

Ideological Perspectives of Junior and Senior Academics on Factors Behind Yemeni Arabic-Speaking Student-Teachers' English Deficiencies: A Critical Discourse Analysis

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Abstract: Despite the strong emphasis that Non-Native English-speaking teachers place on English language proficiency, this study reveals that English language teachers graduating from public universities in an Arab country often lack essential communication skills due to gaps in their training. Using a Critical Discourse Analysis approach, this research draws on data from two sources to critically examine the inadequate English proficiency among student-teachers through an ideological lens. The findings highlight how differing ideological influences shaped various factors affecting the STs' language competence. After all, these ideological forces have significant implications for the development of STs' linguistic abilities.

Keywords: Critical Discourse Analysis; English Language Competency; English Teaching; Ideologies

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Introduction

English has advanced to become the dominant lingua franca and language of globalization during the past 60 years. It is the most potent linking and unifying language globally, combining linguistic, technological, economic, and cultural elements (Sonntag, 2009). This was described as an "ideological fraud" by Macedo et al. (2015), an "expansion of an empire," and resetting the

"political map" by Ignatieff (2003). Phillipson (2016) connected Anglo-American cooperation to advance political, economic, and cultural interests and the development and legitimization of English.

Language proficiency in English is essential for social and economic growth, particularly in developing countries (Casale & Posel, 2011). English has established itself as the language that is most widely used and valued in the intellectual community, in addition to becoming the world's first international language, the language of greater communication, the official language, and the dominant and default language of international communication. In addition, English has become the world's first international language.

English Language Teaching (ELT) is a crucial part of the ideologies driving the spread of English today (Pennycook & Candlin, 2017; Phillipson, 2016). ELT is seen as cementing English's hegemony as the capitalist neo-imperial language (Zaidi et al., 2018; Phillipson, 2016), commercializing and corporatizing ELT (Phillipson, 2016), and contributing to the exercise of power by the Anglo- (Phillipson, 2016). High-ranking persons were seen as "cheerleaders" of worldwide English legitimization and supremacy (Phillipson, 2016).

To assist individuals in improving their English conversational abilities, governments all around the world changed their ELT programs. The shift brought about the introduction of the ground-breaking, well-liked, and widely used Communicative Language Teaching (CLT) method, which emerged in opposition to the long-dominant conventional techniques that were condemned for their shortcomings in producing proficient language users.

Northrup (2013) noted that the global financial crisis of 2008 and its effect on global/local labour markets played a significant role in driving changes in English education policy in Yemen and all Arab countries. Arab countries have embarked on an ambitious project over the last two decades to encourage mass literacy in English (Le Ha & Barnawi, 2015). In 2004, when the Yemeni Ministry of Education agreed to make English available as early as 7th grade in primary school, there was a noticeable change. The Ministry of Education (MoE) launched a project to incorporate English as a core theme in the 7th grade of primary school and increase English high school education. In 2005, MoE sponsored comprehensive first-year English programs at all universities to help improve linguistic and communicative skills for Yemeni first-year college/university students. Some programs for English education, English for practical use and English for scholarly purposes were launched by the Ministry of Education in 2010. In this regard, the Government of Yemen has invested millions of dollars in funding projects to open partnerships with foreign institutions and training providers to allow Yemeni public institutions to become more active globally (Kazmi, 1997; Le Ha & Barnawi, 2015; Ahmed & Pawar, 2018).

In this Arab country, the Education Directorate General focuses on Islamic law and culture. Curriculum, pedagogy, and activities are religiously-based. Yemeni boys and girls are educated separately from preschool through graduation. Yemeni students spend six years in primary education before moving on to government regions (Ahmed & Pawar, 2018). In response to foreign researchers, the Yemeni Ministry of Education asserts that Arabic is taught in public schools. Despite later failures, Yemen's early education system was founded on Egyptian

traditions. Yemen adopted Egypt's education system. Egypt was a French colony; the French school system influenced Egypt's educational structure. Yemeni classes taught English, and other Arab nations added French (Fareh, 2010). In the 1960s, teacher and college shortages hampered education systems. Both countries needed Middle Eastern and Indian English teachers. Yemen created universities in Aden and Sanaa in the 1970s to train teachers and provide scientific and art education (Ahmed & Pawar, 2018). In the early 1960s, Arabic professors from nearby nations taught English due to a scarcity of Yemeni teachers. Traditional Islamic beliefs encourage Muslims to study various languages (not necessarily English) to propagate the faith, although the major motivation for integrating English in the region is unknown. This uncertainty may have developed because language education policy studies address global discrepancies or preferences. Two languages dominate economic, political, and ideological viewpoints. There is little study on particular communities' religious interests in the national adoption of a specific language. Yemen's crucial location on the world economic map began with oil production. Thus, the introduction of English in Yemen may have disseminated Islamic religion among non-Arab speakers in the same way as other languages employed in the Islamic Madrasah system, in which Muslim professors sit in a circle and teach Islamic subjects. Today's strategic globalization of English (as the official and most dominant language of the world's military, NATO, and the economy) may have changed Yemen's priorities in English education, i.e., English has become more than a language for spreading Islamic creeds (Appadurai, 1990 & Block, 2008).

