

What Makes a Good English Language Teacher? "Teachers' Perceptions and Students' Conceptions"

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Abstract: Over the last three decades or so there have been major changes in English language teaching (ELT) particularly in teaching English as a foreign or second language. These changes first emanated from dissatisfaction with traditional approaches based on teaching the foreign language (FL) through grammar and translation and later on came as a result of advances in psychology and linguistics as well as socio-linguistics. However, in spite of such a long period of theorization and applications of various approaches, the issue has remained unresolved as ever, namely: how best, or perhaps, how appropriately, the teaching and learning of English as a foreign language can be tackled. Since the language teachers are constantly faced with the problem of what to teach and how to do it, it is especially important for them to keep in mind that their field is far from being isolated. It is firmly in the mainstream of the current thinking. The purpose of this study is to find out the teachers' and learners' viewpoints (at the University level in Yemen) regarding their perceptions and conceptions of the qualities of a good language teacher and attempt to offer directions to student-teachers and teacher-trainers in a field that is currently replete with competing theories, methodologies and techniques.

Key words: English language teaching (ELT) % Foreign language % Psychology % Linguistics % Socio-linguistics % Teacher's perceptions % Student' conceptions

INTRODUCTION

The most important division in linguistics in recent years has been between the structuralism of Leonard Bloomfield and the transformational—generative grammar of Noam Chomsky. American structuralism, from the beginning, was empirically based, concentrating on the isolation and classification of elements within the phonological and grammatical systems of languages. In addition, the structuralists have been committed to the premise that first languages are acquired and second languages learned through the formation of habit [1-2]. For FL programs so oriented, this meant a methodology that stressed the repetition of basic structures, with the teacher as a model and the intense practicing of language patterns until they became an inseparable part of the learner's behaviour. This method of teaching came to be known as the audio-lingual approach.

In the 1960s, the empirical basis of the structuralists was challenged by Chomsky and his followers, who shifted the focus of their linguistic investigations away from the elements or product of speech to the question of how human beings produce these elements in natural languages. The theoretical foundation of the transformationalists was rationalistic, stressing the role of cognition in the development and production of utterances. Above all, they rejected the structuralist notion that competence in a given language was the direct result of habit formation. Actual attempts to communicate in a meaningful way were seen as the major factor in developing fluency [3-4].

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This shift in linguistics was reflected in professional attitudes towards foreign/second language learning from the early 1970s. The audio-lingual approach, which relied heavily on pattern practice as the chief means of attaining control over the structures of the target language, had been called into question. During this period of flux, various methods and techniques came under consideration, many of which are still flourishing today, such as the Silent Way, Community Language Learning, Suggestopedia etc. [2]. Within the mainstream of FL and EFL teaching, however, the search for a new pedagogy led to a concentration on communication as a goal. New terms came into use, such as functional-notional, referring to the many specific purposes for which language is used and communicative competence, indicating a proficiency that includes sociolinguistic parameters, such as appropriateness.

If the goal of the new FL pedagogy can be succinctly, if simplistically stated, it is to prepare students to function effectively in the target language in any situation they are likely to encounter. And the means to this end in the classroom has shifted from a preponderance of mechanistic drill work with the teacher as a model to communicative activities, where students are encouraged to interact among themselves, using the target language, with the teacher providing direction only when necessary.

In this connection, it is important to realize that in the past few years and as a sequence of the multiple changes and innovations taking place in English language teaching, a great emphasis has been placed on the learner as the main focus of attention. This gave rise to the notion of a learner-centered or learner-based curriculum, which differs notably from the traditional curriculum, as it is based primarily on a collaborative process between teachers and learners rather than on a number of rules and norms imposed from outside [5].

In a parallel direction, there has been a tendency to focus on learners' needs. It is assumed that a particular syllabus for a particular group of learners should not be designed in a vacuum; rather, it should match students' needs as closely as possible. The idea of focusing on learners' needs owes much to the Council of Europe projects conducted by many authors [6-7]. These scholars attempted to identify and define the needs of European adult learners by means of "quantitative and qualitative information," which should make it possible to depart from a "common core" of functions and topics at the start of the programme. Their work has been questioned because of their excessive generalizations, as they intended to come up with a standard model that could be applied to all the member states of the European Council. A framework of needs analysis that was relatively influential initially but widely criticized in later years was proposed and produced an end-driven system that allowed making syllabuses based on a paradigm of native speaker competence disregarding methodological and administrative variables [8].

