

University of Bahrain
College of Education
Department of Curriculum and Instruction



**EFL Teachers' Opinions about the Program
Implemented in the Third Primary at Bahraini Public
Schools**

By

Mohammed Hassan Ali

**Project Presented in Partial Fulfillment of The
Requirements of the Masters Degree in Curriculum Development
College of Education**

**Supervised by
Dr. Abbas Adiby
Associate Professor of
Educational & Information Technologies**

April 2004

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I dedicate this work to
Prophet Mohammed (Peace Be Upon Him)

In the name of Allah, the Beneficent, the Merciful

[162] Say: "Truly, my prayer and my service of sacrifice, my life and my death, are (all) for Allah, the Cherisher of the Worlds;

[163] "No partner hath He: this am I commanded, and I am the first of those who bow to His Will."

(The Holy Qur'an, Chapter 6)

سورة الأنعام

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Abstract

This study is meant to seek the opinions of EFL teachers regarding the program that implemented in the third primary at Bahraini public schools. This study an attempt to analyse the most important issues in the program and the teaching learning process as a whole.

To achieve this objective the researcher designed a questionnaire consists of 28 statements, covering different aspects of teaching English in the third primary program that are related to curriculum implementation only, because the subjects are concerned only with this part. All schools that have third primary classes were given the questionnaire. SPSS Package was used too to determine the reliability of the questionnaire. Results of the questionnaire were statistically analyzed. Percentages, Standard Deviations and frequencies were the main statistical procedures in this research.

The study reveals that most of the components of the third primary program are suitable. The results show that 92% of teachers believe that the ministry's decision to start teaching English from the third primary is successful, although there are certain weaknesses that should be tackled. The study presents some suggestions that can be useful to improve the program.

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Chapter 1

INTRODUCTION

Chapter 1

Introduction

English is the only foreign language that has had a significant impact on the whole Bahraini educational system. It is taught as a compulsory subject in Bahrain public schools. Students start studying English in the fourth primary.

In September 2000 the Ministry of Education in Bahrain decided to introduce English starting from third primary in all public schools. There was no research - to the best knowledge of this researcher - done before taking this decision. On the contrary, Al-Halwachy (1998), in his research on the possibility of teaching English language in the first primary at public schools in Bahrain, cautioned that the Ministry of Education should be careful about teaching English in the early school years. However, the decision was carried out.

In June 2001 teachers reported that they were having many problems in teaching English in third primary. Some teachers argued that the curriculum was not suitable for children at this age. Some other

teachers claimed that two periods per week were insufficient, and they wanted more time. Some claimed that pupils at this age face difficulty in writing in English, which is different from Arabic (Dewer, 2001).

However, the Directorate of Curricula did not make any meaningful modification to the preceding decision (Dewer, 2001). Because of all this the researcher decided to make this study, which might give an evidence notification of whether there are certain problems facing introducing English in the third primary.

Objectives of the study

The main objective of the study is to seek the opinions of EFL teachers regarding the program implemented in the third primary at Bahraini public schools:

- 1) The Book chosen for third primary with relation to the pupils' characteristics.
- 2) The time, which is two periods per week.
- 3) The educational experiences related to English such as:
 - Fun with Writing Booklet.
 - The song cassette.
 - The stories.

- 4) Evaluation procedures and methods.
- 5) The educational supervision.
- 6) The school humanistic and technical support.
- 7) Teachers' attitude toward the decision of teaching English in the third primary.
- 8) Teachers' attitude toward teaching English in the first primary.

Purpose of the study

The Ministry of Education in Bahrain decided to teach English from the third primary rather than from fourth primary. This decision needs to be evaluated and studied carefully and continuously. Any program has to be tested to find out its feasibility.

This study is meant to seek the opinions of EFL teachers regarding the program because they are the people in the practical field. They are the ones to implement the program. This method is perhaps one of the ways to find about the new program weaknesses.

The English language is very important in Bahrain and without mastering it many people will not have the chance to study abroad or

have good jobs. From this point it can be realized that the pupils who are not taught at the appropriate time may end in failure.

This study analyses the most important issues in the program and the teaching learning process as a whole, which can be useful for the educators interested in this field.

Research Questions

One major research question was addressed and eight sub-research questions were formulated in this study. The main question was:

What are the opinions of EFL teachers toward the program implemented in the third primary at Bahraini public schools?

To see the result of the main question, results of the following eight questions were sought:

Question (I): Is the book chosen for the third primary suitable to the pupils in this age? Does it meet their needs?

Question (II): Is time devoted to teach English in the third primary, which is two periods per week, sufficient and appropriate?

Question (III): Are the educational experiences in the third primary related to the aims and objectives? Do they enrich the teaching-learning process?

Question (IV): Are evaluation procedures and methods valid and reliable?

Question (V): Is the educational supervision helpful to the teachers?

Question (VI): Does the school give humanistic and technical support in teaching English to the third primary?

Question (VII): Is the ministry's decision successful?

Question (VIII): Is it better to start teaching English from the first primary?

Limitations of the Study:

The limitations of the study are as follows:

1. The Ministry's decision has been implemented for only one year and a half, which leads some subjects to give immature responses.

Definition of Terms:

* English as a foreign language (EFL): This term is used to identify the role of English in countries where it is taught as a subject in schools but not used as medium of instruction in education nor as a means of communication (e.g. in government, business, or industry) within the country .

*English as a second language (ESL): The use of English either in English-speaking countries or in countries where English is widely used in education and public life.

*English as a second language (ESL): The use of English either in English-speaking countries or in countries where English is widely used in education and public life.

*Educational program: is a series of planned lessons including aims, objectives, content, activities, methodology, and suitable tools of assessment to develop specific language skills among the subjects of the sample.

* Teacher's Book : is a guide for the English teacher. It contains lesson plans and tests. (See Appendix E).

Chapter 2

REVIEW OF RELATED LITERATURE

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter focuses on some of the most important factors related to teaching the second language rather than focusing only on one factor.

There are four main factors to be considered here, firstly; the linguistic distance between the two languages (first language & second language) (Walqui, 2000). Secondly; students' level of proficiency in the native language and their knowledge of the second language (Walqui, 2000). Thirdly, the optimal age to teach the second language (Asher & Garcia, 1982). Fourthly, the quality of educational programs can be one of the most important factors as well (Ministry of Education, 1996). These factors will be reviewed in the following pages.

Language Distance:

Specific languages can be more or less difficult to learn, depending on how different from or similar they are to the languages the learner already knows.

Walqui (2000 p.p 1-2) states the following:

At the Defense Language Institute in Monterey, California, for example, languages are placed in four categories depending on their average learning difficulty from the perspective of the native English speaker. The basic intensive language course, which brings a student to an intermediate level, can be as short as 24 weeks for languages such as Dutch or Spanish which are Indo-European languages and use the same writing system as English, or as long as 65 weeks for languages such as Arabic, Korean or Vietnamese which are members of other languages families and use different writing systems .

The Language Distance factor is very important when teaching English to Arab learners. English writing system can be very difficult to them and they need a long period of time to master not only writing in English but also reading it.

Native Language proficiency:

The student's level of proficiency in the native language including not only oral language and literacy, but also metalinguistic development training in formal and academic features of language use. The more academically sophisticated the student's native language knowledge and abilities, the easier it will be for that student to learn a second language. This helps explain why foreign exchange students tend to be successful in American high school classes (Walqi 2000,Ibid).

This factor shows that in order to learn a second language easily the

learner should master his or her native language at first. This may help explain why many countries tend to teach native language first then they teach the second language later on.

Optimal age

Some of most the controversial questions are “is there an optimal age to teach a second language?” Are there any child-adult differences in second language acquisition?

In order to tackle this topic, it is very important to review some studies and theories.

A.Biological Theories

Theories have been created from which optimal ages have been inferred. Examples are the brain plasticity theory, the biological predisposition theory, and an imprinting theory. All these theories share a common theme, which is that something in the early development of the child maximizes the probability that the younger the human organism when exposed to a language, the greater the probability that the individual will acquire a native pronunciation (Asher & Garcia, 1982).

1. Brain Plasticity Theory

With regard to the brain plasticity theory Asher and Garcia (1982) pointed out that the young child's brain has a cellular receptivity to language acquisition. This receptivity may be a function of cellular plasticity or elasticity which is controlled by a sort of biological clock. With age, the biological clock changes the cellular plasticity, which reduces the organism's capacity to learn language.

There is clinical evidence for this theory of brain plasticity which is controlled by a biological clock. For instance, Penfield has observed in accident cases that if the left hemisphere of the brain is damaged and speech is lost, children but not adults will tend to enjoy a recovery in the power of speech. Furthermore, for those children who regain speech, it can be demonstrated that the speech function somehow shifted from the left to the right hemisphere of the brain. The shift of speech from the left to right hemisphere in children but not adults suggested a greater cellular elasticity for children (Asher & Garcia, 1982 Ibid).

2. The Biological Predisposition Theory

The biological predisposition theory states that the human organism is

born with a unique capacity to learn language: the theory does not explain why this special ability should diminish with age. An intriguing explanation is possible if the imprinting theory is linked with a theory of biological predisposition. If, for example, there is a “critical period” early in the child’s development when imprinting occurs for language acquisition, then this could account for the superiority of children over adults (Asher & Garcia, 1982 Ibid).

3. Imprinting Theory

Imprinting has been demonstrated with birds, fish, insects, and some mammals. The classic study with ducklings showed that there is a critical period of short duration in which the infant bird learns to follow its mother. Asher and Garcia (1982 p. 4) state the following:

The behaviour of following its mother is not an instinctive response which automatically occurs just because the bird is a duckling. Rather, during a certain critical period the response of following is learned. If during this critical time the mother is absent and other objects or persons are present, then the infant bird may “imprint” and thereafter follow the object such as a toy or human in preference to the mother. By analogy, the capacity to learn a language may be keenly operative during some yet to be discovered “critical period” in the early development of humans.

Asher and Garcia (1982 p. 4) conclude the following:

As attractive as these theories are, there is no direct evidence that the child has a special language learning capacity which is absent in the adult. The superiority of children over adults in second language learning is a strong belief that probably results from the common observation that children living in a foreign country seem rapidly to achieve nativelike fluency in the alien language while their parents may lag far behind. In language acquisition, the implication is that children have a biological predisposition for language learning which is perhaps related to brain plasticity or imprinting.

To sum up, it is improper for educators to rely only on these theories to state that the younger the human organism when exposed to a second language, the greater the probability that the individual will acquire that language. This topic needs further investigating to have a better understanding because it is perhaps the most controversial issue in second language research.

B. Pedagogical Studies and Research:

The question of whether there are age differences in the ability to learn a second language is important for two reasons:

1. If there are age differences, they should be taken into account in planning second language educational programs.
2. If there are no age differences, then this alters our ideas about the

“special” nature of first language acquisition, which is traditionally seen as a unique process, occurring at a time of optimal "brain plasticity" and different from later kinds of learning. This is the theory supported by the language acquisition device hypothesis. Twyford (1988) pointed out that if second language acquisition occurs in young children and adults just as quickly then this would suggest that young children have no special facility for language acquisition and that first language acquisition is similar to the acquisition of any other complex skill for them.

Lohman (1999) states in his study that there appears to be no “recommended” age for beginning a second language program. A computer survey of research on language acquisition and child development showed that there is a disagreement among researchers on whether older children and adults have more difficulty learning foreign languages; some think they do and others do not. But there was no indication that any research shows that children cannot or should not begin to learn other languages at very young ages, possibly even as early as age one (Lohman, 1999, Ibid) .

Eric Lenneberg in Snow and Hoefnagel-Hohle (1982) pointed out that

critical period hypothesis (CPH) means that primary language acquisition must occur during a critical period which ends at about the age of puberty with the establishment of cerebral lateralization of function.

A strong implication of this hypothesis is that the processes involved in any language acquisition which takes place after the age of puberty will be qualitatively different from those involved in first language acquisition..

Snow and Hoefnagel-Hohle (1982) tested this hypothesis and they state the following:

The critical period hypothesis holds that first language acquisition must occur before cerebral lateralization is complete, at about the age of puberty. One prediction of this hypothesis is that second language acquisition will be relatively fast, successful, and qualitatively similar to first language only if it occurs before the age of puberty. This prediction was tested by studying longitudinally the naturalistic acquisition of Dutch by English speakers of different ages. The subjects were tested three times during their first year in Holland, with an extensive test battery designed to assess several aspects of their first year in Holland, with an extensive test battery designed to assess several aspects of their second language ability .It was found that the subjects in the age groups 12 to 15 and adult made the fastest progress during the first few months of learning Dutch and that at the end of the first year the 8 to 10, and 12 to 15-year-olds had achieved the best control of Dutch. The 3 to 5 year-olds scored lowest on all the tests employed. These data do not support the critical period hypothesis for language acquisition.(p.p 93).

The critical period :

Johnson and Newport in Hakuta (1999) considered age 15 to be the end of the critical period.

Hakuta (1999) also stated that there is no empirically definable end point, and there are no qualitative differences between child and adult learners, and there are large environmental effects on the outcomes. This is not to say that there are no age effects for second language acquisition, for indeed all studies show that there is a monotonic decline in ultimate attainment in second language with age. Failure to find supporting evidence for a critical period simply means that the view of a biologically constrained and specialized language acquisition device that is turned off at puberty is not correct. The gradual decline over age in the ultimate attainment of a second language most likely means that there are multiple factors at work; physiological, cognitive, and social.

Fathman (1982) examined the relationship between certain aspects of the second language acquisition process and age. An oral production test was developed to assess the ability of non-native English-speaking

children to produce standard English morphology and syntax. The test was administered to approximately 200 children (ages 6 to 15) who were learning English as a second language in the American public schools.

The results of this testing were used to examine the relationship between age and:

- (1) The rate of acquisition of certain English grammatical structures.
- (2) The order of acquisition of these grammatical structures.

The results indicated that there was some relationship between age and rate of learning. Among children exposed to English the same amounts of time, the older children scored higher on the morphology and syntax subtests, whereas the younger children received higher ratings in phonology. There were, however, no major differences observed in the order in which children of different ages learned to produce the structures included in the test. However, these results suggest that there is a difference in the rate of learning of English morphology, syntax, and phonology based upon differences in age, but that the order of acquisition in second language learning does not change with age (Fathman, 1982).

Another study was carried out by Snow and Hoefnagel-Hohle (1982). Two kinds of data are presented which suggest that younger children are not better than older children and adults in learning a foreign language. On the other hand, in a laboratory study, it was found that the ability to imitate foreign words under controlled input conditions increased linearly with age. In a study of naturalistic second language acquisition, it was found that the older subjects had an initial advantage in pronunciation, and that age differences in pronunciation ability disappeared by 4 to 5 months after starting to learn the second language. By 10 to 11 months after starting to speak the second language, the younger children excelled in pronouncing some sounds, though there was still no overall age difference.

These results are impossible to reconcile with the predictions of the critical period hypothesis for language acquisition.

If the difference in language acquisition between children and adults is play versus nonplay, action versus nonaction, and physical involvement versus nonphysical involvement, these variables may partially explain the accelerated learning of the child. When this idea was tested in a controlled situation by Asher and Garcia (1982) the results showed a

surprising inverse relationship between age and learning listening comprehension of Russian. When adults and children (ages 7, 11, and 14) all learned to understand Russian in situations in which the Russian utterances were synchronized with physical movement, the adults were superior to the children in any age group and the older children outperformed the youngest children.