The Imam regime shut off schooling for its subjects before the 1940s English education movement. Since the 1960s, teacher shortages have plagued education institutions. Arab and Indian professors teach English and other courses in both nations. From the fifth year of unification, South Yemen made English a compulsory subject for eight years before the last year of high school. It was taught in seventh grade, six years before the final year of secondary school. The two nations' education systems merged in the 1990s. Starting in seventh grade, English was a required subject for six years. Despite the 1994 civil war and South Yemen's unsuccessful independence bid, North Yemen maintained a stable educational system. The Yemen Ministry of Education established Crescent English in the 1990s, giving equal space to four language skills (Ahmed & Pawar, 2018). Fareh (2010) & Khan (2012) indicated that learning English in Yemen and other Arab nations is difficult due to substandard teaching and conventional techniques, inadequate class size, low motivation, and minimal teaching resources.

It could be difficult to learn English as a second language. According to Cullen (1994), in order to create their own CLT materials and choose from a variety of existing resources to stimulate their students' interests, instructors must be fluent in English. Teachers must correctly and fluently communicate the target language (Al-Mutawa & Kailani, 1989; Frazier & Phillabaum, 2012). Skehan et al. (1996), According to studies by Nel & Muller (2010) and Richards (2010), Non-Native English Speaking Teachers (NNESTs) who are not fluent in the language are unable to broaden their students' linguistic horizons by just teaching to the curriculum.

Among the best NNEST qualities is fluency in English, which has been highlighted as an issue in the literature (Sulistiyo et al., 2019; Schmidt & Richards, 2010; ÇETİNAVCI & Yavuz, 2010; Bilton & Fahmy, 1992; Al-Mekhlafi, 2007; Nakata, 2010; Shin, 2008; Frazier & Phillabaum, 2012; Low et al., 2014; Lee, 2004; Alqahtani, 2018; Richards, 2010). Teachers who lacked these abilities were considered incompetent and unqualified (Richards, 2008). NNESTs were expected to perform successfully inside, and beyond the classroom (Shin, 2008; Nel & Muller, 2010; Murdoch, 1994; Fahmy & Bilton, 1992; Al-Mekhlafi, 2007), so they may meet their students' learning requirements, desires, and interests and favourably impact their learning (Shin, 2008; Lee, 2004; Nel & Muller, 2010; Al-Darwish, 2006). This is key to the NNEST's professionalism (Richards, 2010; Nakata, 2010), and public accountability (Lee, 2004; Shin, 2008). ELT pre-service education was criticized for failing to prepare NNESTs with the required abilities and tools to use the target language (Salihoglu, 2012; Peacock, 2009; Pasternak & Bailey, 2004; Kömür, 2010; de Lima, 2001; Coskun & Daloglu, 2010; ÇETİNAVCI & Yavuz, 2010; Al-Mekhlafi, 2007).

A literature search revealed the many ways in which ELT teacher educators around the world helped their NNESTs. Some of these methods include giving NNESTs feedback on their grammar, coherence, and comprehensibility in their writing assignments (Frazier & Phillabaum, 2012) and giving NNESTs feedback on their speaking in general (Mahboob, 2010; Shin, 2008; Frazier & Phillabaum, 2012; Robertson, 2020; Nakata, 2010).

Regardless of these activities and assignments in courses already taught to NNESTs, no one in Yemen speaks English except those who learned it in the last three years of primary and secondary school or in private language schools. Because the British inhabited the south of Yemen for 130 years, older people can speak it well, and a large portion of the population is multilingual. During this time, the colony taught in English. Therefore, individuals had grasped its language functions. People in the south are bilingual in terms of English styles and levels. Spolsky (1998) defined a bilingual as someone with functional second-language skills (Al Shabibi & Silvennoinen, 2018; Spolsky, 1998). English is taught in elementary schools beginning in seventh grade. Private schools teach English differently. It's taught in all stages, from kindergarten through high school, with a distinct period. Yemen's private sector promotes and develops learning. The benefits of this contribution have been evident in school quality, and the proliferation of English-teaching institutes in most Yemeni cities has facilitated English acquisition. People in Yemen are more aware of the necessity to learn English to exchange information and engage with groups worldwide. Thus, English has become more of a life skill than an academic requirement. Certain scientific faculties, such as medicine, engineering, and other technological and technical faculties, use English as a teaching medium; lecturers occasionally move between Arabic and English, utilizing Arabic with some English terms and idioms.

The educational situation in Yemen about English language teaching and learning will be more clearly recognized when examining and evaluating prominent academics' views on the causes of Yemeni Arabic-speaking student-teachers' bad English. Ideologies are conceptual frameworks that distinct socioeconomic classes and groups use to understand the society in this

context (Hall, 1996). Building on Hall's concept, Van Dijk (1998) asserted that ideologies serve as the foundation for the social representations that group members share. Ideologies, according to Van Dijk (1998), impact group members' acceptance of "good" and "bad," determine how they perceive the world, and frequently advance their "material" and "symbolic" interests. This ideological inconsistency causes inequality, abuse between socially formed and positioned groups locally and/or globally, power play, competition, struggle, and conflict. It also results in domination and control by one group over another. To empower dominated groups, build solidarity, coordinate the fight, and maintain opposition, dominant and dominated groups socially generate and replicate ideas. According to Van Dijk (1998), social actors may belong to multiple social groups, each with a distinct ideology. This could lead to conflicts when deciding how to speak or act in a given situation where, depending on the circumstance, one identity and, consequently, one ideology may be more relevant and significant.