Problem to Be Investigated: Teachers are constantly being enriched by daily contact with their learners which put them in touch with different perspectives and ways of looking at things. Learning is more effective if both teachers and students are actively involved in the teaching-learning process. The problem, however, is that in most learning-situations in different parts of the world including Yemen, the teacher has the final word regarding classroom teaching. This stands in contradiction to the belief that the learner has an equal part in the learning process. With this new orientation, it is now possible to explore the concept of mutual learning in the Yemeni context. In this way, English-language teachers should learn continually from their students and from other colleagues' experience and knowledge with the purpose of incorporating everything they learn into their teaching.

The idea of considering the learners' opinions and teachers' perceptions as much as possible is directly connected with the title of this study "What makes a good English language teacher?"

Aims of the Study: The aims of the study undertaken by the researcher were specifically planned and designed to collect information about the following topics:

1. The teachers' views and students' opinions on some qualities of a good English teacher.
2. The extent to which these qualities provide direction and purpose to the teaching process which results in producing effective and successful learning.

Questions of the Study: The present study attempts to answer the following two questions:

1. What qualities does the English language teacher need?
2. Is there any consistent agreement between teachers' perceptions and students' conceptions regarding the criteria of good teaching?

Subjects: The subjects for the study were 90 fourth year undergraduate students studying English in the Faculty of Education –Hodeidah (38 students) and Zabid (33 students) and the Faculty of Arts (19 students), University of Hodeidah, Yemen. All the subjects were planning either to become English teachers in basic and secondary schools or to work in a public or a private sector after four years of training and preparation at their graduation stage. The subjects comprised 42 males and 48 females. Their ages ranged from 22 to 26 years. The group was heterogeneous in terms of language background i.e. English is studied as a foreign language in Yemen. The study also included 13 English language lecturers teaching different English courses and subjects in the three colleges with different teaching experiences, qualifications and specializations.

Research Instruments: In order to gain a more objective impression of the qualities that students specialized in English appreciate in teachers of the English language, an interview was conducted with students and teachers of students/heads of the English departments in the Faculty of Education (Hodeidah and Zabid) and Faculty of Arts, Hodeidah University.

A 30-point questionnaire was also circulated not only to students but also to teachers. Students and teachers were all asked to evaluate the thirty points from the points of view of good teacher characteristics. The items of the questionnaire focused on the fundamental aspects/issues of English language teaching and learning. These included, for example, the preparation and presentation of teaching materials, students' interests and needs with relation to course and clarity of lessons' objectives, classroom language and management, teacher competence, motivation of students, classroom activities and techniques, teachers' knowledge of students' language and subject area, independent learning, evaluation tools, teacher-student and teacher-teacher relationship together with students' perceptions of the teacher as a person and so on. They were asked to categorize each point as *very important, important, quite important or of not very important*. Students and teachers were also given the opportunity to list additional qualities if they desired. Before circulating the questionnaire, it was shown to a number of colleagues to check its validity and some changes were made accordingly. The instrument was also piloted on a representative sample of the target population to ensure its clarity and coverage of a wide range of the areas under study (Appendices 1&2).

RESULTS AND DISCUSSIONS

In the analysis of the results of the completed questionnaires from 90 students and 13 teachers were used, there was no appreciable difference between opinions expressed by teachers and students of the three different colleges as shown in Table (1), except in some few aspects (see detailed statistical results in Appendix 3, Tables A,B,C and D).

