Lesson 1

The white falcon

"Rashid!" said the teacher. "Look at this! It's terrible!" Rashid looked at his Workbook. Lots of things were wrong. After school he ran home.

"Why are you sad, Rashid?" his mother asked.

"Tell me."

"Oh, it's nothing," said Rashid.

At seven o'clock Rashid's father came home.

"Rashid! Where were you yesterday?" he asked.

"At the beach. Why?" said Rashid.

"You don't help your mother. You're lazy, Rashid. Lazy!"

"I'm sorry, Father," said Rashid. He went to his room and went to bed. He was sad.

In the night he heard something. "Hello!" he said. "Who's there?" Then he saw it. On his chair there was a beautiful falcon - white and shining like the moon.
Lesson 2

The early days

Read the text and answer the questions in your Workbook.

In 1937 flying boats carrying twenty people flew from England to Australia. The journey took fourteen days.

It was five o'clock in the evening when we reached Dubai. We had left Bahrain three hours earlier. The plane landed on the clear water of the Creek and taxied to the landing stage. Three cars were waiting for us.

Fifteen minutes later we were driving along the bumpy road to the fort at Sharjah. It was a magnificent building with huge iron doors and a large courtyard. I hurried to my room, had a quick wash and then watched the desert sunset. It was a sight that I will never forget.

Later in the evening a wedding party from Sharjah arrived. Soon music, laughter and the smell of delicious food filled the courtyard. A smiling man in a long, white tunic came up to me and said, ‘Come! Join us. Be our guest.’ I did, and I had a wonderful time.

The next morning we were driven back to the Creek. I sat back in my seat as the plane lifted off the water. I had spent a very short time in the country, but I had met some wonderful people. I decided to come back some day.
Appendix B

Questionnaire for Students

Dear students,

This questionnaire is being used for a study of the factors affecting the proficiency in English of college age learners. The study aims at understanding why many student-teachers of English are unable to attain a high level of competence to use English effectively and appropriately.

I assure you that the information you provide in this questionnaire will be strictly confidential, used for the sole purpose of academic research. It will be accessible only to the researcher, i.e. your answers will not be read by your teachers and will have no bearing on your test marks or university reports. So please be as frank and accurate as possible.

If you do not understand a question, please ask your teacher to explain it. What is very important is that your answers should be about your own situation; your experiences, ideas, impressions, feelings and points of view. Therefore, you should not be influenced by what your friends/classmates say or think.

The Researcher

Ms. Nemah A. A. E.
Part I

1- Student no. ____

2- Age: _____ years old.

Put '✓' against ONE relevant answer for each of the following:

3- Sex: Male _____ Female _____

4- You are from:
   Hodeidah_____ City near Hodeidah_____ Village/town near Hodeidah_____.
   (If your native place is not Hodeidah write its name here_______________)

5- Your father is: educated _____ not educated _____.

6- Your mother is: educated _____ not educated _____.

7- Do you have a job to support your study? Yes _____ No _____.
   If No, who supports your study?
   Parents_____ Relatives_____ Friends_____ Any other_____.
   (Please specify here_______________________________________)

8- How many friends do you have?
   Many_____ A few_____ None_____.

9- Where did you study your Primary education?
   In a government school_____. In a Private school_____.

10- Where did you study your Secondary education?
    In a government school_____. In a private school_____.
    (Please write the name of your Secondary school here_______________)

11- Did you take any course in English before entering university?
    Yes_____ No _____.
    (If Yes, how long did this course last? Please specify here___________)
12- Did you teach English before?
Yes____ No _____.
If Yes, at what level did you teach?
Nursery_____Primary_____Preparatory_____Secondary_____.

13- Why did you choose English as your field of study? (Choose ONE only)
To gain good friends more easily among the English-speaking people_____.
To think and behave as the English people do_____.
To be a teacher of English_____.
To go into business_____.
To get a job_____.

14- Learning English .......... (Choose ONE only)
- affects the users of English and makes them rarely use their own native language_____.
- opens the doors of knowledge, especially science and technology_____.
- takes the users of English far away from their culture_____.
- is necessary for self/social progress_____.

15- How do you rate the importance of the skills given below for your success in learning English at the university level? (Tick ONE box for each skill)

<table>
<thead>
<tr>
<th>Skills</th>
<th>Very important</th>
<th>Important</th>
<th>Slightly important</th>
<th>Not important at all</th>
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<tbody>
<tr>
<td>Listening</td>
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<td>Writing</td>
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<td>Reading</td>
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<tr>
<td>Speaking</td>
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</table>
16- How do you rate the importance of the following sub-skills of speaking for you as an English student? (Tick ONE box for each sub-skill of Speaking)

<table>
<thead>
<tr>
<th>Subskills of Speaking</th>
<th>Very important</th>
<th>Important</th>
<th>Slightly important</th>
<th>Not important at all</th>
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<tbody>
<tr>
<td>Ability to ask/answer questions intelligibly in the classroom</td>
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<tr>
<td>Ability to respond spontaneously to others' inquiries</td>
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<tr>
<td>Ability to present classroom oral reports</td>
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<tr>
<td>Ability to talk to foreigners</td>
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</table>

17- How would you evaluate your ability to use English?
Very good_____ Good_____ Average_____ Weak_____ Very weak_____.

18- How would you evaluate your performance in the Microteaching course (last year-II semester)?
Very good_____ Good_____ Average_____ Weak_____ Very weak_____.
If you have selected ‘weak’ or ‘very weak’, this is because of one of the following reasons:
- Your grammatical knowledge was inadequate to present the new items of the lessons ______.
- You did not have the ability to use English intelligibly and continuously without making mistakes ______.
- You were very confused and afraid of making mistakes in front of your classmates and trainer ______.
- Others ______.
19- What is your overall grade of the last semester (iii-year/ ii-semester)?
Excellent_____Very good_____Good_____Acceptable_____Weak_____.
20- What is your grade of Novel (1) examination (iii-year/ ii-semester)?
Excellent_____Very good_____Good_____Acceptable_____Weak_____.
21- "Literary Subjects, e.g. Drama 2 and Novel 2, improve your actual use of English", How far do you agree?
Strongly agree____Agree____Neutral____Disagree____Strongly disagree____.
22- "Materials used in the English Department, e.g. Grammar (1-4) and writing (1-4), are sufficient to satisfy the needs of students of English and enable them to speak English appropriately", How far do you agree?
Strongly agree____Agree____Neutral____Disagree____Strongly disagree____.
23- Before you participate/speak English in the classroom, you feel .......... comfortable____anxious____confused_____.
(If you feel anxious, this is because of one of the following reasons:
- You are afraid your answer would be wrong_____.
- You are afraid your teacher would correct your answer in front of your classmates_____.
- You do not have sufficient vocabulary to use in the classroom_____.
- Others_____.
(If others, please specify your reasons here:

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
)
24- When you need clarification for some points in the classroom, ...........
- you keep silent ____.
- you ask your teacher directly ____.
- you ask your classmates to ask your teacher ____.
- you ask your classmate to translate it into Arabic ____.

25- In classroom discussion, you prefer to ............... 
- say whatever you want to say in English without worrying about the grammatical accuracy ____.
- wait till you know exactly how to use an English word before using it ____.
- avoid the classroom discussion not to embarrass yourself in front of your classmates ____.

**Part II**

26- How often do you participate/speak English in the classroom?
Very often ____ Often ____ Sometimes ____ Rarely ____ Never ____.

27- Do you often study English in groups, for example with your friends/classmates?
Very often ____ Often ____ Sometimes ____ Rarely ____ Never ____.

28- Do you often create relationships with others, e.g. teachers?
Very often ____ Often ____ Sometimes ____ Rarely ____ Never ____.

29- How often do you read newspapers, magazines, books and pamphlets in English?
Very often ____ Often ____ Sometimes ____ Rarely ____ Never ____.

30- How often do you speak English with other students and teachers after the class?
Very often ____ Often ____ Sometimes ____ Rarely ____ Never ____.

