

Teaching English at Elementary Level: Quality Differences between Theory and Practice

Salwa H. Al Darwish and Hanan A. Taqi

1. College of Basic Education, English Department, Al Safat PO Box 276, Kuwait 13003

*Email of the correspondent authors: salwaaldarwish@hotmail.com & hanah.taqi@gmail.com

Abstract

This study examines the perceptions of the Kuwaiti elementary school teacher trainees of EFL (English as a Foreign Language) and an attempt to identify areas that need to be improved in the elementary English teachers' program at the CBE (College of Basic Education). The participants in this paper are one hundred and twenty six Kuwaiti teacher trainees of English who currently teach EFL through a practicum course in elementary public schools located in six school districts in the State of Kuwait. The data was collected through out the school year 2010/2012 by using a questionnaire which was filled out by the main classroom teachers as they were observing the EFL teachers' trainees in their classrooms. Based on the findings, the study has reported that teacher trainees with delight had the opportunity to work alongside a true mentor (classroom teacher), and most teacher trainees were satisfied with their performance.

Key Words: Teacher trainee, Elementary stage, Practice, EFL Teachers, Curriculum

1. Introduction

English is taught as the first foreign language of many of the countries of the world, including Kuwait. Central to the English as a foreign language, teaching and learning process is the teaching effectiveness. Although one of the most commonly accepted rules for evaluating effective teaching is the amount of student learning that happens. Therefore, language has always been one of the most critical issues in education in Kuwait. In some cases, students' lack of academic achievement at the university level stems not from lack of intelligence, but rather from poor mastery of the English language. As a consequence, English is considered one of the main subjects taught in the public schools in Kuwait from elementary stage through high school.

2. Statement of the Problem

Although English teacher training for elementary school in Kuwait is offered by the College of Basic Education (CBE), a college that trains and graduates teachers mainly for primary levels, it has been well observed that the students suffer the lack and weaknesses of the English language once they are in the middle school even though they were exposed to the language from grade 1-5. After English language was implemented at the primary level in 1993, the Ministry of Education and the CBE worked closely together to develop a training program for elementary teachers. It was not until the 2001/ 2002 school year, however, that the CBE accepted the first high school graduates into the new four-year undergraduate major (English Language) to become English language teachers at the primary level. This English Language program focuses on three areas. The first consists of the knowledge and skills needed to be a competent teacher of English language and culture, including communicative competence in speaking, listening, reading, and writing. The second area comprises the knowledge and skills of pedagogy. The third area covers conceptual knowledge of English (Course Description Catalogue, 2000). However, Coombe, Al-Hamly, Davidson, and Troudi (2010) have provided a useful framework for effective teaching criteria in different areas. They identified these criteria based on the areas of knowledge and awareness, planning and preparation, rapport and communication with learners, lesson presentation and lesson management. Therefore, in this paper the author has the aims to answer the following research questions as an attempt to identify areas that need to be improved in the elementary English teachers' program at the CBE.

3. Research Questions

1. What are the Kuwaiti elementary schools teachers' perceptions of their training program in the College of Basic Education?
2. Is there any relationship between Kuwaiti EFL teachers' perceptions of current language skills in English and their perceptions of college preparation?

4. Literature Review

4.1 *Qualifications for Teaching a Foreign Language*

Although all teachers want to improve their professional practice and be excellent in every aspect of their work, it is simply not possible to maintain excellence for every part of your teaching at all times. This can easily lead to an attitude in which nothing short of perfection is tolerable and dissatisfaction creeps into your work, resulting in unnecessary anxiety.

As early as the 1980s, educators were calling attention to the challenging requirements needed by teachers of English as a second language, and by extension, by all teachers of foreign languages (Carter & Nunan, 2007). In addition, Carter and Nunan (2007) have argued that it was important to examine how people learned to teach languages. Thus the emphasis began to move to the relationship between L2 as the content or subject matter, and teacher education comprising the complementary processes of teacher training and teacher development, (p. 72). Altman (1981) identifies a series of goals that teacher trainees should meet: understanding the objectives of language instruction; learning pedagogical strategies to meet those objectives; constructing suitable learning materials; learning the means for measuring the outcomes of teaching and learning. Jostad (1980) argues that teachers of English as a foreign language should have excellent skills in reading, writing, listening, and speaking, and the ability to use English exclusively in all classes at all levels of instruction. Woodward (2005) has emphasized that teachers are mediators who help learners to acquire the knowledge, skills and strategies they'll need in order to progress (p.121). The foreign language teaching profession today, including the area of English as a foreign language (EFL), is faced with many more challenges than ever before, as enrollments increase and qualified teachers are more and more in short supply. Curtain and Pesola (1994) suggest that foreign language teachers today require a combination of competencies and background traits that may be unprecedented in the preparation of language teachers, and that strong professional development is critical. Woo (2000) outlines a number of factors that make the teaching of foreign language especially challenging and emphasizes the need for strong professional development.

