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THE CURRENT IDEOLOGIES IN ELT PROGRAMME IN CAS- RUSTAQ AND ITS IMPLICATIONS

Abstract:

"Phillipson (1996) considers NNESTs to be potentially the ideal ESL teachers because they have gone through the process of acquiring English as an additional language." Even though the above quotation indicates that nonnative English second language teachers are in better stand than native teachers, Omani community is complaining of the inadequate level of new graduates Omani teachers. Al-Mutawa and Kailani (1989) mention that if the teachers lack the "practical command of the target language", they will not be able to teach communicatively (cited in Al-Issa, 2001, p. 7). This paper aims to study the causes of the inadequate level of English student teachers in Omani context. It discusses various ideologies on which the educational system in CAS-Rustaq is based. These ideologies make a fixed framework implemented in training students as teachers, but which in itself looks problematic. One of the main ideologies is methodology knowledge that outweighs language knowledge. The study focuses on both student teachers' and inspectors' perceptions on ELT programme delivered in CAS- Rustaq in order to provide competent NNLT for the Omani schools.

"Interrelated questionnaire and interview" were employed in ordered to gather the data needed to answer the two main questions of the study (Dornyei, 2007, p. 24). These questions are 1) What are the ideologies of ELT programme delivered in CAS- Rustaq? 2) What are the student teachers' and inspectors' perceptions on ELT programme delivered in CAS- Rustaq? The initial findings of this study reveal a gap between what the student teachers should be equipped with and what they are provided with in ELT programme. The study recommends reviewing ELT programme to meet the needs of competent non-native English teacher.

Keywords:

NNESTSs - ideologies - methodology - language content

1. Introduction

A few years ago, the term 'expert speakers' was introduced by Rampton (1990) to put an end to the ongoing argument between nativism and nonnativism in the field of English Language teaching. Previously, it was believed that only native speakers can master the teaching of English, assuming nonnative English language speakers to be a limited source of linguistic data. Davies (1991) concluded that nonnative speakers can master all aspects of a second language and therefore called for the inappropriateness of labeling the speakers of English as natives and nonnatives. His argument was supported by the lack of substantial evidence behind the superiority of native speakers as ideal teachers in the field of language teaching.

However, after such discrimination against NNS teachers was solved, researchers moved to focus on the centrality of the teacher and the significance of understanding the principles lying behind second language teacher education. Freeman and Richardson were among the first to bring into attention how teachers learn to teach, how they can link theory and practice and how they can develop their teaching skills (Vélez-Rendón, 2002). Moreover, the literature on English language teacher education has stressed the need for non-native English speaking teachers (NNESTs) not only to be proficient in English but also to be proficient in ELT discourse (Fradd & Lee, 1998 cited in Al-Issa, 2009).

Somehow along the above continuum between NSs, NNSs and teacher education stands the current teacher preparation programme practiced in Rustaq College. Despite the fact that this programme has been implemented for over ten years now, no actual review has taken place, although, many attempts have been made to change the textbooks. However, in depth look into the literature of ESL and teacher preparation programmes assert the need for adapting contemporary practices of English language teaching. Therefore, this paper aims at examining the appropriateness of the current practices in Rustaq College to stand on the influential aspects of the programme and its contribution to preparing proficient teachers.

Another theme that needs to be investigated in the ELT programme in CAS Rustaq is the impact of teacher preparation programme on teacher development. Are the courses implemented influential? Is the programme capable of producing competent nonnative language teachers? What changes can be made to provide a practical contemporary teacher education programme for CAS Rustaq students? This paper attempts to share with decision makers some of the students' and teachers' perceptions and level of satisfaction regarding the ELT programme in CAS, which in turn would inform their choice of courses and vocal points in the curriculum.

2. Context

In the last few years a new concept strongly emphasized itself in our government's policy that is of 'Omanization'. It refers to the process of replacing foreign labor force by qualified Omani one in a gradual and systematic way (Al-Jadidi and Sanguinetti,

2010, p. 2). In the past few years, there was a noticeable shortage of Omani English teachers across Omani schools. The various institutions responded to this shortage by opening a bachelor education programme in English. Rustaq College of Applied Sciences started this programme in 2003. After 11 years, the programme remained the same with no considerable changes in the delivered courses.

Currently, the students enrolled in this programme are accepted according to their overall score and their English result in the high diploma certificate which is handed after completing the last year in school. Students are not given any entry exam to be accepted in this programme. They are directly streamed into four levels after taking the placement test along with students from other majors, IBA and IT. After passing the foundation programme, the English student teachers start their programme according to the proposed study plan (see appendix A).

During the fourth year programme, students are taking various English courses along with seven courses as general requirements which are delivered in Arabic. They conduct micro-teaching as a project for many courses. Micro-teaching is "a practice teaching in a controlled setting" in order to improve the teaching skills (Richards, 2008, p. 2). They also go for school base practicum for two days during their last year at college. In order to take a job as an English teacher, these students are required to score band 6 in IELTS.

3. Literature Review

"natives and non-natives have an equal chance to become successful teachers, but the routes used by the two groups are not the same." (Medgyes, 1992, p.1).

