



A Needs Analysis of Teachers' English Language Proficiency in Academic Contexts: Identifying the Requirements of the English for Academic Purposes (EAP) Program

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Abstract

This study investigates the English for Academic Purposes (EAP) needs of teachers in English-medium school in Pakistan. A total of 60 teachers were randomly selected from all four sections of a private school. Data were collected through a structured questionnaire and semi-structured interviews to examine teachers perceived proficiency and development needs across the four language skills: listening, reading, speaking, and writing. Findings indicate that teachers require an EAP-focused professional development program to enhance their instructional effectiveness. Among the language skills, speaking and writing were identified as the most critical areas for improvement, reflecting their importance in classroom communication, academic credibility, and professional growth. The study highlights the need for systematically organized, resource-supported, and sustained EAP training programs to ensure teachers are equipped with the necessary language competencies. These findings have implications for educational policymakers, curriculum developers, and school administrators aiming to improve the quality of English-medium instruction and teacher professionalism in Pakistan.

Keywords: *English for Academic Purposes (EAP), English for Specific Purposes (ESP), Needs Analysis, Teachers' English Language Proficiency, Academic Language Skills*

Introduction

The significance of English has increased manifold in today's globalized world, where it functions primarily as a foreign language in many countries. English has expanded rapidly across domains such as commerce, business, personal communication, and academia, particularly in contexts where it is not the native language. In the contemporary global scenario, much international communication takes place through English, which has achieved extensive global penetration (Nazim & Hazarika, 2017). As one of the most widely used and reliable languages, English plays a vital role in bridging communication gaps among speakers of diverse mother tongues. Although English ranks second in terms of the number of speakers worldwide, its geographical spread and functional range surpass those of many other languages.

English has emerged as the de facto lingua franca of international relations and is widely recognized as the most advantageous language for global mobility and travel. Its importance as an international language is frequently emphasized through mass media and political discourse across the world (Crystal, 2003; Lazaro & Medalla, 2004). Furthermore, English has been firmly established as the dominant language of technology and commerce. This global status has given rise to a new generation of learners who clearly understand the instrumental value of learning English (Hutchinson & Waters, 1989). In the modern professional landscape, most careers demand individuals who possess not only strong English language proficiency but also a wide range of advanced professional skills (Lin et al., 2014).

English for Academic Purposes (EAP) emerged as a significant global phenomenon in the 1960s, in response to the growing use of English as a medium of instruction in higher education



worldwide. As English continues to establish itself as the language of instruction across diverse educational contexts, EAP has been developed to address the academic needs of learners as well as those of increasingly mobile teaching staff (de Chazal). Consequently, EAP has become an integral component of English language education, shaped by the evolving academic and professional demands of learners.

In Pakistan, English is widely used as a medium of instruction, particularly in private schools. Many teachers employed in these institutions are graduates of public universities in disciplines other than English. As a result, they often face significant challenges in delivering content through English. Despite the increasing use of English-medium instruction, teachers frequently struggle to develop adequate English language proficiency while fulfilling their teaching responsibilities. To improve the existing standard of teachers' English, intensive language programs have been introduced by English language teaching units and departments, among which English for Academic Purposes courses hold particular importance.

A crucial element in designing effective EAP courses is the identification of learners' needs. Therefore, this study explores the target needs of teachers working in an elite private school in Pakistan, with the aim of informing the development of contextually relevant EAP programs. The primary focus of the study is on the four core English language skills: listening, speaking, reading, and writing. Specifically, the research investigates teachers' purposes for learning English, identifies the most important skills, language areas, and academic sub-skills they require, and examines their level of English language proficiency.

The findings reveal that teachers need English primarily for academic purposes, professional communication, and classroom instruction. Among the four skills, writing and speaking were perceived as the most important. Notably, there is a lack of research on EAP needs analysis for teachers in the Pakistani context. Therefore, the present study underscores the necessity of a needs-based EAP program, which would enable teachers to communicate effectively in both written and spoken English and enhance the overall quality of English-medium instruction.

Literature Review

English for Specific Purposes (ESP) is widely recognized as a need-oriented approach to language teaching that focuses on developing language programs tailored to learners' specific professional or academic requirements. Rao (2020) defines ESP as an approach designed to meet the particular needs of learners rather than offering general language instruction. Similarly, Asrifan (2020) describes ESP as a learner-centered approach in which both content and methodology are shaped by learners' interests and needs.

Dudley-Evans and St John (1998) offer a comprehensive definition of ESP by distinguishing between its **absolute** and **variable** characteristics. The absolute characteristics of ESP include three core aspects. First, ESP is designed to meet the specific needs of learners. Second, it employs the methodology and activities of the discipline it serves. Third, ESP focuses on the language features—such as grammar, lexis, discourse, and genres—that are most relevant to those disciplinary practices. The variable characteristics include five aspects: ESP may be designed for specific disciplines, may differ from general English in certain teaching contexts, is typically aimed at adult learners in academic or professional settings, is generally designed for learners at intermediate or advanced levels, and usually assumes a basic knowledge of the language, although it may also be adapted for beginners.

ESP is broadly divided into two major subfields: **English for Occupational Purposes (EOP)** and **English for Academic Purposes (EAP)**. English for Occupational Purposes equips learners with the language skills required in professional contexts, such as those needed by doctors, researchers, scientists, and other professionals to perform effectively in their careers. In contrast, English for Academic Purposes focuses on preparing learners to use English appropriately for academic study and scholarly communication. Both ESP and EAP have witnessed significant growth due to the increasing global demand for English in specialized contexts.