This belief in the superiority of children for second language acquisition may be an illusion, however. Children may learn the new language in play situations when utterances are synchronized with physical movement (i.e., “Come on, Ali, let's run to the corner!”). It may also be that adults learn the new language in static, nonplay situations in which their kinesthetic system is not active and not synchronised with speech transmission or reception (i.e “Hello, it’s a beautiful day, isn’t it?”). (Asher & Garcia, 1982)

C. Evaluating the EFL curriculum implemented in the third Primary at Kuwaiti Public Schools:

Kuwait is the first country in the GCC to introduce EFL from the first grade in its public schools since 1993. A committee was issued to

evaluate the new curriculum from different perspectives. The committee evaluated first, then second and then third grade curriculum over a period of three years. Thus, it might be important to review the results of this study which are highly important for Bahrain. It should be mentioned here that the researcher will focus only on the third primary. Here are some the results the committee clarified:

Aims and goals:

The committee states that Aims and goals need some changes especially in formatting the goals and objectives. The aims and objectives should be built according to the skills (listening, reading, speaking and writing). (Ministry of Education, 1996).

The textbook:

The committee suggests that the units of the book should be fewer in order to give EFL teachers more time to practice the language. More test modules are needed. The committee states that a new textbook is needed. (Ministry of Education, 1996).

EFL Teachers:

The committee states that EFL teachers need further training and workshops especially in how to teach the implemented curriculum and evaluation procedures. The committee suggests that only experienced teachers should teach in primary.

Time:

The committee suggests that time devoted to teaching English in the primary should be revised. (Ministry of Education, 1996)

Effects on First language:

Although the committee is not certain whether there are negative effects on Arabic language, it mentions that Arabic teachers have negative attitude toward teaching English in third primary. The committee justifies this attitude and calls it “negative psychological attitude”.

English Club:

The committee suggested that every primary school should have English club. This club should have enough budget and space.

Chapter 3

METHODOLOGY OF THE STUDY

Chapter 3

Methodology of the Study

The Sample

The population of this study were all male and female Bahraini English language teachers who have been teaching English to third primary for at least one year.

Table (i) Number of Schools.

School	Number
Male Schools	63
Female Schools	62
Total number of schools	125

Table (ii) Number of teachers .

Teachers	Population	Sample
Male Teachers	73	38
Female Teachers	140	96
Total number of Teachers	213	134

It can be seen from the above tables that the total number of schools that teach third primary is 125 schools, 63 of them are male and 62 are

female (See Appendix I). Some of these schools are intermediate-primary.

It is known that there are male schools that are taught by female teachers. All the 125 schools were given the questionnaire. Some schools filled more than one copy but some schools did not participate. The whole number of participants was 134 teachers.

The questionnaire

The researcher designed a questionnaire consists of 28 statements, covering all different aspects of teaching English in the third primary program that are related to curriculum implementation only, because the subjects are concerned only with this part. The questionnaire covers the following cores:

- 1) The textbook
- 2) Time
- 3) The educational experiences (booklet, songs, and stories)
- 4) Evaluation procedures
- 5) Educational supervision
- 6) Humanistic and technical support

Validity and Reliability

In order to establish the validity of the questionnaire, it was given to a three educators at the University of Bahrain. SPSS Processor Statistical Package was used too to determine the reliability of the questionnaire. ALPH scale reliability analysis was used and ALPH was (0.9804).

Statistical procedures:

The researcher used SPSS Processor Statistical Package to calculate all the data. Percentages, Standard Deviations and frequencies were the main statistical procedures in this research.

Chapter 4

RESULTS AND ANALYSIS

Chapter 4

Results and Analysis

Question (I):

Is the book chosen for the third primary suitable to the pupils in this age? Does it meet their needs?

In order to test this question, eight statements related to the textbook were in the questionnaire given to the 134 third-primary English teachers. The results are shown in table No (1).

Table No (1) Frequencies and percentages of teachers' responses with regard to textbook "Starter Book"

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
1. The third primary textbook is "Starter Book" suitable for children at this age.	30 22%	80 60%	15 11%	9 7%	0 0%
2. It is appropriate to children's culture and society.	17 13%	40 30%	21 16%	46 34%	10 7%
3. It contains enough exercises that can enhance children's achievements.	24 18%	55 41%	16 12%	29 22%	10 7%
4. Its language is easy and matches children's levels and abilities.	34 25%	82 61%	10 8%	7 5%	1 1%
5. The vocabulary items in this textbook are quite useful and important for children.	27 20%	78 58%	14 11%	12 9%	3 2%
6. It shows its materials in a sequential way.	23 17%	76 57%	9 7%	18 13%	8 6%
7. It challenges children and motivates them to learn English.	9 7%	51 38%	30 22%	38 28%	6 5%
8. It has positive influence on other subjects (such as Arabic, Math...).	2 2%	22 16%	55 41%	40 30%	15 11%

Table No (2) Mean and Standard Deviation of teachers' responses with regard to textbook "Starter Book"

Items		Mean	Std. Deviation
1. The third primary textbook is "Starter Book" suitable for children at this age.		3.98	.780
2. It is appropriate to children's culture and society.		3.06	1.206
3. It contains enough exercises that can enhance children's achievements.		3.40	1.221
4. Its language is easy and matches children's levels and abilities.		4.05	.779
5. The vocabulary items in this textbook are quite useful and important for children.		3.85	.922
6. It shows its materials in a sequential way.		3.66	1.098
7. It challenges children and motivates them to learn English.		3.14	1.049
8. It has positive influence on other subjects (such as Arabic, Math...).		2.67	.932
Grand mean	3.476	Mean of Std. Deviation	.9984

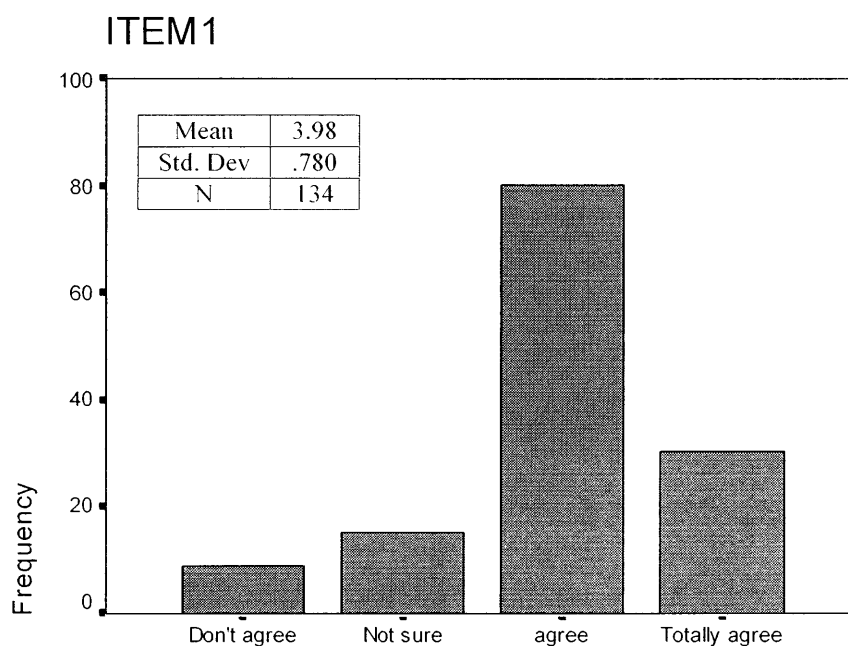
Tables No (1) and (2) show eight statements focusing on the textbook.

Most of the teachers agreed that "Starter Book" in general is quite good from (Mean of the mean 3.476). The following points can be noticed:

Statement1: The third primary textbook and pupils' age

Table (2) shows that 82% (22% totally agree + 60% agree) of the teachers (mean 3.98) agreed that the third primary textbook "Starter

Book” is suitable for children at this age. This issue is very important because “Starter Book” was taught in fourth primary before the Ministry of Education decided to teach it in third primary. Some educationists argue that this decision should be tested before it was carried out. So Statement No (1) can be very satisfactory. As displayed in figure (1) the distribution of frequencies from the questionnaire demonstrates that the overwhelming majority of teachers agreed that that the third primary textbook “Starter Book” is suitable for children at this age.

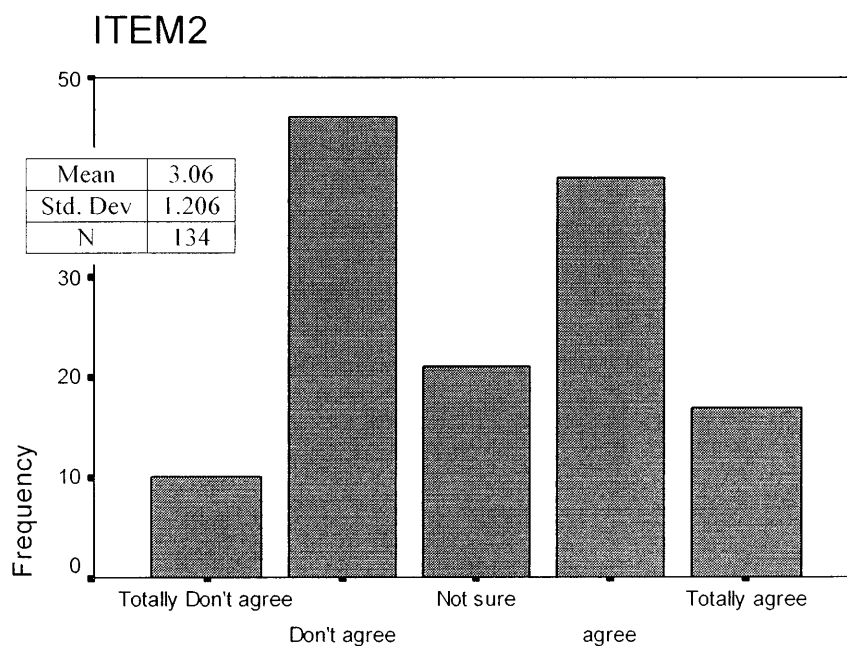


Figure(1)The third primary textbook and Pupils' age

Statement2:The third primary textbook and Pupils' culture& society

One of the most controversial issues is English Culture and its

connection with English Language. Some believe that in order to teach English Language, English Culture should be taught as well. On the other hand, some believe that English culture should not be taught either because it is not essential or it conflicts with the native language culture. There is more moderate opinion stating that English language should not be taught through English Culture until later. Statement No (2) has another controversial issue that is “circus”. “Starter Book” consists of twelve units all of which deal with “circus”. Statement No (2) shows that about 43% of the subjects agreed that “Starter Book” is appropriate to children’s culture and society, 41% of the subjects did not (mean 3.06).

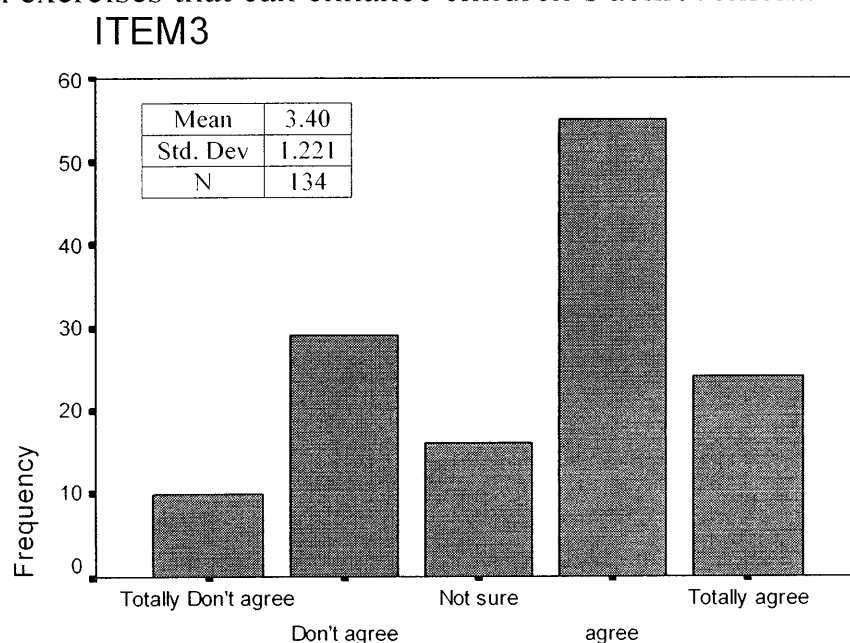


Figure(2)The third primary textbook and Pupils' culture and society

As displayed in figure (2) the distribution of frequencies from the questionnaire demonstrates that teachers are divided. One possible explanation of this phenomenon is that English teachers have different philosophies for teaching English.

Statement3: The third primary textbook and its exercises:

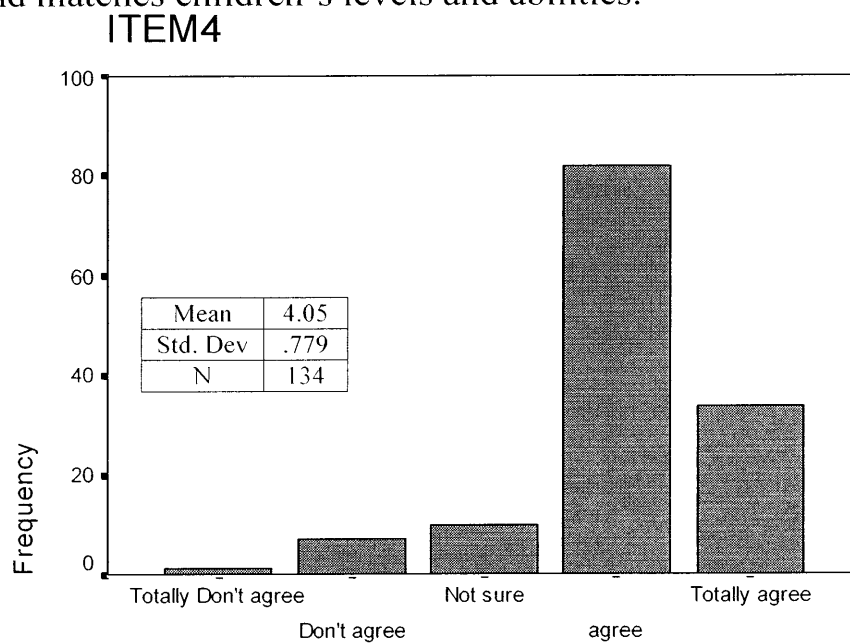
59% of the subjects (mean 3.40) agreed that “Starter Book” contained enough exercises that can enhance children’s achievement.



Figure(3) The third primary textbook and its exercises

Statement4: The third primary textbook and its language:

86% of the subjects (mean 4.05) agreed that the textbook language is easy and matches children's levels and abilities.

