

**Trends of MA Theses of the English
Department in the Faculty of Education –
Sana'a University
(From 1994 Through 2017)**

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المخلص :

طلبة المدارس بنسبة 15.6% ومدرسي المدارس بنسبة 9.4% ثم الكتاب المدرسي بنسبة 5.2% والمساقات او المقررات الجامعية 4.2% ثم البرامج الجامعية وأساتذة الجامعة بنسبة 2%. فيما يتعلق بالمراحل الدراسية فقد جاءت المرحلة الجامعية أولا بنسبة 65.63% والمرحلة الثانوية بنسبة 28.13% ثم التعليم الأساسي بنسبة 5.21% ومعاهد المعلمين لخريجي الثانوية 1.04%. وبالنسبة لمناهج البحث فقد جاء المنهج الوصفي بنسبة 61.5% ثم المنهج التجريبي بنسبة 38.5%. أما بالنسبة لأدوات جمع البيانات فقد كانت تقنية الاختبار الأداة الأكثر شيوعا بنسبة 63.6% ثم الاستبانة بنسبة 40.6% وحصلت تقنية المقابلة على 32.3% وتقنية الملاحظة 14.6%. وفيما يتعلق بالمعالجات التجريبية فقد جاءت طرق التدريس أولا بنسبة 94.6% والمواد التعليمية ثانيا بنسبة 5.4%. وبالنسبة لجنس الباحثين فقد جاءت الطالبات أولا بنسبة 59.4% والطلاب بنسبة 40.6%. وفيما يخص التوجهات المستقبلية للباحثين وتوصياتهم فقد اوصت معظم الأطروحات بدراسة ومقارنة مختلف استراتيجيات التدريس وتدريب المعلمين واجراء دراسات شبيهة واستخدام متغيرات جديدة وتطبيق نتائج علم نفس التعلم والاهتمام المتوازن بالأهداف التربوية إضافة الى استخدام

بغية تطوير مناهج وطرائق تدريس اللغة الإنجليزية في اليمن قام طلبة الماجستير في قسم اللغة الإنجليزية في كلية التربية جامعة صنعاء بعمل مثمر حيث تم انجاز ست وتسعون رسالة منذ افتتاح البرنامج في 1994 الى 2017م. وتهدف هذه الدراسة الى تحليل كل هذه الاطروحات من اجل معرفة المجالات المبحوثة، والمراحل الدراسية، والفئات المستهدفة، والمناهج البحثية، والمعالجات التجريبية، والتوجهات المستقبلية للباحثين. وقد استخدم الباحث منهجية تحليل المحتوى والتحليل البعدي. و توصلت الدراسة الى النتائج الآتية: فيما يتعلق بالمجالات المبحوثة التي تناولتها الأطروحات كانت كالاتي: مهارات الحديث جاءت في المرتبة الأولى بنسبة 20% وتلتها دراسات المناهج (مرحلة التقييم) بنسبة 16% ثم مهارات القراءة بنسبة 14% يليها دراسات المناهج (مرحلة التصميم ودراسة الاحتياجات) ومهارات الكتابة والميول بنسبة 9.4%، ثم جاءت دراسات تحليل الأخطاء اللغوية بنسبة 6.3% وتعليم النحو 5.2% ثم طرائق التدريس ودراسات علم اللغة التقابلي حصلنا على 4.2%. ودراسات الكفاءة اللغوية كانت في الترتيب البحثي الأخير بنسبة 3.1%. اما ما يخص الفئات المستهدفة، فقد جاء طلبة الجامعة في المرتبة الأولى بنسبة 61.5% ويليهما

الدراسة تناول موضوعات متشابهة نظرا لغياب رؤية وخطة في قسم اللغة الإنجليزية تخص أهمية وألوية المجالات المبحوثة. وقد انتهت الدراسة بسرد عدد من التوصيات ذات الصلة

التكنولوجيا الحديثة في تدريس اللغة الإنجليزية. وقد كانت البحوث المدروسة تصب في مجال الأبحاث التطبيقية لحل المشاكل في الميدان التربوي ولم يكن أي منها في مجال البحوث النظرية. وانه لمن الملاحظ في مجتمع

