDS EDUCATIONAL REFORMS AND CHANGES:
IDENTIFYING THE YEMENI SECONDARY SCHOOL EFL
TEACHERS' PROFESSIONAL NEEDS FOR
IN-SERVICE TRAINING**

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IDENTIFYING THE YEMENI SECONDARY SCHOOL EFL
TEACHERS' PROFESSIONAL NEEDS FOR IN-SERVICE
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by

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February, 2013**



CERTIFICATE

This is to certify that the thesis entitled “TOWARDS EDUCATIONAL REFORMS AND CHANGES: IDENTIFYING THE YEMENI SECONDARY SCHOOL EFL TEACHERS’ PROFESSIONAL NEEDS FOR IN-SERVICE TRAINING” is a record of bonafide research carried out by Mr. ABDUL RAHMAN ALI HAMUD AL-TOWITY under my supervision and guidance for the award of the degree of DOCTOR OF PHILOSOPHY in Applied Linguistics.

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DECLARATION

I hereby declare that the thesis entitled “TOWARDS EDUCATIONAL REFORMS AND CHANGES: IDENTIFYING THE YEMENI SECONDARY SCHOOL EFL TEACHERS’ PROFESSIONAL NEEDS FOR IN-SERVICE TRAINING” is a bonafide research work done by me and submitted to University of Hyderabad for the award of the degree of DOCTOR OF PHILOSOPHY in Applied Linguistics.

I also declare that this thesis or any part of it has not been submitted to any university or institution for the award of any degree or diploma.

Place: Hyderabad

ABDUL RAHMAN ALI HAMUD AL-TOWITY

Date:

Abstract

The steady decline of the standards of English proficiency of Yemeni secondary school students despite its importance is of great concern. Students' achievement, as viewed by many educators, is very low. Many factors have led to their poor performance in English. The main factor is that school teachers of English in Yemen are not prepared well and are deprived of in-service training programmes. Hence, involving these teachers in systematic in-service training activities is absolutely essential to expand their knowledge, improve their teaching abilities and renew their attitudes towards teaching and further training. In this regard, the first and most important step to build a database necessary for setting up in-service training programme for EFL schoolteachers is the assessment of their needs. However, the Ministry of Education in Yemen has not yet evaluated these needs.

This study aims to find out a solid ground for designing well-planned in-service training programmes on the basis of the EFL schoolteachers' real needs as felt by them and perceived by their supervisors. In addition, EFL secondary schoolteachers and their supervisors are supposed to express their preferences of the appropriate methods that meet the teachers' need. Another aim is to explore secondary classroom students' expectations of their EFL teachers.

To achieve the aims of the study, three kinds of questionnaires were developed and administered by the researcher on 793 EFL teachers, 71 supervisors and 830 secondary school students in the main cities of Sana'a and Aden and several rural areas around them. Due to Youth Revolution in the "Arab Spring" and unrest in Yemen during data collection period in 2011, usable answers were returned from only 338 EFL practising teachers, 40 supervisors, and 738 secondary school students. Additionally, twenty on-site classroom observations were carried out to examine the reality of the secondary classroom of English and to authenticate the results of the teachers' and supervisors' survey questionnaires. Moreover, ten of the Ministry's training sector officials and coordinators were interviewed to investigate many related issues such as the status of the current in-service teachers training in the country and the availability of in-service training for secondary schoolteachers. These interviews could also support the results of the questionnaires.

To measure the teachers' level of needs, the Likert method was used in the questionnaires' scale. Fifty four statements in the questionnaires of teachers and supervisors were mainly divided into two categories of needs, i.e. teachers' need for content knowledge and for professional knowledge and skills. These two questionnaires also included the teachers' and the supervisors' preferences of the best means to address EFL teachers' needs for training. On the other hand, EFL secondary schoolteachers' attitudes towards teaching and in-service training were included in the teachers' questionnaire only. Meanwhile, the students' questionnaire comprised fifteen dimensions of questions which aimed to examine their expectations from EFL teachers.

The researcher used the SPSS statistical programme to analyse the data collected for the study. Mean, standard deviation, percentage and frequency distribution were the statistical tools applied to describe the responses of the sample in the light of the variables concerned. T-test, one way (ANOVA) and other test

techniques were employed to measure the significant differences between the mean responses of various variables of teachers and supervisors as well as teachers' background variables of gender, work location, years of experience, qualifications and educational background.

The results of this study revealed that EFL secondary schoolteachers highly need in-service training programmes. Secondly, the variable of EFL teachers and their supervisors on the one hand and EFL teachers' background variables on the other hand were a source of significant differences on EFL teachers' needs for retraining in Yemen. Thirdly, EFL teachers and their supervisors agreed on the teachers' need for both joining in-service training courses and discussions with educational experts, and differed in the other suggested means of training. Fourthly, the class observations and the interviews ensured that most of the EFL secondary schoolteachers in Yemen were not qualified well and should join in-service training programmes on the basis of their real needs in order to improve their current knowledge of English, skills of teaching and to renew their attitudes towards teaching. Fifthly, the results also revealed that EFL secondary schoolteachers in Yemen have a positive attitude towards teaching and in-service training. At last, the students' survey questionnaire showed that secondary school students expected their teachers of English to have the personal and professional characteristics necessary for teaching English and to use adequate techniques to manage an effective and successful language classroom.

Among many suggestions, an urgent need for running in-service training programmes for English teachers was suggested to help them improve their performance of teaching and upgrade the falling standards of English in Yemen. Other suggestions have been added for the training authorities and for further research.

DEDICATION

To my late mother, my wife and children

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CHAPTER ONE

INTRODUCTION

1.1. Educational Changes and the Training of Teachers

Education has the most significant role in the development of nations. It aims to bring about the desired changes and development in the social and cultural life of people. According to the World education report (UNESCO 1998:16), at present, educating the young has become “the world’s concern to meet the challenges of eliminating poverty and ensuring sustainable development”. That is why developed nations have given top priority to education which resulted in astonishing changes and progress in all walks of life. Undeveloped countries, in their turn, are strongly advised to take immediate action to reform and update their educational systems and respond to the advancement in education on a continuous basis following the modules of education of successful nations. In this regard, calls for reforms in education according to Haney and Lumpe (1995:187), have been “intense during the last decade”. On the other hand, undertaking successful reforms of education can never take place without the active participation of teachers. It is teachers who escalate the wheel of change and development in education and mould the future of a nation (students) each day in class. Mushekwane (2004) emphasises the dependence of nation upon education in its development and, consequently, the dependence of education on teachers. Al-Shabi (2010:1) affirms that it is teachers who “shape and pattern the whole process of education”.

Teacher quality is critical to the success of educational reform since it ultimately intends to raise standards of attainment and progress in the students. Townsend and Bates (2007:3) report that the call for an improvement in the quality of teachers is welcomed by many educators, such as Cochran-Smith (2004), who writes:

“[o]ver the past several years, a new consensus has emerged that teacher quality is one of the most, if not the most, significant factor in students’ achievement and educational improvement”. Nothing will replace the role of the teacher in the learning process. Jones, Jenkin and Lord (2006:1) quote Haim Ginott’s (1972) remarks that remind us of the power that lies in the hands of teachers:

I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration.

In that respect, much will be expected of teachers. They are put “under enormous external pressure, as never before, to prepare their students for productive lives” (Danielson 2007:5) by equipping them with the “competencies they need to become active citizens and workers in the 21st century” (OECD 2011:5). Thus, providing teachers with good learning according to is important to reform because how teachers learn will be reflected in how they teach their students (Border 2004). This entails two essential components in improving education: teachers and their high-quality training. Indeed, teacher training and development is the keystone to educational improvement.

Moreover, teachers need on-going training and development in order to accomplish their duty in a successful way. It becomes imperative to implement regular updating of the knowledge and skills of the teacher. Mushekwane (2004:10) brings to light teachers’ knowledge, skills, attitudes, morale, motivation and commitment for their “decisive role in raising the quality of education”. Meanwhile, Haney and Lumpe (1995:470) focus on the role of the teachers’ understanding and attitudes in realising reforms in education: “teachers are dedicated professionals and once they truly understand and believe in the reform, they will lead the way in implementing it”.

Nevertheless, successive governments in Yemen are seemingly heard announcing plans for educational reforms only on media without putting them into action, especially for English language teaching. Making changes to English language teaching (ELT) at schools is an important part of that reform. It is argued that students' poor performance is an inevitable consequence of the ill-preparation of teachers and the absence of in-service teacher training. This makes us add our voice to the calls for reconsidering the status of ELT in the country, putting greater emphasis on providing the teachers with adequate training. In this regard, Mann (2011:172) confirms that "[t]he reforms and strategies for betterment of teaching-learning of English revolve around one pivot – the teacher". Particular attention must be paid to develop their abilities to produce proficient learners in the language, hence, to supply the market with qualified and trained manpower needed in the 21st century. Jain (2004:104) suggests that in-service provision should be established and expanded more and more so as "teachers can update themselves, and become adequately primed for reorganisation and curriculum innovation". In the meantime, priority should be given to recognise teachers' real needs if we are to conduct effective training programmes. In short, EFL teachers should be provided with quality in-service training to alleviate their teaching deficiencies, develop their teaching routine, and keep up with the advances in education. It is well-trained teachers who can revive English learning and activate students' enthusiasm to learn after having been affected by inefficient teaching.

1.2. English Language Teaching in Yemen

It is no exaggeration to state that many people today cannot manage a better way of life without English. English has achieved the status of a global language and the majority of its speakers are not natives. It has become the language of the

educated and is needed in many contexts such as export, import, international banking, media and tourism. As “a linguistic bridge” between the countries of the world (Ratna 2011: 47), English links the countries with various experiences which would help them to push forward the wheel of development and modernity. According to *Britannica Encyclopaedia* (1997), English has become the official language of 60 countries and the first language used in airports, offices and international conferences: the language of medicine, science, technology and diplomatic line (cited in ERDCC 2002:1). More than this, in a country like Yemen, there is a tremendous demand for learning English, for it is used to communicate with the foreign multinational companies and workers engaged in oil industries and other different developmental projects in many parts of the country. Al-Sohbani (1997:16) adds that English is used as a second language by Yemeni ‘expatriates’ abroad. To sum up, the wide demand for English all over the world has created greater demand for quality language teaching.

Nevertheless, the educational system in Yemen does not provide better learning of English for students. The process of English language teaching and learning is deplored by many critics. In a study conducted by the Ministry of Education, the Educational Research and Development Centre Committee (ERDCC: 2003) reports that ELT in Yemen suffers from the weakness of English language output, the imbalance between textbook size and lesson time, the absence of skills assessment, the weak role of family to help and motivate pupils to learn English, lack of supervisors’ visits to schools, lack of books, the absence of the teacher’s book, the spread of cheating in the examinations, lack of care for the teachers, the unsuitability of textbooks for the Yemeni learners, and the absence of teachers’ improvement. Al-Mekhlafi (1999:9-21) also attributes the ineffectiveness of ELT in Yemen to many

factors such as lack of qualified teachers, the absence of teaching aids, large classes, lack of environment for practising English outside the classroom, lack of motivation to learn English, and faulty examination system.

1.2.1. Historical Overview of ELT in Yemen

Arabic is the mother tongue of the Yemeni people and the official language of the government. It is the medium of instruction in the schools and the departments and faculties except the English departments, colleges of medicine and engineering. According to Farah (2001), there was no indication of teaching English in Yemen through the Turkish governance of the north of Yemen before 1918, but there was a slow and weak start of teaching English as a school subject in 1938 during the rule of Imam Yehia. Hasan (2010), however, reveals that English was firstly introduced into the north Yemen in 1920. Unlike the other scholars, Sayad (2005) claims that before 1962 during the monarchy rule, there were neither Yemeni teachers nor English courses in our schools; the only exception, however, is those students who were selected by the monarch to study abroad. In the southern part of Yemen, the British invasion (1838-1967) introduced two series of English as a school subject that continued until the reunification of the country on May 22nd, 1990. However, there is a consensus that ELT in Yemen was expanded and developed only after the revolutions of September 26th 1962 against the monarchy (that expelled the Turks) in the north, and October 14th, 1963 revolution against the British colonization in the south. Hillenbrand (1994) adds that since the unification in 1990, English is slowly beginning to become the most important second language in Yemen (cited in Al-Mekhlafi 1999). So far, English is taught as a compulsory subject in schools and a means of instruction at the colleges of medicine and engineering.

1.2.2. Aims of Teaching English at Secondary School Level in Yemen

As pronounced by the Ministry of Education in 1986, Al-Sohbani (1997) reports that ELT in Yemen aims to prepare Yemeni students for academic purposes, interaction with English speakers, travel abroad and for working in English speaking projects. In 1987, the Deputy Minister of education stated in a conference that the aim of teaching English in Yemeni schools was to meet the needs of both the market and higher education (ibid: 30). In addition, a list of aims has been adopted from Bose (2001), Al-Mekhalafi (1999), Al-Zubairi (2004), Al-Shamiry (2005), and Jaashan (2010):

1. To listen and understand English used in day – today life;
2. To enhance the language acquired at the primary stage;
3. To communicate clear and simple English with non-Arabic speakers;
4. To read and understand newspapers and books;
5. To write in English mainly for academic purpose;
6. To learn English at the higher education level;
7. To acquire the study skills such as extracting information from reading texts, summarising, categorising, defining, etc.
8. To acquire facts, concepts, generalisations, principles, language items and relations to employ them in their life;
9. To acquire scientific, critical, objective thinking skills, and research skills;
10. To acquire modern scientific and professional skills necessary for work;
11. To develop talents and innovations;
12. To gain insight into the culture of English native speakers;
13. To increase understanding of how English language functions;
14. To be able to study abroad in English.

15. To have adequate practice in both scientific and literary English;

1.2.3 Teachers of English in Yemen

Teachers of English in Yemen are mainly the graduates of the departments of English in the Education and Arts Colleges and two-year-post-secondary school diploma degree holders. However, due to the shortage of teachers of English (degree-holders) in many rural areas, English is taught at schools by secondary school graduates or teachers of other subjects like Mathematics, Geography, Arabic and so on, particularly in the primary schools (up to class 9). There are not any criteria for distributing teachers between the primary educational stage (7-9) and the secondary educational stage (10-12). In other words, graduates of Education and/or Arts colleges can teach at the primary level or at the secondary level and the two-year-diploma teachers mainly teach at the primary level.

It is well known that learning English in the schools of Yemen is much dependent upon the teacher, whose main role is to give information and help learners develop their language skills. According to Edwards and Furlong (1978), it is the teacher who “sets things going, gives directives and information, elicits responses from the pupils, offers cues when answers are not forthcoming, nominates a particular pupil to speak, accepts what is said as relevant, and then evaluates its content”. It is assumed that if teachers of English in Yemen teach properly, students would use English efficiently after studying six courses at school. Students, accordingly, are supposed to exchange English spontaneously and frequently through the active use of language skills from day one onwards. In that respect, Al-Shabi (2010:20) affirms that for students to obtain the best learning of English, we have to provide them with effective, joyful and communicative teaching. Thus, one can say that there is no substitution for competent and professional teachers of English for efficient learning,

even if we have modern technology and the best ever textbooks. It is true that good instruction is not placed within the pages of a textbook, but lies in the spirit of the teacher. Interestingly, Croft (1972) explains the same view: “[a] textbook is not a teacher... it cannot speak, listen, correct or encourage. Instruction must come from you, and not from the book, no matter how well organised or well written” (quoted in Akintola 1982:21). The case is similar to knowledge of teaching methods. Akintola (1982:22) states that “none of the major methods of teaching ESL can be useful in the hands of ill-trained teachers”.

ELT in Yemen suffers from many problems. Lack of well-qualified teachers and the low level of output are two cases in point. It is argued that ill-trained teachers of English are the main factor that led to the fall of ELT in the country. In a conference held in Sana’a in 1996, Hasan Zain, the Deputy Minister of education shed light on the status of teaching giving a clear picture of the effect of ill-prepared teachers on teaching in Yemen:

...teaching (in Yemen) is getting worse. Nobody can deny this fact which resulted from many reasons; the main problem is the low level of teachers, their incompetence in teaching. Those incompetent and ill-qualified teachers are the result of ill-preparation. Classrooms are also dense, some classes contain almost 150 students and this added more load on the teacher who cannot transfer knowledge to all students and guide their activities.

(Al-Thowra Newspaper, No.11709, June 2, 1996)

By the same token, ERDCC (2003) relates the causes of the drawback in English learning in the schools of Yemen to many factors: the inadequate preparation of teachers, lack of teaching aids, using inappropriate methods of teaching, and insufficiency of time allotted to English lesson. Most of the teachers of English in the secondary school stage, for instance, lack the acceptable command of the language (secure knowledge and understanding of the subject), and lack the minimum knowledge of the suitable methods and techniques in teaching procedures. Therefore,

they revert to use old traditional methods of teaching and only transmit knowledge about English. Along with the extensive use of Arabic, English learning does not go beyond memorising new words and grammar rules. In addition, much of the lesson time is wasted in classroom control and disciplinary problems instead of immersing students, as active participants, in language learning activities. According to Rana (2011:86), in the traditional method of English language teaching, teachers focus “on the text, word meanings, question and answers based on the text....” All this inevitably affects students’ level of English.

Schoolteachers of English, therefore, are called upon to join further training programmes in order to get special extended training to sharpen their prior content knowledge and teaching skills and help them teach more effectively and be acquainted with the advances in the field of education. Cooke and Pong (1991:109) emphasise that teachers, irrespective of their training background, need help in “numerous issues” such as teaching methods, developing teaching aids, arousing students’ interest in the subject matter, knowing the learning ability of students, adjusting teaching according to students’ abilities, knowing teachers own effectiveness, time management and counselling skills.

1.2.4. Status of English Language Learners in the Schools of Yemen

Shamia (1998), Al-Sohbani (1997), Naji (2002), Al-Shabi (2010), Al-Amri (2007), Al-Sofi (2009), Al-Sharafi (2010), and Hasan (2010) are of the view that the level of achievement the Yemeni English learner has long been unsatisfactory. Yemeni school students are unable to speak or write simple correct sentences in English though they spend six years of studying it. Most likely, lack of daily communication in English causes their poor performance. A clear picture of the status of the Yemeni learners of English was illustrated by Sayad (2005:7-8):

- lack of communicative competence;
- lack of using English inside or outside the classroom;
- even if they make some utterances, the hearer cannot understand due to the wrong pronunciation of words and the faulty stress or intonation;
- use of translation into their mother tongue, Arabic, extensively;
- use of Arabic even when they are asked to write a small paragraph;
- having so limited vocabulary;
- lack of the habit of reading extensively at their own pace;
- absence of motivation to learn English.

Also, Al-Sharafi (2010:8) admits that students are weak in English because they are not provided with opportunities to use it. Similarly, Al-Shamiry (2000: 14) relates the low level of learners in English in Yemen to the traditional methods of teaching used in the language classroom. He maintains that such methods make learners believe that learning a foreign language means “memorising and repeating after the teacher”. In the meantime, teachers, according to Danielson (2007:14), “must have deep and flexible understanding of their content and the skills to enable students to move beyond memorisation to analysis and interpretation”.

People concerned with education in Yemen express their worry and discomfort about students’ low achievement in English. Eshaq (2006:6) surprisingly asks why Yemeni students who arrive at the tertiary level (higher education) are unable to “read even some of the written instructions, or to follow and implement oral instructions, or even to ask a question or say an understandable correct sentence”. Something is wrong with Yemeni learners of English. Despite years of studying English, they are unable to express themselves in English and when speaking, most of them demonstrate lack of knowledge of sentence structure and faulty pronunciation.

Above all, they start feeling uneasy when hearing somebody talks in English. Students' weakness in English prompted Al-Shabi (2010:20) to describe a large number of adults in Yemen as 'English-illiterate'. At times, however, they are supposed to communicate well in English after leaving school. According to Nagi (1983:4), most of the university students need their teachers to "start teaching them from scratch". They find it difficult to continue post-secondary courses though they contain simple language and basic knowledge. University teachers in Yemen hold school teachers responsible for the falling standards of English. For example, Nagi (1983) relates university students' poor performance to "the poor foundation at the school level". In spite of years of teaching English, the process has failed to give the desired results. For these reasons, the ELT professionals, policy makers and the other stakeholders need to look at such tragedies and provide instant solutions to rescue English education in Yemen.

From what is mentioned above, one can conclude that it is teachers who affect students' learning at the most. They are considered one of the key factors responsible for the tragedy of having the low output. It seems that teachers have failed twice: once when they neglected to improve their language skills and, once again when they ignored to teach their students the language skills especially listening and speaking, diverting their efforts to word-for-word translation and grammar description. It seems also that teachers either ignore or do not care about linguists' and educationalists' demonstration that poor listening is one of the main causes of poor language learning. Above all, teachers seem unaware of their role as the most influential element on a student's learning and life as a whole. As a result, many educationalists demonstrate that we should first foster learning qualities in teachers if we want to develop them in the students. Stronge (2007: ix) illustrates the great influence of teachers on students

and their direct effect on students' learning: "[t]eachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them". That is why Stronge (ibid.) stresses the importance of knowing how teachers could cause the required change in the behaviour of students: "we must understand what teachers should do to promote positive results in the lives of students with regard to school achievement, positive attitudes toward school, interest in learning, and other desirable outcomes".

1.2.5. English Textbooks

The syllabus of English in Yemen is manifested in a textbook. From a historical point of view, English textbook in Yemen was taught by hired ill-qualified Egyptian and other Arab teachers until they were replaced by Yemeni teachers in the 1990s of the last century. Since 1962, 'the Nile Course of English,' which was used in Egypt, was also taught in Yemen. In 1970, this course was replaced by 'the progressive living English for the Arab world' which was used in the Gulf States. Then through the 1980s, the British council in Yemen, as part of technical cooperation with the Yemeni government, introduced a special series called 'English for Yemen (EFY).' Al-Sofi (2009) describes this course as inadequate since the content was mainly a structural syllabus and was not sufficient for Yemeni learners to learn English for communication. Al-Sofi's description of the course points out that English course in Yemen lacks the conditions of good language textbooks. As many educationalists said, this course should focus on both form and content, and should also give sufficient practice in using the functions of the language.

A new interest in English learning has increased after the reunification of Yemen on May 22nd, 1990. Since then, the Ministry of Education devoted special

attention to changing the old textbooks of English i.e. English for Yemen and replace it with a new modern series based on the communicative approach i.e. Crescent (1994-2000) and finally English for Yemen, a revised reduced version of the Crescent Course (2001- now). The Crescent Course for Yemen (CECY) was written by the British authors, Terry O'neil and Peter Snow, in consultation with Yemeni experts. This textbook involves students in 'communicative activities' such as role-play, pair work and group work tasks though these activities have some shortcomings and some biases (Al-Sofi, 2009). The CECY was designed within the frame work of the communicative approach to language teaching / learning which helps in developing students' skills to use English properly. Its package contains five components, course book, workbook, handwriting, teachers' book and audio cassettes. To present this course effectively, teachers basically need to gain the pedagogic knowledge of how to help students practice the language.

The latest course has been provided with some passages and texts that are relevant to both the Yemeni and the English cultures. This course is described by Alaqeeli (2007:4) as "an integrated, multi-skills syllabus that links topics, communicative functions and grammar". It also involves vocabulary items, functions and expressions which require teachers to use communicative methods of teaching.

Many principals and curriculum developers in the Ministry of Education state that the current English textbooks of schools were not designed especially for Yemeni pupils. They were designed for another Arab country in the Arabian Gulf to cover nine years there but was compressed to cover six years in Yemen with some changes made to its content. Moreover, language skills in the textbooks are not balanced to meet the needs of school students in both primary and secondary stages. For example, secondary school students need higher attention on reading and writing abilities to

meet the requirements of higher studies. Furthermore, the changes made to the English textbooks did not intercede with the students' low level of achievement. Despite the current course tends to familiarise students with the mechanics of the language, students' level is still poor. For them English is a hard nut to crack: they cannot communicate in English or even utter a few meaningful sentences. By the same token, Sahu (1999:9) notes that Crescent textbooks "have many shortcomings, which render them unsuitable for most Yemeni learners of English". He maintains that these books "are not properly graded for teaching vocabulary," do not take students' background knowledge (schema) into account and don not include enough "communicative activities" to develop students' language skills. For these reasons, Al-Sofi (2009:2) reiterates the same view of Sahu (1999:9) that the new course requires teachers who are good users of English and "have a well-equipped repertoire of professional strategies" to teach the course communicatively not merely as content but as a set of skills.

Another vexing problem is that pre-service education does not equip student teachers with sufficient practice in how to use or teach CECY since many teachers graduated before the launch of CECY in 1995. Hence, it is difficult for them to teach this textbook properly. Moreover, many teachers seem unaware of how to use the textbook in teaching. This might explain why most of the teachers of English are keen on teaching vocabulary and grammar description, and ignore the activities of the language skills. Very likely, they gained abstract theoretical knowledge of language teaching and lack the abilities to apply them in the classroom. In that respect, Leather (2005) reports that teachers of English in Yemen lack knowledge and skills of interactive methodologies. When asked, many teachers relate the difficulties in applying CLT techniques in teaching the English textbook to large classes, the

absence of teaching aids that help in adopting effective teaching methods etc. It seems that these teachers have given up and ceased to attempt to develop their teaching performance.

Some other issues present additional obstacles to the teachers' job. First, the Ministry of Education in Yemen is the body that decides and distributes English language textbooks to students all over the country, without giving the teachers the liberty to improve or improvise new techniques. Al-Zubairi (2004:7) states that "[t]he Ministry of Education is the apex authority...it is responsible for framing the curriculum and providing the schools with the textbooks". Al-Shamiry (2000:21) also affirms that in the Yemeni schools, "teachers have no control over the choice of textbooks, or materials prescribed for their students. This is always the choice of the Ministry of Education". Second, the Ministry distributes a course plan (for the teachers) that does not take into account students' level or needs. Teachers of English, therefore, according to Al-Shamiry (*ibid.*), are "compelled to follow a rigid syllabus to specific plan prescribed by the English Inspectorate Department at the Ministry of Education". Such course plan makes the teacher hurry to complete the syllabus as his/her first and last duty towards the students without considering their needs and interests. Third, the Ministry's introduction of curriculum changes without adequate planning, communication and teacher training is the last straw. Probably these reasons and others stand behind teachers' low interest in teaching these textbooks. However, it is assumed that for best use of the textbook, teachers of English are supposed to analyse the textbook, identify its principles, realise the objectives and digest the content well. Also, they have to participate in the evaluation of the course and give their comments and recommendations for improvement to the relevant authorities. After all, training these teachers in how to use the course in teaching: prepare lessons,

set teaching objectives, present the content, evaluate students' learning and the like should be a central part of regular in-service training programmes.

1.2.6. Attitude of Yemeni Learners towards Learning English

School students in Yemen develop a negative attitude toward English which hampers its learning. Yemeni learners in the past were having hostile attitudes towards learning English especially during the years of revolts and liberation from the Western colonialism of the Arab land and the subsequent movements of Arab nationalism. El-Sayed (1993) justifies the hostility and suspicion in the Arab students' attitude towards western languages and culture saying that this attitude "is natural since it stems from the fact that the west colonised the Arab World and English is viewed by Arab students as a product of imperialism" (quoted in Sayad 2005:3). From a different angle, Al-Shamiry (2000:16) and Al-Towity (2007:11) see that Yemeni students lack the motivation to learn English. Motivation is an important principle to achieve the learning objectives. The best ever methods and language courses are useless if the students are not motivated to learn. Al-Towity (2007) adds that students' negative impression that English is difficult prejudices them against learning the language. Such attitude starts with students' learning of English and keeps on clinging to them even after finishing school education. In another point of view, Al-Shamiry (2000) says that the untrained and incompetent teachers as well as the negative attitudes of the parents towards English "inhibit the learners" and make them regard "English as a burden imposed on them by the educational institution". He concludes that "There is no incentive for integrative motivation to learn the language" (ibid: 16). Indeed, lack of motivation adds more complication to English learning: instead of gaining useful knowledge from the teaching material, students are concerned more about passing the examinations. The tragedy is that to pass the examination, students

“resort to the method of rote learning and at times to cheating” (Al-Shamiry 2000). Meanwhile, students should be aware that English has become a universal language that is needed in everyday life, and not just a subject arbitrarily added to their certificates.

In the last few years, however, the attitude towards English language learning in Yemen has changed. One can easily recognise this change from the large number of private institutions spread all over the country to teach English. Parents send their children to these institutions basically to compensate for the poor education they used to receive from government schools. Al-Hamzi (1999:6) asserts that there is a growing demand for English in Yemen “every day”. He correlates the demand for English in education with the “privatization, economic reform programme and the adaptation of the open market policy” in the country. Simply put, in order to develop socially and economically and to have access to the information and knowledge, Yemen needs the English language skills for its citizens. This has added a condition of English proficiency to the requirements of the job market. In today’s world, job market prefers the candidates who have adequate proficiency in English. In that respect, Al-Hamzi (1999:6-8) estimates that 82% of everyday announcements in the national newspapers require the applicants to be fluent in both spoken as well as written English, adding that: “[h]undreds of foreign companies are now investing in different sectors in Yemen....The need and learning motivation for English in Yemen are seen as very strong and they are likely to be even stronger tomorrow”. Al-Hamzi (1999:8) also draws a very interesting picture of the Yemeni learners’ tendency to learn English in spite of the obstacles they encounter:

Despite the failure to teach English successfully in the Yemen government schools, English remains the target language of all students and parents in Yemen. There is no section of the Yemeni population that wants to be deprived of it, regardless of the difficulties to improve its deteriorating condition.

In short, Yemen has become aware of the importance of English though a little resistance to accept the Western culture fearing that it may affect the Arab culture and Islamic values. To overcome this barrier, according to Al-Shamiry (2005), course designers have to minimise the association of western culture in the content and to introduce learners' own culture. This would facilitate learning English through an acceptable and familiar context to students.

1.3. Statement of the Problem

“Deficiencies in human performance and changes in the environment often trigger the need for training” (Gupta 2007:81). Despite several decades of English education in Yemen, the challenge of having low standard graduates is still there in this age of rapid changes and globalisation. Teachers' performance is disappointing and students' level of achievement is still very low. In a report submitted to the Ministry of Education about ELT in Yemen, Leather (2005:8-9) writes: “[t]he level of English among English teachers in Yemen is often very low...Among teachers; knowledge of interactive methodologies and ability to put them down into practice is also very low”. Al-Hamzi (1999:6) affirms that “[t]here is a lack of trained and efficient teachers English in Yemen”. It is true that teachers of English are not prepared well and are not provided with in-service training courses that could develop their competences of subject knowledge and teaching skills as well as their commitment to their job. With regards to students' level of English, school-leavers find it difficult to speak even simple English sentences. Sahu (1999:9) was surprised by the low level of his university students' competence in English in Yemen: “... a vast majority of learners have demonstrated ... a shaky and perfunctory command of English”.

As argued, the poor performance of the teachers has led to the decline of the students' achievement. Three common deficits of EFL teachers in Yemen have likely increased their ineffectiveness: the overdependence on textbook, the use of traditional methods of teaching and the low command of the language. In very simple terms, students' weakness to converse in English seems to have mainly stemmed from the weakness of the teaching force. Definitely, teacher underperformance is influencing the learning of students and also affecting school performance and reputation (Jones, Jenkin and Lord 2006). Aslam (2008:32) states that: "...most of our teachers remain largely ignorant of the changes taking place in English teaching / learning across the globe. Since they do not grow, their students also do not grow". Hence, unless teachers of English are equipped with an acceptable proficiency and proper professional skills, their performance will remain poor which results in killing students' motivation to learn. Improving the teachers' performance will be reflected on the students' attainment and increase their opportunities for higher education and well-paid jobs. Thus, the focus now is on the quality of teachers and their teaching in classrooms.

Recent research studies demonstrate that students' level of achievement and their learning behaviours are heavily affected by teachers' quality, the quality of teaching and sustained teacher training. Students gain higher achievement and understanding when they are taught by highly qualified teachers and those who undergo sustained professional development since such teachers can positively change teaching practices – Kwan and Jones (1999), Darling-Hammond (2000), Russell and McPherson (2001) Day (1999), Bradfeldt-Waring (2006), and Howlett (2005), undertake a wider array of teaching practices and are more likely to co-operate with other teachers (OECD 2009). Brundrett and Silcock (2002:2) state that

good trained teachers “keep a weather eye open for anything likely to affect pupil learning”. Kwan and Jones (1999:1) also explain that “[g]ood teachers and good teaching makes students feel more satisfied about their learning experience. It enhances their confidence in studying a subject and motivates them to learn more about it”. By the same token, Al-Modaffari (2009:19-20) ensures that “...the more competent and or proficient the teacher, the more his or her performance is effective ... sufficient knowledge of language 2 (English) helps the teacher to easily control the classroom and consequently helps student to learn”.

All this necessitates the provision of a solid pre-service teacher education and the urgency of effective in-service training for EFL secondary schoolteachers in Yemen in order to resolve the dilemma of EFL teachers’ poor performance and students’ low level of attainment. In this regard, many research studies emphasise setting up regular training courses for the serving teachers on the basis of their actual needs as an absolutely vital process for effective and purposeful training (Dawson 1978, Cross 2003, Craft 2000, Day 1999, Soljan 1987, Richard 1991, Arora 2002, Heller 2004, Rhodes and Houghton-Hill 2000, Harris 2006, Cunningham 1986, Ambasht 2007, Al-Mekhlafi 1990, and Al-Dawely 2006). Hence, one can say that the establishment of such systematic in-service training courses is the best solution available to remedy the shortfalls of pre-service education, to develop teachers’ teaching abilities and to increase students’ levels of achievement.

However, Yemeni successive governments are not giving the training of teachers its due importance and support. After a long time of neglect, the Ministry of Education with the help of some international organisations started in 2002 their campaign to train the teachers of the primary school level with a view to enabling them to cope with the increase in the numbers of students and the demand for better

learning. Such training is being offered only through workshops in some educational districts on the basis of expert consultations rather than on teachers' real needs. However, secondary school teachers of English are still deprived of any kind of training and guidance that enable them to cope with the challenges of classroom setting and to make differences in the students' learning. Moreover, providing schools with well-trained teachers could also correct the negative view that is inculcated in the minds of learners towards learning English. Most of the students in Yemen believe that learning a foreign language consists in learning vocabulary and grammar rather than in learning the language to communicate. In this regard, Thomas (1987:37) holds that teacher education should aim to change the focus on "the system/grammar division of language competence" at the expense of "the contextual/discourse division," which affects teachers' own language competence and that of the learners.

This study, therefore, is a contribution to improve the standards of teaching English at the secondary classroom throughout the Republic of Yemen. It attempts to diagnose EFL teachers' real needs for in-service training as an essential starting point for setting up effective training courses that address their needs and raise standards of student learning and achievement. In other words, it gives EFL teachers the opportunity to articulate their felt needs for in-service training and the methods they prefer to use to meet these needs. As argued, teachers' articulation of their needs is a part of knowledge about self – one should know about his/her need for growth and be aware of his/her own areas of strength. Secondary school students are also given the opportunity in this study to express their expectations of EFL teachers.

1.4. Significance of the Study

In-service teachers' training is new to the field of teacher education in Yemen. A very few studies were conducted on the teachers' need for further training. The

Ministry of Education, in its turn, announces its plans to develop school education and retrain the teachers, but very little effort has been done. Some workshops have been provided here and there for primary school teachers. The new interim government, which came to power post-2011 Youth Revolution, under the emblem of change and raising standards, has been active in pushing through several agendas for educational reform and improvement. But, so far nothing has been offered to secondary school teachers, especially teachers of English. As far as the researcher knows, the initiative to improve secondary school education is under way. On the other hand, despite the significance of identifying teachers' needs for training, it has never been included in the Ministry's plan to conduct in-service training courses. This study aims to contribute to the field of teacher education by identifying teachers' real needs which will make it easy to provide them with an applicable and purposeful certificate course that helps them teach better. The results of this study will be helpful to the reforms that should be carried out in the ELT in the secondary classroom in Yemen through:

- providing policy makers and programme designers with a list of teachers' needs that should be addressed;
- providing the supervisors with a list of teachers' needs that help to develop criteria for evaluating the teachers' performance;
- providing colleges of education with information that help to improve the preparation of EFL teachers;
- making EFL teachers well aware of their areas of needs for training;
- equipping researchers with data that help to conduct relevant studies.

1.5. Questions of the Study

This study seeks to answer the following questions:

1. What are the needs and the degree of need for each category and item of in-

service training for secondary schoolteachers of English in Yemen as perceived by the teachers and their supervisors?

2. Are there significant differences between the EFL teachers' and the supervisors' perceptions in their ratings of the level of need of selected categories and items of in-service training?
3. What are the attitudes of the EFL secondary schoolteachers in Yemen towards teaching and in-service training?
4. Are there significant differences between the perceptions of EFL teachers on the basis of their background variables of gender, years of teaching experience, qualifications and work location (rural or urban), in their ratings of the degree of need of selected areas of in-service training?
5. What are the preferred methods in the opinions of the EFL teachers and their supervisors in Yemen to carry out their in-service education? Are there significant differences in the preferred methods of in-service education for EFL teachers between them and their supervisors?
6. What are the expectations of secondary school students from EFL teachers?

1.6. Aims and Scope of the Study

In the light of the problem of the study, the scope of this work was to address EFL teachers' real needs for in-service training in the secondary schools of Yemen and, hence, the study aims to:

1. obtain information related to EFL teachers' real needs in order to equip them with a systematic and effective in-service training course for them;
2. explore EFL teachers' attitudes towards teaching and teacher training;
3. to know the means that are preferred by EFL teachers and their supervisors to carry out in-service teachers training;

4. examine the real teaching situation in the language classroom with reference to teachers' needs for in-service training and find out the availability of in-service teacher training programmes and on what basis they are conducted;
5. explore what students of secondary school expect from EFL teachers.

1.7. Limitations of the Study

This study was limited to the academic year 2010-2011 and conducted on the EFL teachers in the government secondary school education sector, their students and their supervisors in two Yemeni main cities of Sana'a and Aden, and rural areas around them. Ten of the Ministry's training officials and coordinators were also included.

1.8. Definitions of the Terms Used

The following terms are used in this study according to the attached definitions:

- CLT: Communicative Language Teaching
- Competence: the ability to perform the tasks and roles to the expected standards. Competency means the right way of conveying units of knowledge, application and skills to the students (Shukla 2000:53).
- Content Knowledge: the body of knowledge and understanding of English language that a teacher acquires through study or experience such as the language skills, its literature and culture.
- EFL: English as a foreign language
- EFL teachers: teachers of English who have undergone initial training in a Yemeni university
- In-service teacher education: a training that leads to more improvement in the teachers' knowledge and professional competence throughout their career.
- In-service teachers: refers to teachers who are already employed to teach.

- Instruction: a planned educational process results in interaction between a teacher and the pupils using specific aids aiming at making the required changes in the pupils' behaviour and their thinking (Tafish 2005: 26-27).
- Learning: a change in the behaviour of learners.
- Needs: the gap between what a teacher knows as a result of pre-service education and what s/he should know to be more trained and effective.
- Pedagogical knowledge: knowledge about the science of teaching
- Pedagogy: the art and science of educating children.
- Pre-service education: a course in which student teachers seek to develop knowledge and skills of teaching and how to apply them in practice.
- Professional development: the process of becoming better in the teaching.
- Professional knowledge and skill: Knowledge that a teacher proficiently applies in the classroom situation to perform teaching tasks, roles and duties.
- Students: throughout this research this term refers to children and young adults attending school.
- Student teachers: throughout this research this term refers to students in initial teacher education.
- Supervisor: an educational figure whose job is to help teachers, mentor and evaluate their performance, and then reports that to the educational authorities.
- Techniques: classroom activities and procedures that help students to learn.
- Teacher development: growing in understanding, moving forward, purposely building on that which is already present (Loughran 2006:3).
- Teacher's effectiveness: teacher's ability to make maximum use of the available resources and time to realise the objectives of the school community (Mestry 1996, cited in Bisschoff and Grobler 1998:191)

- Teachers' preparation: academic and professional training given to student teachers during their pre-service training.
- Teaching profession: the job of giving lessons at school to help students learn.
- Training: teaching teachers how to perform the job of teaching.

1.9. Summary

This chapter is an introduction to the study highlighting the main issues that have been discussed, such as statement of the problem, the need to make a change to teachers' performance, ELT status in Yemen, questions of the study, significance and aims of the study. As a matter of course, the calls for introducing changes and reforms to school education in Yemen in general and to ELT in particular are increasing. Lack of well-prepared teachers is the most influential factor that obstructs adequate learning of English. Most teachers of English lack the acceptable knowledge of the language and skills of teaching. These teachers tend to use outdated methods of teaching and waste much of their time in administrative tasks and students' discipline. Additionally, teacher-centeredness is the most popular mode of teaching English at schools. However, groupings, role play and other communicative activities are rarely applied in the English classes. Moreover, the only teaching aids used in language classes are black/whiteboard, chalk, and course books. More regrettably, most of the students seem unmotivated to learn English and depend on literal translation of the prescribed written texts into Arabic. They study English simply to pass the examinations and to be promoted to a higher level depending, mainly, on rote-learning or cheating.

On the basis of what has been said, students' poor performance in English is the final outcome of six years of schooling. No question about the critical impact of teachers' qualification and the quality of their teaching on students' standards of

learning and achievement. Ineffective or underperforming teachers in English produce illiterate students and vice versa. The actual sufferers, therefore, are students, who even during or after several years of studying English have to rush to competing private institutes of English to repair their wrecked abilities to use the language. Needless to say, policy makers have to readdress the current teacher education programmes both pre-service and in-service in terms of content knowledge, skills of teaching and attitudes towards teaching in order to improve teachers' performance and to enhance students' level of English. Most importantly, in-service teachers of English should participate actively in a purposeful and systematic training programme on the basis of their real needs to enable them to teach properly and help students improve. However, in-service training of English teachers has received less attention from the authorities concerned and this is one of the most technical problems that cause the decline of English language education in Yemen. It is suggested that a programme of a well-planned and effective in-service training is set up; besides, such a programme should be based on identifying teachers' real needs as well as students' expectation from them. Indeed, this should be the first step before establishing the training courses. This is, hopefully, what the study in hand is trying to accomplish.

CHAPTER TWO

THEORETICAL FOUNDATION AND REVIEW OF LITERATURE

2.1. Introduction

Education is a means to bring about students' personal and social development (Miyah 2007:17). It is a process of making a change in the behaviours of learners and producing educated people who can contribute effectively to the advancement of a nation. Marples (1999:1) states that the aim of education is "to equip students mentally to be autonomous individuals, able to live self-directed lives". The accomplishment of the aims of education depends on the interaction between these four elements: the teacher, the subject matter, the educational environment and the learner. Our concern should be about the nature and the results of this interaction. In this regard, many scholars expressed their concern about the quality of education and the variables that affect it. For example, Cross (2003:41) notes that the quality of education is affected by many variables such as materials, administration, class size and so on, but the greatest effect comes from the quality of teaching. As said, the status of education depends on the status of teachers, and vice versa. Mushekwanane (2004) stresses the importance of teachers' knowledge, skills, attitudes etc. in raising the quality of education. Admittedly, teachers have a crucial role to play in the development of education and nation. It is not an exaggeration to say that the future of any nation lies at the hands of its teachers.

English language is an essential part of modern education. There is no question about the importance of English in our life today. Primarily, it is learnt for academic, cultural and economic purposes. It has become a source of various knowledge, ideas and cultures for all nations. People around the world have become

aware of learning English, especially in this age of globalisation. Another point of view on learning a foreign language is what Arabs used to say ‘learn the language of others to be saved from their harm.’

For these reasons and others, the educational system in Yemen, like many other countries, introduced English to schools and universities as a response to the increasing demand for it. Moreover, the rising importance of English has created an enormous demand for quality language teaching. Al-Zubairi (2004:12) documented that, in 1976, the prime minister of Yemen, Abdul Ghani, addressed students in the University of Sana’a: “... we need English urgently as a means of our window on the scientifically and technologically advanced parts of the world”. Al-Zubairi (2004:12) also states that “the need for English in Yemen cannot be overestimated”. Accordingly, big and instant efforts are being made to provide courses, materials and qualified teachers to teach English. However, ELT in Yemen, like other undeveloped countries, faces many problems such as the shortage of well-trained teachers and the weak output. According to Cross (2003:41), untrained teachers are sent into classrooms in the developing countries in “a misguided effort to meet the increased demand for schooling” resulted from the “rapidly growing populations”. Hence, the interest to cover the expansion of education comes at the expense of the quality of education. As a result, students depend on untrained or incompetent teachers in their learning. For instance, most of the schoolteachers of English focus firmly on lecturing the content knowledge and tend to copy traditional methods to teach the communication-oriented school course. It seemed likely that Yemeni teachers of English follow the traditional methods adopted by Arab expatriate teachers who were teaching in the Yemeni schools until late 1990s. These Arab teachers, according to Al-Zubairi (2004:16), were inadequate and have poor competence in English. He

attributes the dominance of the Grammar-Translation Method in language classroom in Yemen to: 1) large classes, 2) scarcity of available audio-visual aids, 3) lack of qualified and motivated teachers, and 4) lack of on the job training. Accordingly, students are studying facts about English instead of learning it for practise. In this connection, Prabhu (1987:7) agrees with Bloomfield's thought that "our fundamental mistake has been to regard language teaching as the imparting of a set of facts". For more than 50 years, the literature asserts that knowledge of grammar rules does not necessarily lead to the fluent use of language in real life situations. Such a dismal situation adversely affects students' motivation to learn English and makes them develop a reverse orientation towards the language and language education. Therefore, one can say that the main reasons behind weak English in our schools can be attributed to the ill-preparation of the teachers and the absence of in-service training. All we need to do is to make change in teacher education to redirect them into better teaching ways.

This study supports the idea of Prasertpakdi (1984:4), which was adopted from Rose (1972), that for effective foreign language learning, there is nothing like well-trained teachers mainly in language knowledge and teaching techniques. For this reason, Prasertpakdi stresses the urgency of continued professional development for teachers since any "pre-service education all over the world is not enough". Moreover, Bowers (1987:6) suggests an integrated system of teacher education that contains three interrelated projects: pre-service, in-service and advanced training. This study, in its turn, argues that teacher education in Yemen fell short of its goal to produce well-trained teachers of English and, thus, there is a great demand for training the serving teachers with a view to making them both functional and effective in their teaching. Teacher education programmes continue to be criticised for ignoring

the needs of teachers, providing impractical and traditional programmes (Olson and Osborne, 1991), and “the illusion” of teachers’ preparedness to teach “is often shattered” when their “personal experiences of daily teaching reveal the inevitable inadequacies of pre-service preparation” (Russell and McPherson, 2001:2). Therefore, the assessment of EFL teachers’ real needs for training is highly required to provide the data necessary to design and implement training courses that meet their needs. Such systematic and well-planned courses could fortify teachers’ knowledge, skills, and dispositions to teach English effectively. Besides, teachers will keep abreast with the new findings in the field, grow personally and professionally and, consequently, raise standards of student learning and upgrade the whole process of education.

2.2. The Job of Teaching

It is well known that classroom teaching is not an easy task. It is a real struggle to deal with tens or hundreds of human beings different in backgrounds, personalities, needs and ambitions. It is more complex than we expect; its complication stems from the need for careful planning, implementation and evaluation on daily basis. A large quantity of academic, pedagogical and social interactions takes place between a teacher and at least sixty students just in one classroom. Teaching is the art of learning theory and put it into practice. It is a duty of conveying information, caring for students, shaping their behaviour, assisting them to learn, evaluating their achievements, correcting their errors, planning for the next lessons, managing the class as a whole or in groups, solving classroom problems and so on and so forth. Bubb (2005:71) views teaching as “a very intensive and demanding job in which teachers need to manage time and set boundaries”. In addition, teaching profession does not tolerate lack of knowledge and practice. Wilding and Kerry (2004:65) states that teaching requires teachers to be “more secure in knowledge, more adaptable in

teaching methods, and more conversant and understanding of pupils”. For an effective teaching, teachers, according to Jackson and Davis (2000: 67), need to:

- possess and use a repertoire of effective instructional strategies;
- communicate effectively and explain material clearly;
- actually interact academically with students and with the curriculum;
- support student engagement in the teaching and learning process;
- use effective types of questions to ask;
- keep students focused and engaged.

Teaching, however, should not be taken only as giving information, giving a test, and giving a grade to students, but rather it should respond to the demands of both learners and society. Day (1999:70) writes: “we will need to develop teaching that goes far beyond dispensing information, giving a test, and giving a grade”. Teacher’s day does not necessarily end with finishing classes, but they should participate actively in other school activities and communicate with other stakeholders ... etc. Loughran (2006:31) described teaching as problematic and supported the view of Myers and Simpson (1998):

a never-ending process of investigating and experimenting, reflecting and analyzing what one does in the classroom and school, formulating one’s own personal professional theories and using these theories to guide future practice, and deciding what and how to teach based on one’s best personal professional judgment.

By the same token, Danielson (2007:2) acknowledges many complications of teaching:

- Teaching is physically demanding; teachers are active, moving from one part of the classroom to another and are physically exhausted at the end of the day.
- Teaching is also emotionally demanding and the more caring a teacher is, the more demanding it is.

- Teaching is also cognitively demanding; a teacher makes hundreds of nontrivial decisions daily, from designing lessons, to responding to students' questions, to meeting with parents. In other words, teaching is a thinking person's job; it is not simply a matter of following a script or carrying out other people's instructional designs.

The complexity of teaching practice has led many educationalists to render this profession as swimming, which requires teachers to be trained enough to protect themselves and keep head above the surface. The ones who cannot swim should not come near the lake. What adds more difficulties to the process of teaching is that students nowadays are connected to the new technology of internet and social networking, which increases the challenge of English language teaching. They are significantly cleverer and, hence, require more innovative and capable teachers. Furthermore, the successful teacher, for many scholars, is the one who makes teaching interesting, like an actor on stage. McArthur (1983:88) says that “sometimes or many times, teaching work demands a skilled performer, with much of the virtuosity of an actor who use his tricks so audience won't switch off”. He considers teaching an art saying that: “[a] capable teacher can take the dullest material and give it life, and incapable teacher can denude the finest material of all interest” (ibid: 82-83). Similar is the view of Prakasam (2011:11) that we have to “make children get excited about what they are going to learn by making our materials both interesting and useful and our presentation enjoyable”.

Another aspect of teaching, according to many educationalists, is that it is a changing process which requires a coincide change on the part of teachers. Richards (1998) deems teaching to be “a dynamic process characterised by constant change” which must be accompanied by a change in teachers' behaviour. He holds that

teachers' behaviour should be "continually appropriate to the dynamic, moment-to-moment complexity of the classroom" (ibid: 11). Teaching also imposes many personal aspects and attitudes on the teachers. The personal dimension of teaching requires more commitment, altruism and sincerity of purpose (Ambasht 2007:134). Teachers should be good models, do their best to offer a good teaching and avoid any failure in order to protect their reputation. All of this entails a big sacrifice of their personal time, energy and health. EFL teachers, therefore, should be knowledgeable, skilled, and love teaching in order to inspire students to greater efforts and confidence. They should use the available resources and invest their energy to the fullest in order to make their teaching distinguished: to bring their knowledge up-to-date, create conducive climate for learning, present the content in a simple and meaningful way, and employ activities that make English easy to absorb. It seems to Prakasam (2011:13) that "[w]hen we teach a class, no matter what we teach, creation of meaning alone can ensure success of learning".

Many school teachers, however, seem unaware of the value of teaching. In most cases, this job has lost its meaning, and has become a way to secure a living. For many, teaching was selected as a matter of casual choice and not a mission for the production of leaders, teachers, scientists, and other professionals who will participate in the development of the country.

2.3. Teachers of English and the Demands of Teaching

As we have seen, to be a teacher is to practise a difficult job. For many, it is to make no mistake. As a teacher, it is said that one needs to wear many hats: to be a communicator, a disciplinarian, a conveyor of information, an evaluator, a classroom manager, a counsellor, a member of many teams and groups, a decision-maker, a role-model, a parent...etc. I am afraid that each of these roles requires knowledge and

skills that might not be taught in teacher preparation programme. Language teaching, on the other hand, is more demanding and more complex. It has never been an easy task. Unlike other teachers, language teachers are required to exert greater efforts to create innovative class atmosphere, motivate students and immerse them in language activities. Labaree (2002) perceives teaching English as an enormously difficult job that looks easy. In addition, as cited in Labaree (ibid: 28), Cohen (1998) states that unlike other professionals, teacher's success depends heavily on the cooperation of the student. A teacher of English, for example, cannot offer a good job unless students intend to learn and do the appropriate practice of learning. Given the choice, Labaree (2002:228) admits, students would do "something other than studying in the time allotted to school life". This picture of English teaching and learning reflects the difficulties teachers of English face in their teaching practice.

EFL teachers are supposed to enable students to learn the language rather than to receive information about it. A teacher's essential role "is not so much to teach as it is to arrange for learning" and to ensure that students learn (Danielson 2007:27). They should not deal with students as vessels to be filled, but to help them digest the content and use the language in real life. Students should be treated as (i) thinkers (who process learning), (ii) interactive (exchange ideas) and (iii) innovative (create their own thoughts). For a better teaching of English, a teacher is supposed to play various roles in order to guide and facilitate students' learning according to the type of language activities and the level of the learners. Bubb (2004:29) urges teachers to make teaching "successful not just survived". She maintains that their role has been dramatically changed from "authoritative sources of knowledge, keepers of order, and judges of outcomes to a learning consultant and facilitator of learning process largely initiated by pupils" (ibid: 29-33).

As far as secondary school teachers are concerned, Cohen, Manion, and Morrison (2005:218) give special consideration to the argument that these teachers to be effective, they need to be

- 1) businesslike in relationships with students,
- 2) task-oriented and academically focused,
- 3) careful with respect to the quantity and pace of the lesson,
- 4) effective in explaining,
- 5) instructing and questioning,
- 6) effective in setting and building on homework,
- 7) clear in expected learning outcomes,
- 8) adept at motivating students,
- 9) adept at communicating objectives,
- 10) adept at providing guidance,
- 11) adept at promoting the transfer of learning,
- 12) adept at providing opportunities for students to demonstrate their learning,
- 13) adept at giving feedback to improve learning,
- 14) adept at employing a range of teaching and learning strategies, including

discussion, activity-based and experiential learning, exposition and explanation, questioning, peer group teaching, games and simulations, whole-class interactive teaching, individual and co-operative group work.

However, many teachers could not apply the best trends of teaching and relate their failing to one or more of these problems; heavy workload, uncooperative administration, classes of 70-120 students on average, unmotivated students, inappropriate materials, and non-availability of teaching aids. To be honest, such

problems could increase the teachers' ineffectiveness and create a drastic reduction in the students' opportunities to learn.

The functions of controlling class behaviour, prompting students to learn, establishing purposeful learning environment and language activities, assessing achievement etc., require a well-qualified teacher who can both make use of the available resources and improve the learning outcomes. Regardless their competencies, teachers should not be left alone to face the complexities of language classroom. Certainly, they need more empowerment and refreshment on a continuous basis in order to develop their teaching abilities, to respond to the new changes in education and above all to raise students' achievement. Wilding and Kerry (2004:59-60) describe aspiring teachers as those who:

- understand and use the most effective teaching methods to achieve the teaching objectives in hand;
- display flair and creativity in engaging, enthusing and challenging pupils;
- use questioning and explanation skilfully to secure maximum progress;
- maintain respect and discipline;
- be consistent and fair;
- use assessment to diagnose pupils' needs; improve their own teaching.

2.4. Initial Teacher Education and the Need for Learning More

No matter what, teachers are always learning. Teacher Education can be divided broadly into initial training (pre-service) and in-service training. Another classification is given by Chamnan and Cornish (1997:33) who divide the provision of English language programmes into pre-service training and retraining; retraining, in turn, consists of two course types: in-service (retraining conducted through special courses away from the classroom) and on-service (retraining while engaged in regular

classroom practice). These divisions emphasise that teacher education is a continuing process in order for the betterment of teaching. James (1972) criticises the overdependence on the initial training and stresses the necessity of teachers' engagement in ongoing learning. By the same token, Arora (2002:38) considers pre-service and in-service education two steps of one single process that leads to improving teachers' knowledge, skills, attitude and commitment to teach.

Teachers are the heart of the educational process and providing them with adequate education is a development to the quality of education. Arora and Panda (2000:1) report that the quality of school education depends, in large part, on the quality of the teachers. They maintain that good quality of teachers “creates excellence in all walks of our life” (ibid: 1). Then, for the post of teaching, schoolteachers must go through official criteria rather than having an attested certificate per se. In addition, since initial training is only the beginning of a long process of developing teaching skills, the newly qualified teachers who are selected to teach should be offered enough guidance. They should be helped as soon as they touch the reality of classroom life and make use of what they have learnt. Otherwise, they will be affected a lot by the difficulties of teaching and get their theoretical knowledge washed out, especially if they find out that there is no reciprocity between theory and practice.

On the other hand, many educational experts emphasise that pre-service education provides teachers with only the basic knowledge they need to practise the teaching activity. Kumar (1989) describes pre-service courses as “severely limited” in the sense that they are not “intense or real enough to offer substantial training” that deals with teaching skills and knowledge of classroom routines, or prepare them to respond effectively to the “emerging events” that occur in the real interaction of

teaching activities. Pre-service training no longer provides teachers with the skills they need to meet the rising expectations of students, society and the current age. Bone (1987:393) supports the recent view of teacher education that initial training “is not enough in itself” and it has to be supplemented with “regular refreshment and updating to meet the requirements of changing circumstances in society and in the schools”. Similar to this view, Agarwal (2000:12), Soljan (1978:75-80), and Arora (2002:37) also point out explicitly that initial teacher education does not provide more than “the entry pass” to the teaching profession. More interestingly, Henderson (1978:14) is unsure whether initial teaching is enough to get the job of teaching or not saying that “it is doubtful whether any initial training course can fully prepare the teacher even for his first teaching post”.

Teacher education, therefore, should not be limited to university study, but should cover the whole span of teaching. In other words, teachers should be involved in in-service training based upon where they are in their current teaching conditions. They should be exposed to the new developments in pedagogy and the advancements in technology to improve their teaching and develop students’ potentialities to the expected. In practical evidence, Hung (1999) found out that EFL teachers in Taiwan have recognised in-service education as a very important and necessary process in their education. They expressed their willing to participate in in-service education to enhance their professional knowledge and improve their teaching in order to become better teachers. An interesting and clear picture on the value of in-service training is drawn by Agarwal (2000:12):

... pre-service programs of teacher education only introduce the prospective teachers to the world of education, it is the in-service program of teacher education which keeps them up-to-date in respect of their knowledge of their subjects of specialization, the professional skills of teaching, the latest advancements in the scientific and technological field. It makes them

competent to discharge their new responsibilities effectively and to meet the new challenges and demands successfully.

2.5. Views on In-service Teacher Training

Teaching is a matter of responsibility for doing excellent performance and having the desired outcomes. That is why developed countries give more attention to teachers and establish three phases of teacher training; initial education phase to get them groomed for teaching, induction phase to guide the new appointed teachers in order to familiarise them with various teaching activities and in-service training phase to renew their abilities and improve the quality of the output.

The initiative of in-service training activities will respond to the increased pressure on teachers to maximise their effectiveness in teaching. Such training activities are designed to extend teachers' initial learning, acquaint them with the latest advances in teaching and help them solve teaching problems. Craft (2000) indicates that the terms professional development, continuing professional development, in-service learning, in-service education and in-service training (or INSET) are used interchangeably to mean all kinds of professional learning undertaken by teachers beyond the point of initial training. All of these terms are used in the sense of developing teachers' knowledge and skills. Riechmann and Malec (1976:289) define in-service teacher development as the processes by which full-time career faculty members are provided with opportunities to reflect on, analyse, and review their skills as teachers, and to take steps to improve the quality of their teaching. Similarly, Shipp (1965), Henderson (1978) and Hall and Oldroyd (1990a) define in-service training as planned and structured activities designed, exclusively to contribute to the effectiveness of teachers, develop their professional knowledge, performance, skills, and attitudes. Hence, teachers' energetic participation in the

training activities such as microteaching and workshops on classroom related topics will improve their competence and effectiveness in all areas of teaching.

The interest in providing in-service training has become a global concern. Henderson (1978:21) states that: “the impression gained is that almost every country has grasped the significance of in-service training but has failed to formulate a coherent in-service training policy”. However, countries differ from one another in the aim and function of establishing in-service training. Al-Sofi (2009:15) shows how developed societies are keen to keep abreast of familiarising teachers with new trends of knowledge and skills of teaching, whereas developing countries offer in-service training courses to remedy poor initial training. Levin (1962) considers further training a medical dose to treat the teachers’ ‘illness’:

The further training of teachers in service work like a tonic, like an injection that helps to protect the body from different diseases, and the commonest disease teachers suffer from is arteriosclerosis, that is long set habits become a second nature forcing them to act always in the old well-established way, independently of the transformed world around them.

(Quoted in Henderson 1978:13)

This study advocates the idea that the function of further training programmes is to expand teachers’ repertoires of knowledge, expertise and tendency to teach and help them raise the standards of the learning outcomes. The training of serving teachers is the main road that leads to educational changes and reforms. Bredeson (2000) perceives in-service training as crucial to systematic educational reforms and school environment. It is increasingly being used as a tool to make the required change in the educational practices and outcomes (ibid: 64). More than this, Dadds (1997:31) describes in-career teacher training as the “heart of reforms”. Al-Mekhlafi (1990:24) states that in-service education is needed to:

- keep pace with the knowledge explosion;

- meet the demands of innovation, significant changes and/or advances are now being made in educational programmes, teaching methodology and understanding of students;
- compensate for the disruptive effects which occur from teacher and student mobility;
- meet the very special needs of new teachers.

Accordingly, teachers are required to stop adopting the traditional methods of teaching that do not help and apply teaching techniques that maximise students' learning and, in a consequence, make them feel with a high job satisfaction. Sharma (2003:5) views that in-service training of teachers must be applied to:

- perform the job successfully and effectively;
- acquire more specific knowledge, attitude, and skills for the job of teaching;
- bring out a sophisticated and cultured generation;
- evolve and polish teacher's own methods, competence, and skills;
- increase the quality of teachers to satisfy society's needs.

Black and Marty (1980:446-450) add that in-service training courses are designed to enable teachers to:

- meet the types of demands being placed on them;
- develop a variety of skills and decision making abilities;
- make careful, purposeful decisions;
- choose the best approach for students;
- plan for teaching well and use class time effectively;
- choose best successful learning strategies used by successful language learners.

Formal in-service training and self-study strategies, therefore, have become sustainable prerequisites for teachers to renew their knowledge and enlighten their vision. Ambasht (2007:137) states that teachers are required to “rededicate themselves, update their knowledge, fine-tune their competencies and strengthen their commitment to enhance their performance”. This view engenders another benefit of conducting in-service training programme, the attitudinal effect on teachers. Such training refreshes teachers and redirects their attitudes. Koul (1981) and Al-Sofi (2009) emphasise the importance of providing well-qualified teachers and reorienting their attitudes and personalities to enhance learners’ achievement. Arora (2002) confirms that in-service training:

- helps teachers keep alive and fresh;
- leads to teachers’ job satisfaction, enhancement of self-esteem;
- shapes teachers’ overall personality and functioning at the optimum level;
- improves pupils’ attainment.

Furthermore, training programmes should be “realistic, feasible and within teachers’ capacity” in order to be successful (O’Sullivan 2003:437). They should deal with the new role of the teacher as a guide and dynamic facilitator of knowledge. Moreover, these programmes should help teachers be “creative, risk-takers, problem-solvers, networked” (Cranston 1998:389). Kwakma (1998:58) adds that teachers should execute training activities in the course of daily work in order to make real improvement in their practice. All this corroborates the assumption that training courses must be directed by teachers’ needs and must be rooted in their own experience in order to be more effective.

It is widely agreed among educationalists that in-service training should go beyond the typical model of only several days each year which are set in the form of a

workshop with little or no post-training follow-up. A culture of ongoing training for teachers should be considered in order to respond to their renewed needs for learning, the explosion of knowledge, the changes in methodology and the advancement in technology. Teachers should be guided to incorporate the knowledge, skills and attitudes they acquired, in the training sessions, into practice. Such continuing professional development, according to Day (1999:205), aims to improve teachers' commitment to teaching and their abilities "to provide the best possible learning and achievement opportunities for students". The role of regular in-service courses in raising the students' level is well emphasised.

Continuing calls for raising standards of student learning and achievement have now focused national policies upon the quality of teachers and their teaching in classrooms. Efforts have been made to ensure that all teachers undertake regular in-service training so that they remain up to date with curriculum content knowledge, continue to develop their classroom organisation and teaching and assessment strategies, and, where appropriate, their leadership roles.

(ibid: 48)

The view of continuous training prompts Mann (2011:175) to call teachers of English in India to join "regular training" to be equipped professionally and keep abreast "with the strategies and latest methodologies to effectively carry out the teaching-learning process". By the same token, Al-Shabi (2010:70) asserts that launching seminars, lectures and workshops are important and should be "arranged frequently" to discuss the teachers' prospected challenges. Henderson (1978:15) also considers refreshment, growth, adaptation and status of teachers are all important elements of the rationale for in-service training.

2.6. In-service Training Based on Teachers' Actual Needs

As proposed, training programmes should be based on the teachers' actual needs on the one hand. On the other hand, the involvement of teachers in identifying their needs is an essential starting point for their in-service training and development.

Such propositions have received considerable support – Dawson (1978), Cross (2003), Craft (2000), Soljan (1987), Richard (1991), Arora (2002), Heller (2004), Rhodes and Houghton-Hill (2000), Harris (2006), Cunningham (1986), Ambasht (2007), Al-Mekhlafi (1990), and Al-Dawely (2006). It is teachers who are going to live and then practise the modules of the training course. Hence, they ought to articulate their needs honestly as a vital process for developing an authentic and high quality training programmes. In that respect, outsider courses should not be imposed on teachers and the focus should be changed from the passive acceptance of others' perspectives only into their active involvement in the whole process of training. Therefore, we should not rely completely on those who are outside the teaching activity to decide teachers' needs for training, but we should approach the real field of teaching in order to assess teachers' needs before going to design the training course. Cross (2003:41) and Craft (2000:14) put greater emphasis on basing professional development on careful needs analysis "linked to evidence" of existing knowledge and teaching behaviour. Soljan (1987) also believes that forms of in-service teacher education must be adapted to specific conditions and needs. Much similar, Richard (1991) describes teachers' articulation of their needs for professional development as one of the main sources of pedagogical knowledge.

Moreover, Arora (2002:42) stipulates the establishment of in-service training by determining teachers' needs: "it is imperative for every teacher to identify his professional development needs and chalk out appropriate strategies to meet them". Dawson (1978:49) proposes that teachers should "take a dominant role in the design and implementation of in-service programs". In-service education activities which are imposed on teachers "are destined for failure if they do not take into account the teachers' perception of reality" (ibid: 50). In other words, without taking account of

their own views, teachers may ignore the in-service activities or may get involved to a certain degree on the one hand. On the other hand, activities imposed on teachers will not have long-term effect on them. Harris (2006:26-27) strongly supports Cranton's (1996) approach of self-directed learning. This approach, according to Harris (ibid.) "refocuses the teacher's involvement from one of passively accepting the perspectives of others to one in which teachers are active in questioning and examining their behaviours in the light of their own values and attitudes". By the same token, Heller (2004) insisted that it is teachers who should be asked about their needs in order to set up useful and supportive in-service training: "Listen to teachers. Don't decide the needs for them".

Where does such meaningful in-service programming come from? Teachers. Ask teachers what they want to learn, what they need to learn, what they feel is valuable to learn. Once you know the answers to these questions, you can begin to design, in concert with the faculty or a committee of the faculty, an in-service program that works on multiple levels.