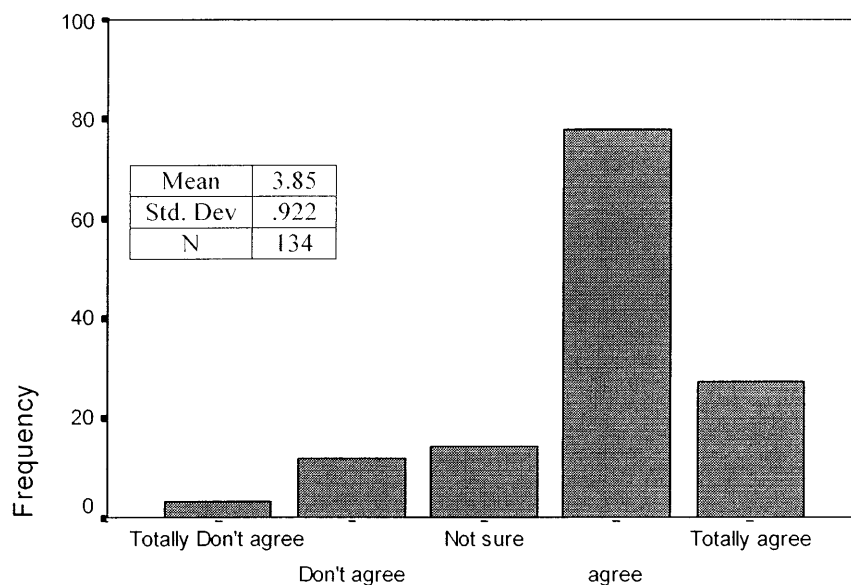


Figure(4) The third primary textbook and its language

Statement5: The third primary textbook and its vocabulary:

About (88%) of teachers (mean 3.66) agreed that the vocabulary items in this textbook are quite useful and important for children.

ITEM5



Figure(5) The third primary textbook and its vocabulary items

Statement6: The third primary textbook and sequence:

About 74% of the subjects (mean 3.66) agreed that "Starter Book" showed its materials in a sequential way (e.g. from simple to difficult).

ITEM6

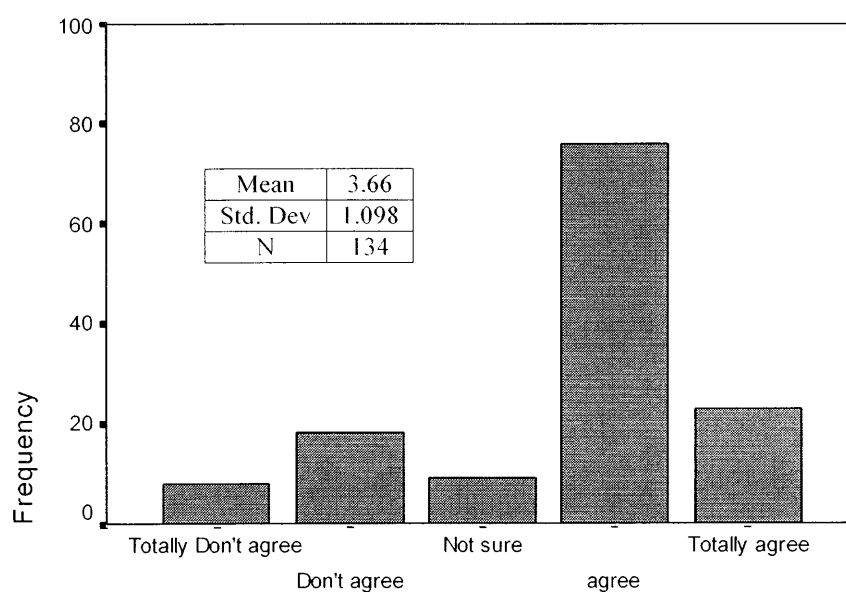


Figure (6) The third primary textbook and sequence

Statement7: The third primary textbook and Motivation:

60% of the participants (mean 3.14) agreed that It – Starter Book – challenged children and motivated them to learn English.

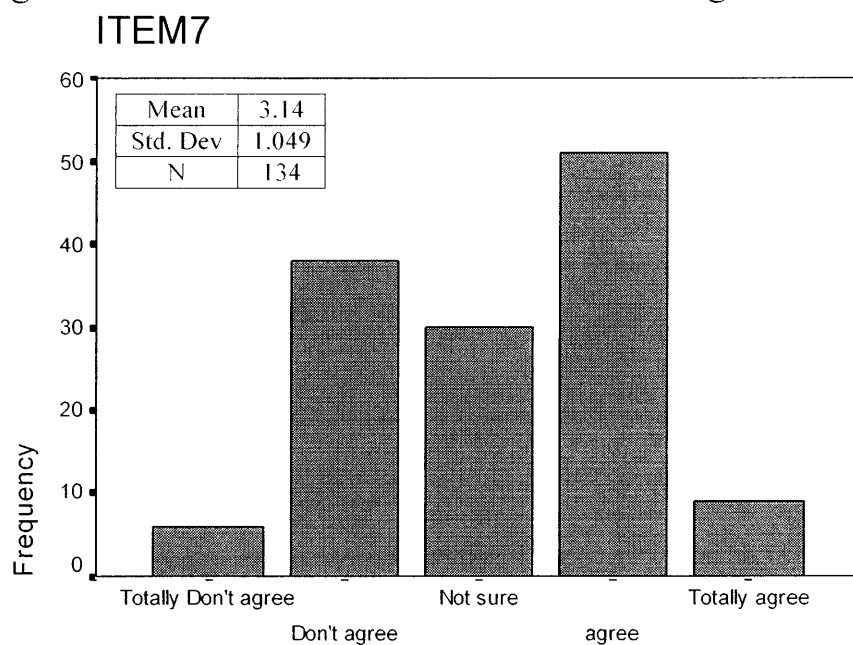


Figure (7) The third primary textbook and Motivation

Statement8: The third primary textbook and its influence on other subjects

Statement No (8) yields an important indication. 41% of teachers are not sure whether this textbook has positive influence on other subjects (such as Arabic, Math...). The same number 41% did not agree.

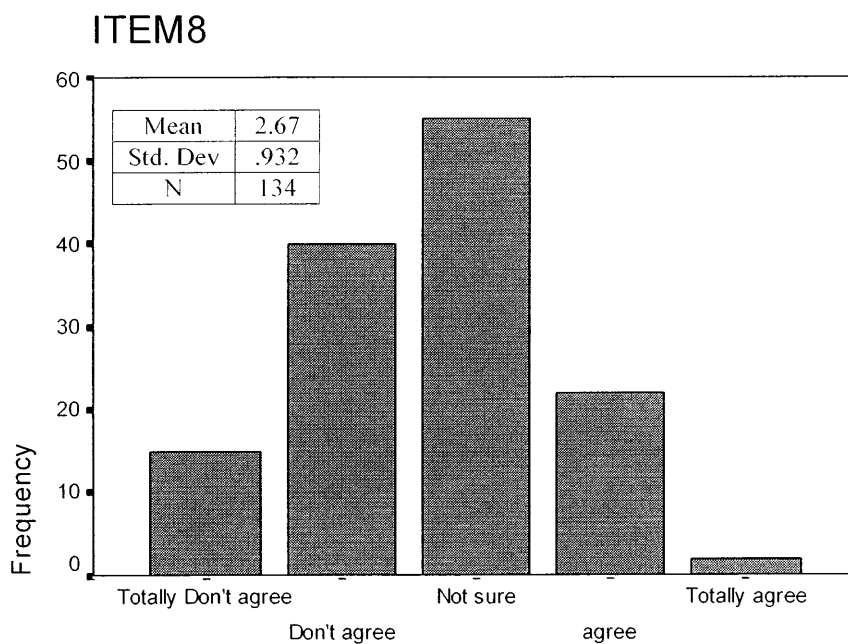


Figure (8) The third primary textbook and its influence on other subjects

Question (II):

Is time devoted to teach English in the third primary, which is two periods per week, sufficient and appropriate?

In order to test this question, two statements related to “time” were included in the questionnaire given to the 134 third-primary English teachers. The results are shown in table No (3).

Table No (3) Frequencies and percentages of teachers’ responses with regard to "time" devoted to teach English in the third primary

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
9. Two periods per week, are sufficient and appropriate to teach English in third primary.	9 7%	12 9%	0 0%	28 21%	85 63%
10. In Two periods per week, A teacher can establish a good relationship with his/her pupils.	11 8%	18 14%	3 2%	30 22%	72 54%

Table No (4) Mean and Standard Deviation of teachers’ responses with regard to "time" devoted to teach English in the third primary

Items	Mean	Std. Deviation
9. Two periods per week, are sufficient and appropriate to teach English in third primary.	1.75	1.243
10. In Two periods per week, A teacher can establish a good relationship with his/her pupils.	2.00	1.360
Grand mean	1.875	Mean of Std. Deviation
		1.3015

Tables No (3) and (4) show two statements focusing on time devoted to teach English. Most teachers agreed that two periods per week are

insufficient. In order to teach English in a proper way, and have good achievement, most teachers believed that more time is needed. (Mean of the mean 3.476). The following points can be noticed:

Statement9: The time devoted to teach English and sufficiency:

84% of the participants (mean 1.75) pointed out that two periods per week, are *insufficient* to teach English in third primary. Figure (9) gives more details.

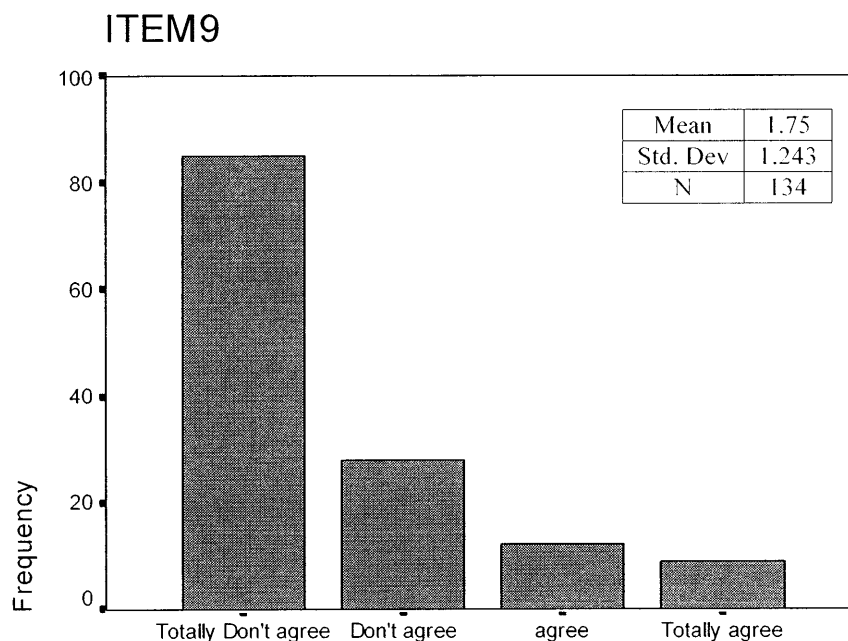


Figure (9) The time devoted to teach English and sufficiency

Statement10: The time devoted to teach English and pupil-teacher relationship:

76% of the participants (mean 2.00) pointed out that two periods per week, are *insufficient* to establish a good relationship with his/her pupils. This has its influence on the atmosphere of the class and pupils' motivation to learn English.

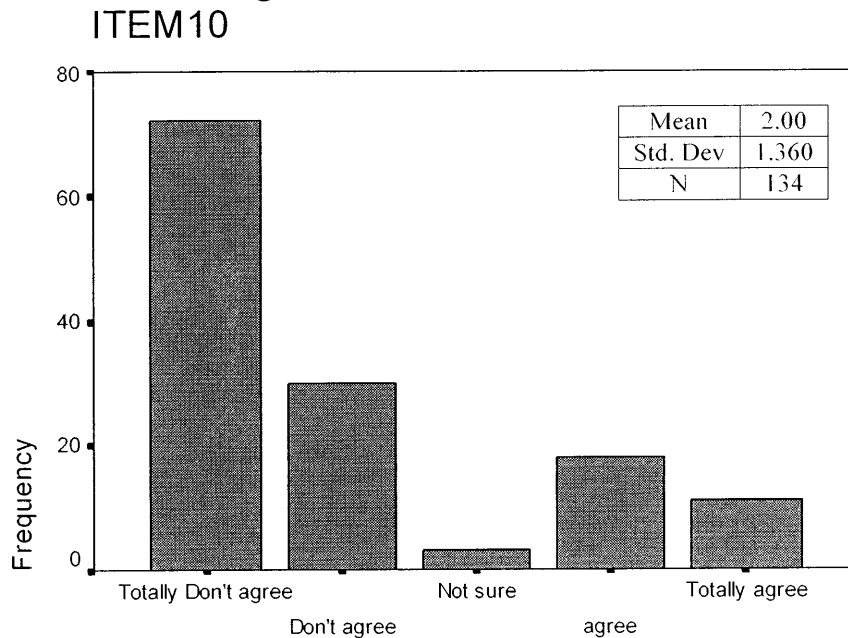


Figure (10) The time devoted to teach English and pupil-teacher relationship

Question (III):

Are the educational experiences in the third primary related to the aims and objectives? Do they enrich the teaching-learning process?

In order to test this question, seven statements related to “Educational Experiences” were in the questionnaire given to the 134 third-primary English teachers. Results are shown in tables No (5) and (6).

Table No (5) Frequencies and percentages of teachers’ responses with regard to “Educational Experiences”

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
11. Fun with writing booklet enriches children’s abilities to write from left to right, up to bottom.	19 14%	75 56%	14 11%	11 8%	15 11%
12. This booklet is lovely to children at this age and they do not get bored with it.	16 12%	52 39%	22 16%	27 20%	17 13%
13. "Songs cassette" motivates children to learn English.	32 24%	66 49%	13 10%	16 12%	7 5%
14. Children can sing and understand the songs easily.	12 9%	52 39%	16 12%	37 27%	17 13%
15. This cassette is connected to textbook.	14 10%	48 36%	16 12%	44 33%	12 9%
16. The eight stories that are taught to children are helpful and enrich their achievements.	22 16%	65 49%	25 19%	20 15%	2 1%
17. These stories are appropriate to the Bahraini society.	0 0%	10 7%	23 17%	64 48%	37 28%

Table No (6) Mean and Standard Deviation of teachers' responses with regard to "Educational Experiences"

Items	Mean	Std. Deviation
11. Fun with writing booklet enriches children's abilities to write from left to right, up to bottom.	3.54	1.174
12. This booklet is lovely to children at this age and they do not get bored with it.	3.17	1.248
13. "Songs cassette" motivates children to learn English.	3.75	1.108
14. Children can sing and understand the songs easily.	3.04	1.241
15. This cassette is connected to textbook.	3.06	1.212
16. The eight stories that are taught to children are helpful and enrich their achievements.	3.63	.977
17. These stories are appropriate to the Bahraini society.	2.04	.866
Grand means	3.17	Mean of Std. Deviation
		1.118

Tables No (5) (6) show seven statements focusing on Educational Experiences (Handwriting Booklet, Songs cassette and stories). Most of the teachers believe that these educational experiences are very important to teach English at this age (Grand mean 3.17).

Despite that, there are some points that should be focused at:

Statement11: "Fun with writing booklet" and handwriting:

70% of the teachers (mean 3.54) agreed that "Fun with writing" booklet enriched children's abilities to write from left to right, up to bottom.

This is a positive attitude toward teaching this booklet which means that teachers found it very helpful. Figure (11) gives more details.