Hyland (2006) argues that the expansion of EAP is largely attributed to the growing number of international students studying in English-medium universities in the United Kingdom and the United States. Consequently, these institutions offer pre-sessional and in-sessional EAP courses to enhance learners' academic communication skills and ensure they meet the linguistic requirements of higher education. According to ETIC (as cited in Jordan, 1997), EAP concerns the English language skills necessary for academic study within formal education systems.

Blue (as cited in Jordan, 1997) further categorizes EAP into **English for General Academic Purposes (EGAP)** and **English for Specific Academic Purposes (ESAP)**. EGAP focuses on language skills applicable across a range of academic disciplines, whereas ESAP targets learners within specific academic fields. Robinson (1991) supports this distinction, noting that EAP materials can address learners from multiple disciplines while still including components tailored to particular subject areas. Hyland (2006) further emphasizes that EAP instruction is grounded in the social, intellectual, and linguistic demands of the academic target situation.

A fundamental principle underlying ESP and EAP is **needs analysis**, which serves as the foundation for course design and implementation. Needs analysis aims to identify learners' language requirements in specific academic or professional contexts and informs decisions regarding objectives, materials, syllabus design, and teaching methodology. As an effective diagnostic tool, needs analysis enables educators to identify learners' strengths, weaknesses, and learning characteristics, thereby facilitating the development of relevant and effective curricula (Pranoto & Suprayogi, 2020). Research indicates that successful teaching and learning outcomes are closely linked to the thorough conduct of needs analysis prior to course implementation.

Needs analysis—also referred to as needs assessment—is central to ESP and EAP course design and functions as a systematic data-collection process used to develop effective language programs (Genc, 2013; Petrus, 2012, 2014). Hutchinson and Waters (1989) emphasize that ESP is fundamentally concerned with answering a key question: *Why does the learner need to learn English?* This question guides decisions related to both course content and instructional methodology.

Hutchinson and Waters (1989) further distinguish between **target needs** and **learning needs**. Target needs refer to what learners must know to function effectively in the target situation and are categorized into **needs**, **lacks**, and **wants**. Needs relate to the linguistic requirements of the target context, lacks represent the gap between learners' current proficiency and the required level, and wants reflect learners' personal perceptions and preferences regarding their learning goals (Li, 2014). Learning needs, on the other hand, concern the processes through which learners acquire the language, emphasizing the pathway toward achieving target proficiency.

To comprehensively assess learners' needs, various analytical frameworks have been proposed. These include **Target Situation Analysis (TSA)**, which identifies the purposes for which language will be used at the end of a course; **Present Situation Analysis (PSA)**, which examines

learners' current proficiency levels; **Learning Situation Analysis (LSA)**, which focuses on learners' preferred learning strategies; **Gap Analysis**, which identifies discrepancies between present and target needs; **Means Analysis**, which considers institutional and contextual constraints; and **Language Audits**, which assess strategic language needs across professions or institutions (West, 1994, 1997; Robinson, 1991; Petrus, 2012).

Based on needs analysis findings, course design is developed as an interpretive process that translates raw data into a structured set of learning experiences. Hutchinson and Waters (1989) describe course design as the selection, adaptation, and creation of materials, along with the organization of teaching frameworks and assessment methods that align with learners' needs. Recent studies on needs-based ESP and EAP course design in academic and professional contexts (Belkbir, 2019; Chan, 2018; Chovancová, 2014; Petraki & Khatng, 2020) highlight the growing importance of English for specialized purposes. Furthermore, findings from needs assessments provide a basis for revising and redesigning EAP curricula, particularly with a focus on macro-skills such as reading, writing, listening, and speaking (Generoso, 2004)

Research Methodology

Research Design

This study employed a triangulation research design to explore the English for Academic Purposes (EAP) needs and English language proficiency levels of teachers working in English-medium private schools. Needs analysis is widely regarded as the initial and most critical step in ESP research and course development. Accordingly, this study focused on conducting an ESP needs analysis using a mixed-methods approach, combining both quantitative and qualitative methods to ensure a comprehensive understanding of teachers' language needs (Long, 2005).

The quantitative method was used to collect data from all teacher participants through a structured questionnaire, allowing for a broad assessment of English language proficiency and perceived needs. Simultaneously, the qualitative method, in the form of semi-structured interviews, was employed to gain in-depth insights into teachers' perceptions, experiences, and anticipated future use of English in academic and instructional contexts. The integration of both methods enhanced the validity and reliability of the findings through methodological triangulation.

Participants

The participants of the study comprised 60 teachers selected from different sections of an English-medium private school. Participation was voluntary, and all respondents were actively teaching at the institution at the time of data collection. The teachers' English language proficiency levels ranged from basic to advanced, reflecting varied linguistic backgrounds and academic preparation.

Research Instruments

Two types of instruments were used for data collection: quantitative and qualitative. Quantitative data were gathered through a questionnaire, which was administered to all participants to assess their English language proficiency, skills, and attitudes toward ESP and EAP. Qualitative data were collected through interviews, which provided deeper insights into teachers' academic English needs and their challenges in English-medium instruction.