31- How often do you watch English films or English TV programmes?
Very often ____ Often ____ Sometimes ____ Rarely ____ Never ____.
32- Do your teachers often involve you in communicative activities, e.g. group/pair work, inside the classroom?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.

33- Do some of your teachers make some mistakes while speaking or writing in English in the classroom?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.

34- Do your teachers often take your opinions about some issues, e.g. selecting topics to learn?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.

35- How often do you guess the meaning of unfamiliar words according to their contexts, while you are reading a text?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.

36- How often do you memorize the new information while you study English?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.

37- How often do you translate the new English words into Arabic using your dictionary?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.

38- How often do you pay attention to someone speaking English?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.

39- How often do you talk to someone else (e.g. friend) about how you feel when you speak English inside the classroom?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.

40- How often do you ask for help from others when you cannot think of some words in English, while conversing with others?
Very often_____ Often_____ Sometimes_____ Rarely_____ Never_____.
Appendix C

Questionnaire for Teachers

Dear teachers,

This is a part of my study of the factors affecting proficiency in English of student-teachers. It investigates the question of why many of the student-teachers of English are unable to attain a high level of competence to use English appropriately in different situations. I wish to find out how different teachers of the Department of English view some of the principles and assumptions relating to learning/teaching a foreign language. In particular, it seeks to know English teachers' attitudes to methodology, importance of grammar, correction of students' mistakes, students' needs, evaluation of students' actual use of English and the materials used to teach English in the Department of English at the Faculty of Education, Hodeidah University.

Thank you for your co-operation

Ms. Nemah A. A. E.
1. To what extent do you agree/disagree with the following statements: (Kindly tick the appropriate box)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>1. Direct teaching of the rules and terminology of grammar is essential for students to communicate effectively.</td>
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<td>2. Grammatical correctness is the most important criterion by which language performance should be judged.</td>
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<td>3. Grammar should be taught as a means to an end and not as an end in itself.</td>
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<td>4. Knowledge of the rules of grammar doesn't guarantee the appropriate use of the language.</td>
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<td>5. By mastering the rules of grammar, students become fully capable of communicating with native speakers.</td>
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<tr>
<td>Statements</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Uncertain</td>
<td>Disagree</td>
<td>Strongly disagree</td>
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<td>6. Communicative activities, e.g. group/pair work, are essential in providing opportunities for cooperative relationships to emerge and in promoting spontaneous communication among students.</td>
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<td>7. Group work activities take too long time to organize and waste a lot of valuable teaching time.</td>
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<td>8. Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.</td>
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<td>9. The teacher should correct all the grammatical errors, which students make. If errors are ignored, this will result in imperfect learning.</td>
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<td>10. Since errors are a normal phenomenon of the learning process, much correction is a waste of time.</td>
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<td>11. For students to be good communicators in FL, the teacher should focus on the appropriateness and not on the linguistic form of the students' response.</td>
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<td>12. The teacher as 'authority' and 'instructor' is no longer adequate to describe the teacher's role in the classroom.</td>
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13. The teacher as transmitter of knowledge is only one of the many different roles s/he must perform during the course of a lesson.

14. The main responsibility of the teacher is to finish the course somehow, assuming that the students' communicative ability to use English appropriately in different real contexts automatically takes place during teaching the course.

15. One of the teacher's biggest responsibilities is how to make students want to learn i.e. to motivate them.

16. All the teachers' efforts to motivate the students go in vain because of the students' individual differences, e.g. needs, strategies, motivation, personalities and attitudes.

17. Learning an FL primarily depends on the learners' conscious efforts to learn it i.e. learners' motivation, attitudes and learning strategies to handle it.

18. The process of English language acquisition will be speeded up if students get to use English language skills on topics of their choice.

19. Since the learner comes to the classroom with little knowledge of language s/he is in no position to suggest the content of the lesson or the activities that are useful for him/her.
<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Uncertain 3</th>
<th>Disagree 4</th>
<th>Strongly Disagree 5</th>
</tr>
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<tbody>
<tr>
<td>20. Training learners to take responsibility of their own learning is futile since they didn't use to think independently in the Secondary School, they just used to accept what they were given.</td>
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<td>21. The more the teaching responds to the students' needs, the more motivated and successful in his language learning the student is going to be.</td>
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<td>22. Activities, tasks and materials, e.g. literary materials, should be adapted to suit the needs of the students rather than imposed on them.</td>
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<tr>
<td>23. In a large class of students it is impossible to organize the teacher's teaching to suit all the students' needs.</td>
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<tr>
<td>24. The teacher wastes his/her time if s/he tries to adapt his/her teaching according to the students' needs because these needs refer primarily to individual students' needs than to the needs of the group.</td>
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<tr>
<td>25. A textbook alone is not enough to cater to all the students' needs. The teacher, therefore, must supplement the textbooks with other materials and tasks to satisfy the widely different needs of the students.</td>
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<tr>
<td>26. Students need a lot of opportunities to use English productively/creatively inside and outside the classrooms before we involve them in teaching-practice sessions.</td>
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</table>
27. English students whose answers in the written tests, e.g. literary tests, are coherent and accurate are good communicators in English i.e. they can communicate effectively and convey their messages clearly.

28. Oral communication is the most important aspect of the students' performance that needs more attention and through which we can evaluate if they are competent teachers or not.

29. Teaching students different genres of literature e.g. drama, novels, plays, will enable them to master English and consequently to be good communicators in English.

30. Increasing the classes of literature does not guarantee ability to use English appropriately in different situations and with different people.

II - Kindly answer the following questions:

1. What is your nationality?

2. When did you join the Department of English, Faculty of Education at Hodeidah University?
3. What is your academic position in the Department of English, Faculty of Education?

4. For how many years have you been teaching English?

5. What is your field of specialization?

6. What are the subjects you are teaching this semester?

7. What are the students' levels that you are teaching this semester?
Appendix D

A Test for Students

I. Write single words in the blanks given according to the descriptions.

1. A person who applies for a job is called ..........  
2. A............... is used to brush away dirt when we clean the floor.  
3. To.............. money from a bank means to take it back from a bank.  
4. A regular payment for an employee for his work is called.............  
5. A............. is a person whose job is to prepare/cook food.  

II. Choose one correct answer for each of the following:

1. A- I am feeling tired. B- .................  
   i. So am I  ii. I am so  iii. Am I so?  
2. I am not late,.............?  
   i. are I  ii. am not I  iii. am I  
3. As usual, your teacher took the attendance at the end of the class, but she did not call your name/number today. The class was over. You would go to see her and say:  
   i. I was in the class today, but I did not hear my name/number. I think you did not present me. Can you present me, please?  
   ii. I was present in the class today, but I did not hear you calling my name/number. I think you did not mark me present. Could you mark me present, please?  
   iii. Miss/Madam, I attended the class today but you did not call me. I think you marked me absent. May you mark me attendant, please?
Appendix E

A. Interviews with the Student-Teachers

1. Interviewing the Students who have Weak English-Speaking Ability

(The researcher, herself, interviewed all the students.)
R: stands for ‘the researcher’.
St: stands for ‘the student’.
Q: stands for ‘the question’.
A: stands for ‘the interviewee’s answer’.
(...) indicates the interviewee’s pauses/hesitation.
( *) indicates the interviewees’ syntactic and semantics mistakes.

1. Student’s Gender: Female

She answered the questions in English. The interviewer used Arabic to ask her the questions because the student herself preferred to be asked in Arabic to understand the questions.

R: According to your answer to question no. 17 in your questionnaire, you evaluated your English-speaking ability as ‘weak’ ability.

Q: Do you think why your English-speaking ability is ‘weak’ (not good) though you studied English for three years and this is your last year?
A: ha ...ha... I don’t know.

Q: Do you have any problems at home or at the college (I mean at the Department or with your teachers) that wouldn’t help you to improve your English? Please, talk and don’t worry, I’m your sister. You might tell me something that will help me to explore some factors that affect students’ English then this will help all the students. Feel free and say whatever you want.
A: * Because I afraid to say English in the classroom. I cannot speak English ... .... I don't know what are the reasons (her voice was shivering and her hands were shaking. She was about to cry).