Moreover, Van Dijk (1998) indicated that ideologies have many different forms and manifest in a variety of contexts. They highlight the struggle for public speech and incorporate symbols, rituals, and discourse. He maintained that ideology and discourse had a profound and important link. He argued that the social and cognitive aspects of language use and social activity should be considered while conducting discourse analysis. The "common ground" of all conversation and interpersonal contact is created by sociocultural knowledge and other widely held beliefs. Van Dijk (1998) explored the influential role of the mind in influencing and being influenced by discursive social practices in context and underlined the importance of manipulation by dominant groups, who have particular authority over and access to information to manage or control the public's mind. In order to further the interests of those in authority, a consensus must be created, and the dominant groups must be persuaded that their beliefs are legitimate. The dominant groups use manipulative speech to prevent unity, create divisions among the non-dominant groups, and marginalize or discredit them in society at large or even inside their own organizations since their opinions are in opposition to those of the majority of other elites. Being manipulated is a communication and social activity that is not just used by elites (Van Dijk, 1998, 2006). It can best be articulated in language, which gets power from the use of powerful people who are accountable for inequality and have the capacity to improve circumstances (Wodak, 2002). Manipulation that incorporates organizations that are both dominant and dominated, as well as institutions and their patrons, is bad. According to Van Dijk (2006), manipulation goes against social standards and entails the misuse of authority. .. and suggests using language to wield illicit influence; manipulators persuade others to think or act in ways that are detrimental to the interests of the manipulated. Manipulation is a cognitive process that influences people's information, beliefs, and ideologies to influence their behaviour. Public discourse is manipulated because it is under the authority of strong elites. The manipulation of this study has implications for ELT teacher education, policy, and planning.

Culturalism/colonialism in this study favours the dominant culture over the weak. Hegemony is fostered by rhetoric and attitudes. Since the minority dominating group occupies the system's centre and attempts to manipulate and force social institutions and less powerful and/or defenceless groups to support its values, manipulation is crucial in this ideology. In this

worldview, social roles and cultural spaces occupied by members of a group in a significant institution like the university under investigation are tied to power. Acculturation of the colonial group is crucial to the colonizing group. This philosophy is a form of colonization and mind control that is just as successful as physical conquest. As it does in the context of ELT student teaching, cultural imperialism legitimizes, protects, and oppresses particular groups, types of knowledge, and traditions within the imperial power. The theory behind this study contends that Western civilizations are better than those of the developing world. Al-Issa (2006) bemoaned the Arab government's reliance on foreign governments to create and execute its policies. He advised increasing both physical and human resources to decrease this reliance.

The individualist, competitive, and libertarian values that are emphasized by the economic, rationalism, and neoliberalism ideologies are in opposition to equality and cooperation (Stokes, 2014). Stokes describes it as a serious political statement that addresses fundamental ideas. Neoliberalism, rationalism, and economic ideology oppose collective authority. Members of this group, who saw themselves as elites in this research due to their high levels of education and expertise, work hard to break away from the dominance of the dominant group, which is thought to lead to inefficiencies and impede the development of ELT STs' language competence. The dominant group's members are specialists who are often motivated by self-interest to adopt a change to increase output and maintenance (Stokes, 2014). They argue, bargain, and discuss to their areas of strength and skill. They accomplish this by attempting to seem like rational agents and defending the value of their epistemology by employing scientific reasoning. Stokes contends that rather than being founded on actual observation and testing, their arguments are "based on a priori procedure or deduction from abstract general principles or self-evident assumptions." Supporters of neoliberalism, rationalism and economic ideology see all members of the organization as actively involved in formulating policies and bringing positive unorthodox change to the system. Furthermore, they reject the supremacy, dominance, control, and power of their rivals, the proponents of culturalist and colonial ideologies, and see them as outsiders and opponents who, because of their rigidity and distortions, should be less involved in assisting STs in acquiring their target language proficiency. Holders of neoliberalism, rationalism and economic ideologies want to play a more significant and influential role in how this crucial aspect of ELT STs' preparation and education is thought of and implemented, which causes conflict at the micro- and macro-structural levels as well as a struggle for power and cultural space.

Methods

Design

In this study, the perspectives of senior academic members on the English language capacity of ELT STs are analyzed in terms of how they are transmitted in their discourses. Hegemonic ideologies, in the form in which they appear in the discourses of some of the agents in this research, should not be considered objective. Because intellectuals, the privileged, and a highly placed class of elites, such as some of those chosen to participate in this study, do not think

similarly due to their varied knowledge and experiences, the manipulated will be questioned and challenged, making them more vulnerable and less resistant to manipulation. This is because the manipulated will be more susceptible to being manipulated and less resistant to being manipulated (Van Dijk, 2006).