Met (1989) suggests that good foreign language teachers need to be efficient in certain areas such as: (1) a level of language proficiency in all of the four skills of the target language (speaking, reading, listening, and writing); (2) the capacity to use the language in both social context and at work; (3) a strong background in the liberal arts and the content areas; (4) understanding the cultural, economic, social, political, and

historical facts about the countries where the target language is their first; (5) knowledge of the various technologies and how to integrate them into their instruction. In addition to the above list, Guntermann (1995) adds the need for pedagogical knowledge and skills, including knowledge about human growth and development, learning theory and second language acquisition theory, and a repertoire of strategies for developing proficiency and cultural understanding in all students. William (1975) claims that a well-balanced and proper administration of two ingredients, knowledge and skills, is necessary for a foreign language teacher to do a good job in class. Strevens (1974) focuses on the language teacher's communicative competence. He states that foreign language teachers must maintain proficiency in the target language and stay up to date on current issues related to the target culture.

Clearly, completing an undergraduate major is not sufficient to teach everything that a teacher of English as a foreign language needs to know. According to Lafayette (1994), it is not obvious that knowledge taught in academic disciplines at the college level is even necessarily relevant to the content covered in the schools. According to Schrier (1994), the knowledge base in foreign language education is the central issue in teacher training. This covers understanding the content areas students have been prepared in, understanding how that preparation should be reflected in their teaching assignments, and what they need for their own professional growth. Wilson (1987) suggests that teachers should know (1) the facts, how to organize them, and the basic concepts that they are to teach; and (2) how to transform complex academic knowledge into subjects that can be taught easily.

4.2 *The Training of Language Teachers*

Lack of effective communication in foreign language teaching, and also significant differences in students' achievement, are often blamed on teaching methods and techniques, rather than on inefficient or untrained instructors (Brosh, 1996). Of course, one method of teaching may have some advantages over another, depending on the nature of the subject, context of teaching, class size, level, and objectives, as mentioned above in the discussion of methods and approaches. However, Brosh feels that it is often ineffectiveness of communication on the teacher's part that undermines the execution of a method. .

Educational and private sector for teaching languages vary greatly in the types of teachers they employ. In some places or institutions, there may be a choice between native speakers of English and nonnative speakers of English with varying levels of English language proficiency (Carter & Nunan, 2007). Within both groups there may be

further differences based on teaching experience and professional qualifications. Views concerning the appropriate qualifications of language teachers have changed in recent years, as the field of TESOL has become more professionally demanding and has sought to develop standards for language teachers (Leung and Teasdale 1998; TESOL 1986b). There is a much greater awareness today that an expert language teacher is highly skilled professional. According to Lortie (1975), a profession is characterized by: (1) a homogeneous consensual knowledge base; (2) restricted entry; (3) high social status; (4) self-regulation; and (5) the legal right to govern daily work affairs. Although Lortie argues that many branches of teaching cannot be classed as a profession by these criteria, the field of language teaching has done much in recent years to conceptualize and define its knowledge base, to regulate entry to the profession, and to monitor the practices of teaching institutions. Increasingly, language schools are recruiting better trained and better qualified language teachers and operating within defined standards of quality.

5. Methodology

5.1 Participants & Setting

This study focused on one hundred and twenty six Kuwaiti EFL teacher trainees who currently teach EFL through a practicum course in elementary public schools located in six school districts in the State of Kuwait. These schools in Kuwait are segregated into all-girl and all-boy schools. Only female teachers teach both genders in these schools because the Ministry of Education in the State of Kuwait stipulates this gender segregation. The standard elementary school day schedule throughout Kuwait runs from 7:30 a.m. to 1:20 p.m., after which the children go home to lunch. (Children may bring snacks to eat during breaks.) The children have seven 40-minute class periods over the course of the school day, broken by a 20-minute recess period after the second class, and by a 15-minute prayer period break after the fourth class. However, not all academic subjects receive the same amount of time. Two of the daily 40-minute periods are devoted to Arabic reading and writing, and two more 40-minute periods each day are given to math. Only one 40-minute period a day is spent on English. The remaining two daily periods are divided among several subjects: science (which is studied for three periods a week), Islamic religious studies (also studied for three periods each week), social science, physical education, music, and art. All elementary public schools have between 10-15 teachers for different subjects and are trained to teach from 1-5 grades. For example, there are in each selected school for this study between 10-13 English language teachers who teach randomly every year from 1-5 grade students based on the school timetable and how the subjects are distributed throughout the day. That is one English teacher would be teaching first, second and fifth grade for a whole school year, whereas another one would be teaching third, and fourth grade and so on. Furthermore, children stay in a single classroom throughout the day (except for recess and prayers). All teachers use the curriculum prescribed in the textbooks which are given to all teachers and students around the country by the Ministry of Education (MOE). Also, according to the regulations of the Ministry of Education, all mainstream teachers have unexpected visits from the ministry supervisors and school principals for evaluation. Furthermore, these 126 teacher trainees who were enrolled in the practicum course and have already completed the author's micro-teaching course, both of which are core courses students have to pass before they graduate with a degree in teaching English as a foreign language from the CBE. Because the Ministry of Education and the College of Basic Education work closely together, so the teacher trainees from CBE are assigned different schools for their practicum course by the MOE. As soon as, the practicum course starts with every semester in every school year, the College of Basic Education contacts the MOE to inform the ministry about the number of students who will be enrolled in the practicum course. In return, the MOE will assign the schools where the practicum will take place. Then, the teacher trainees contact the assigned schools for their practicum. The routine that has to be followed during the practicum course is that as soon as the teacher trainees arrive to these assigned schools, each teacher trainee will have two weeks observing the mainstream teachers in the act of teaching before she takes over one of the mainstream teacher's classroom. In addition, the teacher trainee is just a non-participative observer and would sit at the back of the classroom and observe the class without interfering. After the two weeks of observation are over, the teacher trainees assume control of the classrooms they are assigned for their practicum.

5.2 Procedure

For each semester in each school year, the author explained the scope of the study and got approval from all the teacher trainees and at least two mainstream teachers in each school for their participation in the study. In addition, the researcher took permission from the school principals and handed in the questionnaire to all the schools where the teacher trainees are doing their practicum course. For four consecutive semesters during these two school years 2010/2012, the main classroom teachers as they handed over their classrooms for the teacher trainees to take over the teaching process, while the main classroom teachers observed these trainees as they were teaching their students. At the same time, the mainstream teachers were filling out the questionnaire. The observation was carried

out in the classrooms for the entire period of the class, i.e., 40 minutes. Indeed, the procedures used for collecting data, are a questionnaire (Appendix A) to be filled out by the mainstream teachers as they are observing the EFL teacher trainees in their classrooms. The researcher's questionnaire was guided by a checklist, developed by Richards (2002), and used by the author as a guide for the qualification of English language teachers. In addition to the mainstream teachers' observation, the author had also the approval from the principals for classroom observation for three days per week through out the 2010-2012 school years.

6. Data Analysis

The data was analyzed in relation to the two main research questions:

1. What are the elementary schools teachers' perceptions of their training program in the college in the College of Basic Education?
2. Is there any relationship between Kuwaiti EFL teachers' perceptions of the current language skills in English and their perceptions of college preparation?

6.1 Questionnaire

The data was collected in the form of a questionnaire distributed to 126 teacher trainees. The first group of questions aimed at addressing the preparation and organization of the class goals and objectives. %46.3 of the participants believe that the teacher trainees are well-organized in the class, and only %1.6 believe they are not prepared. In addition, %46 of the teacher trainees consider that their goals and objectives are apparent, as opposed to %8 who think their goals were not clear.

The next set of questions was directed at the teachers' performance. Do the teachers believe that the teacher trainees explain the lessons in a clear and understandable way? (questions 3 and 6). The teachers significantly agree that the teacher trainees present their lessons clearly and understandably ($p>0.01$). While %52.8 believe the lessons they presented are understandable, only %2.4 believe their lessons are not. Moreover, %66.7 of the teacher trainees consider their directions to be clear and concise, as opposed to %2.4. The graphs below (Graph 1 & 2) show the questionnaire results for the questions related to the teacher trainees' clarity of directions and explanation of material.

The set analyzed in this part is concerned with the material used to teach primary school students. Questions 7, 10, 24 and 25 address the material used and its suitability to the students' level. Table 1 below shows the mean percentages of the answers to these questions. The data shows that most teacher trainees believe that the material they use is presented at the students' comprehension level (%48.4) and %12.7 are very sure that the material is suitable to the students' level. As for the use of examples and illustrations, most teachers significantly believe their use of the illustrations and examples are effective (%35.5, $p>0.01$). Only %6.6 of the teacher trainees do not make good use of the white board, while %39.7 use it effectively. In addition to the above, %43.3 of the teacher trainees consider themselves to make good use of visuals and other media, on the other hand, %4.2 do not make good use of the material available.

How do the teachers view their lessons? Two questions in the questionnaire addressed this issue. Question 4 asked how do they view the smoothness, sequencing and logic of their lessons. Also, question 9 asked about the availability of the balance of the activities during the lessons? As for the first part, most mainstream teachers view their lessons which are carried out by teacher trainees as being mostly smooth, sequenced and logical (%81) as opposed to %2.4 who do not believe the lessons to be satisfactory. In addition, %80 of the participants believed that the balance of the activities in their lessons is either excellent or above average, and %1.6 believe it to be unsatisfactory.

Many questions addressed the methods of teaching. Questions 8, 12, 17, 18, 19 and 20 aimed at understanding how teachers view their use of methods of teaching. First, teachers were asked if their methods were appropriate for the students' age. While %82 of the teacher trainees believed their methods were excellent or above average, %1.6 thought their lesson is unsatisfactory for the students' age. %78 teacher trainees feel their lessons are taken from artificial drill context to the real contexts of the students' culture and personal experiences, unlike %5.7 who believe it is unsatisfactory. Graph 3 reflects the percentage of answers to question 16: Structures are taken out of artificial drill contexts and applied to the real contexts of the students' culture and personal experiences.

Most teacher trainees employ a range of techniques to teach new vocabulary (%73) as opposed to %6.3 who believe their employment of different techniques is unsatisfactory. The correlation between the answers showed significance of the positive answers ($p>0.01$). One of the methods used by approximately %78 of the teacher trainees is the use of pair/group activities appropriately; however, %4.1 of participants believe their use of

pair/group work is inappropriate. %72 of the teacher trainees showed satisfactory and above average attitude towards the activities used to develop the different skills: speaking, listening, writing and reading, yet %3.3 are unsatisfied with their approach. Finally, %2.4 of the teacher trainees do not believe that there is a balance between accuracy-focused activities and integrative, content-focused activities, and %78 believe it to be satisfactory and above average. The correlation between the answers showed significance of the positive answers ($p>0.01$).

The final group of questions aimed at investigating the teaching qualities of each teacher trainee as seen in their own view point. These questions are questions 13, 14, 15, 16, 21, 22, 23 and 26. Most teachers believe voice has appropriate clarity and audibility (%66), as opposed to %13 who believe their voice was not satisfactory. %77 of the teacher trainees are satisfied with their resourcefulness and creativity, unlike %1.7 of the teacher trainees. When asked about the degree of satisfaction in their pronunciation, intonation, fluency and use of language, most participants (%68) showed satisfaction, and %7.4 of participants did not believe it to be satisfactory. Although the degree of unsatisfactory is a little high in comparison to the other question results, a correlate analysis shows that there is high significance of the “satisfactory” answers where $p>0.01$. The results for question 16: The teacher trainee presents language points in clear and interesting way could be found in Graph below.

The graph shows that %5.7 of the teachers is not satisfied with their clarity of presentation. %74 of the teachers, on the other hand, believe their presentations were satisfactory and above average. Most participants consider themselves to be good language models for their students (%69), and %7.4 believe they are not good language models. In addition, %55 of the teacher trainees positions themselves well in the classroom at different stages, as opposed to %5.9 of the teacher trainees who do not. When asked about the clarity and sufficiency of the instruction and examples provided to students before they begin their activities, most participants believe their performance is satisfactory and above average (%70), while %2.5 do not think their performance is satisfactory. Finally, the results show that %61 of the participants constantly check to find out if students have understood teaching points and benefited from activities, while %5 of the participants do not check with their students. The correlation between the answers of questions 21, 22, 23 and 26 showed significance of the positive answers ($p>0.01$). Table 2 shows the results for question 21, 22, 23, and 26 discussed above.

Overall, it seems that most teacher trainees were satisfied with their performance. Most of them believe they use the material wisely in their classes, they explain their subject clearly, and most teachers believe they are good language models for their students.

6.2 Observation

The instrument on which the observation was based included the same items as the questionnaire. To ensure the credibility of the teacher’s response to the questionnaire as well as to triangulate and assure the validity of the conclusions, the author had to observe the teacher trainees along with the mainstream teacher as many times as possible. The reason for using the same items on the questionnaire for the author to follow in her observation is to allow for more rigorous comparison and contrast between the mainstream teacher’s response to the questionnaire and how the author interpret the teaching process that is carried out by the teacher trainees. Based on teacher trainee’s classroom practices, the author found out the classrooms that were observed had very little freedom and lack of predictability in what teacher or students did or said. The teacher trainees were in control of the activities, and the children tended to passively parrot the teacher’s English words or phrases, in what was often a totally physical response. The students did not ask questions, and the teacher trainees recitation and discussion questions were narrow and drill-oriented, and did not encourage anything other than parroting.

Not only the children, but the teacher trainees were passive and limited in what they did. In all the classrooms, under teacher trainees with different personalities and ideas, the author saw identical classes which might have been photocopies of each other. They were indeed photocopies - or at least represented the same pages of the teacher’s manual. The same drills were held to give children experience saying the same material, followed by the same games or songs, using the same handouts, wall charts, flashcards, or tape recordings.

All the teacher trainees used cassette recorders in class often, as recommended in the official curriculum, especially for songs, which enabled the children to be more actively communicative. It was not always clear in the author’s observations that the children understood the meanings of the songs, or that they all even learned them. The author would have liked to see each child sing a phrase, to see if they were memorizing the words or just than copying their neighbors, but that of course might have embarrassed individual children.

The classes that the author observed did not seem to reflect careful planning. For example, teacher trainees sometimes did not spend any time on review of past material, but went right into the subjects for the day, even though some children did not remember past material they needed for that lesson. Also, many classes did not close with a final review of material covered earlier in that day’s class. Teacher trainees usually did not have

interesting ways to catch the children's attention when changing to a new activity that went beyond the lesson plan's use of games, or calling on individual children often. Furthermore, teacher trainees often did not try to make sure that all children understood a vocabulary item before going on to the next item, as if simply saying the word a number of times, following the official lesson plan, provided enough communication. Doing exercises without understanding is clearly meaningless, and yet it happened fairly frequently in these classes. Teacher trainees also sometimes used gestures or body language in misleading ways to convey meanings, as, for example, saying "one eye" while pointing to two eyes.

7. Conclusion

The demand for highly qualified teachers in both subject matter and pedagogy are arguably the most important variable in educational equation. However, looking at the teachers' qualifications as EFL teachers based on their performances inside the classrooms and the courses they have covered do not give us the right predicted results for teachers' qualifications. While the teacher trainee's performance inside the classrooms was mainly excellent, still this doesn't assure us of the high qualifications they possess. Just because they mastered the techniques and the use of the materials in teaching the language does not qualify them to be effective teachers. As a matter of fact, a qualified teacher is the one who has a mind oriented towards effectiveness, creativity and different from other teachers; however, with the English language teacher trainees, the answers to every question had almost the same result which was excellent or above average which shows all teacher trainees had solid foundation in their subject area and good training in teaching practice, but this analysis was as a result for teaching and manageable components, curriculum, and evaluation being neatly packaged and given to teacher trainees to incorporate those principles into their practice.

In fact, as we have seen, the teacher trainees' reliance on the official curriculum and the teacher's manual tended to remove innovation and creativity from their teaching, and limited their opportunities to adapt the curriculum to the competence and interests of their students. Watching these teacher trainees, the author gained the impression that the elementary English curriculum was shaped by the ideas of officials who were far removed from elementary classrooms, and who were making decisions for reasons other than to meet the needs of the teachers and the students, who should have been the center of their concern.

The CBE English Language program offers classes in three sections: theory and practice of pedagogy; conceptual (linguistic) knowledge of English; and English language skills. Theory is definitely necessary in an education curriculum, including first and second language learning processes, children's cognitive development, and the various methods of teaching foreign languages. Additionally, an elementary English teacher should understand the purposes and philosophy of elementary education, should be familiar with a great variety of teaching and classroom management techniques, and should be able to design and choose appropriate materials and assessment tools. But of course this information should be presented in an interesting, relevant way, with attention to the students' questions and ideas, and with constant reference to its application in the classroom.

In addition, teacher motivation seems to be a key factor in the success of an educational program. If teachers are motivated primarily to go through the motions of their job in order to be paid, then the students will suffer, and Kuwait will suffer. If teachers are interested in children, or in teaching, or in English – or preferably in all three – then they will have a basis in motivation that may drive them to find new and better ways to present English to their students. Therefore, it goes without saying, the school and government administrators should do everything they can to raise teacher morale, to empower teachers to make their own teaching decisions, and to provide incentives for innovative teaching. But in the last analysis, it is the teachers themselves who need to take responsibility for what goes on in their classrooms. No matter how many flaws they see in the curriculum, they must find ways to give children the knowledge of English they will need to deal effectively with the modern world. If they continually try to improve themselves as teachers, they will enjoy their work much more, as well as taking pride in their professional accomplishments.

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Appendix (A)

A.1 Questionnaire for Teacher Trainees

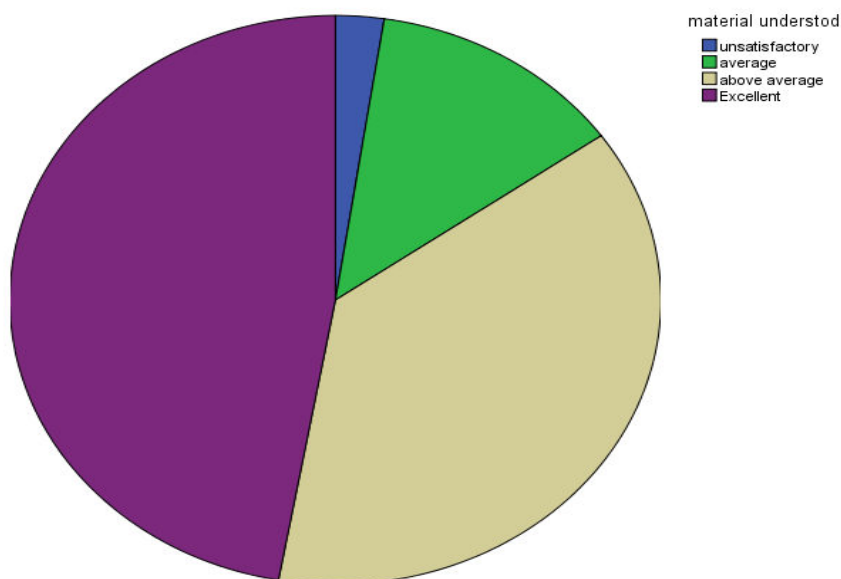
Circle the following statements according to the following scale:

(4) Excellent	(3) Above average	(2) Average	(1) Unsatisfactory	
<i>(N/A)</i> Not applicable				
1. The teacher trainee is well-prepared and well-organized in class.	4	3	2	1 N/A
2. The prepared goals/objectives are apparent.	4	3	2	1 N/A
3. The class material is explained in an understandable way.	4	3	2	1 N/A
4. The lesson is smooth, sequenced, and logical.	4	3	2	1 N/A
5. The lesson is well-paced.	4	3	2	1 N/A
6. Directions are clear and concise and students are able to carry them out.	4	3	2	1 N/A
7. Material is presented at the student's level of comprehension.	4	3	2	1 N/A
8. The method/s is/are appropriate to the age and ability of the students.	4	3	2	1 N/A
9. There are balance and variety in activities during the lesson.	4	3	2	1 N/A
10. Examples and illustrations are used effectively.	4	3	2	1 N/A
12. Structures are taken out of artificial drill contexts and applied to the real contexts of the students' culture and personal experiences.	4	3	2	1 N/A
13. The teacher trainee's voice has appropriate clarity, tone, and audibility	4	3	2	1 N/A
14. The teacher trainee shows initiative, resourcefulness, and creativity.	4	3	2	1 N/A

15. Pronunciation, intonation, fluency, and use of language are appropriate and acceptable.	4	3	2	1	N/A
16. The teacher trainee presents language points in clear and interesting ways.	4	3	2	1	N/A
17. The teacher trainee employs a range of techniques to teach new vocabulary.	4	3	2	1	N/A
18. The teacher trainee sets up interactive pair/group activities appropriately.	4	3	2	1	N/A
19. The teacher trainee employs a variety of activities for developing speaking/listening/reading/writing skills.	4	3	2	1	N/A
20. The teacher trainee achieves a good balance between accuracy-focused activities and integrative, content-focused activities.	4	3	2	1	N/A
21. The teacher trainee is a good language model for the students.	4	3	2	1	N/A
22. The teacher positions herself well at different stages of the class.	4	3	2	1	N/A
23. The teacher trainee gives clear and sufficient instructions, examples, or demonstrations before students begin activities.	4	3	2	1	N/A
24. The teacher trainee makes good use of the whiteboard.	4	3	2	1	N/A
25. The teacher trainee makes good use of visuals and other media.	4	3	2	1	N/A
26. The teacher trainee constantly checks to find out if students have understood teaching points or benefited from activities.	4	3	2	1	N/A