The quotation above shows that non-native speaker of English can be a successful teacher of English. However, it also indicates that native and non-native teachers follow diverse ways in the preparation stage to be a sufficient teacher of English language. Stern (1983) "claims that native speakers have (a) a subconscious knowledge of rules, (b) an intuitive grasp of meanings, (c) the ability to communicate within social settings, (d) a range of language skills, and (e) creativity of language use" (Cook, 1999, p. 186). According to Chomsky (1965) native speakers in linguistic theory has been regarded as the trustful source of linguistic data. The discussion carried by Cook (1999) point out that native speaker has the advantage of being a fluent user of the language. Kachru and Nelson (1996) also declare that the term native speaker is a sign of a superior ability in dealing with the language (cited in Liu, 1999). Medgyes pointed out that the issue of native and non-native is "purely linguistic" (1992, p. 341). Medgyes (1994) also noted that the non-native speakers are aware of the native speakers' linguistic advantages. The above discussion is an indication of the linguistic gap between native speaker and non-native speaker. In the process of preparing non-native English student teachers, this gap should be fully addressed in order to obtain sufficient teachers. On the other hand, non-native English student teachers should be informed of their advantages over native student

teachers such as being a perfect model for their students and understanding what students are going through and showing sympathy (Medgyes, 1994). Such advantages might give non-native English student teachers a great boost by knowing that they are equal with native student teachers but in different terms. However, a lot of the current English teachers' preparation programmes have problems in how these programmes preview language and the great emphasis on methodologies over the other aspects (Gonzalez and Darling-Hammond, 2000, p.1). Most teacher preparation programmes view language as structural components such as phonetics, phonology, syntax, etc. This view is a bit limited since it sees language as structural elements only. Another problem is listing methodologies as the main focus in which student teachers are frequently introduced and trained in using the various methods and approaches. Though, some researchers indicate that intensive training of methodologies and teaching enable student teachers to be more effective and feel secure and fully prepared. However, this frequent emphasis on methodologies has narrowed student teachers knowledge in language and its fields. Thus, English teachers' preparation programmes should focus on both the subject knowledge which is English in this case and the practice of teaching knowledge since student teachers need to be proficient in both English language and ELT discourse (Fradd and Lee, 1998, cited in Al-Isaa, 2009). As Brain pinpoints that teacher preparation programme should aim "to establish a direct causal relationship between language proficiency and pedagogical practices" (Selvi, 2011, p. 188).

Non-native English students can easily obtain a good level in English linguistic knowledge if they were involved in a well-structured programme that follows clear guidelines in preparing them with the needed qualifications. Although there are no common guidelines to be followed, a suggested guideline for teacher education programme was raised by Wolfe in 1986 (Srnagorinsky and Whiting, 1995).

4. The Research Questions

The ultimate purpose of this study is to answer two main questions in order to obtain a clear description of the current ELT programme in CAS-Rustaq. The answer of these two questions might also provide some reasons of the inadequate level of the Omani English student teachers. These questions are

- 1) What are the ideologies of ELT programme delivered in CAS- Rustaq?
- 2) What are the student teachers' and inspectors' perceptions on ELT programme delivered in CAS- Rustaq?

5. Methodology

The aim of this study is purely explanatory and descriptive in nature. It is designed to investigate the various perceptions about the currently practiced ELT programme in CAS Rustaq and the level of satisfaction with the results it is generating at the end. Questionnaires (see appendix 1) were envisaged by the researchers to collect data

from experienced teachers who are perfectly well informed about the structure of the programme and therefore can make judgments regarding its effectiveness. Student teachers also, specifically, those who are completing the programme and are in their final year were another source of data collection through questionnaires. These student teachers can critically review the programme they have undertaken and comment on its usefulness.

The students' questionnaires consist of four parts. The first part starts from *agree*, centers on *not sure* and ends with *disagree*. It focuses on the student teachers' background in English before they join the college and seeks to measure students' readiness to enroll in a very intensive course on language and methods. The second part targets the chances given to students in the classroom to communicate in the target language. This section is very crucial in terms of measuring the degree of involvement given to the learners throughout the different courses. On the other hand, the third part consults students' perceptions regarding the weight placed on subject knowledge and teaching methodology. The fourth section includes questions examining the student teachers' level of satisfaction with the courses and instructors. Finally, there is an open-ended question inviting the students to suggest any changes they value as critical and very important to improve the ELT practice in CAS Rustaq. Additionally, teachers' questionnaires include four sections as well with a slight change in the fourth part which follows Likert- 4 points scale and starts from *very adequate* to *very inadequate* and centers on *adequate* and *inadequate*. This part studies the teachers' level of satisfaction with the effectiveness of the implemented courses in the curriculum.

The participants in this study comprised (47) graduate student teachers out of (60) and (7) teachers out of (10). All the graduate student teachers are Omanis 22-24 years old whose mother tongue is Arabic. These students have spent four years studying in the teacher preparation programme to become English language teachers in both elementary and secondary schools. Whereas, the teachers, were Omanis and different expatriates who have been working in the college for several years.

6. Findings and Discussion

6.1. Students' knowledge in English before going through ELT programme

Graph 1 shows students' opinions about their knowledge before going through ELT programme. The graph contains six items and the analysis of this section illustrates a general agreement among students over the stated statements. The results of the given items indicate that most students entered the college to improve their English language which proves that students were not satisfied about their level in English before starting the programme. As MODOCH (1994) indicates that high level in English is the "the most valued aspect of a non-native English teacher's competence" (cited in Liu, 1998, p. 7). Concerning item 1, 37% of students agreed that time given to improve all Language skills was sufficient in school, while 22% were not sure and 41% disagreed. As for item 2, 78% of students agreed that they entered the college to

learn English, 20% were not sure, and 2% disagreed. Regarding item 3, 74% of students agreed that they entered the college to learn how to teach English language, 15% were not sure, and 11% disagreed. In response to item 4, while 44% of students agreed that once they started college their English level entitled them to become teacher trainees, 47% of them were not sure, and 7% disagreed. Concerning item 5, surprisingly 78% agreed that foundation programme was easy to pass, 20% responded with not sure, and 2% disagreed.