(ibid: 56)

Therefore, the recognition of teachers' felt needs is the foundation step in running in-service training programmes that might reform the dilemma of having inadequate output and have lasting effects on teachers and subsequently on their students. Rhodes and Houghton-Hill (2000) put it clearly that if we want to "maximize the impact of training courses," we are supposed to "closely identify" the teachers' actual development needs. Many research studies put great emphasis on the critical impact of high quality professional development on classroom practice and student achievement – Aslam (2008), Day (1999), Kwan and Jones (1999), Darling-Hammond (2000), Russell and McPherson (2001), Bradfeldt-Waring (2006), Howlett (2005), OECD (2009), Brundrett and Silcock (2002), and Al-Modaffari (2009). It is highly trained teachers who can offer excellent teaching, which will be translated into higher levels of student achievement.

2.7. What Kind of Training Do EFL Teachers Need?

The question that arises here is not about EFL teachers' need for training, but rather about the kind of training they need. Broadly speaking, the kind of training the teachers need to receive is exactly what the post of teaching requires. Educators according to Sakarnoto (2004:6-14), differ in the focus of teacher training components included in pre-service stage such as 1) theoretical knowledge and content knowledge, 2) the knowledge-base of language teaching, and 3) personal practical knowledge such as creativity, judgment and adaptability in teacher education as well as teachers' capabilities of understanding others and oneself - interpersonal intelligence and intrapersonal intelligence. Teachers cannot do the job of instructing if they do not adequately understand the content they are supposed to explain. In this regard, it is worthwhile to mention that both facets of teacher education and pre-service and in-service programmes involve the same elements of training, though they differ in the degree, density, and priorities. Nevertheless, it can be said that the main difference is that in-service teachers will reflect on their teaching experience and make the mission of training much easier and beneficial. In fact, EFL teachers mediate between the learners and school course that ultimately aims to develop students' abilities to use English effectively. Therefore, they must gain an acceptable command of English and language pedagogy, which must be refreshed and maintained throughout their teaching career. In a similar way, the emphasis of many studies regarding the qualities of effective teacher training courses in general is on a rich balance of subject matter content and Practical knowledge i.e. language proficiency and teaching skills. The taxonomy of the teachers' needs for both knowledge of the subject and teaching skills refers to the idea that in order to teach one must know. Thomas (1987) sets as a condition the inclusion of language competence, pedagogic competence and language

awareness in the education of language teachers to enable students to learn and use the language. In a similar way, Agarwal (2000:12) affirms that teachers need to “acquire adequate knowledge, skills, interests and attitudes towards the teaching profession,” which can be done through “well planned and effective pre-service and in-service training programs”. Also, Doff (1987:67-71) suggests the inclusion of a strong language improvement, methodology and attitude towards teaching and learning in the in-service training materials for EFL teachers. Cross (2003) calls for an ideal teacher profile which includes general level of education, subject competence, professional competence, and attitude towards education. Freeman (1989) also believes that language teaching process is based on four constituents: knowledge, skills, attitudes, and awareness. Moreover, Mushekwane (2004:10) ensures that “teachers’ knowledge, skills, attitudes, morale, devotion, motivation and commitment play a decisive role in raising the quality of education”. Again, Richard (1991) points out that in planning second language teacher education programme, like any instructional programme, two domains should be considered: pedagogical content knowledge (what do we teach) and instructional practice (how do we teach it). Day (1999:48) states that regular in-service courses help teachers “remain up to date with curriculum content knowledge, continue to develop their classroom organisation and teaching and assessment strategies, and, where appropriate, their leadership roles”. In a relevant study, Qaid (2003:1) describes a teacher of English as essential resource for a successful learning and, hence, suggests several areas for them; the teacher’s proficiency in the subject, their teaching skills, their abilities apply the appropriate method of teaching, their way of managing the class, and their dealing with slow learners and large classes. Harris (2006) reports that needs are diverse and have both a

professional and personal dimension. According to this study, teachers were seeking considerable assistance in:

- 1) trying to clarify their career goals;
- 2) empowering their leadership skills;
- 3) learning more about a variety of approaches to the assessment of students' learning;
- 4) learning about additional or alternative teaching methods;
- 5) gaining a greater understanding of the different learning styles of children;
- 6) seeking new resources in the classroom, including the use of information technology;
- 7) positively influencing or motivating students and staff;
- 8) gaining effective decision-making skills;
- 9) gaining effective communication skills;
- 10) time management and general organisation skills; and
- 11) selecting changes to their present behaviours and attitudes.

For achieving expert practical teaching, Fidler (1994:21) prerequisites three kinds of knowledge; a) knowledge and understanding of subject matter, b) knowledge and understanding of theory and techniques of pedagogy, and c) knowledge and understanding of how schools function. By the same token, Strevens (1980:38) determines three main components of a training course for English teachers:

- a skill component: practical, instructional techniques of teaching including adequate command of language;
- information component: body of knowledge about education, teaching, language, sociology, psychology and so on;
- theory component, which provides the teacher with an intellectual basis for knowing what? How? Why to teach?

Similarly, Andrew (1987) proposed that teachers of English need to be competent in three areas: teaching language (pedagogical competence), explicit knowledge of language system and use (language awareness), and competence in language system and use (language competence). Borko and Putnam (1995:60) contend that teachers must acquire rich knowledge of subject matter, pedagogy, and the subject specific-pedagogy; and they must come to hold new beliefs in these domains. Also, Shulman (1987:8) categorises knowledge and understanding that teachers need:

- content knowledge;
- general pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organisation that appear to transcend subject matter;
- curriculum knowledge, with particular grasp of the materials and programmes that serve as 'tools of the trade' for teachers;
- pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding;
- knowledge of learners and their characteristics;
- knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and
- knowledge of historical ends, purposes and values.

Cohen, Manion, and Morrison (2005:218) share the same view of Morrison (1986) that a subject specialist should possess several areas of expertise:

- academic subject knowledge;
- pedagogical knowledge;

- effective interpersonal behaviour;
- enthusiasm and motivating skills;
- understanding of social relations in schools and classrooms;
- skills for developing curricula and schemes of work;
- organisational skills;
- understanding of how students learn;
- awareness of current trends in the content and teaching of the subject;
- management skills – leadership, communication and monitoring; and
- skills in assessment, evaluation and record keeping.

Adding other important areas, Kearns (2001:65-82) recommends five qualities of teachers as a foundation for teacher education based on areas of competence:

- understanding the curriculum and professional knowledge;
- subject knowledge and subject application;
- teaching strategies and techniques;
- classroom management, assessment and recording of pupil progress; and
- foundation for further professional development.

Based on what is mentioned above, this study assumes that EFL teachers' needs for further training might not go beyond the content knowledge, skills of teaching, and personal attitudes towards teaching and learning.

A- Content Knowledge

In surveying the literature, Cooke and Pong (1991), Thomas (1987), Agarwal (2000), Doff (1987), Cross (2003), Freeman (1989), Mushekwane (2004), Richard (1991), Day (1999), Qaid (2003), Harris (2006), Fidler (1994), Strevens (1980), Andrew (1987), Borko and Putnam (1995), Shulman (1987), Cohen, Manion, and Morrison (2005) and Kearns (2001) share the same point of view that along with

various areas, content knowledge is essential in the training of English teachers. The first source of teachers' knowledge base, according to Shulman (1987:8-9), is content knowledge which includes "English and American prose and poetry, written and spoken language use and comprehension, and grammar". In her attempt to answer the question of "What exactly do teachers need to know about the subjects they teach?" Kennedy (1990) distinguishes people who are fluent in a subject as those who: 1) know a great deal of specific content (facts and ideas), 2) have formed a variety of complex relationships among these pieces of content, 3) understand how to approach new problems or dilemmas and how to produce new ideas within the subject, and 4) have acquired mores, habits, perspectives, and a host of other intellectual and personal dispositions that could be construed as part of their subject matter knowledge. These ideas open the door wide to inquire about the amount and quality of teachers' content knowledge. In the context of EFL teaching, to distinguish the particular kind or form of knowledge teachers need, we need to determine how teaching of English differs from the English language used in the real life. We need to determine the aspects of content knowledge teachers need to know. Are they the same aspects or more? Or are they less than those used by users of English or its native speakers? According to Kennedy (1990:7-8), the suggested roles of the teacher lie in 1) conveying to students the particular curriculum content assigned to the grade level, and 2) knowing about more aspects of their subjects than others. These aspects may be related to the three core aspects of subjects – the content of the subject, the organisation of the content, and the methods of inquiry used within the subject – or the aspects of the subjects' social norms, their relation to social issues, and their value in everyday life (ibid: 5-8). In this connection, teachers of English might be required to know about more aspects of English than its speakers. For example, unlike a teacher of a language, a speaker of

this language may use rules of sentence structure routinely, but not be able to describe these rules to someone else.

A fundamental part of content knowledge is language proficiency, the first and most required element for effective language teaching. Hubbard (2001:90) points out that for effective teaching, teachers of English should be “good communicators” and have “good interpersonal” and “communication skills”. A competent teacher in the interactive skills would succeed in sustaining students’ attention and consequently create an encouraging atmosphere for the learners. Buchmann (1984) opines that knowledge gives the teacher both “social and epistemic control of the classroom environment” and helps to “facilitate control of management problems”. Lima (2001:145) states that language proficiency “has indeed constituted the bedrock of the professional confidence of non-native English teachers”. He mentioned Murdoch's (1994:146) demonstration that “training for language proficiency should be the foundation” of the teachers’ abilities to fulfil their professional role. In a similar perspective, the whole point of teaching a language, according to Thomas (1987:34), is “to develop the learner’s mastery of it, his language competence” which includes “the narrower idea of linguistic competence” used by Chomsky and also “the wider communicative competence of Hymes (1972)”. Accordingly, the teacher’s role is “to impart language competence to the learner” (Thomas 1987:34). Thus, one can say that to improve students’ competence in English, EFL teachers need language competence (both communicative command and knowledge of English) and pedagogic competence. In other words, if a teacher has a linguistic knowledge and an acceptable command of the language and, then, uses it intensively, students’ achievement (language competence) will be affected dramatically. On the contrary, if teachers fail to provide the students with proper exposure to the language, their practice of the

language will remain weak and so become their language competence. Therefore, in the development of appropriate in-service training materials for EFL teachers, Doff (1987:68) asserts that “the teachers’ own level of competence of English is a particularly important factor”. Cullen (1994:164) argues that an in-service EFL teacher-training course which fails to consider the teachers’ need to improve “their own command of the language so that they can use it more fluently, and above all, more confidently, in the Classroom,” is failing to meet the needs of the teachers themselves.

On the other hand, lack of English knowledge paralyses the teacher professionally and causes a drawback in the English language learning. Poor command of the language may shake or destroy a very important side of the characters of teachers; their confidence in themselves and their abilities, their personalities, their self-respect, self-esteem, and even their social position. Lima (2001:146-147) explain that “a teacher’s confidence in the classroom is undermined by a poor command of the English language” which “can affect the self-esteem and professional status of the teacher and interfere with simple teacher procedures”. With reference to in-service EFL teachers in the Egyptian schools, Doff (1987:68) sheds some light on the impact of low proficiency in English upon teachers of English saying that a teacher with the level of English which does not exceed that of the lesson will have difficulty with even “teaching procedures such as asking questions on a text, giving examples to show the meaning of a word, or writing a structure on the blackboard”. He adds that incompetent teachers of English cannot employ a communicative approach in their teaching. Hence, it can be suggested that in language teaching, there is no need for the teacher who lacks the minimum acceptable

command of English. Cullen (2002:220) demonstrates how lacking English proficiency hinders communication between the teacher and his/her pupils:

... a teacher with a poor or hesitant command of spoken English will have difficulty with essential classroom teaching procedures such as giving instructions, asking questions on text, explaining the meaning of a word or replying to a student's question or remark ...teachers with good command in the language are preferable than those of poor command even having good classroom skills.

In addition to English proficiency, knowledge of the language includes many other elements. Prasertpakdi (1984:11-12) adopted Valette's (1972) classification of the subject matter competency of English: the command of the foreign language, acquaintance of its culture, pronunciation, size of vocabulary, knowledge of grammar, ability to use the language fluently, writing and text analysis. Much similar, Cullen (1994) suggests three elements for EFL teacher-training programme: a methodological/pedagogical component, a linguistic component, and a literature component. Meanwhile, Mingsheng (1996:33) puts an emphasis on the culture of the target language and says that teaching English is more than supplying vocabulary and language structures to students but they should understand the target culture. By the same token, Kennedy (1990) generalises that teaching a subject consists not only of teaching its content and methods "but also of teaching about the subject, its cultural, social, and pragmatic relationship to our lives". Accordingly, one can conclude that along with vocabulary, grammar, language culture and literature, the main part of English teaching is the teaching of skills – listening, speaking, reading and writing (LSRW) which are meant for the use of the language.

A- Professional Knowledge and Skills

As we have seen earlier, the studies by Cooke and Pong (1991), Thomas (1987), Agarwal (2000), Doff (1987), Cross (2003), Freeman (1989), Mushekwane (2004), Richard (1991), Day (1999), Qaid (2003), Harris (2006), Fidler (1994),

Stevens (1980), Andrew (1987), Borko and Putnam (1995), Arora (2002), Shulman (1987), Cohen, Manion, and Morrison (2005), Kearns (2001), Cullen (1994), Timperley (2008), and Kennedy (1990) indicate the importance of including professional knowledge and skills (work-based knowledge and skills) as another essential area in the training of English teachers. It is meant for equipping teachers with solid knowledge and essential skills of how to teach. In Hung's study (1999), EFL teachers in Taiwan expressed their willingness to develop their professional knowledge in order to improve their teaching. Professional competence, according to Prasertpakdi (1984:12), refers to the teachers' classroom behaviour, their capacity of lesson planning, their teaching techniques, and their skills of preparing valid tests. It is clear from research and experience that teachers' quality of teaching (instructional practice or knowledge how) is affected by their understanding of the content being taught (pedagogical content knowledge or knowledge about) and vice versa. This has led many authors such as Shulman (1987) to call for more and better subject matter knowledge for teachers and has defined such knowledge as pedagogical subject matter knowledge.

In the process of teaching English, language proficiency and methods of teaching are two sides of the same coin, and both of them should be included in any course for teacher training. Doff (1987), Cullen (2002) and Lima (2001) support this idea and suggest that language improvement should be integrated in the training courses with methodology. Cullen (2002) adds that the integration of language proficiency and teaching methods in the training programmes surely enhances teachers' "fluency and extend their confidence in the classroom". Moreover, the areas of learning new methods of teaching, revising curriculum, working with colleagues, and critically reflecting on their own teaching are proposed by Al-Shabi (2010) to be

included in the training of English language teachers. Timperley (2008:9) suggests the integration of theory and practice in the teacher-training saying that “in effective professional development, theories of curriculum, effective teaching, and assessment are developed alongside their applications to practice”. Therefore, teachers should identify and improve their “pedagogical content knowledge and skills they need to assist their students to achieve the valued outcomes” (ibid: 13). In addition, Erwin prioritises practical and effective strategies in teacher training rather than abstraction and rhetoric. Pettis (2002:393-396) adds that teaching English needs the teacher to be professionally competent, principled, knowledgeable and skilful. Language teaching competence (pedagogic competence), according to Thomas (1987:37), comprises four components: management, teaching, preparation and assessment. On the other hand, Mingsheng (1996) focuses on technology as a major trend in education today since it meets the needs of different learning styles. In this connection, Arora, Singh and Singh (2011:49) also strongly recommend the use of modern media technology since it helps improve the efficiency of language education and promote reform of language teaching. The importance technology in teaching has led Mann (2011:175) to suggest that teachers of English in India, in their regular professional training, should be “guided about the various technological aids which assist in the process and also about how to employ them creatively and effectively”.

Another important area that inevitably updates EFL teachers, as this study argues, is the educational research. There is no question about the relationship between research and teacher effectiveness. Prabhu (1987:112) corroborates the argument of Fenstermacher (1982) that “research is best passed on to teachers the form of schemata” or, in other words, providing teachers with “the means to structure their experience with the classroom”.

A very difficult task for most of the teachers is how to run a successful class. Good knowledge of language or methodology is not enough to make a successful teacher since discipline and classroom management are some of the most challenging hurdles that should be overcome before commencing the lesson. The skill of class management, a critical issue for teachers, affects the quality of English learning as a whole. Without good control, teachers will not be able to teach and students will not be able to learn. Danielson (2007:64) explains:

The classroom environment is a critical aspect of a teacher's skill in promoting learning. Students can't concentrate on the academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one - neither students nor teacher - can focus on learning.

In fact, if teachers control language classrooms well, they will be able to employ the allotted time of the lesson to develop students' learning. In the Yemeni secondary schools, for instance, the issue of classroom control can be described as problematic and challenging especially in recent years. On the outset of teaching, students certainly test teachers out and play other games if the class climate is not well-organised. Hence, teachers, according to Skinner (2005:91), are advised to avoid being "soft touch" or being "authoritarian," but need to be calm, confident, vigilant, firm, consistent and determined to follow through. He maintains that they should keep in mind that "not to let discipline get off to a bad start; it is very difficult to recover control once lost" (ibid: 91). Erwin (2004:3) perceives that teachers' learning includes managing classroom, using suitable learning styles, providing working atmosphere, motivating students to do their best in their learning.

Another area of pedagogical interest is that of subject-matter knowledge which implies knowing something about students as well – knowing how students are likely receive and interpret content presented in class (Kennedy 1990:8) and knowing

whether students are likely to be interested in such content or need it after all. This knowledge may address teachers' need 1) to learn about how to blend knowledge of the subject with the prior knowledge of the students, 2) to involve students in different learning skills, to create innovative class environment, 3) to motivate students towards better learning, and 4) to work on their needs and interests.

More interestingly, Day (1999:4) looks at teacher training programme from a concise and comprehensive point of view and opted to say that it "consists of all natural learning experiences and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom".

As we have seen, in-service training programmes should include many areas that help EFL teachers in a) improving their knowledge of English grammar, vocabulary and pronunciation, b) rebuilding their skills of classroom management and teaching large classes, c) practising a range of effective teaching techniques, d) acquiring knowledge on best ELT textbooks and materials, e) practising interactive techniques and knowledge of communicative functions they need in daily contact with students (such as asking question and checking students' understanding of concepts; giving and refusing permission to students; requesting, ordering and giving rules; praising and reinforcing students' performance; giving clear instructions; warning and giving advice; giving reasons and explanation), f) reflecting on their practice of teaching, g) having knowledge of the curriculum and its objectives, h) expanding knowledge of theories of second language acquisition and educational research, i) improving their skills of lesson preparation, j) developing their skills of lesson presentation and the use of examples, pictures, and teaching aids and technology, k) correcting errors and giving constructive feedback, l) assessing

students' achievements and evaluating the fulfilment of the learning objectives, and, m) gaining knowledge and skills in applying student-centred mode of learning and in how to help students solve their learning difficulties.

B- *Attitudes*

Teaching is a changing process that can be improved, hence, further training of teachers is fundamentally meant for making the required changes in their teaching. Al-Shabi (2010:2) reports that teachers' positive attitude towards teaching is an important input in the whole educational process. However, if a teacher does not like teaching or rejects any efforts of reform, all the processes of teaching and training will be irrelevant and meaningless. Haney and Lumpe (1995:470) believe in the importance of the teachers' personalities and attitudes in the implementation of reforms in education.

Surely, teachers' attitude has a considerable effect on their day-to-day performance. In the attitude area, the focus of activities is on the teachers' personal growth and on developing positive attitudes toward teaching and improving teaching. In this study, the third suggested part of teacher training course was the attitudes of EFL teachers towards teaching and extended training since the process of teaching consists in three facets: content knowledge, teaching skills and personal attitudes. Harris (2006:31) suggests what is called a holistic taxonomy of possible needs that may influence a teacher's performance and these needs "can include not only work-based knowledge and skills, but also his/her personal attitudes and motivations". Along with language knowledge and teaching skills, the significance of including teachers' attitudes towards teaching in their training has been stressed – Agarwal (2000), Cross (2003), Freeman (1989), Mushekwane (2004), Borko and Putnam (1995), Koul (1981), Al-Sofi (2009), Arora (2002), Sakarnoto (2004) and Doff

(1987). Moreover, in his view of language learning, Doff (1987:68) considers the attitude of teachers towards teaching and learning “a far more significant factor” in its effect on in-service teacher training than the other factors (language improvement and methodology) since the teachers’ attitude “will influence not only the content and design of the training material but also the overall effectiveness of the training programme”. Furthermore, Cropley and Dave (1975) view equipping teachers with new attitudes to be one of the aims of the in-service training. In another point of view, Dautepé (2005) indicates that teachers’ attitudes have a great effect on their students because teachers play a significant role in shaping students’ attitudes toward learning and achievement (cited in Al-Shabi, 2010:2). Danielson (2007:28) also explains that:

Students are also sensitive to teachers’ own attitudes toward their subjects and their teaching; they are motivated by teachers who care about what they are doing, who love their subjects, and who put their heart into their teaching.

To sum up, EFL teachers are supposed to have a positive attitude towards teaching and in-service training in order to offer the best teaching they could for their learners. In the meantime, teachers who have a negative attitude towards teaching and do not want to grow personally and professionally should be provided with incentives that change their attitudes.

2.8. Aims and Objectives of In-service Training

Learning English as a foreign language is much dependent upon the teacher who could play a significant role in achieving a good and successful learning. Hence, teachers of English should be equipped with training programmes that enable them to cope with the requirements of teaching, and respond to the changes in the curriculum, methodology, classroom management and evaluation. In-service training of teachers aims to: a) diagnose their performance, b) help them alleviate their deficiencies, c) deepen their knowledge and expertise of teaching, d) develop their personalities, e)

help them solve teaching problems, f) share views with their colleagues, g) build their self-confidence in teaching, h) increase their formal qualifications and rewarding, and i) improve the quality of education. Similarly, many studies have mentioned various aims of in-service training. Cropley and Dave (1975:53) demonstrate that in-service teacher training aims to: “equip teachers with updated knowledge, new attitudes and novel techniques and with the skills needed for adopting new roles”. Al-Ahmad (2005:198) divides the objectives of in-service training into objectives related to content knowledge and objectives related to skills. In a more comprehensive way, Sharma (2002:273) enlists the main objectives of in-career education for teachers:

- to provide incentives to the teachers to function more efficiently;
- to help teachers know their problems and to solve them by pooling their resources and wisdom;
- to help teachers to employ more effective methods of teaching;
- to help teacher to get acquainted with modern techniques in education;
- to broaden the mental outlook of teachers;
- to upgrade the teachers’ knowledge and understanding of the contents;
- to increase the professional efficiency of the teacher.

By the same token, Gough (1997) shows the goals of teachers’ centres in the USA:

- to assist teachers to expand and improve their teaching strategies;
- to facilitate collegial sharing with others;
- to develop teachers’ creativity;
- to provide growth experiences in subject content and curriculum;
- to develop in teachers feelings of personal and professional self-worth;
- to meet the immediate classroom needs of teachers;
- to encourage teachers to exercise initiative; judgment; evaluation;

- to assist teachers in developing goals and objectives for their classroom;
- to help teachers reflect on their beliefs on how children learn.

2.9. Principles of In-service Teacher Training

In-service training programme for the serving teachers should have principles that make it purposeful, beneficial and organised. According to Dawson (1978:55), developable in-service training programme: (a) is generated dynamically from the teachers' perceptions of the realities they find in their classrooms, (b) is structured as a dialogue between resource personnel and participants with neither being subordinated to the other, and, (c) provides opportunity over a relatively long period of time for the leaders and participants to develop a psychological sense of community. Sniger (1982:202-4) enlists the main principles of training:

- giving opportunities to all the needy teachers;
- training should be ongoing process to extend teachers' knowledge and skills and make them aware of the new changes;
- comprehensiveness of trainees and process;
- giving teachers opportunities to upgrade their level towards high position;
- polishing teachers professionally rather than correcting their deficiencies;
- including all the school staff;
- using various training styles;
- connecting training with the learning courses;
- using new approaches and methods of training;
- building training on trainees needs and actual abilities;
- providing the suitable training philosophy;
- training through active participation of teachers themselves;
- establishing regular and continuous evaluation fort training courses.

(Quoted in Al-Ahmad 2005:198)

Also, Kwan and Jones (1999) clarify that effective professional development for teachers should create opportunities for collaborative, experiential, ongoing and connected to teachers' classroom practice. They maintain that for teacher training to be effective and meaningful, it must meet the following criteria:

- It must engage teachers in concrete tasks of teaching, assessment, observation, and reflection that illuminate the processes of learning and development;
- It must be grounded in inquiry, reflection, and experimentation that are participant-driven;
- It must be collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice rather than on individual teachers;
- It must be connected to and derived from teachers' work with their students;
- It must be sustained, ongoing, intensive, and supported by modeling, coaching, and the collective solving of specific problems of practice;
- It must be connected to other aspects of school change.

Al-Mekhlafi (1990:26) adopts Huston's (1979) best practices of in-service education:

- decision making should proceed as an authentic collaboration of in-service clients, providers and relevant constituencies;
- in-service programmes should be planned in response to assessed needs;
- in-service trainers should be competent;
- the school site should be the locus of in-service activities;
- the implementation strategy should include continual professional growth activities and local development of materials, within a framework of collaborative planning by participants;

- the incentives for participating in in-service programmes should emphasise intrinsic professional rewards;
- the content of in-service should be derived from assessed needs;
- the content of in-service should be directed toward changing teaching and follow a developmental model.

2.10. Teachers' Needs Assessment for In-service Training

Needs assessment is a very essential element in the design of programmes intended to develop the potentials of individuals, work groups and organisations. Likewise, in setting up a teacher training course, needs assessment is the first phase. Moreover, needs assessment process includes data collection and analysis, and determines what kind of training (knowledge, skills or improved performance) is needed, why it is needed and who needs it. In fact, teachers are not identical and tend to come up with different backgrounds, abilities, needs, goals and expectations. Moreover, for effective training course, teachers' different perceptions of needs on the basis of their background variables of gender, age, qualifications, years of experience etc. should be considered. Hence, assessing their needs for training is a key foundation to establish a systematic course that could meet their various needs. This is akin to serving food: before you decide what kind of food you prepare for guests, you ask what they like and dislike in advance and serve a dish so all of them can eat. Likewise, before conducting a training programme to teachers we should first know their needs and interests. Long (2005:1) also gives a persuasive example of the significance of needs analysis, "just as no medical intervention would be prescribed before a thorough diagnosis of what ails the patient, so no language teaching programme should be designed without a thorough needs analysis". Therefore, collecting data on EFL teachers' needs and their preferences of the training methods

that meet these needs are prerequisites for setting applicable objectives and providing training courses that are relevant, adequate, and effective. Moreover, teachers will be highly motivated when the training course meets their needs and interests. In this connection, Al-Mekhlafi (1990) ensures that involving the teachers in the identification of their needs for training will promote and cultivate their satisfaction, motivation and commitment. O'Sullivan (2003:437) considers teachers' needs assessment as an essential component for effective training. She stipulates that "If we are serious about effective INSET, we must continue to support the practice of needs assessment".

On the other hand, since teaching is a practical work in nature, teachers' training should not be a matter of abstraction. The establishment of authentic and successful training programmes requires a database on the trainees' experience, needs and interests. Therefore, teachers, according to Bubb (2005:6), must show a commitment to their professional development by "identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively".

2.10.1. What Is Needs Assessment?

Despite teachers' needs assessment is time consuming, the efforts being put into this process are worthwhile. The next challenge concerns the best ways to meet these needs. Needs assessment by definition is simply the process of collecting information about staff needs that could be met by conducting training. According to Barbazette (2006:5), needs assessment is "a general term for a three-phase process" that collects data in order to, a) make appropriate decisions, b) analyse the needs to draw conclusions, and c) create a training plan which proposes how to correct the performance deficiencies. She remarks that:

The need can be a desire to improve current performance or to correct a deficiency. A deficiency is a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The needs assessment process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved).

(ibid: 5)

Kaufman and English (1979:8) define needs assessment as a formal process of determining the gaps between current and required outcomes/output, placing these gaps “in priority order,” and selecting “the most important for resolution”. In other words, a need assessment is a process of identifying needs or gaps to be closed. Gupta (2007) also remarks that the request for needs assessment as a diagnostic process implies that a gap or discrepancy does exist between what is and what could be or should be. Another definition is given by Suarez (1990:29), who says that needs assessment is “an information-gathering and analysis process which results in the identification of the needs of individuals, groups, institutions, communities, or societies ...the results of needs assessment are then used for further action such as planning or remediation” More importantly, it is said that this process does not only include the comparison between the current condition to the desired one, but it also includes the decision of how specific behaviours can be changed to produce the desired condition. Needs assessment requests, according to Gupta (2007:15), are typically aimed at the following situations:

- Solving a current problem;
- Avoiding a past or current problem;
- Creating or taking advantage of a future opportunity;
- Providing learning, development, or growth.

Maslow divides needs into deficiency needs and growth needs. Applying this view on teachers’ needs for training, teachers’ need to know and understand (growth), whereas

the need to be loved and respected is (deficiency). Teachers need to grow more by promoting their existing knowledge and skills, updating their deficiencies and enhancing their attitudes towards teaching. Similarly, the assessment of teachers' needs for training, as seen by Al-Mekhlafi (1990), is the assessment of discrepancy between what presently exists and what ought to exist.

An example of the nature of student teachers' needs for education, Al-Musalmi (2004) divides their needs into: a) subjective needs which refers to needs derived from factual information such as the use of language in real communication situation needs, b) objective needs which refers to the cognitive and affective factors like wants, personality and attitudes, c) felt needs which is what learners have, express, and reveal, and, d) perceived needs that experts judges about the educational gaps in people's experience. More than this, he divides their felt needs into: a) academic needs which refer to the needs that are going to be fulfilled through the study of specialised courses such as literature and linguistic courses, and, b) professional needs which are the ones that will be fulfilled through the study of some professional courses such as learning psychology, curriculum, methodology, and teaching technology. By and large, needs assessment should be ongoing process since needs are naturally subjected to change over time and what is needed today may not be needed tomorrow.

2.10.2. Why Assessing Teachers' Needs for In-service Training?

Needs assessment, according to Kaufman and English (1979:8), is a tool for "constructive and positive change". It provides the information that is necessary for designing and implementing effective training programmes. Gupta (2007) insists on the importance of needs assessment in human learning, training, and performance improvement initiatives. In teacher education, teachers' needs for training should be

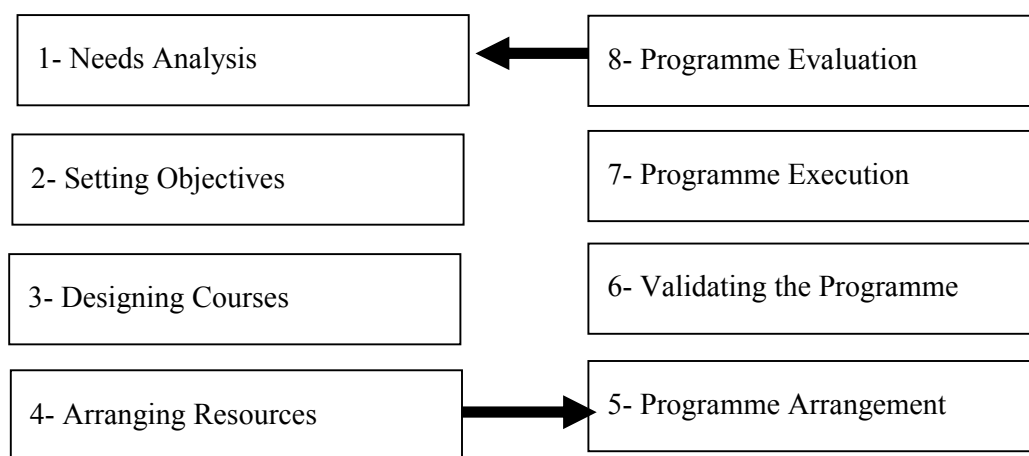
immediately assessed and met. In fact, there is a great dissatisfaction with the current situation of ELT in Yemen and a strong desire for change. Most of the teachers in our schools are poorly educated for the profession of teaching and need constructive improvement. Therefore, they should be involved in further training to improve their teaching abilities, to acquire deeper understanding of education, and to get new attitudes towards implementation. Similarly, Shipp (1965) summarises the purpose of in-service education: “to meet the requirements of new knowledge important to the profession of teaching and face the rapid growth of knowledge of content knowledge fields and new developments in teaching methods, materials, and devices”.

But, as it has been mentioned earlier, conducting effective and successful training should be based on getting teachers’ inside information about their problem of ineffectiveness in order to close their performance gap by providing practical solutions that address their urgent needs. Many research studies emphasise that teachers’ self-reported needs are essential for more effective in-service education programme. In a similar way, Cunningham (1986) asserts that needs should be originated from within teachers with the collaboration of other related bodies in order to plan and implement successful in-service programmes. Gupta (2007) also says that we should begin to examine “the relevant people-related problems” as an important step that precedes the development and implementation of practical solutions for them. Agochiya (2009), John and Gravan (2005), Mushekwane (2004), Harris (2006), and Al-Ahmad (2005) opine that gathering information on the needs of trainees helps to set realistic objectives for the course design, coordination and programme execution. Moffit (1963) relates the success of in-service training courses to the degree to which teachers can identify their problems. Ambasht (2007:144) warns that unless we assess the teachers’ needs, training courses could be ineffective and

meaningless. Al-Mekhlafi (1990) and Al-Dawely (2006) indicate that a good needs assessment will help you find the causes of the difficulties, set priorities for corrective actions and, hence, develop the overall profession of teaching.

As we have seen, the identification of the teachers' needs is the corner stone and the first step to establish a well-planned and hopefully effective training programme. Here, it is worthy to mention that professional development cycle, according to Bubb (2005:11), consists of six stages: identifying and analysing needs, designing and implementing some professional development, monitoring it, and evaluating its impact. Similarly, Widdowson (1984:90) ensures that designing contemporary syllabus is still following fairly closely the model of Taba (1962) in which seven steps are taken in order: needs assessment; formulation of objectives; selection of content; organisation of content; selection of learning activities; organisation of learning activities; decision about what needs evaluating and how to evaluate. Teachers' participation as an active part in the entire phases of a training programme gives them a sense of commitment and belonging and increases their enthusiasm towards a long lasting effect of the programme.

Figure 2.1: Educational Programme Cycle



2.11. English Language Teacher Education in Yemen

2.11.1. Pre-service Education

The pre-service training programme in Yemen is currently run by the colleges of education in the universities for a period of four academic years. The two-year diploma programme was available in the 1990s but now it is only the colleges of education which are responsible for teacher education. The programme is overseen by the Ministry of Higher Studies and Scientific Research, which also prepares strategic plans for programme development. The participants of the programme are mainly the students who have finished their secondary school who should, in some Institutions, pass an entrance examination prepared by the departments of English. It is basically a proficiency test.

The syllabus of initial training programme differs from one college to another and it is not regularly revised. Some colleges are still following the same syllabus since 1990s. As a foreign language teacher preparation programme, the courses of the syllabus can be divided into four categories: language courses (courses on language skills and grammar), ELT courses, literature courses, and courses on linguistics in addition to several Arabic courses. The following table includes the number of courses of the English syllabus in eleven education colleges in the main cities in Yemen. It shows the number of courses for each category with their percentage.

Table 2.1: Pre-service EFL Teachers' Education in Yemen

College	Number of courses					
	Language	ELT	Linguistics	Literature	Arabic	Total
Sana'a, Haja, Amran	19 (33%)	6 (10.3%)	6 (10.3%)	13 (22%)	14 (24%)	58
Aden	13 (26%)	10 (20%)	2 (4%)	4 (8%)	21 (42%)	50
Taiz	17 (29%)	7 (12%)	5 (9%)	13 (22%)	16 (27.5%)	58
Ibb, Al-Naderah	14 (25%)	7 (12.5%)	6 (11%)	13 (23%)	16 (28.5%)	56
Hodeidah	17 (30%)	7 (12%)	5 (9%)	10 (17.5%)	18 (31.5%)	57
Hadramout	15 (31%)	5 (10%)	4 (8%)	10 (20%)	15 (31%)	49
Dhamar	19 (34%)	4 (7%)	5 (9%)	11 (20%)	17 (30%)	56
Overall Percentage	114 (30%)	46 (12%)	33 (8.5%)	74 (19%)	117(30.5%)	384

The total number of the courses of the curriculum is not equal. The range is between 49 and 58 courses and each category has its own weight in each syllabus. However, if we examine the curriculum as a whole, the overall percentage of the courses taught in Arabic is the highest among the four categories. These courses are basically related to the fundamentals of education, education policy, teaching aids, educational technology, curriculum, evaluation, psychology, and Islamic and Arabic studies. Then the category of the language courses takes the second rank followed by literature, ELT and linguistics categories, respectively.

The syllabuses do not vary greatly in the number of courses of each category except the syllabus of Aden University, where the number of ELT and Arabic courses is significantly higher and the number of literature courses is much less compared to other syllabuses. Furthermore, in the universities of Aden and Hadramout the first semester of the fourth year is exclusively dedicated to teaching practice at schools, which could be very useful for the prospective teachers. Such intensive teaching practice would make the student teachers feel more confident about their teaching skills and would get useful and fairly enough feedback from their trainer and peers as well. Instead of considering 'teaching practice' only as one course among five or six other courses and go to schools only for one or two days a week as it happens in other universities, the student teachers would get more chances and their minds would be entirely occupied with planning and preparing for their classes.

The percentage of language courses is fair enough. All the syllabuses represent more than a quarter (in terms of percentage) in the number of the courses. Since English is an EFL in Yemen and the students attend the college with very low English proficiency, they do need many courses to improve their proficiency level. Besides, the other courses, which are taught in English, contribute to the improvement of the

students' English as well. It would have been better if the Arabic courses had been taught in English – the students need to develop their English rather than Arabic. Thus, they would have as much exposure to the target language as possible, which they do not have in their real environment outside the classroom.

The overall percentage of the literature courses (29%) is much higher than the percentage of ELT courses (12%). Bose (2002:20) indicates that the colleges of education in Yemen need to revise their curricula as there is “some imbalance in the teacher preparation courses mainly because they are heavily literature-oriented rather than ELT-oriented”. Thus, the number of literature courses has to be decreased and the ELT courses should, in turn, be increased. By examining the courses closely, there are some linguistics and Arabic courses which seem to indirectly feed into the field of ELT. For instance those courses which deal with theories of syntax and education might be helpful in ELT. The Arabic courses that are related to teaching, curriculum, and evaluation may also support the ELT category. It is further worth-mentioning that the very same Arabic courses (with the same content) are taught in all the departments of education colleges as college requirement courses – they are not exclusively designed for the English departments. Therefore, the percentage of ELT courses should have been higher. By examining the ELT courses of the syllabuses, there are still highly important ELT areas which are not touched upon in any syllabus such as courses relating to materials development, classroom-based research, and reflective teaching.

2.11.1.1. The Teaching Faculty in the Pre-service Programme: Some Issues

The teaching staff in the departments of English at the education colleges in Yemen is a mixture of Indian and Yemeni teachers. The Indians are all PhD holders and professors mostly majoring in English literature whereas some of the Yemenis are

PhD holders and the rest of them are called teacher assistants (MA holders) and demonstrators (fresh graduates).

In most of the Yemeni education colleges there are ready-made or prescribed materials. However, the teaching staff is given absolute autonomy to design and/or prepare their own teaching materials. The faculty member is simply given the title of the course which s/he is asked to teach and s/he has to select or prepare the materials. This choice, academically, may sound really nice and motivating to many teachers. They can select well-designed and interesting materials or prepare their own which will suit the level of their learners and fulfil their needs. However, this autonomy policy might not practically be successful. For instance, there are inexperienced teachers who do not know how to manage or select appropriate materials – their choice of materials might go wrong. The materials, thus, could be so simple and boring or extremely challenging and frustrating. There are also some teachers who are not aware of the learners' proficiency level or their needs. In such cases, it is the students who are the victims of such policy.

The mode of teaching is largely lecturing. Students are used to this mode and they usually call their classes as lectures instead of classes. However, there may be very few classes where some faculty members are genuinely interested in teaching and not lecturing. Teachers should make their classes learner-centred by selecting task-based materials, encouraging students' participation, encouraging group and pair work, etc.

Shortage of specialised teachers is a common phenomenon in the Yemeni education colleges. Due to this fact serious problems persist in the English departments. There are many M.A. holders and fresh graduates (usually the first rank holders) who teach core courses such as curriculum, syntax, teaching methodology

and so on. Such teachers are not qualified to teach such courses. On the other hand, there are PhD holders teaching courses which are not within their area of specialisation. For example, a teacher who is majoring in literature will be asked to teach a course on testing and evaluation. Such teachers cannot obviously cope with such courses. All in all, the students have to pay the consequences of these problems.

Teachers evaluate the students on the basis of assignments, mid-term examination and end of the term examination. They do not usually consider the classroom participation in the evaluation. Unfortunately, the exam questions are largely of memory-based type in which the students revert to memorise the answers and reproduce them. The students, thus, become heavily dependent on rote learning. To minimise this problem, teachers should change the type questions and assignments of the exams into application type. They should also give credit to classroom participation to encourage the students to interact in the class and be more confident.

Many students and staff members complain that the English Language Teacher Education Programme in Yemen is not up to date and does not live up to its promise. Recently there has been a study which focuses on “exploring the beliefs of prospective teachers in relation to the current (2009-2010) status of the English Language Teacher Education Programme in Yemen” (Muthanna and Karaman 2011). The results of their survey have shown that their participants called for a higher number of methodology courses. They also demanded that English should be used as the medium of instruction for most courses (those courses taught in Arabic). Moreover, the participants showed their discomfort about rote learning and called for an immediate reform of the curriculum. The major problems which were identified by the participants of the study were:

- overcrowded classes;

- gender discrimination;
- use of Arabic as a medium of instruction in many courses;
- ineffective planning and design of curriculum. (emphasis on theory and few courses focusing on speaking skills and teaching methods);
- scarcity of resources and absence of an electronic library system;
- use of traditional teaching methods (lecturing and memorisation strategy and no variation in activities);
- lack of specialised teacher educators;
- absence of collaboration between educators and candidates and negligence of candidates' opinions and suggestions; and
- reliance on political party membership for power

(Muthanna and Karaman 2011:230)

Al-Majeedi (2003) and Shiryani (2008) agreed with the list mentioned above and concluded that there is a need for change in the English Language Teacher Education Programme in Yemen. This change should begin as soon as possible involving all the stakeholders of the teacher education programme (ibid: 230).

Following the credit-hour system, the College of Education in University of Sana'a was established in 1970 to fulfil Yemeni society's need for teachers. According to the University of Sana'a Manual, 1993, The College of Education strives to provide its students with a body of knowledge and expertise in their own disciplines which will assist them in their job of teaching. The major goal of the English Teacher Preparation Programme (ETPP) is to provide Yemeni schools with English teachers.

Student teachers in the colleges of education are not trained well to teach the school's prescribed course books. Hence, most of the current school teachers of

English were graduated and appointed to teach before the distribution of the new course in 1996. As a result, they lack the teaching strategies to teach the new communicative-oriented course. In addition, they have not yet received any in-service training. Al-Sofi (2009) confirms that these teachers are not accustomed to teaching EFY and still are using traditional methods which fall short of teaching the new course. He states that 90 percent of the EFL teachers must attend in-service training courses in order to teach effectively (ibid: 31). Moreover, the absence of in-service teacher training leads to the teachers' stagnation and inadequacy for teaching.

2.11.2. In-service Training Programmes in Yemen

Before discussing this section, it is worth-mentioning that Dr. Al-Ashwal, the new Minister of education in the government of the national reconciliation resulted from the youth revolution, 2011, declared that one of his priorities was to promote the educational process. Also, in his first meeting with the Ministry's principals, he called for a continuous training for the teaching staff in order to build a solid foundation of education.¹

Teacher education in Yemen should take the responsibility to reform the dilemma of having inadequate output. However, pre-service preparation no longer provides teachers with the required skills to teach effectively. In that respect, Bone (1987), Henderson (1978), and Bubb (2004) ensure that initial training is not enough for teachers to teach well. The report of ERDCC (2002:4) reveals that despite the efforts made by the Ministry of Education to provide stimulating textbooks and qualified teachers, it is remarkable that ELT in Yemen is still very weak. In his study, Al-Dawely (2006:16) maintains that teachers of English in Amran city face difficulties in lesson planning, achieving the course objectives and controlling

¹ Cited in <http://www.althawra.net/portal/news-23675.htm>, 21-12-2011, No. 17206.

students' behaviour. He concludes that teachers of English in this area must attend training activities to solve their teaching problems.

Supplementing EFL teachers by in-service training courses will serve to expand their knowledge and sharpen their skills. For this reason, the Ministry of Education in 2003 adapted a national strategy to reform the basic education in Yemen (classes of 1-9), which aimed at enhancing the professional capacity of teachers, school directors, and school advisors. In 2005, the Ministry established a new sector responsible for training; planning, designing, and implementing training courses for the teaching staff. The basis for conducting the training was the school Cluster. The trainers were selected from the cluster school itself in which they receive their training by a mastery trainer before they could deliver training to teachers of the clusters. The designers of the training courses in turn train the mastery trainers. All the in-service training courses were two parts of 10-12 days each. These courses were meant for all the teachers of the basic educational stage except the teachers of English. Only some workshops of teaching methods and other areas based on expert consultations were offered to some groups of EFL primary teachers in Sana'a and some other districts.

From 2005 to 2008, the Ministry of Education, with the help of the British council started to pilot some programmes in different governorates to improve the professional performance of English language teachers for grades 4-6. The number of teachers who received training in this period was 1321 (Al-Qatwani 2010). Then, in 2008, the Ministry of Education introduced another programme for the teachers of English for (7-9) classes. Among all the teachers of English at the basic stage (7-9) only 7049 teachers received the training and it lasted for 12 days (ibid.). For this particular training programme, the Ministry of Education followed an international

programme “Shaping the way we teach English”. According to Al-Qatwani, many supervisors and EFL teachers, this course is a full-fledged package including a big manual consisting of various modules accompanied by their video clips. The aims of the programme were to a) build an academic or pedagogical foundation in language teaching, and, b) improve language teaching classroom practices. However, the content of this course is not related to the Yemeni context. An example of its inadequacies, the video materials show classes from different European countries where classes are small and contain different learning facilities such as educational aids (charts, audio-recorders, etc). Whereas, Yemeni classes are large and overcrowded, sometimes exceeding a hundred students in a single class, and usually do not have learning facilities other than the blackboard. Moreover, the arrangements for CLT features like group work in the Yemeni classrooms cannot support group-forming techniques. This was the only formal programme offered by the Ministry of Education for training teachers of English at the basic level (7-9).

Furthermore, the British Council conducts short seminars and workshops for teachers of English of primary school level in some urban areas. A few teachers from some cities join these seminars and workshops while the teachers in rural areas do not get any chance of training. Hence, the in-service teacher training programme in Yemen, particularly for teachers of English, is almost absent in principle.

In 2012, the new government with the help of the British Council resumed applying the TKT (Teaching Knowledge Test) programme to primary classroom teachers of English in many rural districts. This international programme is designed by Cambridge University. It contains modules of language knowledge and teaching techniques that aims to help EFL teachers improve their teaching. In addition, it was very recently that the British Council in Yemen has sent 10 EFL teachers in February

2012 to Cairo for the training in how to use the school course for the first time since it was adopted and circulated. In addition, another plan was announced to train 100 English teachers on methodology under the guidance of the British expert, Peter Cantone. By the time, the Ministry of Education is requested to train 9000 English teachers in the country on how to teach English effectively. In addition, as the first of its type, a Conference on the education of English Language was organised on January 28, 2012, by the British Council in cooperation with the U.S. Embassy in Sana'a. The conference aimed to supplement 100 English teachers from different districts with knowledge and teaching skills and provide them with opportunities to communicate in English.² With respect to the secondary school stage (10-12), there has not ever been any formal in-service training for the teachers of English thus far, as far as the researcher knows.

2.12. Secondary School Students' Expectation from EFL Teachers

A comprehensive examination of what students expect of their teachers was not found in the literature, as far as the researcher knows. Research on this area is limited to students' expectations of teachers' effective teaching, teachers' classroom management, teachers' instructional dimension, or their personal / professional qualities. For example, the study of Hubbard (2001) surveyed only student perceptions of the effective teaching. On the other hand, we should not only hear teachers telling what they expect from their students, as we always do, but we should also hear what the students think and expect of their teachers. Since students are the ones who are taught, their ideas and voices should be heard. As said, students want their teachers as the same teachers want them to be. Generally speaking, they like their teachers to be hardworking, objective, creative, open, clever, trusting and

² Sabaanet website: <http://www.sabanews.net/ar/news258883.htm> access date: 25/1/2012.

modest. Generally, students never forget the good teachers who inspired them and also those they hated.

Students' opinions can be used as criteria to evaluate the teachers' behaviour in the classroom in order to help them develop their teaching performance and make them aware of building a good rapport with the students. In addition, for teachers to be effective in their teaching practice, they should be aware of their students' preferences and needs especially secondary school students (15+ group) who tend to be self-directed learners and problem solvers. Moreover, students' motivation and their level of achievement are absolutely affected by the degree of their expectations from their teachers. However, many teachers do not seem concerned for students' opinions of them and their teaching, though these opinions include many issues on what teachers should look like and behave in the classroom.

The literature presents a spectrum of valuable ideas resulting from the communication with school students regarding their expectations of the teachers. The study of Turanli and Yildirim (1999) examined how Turkish preparatory students expect their English teachers to manage their classes. The results indicated that students expect their teacher to be willing to teach, to consider students feelings and ideas about the lesson, and to avoid laughing at or making fun of them. Students also expected, the study reports, their teacher to be fair and to have a patient, understanding, and friendly attitude towards them. In addition, students expect the teacher to clearly describe the objectives and to use various teaching methods and materials when required, to assign easy learning tasks, to use understandable language, to manage the time and the class effectively, to avoid very strict attitude to control the class, to motivate and encourage them to improve, to be aware of their needs, and to be open to their questions and give them the needed feedback (ibid.).

On the other hand, a teacher in the secondary school, as Cohen, Manion, and Morrison (2005:219-20) demonstrate is expected to be well organised, arrive in plenty of time, plan and prepare thoroughly, keep good records, know your subject, and try out different methods of teaching (organisation and teaching approach). They (ibid.) maintain that, in professionalism, you are expected to act in a professional manner, be open to new learning; seek advice and act on advice, be flexible, dress appropriately, become familiar with school procedures and policies, accept a leadership role, recognise and understand the roles and relationships of staff responsible for your development, keep up to date with your subject, take active steps to ensure that your pupils learn, and discuss pupil progress with parents. In social skills, you are expected to develop good relationships with pupils and staff, keep a sense of humour, and work well in teams (ibid.).

In another recent study, Fabos-Martin (2008) reveals that students want their teacher to be serious, to challenge them to think, to nurture their self-respect, to show them they can make a difference, to let them do it their way, to make them feel important and build on their interests, to tap their creativity, to bring out their best self, to push them to strive to do better, to make the lesson related to real life, to believe in them, to use time wisely, to have clear objectives, to communicate clearly, and to be a good example. Smyth (2011) points out that students love feeling important, valued, respected, and honoured. She analysed top 9 characteristics students expect from their teachers: to be respectful, to be responsive, to be knowledgeable, to be approachable, to be communicative, to be organised, to be engaging, to be professional, and to be humorous. Pupils, according to Wilding and Kerry (2004:62-63), perceive a good teacher as kind, generous, and someone who listens to them, encourages them, has faith in them, keeps confidence in them, likes

teaching, likes teaching their subject, takes time to explain things, helps them when they are stuck, tells them how they are doing, allows them to have their say, does not give up on them, cares for their opinion, makes them feel smart, treats people equally, stands up for them, makes allowances, tells the truth, deals with disruption intuitively, and forgives them.

In a more arranged way, Kwan and Jones (1999:4-5) classify students' expectations of teachers into three broad distinct domains:

HEAD: teacher's knowledge of the subject gives students confidence in their teachers.

HANDS: teaching skills are also very essential in education like:

- Clear and systematic presentation (well prepared, presented in a logical order);
- Teaching at the right level and progressing gradually from easy to difficult;
- Use of learning aids in a creative way;
- Arousing students' interests;
- Encouraging active learning;
- Stimulating the students to think.

HEART: attitudes towards teaching and concern for students;

- Concern for students' learning;
- Willing to help the students;
- Empathy for students (being polite and sincere in answering their questions);
- Enthusiasm towards subject and teaching.

By the same token, student expectations may include the teacher's personal characteristics and professional aspects as well as his/her entire classroom behaviours such as preparing oneself to teach, entering the classroom, presenting the content, managing students' behaviours, giving homework, testing, and using the best methods to educate students, enrich their experience and enhance their knowledge. Following

this way, secondary school students' expectations of their EFL teachers in Yemen will be investigated by this study through conducting an elaborated and comprehensive survey that includes their personal and professional characteristics, their appearance and voice, their preparedness to teach, their classroom behaviour and class control, their consideration of students' needs and interests, their teaching strategies, and other related areas.

2.13. Previous Studies

In this section, a synoptic review of the relevant studies is given below:

1. Al-Muslimi's Study (2004)

This study was carried out to investigate the academic and professional needs of the undergraduates in the English department Faculty of Education, Sana'a. It was an attempt to answer this main question: "What are the undergraduates' academic and professional needs as felt by the students of the department, inspectors of English in Alamana (Sana'a city) schools, serving teachers of English, and as revealed by the official authorities?"

The researcher collected the required data through questionnaires, interview, and official documents. These instruments were administered to a sample of 60 EFL student teachers, 30 EFL teachers and 10 EFL instructional supervisors from Sana'a city. Schools and educational offices were randomly selected. Each questionnaire consisted of 81 items with a 5-point scale beginning with strongly agree through strongly disagree, and not sure was the third point. The academic needs category included 47 items distributed on linguistic competences, literacy competences, communicative skills competences, and social competences. The professional needs contained 44 items distributed on subcategories of knowledge competences, and professional skills and practices.

The results of the study showed that the entire sample agreed upon 64 statements as important academic and professional needs for the undergraduates of the English department. Thirty four items are recommended as academic needs. The approved professional needs were 29 needs out of the 44 items. The results showed that undergraduates need more knowledge on: grammar and language functions, modern literature, translation, and language skills.

2. Prasertpakdi's Study (1984)

The aim of this study was to explore EFL teachers' need of content knowledge and professional competencies for further training in the light of the perceptions of teachers and advisors in Thailand, and how to meet these needs. The researcher developed a questionnaire to collect data from a sample of 180 EFL teachers and advisors. Based on the analysis of the data, the study concluded that EFL teachers and their supervisors in Thailand feel the need for both content Knowledge and professional competencies for the teachers. In addition, the variables of age, gender, level of teaching, years of experience in teaching, and educational background did not predict the degree to which EFL teachers felt the need for training in content knowledge and professional competences. Educational background was the only variable which predicted teachers' need for training in promoting teachers attitudes towards teaching. Then, there was a significant difference in the mean levels of the preference ratings for methods of in-service education between EFL teachers and their supervisors only in the attitudes towards travelling to an English-speaking country. However, according to Al-Qatwani (2010), the findings of this study did not show any differences between the participants in terms of the teachers' age, gender, educational background, level of teaching and years of experience. Moreover, this study was conducted only on a number of EFL teachers working in one city.

3. Qaid's Study (2003)

The aim of this study was to investigate the nature and scope of in-service training in Yemen and to suggest an agenda for training teachers of English. English teachers and inspectors were addressed to give their opinions, beliefs and concepts of education and in-service training programmes.

The researcher administered two questionnaires to collect data for the study. One of the questionnaires was administered to a sample of EFL teachers to collect information about their teaching experience, the methods they use in teaching and the problems they encounter in the language classroom. The other questionnaire was administered to a sample of English inspectors on how they evaluate teachers' performance during their visits to schools. The result of the study revealed that:

- both the teachers and the inspectors were not aware of in-service training;
- teachers need training in order to meet the changing scenario of education and to overcome teaching difficulties;
- the present and future needs of trainees should be taken into account during pre-service preparation and in-service training.

4. Al-Dawely's Study (2006)

The aim of the study was to determine EFL teachers' need for in-service training in the public secondary schools in Amran district, in the north of Yemen, which can be met through INSET (in-service training). The question of this study was: "What are the academic and professional in-service needs of teachers of English in public secondary schools in Amran district?"

To answer this question, the researcher administered open-ended and close-ended questionnaires, and semi-structured interviews to collect data. The open-ended questionnaire was used to recognise the general areas of needs whereas the close-

ended questionnaire contained 69 items divided into 5 categories: instruction planning, implementing the instruction, classroom management, evaluation, and teachers' characteristics. The close-ended questionnaire was administered to a sample of 100 senior teachers of English. The open-ended questionnaire was applied to a separate smaller sample of the population. Moreover, the researcher interviewed some advisors of English, school principals and some officers in the Education office in Amran governorate. The study gave two main findings:

- all the English teachers in Amran governorate have not attended in-service training since they started the job of teaching;
- many different kinds of in-service training programmes are strongly needed to equip English teachers with the necessary academic and professional needs.

It was recommended that all the 69 items should be included in the in-service training programmes in order to expand teachers' knowledge and develop their professional competence in the suggested areas. However, this study was limited to a small town in the north of the country and the teachers' background variables were not considered.

5. Kumar's Study (1989)

This study was a self-reflective inquiry to in-service programmes for teachers of English in India. It aims to explore an alternative design for organising, conducting and evaluating in-service programmes for teachers' professional development. As a trainer, the researcher used his experience to collect data for the study. He studied some of the existing in-service programmes for school teachers of English in terms of content and process, chiefly from the point of view of the participants. The study concluded that the content and the process of these programmes were inappropriate for the teachers' professional development. It also indicates that teachers need an

ongoing process of personal growth from within. Invaluable implications to organise and conduct in-service courses for teachers of English were drawn.

6. Al-Mekhlafi's Study (1990)

The purpose of this study was to examine the secondary school teachers' needs for in-service training in the cities of Sana'a and Taiz as viewed by secondary school teachers, supervisors, principals, and university instructors and coordinators. The study attempted to answer these questions:

- What are the secondary school teachers' in-service needs as perceived by teachers, supervisors, principals, and university instructors and coordinators?
- Are there any significant differences in perception of in-service needs among secondary school teachers based on degree, age, gender, and teaching levels?

A total of 163 secondary school teachers, 21 supervisors, 12 principals, 6 university teachers and 7 coordinators were randomly selected from the public schools of Sana'a and Taiz to participate in the needs assessment survey. The survey was divided into 8 categories of 53 items. It was found that all the members of the sample have rated all these categories very highly and there were no significant differences among the participants' perceptions regarding teachers' needs for in-service education. In addition, there were no significant differences among the teachers' perceptions on the basis of their years of experience, age, and degree held. However, there were significant differences among the teachers' perceptions on the basis of age in the category of instrumental planning. Also, there were significant differences among the teachers' perceptions on the basis of gender in the following categories: implementing instruction, classroom management, developing pupil interpersonal skills and teacher self-improvement, individualising instruction.

The researcher suggested that teachers need to be in-serviced on the identified competencies. He stressed on the importance of establishing a pre-service/in-service teacher education continuum. However, the study was conducted on secondary school teachers in general, and concentrated on categories rather than items.

7. Sarwal's Study (1985)

This study aimed at employing distance education scheme to train teachers of English in the high school level and to upgrade the falling standards of English in India. The researcher assumed that most of the teachers are not competent in English, do not have proper training in the teaching methods, and are not aware of the new techniques in language teaching. Moreover, the existing teacher training does little to promote language teaching. Due to the massive number of the teachers, the researcher suggested an urgent development for their abilities through distance education.

The researcher used questionnaires, interviews, classroom observation and analysis of relevant documents to test the hypotheses. The sample of the study was 95 teachers. The study also examined the characteristics of distance mode of study and its utility in training high school teachers of English.

The study concluded that the participants liked the course to include 50 lessons, each lesson comprises 10 pages, and to cover one year. In addition, they would be able to devote about 2 hours daily to study. The course aimed mainly to make the teachers more competent in the language and methods of teaching.

9. Murthy's Study (1985)

The study aimed at analysing the needs of teachers of English for training in pedagogy at the pre-university (+2) stage in Karnataka in India. The study analysed the aims and objectives of teaching English at the pre-university stage. An inventory of teachers' needs for skills, abilities and knowledge was drawn. A questionnaire also

was used to collect data from 65 serving teachers on various issues pertaining to the teaching and learning of English at this level. The results indicated that most of the untrained teachers stood by the necessity of training in pedagogy. The trainees confirmed that their training was helpful. The study findings were divided into two parts; the needs for a professional training for teachers of English at this stage, and a blueprint for multi-pronged training programme. A continuing professional growth for English teachers was suggested.

10. Al-Qatwani's Study (2010)

The main aim of this study was to evaluate the current in-service English language teacher-training programme for primary stage in Yemen in the light of the required professional competencies and to suggest in-service training programme after getting the result of the programme evaluation.

A questionnaire of the professional competencies was developed by the researcher to investigate the degree of importance of each competency from the sample's point of view. The sample of the study included experienced teachers of English of grades (7-9), their advisors, teacher trainers in Sana'a city, and the teaching staff in the English department, college of Education, the University of Sana'a. The training manual was also examined. A content evaluation was used to investigate the availability of professional competencies in the content of the training programme.

The obtained data was analysed descriptively and the results revealed that the current status of the in-service training programme for EFL teachers of the primary level in Yemen is poor and has a lot of shortcomings. A total of 55 competencies out of 57 items included in the checklist were regarded as very important whereas the other two competencies were considered partially important.

The results also demonstrated that the content of the training programme

failed to equip the EFL teachers of primary stage with the required professional competencies. A framework for the in-service English language teacher-training programme was suggested. The research concluded invaluable recommendations for teachers' improvement and further research.

11. Educational Research and Development Centre Committee (2002)

The full title of the study is “Special Competencies of EFL Teachers and the Degree of Using them in the Primary School Education from the Perception of Teachers – ERDCC, Aden, Yemen.” It was conducted on 270 EFL teachers in Sana’a, Aden, Alhodeidah and Hadramout governorates by a research committee. A questionnaire of 52 items was used to investigate the degree to which these special competencies were applied in teaching.

The study concluded that in-service teachers of English should be trained on how to use the communicative approach in teaching. Female teachers were found weaker than males in these competencies. The study recommended that EFL teachers should have in-service training based on the suggested teaching competencies. They should also have workshops on how to teach the prescribed textbook. The study also concluded that EFL supervisors must present lesson models at schools.

12. Bardisi's Study (1966)

This is a field study conducted on 150 ELT teachers and supervisors in Saudi Arabia. It aimed at identifying the teachers' competencies and the differences in perceptions among the teachers and their supervisors. The analysis of this study showed that there were no significant differences between the teachers in terms of their qualifications, experience, and preparation. Also, there were no differences between the teachers' and their supervisors' perceptions regarding the required competencies the teachers should have. The results indicated that the teachers need

several teaching competencies such as clear lesson presentation, using suitable aids, giving opportunities for the learners to use the language, clear and manageable lesson preparation, the ability to manage classroom and using the language more accurately and mastering correct pronunciation (cited in Shamia 1998, REDCC:2002).

2.14. Summary

In this chapter, the theoretical perspectives that frame the present study were reviewed such as the job of teaching, the urgent need of EFL teachers to join in-service training and professional development and the kind of training they are supposed to receive. Besides, several previous studies were discussed.

In fact, teachers in general and English language teachers in particular play a very essential role to develop both education and society. They are responsible for accomplishing the aim of producing educated people who will participate in the development of their country. EFL teachers, however, receive inadequate preparation and are sent to school only with a teacher identity without additional guidance and training, which profoundly influences the level of the students. Teaching skills are only learnt from classroom realities once a teacher stands in front of a real group of students. In fact, theories of teaching are practised in the real situation. Hence, teachers need regular training and guidance to put them on the right track and offer effective teaching. They should not be left alone to face a work full of complicated demands and endless challenges in their day-to-day teaching – dealing with students, course work, school administration, and society. As far as teaching a foreign language is concerned there is no denying the fact that it is more complex and more demanding than teaching and learning other subjects. Unlike knowledge subjects such as science or history, language is a skill subject which can be learnt by practice, not by knowing how to use it. In addition, language classroom today has changed and become more

demanding in terms of content knowledge, teaching skills and aids. Teaching is no longer a means to deliver knowledge, but to help students learn and to manage the learning space, time, and materials. It needs the teacher to be knowledgeable, highly skilled and has a positive attitude towards teaching and learners.

It is argued that initial teacher education in Yemen failed to provide competent teachers of English. As a result, students' level of achievement is very low. Therefore, there is a dire need to involve EFL teachers in systematic training programmes on a continuous basis. The literature indicates that setting up in-service training courses largely aims to remedy the shortfalls of pre-service education on the one hand. On the other hand, it aims to expand the teachers' content knowledge, to deepen their expertise of teaching and utilise the new changes in education. But, to establish a well-planned and quality in-service training programme for EFL teachers, we should first assess their needs from the reality of the classroom. Undoubtedly, needs assessment is an indispensable element in the design of programmes intended to improve the performance of the teachers. In short, this study itself is a need-assessment investigation. It aims to identify the needs of the Yemeni secondary school EFL teachers in order to involve them in a systematic training programme in an attempt to raise the quality of the output.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter describes the tools which have been used to assess EFL teachers' real needs for in-service training in Yemen as perceived by EFL teachers and their supervisors and the means they prefer to use to meet those needs as well as students' expectations from their EFL teachers. The information and insights the study yields will provide the platform to establish in-career training programme for EFL teachers. Such a programme will hopefully improve teachers' knowledge of English, skills of teaching and attitudes towards the job of teaching. As a result, the change in the teachers' performance will make a difference in the learning of their students.

The researcher has followed five approaches suggested by Edelfelt (1980) in the research journey: using existing data, conducting surveys, using observations, conducting interviews, and studying students. The researcher also paid preliminary visits to many secondary schools in order to seek EFL teachers' and supervisors' opinions on the topic of the study. Information about the possibility of conducting this study was also sought. Most of them admired this research and encouraged the researcher to proceed.

3.2. Sample of the Study

The target population of the present study is teachers of English in the Governmental Secondary Schools (10-12) in Yemen, their students, their supervisors, and the officials and coordinators of the in-service training. Details about the sample were given by the departments of statistics and the departments of instructional supervision in the target educational offices. These details indicate that in Sana'a city, out of 362, 323 EFL teachers were the real working force in the secondary schools.

They were distributed in more than 94 schools which comprise ten educational zones. In Aden city, there were almost 269 EFL teachers teaching in 31 schools located over 5 educational zones.

This study was conducted on the target sample in the two main cities of Sana'a and Aden along with rural areas around them, which include different rural districts in the governorates of Sana'a (Arhab, Khawlan, Sanhan, Bani Matar, Al-Haimah, Haraz, Saafan and Hamdan), Ibb, Almahweet, Marib, and Abyan.

The total size of the sample participating in the final stage was 1694 subjects: 793 were EFL teachers (453 of them were working in the urban areas and the other 340 were working in the rural areas), 71 instructional supervisors (27 of them were working in the cities of Sana'a and Aden and the other 34 were working in the rural areas), and 830 secondary school students. In addition, classroom observations were conducted on 20 EFL teachers in both the rural and the urban areas, and 10 educational official and coordinators of in-service training were interviewed.