Data Collection Techniques

Data collection was conducted in two phases. First, quantitative data were collected using a questionnaire distributed to all 60 teachers. The questionnaire served as the primary tool for examining participants' English language skills and their attitudes toward ESP. The respondents completed the questionnaire in a private setting to ensure confidentiality. Prior to participation, all teachers were informed about the purpose of the study and provided written consent.

Second, qualitative data were collected through interviews conducted with selected respondents. The interviews aimed to explore teachers' attitudes, beliefs, experiences, and perceptions regarding their English language proficiency and academic needs. The qualitative findings were used to validate and complement the quantitative data, thereby strengthening the overall analysis. The quantitative data were analyzed through descriptive statistics using percentage collection method following established procedures in ESP research (Elsaid Mohammed & Nur, 2018) and represented through bar graphs. Qualitative data were analyzed through thematic analysis of teachers' interviews.

Results and Discussion

This section presents the findings derived from both the questionnaire and interview data. The questionnaire functioned as a self-assessment tool and was divided into two sections. The first section gathered demographic information and assessed participants' English language proficiency levels across the four core skills: listening, speaking, reading, and writing. The results facilitated the identification of proficiency levels for each skill.

The second section focused on identifying teachers' linguistic and academic needs, including preferred topics, materials, and language skills required for effective teaching in English-medium classrooms. The interview data further enriched the findings by providing contextual explanations and confirming patterns identified in the quantitative analysis.

Teachers' Personal Information and English Proficiency

Teachers' personal information and language proficiency were assessed through a Questionnaire that included specific questions to address the issues discussed.

Figure 1 presents the **age-wise distribution of the study participants**. Out of the total 60 teachers, 14 (23.3%) belonged to the 25–29 years age group, 27 (45%) were aged 30–39 years, and 19 (31.7%) fell within the 40–49 years age group.

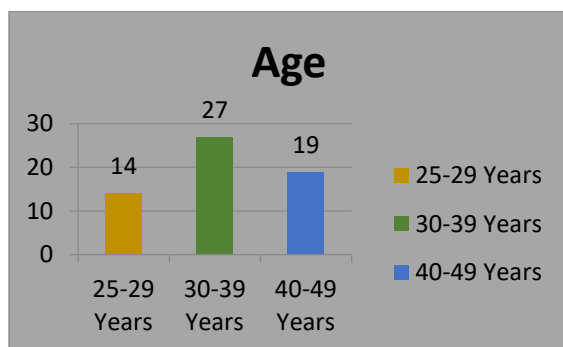


Figure 1

Figure 2 illustrates the **gender distribution of the study participants**. Out of a total of 60 teachers, 49 (81.7%) were female, while 11 (18.3%) were male.

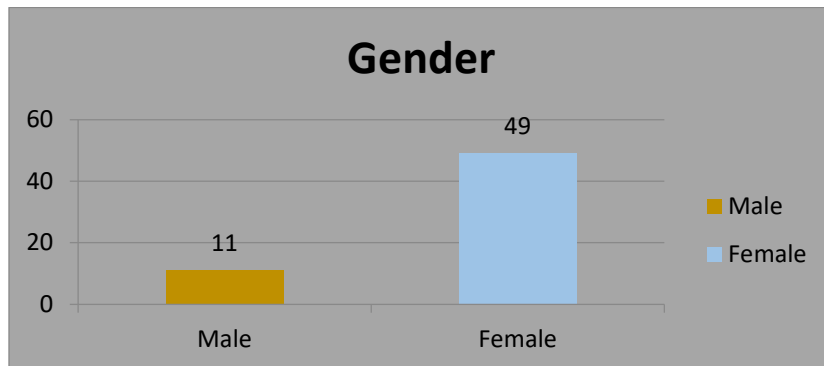


Figure 2

Figure 3 and 4 illustrate qualification and subject specialization details. Among all of them (23;38.3%) of the teachers are graduated in science subjects, (7;11.66%) in Islamiyat, (4;6.67%) in social studies,(9;15%) in economics, and (2;3.33%) are graduated in other subjects such as MBA, (1;1.67%) is a pharmacist. (14; 23.3%) are masters in arts subjects etc. (15; 25%) teachers hold b.sc and (3; 5%) hold MPhil degrees and (42; 70%) teachers are masters.