ITEM11

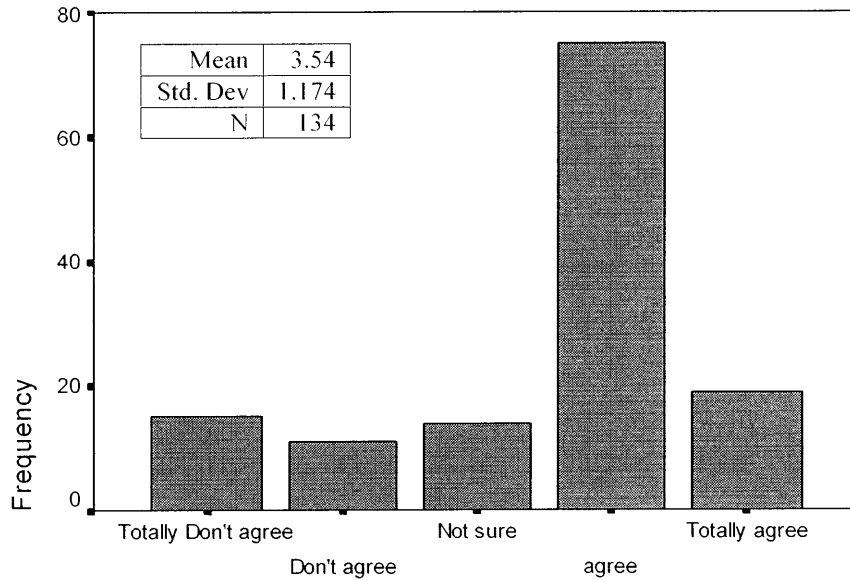


Figure (11) "Fun with writing booklet" and handwriting

Statement12: "Fun with writing booklet" and Motivation:

51% of respondents (mean 3.17) agreed that "Fun with writing booklet" was lovely to children at this age and they did not get bored from it.

ITEM12

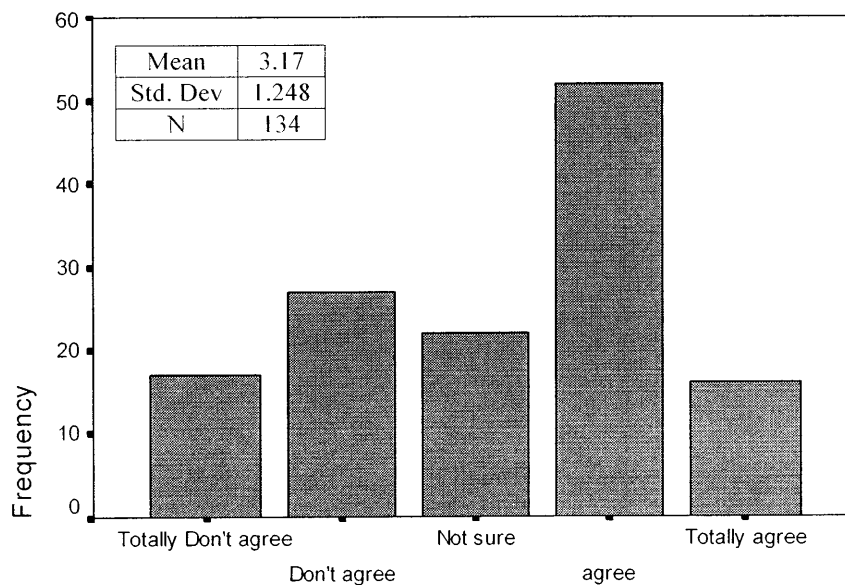


Figure (12) "Fun with writing booklet" and Motivation

Statement13: "Songs cassette" and Motivation:

73% of respondents (mean 3.75) agreed that "Songs cassette" motivated children to learn English. Figure (13) gives more details.

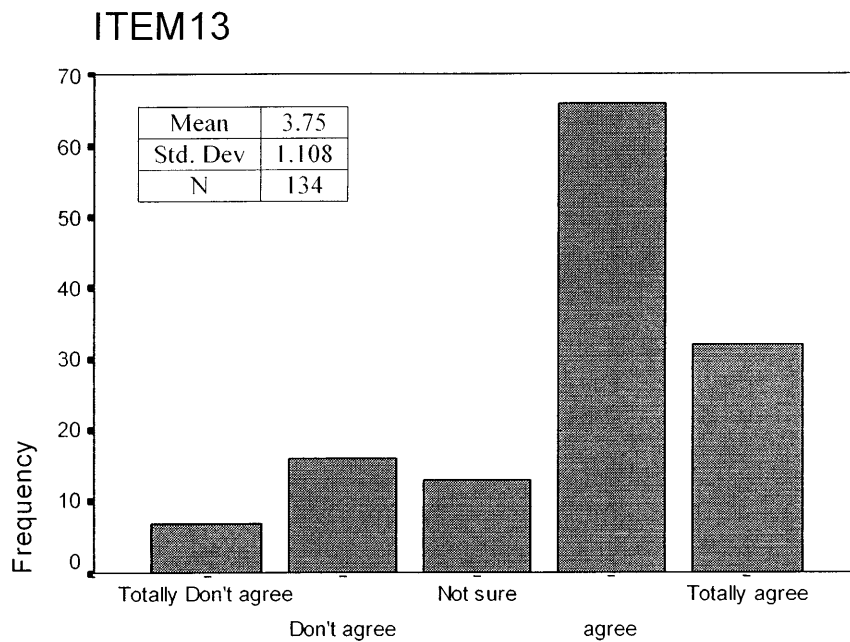


Figure (13) "Songs cassette" and Motivation

Statement14: Pupils' understanding to "Songs cassette":

48% of teachers (mean 3.04) agreed that Children could sing and understand the songs easily. On the other hand, 40% of the teachers did not agree.

One justification for these results is that there are *nine* songs in the cassette some of them are easy, while the others are not. Figure (14) gives more details.

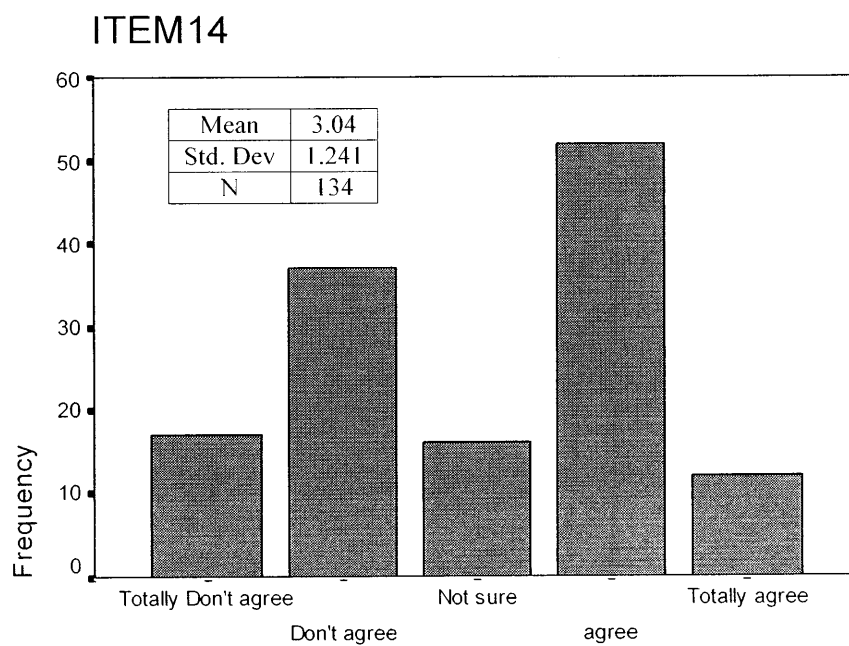


Figure (14) Pupils' understanding to "Songs cassette"

Statement15: "Songs cassette" and textbook:

Table (5) shows that 48% of teachers (mean 3.06) agreed that "Songs cassette" is connected to textbook. On the other hand, 45% of the teachers didn't agree. Figure (15) gives more details.

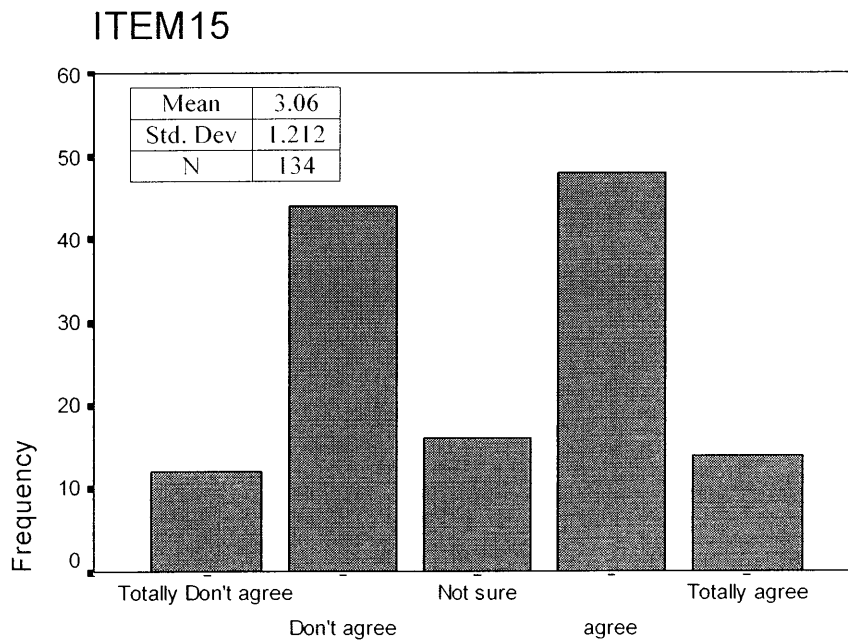


Figure (15) "Songs cassette" and textbook

Statement16: "Storytime" and Pupils' achievements:

65% of the teachers (mean 3.63) agreed that the eight stories that were taught to children were helpful and enriched their achievements.

So stories can play a good role in teaching English to children.

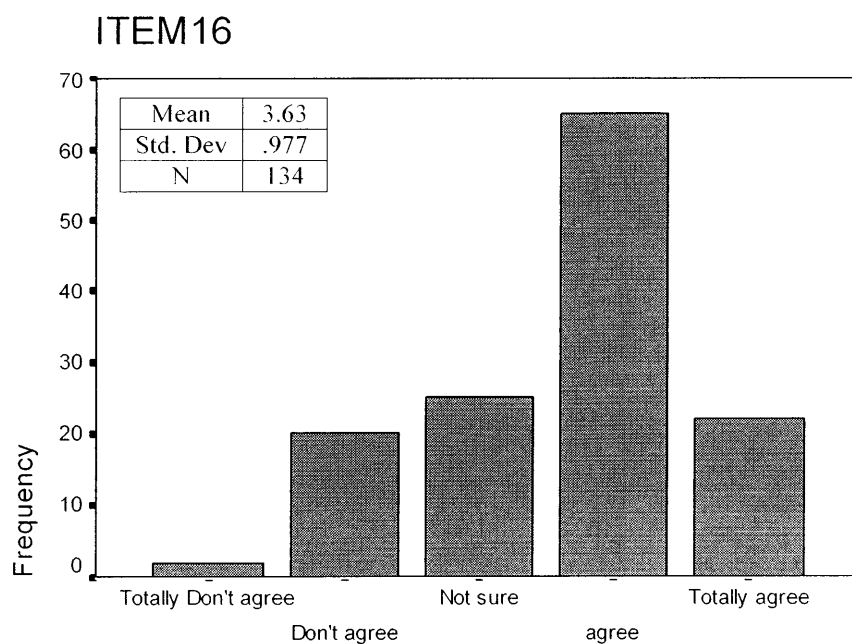


Figure (16) "Storytime" and Pupils' achievements

Statement17: "Storytime" and Bahraini society:

76% of teachers (mean 2.04) pointed out that these stories are *inappropriate* to the Bahraini society. This may justify why many teachers do not teach these stories. More details are in figure (17)

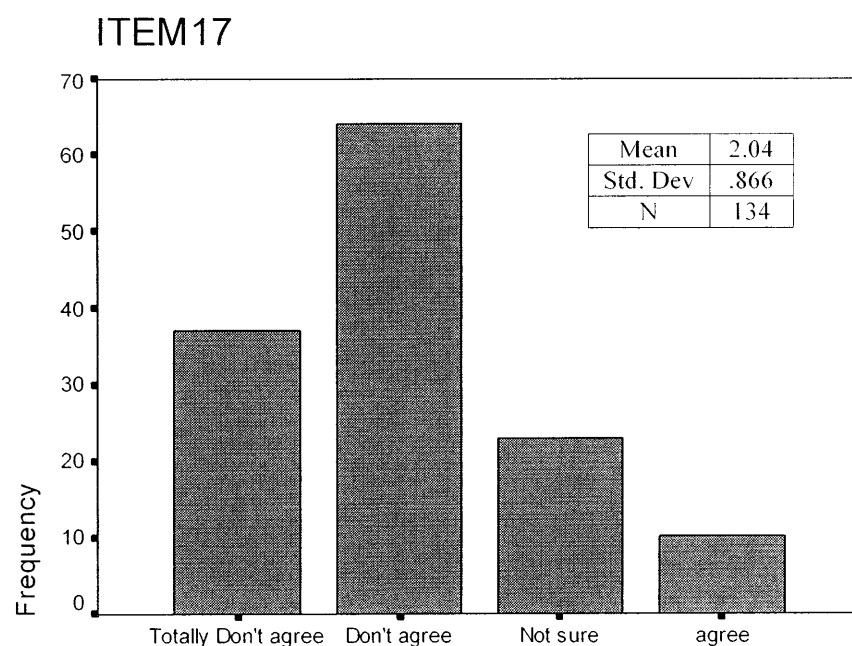


Figure (17) "Storytime" and Bahraini society

Question (IV):

Are evaluation procedures and methods valid and reliable?

In order to test this question, four statements related to “Evaluation procedures” were in the questionnaire given to the 134 third-primary English teachers. The results are shown in table No (7) and (8).

Table No (7) Frequencies and percentages of teachers’ responses with regard to “Evaluation procedures”

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
18.The arranged observation method is suitable to evaluate children children’s learning at this age.	39 29%	65 49%	16 12%	10 7%	4 3%
19. Final test is very important to measure children’s achievements.	28 21%	60 45%	8 6%	29 21%	9 7%
20. A pupil should repeat his or her year if he or she could not master the skills required.	19 14%	29 22%	15 11%	50 37%	21 16%
21. The teacher book has enough exercises and tests to evaluate children’s learning.	11 8%	66 49%	9 7%	37 28%	11 8%

Table No (8) Mean and Standard Deviation of teachers’ responses with regard to “Evaluation procedures”

Items	Mean	Std. Deviation
18.The arranged observation method is suitable to evaluate children children’s learning at this age.	3.93	.990
19. Final test is very important to measure children’s achievements.	3.51	1.231
20. A pupil should repeat his or her year if he or she could not master the skills required.	2.81	1.327
21. The teacher book has enough exercises and tests to evaluate children’s learning.	3.22	1.179
Grand mean	3.36	Mean of Std. Deviation
		1.181

Table No (7) and Table No (8) show four statements focusing on evaluation procedures in the third primary. In general teachers agreed that these procedures and methods are valid and reliable (Grand mean 3.36), but there are certain points that should be mentioned here:

Statement18: Arranged observation method:

78% of the teachers (mean 3.93) agreed that the arranged observation method was suitable to evaluate children's learning at this age.