The present ideological climate of the ELT setting was taken into consideration while determining whether or not this research technique was suitable (A. S. M. Al-Issa, 2015). This is the first research I am aware of investigating this issue from these perspectives. The problem-oriented and interpretative strategy is the one that will serve you best in achieving this objective. The explanatory CDA technique demonstrates that manipulation is one of CDA's basic notions. This is since CDA reveals ideology, which is expressed via language through a wide variety of social organizations (Wodak, 2002; Van Dijk, 2006). According to the statements made in the article, the CDA is a trustworthy analytical instrument for literacy praxis in language education that may be used to pursue sociolinguistic analyses in order to bring "change" and "well-being" to ELT STs (A. S. M. Al-Issa, 2015). This study investigates how cultural, economic, historical, and political factors influence the formation and implementation of policy in order to improve classroom instruction, empower STs, increase their learning and teaching efficacy, and humanize scholarship. Other goals of the study include: empowering STs, enriching their learning and teaching efficacy, and humanizing scholarship. Studies that critically analyzed speech as being formed by a certain worldview and the broader universe of social positions and processes were found to be deficient in ELT research (A. S. M. Al-Issa, 2015). (Bourdieu, 1991). This is true in spite of the significant social and political shifts that took place in 2011 as a direct result of the educational system's social, cognitive, and discursive manipulation (Van Dijk, 2006) and the denial of the freedom of the people to generate information, challenge it, and innovate. These shifts were brought about due to the educational system's manipulation of social cognition and discourse (A. S. M. Al-Issa, 2015). The Arab Spring of 2011 enabled society to regain its voice and assisted it in escaping a significant portion of the context and rhetorical inactivity it had been mired in. It is vital to analyze the factors impacting ELT STs' language ability from a macro-level viewpoint and outside of the classroom to facilitate the development of new theories within the framework of the nation's English language teaching (ELT). To accomplish this, it is necessary to utilize procedures that are "non-conventional," "researching up," and "sensitive research" (Cohen et al., 2007) in a manner that allows one to appreciate the influence of significant, powerful stakeholders such as those who were picked for this study.

Participants

The Language Center (LC), the Department of English Language (DEL), the College of Education, and the College of Arts and Languages were four highly trained and experienced local ELT academic members representing prominent academic positions at Sana'a university in Yemen. Even though each agent had a distinct place in the organizational hierarchy and possessed a unique amount of authority, they all agreed to carry out interviews (Van Dijk, 1998).

Agent #1 is a distinguished College of Education decision-maker, associate professor, and senior government figure. Agent #2 is a teaching assistant who also oversees student instructors. Agent #3 is a field-based student teacher supervisor and an assistant professor of applied linguistics who teaches ELT STs in the College of Arts and Social Sciences. Agent #4 is a member of the university's Academic Council, an associate professor of ELT at the College of Education, and a state representative. It was challenging for us to approach a group of elites or specialists because of the sociological and sociopolitical components of the problem (Kaiser, 2009; Van Dijk, 2001). A "debunking theme" (Berger, 1971) and necessary distance are needed in this situation. To strengthen the validity and trustworthiness of the study (Saunders, 2007; Appleby, 2013). Second, we sought to go beyond a cursory comprehension of social reality and challenge the four agents' traditional explanations of social reality and social institutions (Berger, 1971). To do this, we sought to be insiders and close enough to the four actors' perspectives and experiences while acting like outsiders and strangers to thwart and confront our prejudicial views, beliefs, assumptions, and theoretical orientations and observe things critically (Drake & Heath, 2010; Appleby, 2013). We didn't want to accept the agents' assumptions and points of view or be misled by their explanation of the situation (Andersen et al., 2014). In sociology, things are not always as they seem, and unexpected conclusions frequently occur (Berger, 1971). We were therefore more urged to refute theories that have an influence on STs' English language abilities.

Instrument

Every participant was subjected to a semi-structured interview. The interviews consisted of three major questions influenced by several pieces of literature on English language learning and acquisition (see Appendix 1). The interview questions were sent to a panel of industry experts with the purpose of improving the quality, dependability, and validity of the questions. The panel reviewed the questions and provided constructive feedback on some of the topics discussed when it was relevant.

Procedures

Before conducting interviews, the researcher informed the four agents about the study's objectives and method and got their verbal agreement. All agents were honest and answered all queries. They all applauded the researcher's efforts, underlined the issue's significance, enjoyed being questioned, and thought their replies would expand the study's findings and benefit the field. This gave the researcher the impression that they sought to acknowledge their efforts and aid others by disclosing their data (Kaiser, 2009). The interviews were in English. The length of interviews varied by informant's ideology, "field of force," "cultural identities," and "culture capital" (Bourdieu, 1991). all interviews were voice-recorded and transcribed. Each agent interview was on a particular day.

Results

To complete the research project, raw data were triangulated using semi-structured interviews with four different agents and relevant previous research. The researcher went beyond a simple descriptive examination of the texts in light of the ideologically charged context

to conduct a detailed, rigorous, and yet transparent analysis of the conversation. The goal was to zero in on the essential intents of the discourse. To capture elements of social realities and functions of discourse while allowing for emergent aspects of data analysis and researcher' interpretations based on their values and interests, the researcher adopted Greckhamer & Cilesiz's (2014) interrelated framework for systematic analysis of discourse building blocks, which constructs reality. This was done so that reality might be constructed by encapsulating aspects of social realities and the functions of language.

For the data, the researcher created a four-column table. The researcher provided raw data collected from the context in the first column. Then, in the second column, the researcher used pertinent literary works to reinforce the viewpoint the researcher was trying to confront. The researcher outlined the topic discussed in the third column by highlighting its essential characteristics. The researcher listed the philosophy mentioned in the previous three columns in the fourth column. The two conflicting philosophies of colonialism/culturalism and economic/rationalism/neoliberalism are represented below.

