CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter comprises six sections. The first section provides background to the study, education system in Yemen, history of English language teaching in Yemen and Pre-service English Language Teacher Education Programmes (PELTEPs) in Yemen. The second section describes the statement of the problem. The third section introduces the aims of the study and the research questions. The fourth section presses on the significance of the present study. The fifth section addresses the operational terms used throughout the study. The final section deals with the limitations of the study.

1.2 Background to the Study

In the recent years, the use of English language has increased rapidly and become more popular in the world as a means of communication across borders. It provides a great opportunity in getting jobs and university admissions. In addition, English is the language of our social, political, socio-cultural interactions and the language of business, education, industries, media and library. It is also a key subject in the curriculum of our education system. Moreover, it is the second/foreign language for many countries in the world. Thus, English is now considered to be an international language. It is estimated that over a billion people in the world speak English at least with basic level of proficiency. For many, the benefits of English
learning entail the opportunities to become respectable citizens. For example, a person is interested to studying in a university in US; he/she should be able to speak English or to be able to pass its test. For this reason, many countries teach English as a requirement course in schools. This increases the need for English Language teachers’ professional development to ensure effective English language teaching. To achieve this, English language teachers need to undergo pre-service and in-service education programmes. Hence, all countries pay a great attention to the development of the English Language Teacher Education Programmes as one of the teacher education programmes (e.g. physics, mathematics, chemistry, biology, history, geography, psychology, etc.) provided by different universities in the world.

In the Arab world, English is the first foreign language taught as a subject in schools, and as a medium of instruction in some universities. Therefore, English teacher education programmes were developed in the Arab countries to prepare English language teachers to cope with the demands (Mahwari, 2012). In Yemen, one of the Arab countries, B.A. English Language Teacher Education Programmes (ELTEPs) prepare student-teachers of English by equipping them with the necessary theoretical and practical knowledge as well as professional skills. The (ELTEPs) curricula are in compliance with the standards and requirements of the Council of Yemeni Universities. The courses in the PEFLTEPs curricula are organised into four components as follows:

1. Linguistic component includes language skills, linguistics, etc.

2. ELT Methodology component consists of courses related to ELT methodology, practice teaching...etc.
3. Literature component includes courses related to English literature such as Novel, Drama, Poetry, etc.

4. General education component comprises courses taught in Arabic such as Arabic language, Computer Applications, Measurement and Evaluation, Psychology and History of Education in Yemen and so on.

In addition to this brief thematic background to the study, there is a need to provide some brief information about the PEFLTEPs in the colleges of education at Aden University.

Education in B.A PEFLTEPs began in the Faculty of Arts and Education at Aden since the foundation of the Aden University in 1970. In 1978, the College of Arts and Education/Zingbar was established in Abyan Governorate for granting two-year Diploma in Arts and Education in different subjects and it prepared teachers to teach in primary schools. In 1979, College of Arts and Education/Saber was established in Lahj Governorate for the same purpose. The language improvement courses are designed and the teacher-educators are responsible for implementing the courses. The same syllabus is used in different PEFLTEPs of colleges of education at Aden University.

Therefore, it is very important for PEFLTEPs to have a structured evaluation system so that the necessary changes can be made to the programme (Coskun and Dalogu, 2010). In other words, the evaluation of PELTEPs is necessary to identify to what extent student-teachers can develop their competencies with the time.

The evaluation of PEFLTEPs is not an easy task to carry out. For some reasons, the nature of the teaching-learning process and the high number of variables
influencing the educational process pose difficulties in assessing the usefulness of such evaluation. In general, the purpose of designing an evaluation model is to evaluate the effectiveness of PEFLTEPs in keeping up with the latest trends in updating educational resources.

1.2.1 History of Education System in Yemen

In the present world with advancement in science and technology, the structure of education system varies from one country to the other. Generally speaking, there are three stages of education system: primary education, secondary education and higher education. The syllabus and curriculum also vary for these stages of education system. This requires immediate attention to be paid for the development of functional teacher education programme at this stage.

