Content Analysis of the Pedagogical Content Knowledge in the Curriculum of Yemeni EFL Teacher Education Programme

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Abstract
This study aims to analyse the pedagogical content knowledge (PCK) in the current curriculum of the English teacher education programme (ETEP) at a Faculty of Education in a Yemeni University. PCK and teaching competencies take shape within the initial preparation of ETEP in which student teachers spenda long time receiving knowledge and understanding the teaching context before they practically experience teaching at schools. During their BA study, students are required to study 49 courses which can be categorised into four main components: skills, linguistics, literature and professional. This study analyses the content of the curriculum courses so as tovisualise the way student teachers translate what they have learned into pedagogical practices during their teaching practices. In this study, the curriculum content of ETEP is qualitatively analysed using the inductive approach. Categories emerged from the analysis demonstrate various aspects of student teachers' PCK. The analysis reveals that the pedagogical skills courses are not enough to enhance and strengthen the student teachers' PCK needed to be reflected in their teaching practices. The findings show that the curriculum lacks courses necessary to provide student teachers with basic knowledge and pedagogical principles which are of vital significance to demonstrate their understanding before they are practically engaged in the teaching experience.
Keywords: curriculum, EFL teacher education programme, pedagogical content knowledge, teaching practice, Yemen

Introduction
Much attention was given to the teacher education as well as teacher's knowledge in the last few decades to re-evaluate the teaching programmes and assess the trainees' performance. Darling-Hammond (1999)stresses the importance of teaching knowledge in providing the trainees with skills in 'planning curricula', 'delivering instruction', managing the classroom', and 'diagnosing students' learning needs' while preparation. However, students who are exposed to insufficient preparation may encounter severalchallengeswhenever they decide to practice teaching (p. 30). Freeman (1996) and Richards & Lockhart (1996) acknowledge that student teachers should initiate their teaching practice and/or teaching when they comprehend the ideas [the content] of what they teach. In other words, such ideas should be transformed into acts of teaching. In fact, various types of knowledge should be presented by student teachers while doing teaching practice. Such types of knowledge reflect the extent to which s/he is fully prepared for performing teaching practices.

In the field of English language teacher education, experts play a key role in developing the kind of knowledge on the part of the student teachers. Such a kind of knowledgeof the teacher can be incorporated with other components such as the subject matter content knowledge and pedagogical knowledgewhich are prerequisites for teaching practices of the student teachers (Liu, 2013). Further, student teachers must be equipped with sufficient knowledge and effective teaching skills (Darling-Hammond & Bransford, 2007; Darling-Hammond, 1999). For example, they need to learn effective methods which are helpful to deal with learners' differences, "plan various instructional activities for diverse learners, and assess students' knowledge for the purpose of integrating multiple pathways of instruction. Some categories in this set of knowledge and skills include lesson planning, instructional strategies and classroom management" (Choy, Wong, Lim, & Chong, 2013, p. 69).

In fact, different accounts have been presented regarding the nature of teacher's knowledge and how it could be developed. Suchcontroversyyield different classifications of the teacher's knowledge. For instance, one classification is provided by Shulman (1986, 1987) in which it is claimed that knowledge is gained and grown in teachers' minds. Shulman distinguishes between three categories of content knowledge, namely, subject matter knowledge, pedagogical content knowledge, and curriculum knowledge. Another classification is proposed by Carter (1990) in which a distinction is made between two types of knowledge: the practical knowledge which is the personal and situational forms of knowledge and the pedagogical content knowledge constructed while practicing the teaching profession (as cited in Munby, Russell & Martin, 2001, p. 881). Drawing on Shulman's categories, Grossman (1990) lists four sources of a teacher knowledge base: 1) a subject matter knowledge; 2) general pedagogical knowledge; 3) pedagogical content knowledge; and 4) knowledge of context. Later, Grossman (1995) describes six other domains of the teacher's knowledge. These domains are: 1) " knowledge of content, 2) knowledge of learners and learning, 3) knowledge of general pedagogy, 4) knowledge of curriculum, 5) knowledge of context, and 6) knowledge of self" (as cited in Munby, et al., 2001, p. 882). Knowledgeable and proficient teachers should gain various kinds of knowledge and skills (Darling-Hammond & Bransford, 2007). They should have sufficient content knowledge, pedagogical content knowledge, knowledge of classroom context knowledge of different ways of assessment, and the ability to reflect them on practice. PCK is viewed as the most important component of teacher's knowledge and is central to successful teaching(König et al., 2016).