R: Okay, thank you very much for coming to the library. Please feel relaxed and if you cannot say what you want, write what you wanted to say in a paper then pass it to me later. Or if you want to talk with me later, you are most welcome in my room at the Department.

St: ... ...Thank you.

2. Student’s Gender: Female

She gave her answers in Arabic. The interviewer used Arabic because the student preferred to use Arabic to English. The interviewer said “I think you was so honest when you judged that your English-speaking ability is ‘weak’. You were my student and I know that many of your classmates chose ‘good’ ability though their ability is not ‘good’ but you chose weak ability. Thanks for this honesty. Now, Let us discuss your own problems. Please, do not be afraid and tell me about all your problems that hinder your progress in English. I am your elder sister, not your teacher any more.

Q: Why is your English-speaking ability still ‘weak’ (not good)? I mean, do you have any problems (personal problems at home, at the Department) that hinder your improvement in English?”
A: I ... feel shy to speak English in the classroom ... ...

Q: Why? Is it because there are boy-students in your classes?
A: Yes. Also, I don’t have any one at home to speak and practise English with him so I am afraid and embarrassed to speak English in the classroom. I keep silent in all the time in the English classes. Also, we don’t have sufficient activities to use English in the classroom.
Q: Do your teachers encourage you to speak English?
A: ...Ah...yes but I can't speak English in the classroom.

Q: Do the materials used in the English classes, e.g. Drama 1 and Novel 1; help you to improve your English and then to speak it?
A: ... I think they are not so useful. I, in fact, memorize what will come in the exams just to pass then I forget everything. Also, we don't speak English in the Drama classes; we just listen to the teacher or write what he says or what he writes on the classrooms. I need encouragement and chance to use English in the classrooms.

R: Thank you very much.

3. Student's Gender: Female

She answered her questions both in Arabic and English. She asked the interviewer to ask her the questions in English.

Q: Why is your ability to speak English still 'weak' (not good)?
A: Haa ... I do not know.

R: Okay, let us ask you in another way.

Q: Why cannot you speak English inside/outside the classroom? What are your problems, I mean personal problems at home, problems at the English Department, or with your teachers) that affects your oral communication? (The interviewer also asked her in Arabic).
A: I cannot speak English because I have many reasons. Reason number 1 is "my psychology... ..."

Q: Do you feel afraid to speak English?
A: Yes. My teacher corrects me in front of my classmates. Also my vocabulary is
very poor. I have desire to learn English more and more and to speak English, but I don’t know what are the other reasons. I want any one to direct me.

Q: Do they encourage you at home to use English?
A: Yes, yes. There are no boys in my family we are two daughters but there is no practice.

Q: Is the chance of using English in the classroom sufficient? (This question and its answer were in Arabic)
A: In spoken English No. There are no conversations between the students and the teacher in our classes. Even if there are such conversations they are limited only to answer some specific questions, which the teacher asked, and we cannot speak because we always think that our answers would be wrong then we would feel embarrassed in front of our classmates.

R: You said that your vocabulary is very poor so you cannot speak English.

Q: Are the literary materials useful for you? I mean, do they expand your vocabulary?
A: Yes. They are useful to enrich my poor vocabulary.

R: Thanks a lot.

4. Student’s Gender: Male

He gave his answers in English. First, the student asked the interviewer "why she has selected him to interview." She clarified that her selection based on his answer to question no. 17 in his questionnaire then she showed him his answer in his questionnaire.

Q: Do you think why your ability is still weak (not good) though this is your fourth year studying English?
A: ...When I stand in the classroom, I shy because some students laugh.
Q: Who laugh at you; boy or girl-students?
A: Boys and girls together.

Q: Do you have any other reasons; for example, your teachers do not give you sufficient chance to use English? (In Arabic)
A: Our teachers speak English fluently and give us a chance to use English in the classroom but I do not participate because I feel shy.

Q: What else?
A: These are the most important reasons.

R: Thanks a lot.

5. Student's Gender: Male

He asked the interviewer to ask him in Arabic. He was very ambiguous in his answers though the interviewer asked him to be clear.

Q: Do you think why your English-speaking ability is still weak, not good though this is your fourth year studying English? What are your reasons?
A: They are personal reasons. I cannot apply whatever I have learnt; it is because of some personal reasons.

Q: Are these reasons related to your home?
A: No one speaks English at home so it is difficult to speak it in the classroom.

Q: Does your family support you, (I mean financial support; money)?
A: To some extent it is ok.

Q: Can you speak English in the classroom?
A: No... ...
Q: Why cannot you speak English in the classroom? Tell me your own reasons.
A: ah ... ... I feel afraid if my answer would be wrong and I would make a mistake in front of my classmates.

Q: Why is your English-speaking ability still weak, not good, though this is your fourth year studying English? (She asked him this question again)
A: Because of some personal reasons (he again repeated the same answer 'personal reasons' without clarifying what they are).

Q: Can we say that these personal reasons related to some psychological factors?
A: May be.

R: Okay. Thank you.

6. Student's Gender: Female

(The questions and the answers were given in Arabic)

R: She asked the student "why her English-speaking ability is still weak". But the student said she does not exactly know the reasons. She then asked her if she speaks English in the classroom. The students said "No"; I cannot speak English in the classroom.

Q: Why do not you participate in the English class?
A: Because of my fear. I chose English Dept. because I feel that I have a psychological complex. My teachers used to scold me in the English classes in the preparatory school. I was bad in English. Then, I improved in the secondary school and got good grade in English. But when I entered the university, I felt that my level got worse than before. My classmates' level in English is better than my level, whenever I talk with my classmates in English even if I use simple sentences; my friends find mistakes and correct me. Therefore, I feel afraid to participate in the English classes.
Q: Do they encourage you to speak English at home?
A: Yes, but there is no one who speaks English at home.

Q: Do you think “the literary materials help you in improving your English”?
A: ah ... I memorized many words from the novels and poems but after the exams I forgot all of them.

Q: Do your teachers give you sufficient chance to use/practise English in the classrooms; I mean do they involve you in the communicative activities to speak English?
A: No, No. They did not involve us in these activities from the last year. We actually need sufficient practice of English.

R: Thank you

7. Student’s Gender: Female

(The interview was conducted in English)

Q: How is your level in English?
A: It is not good.

Q: Why?
A: Because I make usually mistakes in the pronunciation of many words. I can use the language but my fault is all in pronunciation.

Q: Do your teachers give you a sufficient chance to use English inside the classroom?
A: Sometimes. When the doctors (teachers) ask us some questions to discuss, I try always to discuss some points with them.

Q: Can you speak English inside the classroom or you feel shy?
A: ... Yes I can speak English in the classroom. I do not feel shy.

R: Thank you.
2. Interviewing the Students who have *Average* English-Speaking Ability

1. Student’s Gender: Female

(The questions and the answers were given in English)

Q: Do you participate in the English classes?
A: No. I can speak English but I do not speak in the classroom.

Q: Why do not you participate in the classroom?
A: It is not because I do not have vocabulary or sufficient grammar but because there are boy-students in the classroom. I feel shy and afraid to speak in front of the boys.

Q: Do you speak English Outside the classroom?
A: Sometimes

Q: Do you agree “the literary subjects, e.g. novel 1 and poetry, help you in improving your English?
A: Ah … … I do not like these literary subjects. The focus is on the literature, but I think it should be on grammar and speaking.

Q: Do you want to add something else?
A: No, teacher.

R: Thank you.

2. Student’s Gender: Male

He gave his answers in English

R: In question no. 17 of your questionnaire, you evaluated you English-speaking ability as ‘average’, not good or very good.
Q: Why did you evaluate your English-speaking ability as ‘average’, not good?
A: I evaluated it as average because of some reasons. I do not have experience of using English. My teachers who taught me in the preparatory and secondary schools were diploma holders. *They did not teach us English very good. Also, we do not have a chance to use English in the classroom.