Yemen was divided into two countries, the Northern part and the Southern part till the proclamation of unification in1990, in Southwest Asia. The Northern part was called Mutawakili Kingdom of Yemen from 1918-1962, and the Southern part was called South Arabia which was occupied by the British from 1839-1967. The modern history of South Arabia and North Yemen began in 1918 when North Yemen got independence from the Ottoman Empire. Between 1918 and 1962, Mutawakili Kingdom of Yemen (North Yemen) was a monarchy ruled by the Hamidaddin family. In 1962, after revolution against the monarchy ruling system, it became a republic called Yemen Arab Republic (Y.A.R) and the first educational system started. This educational system started with three stages of education: 6 years of elementary, 3 years of preparatory and 3 years of secondary school (Saif, 2013).
In South Arabia (South Yemen), during the British occupation before 1967, the education started in the early thirties of the 19th century by the British, which was available only in Aden. During this period, the educational system consisted of three stages of education: 4 years of primary, 4 years of intermediate, and 4 years of secondary school. Primary, intermediate, and secondary schools existed in each small township of Steamer Point, Crater and Shaikh Ottoman. There was only one girls’ secondary school in Khormaksar and two private schools were in Crater and Steamer Point (Noman, 2002).

In 1967, South Arabia obtained its independence from Britain and became South Yemen. In 1968, the former educational system changed into 6-3-3: 6 years of integrated schools, 3 years of preparatory and 3 years of secondary school. During the 1970s, several education plans were made for the new republic called the People’s Democratic Republic of Yemen (PDRY) and the educational situation really took off. In the North Yemen, which was called Yemen Arab Republic (Y.A.R) pre-unification, the first educational system started in 1963, which adapted 6-3-3 (6 years of primary school, 3 years of preparatory, 3 years of secondary). However, in the 1976-1977 school year, the South Yemen which was called as People’s Democratic Republic of Yemen (PDRY) pre-unification adopted 8-4 (8 years integrated school, 4 years of secondary school), (Al-Amri, Annuzaili and Al-Deram, 2003). Secondary education had a choice of academic for 4 years, Vocational for 5 years, technical or teacher training education for 2 years. This binary education system continued till the proclamation of unification of Yemen in the year 1990.
Since, there was a certain disparity in education system between North and South. Both the parts adopted very different education policies until their unification in 1990.

During the Post-unification of North and South Yemen in 1990, the two education systems were integrated into a single system, which consisted of two stages, the first stage basic education comprising 9 years of basic compulsory education for children aged between 6-14 years, and the secondary education comprising 3 years. Along with that, the enrolment was diversified into the science and literary tracks in grades 11 and 12.

Tertiary education is generally the responsibility of Ministry of Higher Education and Scientific Research which was established in 2001. The purpose of its foundation is to meet the demands for social development. Only community colleges and technical institutes are managed by the Ministry of Technical Education and Vocational Training (MoTEVT). University education is for about 4 years except for Engineering and Medicine, which require 5 to 6 years respectively. There are 7 public universities in Yemen: Sana’a, Aden, Hodeida, Taiz, Hadramaut, Ibb and Dhamar and 5 private universities and religious universities. There are also two community colleges in Sana’a and Aden. The majority of teachers in primary and secondary level get their pre-service training at different Yemeni universities. Any university graduate from the faculty of education is eligible to join a school as a teacher either in the primary or secondary level except some vocational schools, which require technicians to work as trainers. Education colleges in different Yemeni universities offer the same kind of pre-service training for all the teachers. One of the main shortcomings of these
programmes is the absence of well-designed programmes for each level and the pre-
service teachers are not expected to have high language proficiency at the time of
enrolment. As such, they are involved in an intensive language learning programmes
in the first two years as ordinary EFL student-teachers. After that, they undertake
advanced content courses in Theoretical and Applied linguistics, Literature, and
educational preparation.

1.2.2 History of Teaching English Language in Yemen

For the ease of tracking down the history of English language teaching in
Yemen, it can be divided into two stages, pre-unification and post-unification.

1.2.2.1 Pre-unification

During the British colonial period in South Yemen in January 1838 to
November 1967, the English language was used as an official language in all the
governmental departments, laws and regulations. English also gained an internal status
because its use as a means of communication between the Yemeni people and the
British. As far as schools were concerned, English was taught as a compulsory school
subject in primary, intermediate and secondary schools.