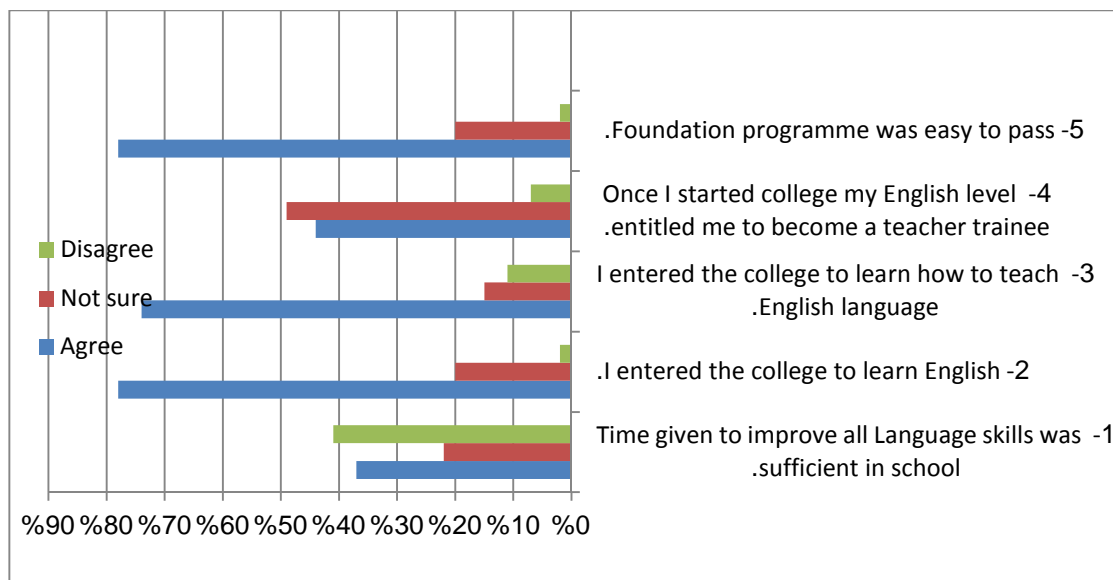


Figure1. Students' opinions about their knowledge in English before going through ELT programme

Graph 2 illustrates teachers' perceptions about the students' level of English once they join the college. As for statement 1, 57% of the teachers disagreed with the statement, while 43% showed satisfaction with the students' English. Whereas, item 2 displays a variety of opinions starting from 14% of the teachers support the idea of having highly motivated students to the majority of 43% who think that students come with low motivation, while the remaining 29% are not sure whether students are motivated or not. A good base is always essential for a strong linguistic and professional development. When asked about the adequateness of the foundation programme, item 3, the majority of about 57% think it is sufficient, while 29% disagreed and another 29% was not sure of its effectiveness. Concerning item 4, 43% were not sure if the foundation programme meets students' expectations or not. However, an equal 29% both agreed and disagreed with the statement. This level of discrepancy of responses is due to students' vague attitudes towards the programme in general.

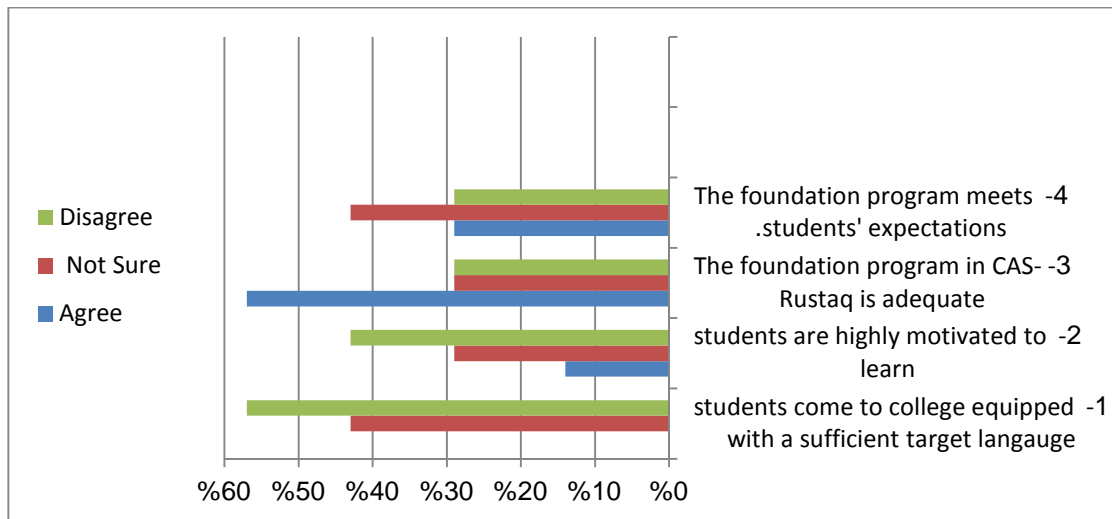


Figure 2. Instructors' perceptions of students' knowledge of English before they join college.

6.2. Students' chances for communication in ELT programme

Graph 3 illustrates students' opinions about their chances to communicate in ELT programme. It contains five items and the general analysis of this section shows that most students agreed that they have enough exposure to English language but not enough time to use it. Regarding item 6, 53% of students agreed that they had enough exposure to the language, 40% were not sure, and 7% disagreed. In response to oral language and literacy skills were introduced all together, 34% agreed, 55% were not sure, and 11% disagreed. For item 8, 30% of the students agreed that they were given a chance to communicate in the target language both in and outside the classroom while 32% responded with not sure, and 48% disagreed. Concerning item 9, 25% agreed that Student Talking Time is more than Teacher Talking Time in most classes, 30% were not sure, and 45% disagreed. As for item 10, 45% agreed that teachers always encourage students to speak and discuss while 39% were not sure and 16% disagreed. In response to this issue, Cullen argues that few teacher preparation programmes have either the resources and time "to improve the trainees' communicative command of the language, rather than their knowledge about it" (1994, 163).