The total usable returned answers, however, were 1116: 338 from the target teachers, 40 from the supervisors and 738 from the secondary school students. Many questionnaires were returned unusable; either uncompleted or not answered. The unreturned ones from Aden city were 154 sheets, 121 from Sana'a city and 126 from the rural areas. Due to the Youth Revolution and unrest in Yemen during data collection in 2011, hundreds of the distributed questionnaires were lost in places of conflict like Aden city and Abyan district in the South as well as in and Sana'a city, Arhab, Al-Himah, Saafan and Haraz districts in the North. All the participants were native speakers of Arabic. Most of the secondary school EFL teachers participated in this study (80%), studied at colleges of education and, hence, were formally qualified in ELT. The other teachers were holders of bachelor degree in English (literature

and/or linguistics),³ or two-year diploma. All teachers were graduates of Yemeni universities and institutions. Moreover, most of them experienced teaching English for more than 5 years and out of 338 teachers participated in this study, 172 (51%) were males and 166 (49%) were females.

3.3. Why Selecting Secondary School Teachers for this Study

There are many reasons behind the selection of the secondary school teachers of English for this study. First, unlike primary stage teachers, they have not received in-service training since they were appointed in the post of teaching. Second, their experience is wider and more varied than that of the primary school teachers who are mostly diploma qualified. Third, they are more accurate and precise in giving information than lower grade teachers. Fourth, there is an urgent need to provide secondary school students in particular with more qualified teachers.

3.4. Instruments Used for Data Collection

To achieve the objectives of the present study, the researcher used a combination of instruments: questionnaires, interviews and classroom observation.

3.4.1. Questionnaires

Questionnaire instrument is more practical and time saving when compared to other need assessment tools. Henderson (1978:107) confirms that a survey “can readily, and relatively cheaply, be administered to a large number of people, whereas large interviewing is time consuming and therefore expensive”. Three questionnaires were used to collect data for this research from teachers of English, their supervisors and their students. The teachers’ and the supervisors’ questionnaires consisted of 54 items employed to pool their reactions and ideas regarding teachers’ needs for in-service training (See Appendix II-A, and Appendix II-B). The other survey

³ BA certificate holders in English are graduates of the faculties of education, arts or languages.

questionnaire was used to explore students' expectations of the EFL teacher, which would benefit the research in hand. It included fifteen dimensions of questions. Students were selected randomly from the lists of schools located in Sana'a city, Aden city and the rural areas (See Appendix II-C).

All the questionnaires contained simple and straightforward questions accompanied by carefully worded letters of invitation to respond. They were systematically constructed following Kornhauser (1965) six stages; decisions on content; decisions on types (format) of questions; decisions on wording and sequence (first draft); re-examination and revision; piloting; and editing and specifying procedures for use (cited in Henderson, 1978:110). Most of the questions were closed-ended with a space left for additional ideas by the subjects.

3.4.1.1. Developing the Questionnaires

Questionnaire instrument is very economical and effective tool since it covers as much subjects as possible and saves time and efforts. The questionnaires used in this study were deployed to obtain information concerning EFL teachers' needs for training, appropriate methods to meet these needs and students' expectations from the EFL teacher. Questions were developed from ELT literature, guidance of Prof. Panchanan Mohanty, the supervisor, and many educational experts as well as the researcher's experience of teaching. The researcher was enlightened by many studies such as Agarwal (2000), Doff (1987), Cross (2003), Freeman (1989), Mushekwane (2004), Richards (1991), Harris (2006), Borko and Putnam (1995), to construct the questionnaires on the basis of three main constituents: knowledge, skills, and attitudes. Moreover, many items in the questionnaires were adopted from many need assessment surveys developed or used by 1) Prasertpakdi (1984) whose study aimed to recognise the professional and content knowledge competencies needed by Thai

teachers of English, 2) Al-Dawely (2006), who analysed the responses of EFL teachers on their needs for training in Amran city in Yemen, 3) Al- Musalmi (2004), who studied the professional and academic needs of EFL student teachers in the Faculty of Education at the University of Sana'a , 4) and, Al-Mekhlafi (1990), who studied secondary school teachers' needs for further development in Yemen.

After reviewing relevant literature and preparing the first draft of the questionnaires, many educational experts were consulted for validation. The list of the initial items was shown to the supervisor and almost 15 educational experts in the University of English and Foreign Languages (EFLU), Hyderabad, India, and the University of Sana'a, Yemen. This consultation was very necessary to check the suitability and language clarity of the items. To pre-test the questionnaires, they were piloted on a sample of almost 100 EFL teachers, 10 supervisors and 200 students as well as many colleagues and researchers to examine the questions' applicability. The members of this experimental sample said that the surveys were comprehensive and applicable and many of them added their comments and suggestions. Moreover, prior to administering the final versions of the questionnaires, they were discussed by almost fifteen professors and research scholars. The questionnaires were corrected and refined further and the directions and questions were made as clear and easy as possible. The subjects were asked to decide their choice of each statement, tick their responses and add information. The Likert scale was used for five alternate options for most of the statements of the teachers' and supervisors' questionnaires: 'Critical Need', 'High Need', 'Moderate Need', 'Low Need', 'No Need', and was given a value of (5, 4, 3, 2, and 1), respectively i.e. the favoured response for each statement of the questionnaires was intended to investigate the teachers' need according to the rate of the level of need. The use of Likert-type scale helps in showing the average of

needs for each item. The participants were surveyed to indicate the level of need on 54 items of in-service training needs over three domains: (1) Content Knowledge (2) Professional Knowledge and Skills, and (3) Attitudes towards Teaching and In-service Training.

Section (I) of the teachers' questionnaires was designed to obtain a general description of their personal and professional backgrounds such as name (optional), gender, years of experience and classes they teach. Part (II) (included 8 items) which comprised teachers' needs for content knowledge. Part (III) (included 38 items), was developed to involve teacher professional knowledge and skills. The last part of the questionnaire, Part IV, was mainly developed to assess the teachers' attitudes towards teaching and in-service training and their preferences of the best methods for training. At the end of each field a space was left for the respondent to add ideas. The supervisors' questionnaire was mostly similar to the teachers' except some supervision-related differences.

With regards to the students' questionnaire, questions on their expectations of EFL teachers were grouped into 15 dimensions pertinent to the teachers' personal and professional aspects as well as the daily practice of teaching. The researcher used the Arabic version of this questionnaire to collect data from the students. It was translated into Arabic by the help of experts in Arabic language and teaching.

3.4.1.2. Administration of the Questionnaires

A written permission from the Director General of the Sector of General Education was required to conduct the questionnaires (See Appendix I-A). To address the sample participants, a complete explanation of the purpose of this study and its procedure were included in the questionnaires. Subjects were assured that their identities would be kept in the strictest confidence. They were also given enough time

to complete and return the questionnaires. However, many subjects needed several contacts to give their responses.

3.4.2. Classroom Observation

Many specialists in education express their concern about the big gap between theory and practice of teaching. It is also obvious for every practising teacher that there is a vast gulf between the ideal of teaching and the classroom reality. As argued, real teaching is different from the theoretical understanding which is taught in the educational institutions. Colaizzi (1978) views teaching as “contingent and situational in nature” and clarifies that hearing theoretical knowledge is different from practising teaching: “we had heard it all before, but this hearing was cognitive and abstract, intellectual theory, mere head-tips” (quoted in Olson and Osborne 1991:341).

Secondary classroom teaching of English in Yemen is characterised by traditional teaching: reading the text, translating new words into Arabic and answering some exercises and that is all. As a result, students’ level of English is very poor, which provoked heavy criticism of the teachers for having unsatisfactory level of language knowledge and/or teaching skills. Hence, this study is an attempt to do something to rescue English education in the secondary school level by diagnosing EFL teachers’ real needs to provide them with additional training.

Observation is another method used to collect data during need assessments and can yield meaningful results. In this study, classroom observation was a good technique employed to support the other instruments – the questionnaires and interviews – that were used to collect data regarding teachers’ needs for in-service training. O’Sullivan (2003:447) affirms that lesson observation is “particularly an effective method” for its access to the actual state of teachers and for its indication to “the areas in which teachers needed some training, areas that did not emerge from the

interviews". He adds that "I (O'Sullivan) argue that unless I had spent time in the classroom I couldn't have gained an accurate picture of teachers' actual state, and subsequently their training needs" (ibid: 443). Another benefit of attending English classes is that one can know the classroom reality and how the teaching and learning process is going on. On the other hand, the dependence on the teachers only to reveal their needs might give misleading answers. Moreover, teachers may not realise their needs for training since they think they are doing the best. O'Sullivan (2003) shares the same view of Wary (1989) that teachers might be do not know enough about the area they need to develop to enable them to analyse effectively their needs which results in poor articulation of needs. Nixon (1989) also states that it is difficult for teachers to think about those particular areas of their own practice where they feel least knowledgeable, skilled and competent.

Lesson observation can easily record the teaching behaviour which includes the nature of the interaction in the language classroom, teachers' knowledge and skills, and how effective their teaching is. Many issues about teachers can also be observed and registered such as their: personality and commitment to teach, appearance, lesson plan, fluency and other language skills, use of blackboard, methods of teaching, class control and rapport with students. Lesson observation is an actual experience that could add authenticity to the identification of teachers' needs since some teachers may not frankly disclose their felt needs of training. Henderson (1978:110) states that "questionnaires are of greatest value when used in combination with interviewing and / or participant observation".

For this study, an open checklist to fill in notes while observing EFL teacher's performance was used. Most of the teachers were observed twice. The observational data were compared with the teachers' responses to their questionnaire. In the process

of observation, notes were taken on how teachers conduct the lesson, their teaching abilities, lesson planning, lesson presentation, class management, knowledge of the language, time management, students' participation, rapport with students, teaching activities that were taking place in class etc. The first school from each district was selected according to the lists of secondary schools. A teacher was randomly selected to be observed. For this study, ten classrooms were observed in the urban areas and the other ten classrooms observed, belonged to the rural areas.

3.4.3. Interviews

Another important tool for this study was to conduct interviews with those who are in charge of running and organising in-service training courses for secondary school teachers of English. In this regard, interviews were held informally with 10 Ministry officials and coordinators of teacher training to elicit their views on the in-service training for teachers of English in Yemen. These interviews were mainly conducted to seek the availability of in-service teachers training programmes for secondary school teachers of English, history of training courses, the status of ELT in Yemen, level of EFL teachers and students in English and the need to set up further training for the teachers. Other questions were pertinent to the Ministry's plans to include secondary school teachers of English in the in-service training, and on what basis.

3.5. Analysis of the Data

With the help of many statisticians, the data collected on EFL teachers' need for training were coded and organised by the researcher to carry out the statistical analyses. Descriptive and inferential statistics were applied in analysing the responses by the use of SPSS programme (the statistical Package for the Social Studies). Frequency distribution and percentage were calculated for each item in the

questionnaires. Also, mean scores were used to determine the respondents' ratings of each item and to find out which items of the questionnaire represent the most prominent needs of the teachers. The analysis also helped to find out the teachers' degree of needs for each item using the number of occurrences as well as the percentage values of each occurrence. An independent-sample T-test and One-way (ANOVA) analysis were used to examine the mean scores for each category and item of the questionnaires. Moreover, Kruskal-Wallis Test was used to validate the One-way (ANOVA) Test. The respondent groups were included in examining the availability of significant differences between these various variables (groups) at the 0.05 level of significance.

3.6. Summary

To implement this study, unlike many previous research studies, a combination of tools i.e. three questionnaires for EFL teachers, their supervisors and students, along with classroom observation and interviews with in-service training officials and coordinators were used to collect data for the study. The questionnaires of the EFL teachers and their supervisors were used to investigate the teachers' real needs for training and the best methods they prefer to meet these needs. The teachers' needs for training in the content knowledge, and professional knowledge and skills were included in these two questionnaires; however, the teachers' questionnaire contained a special section on EFL teachers' attitudes towards teaching and in-service training. On the other hand, to measure the level of need for each category and item, a 5-point scale of need range beginning with high need to low need was used rather than a 5-scale of strongly agree to strongly disagree. The third questionnaire was used to explore students' expectations from their teachers of English.

This study surveyed a large number of participants from the two main cities of the country as well as several rural areas in 5 governorates around these cities. But, the total number of the participants who gave usable answers was 338 EFL teachers, 40 supervisors and 738 students. The interviews were mainly used to collect information from 10 Ministry officials about the availability of in-service training programmes for teachers and about their need for further training. In addition, the researcher attended 20 English classrooms to observe and examine the real needs of EFL teachers for in-service training. The surveys were piloted before applying the final version on the sample of the study in the cities of Sana'a and Aden as well as the rural areas around them.

CHAPTER FOUR

ANALYSIS of DATA AND PRESENTATION OF RESULTS

4.1. Introduction

The aims of the present study are 1) to explore EFL teachers' true needs for on-career training, 2) to determine how these needs are going to be met, and 3) to survey secondary school students' expectations of the teacher of English. The researcher used the instruments of questionnaires, interviews and classroom observation to collect the required data from EFL teachers, their supervisors, students and in-service training officials and coordinators. He coded and entered the collected data into the computer and calculated them using the SPSS computer programme.

The questionnaires were administered to the EFL teachers, their supervisors and students of the secondary schools in the two main cities of Sana'a and Aden as well as the rural areas around them. None of these teachers has attended any training course except those who are also teaching in the primary level. The total usable questionnaires returned were 1116: 338 of them were EFL teachers (169 and 43 were working in Sana'a and Aden urban areas, respectively, and 126 were working in the targeted rural areas), 40 were instructional supervisors (17 working in Sana'a and Aden urban areas and 23 working in rural areas), and the other 738 were students. The sample selection showed the following:

- Out of 378 members of the teachers' and supervisors' sample, 338 (89.4%) were EFL teachers and 40 (10.6%) were supervisors.
- Out of the teachers , 172 (51%) were males and 166 (49%) were females
- Out of the teachers, 212 (62%) were working in the urban areas and 126 (38%) were working in the rural areas

- Out of the teachers, 28 (8.3%) spent 16 plus years teaching; 63 (18.7%) have 11-16 years teaching experience; 157 (46.6%) have 6 to 10 years of experience; 90 (26.4%) have 1-5 years of experience
- Out of the teachers, 26 (7.7%) hold Diploma certificates; 244 (72.2) B. Ed degree holders; 32 (9.5%) hold B.A Arts; 34 (10.1%) hold B.A languages whereas only 2 of them (.6%) have M.A degree in education.
- Out of the teachers, 267 (79%) were prepared to be teachers of English whereas 71 (21%) were not educationally prepared.
- Out of 830 students, 738 (88.9%) of them returned usable questionnaires. Out of these 738 students 273(37%) were males and 465 (63%) were females; 395 (53.5%) belonged to urban areas and 343 (46.5%) belonged to rural areas.
- Ten officials and coordinators belong to the Teacher Training and Qualifying Sector in the Ministry of Education, were interviewed.
- The entire secondary school EFL teachers in Sana'a city were 362. But the actual working force is 323 teachers from which 195 teachers participated in the final study and returned 169 usable responses. Whereas almost 100 teachers participated in the pilot study. Many teachers were on leave or refused to answer the questionnaires. Twenty two teachers were working in villages near Sana'a city were considered rural areas teachers though theses villages administratively belong to the city.
- Aden city has 31 secondary school government schools which include 269 EFL working teachers. Among them, only 43 answered the questionnaires.
- Forty supervisors participated in the study.

SPSS descriptive techniques and statistical operations were used to analyse the collected data based on the type of statistical data to be elicited and on the research

questions: 1) Frequency distribution and percentage were used for the items and categories of the questionnaire, 2) other descriptive measures such as mean and standard deviation which were employed to show the required comparisons between the target groups, and 3) inferential statistics such as T-test, One-way (ANOVA) and Kruskal-Wallis Tests were used to compare and test the mean responses of the participants.

This chapter presents the results of the analysis of the data organised by the major areas of investigation: 1) teachers' needs for content knowledge, professional knowledge and skills, and attitudes, 2) methods of training, 3) students' expectations of their teachers, and 4) the results of classroom observation and interviews.

4.2. Presentation of the Results

The results of the study were organised in four sections:

- **Section 1** presents EFL teachers' needs and the degree of need for each item of in-service training as perceived by the teachers and their supervisors, and the difference between their perceptions. It also measures EFL teachers' attitudes towards teaching and in-service training.
- **Section 2** provides EFL teachers' perceptions of the level of need for the selected items of in-service training in terms of gender, work place, years of experience, educational background and qualifications.
- **Section 3** presents EFL teachers' and their supervisors' opinions on the methods they prefer for conducting the in-service training.
- **Section 4** provides students' expectations of EFL teachers.
- **Section 5** summarises the results of classroom observations and the results of the interviews with the Ministry's training officials.

Section 1: Perceptions of EFL Teachers and their Supervisors Regarding the Need and Degree of Need for each Item and category of In-service Training for EFL Teachers

This section presents the answers of three questions of the study which examine: 1) the need and degree of need for each item and category of in-service training for Yemeni EFL teachers in the secondary school stage as perceived by the teachers and their supervisors, 2) the differences between the EFL teachers' and the supervisors' perceptions in their ratings of the level of need of the selected categories and items of training, and 3) the attitudes of EFL teachers towards teaching and in-service training.

Table 4.1: Profile of EFL teachers and their supervisor		
Participants	No. of participants	%
English Language Teachers	338	89.4
Instructional Supervisors	40	10.6
Total	378	100.0

A- Content Knowledge

Table 4.2 below reports the means and standard deviations of the EFL teachers' and the supervisors' ratings of the teachers' needs for training in the "Content Knowledge" and the significance of the values resulted from the comparisons between the mean responses of the two groups (by using an analysis of variance). The following eight items are categorised under "Content Knowledge."

Table 4.2: Means of the teachers' and the supervisors' responses on the teachers' need for each item in the content knowledge in their training

Item	Work type	N	Mean	SD	Std. Error Mean	Sig
EFL teachers' need to improve their speaking skills	Teachers	338	3.43	1.15	.06	.001
	Supervisors	40	4.05	.88	.14	.000
EFL teachers' need to enrich their vocabulary	Teachers	338	3.44	1.09	.06	.063
	Supervisors	40	3.78	.89	.14	.033
EFL teachers' need to expand their grammar knowledge	Teachers	338	2.92	1.27	.07	.145
	Supervisors	40	3.23	.95	.15	.072
EFL teachers' need to develop their	Teachers	338	3.33	1.21	.07	.000

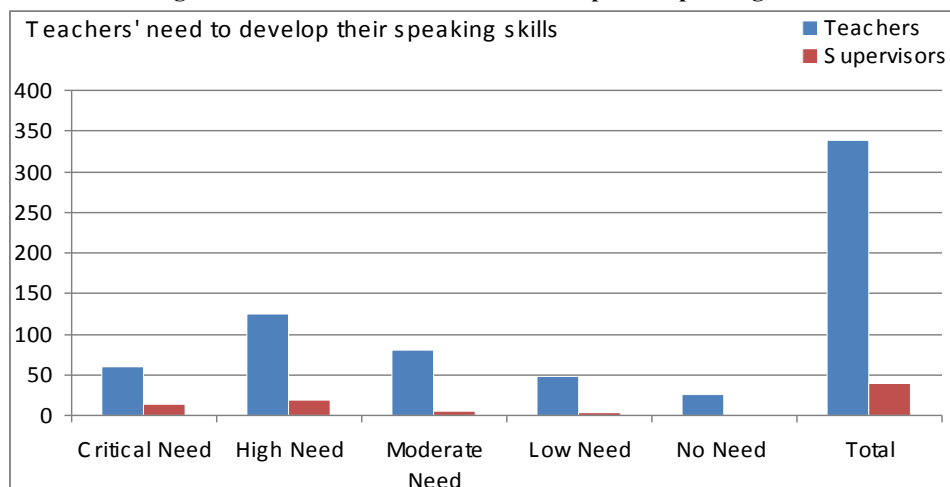
pronunciation of the language	Supervisors	40	4.08	.73	.12	.000
EFL teachers' need to develop their writing skills	Teachers	338	2.90	1.26	.07	.005
	Supervisors	40	3.48	.91	.14	.001
EFL teachers' need to develop their reading skills	Teachers	338	2.69	1.28	.07	.000
	Supervisors	40	3.58	.87	.14	.000
EFL teachers' need to develop their knowledge of English culture	Teachers	338	3.02	1.23	.07	.971
	Supervisors	40	3.03	.95	.15	.965
EFL teachers' need to develop their knowledge of English literature	Teachers	338	2.90	1.26	.07	.729
	Supervisors	40	2.83	1.03	.16	.689

1- EFL Teachers' Need to Improve their Speaking Skills

Speaking is regarded as the most important skill for English teaching. However, many teachers of English in our schools are not good at this skill. Therefore, there is an urgent need to have good teacher training modules which can develop their speaking skills and provide proficiency in the spoken aspect of English language. In this questionnaire, it was the first item and aimed to get information on EFL teachers' felt need to improve spoken language skills. See Table 4.3 below.

Table 4.3: EFL teachers' need to develop their speaking skills				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	25	7.4	.....	.....
Low need	48	14.2	3	7.5
Moderate	81	24.0	5	12.5
High	124	36.7	19	47.5
Critical	60	17.8	13	32.5
Total	338	100.0	40	100.0

Figure 4. 1: EFL teachers' need to develop their speaking skills



Of 338 EFL teachers surveyed, 17.8% rated their need to develop their spoken language as “Critical”, whereas the largest percentage (36.7%) gave rating of “High need” to this item. “Moderate need” was rated by 24%; “Low need” was the response of 14.2%. Only 7.4% of these teachers indicated that there was no need for further training in their speaking skills proficiency.

A difference in the statistical results of the supervisors’ perceptions on EFL teachers’ needs for training in their speaking skills was reported. “Critical need” to improve EFL teachers’ speaking skills was perceived by 32.5% of the supervisors. Similar to the teachers’ ratings, “High need” for more language competence was felt by the majority of the supervisors (47.5%). While only 12.5% of the supervisors’ answer indicated “Moderate need” and 7.5% selected “Low need.” At the same time, no supervisors checked “No need.”

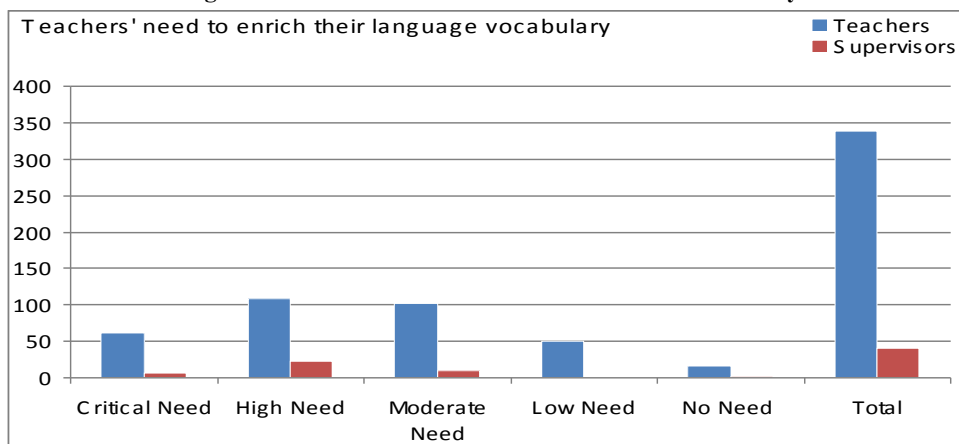
The mean score of the teachers on the need to improve their speaking skills was 3.43 with a standard deviation of 1.15, and the mean score of the supervisors was 4.05 with a standard deviation of .86. An analysis of variance used to compare these means gave a significance value of .000, which indicates the existence of a significant difference between the two means at the .05 level. (See Table 4.2: p.108). Figure 4.1 above presents, in graph, the comparison of the teachers’ and supervisors’ perceptions of the teachers’ needs for more training in English speaking.

2- EFL Teachers’ Need to Enrich their Vocabulary

As said, it is the power of word that matters in the learning of a language. Teachers of English are not away from the need to build and strengthen their language vocabulary knowledge. The information on EFL teachers’ need to enrich their vocabulary was produced by the second item of the questionnaire. See Table 4.4 below for the descriptive data.

Table 4.4: EFL teachers' need to enrich their vocabulary				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	16	4.8	2	5.0
Low need	50	14.8	....	....
Moderate need	102	30.2	9	22.5
High need	109	32.2	23	57.5
Critical need	61	18.0	6	15.0
Total	338	100.0	40	100.0

Figure 4.2: EFL teachers' need to enrich their vocabulary



The EFL teachers who felt “Critical need” for increasing their vocabulary were 18%, “High need” was felt by a majority of 32.2%, “Moderate need” by 30.2%, and “Low need” by 14.8%. “No need” received only 4.8%.

On the data given by the supervisors, 15% selected “Critical need,” and the majority (57.5%) picked “High need.” “Moderate need” was chosen by 22.5%, “Low need,” received no response and 5% selected “No need.”

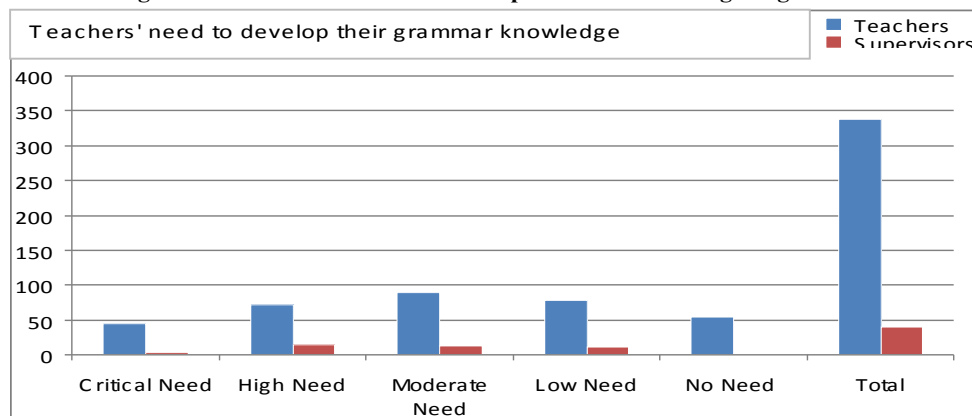
Statistics show the mean of the EFL teachers' responses on this area as 3.44 with a standard deviation of 1.09 and the supervisors' mean response as 3.78, with a standard deviation of .89 value. An analysis of variance used to compare the two means yielded a significance value of .063, which reveals that no significant difference existed between the two means at the .05 level. (See Table 4.2: p.108). Figure 4.2 above presents a comparison between EFL teachers' and their supervisors' perceptions of the teachers' needs for more English vocabulary.

3- EFL Teachers' Need to Improve their Knowledge of Grammar

EFL teachers still need to be aware of the various grammatical structures and language accuracy, but through meaningful contexts, not for the sake of grammar. They have to increase their practice of grammar. The information on the teachers' need to improve their knowledge of English grammar was provided the third questionnaire item. See Table 4.5 below for description of this data.

Table 4.5 : EFL teachers' need to expand their knowledge of grammar				
Level of Need	Teachers' No.	%	Supervisors' No.	%
No need	54	16.0	.....	.....
Low need	78	23.1	11	27.5
Moderate need	90	26.6	12	30.0
High need	72	21.3	14	35.0
Critical need	44	13.0	3	7.5
Total	338	100.0	40	100.0

Figure 4. 3: EFL teachers' need to expand their knowledge of grammar



A "Critical need" response was elicited from 13% of the EFL teachers surveyed, and 21.3% felt "High need" to be acquainted more with grammar. However, "Moderate need" was felt by the majority (26.6%) of the teachers, 23.1% showed "Low need," and 16% selected "No need" choice.

On this area, only 7.5% of the supervisors perceived "Critical need," as the majority (35 %) picked "High need". Thirty percent (30%) selected "Moderate need,"

27.5% had “Low need,” and none of the supervisors selected “No need” to include knowledge of grammar in the training of teachers.

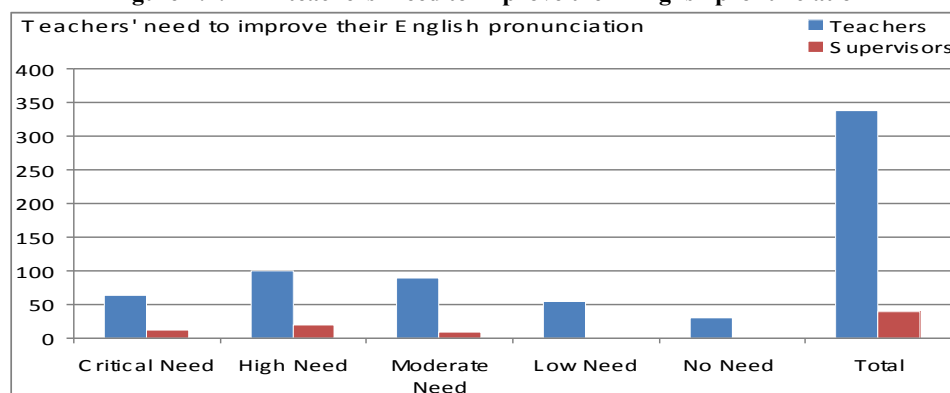
The mean score by the EFL teachers on this area was 2.92 with a standard deviation of 1.27, and the supervisors’ mean score was 3.23 and .95 was the standard deviation. Using analysis of variance to compare these two means, a value of .145 indicates that no significant difference at the level of .05 was existed. (See Table 4.2: p.108). Figure 4.3 above displays in graph a comparison between the perceptions of the two groups on EFL teachers’ need to have more knowledge of grammar.

4- EFL Teachers’ Need to Improve their English Pronunciation

It is difficult to communicate information without elegant pronunciation. Pronunciation gives meaning to the spoken language. Hence, EFL teachers should be given intense practice in articulation of sounds, stress and intonation to pronounce English properly. Questionnaire item number four provides data on EFL teachers’ need to improve “Pronunciation Patterns”. See Table 4.6 below.

Table 4.6 : EFL teachers’ need to improve their English pronunciation				
Level of Need	Teachers’ No.	%	Supervisors’ No.	%
No need	30	8.9	...	...
Low need	55	16.3	...	...
Moderate need	90	26.6	9	22.5
High need	100	29.6	19	47.5
Critical need	63	18.6	12	30.0
Total	338	100.0	40	100.0

Figure 4.4: EFL teachers’ need to improve their English pronunciation



Among the EFL teachers surveyed, 18.6% gave a response of “Critical need” to their need for training in pronunciation and 29.6% demonstrated “High need” response. A rating of 26.6% ticked “Moderate need” to;” Low need” was felt by 16% and only 8.9% decided that “No need” for further training in this area.

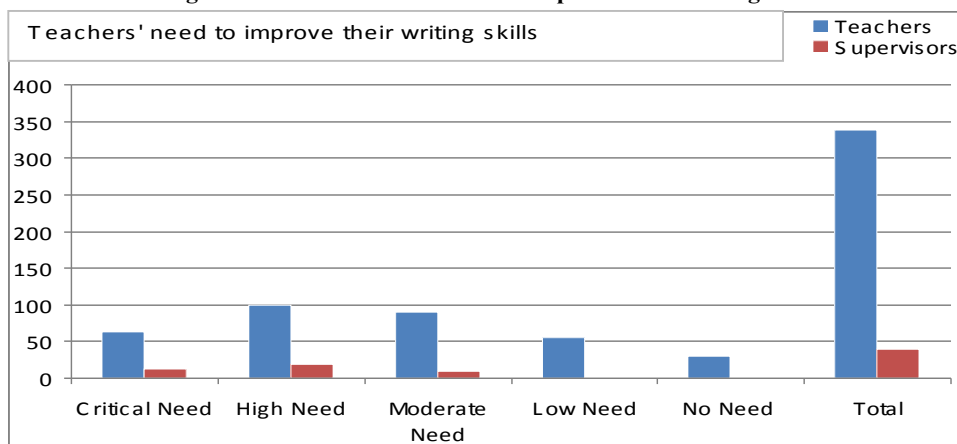
The supervisors’ responses revealed that 30% rated “Critical need” to develop EFL teachers’ pronunciation. A majority of 47.5% chose “High need” and 22.5% chose “Moderate need.” However, “Low need” and “No need” received no responses.

The mean response received from the teachers on this area was revealed to be 3.33, with a standard deviation of 1.21, while the mean rating by the supervisors was 4.08 and .73 was the standard deviation. The analysis of variance used gave a significance value of .000, which denotes that a significant difference between the two means was found at the .05 level. (See Table 4.2: p.108). Figure 4.4 above gives data in graph about the perceptions of EFL teachers and their supervisors on the teachers’ needs to improve their pronunciation.

5- EFL Teachers’ Need to Improve their Writing Skills

Writing is a very central productive skill that reflects our knowledge and personality. The fifth questionnaire item generated the information on EFL teachers’ need to improve their writing skills. Table 4.7 below describes this data.

Table 4.7: EFL teachers’ need to improve their writing skills				
Level of Need	Teachers’ No.	%	Supervisors’ No.	%
No need	57	16.9	2	5.0
Low need	77	22.8	2	5.0
Moderate need	87	25.7	14	35.0
High need	77	22.8	19	47.5
Critical need	40	11.8	3	7.5
Total	338	100.0	40	100.0

Figure 4.5: EFL teachers' need to improve their writing skills

EFL teachers' need for more training in writing was given a rating of "Critical need" from 11.8% of the teachers, "High need" from 22.8%, "Moderate need" from the majority (25.7%), "Low need" from 22.8% and "No need" from 16.9%.

The data on the supervisors' responses indicated that only 7.5% perceived EFL teachers' need to improve their writing abilities as critical. A majority of them (47.5%) selected "High need," and 35% "Moderate need," while both "Low need" and "No need" received only 5% responses.

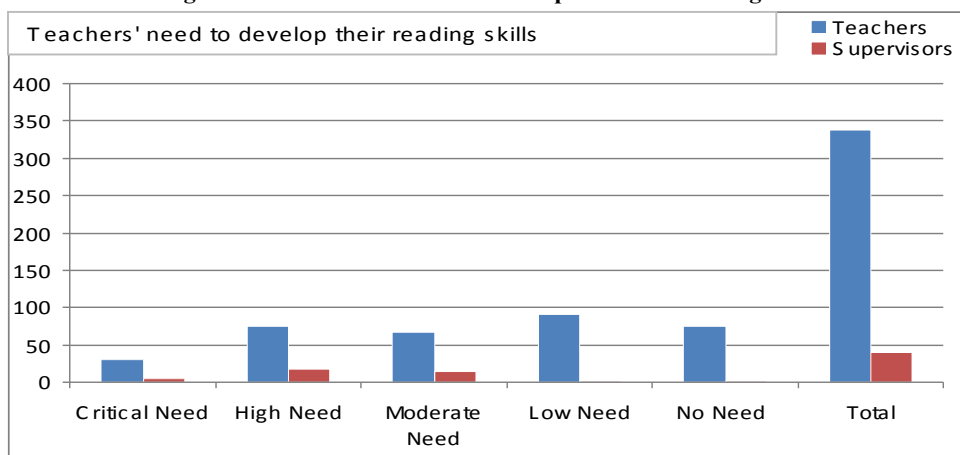
The mean of the EFL teachers' responses on this area was 2.90 with a standard deviation of 1.26, while the supervisors' was 3.48 with a standard deviation of .91. The analysis of variance gave a value of .005, which denotes that a significant difference was found between the two means at the .05 level. (See Table 4.2: p.108). The graph in Figure 4.5 above displays the opinions of the two groups on the teachers' need for more training in the writing skills.

6- EFL Teachers' Need to Improve their Reading Skills

Reading is the other receptive skill that will improve trainees' reading ability and enhance their vocabulary. The information on EFL teachers' need to develop their reading skills was shown by the sixth item of the questionnaire. Table 4.8 below presents this data.

Table 4.8: EFL teachers' need to improve their reading skills				
Level of Need	Teachers' No.	%	Supervisors' No.	%
No need	75	22.2	1	2.5
Low need	91	26.9	2	5.0
Moderate need	67	19.8	15	37.5
High need	75	22.2	17	42.5
Critical need	30	8.9	5	12.5
Total	338	100.0	40	100.0

Figure 4.6: EFL teachers' need to improve their reading skills



“Critical need” for more training in the reading skills was felt by 8.9% of the teachers, “High need” by 22.2%, “Moderate need” by 19.8%, “Low need” by 26.9%, and “No need” received 22.2% responses.

On the supervisors' data, 12.5% indicated “Critical need,” 42.5% chose “High need,” and “Moderate need” was selected by 37.5%. Only 5% chose “Low need” and 2.5% selected “No need” response to improve EFL teachers' reading skills.

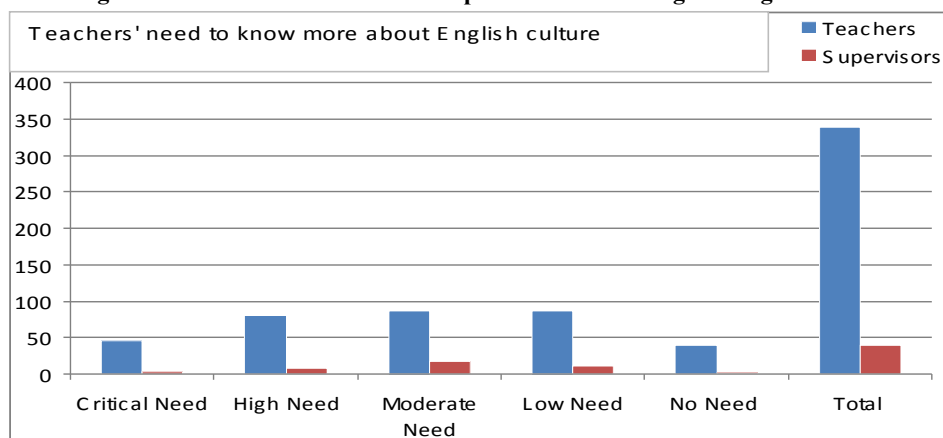
Statistics show that EFL teachers' mean response on this skill was 2.27 with a standard deviation of 1.28. The mean response received from the supervisors was 3.58, with a standard deviation of .87. The analysis of variance used to compare the two means yielded a value of .000, which indicates the existence of a significant difference between the two mean scores at the .05 level. (See Table 4.2: p.108). Figure 4.6 above compares between the perceptions of the teachers and their supervisors on EFL teachers' need for in-service training in the reading skills.

7- EFL Teachers' Need to expand their Knowledge of English Culture

When studying a foreign language, we should keep in mind the intertwined relationship between language and culture and the role of language in figuring out the nature of another people. Language, according to many linguists, is a social phenomenon employed by the speakers to interact and communicate in certain context of situation and context of culture. Concerning EFL teachers' need to improve their knowledge of English culture, questionnaire item number seven was used to infer this data. Table 4.9 below presents the data pertinent to this item.

Table 4.9: EFL teachers' need to expand their knowledge of English culture				
Level of Need	Teachers' No.	%	Supervisors' No.	%
No need	40	11.8	1	2.5
Low need	86	25.4	11	27.5
Moderate need	86	25.4	17	42.5
High need	80	23.7	8	20.0
Critical need	46	13.6	3	7.5
Total	338	100.0	40	100.0

Figure 4.7: EFL teachers' need to expand their knowledge of English culture



A rating of 13.6% of the EFL teachers felt their critical need to know more about the culture of native speakers of English. "High need" was felt by 23.7% and a larger rating of 25.4% felt "Moderate need" and another 25.4% felt "Low need." "No need" was checked by 11.9% of the teachers.

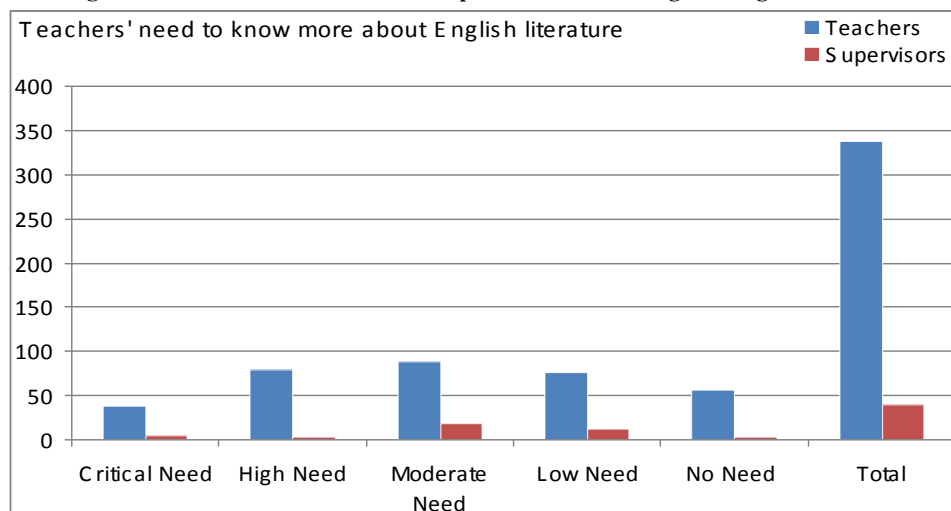
According to the supervisors, the need to include language culture in the in-service training of EFL teachers was pronounced as critical by 7.5%, “High need” by 20%, “Moderate need” by 42.5%, “Low need” by 27.5% and only 2.5 selected “No need” choice.

The mean score of the EFL teachers’ responses on their need to increase knowledge of language culture in the in-service training programme was 3.59, with a standard deviation of 908. The supervisors’ mean score on the same area was 3.02, with a standard deviation of 1.23. The analysis of variance used to compare these two means indicates a significance value of .971, which shows no significant difference at the .05 level. (See Table 4.2: p.108). Figure 4.7 above displays the perceptions of the two groups to expand EFL teachers’ knowledge of English culture.

8- EFL Teachers’ Need to expand their Knowledge of English Literature

The literature of a language adds flavour to learning that language; so far English is concerned, it is an important instrument to use English literature to instil in students love and pleasure of English. The eighth item of the questionnaire provided information on EFL teachers’ need to increase their knowledge of English literature. See Table 4.10 below.

Table 4.10: EFL teachers’ need to expand their knowledge of English literature				
Level of Need	Teachers’ No.	%	Supervisors’ No.	%
No need	57	16.9	3	7.5
Low need	76	22.5	12	30.0
Moderate need	88	26.0	18	45.0
High need	79	23.4	3	7.5
Critical need	38	11.2	4	10.0
Total	338	100.0	40	100.0

Figure 4. 8: EFL teachers' need to expand their knowledge of English literature

“Critical need” for more training in the English literature was judged by 11.2% of the EFL teachers surveyed. Twenty three and four-tenth percent (23.4%) responded “High need,” 26% responded “Moderate need,” and 22.5% gave their responses to “Low need.” “No need” was indicated by 16.9% of the teachers.

The supervisors’ response to the same item indicates that only 10% checked “Critical need” for involving English literature in the teachers’ training. Fewer respondents, 7.5%, felt “High need,” while 45% gave responses to “Moderate need.” “Low need” was chosen by 30% and only 7.5% selected “No need” choice.

Of the given data, the mean response of the EFL teachers on this area was 2.90, with a standard deviation of 1.23. The supervisors’ mean rating was 2.83, with a standard deviation of 1.03. The analysis of variance technique employed to analyse the difference between the mean ratings of the two groups gave a value of .729, which shows that no significant difference was found at the .05 level. (See Table 4.2: p.108). Figure 4.8 above summaries a comparison between the teachers’ and the supervisors’ perceptions on EFL teachers’ need to acquire more knowledge of English literature.

Table 4.11: Teachers' responses on the level of their needs for training in the content knowledge

EFL teachers' perceptions of their level of need to improve their knowledge of:

Item	Critical Need		High Need		Moderate Need		Low Need		No Need	
	No	%	No	%	No	%	No	%	No	%
1. speak skills	60	17.8	124	36.7	81	24.0	48	14.2	25	7.4
2. vocabulary	61	18	109	32.2	102	30.2	50	14.8	16	4.7
3. grammar	44	13	72	21.3	90	26.6	78	23.1	54	16.0
4. pronunciation	63	18.6	100	29.6	90	26.6	55	16.3	30	8.9
5. writing skills	40	11.8	77	22.8	87	25.7	77	22.8	57	16.9
6. reading skills	30	8.9	75	22.2	67	19.8	91	26.9	75	22.2
7. English culture	46	13.6	80	23.7	86	25.4	86	25.4	40	11.8
8. English literature	38	11.2	79	23.4	88	26	76	22.5	57	16.9

Table 4.12: Supervisors' responses on the level of EFL teachers' need for training in the content knowledge

Supervisors' perceptions of EFL teachers' level of need to improve their knowledge of:

Item	Critical Need		High Need		Moderate Need		Low Need		No Need	
	No	%	No	%	No	%	No	%	No	%
1. speaking skills	13	32.5	19	47.5	5	12.5	3	7.5	-	-
2. vocabulary	6	15	23	57.5	9	22.5		-	2	5
3. grammar	3	7.5	14	35	12	30	11	27.5	-	-
4. pronunciation	12	30	19	47.5	9	22.5	-	-	-	-
5. writing skills	3	7.5	19	47.5	14	35	2	5	2	5
6. reading skills	5	12.5	17	42.5	15	37.5	2	5	1	2.5
7. English culture	3	7.5	8	20	17	42.5	11	27.5	1	2.5
8. English literature	4	10	3	7.5	18	45	12	30	3	7.5

EFL Teachers' Need for Total Content Knowledge

Table 4.13: EFL teachers' and their supervisors' perceptions on total Content Knowledge

Teachers' selection of the items				Supervisors' selection of the items			
Item	N	Mean	SD	Item	N	Mean	SD
EFL teachers' need to enrich their vocabulary	338	3.44	1.09	EFL teachers' need to develop their pronunciation	40	4.08	.73
EFL teachers' need to develop their speaking skill	338	3.43	1.15	EFL teachers' need to develop their speaking skill	40	4.05	.88
EFL teachers' need to develop their pronunciation	338	3.33	1.21	EFL teachers' need to enrich their vocabulary	40	3.78	.89
EFL teachers' need to develop their knowledge of English culture	338	3.02	1.23	EFL teachers' need to develop their reading skills	40	3.58	.87
EFL teachers' need to develop their knowledge of grammar	338	2.92	1.27	EFL teachers' need to develop their writing skills	40	3.48	.91
EFL teachers' need to develop their writing skills	338	2.90	1.26	EFL teachers' need to develop their knowledge of grammar	40	3.23	.95
EFL teachers' need to develop their knowledge of E. literature	338	2.90	1.26	EFL teachers' need to develop their knowledge of English culture	40	3.03	.95
EFL teachers' need to develop their reading skills	338	2.69	1.28	EFL teachers' need to develop their knowledge of E. literature	40	2.83	1.03
Total N	338	3.08	1.23	Total N	40	3.50	.87

Table 4.14: Means of the teachers' and the supervisors' responses on total Content Knowledge

Variable	Mean	Std. Deviation
EFL Teachers	3.08	.27
Supervisors	3.51	.49
Total	3.29	.44

Table 4. 14: Significant differences between the means of the teachers' and the supervisors' responses on total content knowledge

Statement			Sum of Squares	df	Mean Square	F	Sig.
Total Content Knowledge	Between Groups	(Combined)	.801	1	.801	5.198	.039
	Within Groups		2.157	14	.154		
	Total		2.958	15			

Table 4.16: Rankings of the teachers' and the supervisors' mean scores on total content knowledge

Category	Variable	No. of Items	Mean Rank
Total Content Knowledge	EFL Teachers	8	6.19
	Supervisors	8	10.81
	Total	16	

Table 4.13 above presents the mean responses of the EFL teachers' and their supervisors' perceptions on the EFL teachers' needs for more training in the given

“Content Knowledge items.” The means resulted from the analysis of the EFL teachers’ responses on the items of “Content Knowledge” were ranked from high to low: their need to enrich their vocabulary, their need to improve their speaking skills, their need to improve language pronunciation patterns, their need to expand their knowledge of English culture, their need to improve their knowledge of grammar, their need to develop their writing skills, their need to expand knowledge of English literature and their need to develop their reading skills. Whereas, the supervisors’ mean responses on the EFL teachers’ needs for in-service training in the overall “Content Knowledge” were ranked from high to low: their need to improve language pronunciation patterns, their need to improve their speaking skills, their need to enrich their vocabulary, their need to develop their reading skills, their need to improve their writing skills, their need to develop their knowledge of grammar, their need to expand their knowledge of English culture, and their need to expand their knowledge of English literature.

Table 4.2 also shows that the mean responses of EFL teachers on the “Content Knowledge” included four mean responses ranged between 3.44 to 3.02 (their need to enrich their vocabulary, their need to develop their speaking skills, their need to develop their pronunciation, and their need to develop their knowledge of English culture), respectively, which are considered in the “High” level of need. The other four items ranged from 2.92 to 2.69, which are considered in the “Moderate” level of need. Of the supervisors, the mean scores of their responses on the “Content Knowledge” ranged from 4.08 to 2.83. These means included two of the highest means of the statements of the two questionnaires and were considered in the “Critical” level of need: teachers’ need to develop language pronunciation and teachers’ need to develop their speaking skills. Looking at the mean responses of both

the EFL teachers and their supervisors, it was obvious that the supervisors' mean ratings of seven items (teachers' need to improve language pronunciation patterns, teachers' need to improve their speaking skills, teachers' need to enrich their vocabulary, teachers' need to develop their reading skills, teachers' need to improve their writing skills, teachers' need to develop their knowledge of grammar and teachers' need to expand their knowledge of English culture) on the "Content Knowledge" category were higher than the teachers', which indicates that the supervisors gave more importance than the teachers for the EFL teachers' need for training on those items. However, the remaining item (teachers' need to expand their knowledge of English literature) was the only one which received higher mean rating from the teachers (i.e. 2.90), than that of the supervisors (i.e. 2.83).

The results of data analysis also indicated that EFL teachers ranked their need to enrich their vocabulary their first priority for their in-service education as compared with the supervisors, who ranked the teachers' need to develop their pronunciation as first. The EFL teachers also ranked these items: their need to develop their speaking skill, their need to develop their pronunciation, and their need to develop their knowledge of English culture as their next three top priorities (after their 1st priority mentioned above) for in-service education on the "Content Knowledge." However, the supervisors ranked EFL teachers' need to develop their speaking skill, their need to enrich their vocabulary, and their need to develop their reading skills as their next three top priorities (after their 1st priority mentioned above) on the "Content Knowledge." It was also evident that the EFL teachers and their supervisors agreed on the teachers' need for training to develop their speaking skill to be the second item in the training of EFL teachers on the "Content Knowledge." See Table 4.2 above.

The findings also indicated that almost 80% of the supervisors distributed “High need” and “Critical need” ratings for EFL teachers’ need to develop their speaking skills. Similar ratings (80%) of the supervisors gave “High need” and “Moderate need” to EFL teachers’ need to increase their vocabulary. In addition, 82.5% of the supervisors gave “High need” and “Moderate need” ratings to EFL teachers’ need to develop their skills of writing. Eighty percent of the supervisors also gave “High need” and “Moderate need” ratings to EFL teachers’ need to develop their reading skills. Seventy seven and half percent (77.5%) of the supervisors gave “High need” and “Moderate need” ratings to EFL teachers’ need to develop their language pronunciation. Less percentage of the supervisors (65%) gave “High need” and “Moderate need” ratings to EFL teachers’ need to improve their knowledge of grammar. Less percentage of the supervisors (70% to 77%) gave “Moderate need” and “Low need” ratings, respectively, to the teachers’ need to increase their knowledge of English literature and English culture. See Table 4.12 above.

However, the results indicated that between 56% and 61% of the teachers participated in this study gave rating of “High” and “Moderate” for EFL teachers’ need for training in the following three items on the “Content Knowledge”: their need to develop their speaking skills, their need to increase their vocabulary and their need to improve their pronunciation. Whereas, EFL teachers’ need for to improve their knowledge of English culture, their knowledge of grammar received responses from almost 50% of the teachers surveyed as “Moderate need” and “Low need” rankings. It was also noticed that no item received critical need from the majority of the teachers on the “Content Knowledge,” whereas two items of this category received critical value from a majority of the supervisors in: the teachers’ need for training in speaking skills (32.5%) and the teachers’ need for training in language pronunciation (30%).

These two items, however, were given low need choice from the EFL teachers (17.8% and 18.6 %), respectively. See Table 4.11 and Table 4.12 above for more details.

Both the EFL teachers and the supervisors revealed that the teachers' need for more knowledge of English culture and English literature were less necessary to EFL teachers' training than the other six items. Only 37.3% of the EFL teachers gave a combined response of "High need" and "Critical need" on the teachers' need for more knowledge of English culture against 27.5% of the supervisors felt "High need" or "Critical need" to the same area. The mean responses received from the teachers and the supervisors on this item were almost similar i.e. 3.02 and 3.03, respectively.

On EFL teachers' need to know more about English literature, only 34.6% of the teachers gave their ratings to "High need" and "Critical need" in combination. A majority of them, 26%, responded to "Moderate need" on this item. Only 17.5% of the supervisors felt that EFL teachers had "High need" and/or "Critical need," and 45% felt the need as "Moderate" for this item. The mean ratings on knowledge about English for both the teachers and the supervisors were lower than any other item in the "Content Knowledge." In this regard, the EFL teachers and their supervisors seemingly agreed that the least need on the "Content Knowledge" was teachers' need for more knowledge about English literature and the greatest need was for the speaking skills.

The findings also indicated that there were significant differences at the .05 level of significance between the mean ratings of the EFL teachers and those of the supervisors on the "Content Knowledge" in the following four items: the teachers' need to develop their speaking skills, the teachers' need to develop their language pronunciation, the teachers' need to develop their writing skills and the teachers' need to develop their reading skills. The supervisors' mean ratings of these items were

higher than those of the teachers, which indicate that the supervisors gave more importance to include them in their supposed training. See Table 4.2 above.

With regards to the whole category of “Content Knowledge,” Table 4.14 above indicates that the overall mean rating which was resulted from the analysis of the EFL teachers’ responses on the “Content Knowledge” was 3.08 with a standard deviation of .27. The supervisors’ mean rating on the same category was 3.51 and .49 was the standard deviation. An analysis of variance was used to analyse the difference between the two mean ratings. A significance value of .039, which indicates the existence of a significant difference between the two means at the .05 level (See Table 4.15 above). Applying Kruskal-Wallis Test technique, it was obvious that the mean rating of the supervisors (i.e. 10.81), was higher than that of the teachers’ (i.e. 6.19). These results explain that the supervisors gave more importance than the teachers to include the whole category of “Content Knowledge” in the in-service training of secondary school EFL teachers in Yemen. See Table 4.16 above.

To sum up, all these findings substantiate the view that secondary school EFL teachers in Yemen need training while in-service. This was clear from the ranking of mean responses of the EFL teachers and the supervisors surveyed over the teachers’ needs on the “Content Knowledge”. The results provide useful information to include this category in setting up in-service training programme for teachers of English.

B - Professional Knowledge and Skills

Table 4.17 below reports the means and standard deviations of the teachers’ and the supervisors’ ratings of EFL teachers’ needs for training in the professional knowledge and skills. An analysis of variance was used to compare between the mean responses of the two groups giving the significance values for each item.

Table 4.15: Mean responses of the EFL teachers and their supervisors regarding the teachers' needs for the suggested items of the professional knowledge and skills

Item	Work type	N	Mean	SD	Std. Error Mean	Sig.
EFL teachers' need to develop their listening methods	Teachers	338	3.52	1.08	.06	.047
	Supervisors	40	3.88	.88	.14	.023
EFL teachers' need to develop speaking methods	Teachers	338	3.46	1.12	.06	.008
	Supervisors	40	3.95	.81	.13	.001
EFL teachers' need to develop reading methods	Teachers	338	3.01	1.16	.06	.000
	Supervisors	40	3.83	.90	.14	.000
EFL teachers' need to develop writing methods	Teachers	338	3.20	1.18	.06	.000
	Supervisors	40	3.93	.80	.13	.000
EFL teachers' need for knowledge of language acquisition	Teachers	338	3.05	1.16	.06	.014
	Supervisors	40	3.53	1.04	.16	.009
EFL teachers' need for new ideas of research in the field of education	Teachers	338	3.36	1.16	.06	.162
	Supervisors	40	3.63	1.05	.17	.136
EFL teachers' need for knowledge of teaching aids and technology	Teachers	338	3.34	1.17	.06	.002
	Supervisors	40	3.95	.93	.15	.000
EFL teachers' need for knowledge of lesson planning	Teachers	338	2.83	1.25	.07	.000
	Supervisors	40	3.85	.70	.11	.000
EFL teachers' need for knowledge of task organisation	Teachers	338	2.92	1.09	.06	.000
	Supervisors	40	3.78	.89	.14	.000
EFL teachers' need to know about solving own problems	Teachers	338	2.95	1.28	.07	.000
	Supervisors	40	3.70	.85	.13	.000
EFL teachers' need to know how to teach vocabulary	Teachers	338	2.67	1.20	.07	.000
	Supervisors	40	3.68	1.05	.17	.000
EFL teachers' need to know how to teach grammar	Teachers	338	2.66	1.27	.07	.002
	Supervisors	40	3.33	1.12	.18	.001
EFL teachers' need to know how to motivate students	Teachers	338	3.22	1.23	.07	.000
	Supervisors	40	4.15	.83	.13	.000
EFL teachers' need to know how to assess students' achievement	Teachers	338	2.95	1.12	.06	.000
	Supervisors	40	3.78	.80	.13	.000
EFL teachers' need for knowledge of special teaching skills	Teachers	338	3.13	1.14	.06	.002
	Supervisors	40	3.70	.85	.13	.000
EFL teachers' need to know how to manage classroom activities	Teachers	338	2.92	1.22	.07	.002
	Supervisors	40	3.55	.85	.13	.000
EFL teachers' need for knowledge of using blackboard	Teachers	338	2.08	1.22	.07	.000
	Supervisors	40	3.03	1.10	.17	.000
EFL teachers' need for knowledge of preparing working class atmosphere	Teachers	338	2.63	1.18	.06	.000
	Supervisors	40	3.73	.96	.15	.000
EFL teachers' need to know how to evaluate the teaching objectives	Teachers	338	2.87	1.07	.06	.000
	Supervisors	40	3.68	.89	.14	.000
EFL teachers' need to know how to involve students in learning	Teachers	338	3.06	1.11	.06	.000
	Supervisors	40	3.78	.80	.17	.000
EFL teachers' need to know how to add supplementary materials	Teachers	338	3.12	1.11	.06	.028
	Supervisors	40	3.53	.93	.15	.014
EFL teachers' need to know how to	Teachers	338	3.36	1.09	.06	.003

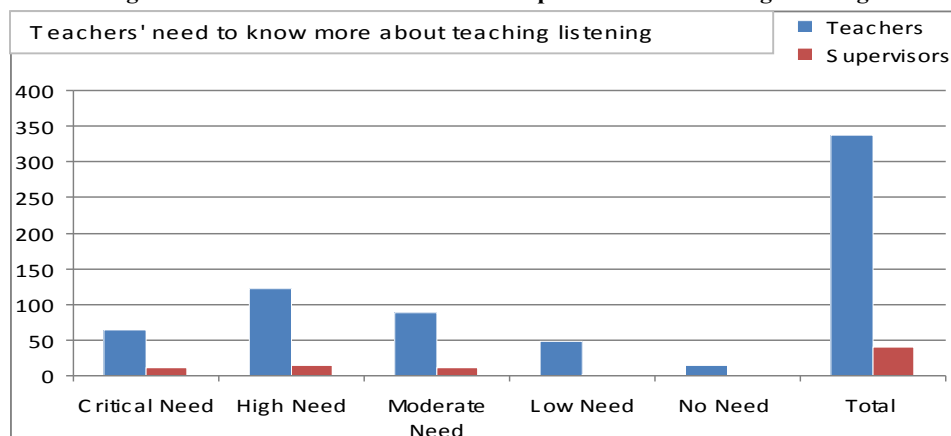
help students face learning difficulties	Supervisors	40	3.90	.98	.16	.002
EFL teachers' need to know how to consider students' needs	Teachers	338	3.20	1.13	.06	.005
	Supervisors	40	3.73	1.11	.18	.006
EFL teachers' need for knowledge of time management	Teachers	338	2.74	1.20	.07	.000
	Supervisors	40	3.55	.85	.13	.000
EFL teachers' need to know how to keep students attention	Teachers	338	2.47	1.35	.07	.000
	Supervisors	40	3.68	1.12	.18	.000
EFL teachers' need to know about lesson presentation	Teachers	338	2.32	1.32	.07	.000
	Supervisors	40	3.65	1.19	.19	.000
EFL teachers' need for knowledge of using examples and drawings	Teachers	338	2.23	1.32	.07	.000
	Supervisors	40	3.33	1.38	.21	.000
EFL teachers' need to know how to manage students' behaviour	Teachers	338	2.36	1.41	.08	.000
	Supervisors	40	3.73	1.13	.18	.000
EFL teachers' need to know how to teach large classes	Teachers	338	3.03	1.39	.08	.000
	Supervisors	40	4.25	.78	.12	.000
EFL teachers' need to know how to teach students of mixed levels	Teachers	338	2.88	1.36	.07	.002
	Supervisors	40	3.55	1.38	.21	.003
EFL teachers' need for knowledge of requesting and ordering	Teachers	338	2.31	1.30	.07	.004
	Supervisors	40	2.93	1.14	.18	.002
EFL teachers' need for knowledge of asking questions	Teachers	338	2.16	1.29	.07	.000
	Supervisors	40	3.13	1.04	.16	.000
EFL teachers' need for knowledge of praising and reinforcing	Teachers	338	2.26	1.25	.07	.000
	Supervisors	40	3.65	1.08	.17	.000
EFL teachers' need for knowledge of giving instructions	Teachers	338	2.26	1.25	.07	.000
	Supervisors	40	3.35	1.21	.19	.000
EFL teachers' need to know more about giving and refusing permissions	Teachers	338	1.98	1.15	.06	.001
	Supervisors	40	2.65	1.23	.19	.002
EFL teachers' need for knowledge of warning and advising	Teachers	338	2.18	1.25	.07	.003
	Supervisors	40	2.80	1.07	.17	.001
EFL teachers' need for knowledge of giving reasons	Teachers	338	2.27	1.28	.07	.001
	Supervisors	40	3.00	1.11	.18	.000
EFL teachers' need for knowledge of correcting errors	Teachers	338	2.51	1.30	.07	.000
	Supervisors	40	3.65	1.19	.19	.000

9- EFL Teachers' Need to Improve Methods of Teaching Listening

The importance of listening is beyond questioning. Through listening a person receives the language, thinks it over and then converses. This is the ninth questionnaire item used to obtain the EFL teachers' and their supervisors' opinions on EFL teachers' need for training in the methods for teaching listening skills as one of the most critical skills in language learning. See Table 4.18 below for the descriptive data.

Table 4.16 : EFL teachers' need to develop methods of teaching listening				
Scale or level of need	Teachers' No.	%	Supervisors' No.	%
No need	14	4.1	.....	.....
Low need	48	14.2	2	5.0
Moderate need	89	26.3	12	30.0
High need	122	36.1	15	37.5
Critical need	65	19.2	11	27.5
Total	338	100.0	40	100.0

Figure 4.9: EFL teachers' need to develop methods of teaching listening



“Critical need” response was selected by 19.2% and “High need” was chosen by the majority of 36.1% of the EFL teachers to improve their methods of teaching listening. More than quarter (26.3%) of the teachers felt “Moderate need” and “Low need” was the response of 14.2%, whereas only 4.1% gave ratings of “No need.”

Of the supervisors, 27.5% perceived EFL teachers' need for more training in methods of teaching listening as critical. “High need” was rated by a majority of 37.5% and “Moderate need” by 30%. Only 5% responded “Low need,” and no single supervisor gave response to “No need.”

Based on the analysis of the data, the EFL teachers' mean response was 3.52 with a standard deviation of 1.08. On the same area, the supervisors' mean rating was 3.88 with a standard deviation of .89. The analysis of variance gave a value of .047, which indicates that the difference between the mean responses of the two groups was significant at the .05 level. (See Table 4.17: p.127). Figure 4.9 above compares

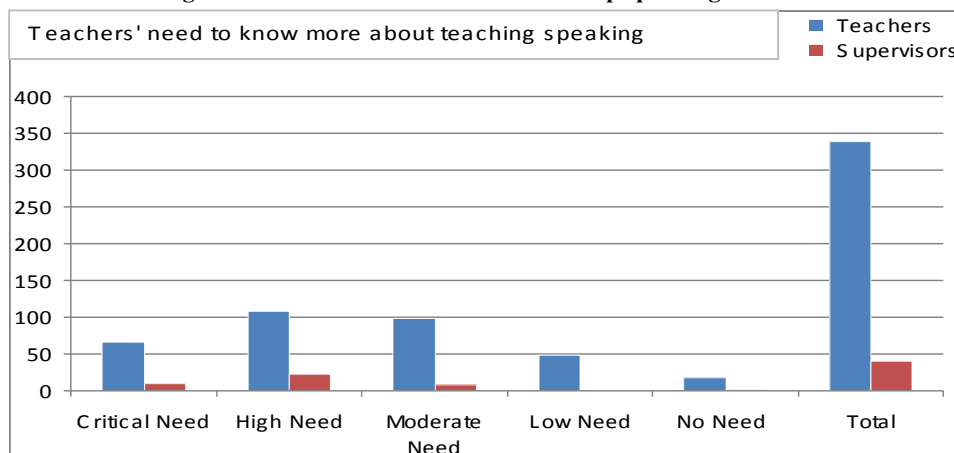
between the perceptions of the EFL teachers and their supervisors on the teachers' need for retraining in the methods for teaching listening.

10- EFL Teachers' Need to Improve Methods of Teaching Speaking

Speaking is the actual practice of a language. The first aim of teaching a language is to enable the learners to communicate in that language. However, when speaking is not given proper interest, the effort to teach or learn the language fails. The information on EFL teachers' in-service need to improve their ability to teach the skills of speaking is surveyed by the tenth questionnaire item. See Table 4.19 below.

Table 4.17 : EFL teachers' need to develop methods of teaching speaking				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	18	5.3	1	2.5
Low need	48	14.2	.....	.....
Moderate need	98	29.0	8	20
High need	108	32.0	22	55
Critical need	66	19.5	9	22.5
Total	338	100.0	40	100.0

Figure 4.10: EFL teachers' need to develop speaking methods



Based on the collected data, 19.5% of the EFL teachers checked “Critical need” option to express their need learn more about methods of teaching speaking. A rating of “High need” was ticked by 32% and “Moderate need,” by 29%. “Low need,” was the response of 14.2%; and only 5.3% selected “No need.”

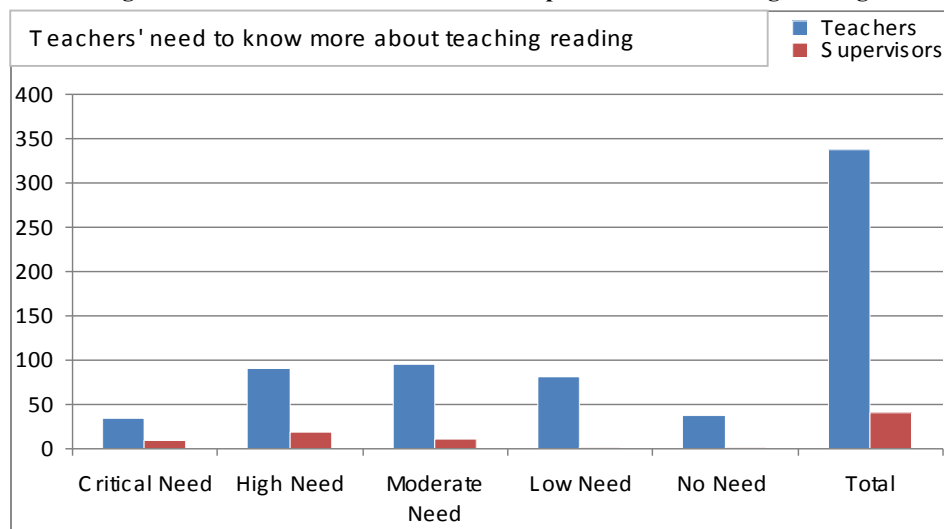
“Critical need” was the response of 22.5% of the supervisors surveyed for EFL teachers’ need to include methods of teaching speaking in their training. “High need” was indicated by 55%, and moderate by 20% whereas no supervisor selected “Low need.” Only 2.5% selected “No need” for in-service training in this area.