Q: Do you have any other reasons?
A: No, but I … … want to say something we need a chance to use more and more English in the classroom.

R: Thank You.

3. Student’s Gender: Male

(The interview was conducted in English)

Q: Why is your English-speaking ability still ‘average’, not good?
A: My ability is average, not good because I have many problems. The first problem is that I am married. You know the responsibility. When I finish my study here, I directly go to work. There is no enough time to study.

Q: Can you speak English in the classroom?
A: Yes I can but *I shy sometimes.

Q: Why do you feel shy?
A: Ah… …

Q: Do you feel shy because there are girls in the classroom?
A: Yes. If my answer is wrong, the girls will laugh at me (he was very shy and his hands were shaking in front of the interviewer).

R: Thank you very much.
4. Student’s Gender: Female

(The interview was in Arabic)

Q: Do you speak English in the classroom?
A: No, I do not.

Q: Why do not you speak English in the classroom?
A: I feel frightened in the classroom.

Q: Do you use English at home?
A: Yes, I use it. My father speaks English with me.

Q: Do you use English outside the classroom, with your classmates and with your teachers?
A: Yes, I use it with my classmates but I sometimes use it with my teachers.

Q: Do you want to say something else?
A: Thank you teacher.

R: Thanks a lot.

5. Student’s Gender: Female

(The questions and the answers were in English)

Q: Do you speak English in the classroom?
A: I do not speak English in the classroom.

Q: Why?
A: When I speak English in the classroom to tell the doctors (teachers) any thing, some words are wrong and "my classmates all are laughing that made me I cannot speak.

Q: What about your teachers? Are some of your teachers dictators, I mean, do not they give you a chance to speak?
A: Yes, there is no chance to speak, we answer the questions only. We do not speak what we think, what we need and feel.

Q: Which is more comfortable to you to speak English inside or outside the classroom?
A: To speak outside the classroom.

Q: Is there encouragement at home to speak English?
A: Home encouraged me to study English but there is not someone to speak English so I do not speak with my friends.

Q: Do the literary materials, which you study, e.g. poetry, expand your vocabulary?
A: Some materials.

Q: Do you have anything to say?
A: No, teacher.

R: Okay, thank you very much.

6. Student’s Gender: Male

(The interview was conducted in English)

R: Your answer to question no. 17 in your questionnaire was that your English-speaking ability is ‘average’, not good.

Q: Do you think why your English-speaking ability is still ‘average’ though this is your last year of studying English?

A: It is because of some reasons. As you know in our society where you cannot speak English everywhere, except in the college and that our course or curriculum is not relevant to us, or to acquire the language to be communicative, it does not serve this purpose. The other reasons: our curriculum is very heavy.
We have to memorize everything. Also, we are living in Hodeidah. It is not our place, I am from Taiz. My parents are not here so I have to wash my clothes, cook ...etc.

Q: Do the literary materials, which are used in the English Department, help you expand your vocabulary?
A: Absolutely No, what we know about them just archaic words, which are not used ever now.

Q: Can you speak English in the classroom without any fear and embarrassment?
A: Yes, no fear but I do not have enough vocabulary to speak about my ideas, to express them so I sometimes use Arabic in the classroom.

Q: Do you have any other reasons?
A: *I think if we have foreigners or speakers of English to get a chance to talk with them instead of the Yemeni teachers.

Q: What do you mean?
A: I mean we want native-speakers all our teachers are Indians or Yemenis and their English is not like the speakers of English.

R: Okay, thanks a lot.

7. Student's Gender: Female

(The interview was conducted in English)

Q: Why is your English-speaking ability still 'average', not good though this is the fourth year you are studying English?
A: * Before I entered college of Education, my hope, or desire is not to be a teacher of English at all and till now I do not want to be a teacher. I could not enter computer Science College that time.
Q: Can you speak English in the classroom?
A: Yes somehow but with some mistakes in grammar.

Q: How do you feel when you speak English in the classroom?
A: Anxious.

Q: Do they encourage you at home to use English?
A: They do not encourage me to use English but they encouraged me to enter the English Department, to be a teacher of English.

Q: Do you want to say something else?
A: No, thank you teacher.

R: Okay, tanks a lot.

8. Student’s Gender: Male

(The interview was conducted in English)

Q: How is your English-speaking ability?
A: It is not good.

Q: Why?
A: Really, we do not use English very much in our studies. "Me and my classmates, we always speak in our native language Arabic. Also, our doctors, teachers do not encourage us to speak English. They do not give us a chance to use English during the classes or outside the classes. They do not give us a chance to participate during lectures.

Q: Do you have a job?
A: Yes I have.

Q: Does your job affect your studies?
A: Of course, I do not read English so much. I sometimes read some newspapers
and magazines e.g. Observer or Yemen Times but they do not fulfill my desire to speak English.

Q: How do you feel when you speak English in the classroom? Do you feel afraid from the others’ comments?
A: I do not feel afraid while I am speaking English but I do not get a chance to speak English in the classroom.

Q: Do you have anything to add?
A: No, thanks a lot.

R: Thank you very much.

9. Student’s Gender: Male

(The interview was conducted in English)

Q: According to your answer to question no. 17, you evaluated your English-speaking ability as ‘average’.

Q: Why is your English-speaking ability still ‘average’, not good though this is your last year studying English?
A: * I selected the section of average because it is a fact for us we as the learners here. The reasons of that, first of all, we cannot speak in the classrooms because of fear... ....

Q: Do you feel afraid when you speak English?
A: * Yes.

Q: Why?
A: * May be to make mistakes or may be as the nature from girls. The reason may, our doctors sometimes do not give us the chance to speak, if you have a question in your mind, you cannot explain.
Q: Do your teachers encourage you to participate in the English classes?
A: Yes, they sometimes encourage us, but the abilities in our speak has broken by grammar by speaking by translation.

Q: Do you think your vocabulary is sufficient (enough) to speak English?
A: I feel my vocabulary is enough. I have many words but I cannot arrange them to speak quickly.

Q: Do you speak English outside the classroom?
A: Yes, sometimes, I speak with my classmates.

Q: Do you participate in the English classes?
A: Yes, rarely, not sometimes or always.

Q: Do you have anything to say or suggest?
A: Yes. At house I cannot speak English and my parents are not educated. Also, the curriculum in our college is not enough to learn so much English. If the government helped us to bring foreigners and conferences here and there, we will learn more English. Thank you teacher.

R: Thanks a lot.

10. Student’s Gender: Male

(The interview was both in English and Arabic)

Q: You judged that your English-speaking ability is ‘average’. What are the reasons behind such average ability, I mean why is it ‘average’ not good? (This question was asked in Arabic)
A: * English is not our language when we the native speaker. * I do not very good. * When we study English I have not the power in understand all when the doctor explain lecture, I understand no English.
Q: Can you speak English inside the classroom?
A: ...Sometimes.

Q: Do you feel afraid or anxious when you speak English in the classroom?
A: Sometimes anxious, or shame when we speak English in the class, they will be laugh and also I do not have the power to speak all in the class, at all the lectures.

Q: Do you have a job?
A: Yes.

Q: Does it affect your studies?
A: Yes, I do not have time to study.

Q: Are there any other reasons?
A: No. Thank you teacher.

R: Okay, thank you very much.

11. Student's Gender: Female

(The interview was conducted in English)

Q: Why is your English-speaking ability ‘average’, not good?
A: It is average because I did not listen to the radio or films or any programme and I did not know what the real reason for that. I cannot speak with my classmates.

Q: Do you speak inside the classroom?
A: No, I cannot.

Q: Why? Do you feel afraid or embarrassed to make mistakes?
A: Yes.
Q: What about the literary materials such as Poetry I? Do they enable you to speak English?
A: No, I think they are not useful for me.

Q: Do they encourage you at home to use English?
A: No, they do not encourage me at home.

Q: Do you want to say something else or suggest something?
A: Yes, we take some lectures in Arabic; it is better if they are in English.

Q: Something else?
A: No, thank you teacher.

R: You are most welcome.