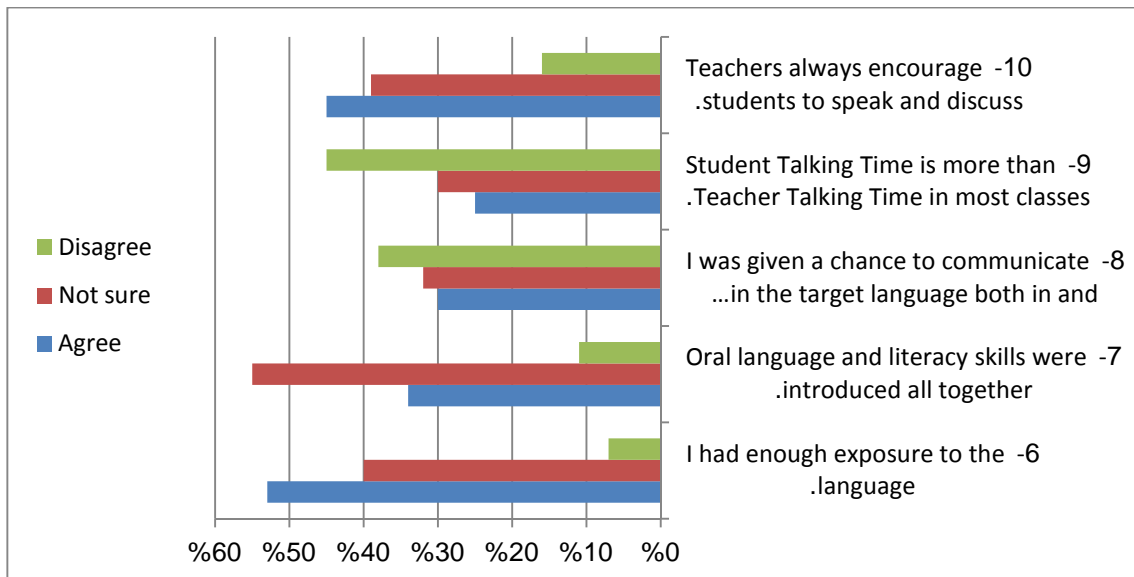


Figure 3. Students' opinions about their chances for communication in ELT programme

Graph 4 below displays information concerning the chances given to learners to communicate in the target language. Regarding item 5, whether students are given enough exposure to the language or not, 57% agreed on involving their students in the class, while 43% disagreed and no one reported being un sure of the statement. As for item 6, 29% of the participants agreed on the fact that oral language and literacy skills are introduced in alignment. However, the remaining 71% were not quite sure of that. In response to item 7, again most answers, almost 57% were sure if they vary their teaching methods to meet their students' needs or not, while the remaining 29% agreed on doing so. Concerning item 8, the results were gradual. 14% of the participants agreed that STT is much greater than TTT, while 29% disagreed and the majority 43% was not sure. This leads us directly to item 9, where 86% of the participants were not sure whether they vary their methods in order to encourage the students to speak and discuss or not, while 14% agreed on achieving that item in their classes. It is quite obvious that the majority of the teachers are not aware of their teaching practices and their effectiveness.

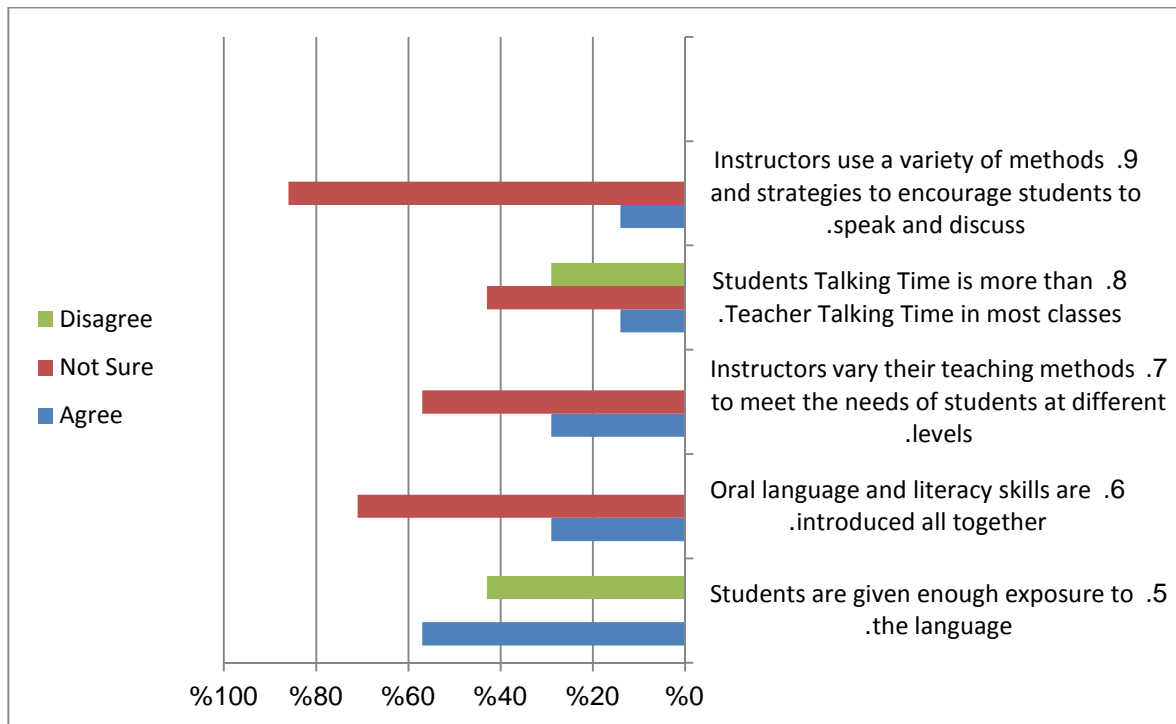


Figure 4. Instructors' opinions about students' chances for communication in the ELT programme.