English language was the medium of instruction in secondary schools. English
Teachers were British, Indians, Sudanese and a few Yemenis. The materials used were
imported from Britain and most of them were not particularly written for Yemeni
students (Bahmaid, 1985; cited in Al-Tamimi, 2006). After the Independence on 30th
November 1967 from Britain, the southern Yemen witnessed many changes in all
aspects of life (Shahabi, 2007). In 1968, English was introduced in the fifth class up to
twelfth class by the textbooks of the Michael West Series “New Method Header”. These books were used during 1960s and 1970s. In the school year 1976-1977, the Michael West series was replaced by textbooks series known as “English for Unity School” and were used at the primary school level. These textbooks series comprised four books along with workbooks and supplementary materials of stories and rhymes. They were designed by an eminent scholar of ELT in Yemen Omer Basunbol in 1978. In the secondary education, the textbooks series called “Yemen English Reader” were used. These books consisted of four books accompanied by supplementary materials, workbooks and grammar books. They were published by some Yemenis experts in collaboration with the well-known Indian linguist professor N. Krishnaswamy of CIEFL, Hyderabad. These syllabi continued till 1990.

To sum up, in South Yemen, English language was used as a second language during the British Colonial period and as a foreign language after independence. It was taught as a foreign language from the fifth class in primary school up to twelfth class in secondary school. Although Arabic is the national and official language, English was used as a medium of instruction and particularly in the faculties of medicine, engineering, and science sections in the colleges of education.

After Revolution against monarchy ruling system in 1962 in Yemen (North Yemen), the Ministry of Education was established (Alansi, 2012). Besides, formal schooling started systematically and English language was brought into schooling curriculum by a group of Egyptian teachers during the school year 1963-1964 (Al-Mekhlafi, 1999). It was taught as a compulsory school subject from the seven-year-preparatory stage of education. In this stage, it was introduced through Egyptian
school textbooks “The progressive Nile Course of English and English for Use” until late 1960s. By 1970, “The Nile Course of English and English for Use” course was replaced by “Living English for the Arab World” which was taught in the neighbouring Arab Gulf countries at that time. Afterward, a special textbook series called ‘English for Yemen’ (EFY) was developed by the Ministry of Education in collaboration with British Council in Yemen in 1980 as a part of its technical cooperation with Yemen. This textbook series was used in Yemeni elementary schools until 1994 and in secondary schools until 1999. They were replaced by a new textbook series called Crescent: English Course for Yemen, (AL-Wasy, 2002; cited in Al-Tamimi, 2006).

1.2.2.2 Post-unification

Post-unification of North and South Yemen in 1990, English language was taught as a foreign language and as a compulsory school subject in Yemeni public schools at the seventh grade up to twelfth grade level with an average of three hours per week. It was taught in private schools starting from kindergarten. It became the medium of instruction in a few academic disciplines at the tertiary level. The Government presented by the Ministry of Education made a great effort to improve English teaching in the basic education in Yemen since 1994 and outlined the aims of teaching English in public schools as follows:

- To enable the students to listen and understand English used in day-to-day life.
- To enable the students to speak with clarity and use simple English with people who are not Arabic speakers in order to communicate with them.
- To enable the students to read and understand newspapers, books, written in simple English for the purpose of acquiring information.
- To enable the students to write in English mainly for academic purposes.
- To motivate the students to learn English further at the higher education level, if necessary.
- To enable the students to acquire common vocabulary to use, when necessary.

To achieve these aims, the ministry of education then decided to replace “English for Yemen” (EFY) with the new currently in use textbook series which is called Crescent: “English Course for Yemen”. The current English textbook series is prescribed for both elementary and secondary schools, which was introduced at the Yemeni elementary schools in 1994 and at the secondary schools in 1999. This textbook series was published by Oxford University Press for English teaching in the Arab world (O’Neill et al., 1996). However, some problems were faced during the implementation of these textbooks such as: lack of effective instructional media, teaching aids, shortage of qualified English teachers and supervisors, limited resources of the school, handicapped exposures of the environment, invalid techniques of evaluation and unreliable strategies of student assessment.

1.2.3 Current English Language Teacher Education Programmes (ELTEPs)

Pre-service teacher education programmes (PTEPs) in many countries in the world focus mainly on university-based course work and teaching theory followed by school-based practicum experience in a variety of educational situations. In addition,
these programmes must also provide student-teachers with the basic knowledge in teaching methods they need to begin their professional activity.

The PTEPs in Yemen aim at preparing student-teachers to teach different subjects in public schools such as Arabic language, English language, Biology, Chemistry, Physics, Mathematics, Geography and History.