The results of the questionnaire reveal that high percentages of students and teachers alike regard the preparation and presentation of materials, planning a lesson, making it interesting and stating its objectives as well as motivating students and analyzing their needs to be the most important criteria in a good EFL teacher (items 1 to 7 of the Questionnaire). This has materially altered the present ELT situation. Planning, preparation, presentation, motivation, needs etc; on the part of the teacher has become an essential element of the new strategies of teaching English. They see "good teaching" to be primarily a matter of teachers offering a good model, fluent in the foreign language with good communication skills (items 8 to 10 of the Questionnaire). Although there was some agreement, teachers' and students' rankings were at opposite poles with respect to pair/group work, individual and independent learning and teaching large classes. Working with students' individually, realizing their interests and learning strategies and training them towards independent learning were given low rates by students (items 11 to 15 of the Questionnaire). The results also show that teaching large classes and working in

Table 1: Expressed opinions by teachers and students of the three different colleges.

No. of Items	Qualities	Faculty of Education- ZabidStudents		Faculty of Education- HodeidahStudents		Faculty of Arts Students		Teachers	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per
1	Ability to present materials in an easily understandable way.	23	69.70	29	76.32	15	78.95	9	69.23
2	Ability to prepare appropriate materials.	15	45.45	16	42.11	8	42.11	10	76.92
3	Ability to make courses interesting.	14	42.42	31	81.58	10	52.63	10	76.92
4	Ability to plan the lessons clearly.	28	84.85	30	78.95	10	52.63	9	69.23
5	Ability to state the objectives of the lessons clearly.	18	54.55	29	76.32	8	42.11	9	69.23
6	Ability to motivate students.	12	36.36	20	52.63	7	36.84	10	76.92
7	Ability to analyse students' needs.	10	30.30	17	44.74	10	52.63	9	69.23
8	Fluency in a foreign language.	6	18.18	17	44.74	3	15.79	7	53.85
9	Good communication skills.	17	51.52	26	68.42	10	52.63	11	84.62
10	Ability to offer a good model as the target language user.	3	9.090	14	36.84	5	26.32	7	53.85
11	Ability to work well with students on an individual basis.	7	21.21	16	42.11	3	15.79	6	46.15
12	Ability to work well with other teachers /lecturers.	4	12.12	11	28.95	6	31.58	6	46.15
13	Ability to realize students' interests as well as individual differences.	7	21.21	19	50.00	7	36.84	5	38.46
14	Ability to realize learner styles / learning strategies.	6	18.18	11	28.95	9	47.37	7	53.85
15	Ability to guide and train students towards independent learning.	11	33.33	12	31.58	7	36.84	8	61.54
16	Ability to teach large classes.	3	9.090	9	23.68	1	5.26	6	46.15
17	Ability to make/ stimulate students to interact/communicate with each other through pair /group work/roles play /simulations etc.	7	21.21	20	52.63	7	36.84	7	53.85
18	Ability to be flexible and vary techniques according to students' level and the teaching/learning situations.	24	72.73	22	57.90	7	36.84	9	69.23
19	Ability to manage classroom activities.	21	63.64	23	60.53	5	26.32	9	69.23
20	Ability to explain vocabulary and grammar.	22	66.67	20	52.63	10	52.63	9	69.23
21	Ability to provide students with appropriate feedback.	12	36.36	14	36.84	4	21.05	4	30.77
22	Ability to assess students' performance with the help of suitable evaluation instruments.	10	30.30	6	15.79	3	15.79	8	61.54
23	Familiarity with the language of the students' subject.	1	3.03	11	28.95	6	31.58	5	38.46
24	Knowledge of the students' language.	7	21.21	17	44.74	10	52.63	1	7.69
25	Knowledge of the students' specialist areas.	0	0	8	21.05	6	31.58	4	30.77
26	Ability to create good classroom atmosphere.	12	36.36	22	57.90	13	68.42	8	61.54
27	Ability to develop proper relationships with students.	6	18.18	22	57.90	4	21.05	4	30.77
28	Ability to show interest in all students.	15	45.45	24	63.16	12	63.16	6	46.15
29	Ability to build students' confidence	14	42.42	31	81.58	15	78.95	11	84.62
30	Ability to be patient.	20	60.61	33	86.84	13	68.42	12	92.31

Table2: the similarities between the responses of teachers and students of the Faculty of ducation, Hodeidah.