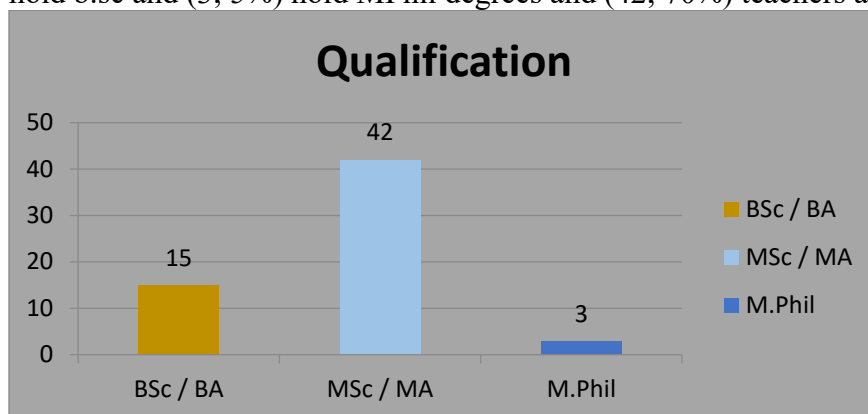


Figure 3

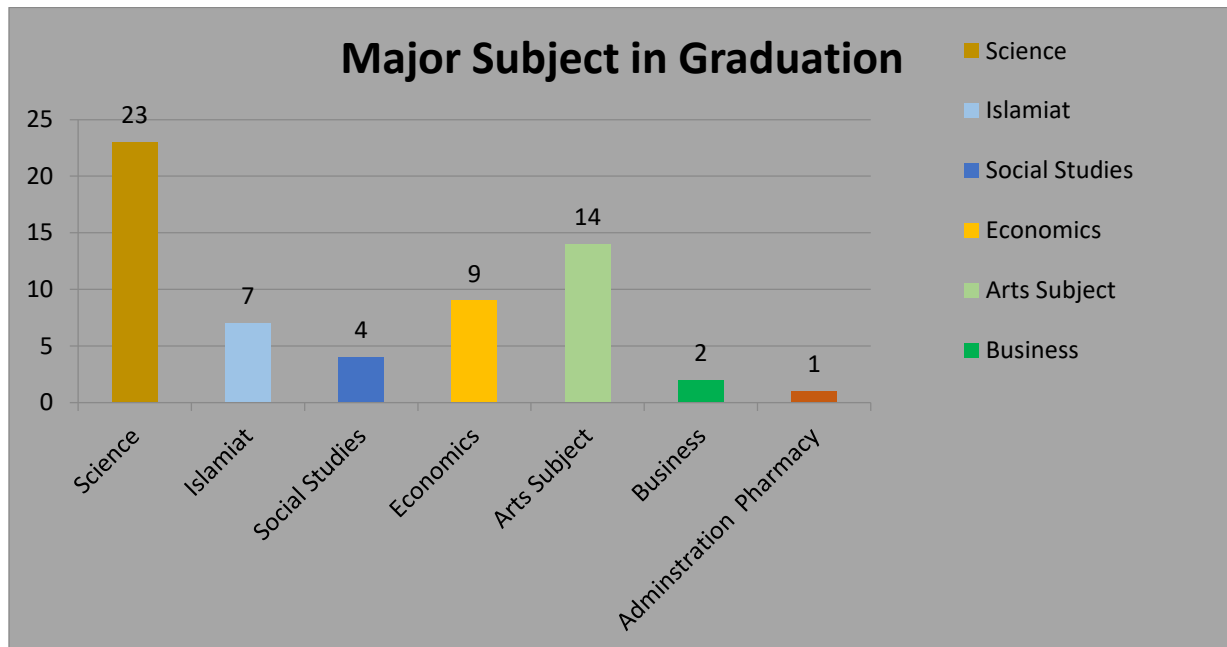


Figure 4

Figure 5 illustrates (11; 18.3%) teachers have under 2 years' experience, (24; 40%) have 2-5 years' experience, (18; 30%) have 5-10 years, and (7; 11.6) teachers have teaching experience of more than ten years.

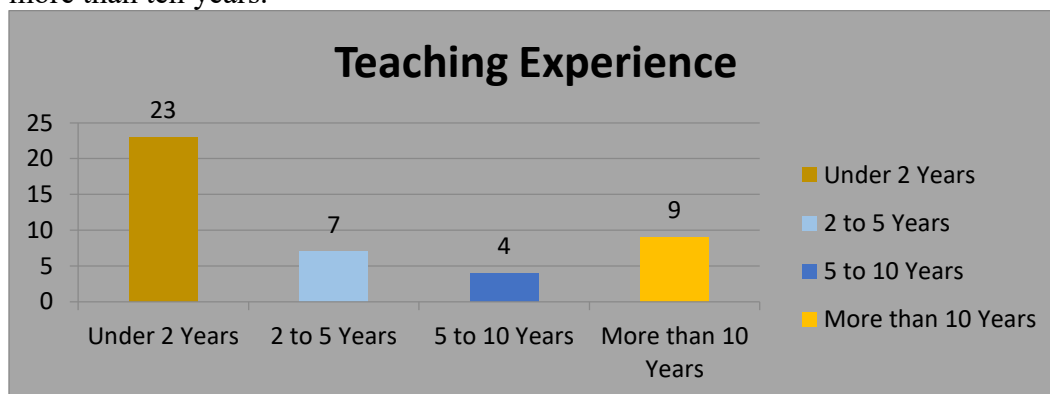


Figure 5

In 2nd part of the questionnaire, the teachers were asked about language skills that teachers are needed. The teachers were asked about which language skill is required by the teachers and they had to rate the percentage for each language skill from 1 to 100% according to their requirement.

Figure 6: What are the most important macro skills which are required by the teachers?

Figure 6 illustrates the **macro-English language skills** perceived as most important by the teachers. The results indicate that **speaking** was ranked as the most important skill by **20 teachers (34%)**, followed by **writing**, selected by **19 teachers (32%)**. **Reading** was identified as important by **16 teachers (28%)**, while **listening** was considered the least important skill, chosen by **15 teachers (25%)**. Overall, the findings demonstrate that **speaking skills were prioritized the most**, followed by writing, reading, and listening.

The strong preference for speaking suggests that teachers perceive oral communication as the most urgent skill required for their professional roles. This emphasis may be attributed to the fact that **English is not commonly used in everyday communication in Pakistan**, particularly outside formal educational settings. As a result, teachers feel a greater need to develop spoken English for classroom instruction, professional interaction, and academic engagement. From a needs-analysis perspective, this preference reflects teachers' **"wants" rather than strictly defined target needs**, as outlined by Hutchinson and Waters (1987), who argue that learners' wants may differ from and sometimes conflict with their actual needs.