The teacher education programmes in these colleges are structured around the academic background of their teaching staff and more focused on the theoretical side of the subject areas rather than training competent teachers in their fields. Hence, the courses offered in the departments or programmes of teacher education should be different from those offered in the faculties of arts. This is because PEFLTEPs should concentrate not only on knowledge of the subject matter but also on pedagogic knowledge and its application. Moreover, the four-year English departments or programmes provided by the faculties of arts aim at preparing students to be experts in the English language. Whereas in Yemen, if the graduate from the faculties of arts desires to teach, they can teach English language subject in the secondary school system without acquiring a diploma in pedagogy because a diploma programme in pedagogy is not available in Yemen. The difference between PEFLTEPs in the colleges of education and those in the faculties of arts is that the colleges of education prepare students to be English teachers emphasising the pedagogical aspects of their preparation, while the English language departments or programmes at the faculties of arts prepare students to be experts in English or English translation and not to be English teachers.
The four-year PEFLTEP is one of the programmes offered by the colleges of education at different Yemeni universities which aims at preparing students to teach English language at the Yemeni secondary schools. During the four years, student-teachers receive intensive English courses in several fields of knowledge such as language proficiency skills, linguistics, literature and teaching methods, along with a number of courses in general knowledge and teaching practice (practicum).

The new PEFLTEP curriculum in the colleges of education at Aden University is in practice since the academic year 2005-2006. Aden University made some modifications to the aims and the curricula of the colleges of education to be responsive to the changing demands and needs of the social, educational political domains and local, national and international requirements. This new PEFLTEP curriculum aims to:

1. give student-teachers a good knowledge of English, it particularly aims to improve their skills of listening, speaking, reading and writing.
2. train student-teachers in the art of the pedagogy of English, especially at school level.
3. raise student-teachers’ awareness to what constitutes a principled approach to learning and teaching a foreign language.
4. improve and extend student-teachers’ range of grammatical competence.
5. equip student-teachers with the knowledge and understanding of how language works by offering them relevant courses in linguistics.
6. sharpen student-teachers’ understanding of the contrast between English and Arabic, particularly with a view to help them with the translation from one language into another.

7. foster literary appreciation to enable student-teachers to comprehend literary discourse in English.

8. promote an attitude to enable student-teachers to appreciate the role of English as an international language.

To conclude the new PEFLTEP curriculum consists of a huge number of obligatory courses. The components of the PEFLTEPs consist of linguistic competence, pedagogic competence, general knowledge and teaching practice. According to these modifications, it seems to be more stressed on teaching methodology and practice components in the new programme as compared to the preceding one which was in use from 1998 till 2005. The total number of class hours of the courses amounts to 136 hours. 130 out of 136 hours are allotted to teach the theory-based courses during the first seven semesters, and 3 hours to the practice-based courses including computer applications, special teaching methods, teaching aids and 3 hours to the practice-based course including the actual teaching practice (practicum) in secondary schools for a full time semester (eighth semester) and so forth (Workshop Curricula Evaluation of Aden College of Education, Aden University, 2005).

The first year focuses on the improvement of language specific competencies of the student-teachers focusing mainly on four language skills. Hence, it might be regarded as the adjustment period for the student-teachers. As they progress towards sophomore, junior and senior levels, the courses vary and progress more
professionally oriented to equip them with general and pedagogic knowledge alongside the linguistic competence. In the seventh or the eighth semester, the student-teachers have to observe classes in secondary schools and then take the actual teaching practice. They take the actual teaching practice by planning and teaching the lessons each week for entirely one semester as a requirement of the programme under the supervision of two teacher-educators. One out of two teacher-educators is from English Department and other from Education Department teaching the same college of education in which student-teacher learnt.

The assessment in courses within the programme is based on a midterm and a final exam. In addition, in most of the similar programmes in Yemen, the programme includes compulsory courses that provide student teachers with knowledge about how English works from different perspectives (e.g., The grammar I/II, listening I/II, Reading I/II and Writing skill I, Selected Literature Readings, Introduction to English Literature, Arabic language and Developmental Psychology). In the first year and in the second year, they are equipped with academic courses (e.g., Reading skill III, Speaking II, Writing II, English phonetics & phonology I/II, The short story, Poetry, The Novel, Study Skills, pedagogic courses (e.g., Foundations of Education, Educational psychology, Curricula) and general knowledge courses in Arabic (e.g., History of Education and Education of the system in Yemen, Islamic culture and computer skills). In the third and fourth years, they are equipped with academic courses (e.g., General Linguistics I/II, Translation I/II, Drama, Small-scale Research, Advanced composition I/II) and more professional expertise (e.g. ELT Methodology I/II, Teaching School Texts Theory & practice of Materials Production, Second
language learning). In the Practice of Teaching course that is offered in the final semester of the 4th year, student teachers do teaching practice in schools for one full semester (minimum four months). During this, student-teachers are expected to observe and teach lessons that reflect the competence they acquired in their four-year education in the university.