Literature Review

Pedagogical Content Knowledge

Literature stresses the importance of PCK and its role in transforming the subject matter into a more comprehensible and accessible form. Shulman (1986), who first used the term, describes PCK as "the particular form of content knowledge that embodies the aspects of content most germane to its teachability" (p. 9). In a similar vein, Richards (1991) defines PCK as "the core set of theories, concepts and practices regarding the second language learning and teaching which form the content of second language teacher education" (p. 76). It is, therefore, the integration of understanding the subject matter concepts and strategies for teaching acertain content in a way to enable learners to construct their knowledge effectively in a given context (Cochran, DeRuiter, & King, 1993). In other words, teachers should find different ways to demonstrate and explain knowledge to make it teachable and understandable by students. PCK refers to knowledge that allows the content of subject matter to be taught. The concept of PCK "was originally construed as a form of content knowledge composed of subject matter transformed for the purpose of teaching" (Munby, Russell, & Martin, 2001, p. 881).

For conceptualising PCK, a growing number of scholars have identified various components that constitute PCK and viewed PCK as an integration of those components. For developing an understanding of components of PCK, a comprehensive review of the relevant literature is carried out. Table 1 summarises different researchers' conceptualizations of PCK in both mainstream education and English language teaching context. Shulman (1986, 1987) concludes that PCK consists of the knowledge of subject matter, students' understanding, curriculum, and pedagogy or instructional strategies. However, it seems that some variations and overlapping occurred in their perspectives. Tamir's (1988) classification is based on a framework of teachers' knowledge rather than on pedagogical content knowledge. Both content knowledge and pedagogical content knowledge are seen as elements of teachers' knowledge. Richards (1991) also classifies two main areas that form PCK in second language teaching education programs: 'subject matter knowledge' which includes some courses such as 'language theory, English grammar, phonology, second language learning, etc., and 'teaching skills' which include the courses of 'classroom management, presentation, and practice techniques, etc.' (p. 86).

Table 1

Components of Pedagogical Content Knowledge

Scholar	Knowledge of							
	Subject matter	Students' understanding	Curriculum	Pedagogy	Instructional strategies	Assessment	Context	Orientation to teaching
Shulman (1986, 1987)	√	√	√	√	√			
Tamir (1988)		√	√		√	√		
Howey & Grossman (1989)	√	√	√		√			
Grossman (1990, 1995)	√	√	√		√		√	
Gudmundsdottir (1991)	√			√	√			

Cochran, et al. (1993)	√	√		√		√	
Richards (1991)	√			√		
Magnusson et al. (1999)		√	√		√	√	√
Lin (2000)	√	√	√		√	√	
Park & Oliver (2008)		√	√		√	√	√
Liu (2013)	√	√		√		√	
Peng (2013)	√	√			√		
Setiadi & Musthafa (2013)	√	√	√	√		√	√
Kleickmann, et al. (2014)	√			√		
Faisal (2016)	√	√	√	√		

As illustrated in Table 1, the researchers' classifications of PCK are expanded and elaborated from Shulman's (1986, 1987) concepts. Although there are different views based on their interpretations of their empirical studies in different educational fields, most of the researchershave identical views in terms of the key elements of PCK which are first proposed by Shulman.