Data collected from the Context	Reference	Core concerned	Ideology
Lack of teaching tools and textbooks	(Sergon, 2011)	Critique of resource scarcity and Ministry's role	Colonial/Culturalist
Emphasis on writing over speaking due to teacher limitations	(Stokes, 2014)	Curriculum and teacher skill gaps in ELT	Neoliberal/Economic

Discussion

Culturalist/colonialist ideology

Agent #1 first blamed families, then other agents and agencies. He used guilt to urge families to show more significant concern for their children's ELT education by establishing a suitable English language environment, which may motivate schools.

Certainly! A lot of homeschooling occurs. If 'home' education is lacking, formal schooling will too. Actually... some parents want the school system to manage the entire educational endeavor in more or less 180 days, 6 hours daily. It can't be done. The child needs counseling before entering school, during holidays and breaks, and if he wants higher education, the parents may be asked to offer financial assistance. The level of family support affects learning overall. Language acquisition is like a sponge for children. They require exposure. If English isn't the dominant language, speak it as often as possible. But you have to show your child media. Movies with subtitles are lovely for this.

Agent's 1 cognitive biases make him prefer English over Arabic and another indigenous language with a longer history. He talks about "overt" and "explicit" status, acquisition, and prestige planning in families as part of their "micro-level" family language policy (King et al.,

2008). The influence of linguistic ideology on language policy and education was highlighted by King et al. (2008). Since many parents and families have different effect beliefs and are significant agents of socialization, transmitters of cultural norms and traditions, and preservers of ethnic identities, Agent 1 is making an incorrect assumption and a fundamental attribution error. King et al. (2008) argued that the ways in which families use and learn languages are indicative of broader cultural shifts.

Yemen is one of the Arabic-speaking countries where Arabic is the official language and medium of education. Yemen is a diglossic community where MSA and YA coexist (Ferguson, 1959). MSA is spoken in official settings, such as education, media, and religious sermons. YA is used in day-to-day communication. Classical Arabic and MSA are sacred because they are closely related to the Holy Qur'an. Officially, Arabic is utilized. Literacy, newspapers, media, and other written works use it. No one speaks English save those who went to school to learn it. Soto et al. (1999) claimed that a strong home foundation helps children's second language learning since home languages and home cultures are at the center of family communication. In their discussion of parenting and development, King et al. (2008) highlighted the importance of parents' ideologies. Access to and exposure to the English language have never been easier due to the proliferation of media platforms such as free-to-air and encrypted satellite TV channels, the Internet, smart mobile phones, and social media (Leis et al., 2018; A. Al-Issa, 2006). This is especially true as the next generation, the digital natives, come of age online.

Agent 1 displayed cognitive bias by blaming school instructors for not implementing the BES policy. He shamed and insulted instructors to make them feel inadequate. True, it mostly depends on their experience and linguistic skills. Unless they speak another language, native speakers may not comprehend why outsiders make mistakes. A foreign language speaker's pronunciation and accent vary, and some make many blunders. Will you allow it? I suggest a native speaker for intermediate English. However, foreigners may do for beginners.

Fareh (2010) & Khan (2012) concluded that the Ministry of Education lacked understanding regarding the large number of students enrolled in the Foundation English Language Program at public and private institutions. The Ministry of Education has minimal expectations for students learning. Sergon (2011) ascribed the problem's complexity to the Ministry of Education's policies.

Agent #1 praised BES's course. He utilized humiliation and hyperbole to blame teachers for the problem.

The curriculum isn't fully implemented, and most of the material is poorly created. Even though ESL and EFL are similar, there's a considerable gap between them, which makes adapting content challenging. ESL assumes students have more access to the language (both proficiency and materials), yet EFL students may not grasp the same stuff. Training is another concern. Many EFL teachers aren't equipped to teach the new curriculum. EFL teachers have minimal or no training, thus, they don't always know how to teach English well. Both students and teachers might suffer from a lack of training.

In recent decades, there has been a rise in the integration of skills. Reading, for instance, is considered by those who develop curricula and classes to be one of two or more related talents. EFL teachers have the opportunity to incorporate any relevant language abilities into the classroom if they focus less on the forms of the language and more on what their students can accomplish with it. According to and Brown (2000), integrated-skill courses inspire students to learn English as a foreign language, leading to a stronger recall of concepts learned in speaking, listening, reading, and writing. The Southern State Authorities interpreted the outbreak of civil war in 1994 as the end of the unification deal; however, victorious North Yemen was able to maintain the country with a single education system forcibly. This was despite the fact that the new country had political issues from its formation and, subsequently, a civil war in 1994. The Ministry of Education in Yemen launched a new series of English lessons in the nineteen-nineties under the name "Crescent English course for Yemen." All four linguistic abilities are given equal weight in these communicatively-focused classes. Most educators are ill-equipped to teach the new material presented in the book (Crescent English course for Yemen). Therefore, teachers must attend continuing seminars to learn about new material and cultivate an encouraging environment for students to study. Ahmed (2018) held the Ministry of Education accountable for producing an irrelevant, unrealistic, and uninteresting syllabus. Almusawi et al. (2019) and Sergon (2011) additionally found that teachers in the local ELT context did not have sufficient time, while meantime had end-less tasks "... to try and meet the constantly changing Ministry goals.

Agent #1 commits cognitive biases, attribution errors, and incorrect beliefs regarding teachers' attitudes and professionalism. Malle et al. (2014) indicated that false assumptions lead to more significant blame than genuine beliefs.