6.3. Knowledge emphasis in ELT programme

Graph 5 below shows students' opinions about the knowledge emphasis in ELT programme. It contains 6 items and the analysis of this graph indicates that the way English course is delivered to students should be reviewed and a great emphasis on language knowledge should be given to graduate English teacher with adequate level in English. Concerning item 11, 46% of students agreed that over the past five years they were equipped with language knowledge more than methodology knowledge, 41% were not sure, and 13% disagreed. As for item 12, 28% of students agreed that over the past five years they were equipped with methodology knowledge more than language knowledge while 49% were not sure and 23% disagreed with the statement. Regarding item 13, 53% agreed that linguistic knowledge is only emphasized in the first two years, 29% were not sure, and 18% disagreed. In response to item 14, methodology knowledge is repeated in more than one course, 65% reported that they agree, 23% were not sure and 12% disagreed. Concerning item 15, 61% agreed that English was introduced to students as a subject more than as a language while 21% of students responded with not sure, and 18% disagreed. Cullen (1994) states that most teacher preparation courses in a foreign context focus more on the methodology knowledge. He also adds that "language improvement may become confused with the subject matter of the 'linguistics' component" (Cullen. 1994.p.163).

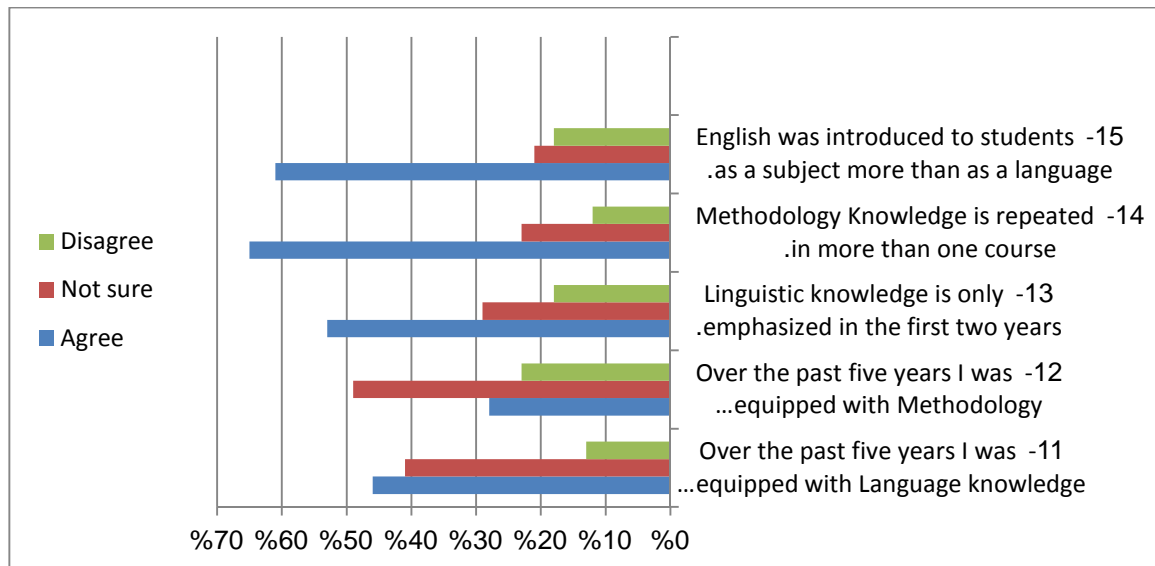


Figure 5. Students' opinions about knowledge emphasis in ELT programme

Graph 6 below sheds light on the linguistic emphasis in the ELT programme in CAS Rustaq. In response to item 10, 29% of the participants were not sure whether linguistic knowledge is emphasized more than methodology, while 57% of them positively supported the statement and 14% disagreed. The 57% obviously appreciated the appropriateness of methodology courses. On the other hand, when asked whether methodology was given more weight than linguistic knowledge in the programme, 43% agreed while the other 57% were not sure. As for item 12, 29% of the participants were not sure whether linguistic knowledge was generally emphasized during the first two years or not while, another 29% agreed on the statement, whereas, 43% disagreed assuming that linguistic knowledge is evenly introduced over the four years. Concerning item 13, the majority of about 57% of the participants agreed that methodology was duplicated, while 29% were not sure and the rest of total 14% disagreed with the statement. Reaching up for item 14, 57% of the participants were not sure whether courses are redundant or not. Partially, this can be a result of the fact that not all teachers have taught different courses in the curriculum. However, 43% of the teachers agreed on the statement. These teachers essentially felt that some of the courses incorporated in the ELT programme were redundant and repetitive and therefore need to be integrated into one course. As for item 15, 29% agreed that English was dealt with as a subject rather than a language while the same percentage, 29% were not sure and 43% disagreed. In response to item 16, measuring the teachers' level of satisfaction regarding the teacher preparation programme in CAS Rustaq, 43% of the participants were not satisfied with the programme, while only 14% of them were happy about it and the remaining 43% were not sure.