This study aims to analyse the PCK in the current curriculum of ETEP at a Faculty of Education in Yemen. Therefore, it defines PCK as the understanding of the subject matter and how it could be transformed into a comprehensible content for learners during a teaching context. Accordingly, only two components of PCK will be highlighted in the current curriculum. They are mainly drawn from the work of Richards (1991) related to English language teaching education: subject matter knowledge and pedagogical knowledge. These components will be briefly explained in the following sections:

Subject Matter Knowledge
Shulman (1987) contends that Subject Matter Knowledge (SMK) or the so-called 'content knowledge' can be described as "the amount and organisation of knowledge per se in the mind of the teachers" (p. 9). It is concerned with the teacher's conceptions of theories as well asunderstanding of structures of the subject matter taught (Wilson,Shulman, & Richert, 1987). Teachers should understand not only the subject matter generally but also need to further develop a deep understanding of how to teach it professionally (Shulman, 1986). In English language teaching education, SMK is viewed as the subject discipline and learning theories (Elbaz, 1983) and as the language and language-related matters (Richards, 1991). It is "what teachers need to know about what they teach and constitutes knowledge that would not be shared with teachers of other subject areas" (Richards, 2010, p. 104). According to Faisal (2016), SMK is regarded as the prerequisite to teaching where teachers need to know the formal aspects of English and subjects such as grammar, phonology, writing, speaking, syntax and discourse. Similarly, Richards (1991) applauds that it is vitally important to provide English language teachers with sufficient SMK during their training and to exposed themto the courses of language theories, English grammar, phonology, second language learning, etc. In this study, SMK is regarded as the knowledge that student teachers gain during their study and training at the university which covers all curriculum courses related to the skills as well as linguistics components.

Pedagogical Knowledge

Pedagogical Knowledge (PK) is the second component of PCK that teachers should gain during training. Such a kind of knowledgewill be gradually developed during practice. PK is defined by Shulman (1987) as "broad principles and strategies of classroom management and organisation that appear to transcend subject matter" (p. 8). It is the knowledge that enables teachers to practice teaching effectively. In English language teaching education, PK plays asignificant role in making the instructional practice more comprehensible to learners. Faisal (2016) argues that PK is "the knowledge of strategies and ways that a teacher requires to deliver and more importantly to transform subject matters to learners consistent with their interests and potential" (p. 13). Richards (1991) insists on including courses of teaching skills such as methodology, classroom management, presentation and practice techniques, etc. to the teaching programmes so as to enhance the teachers' PK. In the current study, PK is viewed as the student teachers' knowledge of numerous teaching methods and strategies that help them practice teaching effectively. It is composed of all curriculum courses that are related to the professional component.

A considerable number of studies (e.g., Richards, 1991; Darling-Hammond, 1999; Darling-Hammond & Bransford, 2007; Choy et al., 2012; Choy et al., 2013; Liu, 2013; Faisal, 2016)have been conducted to examine the PCK in the field of second and foreign language teaching education. They indicate the PCK should be initially developed during training and subsequently in their teaching. They believe that teachers must be supplied with sufficient, professional and standardised PCK to be transformed during their teaching experiences. Thus, they can perform effectively. However, the literature is still scarce in respect of examining the professional knowledge of ESL teachers (Liu, 2013). To the best of our knowledge, few or no studies have been conducted on the investigation of the PCK of the English as Foreign Language (EFL)teacher candidates through the analysis of their current practice as a source of their PCK (Richards, 1992) (i.e., the courses that are offered to student teachers during training). Therefore, this study addresses the issue of examining the EFL teacher candidates' (henceforth student teachers) pedagogical content knowledge by analysing the curriculum courses they have studied during their preparation based on the two components of PCK, namely, the subject matter knowledge and the pedagogical knowledge. The study seeks to answer the following question: How is the PCK enhanced in the courses of the EFL teaching programme at the Department of English, Faculty of Education, at a Yemeni University?