As mentioned earlier, the current textbooks prescribed for these Basic and Secondary schools are communicative-based courses in which all skills are given equal space. Unfortunately, written skills are usually overemphasized at the expense of oral ones, which affects the learning and teaching process as a whole. This is due to instructors' low competency and inadequate awareness of communicative language education. EFL teachers may have a certificate or bachelor's degree in English, but they lack spoken English teaching skills and communicative language knowledge. They favor older procedures since they're easy to run.

A teacher must be patient in order to teach EFL. There is no English language environment in Yemen. English is not a serious topic in our country. It is taken lightly by both students and Yemeni teachers. Students are not taught English properly in their schools for various reasons, both inside and outside the classroom. Many English school instructors lack communicative competency and minimal experience teaching communicatively.

Furthermore, the English curriculum is just a communicative-based course that is confined to grammatical and lexical competency. On the other hand, while most EFL instructors have a certificate or bachelor's degree in English, they lack competency in teaching spoken English and are not well-versed in communicative language instruction. They typically prefer conventional

teaching methods in their classrooms since they are easier to manage. This is because many English teaching programs offered by Yemeni education institutes do not adequately train student-teachers to be competent and qualified English instructors. This lack of competency on the part of the instructors will subsequently be reflected in their teaching in these primary and secondary institutions, posing a barrier to language learning and student progress.

Agent #1 devised us vs them to avoid accountability. He is trying to differentiate between the communicative-based knowledge specified for Basic and Secondary schools and EFL instructors' limited experience teaching it. De Lima, (2001) and Morain (1990) stated that all ELT pre-service courses assist STs in improving their English language skills. Lack of knowledge and effort extended to course preparation, which he found lacking in Yemeni schools.

Freeman et al. (2015) were among those who questioned the usefulness of vaguely defined language requirements in the classroom. The authors argued in favor of English-for-Teaching, a constrained variety of English for Specific Purposes that prepares teachers to instruct English as a Second Language (ESL) in public schools in order to better facilitate the linguistic growth and curricular implementation of their students. The concept, as stated by Freeman et al. (2015), has significant ramifications for developing and verifying teacher education programs and ensuring they are in line with international standards. A. Al-Issa (2006) argued that since 1970, this Arab country has been reliant on foreign universities for its academic needs due to a lack of trained labor and physical resources. Using deceptive practices, foreign powers have influenced institutions like the one under scrutiny to conform to their cultural norms.

Agent 1 blamed the MoE for STs' linguistic inadequacy. He posed as a victim to obtain sympathy and cooperation.

I see... funds affect student performance. Sure... lack of financing leads to higher class sizes, less technology, and less curricular resources. The more learners a teacher has, the less personalized attention they can give.

Most schools have a scarcity or lack of instructional tools. Language laboratories are not provided in any of the city's main schools. Most of these schools lack the required aural and visual teaching tools for language instruction, such as cassettes, recorders, computers, projectors, etc.

At the same time, teachers do not attempt to give visuals or drawings that may aid in teaching vocabulary and grammar. They rely mostly on conventional ways of teaching through the excessive use of the mother language (Arabic). The textbooks recommended for English instruction in these institutions are not supplied to each student, and in many schools, two or more students are frequently asked to share the same textbook. A situation in which teachers exclusively utilize chalk and boards to teach English is regarded as an obstacle to English language instruction in Yemeni schools. Furthermore, the number of pupils grows yearly, yet educational infrastructure does not keep pace. According to Agent1's statement, the number of pupils in each classroom can exceed 50. Such packed courses are a significant difficulty for EFL

teachers since they have challenges with class control and find it difficult to achieve communicatively.

These issues appear not limited to English language education in this governorate's schools but may be generalized to many schools around the country and some other similar situations.

Some comparable studies conducted in various circumstances where English is taught as a foreign or second language came to somewhat similar results about the difficulties of teaching English (Kalia, 2017; Fatiloro, 2015; Fareh, 2010).

Agent #4 employed a deceptive method to study the situation. He felt STs would benefit from the ELT program by commenting... Yes, to a significant extent. However, he emphasized that... Students might benefit from extra English classes, although that would be challenging, given time restrictions.

Agent #4 is assigned to the Ministry of Education and its official offices in the capitals of governorates, each with its individual tasks and responsibilities. Holding multiple identities and ideologies led to discursive conflict. He employed three sorts of positive reinforcement to manage the circumstance.

The first was regarding the mainly acceptable efficiency of MoE's ELT initiatives. In the second, he superficially sympathized with the STs. In the end, he apologized on behalf of the Academic centres at MoE for not extending the time given for language development classes.

Being the most exclusive, prominent, powerful, and influential of all three, Agent 4 agreed with the Academic Centres at MoE. The 6-year degree plan barely covers 3-4 credit hours per week for ELT needs, especially in rural nations where EFL teachers are few. This distribution of classes and hours shows a lack of balance, which might damage STs' language competence (Peacock, 2009). A. S. Al-Issa & Al-Bulushi (2012) showed absence of time in an EFL environment contributed to poor English language learning and acquisition.