Abstract

To the promotion of ELT approaches and curricula in Yemen, MA students at the English Department in the Faculty of Education – Sana'a University (EDFESU) have done incredible contribution to ELT and curricula field of study with a total number of ninety-six theses since the beginning of the MA program in 1994 until September 2017. The study population of this paper encompassed all these MA theses, which were analyzed using content analysis under the following headings: the studied research areas, the target groups, the target scholastic stages, the research approaches, the data gathering tools, the experimental treatments, the sex of the researchers, and the future trends. The study reached the following conclusions. The studied research areas were of the following order. Spoken Skill studies ranked first with a percentage of 20% followed by curriculum studies (evaluation stage) with a percentage of 16%, and reading skills studies 14%. Next, curriculum studies (design stage/ needs analysis), writing skills studies, and attitude

acquisition studies came with a percentage of 9.4%. After that, error analysis studies got 6.3%, grammar studies got 5.2%, teaching methods studies and contrastive analysis (CA) studies got 4.2%. Competence studies came last with a percentage of 3.1 %. As for the target groups, university students ranked first with 61.5% followed by school students 15.6% and in-service teachers 9.4%. Then, schoolbooks were ranked 5.2%, university-teaching courses 4.2%, university programs and university teachers were rated last with 2%. The target scholastic stages were rated as follows: university stage 65.63%, secondary stage 28.13%, basic-school education 5.21%, and in-service institutes 1.04%. Regarding the research approaches, descriptive studies ranked first with a percentage of 61.5% and experimental studies with a percentage of 38.5 %. Regarding the data-gathering tools, testing technique was the most popular tool with a percentage of 63.6%. Questionnaire technique was ranked next with 40.6%, interview technique got 32.3 %, and observation technique was rated

14.6%. As for experimental treatments, teaching methods were ranked first with a percentage of 94.6% and teaching materials ranked second with a percentage of 5.4%. As for the sex of the researchers, female researchers ranked first with a percentage of 59.4% and male researchers ranked second with a percentage of 40.6%. As to the recommendations and future trends, most studied papers recommended carrying out comparisons between various teaching strategies, training teachers, conducting similar studies using new variables, applying the

results of research in psycholinguistics, and paying a balanced attention to educational objectives, in addition to using modern technology in ELT. As to the goals of these theses, all of them were of applied ELT and Curricula research. None of them was of basic research. It is noticed that many of the theses studied similar topics due to the absence of a vision or a plan in the EDFESU regarding the significance and the priorities of research areas. The study ended with a number of relevant recommendations.

Introduction.

English has become a language of opportunities and success for life along "with the development of English as the leading international language as well as a means of science and technology transfer." (Crystal, 2003). In today's world of veritable explosion of information and knowledge there has been an upsurge of interest among the Yemeni learners to pursue learning English as mainly as an effective means of higher education, international communication, and occupation purposes. This interest is reflected in the growing number of English language centers in Sana'a.

Many ELT researchers all around the world are concerned with studying how learners acquire English and the problems encountered in the field. They try to find ways to make teaching more effective. In Yemen, ELT is a hotly debated issue too. MA students in the English Department at Sana'a University try to enhance learning English language and solve problems faced in the field through carrying out educational researches.

Comp, D. (2009, July 13) notes that "The study of research on education traces its roots back to the late 1830's and early 1840's with the revival of the common school and it is the first time that both school supervision and planning were influenced by systematic data collection."

Educational research can be defined as a 'purposeful and systematic' enquiry 'to solve a problem, illuminate a situation or add to our knowledge' (Mutch, 2005, pp. 14) 'by the discovery of non-trivial facts and insights' (Howard & Sharp, 1983, as cited in Bell, 2005, pp. 2) 'in relation to the improvement of education policy and practices, with a commitment to broader dissemination of research findings beyond publication in high status, international, refereed journals' Lingard & Gale (2010, pp. 31). Essays (2013).

Durak, Gürhan. *et al.* (2016) clarify that:

The most important goals of action research (AR) (quantitative or qualitative) in the field of education include understanding the problems in the process of education and trying to produce solutions to these problems by introducing the necessary changes.