The analysis of the study datamightprovidefruitful information with regard to whether those student teachers have been provided with necessary PCK which meets the educational demands in the teaching field in Yemen. The information gathered from this analysis is expected to enlightenthe status of teaching English in the context where the current study is conducted and perhaps in other similar EFL contexts especially in terms of the strengths and weaknesses of the curriculum in providing student teachers with necessary PCK.

Basic Curriculum Courses of ETEP

The Department of English, Faculty of Education at a Yemeni University, annually prepares EFL student teachers to serve in the field of teaching English at local primary and secondary schools. It offers a four-year academic programme that aims to provide students with the knowledge and skills to become teachers of English and provides them with a Bachelor

Degree in education. Student teachers are trained on the basic language skills and study a variety of subjects about English literature, linguistics, translation, and methodology. The graduates of this department are expected to serve the society mainly by becoming English teachers at primary and secondary schools (Faculty of Education Guide, 2012).

During their study at the university, student teachers have to obtain 142 credit hours to graduate with a BA in Education majoring in English language teaching for local schools (grades 7-12). The Department staff prepares the syllabi and plans of the English language teaching programme. The programme focuses on the subject matter of teaching English. It also offers courses in teaching methods, language skills, English literature, Yemeni education and culture, and other related aspects. These courses are taught during four years (eight semesters) and the student teachers have to pass all these courses.

The curriculum courses are divided into four components: the skills component, the linguistics component, the literature component and the professional component (Sharyan, 2007). Besides, there are other 5 courses in Arabic Language, Islamic Culture and Computer skills as the university requirements. The courses of skills component are offered during the first two years (four semesters) of the programme to enable the student teachers to be competent in the language. In this component, they are exposed to various language skills and areas to use the language effectively in the classroom. The linguistically-oriented courses will focus on some of the recent developments in linguistics and applied aspects. The courses offered in this component are expected to increase the student teachers' knowledge of the structure of English and their awareness of English use. The third component of the curriculum courses is the literature component which is intended to give the student teachers knowledge of language about literature as human activity and to develop their critical analytical abilities. The last component of curriculum courses is the professional component which includes courses that are aimed to prepare students teachers to teach in the primary and secondary schools in Yemen. It offers courses of teaching methods, educational and practical courses. In this study, the skills, linguistics and professional components are all considered the entries of PCK, whereas the literature component courses are not included as they are beyond the interest of this study. Table 2 shows the English Department curriculum courses of the four components for each semester.

Table 2
Curriculum Courses of ETEP, Faculty of Education at a Yemeni University

Semester	Skills component	Linguistics component	Literature component	Professional component	University Requirements	Total
1	Reading I, Listening	Pronunciation, Grammar I	-	An Introduction to Psychology	Arabic Language I, Islamic Culture I	7
2	Speaking 1, Reading II	Grammar II, Vocabulary & study skills	-	An Introduction to Education	Arabic Language II, Islamic Culture II	7
3	Writing I,	Phonetics and	Fiction,	Principles and	-	7

	Speaking II	Phonology I, Grammar III	Selected Literary Readings.	Syllabi of Scientific Research		
4	Writing II	Phonetics and Phonology II	Fiction II, Short Stories	General Educational Curricula, Educational Psychology	An Introduction to Computer	7
5	-	Linguistics I, Translation I	Drama, Non-Fictional Prose	Language Testing, Educational Technology, General Methodology	-	7
6	-	Linguistics II, Translation II	Dram II, Practical Criticism	English Methodology, Evaluation and Assessment, Practicum I (Theoretical)	-	7
7	-	Presentation	-	Practicum II (Practical), School Administration	-	3
8	-	Proposal Writing	Poetry, Non-British Literature	Education System in Yemen	-	4
Total	7	13	10	14	5	49
Percentage	15%	26%	20.4%	29%	10.%	100%

As shown in Table 2, the total number of the English Department courses is forty-nine. Thirty-four courses (60%) are the total courses of skills, linguistics and professional components which mainly constitute the student teachers' PCK. Therefore, they are included in the analysis. Other courses (40%) are related to the literature component and the University requirement courses which are beyond the scope of this study.