The mean rating by the EFL teachers on this area was 3.46 with a standard deviation of 1.12 as compared with the mean rating of 3.95 and a standard deviation of .81 for their supervisors. The comparison between these two means, as resulted from the analysis of variance, indicates a significance value of .008. Hence, a significant difference was found at the .05 level. (See Table 4.17: p.127). Figure 4.10 above shows a comparison of EFL teachers’ and their supervisors’ perceptions of the teachers’ needs for more training in this area.

11- EFL Teachers’ Need to Improve Methods of Teaching Reading

There is no question about the importance of reading in language learning as a receptive skill of a language. Item number eleven of the questionnaire was made to assess EFL teachers’ need to improve their methods of teaching reading. See Table 4.20 below.

Table 4.18: EFL teachers’ need to develop methods of teaching reading				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	37	10.9	1	2.5
Low need	82	24.3	1	2.5
moderate need	95	28.1	11	27.5
High need	90	26.6	18	45
Critical need	34	10.1	9	22.5
Total	338	100.0	40	100.0

Figure 4.11: EFL teachers' need to develop methods of teaching reading

A “Critical need” response was given by 10.1% of the EFL teachers surveyed while “High need” was felt by 26.6% of them. “Moderate need” was felt by most of the teachers (28.1%); “Low need” by 24.3% and only 10.9% indicated that there was “No need” for training teachers of English in the methods of teaching reading.

On the same area, 22.5% of the supervisors gave ratings of “Critical need”; “High need” response was given by 45% and 27% responded “Moderate need.” Only 2.5% of the supervisors indicated “Low need” and another 2.5% for “No need” to include the teaching of reading in the in-service training for EFL teachers.

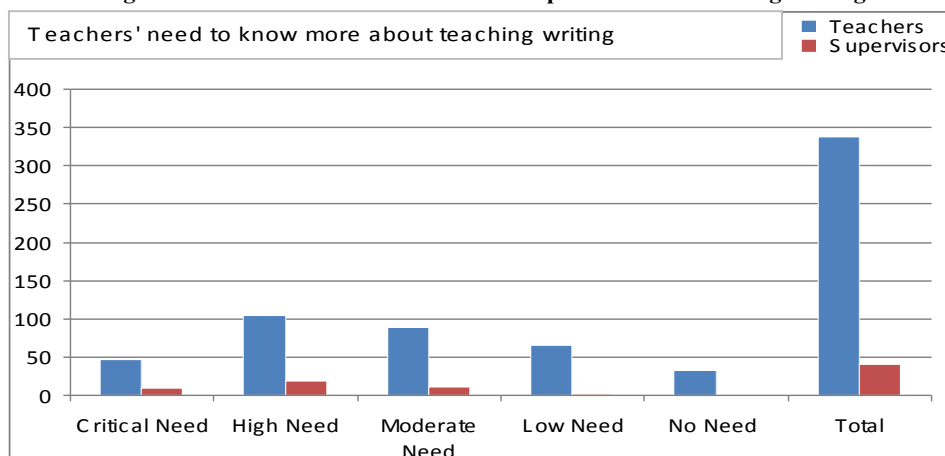
The EFL teachers mean score on this area was 3.01 with a standard deviation of 1.16. The supervisors’ mean rating was 3.83 with a standard deviation of .90. The use of analysis of variance to compare these two means showed a value of .000, which indicates that a significant difference existed at the .05 level. (See Table 4.17: p.127). Figure 4.11 above shows a graphic comparison between EFL teachers’ and their supervisors’ perceptions of the need to include methods of teaching reading in the training of secondary school EFL teachers in Yemen.

12- EFL Teachers' Need to Improve Methods of Teaching Writing

There should be a great focus on enhancing the writing skills of school students. Majority of these students are weak in areas like sentence construction and grammar. Providing EFL teacher with more training in how to teach writing is crucial to solve this problem. Information on their need for in-service training in the teaching of writing was given by the 12th questionnaire item. See Table 4.21 below.

Table 4.19 : EFL teachers' need to develop methods of teaching writing				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	32	9.5	.....	.....
Low need	66	19.5	1	2.5
Moderate need	89	26.3	11	27.5
High need	104	30.8	18	45.0
Critical need	47	13.9	10	25.0
Total	338	100.0	40	100.0

Figure 4.12: EFL teachers' need to develop methods of teaching writing



According to the collected data, “Critical need” was chosen by 13.9% of the EFL teachers surveyed to include methods of teaching writing in their in-service training. “High need” was given by a majority of 30.8%, “Moderate need” by 26.3%, “Low need” by 19.5%, and “No need” by 9.5%.

Of the supervisors surveyed, 25% revealed ratings of “Critical need” and 45% gave ratings of “High need” to methods of teaching writing. “Moderate need” was

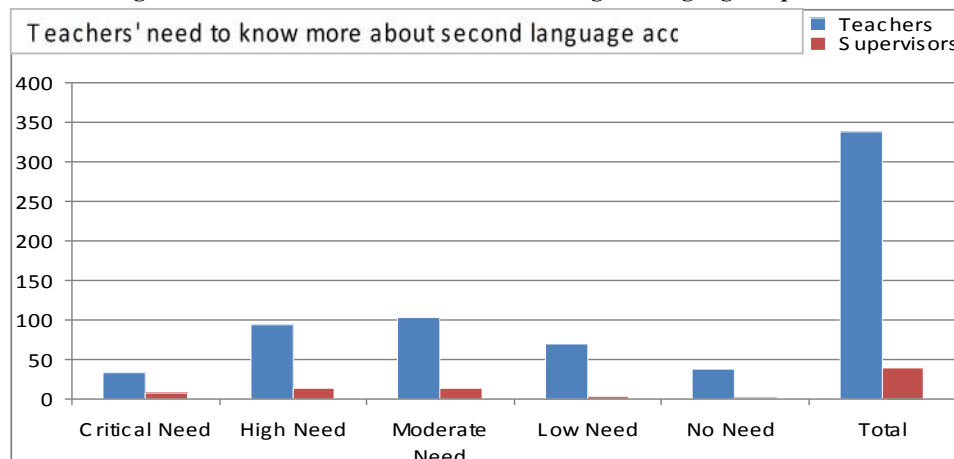
indicated by 27.5%, while “Low need” received a response of only 2.5%. No supervisor selected “No need” response to methods of teaching writing.

The data revealed that the EFL teachers’ mean response on this area was 3.20, with a 1.18 standard deviation. The supervisors’ mean score was 3.93, and a standard deviation of .80. A significant difference at the .05 level was indicated by the analysis of variance which gave a significance value of .000 (See Table 4.17: p.127). A graph shown by Figure 4.12 above compares between the perceptions of the two groups on EFL teachers’ need to gain more training in this area.

13- EFL Teachers’ Need to Know More about Theories of Language Acquisition

Knowledge of second language acquisition, as said, facilitates the adoption of many teaching and procedures such as exposing students to language in an informal atmosphere to encourage them to focus on the meaning not on form, engaging them as the focus of the lesson to maximise their participation and learning. Item number 13 of the questionnaire aimed to survey the teachers’ need to learn more about theories of second language acquisition. See Table 4.22 below.

Table 4.20 : EFL teachers’ need for knowledge of language acquisition				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
no need	38	11.2	2	5.0
Low need	69	20.4	3	7.5
Moderate need	103	30.5	14	35.0
high need	94	27.8	14	35.0
critical need	34	10.1	7	17.5
Total	338	100.0	40	100.0

Figure 4.13: EFL teachers' need for knowledge of language acquisition

Ten and one-tenth percent of the Yemeni EFL teachers felt a “Critical need” for in-service training in the area of second language acquisition. “High need” was chosen by 27.8% and “Moderate need” by 30.5%. “Low need” was indicated by 20.4% and only 11.2% gave ratings of “No need.”

The data concerning the supervisors’ responses revealed that 17.5% perceived “Critical need” to equip EFL teachers with more knowledge of theories of second language acquisition, while 35% gave their responses to “High need” and another 35% to “Moderate need.” “Low need” was selected by 7.5% and “No need” by 5%.

EFL teachers’ mean response on this area was 3.05 with a standard deviation of 1.16. The mean on the supervisors’ response was 3.53 with a standard deviation of 1.04. A significance difference of .009 was found between these two groups at the .05 level. (See Table 4.17: p.127). Figure 4.13 shows the graph of the comparison between the teachers’ and the supervisors’ perceptions of the EFL teachers’ need to have more knowledge in this field.

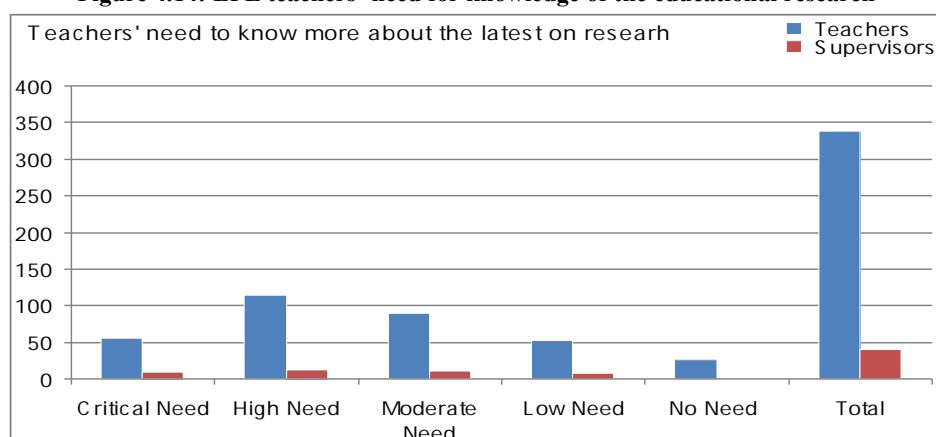
14- EFL Teachers’ Need for Research Knowledge on Language Teaching

Educational research adds new information and facilities highly needed to engage students in learning and to advance their knowledge and skills. EFL teachers

and their supervisors perceived the teachers' needs to know about research on language education by the responses to item number fourteen. See Table 4.23 below.

Table 4. 21: EFL teachers' need for new ideas of research in the field of education				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	27	8.0	.....	.....
Low need	52	15.4	7	17.5
Moderate need	89	26.3	11	27.5
High need	114	33.7	12	30.0
Critical need	56	16.6	10	25.0
Total	338	100.0	40	100.0

Figure 4.14: EFL teachers' need for knowledge of the educational research



Some of the EFL teachers, 16.6%, checked the “Critical need” response on the scale of the level of need for in-service training in the educational research and “High need” by 33.7%. A rating of 26.1% gave a response to “Moderate need”. “Low need”, was the response of 15.4% while “No need” received the ratings of 8% only.

From the supervisors' point of view, 25% felt EFL teachers' critical need to know more about the latest on ELT. A majority of 30% felt “High need.” Also 27.5% indicated “Moderate need;” “Low need” was indicated by 17.5%. No indication of “No need” was detected.

EFL teachers' mean perception on this area was 3.36 with a standard deviation of 1.16. The supervisors' mean perception was 3.63 with a standard deviation of 1.05. The significance value obtained through statistical testing was .162, which indicates

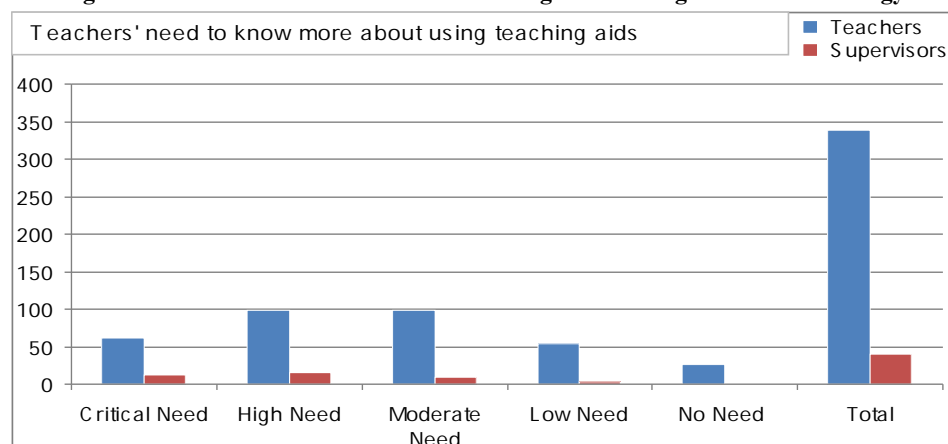
that there was no significant difference between these two means at the .05 level. (See Table 4.17: p.127). A graphic comparison between the perceptions of the EFL teachers and their supervisors on this area was shown by Figure 4.14 above.

15- EFL Teachers' Need to Improve the Use of Teaching Aids and Technology

Teaching aids and technology can be incorporated to make the explanation easy, real and alive. The fifteenth item in the questionnaire provided information on EFL teachers' need for training in preparing and using audiovisual aids and other teaching technology in language teaching. Table 4.24 below presents this data.

Table 4.22 : EFL teachers' need for knowledge of teaching aids and technology				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	26	7.7	.....	.....
Low need	54	16.0	3	7.5
Moderate need	99	29.3	9	22.5
High need	98	29.0	15	37.5
Critical need	61	18.0	13	32.5
Total	338	100.0	40	100.0

Figure 4.15: EFL teachers' need for knowledge of teaching aids and technology



Many of the EFL teachers surveyed, 18%, revealed that they felt “Critical need” for in-service training in the use of teaching aids and technology in language classroom. Twenty nine percent (29%) of them indicated “High need”; Twenty nine and three-tenth (29.3%) picked “Moderate need.” Sixteen percent (16%) ticked “Low need” and 7.7% of the teachers felt “No need” for this area in their in-service training.

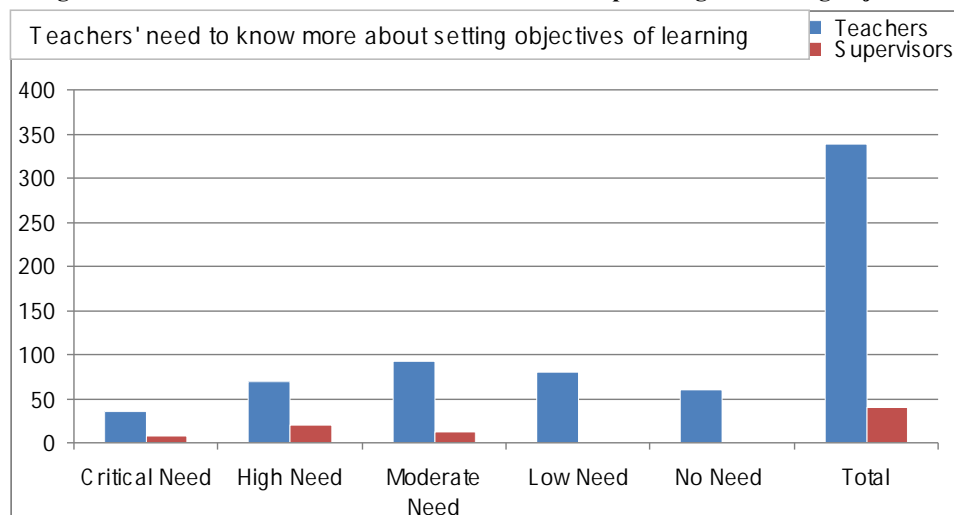
The view of 32.5% of the supervisors was with the EFL teachers' critical need for in-service training in the selection and use of technology and other teaching aids in the foreign language classroom. "High need" was the choice of a majority of 37.5%, and "Moderate need" was chosen by 22.5%. Only 7.5% selected "Low need" while none of the supervisors selected "No need".

Statistics reveal that the EFL teachers had a mean score of 3.34 with a standard deviation of 1.17, while their supervisors had a mean response of 3.95 with a standard deviation of .93 on this area. By the use of analysis of variance, a significance value of .000 was found. This value indicates a significant difference between these two means at the .05 level. (See Table 4.17: p.127). Figure 4.15 above shows the graphic comparison between the perceptions of the EFL teachers and their supervisors on EFL teachers' need for training in the teaching aids and technology and their use in language classroom.

16- EFL Teachers' Need to Know More about Lesson Planning

Lesson planning is an important discipline which includes essential points and directions to the art of teaching. Good lesson planning could lead to successful and effective teaching and also protect the teacher from a real loss in front of tens of young people waiting for navigation and guidance. Item number sixteen of the questionnaire generated information on EFL teachers' need to know more about lesson planning and setting objectives for teaching. See Table 4.25 below.

Table 4.23 : EFL teachers' need to learn about lesson planning and setting objectives				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	60	17.8	.....	.....
Low need	80	23.7	.....	.....
Moderate need	93	27.5	13	32.5
High need	69	20.4	20	50
Critical need	36	10.7	7	17.5
Total	338	100.0	40	100.0

Figure 4.16: EFL teachers' need to learn about lesson planning and setting objectives

EFL teachers' need to know more about lesson planning and setting objectives for teaching and learning was judged by 10.7% of the teachers to be Critical, and High by 20.4%. Most of them, 27.5%, felt with "Moderate need" and 23.7% gave "Low need" response. "No need" was indicated by 17.8%.

The percentage of response to the need for more training in the lesson planning area shows that 17.5% of the supervisors selected "Critical need." But half of them (50%) rated "High need" for this item. A majority of 32.5% selected "Moderate need." While no one responded "Low need" or "No need."

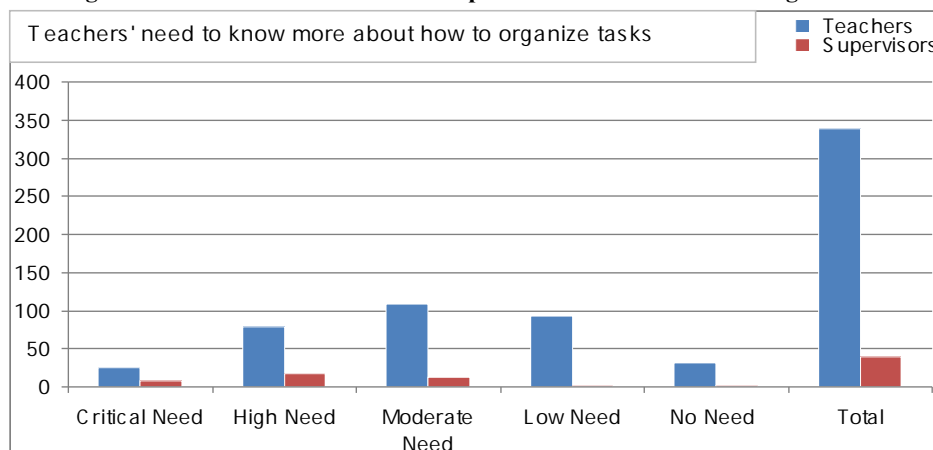
The mean response which was received from the EFL teachers on this area was 2.8 with a standard deviation of 1.25 and the supervisors' mean score on this area was 3.85 with a standard deviation of .70. The value of .000 indicates a significant difference between these two means at the .05 level. (See Table 4.17: p.127). Figure 4.16 above displays the comparison between the perceptions of the two groups on the teachers' need to include lesson planning and how to set objective for learning and teaching in the training of EFL teachers of secondary school stage in Yemen.

17- EFL Teachers' Need to Improve their Ability of Organising Tasks

Organising and sequencing tasks is a fundamental part of managing classroom teaching. Item number 17 of the questionnaire aimed to give information on EFL teachers' need for more training in this area. Table 4.26 presents the descriptive data.

Table 4. 24: EFL teachers' need to improve their ability of task organisation				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	32	9.5	1	2.5
Low need	93	27.5	1	2.5
Moderate need	109	32.2	12	30.0
High need	79	23.4	18	45.0
Critical need	25	7.4	8	20.0
Total	338	100.0	40	100.0

Figure 4.17: EFL teachers' need to improve their abilities in task organisation



The skill of task organisation elicited a “Critical need” response from only 7.4% of the EFL teachers, while 23.4% selected “High need.” “Moderate need” was the choice of 32.2% and “Low need” drew the response of 27.5%. Lower percentage, 9.5%, gave their response to “No need.”

Of the supervisors, “Critical need” was the choice of 20% while the majority, 45%, chose “High need.” Task organisation techniques were given “Moderate need” by 30%. Only 2.5% chose “Low need;” and 2.5% “No Need.”

On this area, the EFL teachers gave a mean response of 2.92 with a standard deviation of 1.09, while the supervisors had a mean response of 3.78 with a standard

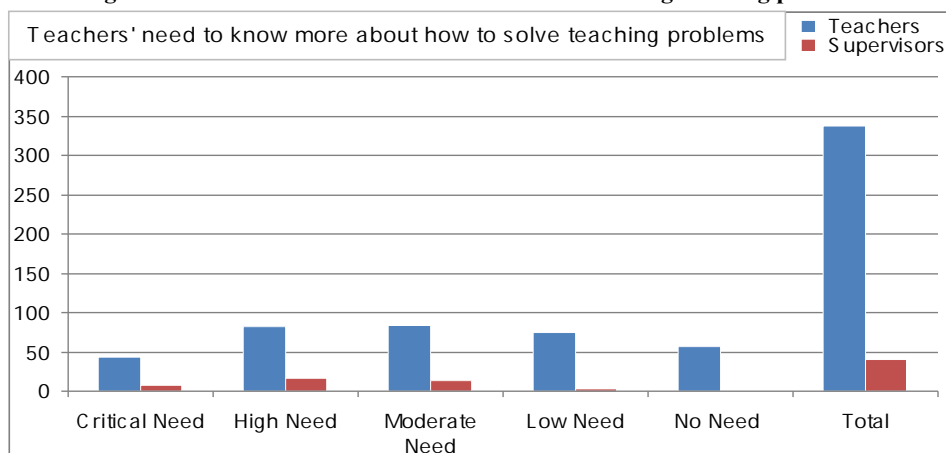
deviation of .89. The analysis of variance which was employed to differentiate between the two means shows a significance value of .000, which indicates a significant difference at the .05 level. (See Table 4.17: p.127). Figure 4.17 above displays the comparison between the perceptions of the EFL teachers and their supervisors on the teachers' need to include task organisation in their training.

18- EFL Teachers' Need for More Knowledge of Solving Teaching Problems

In fact, teaching a foreign language involves a lot of problems. Information on the Yemeni EFL teachers' need to more knowledge and skills of tackling one's own teaching problems were surveyed by the eighteenth questionnaire item. Table 4.27 presents the descriptive data.

Table 4.25 : EFL teachers' need to know about solving teaching problems				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	56	16.6	.....	.....
Low need	74	21.9	3	7.5
Moderate need	83	24.6	13	32.5
High need	82	24.3	17	42.5
Critical need	43	12.7	7	17.5
Total	338	100.0	40	100.0

Figure 4. 18: EFL teachers' need to know about solving teaching problems



Some of the EFL teachers surveyed, 12.7%, judged their need to gain new knowledge of how to solve instant teaching problems as critical. More ratings of

needs perceived by 24.3% to be high, additional 24.6% opined their need as moderate and 21.9% gave it low. “No need” was checked by 16.6%.

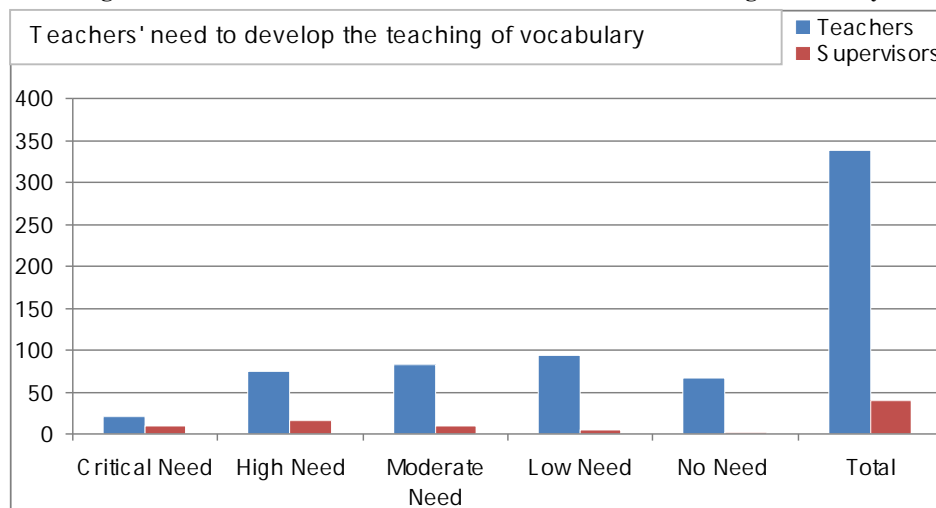
Seventeen and half percent of the supervisors checked “Critical need” for knowledge on how to solve one’s own teaching problems. A majority of 42.5% felt “High need,” 32.5% gave preference to “Moderate need.” While only 7. 5% chose “Low need” and none chose “No need.”

The mean rating of the EFL teachers was 2.95 with a standard deviation of 1.28. The supervisors’ mean rating was 3.70 with a standard deviation of .85. The significance obtained from the use analysis of variance was a value of .000. This value indicated that a significant difference existed between these two means at the .05 level. (See Table 4.17: p.127). A graphic comparison between the teachers’ and their supervisors’ views of the teachers’ needs for in-service training in tackling teaching problems was shown in Figure 4.18 above.

19- EFL Teachers’ Need to Know More about Teaching Vocabulary

There should be a solution to tackle a) teachers’ lack of the ability to teach English vocabulary properly and b) students’ lack of vocabulary. Item number 19 in the questionnaire surveyed the data on EFL teachers’ need to increase their knowledge of teaching vocabulary. Table 4.28 presents the data.

Table 4.26 : EFL teachers’ needs to know more about teaching vocabulary				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	67	19.8	1	2.5
Low need	93	27.5	5	12.5
Moderate need	82	24.3	9	22.5
High need	75	22.2	16	40.0
Critical need	21	6.2	9	22.5
Total	338	100.0	40	100.0

Figure 4. 19: EFL teachers' needs to know more about teaching vocabulary

Only six and two-tenths percent of the EFL teachers selected “Critical need” to know more about how to teach vocabulary and “High need” was chosen by 22.2%. “Moderate need” was felt by 24.3% and “Low need” was felt by most of the teachers, 27.5%. Nineteen and half percent preferred “No need” choice.

The statistics on the supervisors’ response indicate that 22.5% perceived “Critical need” for how to teach vocabulary; while a majority of 40% rated “High need,” at the time 22.5% of them selected “Moderate need” choice. Fewer supervisors, 12.5%, selected “Low need,” and only 2.5% rated “No need.”

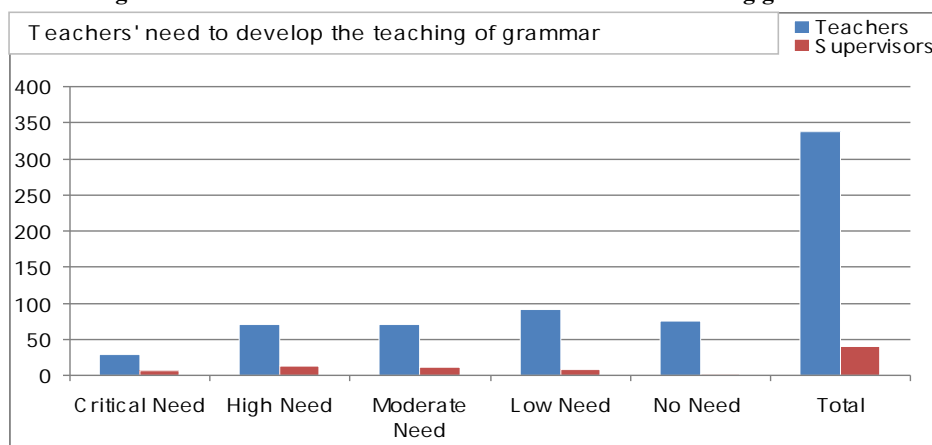
On this item, data showed a mean score of the EFL teachers, 2.67, and a standard deviation of 1.20 as compared with a mean of supervisors’ ratings of 3.68 with a standard deviation of 1.05. The significance value of .000 indicates a significant difference between the mean ratings of the teachers and their supervisors at the .05 level. (See Table 4.17: p.127). A comparison between the EFL teachers’ and their supervisors’ views of the teachers’ need for in-service training in how to teach vocabulary was shown in graph by Figure 4.19 above.

20- EFL Teachers' Need to Know More about Teaching Grammar

EFL teacher in the schools of Yemen lack the appropriate way to teach grammar. The twentieth questionnaire item was used to get information on EFL teachers' need for more knowledge on teaching grammar. See Table 4.29 below.

Level of need	Teachers' No.	%	Supervisors' No.	%
No need	76	22.5	2	5.0
Low need	92	27.2	8	20.0
Moderate need	71	21.0	11	27.5
High need	70	20.7	13	32.5
Critical need	29	8.6	6	15.0
Total	338	100.0	40	100.0

Figure 4.20: EFL teachers' need to know more about teaching grammar



From the data collected, only 8.6% of the EFL teachers gave preference to “Critical need” for training in how to teach grammar. “High need” was selected by 20.7%, “Moderate need” by 21%. A majority of 27.2% rated “Low need.” “No need” response was received from 22.5%.

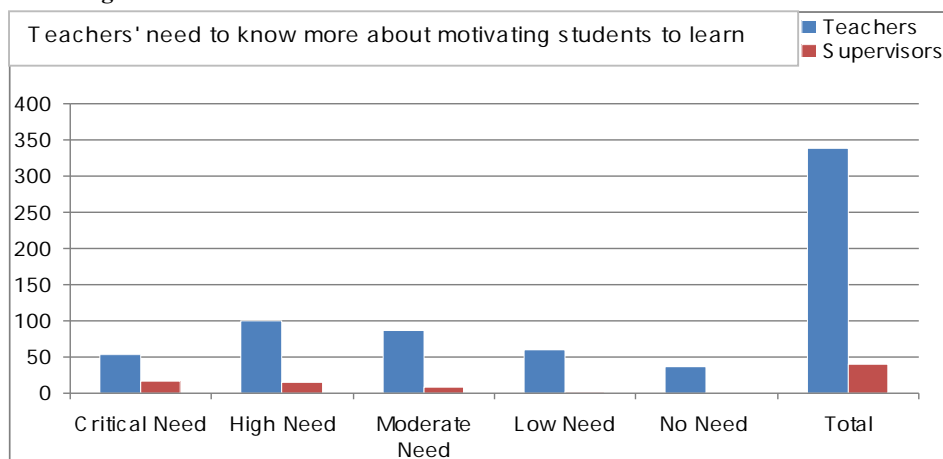
Some of the supervisors, 15%, gave response to “Critical need” for the provision of more information on the methods of teaching grammar while the majority of them (32.5%) selected “High need.” “Moderate need” was rated by 27.5%, while 20% gave preference to “Low need,” and 5% chose “No need” choice.

The mean response on this area as indicated by the EFL teachers was 2.66 with a standard deviation of 1.29 as compared with a mean rating of 3.33 and a standard deviation of 1.12 for the supervisors. The analysis of variance used to analyse the difference between the two means gave a value of .001, which indicates a significant difference at the .05 level. (See Table 4.17: p.127). Figure 4.20 above shows the graphic comparison of the opinions of the EFL teachers and their supervisors on the teachers' needs for training in this area.

21- EFL Teachers' Need to Know More about How to Motivate Students

Learning how to motivate others helps them learn and master subject matter. Moreover, teaching motivated students is one of the best jobs ever. Psychologically speaking, motivation is central to achieving goals. If the learners are not motivated, the best methods and materials will definitely fail. Item twenty-one in the questionnaire asked EFL teachers and their supervisors about the teachers' need for training in motivating students to learn. Table 4.30 below presents this data.

Table 4. 28: EFL teachers' need to know how to motivate students to learn				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	37	10.9	.....	.....
Low need	60	17.8	1	2.5
Moderate need	87	25.7	8	20.0
High need	100	29.6	15	37.5
Critical need	54	16.0	16	40.0
Total	338	100.0	40	100.0

Figure 4.21: EFL teachers' need to know how to motivate students to learn

Many of the EFL teachers, 16%, felt “Critical need” for including students’ motivation in the in-service training of EFL teachers of secondary schools in Yemen. “High need” rating was given by 29.6% and 25.7% indicated “Moderate need.” “Low need” was indicated by 17.8% and only 10.9% gave ratings of “No need.”

The data concerning the supervisors’ opinions on the same area showed that “Critical need” was given by a majority of 40%, “High need” by 37.5% and “Moderate need by 20%. Only 2.5% gave response to “Low need” while no response was given to “No need.”

The EFL teachers’ mean rating on this area was 3.22 with a standard deviation of 1.23 and the mean on the supervisors’ response was 4.15 with a standard deviation of .83. The analysis of variance indicated that a significant difference existed between the means of the two groups at the .05 level, with a value of .000. (See Table 4.17: p.127). Figure 4.21 above shows a graphic comparison of the opinions of EFL teachers and their supervisors on the teachers’ need to have this area in their training.

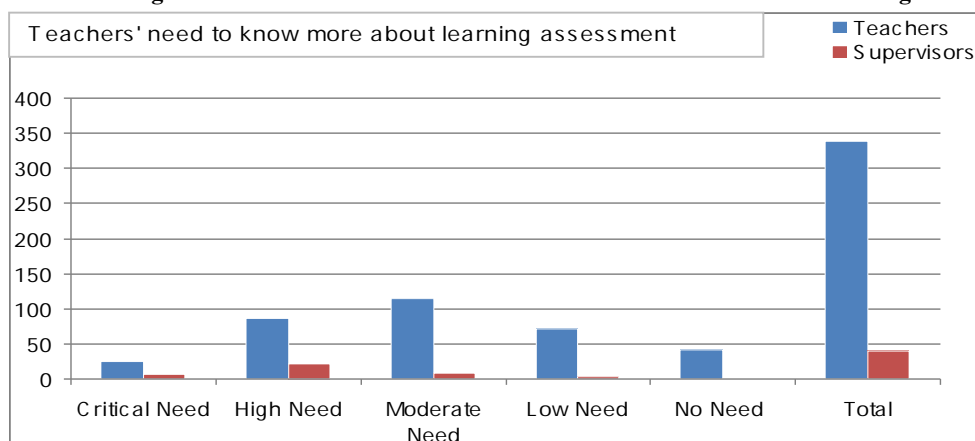
22- EFL Teachers’ Needs to Know More about Learning Assessment

Assessment plays a critical role in the improvement of education. The major contribution of assessment is raising standards of teaching, learning and student achievement. Supported by technological aids, teachers could use better assessment

methods of teaching-learning of English. A comprehensive assessment should be used to test all the language skills of the students. Information on EFL teachers' needs for knowledge of how to assess students' learning in their in-service training was given by item twenty-two in the questionnaire. Table 4.31 below describes this data.

Table 4.29 : EFL teachers' need to know how to assess students' learning				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	41	12.1	.....	.....
Low need	71	21.0	3	7.5
Moderate need	114	33.7	9	22.5
High need	87	25.7	22	55.0
Critical need	25	7.4	6	15.0
Total	338	100.0	40	100.0

Figure 4.22: EFL teachers' need to know how to assess students' learning



Most of the EFL teachers, 33.7%, chose "Moderate need" to show their need to know more about how to assess students' learning and 25.7% selected the "High need" ranking. However, only 7.4% gave preference to the "Critical need" choice. Twenty one percent of them chose "Low need," and 12.1% indicated "No need."

Most of the supervisors, 55%, felt EFL teachers' need for training in assessing students' learning as "High." "Critical need" was responded by 15% and "Moderate need" was the response of 22.5%. Only seven and half percent responded "Low need," at the time none of the supervisors selected "No need" choice.

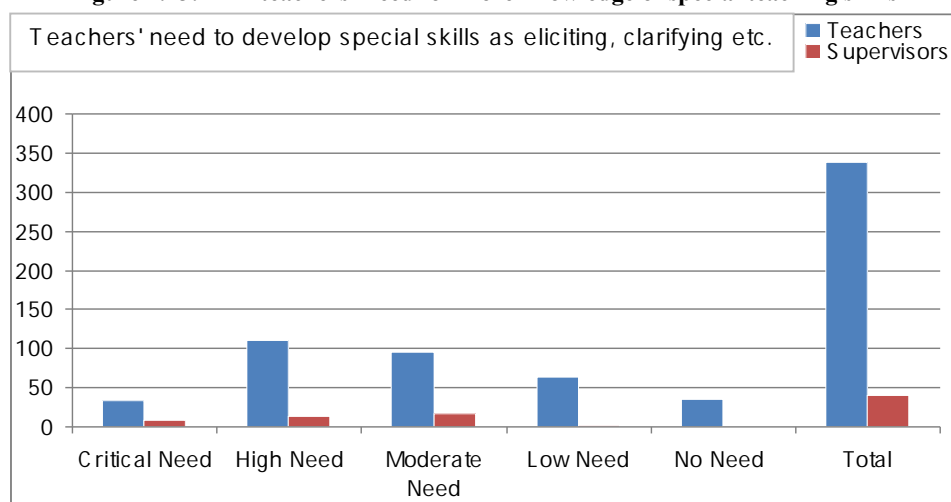
On this area, the EFL teachers' mean rating was 2.95 with a standard deviation of 1.12, while their supervisors' mean response was 3.78 with a standard deviation of .80. The significance value of .000 obtained by the analysis of variance indicated a significant difference at the .05 level. (See Table 4.17: p.127). A graph shown in Figure 4.22 above compares the opinions of EFL teachers and their supervisors on the teachers' need to have students' learning assessment in their training.

23- EFL Teachers' Needs for More Knowledge of Special Teaching Skills

To move away from the rote learning method and make their classes interactive, teachers have to facilitate various interactive activities like eliciting students' responses, arousing their logical thinking, checking comprehension and giving feedback. The twenty-third item in the questionnaire provided information on EFL teachers' need for knowledge of these teaching. See Table 4.32 below.

Table 4.30: EFL teachers' need for more knowledge of special teaching skills				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	35	10.4	.....	.....
Low need	63	18.6	2	5.0
Moderate need	96	28.4	16	40.0
High need	111	32.8	14	35.0
Critical need	33	9.8	8	20.0
Total	338	100.0	40	100.0

Figure 4.23: EFL teachers' need for more knowledge of special teaching skills



The lowest percentage of the EFL teachers (9.8%) felt “Critical need” to develop their interaction with students to elicit their responses, check their understanding and give feedback. “High need” was chosen by a majority of 32.8%. “Moderate need” was felt by 28.4% and “Low need” was felt by 18.6%. Only 10.4% felt with no need to include this area in the training of teachers.

On the same area, 20% of the supervisors opined EFL teachers’ critical need. “High need” response was given by 35% while a majority of 40% felt “Moderate need” for this area in the teachers’ training. “Low need” was perceived by 5% only. No supervisor chose “No need.”

The mean perception of the EFL teachers towards the inclusion of this area in their training was 3.13 with a standard deviation of 1.14, while the supervisors’ mean perception on the same area was 3.70 with a standard deviation of .85. The significance result of .000 derived by the analysis of variance indicates a significant difference between the two means at the .05 level. (See Table 4.17: p.127). Figure 4.23 above compares, in graph, between the opinions of the EFL teachers and their supervisors on EFL teachers’ need to learn about how to check students’ understanding of content and give feedback.

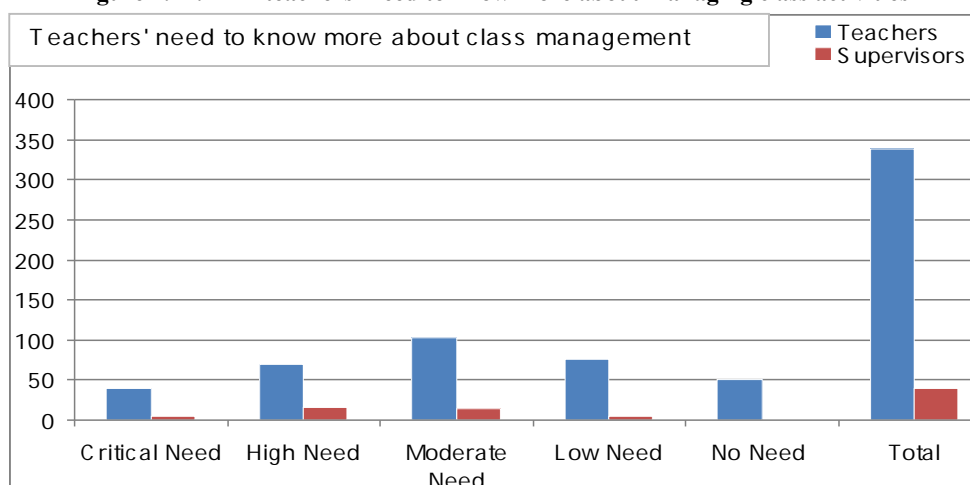
24- EFL Teachers’ Need for Knowledge of Managing Class Activities

Activities such as role play, group work, pair work and games are a concern for the majority of EFL teachers. The twenty-fourth item in the questionnaire elicited data from EFL teachers and their supervisors on the EFL teachers’ need to include managing class activities in the teachers’ further training. See Table 4.33 below.

Table 4. 31: EFL teachers’ need to know more about managing class activities				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	50	14.8	.....	.....
Low need	76	22.5	4	10.0
Moderate need	103	30.5	15	37.5
High need	69	20.4	16	40.0

Critical need	40	11.8	5	12.5
Total	338	100.0	40	100.0

Figure 4.24: EFL teachers' need to know more about managing class activities



Many EFL teachers (11.8%) felt “Critical need” for in-service training in how to manage class activities. A rating of 20.4% checked “High need” on the questionnaire. “Moderate need” was checked by most of the teachers, 30.5%; 22.5% chose “Low need;” and 14.8% chose “No need” response.

Some of the supervisors surveyed (12.5%) perceived critical need for adding managing class activities to their in-service training. Most of them (40%) indicated “High need” for this area. Also 37.5% gave “Moderate,” and only 10% preferred “Low need.” There was no response to “No need” choice.

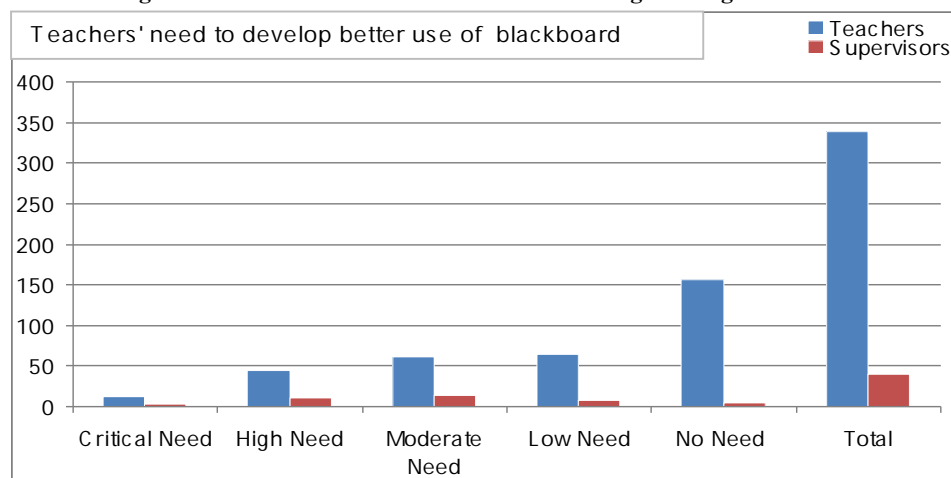
The EFL teachers' views gave a mean rating of 2.92 with a standard deviation of 1.22 as compared with the supervisors' mean ratings of 3.55 and a standard deviation of .85. The analysis of variance statistical technique, which was employed to analyse the difference between the two means, showed a value of .000. This value indicates the existence of a significant difference at the .05 level. (See Table 4.17: p.127). Figure 4.24 above illustrates a graphic comparison on EFL teachers' needs for in-service training in how to manage class activities.

25- EFL Teachers' Need to Improve the Use of Blackboard in Language Teaching

The advancement in the technological aids of teaching have greatly affected the quality of learning, in the meanwhile, the proper use of blackboard remains vital for teaching English. Information on EFL teachers' and their supervisors' perceptions on the teachers' need to include knowledge of using blackboard in teaching was provided by the twenty-fifth item. Table 4.34 below presents the required data.

Table 4. 32: EFL teachers' need for more training in using blackboard				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	157	46.4	4	10.0
Low need	64	18.9	8	20.0
Moderate need	61	18.0	14	35.0
High need	44	13.0	11	27.5
Critical need	12	3.6	3	7.5
Total	338	100.0	40	100.0

Figure 4.25: EFL teachers' need to more training in using blackboard



Of the 338 teachers surveyed, only 3.6% checked “Critical need” response and 13% gave ratings of “High need.” “Moderate need” was checked by 18%; and “Low need” drew the response of 18.9%. However, most of the teachers (46.4%) indicated that there was no need for more knowledge of how to use blackboard in teaching. Descriptive statistics employed to analyse the ratings of the supervisors indicate that “Critical need” response was felt by 7.3%, while 27.5% responded “High need” for practice in using the blackboard. Most of the supervisors, 35%, indicated “Moderate

need.” Twenty percent (20%) of them preferred “No need” and 10% selected “Low need.”

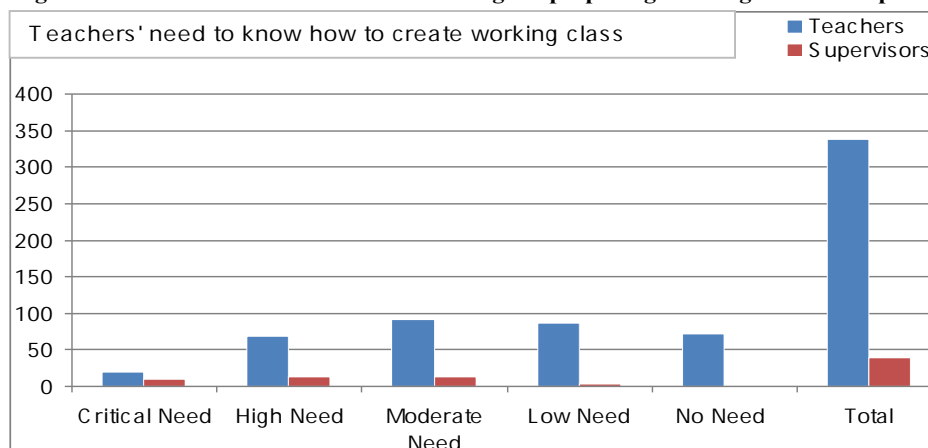
The mean of the EFL teachers’ responses on this area was 2.08 with a standard deviation of 1.22, and the mean of the supervisors’ responses was 3.03 with a standard deviation of 1.10. The analysis of variance comparing these means yielded a value of .000, which indicates a significant difference between the two means at the .05 level. (See Table 4.17: p.127). Figure 4.25 above illustrates a graph that indicates a comparison of the teachers’ needs for training in the use of blackboard.

26 - EFL Teachers’ Needs to Know More about Preparing Classroom Atmosphere

For students to get opportunities to proper learning of English there should be a conducive classroom atmosphere. The twenty sixth questionnaire item provided information on EFL teachers’ need to increase their knowledge on preparing attractive classroom atmosphere. Table 4.35 below presents the descriptive data.

Table 4.33: EFL teachers’ needs to know more about how to prepare class atmosphere				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	72	21.3	.....	.....
Low need	87	25.7	4	10.0
Moderate need	92	27.2	13	32.5
High need	68	20.1	13	32.5
Critical need	19	5.6	10	25.0
Total	338	100.0	40	100.0

Figure 4.26: EFL teachers’ need for knowledge of preparing working class atmosphere



Creating interesting class atmosphere elicited a “Critical need” response from 5.6% of the EFL teachers on this area, while “High need” was felt by 20.1%, “Moderate need” by a majority of 27.2%, “Low need” by another 25.7%, and “No need” received 21.3% responses.

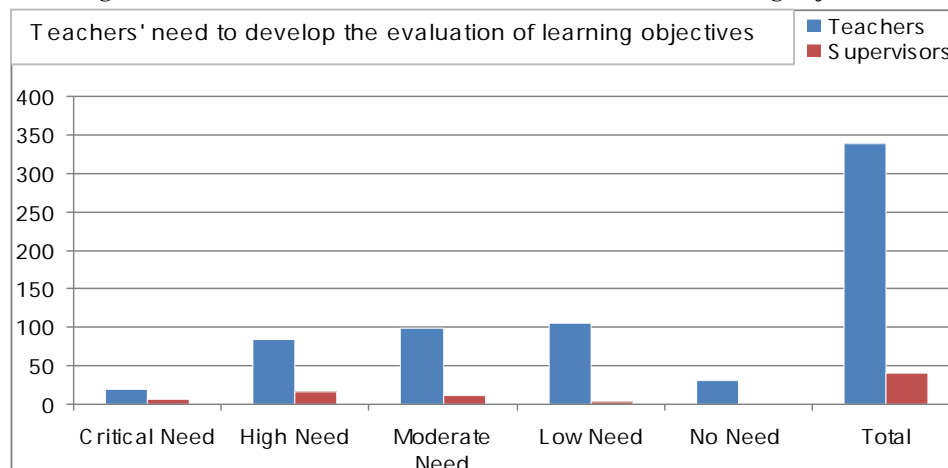
On the supervisors’ data, 25% selected “Critical need,” and 32.5% indicated “High need” to train EFL teachers on how to provide creative class atmosphere. Another 32.5% of the supervisors rated “Moderate need”, and “Low need” was selected by only 10%. None of the supervisors selected “No need.”

Statistics show the EFL teachers’ mean responses on this area to be 2.63 with a standard deviation of 1.18 and the mean score received from the supervisors was 3.73, with a standard deviation of .96. Analysis of variance comparing these two means produced a value of .000, which indicates that a significant difference was found at the .05 level. (See Table 4.17: p.127). Figure 4.26 above shows a graph that displays a comparison between the perceptions of the teachers and their supervisors on the teachers’ need for knowledge of creating a working class atmosphere.

27- EFL Teachers’ Needs to Know about Evaluating Teaching Objective

It is so important to formulate clear and realisable objectives for the teaching of English. The other side of the coin is the ability to evaluate the achievement of such aims properly. Questionnaire item 27 was used to detect data on EFL teachers’ need to know more about how to evaluate teaching objectives. See Table 4.36 below.

Table 4.34: EFL teachers’ need to know how to evaluate teaching objectives				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	31	9.2	.....	.....
Low need	105	31.1	4	10.0
Moderate need	98	29.0	12	30.0
High need	84	24.9	17	42.5
Critical need	20	5.9	7	17.5
Total	338	100.0	40	100.0

Figure 4.27: EFL teachers' need to know how to evaluate teaching objectives

A “Critical need” response was elicited from only 5.9% of the EFL teachers while 24.9% selected “High need” response to include how to evaluate the objectives of teaching in their in-service training. “Moderate need” was indicated by 29%. The majority of 31.1% showed “Low need,” and only 9.2% rated “No need” response.

The statistics show that 17.5% of the supervisors felt a “Critical need” for training EFL teachers in how to evaluate the teaching objectives. Most of the supervisors, 42.5%, felt “High need.” Thirty percent, 30%, selected “Moderate need,” only 10% had “Low need,” and none of the supervisors selected “No need” choice.

The EFL teachers’ mean score on this area was 2.87 with a standard deviation of 1.07. The supervisors’ mean score was 3.68, and .89 was the standard deviation. Using the analysis of variance to compare these two means, a value of .000 displays a significant difference between the two means at .05 level. (See Table 4.17: p.127). Figure 4.27 above shows a graphic comparison between the perceptions of the two groups on EFL teachers’ need for training in assessing teaching objectives.

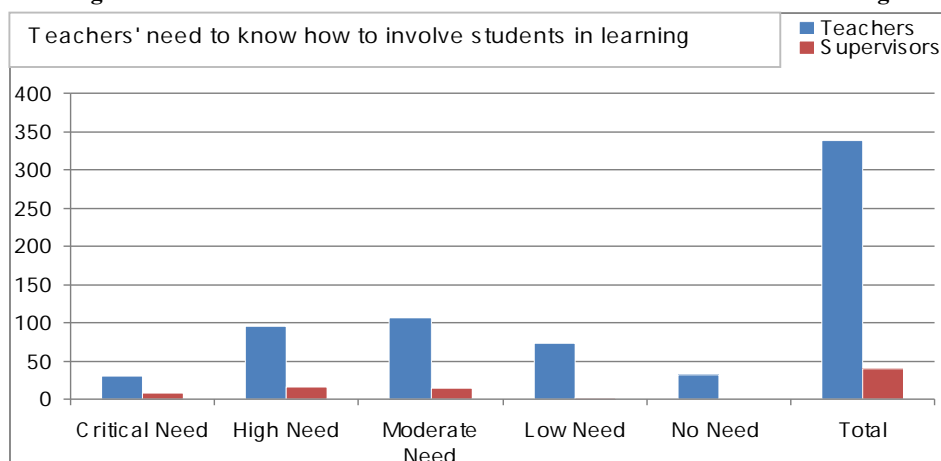
28- EFL Teachers’ Need to Know about how to Involve Students in Learning

The teacher has to involve students in meaningful activities so that language learning becomes beneficial and enjoying. Role play activities, group discussions and

games are some of the activities which can be helpful. Questionnaire item number 28 produced information on EFL teachers' need to improve their abilities on the students' involvement in learning. Table 4.37 below presents the required data.

Table 4.35: EFL teachers' need to know how to involve students in learning				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	32	9.5	.....	.....
Low need	73	21.6	1	2.5
Moderate need	107	31.7	15	37.5
High need	96	28.4	16	40.0
Critical need	30	8.9	8	20.0
Total	338	100.0	40	100.0

Figure 4. 28: EFL teachers' need to know how to involve students in learning



Only 8.9% of the EFL teachers gave a response of "Critical need" while 28.4% demonstrated a response of "High need." Most of them, 31.7%, gave the rating of "Moderate need" on how to involve students in learning; "Low need" was felt by 21.6%. Only 9.5% showed "No need" for training in this area.

Of the supervisors, 20% gave the ratings of "Critical need," while the majority, 40%, gave preference to "High need." "Moderate need" was chosen by 37.5%, while "Low need" received only 2.5% and "No need" received no response.

From the data given, the EFL teachers' mean response on this area was 3.06, with a standard deviation of 1.11. The supervisors' mean score was 3.78, and .80 was the standard deviation. The analysis of variance used to differentiate these two means

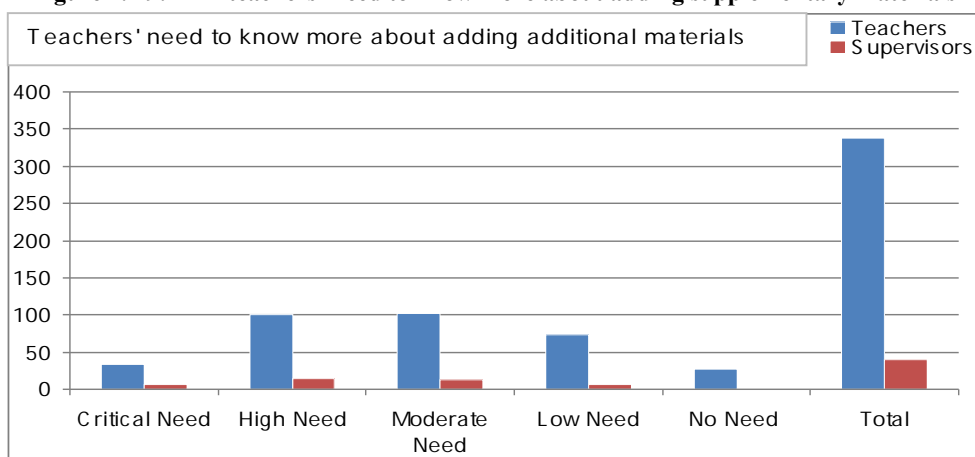
produced a significance of .000, which indicates a significant difference between the two means at the .05 level. (See Table 4.17: p.127). A graph of comparison between the perceptions of the EFL teachers and their supervisors on the teachers' need for training in this area was shown in Figure 4.28 above.

29- EFL Teachers' Need to Know about Adding Supplementary Materials

To make students get excited about what they are going to learn, materials should be made both interesting and useful and their presentation enjoyable. For this purpose, teachers may need to add extra materials in the English classroom. Questionnaire item number twenty nine was employed to know EFL teachers' need to improve their skills in selecting and using additional materials to help address students' needs for better learning. Table 4.38 below presents the required data.

Table 4.36: EFL teachers' need to know more about adding supplementary materials				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	27	8.0	.....	.....
Low need	74	21.9	6	15.0
Moderate need	102	30.2	13	32.5
High need	101	29.9	15	37.5
Critical need	34	10.1	6	15.0
Total	338	100.0	40	100.0

Figure 4. 29: EFL teachers' need to know more about adding supplementary materials



Only 10.1% of the EFL teachers selected the “Critical need” response on their need to know more about the use of additional materials in teaching English. “High

need” was chosen by 29.9% and “Moderate need” by another 30.2% of the teachers. “Low need” received response from 21.9% and “No need” from 8%.

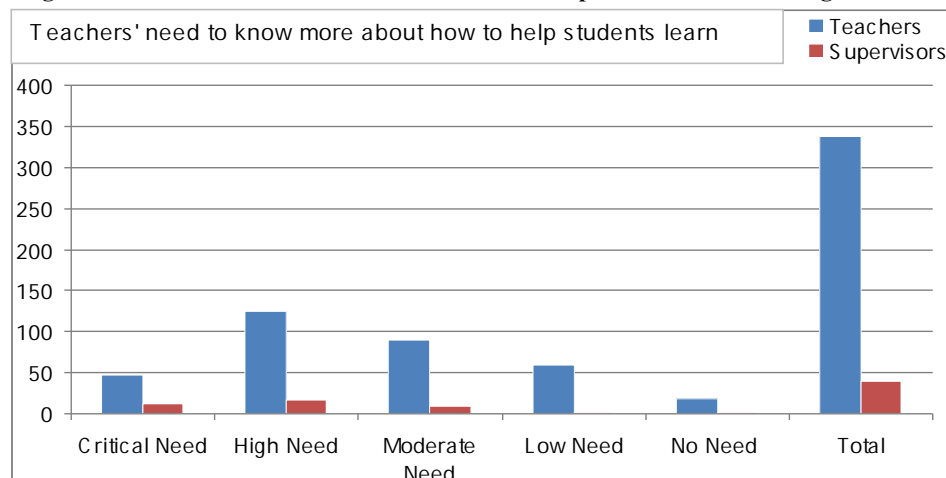
The supervisors’ responses showed that 15% selected “Critical need” of EFL teachers to know more about adding additional materials in teaching. A majority of 37.5% gave preference to “High need,” and 32.5% gave response to “Moderate need.” “Low need” received 15% and none selected “No need.”

The EFL teachers’ mean response on this area was 3.12 with a standard deviation of 1.11. The supervisors’ mean response was 3.53 with a standard deviation of .93. The analysis of variance used to differentiate these two means indicates a significance value of .005. Hence, a significant difference was found at the .05 level. (See Table 4.17: p.127). A graphic comparison between the perceptions of the EFL teachers and their supervisors on the teachers’ need for more training in the use of supplementary materials in their teaching was shown in Figure 4.29 above.

30 –EFL Teachers’ Need for How to Help Students Face Learning Difficulties

Definitely students encounter many problems in their learning that needs new and appropriate ways to solve them. Information on the need to increase EFL teachers’ knowledge on how to help students face their learning difficulties was given by questionnaire item thirty. See Table 4.39 below.

Table 4.37: EFL teachers’ need to know how to help students face learning difficulties				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	19	5.6	1	2.5
Low need	59	17.5	2	5.0
Moderate need	89	26.3	9	22.5
High need	124	36.7	16	40.0
Critical need	47	13.9	12	30.0
Total	338	100.0	40	100.0

Figure 4. 30: EFL teachers' need to know how to help students face learning difficulties

“Critical need” to know about helping students face their learning difficulties was felt by 13.9% of the of EFL teachers. “High need” by most of them, 36.7%, “Moderate need” by 26.3%, “Low need” by 17.5%, and “No need” received only 5.6% responses.

On the supervisors’ data, 30% indicated “Critical need,” while most of the teachers, 40%, chose “High need.” “Moderate need” was chosen by 22.5%, 5% selected “Low need,” and only 2.5% checked “No need.”

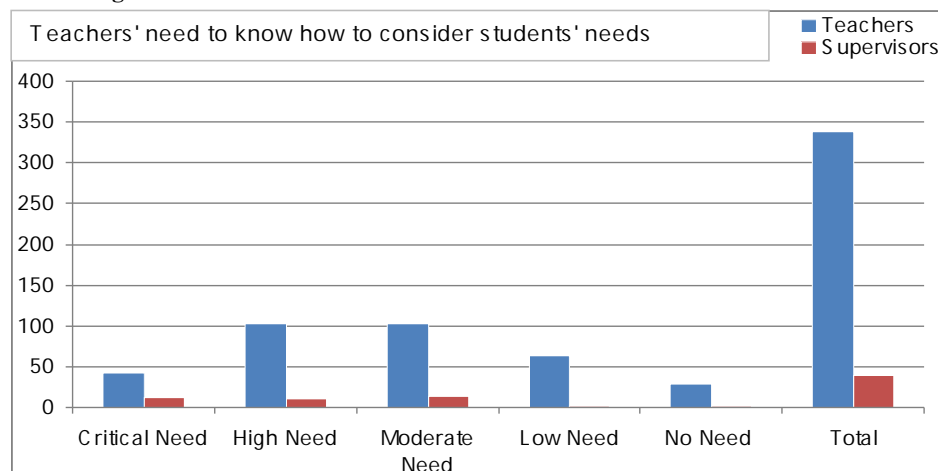
Statistics show the EFL teachers’ mean responses on this area to be 3.36 with a standard deviation of 1.10. The mean response received from the supervisors was 3.90, with a standard deviation of .98. The analysis of variance gave a value of .002, which shows a significant difference between the two means at the .05 level. (See Table 4.17: p.127). Figure 4.30 above shows a graphic comparison of the teachers and the supervisors views on EFL teachers’ need to have this item in their training.

31- EFL Teachers’ Needs to Know How to Consider Students’ Needs and Interests

Since students are the ones who do the job learning English, teachers should work on considering their needs and interests. Questionnaire item thirty-one concerned teachers’ need for more knowledge on this area. See Table 4.40 below.

Table 4.38: EFL teachers' need to know how to consider students' needs				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	28	8.3	2	5.0
Low need	64	18.9	2	5.0
Moderate need	102	30.2	13	32.5
High need	102	30.2	11	27.5
Critical need	42	12.4	12	30.0
Total	338	100.0	40	100.0

Figure 4. 31: EFL teachers' need to know how to consider students' needs



Twelve and four tenth percent of the EFL teachers, 12.4%, felt critical need to know about how to consider students' interest and needs in teaching English. The rating of 30.2% was given to "High need" and another 30.2% to "Moderate need" to EFL teachers' need for training in this area. Eighteen and ninth percent (18.9%) felt "Low need" and only 8.3% gave response to "No need."

From the supervisors' point of view, EFL teachers' need for training in how to consider students' needs in teaching English was pronounced by 30% as critical. "High need" was the response of 27.5%. A majority of 32.5% selected "Moderate need." Only 5% responded "Low need" and 5% "No need" ratings.

On this area, the mean rating from the EFL teachers' views was 3.20, with a standard deviation of 1.13. From the supervisors' view, the mean rating on the same area was 3.73, with a standard deviation of 1.11. The analysis of variance used to compare the means indicated a value of .006, which denotes a significant difference at

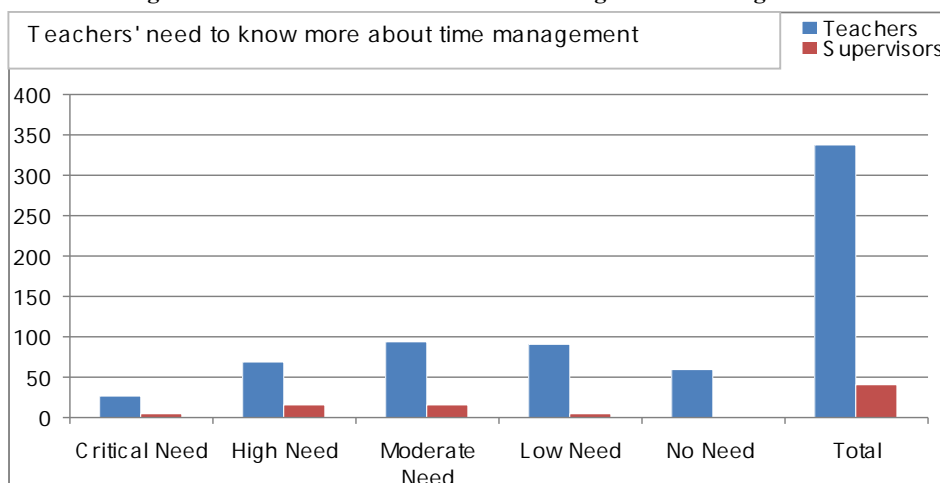
the .05 level. (See Table 4.17: p.127). Figure 4.31 shows a graphic comparison of EFL teachers and their supervisors on the teachers' need for this area in their training.

32- EFL Teachers' Need to Improve their Skill of Time Management

Teachers have to make highly efficient use of time in their teaching. Item number thirty-two of the questionnaire offered information on the teachers' and supervisors' opinions on EFL teachers' need to know about how to manage time of the lesson. Table 4.41 below shows the descriptive data.

Table 4.39: EFL teachers' need for training in time management				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	60	17.8	.....	.....
Low need	90	26.6	4	10.0
Moderate need	93	27.5	15	37.5
High need	68	20.1	16	40.0
Critical need	27	8.0	5	12.5
Total	338	100.0	40	100.0

Figure 4. 32: EFL teachers' need for training in time management



EFL teachers' need for training in time management was viewed critical by only 8% of the teachers surveyed. Twenty and one-tenth (20.1%) chose "High need," a majority of 27.5% responded "Moderate need," and 26.6% gave preference to "Low need." "No need" was selected by 17.8% of the teachers.

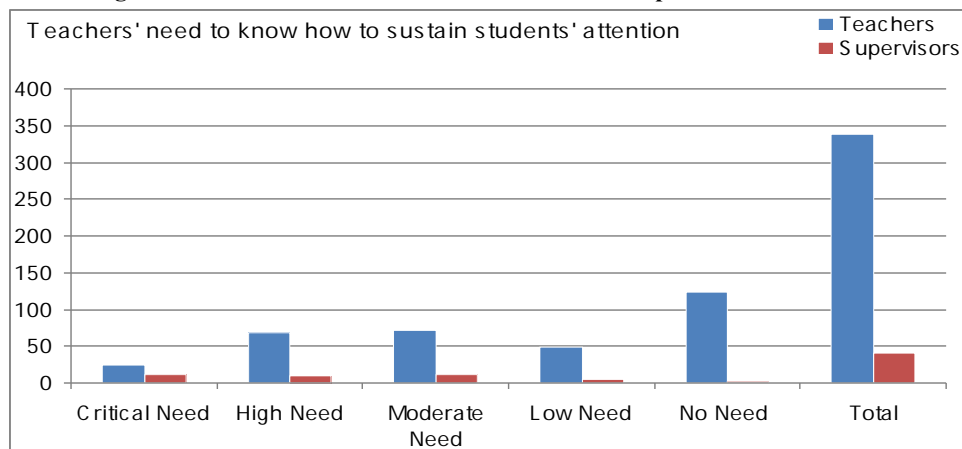
Only 12.5% of the supervisors checked “Critical need” for training EFL teachers on time management. Most of them, 40%, supported the rating of “High need,” while 37.5% preferred “Moderate need.” “Low need” was chosen by 10% only. However, none of the supervisors chose “No need”

The given data shows that the mean response which was received from the EFL teachers on this area was 2.74, with a standard deviation of 1.20. The supervisors mean score was 3.55, with a standard deviation of .85. The statistical technique of variance analysis was employed to analyse the difference between the mean ratings of the two groups. The result was a value of .000, which shows a significant difference between the two means at .05 level. (See Table 4.17: p.127). Figure 4.32 above gives a graphic comparison between EFL teachers and their supervisors on the teachers’ need to add time management to their in-service training programme.