According to Uzuner (2005) AR studies have positive influence on teachers' professional development. Teachers' active involvement in the research process allows them to view and improve their own work from a more critical perspective. Therefore, due to the increasing popularity of constructivist education and related new curricula, educational research is moving towards action research (Artvinli, 2010).

Durak, Gürhan. *et al*, 2016) explain that from an educational perspective, action research can be defined as the process of joint exploration carried out by shareholders to comprehend and raise the quality of instructional actions (Hensen, 1996; McTaggart, 1997; Mills, 2013; Schmuck, 1997). Action Research (AR) is becoming popular in the field of education, and according to literature, it could be stated that AR studies have positive influence on practice in education.

Regarding summaries of the research literature, Cooper HM. (Ed.) (1982) notes that "The goal of an integrative literature review is to summarize the accumulated knowledge concerning a field of interest and to highlight important issues that researchers have left unresolved." Hunter, J. E., & Schmidt, F. L. (2004) point out that during the past three decades, behavioral scientists have increasingly come to rely on methods of meta-analysis to provide quantitative summaries of the research literature. There is probably no area of organizational research where meta-analysis has not had a major impact.

As review of the related literature demonstrated that there is no study conducted in Yemen to examine ELT theses, the present study is expected to be a pioneering one.

Previous Studies.

The researcher's comprehensive review of the relevant literature revealed that there is no analysis conducted to examine the MA theses and PhD dissertations in the English Department – Faculty of Education, Sana'a University (EDFESU) or in any other ELT department in Yemen. Therefore, the researcher tried to review here the most relevant studies. This section is limited to only a few carefully selected international studies that give a

snapshot of research on ELT teacher education. In addition, some relevant studies will be referred to in the discussion of the findings.

The study of Lin & Sun. (2007) reviewed masters and doctoral dissertations published in the universities and colleges of the State of Taiwan between 2000 and 2005 on mobile education. Forty-three studies were analyzed by the content analysis methodology. It was found that the most studied topics were the design and development of mobile learning, the least of which was analysis and evaluation, and the most target stage of the study was the primary stage. The present study is consistent with the study of Len and his colleagues in the method of content analysis, and differs with it in the fields studied.

The study of AlShaya (1427H) aimed to analyze (95) Master Theses in the field of practicum during the period 1404 H to 1427 H. These theses were analyzed by a card of content analysis. They consisted of two main parts: the first part was concerned with trends of practical education in terms of courses, goals and elements; the second part was concerned with the characteristics of the theses in terms of the target sample, the methodology, the research tools and the statistical methods used. The results of the study showed that the most important research fields that dealt with in these theses were: practical knowledge, scientific methods, personal needs, and educational issues. The theses did not address professional awareness.

The study of Alkathiri (2002) aimed at analyzing 240 Master theses in six main areas: Methods of Teaching Islamic Sciences, Methods of Teaching Mathematics, Methods of Teaching Science, Methods of Teaching Social Sciences, Methods of Teaching Arabic, and General Curricula during the period 1983 to 2002. The study found that the most addressed topics are the evaluation of the curriculum, curriculum applications, curriculum development, and design of the curriculum. The study found that the most topics dealt with were areas related to content and then methods of teaching and achievement, while the other areas did not receive sufficient attention.

Lund, Andreas. Eriksen, Tone M. (2016) noted that after Ludvigsen-Utvalget (2014, 2015) studied many research papers, he emphasized the need for more emphasis on in-depth learning, progression, self-regulation, social and emotional competences, and 21st century skills. Such skills cover learning skills, literacy skills, and life skills (e.g., critical thinking, creative thinking, collaborating, information literacy, technology literacy, flexibility,

and initiative). The committee also points to the fact that all this takes place in a veritable explosion of information and knowledge.