Methodology
The study aimsatanalysing the PCK in the curriculum courses for ETEP at the Faculty of Education in Yemen. Therefore, it adopts the qualitative approach to collect and analyse the data of the study. Also, it adopts a qualitative content analysis because it is a flexible method to analyse the data of the study. Content analysis is defined as a "research technique for making replicable and valid inferences from texts to the contexts of their use" (Krippendorff, 2013, p. 24).Furthermore,the study employs the inductive approach (Marying, 2014) in which the data are

analysed with little or no theoretical considerations. This approach is comprehensive and therefore time-consuming and is most suitable for this study as it aims at a "true description without bias owing to the preconceptions of the researcher, an understanding of the material in terms of the material" (Marying, 2014, p. 80). The inductive analysis is the most common approach used to analyse qualitative data by starting from particular (the content) to general and generate codes and themes (Creswell, 2005). Three components of the curriculum courses: the skills, linguistics, and pedagogy are selected for analysis and their descriptions are, then, loaded into the qualitative data programme Atlas ti, version 7.0 to be prepared for coding. The computer-assisted qualitative data analysis software Atlas ti is used to manage and analyse the data of the study (Friese, 2012).

Data Analysis

Marying's (2014) eight steps for inductive category development model are employed and followed to guide the analysis of the study: 1) research question, theoretical background, 2) category definition and level of abstraction, 3) coding the text, 4) revision, 5) final coding, 6) main categories, 7) intra/inter-coder check, and 8) results.

The first step of the inductive analysis is to formulate the research question and describe the theoretical background (Marying, 2014). Therefore, the question isintended to clearly analyse the PCK in the curriculum courses of the English language teaching programme, and therelevant theoretical background is described in the literature review section to explain PCK and identify its components in the study.

In the second step, it is necessary to define the category which is served as the criterion to identify the relevant materials, and how specific or general it is formulated (Marying, 2014). Thus, the main topic of this study can be stated as "the understanding of the subject matter and how it could be transformed into a compressible content for learners during a teaching context". Based on the relevant literature, two components of PCK are identified in the current curriculum and are regarded as general categories. The two components (subject matter knowledge and pedagogical knowledge) are, then, defined in respect of the components of the curriculum courses. The subject matter knowledge comprises the skills and linguistics courseswhile the pedagogical knowledge includes the pedagogy courses. Therefore, thirty-four courses are relevant and their descriptions are imported into Atlas ti software to easily manage, organise data, and prepare it for coding.

A further step to analyse the text is to code data by "segmenting and labelling text to form descriptions and broad themes in the data" (Creswell, 2005, p. 237). For coding the text, twenty-two codes are identified and emerged basically from the study main two categories: subject matter knowledge and the pedagogical knowledge. Therefore, a list of codes is created to be associated with quotations during analysis. These codes are:
1. Theories of language and language learning
2. English language listening skills
3. English language Speaking skills
4. English language Reading skills
5. English language Writing skills
6. English language Grammar

7. English language pronunciation
8. English language Vocabulary
9. Other skills
10. Cultural understanding
11. Approaches to language teaching
12. Planning lessons
13. Teaching English language Listening skills
14. Teaching English language Speaking skills
15. Teaching English language Reading skills
16. Teaching English language Writing skills
17. Teaching English language Grammar
18. Teaching English language Pronunciation
19. Teaching English language vocabulary
20. Technological aids
21. Testing and evaluation: principles and techniques
22. Classroom management

After that, the text is read carefully many times, and text segments related to these codes are selected as quotations. Moreover, the codes generated arethoroughly checked to ensure that they fit the research question. The first ten codes are intended to provide information about the subject matter knowledge while the remaining codes are related to the pedagogical knowledge. Therefore, the whole text is examined with reference to these codes.