These PEFLTEPs accept full time undergraduate students who want to teach English language in secondary schools, or universities. Student-teachers come from different governorates of Yemen; a great majority of those who study in Aden, Zingbar and Saber colleges of education are from Aden, Abyan and Lahj governorates.

The enrolment in the PEFLTEPs in the colleges of education at Aden University mostly depends on secondary certificate grades. If the number of students applied is more in number than the university requirement, the admission is given on the basis of the entrance test which includes multiple-choice questions and it assesses the students’ level of English proficiency.

The 1998 teacher education programme’s reform at Aden University was basically the result of the need to standardise pre-service teacher education and to make it compatible with social, economic, technological and communication advancements. The new PEFLTEP curriculum is set up to lessen the theoretical load on teacher education courses, opening more space for literary courses such as Selected Literature Readings, Introduction to English Literature, Short Story and Novel. This new programme curriculum also heavily emphasised the teaching practicum by introducing 4 courses, namely, ‘teaching school text’, ‘ELT Methodology I, ELT
Methodology II’, ‘second language learning, and ‘Teaching Practice’, in different terms that required student-teachers to be placed in secondary schools to observe and experience ‘real’ teaching (see Appendix XIII).

As a result, some new courses were added and some were removed, while in some courses, terms were changed and in some others, the class hours were increased or decreased. The courses were also coded as Department Requirement (DR) which includes all courses related to language and pedagogical knowledge. College Requirement (CR) includes all courses that are taught in Arabic and related to general teaching methods. University Requirement (UR) includes all courses that are taught in Arabic and related to general culture (see Appendix XI & XII). These changes are summarised in the following table:

**Table 1-1 Changes in the 2006 PEFLTEPs**

<table>
<thead>
<tr>
<th>Re-sequenced Courses</th>
<th>Added Courses</th>
<th>Removed Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening I(Listening I course is merged and placed in the 1st and 2nd terms)</td>
<td>1. English Phonetics and phonology I, II</td>
<td>1. Poetry II</td>
</tr>
<tr>
<td>2. Poetry (from 5th to 3rd term)</td>
<td>2. Study skills</td>
<td>2. Phonetics I, II</td>
</tr>
<tr>
<td>4. Translation II (from 6th to 5th term)</td>
<td>4. ELT Methodology I, II</td>
<td>4. Grammar III, VI</td>
</tr>
<tr>
<td>5. Advanced composition I (from 7th to 5th term)</td>
<td>5. The short story</td>
<td>5. School administration</td>
</tr>
<tr>
<td>6. Advanced composition II (from 8th to 6th term)</td>
<td>6. Teaching school text</td>
<td>6. Fiction I, II</td>
</tr>
<tr>
<td>7. Drama (from 5th to 7th term)</td>
<td>7. Theory &amp; practice materials production</td>
<td>7. Methods</td>
</tr>
<tr>
<td></td>
<td>8. Small-scale research project</td>
<td>8. Non-British lit. I, II</td>
</tr>
<tr>
<td></td>
<td>10. Reading III</td>
<td>10. Teaching secondary school text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Materials production</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Drama II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Fundamentals of teaching</td>
</tr>
</tbody>
</table>

As seen in the above table, while some courses such as “Poetry II”, “Phonetics I,II”, “Survey of English”, “Grammar III, VI”, “School Administration”, “Fiction I, II”, “Methods”, “Non-British Literature. I, II”, “Non-Fiction Prose”, “Teaching
Secondary School Text”, “Materials Production”, “Drama II” and “Fundamentals of Teaching” were removed. “Materials Production” was modified as ‘Teaching Secondary School Text I and II” and Phonetics I and II were modified as “English Phonetics and Phonology I, II”. New courses were introduced to the PELTEP such as “Study Skills”, “Reading III”, “Drama”, “Second Language Learning”, “Short Story”, “Novel”, “Small-Scale Research Project” and “Computer Applications”. Furthermore, the sequence and the teaching hours of some courses were altered such as “Poetry II”, “Survey of English”, “Grammar III, VI”, “School Administration”, “Fiction I, II”, “Methods”, “Non-British Literature I, II”, “Non-Fiction Prose”, “Teaching Secondary School Texts”, “Materials Production”, “Drama II” and “Phonetics I and II” (see appendix XIII).