33- EFL Teachers’ Needs to Know How to Establish and Keep Students’ Attention

Ensuring learning requires the students to pay close attention to understand knowledge segments and act accordingly. So, teachers should have basic techniques for gaining students’ attention and keeping them attentive. The questionnaire item, 33, yielded information on EFL teachers’ need to know more about how to establish and keep students’ attention in the language classroom. See Table 4.42 below.

Table 4.40: EFL teachers’ need to know how to keep students attention				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	124	36.7	1	2.5
Low need	49	14.5	5	12.5
Moderate need	72	21.3	12	30.0
High need	68	20.1	10	25.0
Critical need	25	7.4	12	30.0
Total	338	100.0	40	100.0

Figure 4. 33: EFL teachers' need to know how to keep students' attention

The lowest percentage of the EFL teachers surveyed, 7.4% selected “Critical need” for their in-service training in how to establish and keep students’ attention during teaching. “High need” was chosen by 20.1%. “Moderate need” was felt by 21.3%, while 14.5% responded “Low need,” and 36.5% gave responses of “No need,”

Thirty percent of the supervisors surveyed selected “Critical need” to train EFL teachers on keeping students’ attention to learn. “High need” was chosen by 25% of them and “Moderate need” by 30%. A response of “Low need” was given by 12.5% of the supervisors while only 2.5 selected “No need.”

According to the given data, the EFL teachers’ mean response was 2.47 with a standard deviation of 1.35. The supervisors’ mean score on the same area was 3.68 with a standard deviation of 1.12. The mean responses of these two groups were given by the analysis of variance which gave a significance value of .000. Thus, the difference was significant at the .05 level. (See Table 4.17: p.127). Figure 4.33 above presents the graphic comparison of the EFL teachers’ and their supervisors’ responses on the teachers’ need to gain knowledge on attracting students’ attention to learn.

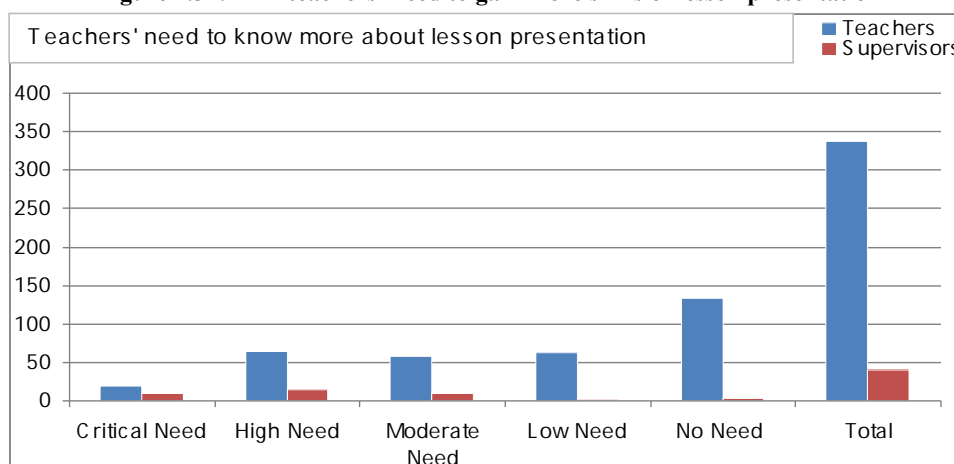
34- EFL Teachers’ Needs to Gain Skills of Lesson Presentation

Another important skill in teaching English is the teachers’ ability to teach clearly structured lesson. It is the teachers’ ability of lesson presentation that provides

understanding of the content and conveys its meaning and forms. Data on this area was given by item thirty four. See Table 4.43 below.

Table 4.41: EFL teachers' need to gain more skills of lesson presentation				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	134	39.6	4	10.0
Low need	63	18.6	1	2.5
Moderate need	58	17.2	10	25.0
High need	64	18.9	15	37.5
Critical need	19	5.6	10	25.0
Total	338	100.0	40	100.0

Figure 4.34: EFL teachers' need to gain more skills of lesson presentation



The results of the analysis indicated that only 5.6% of the EFL teachers surveyed chose “Critical need” response to include lesson presentation in their in-service training. “High need” received a response from 18.9% of them; “Moderate need,” rated by 17.2%; “Low need,” was selected by 18.6%; while most of the teachers, 39.6%, selected “No need” response.

Many supervisors, 25%, perceived EFL teachers' needs for training in lesson presentation as critical; 37.5% indicated needs as high, and 25% of them opined the teachers' need as moderate. Only 2.5% of the supervisors selected “Low need” choice and 10% of them selected “No need.”

On this area, the EFL teachers had a mean response of 2.32 and a standard deviation of 1.32 as compared with the mean response of 3.65 and a standard

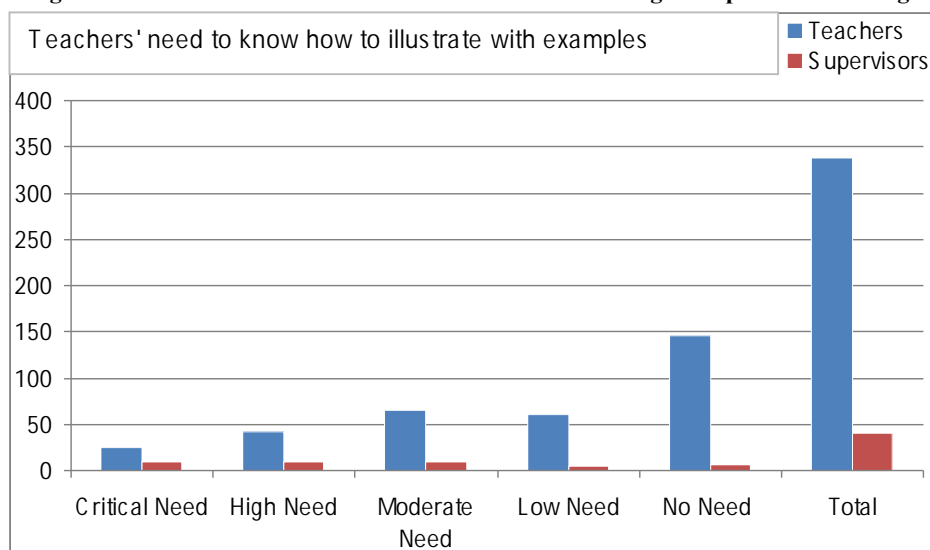
deviation of 1.19 of the supervisors. The analysis of variance technique indicated a value of .000, which produces a significant difference at the .05 level. (See Table 4.17: p.127). The graph shown in Figure 4.34 above presents a comparison between the opinions of EFL teachers and their supervisors on the teachers' need to improve their ability of lesson presentation.

35- EFL Teachers' Needs for Using of Examples and Drawings in Teaching

The skill of using examples, drawings and pictures is a fundamental aspect of teaching English, particularly in the presentation of new material. Item number thirty five in the questionnaire aimed at assessing the degree of need felt by EFL teachers and their supervisors towards training the teachers on using examples and drawings in teaching English. See Table 4.44 below.

Table 4.42: EFL teachers' need to know more about using examples and drawings				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	146	43.2	6	15.0
Low need	60	17.8	5	12.5
moderate need	65	19.2	9	22.5
high need	42	12.4	10	25.0
critical need	25	7.4	10	25.0
Total	338	100.0	40	100.0

Figure 4. 35: EFL teachers' need to know more about using examples and drawings



A rating of “Critical need” was elicited by only 7.4% of the EFL teachers surveyed, “High need” by 12.4%, “Moderate need” by 19.2%, “Low need” by 17.8% and 43.2% indicated “No need” for training in how to use example and pictures.

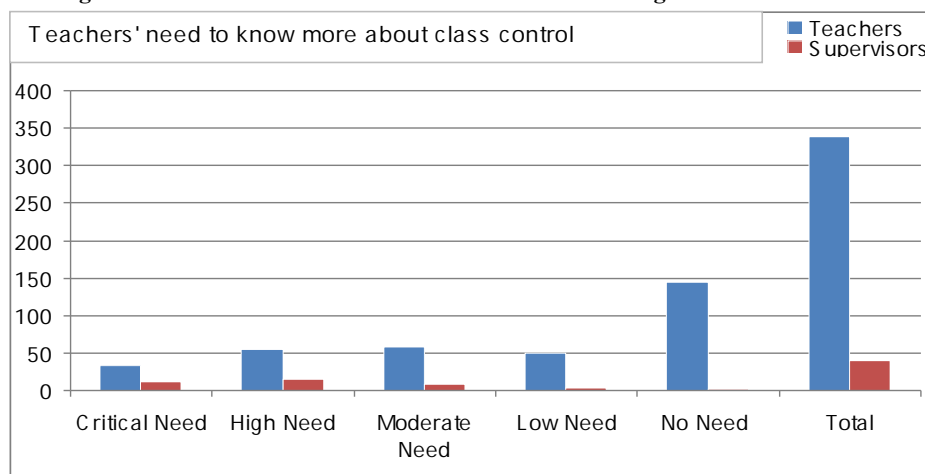
The supervisors’ perceptions of training EFL teachers on the use of examples and picture in teaching was selected by a majority of 25% for the rating of “Critical need,” and another 25% for “High need”; 22.5% preferred “Moderate need.” Only 12.5% of the supervisors indicated “Low need” and 15% for “No need”.

The mean of the teachers’ responses on this area was 2.23 with a standard deviation of 1.32. The supervisors’ mean response was 3.33 with a standard deviation of 1.38. The analysis of variance technique used to differentiate between these two means indicated that a significant difference existed at the .05 level, with a value of .000. (See Table 4.17: p.127). Figure 4.35 presents a graph of a comparison between the opinions of EFL teachers and their supervisors towards training the teachers on the use of examples and drawings in teaching.

36- EFL Teachers’ Need to Know How to Manage Students’ Behaviour

In fact, learning cannot occur in an environment where students’ behaviour is out of control. Teachers have to adopt an appropriate behaviour policy and follow the required procedures of rewards and punishment to handle students’ misbehaviour. Information on EFL teachers’ needs to know about controlling students’ behaviour was covered by item thirty sixth of the questionnaire. See Table 4.45 below.

Table 4.43: EFL teachers’ needs to know how to manage students’ behaviour				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	144	42.6	2	5.0
Low need	49	14.5	4	10.0
Moderate need	58	17.2	8	20.0
High need	54	16.0	15	37.5
Critical need	33	9.8	11	27.5
Total	338	100.0	40	100.0

Figure 4. 36: EFL teachers' needs to know how to manage students' behaviour

The data on this area showed a “Critical need” of EFL teachers for more training in disciplining students and keeping order was chosen by 9.8% of the EFL teachers surveyed, “High need” by 16%,”Moderate need” by 17.2%, “Low need” by 14.5%, and “No need” by 42.6%.

Of the supervisors surveyed, 27.5% selected “Critical need” and most of them 37.5% gave “High need” ratings for training EFL teachers more on disciplining students. “Moderate need” was selected by 20% and “Low need by 10%. Only 5% of the supervisors selected “No need” response.

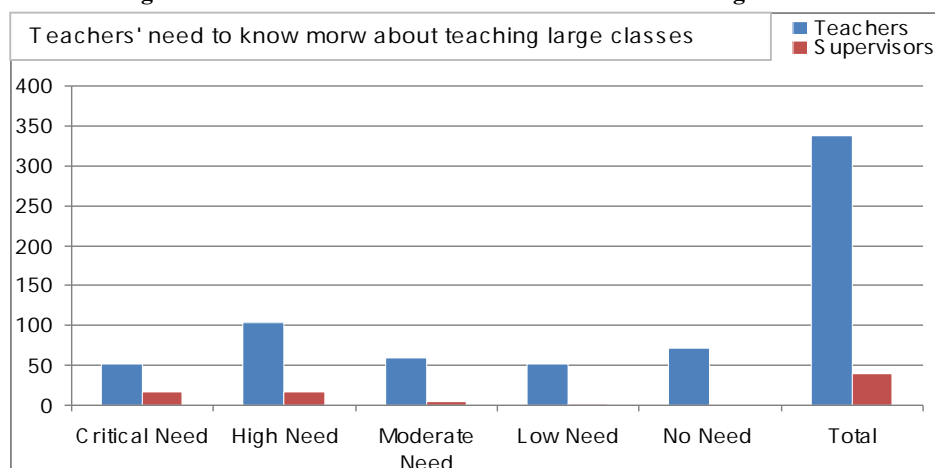
The mean response of the teachers on this area was 2.36 with a 1.41 standard deviation. Their supervisors gave a mean rating of 3.73 with a standard deviation of 1.13. A significance value of .000, which was given by the analysis of variance, indicates a significant difference at the .05 level. (See Table 4.17: p.127). Figure 4.36 above presents a graph that displays a comparison between the two groups' perceptions on the teachers' need to improve their abilities of class control.

37- EFL Teachers' Needs to Know about How to Teach Large Classes

The foremost problem in the job of teaching is the density of students in a classroom. The thirty-seventh questionnaire item was used to survey EFL teachers' need for more knowledge of how to teach large classes. See Table 4.46 below.

Table 4.44: EFL teachers' need to know how to teach large classes				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	72	21.3	....	.....
Low need	51	15.1	1	2.5
Moderate need	60	17.8	5	12.5
High need	104	30.8	17	42.5
Critical need	51	15.1	17	42.5
Total	338	100.0	40	100.0

Figure 4.37: EFL teachers' need to know how to teach large classes



The data concerning EFL teachers' responses on their need for training in how to teach large classes showed that "Critical need" choice was chosen by 15.1%, while a majority of 30.8% gave their response to "High need." "Moderate need" was felt by 17.8%, "Low need" by 15.1% and "No need" by 21.3%.

A majority of 42.5% of the supervisors favoured "Critical need" and another 42.5% preferred "High need" for developing teachers' abilities to teach large classes. "Moderate need" was rated by 12.5% and only 2.5% indicated "Low need." No response was given to "No need."

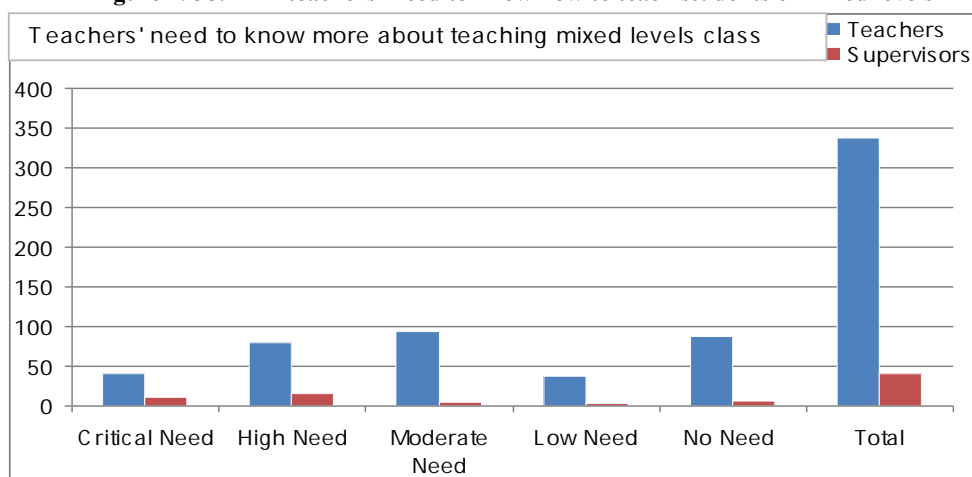
The EFL teachers' mean rating on this area was 3.03 with a standard deviation of 1.39. The mean on the supervisors' response was 4.25 with a standard deviation of .78. With a significance value of .000, the analysis of variance indicates the existence of a significant difference between the means of the two groups at the .05 level. (See Table 4.17: p.127). Figure 4.37 above shows a graph that indicates a comparison between EFL teachers' and supervisors' perceptions on the teachers' needs to receive training in teaching large classes.

38- EFL Teachers' Need to Know about Teaching Students of Mixed Levels

Students come from diverse educational backgrounds and from a wide variation of the skill levels of individual students. The perceptions of the Yemeni EFL teachers' need for training in how to teach students of mixed levels was provided by the responses to item thirty-eight in the questionnaire. See Table 4.47 below.

Table 4.45: EFL teachers' need to know how to teach students of mixed levels				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	88	26.0	6	15.0
Low need	38	11.2	3	7.5
Moderate need	93	27.5	5	12.5
High need	79	23.4	15	37.5
Critical need	40	11.8	11	27.5
Total	338	100.0	40	100.0

Figure 4. 38: EFL teachers' need to know how to teach students of mixed levels



“Critical need” was checked by 11.8% of the EFL teachers surveyed, and “High need” was ticked by 23.4%. A majority of 27.5% gave the ratings of “Moderate need” for in-service training in teaching students of mixed levels. Only 11.2% responded “Low need;” while “No need” was chosen by 26%.

The statistics on the supervisors’ responses indicate that 27.5% felt the teachers’ need for training in the same area as critical, while most of the supervisors, 37.5%, felt “High need.” Twelve and half percent indicated “Moderate need;” “Low need” was selected by 7.5%. Fifteen percent indication was given to “No need.”

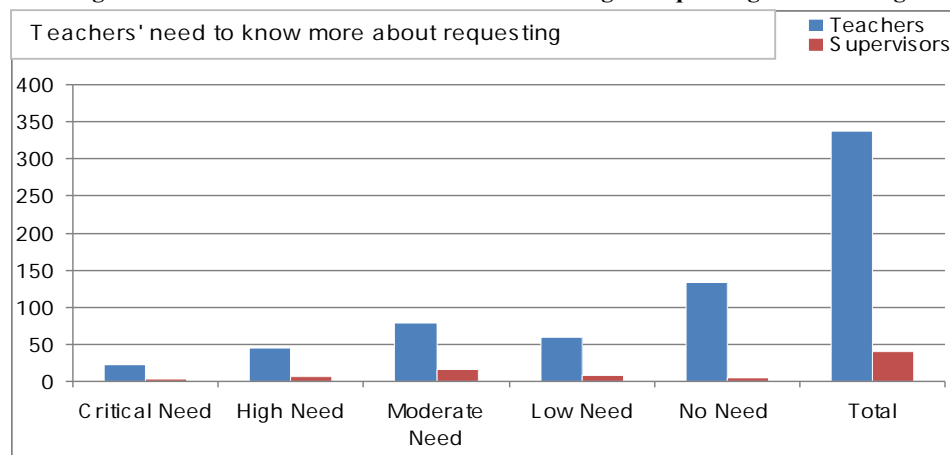
The EFL teachers’ mean perception on this area was 2.84, with a standard deviation of 1.36. The supervisors’ mean perception was 3.55 with a standard deviation of 1.38. The significance value obtained through statistical testing was .003, which shows a significant difference between these two means at the .05 level. (See Table 4.17: p.127). Figure 3.8 above by graph shows the comparison between the teachers’ and the supervisors’ perceptions on EFL teachers’ need to improve abilities of teaching classes of mixed levels.

39- EFL Teachers’ Need for Training in the Skill of Requesting and Ordering

When a teacher tries to get things done in the classroom (to organise the lesson, to control the behaviour of students etc.), she/he needs a rich knowledge of language communicative functions such as requesting, suggesting, ordering students to do something or act in a certain way. Although such classroom interaction is normal, the selection from them is a skill that should be made quite carefully according to the need and situation. The thirty-ninth item in the questionnaire gave information on EFL teachers’ need for training in the area. See Table 4.48 below.

Table 4.46: EFL teachers' need for more training in requesting and ordering				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	133	39.3	5	12.5
Low need	59	17.5	8	20.0
Moderate need	78	23.1	16	40.0
High need	45	13.3	7	17.5
Critical need	23	6.8	4	10.0
Total	338	100.0	40	100.0

Figure 4. 39: EFL teachers' need for more training in requesting and ordering



Six and eighth percent of the EFL teachers selected “Critical need” for their training in the oral skills of requesting and giving orders to students. Another 13.3% of the teachers checked “High need;” 23.1% selected “Moderate need.” 17.5% indicated “Low need,” while most of the teachers, 39.3%, felt “No need” to include such skills in the EFL teachers’ training.

Tenth of the supervisors perceived a “Critical need” for including oral conversation in the training of EFL teachers in Yemen. “High need” was the choice of 17.5%, “Moderate need” was chosen by most of them, 40%. “Low need” was perceived by 20% while only 21% of the supervisors indicated “No need.”

Statistics reveal that EFL teachers had a mean rating of 2.31 with a standard deviation of 1.30, while their supervisors had a mean response of 2.93 with a standard deviation of 1.14. A value of .002 displayed the existence of a significant difference between the two means at the .05 level by using the analysis of variance. (See Table

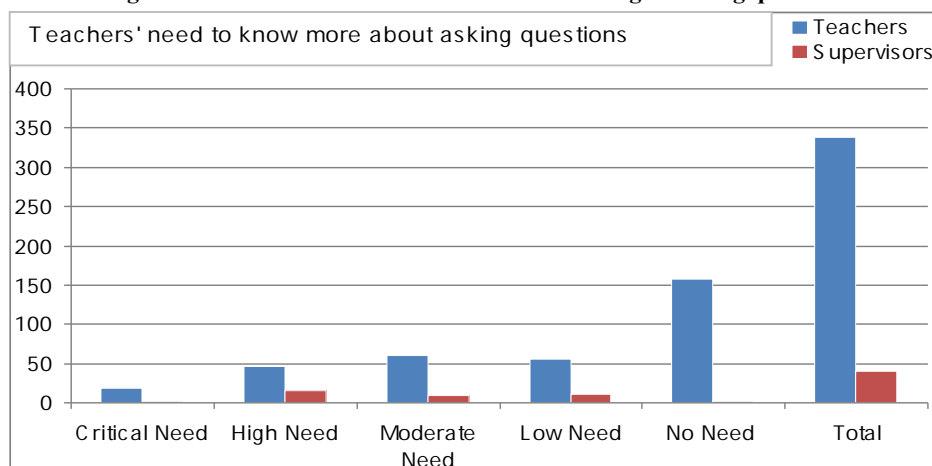
4.17: p.127). Figure 4.39 above illustrates a comparison between the perceptions of the two groups on the teachers' need for training in oral interaction with pupils.

40- EFL Teachers' Need for Training in the Skill of Asking Questions

A teacher's skill of questioning, as a tool used in teaching, makes a powerful contribution to student learning especially language learning. When the students will try to answer, they will automatically attempt to use English accurately. On the other hand, question-asking is a skill that needs great attention. As said, it takes up a large proportion of the teacher's time. The questions vary according to the purpose and type of the question. The forty questionnaire item aimed at obtaining information on EFL teachers' need for training in the skill of asking questions. See Table 4.49 below.

Table 4.47: EFL teachers' need for more training in asking questions				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	157	46.4	2	5.0
Low need	55	16.3	11	27.5
Moderate need	61	18.0	9	22.5
High need	46	13.6	16	40.0
Critical need	19	5.6	2	5.0
Total	338	100.0	40	100.0

Figure 4.40: EFL teachers' need for more training in asking questions



Of the EFL teachers surveyed, only 5.6% indicated "Critical need," and 13.6% felt "High need." "Moderate need" was responded by 18% and another rating of

16.3% to “Low need” to train EFL teachers in the skill of asking questions. However, “No need” was indicated by most of the teachers, 46.4%.

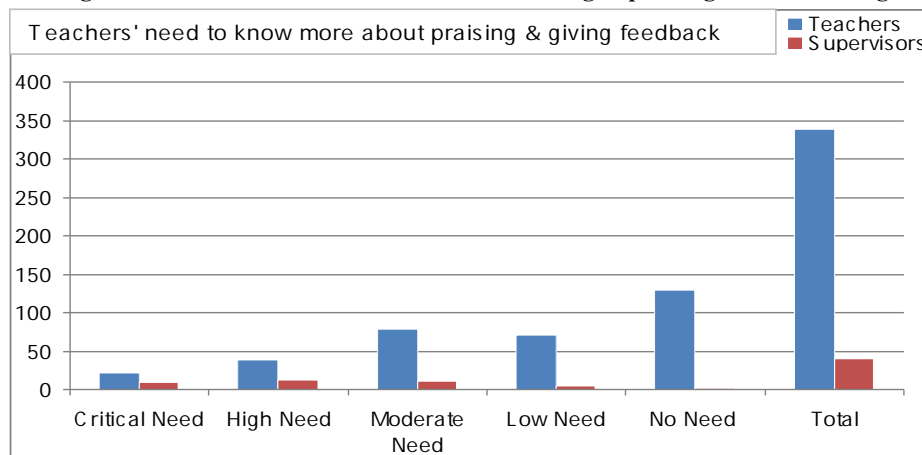
Only 5% of the supervisors perceived EFL teachers’ need to improve their skill of asking questions to be critical. At the time, 40% rated “High need.” Yet 22.5% selected “Moderate need” choice. “Low need” was checked by 27.5% of the supervisors while only 5% selected “No need” choice.

EFL teachers’ perceptions of the teachers’ need to this area indicated their mean response of 2.16 with a standard deviation of 1.29. The mean response on this area indicated by the supervisors was 3.13 with a standard deviation of 1.04. The use of the analysis of variance produced a value of .000, which indicates a significant difference between the two means at the .05 level. (See Table 4.17: p.127). Figure 4.40 illustrates a comparison between the perceptions of EFL teachers and their supervisors on the teachers’ need to know more about the skill of asking questions.

41- EFL Teachers’ Need for Training in the Skill of Praising and Reinforcing

It is said that students’ learning needs to be praised and reinforced in order to increase their motivation to learn and behave appropriately. Teachers really need training in praising and giving feedback carefully to encourage students and motivate them to continue their good work. The forty-first item was aiming to provide information on EFL teachers’ need for training in the communicative functions of praising, reinforcing and giving constructive feedback. See Table 4.50 below.

Table 4.48: EFL teachers’ need for more training in praising and reinforcing				
Level of need	Teachers’ No.	%	Supervisors’ No.	%
No need	130	38.5	1	2.5
Low need	71	21.0	5	12.5
Moderate need	78	23.1	11	27.5
High need	38	11.2	13	32.5
Critical need	21	6.2	10	25.0
Total	338	100.0	40	100.0

Figure 4.41: EFL teachers' need for more training in praising and reinforcing

More training in praising and reinforcing students' participation was elicited a "Critical need" response from only 6.2% of the EFL teachers, while 11.2% felt "High need." "Moderate need" was chosen by 23.1% and "Low need" drew the response of only 21%. Most of the teachers, 38.5%, gave their response to "No need."

The supervisors' responses were as follows: 25% chose "Critical need," a majority of 32.5% chose "High need" to include praising and reinforcing students' answers in the EFL teacher training. "Moderate need" was rated by 27.5% of the supervisors. "Low need" was selected by 12.5% and "No Need" by 2.5%.

On this area, the EFL teachers gave a mean response of 2.26 with a standard deviation of 1.25, while the supervisors had a mean response of 3.65 with a standard deviation of 1.08. The analysis of variance employed to differentiate between these two means gave value of .000, which shows a significant difference at the .05 level. (See Table 4.17: p.127). Figure 4.41 above shows a graphic comparison between the perceptions of the EFL teachers and the supervisors on the teachers' need to include praising and reinforcing students' participation in their in-service training.

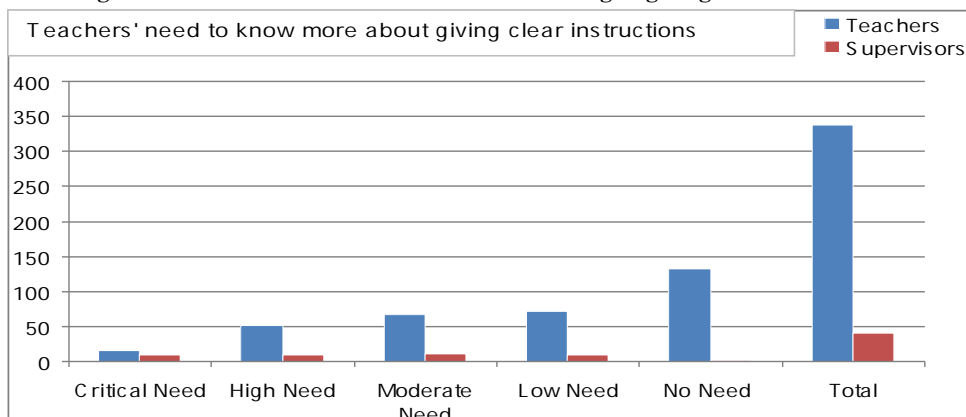
42- Teachers' Need for Training in the Skill of Giving Instructions

Part of natural conversation, the teacher needs to give appropriate instructions related to recurrent classroom activities or class control. The students, in their turn,

are required to listen to the teacher's instructions in English and react positively to them. On the other hand, for students to become engaged in learning, they must receive clear directions from teachers. Hence, including this skill in the training of EFL teachers was surveyed by item number forty-two. See Table 4.51 below.

Table 4.49: EFL teachers' need for more training in giving instructions				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	132	39.1	2	5.0
Low need	71	21.0	9	22.5
Moderate need	67	19.8	11	27.5
High need	52	15.4	9	22.5
Critical need	16	4.7	9	22.5
Total	338	100.0	40	100.0

Figure 4.42: EFL teachers' need for more training in giving clear instructions



The lowest percentage of the EFL teachers surveyed, 4.7%, selected “Critical need” for including the skill of giving clear instructions in their in-service training. “High need” was perceived by 15.4%, moderate by 19.8% and low by 21%. Most of the teachers, 39.1%, indicated “No need.”

The supervisors' response to EFL teachers' needs for training in this area was rated critical by 22.5%, high by 22.5% and low by another 22.5%. A majority of 27.5% selected “Moderate need” response. Only 5% selected “No need.”

On this area, the EFL teachers' mean rating was 2.26 with a standard deviation of 1.25. The supervisors' mean rating was 3.35 with a standard deviation of 1.21. By the use of analysis of variance, the significance value obtained was .000, which

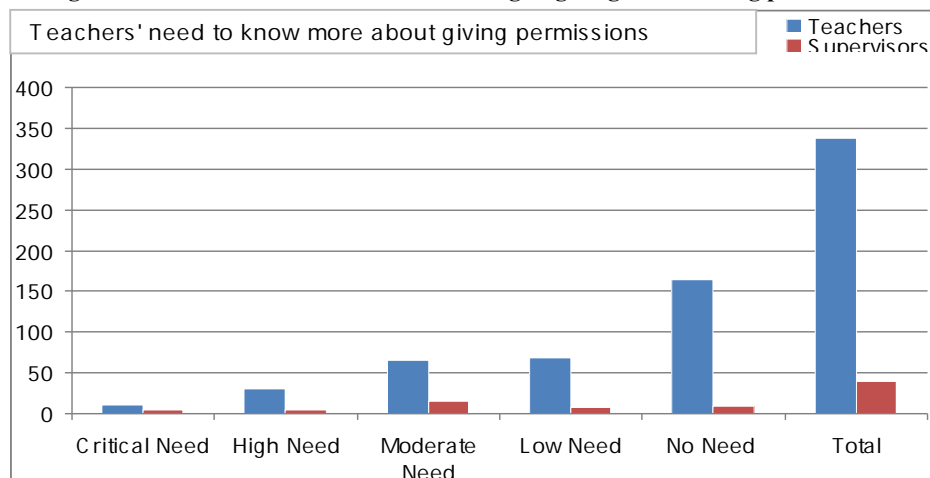
indicates a significant difference between the two means at the .05 level. (See Table 4.17: p.127). Figure 4.42 above shows a graphic comparison between the perceptions of EFL teachers and their supervisors on the teachers' need to know about the skill of giving clear instructions to students.

43- Teachers' Need for Training in Giving and Refusing Permissions

In fact, listening to all the students' requests and excuses will waste most of the teacher's time and the tone of the lesson. Item forty three in the questionnaire was employed to pool information on EFL teachers' need for knowledge of giving and refusing permissions in language classroom. See Table 4.52 below.

Table 4.50: EFL teachers' need for training in giving and refusing permissions				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	164	48.5	9	22.5
Low need	68	20.1	8	20.0
Moderate need	65	19.2	15	37.5
High need	30	8.9	4	10.0
Critical need	11	3.3	4	10.0
Total	338	100.0	40	100.0

Figure 4.43: EFL teachers' need for training in giving and refusing permissions



Only 3.3% of the EFL teachers selected "Critical need" for this area and 8.9% selected "High need", "Moderate need" was responded by 19.2% and "Low need" by 20.1%. However, most of them, 48.5%, responded to "No need."

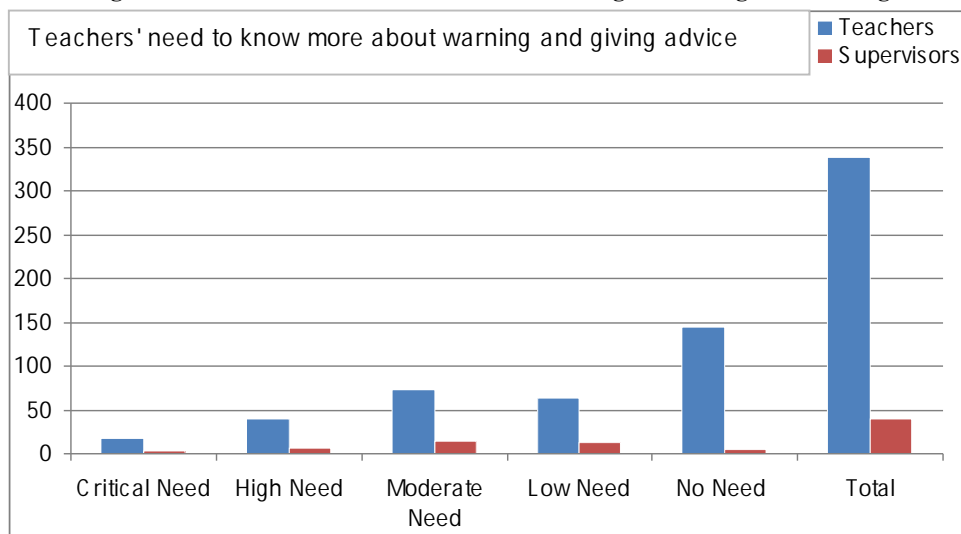
The statistics on the supervisors' responses reveal that only 10% perceived a "Critical need" and another 10% "High need," on the same area; however, a majority of 37.5% selected "Moderate need." "Low need" response was rated by 20% and "No need" by 22.5%.

The given data showed a mean score of the EFL teachers' response of 1.98 and a standard deviation of 1.15 as compared with a mean score of the supervisors' response of 2.65 with a standard deviation of 1.23. A value of .001 was the significance derived by the analysis of variance. It shows a significant difference between the mean responses of the teachers and their supervisors at the .05 level. (See Table 4.17: p.127). Figure 4.43 above shows a graphic comparison between the perceptions of EFL teachers and their supervisors on the teachers' need to improve their interactive skills of giving and refusing permissions during teaching.

44- Teachers' Need for Training in the Skill of Warning and Advising

The forty-forth questionnaire item gave information on EFL teachers' need for training in warning and giving advices to the students. See Table 4.53 below.

Table 4.51: EFL teachers' need for more training in warning and advising				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	145	42.9	4	10.0
Low need	63	18.6	12	30.0
Moderate need	73	21.6	15	37.5
High need	39	11.5	6	15.0
Critical need	18	5.3	3	7.5
Total	338	100.0	40	100.0

Figure 4.44: EFL teachers' need for more training in warning and advising

A rating of “Critical need” was chosen by 5.3% only, “High need” by 11.5%, “Moderate need” by 21.6%. “Low need” was rated by 18.6% while “No need” received a majority of 42.9% responses from the EFL teachers on their need to include warning and giving advice skills in their supposed in-service training.

“Critical need” was felt by 7.5% of the supervisors surveyed. Fifteen percent of them rated the need as “High.” “Moderate need” was selected by a majority of 37.5%, while 30% responded to “Low need,” and 10% gave “No need” response.

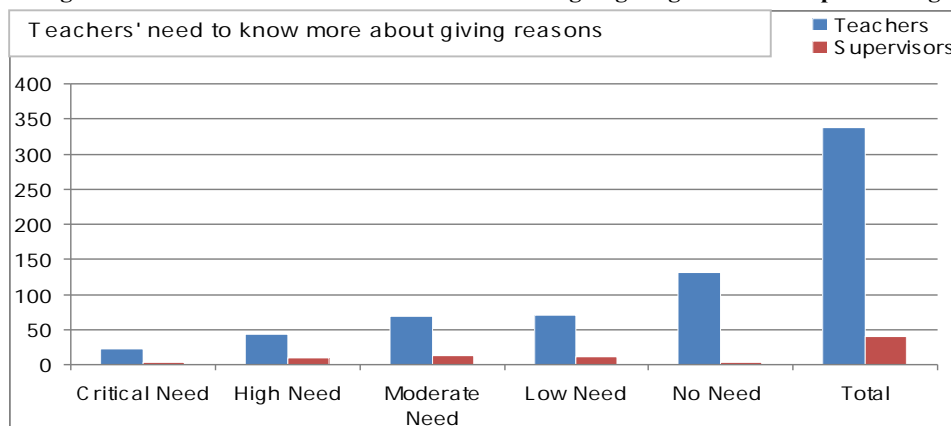
The mean response on this area as indicated by EFL teachers was 2.18 with a standard deviation of 1.25 as compared with a mean rating of 2.80 and a standard deviation of 1.07 of their supervisors. The analysis of variance statistical technique was used to analyse the difference between these two means. The resulted value was .001, which indicates that a significant difference was found at the .05 level. (See Table 4.17: p.127). Figure 4.44 above shows a graphic comparison between the perceptions of EFL teachers and the supervisors on the teachers' need to improve their interactive skills of warning and giving advice.

45- Teachers' Need for Training in the Skill of Giving Reasons and Persuading

The forty-fifth questionnaire item intended to survey EFL teachers' and their supervisors' perceptions on the teachers' need to improve their oral skill of explaining, persuading and giving reasons. See Table 4.54 below for description.

Table 4.52: EFL teachers' need for more training in giving reasons and persuading				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	132	39.1	3	7.5
Low need	71	21.0	11	27.5
Moderate need	69	20.4	13	32.5
High need	44	13.0	9	22.5
Critical need	22	6.5	4	10.0
Total	338	100.0	40	100.0

Figure 4.45: EFL teachers' need for more training in giving reasons and persuading



Only 6.5% of the EFL teachers felt “Critical need” for in-service training in the oral skills of explaining, giving reasons and persuading. Thirteen percent (13%) indicated “High need,” and 20.4% gave response of “Moderate need.” “Low need” was indicated by 21%. Most of the teachers, 39.1% gave ratings of “No need.”

The data concerning the supervisors' ratings on EFL teachers' need for more training in this area showed that “Critical need” was chosen by 10%, while 22.5% gave their response to “High need” and a majority of 32.5% to “Moderate need.” Another 27.5% gave rate of “Low need” while “No need” received 7.5% response from the supervisors on this area.

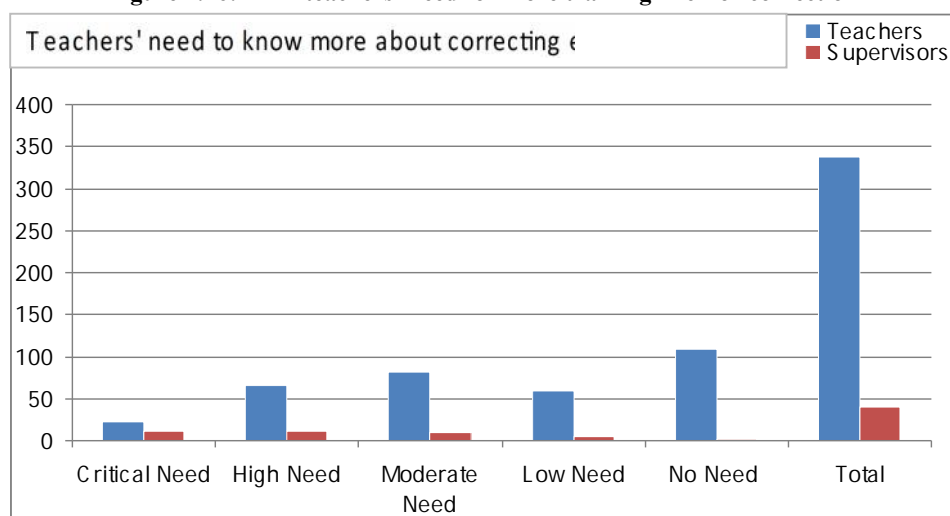
The EFL teachers' mean rating on this area was 2.27 with a standard deviation of 1.28. The mean on the supervisors' response was 3.00 with a standard deviation of 1.11. A significance value of .000, which was resulted from the analysis of variance, indicates a significant difference between the two means at the .05 level. (See Table 4.17: p.127). Figure 4.45 above gives a graphic comparison between the teachers' and supervisors' perceptions on the teachers' need for more training in giving reasons.

46- EFL Teachers' Need for Training in the Skill of Error Correction

The errors committed by EFL learners are important for their learning. On the other hand, they are a sign of students' failure. Questionnaire item forty six was designed to give information on EFL teachers' need for improving their skill of correcting students' errors. See Table 4.55 below.

Table 4.53: EFL teachers' need for more training in error correction				
Level of need	Teachers' No.	%	Supervisors' No.	%
No need	109	32.2	2	5.0
Low need	59	17.5	5	12.5
Moderate need	82	24.3	10	25.0
High need	65	19.2	11	27.5
Critical need	23	6.8	12	30.0
Total	338	100.0	40	100.0

Figure 4.46: EFL teachers' need for more training in error correction



Only 6.8% of the EFL teachers chose “Critical need” to indicate their need for more training in correcting students’ errors. However, 19.2% indicated “High need.” “Moderate need” was selected by 24.3% while 17.5% chose “Low need.” A majority of 32.1% selected “No need” to include this item in the training course.

On the contrary, most of the supervisors, 30%, felt EFL teachers’ need to know about error correction as “Critical.” Twenty seven and half percent, 27.5%, selected “High need” and 25% responded “Moderate need.” Twelve and half percent responded “Low need,” and only 5% chose “No need.”

On this area, the EFL teachers’ mean response was 2.51 with a standard deviation of 1.30, while their supervisors’ mean response was 3.65 with a standard deviation of 1.19. A significance value of .000 obtained by an analysis of variance indicates a significant difference at the .05 level. (See Table 4.17: p.127). Figure 4.46 above illustrates a graphic comparison between the teachers’ and their supervisors’ perceptions on EFL teachers’ need for more training in the skill of error correction.

Table 4.56: Overall teachers’ responses on their level of need for in-service training in the professional knowledge and skills

EFL teachers’ need to improve their knowledge of:

Item	Critical Need		High Need		Moderate Need		Low Need		No Need	
	No	%	No	%	No	%	No	%	No	%
1. teaching listening	65	19.2	122	36.1	89	26.3	48	14.2	14	4.1
2. teaching speaking	66	19.5	108	32	98	29	48	14.2	18	5.3
3. teaching reading	34	10.1	90	26.6	95	28.1	82	24.3	37	10.9
4. teaching writing	47	13.9	104	30.8	89	26.3	66	19.5	32	9.5
5. language acquisition	34	10.1	94	27.8	103	30.5	69	20.4	38	11.2
6. latest research	56	16.6	114	33.7	89	26.1	52	15.4	27	8.0
7. teaching aids	61	18	98	29	99	29.3	54	16	26	7.7
8. lesson planning	36	10.7	69	20.4	93	27.5	80	23.7	60	17.8
9. task organisation	25	7.4	79	23.4	109	32.2	93	27.5	32	9.5
10. solving teaching problems	43	12.7	82	24.3	83	24.6	74	21.9	56	16.6
11. teaching vocabulary	21	6.2	75	22.2	82	24.3	93	27.5	67	19.8

12. teaching grammar	29	8.6	70	20.7	71	21	92	27.2	76	22.5
13. motivating pupils	54	16	100	29.6	87	25.7	60	17.8	37	10.9
14. learning assessment	25	7.4	87	25.7	114	33.7	71	21	41	12.1
15. special teaching skills	33	9.8	111	32.8	96	28.4	63	18.6	35	10.4
16. managing class activities	40	11.8	69	20.4	103	30.5	76	22.5	50	14.8
17. using blackboard	12	3.6	44	13	61	18	64	18.9	157	46.4
18. creating atmosphere	19	5.6	68	20.1	92	27.2	87	25.7	72	21.3
19. evaluating objectives	20	5.9	84	24.9	98	29	105	31.1	31	9.2
20. pupils' involvement	30	8.9	96	29	107	31.7	73	21.6	32	9.5
21. using extra materials	34	10.1	101	29.9	102	30.2	74	21.9	27	8
22. helping students face their learning difficulties	47	13.9	124	36.7	89	26.3	59	17.5	19	5.6
23. considering students' needs	42	12.4	102	30.2	102	30.2	64	18.9	28	8.3
24. managing time	27	8.0	68	20.1	93	27.5	90	6.6	60	17.8
25. sustaining students' attention	25	7.4	68	20.1	72	21.3	49	14.5	124	36.7
26. lesson presentation	19	5.6	64	18.9	58	17.2	63	18.6	134	39.6
27. illustrating with examples	25	7.4	42	12.4	65	19.2	60	17.8	146	43.2
28. controlling pupils' behaviour	33	9.8	54	16	58	17.2	49	14.5	144	42.6
29. teaching large classes	51	15.1	104	30.8	60	17.8	51	15.1	72	21.3
30. teaching mixed levels	40	11.8	79	23.4	93	27.5	38	11.2	88	26
31. requesting and giving rules	23	6.8	45	13.3	78	23.1	59	17.5	133	39.3
32. asking questions	19	5.6	46	13.6	61	18	55	16.3	157	46.4
33. praising and reinforcing	21	6.2	38	11.2	78	23.1	71	21	130	38.5
34. giving instructions	16	4.7	52	15.4	67	19.8	71	21	132	39.1
35. giving permissions	11	3.3	30	8.9	65	19.2	68	20.1	164	48.5
36. warning and giving advice	18	5.3	39	11.5	73	21.6	63	18.6	145	42.9
37. giving reasons	22	6.5	44	13	69	20.4	71	21	132	39.1
38. correcting students' errors	23	6.8	65	19.2	82	24.3	59	17.5	109	32.2

Table 4.57: Overall supervisors' responses on the teachers' level of need for in-service training in the professional knowledge and skills

EFL teachers' need to improve their knowledge of:

Item	Critical Need		High Need		Moderate Need		Low Need		No Need	
	No	%	No	%	No	%	No	%	No	%
1. teaching listening.	11	27.5	15	37.5	12	30	2	5	-	-
2. teaching speaking	9	22.5	22	55	8	20	-	-	1	2.5

3. teaching reading	9	22.5	18	45	11	27.5	1	2.5	1	2.5
4. teaching writing	10	25	18	45	11	27.5	1	2.5	-	
5. language acquisition	7	17.5	14	35	14	35	3	7.5	2	5
6. latest research	10	25	12	30	11	27.5	7	17.5	-	
7. using aids	13	32.5	15	37.5	9	22.5	3	7.5	-	-
8. lesson planning	7	17.5	20	50	13	32.5	-		-	-
9. organising & sequencing tasks	8	20	18	45	12	30	1	2.5	1	2.5
10. solving teaching problems	7	17.5	17	2.5	13	32.5	3	7.5	-	-
11. teaching vocabulary	9	22.5	16	40	9	25.5	5	12.5	1	2.5
12. teaching grammar	6	15	13	32.5	11	27.5	8	20	2	5
13. motivating pupils to learn	16	40	15	37.5	8	20	1	2.5	-	-
14. assessing achievements	6	15	22	55	9	22.5	3	7.5	-	-
15. special teaching skills	8	20	14	35	16	40	2	5	-	-
16. managing class activities	5	12.5	16	40	15	37.5	4	10	-	-
17. using the board	3	7.5	11	27.5	14	35	8	20	4	20
18. creating good atmosphere	10	25	13	32.5	13	32.5	4	10	-	-
19. evaluating objectives	7	17.5	17	42.5	12	30	4	10	-	-
20. involving pupils	8	20	16	40	15	37.5	1	2.5	-	-
21. using extra materials	6	15	15	37.5	13	32.5	6	15	-	-
22. helping pupils face learning difficulties	12	30	16	40	9	22.5	2	5	1	2.5
23. considering students' needs	12	30	11	27.5	13	32.5	2	5	2	5
24. managing time	5	15	16	40	15	37.5	4	10	-	-
25. sustaining pupils' attention	12	30	10	25	12	30	5	12.5	1	2.5
26. lesson presentation	10	25	15	37.5	10	25	1	2.5	4	10
27. illustrating with examples	10	25	10	25	9	22.5	5	12.5	6	15
28. controlling students' behaviour	11	27.5	15	37.5	8	20	4	10	2	5
29. teaching large classes	17	42.5	17	42.5	5	12.5	1	2.5	-	-
30. teaching mixed levels	11	27.5	15	37.5	5	12.5	3	7.5	6	15
31. requesting, giving rules	4	10	7	17.5	16	40	8	20	5	12.5
32. asking questions	2	5	16	40	9	22.5	11	27.5	2	5
33. praising and reinforcing	10	25	13	32.5	11	27.5	5	12.5	1	2.5
34. giving clear instructions	9	22.5	9	22.5	11	27.5	9	22.5	2	5
35. giving permissions	4	10	4	10	15	37.5	8	20	9	22.5
36. warning and giving advice	3	7.5	6	15	15	37.5	12	30	4	10
37. giving reasons	4	10	9	22.5	13	32.5	11	27.5	3	7.5
38. correcting students' errors	12	30	11	27.5	10	25	5	12.5	2	5

Overall Professional Knowledge and Skills

Table 4.54: EFL teachers' and supervisors' perceptions on the professional knowledge and skills

Teachers' selection of items (needs)				Supervisors' selection of items (needs)			
Statement	N	Mean	SD	Statement	N	Mean	SD
developing teaching of listening	338	3.52	1.08	teaching large classes	40	4.25	.78
developing teaching of speaking	338	3.46	1.12	motivating the students	40	4.15	.83
helping students face difficulties	338	3.36	1.09	using of teaching aids, technology	40	3.95	.93
getting new ideas of research in education	338	3.36	1.16	developing teaching of speaking	40	3.95	.81
using of teaching aids and technology	338	3.34	1.17	developing teaching of writing	40	3.93	.80
motivating students to learn	338	3.22	1.23	helping students face their learning difficulties	40	3.90	.98
developing teaching of writing	338	3.20	1.18	developing teaching of listening	40	3.88	.88
considering students' needs	338	3.20	1.13	developing lesson planning	40	3.85	.70
knowing special teaching skills	338	3.13	1.14	developing teaching of reading	40	3.83	.90
using supplementary materials	338	3.12	1.11	organising and sequencing tasks	40	3.78	.89
involving pupils in learning	338	3.06	1.11	gaining knowledge of assessment	40	3.78	.80
gaining knowledge of language acquisition	338	3.05	1.16	involving pupils in learning	40	3.78	.80
teaching large classes	338	3.03	1.39	consider students' needs	40	3.73	1.11
developing teaching of reading	338	3.01	1.16	controlling pupils' behaviour	40	3.73	1.13
gaining knowledge of assessment	338	2.95	1.12	preparing class atmosphere	40	3.73	.96
solving teaching problems	338	2.95	1.28	solving teaching problems	40	3.70	.85
managing class activities	338	2.92	1.22	knowing special teaching skills	40	3.70	.85
organising and sequencing tasks	338	2.92	1.09	keeping students' attention	40	3.68	1.12
evaluating teaching objectives	338	2.87	1.07	evaluate teaching objectives	40	3.68	.89
teaching mixed levels	338	2.84	1.36	developing teaching of vocabulary	40	3.68	1.05
gaining knowledge on lesson planning	338	2.83	1.25	correcting students' errors	40	3.65	1.19
gaining skill of time management	338	2.74	1.20	improving skill of praising and reinforcing	40	3.65	1.08
developing teaching of vocabulary	338	2.67	1.20	improving lesson presentation	40	3.65	1.19
developing teaching of grammar	338	2.66	1.27	gaining new ideas of research	40	3.63	1.05
preparing classroom atmosphere	338	2.63	1.18	managing class activities	40	3.55	.85
correcting students' errors	338	2.51	1.30	teaching mixed levels	40	3.55	1.38
keeping students' attention	338	2.47	1.35	gaining skill of time management	40	3.55	.85
controlling students' behaviour	338	2.36	1.41	adding supplementary materials	40	3.53	.93
improving skill of lesson presentation	338	2.32	1.32	gaining knowledge of language acquisition	40	3.53	1.04
improving skill of requesting and ordering	338	2.31	1.30	improving skill of giving instructions	40	3.35	1.21
improving skill of giving reasons	338	2.27	1.28	developing teaching of grammar	40	3.33	1.19
improving skill of giving instructions	338	2.26	1.25	using examples & drawings	40	3.33	1.38
improving skill of praising and reinforcing	338	2.26	1.25	skill of asking questions	40	3.13	1.04
using examples & drawings	338	2.23	1.32	using blackboard	40	3.03	1.10
improving skill of warning and advising	338	2.18	1.25	improving skill of giving reasons	40	3.00	1.11
improving skill of asking questions	338	2.16	1.29	improving skill of requesting and ordering	40	2.93	1.14

improving skill of using blackboard	338	2.08	1.22	improving skill of warning and advising	40	2.80	1.07
improving skill of giving/refusing permissions	338	1.98	1.15	improving skill of giving/refusing permissions	40	2.65	1.23
Total N	338	2.77		Total N	40	3.59	

Table 4.55: Means of the teachers and the supervisors on the professional knowledge and skills		
Variable	Mean	Std. Deviation
Teachers	2.78	.43
Supervisors	3.59	.36
Total	3.18	.57

Table 4.60: Significant differences between means of the teachers' and their supervisors' responses on the professional knowledge and skills							
Category			Sum of Squares	df	Mean Square	F	Sig.
Total Professional Knowledge and Skills	Between Groups	(Combined)	12.645	1	12.645	80.417	.000
	Within Groups		11.636	74	.157		
	Total		24.282	75			

Table 4.61: Rankings of the teachers' and their supervisors' mean responses on the professional knowledge and skills			
Category	Variable	N of Items	Mean Rank
Total Professional Knowledge and Skills	EFL teachers	38	22.39
	Supervisors	38	54.61
	Total	76	

Table 4.58 above gives the mean ratings of the EFL teachers' and the supervisors' responses on the teachers' needs for training in the "Professional Knowledge and Skills". The mean responses of the EFL teachers' needs were ranked from high to low: their need to develop their methods of teaching listening, their need to develop their methods of teaching speaking, their need to know how to help students face learning difficulties, their need for new ideas coming from educational research, their need for knowledge of teaching aids and the use of technology in teaching, their need to know how to motivate students, their need to develop their methods of teaching writing, their need to know how to consider students' needs, their need for knowledge of special teaching skills like eliciting, clarifying, concept checking etc., their need for training in adding supplementary materials, their need to know how to involve students in learning, their need for knowledge of theories of

language acquisition, their need to know how to teach large classes, their need to develop their methods of teaching reading, their need to know how to assess students' learning and progress, their need to know about solving one's teaching problems, their need to know how to manage class activities, their need for knowledge of how to organise and sequence tasks, their need to know how to evaluate teaching objectives, their need to know how to teach students of mixed levels, their need for knowledge of lesson planning, their need for skills of time management, their need to know how to teach vocabulary, their need to know how to teach grammar, need to know how to prepare working class atmosphere, their need for knowledge of error correction, their need to know how to keep students' attention, their need to know how to manage students' behaviour, their need to know about lesson presentation, their need for training in requesting and ordering, their need for training in giving reasons, their need for more training in the skill of giving instructions, their need for training in the use of praising and reinforcing, their need for training in using examples and drawings in teaching, their need for training in warning and advising students, their need for training in the skill of asking questions, their need for training in using the blackboard and their need for training in giving and refusing permissions.

On the other hand, the supervisors' mean ratings on EFL teachers' need for training in the "Professional Knowledge and Skills" in in-service education were ranked from high to low: teachers' need to know how to teach large classes, teachers' need to know how to motivate students, teachers' need for knowledge of teaching aids and the use of technology in teaching, teachers' need to develop their methods of teaching speaking, teachers' need to develop their methods of teaching writing, teachers' need to know how to help students face learning difficulties, teachers' need to develop their methods of teaching listening, teachers' need for more knowledge of

lesson planning, teachers' need to develop their methods of teaching reading, teachers' need for more knowledge of how to organise and sequence tasks, teachers' need to know how to assess students' attainment and progress, teachers' need to know how to involve their students in the learning process, teachers' need to know how to consider students' needs, teachers' need to know how to manage students' behaviour, teachers' need to know how to prepare class atmosphere, teachers' need to know about solving one's teaching problems, teachers' need for training in special teaching skills like eliciting, clarifying, concept checking etc., teachers' need to know how to keep students' attention, teachers' need to know how to evaluate teaching objectives, teachers' need to know how to teach vocabulary, teachers' need for knowledge of correcting errors, teachers' need for knowledge of praising and reinforcing, teachers' need to improve their lesson presentation, teachers' need for new ideas of research in education, teachers' need to know how to manage class activities, teachers' need to know how to teach students of mixed levels, teachers' need for more training in time management, teachers' need for training in adding supplementary materials, teachers' need for knowledge of theories of language acquisition, teachers' need for training in giving instructions, teachers' need to know more about how to teach grammar, teachers' need for training in the use of examples and drawings in teaching, teachers' need for more training in the skill of asking questions, teachers' need to know about the use of the blackboard, teachers' need for training in giving reasons, teachers' need for training in requesting and ordering, teachers' need for training in warning and advising, teachers' need for training in giving and refusing permissions.

Table 4.58 above also shows that the mean responses of the EFL teachers on the "Professional Knowledge and Skills needs" ranged from 3.52 to 1.98. Hence, no item received critical need from the majority of the teachers on this category.

Meanwhile, fourteen items scored mean responses between 3.52 and 3.00, which denotes that the majority of the teachers gave responses to “High need” for training on these items (their need to develop their methods of teaching listening, their need to develop their methods of teaching speaking, their need to know how to help students face learning difficulties, their need for new ideas of the education research, their need for knowledge of teaching aids and the use of technology in teaching, their need to know how to motivate students, their need to develop their methods of teaching writing, their need to know how to consider students’ needs, their need for knowledge of special teaching skills like eliciting, clarifying, concept checking etc., their need for training in adding supplementary materials, their need to know how to involve students in learning, their need for knowledge of theories of language acquisition, their need to know how to teach large classes and their need to develop their methods of teaching reading). However, twenty three items in this category received responses of “Moderate need” from a majority of the EFL teachers (their need to know how to assess students’ learning and progress, their need to know about solving one’s teaching problems, their need to know how to manage class activities, their need for knowledge of how to organise and sequence tasks, their need to know how to evaluate teaching objectives, their need to know how to teach students of mixed levels, their need for knowledge of lesson planning, their need for skills of time management, their need to know how to teach vocabulary, their need to know how to teach grammar, need to know how to prepare working class atmosphere, their need for knowledge of error correction, their need to know how to keep students’ attention, their need to know how to manage students’ behaviour, their need to know about lesson presentation, their need for training in requesting and ordering, their need for training in giving reasons, their need for more training in the skill of giving instructions, their

need for training in the use of praising and reinforcing, their need for training in using examples and drawings in teaching, their need for training in warning and advising students, their need for training in the skill of asking questions and their need for training in using the blackboard). Only one item (below 2.00 mean score) received a rating of “Low need” from a majority of the teachers: their need for training in giving and refusing permissions.

However, Table 4.58 also indicates that two items recorded the highest mean responses from the supervisors on the “Professional Knowledge and Skills needs”: teachers’ need to know how to teach large classes (4.25), and the need to know how to motivate students to learn (4.15). These two items received “Critical need” ratings from the highest percentage of supervisors 42.5% and 40%, respectively. On the other hand, from Table 4.56 above reveals that those 33 items which are ranging from 3.95 to 3.00 received “High need” responses from the majority of the supervisors. The remaining 3 items which were ranged from 2.93 to 2.65 were rated “Moderate” level of need from the highest percentage of the supervisors.

The rankings of the items, on the other hand, explain that the EFL teachers ranked their need to develop their methods of teaching listening as their first priority for their in-service education as compared with the supervisors, who ranked the teachers’ need to know how to teach large classes as first. The EFL teachers also ranked these items, their need to develop their methods of teaching speaking, their need to know how to help students face their learning difficulties, and their need for new ideas of research in the field of education as their next three top priorities (after their 1st priority mentioned above) for in-service education on the “Professional Knowledge and Skills.” However, the supervisors ranked EFL teachers’ need to know how to motivate students to learn, their need for more knowledge of the teaching aids

and the use of technology in teaching, and their need to develop their methods of teaching speaking as their next three top priorities (after their 1st priority mentioned above) on the “Professional Knowledge and Skills.” It was also obvious that EFL teachers and their supervisors agreed on the teachers’ need for training in giving and refusing permissions to be the last item in the training of EFL teachers on the “Professional Knowledge and Skills.”

Most of the supervisors, 85%, rated the item of teachers’ need for more training in teaching large classes as “Critical” and “Moderate.” In addition, the following items received “Critical need” and “Moderate need” ratings from 70% to 80% of the supervisors: teachers’ need to improve their methods of teaching speaking, teachers’ need for more training in the use of teaching aids and technology in teaching, teachers’ need to know how motivate pupils to learn. At the time, the item of teachers’ need for more training in warning and giving advice has been rated by 65% of the supervisors of the “Critical need” and “High need.” Every item on the “Professional Knowledge and Skills” received “High need” or “Moderate need” rating from the supervisors. However, no majority among the supervisors favoured “Low need” or “No need” in their choice of needs. Furthermore, it was noticed that between 70% to 80% of the supervisors agreed on the importance of certain needs by responding to high and moderate need on the following eleven items: teachers’ need to develop methods of teaching speaking, teachers’ need to develop methods of teaching writing, teachers’ need for knowledge of theories of second language acquisition, teachers’ need for training in lesson planning, teachers’ need for more training in how to organise and sequence task, teachers’ need to know how to assess students’ attainment and progress, teachers’ need for knowledge of special teaching skills like eliciting, clarifying, concept checking etc., teachers’ need to know how to manage

class activities, teachers' need to know how to evaluate the teaching objectives, teachers' need to know how to involve students in the learning, teachers' need to know how to add supplementary materials and teachers' need for training in time management. Less percentage of the supervisors (60% to 69%) responded to high and moderate need on the following four items: teachers' need to improve their use of the white/blackboard in teaching English, teachers' need to improve their skills in creating good atmosphere, teachers' need to know how to help pupils face their learning difficulties and teachers' need to improve their interactive skills of praising and reinforcing.

However, the percentage of EFL teachers did not reach even 56% to check critical and high need on any of the items on the "Professional knowledge and Skills." On the other hand, between 51% and 63% of the EFL teachers surveyed rated the teachers' need for the following 14 items on the "Professional knowledge and Skills" as "High" or "Moderate": their need to develop methods of teaching listening, their need to develop methods of teaching speaking, their need to know how to help students face learning difficulties, their need for new ideas of the education research, their need for knowledge of teaching aids and the use of technology in teaching, their need to know how to motivate students, their need to develop their methods of teaching writing, their need to know how to consider students' needs, their need for knowledge of special teaching skills like eliciting, clarifying, concept checking etc., their need to know about adding supplementary materials, their need to know how to involve students in learning, their need for knowledge of theories of language acquisition, their need to know how to teach large classes, their need to develop reading methods, their need to know how to assess students' learning and progress and their need for knowledge of how to organise and sequence tasks. Moreover, 51%

to 60% of the EFL teachers rated the teachers' need for the following seven items on the "Professional knowledge and Skills" as "Moderate" and "low": their need to know how to manage class activities, their need for knowledge of how to organise and sequence tasks, their need for knowledge of lesson planning, their need for skills of time management, their need to know how to teach vocabulary, their need to know how to teach grammar and their need to know how to prepare working class atmosphere.

Table 4.59 shows above that the overall mean response received from the EFL teachers on the "Professional Knowledge and Skills" category was 2.78 with a standard deviation of .43, as compared with a mean rating of 3.59 with a standard deviation of .36 obtained by their supervisors. This denotes that the supervisors' mean rating is higher than that of the teachers. Kruskal-Wallis Test techniques (See Table 4.61 above) asserts this result showing the rating of the mean score received from the EFL teachers' responses on this category to be (22.39), and the rating of the supervisors' on the same category to be (54.61). Hence, the supervisors' mean rating of the teachers' needs for the whole category of "Professional Knowledge and Skills" were higher than the teachers'. As shown in Table 4.60 above, the significance value of .000 indicates that a significant difference was found between the EFL teachers and their supervisors in their mean ratings of EFL teachers' need for training in the "Professional Knowledge and Skills." More importantly, the same result was found in the mean of every item in this category. Table 4.17 above shows that the supervisors' mean responses of the entire 38 items that comprises the category of the "Professional Knowledge and Skills" were higher than the teachers'. One-way analysis of variance (ANOVA) (See also Table 4.17 above) indicated the existence of significant differences between the responses of the teacher and their supervisors on

all the items of the “Professional Knowledge and Skills” category at the .05 level of significance except one statement (teachers’ need for new ideas of research in education). These results point to that the supervisors gave more importance than did the teachers to include these items in the training of EFL secondary schoolteachers in Yemen. These results showed that the supervisors gave more importance than the teachers to train EFL teachers on the whole category of the “Professional Knowledge and Skills” and on every suggested item on this category.

C- Attitudes

The measurement of attitudes is a very difficult task since it touches the participants’ emotions, feelings and innermost side. This section is limited to EFL teachers since it is related to their attitudes. The supervisors were not asked to give their opinions on this area, and hence, no comparisons were made between the two groups on this matter. The Likert method was used in this study to construct an attitude scale by arranging the statements on five-point scale: very much, quite much, no opinion, to some extent and never. Frequency analysis was used to answer the fourth question of the study: “What are the attitudes and beliefs of the EFL teachers in the secondary schools in Yemen towards teaching and in-service training?” The number and percentage of EFL teachers responding to each item related to their attitudes were presented in tables for each item and category of the attitudes. Each item was discussed separately and the means of the statements were compared. This section contains 9 attitudinal statements as well as the suggested methods of meeting EFL teachers training:

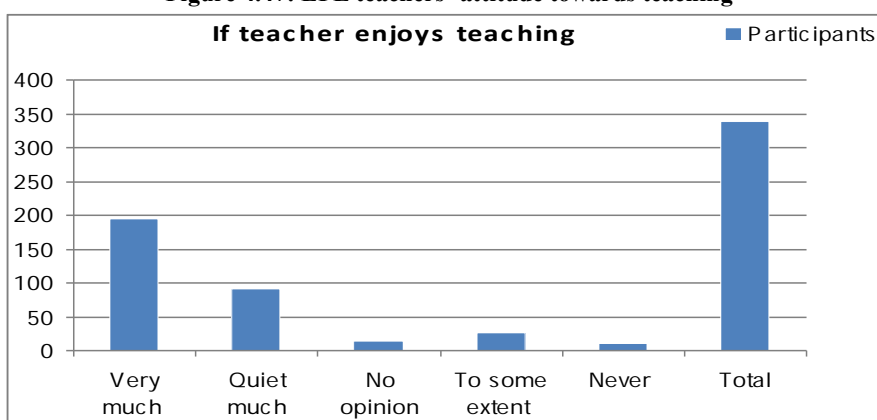
1. EFL Teachers’ Attitudes towards Teaching Profession

Teachers’ positive attitude towards teaching is one of the pillars of successful education. The first questionnaire item in this section was designed to pool EFL

teachers' attitudes towards the profession of teaching. This item states: "I enjoy teaching." See Table 4.62 below.