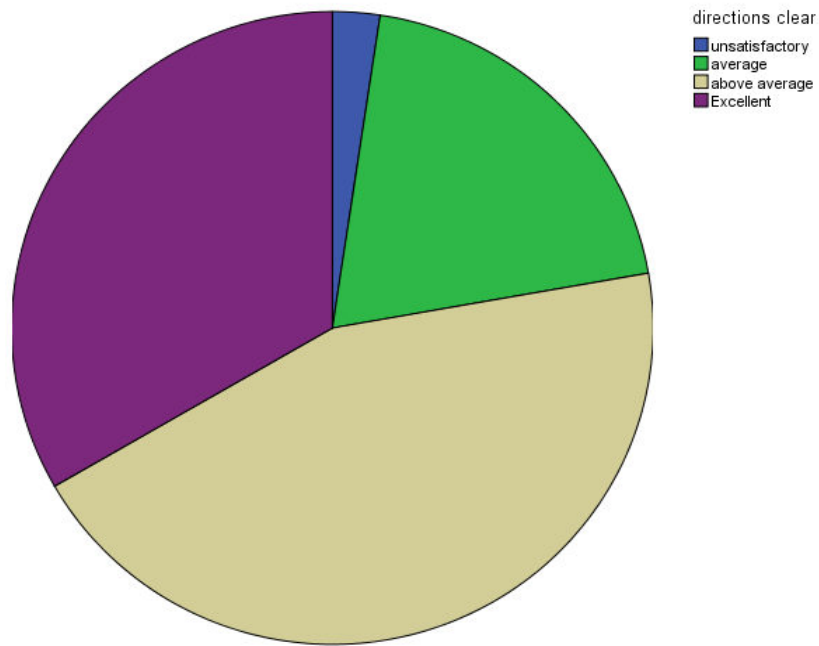
A.2 Graphs

Graph 1
Results for question 3: Class material explained in an understandable way