Lund, Andreas & Eriksen, Tone M. (2016) pointed out that:

Early in 2015, Marilyn Cochran-Smith and his colleagues mapped the landscape of research on teacher education by reviewing more than 1,500 studies published between 2000 and 2012 from diverse parts of the world, including Norway (Cochran-Smith & Villegas, 2015; Cochran-Smith et al., 2015). From a position where research on teacher education is seen as a “historically situated social practice” (Cochran-Smith & Villegas, 2015,p. 7), they identified three major research programs: (1) research on teacher preparation for accountability, effectiveness, and policies; (2) research on preparation for the knowledge society; and (3) research on teacher preparation for diversity and equity. These are clusters with numerous subcategories involved. On the whole, the authors found “that sociocultural perspectives have been widely taken up by teacher education researchers” (Cochran-Smith et al., 2015, p.113), particularly concerning the second category.

Lund, Andreas & Eriksen, Tone M. added that a study with a specific focus on methodological approaches was done by Menter *et al.* (2010). They viewed 446 studies about teacher education in the United Kingdom published between 2000 and 2008, thus coinciding with the mapping undertaken by Cochran-Smith *et al.* Menter *et al.* summarized their classification of research methods in the United Kingdom in a table dominated by qualitative, small-scale studies based on reflection and interviews. Although the United Kingdom may differ from other countries regarding teacher education programs and policies, it is recognized that observations such as “teacher education research appears to be a relatively under-developed area, without a strong theoretical or methodological tradition” (p. 124). Lund and Eriksen added that that “few studies connected

aspects of teacher preparation/certification to students' learning” (Cochran-Smith et al., 2015, p. 117). Lund and Eriksen (2016) recommended new partnerships between universities and schools. In such a situation, we will need student teachers who are not merely enculturated into existing practices, but who are also professionally creative (Ellis, 2011) and who can design new practices with ecological validity for a changing world.

Mirhosseini, Seyyed-Abdolhamid (2013) pointed out that the results of their study indicated that the mainstream trends of English Language Teaching (ELT) research are predominantly constructed within the epistemological boundaries shaped by the traditional conceptions of research methods as well as theoretical constructs of linguistics, learning theories, and teaching methodology. What tends to be normally ignored in the shadow of such notions is the underlying belief structure that shapes the foundations of the ELT research and practice. Such underlying foundational beliefs may be termed in various ways, including under the rubric of ideology.

Another study was that of Rima Al-Jarf's (1991). The aim of her study was to describe some aspects of educational doctoral thesis for Saudi students who graduated from US universities between 1969 and 1985. More than half of the theses focused on four areas: higher education, curriculum and teaching methods, educational administration, and methods of teaching science. The university stage received a high degree of attention from the students. Most of the theses were descriptive, and the least experimental theses, and the most widely used tools were the questionnaires. The present study is consistent with the study of Rima Al-Jaraf in the method of content analysis, and differs from it in the case that dealt with it. Rima Al-Jarf's thesis focused on PhD thesis in education in general while the current study was concerned with the dissertations interested in the field of ELT in the English Department in the Faculty of Education – Sana'a University (EDFESU).

To the promotion of ELT approaches and curricula in Yemen, Yemeni researchers at EDFESU have done incredible contribution to ELT and curricula fields of study, and in this paper, the researcher brought them close look.

Research Problem.

There are ninety-six MA theses approved by the English Department – Faculty of Education - Sana'a University (EDFESU).The researcher's

comprehensive review of the relevant literature revealed that there has not been any analysis conducted to examine them.

Purpose of Study.

The purpose of this study is to analyze the master theses approved by the EDFESU in order to find out their characteristics: the studied research areas, the target groups, the target scholastic stages, the research approaches, the data gathering tools, the experimental treatments, the sex of the researchers, and the future trends and recommendations.

Research Questions.

- 1- What are *the studied research areas* in the approved theses of the MA students in the EDFESU in the period 1994-2017?
- 2- What are *the target groups* in the theses of the MA students in the EDFESU in the period 1994-2017?
- 3- What are *the target scholastic stages* in the theses of the MA students in the EDFESU in the period 1994-2017?
- 4- What are *the research approaches* used in the theses of the MA students in the EDFESU in the period 1994-2017?
- 5- What are *the data gathering tools*?
- 6- What are *the experimental treatments* used in the theses of the MA students in the EDFESU in the period 1994-2017?
- 7- What is *the sex of the researchers* in the in the theses of the MA students in the EDFESU in the period 1994-2017?
- 8- What are *the future trends and the suggested future papers* in the in the theses of the MA students in the EDFESU in the period 1994-2017?