Name of Faculties with Teachers	No of Ss	Very Important		Important		Quite Important		Not Very Important	
		%	M	%	M	%	M	%	M
Faculty of Education-Zabid	33	35.85	11.83	35.15	11.60	19.69	6.50	9.29	3.07
Faculty of Education-Hodeidah	38	50.88	19.33	32.01	12.16	12.45	4.73	4.65	1.77
Faculty of Arts	19	41.05	7.80	37.54	7.13	15.61	2.97	5.79	1.10
Teachers	13	57.94	7.53	30.25	3.93	8.20	1.07	3.59	0.47

pairs or groups (communicative activities) were considered vitally important by teachers (items 16 to 17 of the Questionnaire). This suggests that most of students are accustomed to the traditional approach, where the classroom teaching practices continue to be teacher-dominated. However, it must be said that at the level of teachers' awareness regarding the importance of learner-oriented teaching practices a break-through has been accomplished. On the other hand, most of the teachers and students considered flexibility and variety, managing classroom and providing students with clear, accurate explanations of new words and grammar (items 18 to 20 of the Questionnaire) as being very important.

The results also show some interesting differences among students in the three colleges and their teachers in some essential issues. Unlike their teachers, a large number of students did not regard providing appropriate feedback and using suitable evaluation instrument as being particularly very important. One important inference which can be drawn from the analysis of the teachers' responses to (items 21 and 22 of the Questionnaire) is that teachers are well aware of the beneficial effects of feedback and the crucial role of the evaluation procedures and how they affect the teaching activities in the classroom. Other significant findings which emerged from the analysis of the results were that students (particularly, students of Zabid college) and to some extent, teachers rated knowledge of students' language and specialist areas as well as familiarity with the students' subject as being less important. This probably reflects the students' acceptance of the situation as it exists (i.e. coping with the realities) and the fact that most of the teachers' subjects are foreigners (i.e. have no knowledge of the students' native language), despite the fact that recent trends in teaching a foreign language emphasize to some extent the needs for teachers to have some knowledge about the latter (items from 23 to 25 of the Questionnaire), because this will help them to handle the teaching matter properly as well as show their attitude towards the subject and involvement in their profession.

In respect of the last five items related to the relationship between students and teachers, the results show considerable similarity between the opinions expressed by students and teachers (items from 26 to 30 of the Questionnaire). The majority of students and teachers realize that these educational elements are very important for creating appropriate atmosphere of good teaching and learning.

The other interesting results concern the similarities between the responses of teachers and students of the Faculty of Education, Hodeidah as shown in Table (2).

This is probably due to the fact that the majority of students and teachers involved in the study were from the Faculty of Education, Hodeidah.

Moreover, contrary to our expectations, the students in the Faculty of Arts were more sophisticated in some of the educational aspects under investigation, despite the fact that they did not study any course related to education or teaching methods. This indicates the similar concern and expectation of all students concerning the qualities for a good teacher regardless of their specialization.

The overall results of the study indicate considerable agreement among students of the three different colleges and teachers in respect of most of the various aspects covered by the questionnaire, if not all. This is clear from the fact that significant percentages of the responses are under the categories of *Very important* and *important* as shown in Table (2) above.

Other Additional Qualities That Emerged Were as Follows

Teachers' Additional Qualities:

- C A language teacher should have an intrinsic aptitude to teach effectively.
- C The teacher should have an ability to find out the areas of difficulties students face in learning a language and offer corrective measures accordingly.
- C The teacher should be a strong role-model who would instill a life long impression in the minds of students both in pedagogy and demeanor.
- C The teacher should have the ability of being punctual, well-behaved, well-organized and hard-working.
- C The teacher should be gentle and fair in dealing with all students.
- C The teacher should be aware of the psychological theories concerned with the teaching-learning processes.
- C The teacher should have the ability of being self-confident which leads to trust between the teacher and his/her students.
- C The teacher should attempt to create student-centered situations rather than making the students merely spoon-fed.
- C The teacher should have the ability of understanding the student's way of thinking.
- C The teacher should have the ability to learn from his/her students.
- C The teacher should have the ability to correct students without wounding their sense of self-respect.
- C The teacher should have the ability to relate his/her teaching to everyday situations.
- C The teacher should have the ability to tolerate errors of his/her students.
- C The teacher should be able to use the teaching aids, especially the blackboard properly.
- C The teacher should be able stimulate students to acquire language.
- C The teacher should be able to discriminate and discern eye/ear that can quickly and naturally observe/judge the surrounding teaching/learning classroom environment.
- C The teacher should be able to maximize the positive reinforcement and minimize the negative reinforcement.
- C The teacher should have the ability to produce/make comprehensive evaluations and suitable examinations.