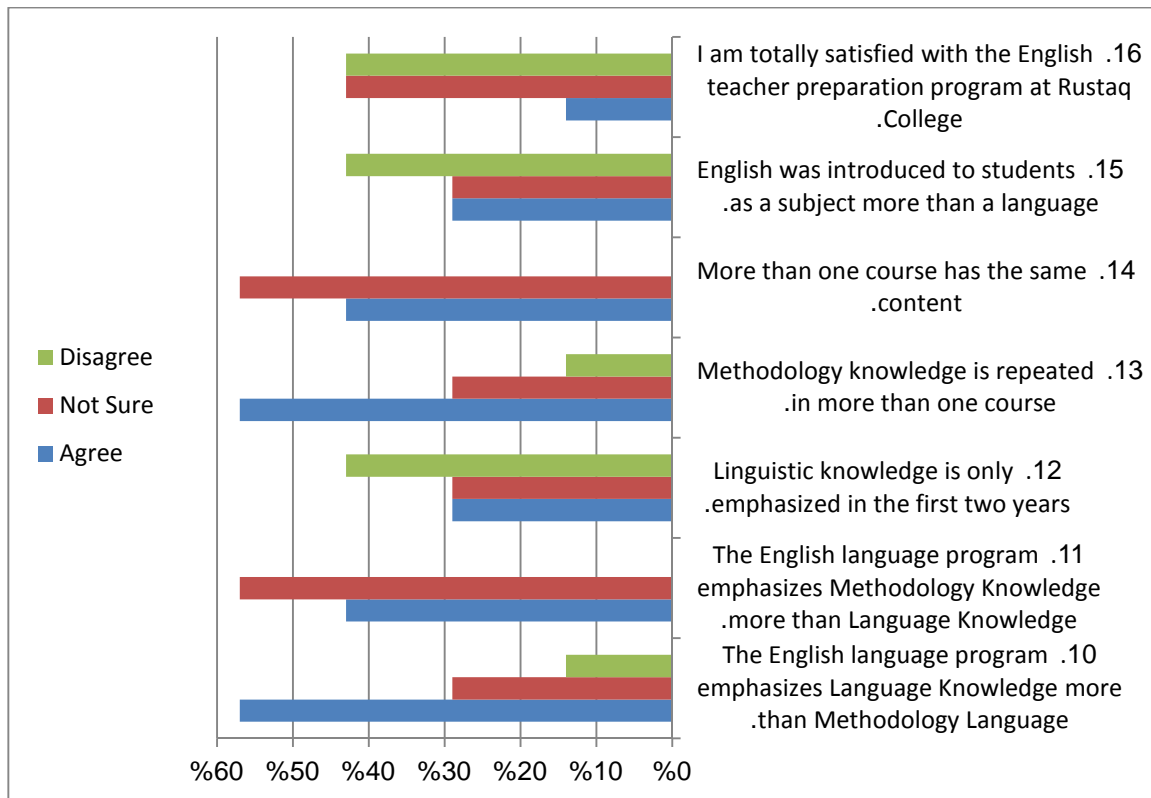


Figure 6. Instructors' perceptions about knowledge emphasis in the ELT programme

6.4. Students' level of satisfaction with programme and instructors

The graph below displays students' level of satisfaction with the programme and instructors. It includes six items and the results of these items show that some students are not satisfied about the programme, the courses or the instructors themselves. Regarding item 16, only 25% of students express their satisfaction toward English teacher preparation programme at Rustaq College, 45% responded with not sure, and 30% were not satisfied. As for item 17, 53% agreed that the courses in the programme have the quality to furnish us with professional development, 25% were not sure, and 22% disagreed. In response to item 18, whether the programme includes enough number of courses with observation and applications in the field, 43% of the students agreed while 39 were not sure, and 22% disagreed. Concerning item 19, 40% agreed that the instructors are qualified in their own field, 38% were not sure, and 22% disagreed. As for item 20, 30% of students agreed that the instructors associate their courses with the teaching profession when necessary, 59% responded with not sure, and 11% disagreed. Finally, whether the instructors have enough teaching experience in related practice courses, 38% of students agreed while 38% were not sure, and 24% disagreed. The reasons behind this dissatisfaction among quite good number of students should be cleared out and discussed.

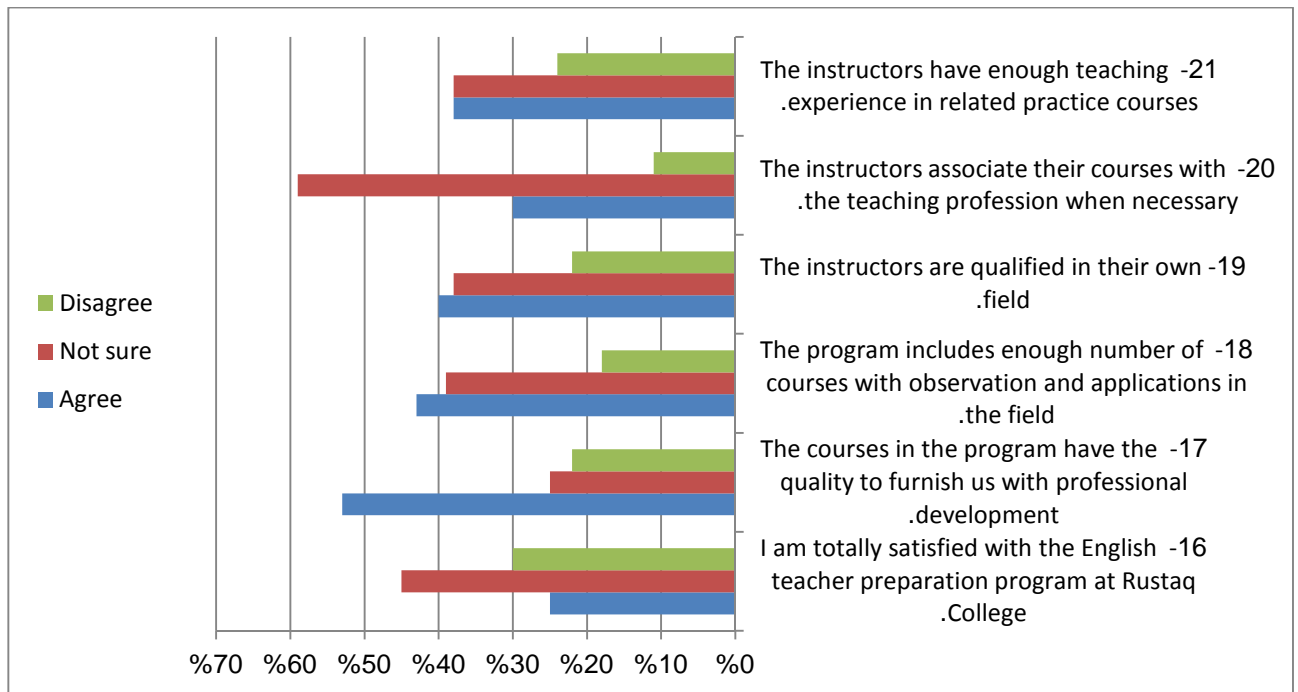


Figure 7. Students' level of satisfaction with programme and instructors

6.5. Instructors' level of satisfaction about the courses in the programme

This graph illustrates instructors' level of satisfaction about the different courses implemented in the ELT programme. As for item 17, 14% of the participants think that area courses are very adequate, while 57% think it is adequate and 29% believe that these courses are inadequate. When asked about methodology courses like ELT Methods, 57% say they are adequate, 14% think it is very adequate and 29% said it is inadequate. Concerning item 19, the views vary from 14% of the participants think they are very adequate and 43% think they are adequate to 14% who think they are inadequate and another 14% believe that these courses are very inadequate. Finally, profession courses, the answers were limited between adequate and inadequate. 57% of the instructors think that profession courses are adequate while only 14% believe they are inadequate and the rest of the participants left this statement unanswered. Obviously not all instructors are happy with the type of courses taught in the ELT programme.