Significance of the Study.

The importance of educational research cannot be ignored in the improvement of the quality and development of an educational system (Everton, Galton, & Pell, 2002). Therefore, the role of educational research is quite important in the creation of a quality educational system in a country. University theses are considered to be one of the main indicators of the developments of the scientific research in any country. MA theses and PhD dissertations play a great role in solving many problems of societies. Many countries gave great efforts to guarantee good quality theses and ensure a continuous evaluation for the theses. Sana'a University has

approved a great number of MA and doctorate theses, which play a great role in scientific research. Unfortunately, these studies in the EDFESU have not been investigated to the best knowledge of the researcher.

This paper is thought to be significant as it points out the current trends and status of the educational research in the EDFESU. This study clarifies the current status of the educational research in the EDFESU. It determines the research trends in this area in addition to identifying future trends of the researchers. It is hoped that the results of this study contribute in developing the efforts of educational research.

Limits of the Study.

This study is limited to analyzing the MA Theses of the English Department in the Faculty of Education – Sana'a University (From 1994 through 2017). This study does not aim at judging the quality or the content of the studied theses. It aims at summarizing the trends and selected characteristics of the studied theses.

Research Procedure.

- 1- Identifying the sample of the theses, which included all the ninety-six theses carried out in the English Department – Faculty of Education – Sana'a University (EDFESU) in the period 1994-2017.
- 2- Preparing an instrument of content analysis:
 - a. Identifying the objective of the tool – analyzing the theses carried out in the, EDFESU in the period 1994-2017.
 - b. Identifying the main parts of the instrument: studied topics, target groups, etc.
 - c. Identifying the sub-parts.
- 3- Checking the content validity of the instrument by asking different experts of educational research and ELT at Sana'a University, and then finalizing the tool in accordance with the feedback and suggestions provided by these experts.
- 4- Checking the test-retest reliability. Test-retest reliability was used to assess the consistency of a measure from one time to another. The researcher analyzed 20 theses of the research sample, and after two months, the researcher reanalyzed the same theses. The formula (Reliability = consensus / [consensus + dissidence] x 100) generated by Miles and Huberman (1994) was used in the study. At the end of the comparison of the two investigations, an agreement rate of 93%

within the two investigations was reached. According to Miles and Huberman (1994), at least 70% of consensus between experts is acceptable as sufficient for reliability. Therefore, the obtained agreement rate was accepted as sufficient for reliability of the data in the study.

- 5- Analyzing the theses according to the main and secondary parts of the instrument.
- 6- Having statistical analysis of the data. Descriptive analysis was used depending on frequency and calculating percentages for the repeated items.
- 7- Summarizing the finding in tables.

Research Findings and Discussion.

The research findings are presented and discussed below according to the order of the research questions.

- 1- What are the studied research areas in the theses of the MA students in the English Department – Faculty of Education – Sana'a University (EDFESU) in the period 1994-2017?

To answer research question number one, the content of all the 96 theses of the MA students in the EDFESU in the period 1994-2017 was analyzed to point out "*the studied areas*," and their frequency and percentages as shown in Table number one and Diagram number one below:

Table No. 1 Studied Areas in the Theses Fulfilled in the EDFESU 1994-2017				Diagram 1 Studied Areas in the Theses Fulfilled in the EDFESU 1994- 2017
	Areas of Study	Frequency	Percentage	
1.	Spoken	19	20	
2.	Curriculum (Evaluation stage)	15	16	
3.	Reading	13	14	
4.	Curriculum (Design stage/ needs)	9	9.4	
5.	Writing	9	9.4	
6.	Attitude Acquisition	9	9.4	
7.	Error Analysis (EA)	6	6.3	
8.	Grammar	5	5.2	
9.	Teaching methods	4	4.2	
10.	Contrastive Analysis (CA)	4	4.2	
11.	Competence	3	3.1	
12.	Total	96	100%	

Table No. 1 shows that spoken skill ranked first with a percentage of 20% followed by curriculum (Evaluation stage) with a percentage of 16%, and reading skills 14%. Next, studies of Curriculum (Design stage/ needs analysis), Writing skills, and Attitude Acquisition came with a percentage of 9.4%. After that, Error Analysis studies got 6.3%, Grammar studies 5.2%, Teaching methods studies and Contrastive Analysis (CA) studies had 4.2%. Competence studies came last with a percentage of 3.1 %. Ranking spoken

skills first with a percentage of 20% reflects the high concern of most of the researchers in the EDFESU in the period 1994-2017.