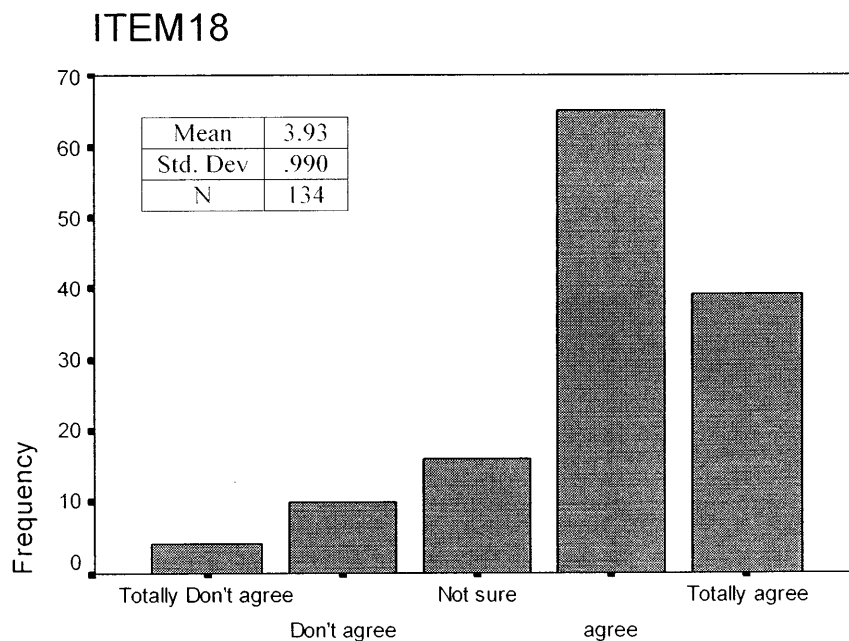


Figure (18) Arranged observation method

Statement19: Final Test in third primary:

66% of the teachers (mean 3.51) believed that final test was very important to measure children's achievements. So final tests should be set or observed by the Ministry of Education rather than left to school to decide on what to do in regard to third primary. The researcher could add here that each school could either administer the final test or not.

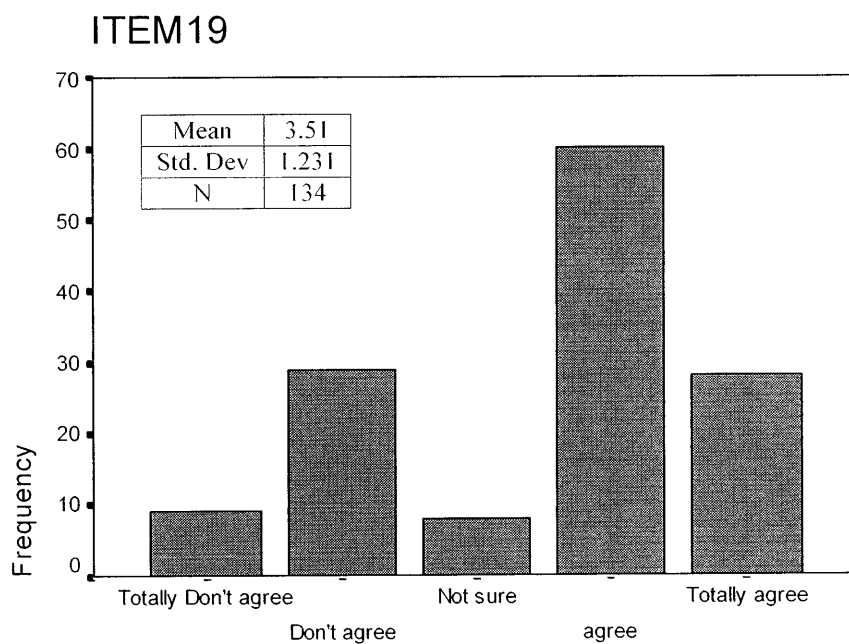


Figure (19) Final Test in third primary

Statement20: English Final Test and repeating the year:

Table (7) shows that 53% of the teachers (mean 2.81) *disagreed* that children who could not master the required skills should repeat their year. The researcher could add here that English is treated as supplementary rather than compulsory in regard to marks and grades.

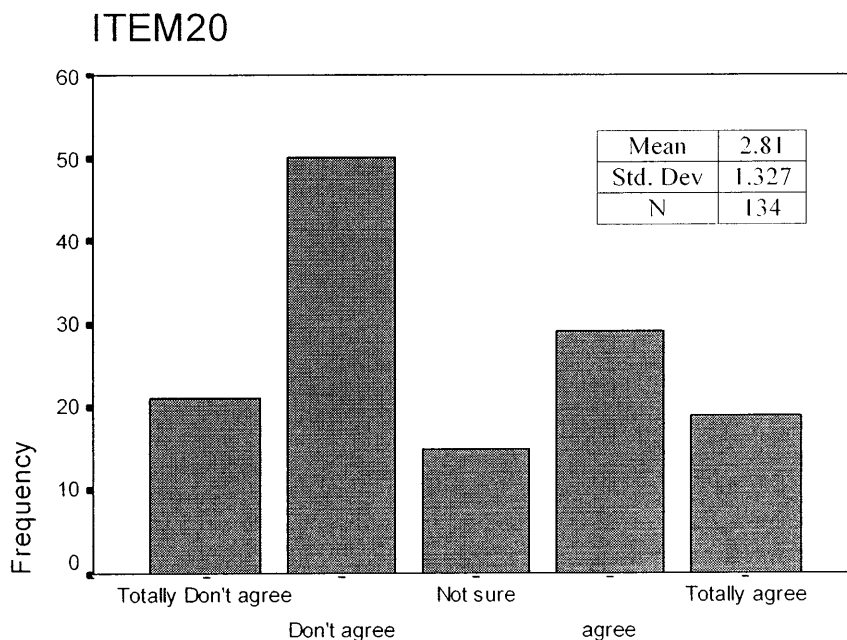


Figure (20) English Final Test and repeating the year

Statement21: Teacher book and evaluating children's learning:

Table (7) shows that 57% of teachers (mean 3.22) agreed that the Teacher Book had enough exercises and tests to evaluate children's learning. Figure (21) can give more details.

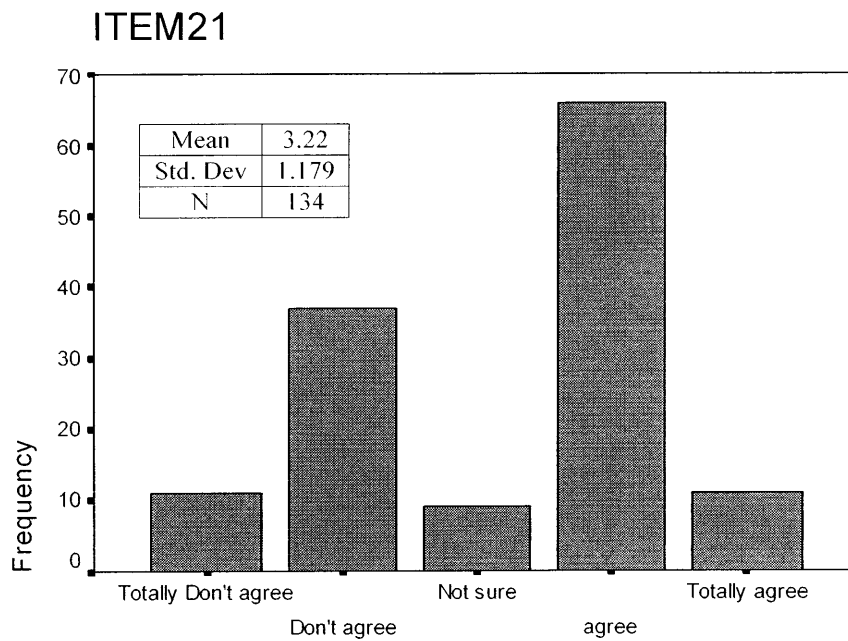


Figure (21) Teacher book and evaluating children's learning

Question (V):

Is the educational supervision helpful to the teachers?

In order to test this question, three statements related to “educational supervision” were included in the questionnaire given to the 134 third-primary English teachers. Results are shown in tables No (9) and (10).

Table No (9) Frequencies and percentages of teachers’ responses with regard to “educational supervision”

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
22. The educational supervision department carries many visits to teachers at third primary.	10 8%	59 44%	18 13%	27 20%	20 15%
23. This department is helpful for teachers to find better teaching methods and tries to solve teachers’ problems.	24 18%	65 49%	18 13%	18 13%	9 7%
24. The workshops related to third primary were very helpful.	30 22%	62 46%	22 17%	15 11%	5 4%

Table No (10) Mean and Standard Deviation of teachers’ responses with regard to “educational supervision”

Items	Mean	Std. Deviation
22. The educational supervision department carries many visits to teachers at third primary.	3.09	1.241
23. This department is helpful for teachers to find better teaching methods and tries to solve teachers’ problems.	3.57	1.133
24. The workshops related to third primary were very helpful.	3.72	1.051
Grand mean	3.46	Mean of Std. Deviation
		1.141

Tables No (9) and (10) show three statements focusing on educational supervision. In general teachers agreed that educational supervision is helpful to the teachers most of whom are satisfied with it, (Grand mean 3.46), but there are certain points that should be mentioned here:

Statement22: Educational Supervision Department visits:

Table (9) shows that 53% of teachers (mean 3.09) agreed that the educational supervision department carried many visits to teachers at the third primary.

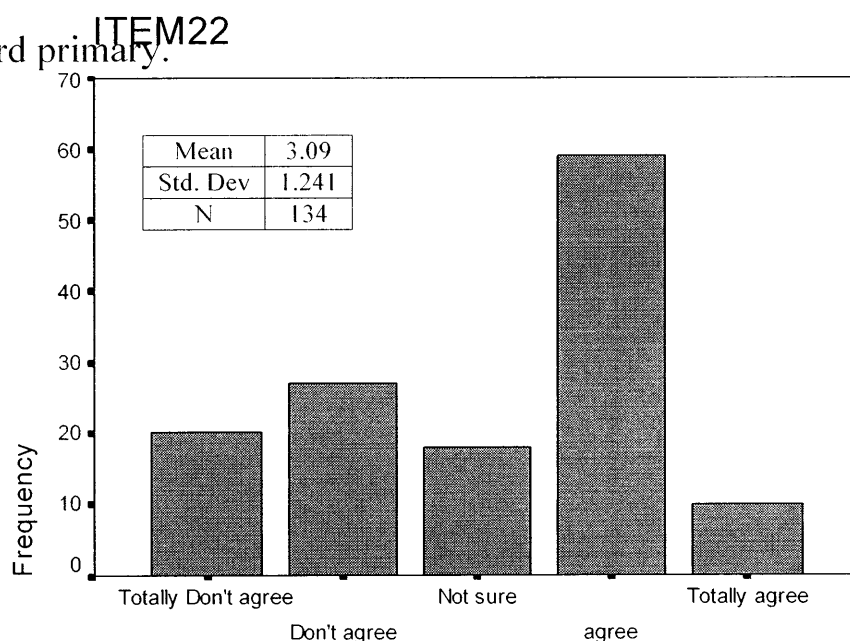


Figure (22) Educational Supervision Department visits

Statement23: Educational Supervision Department and quality:

Table (9) shows that 67% of the teachers (mean 3.57) agreed that this department was helpful for teachers to find better teaching methods and tried to solve teachers' problems. Figure (23) can give more details.

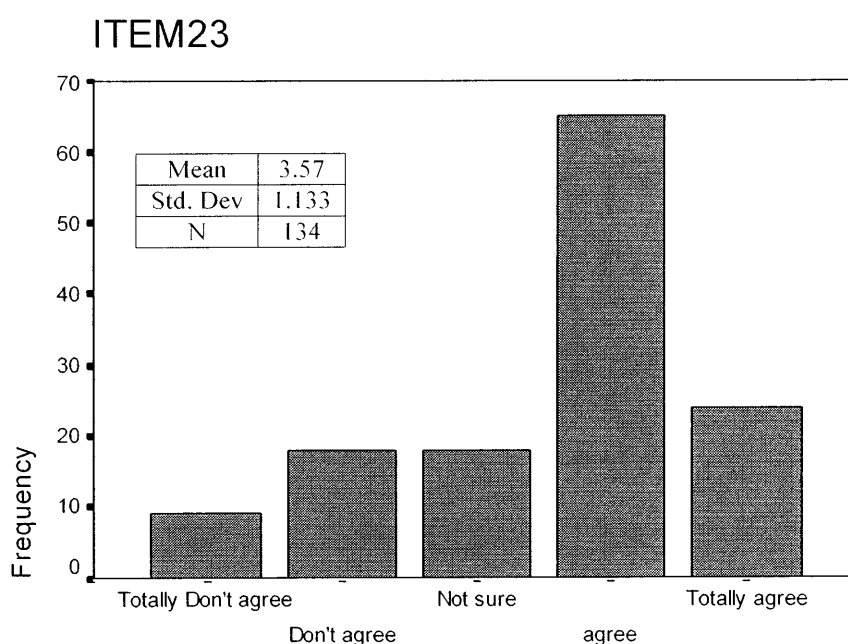


Figure (23) Educational Supervision Department and quality

Statement24: Workshops related to third primary:

68% of the teachers (mean 3.72) agreed that the workshops related to third primary were very helpful. The only thing that the researcher should mention here is that there were 17% of the teachers who did not

attend any workshops related to third primary. The main reason, as the researcher believes, is that there was only one workshop in the year 2000 and no more in the next years. So the teachers who taught third primary after the year 2000 could not have the chance to attend such workshop. Figure No (24) shows more details.

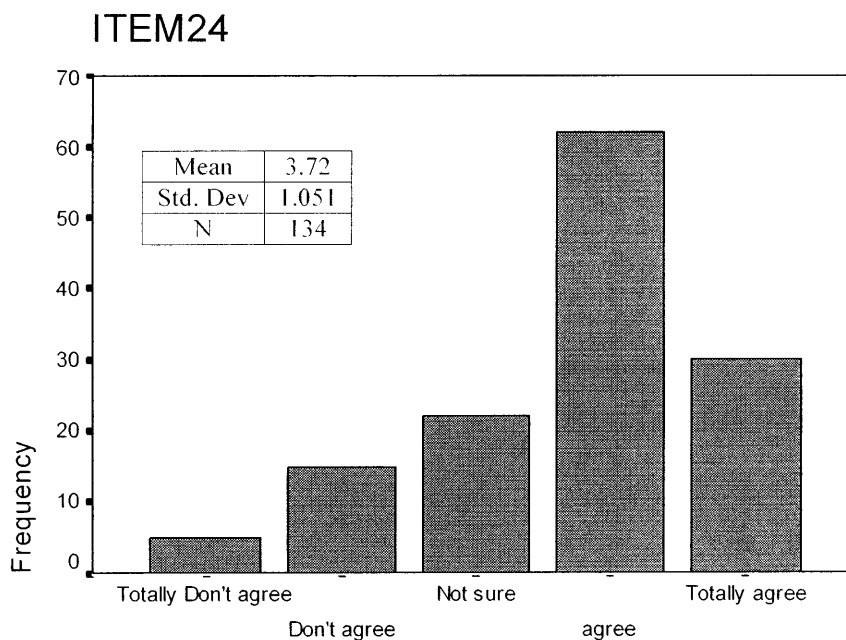


Figure (24) : Workshops related to third primary

Question (VI):

Does the school give humanistic and technical support in teaching English to the third primary?

In order to test this question two statements related to “school humanistic and technical support” were in the questionnaire given to the 134 third-primary English teachers. The results are shown in tables No (11) and (12).

Table No (11) Frequencies and percentages of teachers’ responses with regard to “school humanistic and technical support”

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
25. The school provides me with all equipments I need (examples; cassette recorder-O.H.P-...).	66 49%	58 43%	2 2%	7 5%	1 1%
26. Learning Recourses center provides me with all materials I need (example; flashcards, transparencies...).	46 34%	61 46%	3 2%	19 14%	5 4%

Table No (12) Mean and Standard Deviation of teachers’ responses on regard to “school humanistic and technical support”

Items	Mean	Std. Deviation
25. The school provides me with all equipments I need (examples; cassette recorder-O.H.P-...).	4.35	.816
26. Learning Recourses center provides me with all materials I need (example; flashcards, transparencies...).	3.93	1.128
Grand mean	4.14	Mean of Std. Deviation 0.972

Tables No (11) and (12) show two statements focusing on school humanistic and technical support. In general teachers believe that school gives humanistic and technical support in teaching English to third primary (Grand mean 4.14).