In these programmes, the courses that student-teachers take in the prescribed curriculum for the first two years of education, for instance “Advanced Reading Composition I and II”, “Grammar I and II” and “Language Acquisition”, are mostly allocated to the learning of content and pedagogical knowledge in theory. Pedagogical content knowledge, i.e. how to teach English, is delivered in the 3rd and 4th years. The teaching practicum is located in the 4th year. The following table summarises class hour changes and modified courses in the 2006 ELTEP:
Table 1-2: Class hour changes and modified courses in the 2006 PEFLTEPs

<table>
<thead>
<tr>
<th>Class hour changes</th>
<th>1998 ELTEP</th>
<th>2006 ELTEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching practice (from 2 class hours to 3 class hours).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Translation I (from 3 class hours from 6th term to 2 class hours to 5th term).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Translation II (from 3 class hours from 7th term to 2 class hours to 6th terms).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified Courses</td>
<td>1. Phonetics I, II.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teaching secondary school texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. English Phonetics and phonology I, II.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. ELT Methodology I, II.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teaching school texts.</td>
<td></td>
</tr>
</tbody>
</table>

1.3 Statement of the problem

In recent years, PEFLTEPs encounter a number of changes. Some of which are related to external factors such as declining teaching positions, school reorganisation and budget deficiencies. Others are related to internal factors such as the raising or maintaining standards to enter the PEFLTEPs. Besides, these changes may be due to political, social and economic circumstances of the country. Moreover, Velez-Rendon (2002) asserts that the language teacher education programmes do not pay enough attention to the process of preparing language teachers and how they gain the conceptual and practical knowledge they may later need.

In sum, these programmes are criticised for a number of shortcomings. First, they do not take into account student-teachers’ previous knowledge and beliefs. Next, they do not pay enough attention to the school realities. Third, they are “too theoretical” rather than “academic” learning experiences. Fourth, they prepare student-teachers to fit in the existing schools and not to act as agents of change. In addition, evaluation studies on PEFLTEPs demonstrate that most of the evaluation studies do
not employ the systematic evaluation models existed in the programme evaluation literature.

Despite many aspects of PEFLTEPs addressed different published studies from different perspective toward PEFLTEPs on student-teacher performance, there are still only a few conducted on the evaluation of PEFLTEPs using new procedures. In addition, there are very few detailed descriptions of how to conduct overall evaluation of PEFLTEPs. Consequently, there is in need for diagnosing PEFLTEP’s effectiveness for internal programme evaluation; including a mechanism for obtaining feedback from the student-teachers’ and teacher-educators’ perception not only on individual courses but on the whole programme. Hence, it is very important to design a new model for evaluating PEFLTEPs’ effectiveness that it is not usually based on data but on output that can make necessary changes to improve such programmes. Another important reason for designing the new evaluation model is to contribute to PEFLTEPs’ improvement in particular and PESLTEPs’ improvement in general. Consequently, this new evaluation model is designed.

Thus, designing the new evaluation model for evaluating PEFLTEPs may help improve these programmes and update them. Moreover, this model also may help identify the sides of PEFLTEPs in which should be maintained, strengthened, added or deleted.

1.4 **Purpose of this Study**

The purpose of this study is to design a new model for evaluating PEFLTEPs’ effectiveness depending upon principles of teacher education programme evaluation.
and models of teacher education. And also to assess an effectiveness of programmes in other contexts.

1.5 **Aims of the study**

This study aims to:

1. test a new evaluation model designed across a global internal evaluation of five programmes of the colleges of education, Aden University, Yemen,

2. explore the strong and weak points of pre-service PEFLTEPs of the colleges of education at Aden University.

3. identify the extent to which the new evaluation model’s standards are available in these programmes.

4. identify the extent to which PEFLTEPs of the colleges of education at Aden University, Yemen achieve their aims,

5. investigate the extent to which the PEFLTEPs components of the colleges of education at Aden University are successful in helping the EFL student-teachers gain these competencies.