The findings reveal that the studies focused on action research. They focused on the language skills and evaluating teaching materials. It is noticed that they studied isolated skills and neglected the integrated approach. The findings reveal also that the studies ignored communicative and functional approaches to language teaching as well as neglecting:

- Connected aspects of teacher preparation/certification to students' learning.
- Corpus Linguistics
- Integrated and contextualized teaching of multiple language skills.
- Learner Centeredness and Needs
- Portfolio Development for Teachers
- Reflective Practice and Teacher Learning
- Syllabus Design and Materials Development
- Connecting Teachers with web
- Teaching with Technology
- Language-learning experience mediated by mobile technologies

2-What are the target groups in the theses of the MA students in the EDFESU in the period 1994-2017?

To answer research question number two, the theses of the MA students in the EDFESU in the period 1994-2017 were analyzed to identify the target groups, and their frequency and percentages as shown in Table number two and Diagram number two below:

Table No. 2 Target Groups			Diagram 2 Target Groups	
Target Groups	Frequency	Percentage		
University Students	59	61.5		
School Students	15	15.6		
In-service Teachers	9	9.38		
Schoolbooks	5	5.21		
University Teaching Courses	4	4.17		
University Programs	2	2.08		
University Teachers	2	2.08		
Total	96	100%		

As for the target groups, university students ranked first with 61.5% followed by school students 15.6% and in-service teachers 9.38%. Then schoolbooks ranked 5.2%, University teaching courses 4.2%, university programs and university teachers ranked last with 2%. Ranking university students first with a big percentage indicates that the researchers might be more aware of the problems faced by their colleagues and the undergraduates. This reflects the unawareness of the novice teachers of the problems in the schools due to their limited experience and the noncooperation between Ministry of Education and the EDFESU. Ranking university students first is in concordance with the findings of Alshree'a, Sad (2000). *Lund and Eriksen* (2016) emphasize the significance of action

research related to teaching at schools and point out that teachers work in increasingly complex learning environments characterized by multicultural and technology-rich dimensions, where a research-based approach to the profession is needed to work from a solid knowledge base.

3- What are the target scholastic stages in the theses of the MA students in the EDFESU in the period 1994-2017?

To answer research question number three, the theses of the MA students in the EDFESU in the period 1994-2017 were analyzed to identify the scholastic stages, and their frequency and percentages as shown in Table number three and Diagram number three below:

Table No. 3 Scholastic Stage			Diagram 3 Scholastic Stage
Scholastic Stage	Frequency	Percentage	
Tertiary (College)	63	65.63	<p>The bar chart displays the percentage distribution of scholastic stages. The y-axis represents the percentage from 0 to 70. The x-axis lists the stages: Tertiary, Secondary, Basic, and In-service. The bars are colored black, orange, and light orange respectively. The Tertiary stage has the highest percentage at 65.63%, followed by Secondary at 28.13%, Basic at 5.21%, and In-service at 1.04%.</p>
Secondary School	27	28.13	
Basic School	5	5.21	
In-service Institutes	1	1.04	
Total	96	100%	

Regarding the scholastic stages *university stage* ranked first with 65.63% and secondary school stage was placed second with 28.13%. Then basic school stage got 5.21% and in-service institutes rated last with 1.04%.

Ranking *university stage* first is also in concordance with the findings of Alshree'a, Sad (2000). This ranking reflects that the researchers are most interested in university stage. A senior teacher in the EDFASU explained that this is due to the researchers' concern of the environment they live in. Moreover, he added that most MA researchers are either demonstrators in the university or fresh BA graduates with little awareness of the ELT problems at schools.