Statement25: English teacher equipment:

92% of the teachers (mean 4.35) agreed that Bahraini public schools provide teachers at the third primary with all the equipments they need (examples; cassette recorder-O.H.P-...). This gives an indication that most of the teachers are quite satisfied.

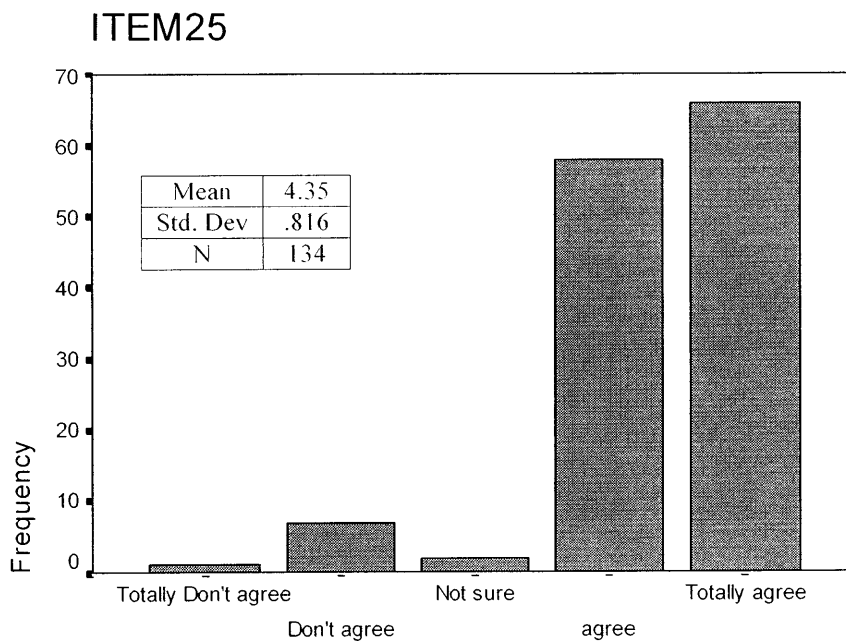


Figure (25): English Teacher equipments

Statement26: English teacher materials:

80% of the teachers (mean 3.93) agreed that Bahraini public schools provide teachers at the third primary with all the materials they need (example; flashcards, transparencies...).

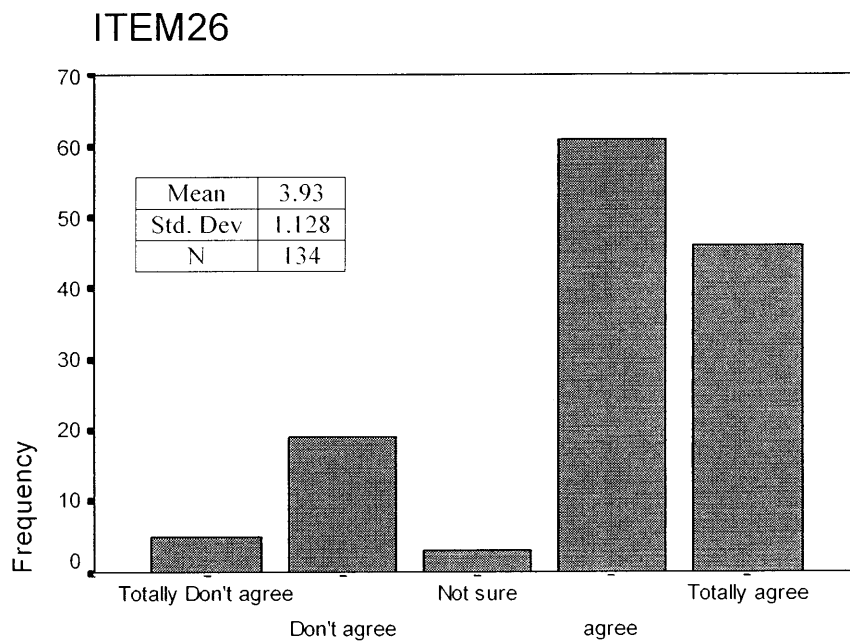


Figure (26): English Teacher materials

Question (VII):

Is the ministry's decision successful?

In order to test this question, one statement related to it was in the questionnaire given to the 134 third-primary English teachers. The results are shown in table No (13) and (14).

Table No (13) Frequencies and percentages of teachers' responses with regard to "The ministry's decision"

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
27. The ministry's decision to start teaching English from the third primary is successful.	87 65%	37 27%	5 4%	4 3%	1 1%

Table No (14) Mean and Standard Deviation of teachers' responses with regard to "The ministry's decision"

Items	Mean	Std. Deviation
27. The ministry's decision to start teaching English from the third primary is successful.	4.53	.773
Grand mean	4.53	Mean of Std. Deviation
		.773

Tables No (13) and (14) show one statement to know teachers attitude toward the ministry's decision. 92% of the teachers (mean 4.53) believe that the ministry's decision to start teaching English from the third primary is successful. Figure No (27) gives more details.

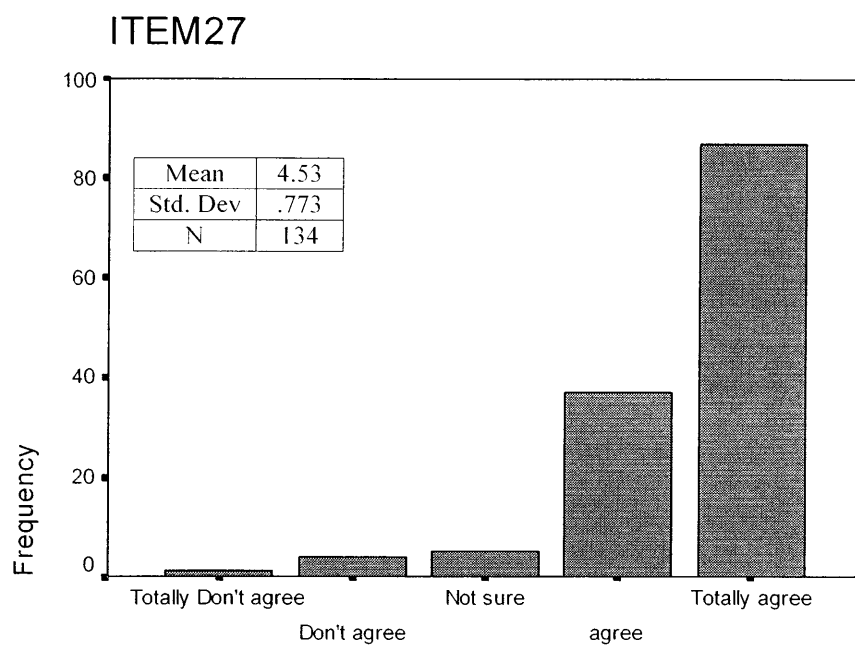


Figure (27): English teachers' attitude toward the ministry's decision

Question (VIII):

Is it better to start teaching English from the first primary?

In order to test this question, one statement related to this issue was in the questionnaire given to the 134 third-primary English teachers. The results are shown in tables No (15) and (16).

Table No (15) Frequencies and percentages of teachers' responses with regard to "Teaching English from the first primary"

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
28. It is better to start teaching English from the first primary.	67 50%	17 13%	14 10%	16 12%	20 15%

Table No (14) Mean and Standard Deviation of teachers' responses with regard to "Teaching English from the first primary"

Items	Mean	Std. Deviation
28. It is better to start teaching English from the first primary.	3.71	1.536
Grand mean	3.71	Mean of Std. Deviation
		1.536

Tables No (15) and (16) show one statement to know teachers attitude toward teaching English starting from Grade One. 63% of the teachers (mean 3.71) believe that it is better to start teaching English from the first primary.

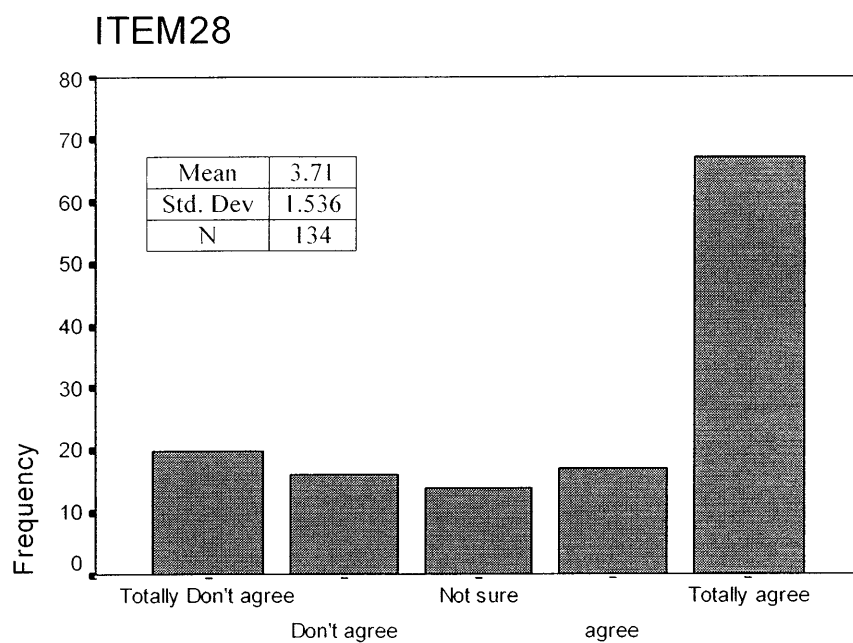


Figure (28): English teachers' attitude toward the ministry's decision

Chapter 5

DISCUSSION AND CONCLUSIONS

Chapter v

Discussion and Conclusions

This study was meant to seek the opinions of EFL teachers regarding the program implemented in the third primary at Bahraini public schools. This study specifically addressed one main question, which is:

What are the opinions of EFL teachers toward the program implemented in the third primary at Bahraini public schools?

To see the result of the main question, results of the following eight questions were sought:

Question (I): Is the book chosen for the third primary suitable to the pupils in this age? Does it meet their needs?

Question (II): Is time devoted to teach English in the third primary, which is two periods per week, sufficient and appropriate?

Question (III): Are the educational experiences in the third primary related to the aims and objectives? Do they enrich the teaching-learning process?

Question (IV): Are evaluation procedures and methods valid and reliable?

Question (V): Is the educational supervision helpful to the teachers?

Question (VI): Does the school give humanistic and technical support in teaching English to the third primary?

Question (VII): Is the ministry's decision successful?

Question (VIII): Is it better to start teaching English from the first primary?

Recommendations:

Textbook:

Although most of the teachers agreed that “Starter Book” in general is quite good, it should be noticed that this textbook consists of twelve units all of which deal with “circus”, a topic which is far away from the pupils' culture and society. Statement No (2) shows that about 43% of the subjects agreed that “Starter Book” is appropriate for children's culture and society, 41% of the subjects did not (mean 3.06). Because of this it is perhaps recommended that “Starter Book” should be adapted to match the Bahraini culture and society.

The time devoted to teach English in the third primary

As mentioned above time devoted to teaching English in the third primary is only two periods per week. Most teachers agreed that two periods per week are *insufficient*. In order to teach English in a proper way, and to have better achievement, most teachers believe that more time is needed (mean 1.75). Five periods per week are highly recommended rather than two periods.

The educational experiences:

- a) "Fun with writing booklet": Teachers showed a positive attitude toward teaching this booklet which means that they found it very helpful to teach handwriting. It should be mentioned that this booklet contains 22 pages. One technical problem is that teachers should photocopy this booklet for their pupils (black and white). It is highly recommended that this booklet is printed at a professional press like the rest of the school books.
- b) "Songs cassette": There are *nine* songs in the cassette; some of them are easy, while the others are not. So some teachers do not teach all these songs. So the Ministry should provide more songs

to let teachers choose the suitable songs for their pupils rather than sticking to a limited number of songs.

- c) "Storytime": 76% of teachers (mean 2.04) pointed out that these stories are *inappropriate* to the Bahraini society. This may justify why many teachers do not teach these stories. Thus, more stories should be suggested, taking in consideration the Bahraini Culture and Society.

Evaluation procedures:

According to the results yielded from this study, evaluation procedures and methods are valid and reliable and most teachers are quite satisfied with them. Regarding the "Final Examination", 66% of the teachers (mean 3.51) believe that the final test is very important to measure children's achievements. So final tests should be set or observed by the Ministry of Education rather than left to the school to decide what to do in regard to third primary. The researcher should mention here that in the time being every school has the right whether to set the English final test or not.

Educational Supervision:

In general teachers believe that educational supervision is helpful to teachers. Although 68% of the teachers (mean 3.72) agreed that the workshops related to the third primary were very helpful, it must be noticed here that 17% of the teachers did not attend any workshops related to the third primary. It is recommended that annual workshops should be set for teachers who are going to teach third primary for the first time.

Humanistic and Technical Support:

It is known that any program should be supported. It is very encouraging that most teachers agreed that their schools provided them with all equipments and materials they needed.

Teachers' attitude toward the Ministry's Decision:

One of the most important objectives is to know the teachers' attitude toward the Ministry's decision. It is very encouraging that 92% of teachers believe that the ministry's decision to start teaching English from the third primary is successful.

Teaching English from the first primary:

The Ministry of Education has announced that English will be taught from the first primary in Bahrain public schools next year (2004-2005).

The finding demonstrates that 63% of the teachers (mean 3.71) believe that it is better to start teaching English from the first primary.

Suggestions for Future Research:

Despite the fact that the researcher tried his best to make this study more valuable, this study just sheds some lights on certain points related to teaching English in Bahrain. Future research is needed to investigate:

- 1) Third primary pupils' academic achievement to identify whether this program is suitable or not.
- 2) The relationship between culture and language.
- 3) The optimal age to teach a second language.
- 4) The effect of teaching a foreign language on the native language in the early years.
- 5) New ways of assessment which should be more valid, reliable and less subjective.

Conclusion:

Results yielded from this study clearly show that most of the components of teaching English to the third primary program are good. There are certain weaknesses that should be tackled. It is necessary that the Ministry of Education encourage English teachers to get involved in the process of decision making rather than just following orders.

This study shows that most teachers have positive attitudes toward this new program, which is encouraging. It is mainly the responsibility of the Ministry of Education to encourage them by taking their opinions seriously.