12. Student’s Gender: Male

(The interview was conducted in English)

Q: According to your answer to question no. 17, you evaluated your English-speaking ability as ‘average’ ability. Do you think why it is still ‘average’, not ‘good’?
A: You know using languages need a practice. We have not anyone out the university to speak with him or to communicate with others, and also you know, I spend more time in my job. * I may be have two hours only to study.

Q: What about your oral communication, Can you speak English in the classroom?
A: * Not very good.

Q: How do you feel when you speak English?
A: I feel shy because I never speak with others in English only with the classmates.
Q: Do the literary materials, e.g. Poetry I, expand your vocabulary?
A: Half and half.

Q: What do you mean by 'half and half'? Make your answer clear, please?
A: I feel it is important to study the literary materials but we do not use their vocabulary.

Q: Do you have something else to say?
A: Yes, the person who learns English, he at least listens to recorder, or TV in which many channels, but I do not practise English and watch TV or listen to the radio.

R: Thanks a lot.

13. Student’s Gender: Female

(The interview was conducted in Arabic).

Q: This is your last year in the English Department but you evaluated (in question no. 17 of your questionnaire) your English-speaking ability as ‘average’, not good, why?
A: It is average because I cannot speak English effectively till today. I do not have many words to use.

R: It means; you do not speak English in the classroom.
A: I cannot speak English inside and outside the classroom.

Q: Why?
A: Because of the existence of the boys, I feel shy. I can speak in English with my friends but sometimes I keep quiet because I am afraid to make mistakes.

Q: Do you use English at home?
A: Yes, my brothers speak English with me at home.
Q: Do the literary materials, e.g. Drama II, enable you to speak or improve your English?
A: I have learnt and memorized many words but I do not use them.

Q: Do you have something else to say?
A: No thank you teacher.

R: You are welcome.

3. Interviewing the Students who have Good English-Speaking Ability
(All the following interviews were conducted in English)

1. Student’s Gender: Female

You are one of the good students who get the first three ranks. I know you since you was my student. You like asking your teachers questions in the classroom and participating in the English classes.

St: Thank you teacher for what have you said.

Q: How did you improve your level of English?
A: There are many ways I followed. My ways are: first of all, after finishing my secondary school, I entered an institute for 4 months that was very good for me because it was a development, there was a developed way that was teaching by computers. Also, I tried always to listen to the cassettes, to watch TV, all these things together. But I couldn’t constitute sentences, I couldn’t speak but from here and there I tried my best to improve my English.

Q: Do your teachers give you a chance to speak English in the classrooms?
A: Frankly, in the ii-year we had great teachers. We are gratitude to them but later no chance. Yes we need a chance to speak English, we just listen, and it is an overuse of listening in the classes.
R: You mean passive listening, doesn’t it?
St: Yes, of course.

Q: Do you suggest something to improve the students’ English?
A: For the students, they should help themselves and don’t depend on the materials. Also, if the college make some communicative subjects, I mean English is communication if we don’t communicate, then how we get a language, listening to the teachers is not enough.

Q: What about your marks or grades in the literary subjects?
A: Excellent.

Q: Do you think these literary subjects help you to speak English and expand your vocabulary?
A: They don’t expand my vocabulary.

Q: Do you use the vocabulary in these materials when you speak English?
A: No because the words in these subjects are only related to the literary topics so how to use them in daily speech. But they may expand our vocabulary if you want to read * high books.

Q: Do you have something else to add?
A: No, thank you teacher.

R: You are most welcome.

2. Student’s Gender: Female

You were my student and I know that your level of English is good. Also, you are one of those students who often participate in the English classes.

Q: How did you improve your English?
A: Really, I chose this subject (English) because I like it so much. I thought that one ear is enough to be a fluent speaker. Although I read magazines in English, it
is useless. I read and read, this is my strategy. According to us as girls we do not have any other chance.

Q: Do you speak English in the classroom?
A: I do but I do not like to speak so much in the classroom.

Q: Why?
A: It was okay in the first and second year but all the subjects are literary e.g. poetry and novels in the third and the fourth year.

Q: What do you mean? Make it clear, please.
A: I mean we just listen in the drama and novel classes and the teacher is the main speaker in the classroom. We took it as a habit only listening and writing everything. We became lazy and now in the fourth year we will try to be better than the last year.

Q: Do you suggest something to improve the level of the students in the English-Department?
A: Yes, practice. I told my friends we should practise English but I feel very bad because we are not serious.

Q: Do you have something else to say?
A: No. Thank you teacher.

R: You are welcome.

3. Student’s Gender: Female

Q: How did you improve your English?
A: In our home, my mother speaks with me in English and I also speak with my sisters. I told them to speak with me in English only, so I practise English with my family.
Q: Do you speak English in the classroom?
A: No, I do not like to speak in the classroom.

Q: Why?
A: I have confidence to speak English inside and outside the classroom but I feel shy because one of the boys (she mentioned his name). ...

Q: (Okay, go a head, do not feel afraid to say something to me) what about him?
A: ... He laughs at, not only at me, but at all the students who speak English in the classroom. Yah, when I want to speak I feel terrible.

Q: Will you speak English if this boy is not in the classroom?
A: Yeah, of course, I will speak.

Q: Do you suggest something?
A: Practice of English, in home and everywhere.

Q: Do you use the vocabulary, which you have learnt from plays and novels, when you speak English?
A: No, No. We need spoken English in the third and this fourth year because many of my friends cannot speak English well.

Q: Do your teachers give you a chance to use English in the classrooms?
A: Not all of them. We need chances to use English in the classrooms.

Q: Do you have something else to add or suggest?
A: No, thank you teacher.

R: You are most welcome.
4. Student’s Gender: Male

Q: How did you improve your English?
A: I was having an interest; I do not bother about the marks. I like the language when I was in the schools, I was dreaming to join the English Department. I tried my best to listen to people talking English before joining this Faculty of Education.

Q: Did you join some courses before joining this department?
A: No, No. Interest first the doing my best and listening to the radio.

Q: How do you feel when you speak English in the classroom?
A: It is so easy to speak English in the classroom. Many of my friends in the classroom are wonderful and really clever students. They know the answers of the questions but because of the students’ comments, they cannot speak English in the classroom.

Q: Do your teachers give you a chance to speak English?
A: Yes, a big chance.

Q: Do you agree that the literary materials expand your vocabulary that you use in English communication?
A: Yes, I agree. They are useful more than one expect. We know about the culture, how the languages are used, humor and wit.

Q: What do you suggest? And what do the students lack?
A: Students should work themselves. They should feel the importance of the language themselves. Teachers whatever their nationalities are responsible for this. If really we want to understand, I myself should do the effort. I have to sit and listen to improve my English. The teachers and their nationalities do not make a big difference. We lack language laboratory to practise pronouncing the different sounds. I think it is essential for the students who are not familiar with
it. Also, students need a listening course. We have spoken English course but we
do not have a course for listening.

Q: Do you have something else to suggest?
A: No, thank you teacher for giving me this chance.

R: You are most welcome.

5. Student’s Gender: Female

Q: I know that your English is good but you rarely participate in the English
classes, why?
A: There are many situations that may engage me speaking. Furthermore, my
classmates do not have the desire to speak English; they think that they are
committing many errors so they get disappointed.

Q: Does it mean if you find students who like participating in the English classes,
you will speak English in the classroom?
A: Not only this. There are not many situations, e.g. foreigner people who are
higher than me to speak English with them.

Q: So, what are your other reasons for not to speak English in the classroom?
A: I sometimes speak English in the classroom and interact with the teachers but
I cannot speak English in all the English classes because of the boys. I can speak
English freely with my friends, outside the classroom.

Q: How did you improve your English?
A: My speaking as it was in the secondary school. When I entered this college I
did not have many advantages that I think I will have in the college. But when I
entered this college all my ambition was not as I thought, it went into vain.

Q: What do you suggest?
A: I suggest having foreigners, I mean British teachers, in the English
Department. I think they are the best resource because English is their own language.

Q: Do you think that the native speakers of English are good teachers of English?
A: Yes, I think that.