Nevertheless, the results clearly indicate that teachers require **English language courses that enhance their ability to communicate effectively and engage in academic activities through English**. These findings are consistent with Vahed (2017), who reported that learners expressed a strong need for EAP courses to prepare them for academic study and professional communication.

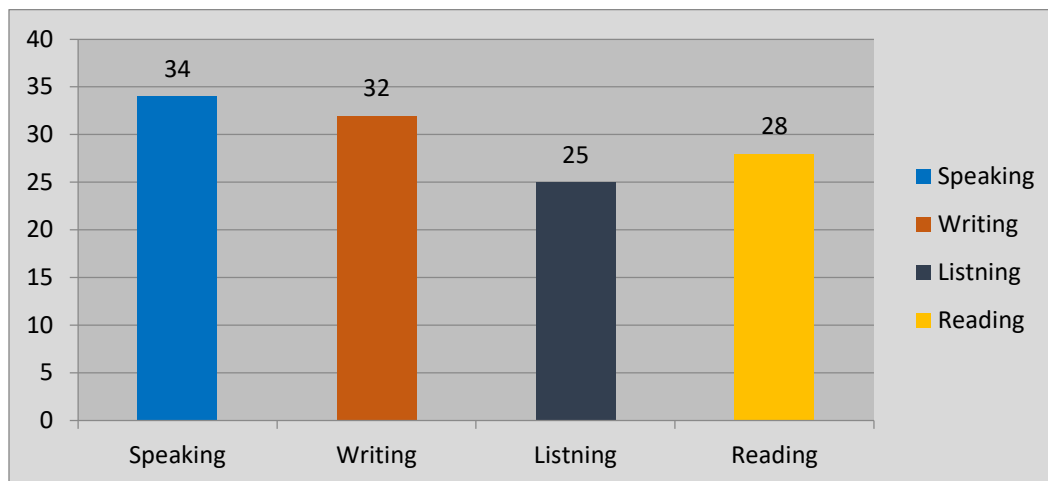


Figure 6

English Language Sub-Skills Required by Teachers for Using English as a Medium of Instruction

This study investigated the English language sub-skills that teachers of non-language subjects require to effectively use English as a medium of instruction. Participants were asked to indicate the importance of various micro-English language skills by selecting percentages corresponding to their perceived classroom needs.

Writing Sub-skills

Figure 7 presents the teachers' perceptions regarding the importance of writing sub-skills. The most critical skills identified were writing a structured paragraph (39; 65%), composing correct structured sentences (35; 58.3%), spelling accuracy (31; 51.6%), proper punctuation (19; 31.66%), and selecting graded vocabulary (13; 21.66%). Writing structured paragraphs emerged as the most significant skill, reflecting the role of learners' exposure and practice in developing coherent written expression. These findings suggest that an academic writing course for teachers should comprehensively cover all these sub-skills to enhance their writing proficiency.

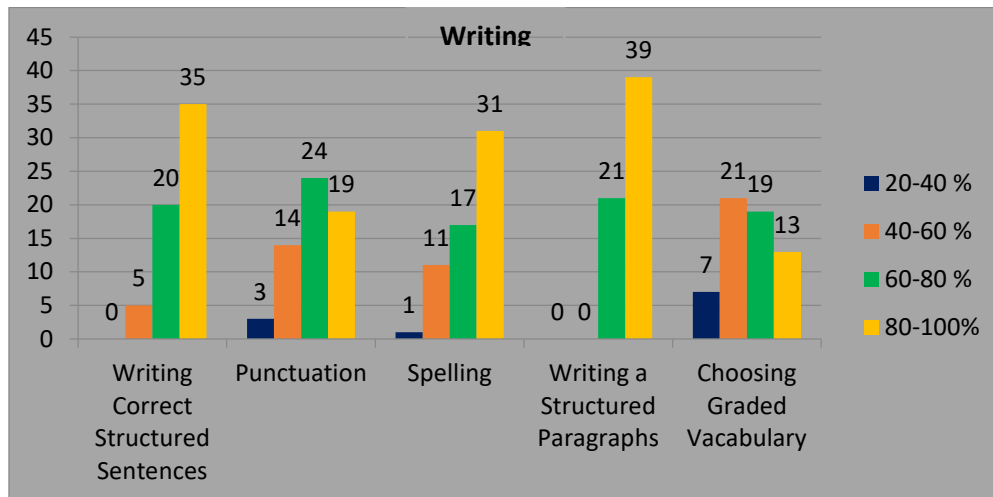


Figure 7

Reading Sub-skills

According to **Figure 8**, reading textbooks was deemed the most essential reading sub-skill, with all respondents indicating a high classroom need (39; 65%), corresponding to an 80–100% requirement. Other important sub-skills included reading questions and answers (26; 43.3%), reading effectively (24; 40%), and reading critically (22; 36.6%). These results underscore the importance of a targeted academic reading course that addresses all these sub-skills to adequately prepare teachers for instructional tasks.