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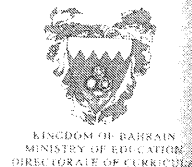
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APPENDICES

APPENDIX (A)

Starter Book

English Together Starter Book



Carol Skinner



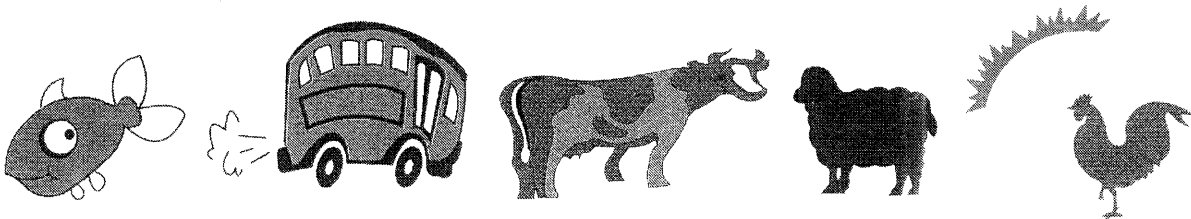
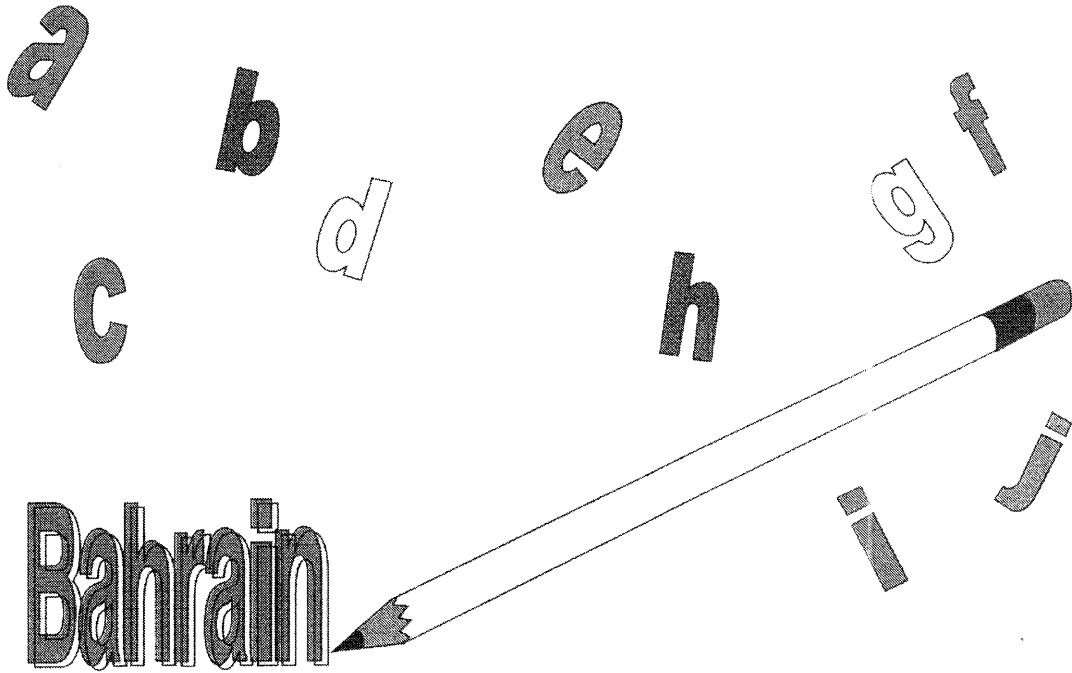
APPENDIX (B)

Fun with writing



STATE OF BAHRAIN
MINISTRY OF EDUCATION
DIRECTORATE OF CURRICULA

Fun with Writing



APPENDIX (C)

Songs Cassette Typescript

Song No 1

Good morning to you.

Good morning to you.

Good morning dear children.

Good morning to you.

repeat

Song No 2

Hello, hello. Hello. hello.

Hi, hi. Hi. hi.

I'm Maggie. This is Fenny.

I'm Katie. This is Jack.

Good-bye. Bye-bye.

Good-bye. Bye-bye

Song No 3

Stand up, sit down.

Stand up, sit down.

Look at the window.

Look at the door.

Look at the ceiling.

Look at the floor.

Stand up, sit down. x 2

Point to the table.

Point to the door.

Point to the chair.

Point to the floor.

Stand up, sit down. x 2

Open your book..

Look at page 3

Point to the picture.

And listen to me.

Stand up, sit down. x 2

Song No 4

I can see a fish.
Where, where?
There's a fish.
There, there.
I can see a goat.
Where, where?
There's a goat.
There, there.
I can see a frog.
Where, where?
There's a frog.
There, there.
I can see an elephant. *etc.*
I can see a snake. *etc*

Song No 5

Red, blue. yellow or black.
White, green, pink or grey.
Orange, brown purple.
What colour are you wearing today?

Purple, red, green or pink.
Blue, black, white or grey.
Yellow, blue or orange.
what colours are you wearing today'?

I'm wearing blue and white today. .
Blue and white today. x 2

Song No 6

Baa baa black sheep
Have you any wool?
Yes sir, yes sir
Three bags full.
One for the master
And one for the dame
One for the little boy
Who lives down the lane.
Thank you said the master.
Thank you said the dame.
Thank you said the little boy
Who lives down the lane.

Song No 7

The wheels on the bus go round and round.
Round and round. Round and round
The wheel.s on the bus go round and round.
All day long.

The horn on the bus goes beep beep beep. *etc*

The people on the bus bounce up and down. *etc*
The wipers on the bus go swish swish swish. *etc*

The bell on the bus goes ting-a-lillg-a-ling. *etc*

The conductor on the bus says tickets please. *etc*

Song No 8

If you're happy and you know it
Clap your hands.
If you're happy and you know it
Clap your hands.

If you're happy and you know it
And you really want to show it
If you're happy and you know it
Clap your hands.
If you're happy and you know it

Stamp your feet, *etc*

...Comb your hair. *etc*

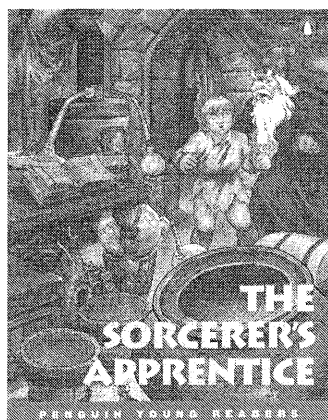
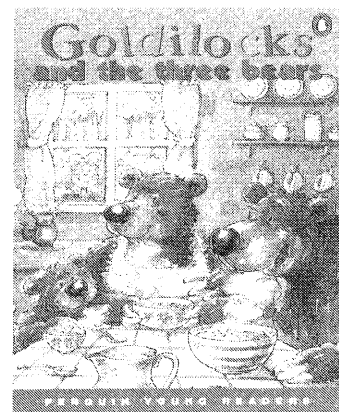
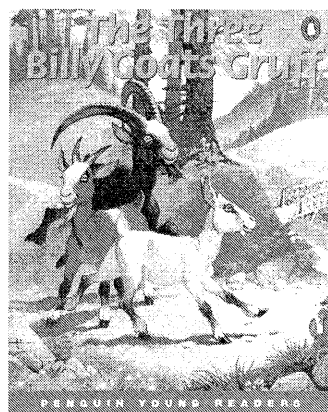
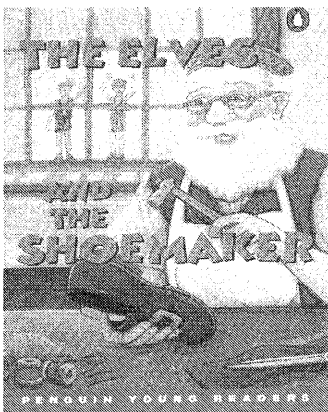
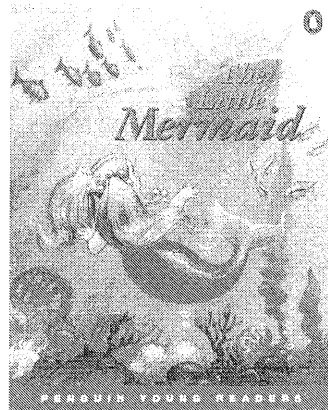
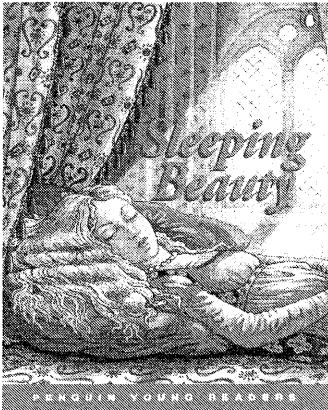
... Clean your teeth, *etc*

... Shout hurrah. *etc*

...wave good-bye. *etc*

APPENDIX (D)

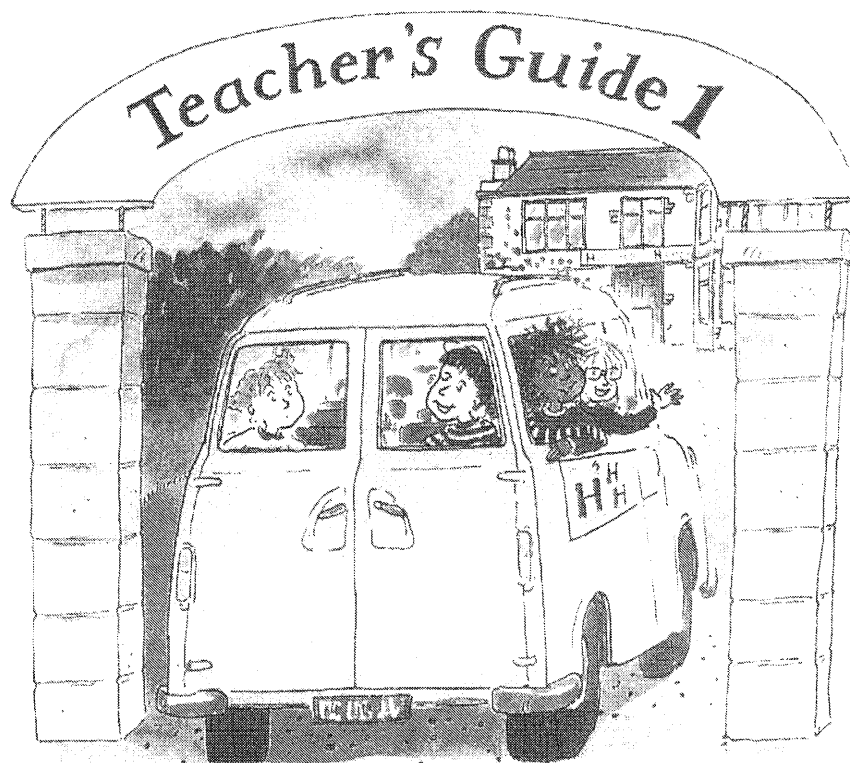
StoryTime



APPENDIX (E)

Teacher's Book

English Together



Diana Webster and Anne Worrall



including Teacher's Guide for
Starter Book
by Carol Skinner

APPENDIX (F)

Arranged observation Sheet

Arranged observation Sheet

Name: _____ Class: 3rd/__

Skills	Teacher's Notes	
	First Semester	Second Semester
Listening		
Identifies repeated sounds, rhymes, patterns and sounds of words		
Listens and responds to a variety of literature and texts		
Listens and follow directions		
Identifies variations of intonation, stress and rhythm		
Follows a sequence of events		
Makes prediction		
Speaking		
Participates in rhymes, songs, and retellings		
Express feelings and ideas,		
Uses correct pronunciation of words		
Asks one word questions,		
Participate in story discussion		
Print awareness		
Names, matches, produces all letters of the alphabet, uppercase and lowercase		
Track print		
Knows print concept, letters, words, sentence, one words question,		
Reading		
A. Phonological Awareness, Decoding, vocabulary		
Knows, produces all uppercase and lowercase letters; knows the order of the alphabet		
Identifies sounds, phonemes and syllabus to make words.		
Applies letter-sound correspondences to read connected words, short sentences		
B. Comprehension		
Relates words to their meaning		
Reads one-word directions and follow them		
Writing		
Writes from left to right and top to bottom directionality		
Writes legible manuscript letters		
Uses appropriate spacing between letters within words		

APPENDIX (G)

Questionnaire of the Study

حضرات السادة والسيدات مديرو ومديرات المدارس الابتدائية والابتدائية الإعدادية .

تحية طيبة وبعد،،،

في البداية أتقدم بالشكر العميق لكل ما تقدمونه من جهود جبارة لإيصال رسالة التربية و التعليم للمجتمع البحريني .

أرغب كباحث في المجال التربوي أن أقوم بإجراء دراسة تحت عنوان

آراء معلمي اللغة الإنجليزية في تدريس اللغة الإنجليزية

للسف الثالث الابتدائي في مدارس مملكة البحرين

و من أدوات البحث استبانة مرفقة مع هذه الرسالة و التي تهدف إلى استيضاح آراء مدرسي اللغة الإنجليزية حول تدريس هذه اللغة في الصف الثالث الابتدائي ، و سوف تستخدم نتائج هذه الاستبانة لغرض علمي بحث ، و لن تستخدم لغير ذلك ، كما أنني أرفق مع هذه الرسالة موافقة من وزارة التربية و التعليم لتوزيع الاستبانة .

لذا أرجو التكرم بإيصال هذه الاستبانة إلى معلم أو أكثر ، و الذين تنطبق عليهم الشروط التالية :

- (١) أن يكون أكثر من نصف نصاب المعلم حصص تدريس اللغة الإنجليزية .
- (٢) أن يكون المعلم قد درس اللغة الإنجليزية للصف الثالث الابتدائي لعام دراسي على الأقل .

مع خالص التقدير و العرفان ..

الأستاذ محمد حسن علي

ملاحظة :

- (١) عند وجود أي مشكلة أو استفسار فالرجاء الاتصال على هاتف رقم ٩٦٨٦٨٢٣
- (٢) الرجاء بعد الانتهاء من الإجابة على الاستبانة إرسال هذه الاستبانة عن طريق الفاكس إلى مدرسة
عسكر الابتدائية الإعدادية للبنين على فاكس رقم : ٨٣٠٣٤٦

أ / محمد حسن علي
طالب دراسات عليا
كلية التربية – جامعة البحرين

جامعة البحرين
كلية التربية
قسم المناهج و طرق التدريس

آراء معلمي اللغة الإنجليزية في تدريس اللغة الإنجليزية للصف الثالث الابتدائي في مدارس مملكة البحرين

عزيزي مدرس/مدرسة اللغة الإنجليزية بالصف الثالث الابتدائي،

تحية طيبة وبعد،،،

تهدف هذه الاستبانة استيضاح آراء مدرسي اللغة الإنجليزية حول تدريس هذه اللغة في الصف الثالث الابتدائي ، و بصفتك أحد مدرسي المادة يرجو الباحث أن تعطي رأيك صريحا في هذا الموضوع ، و سوف تستخدم إجابتك حول هذه الاستبانة لغرض علمي بحث ، و لن تستخدم لغير ذلك.

بيانات أساسية:

الجنس ☐ ذكر ☐ أنثى ، عدد سنوات الخبرة..... ، نصاب المعلم.....

المستوى التعليمي.....

تعليمات :

فيما يلي مجموعة من المشكلات أو الصعوبات التي يمكن أن تواجه تدريس اللغة الإنجليزية في الصف الثالث الابتدائي بالبحرين يرجى منك:

(١) وضع إشارة (✓) في الخانة التي تعبر عن رأيك بصراحة حول كل هذه المشكلات و الصعوبات .

(٢) إضافة مشكلات و صعوبات ترغب في ذكرها...

أوافق بشدة	أوافق	غير متأكد	أعارض	أعارض بشدة	العبارة
					١ . يتناسب كتاب Starter Book مع عمر التلميذ في الصف الثالث الابتدائي.
					٢ . يتناسب الكتاب المقرر مع ثقافة التلميذ و مجتمعه.
					٣ . يحتوي الكتاب على أنشطة كافية تعزز تعلم التلميذ.
					٤ . اللغة المستخدمة في الكتاب سهلة و تتناسب مع مستوى التلميذ و قدراته.
					٥ . المفردات اللغوية Vocabulary الموجودة في الكتاب مفيدة و مهمة في حياة المتعلم.
					٦ . تعرض الأفكار و المعلومات العلمية بصورة متسلسلة و منتظمة في الكتاب .
					٧ . يتحدى الكتاب الطالب و يدفعه نحو التعلم.
					٨ . يؤثر الكتاب على المواد الأخرى (كاللغة العربية و الرياضيات) تأثيرا إيجابيا.
					٩ . تعتبر مدة حصتين في الأسبوع كافية لتغطية المنهج.
					١٠ . تعتبر مدة حصتين في الأسبوع كافية لمعلم اللغة الإنجليزية لبناء علاقة جيدة مع تلاميذه .
					١١ . ملزمة Fun with Writing تعزز مقدرة التلميذ على الكتابة من اليسار إلى اليمين و من الأعلى إلى الأسفل.