To check the inter-coder agreement, the text is given to another coder who is an expert in the field and is knowledgeablein using Atlas ti software in order to generate coding. The results are mostly the same with some overlapping and repetitions of some codes. A comparison between the two sets of coding is carried out, and necessary changes are made.Once the coding process is completed, these codes are further reduced in order to make it easier to abstract categories from results. Therefore, similar codes which shared consistencies and meanings are classified under one family/category. The result was four families or categories that formed the themes of the study. These categories will be discussed in the following section.

Findings and Discussions
The purpose of this study is to analyse the PCK in the curriculum courses of the ETEP at the Faculty of Education in a Yemeni University in order to understand what PCK has offered to the student teachers during their study. This study is part of a larger research investigating the EFL student teachers' teaching practice during apracticum in Yemen. Therefore, an initial step is carried out by analysing the PCK content of the curriculum courses and led to the emergence of four key themes. The following sections will discuss these themes to address the study question.

Language proficiency
As mentioned earlier, PCK in this study is the EFL student teachers' understanding of the subject matter and how they can transform it into a comprehensible content for learners during teaching practice. It is, therefore, necessary for student teachers to be provided with aknowledge base (Day, 2012) and should be as core courses in the programme curriculum (Sulistiyo, Mukminin & Yanto, 2016). Richards (2010) emphasises the role of language proficiency

component in the curriculum as it enhances the student teachers' language-specific competencies, and thus they can use the language of instruction during the classroom teaching practice effectively.

In analysing the content of the curriculum courses of ETEP at the Faculty of Education in a Yemeni University in terms of the language proficiency, it is found that there are 19 courses are related to English language skills and language areas. These courses include Reading (one to two), Listening, Speaking (one and two), writing (one and two), speaking (one and two), Pronunciation, Grammar (one and three), Vocabulary & Study Skills, Phonetics & Phonology (one and two), Linguistics (one and two), Translation (one and two) and Presentation. Table 3 shows the curriculum courses related to language proficiency.

Table 3.
Language Proficiency Curriculum Courses

N	Course Title	Semester	Credit Hours
1	Reading	1 to 2	6
2	Listening	1	3
3	Speaking	2 to 3	6
4	Writing	3 to 4	6
5	Pronunciation	1	3
6	Grammar	1 to 3	9
7	Vocabulary & Study Skills	2	3
8	Phonetics & Phonology	3 to 4	6
9	Linguistics	5 to 6	6
10	Translation	5 to 6	6
11	Presentation	7	3
Total			57(40%)

As demonstrated in Table 3, the total credit hours of the language proficiency courses are 57 and approximately (40%) of the total (142%) credit hours of all courses of the programme. Most of these courses are offered in the first four semesters of the programme. This indicates that the student teachers are provided with sufficient subject matter needed for their teaching practice. This result is in congruence with the finding of Sulistiyo, et.al. (2016) that student teachers should be well-equipped with language proficiency courses before they start teaching. They have to possess sufficient subject matter knowledge to enhance the quality of their performance (Faisal, 2016).

Pedagogical skills
Another category emerged from the analysis is the pedagogical skills. It is essential for the assessment of the English language teacher education programme to identify what knowledge for teaching skills the student teachers received (Day, 2012). To say it differently, it is concerned with the extent to which student teachers are trained to teach. Pedagogical skills, as explained by Richards (2010), should include preparing student teachers for new learning, monitoring their learning and giving feedback on their learning. Thus, after analysing the content of the curriculum courses of ETEP at the Faculty of Education in a Yemeni University, it is found that there are 8 courses related to this theme. These courses are intended to acquaint EFL student teachers with various methods and approaches to language teaching, and knowledge for different

language teaching situation. Besides, these courses aim to train them on how to evaluate and assess their learners' achievements and develop visual aids to be used during their teaching practice. In addition, there is a practical course (Practicum II) in which student teachers have the chance to practice teaching English at schools under the guidance and supervision of a panel of supervisors. Table 4 shows the curriculum courses related to teaching skills:

Table 4
Pedagogical Skills Curriculum Courses

N.	Course Title	Semester	Credit Hours
1	General Educational Curricula (A)	4	3
2	Educational Technology (A)	4	3
3	Language Testing	5	3
4	General Methodology (A)	5	3
5	English Methodology	6	3
6	Education and Assessment (A)	6	3
7	Practicum I (theory) (A)	6	3
8	Practicum II (practice)	7	2
Total			23 (16%)

(A): The course is taught in the student teachers' first language (Arabic)
Table 4 shows the eight curriculum courses related to the pedagogical skills category, the semester offered for each course, and courses credit hours. The total credit hours for these courses is 23 representingalmost (16%) of the total (142%) credit hours of all courses of the programme. A close look at these courses reveal that only two courses are taught in English: Language Testing and English Methodology, and the remaining five courses are taught in the student teachers' first language (Arabic). They are offered to all the Faculty Departments including the English Department and are taught by professors affiliated with the Department of Educational and Psychological Sciences. Therefore, these courses are general courses and do not consider pedagogical issues with special reference to English language teaching. Apart from this deficiency, English Methodology course advocates no specific knowledge of lesson planning and only focuses on the instructional strategies and classroom management. The following lines are quoted from the objectives of English Methodology course:

1. *To introduce students to the theory which underpins classroom methodology.*
2. *To develop in them an understanding of theappropriate methodology of teaching listening, speaking, reading and writing.*
3. *To raise their awareness of the role of grammar in English language teaching.*
4. *To introduce them to different tasks and techniques used for language practice.*
5. *To help them develop an understanding of classroom management.*

It is shown in the above quotation that the course does not also provide basic knowledge and pedagogical principles to enable student teachers to demonstrate their understanding before they are practically engaged in the teaching experience. Similarly, the other English course (Language Testing) undertakes a survey of the language testing concepts, procedures and issues, with the primary focus on the use of tests and examinations to assess the EFL learners' achievement. The following quotation is related to the objectives of the course:

1. *To understand various approaches to assessment and the qualities of a good language test.*
2. *To be familiar with a range of testing procedures and able to critically evaluate them.*
3. *To know what is involved in designing and developing a test for a purpose.*
4. *To demonstrate an ability to carry out certain aspects of the test development process, including some basic statistical analysis.*

To sum up, the student teachers are not provided with adequate pedagogical skills needed for their teaching practice, and the pedagogical skills courses lack courses such as microteaching that help them demonstrate their learning, monitor and give feedback on their learning before they are engaged in the real teaching practice. This result aligns with the findings of Muthanna and Karaman (2011) whoemphasised the need for increasing the number of classroom management and teaching methodology courses, and the study of Sulistiyo, et. al (2016) which called for a balance between the pedagogical skills courses and the other courses of the programme.

Education and culture

The third categoryis concerned with the content analysis of the curriculum courses which belong to education and culture. There are five courses related to this theme; these include An Introduction to Psychology, An Introduction to Education, Educational Psychology, School Administration and Education System in Yemen. These courses include knowledge about the nature and development of psychology and educationas well as different theories related to human behaviour. They also provide student teachers with the background knowledge about leadership theories, school administration, and the rules and regulations at the Yemeni schools. Moreover, they introduce the historical stages of Yemeni educational system and present some of the challenges facing the education in Yemen. Table 5 lists the education and culture courses:

Table 5
Education and Culture Curriculum Courses

N.	Course Title	Semester	Credit Hours
1	An Introduction to Psychology (A)	1	3
2	An Introduction to Education (A)	2	3
3	Education Psychology (A)	4	3
4	School Administration (A)	7	3
5	Education System in Yemen (A)	8	3
Total			15 (11%)

*A): The course is taught in the student teachers' first language (Arabic)*As revealed in Table 5 that the curriculum courses related to education and culture theme are all taught in the student teachers' first language (Arabic) and the total credit hours for these courses is 15 courses representing 16% of the total (142%) credit hours of all courses of the programme. After analysing the content of these courses, it isrevealed that they only comprise general theories and concepts related to education and educational psychology, and present cultural background of the school administration and the education system in Yemen. However, language theories and

second language acquisition theories are mostly neglected. In this regard, Richards (1991) emphasises the role of language theories courses in the English teacher education programme to enhance the student teachers' PCK during thestudy and raise their awareness when they plan to select classroom activities during teaching practice. The education and culture courses also lack the 'contextual knowledge' (Richards, 2010) which student teachers need to function effectively.