4- What are the research approaches used in the theses of the MA students in the EDFESU in the period 1994-2017?

To answer research question number four, the theses of the MA students in the EDFESU in the period 1994-2017 were analyzed to identify the followed research approaches, and their frequency and percentages as shown in Table number four and Diagram number four below.

Table No. 4 Research Approaches			Diagram 4 Research Approaches
Research Approach	Frequency	Percentage	
Descriptive	59	61.46	
Experimental	37	38.54	
Total	96	100%	

Table No. 4 shows that *descriptive studies* ranked first with a percentage 61.5% and *experimental studies* with a percentage of 38.5%. The analysis of the theses reveals that “descriptive” studies are dominant. The findings here are in concordance with those of Hasun (2006) but not with those of Alshree'a (2000). Theoretical studies are noticed to be absent maybe due to the common trends in the EDFESU.

5-What are the data gathering tools used in the theses of the MA students in the EDFESU in the period 1994-2017?

To answer research question number five, the theses of the MA students in the EDFESU in the period 1994-2017 were analyzed to identify the used *data gathering tools*, and their frequency and percentages as shown in Table number five and Diagram number five below:

Table No. 5 Data Gathering Tools			Diagram 5 Data Gathering Tools	
Data Gathering Tools	Frequency	Percentage		
Tests	61	63.54	<p>Percentage</p>	
Questionnaires	39	40.63		
Interviews	31	32.29		
Observation	14	14.58		
Total	145	100%		

Table No. 5 shows that the data-gathering tool of testing ranked first with a percentage of 63.6%. It was the most popular data collection tool. This is in line with the nature of action research related to experimental approaches, Contrastive Analyses and Error Analyses. Questionnaire technique ranked next with 40.6 %, interview technique got 32.3 %, and observation technique rated 14.6%. These techniques are the most common data gathering techniques used in action research.

6- What are the experimental treatments used in the theses of the MA students in the EDFESU in the period 1994-2017?

To answer research question number six, the theses of the MA students in the EDFESU in the period 1994-2017 were analyzed to identify the used experimental treatments, and their frequency and percentages as shown in Table number six and Diagram number six below:

Table No. 6 Experimental Treatments			Diagram 6 Experimental Treatments	
Experimental Treatments	Frequency	Percentage	<p>The bar chart displays the percentage distribution of experimental treatments. The y-axis represents the percentage from 0 to 100. The x-axis lists 'Teaching Methods' and 'Teaching Materials'. The bar for 'Teaching Methods' reaches approximately 94.6%, and the bar for 'Teaching Materials' reaches approximately 5.4%.</p>	
Teaching Methods	35	94.59		
Teaching Materials	2	5.405		
Total	37	100%		

Table No. 6 shows that teaching methods ranked first with a percentage of 94.6% and teaching materials ranked second with a percentage of 5.4%. These treatments are in line with the nature of action research related to experimental approaches.

7-What is the sex of the researchers in the theses of the MA students in the EDFESU in the period 1994-2017?

To answer research question number seven, the theses of the MA students in the EDFESU in the period 1994-2017 were analyzed to identify the researchers' sex, and its frequency and percentages as shown in Table number seven and Diagram number seven below:

Table No. 7 Sex of Researchers			Diagram 7 Sex of Researchers	
Sex of Researchers	Frequency	Percentage		
Female	57	59.375		
Male	39	40.625		
Total	96	100%		

Table No. 7 shows that female researchers ranked first with a percentage of 59.4% and male researchers ranked second with a percentage of 40.6%. These findings are in line with the male to female percentage of the BA graduates.

8-What are the future trends and the suggested future areas and topics in the theses of the MA students in the EDFESU in the period 1994-2017?

As to the future trends, most studied papers recommended carrying out comparisons between various learning strategies, training teacher, conducting similar studies using new variables, and applying the results of research in psycholinguistics and paying a balanced attention to the educational objectives, in addition to using technology in ELT.

Conclusions.