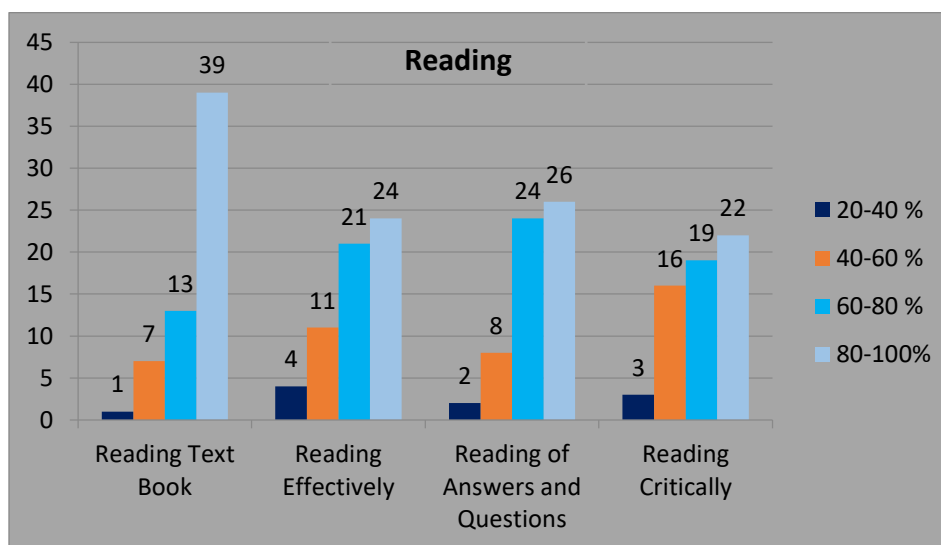


Figure 8

Speaking Sub-skills

Regarding speaking skills, **Figure 9** indicates that the most critical sub-skills were speaking correctly (43; 71.6%), addressing the class (39; 65%), accurate pronunciation (35; 58.3%), and asking for information (33; 55%). The findings highlight that oral communication skills are essential for teachers in English-medium classrooms, emphasizing the need for structured training in academic speaking.

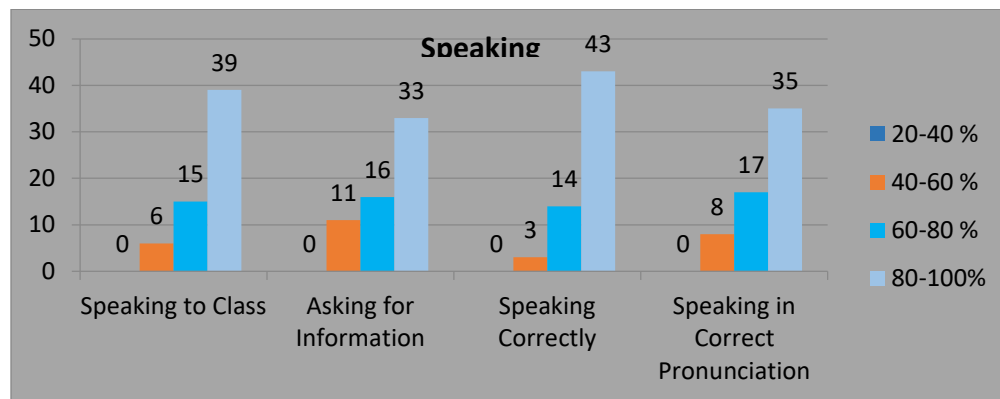


Figure 9

Listening Sub-skills

Figure 10 illustrates the importance of listening skills. Teachers identified listening and answering questions (39; 65%), following instructions (34; 56.6%), understanding main points (31; 51.6%), and comprehending graded vocabulary (27; 45%) as the most critical sub-skills. These results indicate that strong listening proficiency is as crucial as speaking skills for effective classroom communication.

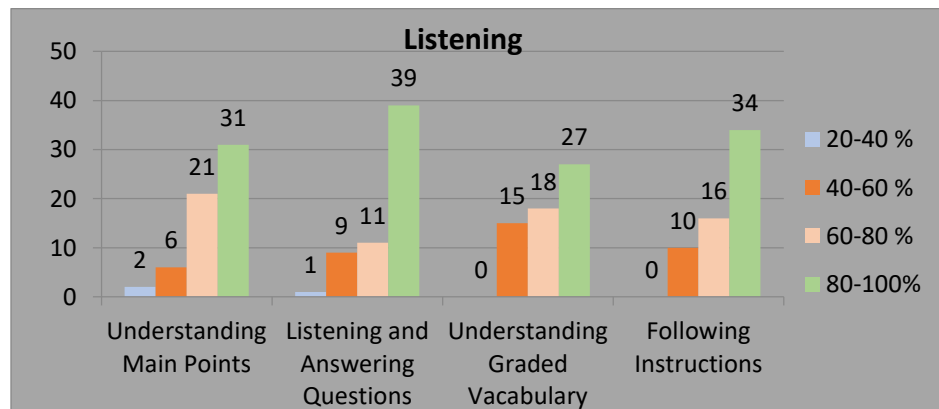


Figure 10

Teachers were asked to indicate which English language skills they wished to improve for effective use in an English-medium instructional context. A five-point Likert scale was used, ranging from 1 (very important) to 5 (not important at all).

As shown in **Figure 11**, the majority of teachers (47; 78.3%) identified **Speaking skills** as the most important area for improvement. This was followed by **Writing skills**(43; 71.6%), **pronunciation skills** (31; 51.6%), **listening skills** (29; 48.33%), and **reading skills** (27; 45%) as very important. These findings suggest that teachers prioritize the development of writing and speaking skills, reflecting their critical role in classroom instruction and effective communication in an English-medium setting.