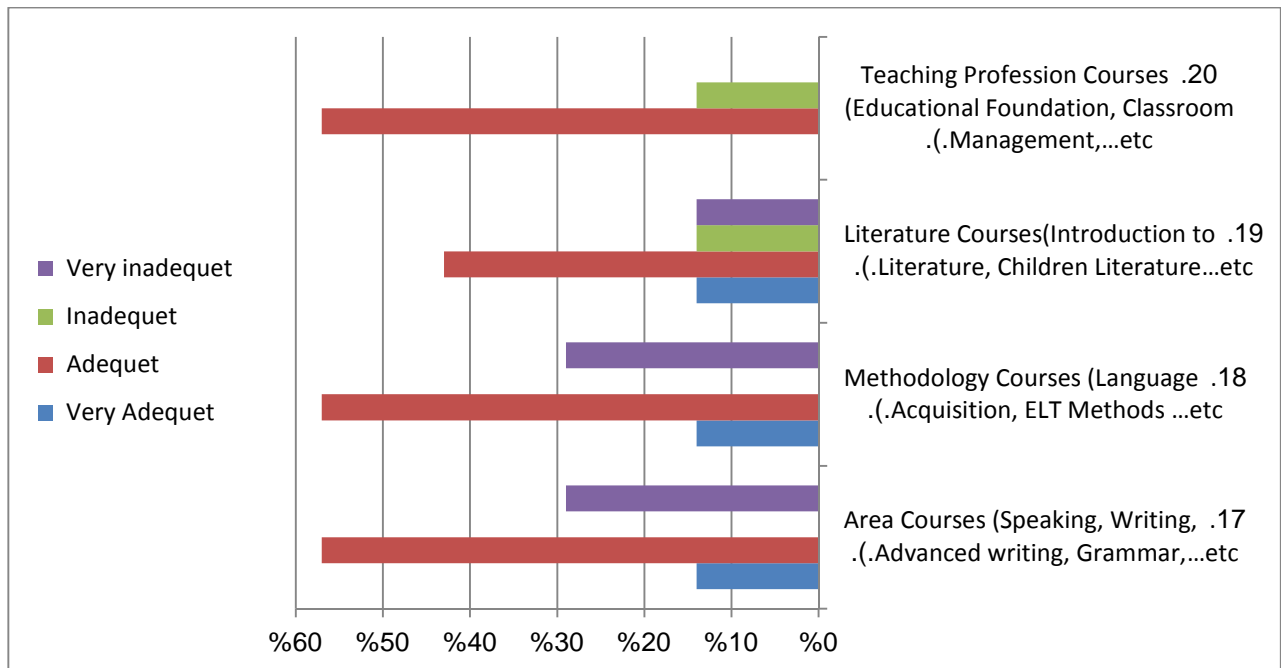


Figure 8. Instructors' level of satisfaction about the courses in the programme.

Question 5: What changes you might want to add to the ELT programme?

Qualitative data was generated from this question. In response to it some teachers suggested few changes the ELT programme might consider. These suggestions can be quoted from their responses.

The fundamental problem is the large number of trainee teachers who are incapable of becoming ELT teachers because they lack basic ability in EFL skills.

The above response requests a strict filtering system to select prospective teachers.

Before they join the year one ELT courses, trainee teachers must score a band 6 to prove they are capable of studying a Bachelor degree.

The current practice of allowing trainee teachers to take year four courses when they are still in year one or year two should be stopped at once.

The ELT programme should consider the possibility of introducing both oral and written assessments for certain courses.

There is an urgent need to revise the courses that have similar topics such as research methodology and statistics of classroom research.

We need to make balance between theory and practice.

In addition, some suggested changes can be quoted from students' responses.

What would be better is to ask students to talk more, write more and use the language more.

We need real courses that help us to be teacher with experience and high skill.

Teachers that provide ELT courses must be more proficient in their majors.

I hope to change something in the plan of ELT programme.

Please decreased the amount of materials in each course

It should focus on speaking skill to improve speaking of students.

I hope to change the courses in the foundation year.

To give students more practice courses of speaking not only listening to the teacher.

Change teacher methodology, change system of teaching, change materials

Provide students with more practice sessions not only theories

Overall, most students suggested introducing a change into the current ELT programme. They also asked to maximize their chance in using and teaching the language.

7. Conclusion, Limitations and Recommendations:

Limitations of the study cannot go overlooked. The scope of the study may not be representative of the whole population in Rustaq College and therefore, might hinder generalization. Only 47 out of 60 student teachers and 7 out of 10 teachers answered the study questions. The findings of the study are not conclusive and therefore cannot be generalized. This paper looks into student teachers' and teachers' perceptions and their degree of satisfaction with the programme in CAS Rustaq. The findings of the study showed that the majority of the student teachers and teachers are quiet unsatisfied with the curriculum. Some teachers even proposed the idea of merging courses to avoid duplication and consequently reduce the number of Bachelor degree years. The findings also showed that most students are satisfied with the instructors and the degree of knowledge they provide. In addition, despite the uncertainty that was shown by the participants regarding a number of questions, all participants, student teachers and teachers, share the same concern that CAS teacher preparation programme urges for revision and update. The findings of this paper might help decision makers in improving teacher preparation programme for the sake of providing the Omani schools with competent native- like teachers. Based on the results of the current study, some recommendations can be proposed to improve the quality of learning and teacher preparation programme in Rustaq College.