Table 4.56: EFL teachers' attitude towards teaching		
Level of attitude	Frequency	%
Very much	195	57.7
Quite much	92	27.2
No opinion	14	4.1
To some extent	26	7.7
Never	11	3.3
Total	338	100.0

Figure 4.47: EFL teachers' attitude towards teaching



The results of the analysis of the EFL teachers' responses showed that most of the teachers surveyed (57.7%) enjoy teaching "Very much" while only 3.3% chose "Never" response. Another twenty seven and two-tenth, 27.2%, selected "Quite much" and a few of them, 7.7%, liked teaching "To some extent." However, 4.1% did not give any response. Figure 4.47 above gives a graphic illustration of the EFL teachers' attitudes towards their job.

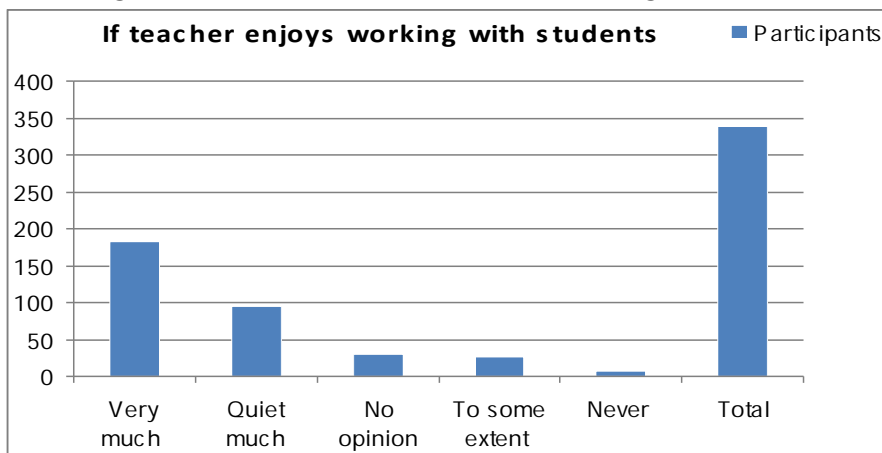
2. EFL Teachers' Attitudes towards working with students:

Also, a positive attitude towards students is an essential part of teaching. The data on EFL teachers' attitude towards students was given by the questionnaire item number two. This item states: "I enjoy working with students." See Table 4.63 below.

Table 4.57: EFL teachers' attitude towards working with Students		
Level of attitude	Frequency	%
Very much	182	53.8

Quite much	94	27.8
To some extent	29	8.6
No opinion	26	7.7
Never	7	2.1
Total	338	100.0

Figure 4.48: EFL teachers' attitude towards working with students

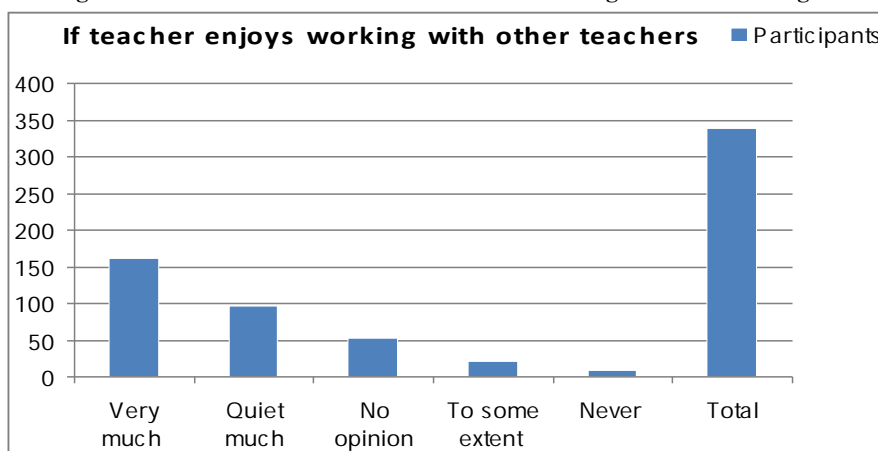


A majority of the EFL teachers (53.8%) revealed that they like working with students “Very much,” 27.8% rated “Quite much,” and 8.6% said that they like to work with students “To some extent.” However, only 2.1% of the teachers had a negative attitude towards working with their learners and 7.7% of them did not give their opinions. Figure 4.48 above shows a graph that indicates the attitudes of the EFL teachers participated in this study about working with students.

3. EFL Teachers' Attitudes towards Working with Other Teachers:

EFL teachers were asked if they were satisfied in working with their colleagues at school. The given data was the answer of the questionnaire item number 3. This item states: “I enjoy working with other teachers.” See Table 4.64 below.

Table 4.58: EFL teachers' attitude towards working with their colleagues		
Level of attitude	Frequency	%
Very much	161	47.6
Quite much	96	28.4
No opinion	52	15.4
To some extent	21	6.2
Never	8	2.4
Total	338	100.0

Figure 4.49: EFL teachers' attitude towards working with their colleagues

Most of the EFL teachers, 47.6%, indicated that they ticked “Very much” working with other teachers and 28.4% gave ratings to “Quite much.” “To some extent” was the choice of 6.2% and only 2.4% rated “Never.” Those teachers who did not give their response were 15.4%. Figure 4.49 above illustrates a graph that indicates the opinion of the EFL teachers about working with their colleagues at school.

Overall Teachers' Attitudes towards Teaching, Learners and Colleagues

Statement	No. of Teachers	Mean	Std. Deviation
I enjoy teaching	338	4.28	1.07
I enjoy working with students	338	4.23	1.05
I enjoy working with other teachers	338	4.13	1.04
Total N	338		

Table 4.65 above shows that the EFL teachers surveyed had a positive attitude towards the job of teaching. Most of them indicated that they like teaching, working with students and with teaching staff very much. The mean score of the three statements ranges between 4.28 and 4.13.

Table 4.60 : Comparing the means of EFL teachers' attitudes on the basis of their gender						
Statement	Gender	N	Mean	SD	Std. Error Mean	Sig.
I enjoy teaching	Male	167	4.25	1.11	.09	.513
	Female	171	4.32	1.03	.08	.514
I enjoy working with students	Male	167	4.20	1.08	.08	.601
	Female	171	4.26	1.01	.08	.601
I enjoy working with other teachers	Male	167	4.11	1.05	.08	.734
	Female	171	4.15	1.03	.08	.735
N		338				

Table 4.61: Comparing means of EFL teachers' attitudes on the basis of their work location						
Statement	Setting	N	Mean	SD	Std. Error Mean	Sig
I enjoy teaching	Urban	212	4.28	1.09	.07	.982
	Rural	126	4.29	1.03	.09	.982
I enjoy working with students	Urban	212	4.15	1.09	.07	.080
	Rural	126	4.36	.97	.09	.072
I enjoy working with other teachers	Urban	212	4.10	1.08	.07	.591
	Rural	126	4.17	.96	.09	.580
N		338				

Table 4.62: Comparing means of EFL teachers' attitudes on the basis of their Educational Background

Statement	Educational Background	N	Mean	SD	Std. Error Mean	Sig.
I enjoy teaching	Educationalist	267	4.27	1.06	.07	.633
	Non-educationalist	71	4.34	1.09	.13	.639
I enjoy working with students	Educationalist	267	4.19	1.07	.07	.261
	Non-educationalist	71	4.35	.96	.11	.232
I enjoy working with colleagues	Educationalist	267	4.13	1.03	.06	.794
	Non-educationalist	71	4.10	1.08	.13	.801
N		338				

Table 4.63: Comparing means of EFL teachers' attitudes based on their teaching experience						
Statement	Years of experience	N	Mean	SD	Std. Error	Sig.
I enjoy teaching	1-5	89	4.18	1.13	.12	.207
	6-10	158	4.25	1.07	.09	
	11-16	63	4.37	1.08	.14	
	16 and over	28	4.64	.68	.13	
	Total	338	4.28	1.07	.06	

I enjoy working with students	1-5	89	3.99	1.27	.13	.071
	6-10	158	4.28	.93	.07	
	11-16	63	4.32	1.04	.13	
	16 and over	28	4.46	.79	.15	
	Total	338	4.23	1.05	.06	
I enjoy working with colleagues	1-5	89	4.16	1.02	.11	.873
	6-10	158	4.15	.97	.08	
	11-16	63	4.03	1.18	.15	
	16 and over	28	4.11	1.17	.22	
	Total	338	4.13	1.04	.06	

Table 4.64 Comparing means of EFL teachers' attitudes based on their qualifications

Statement	Qualifications	N	Mean	SD	Std. Error	Sig.
I enjoy teaching	Diploma	26	4.46	.86	.17	.637
	B.ED	244	4.25	1.08	.07	
	B.A Arts	32	4.19	1.28	.23	
	B.A Languages	34	4.41	.96	.164	
	M.A	2	5.00	.00	.00	
	Total	338	4.28	1.07	.06	
I enjoy working with students	Diploma	26	4.54	.86	.17	.197
	B.ED	244	4.15	1.10	.07	
	B.A Arts	32	4.25	.98	.17	
	B.A Languages	34	4.50	.79	.14	
	M.A	2	4.50	.71	.50	
	Total	338	4.23	1.05	.06	
I enjoy working with my colleagues	Diploma	26	4.04	1.08	.21	.838
	B.ED	244	4.14	1.02	.07	
	B.A Arts	32	3.97	1.28	.23	
	B.A Languages	34	4.21	.91	.16	
	M.A	2	4.50	.71	.50	
	Total	338	4.13	1.04	.06	

Tables 4.66, 4.67, 4.68, 4.69, 4.70 above show comparisons between the EFL teachers' mean responses based on their groupings into variables of gender, educational background, work place, experience and qualifications. T-test and One way (ANOVA) techniques were used to describe the differences in perceptions of the teachers' groups. The results of analysis indicated that there were no significant differences between the EFL teachers' responses regarding their attitudes towards teaching as a profession, working with colleagues and with students on the basis of

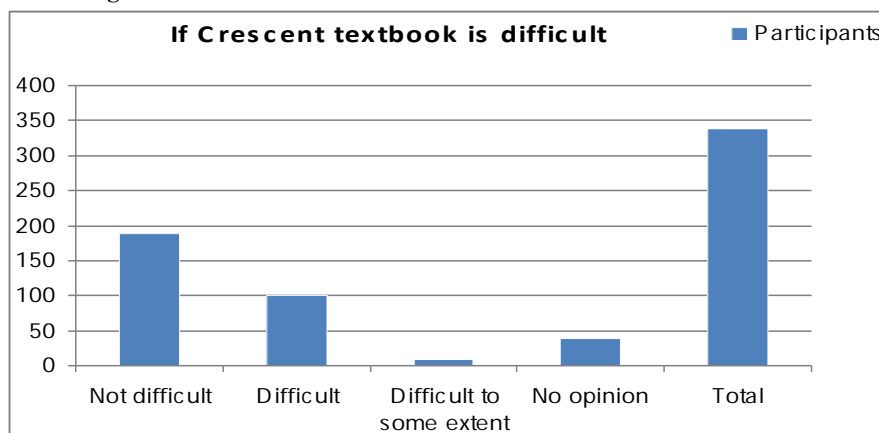
their gender, teaching experience, work location, qualifications and educational background.

4. EFL Teachers' Attitude towards English Textbooks

The questionnaire item number 4 was designed to generate the data that produce EFL teachers' opinion on teaching and learning the English course of secondary school level. See Table 4.71 below.

Table 4.65: EFL teachers' attitudes towards the Crescent textbook		
Level of attitude	Frequency	%
Not Difficult	189	55.9
Difficult	101	29.9
Difficult to some extent	9	2.7
No opinion	39	11.5
Total	338	100.0

Figure 4. 50: EFL teachers' attitudes towards the Crescent textbook



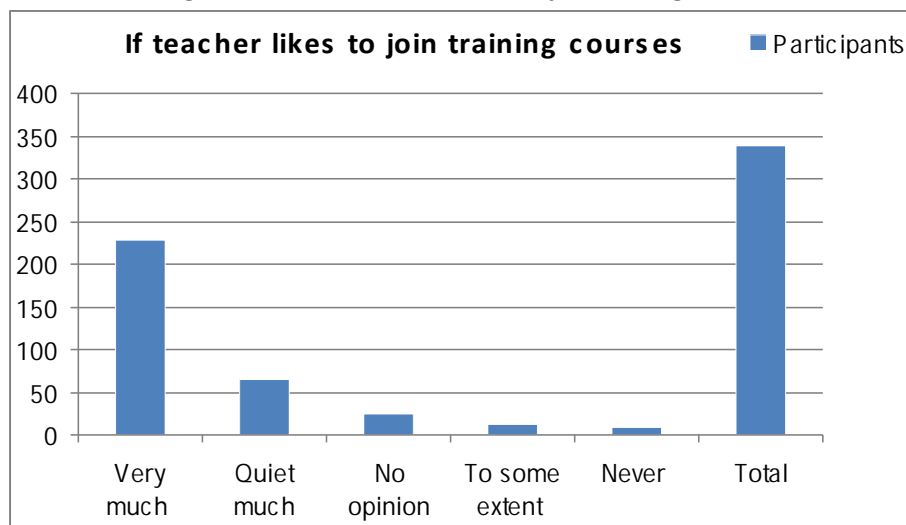
Most of the EFL teachers participated in this study, 55.9%, indicated that the English course of secondary school level is “Not difficult” to teach and learn whereas 29.9% judged that it is “Difficult.” Only 2.7% selected “Difficult to some extent” with 11.5% of them gave “No opinion” response. Figure 4.50 above illustrates a graph that presents EFL teachers' attitudes towards secondary school textbook.

5. EFL Teachers' Attitude towards In-service Training Programmes

This item in the questionnaire generates information on EFL teachers' attitudes towards attending in-service training programmes. See Table 4.72 below.

Table 4.66: If EFL teachers like to join training courses		
Level of attitude	Frequency	%
Very much	228	67.5
Quite much	65	19.2
No opinion	24	7.1
To some extent	12	3.6
Never	9	2.7
Total	338	100.0

Figure 4. 50: If EFL teachers like to join training courses



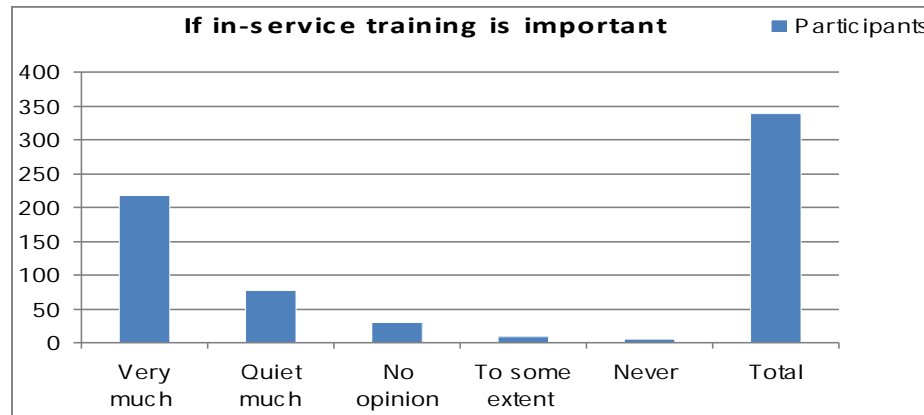
Most of the EFL teachers surveyed, 67.5%, revealed that they would like to attend in-service training programme “Very much” whereas only 2.7% gave “Never” response. “Quite much” was the response of 19.2% and 3.6% selected “To some extent” choice. The teachers who did not respond were 7.1%.The graph shown in Figure 4.50 above displays the opinion of the EFL teachers regarding their attendance at in-service training activities.

6. EFL Teachers’ Attitude toward the Importance of In-service Teacher Training

This questionnaire item was designed to give information on EFL teachers’ views on the importance of establishing in-service training programmes for them. See Table 4.73 below.

Table 4.67: If in-service training is important		
Level of attitude	Frequency	%
Very much	217	64.2
Quite much	77	22.8
No opinion	30	8.9
To some extent	9	2.7
Never	5	1.5
Total	338	100.0

Figure 4. 51: If in-service training is important

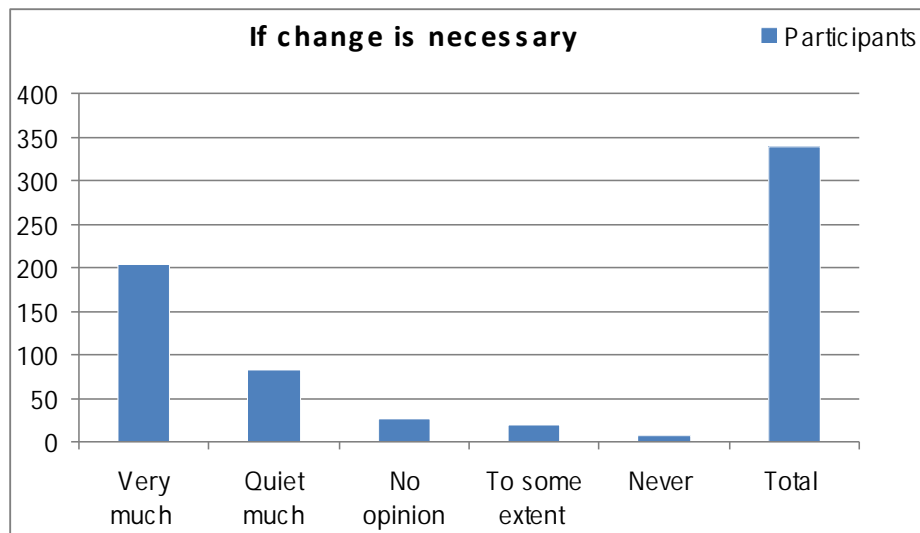


A majority of 64.2% opined that further training for EFL teachers is “Very much” important, 22.8% selected “Quite much,” and only 2.7% picked “To some extent.” However, only 1.5 opposed the idea of setting up training programmes for EFL teachers by rating of “Never.” The remaining teachers, 8.9%, did not give their opinions. The graph in Figure 4.51 above illustrates the EFL teachers’ attitudes towards the importance of establishing in-service training programmes.

7. EFL Teachers’ Attitude towards Change in the Teaching Practice

Questionnaire item number 7 was used to give information on whether EFL teachers support making a change in their teaching or not. See Table 4.74 below.

Table 4.68: If change in teaching is necessary		
Level of attitude	Frequency	%
Very much	203	60.1
Quite much	83	24.6
No opinion	26	7.7
To some extent	19	5.6
Never	7	2.1
Total	338	100.0

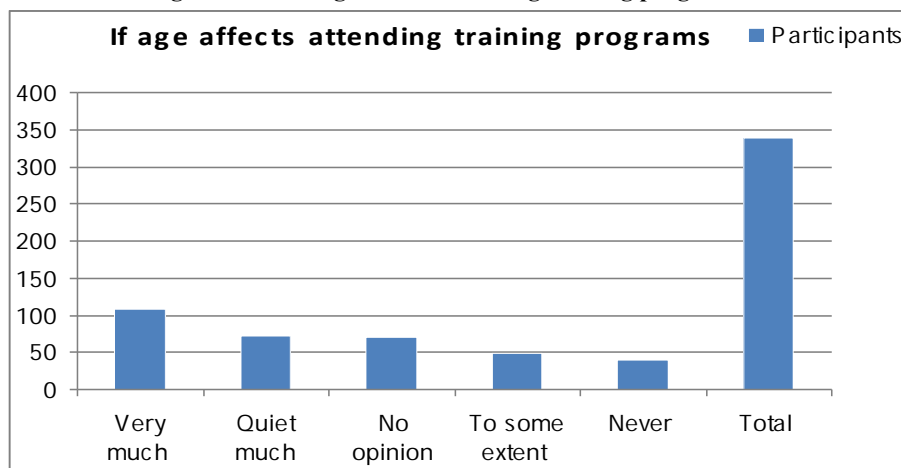
Figure 4. 52: If change in teaching is necessary

“Very much” and “Quite much” ratings were selected by 60.1% and 24.6% of the EFL teachers, respectively, on the importance of making a change in their teaching, whereas 5.6% of them agreed “To some extent.” Only 2.1% disagreed and 7.7% did not give their thoughts. The graph in Figure 4.52 above shows a description of whether EFL teachers stand by effecting change in their teaching practice or not.

8. EFL Teachers and the Effect of Age in their Decision to Join Training

The questionnaire item number 8 was designed to generate the data on EFL teachers’ opinion on the effect of age on further training. See Table 4.75 below.

Table 4.69: If age affects attending training programmes		
Level of attitude	Frequency	%
Quite much	108	32.0
Very much	72	21.3
No opinion	70	20.7
Never	48	14.2
To some extent	40	11.8
Total	338	100.0

Figure 4. 53: If age affects attending training programmes

As the results of the analysis displayed, 21.3% of the EFL teachers surveyed agreed “Very much” that age factor affects their desire to attend in-service training programmes. “Quite much” was the response of a majority of 32.0% on this area, while 11.8% agreed “To some extent.” “Never” was the choice of 14.2% while 20.7% of the respondents did not provide their thoughts. Figure 4.53 above illustrates a graph which indicates whether EFL teachers’ decision to join in-service training courses is affected by age.

Overall Teachers’ Attitudes towards In-service Training

Table 4.76 below shows that the EFL teachers surveyed had a positive attitude towards in-service training. Most of them expressed their willingness to join training courses and agreed that making a change is necessary in their teaching routine. Age according to most of them, has a role in their decision to attend in-service training. The mean response of these four statements ranges between 4.46 - 3.34 with less mean rating for the effect of teachers’ age on their decision to attend on-career training courses by 3.34 as follows: In-service training is important (4.46), I like to join training courses (4.45), change in the teaching practice is necessary (4.35), and age affects the decision to join training programmes (3.34).

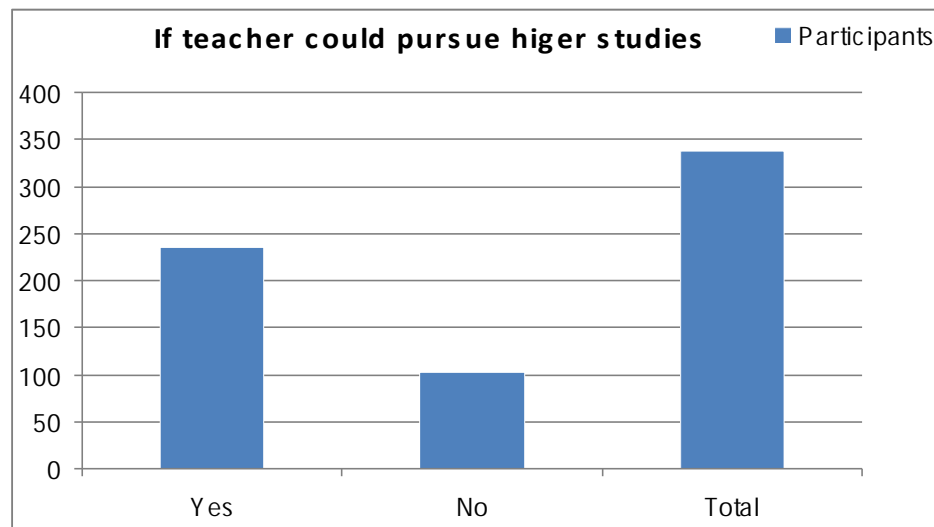
Table 4.70: The overall teachers' attitudes towards in-service training			
Statement	N	Mean	Std. Deviation
In-service training is important	338	4.46	.87
I like to join training courses	338	4.45	.96
Change in teaching is necessary	338	4.35	.98
Age affects attending training programmes	338	3.34	1.32
N	338		

9. EFL Teachers' Views on Pursuing Higher Education

The ninth questionnaire item aimed to give data on EFL teachers' intension to pursue their higher education if they are given the opportunity. See Table 4.77 below.

Table 4.71 : If teachers like to pursue higher studies		
Teachers' attitude	Frequency	%
Yes	236	69.8
No	102	30.2
Total	338	100.0

Figure 4. 54: If teachers like to pursue higher studies



A majority of 69.8% of the EFL teachers said “Yes” they would like to continue their higher education whereas the rest of them, 30.2%, gave a “No” response. Figure 4.54 above displays in graph EFL teachers' opinion on pursuing their higher education if given the opportunity.

Section 2: The Differences in the Perceptions of EFL Teacher Groups on their Needs for Further Training Based on Background Variables of: Gender, Educational Background, Place of Work, Qualifications and Experience

This section provides the results of the analysis pertaining to secondary school EFL teachers' perceptions of their needs for training in the basis of Gender, Place of work, Experience, Educational Background and Qualifications. The results of the analysis showed a relationship between the teacher groups (variables) and in-service training on the "Content Knowledge." The findings also indicated that there were significant differences in the perceptions of the EFL teachers on the basis of Gender, Place of work, Experience, Educational Background and Qualifications. Descriptive and inferential analyses were employed in the data analysis. An independent-sample T-test and One-way analysis of the (ANOVA) were used to examine the mean responses of each item and category of the questionnaires. The differences between the respondent groups were examined at the 0.05 level of significance.

1- EFL Teachers' Perceptions on their In-service Training Based on Gender

Three hundred and thirty eight teachers of English were categorised into two groups on the basis of gender as displayed in the following table:

Table 4.72: Profile of EFL teachers' gender

Gender	No. of Teachers	%
Male	167	49.4
Female	171	50.6
Total	338	100.0

Table 4.73: A descriptive statistical analysis of EFL teachers' needs for in-service training in the content knowledge on the basis of their gender

Statement	Gender	N	Mean	SD	Std. Error Mean	Sig.
EFL teachers' need to develop their speaking skills	Male	167	3.50	1.17	.09	.307
	Female	171	3.37	1.14	.09	.307
EFL teachers' need to enrich their vocabulary	Male	167	3.44	1.10	.08	.951
	Female	171	3.44	1.09	.08	.951
EFL teachers' need to develop their grammar knowledge	Male	167	2.94	1.31	.10	.807
	Female	171	2.91	1.23	.09	.807
EFL teachers' need to develop their	Male	167	3.39	1.22	.09	.361

pronunciation	Female	171	3.27	1.19	.09	.361
EFL teachers' need to develop their writing skills	Male	167	2.93	1.31	.10	.680
	Female	171	2.87	1.23	.09	.680
EFL teachers' need to develop their reading skills	Male	167	2.82	1.32	.10	.057
	Female	171	2.56	1.23	.09	.057
EFL teachers' need to develop their knowledge of English culture	Male	167	3.26	1.21	.09	.000
	Female	171	2.78	1.21	.09	.000
EFL teachers' need to develop their knowledge of English literature	Male	167	3.18	1.23	.10	.000
	Female	171	2.62	1.22	.09	.000

Table 4.74: A descriptive statistical analysis of EFL teachers' needs for training in the professional knowledge and skills in terms of gender

Statement	Gender	N	Mean	SD	Std. Error Mean	Sig.
EFL teachers' need to develop their listening methods	Male	167	3.50	1.09	.08	.691
	Female	171	3.54	1.08	.08	.691
EFL teachers' need to develop their speaking methods	Male	167	3.43	1.16	.09	.554
	Female	171	3.50	1.07	.08	.555
EFL teachers' need to develop their reading methods	Male	167	2.97	1.12	.09	.576
	Female	171	3.04	1.20	.09	.576
EFL teachers' need to develop their writing methods	Male	167	3.14	1.16	.09	.379
	Female	171	3.26	1.20	.09	.378
EFL teachers' need for knowledge of theories of language acquisition	Male	167	3.13	1.10	.08	.201
	Female	171	2.97	1.21	.09	.200
EFL teachers' need for new ideas of research in the field of education	Male	167	3.50	1.10	.08	.026
	Female	171	3.22	1.21	.09	.026
EFL teachers' need for knowledge of teaching aids	Male	167	3.31	1.14	.09	.688
	Female	171	3.36	1.20	.09	.688
EFL teachers' need for knowledge of lesson planning	Male	167	2.78	1.19	.09	.440
	Female	171	2.88	1.30	.10	.440
EFL teachers' need for knowledge of organising and sequencing tasks	Male	167	2.89	1.06	.08	.538
	Female	171	2.95	1.12	.09	.537
EFL teachers' need to know about solving one's own problems	Male	167	2.86	1.23	.10	.231
	Female	171	3.03	1.32	.10	.230
EFL teachers' need to know more about how to teach vocabulary	Male	167	2.63	1.17	.09	.488
	Female	171	2.72	1.22	.09	.488
EFL teachers' need to know more about how to teach grammar	Male	167	2.62	1.29	.10	.567
	Female	171	2.70	1.25	.10	.567
EFL teachers' need to know more about how to motivate students	Male	167	3.15	1.20	.09	.306
	Female	171	3.29	1.25	.10	.306
EFL teachers' need to know how to assess students' progress	Male	167	2.97	1.13	.09	.778
	Female	171	2.94	1.11	.08	.778
EFL teachers' need for knowledge of special teaching skills	Male	167	3.05	1.12	.09	.191
	Female	171	3.21	1.16	.09	.191
EFL teachers' need to know how to manage class activities	Male	167	3.01	1.21	.09	.202
	Female	171	2.84	1.23	.09	.202
EFL teachers' need for more training in the	Male	167	2.23	1.28	.10	.031

use of the blackboard	Female	171	1.94	1.14	.09	.031
EFL teachers' need for more training in preparing working class atmosphere	Male	167	2.74	1.18	.09	.103
	Female	171	2.53	1.18	.09	.103
EFL teachers' need to know how to evaluate the teaching objectives	Male	167	2.91	1.08	.08	.527
	Female	171	2.84	1.07	.08	.527
EFL teachers' need to know how to involve students in learning	Male	167	3.14	1.09	.08	.183
	Female	171	2.98	1.13	.09	.183
EFL teachers' need to know how to add supplementary materials	Male	167	3.11	1.07	.08	.902
	Female	171	3.13	1.15	.09	.902
EFL teachers' need to know how to help students face learning difficulties	Male	167	3.25	1.05	.08	.077
	Female	171	3.46	1.13	.09	.077
EFL teachers' need to know how to consider students' needs	Male	167	3.20	1.13	.09	.970
	Female	171	3.19	1.14	.09	.970
EFL teachers' need for more training in time management	Male	167	2.71	1.19	.09	.617
	Female	171	2.77	1.21	.09	.617
EFL teachers' need to know how to keep students' attention	Male	167	2.71	1.32	.10	.001
	Female	171	2.24	1.35	.10	.001
EFL teachers' need to improve their lesson presentation	Male	167	2.47	1.29	.10	.046
	Female	171	2.18	1.33	.10	.046
EFL teachers' need for more knowledge of using examples and drawings	Male	167	2.42	1.34	.10	.009
	Female	171	2.05	1.28	.10	.009
EFL teachers' need to know how to manage students' behaviour	Male	167	2.53	1.32	.10	.029
	Female	171	2.19	1.48	.11	.029
EFL teachers' need to know how to teach large classes	Male	167	3.14	1.25	.10	.168
	Female	171	2.93	1.51	.12	.167
EFL teachers' need to know how to teach mixed levels	Male	167	2.84	1.31	.10	.925
	Female	171	2.83	1.40	.11	.925
EFL teachers' need for more knowledge of requesting and ordering	Male	167	2.41	1.29	.10	.139
	Female	171	2.20	1.30	.10	.139
EFL teachers' need for more training in asking questions	Male	167	2.20	1.28	.10	.568
	Female	171	2.12	1.31	.10	.568
EFL teachers' need for more training in praising and reinforcing	Male	167	2.51	1.31	.10	.000
	Female	171	2.01	1.14	.09	.000
EFL teachers' need for more knowledge of giving instructions	Male	167	2.47	1.27	.10	.002
	Female	171	2.05	1.20	.09	.002
EFL teachers' need for more knowledge of how to give and refuse permissions	Male	167	2.14	1.21	.09	.011
	Female	171	1.82	1.08	.08	.011
EFL teachers' need for more knowledge of warning and advising	Male	167	2.26	1.27	.10	.245
	Female	171	2.10	1.23	.09	.245
EFL teachers' need for more training in giving reasons	Male	167	2.44	1.31	.10	.013
	Female	171	2.10	1.23	.09	.013
EFL teachers' need for more training in correcting errors	Male	167	2.61	1.32	.10	.155
	Female	171	2.41	1.28	.10	.155

Table 4.75: Ranks of the EFL teachers' mean responses on the content knowledge based on their gender variable			
Item	Gender	No. of Teachers	Mean Rank
EFL teachers' needs to develop their knowledge of English culture	Male	167	188.76
	Female	171	150.69
	Total	338	
EFL teachers' needs to develop their knowledge of English literature	Male	167	191.07
	Female	171	148.43
	Total	338	

Table 4.76: Ranks of the EFL teachers' mean responses on the professional knowledge and skills on the basis of their gender variable			
Item	Gender	No. of Teachers	Mean Rank
EFL teachers' needs for new ideas of research in the field of education	Male	167	180.58
	Female	171	158.68
	Total	338	
EFL teachers' needs to develop the use of the blackboard	Male	167	179.85
	Female	171	159.39
	Total	338	
EFL teachers' needs to know more about how to keep students' attention	Male	167	186.61
	Female	171	152.79
	Total	338	
EFL teachers' needs to improve their lesson presentation	Male	167	180.74
	Female	171	158.52
	Total	338	
EFL teachers' needs to know more about using examples and drawings	Male	167	183.49
	Female	171	155.83
	Total	338	
EFL teachers' needs to know how to manage students' behaviour	Male	167	183.35
	Female	171	155.97
	Total	338	
EFL teachers' needs for more knowledge of praising and reinforcing	Male	167	188.06
	Female	171	151.38
	Total	338	
EFL teachers' needs for more knowledge of giving instructions	Male	167	186.23
	Female	171	153.16
	Total	338	
EFL teachers' needs for more knowledge of giving and refusing permissions	Male	167	182.36
	Female	171	156.94
	Total	338	
EFL teachers' needs for more knowledge of giving reasons	Male	167	182.53
	Female	171	156.77
	Total	338	

Looking at Table 4.79 and Table 4.80 above, a T-test value was calculated to test the responses of the EFL teachers provided in terms of gender as a grouping

variable. These tables show the mean responses and significant difference between the male and female EFL teachers in their responses on many items they need to include in their upcoming in-service training. They differed significantly in 12 items at the 0.05 level of significance: two items belong to the “Content Knowledge,” their need for knowledge of English culture and their need to have more knowledge of English literature. In these two items, the male teachers’ mean responses were higher than the females’ which indicates that male teachers attached more importance than the females in these items. See also Tables 4.79 and 4.81 above for the descriptive data. The other ten items belong to the “Professional Knowledge and Skills,” teachers’ need for knowledge of recent research in education, teachers’ need to develop knowledge of the effective use of the blackboard, teachers’ need for training in how to keep students attention, teachers’ need to improve their lesson presentation, teachers’ need to know how to illustrate with pictures and examples, teachers’ need to develop abilities to manage students’ behaviour, teachers’ need to know more about praising and reinforcing, teachers’ need to know about giving instruction, teachers’ need to know about giving and refusing permission, and teachers’ need to know about giving reasons. Table 4.82 above shows that male teachers’ mean ratings were also higher than the females’ in all the ten items. Results of mean ratings indicated that male teachers attached more importance than the females to include these items in the training of EFL teachers.

There were no significant differences in the rest of the items. This result indicates that both male and female EFL teachers share similar views towards the inclusion of these items in any upcoming training course. From the mean responses of the two groups, the remaining items are important in the in-service training.

Differences in the Perceptions of EFL Teacher Variable of Gender in their Need for Further Training in the Overall Content Knowledge and Professional Knowledge and Skills

Table 4.77: EFL teachers' mean responses on the total content knowledge based on their sex	
Gender	Mean
Male	3.3000
Female	3.0250
Total	3.1625

Table 4.78: Significance of EFL teachers' means on the total content knowledge based on their sex							
			Sum of Squares	df	Mean Square	F	Sig.
Total Content Knowledge	Between Groups	(Combined)	.302	1	.302	2.413	.143
	Within Groups		1.755	14	.125		
	Total		2.058	15			

Table 4.79: EFL teachers' mean responses on the total professional knowledge and skills based on sex	
Gender	Mean
Male	2.82
Female	2.72
Total	2.77

Table 4.80: Significance of EFL teachers' means on the total Professional knowledge and Skills on the basis of their gender							
			Sum of Squares	df	Mean Square	F	Sig.
Total Professional Skills	Between Groups	(Combined)	.190	1	.190	.955	.332
	Within Groups		14.721	74	.199		
	Total		14.911	75			

As shown in Tables 4.84 and 4.86 above, the two groups of male and female teachers did not differ significantly in their responses at .05 level on the overall areas of both the “Content Knowledge” (with significance rating of .143) and the “Professional Knowledge and Skills” (with significance rating of .332). Moreover, the male and female teachers gave close mean ratings for both the categories of “Content Knowledge” and “Professional Knowledge and Skills” as a whole (Tables 4.83 and 4.85 above present the results of the analysis).

2- EFL Teachers' Perceptions on their Training Based on Work Location

The three hundred and thirty eight EFL teachers surveyed were categorised into 212 working in the target urban areas and 126 working in the target rural areas.

Table 4.81: Profile of EFL teachers on the basis of their work location

Work Location	No. of Teachers	%
Urban areas	212	62.7
Rural areas	126	37.3
Total	338	100.0

Table 4.82: A descriptive statistical analysis of EFL teachers' needs for in-service training in the basis of their work location on the content knowledge

Statement	District	N	Mean	SD	Std. Error Mean	Sig.
EFL teachers' need to develop their speaking skills	Urban	212	3.24	1.17	.08	.000
	Rural	126	3.75	1.06	.09	.000
EFL teachers' need to develop their vocabulary skills	Urban	212	3.37	1.08	.07	.136
	Rural	126	3.56	1.11	.10	.139
EFL teachers' need to develop their knowledge of grammar	Urban	212	2.89	1.20	.08	.495
	Rural	126	2.98	1.37	.12	.510
EFL teachers' need to develop their pronunciation	Urban	212	3.21	1.19	.08	.017
	Rural	126	3.53	1.20	.11	.017
EFL teachers' need to develop their writing skills	Urban	212	2.86	1.24	.08	.495
	Rural	126	2.96	1.31	.12	.502
EFL teachers' need to develop their reading skills	Urban	212	2.63	1.28	.09	.272
	Rural	126	2.79	1.28	.11	.273
EFL teachers' need to expand their knowledge of English culture	Urban	212	2.85	1.21	.08	.001
	Rural	126	3.30	1.21	.11	.001
EFL teachers' need to expand their knowledge of English literature	Urban	212	2.70	1.24	.09	.000
	Rural	126	3.22	1.21	.11	.000

Table 4.83: A descriptive statistical analysis of EFL teachers' needs for in-service training in the basis of their work location on the professional knowledge and skills

Statement	District	N	Mean	SD	Std. Error Mean	Sig.
EFL teachers' need to develop listening methods	Urban	212	3.49	1.09	.07	.443
	Rural	126	3.58	1.08	.10	.442
EFL teachers' need to develop speaking methods	Urban	212	3.42	1.08	.07	.322
	Rural	126	3.54	1.18	.10	.333
EFL teachers' need to develop reading methods	Urban	212	3.00	1.19	.08	.904
	Rural	126	3.02	1.12	.10	.902
EFL teachers' need to develop writing methods	Urban	212	3.23	1.19	.08	.547
	Rural	126	3.15	1.18	.11	.547
EFL teachers' need for more knowledge of language acquisition	Urban	212	2.99	1.18	.08	.184
	Rural	126	3.16	1.11	.10	.178
EFL teachers' need for new ideas of research	Urban	212	3.14	1.20	.08	.000

in the field of education	Rural	126	3.72	.99	.09	.000
EFL teachers' need for more knowledge of teaching aids and technology	Urban	212	3.26	1.21	.08	.136
	Rural	126	3.46	1.09	.10	.126
EFL teachers' need improve their lesson planning	Urban	212	2.75	1.28	.09	.176
	Rural	126	2.94	1.19	.11	.169
EFL teachers' need for more knowledge of task organisation and sequencing	Urban	212	2.93	1.09	.08	.791
	Rural	126	2.90	1.08	.10	.791
EFL teachers' need to know more about solving own problems	Urban	212	2.87	1.31	.90	.142
	Rural	126	3.08	1.22	.11	.135
EFL teachers' need to know more about how to teach vocabulary	Urban	212	2.64	1.17	.08	.453
	Rural	126	2.74	1.25	.11	.461
EFL teachers' need to know more about how to teach grammar	Urban	212	2.63	1.22	.08	.581
	Rural	126	2.71	1.35	.12	.591
EFL teachers' need to know more about how to motivate students	Urban	212	3.15	1.30	.09	.158
	Rural	126	3.34	1.09	.10	.140
EFL teachers' need to know more about how to assess students' progress	Urban	212	2.88	1.14	.08	.108
	Rural	126	3.08	1.07	.10	.103
EFL teachers' need for more knowledge of special teaching skills	Urban	212	3.07	1.17	.08	.216
	Rural	126	3.23	1.09	.10	.207
EFL teachers' need to know more about how to manage classroom activities	Urban	212	2.88	1.22	.08	.458
	Rural	126	2.98	1.23	.11	.459
EFL teachers' need for more knowledge of using the blackboard	Urban	212	2.01	1.21	.08	.151
	Rural	126	2.21	1.23	.11	.153
EFL teachers' need in preparing working class atmosphere	Urban	212	2.54	1.20	.08	.063
	Rural	126	2.79	1.15	.10	.060
EFL teachers' need to know how to evaluate the teaching objectives	Urban	212	2.82	1.06	.07	.207
	Rural	126	2.97	1.09	.10	.211
EFL teachers' need to know how to involve students in learning	Urban	212	2.99	1.05	.07	.159
	Rural	126	3.17	1.20	.11	.173
EFL teachers' need to know how to add supplementary materials	Urban	212	2.98	1.10	.08	.002
	Rural	126	3.37	1.08	.10	.002
EFL teachers' need to know how to help students face learning difficulties	Urban	212	3.26	1.15	.08	.041
	Rural	126	3.52	.99	.09	.034
EFL teachers' need to know how to consider students' needs	Urban	212	3.14	1.18	.08	.259
	Rural	126	3.29	1.06	.09	.246
EFL teachers' need for more knowledge of time management	Urban	212	2.75	1.22	.08	.837
	Rural	126	2.72	1.16	.10	.835
EFL teachers' need to know more about how to keep students' attention	Urban	212	2.20	1.38	.09	.000
	Rural	126	2.92	1.18	.11	.000
EFL teachers' need to improve their lesson presentation	Urban	212	1.97	1.25	.09	.000
	Rural	126	2.91	1.22	.11	.000
EFL teachers' need for more knowledge of using examples and drawings	Urban	212	1.85	1.21	.08	.000
	Rural	126	2.87	1.24	.11	.000
EFL teachers' need to know more about how to manage students' behaviour	Urban	212	2.06	1.39	.10	.000
	Rural	126	2.87	1.31	.12	.000
EFL teachers' need to know more about how	Urban	212	2.85	1.45	.10	.001

to teach large classes	Rural	126	3.34	1.21	.11	.001
EFL teachers' need to know more about how to teach students of mixed levels	Urban	212	2.55	1.37	.09	.000
	Rural	126	3.32	1.20	.11	.000
EFL teachers' need for more knowledge of requesting and ordering	Urban	212	2.02	1.22	.08	.000
	Rural	126	2.79	1.29	.11	.000
EFL teachers' need for more knowledge of asking questions	Urban	212	1.92	1.22	.08	.000
	Rural	126	2.55	1.33	.12	.000
EFL teachers' need for more knowledge of praising and reinforcing ⁴¹	Urban	212	1.92	1.13	.08	.000
	Rural	126	2.83	1.24	.11	.000
EFL teachers' need for more knowledge of giving instructions	Urban	212	1.89	1.12	.08	.000
	Rural	126	2.88	1.22	.11	.000
EFL teachers' need for more knowledge of how to give and refuse permissions	Urban	212	1.73	1.04	.07	.000
	Rural	126	2.40	1.21	.11	.000
EFL teachers' need for more knowledge of warning and advising	Urban	212	1.95	1.19	.08	.000
	Rural	126	2.56	1.26	.11	.000
EFL teachers' need for more knowledge of giving reasons	Urban	212	1.95	1.15	.08	.000
	Rural	126	2.81	1.30	.12	.000
EFL teachers' need for more knowledge of correcting errors	Urban	212	2.25	1.30	.09	.000
	Rural	126	2.94	1.19	.11	.000

Table 4.84: Mean ratings of the content knowledge based on teachers' work location

Item	Work location	No. of Teachers	Mean Rank
EFL teachers' need to develop their speaking skills	Urban	212	154.31
	Rural	126	195.06
	Total	338	
EFL teachers' need to develop their pronunciation	Urban	212	160.19
	Rural	126	185.17
	Total	338	
EFL teachers' need for more knowledge of English culture	Urban	212	157.03
	Rural	126	190.48
	Total	338	
EFL teachers' need for more knowledge of English literature	Urban	212	155.23
	Rural	126	193.50
	Total	338	

A T-test value was calculated to test the responses of the EFL teachers on the basis of their work location (as a grouping variable) to find out if there were a significant difference between the responses of the urban and rural teachers on the most prominent items EFL teachers need for in-service training.

As noticed in Table 4.88, the differences in perceptions of the EFL teachers working in the urban and rural areas were found on the "Content Knowledge" on the

following four items: their need to develop their speaking skills, their need to develop their language pronunciation, their need to know more about culture of native speakers of English and their need to expand their knowledge about English literature. The mean responses of the rural areas' teachers were higher than those of the urban ones. This result indicates that EFL teachers who were working in the rural areas perceived more importance than the urban ones to include these four items in the training of EFL teachers.

Also, as described in Table 4.89 above, significant differences in the perceptions of the EFL teachers in the two groups of urban and rural areas were found on the "Professional Knowledge and Skills" on the following seventeen items: their need for new ideas of research in the field of education, their need to know about adding supplementary materials, their need to know how to help students face difficulties, their need to know how to keep students' attention, their need to improve their lesson presentation, their need for knowledge of the use of examples and drawings in teaching English, their need to know how to manage students' behaviour, their need to know how to teach large classes, their need to know how to teach students of mixed levels, their need for more knowledge of requesting and ordering, their need for more knowledge of asking questions, their need for more knowledge of praising and reinforcing, their need for more knowledge of giving instructions, their need for more knowledge of giving and refusing permissions, their need for more knowledge of warning and advising, their need for more knowledge of giving reasons, and their need for more knowledge of correcting errors. Similar to the content knowledge, the mean scores of the rural areas' teachers were higher than those of the urban ones, which indicate that EFL teachers working in the rural areas perceived

more importance than the urban ones to include these seventeen items in the training course of EFL teachers.

The mean ratings of the teachers in rural areas were higher than those of the ones of urban areas on all the items of the “Content Knowledge” and on all the items of the “Professional Knowledge and Skills.” This result suggests that EFL teachers in rural areas, as opposed to urban areas ones, gave more importance to include all the items of the two categories in any EFL teacher training.

On the other hand, there were no significant differences in the rest of the needs in the questionnaire since teachers in the rural and urban areas share similar views regarding the importance of including all of these items in their upcoming training.

Differences in the Perceptions of EFL Teacher Variable of Work Location in their Need for Further Training in the Overall Content Knowledge and Professional Knowledge and Skills

Table 4.85: EFL teachers’ mean responses on the total content knowledge on the basis of their work location	
Work location variable	Mean
Urban	2.97
Rural	3.26
Total	3.12

Table 4.86: Significance of EFL teachers’ mean on the total content knowledge based on work place							
			Sum of Squares	df	Mean Square	F	Sig.
Total Content Knowledge	Between Groups	(Combined)	.344	1	.344	3.666	.076
	Within Groups		1.313	14	.094		
	Total		1.656	15			

Table 4. 87: EFL teachers’ mean responses on the total professional knowledge and skills on the basis of their work location	
Work location variable	Mean
Urban	2.63
Rural	3.02
Total	2.82

Table 4.88. Significance of the teachers' mean on the total professional Knowledge and skills based on the work place

			Sum of Squares	df	Mean Square	F	Sig.
Total professional Skills	Between Groups	(Combined)	2.843	1	2.843	14.708	.000
	Within Groups		14.305	74	.193		
	Total		17.148	75			

On the whole “Content Knowledge,” as shown in Table 4.92 above, EFL teachers in the rural and urban districts did not show significant differences in their responses at .05 level (with significance rating .076). Whereas, on the “Professional Knowledge and Skills,” mean responses of the two groups showed significant differences at .05 level with .000 value (See Table 4.94 above).

3- EFL Teachers' Perceptions on their Training Based on their Educational Background

Three hundred and thirty eight teachers were categorised into two groups on the basis of their educational background: two hundred and sixty seven teachers had background in education against seventy one who did not.

Table 4.89: Profile of EFL teachers based on their educational background

Background	No. of Teachers	%
Educationalist	267	79
Non-educationalist	71	21
Total	338	100.0

Table 4.90: Comparing mean responses of EFL teachers on the content knowledge on the basis of their educational background

Statement	Ed. Background	N	Mean	SD	Std. Error Mean	Sig
EFL teachers' need to develop their speaking skills	Educationalist	267	3.45	1.11	.07	.513
	Non-educationalist	71	3.35	1.30	.15	.550
EFL teachers' need to develop their vocabulary skills	Educationalist	267	3.48	1.07	.07	.167
	Non-educationalist	71	3.28	1.16	.14	.190
EFL teachers' need to develop their grammar skills	Educationalist	267	2.96	1.26	.08	.369
	Non-educationalist	71	2.80	1.31	.15	.381
EFL teachers' need to develop their pronunciation	Educationalist	267	3.38	1.19	.07	.113
	Non-educationalist	71	3.13	1.25	.15	.126
EFL teachers' need to develop their writing skills	Educationalist	267	2.88	1.24	.08	.517
	Non-educationalist	71	2.99	1.36	.16	.540
EFL teachers' need to develop their	Educationalist	267	2.72	1.30	.08	.311

reading skills	Non-educationalist	71	2.55	1.22	.14	.294
EFL teachers' need to expand their knowledge of English culture	Educationalist	267	3.04	1.24	.08	.569
	Non-educationalist	71	2.94	1.18	.14	.558
EFL teachers' need to expand their knowledge of English literature	Educationalist	267	2.94	1.26	.08	.179
	Non-educationalist	71	2.72	1.24	.15	.178

Table 4.91: Comparing mean responses of EFL teachers on the professional knowledge and skills based on their educational background

Statement	Ed. Background	N	Mean	SD	Std. Error Mean	Sig
EFL teachers' need to develop listening methods	Educationalist	267	3.57	1.04	.06	.085
	Non-educationalist	71	3.32	1.22	.14	.117
EFL teachers' need to develop speaking methods	Educationalist	267	3.51	1.08	.07	.100
	Non-educationalist	71	3.27	1.23	.15	.129
EFL teachers' need to develop reading methods	Educationalist	267	3.06	1.15	.07	.098
	Non-educationalist	71	2.80	1.21	.14	.112
EFL teachers' need to develop writing methods	Educationalist	267	3.22	1.14	.07	.479
	Non-educationalist	71	3.11	1.33	.16	.517
EFL teachers' need for theories of language acquisition	Educationalist	267	3.06	1.12	.07	.767
	Non-educationalist	71	3.01	1.29	.15	.786
EFL teachers' need for new ideas of research in the field of education	Educationalist	267	3.38	1.13	.07	.477
	Non-educationalist	71	3.27	1.28	.15	.508
EFL teachers' need for knowledge of teaching aids and technology	Educationalist	267	3.33	1.16	.07	.815
	Non-educationalist	71	3.37	1.20	.14	.818
EFL teachers' need for knowledge of lesson planning	Educationalist	267	2.81	1.26	.08	.717
	Non-educationalist	71	2.87	1.18	.14	.706
EFL teachers' need for knowledge of task organisation	Educationalist	267	2.94	1.07	.07	.453
	Non-educationalist	71	2.83	1.15	.14	.472
EFL teachers' need to know about solving own problems	Educationalist	267	2.97	1.26	.08	.587
	Non-educationalist	71	2.87	1.34	.16	.600
EFL teachers' need to know how to teach vocabulary	Educationalist	267	2.72	1.21	.07	.225
	Non-educationalist	71	2.52	1.17	.14	.219
EFL teachers' need to know how to teach grammar	Educationalist	267	2.69	1.27	.08	.422
	Non-educationalist	71	2.55	1.26	.15	.422
EFL teachers' need to know how to motivate students	Educationalist	267	3.23	1.22	.07	.782
	Non-educationalist	71	3.18	1.28	.15	.789
EFL teachers' need to know how to assess students' progress	Educationalist	267	2.96	1.12	.07	.845
	Non-educationalist	71	2.93	1.13	.13	.846
EFL teachers' need for knowledge of special teaching skills	Educationalist	267	3.13	1.13	.07	.885
	Non-educationalist	71	3.11	1.19	.14	.888
EFL teachers' need to know how to manage classroom activities	Educationalist	267	2.92	1.21	.07	.942
	Non-educationalist	71	2.93	1.27	.15	.943
EFL teachers' need more training in using the blackboard	Educationalist	267	2.07	1.22	.07	.817
	Non-educationalist	71	2.11	1.20	.14	.815

EFL teachers' need to know about preparing working class atmosphere	Educationalist	267	2.64	1.20	.07	.845
	Non-educationalist	71	2.61	1.13	.13	.839
EFL teachers' need to know how to evaluate the teaching objectives	Educationalist	267	2.88	1.05	.06	.712
	Non-educationalist	71	2.83	1.16	.14	.728
EFL teachers' need to know how to involve students in learning	Educationalist	267	3.04	1.11	.07	.718
	Non-educationalist	71	3.10	1.12	.13	.721
EFL teachers' need to know how to add supplementary materials	Educationalist	267	3.10	1.13	.07	.517
	Non-educationalist	71	3.20	1.02	.12	.493
EFL teachers' need to know how to help students face difficulties	Educationalist	267	3.39	1.07	.07	.366
	Non-educationalist	71	3.25	1.19	.14	.398
EFL teachers' need to know how to consider students' needs	Educationalist	267	3.21	1.13	.07	.567
	Non-educationalist	71	3.13	1.17	.14	.577
EFL teachers' need for more training in time management	Educationalist	267	2.72	1.20	.07	.470
	Non-educationalist	71	2.83	1.21	.14	.474
EFL teachers' need to know how to keep students' attention	Educationalist	267	2.57	1.35	.08	.009
	Non-educationalist	71	2.10	1.31	.16	.009
EFL teachers' need improve their lesson presentation	Educationalist	267	2.40	1.32	.08	.020
	Non-educationalist	71	2.00	1.25	.15	.017
EFL teachers' need for training in using examples and drawings	Educationalist	267	2.33	1.34	.08	.007
	Non-educationalist	71	1.86	1.19	.14	.005
EFL teachers' need to know how to manage students' behaviour	Educationalist	267	2.45	1.40	.09	.027
	Non-educationalist	71	2.03	1.40	.17	.028
EFL teachers' need to know how to teach large classes	Educationalist	267	3.07	1.39	.08	.370
	Non-educationalist	71	2.90	1.37	.16	.369
EFL teachers' need to know how to teach students of mixed levels	Educationalist	267	2.88	1.36	.08	.304
	Non-educationalist	71	2.69	1.36	.16	.307
EFL teachers' need for knowledge of requesting and ordering	Educationalist	267	2.36	1.31	.08	.154
	Non-educationalist	71	2.11	1.25	.15	.145
EFL teachers' need for knowledge of asking questions	Educationalist	267	2.20	1.30	.08	.251
	Non-educationalist	71	2.00	1.25	.15	.242
EFL teachers' need for knowledge of praising and reinforcing	Educationalist	267	2.33	1.26	.08	.039
	Non-educationalist	71	1.99	1.11	.13	.027
EFL teachers' need for knowledge of giving instructions	Educationalist	267	2.33	1.25	.08	.051
	Non-educationalist	71	2.00	1.23	.15	.051
EFL teachers' need for knowledge of giving and refusing permissions	Educationalist	267	2.03	1.17	.07	.140
	Non-educationalist	71	1.80	1.06	.13	.120
EFL teachers' need for knowledge of warning and advising	Educationalist	267	2.24	1.27	.08	.060
	Non-educationalist	71	1.93	1.13	.13	.045
EFL teachers' need for knowledge of giving reasons	Educationalist	267	2.31	1.29	.08	.291
	Non-educationalist	71	2.13	1.23	.15	.279
EFL teachers' need for knowledge of correcting errors	Educationalist	267	2.61	1.31	.08	.007
	Non-educationalist	71	2.14	1.20	.14	.005

Table 4.92: Mean ratings of the EFL teachers on the professional knowledge and skills on the basis of their educational background			
Item	Specification	No. of Teachers	Mean Rank
EFL teachers' need to know how to keep students' attention	Educationalist	267	176.64
	Non-educationalist	71	142.66
	Total	338	
EFL teachers' need to improve their lesson presentation	Educationalist	267	175.88
	Non-educationalist	71	145.50
	Total	338	
EFL teachers' need more about using examples and drawings	Educationalist	267	176.95
	Non-educationalist	71	141.49
	Total	338	
EFL teachers' need to know how to control students behaviour	Educationalist	267	176.15
	Non-educationalist	71	144.50
	Total	338	
EFL teachers' need for training in the skill of praising and reinforcing	Educationalist	267	174.72
	Non-educationalist	71	149.87
	Total	338	
EFL teachers' need for training in the skill of correcting errors	Educationalist	267	176.67
	Non-educationalist	71	142.53
	Total	338	

T-test analysis of variance was performed on the EFL teachers' educational background. The results indicated that six significant differences between the educationalists and non-educationalists were found only on the "Professional Knowledge and Skills" in: their need to know how to keep students' attention, their need to improve their lesson presentation, their need for training in the use of examples and drawings, their need to know how to manage students' behaviour, their need for more knowledge about praising and reinforcing, and their need for knowledge about correcting students' errors. The point that Educationalist teachers scored higher mean than the non-educationalists in these statements suggests that the educationalist teachers recorded more importance than the non-educationalist ones to include these items in the training of EFL teachers. See Tables 4.97 and 4.98 above.

Differences in the Perceptions of EFL Teacher Variable of Educational Background in their Need for Further Training in the Overall Content Knowledge and Professional Knowledge and Skills

Table 4.93: EFL teachers' mean responses on the content knowledge on the basis of their educational background

Specification variable	Mean
Educationalist	3.11
Non-educationalist	2.97
Total	3.04

Table 4.94: Significance of EFL teachers' means on the total content knowledge on the basis of their educational background

			Sum of Squares	df	Mean Square	F	Sig.
Total Content Knowledge	Between Groups	(Combined)	.075	1	.075	.927	.352
	Within Groups		1.129	14	.081		
	Total		1.204	15			

Table 4.95: EFL teachers' mean responses on the professional knowledge and skills on the basis of their educational background

Specification Variable	Mean
Educationalist	2.81
Non-educationalist	2.65
Total	2.73

Table 4.96: Significance of teachers' mean on the total professional knowledge and skills on the basis of their educational background

			Sum of Squares	Df	Mean Square	F	Sig.
Total Professional Skills	Between Groups	(Combined)	.468	1	.468	2.163	.146
	Within Groups		15.994	74	.216		
	Total		16.462	75			

The results of the variables analysis on the categories of the “Content Knowledge” and the “Professional Knowledge and Skills” as a whole indicated that EFL teachers with and without educational background did not show significant differences in their mean responses at .05 level (with significance values of .352 and .146, respectively). See Tables 4.100 and 4.102 above.

4- EFL Teachers' Perceptions on their Training Based on Teaching Experience

Three hundred and thirty eight EFL teacher participants were categorised into two groups on the basis of their years of experience: 89 teachers had 1 to 5 years of experience in teaching, 158 had from 6 to 10 years of experience, 63 had between 11-15 years of experience, and 28 experienced 16 years and more in teaching English.

Table 4.97: Profile of EFL teachers based on their teaching experience

Years of Experience	No. of Teachers	%
1-5 years	89	27.3
6-10 years	158	45.7
11-15 years	63	18.8
16 and over	28	8.3
Total	338	100.0

Table 4.98: Comparing mean responses of the EFL teachers on the content knowledge on the basis of their years of experience in teaching

Statement	Years of experience	N	Mean	SD	Std. Error	Sig.
EFL teachers' need to develop their speaking skills	1-5	89	3.30	1.16	.12	.000
	6-10	158	3.66	1.12	.09	
	11-16	63	3.37	1.02	.13	
	16 and over	28	2.71	1.27	.24	
	Total	338	3.43	1.15	.06	
EFL teachers' need to enrich their vocabulary	1-5	89	3.36	1.04	.11	.223
	6-10	158	3.54	1.06	.08	
	11-16	63	3.46	1.20	.15	
	16 and over	28	3.11	1.13	.21	
	Total	338	3.44	1.09	.06	
EFL teachers' need to develop their knowledge of grammar	1-5	89	2.97	1.30	.14	.190
	6-10	158	3.04	1.19	.09	
	11-16	63	2.70	1.35	.17	
	16 and over	28	2.64	1.31	.25	
	Total	338	2.92	1.27	.07	
EFL teachers' need to develop their pronunciation	1-5	89	3.25	1.08	.11	.188
	6-10	158	3.46	1.21	.10	
	11-16	63	3.29	1.30	.16	
	16 and over	28	2.96	1.32	.25	
	Total	338	3.33	1.21	.07	
EFL teachers' need to develop their writing skills	1-5	89	2.87	1.20	.13	.264
	6-10	158	3.03	1.25	.10	
	11-16	63	2.70	1.28	.16	
	16 and over	28	2.71	1.46	.28	
	Total	338	2.90	1.26	.07	
EFL teachers' need to develop their reading skills	1-5	89	2.48	1.21	.13	.339
	6-10	158	2.76	1.31	.104	

	11-16	63	2.81	1.28	.16	
	16 and over	28	2.64	1.34	.25	
	Total	338	2.69	1.28	.07	
EFL teachers' need to expand their knowledge of English culture	1-5	89	2.92	1.20	.13	.825
	6-10	158	3.08	1.25	.10	
	11-16	63	3.02	1.26	.16	
	16 and over	28	3.00	1.19	.22	
	Total	338	3.02	1.23	.07	
EFL teachers' need to expand their knowledge of English literature	1-5	89	2.82	1.21	.13	.827
	6-10	158	2.89	1.27	.10	
	11-16	63	3.02	1.35	.17	
	16 and over	28	2.89	1.10	.21	
	Total	338	2.90	1.26	.07	

Table 4.99: Comparing means of the EFL teachers' needs on the professional knowledge and skills on the basis of their teaching experience

Statement	Years of experience	N	Mean	SD	Std. Error	Sig.
EFL teachers' need to develop listening methods	1-5	89	3.39	1.19	.13	.250
	6-10	158	3.56	1.01	.08	
	11-16	63	3.67	1.05	.13	
	16 and over	28	3.29	1.15	.22	
	Total	338	3.52	1.08	.06	
EFL teachers' need to develop speaking methods	1-5	89	3.35	1.21	.13	.013
	6-10	158	3.60	1.05	.08	
	11-16	63	3.54	1.03	.13	
	16 and over	28	2.90	1.23	.23	
	Total	338	3.46	1.12	.06	
EFL teachers' need to develop reading methods	1-5	89	2.94	1.21	.13	.635
	6-10	158	3.06	1.15	.09	
	11-16	63	3.06	1.08	.14	
	16 and over	28	2.79	1.32	.25	
	Total	338	3.01	1.16	.06	
EFL teachers' need to develop writing methods	1-5	89	3.03	1.17	.12	.339
	6-10	158	3.32	1.15	.09	
	11-16	63	3.16	1.19	.15	
	16 and over	28	3.18	1.39	.26	
	Total	338	3.20	1.18	.06	
EFL teachers' need for more knowledge of the theories of language acquisition	1-5	89	2.99	1.08	.11	.689
	6-10	158	3.03	1.21	.10	
	11-16	63	3.21	1.12	.14	
	16 and over	28	3.04	1.17	.22	
	Total	338	3.05	1.16	.06	
EFL teachers' need for more knowledge of new ideas of research in the field of	1-5	89	3.11	1.27	.13	.059
	6-10	158	3.47	1.12	.09	
	11-16	63	3.51	1.06	.13	

education	16 and over	28	3.14	1.21	.23	
	Total	338	3.36	1.16	.06	
EFL teachers' need for more training in the use of teaching aids and technology	1-5	89	3.09	1.18	.13	.116
	6-10	158	3.46	1.150	.09	
	11-16	63	3.41	1.20	.15	
	16 and over	28	3.29	1.08	.20	
	Total	338	3.34	1.17	.06	
EFL teachers' need for more training in lesson planning	1-5	89	2.64	1.25	.13	.255
	6-10	158	2.94	1.25	.10	
	11-16	63	2.87	1.24	.16	
	16 and over	28	2.64	1.19	.25	
	Total	338	2.8254	1.24541	.06774	
EFL teachers' need for more training in organising and sequencing tasks	1-5	89	2.74	1.06	.11	.242
	6-10	158	3.01	1.09	.09	
	11-16	63	2.98	1.10	.14	
	16 and over	28	2.79	1.10	.21	
	Total	338	2.92	1.09	.06	
EFL teachers' need for more training in solving own problems	1-5	89	2.92	1.24	.13	.009
	6-10	158	3.16	1.25	.10	
	11-16	63	2.67	1.31	.16	
	16 and over	28	2.46	1.32	.25	
	Total	338	2.95	1.28	.07	
EFL teachers' need for more training in how to teach vocabulary	1-5	89	2.79	1.24	.13	.300
	6-10	158	2.73	1.15	.09	
	11-16	63	2.48	1.23	.15	
	16 and over	28	2.46	1.23	.23	
	Total	338	2.67	1.20	.07	
EFL teachers' need for more training in how to teach grammar	1-5	89	2.65	1.31	.14	.533
	6-10	158	2.75	1.24	.10	
	11-16	63	2.48	1.31	.16	
	16 and over	28	2.57	1.26	.24	
	Total	338	2.66	1.27	.07	
EFL teachers' need for more training in how to motivate students	1-5	89	3.13	1.22	.13	.159
	6-10	158	3.37	1.23	.10	
	11-16	63	3.11	1.19	.15	
	16 and over	28	2.90	1.29	.24	
	Total	338	3.22	1.23	.07	
EFL teachers' need for more training in how to assess students' progress	1-5	89	2.85	1.10	.12	.114
	6-10	158	3.11	1.14	.09	
	11-16	63	2.76	1.01	.13	
	16 and over	28	2.82	1.22	.23	
	Total	338	2.95	1.12	.06	
EFL teachers' need for more knowledge of special teaching skills like eliciting, clarifying, concept checking etc.	1-5	89	3.13	1.17	.124	.928
	6-10	158	3.16	1.16	.09	
	11-16	63	3.08	1.10	.14	
	16 and over	28	3.04	1.10	.21	

	Total	338	3.13	1.14	.06	
EFL teachers' need for more training in how to manage class activities	1-5	89	2.87	1.28	.14	.649
	6-10	158	3.01	1.21	.10	
	11-16	63	2.79	1.19	.15	
	16 and over	28	2.89	1.17	.22	
	Total	338	2.92	1.22	.07	
EFL teachers' need for more training in using blackboard	1-5	89	2.12	1.27	.13	.765
	6-10	158	2.13	1.20	.10	
	11-16	63	1.95	1.20	.15	
	16 and over	28	2.00	1.25	.24	
	Total	338	2.08	1.22	.07	
EFL teachers' need for more training in preparing working class atmosphere	1-5	89	2.65	1.16	.12	.806
	6-10	158	2.6772	1.17981	.09386	
	11-16	63	2.5397	1.22902	.15484	
	16 and over	28	2.50	1.23	.23	
	Total	338	2.63	1.18	.06	
EFL teachers' need to know how to evaluate teaching objectives	1-5	89	2.81	1.09	.12	.870
	6-10	158	2.91	1.07	.09	
	11-16	63	2.84	1.12	.14	
	16 and over	28	2.96	.96	.18	
	Total	338	2.87	1.07	.06	
EFL teachers' need for more training in how to involve students in learning	1-5	89	2.97	1.08	.11	.563
	6-10	158	3.13	1.12	.09	
	11-16	63	2.95	1.07	.13	
	16 and over	28	3.14	1.29	.24	
	Total	338	3.06	1.11	.06	
EFL teachers' need for more training in how to add supplementary materials	1-5	89	3.04	1.12	.12	.459
	6-10	158	3.21	1.11	.09	
	11-16	63	3.11	1.06	.13	
	16 and over	28	2.89	1.20	.23	
	Total	338	3.12	1.11	.06	
EFL teachers' need for more training in how to help students face learning difficulties	1-5	89	3.20	1.13	.12	.057
	6-10	158	3.50	1.05	.08	
	11-16	63	3.38	1.08	.14	
	16 and over	28	3.00	1.19	.22	
	Total	338	3.36	1.09	.06	
EFL teachers' need for more training in how to consider students' needs	1-5	89	3.06	1.13	.12	.541
	6-10	158	3.27	1.13	.09	
	11-16	63	3.22	1.08	.14	
	16 and over	28	3.14	1.30	.25	
	Total	338	3.20	1.13	.06	
EFL teachers' need for more training in time management	1-5	89	2.76	1.15	.12	.474
	6-10	158	2.82	1.23	.10	
	11-16	63	2.54	1.18	.15	
	16 and over	28	2.68	1.25	.24	
	Total	338	2.74	1.20	.07	

EFL teachers' need for more training in how to keep students attention	1-5	89	2.51	1.37	.14	.062
	6-10	158	2.61	1.37	.11	
	11-16	63	2.30	1.29	.16	
	16 and over	28	1.93	1.25	.25	
	Total	338	2.47	1.35	.074	
EFL teachers' need for more training in lesson presentation	1-5	89	2.33	1.35	.14	.014
	6-10	158	2.51	1.35	.11	
	11-16	63	2.10	1.12	.14	
	16 and over	28	1.75	1.21	.23	
	Total	338	2.32	1.32	.07	
EFL teachers' need for more training in using examples and drawing	1-5	89	2.28	1.40	.15	.061
	6-10	158	2.35	1.29	.10	
	11-16	63	2.1270	1.33793	.17	
	16 and over	28	1.64	1.06	.20	
	Total	338	2.2308	1.31866	.07173	
EFL teachers' need for more training in how to manage students' behaviour	1-5	89	2.31	1.45067	.15377	.689
	6-10	158	2.44	1.41	.11231	
	11-16	63	2.33	1.39	.175	
	16 and over	28	2.11	1.37	.26	
	Total	338	2.36	1.41	.08	
EFL teachers' need for more training in how to teach large classes	1-5	89	2.99	1.39	.147	.916
	6-10	158	3.07	1.39	.11	
	11-16	63	3.06	1.38	.17	
	16 and over	28	2.89	1.45	.27	
	Total	338	3.03	1.39	.08	
EFL teachers' need for more training in how to teach students of mixed levels	1-5	89	2.79	1.27	.14	.540
	6-10	158	2.94	1.39	.11	
	11-16	63	2.65	1.39	.18	
	16 and over	28	2.86	1.38	.26	
	Total	338	2.84	1.36	.07	
EFL teachers' need for more training in requesting and ordering	1-5	89	2.25	1.32	.14	.341
	6-10	158	2.44	1.32	.10	
	11-16	63	2.11	1.22	.15	
	16 and over	28	2.21	1.26	.24	
	Total	338	2.31	1.30	.07	
EFL teachers' need for more training in asking questions	1-5	89	2.03	1.27	.13	.285
	6-10	158	2.30	1.29	.10	
	11-16	63	1.98	1.30	.16	
	16 and over	28	2.14	1.35	.26	
	Total	338	2.16	1.29	.07	
EFL teachers' need for more training in praising and reinforcing	1-5	89	2.04	1.16	.12	.010
	6-10	158	2.50	1.29	.10	
	11-16	63	2.08	1.17	.15	
	16 and over	28	1.96	1.32	.25	
	Total	338	2.26	1.25	.07	

EFL teachers' need for more training in giving instructions	1-5	89	2.27	1.36	.14	.032
	6-10	158	2.43	1.24	.10	
	11-16	63	2.05	1.13	.14	
	16 and over	28	1.79	1.10	.21	
	Total	338	2.26	1.25	.07	
EFL teachers' need for more training in how to give and refuse permissions	1-5	89	1.85	1.20	.13	.297
	6-10	158	2.11	1.14	.09	
	11-16	63	1.92	1.11	.14	
	16 and over	28	1.82	1.12	.21	
	Total	338	1.98	1.15	.06	
EFL teachers' need for more training in warning and advising	1-5	89	1.98	1.28	.14	.093
	6-10	158	2.35	1.22	.10	
	11-16	63	2.14	1.26	.16	
	16 and over	28	1.93	1.21	.23	
	Total	338	2.18	1.25	.07	
EFL teachers' need for more training in giving reasons	1-5	89	2.15	1.30	.14	.290
	6-10	158	2.39	1.26	.10	
	11-16	63	2.2857	1.32505	.16694	
	16 and over	28	1.96	1.20	.23	
	Total	338	2.27	1.28	.07	
EFL teachers' need for skill of correcting errors	1-5	89	2.42	1.29	.14	.056
	6-10	158	2.68	1.36	.11	
	11-16	63	2.44	1.20	.15	
	16 and over	28	2.00	1.12	.21	
	Total	338	2.51	1.30	.07	

Table 4.100: Mean ranks of EFL teachers' needs on the content knowledge on the basis of their teaching experience

Item	Years of Experience	No. of Teachers	Mean Rank
EFL teachers' need to develop their speaking skills	1-5	89	158.14
	6-10	158	188.72
	11-16	63	159.87
	16 and over	28	118.86
	Total	338	

Table 4.101: Mean ranks of EFL teachers on the professional knowledge and skills on the basis of their years of experience

Item	Years of Experience	No. of Teachers	Mean Rank
EFL teachers' need to develop their speaking methods	1-5	89	158.66
	6-10	158	180.27
	11-16	63	177.79
	16 and over	28	124.54
	Total	338	
EFL teachers' need for more training in solving own problems	1-5	89	168.31
	6-10	158	184.45
	11-16	63	149.41

	16 and over	28	134.14
	Total	338	
EFL teachers' need for more training in lesson presentation	1-5	89	168.76
	6-10	158	182.97
	11-16	63	156.16
	16 and over	28	125.84
	Total	338	
EFL teachers' need for more training in praising and reinforcing	1-5	89	154.21
	6-10	158	187.80
	11-16	63	156.98
	16 and over	28	143.00
	Total	338	
EFL teachers' need for more training in giving instructions	1-5	89	165.67
	6-10	158	183.78
	11-16	63	155.44
	16 and over	28	132.71
	Total	338	

One-way analysis of variance (ANOVA) was performed with EFL teachers grouped according to their teaching experience as an independent variable, and items as a dependent variable. As seen in Table 4.104, above, the results indicated that, on the teachers' need to include "Content Knowledge" in their in-service training, there is only one significant difference on the teachers' need to develop their speaking skills on the basis of the teachers' experience at the .05 level of significance. Scheffe's test was subsequently used to confirm the means obtained by the analysis of variance.