R: There are many teachers in the schools whose native language is Arabic, but they are not good teachers of Arabic language.
St: Teacher, we are acquiring our teachers' mistakes in pronunciation. The accent of our teachers affected by their mother tongue (the Indian teachers). When our teacher (she mentioned a name of a specific teacher) entered the classroom for the first time and started speaking, "we do not understand his language.

Q: Do you have something else to suggest?
A: No, thank you teacher.

R: You are most welcome.

6. Student's Gender: Male

Q: How did you improve your English?
A: It is a matter of fact, I believe if there is a will there is a win. It is difficult to use the language as a second language in Yemen. It is not the medium used everyday. I selected English just because of my circumstances. Before, I hated English when I was in the secondary school. It was not of the good subjects I had.

Q: Did you choose it to get a job?
A: No, not for this. One significant reason was related to my uncle. He was one of the big people in the government. I asked him for having a job, to work in a hotel. I was very proud of myself because I had very good certificate of the secondary school, my grade was around 85%. But my uncle asked me 'do you know English'? I said 'no'. Studying is not the only way to get the language. I struggled to acquire it.
Q: How do you feel when you speak English inside the classroom?
A: I was feeling easy to speak English in the first year but after knowing my classmates and their difficulties I did not feel easy.

Q: What do you mean? Make it clear, please.
A: I mean that, my classmates always feel shy when they stand to speak English in the classroom so I got affected. I feel that it is not a matter of being polite or impolite, I do not know what happened to me. It just by seeing them feeling shy I should be shy. In the first year of my study, I got happy when I attended the class of spoken English but, later, I felt uneasy to attend this class.

Q: What about the third year (last year)?
A: I stopped negotiating with my teachers.

Q: Why?
A: Some teachers just thinking that the Yemeni students are not intelligent so they think that all our questions and answers should be wrong.

Q: Do you mean that the relationship between the teachers and the students, affect students' oral communication?
A: Yes, of course.

Q: Do you agree that the literary materials which you are studying help in improving students' English, in other words, expand their vocabulary?
A: I am neutral. According to me, reading in general enables any one to increase vocabulary. We are given handouts about the European culture, we just memorize. But language needs practice. So we need more practice of English language.

Q: What do you suggest to improve the students’ English?
A: From the first year till today, I met native speakers just twice; we need native
speakers of English to teach us. We know how to write but we do not know how to speak.

Q: Do you have something else to say or suggest?
A: No, thank you teacher for giving me this needed chance.

R: You are welcome.

B. Interviews with Some Teachers of the English Department

(1) i. Teacher's name: Dr. Chhanda Roy.
ii. Teacher's academic position in the Department: Professor and the head of the Department.
iii. Years of teaching English language: 37 years.
iv. Years of English teaching experience in Yemen: 13 years.
v. Teacher's specialization: English Language Teaching (ELT)
vi. Teacher's nationality: Indian

Q: Why most of the student-teachers are not proficient in English as one expects them to be?
A: Faculty of Education has specialized courses for the reading and speaking skills. In the first year when we begin to teach the students, we find that already the school level of the students' proficiency much below what is required. And we find it very difficult to speak in the first year classes. Actually when we start in the college, we start from zero level, not with all but with the majority of the students. Their proficiency develops when we teach them. In college, in each semester, they have 20-30 class hours and the class is very large. If we are thinking to give individual attention, specifically, to those students who are weak and gave them extra hours, that are not possible. There is no system of streaming. To say, better students to put in one section and weak students in another section so that the materials can fit those different levels of the students.
At the present moment, we deal with mixed ability level students and the individual attention is not possible. Some students do come up and try to improve their English, they are highly motivated. Their English does improve by the time when they leave the college.

I mean it is not 100% like native speakers but at least they can communicate less fluently. These students who need to improve their English and have willingness to do it, when they do not understand something they come outside the classroom and ask to ask for other sources. And unfortunately some students are weak, really weak, need the attention, they do not come.

R: What you said is related to the students' themselves.
A: Partly to the students themselves, partly to the methodology of teaching also. In some classes, not all, there are different kinds of certain subjects to study and the teaching of the subjects is very traditional, spoon-feeding going on. Students learnt things by heart and when they repeat the same thing in the exams, in writing. They repeat the same thing and it is acceptable to the teacher and the teacher gives high marks. So the students got what they want, they want high grades in the exams. They do not really want proficiency. The teachers also in these large classes, just take the easiest way.

In some others, you will find teachers go out of the way to make students work in groups, to make students work in groups, to make students interact. If the students reproduce something from the handouts, the students just pass, they did not get excellent, but when the students write his own, s/he got excellent. There is a kind of dual system going on at the same time. In some subjects there is provision for them... I mean they cannot get better marks if they only rely on the handouts and in other they can and the things balance one another. They pass with the help of the subjects, which they mug and they get the degree while they get a little bit of English, naturally, unless the system changes. Unless there
is a system which forces the students to depend on their own words, not on rote learning, not on mimicking. Unless these changes, a lot of students are going to graduate without knowing the language.

R: So, what do you suggest to affect the system?
A: First of all, control at the admission level, taking students who are capable; whose level is not zero. This does not always happen and then we need more, we need more rooms. I mean, if we have more staff, more teachers, we can have smaller classrooms; we can give more attention to the students within the hours. More rooms will make the condition of learning better. It is not just the learners, it is the teacher, it is the system of learning condition, so it is a kind of vicious circle. We have gone passing the buck, we gone passing the blame to somebody’s else. Okay, it is the teaching, the learner, the system but it is not any one of them, we put them together. But it is a fact that a number of students, supernsingly a large number of them do succeed. It is not all the students have ambition. When we make studies we always focus on these weak students, and we say that the good has not been delivered. We forget that there are students who do improve, who do grow up and they are proficient.

Q: What about the literary subjects? Some teachers told me that literary subjects expand the students’ vocabulary through which they will be able to communicate in English, what do you think?
A: Yes and No. Yes in the sense that you know literature is discourse, use of language. It does not help students to get a context but if this literature that we taught, e.g. 16th century literature, is taught through giving students notes which learnt by heart and they just reproduce what is in them. Evaluating what students reproduce depends solely on subjective marking. Then this literature hardly helps. Students do need literature; they need awareness and culture interpretation but not just drama and poetry. A teacher of English has to be sensitive to a language. Literature teacher job is to sensitize the students to the
language that an be done through exposing them to different poems and fortunately his can happen by giving them examples of contemporary contexts. Twentieth century literature is an example of one subject as drama and poetry of the 20th century. But what happened is that the texts which are handled stopped with the 'Old Man and the Sea' and 'Arms and the Man' that are already outdated. They are modern but not contemporary, so students go on reading the same texts and also they got the notes from the teachers. They just reproduce these notes without any efforts to analyze things.

If a teacher has taught 10 poems, it is not the poem the teacher is teaching, it is the ability to develop certain skills, if these skills have been developed. The students should be able to analyze the poems they haven't, on their own which at the present moment are not able to do. We are literature teachers and many of us, very much to blame. They are trying to put everything in spoon-feeding and shaft it down at the children's stores. If this kind of teaching literature, it does not expand students' vocabulary. It gives them an archaic bookish English, which does not work in this time and the space. If the materials and methodology, it is not the content, literature yes. Contemporary literature yes, it means what and how do you teach? So if they exposed to contemporary English, they will know how to use it. You know why yes and no. It is because a teacher of English needs certain area of professionalism, which means having available body, which is specialized body of knowledge, which belong to the profession. Literature is a part of that body of knowledge. So if we training teachers to teach literature in the schools, so they ought awareness for their own growth, their mental growth is necessary.

Q: Students feel shy; they do not get the chance, what do you think as a teacher in the Department?
A: It takes a little time to break down the barriers but they do communicate, if they remade to feel they can make mistakes and people won't laugh at them. If
they made to feel there nothing to give a wrong answer and the students do at the beginning feel shy as the time progress as the years progress, so they can ask questions.