Agent #4 is aware of the need for additional formal ELT time for STs. In Bourdieu's (1991) terms, while "demand" for optimal language exposure is high, "supply" is low due to "production monopoly" and "distribution restrictions" exercised by Agent #4 as a powerfully dominant figure taking control of and representing the powerless majority, but imposing restrictions on the quantity of English language knowledge presented to STs. Agent #4, authorized to oversee a vital operation component, denies STs their right.

Economic/rationalism/neoliberalism ideologies

Agent 2 pushed for a more important position in the STs' linguistic development and implicitly negotiated and struggled for it in the knowledge and power hierarchy. He indirectly criticized the professors. He criticized instructors for failing to increase their pupils' language proficiency during the previous four decades, putting more emphasis on grades than learning, and assuming that high grades signify effective learning. The authoritative, strictly controlled, and regulated ELT system, which prioritized official knowledge, picky traditions, and intriguing knowledge, was opposed Ahmed (2018) and A. S. M. Al-Issa (2015). A. S. M. Al-Issa (2015)

claimed that this resulted in top-down curriculum implementation, limited teachers' use of creative and innovative teaching methods, encouraged teaching for exams and memorization, sanctioned exams as the only accepted metric for determining academic success, and widened the gap between policy and practice. He used shame manipulation and guilt-tripping to make instructors feel guilty and submissive.

Agent 2 made an effort to seem reasonable by contrasting the poor performance of school instructors with university instruction. He wants more space and power to provide STs instruction on how to improve their language abilities because he is a trainer with special understanding. He used to shame and guilt-tripping to put the blame on the professors.

Many students view language as a test topic rather than as a skill to be learned, especially in language skills programs. This is probably because of how pre-university coursework and tests are set up. Only a qualified, experienced teacher can offer assistance at this time. Many study ELT for a future career rather than because they find it interesting. This agent misunderstood the STs' attitudes regarding becoming English teachers, which was a critical attribution error. The agent's statement refuted the findings of Fahmy & Bilton (1992) about STs' perceptions of English and ELT as a profession. Hussein & Elttayef (2016) found that instructional technology enhanced discourse competence, which is the collection, reorganization, and arrangement of words, structures, sentences, and utterances to achieve a cohesive, cohesion, and meaningful spoken or written text in order to avoid needless repetition and to place each signal in its proper location. This technology was used by the researchers to enhance instructional strategies.

Regarding timetable and classes, yes, but many students struggle with communication and language skills. Therefore, the program's elements are sound. The same program has in the past and currently somewhat prepares language teachers. Given that Ministry of Education grads aren't as stellar these days, perhaps the quality of the college's intake has altered recently. I can only depend on my observations and those of my other teachers. I believe course instructors need to make adjustments due to the quality gap. Although the basics are essential, there are issues with how they are taught realistically and how much students take advantage of learning opportunities in classes. This agent was more focused on developing the practical knowledge of STs because he was a teacher trainer. The blame is placed on faculty members and the implication that they must teach STs to mask a rejection of the power, domination, and authority of those in charge of conceptualizing and carrying out ST-teaching. This blame lacked concrete evidence and was abstract and ambiguous.

Agent 2 then offered some very divisive professional-based suggestions on how to help the STs advance their language skills. All of these ideas are centred around the STs using English. He said that developing a drama-based course for student teachers may be a good idea, especially if sociolinguistics and pragmatics instructors were included in the system's instruction. This was done specifically to help STs create and produce different theatrical pieces! Vachova (2012) outlined several possible disadvantages of using theatre in ELT instruction. Students feelings of collaboration, communication abilities, and self-assurance in their English-language skills all grow as a result of using theatre as a technique for English instruction. When taking part in dramatic practice, students have the chance to play around with language, make mistakes, and

even learn how to improvise if they forget a word or phrase. It is normal to anticipate that not every student will be eager to participate in front of their peers. This is especially true in a place that is important to Muslims and Arabs culturally, where such action is typically discouraged.

Agent 2 attempted to seem reasonable. He suggested enrolling STs in topical workshops or courses to improve their language abilities and prepare them to use and teach languages professionally. The English language workshops are hands-on, interactive, practical courses that help students become more fluent in the language. The linguistic difficulties of the students are highlighted. A new emphasis on professionalism may mean that the curriculum offers students the opportunity to participate in several seminars. In the context of the subject, these seminars or courses could aid students in developing specific language abilities or regions. A workshop could concentrate on instructive games that show participants how to modify their communication, cut down on conversation, offer clear directions, etc. To learn the more diversified language that can be passive owing to avoidance strategies, these activities challenge students to use their already learned language in unconventional or regular ways.

In order to enable EFL school instructors to brush up on their English and learn about current trends in language teaching, Ahmed (2018) claimed that they are hosting seminars and training. These instruction and seminar courses must be delivered by native English speakers who are also national specialists in ELT. They should employ communicative language approaches in their English classrooms, such as role-playing, group projects, pair projects, and cooperative learning. In addition to the aforementioned, ELTSTs in Yemen must be improved by providing the appropriate audio and visual teaching tools and resources, such as cassettes, recorders, projectors, computers, textbooks, and language labs.

Agent 2 used the term "professionalism," which refers to teachers' service ethics and morality, commitment to special knowledge development, and making judgments, in an effort to highlight the lack of effort and incompetence of those school staff members' teaching as well as the failure to give the ELT STs the tools they needed to transform them into proficient users of the target language.