Looking at Table 4.105, above, on the "Professional Knowledge and Skills," the groups of EFL teachers based on their years of experience showed significant differences between them on five items: their need to develop their methods of teaching speaking, their need to know about solving own teaching problems, their need to improve their lesson presentation, their need for more knowledge of praising and reinforcing, and their need for more knowledge of giving instructions. The mean scores in Table 4.106 and Table 4.107 above suggest that the EFL teachers' group who has experienced teaching between 6 to 10 years perceived the importance of all these needs for training more than the other groups who had more or less experience.

Differences in the Perceptions of the Teachers' Variable of Teaching Experience on their Need for Further Training in the Overall Content Knowledge and Professional Knowledge and Skills

Table 4.102: EFL teachers' mean responses on the content knowledge on the basis of their teaching experience	
Years of Experience	Mean
1-5	2.99
6-10	3.18
11-16	3.04
16 and over	2.83
Total	3.01

Table 4.103: Significance of EFL teachers' means on the total content knowledge on the basis of their teaching experience							
Category			Sum of Squares	Df	Mean Square	F	Sig.
Content Knowledge	Between Groups	(Combined)	.490	3	.163	2.072	.127
	Within Groups		2.207	28	.079		
	Total		2.697	31			

Table 4.104: EFL teachers' mean responses on the professional knowledge and skills based on their teaching experience	
Years of Experience	Mean
1-5	2.70
6-10	2.88
11-16	2.71
16 and over	2.57
Total	2.71

Table 4.105: Significance of EFL teachers' means on the total professional knowledge and skills on the basis of their teaching experience							
			Sum of Squares	Df	Mean Square	F	Sig.
Total Professional Skills	Between Groups	(Combined)	1.905	3	.635	2.956	.034
	Within Groups		31.802	148	.215		
	Total		33.708	151			

On the whole “Content Knowledge,” as shown in Tables 4.109 above, there is no significant differences between EFL teachers groups with relevance to the experience variable at the .05 level (with a significance value of .127). Whereas the

four groups of EFL teachers based on their teaching experience showed a significant difference at the .05 level with a significance rating of .034 on the “Professional Knowledge and Skills.” See Tables 4.111 above. Based on the mean score, 2.88, as shown in Tables 4.110 above, the EFL teachers who have teaching experience of 6-10 years gave more importance than the other groups to include the “Professional Knowledge and Skills” in the in-service training of EFL schoolteachers.

5- EFL Teachers’ Perceptions with Regard to Qualifications

Table 4.106 below shows that three hundred and thirty eight EFL teachers were categorised into two groups on the basis of their qualifications: 26 teachers had diploma certificate, 244 had B.ED degree, 32 hold B.A degree in Arts, 34 hold B.A. Language certificates, and only two teachers have M.A degree.

Table 4.107: Profile of EFL teachers based on their qualifications

Qualifications	No. of Teachers	%
Diploma	26	7.7
B.ED	244	72.2
B.A Arts	32	9.5
B.A Languages	34	10.1
M.A	2	.6
Total	338	100.0

Table 4.108: Comparison of EFL teachers’ mean on the content knowledge on the basis of their qualifications

Items	Qualification	N	Mean	SD	Sig.
EFL teachers’ need to develop their speaking skills	Diploma	26	3.81	.98	.336
	B.ED	244	3.44	1.13	
	B.A Arts	32	3.25	1.27	
	B.A Languages	34	3.24	1.35	
	M.A	2	3.50	.71	
	Total	338	3.43	1.15	
EFL teachers’ need to enrich their vocabulary	Diploma	26	3.77	1.14	.153
	B.ED	244	3.47	1.06	
	B.A Arts	32	3.28	1.02	
	B.A Languages	34	3.12	1.30	
	M.A	2	4.00	1.41	
	Total	338	3.44	1.09	
EFL teachers’ need to develop their grammar knowledge	Diploma	26	3.27	1.31	.238
	B.ED	244	2.94	1.27	

	B.A Arts	32	2.94	1.05	
	B.A Languages	34	2.53	1.35	
	M.A	2	2.50	.71	
	Total	338	2.92	1.27	
EFL teachers' need to develop their language pronunciation	Diploma	26	3.96	.87	.003
	B.ED	244	3.33	1.21	
	B.A Arts	32	3.38	1.13	
	B.A Languages	34	2.74	1.26	
	M.A	2	4.00	1.41	
	Total	338	3.33	1.21	
EFL teachers' need to develop their writing skills	Diploma	26	3.00	1.30	.408
	B.ED	244	2.89	1.25	
	B.A Arts	32	3.19	1.18	
	B.A Languages	34	2.62	1.37	
	M.A	2	3.50	2.12	
	Total	338	2.90	1.26	
EFL teachers' need to develop their reading skills	Diploma	26	3.00	1.50	.557
	B.ED	244	2.68	1.29	
	B.A Arts	32	2.75	1.08	
	B.A Languages	34	2.44	1.26	
	M.A	2	3.00	1.41	
	Total	338	2.69	1.28	
EFL teachers' need to expand their knowledge of English culture	Diploma	26	3.27	1.40	.707
	B.ED	244	3.02	1.24	
	B.A Arts	32	2.84	1.11	
	B.A Languages	34	2.94	1.15	
	M.A	2	3.50	2.12	
	Total	338	3.02	1.23	
EFL teachers' need to expand their knowledge of English literature	Diploma	26	3.27	1.46	.095
	B.ED	244	2.91	1.24	
	B.A Arts	32	2.72	1.17	
	B.A Languages	34	2.62	1.21	
	M.A	2	4.50	.71	
	Total	338	2.90	1.26	

Table 4.109: Comparison of teachers' means on the professional knowledge and skills on the basis of their qualifications

Items	Qualification	N	Mean	SD	Sig.
EFL teachers' need for more training in the teaching of listening	Diploma	26	3.77	1.03	.339
	B.ED	244	3.55	1.05	
	B.A Arts	32	3.38	1.34	
	B.A Languages	34	3.24	1.10	
	M.A	2	3.50	.71	
	Total	338	3.52	1.08	
EFL teachers' need for more training in	Diploma	26	3.65	1.13	.213

the teaching of speaking	B.ED	244	3.51	1.09	
	B.A Arts	32	3.38	1.34	
	B.A Languages	34	3.06	1.04	
	M.A	2	3.50	.71	
	Total	338	3.46	1.12	
EFL teachers' need for more training in the teaching of reading	Diploma	26	3.12	1.14	.549
	B.ED	244	3.05	1.15	
	B.A Arts	32	2.91	1.20	
	B.A Languages	34	2.71	1.22	
	M.A	2	3.00	1.41	
	Total	338	3.01	1.16	
EFL teachers' need for more training in the teaching of writing	Diploma	26	3.46	1.10	.547
	B.ED	244	3.20	1.16	
	B.A Arts	32	3.25	1.39	
	B.A Languages	34	2.94	1.18	
	M.A	2	3.50	2.12	
	Total	338	3.20	1.18	
EFL teachers' need for more knowledge of theories of language acquisition	Diploma	26	3.31	1.16	.416
	B.ED	244	3.05	1.13	
	B.A Arts	32	3.16	1.14	
	B.A Languages	34	2.76	1.30	
	M.A	2	3.50	2.12	
	Total	338	3.05	1.16	
EFL teachers' need for more knowledge of n new ideas in the education research	Diploma	26	3.73	.92	.263
	B.ED	244	3.36	1.16	
	B.A Arts	32	3.28	1.25	
	B.A Languages	34	3.09	1.22	
	M.A	2	4.00	1.41	
	Total	338	3.36	1.16	
EFL teachers' need for more training in the use of teaching aids and technology	Diploma	26	3.65	1.06	.039
	B.ED	244	3.30	1.17	
	B.A Arts	32	3.75	1.19	
	B.A Languages	34	2.94	1.15	
	M.A	2	3.50	.71	
	Total	338	3.34	1.17	
EFL teachers' need for more training in lesson planning	Diploma	26	3.38	.94	.057
	B.ED	244	2.75	1.28	
	B.A Arts	32	3.16	1.19	
	B.A Languages	34	2.68	1.12	
	M.A	2	2.50	.71	
	Total	338	2.83	1.25	
EFL teachers' need for more training in task organisation and sequence	Diploma	26	3.27	.83	.282
	B.ED	244	2.91	1.10	
	B.A Arts	32	3.00	1.19	
	B.A Languages	34	2.65	1.04	
	M.A	2	3.00	1.41	

	Total	338	2.92	1.09	
EFL teachers' need for more training in solving own problems	Diploma	26	3.50	1.10	.175
	B.ED	244	2.94	1.28	
	B.A Arts	32	2.78	1.34	
	B.A Languages	34	2.74	1.31	
	M.A	2	3.00	.000	
	Total	338	2.95	1.28	
EFL teachers' need for more training in how to teach vocabulary	Diploma	26	2.92	1.20	.702
	B.ED	244	2.69	1.21	
	B.A Arts	32	2.56	1.08	
	B.A Languages	34	2.50	1.24	
	M.A	2	2.50	.71	
	Total	338	2.67	1.20	
EFL teachers' need for more training in how to teach grammar	Diploma	26	2.89	1.34	.602
	B.ED	244	2.68	1.28	
	B.A Arts	32	2.56	1.16	
	B.A Languages	34	2.38	1.28	
	M.A	2	2.50	.71	
	Total	338	2.66	1.27	
EFL teachers' need for more training in how to motivate students	Diploma	26	3.50	1.07	.681
	B.ED	244	3.20	1.24	
	B.A Arts	32	3.31	1.35	
	B.A Languages	34	3.06	1.15	
	M.A	2	3.50	.71	
	Total	338	3.22	1.23	
EFL teachers' need for more training in how to assess students' progress	Diploma	26	3.46	1.03	.175
	B.ED	244	2.90	1.13	
	B.A Arts	32	2.91	1.30	
	B.A Languages	34	3.00	.85	
	M.A	2	2.50	.71	
	Total	338	2.95	1.12	
EFL teachers' need for more training in special teaching skills like eliciting, clarifying, concept checking etc.	Diploma	26	3.54	.95	.349
	B.ED	244	3.11	1.16	
	B.A Arts	32	3.19	1.12	
	B.A Languages	34	2.94	1.15	
	M.A	2	3.00	1.41	
	Total	338	3.13	1.14	
EFL teachers' need for more training in how to manage classroom activities	Diploma	26	3.19	1.13	.386
	B.ED	244	2.90	1.24	
	B.A Arts	32	3.16	1.17	
	B.A Languages	34	2.68	1.22	
	M.A	2	2.50	.71	
	Total	338	2.92	1.22	
EFL teachers' need for more training in using blackboard	Diploma	26	2.35	1.20	.404
	B.ED	244	2.04	1.24	
	B.A Arts	32	2.38	1.16	

	B.A Languages	34	1.91	1.14	
	M.A	2	2.00	1.41	
	Total	338	2.08	1.22	
EFL teachers' need for more training in the preparing of working class atmosphere	Diploma	26	3.19	1.06	.105
	B.ED	244	2.56	1.19	
	B.A Arts	32	2.78	1.16	
	B.A Languages	34	2.53	1.19	
	M.A	2	3.00	1.41	
	Total	338	2.63	1.18	
EFL teachers' need for more training in how to evaluate teaching objectives	Diploma	26	3.27	.92	.030
	B.ED	244	2.84	1.07	
	B.A Arts	32	3.19	1.12	
	B.A Languages	34	2.50	1.08	
	M.A	2	3.00	.000	
	Total	338	2.87	1.07	
EFL teachers' need for more training in how to involve students in learning	Diploma	26	3.46	.90	.369
	B.ED	244	3.01	1.14	
	B.A Arts	32	3.09	1.03	
	B.A Languages	34	3.03	1.11	
	M.A	2	3.50	.71	
	Total	338	3.06	1.11	
EFL teachers' need for more training in how to add supplementary materials	Diploma	26	3.62	.80	.052
	B.ED	244	3.05	1.148	
	B.A Arts	32	3.41	1.01	
	B.A Languages	34	2.94	1.01	
	M.A	2	3.50	.71	
	Total	338	3.12	1.11	
EFL teachers' need for more training in how to help students face learning difficulties	Diploma	26	3.96	.77	.001
	B.ED	244	3.34	1.09	
	B.A Arts	32	3.59	1.04	
	B.A Languages	34	2.82	1.14	
	M.A	2	3.50	.71	
	Total	338	3.36	1.09	
EFL teachers' need for more training in how to consider students' needs	Diploma	26	3.58	.90	.028
	B.ED	244	3.19	1.15	
	B.A Arts	32	3.44	1.05	
	B.A Languages	34	2.75	1.14	
	M.A	2	2.50	.71	
	Total	338	3.20	1.134	
EFL teachers' need for more training in time management	Diploma	26	3.38	1.10	.014
	B.ED	244	2.64	1.21	
	B.A Arts	32	3.09	.93	
	B.A Languages	34	2.62	1.28	
	M.A	2	2.50	.71	
	Total	338	2.74	1.20	
EFL teachers' need for more training in	Diploma	26	3.27	1.04	.001

how to keep students attention	B.ED	244	2.50	1.37	
	B.A Arts	32	1.78	1.21	
	B.A Languages	34	2.35	1.32	
	M.A	2	1.50	.71	
	Total	338	2.47	1.35	
EFL teachers' need for more training in lesson presentation	Diploma	26	3.12	1.18	.011
	B.ED	244	2.31	1.31	
	B.A Arts	32	1.97	1.33	
	B.A Languages	34	2.21	1.25	
	M.A	2	1.50	.71	
EFL teachers' need for more training in using examples and drawings	Total	338	2.32	1.32	.001
	Diploma	26	3.12	1.24	
	B.ED	244	2.24	1.32	
	B.A Arts	32	1.66	1.21	
	B.A Languages	34	2.09	1.19	
EFL teachers' need for more training in how to manage students' behaviour	M.A	2	1.50	.71	.054
	Total	338	2.23	1.32	
	Diploma	26	2.85	1.38	
	B.ED	244	2.39	1.41	
	B.A Arts	32	1.75	1.30	
EFL teachers' need for more training in how to teach large classes	B.A Languages	34	2.38	1.41	.018
	M.A	2	2.00	1.41	
	Total	338	2.36	1.41	
	Diploma	26	3.69	1.19	
	B.ED	244	3.01	1.40	
EFL teachers' need for more training in how to teach students of mixed levels	B.A Arts	32	2.53	1.41	.061
	B.A Languages	34	3.21	1.25	
	M.A	2	2.00	1.41	
	Total	338	3.03	1.39	
	Diploma	26	3.27	1.34	
EFL teachers' need for more training in requesting and ordering	B.ED	244	2.82	1.36	.035
	B.A Arts	32	2.38	1.24	
	B.A Languages	34	3.15	1.35	
	M.A	2	2.00	1.41	
	Total	338	2.84	1.36	
EFL teachers' need for more training in asking questions	Diploma	26	3.04	1.18	.008
	B.ED	244	2.29	1.29	
	B.A Arts	32	2.03	1.33	
	B.A Languages	34	2.18	1.27	
	M.A	2	2.00	1.41	
	Total	338	2.31	1.30	
	Diploma	26	3.04	1.25	
	B.ED	244	2.11	1.27	
	B.A Arts	32	1.91	1.28	
	B.A Languages	34	2.09	1.31	
	M.A	2	2.00	1.41	

	Total	338	2.16	1.29	
EFL teachers' need for more training in praising and reinforcing	Diploma	26	3.04	1.25	.001
	B.ED	244	2.24	1.25	
	B.A Arts	32	1.69	1.06	
	B.A Languages	34	2.35	1.15	
	M.A	2	1.50	.71	
	Total	338	2.26	1.25	
EFL teachers' need for more training in giving instructions	Diploma	26	2.65	1.26	.108
	B.ED	244	2.29	1.26	
	B.A Arts	32	1.81	1.06	
	B.A Languages	34	2.21	1.30	
	M.A	2	1.50	.71	
	Total	338	2.26	1.25	
EFL teachers' need for more training in how to give and refuse permissions	Diploma	26	2.50	1.14	.158
	B.ED	244	1.97	1.16	
	B.A Arts	32	1.81	1.09	
	B.A Languages	34	1.82	1.09	
	M.A	2	2.00	1.41	
	Total	338	1.98	1.15	
EFL teachers' need for more training in warning and advising	Diploma	26	2.96	1.15	.005
	B.ED	244	2.18	1.26	
	B.A Arts	32	1.81	1.12	
	B.A Languages	34	1.97	1.17	
	M.A	2	1.50	.71	
	Total	338	2.18	1.25	
EFL teachers' need for more training in giving reasons	Diploma	26	3.12	1.45	.010
	B.ED	244	2.22	1.24	
	B.A Arts	32	2.09	1.33	
	B.A Languages	34	2.18	1.22	
	M.A	2	1.50	.71	
	Total	338	2.27	1.28	
EFL teachers' need for more training in correcting errors	Diploma	26	3.46	1.03	.000
	B.ED	244	2.54	1.30	
	B.A Arts	32	1.97	1.23	
	B.A Languages	34	2.12	1.17	
	M.A	2	1.50	.71	
	Total	338	2.51	1.30	

Table 4.110: Mean ranks of the teachers' needs on the content knowledge based on their qualifications

Item	Qualification	No. of Teachers	Mean Rank
EFL teachers' need for more training to develop their pronunciation	Diploma	26	218.56
	B.ED	244	169.73
	B.A Arts	32	172.22
	B.A Languages	34	124.90
	M.A	2	218.75
	Total	338	

Table 4.111 : Mean ranks of the teachers' needs on the professional knowledge and skills on the basis of their qualifications

	Qualification	No. of Teachers	Mean Rank
EFL teachers' need for more training in the use of teaching aids and technology	Diploma	26	194.81
	B.ED	244	166.74
	B.A Arts	32	202.02
	B.A Languages	34	138.81
	M.A	2	179.25
	Total	338	
EFL teachers' need for more training in how to evaluate teaching objectives	Diploma	26	205.67
	B.ED	244	166.36
	B.A Arts	32	196.17
	B.A Languages	34	138.34
	M.A	2	185.50
	Total	338	
EFL teachers' need for more training in how to help students face learning difficulties	Diploma	26	221.81
	B.ED	244	167.42
	B.A Arts	32	187.73
	B.A Languages	34	126.90
	M.A	2	176.25
	Total	338	
EFL teachers' need for more knowledge of how to consider students' needs	Diploma	26	202.50
	B.ED	244	169.13
	B.A Arts	32	188.19
	B.A Languages	34	133.32
	M.A	2	102.00
	Total	338	
EFL teachers' need for more knowledge of time management	Diploma	26	220.56
	B.ED	244	161.38
	B.A Arts	32	199.91
	B.A Languages	34	161.21
	M.A	2	151.25
	Total	338	
EFL teachers' need for more knowledge of how to keep students attention	Diploma	26	227.10
	B.ED	244	171.53
	B.A Arts	32	120.56
	B.A Languages	34	160.71

	M.A	2	105.75
	Total	338	
EFL teachers' need improve their lesson presentation	Diploma	26	228.58
	B.ED	244	168.36
	B.A Arts	32	141.06
	B.A Languages	34	162.35
	M.A	2	116.75
	Total	338	
EFL teachers' need for more knowledge of using examples and drawings	Diploma	26	234.04
	B.ED	244	170.19
	B.A Arts	32	123.59
	B.A Languages	34	161.04
	M.A	2	125.00
	Total	338	
EFL teachers' need for more knowledge about how to teach large classes	Diploma	26	215.96
	B.ED	244	167.88
	B.A Arts	32	136.69
	B.A Languages	34	180.88
	M.A	2	95.00
	Total	338	
EFL teachers' need for more knowledge of requesting and ordering	Diploma	26	225.35
	B.ED	244	168.00
	B.A Arts	32	147.06
	B.A Languages	34	159.90
	M.A	2	149.25
	Total	338	
EFL teachers' need for more knowledge of asking questions	Diploma	26	233.81
	B.ED	244	166.25
	B.A Arts	32	149.42
	B.A Languages	34	163.03
	M.A	2	161.00
	Total	338	
EFL teachers' need for more knowledge of praising and reinforcing	Diploma	26	228.19
	B.ED	244	168.17
	B.A Arts	32	124.03
	B.A Languages	34	180.13
	M.A	2	115.75
	Total	338	
EFL teachers' need for more knowledge of warning and advising	Diploma	26	231.96
	B.ED	244	169.06
	B.A Arts	32	140.89
	B.A Languages	34	154.43
	M.A	2	125.00
	Total	338	
EFL teachers' need for more knowledge of giving reasons	Diploma	26	225.46
	B.ED	244	166.82

	B.A Arts	32	153.97
	B.A Languages	34	163.62
	M.A	2	117.25
	Total	338	
EFL teachers' need for more knowledge of correcting errors	Diploma	26	239.56
	B.ED	244	171.82
	B.A Arts	32	129.27
	B.A Languages	34	141.40
	M.A	2	97.00
	Total	338	

One-way analysis of variance (ANOVA) was performed with the participants' qualifications as an independent variable and each item as the dependent variable. EFL teachers' perceptions on the basis of their qualifications were examined and reported according to the result of each item. The results in Table 4.113 indicated that significant differences were found on the "Content Knowledge" at the .05 level of significance in only one item: their need to develop their language pronunciation. Higher importance to include this item in EFL teacher training was perceived only by the M.A. teacher group. See also Table 4.115 above for the descriptive data.

As Table 4.114 displays, the results of the Scheffe's test was subsequently used to confirm the means obtained by the analysis of variance. Significant differences were found among the EFL teachers' perceptions on the "Professional Knowledge and Skills" on the basis of their qualifications in 15 items as follows: teachers' need for knowledge of teaching aids and the use of technology in teaching, which received more importance from the B.A Arts degree holders than EFL teachers of other qualifications to be included in the in-service training of EFL teachers, whereas the holders of Diploma certificate gave more importance to include the other 14 items: their need to know how to evaluate teaching objectives, their need to know how to help students face their learning difficulties, their need to know how to consider students' needs, their need for training in time management, their need to know how to keep students' attention, their need to improve their lesson presentation,

their need for knowledge of using examples and drawings in teaching, their need to know how to teach large classes, their need for knowledge of requesting and ordering, their need for knowledge of asking questions, their need for knowledge of praising and reinforcing, their need for training in warning and advising, their need for training in explaining and giving reasons, and their need for knowledge of error correction. See also Table 4.116 which compares the mean ratings of the teachers' needs for the suggested professional knowledge items.

Differences in the Perceptions of EFL Teacher Variable of Qualifications in their Need for Further Training in the Overall Content Knowledge and Professional Knowledge and Skills

Table 4.112: EFL teachers' mean responses on the content knowledge on the basis of their qualifications	
Teachers' Qualifications	Mean
Diploma	3.42
B.ED	3.08
B.A Arts	3.04
B.A Languages	2.78
M.A	3.56
Total	3.18

Table 4.113: Significance of the EFL teachers' means on the total content knowledge on the basis of their qualifications							
			Sum of Squares	df	Mean Square	F	Sig.
Total Content Knowledge	Between Groups	(Combined)	3.132	4	.783	5.117	.002
	Within Groups		5.356	35	.153		
	Total		8.488	39			

Table 4.114: EFL teachers' mean responses on the professional knowledge and skills on the basis of their qualifications	
Qualifications	Mean
Diploma	3.27
B.ED	2.76
B.A Arts	2.68
B.A Languages	2.60
M.A	2.55
Total	2.77

Table 4.115: Significance of EFL teachers' means on the total professional knowledge and skills on the basis of their qualifications

			Sum of Squares	Df	Mean Square	F	Sig.
Total Professional Skills	Between Groups	(Combined)	12.730	4	3.182	10.636	.000
	Within Groups		55.354	185	.299		
	Total		68.084	189			

On the categories of “Content Knowledge” and “Professional Knowledge and Skills,” significant differences were found between the groups of EFL teachers on the basis of their qualifications at .05 level with significance ratings of .002 and .000, respectively (See Tables 4.118 and 4.120 above). On the category of “Content Knowledge,” the M.A holders gave it more importance than the other groups followed by Diploma certificate holders (See Table 4.117 above). However, the Diploma qualified teachers gave more importance to the “Professional Knowledge and Skills” more than the other groups. See Table 4.119 above.

Section 3: EFL Teachers' and Supervisors' Opinions on the Best Methods that meet the Teachers' Needs for In-service Training

Teachers should continue their professional education as soon as they are appointed to the post of teaching. In the training of teachers according to Cross (2003:43), “a lot can be done autonomously (observing colleagues, or reading) but a great should be done through participation in graded in-service schemes designed to build upon their initial training.” The information on EFL teachers' and their supervisors' views on the methods the teachers should follow to implement their in-service training was given by this questionnaire item. See Table 4.121 below.

Table 4.116: Preferred methods for the in-service training of EFL teachers

N	Statement	EFL Teachers				Supervisors			
		Agree		Disagree		Agree		Disagree	
		N	%	N	%	N	%	N	%
1	Training EFL teachers by attending in-service training programmes	303	89.6	35	10.4	39	97.5	1	2.5
2	Training EFL teachers by discussions with educational experts	209	61.8	129	38.2	25	62.5	15	37.5
3	Training EFL teachers by trial and error	85	25.1	253	74.9	21	52.5	19	47.5
4	Training EFL teachers by watching other teachers	182	53.8	156	39.6	29	72.5	11	27.5
5	Training EFL teachers by their own readings	128	37.9	210	62.1	28	70	12	30
6	Training EFL teachers by discussions with supervisors	158	46.7	180	53.3	27	7.5	13	32.5

When asked what kind of training they prefer to undertake in their in-service training to expand their content knowledge and to improve their teaching capacity, most of the EFL teachers selected more than one technique. Out of 338 EFL teachers, 89.6% favoured attending in-service training programmes; 25.1% preferred trial and error method; 61.8% favoured discussion with experts; 46.6% preferred discussions with supervisors; 53.3 preferred watching other teachers while teaching as the best method to develop one's abilities to teach. However, 37.9% decided that it is enough to read relevant books.

Of the supervisors, a census of 97.5% stood by involving EFL teachers in in-service training programmes in order to help them develop their teaching practice. Watching other teachers while they are teaching received the second rank from 72% of the supervisors. To develop the teachers' performance, 70% of the supervisors supported teachers' self-reading and 62.5% of them opined discussions with educational experts. Surprisingly, more than half of the supervisors selected trial and

error as a method to develop teachers' abilities to teach and only 7.5% of them favoured discussions with supervisors.

Table 4.117: Mean responses of EFL teachers and their supervisors

Statement	Teachers' Means			Supervisors' Means		
	N	Mean	SD	N	Mean	SD
I prefer in-service training programmes	338	1.10	.31	40	1.03	.16
I prefer discussion with experts	338	1.38	.49	40	1.38	.49
I prefer trial and error	338	1.75	.43	40	1.53	.51
I prefer watching other teachers	338	1.46	.50	40	1.28	.45
I prefer own readings	338	1.62	.49	40	1.30	.46
I prefer discussion with supervisors	338	1.53	.50	40	1.33	.47
N	338			40		

Table 4.118: Significance difference between the mean responses of EFL teachers and their supervisors

			Sum of Squares	df	Mean Square	F	Sig.
I prefer in-service training	Between Groups	(Combined)	.221	1	.221	2.565	.110
	Within Groups		32.351	376	.086		
	Total		32.571	377			
I prefer discussion with experts	Between Groups	(Combined)	.002	1	.002	.007	.935
	Within Groups		89.141	376	.237		
	Total		89.143	377			
I prefer trial and error	Between Groups	(Combined)	1.787	1	1.787	9.129	.003
	Within Groups		73.599	376	.196		
	Total		75.386	377			
I prefer watching other teachers	Between Groups	(Combined)	1.245	1	1.245	5.088	.025
	Within Groups		91.975	376	.245		
	Total		93.220	377			
I prefer one-self readings	Between Groups	(Combined)	3.692	1	3.692	15.790	.000
	Within Groups		87.927	376	.234		
	Total		91.619	377			
I prefer discussion with supervisors	Between Groups	(Combined)	1.541	1	1.541	6.234	.013
	Within Groups		92.917	376	.247		
	Total		94.458	377			

On the overall opinions on the preferred methods to meet the needs of EFL teachers for in-service training, the teachers' and their supervisors' mean responses differed significantly in their attitudes towards the best methods that should be followed in: teachers' training by trial and error, watching other teachers, one-self

readings, and discussion with supervisor at the .05 level. However, there were no significant differences between the two groups in their mean responses on the suggestions of attending in-service training programmes and discussions with education experts. See Table 4.122 and Table 4.123 above

Section 4: Secondary School Students' Expectation of EFL Teachers:

This study provides information on the students' expectations of their EFL teacher in the secondary school stage in Yemen. Knowing what students expect from the teacher can be used as criteria to evaluate his/her character as well as his/her teaching behaviour in the English class.

Profile of the participants:

The researcher, in person, conducted the students' survey on 850 students who constituted the total students' sample in this study. However, usable and completed responses were received from 738 students. The survey was developed as a result of intensive reading and browsing websites related to students' expectations of the EFL teacher. Students' questionnaire included 15 dimensions which comprise 72 items pertinent to the students' expectations from EFL teachers. A pilot study was conducted on 200 students belong to several secondary schools to assess the applicability of the questionnaire. After revising the first draft of the questionnaire, the researcher distributed the final version on the sample in the cities of Sana'a and Aden as well as the rural areas around them.

The collected data were analysed using descriptive measures such as frequencies and percentages to present the results of the students' expectations. Each dimension of the questionnaire was discussed separately to ease concluding the students' opinions. The following pages show comments on the results.

Data Analysis and Presentation of the Results:

The data obtained from the questionnaire were presented for each dimension.

Dimension A: Personal Attributes that Students Expect from their EFL Teacher

By this dimension (A), students were asked to check the personal attributes they expect from their EFL teachers among eighteen aspects. Students were given the opportunity to agree or disagree with each item. A space was left for the students to add more ideas or aspects.

Table 4.119: Personal attributes students expect of their EFL teachers

N	Statement	Agree		Disagree	
		N	%	N	%
1	enthusiastic for teaching and implementation	632	84.4	115	15.6
2	cares about students	569	77.1	169	22.9
3	patient	573	77.6	165	22.4
4	strict	140	19	598	81
5	smiley and looks happy	431	58.4	307	41.6
6	don't mind noise in classroom	100	13.6	638	86.4
7	fair and treats students equally	627	85	111	15
8	tolerant	521	70.6	217	29.4
9	modest	609	82.5	129	17.5
10	deals flexibly	412	55.8	326	44.2
11	simple	474	64.2	264	35.8
12	keeps space with students	271	36.7	467	63.3
13	loves teaching profession	632	85.6	106	14.4
14	good model	597	80.9	141	19.1
15	honest	601	81.4	137	18.6
16	strong in personality	503	68.2	235	31.8
17	confident	598	81	140	19
18	serious	536	72.6	202	27.4

As Table 4.124 above displays, most of the students surveyed, 84.4% expected their EFL teacher to be “enthusiastic” to teach. Seventy seven and one tenth percent (77.1%) responded that their ideal teacher “cares about students” and 77.6% favoured the one who is “patient” towards the students. The teacher who is “smiley and looks happy” was expected by 58.4% of the students and 81% did not prefer “strict” teachers. A great majority of the students, 86.4%, voted against the teacher who tolerates noise in the classroom.

A gain, 85% of the students surveyed expected their teachers to be “fair,” 70% favoured “tolerant” teachers, 82.5% liked the “modest” ones, 55.8% preferred “flexible” teachers and 64.2% voted for the “simple” teacher. Much similar, the teacher who “keeps space with students” was the preferred choice to 63.3% of the students while 36.7% believe that teachers should be close to students and treat them like friends.

Most of the students surveyed (85.6%) showed more preference to the teacher who “loves teaching,” and the “good model” teacher was expected by 80.9%. In the same line, most of the students, 81.4%, expected their teacher to be “honest.” On the other hand, 68.2% liked EFL teachers to be strong, 81% expected their teacher to be “confident,” and 72.6% voted for the “serious” ones.

Dimension B: Professional Attributes that Students Expect from EFL Teachers

Students expect their EFL teacher to be knowledgeable and professional in order to help them learn English and use it in real life. Hence, teachers of English particularly should be armed with many characters for the teaching of English. For example, students expect their teachers to pass the test on keeping class order. In this section, many professional characteristics of EFL teachers were discussed. Table 4.125 below gives the descriptive data.

Table 4.120: Professional characteristics students may expect of EFL teachers:

N	Statement	Agree		Disagree	
		N	%	N	%
1	competent in the language	522	70.7	216	29.3
2	skilful in writing skills	509	69	229	31
3	have good and clear handwriting	578	78.3	160	21.7
4	competent in English grammar	623	84.4	115	15.6
5	excellent in reading skills	512	69.4	226	30.6
6	fluent in English	568	77	170	33
7	use correct English pronunciation	608	82.4	130	17.6
8	teach vocabulary well	560	75.9	178	24.1
9	teach grammar simply and appropriately	612	82.9	126	17.1
10	skilful in teaching listening	482	65.3	256	34.7
11	keen to teach real English conversations	478	64.8	260	35.2
12	conveys information clearly & meaningfully	673	91.2	65	8.8

13	use blackboard appropriately	422	57.2	316	42.8
14	use an attractive and useful way of teaching	606	82.1	132	17.9
15	mix up various techniques in teaching	537	72.8	201	27.2
16	engage students in learning activities	567	76.8	171	23.2
17	train students for self-learning	547	74.1	191	25.9
18	correct students mistakes appropriately	613	83.1	125	16.9
19	narrate stories and uses humour in teaching	381	51.6	357	48.4
20	analyse students' performance to assist the weak ones	561	76	177	24
21	provide students with the best education	510	69.1	228	30.9
22	create working atmosphere	551	74.7	187	25.3
23	help students use critical & creative thinking	523	70.9	215	29.1
24	use suitable teaching aids and technology	452	61.2	286	38.8
25	encourage students to prepare teaching aids	455	61.7	283	38.3
26	consider students' language level and needs	534	72.4	204	27.6
27	expand students knowledge beyond textbook	487	64.8	260	35.2
28	contribute in solving students own problems	413	56	325	44
29	connect learning with real life	495	67.1	243	22.9
30	give students equal chances to learn	553	74.9	185	25.1
31	help students face their learning problems	596	80.8	142	19.2
32	keen to answer students questions	560	75.9	178	24.1
33	involve students in creating learning activities	504	68.3	234	31.7
34	arrange the class well for teaching	392	53.1	346	46.9
35	give clear and comprehensive tests	554	75.1	184	24.9
36	arrange periodical tests at the end of each unit	550	74.5	188	25.5
37	make empirical tests to prepare class 12 for the Ministry's central Examinations	572	77.5	166	22.5
38	regular and punctual	608	82.4	130	17.6
39	skilful in managing time for instruction	454	61.5	284	38.5
40	well-planned to cover any additional teaching	381	51.6	357	48.4
41	manage classroom behaviour well	568	77	170	33

EFL teachers' competence in content knowledge is one of the main significant professional aspects. The results showed that 70.7% of the secondary school students surveyed gave preference to the EFL teacher who is "competent" in the language. More specifically, 69% expected their EFL teacher to be competent in writing; 78.3% favoured the teacher who is good in handwriting; 84.4% for the teacher who is competent in grammar; 69.4% for the teacher who is "good in reading skills," and 77% preferred the teacher who is fluent in English. Correct pronunciation of English was important to most of the students (i.e. 82.4%), who stipulated that teachers should "use correct English pronunciation" to demonstrate understandable talking.

As far as teachers' teaching abilities are concerned, 75.9% of the students surveyed showed more interest in the EFL teacher who is "good in teaching vocabulary;" 82.9% in the teacher who can teach grammar in a simple and

appropriate way; 65.3% expressed their preference to teachers who are “good in teaching listening,” and 64.8% favoured a teacher who is “keen to teach real life English conversations.” EFL teachers who are able to “convey information in a clear, simple and meaningful way” were preferred by 91.2% of the students. However, making a good presentation requires “an effective use of the board,” a skill that many teachers lack. Accordingly, 57.2% of the students expected their teacher to be skilful in using the board.

Having a good knowledge of teaching methods is very essential for language teachers. In that respect, 82.1% of the students advised EFL teachers to leave traditional methods and “use attractive and useful ways of teaching.” Other students seem comfortable with traditional methods of teaching. By the same token, 72.8% expected their EFL teachers to “mix up various techniques in teaching.” In a relevant area, a majority of 76.8% of the students surveyed opposed the teacher-centered style of teaching. They expected their EFL teacher to engage them in language learning activities. Similarly, almost three quarters of the students (74.1%) were aware of the importance of autonomous learning as a driving force behind fulfilment. They preferred the EFL teacher who “trains students for self-learning”. With regards to correcting students’ errors, most of the students surveyed (83.1%) liked their EFL teacher to use an appropriate method to “correct students’ mistakes appropriately and give supportive feedback.” To my surprise, 51.6% of the students suggested that EFL teachers should not “use fun and narrate stories during teaching.” However, fewer than half of the students (48.4%) stood by the idea of using humour and stories to ease learning especially when students feel bored or distracted. As said, the learning of English should be fun not a burden or pain.

Teachers should monitor students' learning to make sure about their attainment and progress. Thus, more than three quarters of the students (76%) preferred their EFL teachers who "analyse students learning and offer assistance" to those who need more explanation or clarification, and 69.1% urged their teachers to "offer the best teaching possible." However, conveying good teaching begins with creating a working classroom and encouraging students to be innovative and creative. This explains why 74.7% of the students expected the EFL teacher to "provide attractive class for better learning," and 70.9% voted for the teacher's skills that help students develop their creativity.

The advancement in technology made teaching easier and more effective. Therefore, teachers are required to "use suitable teaching aids and technology" to simplify the content and illustrate explanation with pictures, diagrams, tables etc. such a teacher was expected by 61.2% of the students. In addition, almost similar percentage of the students, 61.7%, tend to participate in preparing the teaching aids. Yet, the other 38.3% preferred to leave the job of providing teaching aids to teachers.

English textbooks should be prepared and presented in a way that meet students' needs. In this study, 72.4% of the students expected their teacher of English to "consider their level and needs while teaching;" 64.8 opined that teachers should expand students' knowledge beyond the ascribed book; 56% stated that teachers should "help learners solve their own learning problems," and 67.1% stressed that teachers have to "connect teaching with the real life outside classroom."

A majority of the students (74.9%) urged teachers to give them equal chances to learn; 80.8% liked to receive enough motivation from their EFL teacher to help them face their own learning difficulties; 75.9% voted for the EFL teacher who cares about students' questions and opinions, and 68.3% expected their teacher to involve

them in adapting activities that make learning English easier. More than half of the students (53.1%) expected their EFL teacher to “organise language activities better.”

Students’ achievements have been affected by the use of traditional tests which do not truly assess the language skills. In that respect, almost three quarters of the students surveyed, 75.1%, expected the teachers to prepare comprehensive and suitable language tests and 75% stood by establishing regular assessments at least after finishing each unit of the textbook. In regards with making periodical experimental tests to assess students’ achievement, most of the students (77.5%) preferred applying this strategy for students of class 12 who used to appear for the Ministry’s central examination.

Teachers’ punctuality was given high preference from 82.4% of the students, 61.5% expected their teachers of English to distribute the time of the lesson properly, and 51.6% advised teachers to be prepared for additional teaching.

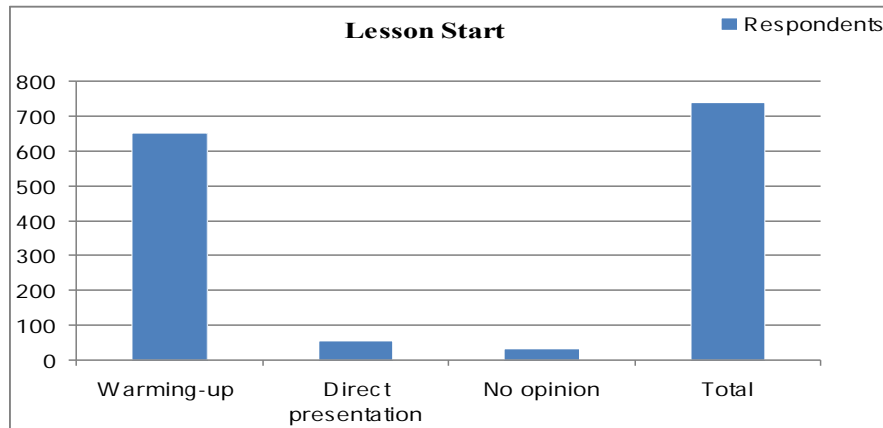
Class control is one of the most challenging issues that bother most of the teachers. In this regard, 77%, participated in this study expected their EFL teacher to be able to manage language classroom well.

Analysis of the Results of Daily Activities of Teaching:

Dimension C: The Beginning of the Lesson:

With regards to how to commence English lessons, a consensus of the students surveyed, 88.2%, preferred their EFL teachers to begin the lesson with warm-up activities and connect it with the previous lesson against 7.3% voted for beginning the lesson directly. The other 4.5% had no comments on this issue. See Table 4.126 and figure 4.56 below for the descriptive details.

Table 4.126: Introducing the Lesson		
Statement	No. of Students	%
1. warm-up and connection with the previous one	651	88.2
2. begin the lesson directly	54	7.3
3. no opinion	33	4.5
Total	738	100.0

Figure 4.56: Lesson Introduction

Dimension D: Language Skills that Students Prioritise to Learn:

Dimension D in the students' questionnaire produced information on the language skills or content which secondary school students prioritise to be taught:

1- Priority for speaking skills: sub-item number one in this dimension generates information on the students' prioritisation for speaking skills in their learning. See Table 4.127 below for the descriptive data.

Table 4.127: Speaking Priority		
Priority	No. Of Students	%
First	178	24.1
Second	126	17.1
Third	98	13.3
Fourth	70	9.5
Fifth	69	9.3
Sixth	65	8.8
Seventh	41	5.6
Eighth	24	3.3
Ninth	23	3.1
Tenth	17	2.3
Total	711	96.3
No opinion	27	3.7
Total	738	100.0

Most of the students surveyed (24.1%) responded that speaking skills should take the first priority over other skills in learning English. It was given a second priority by 17.1% and a third priority by 13.3%. Only 2.3% of the students gave speaking skills the last choice in their learning of English. On the other hand, 3.7% did not give their opinion on this statement.

2- Priority for the writing skills: the information on the students' preference for having writing skills first in their English learning in the secondary school level was given by students' responses to sub-item number two. See Table 4.128 below.

Table 4.128: Writing Priority		
Priority	No. of Students	%
First	50	6.8
Second	108	14.6
Third	125	16.9
Fourth	90	12.2
Fifth	93	12.6
Sixth	83	11.2
Seventh	38	5.1
Eighth	30	4.1
Ninth	34	4.6
Tenth	42	5.7
Total	693	93.9
No answer	45	6.1
Total	738	100.0

Writing skills was given priority by 6.8% of the students surveyed. However, it was given the third rating by a majority of 16.9% and the second by 14.6%. Only 5.7% of the students categorised writing skills the last among other language skills at the time 6.1% did not respond to this statement.

3- Priority for listening skills: sub-item number three was to provide the information on the students' preference for having listening as the first skill to be taught. Table 4.129 below presents the descriptive data.

Table 4.129: Listening Priority		
Priority	No. Of Students	%
First	48	6.5
Second	52	7.0
Third	74	10.0
Fourth	87	11.8
Fifth	93	12.6
Sixth	70	9.5
Seventh	87	11.8
Eighth	65	8.8
Ninth	54	7.3
Tenth	66	8.9
Total	696	94.3
No answer	42	5.7
Total	738	100.0

Concerning listening skills in the English class, students gave it the fifth rating by the highest percentage of the students surveyed, 12.6%. Fourth and sixth priority was given the same rating of 11.8%. However, only 6.5% of the students gave listening skill the first choice while 8.9 gave it last preference. On the other hand, 5.7% did not give listening skill their choice.

4- Priority for reading skills: the students' priority of reading skills in learning English was judged by sub-item number four. Table 4.130 below presents the descriptive data.

Table 4.130: Reading Priority		
Priority	No. of Students	%
First	49	6.6
Second	94	12.7
Third	114	15.4
Fourth	131	17.8
Fifth	102	13.8
Sixth	73	9.9
Seventh	60	8.1
Eighth	34	4.6
Ninth	18	2.4
Tenth	21	2.8
Total	696	94.3
No answer	42	5.7
Total	738	100.0

As far as reading skills are concerned, it was given the fourth priority by a majority of 17.8% of the students and the third by 15.4%. Fifth and second priorities were given the rating of 13.8% and 12.7%, respectively. In the same line, reading skills were given the first choice by only 6.6% of the students.

5- Priority for grammar: sub-item number five was designed to survey the information on the students' preference for having grammar as the first area to be taught in learning English. Table 4.131 below presents the descriptive data.

Table 4.131: Grammar Priority		
Priority	No. of Students	%
First	153	20.7
Second	80	10.8
Third	87	11.8
Fourth	80	10.8
Fifth	81	11.0
Sixth	83	11.2
Seventh	51	6.9
Eighth	33	4.5
Ninth	34	4.6
Tenth	25	3.4
Total	707	95.8
No answer	31	4.2
Total	738	100.0

Grammar was given the first priority by most of the students surveyed, 20.7%, while only 3.4% of them rated grammar as the last choice to be learnt. This area was given second, third, fourth, fifth and sixth priorities by almost a similar ratio of 10.8%, 11.8%, 10.8%, 11%, and 11.2%, respectively. However, 4.2% of the students did not give their opinion.

6- Priority for English vocabulary: sub-item number six gave data on the students' prioritisation for having vocabulary to be taught the most. See Table 4.132 below.

Table 4.132: Vocabulary Priority		
Priority	No. of Students	%
First	29	3.9
Second	68	9.2
Third	47	6.4
Fourth	61	8.3
Fifth	70	9.5
Sixth	81	11.0
Seventh	93	12.6
Eighth	114	15.4
Ninth	81	11.0
Tenth	38	5.1
Total	682	92.4
No answer	56	7.6
Total	738	100.0

Most of the students surveyed, 15.4%, gave vocabulary the eighth priority in language teaching; 12.6% gave it the seventh priority; 11% the sixth priority and 11% gave this area the ninth priority. The least percentage of the students surveyed, 3.9%, gave this area the first rate. A small percentage of 7.6% did not select any choice.

7- Priority for pronunciation: sub-item number seven was to survey the information on the students' preference for having pronunciation the first area to be taken care of in their English learning. Table 4.133 below presents the descriptive data.

Table 4.133: Pronunciation Priority		
Priority	No. of Students	%
First	166	22.5
Second	123	16.7
Third	76	10.3
Fourth	51	6.9
Fifth	66	8.9
Sixth	46	6.2
Seventh	54	7.3
Eighth	42	5.7
Ninth	50	6.8
Tenth	10	1.4
Total	684	92.7
No answer	54	7.3
Total	738	100.0

A majority of the students surveyed, 22.5%, prioritised English pronunciation in their English learning followed by 16.7% who selected this area as their second priority. Another 10.3% gave rating of the third priority to pronunciation. The least percentage of the students, 1.4%, rated pronunciation the last choice for learning. However, 7.3% did not give any ratings for this area.

8- Language Culture Knowledge priority: sub-item number eight produced information on the students' preference for studying the culture of native speakers of English language as the first area to be taken care of in learning English. Table 4.134 presents the descriptive data.

Table 4.121: Culture Priority		
Priority	No. of Students	%
First	23	3.1
Second	21	2.8
Third	31	4.2
Fourth	27	3.7
Fifth	52	7.0
Sixth	60	8.1
Seventh	72	9.8
Eighth	93	12.6
Ninth	138	18.7
Tenth	166	22.5
Total	683	92.5
No answer	55	7.5
Total	738	100.0

Most of the students surveyed, 22.5%, rated knowledge of language culture as the last choice, while only 3.1% of the students rated this area the first priority. The highest percentage of students' responses was clustered in the seventh to the tenth selection. Students who did not respond to this area were 7.5%.

9- Literature knowledge priority: sub-item number nine was designed to produce data on the students' preference of studying English literature. See Table 4.135 below.

Table 4.122: Literature Priority		
Priority	No. of Students	%
First	21	2.8
Second	35	4.7
Third	33	4.5
Fourth	46	6.2
Fifth	30	4.1
Sixth	50	6.8
Seventh	109	14.8
Eighth	132	17.9
Ninth	125	16.9
Tenth	95	12.9
Total	676	91.6
No answer	62	8.4
Total	738	100.0

Rating choice 8 was the selection of most of the students surveyed with 17.9% and ninth rating was given by another 16.9%. The least percentage of the students surveyed, 2.8% was given to prioritise teaching literature in the English class.

10- Composition priority: the information on the students' preference to prioritise learning composition was generated by sub-item number ten. Table 4.136: presents the descriptive data.

Table 4.123: Composition Priority		
Priority	No. of Students	%
First	13	1.8
Second	27	3.7
Third	51	6.9
Fourth	49	6.6
Fifth	39	5.3
Sixth	58	7.9
Seventh	59	8.0
Eighth	102	13.8
Ninth	101	13.7
Tenth	178	24.1
Total	677	91.7
No answer	61	8.3
Total	738	100.0

Learning how to write a composition was given last choice (tenth) from most of the students participated in this questionnaire, 24.1%, whereas only 1.8% selected this area as first. On the other hand, 8.3% of the students did not respond to this item.

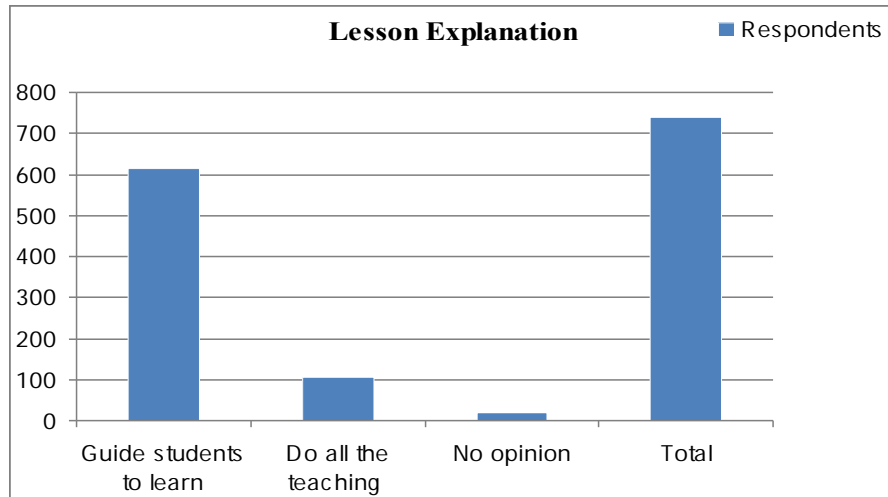
Overall Language skills Priority

The results of the analysis of data obtained from the students' questionnaire showed that students expected their teacher of English to give greater attention to teach speaking, grammar and pronunciation patterns more than other skills. They gave these areas the first priority with the highest rating: 24.1%, 22.5% and 20.7%, respectively. The students gave writing skills the third priority by 16.9%. Reading skills was selected the fourth by most of the students (17.8%), while the teaching of listening was placed fifth by most of the students (12.6%). However, the priority for vocabulary learning was checked the choice eight by most of the students, 15.4%. English literature ranked eighth by 17.9%. Eventually, the culture of native speakers of English and composition were the last selected items to be learnt in the English classroom by 22.5% and 24.1% of the students, respectively.

Dimension E: Quality of Lesson Explanation

As far as lesson explanation is concerned, most of the students surveyed (83.3%) suggested that teachers of English should involve students in language activities against 14.2% preferred teachers to do all the learning to students. Only 2.4% did not give their opinion on this issue. See Table 4.137 and Figure 4.57 below.

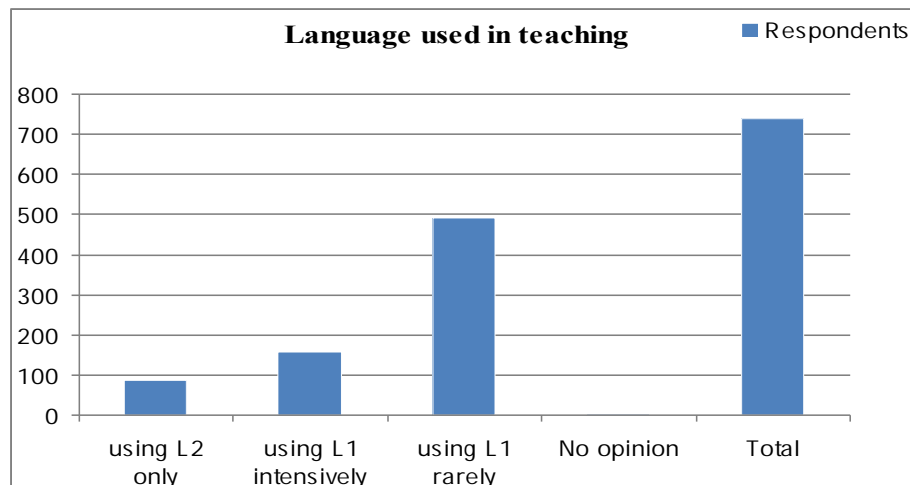
Table 4.137: Quality of Lesson Explanation		
Statement	No. of Students	%
1. guide students' learning	615	83.3
2. do the all learning for students	105	14.2
3. no opinion	18	2.4
Total	738	100.0

Figure 4.57: Lesson Explanation

Dimension F: Language of Teaching

The results of the analysis on this statement showed that 66.4% of the students expected their teachers of English to use Arabic rarely and 21.3% stood by using Arabic intensively. However, 11.8% supported the use of English only in the English class and .5% did not respond. See Table 4.138 and Figure 4.58 below.

Statement	No. of Students	%
1. use English only	87	11.8
2. use Arabic intensively	157	21.3
3. use Arabic rarely	490	66.4
4. no opinion	4	.5
Total	738	100.0

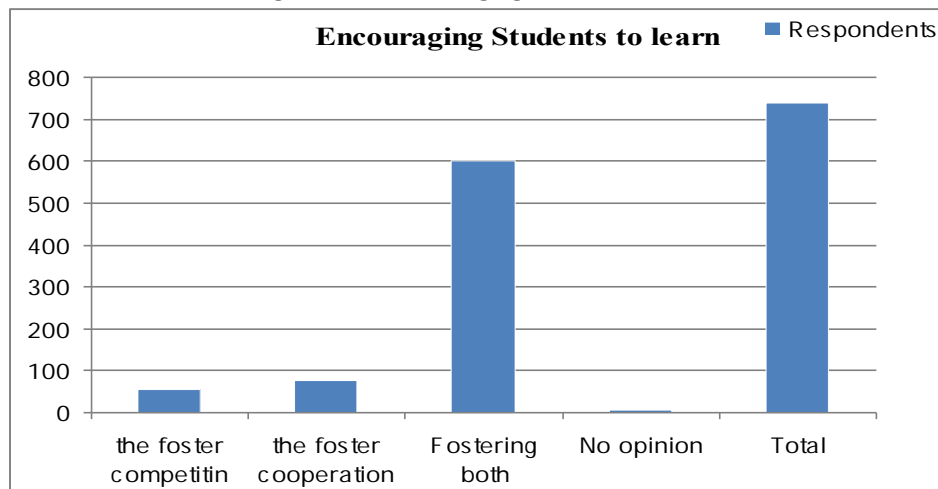
Figure 4.58: Language of Teaching

Dimension G: Encouraging Students to Learn

The results of the analysis of data obtained from the questionnaire of the students on this area revealed that the students were aware of encouraging them in the learning activities, which could help them to accomplish more advance in English. Eighty one and six tenth percent (81.6%) of the students expected their EFL teachers to foster both competition and cooperation between students to enhance their learning. A percentage of only 7.5% supported the competition between students whereas 10.3% voted for the cooperation choice. See Table 4.139 and Figure 4.59 below.

Table 4.139: Encouraging students to learn		
Statement	No. of Students	%
1. foster competition	55	7.5
2. foster cooperation	76	10.3
3. foster both competition and cooperation	602	81.6
4. no opinion	5	.7
Total	738	100.0

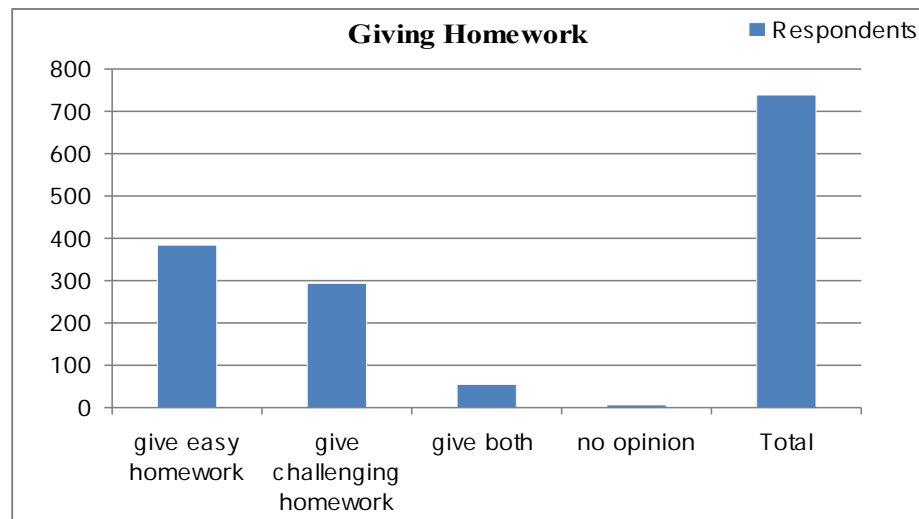
Figure 4.59: Encouraging students to learn



Dimension H: Giving Homework

Homework should be seen as an opportunity for further and autonomic learning. On giving homework, a majority of the students (52%) preferred to be given easy homework, 39.7% expected quite challenging homework and 7.6% expected a mix between hard and easy homework. See Table 4.140 and Figure 4.60 below.

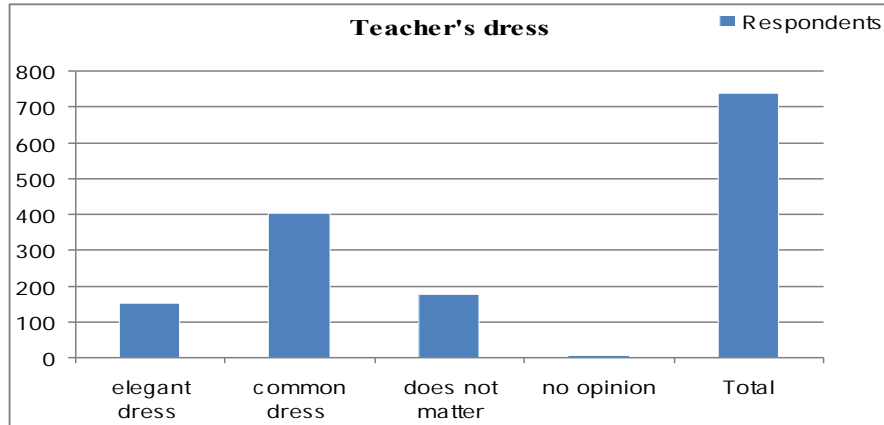
Table 4.140: Giving Homework		
Statement	No. of Students	%
1. easy homework	384	52.0
2. challenging homework	293	39.7
3. both easy and challenging homework	56	7.6
4. no opinion	5	.7
Total	738	100.0

Figure 4.60: Giving Homework

Dimension I: Teacher's Dress

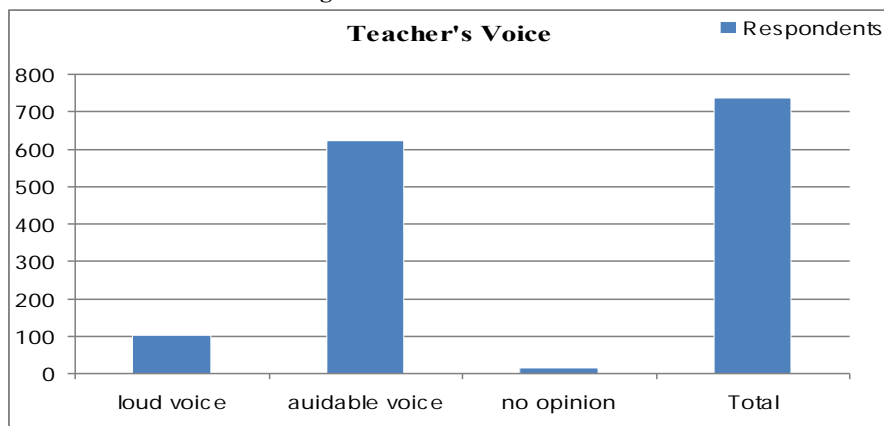
A majority of the students, 54.7%, preferred their EFL teachers to get dressed commonly. In the meanwhile, 20.5% anticipated teachers to dress elegantly. More importantly, 23.8% of the students did not give significance to the teacher's dress. See Table 4.204 and Figure 4.61 below for the descriptive data.