Q: What do you suggest in order to improve students' level of proficiency?
A: We are making certain provision for them at the present moment. Some non-government organization giving classes, students take and use English because they do not have great consciousness. It does not matter how many marks they get, students will be not afraid to make mistakes. There are teachers who are trying to have workshops and group works. There were competitions between Arts and Education colleges. We need language laboratory and reading rooms.

(2) i. Teacher's name: Dr. Ashok Sinha
ii. Teacher's academic position in the Department: Professor.
iii. Years of teaching English language: 37 years.
iv. Years of teaching English in Yemen: 12 years.
v. Teacher's specialization: Literature.
vi. Teacher's nationality: Indian.

Q: Why most of the student-teachers are not proficient in English as one expects them to be?

A: I think the lack of exposure to English is the reason. I mean the only English student-teachers get is inside the classrooms. You know that the requirement-subjects, which are given to the students in addition to the main ones, e.g. Islamic Culture, are taught in Arabic language. In Ethiopia where I taught for five years before teaching here, for example, the medium of instruction in all the classes is English and we can give the students many novels and plays without caring of their relevance to the culture there. But here we have to select the suitable novels and plays that should not contrast with the Yemeni culture because students' gender creates problems for us here.
I also think that the course is weak. I noticed that students’ spoken English is better than their written English, both sexes. Students’ lack of the books is one of the main causes. If they are given many literary books it will be useful for them. I think the literary components will enable students to communicate, study of literature help students and enriching their insights.

Q: Do you think that those students, whose written answers in Drama and Novel are good, are proficient communicators in English?
A: No at all, they are not good communicators since they do not have a desire or consistency in reading literary books.

Q: Do you think that the materials, which are used in the English Department, are sufficient to enable students to speak English effectively?
A: I think they are sufficient if the students did back to the other materials. The knowledge will develop naturally if it is supplemented with the other subjects. Also, if the students are exposed more to things in English, they will be able to communicate in English. This exposure can come through the indirect contact, I mean through reading more.

Q: Do you think, what are the more effective factors (non-linguistic or linguistic factors)?
A: I think the man role will be played by the non-linguistic factors. If I started to talk with girls, for example, it would be a bad thing and students may think I am against the boys. Students are very sensitive people.

Q: What do you suggest to improve students’ proficiency in English?
A: Students should be exposed more to English, involving them in reading so much English. Also, it is better if the students are taught the other requirement subjects in English; I mean to make English the medium of instruction for all the subjects given in the English departments.
R: Thank you Dr. Ashok. I really appreciate your kind help in collecting the data with me and I will never forget your help and kindness.

A: You are welcome and don't forget that you were my student and you are my daughter and never hesitate to ask me for help.

(3) i. Teacher's name: Dr. Sharma
ii. Teacher's academic position in the Department: Lecturer.
iii. Years of teaching English language: 25 years.
iv. Years of English teaching experience in Yemen: 3 years.
v. Teacher's specialization: Literature.
vi. Teacher's nationality: Indian.

Q: Why most of the student-teachers are unable to attain a high level of proficiency in English?

A: There are still some students who can interact with the teachers well in the classrooms about 30% but 70% do not do. I think this is because of the curriculum and the handouts, which do not give the students sufficient activities. Students do not get a chance to be involved in the classroom. So you will find there is no balance between the teacher's and the students' talk in the classrooms.

Q: What do you suggest in order to improve the students' communicative oral competence?

A: Students need a chance to use English in the classrooms, they need activities. It does not mean that they are totally unable to interact in English. Many students interact with me in my classes. They just need the chance.

R: Thank You, Sir.

T: You are most welcome.
i. Teacher’s name: Mr. Nail Magboli.

ii. Teacher’s academic position in the Department: Assistant Lecturer.

iii. Years of English language teaching: 8 years.

iv. Years of teaching English in the English Department: 7 years.

v. Teacher’s specialization: Linguistics

vi. Teacher’s nationality: Yemeni.

Q: Why most of the student-teachers are unable to communicate effectively and appropriately in different contexts?

A: I think there are many reasons for this, now, I am thinking of the most important ones...ah...ah...

R: I hypothesized that there is a set of factors that are behind the student-teachers’ inadequate oral communicative competence. (The researcher has read these factors to him).

A: I think the most important factor is the lack of exposure to English. Also, large number of the students in the classrooms affects, I mean we can not give students much time to talk and use English, outside the classrooms (outside the college) there is no much exposure to English.

Q: What about the methodology of the teachers?

A: It is determined by the students themselves, I am one of the teachers who love to give students a chance to talk in groups/pairs but the class is very large and there is no time, just I have ten lectures per semester, and I have a syllabus to finish. Also, the evaluation does not give much focus/emphasis on the communicative competence. The students when he studies, he studies just for the exam, he does not concern with the oral skills.

Q: What about the psychological factors, I mean the inner factors of the students?

A: I think many students are very willing to learn and speak if we give them a chance and encourage them, it is two-way around, this is because of that and that
is because of this. I mean because of the large number of the students the teachers can’t give all the students a chance to speak or participate in the classroom and because of this they can’t speak.

Q: What about the literary materials that are given to the students, do you think they are useful in helping the students to speak English, I mean do they expand the students’ vocabulary and do the students use the vocabulary of these materials in their conversations of English?
A: I think, yes. Literary materials are important but we have given them much more importance than it should be. We have given them dramas/novels and you will find that most of the subjects are literary. I think students need communicative activities in which they use English/practise English. The focus on the literary subjects are not very good, we should focus on the oral skills of English.

Q: Do you suggest something to improve the students’ proficiency of English?
A: Yes, first of all, the basic subjects: spoken, reading, writing and grammar should be extended till the fourth year, I mean they should be taught in the third and fourth year also, instead of the literary subjects.

R: Anything else you like to suggest or add?
A: No, that is all.

R: Thanks a lot.

T: You are welcome.
Q: Why most of the student-teachers are unable to communicate in English appropriately and easily though they studied English for more than six semesters?
A: I think there are many reasons or factors behind this problem. Students do not practise using English. Most of them are afraid to make mistakes, one student says “I feel shy” and the other says “I am afraid of making mistakes when I speak English”. Also students lack vocabulary so they cannot manage to speak English clearly and to start communications.

Q: Do you think teachers’ methodology plays a significant role in affecting students’ oral communication?
A: Yes, of course. Some teachers do not give students a chance to speak English. They should give them chances to participate in the classrooms. Also, teachers prepare written materials for the students. Students feel lost without these ready materials. I mean all the teachers who teach the basic subjects such as grammar and reading and those who teach literature. They do not ask the students to search for information though they should encourage the students to do that.

Q: Do you agree that microteaching sessions in the third year are effective for the student-teachers although students do not practise teaching real students in the schools but they teach their classmates in the college?
A: Yes, I agree that these sessions are effective and useful because it is the students’ first chance to teach and they lack self-confidence. These sessions will
strengthen their confidence and prepare them to teach real students in the schools in the fourth year.

Q: Do you have any suggestions to improve students' oral communicative competence?
A: Students need language laboratory, language seminars, PCs and supplementary courses. I mean they need any chance to practise using English.

Q: Anything else?
A: No.

R: Thanks a lot Mr. Abdo.

T: You are most welcome
Appendix F

The Researcher’s Own Observations of Some Classes

Some extracts

Teacher: Dr. Chhanda Roy          Class: Preparing Teaching Materials (PTM)
Students: fourth year students    Time: 11 am -12.30 p.m.   Date: 28-9-2004

T. stands for the teacher.        Ss: stands for the student-teacher.
St: stands for a student.         (...) indicates the pauses of speech

T. wrote the word ‘commercial’ on the blackboard. Please, add a prefix to it.
Ss. un-, im-, il- (students gave different answers).
T. No, none of them.
Ss. Ah... ... (Few students raised their hands up)
T. selected one specific student.
St. we can add non- to it.
T. Good.
T. ‘What is the root of this word?’
Ss. (raised their hands up)
St. It is ‘commerce’.
T. ‘What does it mean?’
St. “it means trade”.
T. asked ‘give some names of some popular Arab names’.
Ss. gave her some names of some Arab actors, singers and leaders.
T. tried to correct the students’ pronunciation of these names.
T. selected some students to pronounce the word ‘commercial’.
St. /kumureishal/.
T. corrected the student’s pronunciation of it.
T. read the word ‘commercial’ twice. She said “there was a project in one of the
Arab countries to prepare materials for teaching English for the Arab students in 1974. This country was Qatar, and the ‘Crescent English Course’ resulted from this project. This course printed by Oxford Print Press”. She talked about these materials, which meant to teach Arab students.