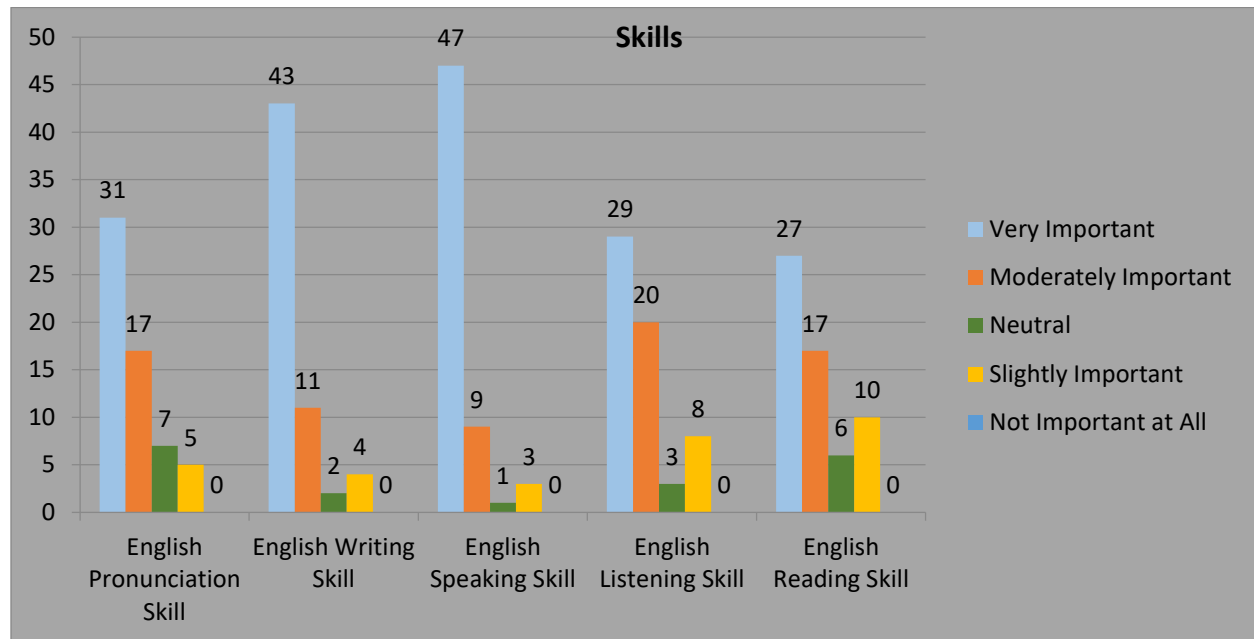


Figure 11

Interview

A semi-structured interview was conducted to ask teachers' opinions about the language proficiency needs of teachers. Teachers were asked personal info name and age and then a few open-ended questions.

A) What is the role of the English language on the performance of teachers?

This question was asked to know the role of English in the present academic and future life of teachers and it tried to investigate the importance of the English language on the performance of teachers. All the teachers agreed that English has an important and detrimental effect on teachers' academic performance if the English proficiency level is not good. Their responses are quoted down

"The English language being medium of instructions plays a vital role in performance and persuasiveness of teachers, it is not only quintessential for the education of peers but also self-growth" "As the English language is the major medium of communication / official language, its importance takes unexcelled place in teaching" "Teachers with good linguistic skills in the English language have a positive impact on their performance as well learning process of students"

B) What Are the Most Important Skills in the English Language as Believed by the teachers? Most teachers considered all English language skills writing, reading, speaking, and listening are important. But speaking and writing are considered most important to perform well in this profession. Few comments are described below

"Importance of skills in the English language can be weighed against their usage in daily/ professional life was speaking and writing owing to inherent influencing impact tend to take priority over other skills" "All skills are important to seek mastery in the English language however speaking and writing are comparatively more essential" "For good teaching one needs excellent spoken and written communication skills"

B) What skill you would like to learn if you have teacher training?

They suggested that all speaking and writing sub-skills are important. This is natural because English is the language of instruction in English medium schools. Thus, the teachers need to speak English well. The results also imply that an effective training course on academic speaking seems necessary. Few answers are as follows

"Speaking allows to you express/ communicate with different communities freely with confidence" "For learning all skills are important however I would prefer to learn speaking and writing" "As English, not a native language, therefore, the maximum focus may be laid upon speaking and writing"

C) What Are the Most required Academic Sub-Skills for the teachers?

The results suggested that both general and academic sub-skills are considered important by the teachers. Generally, most of the teachers strongly agreed that writing and speaking subskills are most required. Here are a few responses from teachers.

"For effective writing mastering grammar is a prerequisite and for speaking sound vocabulary" "Overall, in Writing, important subskills include, sentence construction, grammar, writing summary, paragraph whereas in speaking correct pronunciation and vocabulary" "Teachers need to be equipped with sound knowledge of grammar, and fluent verbal expression including good/correct choice of words as per context"

The results of the study on the need for teachers in improving their English language skills indicated that the teachers should improve English literature, linguistics, and education. The main role of teachers is teaching at English medium school. Outside of teaching, they have several jobs, seminars, parents-teachers meetings, and actively involve themselves in faculty meetings. These kinds of jobs need good speaking abilities. Teachers of English medium schools are expected to be fluent in English. But speaking is different; speaking is a formation of correct habit formation (Thornbury, 2000). The limitation of using English inside and outside the classrooms can slowly decrease the speaking ability of the teachers. Even if they are good at spoken English, they still need to keep on practicing because that is how they can maintain their fluent speaking skills. In this modern education, Teachers are demanded to be capable to write and speak well. It forces them to read and write, and implement their skills. According to these demanding job requirements, they need a speaking class for teachers. It will help them to maintain their speaking skills and also to equip them to be better presenters, hosts, and interviewers (Elvheim, 2006).