Some Other Qualities Were Given by Students Are as Follows:

- C The teacher must have the ability to simplify difficult tasks and be aware of the students' psychological problems.
- C The teacher should focus on integrating different skills (listening, speaking, reading, writing and grammar).
- C A good language teacher must make the students first love the subject he/she is teaching, gain their trust then be very attentive to those who are weak more than those who are good.
- C The teacher must encourage students to ask questions and take the trouble of answering them.
- C The teacher's language should be good and he/she must have enough knowledge in general topics, because students always believe and follow their teachers.
- C The teacher must give a chance to students to speak, participate, communicate and express their ideas and opinions.
- C The teacher must create the atmosphere in the classroom which makes the student interested in the subject.
- C The teacher must keep on saying that any exam of any subject is a friend to students and not an enemy.
- C A good teacher should show the student that he/she is able to answer the student's doubts clearly.
- C A good teacher must attend his/her classes regularly.
- C The teacher must have the ability to attract students' attention.
- C The teacher must be able to achieve the objectives within the particular given time.
- C The teacher should have the ability to provide students with materials from real-life situations.
- C The teacher should ask students to do homework and return that to them regularly.

The implications of this study will, to some extent, vary according to the teaching situations, learners' needs and interests and the importance and the status of the language in the country. However, in all cases it is clear that the most important point is the teachers' need to be skilled, professional, well-prepared, enthusiastic, ready to develop, motivated and possibly more aware than this study.

CONCLUSIONS AND RECOMMENDATIONS

It is important to point out that the results obtained partially confirmed our expectations, but students identified certain issues we were not aware of in connection with our teaching practice.

In general, It should be clear from the preceding discussion that students and to some extent teachers in Yemen and elsewhere, have almost never had a say in the making of the teaching materials or in the development of teachers' practical ability and classroom techniques because teachers have always known better or because students might have had views other than those of the establishment as course writers often choose to challenge what the establishment has accepted as orthodoxy. In teacher-oriented classes, students are trained to depend on other peoples' views. They are not trained to use their own minds and bring their points of view and perceptions into operation. This might bring students to the point of hating the matter being taught because they are always told how to look at it. The findings of this study, however, suggest that through finding out conceived learners' instructional preferences and interests, students become self-confident and active contributors and participants at all stages in the teaching/learning process, because they are encouraged and trained to involve in the process of selection of the ways they would like to learn. We believe that becoming aware of ways in which to learn from our learners will make us better teachers as it develops our knowledge and experience about the feasibility of relevant modern approaches to ELT in the Yemeni context. We have to apply knowledge of students and how they learn to support students' learning and development [9]. In other words, the need to ensure that all teachers see themselves as ongoing learners dedicated to the improvement of students whom they teach. From this perspective, teacher-education can become more student-centered by careful planning and guidance, by having ongoing professional development plans to allow all teachers to reflect on and improve classroom pedagogy and students' learning outcomes with the notion of the teacher as being a facilitator, an assessor, an initiator, a counselor etc. It can become a means of investments and of indoctrinating the students and giving them the best opportunity for sustained learning and thus exploiting and using teaching strategies and educational resources to engage students in effective learning.

APPENDIX 1

Teachers' Questionnaire

Name (Optional): Sex: Age: College Qualifications: Specialist Area:
 Years of Teaching Experience: Designation: Country:

Instruction: With reference to each statement, please tick *ONLY ONE BOX* (according to how important they are) that reflects your perceptions and views regarding some qualities of a good English language teacher

No. of Items	Qualities	Very Important	Important	Quite Important	Not Very Important
1	Ability to present materials in an easily understandable way.				
2	Ability to prepare appropriate materials.				
3	Ability to make courses interesting.				
4	Ability to plan the lessons clearly.				
5	Ability to state the objectives of the lessons clearly.				
6	Ability to motivate students.				
7	Ability to analyse students' needs.				
8	Fluency in a foreign language.				
9	Good communication skills.				
10	Ability to offer a good model as the target language user.				