T. wrote the following in a small table on the blackboard

<table>
<thead>
<tr>
<th>Commercial (Profit)</th>
<th>Non-commercial</th>
</tr>
</thead>
<tbody>
<tr>
<td>General use</td>
<td>Specific use</td>
</tr>
<tr>
<td>Wide</td>
<td>Teacher-made</td>
</tr>
</tbody>
</table>

T. Differentiated between the commercial and non-commercial materials depending on what she wrote above.

St. (a girl-student who was sitting in front of the class) teacher, please, explain it again.

T. repeated what she explained before with more examples.

T. wrote this question on the blackboard “mention two advantages and disadvantages of these non-commercial and commercial materials”.

Ss. ah (asking the teachers) now?

T. Yes, take ten minutes to give the answer. You can discuss with each other.

Teacher: Dr. Bakshi.  
Class: Contrastive Analysis (CA)  
Time: 11am -12.30 pm  
Date: 20-9-2003

T. summed up the course. He wrote the contents of the course on the blackboard.  
Ss. wrote down after the teacher.  
T. wrote ‘the communicative speech acts of L1 and L2’ on the blackboard.  
Ss. wrote down.  
T. ‘What do we mean by speech acts? What is the difference between the speech act and the speech situation?’
Ss. Ah ... (silent)
T. asked, no one knows?
T. gave them some examples to explain the meaning. He wrote the following on
the blackboard a speech situation = (a lecture) and a speech act = requesting or
greeting.
T. We will talk about the social norms of L1 and L2, the clash between the social
norms of L1 and L2.
Ss. were silent...listening to the teacher.
T. ‘Do you know the meaning of clash?’
Ss. Silent...(some students whispered ‘No’)
T. said, ‘clash means fright’ created when we use L2 which differ from L1’. For
example, to order for food in English (L2), one can say “can/could you get me
two cups of tea and some chips, please?” But to order for food in German, one
can say, “get me two cups of tea and some chips?”
T. turned into CA of the phonetics of L1 and L2 (Arabic and English).
T. divided the blackboard into two parts. He wrote some questions and drew the
figure, which shows the positions of the articulation of the vowels. He wrote the
following questions:

1. List all the vowels of L1 and the vowels of L2.
2. Find out the similarities and differences between the vowels of L1 and L2.
3. Mark the vowels of L1 and those of L2 write down their symbols.

T. said, ‘knowing the articulation and types of the vowels of L1 is actually not the
job of the contrastive analyst but it is the job of a linguist. You need to know it
before going deep in the CA’.
Ss. ... ... Silent!!
T. ‘How do you describe the consonants?’
Ss. No response.
T. said, ‘some consonants are bilabial, others fricatives, nasals, laterals, voice,
voiceless. We describe them according to the manner of articulation or to the
position of articulation'. Now you take ten minutes to answer these questions on
the blackboard.

Teacher: Dr. Sharma          Class: Drama 2
Time: 11am -12.30 pm          Date: 20-9-2003

T. wrote "Doll’s House’ on the blackboard.
T. asked, What is this drama about?
Ss. Ah... ... (silent).
T. said, ‘you have taken it !!’
Ss. Oh... ... we took it last year, teacher !!!
T. said, ‘so what ... you cannot remember something !!’

T. said, ‘okay, it deals with a problem of a woman who is a victim of supremacy’.
T. wrote ‘women’s lib.’ on the blackboard.
T. asked, ‘what does it mean? Who will remind me?’
Ss. Ah...library, ah... ... 
T. said, ‘it means women’s liberty’...I explained in the last class.
Ss. Oh ...
T. wrote on the blackboard ‘Shaw’s drama is purposive’. Then, he asked “do
you agree with this statement or not”?
Ss. (raised some hands up)
St. said, I agree with this statement because every writer has an aim and Shaw is
one of the great writers...
T. ‘Someone else?’
St. said, ‘because... ah...’
T. asked, ‘first, do you agree or not?’
St. said, ah, yes I agree because any drama should be purposive and Shaw’s
dramas are purposive so he is great writer.
T. said, okay, someone else?
St. 'I agree because Shaw's dramas deal with some new ideas, which attract readers'.
T. wrote the correct answer on the blackboard.
Appendix G

Some samples of fourth year student-teachers’ writing in English

Sample no. (1) of a female student

1. There is no chance which force us to speak English in our daily life.
2. The teachers don’t give us chance to speak inside the classroom.
3. There is course form which concern about listening and speaking only.
4. The marks make many ss afraid from speaking. I suggest that if there is a lecture only for speaking among the girls only or the boys only and there is no marks for that the ss will do better in their communication.
5. In teaching practice we teach among boys and the girls so we sometimes feel shy to act among the boys.
6. The teachers give us a materials which don’t help us to communicate in our life.
Sometimes, if we talk, we afraid if we make some pronunciation mistake. Instead, she at the room the speaks with him and who speaks English well.

Sometimes we don't have phrase and vocabulary to communicate well.

In fact, don't laugh at me, we are lazy. So, so we don't do our best to improve our, let we want other to to help us all the way.

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Famotidine
I went to three schools, one of them as I told you before the teacher spoke Arabic to explain her lesson whereas the other two schools the teacher use English all the time. Arabic is almost not use. I was surprised not hear the teacher speak English and once Arabic though I expected that in high school the teacher will use Arabic more than English. The last school the teacher used Arabic to explain English only when there are new words or when the students don't understand. So I felt confuse how can I explain a lesson to any class? I tried to teach 3rd prep school and I mixed Arabic and English so the teacher told me that no need to explain each word even if the whole not understand 70% is enough.
Every student has his special reason for this problem. One of them feels shy, the other doesn't have enough vocabulary, the other study English just to get a job so he is not excited to learn more than his handouts, the one is afraid he does not want to make mistakes in front of others.

In general, we can say that the student himself is responsible for this problem. For example, now we are in fourth year and we can't use this by well. Most of us say they are shy to talk. But to be honest, I can say that the students don't work.
well to improve themselves by reading, talking with each others.

I can say the teacher is also responsible not the materials.

For example, when we were in second year we studied Spoken by
which was the same hand out that of the last
was taught to the Students before year. But teacher Sami taught us
in a different way, he encouraged us to talk. He forgot the handout
and gave us chance to talk.

Thus, we can say the role of
the teacher is important.

بحث

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Sample no. (4) of a male student


The name of Allah

Basically, the real problems in my opinion have come from the secondary school, because of we haven't taught English as should be taught. That means, at this time many teachers have no good abilities or may be courses which we studied or learning English as a first language. In fact learning it as a foreign language is something so difficult. Actually, I don't mean by saying that neglect ourselves from the responsibility.

Regret we discovered that when we joined the faculty we found ourselves in touch with the real situation to the English. We couldn't deal with the doctors & new teaching of English. maybe we shocked at that, because we have a thing to do.

As a learner for English language, I face many problems to study it. Firstly, learning it as a foreign language is not easy, because it's not our mother tongue. I face some difficulties in the faculty such as problems to understand the pronunciation or even Indian doctors. Also, we learn English in the faculty and the only place that we need to practice our language is inside the faculty, because there is no English speakers or sound or anywhere we live, also the stress is a big problem we face in faculty; even there is no language base and help which are provided with audio-visual tools to develop the skills of students. But if the technical manners are available in the faculty may help foreign learners to improve our skills in using English.

Actually, we can not only blame the students or the college. Frankly, I myself unable to judge about responsibility, but in my opinion both are responsible.