أعترض بشدة	أعترض	غير متأكد	أوافق	أوافق بشدة	العبارة
					١٢. هذه الملزمة محببة للتلميذ و لا يمل من كثرة أوراقها .
					١٣. شريط الأغاني المقرر على تلاميذ الصف الثالث يزيد من دافعية التلميذ .
					١٤. يسهل على التلاميذ في الصف الثالث فهم وترديد ما هو موجود في شريط الأغاني .
					١٥. شريط الأغاني مرتبط بالكتاب المقرر.
					١٦. تعتبر القصص التي تدرس للصف الثالث الابتدائي مفيدة و معززة لتعلم اللغة الإنجليزية.
					١٧. ترتبط هذه القصص بالمجتمع البحريني.
					١٨. استراتيجية الملاحظة المنظمة فعالة جدا في تقويم أداء التلميذ.
					١٩. يعتبر الاختبار النهائي للصف الثالث مهم جدا لقياس أداء الطالب.
					٢٠. إذا لم يتقن التلميذ الكفايات و المهارات الرئيسة فإنه من المفضل أن يعيد سنته الدراسية.
					٢١. يحتوي كتاب المعلم (Teacher Book) على أنشطة متعددة و كافية لاختبار الكفايات .
					٢٢. يقوم قسم التوجيه التربوي بعدة زيارات للمعلم في الصف الثالث .
					٢٣. يقوم قسم التوجيه التربوي بتقديم العون و المساعدة بشأن طرق التدريس و إيجاد الحلول لمشاكل المعلم مع التلاميذ .
					٢٤. الدورات التي حضرتها في مجال تدريس الصف الثالث مفيدة جدا .
					٢٥. قامت المدرسة بتوفير جميع ما احتاجه من أجهزة (مسجل - عارض فوق الرأس) .
					٢٦. يتعاون مركز مصادر التعلم بالمدرسة معي في توفير الوسائل التعليمية ك (بطاقات الكلمات ، الشفافيات ، الصور) .
					٢٧. إن قرار وزارة التربية و التعليم بالتبكير في تدريس اللغة الإنجليزية قرار ناجح و مفيد جدا .
					٢٨. أرى أن من الأفضل ابتداء بتدريس اللغة الإنجليزية من الصف الأول الابتدائي .

مقترحات المعلم :

Questionnaire of the Study

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
1. The third primary textbook is “Starter Book” suitable for children at this age.	30 22%	80 60%	15 11%	9 7%	0 0%
2. It is appropriate to children’s culture and society.	17 13%	40 30%	21 16%	46 34%	10 7%
3. It contains enough exercises that can enhance children’s achievements.	24 18%	55 41%	16 12%	29 22%	10 7%
4. Its language is easy and matches children’s levels and abilities.	34 25%	82 61%	10 8%	7 5%	1 1%
5. The vocabulary items in this textbook are quite useful and important for children.	27 20%	78 58%	14 11%	12 9%	3 2%
6. It shows its materials in a sequential way.	23 17%	76 57%	9 7%	18 13%	8 6%
7. It challenges children and motivates them to learn English.	9 7%	51 38%	30 22%	38 28%	6 5%
8. It has positive influence on other subjects (such as Arabic, Math...).	2 2%	22 16%	55 41%	40 30%	15 11%
9. Two periods per week, are sufficient and appropriate to teach English in third primary.	9 7%	12 9%	0 0%	28 21%	85 63%
10. In Two periods per week, A teacher can establish a good relationship with his/her pupils.	11 8%	18 14%	3 2%	30 22%	72 54%
11. Fun with writing booklet enriches children’s abilities to write from left to right, up to bottom.	19 14%	75 56%	14 11%	11 8%	15 11%
12. This booklet is lovely to children at this age and they don’t get bored with it.	16 12%	52 39%	22 16%	27 20%	17 13%
13. "Songs cassette" motivates children to learn English.	32 24%	66 49%	13 10%	16 12%	7 5%
14. Children can sing and understand the songs easily.	12 9%	52 39%	16 12%	37 27%	17 13%
15. This cassette is connected to textbook.	14 10%	48 36%	16 12%	44 33%	12 9%
16. The eight stories that are taught to children are helpful and enrich their achievements.	22 16%	65 49%	25 19%	20 15%	2 1%
17. These stories are appropriate to the Bahraini society.	0 0%	10 7%	23 17%	64 48%	37 28%

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree
18.The arranged observation method is suitable to evaluate children children's learning at this age.	39 29%	65 49%	16 12%	10 7%	4 3%
19. Final test is very important to measure children's achievements.	28 21%	60 45%	8 6%	29 21%	9 7%
20. If a child couldn't master the skills required he or she should repeat his or her year.	19 14%	29 22%	15 11%	50 37%	21 16%
21. The teacher book has enough exercises and tests to evaluate children's learning.	11 8%	66 49%	9 7%	37 28%	11 8%
22. The educational supervision department carries many visits to teachers at third primary.	10 8%	59 44%	18 13%	27 20%	20 15%
23. This department is helpful for teachers to find better teaching methods and tries to solve teachers' problems.	24 18%	65 49%	18 13%	18 13%	9 7%
24. The workshops related to third primary were very helpful.	30 22%	62 46%	22 17%	15 11%	5 4%
25. The school provides me with all equipments I need (examples; cassette recorder-O.H.P-...).	66 49%	58 43%	2 2%	7 5%	1 1%
26. Learning Recourses center provides me with all materials I need (example; flashcards, transparencies...).	46 34%	61 46%	3 2%	19 14%	5 4%
27. The ministry's decision to start teaching English from the third primary is successful.	87 65%	37 27%	5 4%	4 3%	1 1%
28. It is better to start teaching English from the first primary.	67 50%	17 13%	14 10%	16 12%	20 15%

APPENDIX (H)

Summary of results

Mean
Standard Deviation

Mean Standard Deviation

Items	Totally agree	Agree	Not sure	Disagree	Totally disagree	Mean	Std. Deviation
	5	4	3	2	1		
1	30	80	15	9	0	3.98	.780
2	17	40	21	46	10	3.06	1.206
3	24	55	16	29	10	3.40	1.221
4	34	82	10	7	1	4.05	.779
5	27	78	14	12	3	3.85	.922
6	23	76	9	18	8	3.66	1.098
7	9	51	30	38	6	3.14	1.049
8	2	22	55	40	15	2.67	.932
9	9	12	0	28	85	1.75	1.243
10	11	18	3	30	72	2.00	1.360
11	19	75	14	11	15	3.54	1.174
12	16	52	22	27	17	3.17	1.248
13	32	66	13	16	7	3.75	1.108
14	12	52	16	37	17	3.04	1.241
15	14	48	16	44	12	3.06	1.212
16	22	65	25	20	2	3.63	.977
17	0	10	23	64	37	2.04	.866
18	39	65	16	10	4	3.93	.990
19	28	60	8	29	9	3.51	1.231
20	19	29	15	50	21	2.81	1.327
21	11	66	9	37	11	3.22	1.179
22	10	59	18	27	20	3.09	1.241
23	24	65	18	18	9	3.57	1.133
24	30	62	22	15	5	3.72	1.051
25	66	58	2	7	1	4.35	.816
26	46	61	3	19	5	3.93	1.128
27	87	37	5	4	1	4.53	.773
28	67	17	14	16	20	3.71	1.536

APPENDIX (I)

List of Participating Schools

List of Participating Schools

School	3 rd primary classroom
1. Abu Baker Al Saddiq Boys Primary Intermediate	1
2. Abu Faras Al Hamadani Boys primary	3
3. Abu Obaidah Boys Primary	2
4. Abu Saiba Boys Primary	3
5. Ain Jaloot Girls Primary	2
6. Al Ala Al Hadrami Boys Primary	3
7. Al Andalus Girls Primary	4
8. Al Imam Ali Boys Primary Intermediate	2
9. Al Imam Malek Bin Anas Boys Primary	2
10. Al Jasra Boys Primary	1
11. Al Jazeera Boys Primary	1
12. Al Khaleej Al Arabi Girls Primary	3
13. Al Khamis Boys Primary	3
14. Al Khansa Girls Primary	4
15. Al Khawarzm Boys Primary	4
16. Al Maari Boys Primary	2
17. Al Mameer Boys Primary	3
18. Al Mamoon Boys Primary	2
19. Al Manhal Girls Primary	3
20. Al Mutanabi Boys Primary	3
21. Al Nabih Saleh Girls Primary	1
22. Al Oroba Girls Primary	3
23. Al Qadiseya Girls Primary	2
24. Al Quds Girls Primary	3
25. Al Rasheed Boys Primary	2
26. Al Rawda Girls Primary	4
27. Al Razi Boys Primary	3
28. Al Rowdha Boys Primary	4
29. Al Safa Girls Primary	2
30. Al Wadi Boys Primary	5
31. Al Yarmook Boys Primary	3
32. A'li Boys Primary	3
33. A'li Boys Primary Intermediate	2
34. A'li Girls Primary	3
35. Amena Bint Wahab Girls Primary	4
36. Ammar Bin Yaser Boys Primary	6
37. Arad Boys Primary	2

School	3 rd primary classroom
38. Arad Girls Primary	3
39. Asker Boys Primary Intermediate	Researcher is the only teacher.
40. Asma That Al Netaqain Girls Primary Intermedaite	4
41. Bader Al Kubra Boys primary	5
42. Bait Al Hekma Girls Primary	4
43. Balqees Girls Primary	3
44. Barbar Boys Primary	3
45. Barbar Girls Primary	2
46. Bilad Al Qadim Girls Primary	4
47. Budaiya Girls Primary Intermediate	3
48. Budayya Boys Primary	3
49. Buri Boys Primary	2
50. Buri Girls Primary	2
51. Busaiteen Boys Primary	5
52. Busaiteen Girls Primary	6
53. Daih Girls Primary Intermediate	3
54. Dair Boys Primary	2
55. Dair Girls Primary Intermediate	2
56. Duraz Girls Primary	3
57. East Riffa Boys Primary	4
58. East Riffa Girls Primary	5
59. Fatma Al Zahra Girls Primary	2
60. Fatma Bint Al Khatab Girls Primary	6
61. Fatma Bint Asad Girls Primary	2
62. Gharnata Girls Primary	3
63. Hafsa Um Al Moameneen Girls Primary	5
64. Hajar Girls Primary	2
65. Hamad Town Boys Primary	5
66. Hamad Town Girls Primary	4
67. Hassan Bin Thabet Boys Primary	4
68. Hauteen Boys Primary	3
69. Hidd Boys Primary	4
70. Ibn Al Nafees Boys Primary	3
71. Ibn Sina Boys Primary	2
72. Ibn Tufail Boys Primary	8
73. Isa Town Boys Primary	3
74. Jabber Bin Hayan Boys Primary	4
75. Jaw Girls Primary Intermediate	1
76. Jidhafs Boys Primary	4
77. Karrana Girls Primary	3
78. Karzakan Boys Primary	4
79. Khalid Bin Al Walid Boys Primary	3

School	3 rd primary classroom
80. Mariam Bint Omaran Girls Primary	3
81. Muharraq Girls Primary	4
82. Nowaidrat Girls Primary	4
83. Nusayba Bint Kab Girls Primary	5
84. Omar Bin Abdul Aziz Boys Primary	3
85. Oqba Bin Nafea Boys Primary	4
86. Osama Bin Zayd Boys Primary	2
87. Qalali Boys Primary	2
88. Raba Al Adawiya Girls primary	4
89. Ruquya Girls Primary	4
90. Saâad Bin Abi Waqa Boys Primary	3
91. Saba Girls Primary	7
92. Safeya Bint Abdul Mottalib Girls Primary	3
93. Safra Boys Primary Intermediate	3
94. Safra Girls Primary Intermediate	3
95. Sakina Bint Al Hussain Girls Primary	2
96. Salahuddin Al Ayoubi Boys Primary	6
97. Salmabad Girls Primary	1
98. Salmaniya Girls Primary	2
99. Samahij Boys Primary Intermediate	1
100.Sanabis Boys Primary	3
101.Sanabis Girls Primary	3
102.Sanad Boys Primary	2
103.Sanad Girls Primary	2
104.Sar Boys Primary	4
105.Sar Girls Primary	3
106.Sara Girls Primary	4
107.Sehla Boys Primary Intermediate	2
108.Sehla Girls Primary	3
109.Sh. Mohammed Bin Khalifa Boys Primary Intermediate	2
110.Shahrakan Boys Primary	3
111.Shahrakan Girls Primary	3
112.Sitra Boys Primary	2
113.Sitra Girls Primary	2
114.Sumaya Girls Primary	3
115.Toobli Boys Primary	2
116.Toobli Girls Primary	3
117.Tulaitala Girls Primary	3
118.Um Al Hassam Boys Primary	3
119.Um Al Qoora Girls Primary Intermediate	2
120.Um Ayman Girls Primary	3
121. West Riffa Boys Primary Intermediate	2

School	3 rd primary classroom
122. West Riffa Girls Primary	3
123. Zallaq Boys Primary	2
124. Zallaq Girls Primary	1
125. Zubeida Girls Primary	3

APPENDIX (J)

Letter of approval (Arabic)



الرقم: 4/124-م ب ت/2002

في: 2002/6/12م

الموضوع: تسهيل مهمات باحث

اسم الباحثة : محمد حسن علي.
الجهة الطالبه: كلية التربية / جامعة البحرين.
موضوع البحث: آراء معلمي اللغة الإنجليزية عن تدريس اللغة الإنجليزية للصف الثالث الابتدائي في مدارس مملكة البحرين.
المهمات المطلوب تنفيذها: توزيع الاستبانة على عدد من المدارس الابتدائية بمملكة البحرين.
مرفقات : رسالة الجامعة - الاستبيان.
حقوق استخدام الأدوات محفوظة للباحث فقط.

رأى مركز البحوث التربوية والتطوير:

بعد الاطلاع على الأداة المطلوب تطبيقها لا يرى المركز مانعاً من السماح للباحث بتنفيذ المهمة المطلوبة أعلاه.

الاسم: لطيفة علي المناعي.

الوظيفة: رئيسة مركز البحوث التربوية والتطوير.

التوقيع:



ختم المركز

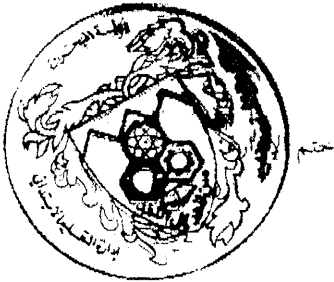
رأى الجهة المعنية: إدارة التعليم الابتدائي.

بعد الاطلاع على المرفقات وبناء على موافقة مركز البحوث التربوية والتطوير لا ترى الإدارة مانعاً من السماح للباحث بتنفيذ المهمة المطلوبة أعلاه.

الاسم: عائشة محمد عبد الغني

الوظيفة: مديرة إدارة التعليم الابتدائي

التوقيع:



ختم