Based on the findings of the EAP questionnaire, it was explored that the teachers considered speaking and writing as the highest priorities in their English language learning. Almost two decades ago, in the late eighties, a nationwide survey of English skills requirements was conducted by Huda (1997) to parents and learners of secondary schools who suggested the same priorities. It showed that most of the teachers wanted to learn to speak; a fact that was not in harmony with the reality that reading comprehension skill was considered as the main objective in the national curriculum. Crocker (1991) found similar results in his survey among learners of Hong Kong and Singapore University. He attributed this to a very intelligible approach of learners and parents. The common attitude among them was that occupational domains consider speaking ability as having more value and important than any other skill. Many would argue that a person's most noticeable proof of English mastery is speaking skills. Teachers are expected to meet this requirement by improving their speaking skills, sometimes at the expense of reading



and writing skills. The teachers of this survey seem to share the same perception with the findings described above.

Conclusion

The findings of this study indicate a clear need for an English for Academic Purposes (EAP) program for teachers, particularly a course designed to enhance their speaking, writing, reading, and listening skills. Such a program should address teachers' professional needs through participation in seminars, international forums, training sessions, conferences, and engagement with English-language media, including news and films. The results highlight the responsibility of universities, government bodies, and educational planners to reconsider and redesign teacher education programs to improve the quality of English language instruction in Pakistan. While a needs assessment is a critical first step, effective EAP course design requires collaboration with academic departments to ensure that the program is contextually relevant and responsive to teachers' needs. A practical approach to course development can draw upon established models by Munby (1978), Holliday and Cooke (1983), Jordan (1989), Hutchinson and Waters (1987), and Flowerdew and Peacock (2001). According to these models, course developers can collaborate with language centers to design comprehensive course components. Academic departments play a crucial role in syllabus design, selection and development of materials, and structuring classroom activities to support effective EAP learning.

This study serves as an exploratory investigation into the need for an EAP program tailored to the Pakistani context. The findings can provide a foundation for further research examining the challenges teachers face in using English for academic purposes, as well as the limitations and weaknesses of teachers as learners. An additional implication is the urgent need to provide appropriate in-service training, ensuring that teachers receive both theoretical knowledge and practical guidance. Teachers emphasized the importance of practical delivery, discussions, and engagement with EAP materials as the most beneficial approaches for enhancing their professional competencies. Overall, this study underscores that a well-designed, contextually appropriate EAP program, supported by academic departments and training centers, has the potential to significantly improve English language instruction and teacher performance in English-medium classrooms in Pakistan.

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Appendix A

QUESTIONNAIRE

Part 1

1. Please Tick the Appropriate

- a. Gender Male ☐ Female ☐
- b. Age 25 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+ ☐
- c. Teaching Experience Under 2 Years ☐ 2 to 5 Years ☐
5 to 10 Years ☐ More than 10 years ☐
- d. Education Degree ----- Major subject -----
- e. Teaching Subject -----

Part 2

2. What are the most important macro skills required by the teachers? (Rate from 1 to 100%)?

- a. Speaking English -----
- b. Reading English -----
- c. Writing English -----
- d. Listening to the English language -----

3. To use as a medium of instruction which of the sub-skills is required by the teachers of other subjects:

1. 20% to 40% 2) 40% to 60% 3) 60% to 80% 4) 80% to 100%

a. Writing

- 1 Writing correct structured sentences 1 2 3 4
- 2 Punctuation 1 2 3 4
- 3 Spelling 1 2 3 4
- Writing a structured paragraph 1 2 3 4
- 5 Choosing graded vocabulary 1 2 3 4

b. Reading

- 1 Reading textbook 1 2 3 4
- 2 Reading effectively 1 2 3 4
- 3 Reading of answers and questions 1 2 3 4



4 Reading critically 1 2 3 4

c. **Speaking**

1 Speaking to class 1 2 3 4

Asking for information 1 2 3 4

3 Speaking correctly 1 2 3 4

4 Speaking in correct pronunciation 1 2 3 4

d. **Listening**

1 Understanding main points 1 2 3 4

2 Listening and answering questions 1 2 3 4

3 Understanding graded vocabulary 1 2 3 4

4 Following instruction 1 2 3 4

4. **To use English as a medium of instruction I would like to improve the following skills. Grade them from ascending order from 1 to 6 -----**

1. **Very Important** 2. **Moderately Important** 3. **Neutral**

4. **Slightly Important** 5. **Not important at all**

a. English Pronunciation skills -----

b. English Speaking skills -----

c. Writing English skills -----

d. Listening English skills -----

e. Reading English skills -----

Appendix B

TEACHERS' SEMI-STRUCTURED INTERVIEW PROTOCOL

PART I

BACKGROUND INFORMATION

1. Gender _____

2. Age _____

3. What subject(s) do you teach? _____

PART II

1. What is the role of the English language on the performance of teachers?
2. What Are the Most Important Skills in the English Language as Believed by the teachers?
3. What English language skills would you like to learn if you have teacher training?
4. What Are the Most required Academic Sub-Skills for the teachers?