The LC has sufficient tools, infrastructure, and resources. Students' English reading, writing, speaking, presenting, study, and vocabulary abilities are all improved through the LC's Tutorial Center. The Student Support Unit at the LC promotes independent and practical learning. With individualized attention, the program aims to advance children's linguistic and intellectual development (one of the YMoE goals, 2010). Students will develop language learning techniques and make good use of resources.

A centre for extracurricular activities is located in the LC (ECA). Aiming to engage and capture students' talents in various activities with specific goals and a timetable for completion, these centres were established to encourage student and teacher engagement in clubs outside of the classroom (Zhou, 2018; YMoE goals, 2010). The facility fosters pupils' creativity and self-assurance.

Agent 3 used deception to get his point through. He used guilt-tripping to demonstrate that instructors who were involved in conceptualizing and putting the program into practice cared

about their own financial objectives, which resulted in power abuse. He also used language to denigrate rivalries and power conflicts among the students. He also attributed the lack of expertise to the EFL instructors. He supported requiring non-English major teachers who teach English in some schools to enrol in English language education courses in order to fulfil certification criteria.

The others are implementers, including curriculum designers, policymakers, planners, and education ministry representatives. Their duties thus include forcing teachers to teach English as an integrated skill that emphasizes all skills and making English a required topic in the curriculum starting in the first grade of elementary school. Never leave it up to the school staff. This group of educators is not uniform. They are made up of theoretical linguists who want to maintain their jobs by instructing students on useless linguistics concepts in real-world situations. They are a group of literature students who wish to work as many hours as possible to maintain their employment. They are made up of Methodologists who concentrate more on teaching Methodologies History than on their students' linguistic requirements and the right and fluent use of language in the context of a professional classroom. They ought to be forbidden. The agent made a mistake in attribution due to cognitive biases. Some schools with language labs or centers opened their doors just over ten years ago. As a result, they employed instructors with various academic backgrounds, skill levels, and competencies from both inside and outside Yemen. It was believed that including them on technical committees across the organization would strengthen those committees, and help them get an international reputation.

To seem more reasonable, Agent 3 clarified what he meant when he said that theoretical linguistics didn't apply to STs in the Yemeni English curriculum. He persisted in utilizing the linguistic proficiency of STs to exert dominance, control, and influence over the creation and implementation of programs. He accused non-Applied Linguists of using English Language Literature to advance their goals and interests. Competent authorities must review the courses with an emphasis on the needs of the students. Several studies have shown that literature affects the ability to speak a foreign language (Yildirim, 2012; Van, 2009; Khatib et al., 2012; Cruz, 2010). Literature exposes students to real-world materials, broadens their linguistic repertoire, develops communicative language proficiency (CLP), enhances cultural understanding of the target language, stimulates critical thinking, and appeals to the imagination.

Agent #3 made an effort to seem more rational by emphasizing the importance of reading and writing and the lack of worth of the program's theoretical components. There is a demand for short stories, writing, and reading. According to Pasternak & Bailey (2004), the concept of CLP was linked to knowledge of the target language and demonstration of the ability to do things using that knowledge in various contexts governed by different interactional conventions, functions, and rules. In this instance, Agent #3 compartmentalized the language and prioritized two skills over the other four, which was against the concept (Bachman & Palmer, 1996). Additionally, this representative's remarks were at odds with those of Fahmy & Bilton (1992), who found that ELT STs lacked confidence in their capacity for oral English communication. This fact dramatically impacts their choice of instructional resources and approaches and their ability to act as language models in the classroom. Agent #3 served as the slave this time, which was an interesting difference. By claiming to be seeking to assist the STs in learning English, he

attempted to mask his objectives. He discussed a different sort of curriculum and adopted a more radical strategy than those mentioned before. He said that the current situation might be remedied by modifying the ELT degree plan curriculum and adding more ELT practitioners and professionals. Switch up the lessons. Professionals in ELT, Applied Linguistics, and school educators must complete it. They ought to be questioned about what is effective and ineffective, what was a waste of time in school, and what aided them in their careers. Agent #3, an expert Applied Linguist, was more concerned with language usage. He wants a more significant role in organizing and managing the ELT program. Tests or observations did not support his claim since he sought to effect change in a non-traditional manner with the aid of educators or ELT practitioners working in schools. This agent is simplifying this framework and knowledge base and restricting the categories to practical grounds, even though the pertinent literature Fandiño (2013) showed that the design of ELT programs around the world is complicated and involves more than one entity to ensure that STs get as complete a professional knowledge base as possible. He flatly declined any parts academics may have played from fields other than Applied Linguistics.

Conclusion

This CDA-driven study examined and documented leading academics in ELT's theories on the variables influencing STs' proficiency in the English language. Language competency in ELT STs is badly impacted by the competition for space and the creation, replication, validity, and monopoly of cultural, intellectual, linguistic, economic, and political capital. All agents created misleading discourses, cognitive biases, and subjective social realities to avoid accepting responsibility. The many paradigms and sub-paradigms of manipulation and blame reflected the ideologically restricted and contentious environment. This study demonstrated how manipulation and finger-pointing impact ELT policy and planning. We believe this study is an essential contribution to the body of knowledge about the language proficiency of EFL/ESL STs and the impact of teacher education on linguistic planning and policy, despite the small sample size that restricts generalizability. An extensive quantitative analysis could be able to explain the phenomenon. To aid STs in developing their language skills, this study's discourses need to be considered.

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