Table 4.141: Teacher's Dress		
Statement	No. of Students	%
1. elegant dress	151	20.5
2. common dress	404	54.7
3. dress does not matter	176	23.8
4. no opinion	7	.9
Total	738	100.0

Figure 4.61: Teacher's Dress**Dimension J: Teacher's Voice**

Most of the students, 84.3%, expressed their comfort with audible voice of the teacher and denied loud voice in teaching while 13.7% responded that they need loud voice. In the meanwhile, 2% were undecided. See Table 4.142 and Figure 4.62 below.

Table 4.142: Teacher's Voice		
Statement	No. of Students	%
1. loud voice	101	13.7
2. audible voice	622	84.3
3. no opinion	15	2.0
Total	738	100.0

Figure 4.62: Teacher's Voice**Dimension K: Students' expectations of teachers' methods to discipline students**

Most of the students surveyed believe in the use of "carrot" rather than "stick" to manage students' behaviour. They did not expect their teacher to use physical

punishment such as stick, marks threatening, or departing them out of the class. In addition, they disagreed with teachers' let go of class control, ask the help of principals or even by establishing good rapport with students to avoid disruption. However, they expected the teacher to use other techniques such as oral warning, pausing teaching until students keep quiet, and enforcing disruptive students to write an undertaking not to repeat their misbehaviour. Table 4.143 below gives this data.

Table 4.143: Method(s) students prefer for disciplining
- Students prefer their EFL teachers to:

No.	Statement	Agree		Disagree	
		N	%	N	%
1.	use stick	38	5.1	700	94.9
2.	use marks	91	12.3	647	87.7
3.	depart disruptive students from the classroom	101	13.7	637	86.3
4.	call parents to help in student discipline	446	60.4	292	39.6
5.	establish good rapport with students	311	42.1	427	57.9
6.	use oral warning	499	67.6	239	32.4
7.	do not care about students disruption	64	8.7	674	91.3
8.	pause teaching until students keep quiet	432	58.5	306	41.5
9.	enforce student to sign not to disrupt again	410	55.6	328	44.4
10.	ask school management for help in students discipline	241	32.7	497	67.3

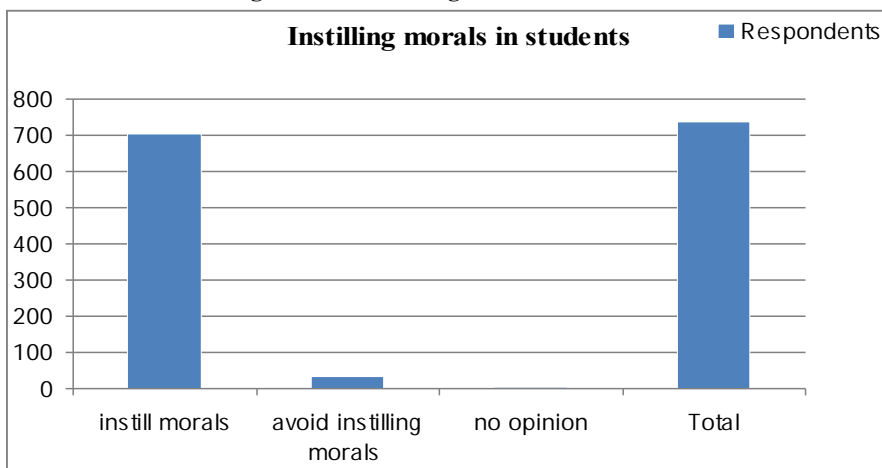
Dimension L: Instilling Morals and promoting positive values in Students

A consensus of 95.3% of the students preferred instilling morals, demonstrating and promoting the positive values, attitudes and behaviour in the students since educating includes values and discipline as well as instruction. A low percentage, 4.3 %, advised EFL teachers to avoid dictating morals to their students.

See Table 4.144 and Figure 4.63 below for more descriptive data.

Table 4.144: Instilling Morals in Students		
Statement	No. of Students	%
1. instill morals in students	703	95.3
2. avoid instilling morals	32	4.3
3. no opinion	3	.4
Total	738	100.0

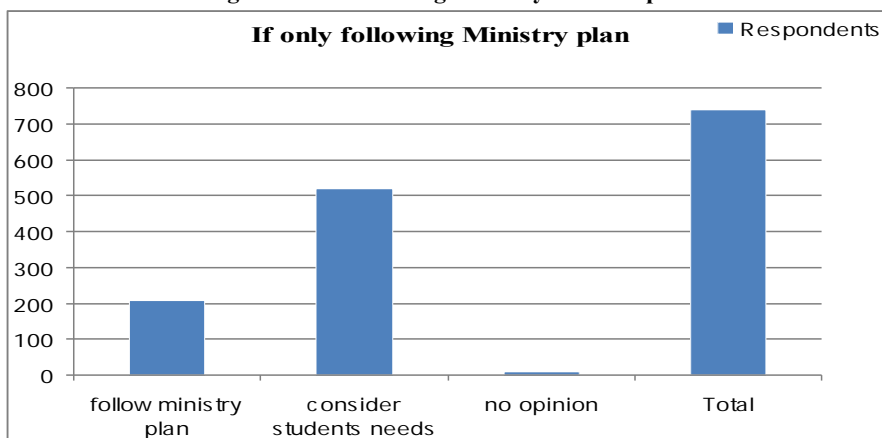
Figure 4.63: Instilling Morals in Students

**Dimension M: Following Ministry's Course Plan:**

In this statement, a large majority of the students (70.5%) expected their teacher of English to give priority to the students' needs and interests in their teaching of English instead of following the Ministry's ready-made course and its plan, whereas 28.3% of them expected the teacher to follow the Ministry's education plans and procedures. A low percentage of the students (1.2%) did not give their opinion. See Table 4.145 and Figure 4.64 below for the descriptive data.

Table 4.145: Following Ministry's course plan		
Statement	No. of Students	%
1. follow Ministry Plan	209	28.3
2. teaches As Students needs	520	70.5
3. no or Another opinion	9	1.2
Total	738	100.0

Figure 4.64: Following Ministry's course plan

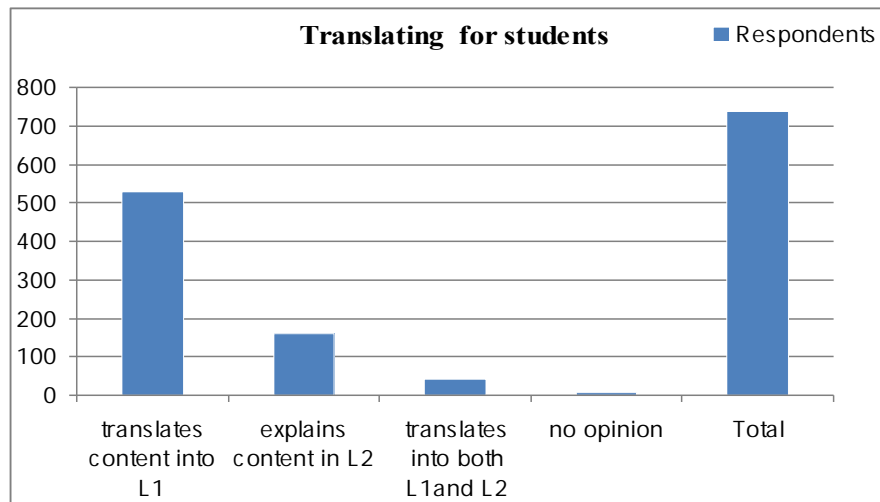


Dimension N: Translating English Content for Students

The results of the analysis of this statement revealed that 71.8% of the students preferred their EFL teacher to translate English into Arabic. However, 21.5% asked their teachers to stop translating English content to L1. Only 5.8% took a midway and urged the EFL teacher to use both Arabic and English in teaching English. Again, .8% of the students did not give their views. See Table 4.146 and Figure 4.65 below for the descriptive data.

Table 4.146: Translating English content to Arabic		
Statement	No. of Students	%
1. translate for students	530	71.8
2. explains in English	159	21.5
3. translate into Arabic and English	43	5.8
4. no opinion	6	.8
Total	738	100.0

Figure 4.65: Translating English content to Arabic

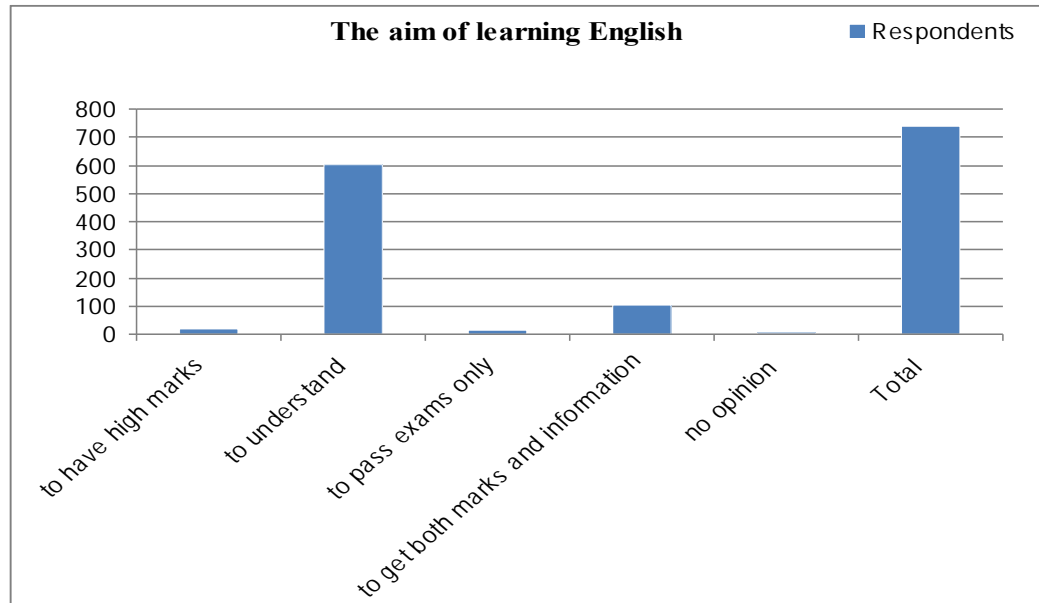


Dimension O: Students' Aim of Learning English

Analysis of this statement resulted in: a high majority of the students (81.4%) chose to understand and master the language not to only get high marks and certificate. However, only 2.4% aimed at having high marks and 13.8% said that they seek both marks and knowledge in their English learning. Only .4% decided not to give hints over this issue. See Table 4.147 and Figure 4.66 below for details.

Table 4.147: Students' aim of learning the English course		
Statement	No. of Students	%
1. to have high marks only	18	2.4
2. to understand regardless of marks	601	81.4
3. to pass the exam only	14	1.9
4. both marks and understanding	102	13.8
5. no opinion	3	.4
Total	738	100.0

Figure 4.66: Students' aim of learning English



Section 5: The Results of Classroom observation and Interviews

This section provides a summary of the results of the classroom observations which were conducted on 20 different secondary school classes in Sana'a city, Aden city and the target rural areas, and interviews with ten of the Ministry's officials and coordinators of in-service teacher training.

A- Classroom observation

The reality as manifested in the literature indicates that teaching English in the secondary classroom in Yemen is traditional. Al-Mekhlafi (1999:12) narrates that: "...a teacher comes to the classroom, opens the text-book and translates the text into Arabic word by word and asks the students to memorise the new vocabulary items and structure," at the same time, secondary school students or 15+ group tends to be

“self-directed” and “always insisting on the need of learning something ... problem-solving and task-oriented rather than mere memorisation” (Prakasam 2011:13). It is argued that traditional methods seem easier to EFL teachers than teaching English communicatively and employing interactive activities and groupings that are meant to make the learners use the language. They appeared to believe that it is all right to continue to teach in the same way they were taught at school or they have been practising for tens of years, despite changes in the peoples’ lives, new knowledge about learning, new approaches to teaching, new technology, and new course content. For many, such teachers remain isolated within their classrooms and fear moving beyond their comfort zone; or fear failure if they even try to implement new changes made in education. Whatever the reasons behind teachers’ preference of old methods are, the main reason according to Rana (2011:85) is that teachers “when move away from the rote learning method” to make their class interactive, their “teaching responsibility and planning beforehand multiply.”

Classroom teaching evidence supports this aspect in the teachers’ practice. Most of the lessons observed were characterised by the use of traditional methods of teaching which offers little challenge to students and did not attract them to learn. Students were not seen engaged in forms of genuine language interactions on the one hand. On the other hand, all language exchanges were initiated by the teacher and the communication that takes place between the students is also mediated by the teacher. Otherwise they will use Arabic to communicate. This is one of the results of the traditional position accorded to language teachers. Instead of giving students the opportunities for using the language communicatively, the interaction in the classroom is an artificial and one-sided (Hughes 1989). In addition, students are not equipped from the outset with the language segments related to their needs which

would allow them to participate actively in the lesson. On the other hand, the classroom is the only context for teachers (the only interacting source of the language) to practise their limited textbook-based chunks of English. The worst is that the teacher-centred scenario diverted many students to play and disrupt the tone of teaching and learning. As a result, teachers lose their effectiveness in language classroom, turn their mood and become bossy and nervous most of the time. Much of the teachers' time, efforts and energy were seen devoted to present the lesson and discipline the students. No time was left to engage the students in language learning activities. The whole thing in English teaching in many classrooms observed was just to read some lines of a text, translate chunk of words into Arabic, give some grammar rules, ask students to give examples and then answer the lesson exercises. The rest of these exercises were given as homework to be discussed in the next period. A handful of clever students were seen engaged in the lesson while the remaining students were left behind with less or no attention.

Generally speaking, language learning was far from meeting students' needs and interests. Students seemed unmotivated to learn and many of them were indifferent to do any assignment or even to answer any question in the class. Instead, they used to spend the time of the lesson distracting, napping, and talking to each other. Hence, teachers were put in a really tough situation when students were not engaged to the learning process. A reasonable amount of their time was spent in warning unruly students, shouting at them, or sending them outside the classroom in an attempt to cool the class down and continue teaching. In many cases of such environment, the teacher looked like a shipboard holding a stick in one hand and the course book in the other hand. Some teachers, however, were observed letting students gossip in class in order to avoid unnecessary confrontations with them.

Thus, one wonders how do teachers manage language classroom and get on well with such students every day and every lesson. It was evident from classroom observation that EFL teachers need training in how to be adept managers before being teachers. However, it is argued that the main problem was that most of the teachers do not have the required abilities and teaching techniques of warming up, establishing innovative environment and engaging students in interactive language activities. A number of teachers acknowledged that they were compelled to embark upon the job of teaching. They added that though they have reached the stage of burn-out, they were unable to leave the financial security of the job of teaching. They maintained that, for new generations, teaching is no longer a respected job and teachers are being criticised by everybody for everything.

Summary of the main findings of the classroom observation:

Warm-up: for warming students up and get them ready for the lesson, almost 90% of the EFL teachers were observed only following the tradition of writing date, day and title of the lesson from the first moment and ask students to spell these words. Only some teachers were seen making a short link between the current lesson and to the previous one. A very few teachers were able to make a good lead-in to the new lesson. Hence, most of the EFL teachers were observed presenting the lesson directly and ask students to open their course books without warm-up, revision or improvising even a short connection with the previous lesson.

Lesson activities: whatever the content of the lesson or the relevant learning activities, almost 95% of the EFL teachers observed tend only to translate new words into Arabic and help the students answer some workbook exercises while the remaining exercises are given as homework. Teachers used to ask two or three students only to answer the lesson questions and/or to come out to write on the board.

Hence, the role of the teacher was limited to read the content once loudly and then ask some students to read the text and get new words explained or translated into L1. Even the teacher's instructions and other forms of teacher-students interaction were mostly in Arabic. Other students follow the reading and write the meanings of new words on their course books or on notebooks. Students, as a result, were noticed convinced to learn grammar first and then to translate ideas to their mother tongue. There was no students-students interaction in English and teachers used to address the whole class most of the time. In most of the lessons, students were asked to memorize the grammar rule given and form sentences accordingly. Students' errors were corrected directly.

In the main, it is seen that teachers do not have enough knowledge of pronunciation patterns. In addition, their vocabulary and language expressions are limited and course book-oriented. Teachers' favourites remain Grammar-Translation Method, Reading and structural approaches in their teaching despite the fact that the existing English Course (Crescent English Course in Yemeni Secondary Schools) was designed to be handled with the Communicative Approach of Teaching. it was only a number of almost three out of twenty teachers observed were seen using questions and discussion techniques in their teaching Richards and Roger (1986) assume that traditional methods of teaching do not enable students to acquire language skills and use them in real life situations.

Almost all of the EFL teachers depend on the textbooks in their teaching and never use any additional materials to clarify or expand students' knowledge. Many teachers, in this regard, revealed that they rush as much as they can to complete the ascribed course of English according to the Ministry's course plan. This kind of restriction, as said, kills the motivation of the teacher and the students to innovate and

think creatively and critically and lower their performance both. Students also do not have the basics of English and the overall standard of the class was weak.

By and large, it was evident from class observations that there is an urgent necessity to retrain EFL teachers in both language knowledge and skills of teaching. Teachers should be retrained in how to adopt new and effective teaching methodologies, because they are teaching a folk of different individuals, not a single student. They should be learned how to make the learners learn, rather than what they should learn. Now is the time for learner-centred mode. The domination of teacher-centred mode of teaching should come to an end and students should be provided with opportunities to learn the language themselves. Otherwise, learning to use the language will remain a difficult task on the part of the students. The teacher, therefore, should be equipped with knowledge and skills of how to involve them in games, competitions, group activities, storytelling etc. As said, ‘give a man fish and you feed him for a day; teach him how to fish and you feed him for life.’ In learning a foreign language, it is the students’ participation and performance that matter. Our teachers should work innovatively to enable our children to master English as a stepping stone to success, development and progress of our nation.

Teacher’s posture: most of the EFL teachers were seen placing themselves all the time in front of the class while some of them make a move to the middle of the class.

Teacher’s voice: most of the teachers were having audible voice. Only some teachers were having low volume of voice.

Teachers’ confidence depends on the personality and language competence of the teacher. However, developing ones confidence does not happen overnight. It takes time until teachers become familiar with the practice of teaching. As noticed, some teachers were having enough knowledge and skills to teach English but need to

develop self-confidence. For many, lack of knowledge or skills might be the main reason behind their lack of confidence. That is why many teachers were seen behaving bossy and full of tension. Many teachers tried to hide lack of knowledge and teaching skills, but their real level can be easily detected. Another reason behind teachers' lack of confidence is that they are sent to teach without guidance and extended training and refreshment. It was clear that many teachers have forgotten what they have learned during their preparation and swept away of effective teaching.

Teacher's dress: a few teachers do not care about their dress.

Class management: teachers tend to focus on classroom management rather than teaching as if students' attention seems to be the be-all of instruction. Most of the boys' classrooms were full of tense and teachers tend to be rigid and authoritarian. Many students did not pay attention and seemed got pleased to ignore teachers and chat among themselves. Teachers were about to make quarrels with disruptive students, rebuking those who make noise. A few teachers use a stick and/or loudly saying you cow, tasteless etc. Other teachers used to threaten noisy students of beating them or kicking them out of the classroom unless they keep quiet. Such a climate was absolutely inappropriate for instruction. On the other hand, any confrontations with students damage the relationship and trust between the teachers and their students. It was very regrettable to see discipline problems hinder the job of the teacher and make it a matter of survival. Therefore, disciplinary problems need the teacher to be matured personally and professionally in order to be able to deal with disruptions and unruly students in an appropriate way.

Students' participation in language activities is limited to some students. Classes of Girls are more active and motivated to learn than boys' who pretend that it is a difficult language. This negative attitude towards English affects the relationship

between EFL teachers and students. Classroom discussion was used only in answering workbook questions. In addition, students do not use the language communicatively; no grouping or role play which give practice in using English in real-life situations, except pair work sometimes. No interactions took place between students since their level of language was weak. They lack the vocabulary and structures that enable them to converse. Hence, they do not feel secure to express themselves fearing that they will make errors and being laughed at. On the other hand, it is commonplace in the Yemeni secondary schools that students are mostly interested in word-for-word translation and grammar only to pass the examinations. Moreover, students are mainly listeners and answer only when they are asked.

Teachers' talk was more than the students' which indicates the teacher-centeredness style of teaching at the time students should be exposed to talking as much as possible. Most of the teachers address the whole class or concentrate on clever students and ignore the rest of the class. However, teachers can help students practice the language by providing a working atmosphere in which students feel comfortable and encouraged to speak, to ask questions and make communicative activities.

Students' level of English: It was evident that classrooms contained a mix of students' level of English. Such contradicted situation was difficult for both students and teachers. Teachers are supposed to give a mix of challenging and easier tasks for students. On the other hand, a majority of the students have a low proficiency level in English and face difficulties even in understanding simple words and sentences. In addition, they use some broken expressions and mostly communicate in Arabic. As a result, most of the students seemed to have below average interest in the English class. Only a handful of them have the interest to attending the English class. Many teachers confirmed that lots of students do not have the desire to learn English.

Time management: most of the EFL teachers in the secondary schools in Yemen do not handle time in their teaching properly and seemed confused in this matter.

Teachers' Pronunciation: Most of the teachers made mistakes in pronunciation; for example, for them ministry ends with /ai/ sound, and they articulate /ti:bl/ for table, /eibel/ for able, and /sutabel/ for suitable, /eit/ for ate, /ri:d/ for past tense of read and cooked ends with /id/ sound.

Grammar competence: many teachers committed grammatical mistakes in tenses, prepositions or miss for example verb to be 'is' in the sentence (He playing football).

Noise level: in most cases, noise was acceptable and sometimes there were more disruptions than common. As expected, girls' classes were quieter than boys'. Many teachers were using marks and warning techniques to punish disruptive students.

Language Proficiency: many teachers were not adequately proficient in English which hindered giving students a rich exposure to the proper use of English. Teachers also were not competent enough in creating communicative situations for effective language practice.

The use of blackboard and classroom condition: the teachers observed depend mainly on the blackboard in teaching. In many schools, classroom condition, lighting and noise levels, were acceptable with sufficient moveable desks. In some classroom, condition was awful; walls were covered with graffiti and chairs were broken.

B- Interviews

Informal interviews and discussions were held with 10 officials and coordinators belong to the teacher training sector in the Ministry of Education as well as the project manager of the British Council in Yemen to elicit their views on the in-service training for EFL teachers in Yemen and other related issues. These interviews were conducted to seek:

- 1) the availability of in-service teacher training for secondary school EFL teachers;
- 2) the interviewees' opinion on the idea of setting up such training and on what basis;
- 3) the availability of criteria for employing EFL schoolteachers to teach;
- 4) the kind of academic support EFL teachers are being provided after they are appointed;
- 5) the obstacles that hinder EFL teachers from offering effective teaching;
- 6) the interviewees' attitudes towards the ascribed school course of English;
- 7) the interviewees' opinion about the level of secondary school students in English;
- 8) the interviewees' views regarding how to raise students' achievement;
- 9) EFL teachers' and students level of performance in English.

Summary of the results of the interviews:

1. Eight out of the ten Ministry training officials and coordinators interviewed stated that Yemeni secondary school EFL teachers were not qualified well to teach English and, hence, they encounter many difficulties in the language classroom. They added that teachers lack language competence and teaching skills, and suggested that they need training in language, class management and new trends of teaching methods.
2. All of the interviewees confirmed that in-service training courses and guidance are necessary to all the teachers of English in Yemen on the basis of their needs in the English classroom.
3. All of them said that the selection of the teachers for the job of teaching English was not based on any teaching standards but according to the need for

teachers to cover the English subject in the curriculum and, hence, they stressed on the need for strict criteria for employing only the well-qualified teachers.

4. They also revealed that the Ministry of Education, with the help of donors European, is still planning to offer training to EFL teachers of the secondary school stage throughout the country. However, as they said, such training will be established on the basis of educational reports and expert consultations not on the basis of the teachers' felt needs. In the line, a course of training was conducted on a number of EFL teachers of the basic education in some districts. This course was a ready-made international training course called "shaping the way we teach" developed by American experts for international teachers of English and was not based on the needs of the EFL teachers in the schools of Yemen.
5. It was also revealed that the Ministry of education does not offer any kind of self-study materials such as journals, books, teaching aids or periodicals to the teachers of English. Even teacher's books were not available for the teachers. However, a small library of language education and dictionaries were gifted by the British Council to a centre of teacher training in Sana'a city.
6. Eight of the interviewees stated that secondary school students' level of English is weak while the other two said that students' level is under average.
7. Seven interviewees attributed the low level of students mainly to the low quality of the teachers beside other factors such as the absence of teaching aids, lack of teachers' in-service training and guidance, unsuitability of the textbooks, unmotivated students and school environment and parents' negligence. The others related students' weakness to the lack of motivation,

the absence of new technology, aids, libraries and periodicals. On the other hand, nine out of the ten interviewees agreed upon the effect of teaching styles on the low level of the students in English.

8. When asked about the things that could develop students' level of English, the interviewees enlisted the following: developing the language textbooks, raising teachers' salary, decreasing students' density in the classroom, training the teachers on various teaching aids, keenness of society on learning English, preparing the teachers well, training the teachers while in-service, providing language labs and other technological teaching aids and reviving the fundamental role of the supervisors.
9. Seven participants ensured the effect of the supervision policy on the decline of English education in the schools of Yemen.
10. The main factor which hindered offering good teaching of English at secondary schools was attributed to the ill-education of students at the primary level.
11. Regarding the ascribed school course of English, the interviewees responded that it was compressed from 9 years into 6 years adding that this course is superficial, commercial and, above all, not suitable for Yemeni learners.
12. The interviewees revealed that the Ministry, in its plan to establish a training course for EFL teachers, will depend on the supervisors' reports and expert views as a mechanism for identifying the developmental needs. Hence, the opinions of EFL teachers in their training will not be sought or included.
13. They added that the quality of EFL teachers, students' achievement and progress should be monitored and teacher education and development should be an integrated system of lifelong learning.

4.3. Summary

The analysis of data and presentation of the results obtained from the questionnaires revealing the perceptions of EFL teachers and their supervisors concerning the teachers' in-service training needs as well as students' expectations from the EFL teacher were presented in this chapter. It also shows the results of class observation and interviews, which were used to authenticate the assessment of EFL teachers' needs for training.

The data collected from the sample of the study were analysed and computed using SPSS statistical programme (statistical package for the social science) and the results were presented according to both the nature of the study and the research questions. Many statistical techniques, such as descriptive statistics, frequency distribution, means, standard deviation and percentage distribution were used in the analysis. Inferential statistics such as T-test and One way (ANOVA) were used to show the comparison between the mean responses of the participants and to examine the differences in their perceptions.

The results of the analysis showed that EFL teachers and their supervisors perceive EFL teachers' need for in-service training on the areas of content knowledge, professional knowledge and skills, and personal attitudes as "High". They strongly support the establishment of in-service training for teachers of English in Yemen on these areas. In addition, the analysis of variance indicated the existence of significance differences between the mean scores of the two groups.

The supervisors' rating of need on almost all of the items in both the content knowledge and professional skills was higher than that of the teachers. These results indicate that the supervisors gave more importance than the teachers to the inclusion of these items as well as the categories of content knowledge and professional skills in

the training courses of EFL teachers. Moreover, the two groups voted for attending in-service training courses and discussions with educational experts as the best methods to meet EFL teachers' needs for training.

Teachers' background variables on the basis of their gender, work location, educational background, years of experience and qualifications affected the teachers' perceptions of their needs for in-service training. The results of the variance analysis technique revealed the existence of significant differences in the overall mean responses of the EFL teachers on the basis of their qualifications in the content knowledge. The MA qualified group gave the highest rating of the teachers' needs for training in this area. On the "Professional Knowledge and Skills," the significant differences existed between the mean responses of the EFL teachers on the variables of work location, years of experience and qualifications. Higher degree of need for including the professional knowledge and skills in the EFL teacher training was received from: a) the teachers working in the rural areas, b) those of teaching experience between 6 and 10 years and, c) the Diploma qualified ones. These results indicate that these three groups of teachers have given more importance to the inclusion of the professional knowledge and skills in the upcoming training courses.

With regards to EFL teachers' attitudes towards teaching and teacher training, most of the teachers expressed a positive attitude towards the job of teaching and towards the secondary school course of English. Moreover, a large majority of the teachers stressed the importance of in-service training and voted for making a change in teaching. A majority of them also said they would like to continue their higher education. However, a reasonable percentage of them stated that age affects their decision to join further training.

From the questionnaire of the secondary school students on what they expect from their teachers of English, it was evident that a majority of them preferred the EFL teacher who cares about them, loves teaching, gives a good model and keeps space with the students. They expected their teachers to be enthusiastic to teach, patient, smiley and looks happy, fair, tolerant, modest, flexible, simple, honest, strong, confident and serious. However, strict teachers and those who tolerate noise in the classroom were not preferred by most of the students. With regards to the professional attributes, most of the students preferred their EFL teachers to convey information in a simple and meaningful way, to be competent in English grammar, to correct students' mistakes appropriately and give supportive feedback etc. On the other hand, EFL teachers were expected to begin teaching with a warm-up and connect the lesson to the previous one. They were also expected to give greater attention to teach speaking, grammar and pronunciation patterns, then writing skills, reading skills, and listening skills. English literature, vocabulary, language culture and writing a composition, respectively, received lower rankings in the students' prioritisation. With regards to lesson explanation, most of the students gave their preference to the EFL teacher who intends to help students learn and use fun in between to make teaching more attractive. Moreover, the students were aware of the significance of encouraging them to learn and accomplish good results. In a difficult and challenging item, most of the students surveyed agreed on the importance of class control but objected to the use of stick, marks, and class expulsion. Most of them objected the over use of Arabic in the English class. Homework to more than half of the students surveyed should be easy and manageable. Similar number of the students admired teachers' elegant dress and an audible voice was enough for most of them. On the

other hand, almost all the students surveyed stood by instilling morals and demonstrating positive values and attitudes in school students.

As it was expected, most of the students voted against imposing a language course on them instead of having a course that takes into account their needs and interests. A similar percentage of the students preferred teachers to translate English content into Arabic. However, less than a quarter of them hoped EFL teachers to use English only in teaching despite the fact that most of them stated that they intend to master the language, not merely to get high marks and certificates.

Classroom observation and interviews supported the results of the questionnaires. It was evident that EFL teachers really need in-service training in order to improve their performance. From the real practice of the teachers observed, it was noticed that most of them use traditional methods of teaching. Whatever the lesson content and activities are, teachers tend to teach grammar, translate new words into Arabic, and help students answer workbook exercises. Moreover, many teachers do not give home activities. In addition, most of the classrooms were occupied by 40 to 70 students with sufficient chairs; good ventilation and usable blackboards. The teachers observed were mostly seen focusing on classroom management rather than teaching. Many of them appeared to make quarrels with disruptive students, rebuking them or using a stick to punish them. In general, students' level of English was very low and they lacked vocabulary to express themselves or answer simple questions.

The results of the interviews with the Ministry's training officials asserted the EFL teachers' need for in-service training. They expressed their concern about the poor performance of EFL teachers at school which resulted in a weak output. Teachers were appointed to teach English without applying teaching standards on them other than having college certificates. The worse is that EFL teachers were not

monitored and guided in their teaching. In addition, the fact that there have been no formal training courses conducted on secondary school teachers of English was the last straw despite the announcement of establishing a national strategy to improve secondary school education, 2006-2015. The interviewees added that when time comes to set up in-service training programmes, reports of supervisors' appraisals and experts' views will be considered in the identification of individual staff development needs. This means that the Ministry still does not give value to the teachers' opinions and felt needs for their in-service training. Moreover, English course of schools in Yemen, according to the interviewees, was used in another Arab country and compressed from 9 years into 6 years. It was described as a commercial course and unsuitable for Yemeni learners. This ensures Sahu's (1999) statement that Crescent textbooks have many shortcomings and are unsuitable for most Yemeni learners of English.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

It is commonplace that the main aim of education is to uplift the society and effect positive changes. Changes, in turn, cannot take place without the active contribution of teachers. It is well-prepared teachers who can cause the change and development of a nation: by contrast, negligence in providing adequate teacher education hinders the development process. In Yemen, for example, teachers will not be able to play their role to develop the country unless they are trained well, especially the teachers of English since English is now the language of science and almost every sphere of modern human knowledge. One of the main reasons behind the inadequacy of the teachers is that training programmes do not take into account their real needs for the post of teaching. Moreover, the absence of or the insufficient re-training and rehabilitation of the serving teachers is yet another cause of their ineffectiveness although educational principals do not stop talking about the necessity to promote school education.

English language education in Yemen, in general, is not going well. As assumed in this study, lack of well-qualified teachers of English and the absence of well-prepared and well-designed in-service training programmes are the main factors that have caused the decline in English learning. In addition, the absence of properly designed courses and the lack of students' motivation to learn added more difficulties to the mission of the teachers. As a result, students' level of English is very poor despite the increasing demand in the labour market for those who are competent in English as well as the vital need for English as a second language for higher studies. Thus, it is high time we acted seriously to fix the dilemma. One step on this track

would be to guide serving teachers throughout their job, involving them in series of systematic training courses to reinforce their content knowledge, teaching skills and commitment to teaching. Otherwise, English education, and the whole process of education, would go from bad to worse.

For these reasons, this study took the initiative firstly to assess EFL teachers' actual needs that need to be addressed in order to establish a well-planned in-service training course and, secondly, to determine the most appropriate means of meeting those needs as perceived by EFL teachers and their supervisors. Hence, this study is a contribution to upgrading the calibre of both EFL teachers and their students. The required data for the study was mainly obtained by conducting three questionnaires on a sample of EFL teachers, supervisors and students. The questionnaire instrument was consolidated by classroom observations and interviews with principals and coordinators of the in-service training body in the Ministry of Education. SPSS statistical programme was used to analyse the data and infer the results that answer the questions of the study.

Based on the results of this study, the following conclusions may be drawn. First, both the EFL teachers and the supervisors surveyed emphasised the 'high need' rank of English teachers in Yemen for in-service training, including content knowledge, and professional knowledge and skills. On the other hand, a large majority of the EFL teachers surveyed expressed their positive attitude towards teaching and in-service training. It is evident that EFL teachers need to be proficient in almost all suggested need categories and items. These results were confirmed by the classroom observations, the opinions of the training staff and coordinators, and the students' expectations from the EFL teacher. EFL teachers' high need for training reflects their low level in language performance and language knowledge and/or

teaching skills, which, in turn, have affected students' attainment and progress. Their initial preparation has also been confirmed to be weak by many educationists, researchers, course analysis and by factual output. The training has by no means met the teachers' needs to perform well and face the complex requirements of the teaching profession. Hence, a new vision for ELT and teacher education in Yemen is required. There is an urgent need to improve the quality of EFL teachers and train them continuously based on their actual needs.

Secondly, EFL teachers and their supervisors on the one hand and EFL teachers' background variables on the basis of their gender, work location, educational background, years of experience and qualifications, on the other hand, could be a source of significant differences in the teachers' needs for training in the content knowledge, the professional knowledge and skills, and the desired methods to meet these needs. Thirdly, the perceptions of both the EFL teachers and their supervisors on the means they prefer to meet EFL teachers' needs have converged on the necessity for joining in-service training courses and discussions with and deliberations among education experts. However, a significant difference was marked between the teachers and their supervisors in rating the other suggested means: the use of trial and errors, watching senior teachers, teachers' own readings, and discussions with their supervisors. In general, EFL teachers and their supervisors together approved that both formal and self-study methods of training listed in the questionnaires should be used to train teachers of English at the secondary school stage in Yemen. In addition, it has been observed that most EFL teachers were willing to participate in various types of in-service training.

Fourthly, the results of both classroom observation and interviews confirmed that EFL teachers were neither well-equipped nor qualified to teach English for

secondary school students and, therefore, they should be involved in continuous training on the basis of their needs in order to improve their knowledge of English and skills of teaching. As observed, almost 97% of the EFL teachers were clinging to traditional methods of teaching such as reading method and grammar translation method to teach the communicative-oriented course of the secondary school level. In addition, they seemed unskilled at stirring learners' motivation and engaging them in communicative language learning. Even those few teachers who seemed to have enough knowledge of English and its pedagogy were observed to use traditional methods of teaching. This conclusion is in line with Mingsheng's (1996) view of the popularity of grammar teaching in many countries. Meanwhile, a teacher who masters effective teaching skills could make any course, even of low quality, constructive and beneficial. It is clear from the remaining percentage (3%) of the teachers, who were observed using questioning skills in their classes, that pair work and discussion techniques work well with Yemeni students of English. Other teachers seemed to lack interest in using activities and techniques that are useful for English learning. To them, teaching English was no more than reading the text and translating a chunk of vocabulary and grammar rules. This makes us wonder what students of English will benefit from a teacher standing in front of them exclusively instructing them to memorise information about the language in order to jot them down in the answer sheet on the day of examination. Teachers, also, do not evaluate the performance of students in terms of their oral performance, but in terms of how they perform in their answer papers. Students, as a result, do not take care of the learning techniques required for improving their communicative skills of the language.

Generally speaking, the performance of most of the teachers observed was below the average, as if they were teaching without preparation and clear objectives in

mind. On the other hand, the interviewees described EFL teachers as ill-qualified and students as weak in English. They also described the course of English used at schools in Yemen as superficial, commercial and not suitable for the Yemeni learners since it was used in another Arab country and compressed from 9 years into 6 years. They stated that the Ministry of Education has not yet implemented any formal training course for secondary school teachers of English in the country. However, the Ministry intends to set up the first training programme for secondary school teachers based on the reports of supervisors and experts' views, which is yet another implication of the Ministry's negligence of EFL teachers' perceptions of their needs for training.

Fifthly, it is undeniable that good teaching involves three essential prerequisites: possessing knowledge, ability to disseminate this knowledge and having a positive attitude towards the teaching process. The lack of one of these elements will drastically affect the whole process of teaching and learning. In the process of measuring EFL teachers' attitudes towards teaching and teacher training, the teachers showed a great concern about teaching and in-service training. Most of them (i.e. 80%) expressed 'a positive feeling' towards the job of teaching. Also, almost 90% of them and 97.5% of the supervisors considered further training very important to effect change in the teaching process. In addition, almost 70% of the teachers would like to continue their higher education. On the other hand, most of the teachers who participated in this study expressed their positive attitude towards the school course of English and said it was not difficult for both teaching and learning.

Sixthly, this study concludes that secondary school students expected their teachers of English to have the required personal and professional characteristics for their job and to utilise the appropriate teaching techniques that enable them to teach effectively according to the needs and interests of the learners.

5.2. Recommendations

EFL teachers in Yemen should be provided with a well-planned and purposeful in-service training programme to help them develop their knowledge of English as well as their teaching abilities. For a training course to be effective and successful, EFL teachers' needs for training and the means of meeting these needs should be determined by the involvement of the teachers themselves and their supervisors in the needs assessment process. Students and other stakeholders also should to be part of the process. Classroom observations and interviews with training officials and coordinators are required to validate the teachers' needs. On the basis of the results of this study, the following recommendations are offered.

5.2.1. Recommendations for In-service Teacher Training:

- In collaboration with the British Council and similar organisations, the Ministry of Education should organise a systematic ongoing training programme for EFL teachers across the country based on their real needs and should benefit from the experience of other nations in this field.
- The means of addressing EFL teachers' needs for training should be diverse, benefiting from the advancement in technology and teaching techniques for training. Along with the supposed in-service training courses, teachers should participate in conferences, seminars and workshops to help them develop their performance and rectify their deficiencies.
- The Ministry of Education should conduct a periodic survey to assess the needs of EFL teachers and, accordingly, conduct training courses continuously.
- EFL teachers should participate actively in the whole process of in-service training starting from needs assessment until the evaluation of the course.

- A national centre to offer consultancy and advice and produce teaching aids and material for EFL teachers should be established to enhance the status of ELT in Yemen and improve innovation in education.
- On an urgent basis, EFL teachers need coherent short courses to cater for their immediate needs. More time should not be wasted before working hard to meet their real needs in the secondary schools.
- Any suggested international training course for EFL teachers must be Yemen-oriented in order to adequately respond to the Yemeni teachers' needs.
- Trainers of EFL teachers should be selected carefully according to specific criteria.
- The Ministry of Education should offer an intensive one-year training programme to qualify non-educational teachers (i.e. graduates of colleges other than colleges of education) and prepare them for the teaching profession.
- There has to be clear-cut criteria for qualifying teachers of English and also for employing them.
- In this era of technology and internet, the Ministry of Education should set up a website for teachers to share their ideas and problematic issues with their peers, trainers, senior teachers and educators.
- Training courses should include practice of how to deploy language skills in teaching, and how to prepare and present a successful lesson.
- EFL teaching methods in the Yemeni context should include a combination of structural and communicative techniques to language teaching.
- Training programmes should train EFL teachers to involve their students in the use of English for communication.
- Teacher education should include the effective use of the school textbook.

- English language supervisors should give lesson models in front of the teachers at schools.

5.2.2. Recommendations for Improving the Curriculum of Teacher Education

- The syllabus of teacher training programme should be periodically revised to cope with the vast changes in the field of knowledge and research;
- The practicum course (teaching practice at schools) should be more intensive and its time should be increased;
- Teaching materials should include communicative tasks and activities that enhance critical and creative thinking;
- Classroom participation should be included in the evaluation process;
- The number of ELT modules should be increased and should cover the other important areas of the field, such as materials development and classroom-based research/teacher research;
- The number of English literature and Arabic courses should decrease to provide more space for ELT courses;
- More attention should be paid to the courses of English teaching methods in which theory should relate to practice;
- The programme should actively involve current research in the field of ELT;
- A sort of collaboration should be established between the colleges of education and the Ministry of Education, so that the content of the English curriculum of schools can be reflected in the syllabus.

5.2.3. Recommendations for Improving the System of Teacher Education

- A committee should be formed by the English department to help and guide the teaching staff in selecting and/or prepare the instructional materials. Also, it should keep an eye on their teaching progress;

- The concerned authorities should provide the department of English with specialised and well-qualified teachers;
- The teaching faculty should be encouraged to make their teaching more interesting and learner-centred;
- The department of English should have its own library, which students and teachers can easily access.

5.2.4. Recommendations for the EFL Teachers Force at Schools

- English teachers should be provided with sufficient teachers' guide books;
- English teachers should be equipped with books, journals and research on ELT and relevant materials to be acquainted with the recent trends in this field;
- Language classrooms should be equipped with the required teaching aids and technology such as language labs, internet connection, computers, projectors, CD players, etc.
- Teachers should be trained well to establish a friendly environment to motivate students and engage them in different language activities;
- The EFL teacher should have personal and professional characteristics that help draw and sustain the attention of students and immerse them in the lesson activities that lead them to practice the language properly;
- For those teachers who stopped lesson preparation or do not prepare at all, well preparation of a lesson is a must for successful teaching; it helps them disseminate information, manage lesson activities effectively and keep the mood of teaching and learning.

5.2.5. Recommendations for Further Research

- Further research is required to investigate the suitability of applying new trends and methods in teaching English at the secondary school stage.

- Further research is also required to investigate the role of supervisors in supporting EFL teachers to teach properly.
- Periodical and comprehensive exploration of EFL teachers' needs for training should be sought to equip them with up-to-date training courses.

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Appendices

Appendix I – A

TOPIC: Research

TO: Deputy Minister

ENC: 1. Letter from the supervisor, Hyderabad University, India
2. Questionnaire

This is to inform you that I am a candidate of the ministry to pursue a doctoral degree in the University of Hyderabad, India. As part of the doctoral degree requirements, I am studying “In-service Education Needs of Teachers of English as a Foreign Language in Yemen.” I am requesting your permission to contact secondary school English teachers, principals and supervisors in the cities of Sana’a, Aden, Ibb, Marib for participation in this study. Your prompt response will be appreciated.


Thank you very much for your consideration and cooperation.

Yours sincerely,
Abdulrahman Ali Altowity

Appendix I – C

Supervisor's letter

CENTRE FOR APPLIED LINGUISTICS AND TRANSLATION STUDIES
SCHOOL OF HUMANITIES, UNIVERSITY OF HYDERABAD
GACHIBOWLI, HYDERABAD – 500046. (A.P.) INDIA



PANCHANAN MOHANTY, Ph. D.
Professor of Applied Linguistics &
Coordinator, P.G. Diploma in Communicative English


Phone: 040-23133656 (Dir)
040-23012068 (Res)
040-23133650 (Off)
Telefax: 040-23010161
E-mail: panchanan_mohanty@yahoo.com

Date: 15-05-2010

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr. Abdulrahman Ali Hamud Al-Towity (Regn. No. 08HAPH07, University of Hyderabad), a Yemeni National (Passport No. 01952173), is working for his Ph.D. degree under my supervision. His topic is "Towards Educational Reforms and Changes: Identifying the Yemeni Secondary School EFL Teachers' Professional Needs for In-service Training". I therefore request you to extend help to him as he needs to collect data relevant to his topic.

Thank you.



(Panchanan Mohanty)
PROFESSOR
Centre for A.L.T.S.
University of Hyderabad
Hyderabad-500 046

Appendix I – D

Deputy Minister's letter 1

<p>Republic of Yemen Ministry of Education Training & Qualification Sector Deputy office</p>	<p>بسم الله الرحمن الرحيم</p> 	<p>الجمهورية اليمنية وزارة التربية والتعليم قطاع التدريب والتأهيل مكتب الوكيل ١٤٤٠ / ٨ / ٢٦ ١٥٩٩</p>
<p>ate: / /</p>		
<p>الأخ/ مدير مكتب التربية والتعليم بأمانة العاصمة صنعاء</p>		
<p>المحترم</p>		
<p>بعد التحية:-</p>		
<p>يهدىكم قطاع التدريب والتأهيل أسمى التحايا،،</p>		
<p>ومرسل إليكم الباحث / عبدالرحمن علي حمود التويتي حيث وهو موظف لدينا في الوزارة وحالياً مجاز دراسياً لإكمال رسالة الدكتوراه في دولة الهند الصديقة في مجال التدريب والتأهيل والمذكور يرغب في زيارة المناطق التعليمية والمدارس التابعة لها من أجل إنجاز بحثه.</p>		
<p>وعليه:</p>		
<p>نرجو منكم الأمر إلى من يلزم بتسهيل مهمته في البحث سواء في المكتب أو المناطق التعليمية أو المدارس التابعة لها.</p>		
<p>شاكرين حسن تعاونكم،،،</p>		
<p>وتقبلوا خالص التحية والتقدير،،،</p>		
<p>د. عبد الله سالم لميس</p> <p>وكيل قطاع التدريب والتأهيل</p> 		

Appendix I – E

Deputy Minister's letter 2

Republic of Yemen
 Ministry of Education
 Training & Qualification Sector
 Deputy office

بسم الله الرحمن الرحيم
 الجمهورية اليمنية
 وزارة التربية والتعليم
 قطاع التدريب والتأهيل
 مكتب الوكيل
 ١٤٤٢ / ٨ / ٢٠
 ١٤٤٢

Date: / /

الأخ/ مدير مكتب التربية والتعليم بمحافظته اب
 المحترم

بعد التحية:-
 يهنيكم قطاع التدريب والتأهيل أذكى التحايا،،
 ومرسل إليكم الباحث / عبدالرحمن علي حمود التويتي حيث وهو موظف لدينا في الوزارة وحاليا مجاز
 دراسياً لإكمال رسالة الدكتوراه في دولة الهند الصديقة في مجال التدريب والتأهيل والمنكسر يرغب في زيارة
 المناطق التعليمية والمدارس التابعة لها من أجل إنجاز بحثه.
 وعليه:
 نرجو منكم الأمر إلى من يلزم بتسهيل مهمته في البحث سواء في المكتب أو المناطق التعليمية أو المدارس
 التابعة لها.
 شاكرين حسن تعاونكم،،
 وتقبلوا خالص التحية والتقدير،،

د. عبد الله سالم لميس
 وكيل قطاع التدريب والتأهيل

Appendix I – F

Deputy Minister's letter 3

Republic of Yemen
 Ministry of Education
 Training & Qualification Sector
 Deputy office
 Date: / /
 0. :

بسم الله الرحمن الرحيم

 الجمهورية اليمنية
 وزارة التربية والتعليم
 قطاع التدريب والتأهيل
 مكتب الوكيل
 ٢٠١٦ / ١١ / ٢٠
 ٩٥٩٩

الأخ / مدير مكتب التربية والتعليم بمسقط رأسه
 المحترم

بعد التحية:-
 يهنيكم قطاع التدريب والتأهيل أسمى التحايا،،،
 ومرسل إليكم الباحث / عبدالرحمن علي حمود التويتي حيث وهو موظف لدينا في الوزارة وحالياً مجاز
 دراسياً ليكم رسالة الدكتوراه في دولة الهند الصديقة في مجال التدريب والتأهيل والمذكور يرغب في زيارة
 المناطق التعليمية والمدارس التابعة لها من أجل إنجاز بحثه.
 وعليه،،
 نرجو منكم الأمر إلى من يلزم بتسهيل مهمته في البحث سواء في المكتب أو المناطق التعليمية أو المدارس
 التابعة لها.
 شاكرين حسن تعاونكم،،،
 وتقبلوا خالص التحية والتقدير،،،

د. عبد الله سالم ثملس
 وكيل قطاع التدريب والتأهيل



Appendix I – G

Deputy Minister's letter 4

<p>Republic of Yemen Ministry of Education Training & Qualification Sector Deputy office</p> <p>ata: / /</p> <p>0.:</p>	<p>بسم الله الرحمن الرحيم</p> 	<p>الجمهورية اليمنية وزارة التربية والتعليم إدارة التدريب والتأهيل مكتب الوكيل ٢٠١٧ / ٨ / ٢٧ ١٥٩٢</p>
<p style="text-align: center;">الأخ/ مدير مكتب التربية والتعليم بمحافظة عدن</p> <p style="text-align: center;">المحترم</p> <p style="text-align: center;">بعد التحية:-</p> <p style="text-align: center;">يهديكم قطاع التدريب والتأهيل أسمى التحايا،،،</p> <p>ومرسل إليكم الباحث / عبدالرحمن علي حمود التويتي حيث وهو موظف لدينا في الوزارة وحالياً مجاز دراسياً لإكمال رسالة الدكتوراه في دولة الهند الصديقة في مجال التدريب والتأهيل والمذكور يرغب في زيارة المناطق التعليمية والمدارس التابعة لها من أجل إنجاز بحثه.</p> <p style="text-align: right;">وعليه:</p> <p>نرجو منكم الأمر إلى من يلزم بتسهيل مهمته في البحث سواء في المكتب أو المناطق التعليمية أو المدارس التابعة لها.</p> <p style="text-align: center;">شاكراً من مآونكم،،،</p> <p style="text-align: center;">وتقبوا خالص التحية والتقدير،،،</p> <div style="text-align: center; margin-top: 20px;"> <p>د. عبد الله سالم لميس</p> <p>وكيل قطاع التدريب والتأهيل</p>  </div>		

Appendix I – H

Deputy Minister's letter 5

Republic of Yemen
 Ministry of Education
 Training & Qualification Sector
 Deputy office

بسم الله الرحمن الرحيم
 الجمهورية اليمنية
 وزارة التربية والتعليم
 قطاع التدريب والتأهيل
 مكتب الوكيل
 ٢٠١٧ / ٨ / ٢٥
 ١٥٩٩

at: / /
 O.:

الأخ / مدير مكتب التربية والتعليم بمحافظة صنعاء المحترم

بعد التحية-

يهنيكم قطاع التدريب والتأهيل أزكى التحايا،،،

ومرسل إليكم الباحث / عبدالرحمن علي حمود التويتي حيث وهو موظف لدينا في الوزارة وحالياً مجاز دراسياً لإكمال رسالة الدكتوراه في دولة الهند الصديقة في مجال التدريب والتأهيل والمذكور يرغب في زيارة المناطق التعليمية والمدارس التابعة لها من أجل إنجاز بحثه.

وعليه:

نرجو منكم الأمر إلى من يلزم بتسهيل مهمته في البحث سواء في المكتب أو المناطق التعليمية أو المدارس التابعة لها.

شاكرين حسن تعاونكم،،،
 وتقبوا خالص التحية والتقدير،،،

د. عبد الله سالم لميس
 وكيل قطاع التدريب والتأهيل
 الزم / مدير التربية
 الأخوة / مدير مناطق التربية
 الأخوة / مدير المدارس
 لشؤون التدريب والتأهيل
 أ. ع.

العمل في الوزارة
 الزم / مدير الشؤون
 الزم / مدير الشؤون
 الزم / مدير الشؤون

School:
Zone:
City:

Appendix II – A

Questionnaire for EFL Teachers

Dear Colleague,

I am conducting this study to find out the in-service professional needs of teachers of English as a Foreign Language in the Yemeni Secondary Schools. To complete this study, I need your personal, professional and attitudinal details. I particularly value your opinion on teachers' professional needs, and attitudes towards developing their subject matter knowledge and teaching skills in the classroom. As your experience and remarks can be of great help, please answer the following questions; then proceed to sections 2, 3 and 4 of the questionnaire.

The information you give is confidential and will only be used for research purpose.

Thank you

AbdulRahman Al-Towity

Tel. No.: 733495107

Section 1: Personal details:

1. Name: (Optional)

2. Gender: a. Male ☐ b. Female ☐

3. Class or classes I teach: a. 10th ☐ b. 11th ☐ c. 12th ☐

4. Number of groups or classes I teach: a. one ☐ b. two ☐ c. three ☐ d. four ☐
e. more than four ☐

5. Total years of teaching experience years.

6. Teaching qualification/s:

☐ a. diploma in

☐ b. B.Ed. degree (Education)

☐ c. B.A. degree (Arts)

☐ d. B.A. degree (Languages)

☐ e. M.A degree in

f. Qualification/s not mentioned above:

8. The average number of the pupils in each class

.....

If possible, please add your;

Tel. no.:

Email address:

.....

9. In addition to teaching at school:
- a. I do a part time job to supplement my low salary ☐
- b. I do not do another job ☐

Section 2: Subject-Matter Knowledge:

Please indicate the extent to which you feel the need for more training by ticking a number among the five numbers provided.

	Critical Need	High Need	Moderate Need	Low Need	No Need
1. I need to develop my ability to speak the language.	1	2	3	4	5
2. I need to increase my vocabulary.	1	2	3	4	5
3. I need to improve my knowledge of grammar.	1	2	3	4	5
4. I need to improve pronunciation features	1	2	3	4	5
5. I need to develop my skill of writing.	1	2	3	4	5
6. I need to know more about reading skill.	1	2	3	4	5
7. I need to increase my knowledge of English culture.	1	2	3	4	5
8. I need to increase knowledge of English literature.	1	2	3	4	5
:					
<u>Section 3: Professional Knowledge and Skills:</u>					
1. I need to learn more about methods for teaching listening.	1	2	3	4	5
2. I need to learn more about methods for teaching speaking	1	2	3	4	5
3. I need to learn more about methods for teaching reading.	1	2	3	4	5
4. I need to learn more about methods for teaching writing.	1	2	3	4	5
5. I need to learn more about theories of language acquisition.	1	2	3	4	5
6. I need to learn more about latest research on teaching.	1	2	3	4	5
7. I need to learn more about the use of teaching aids.	1	2	3	4	5
8. I need to learn more about lesson planning.	1	2	3	4	5
9. I need to learn more about task organisation.	1	2	3	4	5

- d. Watching experienced teachers ☐
- e. My own readings ☐
- f. Discussion with supervisors ☐
- g. Other strategies like

.....

11. Given the opportunity, I will continue my higher studies. a. Yes ☐ b. No ☐

School:
Zone:
City:

Appendix II – B

Questionnaire for Instructional Supervisors

Dear Supervisor,

I am conducting this study to find out the in-service professional needs of teachers of English as a Foreign Language in the Yemeni Secondary Schools. To complete this study, I need your personal, professional and attitudinal details. I particularly value your opinion on teachers' professional needs, and attitudes towards developing their subject matter knowledge and teaching skills in the classroom. As your experience and remarks can be of great help, please answer the following questions; then proceed to sections 2, 3, 4 and 5 of the questionnaire.

The information you give is confidential and will only be used for research purpose.

Thank you

Abdulrahman Al-Towity

Tel. No.: 733495107

Section 1: Personal details:

Please give your response and tick the appropriate box in these items.

1. Name: (Optional)

2. Gender: a. Male ☐ b. Female ☐

3. Years I have been working as an English supervisor:

4. Years I worked as an English teacher:

5. My qualification/s: ☐ a. B. Ed. degree (Education)

☐ b. B.A. degree (Arts)

☐ c. B.A. degree (Languages)

☐ d. M.A degree in

e. Qualification/s not mentioned above:

<p>If possible, please add your;</p> <p>Tel. no.:</p> <p>Email address:</p> <p>.....</p>

Section 4: Teachers' Professional Knowledge and Skills:

Please tick a number that reflect your opinion for each item.

I find that teachers of English need to learn more about;

1. methods of teaching listening.	1	2	3	4	5
2. methods of teaching speaking.	1	2	3	4	5
3. methods of teaching reading.	1	2	3	4	5
4. how to teach writing.	1	2	3	4	5
5. theories of language acquisition.	1	2	3	4	5
6. research on teaching.	1	2	3	4	5
7. how to prepare and use technology, teaching aids.	1	2	3	4	5
8. how to plan and set objectives for the lesson.	1	2	3	4	5
9. how to organise and sequence learning tasks.	1	2	3	4	5
10. solving one's own problems of teaching.	1	2	3	4	5
11. how to teach vocabulary.	1	2	3	4	5
12. how to teach grammar.	1	2	3	4	5
13. how to motivate pupils to learn.	1	2	3	4	5
14. how to assess pupils' achievements and progress.	1	2	3	4	5
15. special teaching skills like eliciting, concept checking etc.	1	2	3	4	5
16. how to manage classroom activities.	1	2	3	4	5
17. skills in using blackboard.	1	2	3	4	5
18. how to create friendly class atmosphere.	1	2	3	4	5
19. how to evaluate the fulfilment of the learning objectives.	1	2	3	4	5
20. how to involve pupils' in different learning skills.	1	2	3	4	5
21. using additional materials for the classroom.	1	2	3	4	5
22. how to help in solving pupils' learning difficulties.	1	2	3	4	5
23. how to consider pupils' needs and interests.	1	2	3	4	5
24. learning more about time management.	1	2	3	4	5

Teachers also need more training in:

25. Establishing and sustaining pupils' attention

26. Presenting the lesson well

27. Illustrating with examples & pictures

28. Controlling pupils' behaviour

29. Teaching large classes

30. Teaching pupils of mixed levels

31. Requesting, ordering and giving rules

32. Asking questions and checking understanding

33. Praising and reinforcing pupils' performance

34. Giving clear instructions

35. Giving and refusing permission

36. Warning and giving advice

37. Giving reasons and explanation

38. Correcting errors and giving feedback

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

If teachers have any other needs please mention them:

.....

38. Method of teaching teachers usually use:

.....

39. Do teachers of English use class activities (group/pair work, role play etc):

a. Yes ☐ b. No ☐40. Do teachers form groups to meet and discuss teaching problems? a. Yes ☐ b. No ☐41. Teachers use Arabic in their teaching. a. Often ☐ b. Always ☐ c. Sometimes ☐d. Never ☐ e. Rarely ☐

42. I think teachers of English could overcome teaching problems through:

a. Attending training programmes ☐b. Discussion with expert teachers ☐c. Trial and error ☐d. Watching expert teachers ☐e. Reading relevant knowledge ☐f. Discussion with inspectors ☐g. Other strategies like: ☐

.....

Section 5: Supervisors' Attitudes:

Please rate your choice of each statement below:

	Very much	Quite much	No Opinion	To some extent	Never
1. I support the idea that change in teaching is necessary.	1	2	3	4	5
2. Teachers face difficulties in using the Crescent textbooks.	1	2	3	4	5

Please tick what reflects your opinion in these items.

3. The Crescent English courses that are taught at schools:

- a. Are suitable for the Yemeni pupils ☐
- b. Have to be changed completely ☐
- c. Have to be modified ☐

4. Out of my experience as a supervisor, I feel that;

- a. All teachers of English need training and professional development. ☐
- b. Most of them need training and professional development. ☐
- c. Some of them need training and professional development. ☐
- d. Nobody needs training and professional development. ☐
- e. Other statement please mention it:

5. What do you advice teachers to do in order to teach more effectively and successfully?

.....

Appendix II – C

Students' Expectations of English Language Teachers

Dear Student,

This questionnaire is aiming at obtaining information about in-service professional needs of Secondary School teachers of English for a study that helps in education improvement and helps you learn English better. To complete this study, I need your expectation of your teacher of English. As your contribution and remarks can be of great help, please answer the following questions. The information you give will only be used for research purpose.

Thank you

Researcher: Abdul Rahman Al-Towity

Please read each statement and tick what corresponds to your own view:

1- Tick the personal attributes you prefer in your teacher of English:

- | | |
|---|--------------------------|
| 1. enthusiastic for teaching and implementation | <input type="checkbox"/> |
| 2. strict | <input type="checkbox"/> |
| 3. smiley and looks happy | <input type="checkbox"/> |
| 4. don't mind noise in classroom | <input type="checkbox"/> |
| 5. patient | <input type="checkbox"/> |
| 6. fair and treats students equally | <input type="checkbox"/> |
| 7. tolerant | <input type="checkbox"/> |
| 8. modest | <input type="checkbox"/> |
| 9. deals flexibly | <input type="checkbox"/> |
| 10. loves teaching profession | <input type="checkbox"/> |
| 11. good model | <input type="checkbox"/> |
| 12. keeps space with students | <input type="checkbox"/> |
| 13. honest | <input type="checkbox"/> |
| 14. strong in personality | <input type="checkbox"/> |
| 15. serious | <input type="checkbox"/> |
| 16. simple | <input type="checkbox"/> |
| 17. cares about students | <input type="checkbox"/> |
| 18. confident | <input type="checkbox"/> |

Any other personal attributes please mention them:

2- Tick what are the professional attributes you prefer in your teacher of English:

- | | |
|---|--------------------------|
| 1. competent in content knowledge | <input type="checkbox"/> |
| 2. skilful in writing skills | <input type="checkbox"/> |
| 3. handwriting is good and clear | <input type="checkbox"/> |
| 4. competent in English grammar | <input type="checkbox"/> |
| 5. excellent in reading skills | <input type="checkbox"/> |
| 6. speaks English fluently | <input type="checkbox"/> |
| 7. uses correct English pronunciation | <input type="checkbox"/> |
| 8. teaches vocabulary well | <input type="checkbox"/> |
| 9. teaches grammar in a simple and appropriate way | <input type="checkbox"/> |
| 10. skilful in teaching listening | <input type="checkbox"/> |
| 11. keen to teach real English language conversations | <input type="checkbox"/> |
| 12. conveys information in a clear, simple and meaningful way | <input type="checkbox"/> |

- | | |
|---|--------------------------|
| 13. uses blackboard appropriately | <input type="checkbox"/> |
| 14. uses an attractive and useful way of teaching | <input type="checkbox"/> |
| 15. mixes up various techniques in teaching | <input type="checkbox"/> |
| 16. engages students in the language learning activities | <input type="checkbox"/> |
| 17. trains students for self-learning | <input type="checkbox"/> |
| 18. corrects students mistakes appropriately and give supportive feedback | <input type="checkbox"/> |
| 19. narrates stories and uses humour to support learning | <input type="checkbox"/> |
| 20. analyses the students' performance to offer assistance to those in need | <input type="checkbox"/> |
| 21. provides the students with the best education possible | <input type="checkbox"/> |
| 22. creates working atmosphere | <input type="checkbox"/> |
| 23. teaches students to use their critical and creative thinking abilities | <input type="checkbox"/> |
| 24. uses suitable teaching aids and technology for teaching | <input type="checkbox"/> |
| 25. encourages students to participate in preparing teaching aids | <input type="checkbox"/> |
| 26. considers students language level and needs while teaching | <input type="checkbox"/> |
| 27. expands students' knowledge beyond the prescribed textbook | <input type="checkbox"/> |
| 28. contributes in solving students own problems | <input type="checkbox"/> |
| 29. connects learning with real life | <input type="checkbox"/> |
| 30. gives students equal chances to learn | <input type="checkbox"/> |
| 31. helps students face their learning problems | <input type="checkbox"/> |
| 32. keen to answer students questions | <input type="checkbox"/> |
| 33. involves students in creating different learning activities | <input type="checkbox"/> |
| 34. arranges the class well for teaching | <input type="checkbox"/> |
| 35. gives clear and comprehensive tests | <input type="checkbox"/> |
| 36. arranges for periodical tests at the end of each unit | <input type="checkbox"/> |
| 37. makes empirical tests to prepare students for the Ministry Final Exams | <input type="checkbox"/> |
| 38. regular and punctual | <input type="checkbox"/> |
| 39. skilful in managing time to make good use of instruction | <input type="checkbox"/> |
| 40. well-planned to cover any additional activity or lesson if needed | <input type="checkbox"/> |
| 41. manages classroom behaviour well | <input type="checkbox"/> |
| Any other personal attributes please mention them: | |

Please, only tick what is appropriate for you:

3- How do you prefer lesson introduction?

1. teaching the lesson directly ☐
2. using pre-lesson activities ☐

4. Use numbers (1, 2, 3 ...) to order the following skills according their importance:

- speaking ☐
- listening ☐
- writing ☐
- reading ☐
- grammar ☐
- vocabulary ☐
- pronunciation ☐

5- How do you prefer lesson explanation?

1. explain every item in the lesson himself ☐
2. guide students to do activities themselves ☐

Any other answer, please mention it:

6- It is better if English teacher:

1. uses English only in teaching ☐
2. uses Arabic mostly in teaching English ☐
3. use Arabic rarely in teaching English ☐

7- For better learning, I prefer teacher of English to:

1. encourage competition between students ☐
2. play down competition and foster cooperation ☐
3. encourage both competition and cooperation between students ☐

8- I think it is better if English teacher

1. gives us easy homework ☐
2. gives us homework that needs efforts to answer it ☐

Any other answer, please specify:

9- What do you think teacher's appearance should be?

1. new and elegant dress ☐
2. clean and tidy clothes are enough ☐
3. appearance doesn't matter ☐

10- Teacher of English is preferable to:

1. have loud voice ☐
2. keep cool and have audible voice ☐

11- In order to better control classroom, teacher of English should:

1. use stick ☐
2. use marks ☐
3. depart disruptive student from the classroom ☐
4. call student parents ☐
5. establish good rapport with all students ☐
6. use oral warning ☐
7. be careless about disruption ☐
8. stop teaching until students keep quiet ☐
9. enforce student to write commitment not to disrupt again ☐
10. ask the help of school management ☐

Any other tools, please specify:

12- Teacher of English is supposed to:

1. instill learning morals, promote positive values and attitudes ☐
2. avoid instructing students about morals, values and principles ☐

13- I think teacher of English should work on:

1. accomplishing the determined textbook according to the teachers' book ☐
2. modifying instruction to meet the students interests and needs ☐

14- It prefer teacher of English to:

1. translate new words to Arabic ☐
2. explain meanings in English ☐

15 – In my learning I focus on:

1. understanding and mastering the subject matter regardless marks ☐
2. scoring high marks in exams regardless understanding ☐
3. passing the exam only ☐

Any other answer, please specify: