Evaluating the College of Basic Education Preparation Program for Graduating Primary School EFL Teachers in Kuwait

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Abstract

This research aims at evaluating the preparation program of the English department at the College of Basic Education, in the Public Authority for Applied Education and Training in Kuwait. This program prepares and qualifies students for the ELT profession at the primary school.

The researchers used the following tools :

1. A standardized proficiency test (TOEFL) to check the actual level of students in English after completing all courses required for graduation before embarking on the practicum phase (teaching practice).
2. A questionnaire for student teachers seeking their perceptions and views about the college preparation program.
3. An observation card (checklist) distributed to practicum supervisors to monitor and evaluate the student teachers' performance during the practicum period.
4. A questionnaire for practicum supervisors seeking their impressions and views about the college preparation program and the practicum as well as their suggestions for improvement.

تقييم برنامج إعداد مدرسي ومدرسات اللغة الإنجليزية للمرحلة الإبتدائية في كلية التربية الأساسية

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ملخص

يهدف هذا البحث إلي تقييم برنامج إعداد الطالبات بقسم اللغة الإنجليزية بكلية التربية الأساسية في الهيئة العامة للتعليم التطبيقي والتدريب بالكويت، المصمم لتأهيلهن لوظيفة مدرسات لغة إنجليزية بالمرحلة الابتدائية .

إستخدم الباحثان الأدوات التالية :

1- إختبار كفاءة لغوية (TOEFL) لفحص مستوي الطالبات الحقيقي في اللغة الإنجليزية بعد إتمامهن لبرنامج الإعداد النظري بكلية التربية الأساسية وبدء فترة التربية العملية للتدرب علي مهنة التدريس .

2- إستبانة للطالبات المعلمات لاستطلاع آرائهن في برنامج التأهيل بالكلية.

3- بطاقة ملاحظة عن أداء الطالبات أثناء ممارستهن مهنة التدريس في فترة التربية العملية .

4- إستبانة للمشرفين والمشرفات علي برنامج التربية العملية لاستطلاع آرائهم عن كل من برنامج الإعداد بالكلية وبرنامج التربية العملية.

Introduction

Since it was established in 1985, the Public Authority for Applied Education & Training (PAAET)

in Kuwait has witnessed various developments, one of which was the upgrading of the College of Basic Education (CBE) to award the B.A. certificate. (CBE catalogue, PAAET,2003).

This achievement necessitated new plans and preparation programs to cater for the needs of the CBE graduates. In 2001/2002, the English department as a new major was established in the College of Basic Education so that male and female graduates could be employed as English language teachers at primary schools. Tuition in the department commenced during the first semester of the academic year 2002/ 3 for female students only. After about four years of tuition, the researchers who are among the faculty of the CBE English department felt an urge to evaluate the achievement of the first batch of graduates. An academic study to evaluate the experiment seemed crucial at this stage. It, also, seemed logical to start the study during the practicum period/semester (final semester prior to graduation). Owing to the small number of the first group of graduates it was decided to include the second group of graduates in the sample of the research population. Hence, this study is the first to evaluate the English preparatory program at the CBE.

Theoretical Background

For an educational institution to introduce a preparation program for EFL teachers at primary schools for the first time in Kuwait, and probably in many other Arab countries, the designers may have been obliged to copy similar programs borrowed from elsewhere in the Arab World. Yet, to design a successful syllabus and plan a fruitful educational program, the immediate and real needs of the target situation need to be analyzed (Munby,1978 ; Yalden, 1987 ; Grant & Shank,1993 ; Brown,1995 ; Al-Saleh & Salamah, 1996 ; Graves,2000) .

The growing interest in teaching foreign languages, particularly English as a lingua franca and an all-embracing world language, has escalated the need for EFL teachers all over the world (Harmer, 2005). Different institutions varied in their plans and policies of study

schemes. The earliest category of these institutions was that which embraced colleges of arts, owing to the prestigious rank of literature throughout the era from the Seventeenth to the Twentieth centuries (Castleden,2003). Being predominant in those days, English literature studies had a great impact on the plans of English departments' programs. The same policy was adopted in the second category of qualifying institutions, i.e. colleges of education which used to be designated as 'institutes of education' (CBE Catalogue,2003).

Linguistic explorations were still at a preliminary stage (Yule, 1996). EFL teachers, then, were graduates of arts or education English departments whose preparation programs were mainly of a literary nature. Language skills courses were missing in most English departments' preparation programs. It was not then illogical, or even inadequate in teaching English, to use reading passages or even testing techniques based on English literature. The traditional grammar-translation method prevailed in nearly all EFL classes in Arab countries, as well as elsewhere in non- English speaking countries. In that way, EFL classes, as well as EFL preparation programs continued to negatively contribute to the learning process of English in most Arab countries (Kharma & Hajjaj, 1989). The Audio-Lingual method (Richards & Rodgers, 2005) then prevailed as Bloomfield's Phoneme theory had drawn the attention of linguists and educationists to the importance of the sound system in language teaching/learning (Bloomfield, 1935). Consequently, focus on the language sound yielded a division of language skills into four main ones. Listening, speaking, reading and writing together with their sub-skills engrossed the minds of TEFL methodologists in the sixties of the Twentieth century (Rivers, 1968). The Communicative Approach followed the Audio- Lingual method marking another phase of linguistic theories founded on communicative competence rather than linguistic competence that had had a bearing on TEFL methodology for decades (Hymes, 1971).

These advances in linguistics as related to language pedagogy should have been reflected in the preparation program designed for EFL teachers. Despite the abundant attention to linguistic views and theories with relevance to TEFL methodology, the preparation programs addressed in this research did not witness major changes to

meet the real needs of the prospective EFL teachers (Salamah, 2004). Adversely, they continued to be copied from one institution to another paying the least attention to the needs of prospective teachers. A glance at the major sheet of the program evaluated in this study (Appendix 4) and many others in similar educational bodies clearly indicate two major shortcomings: a high ratio of literature courses opposite a shortage of language skills courses, and the similarities between the program offered in Arts colleges and that used in education colleges regardless of the discrepancies between the requirements of both institutions. A similar case can be seen in the major sheets of English departments in other institutions (Shalaby, 1988).

In spite of the differences between one preparation program and another, there seems to be an agreement on some components. An essential one is a proficiency English language test prior to admission to predict the learner's degree of competence in English, and subsequently his/her candidature for the teaching profession (Eddy, 1975). The second component consists of a number of English language courses to develop the learner's language skills. The third includes a number of English/American literature courses. A fourth one contains miscellaneous general courses. The fifth is a field training in the teaching profession (Alatis, 1974 ; Bailey, 1977). The practical training applies to the graduates of education colleges rather than arts colleges.

The degrading achievement of students in English in Arab countries compelled TEFL specialists to investigate the reasons for that problem (Kharma & Hajjaj, 1989). One of the main factors was the teacher's performance. This, in many cases, led to an evaluation of the preparation programs offered in the qualifying institution (Abbott et al., 1985). It has become essential for the EFL preparation program to embrace special pedagogical courses for the young Arab learner of English. Such courses must go in line with the general objectives of this stage, as well as the requirements of the society, religion and the general welfare of the learner (Lipton, 1998). A primary school EFL teacher badly needs sufficient and adequate information about the psychology of the Arab child learning a foreign

language. Another phase about Arab children's socio-linguistic aspects of learning is crucial in the preparation program (Kharma & Hajjaj, 1989). The preparation program should also comprise ample knowledge about the nature and techniques of assessing the performance of young language learners (Mckay, 2006). A suitable background of evaluation criteria, types and styles is of great value for the student teachers exposed to the preparation program (Hughes, 2003; Bachman, 1990).

Researchers, also, believe that EFL preparation programs would be quite useful if they included, in addition to phonetics, another course in 'teaching pronunciation', because the latter is of great benefit to the target of the teaching process, i.e. the young learner (Doff, 2004) .Besides, a course in spelling is of no less importance, as it acquaints the learners with the irregularities between the English phonemes and graphemes in an attempt to remove or reduce the abundant spelling mistakes among Arab learners of English in particular (Shemish & Waller, 2000 ; Harmer, 2005). In the light of this brief background the researchers have set their objectives and hypotheses for the targeted study.

Review of Literature

A number of studies were conducted to evaluate teaching preparation programs. One of these studies is the one conducted by Qablan et al (2010) which measured the level of pedagogical discontentment (PD) among science and vocational internship teachers at the Hashemit University in Jordan. A 38-item questionnaire was used to collect data from a sample of 74 preservice teachers during the academic year 2005/2006.Results indicated that science and vocational preservice teachers expressed high level of pedagogical discontentment during their teaching experience, where vocational teachers demonstrated a higher level of PD compared with science teachers. Reasons for that high level of PD were the lack of having sufficient pedagogical content knowledge, lack of well-established vocational curricula, and lack of support and encouragement from collaborative teachers and school administrators.

Al-Awadi & Mohamed (2008) explored students' attitudes of Art Education Department at Sultan Qabus University towards their major to see if there were statistically significant differences

attributable to gender, level of study, and students' participations in various art activities. 40-item questionnaire covering four domains: self-satisfaction, social respect, cognitive aspect, and professional development, was developed. Data were obtained from students (139) comprising the total population. Findings showed that students had strong positive attitudes towards their major in general. The highest level of students' attitudes emphasized the cognitive aspect and the social aspect of the major. The study results also showed that the participation of students in art activities had a positive effect on students' attitudes of professional development.

Salamah, (2004) investigated the English Language Teacher Preparation program in Egyptian National Universities. He focused on the practicum component as a major component of the EFL preparation program. He found that, as it is currently manipulated in education colleges and institutions in Arab countries, the practicum is offered in one semester where some other courses, e.g. TEFL methodology and micro-teaching, are simultaneously studied no matter what the degree of confusion this situation causes. He suggested that these courses need to be studied prior to and should pave the way for the practicum period which has to be dedicated for the teaching practice.

Nasr et al (2003) conducted a study to evaluate the teaching practice program for area teachers at Ibri College of Education considering the different viewpoints of teaching supervisors, school directors and students, with the purpose of determining the points of strength, and the points of weakness. Three questionnaires were administered to three samples, the first sample included 25 teaching practice supervisors who represented academic and educational fields. The second sample included (160) third-year students specializing as area teachers. The third sample included six school directors. Their findings indicated that the supervisors' opinions varied with regard to how far the program's objectives have been reached. A statistically significant difference existed between the students' average estimates of the effectiveness related to the educational supervisors. However, no significant differences were found between the students' estimates of the supervision effectiveness related to the type of teaching practice

or field of specialization. A significant rise existed in the directors' estimates of the role played by the supervisors and the students in offering technical services to the schools.

In his study, Al-Alawi (2001) evaluated the effectiveness of special education programs offered at the Arabian Gulf University from its graduates' points of view. A questionnaire was administered to 93 graduates. Findings highlighted some shortages about the program, such as the disorganization of semester course schedule; shortage of staff; and lack of follow-up program graduates. The subjects of the study recommended that educationalists should concentrate on the practical side rather than the theoretical one.

Seif (1998) conducted a study to evaluate the primary stage math teacher preparation program at the College of Basic Education in Kuwait. The study investigated the extent math major courses help properly qualify the primary stage math teacher, and the extent to which these courses aid the department of mathematics to achieve its goals. Two questionnaires were administered, one to the students majoring in Math, and the other to the staff members in the mathematics department. Findings indicate that both the students and staff members believe that most courses offered by the department help in achieving the department's objectives to a great extent.

Ghawanni (1994) investigated the students' attitudes towards teaching based on theoretical course and teaching practice in the College of Education in Madinah Al-Munawwarah. The researcher developed a questionnaire which was administered to 504 students. Results of the study showed that the theoretical courses have a strong positive influence on the students' attitudes towards teaching. On the other hand, the teaching practice does not have the desired influence on the students' attitudes towards teaching.

Shalabi (1988) conducted an evaluative study of the Teaching of English Program offered by the College of Education, Kuwait University. Three criteria were utilized to evaluate the program: first, a comparison between the contents of the present program with others in the same field offered in Britain and the United States ; second, evaluation of classroom performance of the practicing student teachers in the program ; third, investigation of the opinion of the practicing student teachers about the program. The sample of the study was

composed of all student teachers (39) who were enrolled in the teaching practice course when the study was conducted. In order to evaluate their performance, an observation sheet was developed and given to the Cooperating teachers supervising the student teachers in eight different schools. A questionnaire containing a list of courses required for graduation was also developed and given to those students at the end of the internship program. The results of the study confirmed, first, that the program of training English teachers in the College of Education is comparable to many offered in Britain and the United States. Second, more than 80% of the student teachers obtained distinctive ratings in most teaching skills required of language teachers, but they were not as highly evaluated in competency skills; the main weakness pertained to the students' command of the English language. Third, 50% of the students in the program indicated a strong need for courses in English grammar and conversation in order to achieve a better command of English, which confirms the results obtained from the evaluation instrument.

Research Objectives & Hypotheses

This research explores the possible defects of the Preparation Program designed in the College of Basic Education in Kuwait for primary schools English language teachers. It comes as an attempt to find an answer to the growing complaint about the low level of English language teachers at Kuwaiti schools particularly at the primary stage. The blame is primarily and specifically directed to the preparation program before graduation and employment. The reports of the ministry of education refer to the low standard of EFL teachers in Kuwaiti schools in both language performance and teaching methodology. (Ministry of Education Annual Report, 2003).The general nature of the complaint does not necessarily refer to a specific qualifying institution. Nevertheless, the researchers feel that the CBE preparation program is part and parcel of this problem, as it does not differ much from similar programs in other Arab educational institutions (Salamah, 2004) They have, therefore, based their study on a number of hypotheses.

The main hypothesis of the research is the shortage and/or inadequacy of language courses and practical teaching /training

courses in the CBE preparation program. Unfortunately, the current CBE preparation program for English language teachers copies those of English departments in many education and arts colleges in Arab universities. The real needs of graduates from these colleges have hardly been scientifically identified. The researchers hope, in this study, to pinpoint the needs of the labour market from our graduates, i.e. the skills and tools required for the best performance of the English language teacher at primary schools. These tools, if properly identified, can be reflected in the preparation program tailored for our students at the CBE English department. It is also hoped to reach a proposal of a modified preparation program for a more competent and qualified English language teacher for the primary school in Kuwait.

Research Questions:

The current study addresses the following questions:

1. What is the mean English language performance of research subjects during the practicum period and before graduation from CBE.

2. How much do research subjects agree to the Basic Education College preparation program offered to them before graduation including basic language courses, linguistics courses, literature courses, EFL pedagogy courses, common pedagogy courses, compulsory common courses and practicum training?

3. What are the points of strength and weakness in the competencies required for English language teachers at primary schools (Personal competencies, Lesson Planning Competency, Teaching profession competency, Language Use Competency, Evaluation Competency and Class Management Competency)?

4. How much do practicum supervisors agree to the TEFL practicum program as planned by CBE?

5. What do practicum supervisors propose for promoting the current practicum program?

Research Methodology:

The descriptive statistical method will be applied to the outcome of the study as a suitable technique for the nature of its data.

Research Population:

All female students registered for the practicum program during

the academic year (2005/2006) prior to graduation from CBE. The research population includes 78 students and 59 supervisors. However, the number of students who were involved in the actual practicum is 65.

Research Tools:

a) English language proficiency **Standard Test** (TOEFL). The TOEFL standard proficiency test was given to the subjects twice, before registering for the practicum program and after finishing the practicum program. They were tested on two components – structure /written expression and reading comprehension. The third component (listening comprehension) was excluded due to the limitations of measuring tools used in the study.

b) A **Questionnaire** addressed to student teachers (subjects of the study), N=78 at the English department constructed by the researchers (Appendix 1). The scale includes 66 items constructed in the form of statements based on a five option Lickert model. The scale consists of 7 axes revolving around basic language courses (19 statements), English linguistics courses (13 statements), English literature courses (8 statements), English language pedagogy courses (8 statements), general pedagogy courses (5 statements), compulsory common courses (4 statements), and practicum training (9 statements).

c) An **Observation Card** constructed by the researchers and monitored by the practicum supervisors to observe the performance of the research subjects during the practicum period (N=65) (Appendix 2). The card includes (75) items constructed in the form of statement texts by the hexagonal Lickert scale. The card consists of 7 axes revolving around personal competency (7 statements), lesson planning (8 statements), pedagogic competency (26 statements), language competency (12 statements), Evaluation competency (10 statements), class management competency (6 statements) and English language use competency (6 statements).

d) A **Questionnaire** addressed to practicum supervisors (N=59) to register their impressions on the skills and competencies of the research subjects as well as their propositions for promoting the

current practicum program. (Appendix 3). The questionnaire consists of (9) items constructed as statements using a five option Lickert style. The scale consists of 2 axes revolving around views of supervisors about the current program of practicum (9 statements) and an open-ended question about proposals for promoting the current preparation program.

Validity and Reliability

The researchers calculated the validity of all research tools via the factor analysis by Varimax components and axes rotation technique. All scale statements have recorded values greater than or equal to 0.3. As to the reliability of the questionnaire addressed to the students (Tool B), the results show that the values of reliability coefficients by Alpha Method for the seven axes are 0.67, 0.71. 0.79, 0.65, 0.77, 0.65, and 0,88 consecutively. As to the reliability of the Student Observation Card (Tool C), the results show that the values of reliability coefficients by Alpha Method for the seven axes are 0.91,0.95, 0.96, 0.96, 0.96, 0.93, 0. 83 consecutively. Finally, as to the reliability of the questionnaire addressed to practicum supervisors (Tool D), the values of reliability coefficients by Alpha came as 0.93.

Statistical Analysis and Findings

The following statistical techniques were applied to the data:

- Factor Analysis by Principal Components
- Weighted Mean
- Frequencies
- X^2

Due to space limit, percentile tables will be presented. However, other statistics will be discussed where appropriate.

Question 1: What is the mean English language performance of student teachers during the practicum period and before graduation from CBE?

Statistical analysis of the TOEFL results for the 78 English student teachers before registering for the practicum program show that the mean performance is 54.02, and the standard deviation is 16.03. One Sample T-Test of the TOEFL results for the English student

teachers shows that T=-7.79, df=60, & p<0.05. This means that the English student teachers performance in the TOEFL exam at this stage is significantly lower than the acceptable English teacher performance (70%). The statistical analysis of the TOEFL results after finishing the practicum program show that the mean performance for students is 55.33 and standard deviation is 15.92. An independent T-Test for students (after / before) teaching practice course groups for the TOEFL performance shows that T=0.63, df=59, & p>0.05. This means that taking teaching practice course does not affect students' English performance significantly.

Question 2: How much do research subjects agree to the Basic Education College preparation program offered to them before graduation including basic language courses, linguistics courses, literature courses, EFL pedagogy courses, common pedagogy courses, compulsory common courses and practicum training?

For answering the above question, Frequencies, Means and X^2 were all applied. The values ranged between 15.46 and 153.28. A significant difference was found at the value of 0.01 as to all items of the student questionnaire. The percentile of "strongly agree/agree/agree to some extent" were calculated and accumulated to show degree of agreement. Table (1) below shows the degree of agreement of the students teachers to the preparatory program courses.

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Table (1)
Degree of agreement of the student teachers to preparatory program courses (N= 78)

Weighted Mean	Degree of Agreement					Basic language Courses
	Strongly Disagree	Disagree	Agree to some extent	Agree	Strongly Agree	
2.6410	2.5%	20.5%	35.8%	20.5 %	20.5%	1. Great benefit from "Conversation" course
2.5513	2.5%	23%	20.5%	24.3%	28.2%	2. Insufficient hours of Conversation course
4.4103	41.1%	47.4%	6.4	1.2%	1.2%	3. nsignificance of Conversation course
1.6026	0%	1.2%	2.5%	51.2%	44.8%	4. Necessity of promoting the skills of dialogue and role-play
1.2436	0%	0%	0%	42.3%	75.6%	5. Importance of good selection of Conversation course teacher
3.6026	28.2%	35.8%	12.8%	14.1%	8.9%	6. Uselessness of 'Basic Writing" course
2.1282	2.5%	6.4%	15.3	52.5	23%	7. Insufficient hours for "Advanced Writing"
1.5897	0%	0%	5.1%	48.7%	46.1%	8. Importance of promoting both writing Courses
1.3333	%	0%	2.5%	23%	74.3%	9. Importance of teaching grammar in Writing courses

1.2051	%	0%	2.5%	15.3%	82%	10. Importance of intensive training in Grammar
1.5769	1.2%	0%	12.8%	26.9%	58.9%	11. Importance of more time for Writing
1.6538	0%	0%	14.1%	37.1%	48.7%	12. Significance of progression in Writing Courses
1.8462	1.2%	7.6%	10.2%	35.8%	44.8%	13. Obligation to reconsider 'Reading" Course
1.7564	0%	2.5%	12.8%	42.3%	42.3%	14. Importance of intensive training in reading skills
1.7949	0%	11.5%	0%	56.4%	32%	15. Importance of incentives to promote reading skills
1.3718	0%	1.2%	1.2%	30.7%	66.6%	16. Importance of training in listening comprehension
1.5385	0%	5.1%	10.2%	17.9%	66.6%	17. Pressing need for more language courses
1.333	0%	1.2%	7.6%	14.1%	76.9%	18. Necessity of basic language courses Progression
1.3846	0%	0%	8.9%	20.5%	70.5%	19. Need for dedicating the first semester for intensive language courses

Weighted Mean	Degree of Agreement					Linguistic Courses
	Strongly Disagree	Disagree	Agree to Some Extent	Agree	Strongly Agree	
2.5256	6.4%	8.9%	30.7	33.3%	20.5%	20. Disorder in progression of linguistic courses
2.1795	2.5%	6.4%	24.3%	39.7%	26.9%	21. Need to split Phonetics & Phonology course
2.1410	1.2%	7.6%	24.3%	37.1%	29.4%	22. Importance of offering "Phonetics" as an initial specialized course
2.2308	2.5%	10.2%	15.3%	51.2%	20.5%	23. Importance of offering "Introduction to Linguistics" as the second specialized course
2.0641	2.5%	6.4%	16.6%	43.5%	30.7%	24. Necessity of splitting Morphology & Syntax course
2.1410	0%	7.6%	15.3%	50%	25.6%	25. Significance of presenting Morphology After Phonology
2.0641	0%	10.2%	14.1%	47.4%	28.2%	26. Significance of presenting Syntax after Morphology
2.2308	3.8%	7.6%	12.8%	48.7%	25.6%	27. Significance of presenting Semantics after Syntax
3.0513	14.1%	20.5%	35.8%	15.3%	14.1%	28. Uselessness of offering "Translation" course in the Preparation Program
3.6154	15.3%	47.4%	24.3%	8.9%	3.8%	29. Uselessness of offering "Psycholinguistics" course in the Program
3.3590	11.5%	43.5%	24.3%	10.2%	10.2%	30. Uselessness of offering "Sociolinguistics" course in the program
2.5128	3.9%	12.9%	32%	33.3%	17.9%	31. Uselessness of offering "History of English" course in the program
2.5897	1.3%	14%	35.9%	39.7%	7%	32. Uselessness of considering "Contrastive Linguistics" as an important course for the program
	degree of Agreement					Literature Courses
	Strongly Disagree	Disagree	Agree to some extent	Agree	Strongly Agree	
2.2821	2.5%	12.8%	17.9%	43.5%	23.9%	33. Significance of presenting "Introduction to Literature" after linguistic courses
1.9487	2.5%	3.8%	14.1%	44.8%	34.6%	34. Necessity of revising current "Introduction to Literature" course
1.8974	2.5%	10.2%	8.9%	20.5%	55.1%	35. Importance of more attention to "Child Literature" course
1.8333	2.5%	6.4%	15.3%	23%	52.5%	36. Uselessness of "Readings in Poetry" course
1.9103	5.1%	6.4%	12.8%	25.6%	50%	37. Uselessness of "Readings in Prose" course

1.8333	3.8%	6.4%	15.3%	17.9%	56.4%	38. Uselessness of "Readings in drama" course
1.8718	3.8%	5.4%	3.8%	48.7%	38.4%	39. Need to cancel "Modern Literature" course and merge it "Child Literature" course
1.4359	1.2%	3.8%	7.6%	11.5%	75.6%	40. Significance of adding a "Story Telling" course to the program

Weighted Mean	Degree of Agreement					EFL Pedagogy Courses
	Strongly Disagree	Disagree	Agree to some extent	Agree	Strongly Agree	
1.7436	3.8%	1.2%	6.4%	42.3%	46.1%	41. Importance of presenting "Applied Linguistics after finishing linguistics and literature courses
1.4744	3.8%	2.5%	6.4%	11.5%	75.6%	42. Necessity of presenting a socio-psycholinguistic course for Arab children
2.8462	12.8%	25.6%	15.3%	25.6%	20.5%	43. Uselessness of presenting Error Analysis" course
2.2308	6.4%	7.6%	14.1%	46.1%	25.6%	44. Uselessness of presenting "Culture Learning" course
2.3590	3.8%	7.6%	21.7%	43.5%	21.7%	45. Importance of adding "Language Acquisition" course to the program
1.6667	0%	2.5%	10.2%	38.4%	48.7%	46. Importance of giving more attention and time to "Micro-Teaching" course
2.0000	0%	8.9%	14.1%	44.8%	32.2%	47. Need to present "Syllabus Design" Course
1.8718	0%	5.1%	10.3%	51.3%	33.3%	48. Significance of presenting "Text Material Writing" course

Weighted Mean	Degree of Agreement					Common Pedagogy Courses
	Strongly Disagree	Disagree	Agree to some extent	Agree	Strongly Agree	
2.0513	3.8%	1.2%	14.1%	57.6%	23%	49. Importance of presenting "Educational Psychology" and "Growth Psychology" before "Curriculum" and "Teaching Methodology" courses
1.8974	2.5%	2.5%	8.9%	53.8%	32.2%	50. Necessity of merging "Common Teaching Methodology" with "EFL Teaching Methodology"
2.2821	6.4%	15.3%	8.9%	38.4%	30.7%	51. Offering "Mental Psychology" as a compulsory course
2.4103	7.6%	17.9%	15.3%	30.7%	30.7%	52. Offering "Social Psychology" as a compulsory course
2.0128	5.4%	11.5%	17.9%	10.2%	55.1%	53. Assigning longer timing for 'Seminar"

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Weighted Mean	Degree of Agreement					Compulsory Common Courses
	Strongly Disagree	Disagree	Agree to Some extent	Agree	Strongly Agree	
1.9744	6.4%	7.6%	10.2%	28.2%	47.4%	54. Useless of "Readings & Styles" Course
2.2308	11.4%	6.4$	11.4%	34.6%	35.8%	55. No benefit from "French Language" Courses
2.6795	17.9%	16.6%	7.6%	30.7%	26.9%	56. No benefit from "Scientific Education" course
2.5897	12.8%	11.4%	17.9%	26.9%	29.4%	57. Importance of offering a course in "Arabic Report Writing"
Weighted Mean	Degree of Agreement					Practicum
	Strongly Disagree	Disagree	Agree to Some extent	Agree	Strongly Agree	
1.5128	2.5%	1.2%	5.4%	26.9%	64.1%	58. Considerable benefit from "Practicum" in general
2.4103	10.2%	12.8%	20.5%	20.5%	35.8%	59. Need of dedicating two semesters for "Practicum"
2.1923	1.2%	12.8%	23%	29.4%	33.3%	60. Need to increase the credit hours of "Practicum"
2.1154	1.2%	6.4%	25.6%	35.8%	30.7%	61. Need to prolong observation period in "Practicum"
1.5513	0%	1.2%	11.4%	28.2%	58.9%	62Importance of knowledge about child Psychology
1.2821	0%	0%	2.1%	23%	74.3%	63. Importance of mastering language skills
1.6538	0%	0%	12.8%	39.7%	47.4%	64. Essentiality of the roles played by Academic and local supervisors
1.6282	0%	1.2%	10.2%	38.4%	50%	65. Essentiality of the role played by the department coordinator of "Practicum"
1.2051	0%	0%	2.5%	10.2%	87.1%	66. Importance of supporting positive aspects and avoiding negative ones

The statistical analysis of the responses to the Basic Language Courses showed that 76.8 % of the students claim that they benefit very much from the conversation course. However, 75.5% claim that they find the current number of hours allotted for this course insufficient. Only 8.9% reject the view that the conversation course is unimportant. 98.7% agree to the importance of dialoguing and role-play in this course. They, nonetheless, unanimously, assert that teacher selection is crucial for this course. Although 35.8% reject the view that says that the basic writing course is useless, 90.8% assert that the

hours allotted for advanced writing are insufficient, and all of them unanimously agree that both writing courses (Basic and Advanced) need promotion and that more time and progression are essential for promotion, and also an intensive grammar course should be incorporated. 90.8% of the sample sees that the reading course should be revised and 97.4% sees that it needs intensive training. 88.4% believes in the importance of incentives to promote reading skills. The sample of the study strongly supports training in listening comprehension (98.5%) and feel a pressing need for more cohesive language courses (94.8%). 98.7% support the necessity of basic language courses. They, unanimously, strongly support dedicating the first semester in the college for intensive language courses. As to the Linguistic Courses, the analysis indicates that 84.6% of the respondents see a defect in the progression of specialized linguistic courses. 91% believe that Phonetics and Phonology should be presented as separate courses and that the former should be the first specialized course to be offered in the program. 87.1% assert the importance of presenting "Introduction to Linguistics" immediately after "Phonetics". Likewise , 91% believe that "Morphology" and "Syntax" should be separately and consecutively presented, and 87.1% believe that "Semantics" should be presented after "Syntax". In addition, 65.3% of the respondents do not see "Translation" as a useful course in their program. However, they reject the view that sees both "Psycholinguistics" (77%),"Sociolinguistics" (83.6%)   and "History of English" (83.3%) as useless courses in their program. As to "Contrastive Linguistics", the course was not yet offered at the time of the research, so results were not obtained.

As to Literature Courses, 84.6% of the respondents agrees to presenting an updated version of "Introduction to Literature" after linguistic courses. They strongly support giving due attention to "Child Literature" (96.1%) and adding "Story Telling" in the preparation program (94.8%). Meanwhile, the respondents believe that "Readings in Poetry" (91%), "Readings in Prose" (84.4%) and "Readings in Drama" (89.7%) are useless courses in the preparation program. 91% prefer canceling "Modern Literature" course and incorporating it, somehow, in one of the child literature courses.

As to EFL pedagogy courses, the analysis indicates that 94.8% of the respondents claim that they prefer to have the "Applied Linguistics" course after they finish all prescribed linguistics and literature courses. They would, also, like to study a course that tackles the socio-psycho aspects associated with the language of Arab children. Besides, 88.4% would like to have "Language Acquisition", 93.5% would like to have "Syllabus Design", and 94.8% would like to have "Text Material Writing" courses to be incorporated in their tuition program. 97.4% believe that more attention is to be given to Micro-Teaching" course. However, 73% and 61.1% of the respondents successively find the "Culture Learning" and "Error Analysis" courses useless.

As to common pedagogy courses, the analysis indicates that 94.8% of the respondents see the necessity of studying "Educational Psychology" and "Growth Psychology" before "Curriculum" and "Teaching Methodology" courses. Similarly, 94.8% prefer merging the common course of teaching methodology with "EFL Teaching Methodology". 78.2% and 74.3% successively would like to study mental psychology and social psychology as two compulsory courses. 79.4% of the respondents are convinced that the "Seminar" course should be assigned more timing.

As to compulsory common courses, the analysis indicates that students strongly support the view regarding the uselessness of the courses "Readings & Styles" 85.8%, "French Language" 82%, and "Scientific Education" 65.3%. Meanwhile,74.3%, would like to have a course in Arabic writing in general and Arabic report writing in particular.

As to the practicum, the analysis indicates that 96.1% of the respondents claim to get a maximal benefit from "Practicum"; 76.9% feel the need of dedicating two semesters for "Practicum"; 85.8% show a need to increase the credit hours of "practicum" and 92.3% favor prolonging the observation period at the start of "Practicum". 98.7 % emphasize the need for knowledge about the psychology of children, and, almost unanimously, the respondents emphasize the importance of competence in English language skills, support the essential roles of the supervisors and find great benefit when encouraged to follow positive teaching aspects and avoid negative ones.

Question 3: What are the points of strength and weakness in the competencies required for English language teachers (Personal competencies, Lesson-planning competency, teaching profession competency, Language use competency, Evaluation competency, Class management competency)?

Table (2) below shows the responses to the level of students teachers' personal competencies.

Table (2). Responses to the levels of student teachers' personal competencies (N=65)

Weighted Mean	Degree of Agreement						Personal Competencies
	V. Weak	Wea k	Pass	Good	V. Good	Excellen t	
1.1692	0%	0%	0%	1.5%	13.8%	84.6%	1. Attention to personal appearance
1.2769	0%	0%	0%	3%	21.5%	75.3%	2. Self-confidence
1.3692	0%	0%	1.5%	4.6%	23%	70.7%	3. Emotional balance
1.2462	0%	0%	0%	1.5%	15.3%	78.4%	4. Maintaining work ethics
1.1846	0%	0%	0%	1.5%	15.3%	83%	5. Cooperation with superiors & Colleagues
1.3538	0%	0%	1.5%	6.1%	18.4%	73.8%	6. Mobility inside/outside the class
1.4000	0%	1.5%	0%	6.1%	21.5%	70.7%	7. Cheerfulness inside/outside the Class
Weighted Mean	Degree of Agreement						Lesson Planning Competency
	V. Weak	Wea k	Pass	Good	V. Good	Excelle nt	
1.4769	0%	0%	1.5%	6.1%	30.7%	61.5%	8. Reviewing previous material
1.6462	0%	0%	1.5%	13.8%	32.3%	52.3%	9. Linking new material with previous one
1.5385	0%	1.5%	0%	9.2%	29.2%	60%	10. Setting objectives accurately and comprehensively
1.5385	0%	1.5%	0%	10.7%	1726.1	61.5%	11. Writing details of lesson progress steps
1.6923	0%	0%	1.5%	16.9%	29.2%	52.3%	12. Securing sufficient time for more participation of learners
1.5846	0%	0%	3%	12.3%	24.6%	60%	13. Selecting adequate class activities to achieve lesson objectives
1.5077	0%	0%	1.5%	7.6%	30.7%	60%	14. Selecting suitable aids for each Activity
1.5538	0%	1.5%	0%	12.3%	24.6%	61.5%	15. Preparing adequate exercises to

						achieve lesson objectives
		Degree of Agreement				Item
Weighted Mean	V. Weak	Weak	Pass	Good	V. Good	Excellent	

Weighted Mean	V. Weak	Weak	Pass	Good	V. Good	Excellent	Item
1.7385	0%	1.5%	0%	15.3%	36.9%	46.1%	16. Encouraging learners to link previous material with new one
1.6308	0%	0%	1.5%	7.6%	43%	47.6	17.Quantitative and qualitative grading of new material
1.6462	0%	0%	3%	12.3%	30.7%	53.8%	18. Variety & motivation in presentation of new material
1.7231	0%	1.5%	1.5%	16.9%	27.6%	52.3%	19. Presenting new material via dialogue
1.7656	0%	0%	3%	13.8%	38.4%	43%	20. Making use of different language skills in material presentation
2.0308	0%	3%	3%	21.5%	38.4%	33.8%	21Promoting thinking and creativity in language use
1.6615	0%	0%	1.5%	15.3%	30.7%	52.3%	22. Motivating learners to use new material in Various communicative situations
1.7692	1.5%	0%	1.5%	13.8%	36.9%	46.1%	23. Accuracy in time management and distribution in class
1.6769	0%	1.5%	1.5%	12.3%	32.3%	52.3%	24. Observing individual differences among Learners
1.6769	0%	1.5%	0%	12.3%	36.9%	49.2%	25. Motivating learners to take the initiative of participation in communicative situations
1.7846	0%	1.5%	3%	16.9%	39.2%	49.2%	26. Promoting communicative skills among Learners
1.7692	0%	0%	3	16.9%	29.2%	49.2%	27. Encouraging all categories of learners to take part in language performance
1.5000	0%	0%	3%	3%	33.8%	58.4%	28. Use of various educational aids
2.6290	6	1.5%	3%	35.3%	23%	23%	29. Encouraging learners to produce language educational aids
1.6769	0%	0%	1.5%	12.3%	38.4%	47.6%	30. Insistence on using English in class
1.8923	0%	0%	1.5%	26.1%	32.3%	40%	31. Approving learning in conversational Groups
2.1385	3%	3%	6.1%	16.9%	24.6%	46.1%	32.Using literary texts in promoting language Skills
1.4462	0%	1.5%	0%	6.1%	26.1%	66.1%	33. Existence of mutual respect between