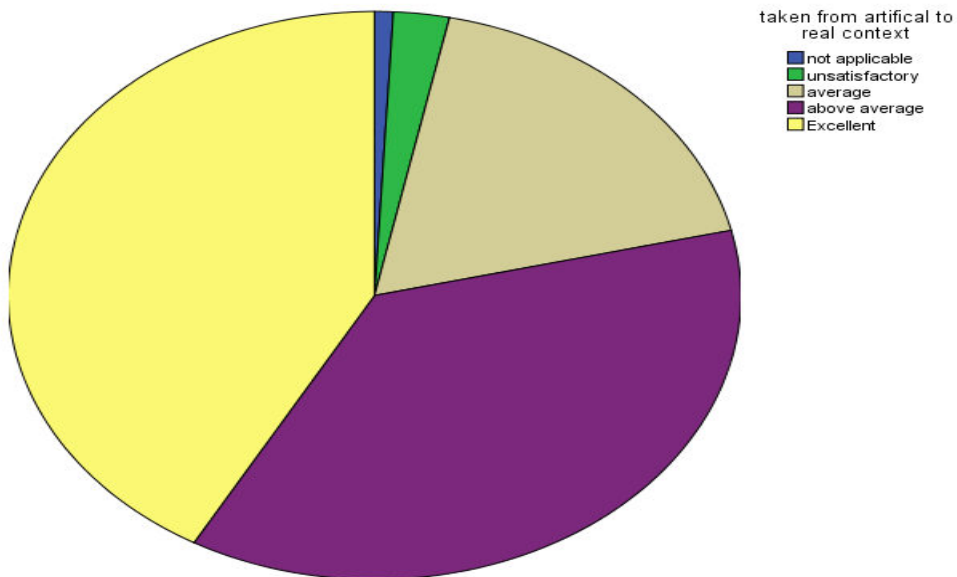
Graph 2

Results for question 6: Directions are clear and students can carry them out

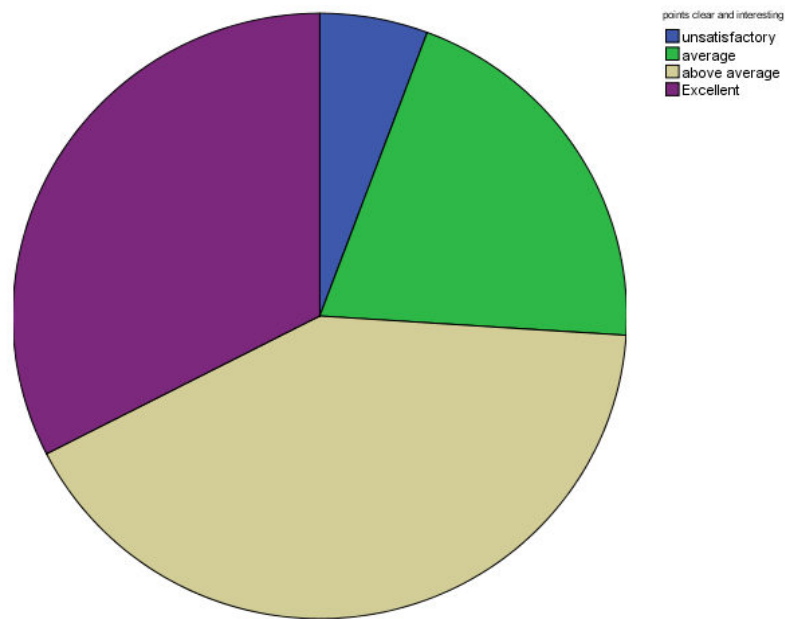


Graph 3

Results for question 12: Structures are taken from artificial drill contexts and applied to the real contexts of the students' culture and personal experiences



Graph 4 Results of question 16: The teacher trainee presents language points in clear and interesting way



A.3 Tables

Table 1
Results for questions 7, 10, 24 & 25

Quest	7	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	average	16	12.7	12.7	12.7
	above average	49	38.9	38.9	51.6
	Excellent	61	48.4	48.4	100.0
Quest	10	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not applicable	2	1.6	1.6	1.6
	unsatisfactory	4	3.2	3.2	4.8
	average	24	19.0	19.4	24.2
	above average	50	39.7	40.3	64.5
	Excellent	44	34.9	35.5	100.0
Quest	24	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not applicable	8	6.3	6.6	6.6
	unsatisfactory	10	7.9	8.3	14.9
	average	31	24.6	25.6	40.5
	above average	24	19.0	19.8	60.3
	Excellent	48	38.1	39.7	100.0
Quest	25	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not applicable	5	4.0	4.2	4.2
	unsatisfactory	1	.8	.8	5.0
	average	21	16.7	17.5	22.5
	above average	41	32.5	34.2	56.7
	Excellent	52	41.3	43.3	100.0

Table 2
Frequency results for questions 21, 22, 23 and 26 teacher good language model

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not applicable	4	3.2	3.3	3.3
unsatisfactory	9	7.1	7.4	10.7
average	25	19.8	20.5	31.1
above average	45	35.7	36.9	68.0
Excellent	39	31.0	32.0	100.0
Total	122	96.8	100.0	

Teacher positions well in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not applicable	9	7.1	7.6	7.6
unsatisfactory	7	5.6	5.9	13.6
average	37	29.4	31.4	44.9
above average	38	30.2	32.2	77.1
Excellent	27	21.4	22.9	100.0
Total	118	93.7	100.0	

Teacher gives clear instructions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not applicable	8	6.3	6.8	6.8
unsatisfactory	3	2.4	2.5	9.3
average	24	19.0	20.3	29.7
above average	49	38.9	41.5	71.2
Excellent	34	27.0	28.8	100.0
Total	118	93.7	100.0	

Teacher constantly checks understanding and benefits

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not applicable	14	11.1	11.7	11.7
unsatisfactory	6	4.8	5.0	16.7
average	27	21.4	22.5	39.2
above average	33	26.2	27.5	66.7
Excellent	40	31.7	33.3	100.0
Total	120	95.2	100.0	

First Author: Salwa H. Al Darwish holds a M.A. in Bilingual/ Multicultural Education from University of Colorado, Boulder, and a Ph. D. in Curriculum & Instruction from University of Denver in 2006. The author is an assistant professor in the English Department at the College of Basic Education, Kuwait. Her teaching experiences mainly focused on searching different methodologies for teaching English language to young learners. She has published articles mainly on teaching English as a foreign language in primary stage.

Second Author: Hanan A. Taqi: Ph.D. in linguistics with studies in education and applied linguistics, Newcastle University- UK, 2010. Currently, she is an assistant professor at the English Department -College of Basic Education, Kuwait.