Research skills

The last category emerged from the content analysis of the curriculum courses is the research skills which are the focus of two courses: Principles and Syllabi of Scientific research and Proposal Writing. These two courses are intended to introduce student teachers to scientific procedures in research as applied to the field of education and focus on encouraging students to read, interpret, and conduct research. The student teachers are exposed to fundamental and important steps in conducting research such as planning and formulating the research, developing the research problem and research objectives. Besides, they are trained on how to use the library and extract the sources and documents to write research papers based on the necessary scientific research steps. Table 6 shows the courses of research skills, the semester offered and the credit hours for each course

Table 6
Research Skills Curriculum Courses

N.	Course Title	Semester	Credit Hours
1	Principles & Syllabi of Scientific Research (A)	3	3
2	Proposal Writing	8	3
	Total		6 (1.5%)

A): The course is taught in the student teachers' first language (Arabic)

As shown in Table 6, only two courses related to this category are offered in the third and eight semesters of the programme which represent about 1.5% of all curriculum courses of the programme. By studying such courses, student teachers can recognise the importance of the scientific research to solve problems and learn the theoretical foundations of the most important elements of the research.

It has been argued that PCK refers to the understanding of subject matter and how it could be transformed into a comprehensible content for learners in a teaching context (Shulman, 1987; Richards, 1991), and teachers should find different ways to demonstrate and explain knowledge to make it teachable and understandable by their learners. It is, therefore, the teachers' task to combine theory with practice, think and search for new strategies to implement, develop effective performance tasks, design appropriate assessment tools, and address the different student learning styles (Stafford, 2006). This requires knowledge of the research skills.

Conclusion

This study of the PCK in the ETEP curriculum courses offered by the English Department, Faculty of Education at a Yemeni University has developed four major themes: language proficiency, pedagogical skills, education and culture, and research skills. It isrevealed that the portion of pedagogical skills courses in the curriculum is considered inadequate representing only 16% of the total credit hours of all courses of the programme. Moreover,it is

found the student teachers' first language (Arabic) is used as a medium of instruction for most of these courses. Therefore, the number of the courses of pedagogical skills should be increased in the curriculum and English should be used as a medium of instruction to teach these courses so as to develop the student teachers' proficiency in the language as well.

The present study can be considered aninitial step for understanding the Yemeni EFL student teachers' PCK and for further investigating their teaching practice during practicum at schools. Itstressed the need for the student teachers' professional development to strengthen the English language status in Yemen and to the cope with the changes in the field EFL teaching through reforming and updating the curriculum of thecurrent programme. In line with these findings, the following educational implications arerecognised:

1. Much attention should be paid to the development of ETEP and more pedagogical skills related courses should be included in the current curriculum.
2. Student teachers should be trained to employ some activities as well as strategies to enhance their pedagogical skillsamong which personal reflection, peer observation, collaborative discussion with supervisors and colleagues, and learners' feedback.
3. The English language should be used as the medium of instructions of all education and culture-related courses.
4. Some of the redundant literary courses should be replaced by courses that enhance the student teachers' language proficiency and pedagogical skills.

It should be noted here that the interest of the present study is to analyse the PCK in the current curriculum courses offered by the ETEP at the Department of English, Faculty of Education at a Yemeni University. Therefore, future studies should adoptother sources such as expert opinion, task analysis and perceived needs in order to identify the student teachers' PCK in similar EFL teacher education programmes.

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