Appendix 1: Continued

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- 11 Ability to work well with students on an individual basis.
 - 12 Ability to work well with other teachers /lecturers.
 - 13 Ability to realize students' interests as well as individual differences.
 - 14 Ability to realize learner styles/ learning strategies.
 - 15 Ability to guide and train students towards independent learning.
 - 16 Ability to teach large classes.
 - 17 Ability to make/ stimulate students to interact/communicate with each other through pair/ group work/roles play/ simulations etc.
 - 18 Ability to be flexible and vary techniques according to students' level and the teaching/learning situations.
 - 19 Ability to manage classroom activities.
 - 20 Ability to explain vocabulary and grammar.
 - 21 Ability to provide students with appropriate feedback.
 - 22 Ability to assess students' performance with the help of suitable evaluation instruments.
 - 23 Familiarity with the language of the students' subject.
 - 24 Knowledge of the students' language.
 - 25 Knowledge of the students' specialist areas.
 - 26 Ability to create good classroom atmosphere.
 - 27 Ability to develop proper relationships with students.
 - 28 Ability to show interest in all students.
 - 29 Ability to build students' confidence
 - 30 Ability to be patient.
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Note: If you want to list any additional qualities that you think may interest me, you can do so in the space below. Thank you.

APPENDIX 2

Students' Questionnaire

Name (Optional): Sex: Age: Level: College: Country:

Instruction: With reference to each statement, please tick *ONLY ONE BOX* (according to how important they are) that reflects your perceptions and views regarding some qualities of a good English language teacher.

No. of Items	Qualities	Very Important	Important	QuiteImportant	Not Very Important
1	Ability to present materials in an easily understandable way.				
2	Ability to prepare appropriate materials.				
3	Ability to make courses interesting.				
4	Ability to plan the lessons clearly.				
5	Ability to state the objectives of the lessons clearly.				
6	Ability to motivate students.				
7	Ability to analyse students' needs.				
8	Fluency in a foreign language.				
9	Good communication skills.				
10	Ability to offer a good model as the target language user.				
11	Ability to work well with students on an individual basis.				
12	Ability to work well with other teachers /lecturers.				
13	Ability to realize students' interests as well as individual differences.				
14	Ability to realize learner styles / learning strategies.				
15	Ability to guide and train students towards independent learning.				
16	Ability to teach large classes.				
17	Ability to make/ stimulate students to interact/ communicate with each other through pair /group work/roles play /simulations etc.				
18	Ability to be flexible and vary techniques according to students' level and the teaching/learning situations.				
19	Ability to manage classroom activities.				
20	Ability to explain vocabulary and grammar.				
21	Ability to provide students with appropriate feedback.				
22	Ability to assess students' performance with the help of suitable evaluation instruments.				

Appendix 2: Continued

23	Familiarity with the language of the students' subject.
24	Knowledge of the students' language.
25	Knowledge of the students' specialist areas.
26	Ability to create good classroom atmosphere.
27	Ability to develop proper relationships with students.
28	Ability to show interest in all students.
29	Ability to build students' confidence
30	Ability to be patient.

Note: If you want to list any additional qualities that you think may interest me, you can do so in the space below. Thank you.

APPENDIX 3

Table (A) Students' Results of Faculty of Education–Zabid.