To sum up, there are ninety-six MA theses in ELT and Curricula carried out in the EDFESU in the period 1994-2017. These theses play a great role in solving existing problems in ELT and curricula in Yemen. As to the goals of these theses, all of them were of applied ELT and Curricula research

(solving existing problems). None of them was of basic research (knowledge and discovering new laws). In many universities, basic research is encouraged in doctoral dissertations. It is also noticed that many of the theses tackled similar topics due to the absence of a vision or a plan in the EDFESU regarding the priorities and the significance of research areas.

Recommendations.

According to the findings of this study, a number of recommendations can be presented below:

- There should be a vision and a research plan or map in the EDFESU regarding the significance and the priorities of research areas.
- Various areas and topics should be studied as:
 - curricula (designing, developing, evaluating), methodology, teaching materials (books' standards, preparations, and evaluation), teaching technology, assessment and evaluation, special education, teachers' preparation, in-service training, and professional competence development, in addition to studying learners' characteristics of their growth, needs, individual differences, *etc.*
- More emphasis is needed on a research-based approach to teaching profession, interdisciplinary collaboration, in-depth learning, self-regulation, and social and emotional competences.
- Also the following recent trends should be considered:
 - Teaching with modern technology and connecting teachers and learners with the web and the social media.
 - Language-learning experience mediated by mobile technologies
 - Learner centeredness and needs
 - Syllabus design and materials development
 - Corpus linguistics
 - Reflective practice and teacher learning
 - Integrated and contextualized teaching of multiple language skills
 - Connected aspects of teacher preparation to students' learning
 - Self-learning skills and techniques/ Auto-didacticism/ Unsupervised learning

- Machine learning
- Learning theory (education)
- More emphasis on 21st century skills: learning skills, literacy skills, and life skills (e.g., critical thinking, creative thinking, collaborating, information literacy, technology literacy, flexibility, and initiative).

General Recommendations.

- There should be some kind of cooperation between the ELT department in the Faculty of Education, Sana'a University and the Ministry of Education in order to implement the recommendations of the ELT theses and to discuss the needs and the relevant problems of teaching and learning in the schools.
- Teachers should be directed to education in masters and/or doctorate level at university in order to make teachers an active actor in education research. Therefore, a strong collaboration between the Ministry of Education and EDFESU should be sustained to educate teachers to become teacher-researchers, as well as to make teachers part of the educational research.
- Research findings need to be accessible to those who can utilize the studies so that the research can impact on daily teaching and learning. Teachers and administrators should be informed via seminars, booklets, in-service training, videoconferencing, mass media, social media, *etc.* Increasingly nowadays, education research is online rather than in academic journals. Teacher bloggers and tweeters have help to create online communities of educational professionals engaging with research to share and discuss ideas.

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Appendix 1

استمارة تحليل الرسائل العلمية

1. المتغيرات العامة:
 - عنوان الرسالة:
 - اسم معد الرسالة:
 - جنس معد الرسالة: أنثى □ ذكر □
 - تاريخ اعتماد الرسالة (الفترة الزمنية):
2. المرحلة الدراسية المستهدفة:
 - الجامعية
 - الدراسات العليا
 - أكثر من مرحلة
 - الثانوية
 - ما قبل الابتدائية
 - الابتدائية
 - الإعدادية
 - غير ذلك
3. الفئات المستهدفة: طبيعة العينة
 - طلبة مدارس
 - طلبة جامعة
 - اساتذة جامعة
 - مدرسي مدارس
 - إداريين
 - غير ذلك
4. جنس الفئة المستهدفة:
 - أنثى
 - ذكر
 - الاثنین

5. مجالات الدراسة:

- طرائق التدريس
- مهارات الحديث
- غير ذلك ...

6. منهج الرسالة:

- التجريبي
- دراسة الحالة
- التحليل البعدي
- الوصفي
- التاريخي
- غير ذلك

7. المعالجات التجريبية:

- طرائق تدريس
- برامج تعليمية
- غير ذلك ...

8. أداة الرسالة:

- استبانة
- مقابله
- بطاقة ملاحظة
- غير ذلك...
- برنامج تعليمي
- اختبار
- أكثر من أداة

9. توصيات الرسالة والتوجهات المستقبلية.