1.6 **Research Questions**

This study attempts to answer the following questions:

1. What are the standards that should be followed in evaluating PEFLTEPs?

2. To what extent the educational purposes standards are available in the aims and objectives of the PEFLTEPs curriculum at Aden University?
3. To what extent the educational experiences standards are available in curriculum contents of the PEFLTEP at Aden University?

4. To what extent the teaching strategies standards are available in the teaching methods used in the PEFLTEPs at Aden University?

5. To what extent the evaluation methods standard are available in the evaluation procedures used in PEFLTEPs?

6. What is an appropriate balance among these four components (Linguistic, ELT Methodology, Literature and General Education)?

1.7 **Significance of the study**

This study attempts to explore the strength and weakness of PEFLTEPs in the colleges of education at Aden University in Yemen through designing a new model of evaluation. It is assumed that the findings of this study may contribute to improve and develop the PEFLTEPs. The significance of this study is summarised as follows:

- This study may not be utilised in modifying PEFLTEPs only, but also PESLTEPs. It is one of the new studies in the region that addresses designing a new evaluation model for evaluating PEFLTEPs curriculum in the colleges of education at Aden University in relation to the development of teacher candidates specialist competencies.

- It provides reflection and feedback from the student-teachers themselves and the teacher-educators and themselves perceptions of preparedness according to the efficacy of the preparation programme.
- It expects to enrich the growing body of research in the area of PEFLTEPs through designing a new model for evaluation of PEFLTEPs.
- It may contribute to both the PTEPs in ESL/EFL context.
- It may present some information to the other PEFLTEPs in Yemen or anywhere English language is being taught as a second/foreign language.
- Thus, the findings of this study may help the members of the departments of English in the colleges of education at Aden University to maintain, improve, redesign, delete or combine some of the courses depending upon the competencies addressed in serving the prospective teacher-educators to gain English language teacher competencies and the other English language education departments to develop their programmes as well. Besides, the results of this study may work as a source of feedback for all the Departments of Foreign Language Education in Yemen to improve their programmes. And for the newly opened EFL departments, it may help in designing and structuring their programmes for implementation. It may also contribute to present a flexible and adaptable evaluation model design for evaluating PEFLTEPs which could be applied in different contexts. Finally, it expects that, this new evaluation model may fill up the gaps that are not well addressed in previously published evaluation model and research.

1.8 Operational terms

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

It is a new design including lists of standards that should be followed in the evaluation of PEFLTEPs.

1.8.2 Evaluation

It is a tool which is used to identify strong and weak points of PEFLTEPs.

1.8.3 Pre-service EFLTEPs

PEFLTEPs are the EFL departments, which are offered in the colleges of education in the Yemeni universities after completing the secondary (class XII) stage of school corresponds with twelfth class. The students who join these EFL departments in the colleges of education undergo training to become qualified English teachers to work in secondary school. They should meet the requirements of the profession to overcome the challenges related to teaching English. It encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

1.8.4 Teacher-educators

They are university English teachers attending the PEFLTEPs in the colleges of education at Aden University.
1.8.5 Student-teachers

They are fourth-year students studying in the PEFLTEPs in the colleges of education at Aden University who took the actual teaching practice for entirely one semester under the supervision of two teacher-educators.

1.8.6 Colleges of Education

Colleges of education are educational institutions, which are responsible for preparing student-teachers in different school subjects to become qualified teachers to work in secondary schools.

1.9 Organisation of the study

The background of the study, such as educational system and teaching English language in Yemen is presented in chapter 1. It also includes statement of the problem, significance of the study, the purpose of the study, the operational definitions, limitations of the study, and a brief conclusion of the chapter. Chapter 2 covers two areas of the study. The first one deals with the theoretical framework and the second part discusses the previous studies on this area. It focuses on reviewing the theoretical and empirical studies related to PEFLTEPs. Chapter 3 deals with the conceptual framework of the study. Methodology is discussed in chapter 4, including the sample, instruments used and methods of data collection. Chapter 5 states data analysis and interpretation. The last chapter, chapter 6, presents a summary of findings, implications and suggestions for further studies. +
1.10 Conclusion

This chapter deals with the background to the study followed by the history of education system in Yemen, history of teaching English language in Yemen, and current PEFLTEPs. Next, it presents statement of the problem, purpose of the study, aims of the study, significance of the study, operational definitions, limitations of the study and conclusion.