No. of Items	Very Important		Important		Quite Important		Not Very Important	
	Freq	Percent	Freq	Percent	Freq	Percent.	Freq	Percent
1	23	69.70	10	30.30	0	0.00	0	0.00
2	15	45.45	13	39.39	4	12.12	1	3.03
3	14	42.42	15	45.45	3	9.09	1	3.03
4	28	84.85	4	12.12	0	0.00	1	3.03
5	18	54.55	8	24.24	7	21.21	0	0.00
6	12	36.36	12	36.36	7	21.21	2	6.06
7	10	30.30	13	39.39	7	21.21	3	9.09
8	6	18.18	14	42.42	10	30.30	3	9.09
9	17	51.52	14	42.42	2	6.06	0	0.00
10	3	9.09	14	42.42	11	33.33	5	15.15
11	7	21.21	16	48.48	6	18.18	4	12.12
12	4	12.12	10	30.30	11	33.33	8	24.24
13	7	21.21	10	30.30	15	45.45	1	3.03
14	6	18.18	16	48.48	8	24.24	3	9.09
15	11	33.33	12	36.36	3	9.09	7	21.21
16	3	9.09	8	24.24	6	18.18	16	48.48
17	7	21.21	17	51.52	8	24.24	1	3.03
18	24	72.73	3	9.09	6	18.18	0	0.00
19	21	63.64	8	24.24	3	9.09	1	3.03
20	22	66.67	10	30.30	1	3.03	0	0.00
21	12	36.36	9	27.27	12	36.36	0	0.00
22	10	30.30	15	45.45	7	21.21	1	3.03
23	1	3.03	19	57.58	7	21.21	6	18.18
24	7	21.21	10	30.30	13	39.39	3	9.09
25	0	0.00	5	15.15	16	48.48	12	36.36
26	12	36.36	12	36.36	5	15.15	4	12.12
27	6	18.18	15	45.45	8	24.24	4	12.12
28	15	45.45	11	33.33	4	12.12	3	9.09
29	14	42.42	16	48.48	2	6.06	1	3.03
30	20	60.61	9	27.27	3	9.09	1	3.03
%	35.85		35.15		19.69		9.29	
mean	11.80		11.60		6.50		3.10	

Table (B) Students' Results of Faculty of Education-Hodeidah.

No. of Items	Very Important		Important		Quite Important		Not Very Important	
	Freq	Percent	Freq	Percent	Freq	Percent.	Freq	Percent
1	29	76.32	7	18.42	1	2.63	1	2.63
2	16	42.11	19	50.00	3	7.89	0	0.00
3	31	81.58	5	13.16	2	5.26	0	0.00
4	30	78.95	8	21.05	0	0.00	0	0.00
5	29	76.32	8	21.05	1	2.63	0	0.00
6	20	52.63	16	42.11	2	5.26	0	0.00
7	17	44.74	15	39.47	5	13.16	1	2.63

Appendix 3(b): Continued

8	17	44.74	12	31.58	8	21.05	1	2.63
9	26	68.42	7	18.42	4	10.53	1	2.63
10	14	36.84	13	34.21	7	18.42	4	10.53
11	16	42.11	15	39.47	5	13.16	2	5.26
12	11	28.95	15	39.47	10	26.32	2	5.26
13	19	50.00	9	23.68	6	15.79	4	10.53
14	11	28.95	15	39.47	7	18.42	5	13.16
15	12	31.58	15	39.47	8	21.05	3	7.89
16	9	23.68	8	21.05	11	28.95	10	26.32
17	20	52.63	9	23.68	7	18.42	2	5.26
18	22	57.89	15	39.47	0	0.00	1	2.63
19	23	60.53	13	34.21	1	2.63	1	2.63
20	20	52.63	12	31.58	6	15.79	0	0.00
21	14	36.84	17	44.74	6	15.79	1	2.63
22	6	15.79	26	68.42	4	10.53	2	5.26
23	11	28.95	14	36.84	12	31.58	1	2.63
24	17	44.74	16	42.11	4	10.53	1	2.63
25	8	21.05	17	44.74	7	18.42	6	15.79
26	22	57.89	9	23.68	6	15.79	1	2.63
27	22	57.89	12	31.58	4	10.53	0	0.00
28	24	63.16	10	26.32	3	7.89	1	2.63
29	31	81.58	5	13.16	2	5.26	0	0.00
30	33	86.84	3	7.89	0	0.00	2	5.26
%	50.87		32.01		12.45		4.64	
mean	19.33		12.16		4.73		1.76	

Table(C) Students' Results of Faculty of Arts.