A special attention should be given to the curriculum analysis as the results from the study spotted some weaknesses in the construction of the programme and the ideologies on which it is based. The findings also shed the light on some of the students' weaknesses once they join college. These weaknesses come in the form of poor English that is insufficient to start a teacher preparation course and consequently

creates a great gap between linguistic knowledge and the mastery of teaching methods. Therefore, a balance between Linguistic knowledge and teaching methodology should be incorporated in the programme. As Cullen indicates teacher preparation courses in a foreign context need both "methodology/ pedagogical skills component" and "linguistic component" (1994, p. 162). He also suggests a great approach which is "Link methodology and language improvement" in which students use reading and listening texts about different pedagogical issues (1994, p. 166). Following this approach, students will improve their language with pedagogical input. The structure of the programme should also be consistent i.e, starts deploying the student teachers with language and later on introduce them to the teaching practices. Although some would argue for the alignment of both aspects of teacher preparation programme, still the current practices in Rustaq proved to be of disadvantage for the prospective teachers. Thus, decision makers and stakeholders should take into consideration these recommendations, which might help create a new base for the ELT practices in CAS Rustaq in general.

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Appendix 1: Instructors' Questionnaire

Dear Instructors

This questionnaire is a part of research project. The research is about the current ideologies in ELT programme in CAS- Rustaq. The data gathered will be used for serving the purpose of the research only. The study focuses on both student teachers' and inspectors' perceptions on ELT programme delivered in CAS- Rustaq in order to provide competent NNLT for the Omani schools. Your cooperation is highly appreciated.

i. Students' knowledge in English before going through ELT programme				
No	Statements	Agree	Not Sure	Disagree
1.	Students come to college equipped with a sufficient target language.			
2.	Students are highly motivated to learn.			
3.	The foundation program in CAS-Rustaq is adequate.			
4.	The foundation program meets students' expectations.			
Comments				
ii. Students' chances for communication in ELT programme				
	Statements	Agree	Not Sure	Disagree
5.	Students are given enough exposure to the language.			
6.	Oral language and literacy skills are introduced all together.			
7.	Instructors vary their teaching methods to meet the needs of students at different levels.			
8.	Student Talking Time is more than Teacher Talking Time in most classes.			
9.	Instructors use a variety of methods and strategies to encourage students to speak and discuss.			
Comments				

iii. Knowledge emphasis in ELT Programme				
No	Statement	Agree	Not sure	Disagree
10.	The English language program emphasizes Language knowledge more than			

	Methodology knowledge.			
11.	The English language program emphasizes Methodology knowledge more than Language knowledge.			
12.	Linguistic knowledge is only emphasized in the first two years.			
13.	Methodology Knowledge is repeated in more than one course.			
14.	More than one course has the same content.			
15.	English was introduced to students as a subject more than as a language.			
16.	I am totally satisfied with the English teacher preparation program at Rustaq College.			
Comments				

iv. Instructors' level of satisfaction with the courses					
No	Statement	Very Adequate	Adequate	Very Inadequate	Inadequate
17.	Area Courses (Speaking, Writing, Advanced writing, Grammar...etc.)				
18.	Methodology Courses (Lang. acquisition, ELT Methods.. etc.)				
19.	Literature Courses (Int. to literature, children literature, world literature..etc.)				
20.	Teaching Profession Courses (Educational Foundation, Classroom management..etc.)				
Comments					

Are there any **changes** you want to add to ELT Programme? If YES, what are they?

_____ Thank you

Students' Questionnaire

Dear Students

This questionnaire is a part of research project. The research is about the current ideologies in ELT programme in CAS- Rustaq. The data gathered will be used for serving the purpose of the research only. The study focuses on both student teachers' and inspectors' perceptions on ELT programme delivered in CAS- Rustaq in order to provide competent NNLT for the Omani schools. Your cooperation is highly appreciated.

i. Students' knowledge in English before going through ELT programme				
No	Statements	Agree	Not Sure	Disagree
1.	Time given to improve all Language skills was sufficient in school.			
2.	I entered the college to learn English.			
3.	I entered the college to learn how to teach English language.			
4.	Once I started college my English level entitled me to become a teacher trainee.			
5.	Foundation programme was easy to pass.			
Comments				
ii. Students' chances for communication in ELT programme				
	Statements	Agree	Not Sure	Disagree
6.	I had enough exposure to the language.			
7.	Oral language and literacy skills were introduced all together.			
8.	I was given a chance to communicate in the target language both in and outside the classroom.			
9.	Student Talking Time is more than Teacher Talking Time in most classes.			
10.	Teachers always encourage students to speak and discuss.			

Comments	
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iii. Knowledge emphasis in ELT Programme				
No	Statement	Agree	Not sure	Disagree
11.	Over the past five years I was equipped with Language knowledge more than Methodology knowledge.			
12.	Over the past five years I was equipped with Methodology knowledge more than Language knowledge.			
13.	Linguistic knowledge is only emphasized in the first two years.			
14.	Methodology Knowledge is repeated in more than one course.			
15.	English was introduced to students as a subject more than as a language.			
Comments				

iv. Students' level of satisfaction with the program and instructors				
No	Statement	Agree	Not sure	Disagree
16.	I am totally satisfied with the English teacher preparation program at Rustaq College.			
17.	The courses in the program have the quality to furnish us with professional development.			
18.	The program includes enough number of courses with observation and applications in the field.			
19.	The instructors are qualified in their own fields.			
20.	The instructors associate their courses with the teaching profession when necessary.			
21.	The instructors have enough teaching experience in related practice courses.			
Comments				

Are there any **changes** you want to add to ELT Programme? If YES, what are they?

Thank You