No. of Items	Very Important		Important		Quite Important		Not Very Important	
	Freq	Percent	Freq	Percent	Freq	Percent.	Freq	Percent
1	15	78.95	3	15.79	1	5.26	0	0.00
2	8	42.11	9	47.37	2	10.53	0	0.00
3	10	52.63	9	47.37	0	0.00	0	0.00
4	10	52.63	7	36.84	2	10.53	0	0.00
5	8	42.11	9	47.37	2	10.53	0	0.00
6	7	36.84	8	42.11	4	21.05	0	0.00
7	10	52.63	7	36.84	0	0.00	2	10.53
8	3	15.79	7	36.84	5	26.32	4	21.05
9	10	52.63	6	31.58	3	15.79	0	0.00
10	5	26.32	10	52.63	2	10.53	2	10.53
11	3	15.79	10	52.63	4	21.05	2	10.53
12	6	31.58	6	31.58	4	21.05	3	15.79
13	7	36.84	8	42.11	3	15.79	1	5.26
14	9	47.37	5	26.32	4	21.05	1	5.26
15	7	36.84	6	31.58	6	31.58	0	0.00
16	1	5.26	9	47.37	5	26.32	4	21.05
17	7	36.84	9	47.37	3	15.79	0	0.00
18	7	36.84	10	52.63	1	5.26	1	5.26
19	5	26.32	11	57.89	3	15.79	0	0.00
20	10	52.63	7	36.84	2	10.53	0	0.00
21	4	21.05	10	52.63	2	10.53	3	15.79
22	3	15.79	8	42.11	7	36.84	1	5.26
23	6	31.58	8	42.11	4	21.05	1	5.26
24	10	52.63	4	21.05	3	15.79	2	10.53
25	6	31.58	4	21.05	6	31.58	3	15.79
26	13	68.42	3	15.79	3	15.79	0	0.00
27	4	21.05	12	63.16	3	15.79	0	0.00
28	12	63.16	2	10.53	2	10.53	3	15.79
29	15	78.95	3	15.79	1	5.26	0	0.00
30	13	68.42	4	21.05	2	10.53	0	0.00
%	41.05		37.54		15.61		5.78	
mean	7.8		7.13		2.97		1.1	

Table (D) Results of Teachers.

No. of Items	Very Important		Important		Quite Important		Not Very Important	
	Freq	Percent	Freq	Percent	Freq	Percent.	Freq	Percent
1	9	69.23	3	23.08	1	7.69	0	0.00
2	10	76.92	3	23.08	0	0.00	0	0.00
3	10	76.92	3	23.08	0	0.00	0	0.00
4	9	69.23	3	23.08	1	7.69	0	0.00
5	9	69.23	3	23.08	1	7.69	0	0.00
6	10	76.92	3	23.08	0	0.00	0	0.00
7	9	69.23	1	7.69	2	15.38	1	7.69
8	7	53.85	5	38.46	1	7.69	0	0.00
9	11	84.62	2	15.38	0	0.00	0	0.00
10	7	53.85	3	23.08	3	23.08	0	0.00
11	6	46.15	5	38.46	1	7.69	1	7.69
12	6	46.15	3	23.08	3	23.08	1	7.69
13	5	38.46	5	38.46	2	15.38	1	7.69
14	7	53.85	3	23.08	3	23.08	0	0.00
15	8	61.54	4	30.77	1	7.69	0	0.00
16	6	46.15	5	38.46	2	15.38	0	0.00
17	7	53.85	5	38.46	0	0.00	1	7.69
18	9	69.23	4	30.77	0	0.00	0	0.00
19	9	69.23	3	23.08	1	7.69	0	0.00
20	9	69.23	3	23.08	1	7.69	0	0.00
21	4	30.77	9	69.23	0	0.00	0	0.00
22	8	61.54	5	38.46	0	0.00	0	0.00
23	5	38.46	6	46.15	1	7.69	1	7.69
24	1	7.69	4	30.77	3	23.08	5	38.46
25	4	30.77	5	38.46	2	15.38	2	15.38
26	8	61.54	5	38.46	0	0.00	0	0.00
27	4	30.77	7	53.85	2	15.38	0	0.00
28	6	46.15	5	38.46	1	7.69	1	7.69
29	11	84.62	2	15.38	0	0.00	0	0.00
30	12	92.31	1	7.69	0	0.00	0	0.00
%	75.94	30.25	8.2		3.58			
mean	7.53	3.93	1.07		0.47			

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