							Student teacher and learners
1.6923	0%	1.5%	0%	18.4%	26.1%	53.8%	34. Operating a maximum of language skills in each class
1.6000	0%	0%	1.5%	10.7%	33.8%	53.8%	35. Correcting learners answers during classes
2.1692	1.5%	1.5%	6.1%	20%	40%	30.7%	36. Correcting learners answers after classes
2.0308	1.5%	0%	1.5%	18.4%	49.2%	29.2%	37. Quantity and quality of assignments in class every week
2.1077	1.5%	0%	3%	20%	49.2%	26.1%	38. Quantity and quality of home assignments every week
1.7656	1.5%	1.5%	0%	9.2%	38.4%	47.6%	39. Degree of adopting common EFL Methods
2.7143	4.6%	6.1%	15.3%	24.6%	10.7%	33.8%	40. Degree of using modern technology, e.g. computer & internet in EFL teaching
1.4462	0%	0%	1.5%	7.6%	24.6%	66.1%	41. Method of using boards in class

Weighted Mean	Degree of Agreement						Language Competency
	V. Weak	Weak	Pass	Good	V. Good	Excellent	
1.8154	0%	0%	1.5%	16.9%	43%	38.4%	42. Correct Pronunciation & Fluency
1.6615	0%	0%	1.5%	9	33.8%	50.7%	43. Accuracy in suitable word-choice
1.6769	0%	0%	0%	16.9%	33.8%	49.2%	44. Accuracy in using correct structures
1.7077	0%	0%	1.5%	16.9%	32.3%	49.2%	45.Using adequate styles for dialogues
1.5385	0%	0%	1.5%	9.2%	30.7%	58.4%	46. Correct reading of written texts
1.4462	0%	0%	1.5%	6.1%	27.6%	64.6%	47. Degree of grasping text content
1.7385	0%	0%	3%	15.3%	33.8%	47.6%	48. Summary of texts and eliciting ideas from them
1.8923	0%	0%	3%	18.4%	43%	35.3%	49. Level of avoiding syntactic errors
1.8000	1.5%	0%	1.5%	16.9%	33.8%	46.5%	50. Level of avoiding spelling mistakes
1.7846	0%	0%	3%	12.3%	44.6%	40%	51. Level of avoiding mispronunciation
1.8154	0%	0%	3%	18.4%	35.3%	43%	52. Level of accuracy in written Expression
1.9531	0%	0%	0%	26.1%	41.5%	30.7%	53. Level of performance compared with native speakers standard

Weighted Mean	Degree of Agreement						Evaluation Competency
	V. Weak	Weak	Pass	Good	V. Good	Excellent	

1.9538	3%	0%	1.5%	13.8%	38.4%	43%	54. Verbal assessment
4.4068	27.6%	1.5%	4.6%	18.4%	30.7%	7.6%	55. Periodic tests
4.8103	32.3%	3%	7.6%	15.3%	27.6%	6.1%	56. Final tests
4.3793	29.2%	0%	4.6%	12.3%	29.2%	13.8%	57. Scientific construction of tests
2.0000	3%	0%	1.5%	20%	24.6%	44.6%	58. Clarity of error correction system
1.9672	3%	0%	4.6%	13.8%	24.6%	47.6%	59. Degree of learners' benefit from error correction system
2.0667	3%	1.5%	3%	16.9%	24.6%	43%	60. Degree of teachers' follow up to error correction
4.2069	29.2%	0%	3%	12.3%	18.4%	26.1%	61. Accuracy in mark distribution in total evaluation
2.0656	4.6%	0%	1.5%	13.8%	30.7%	43%	62. Linkage degree between assessment tools and courses
1.9836	3%	0%	3%	13.8%	30.7%	43%	63. Degree of benefit from assessment in the teaching process

Weighted Mean	Degree of Agreement						**Class Management Competency**
	V. Weak	Weak	Pass	Good	V. Good	Excellent	
1.2615	0%	0%	1.5%	3%	15.3%	80%	64. Degree of punctuality in class timing
1.6000	1.5%	0%	3%	7.6%	27.6%	60%	65. Degree of controlling the class
1.5231	0%	1.5%	0%	10.7%	24.6%	63%	66. Degree of quietness during class Progress
1.4154	0%	0%	1.5%	6.1%	24.6%	67.6%	67. Wisdom in facing negative attitude of Learners
1.4000	0%	0%	1.5%	6.1%	23%	69.2%	68. Degree of learners' respect to teacher
1.5231	0%	0%	1.5%	10.7%	26.1%	61.5%	69. Type of interaction with learners' different categories

Weighted Mean	Degree of Agreement						**English Language Use Competency**
	V. Weak	Weak	Pass	Good	V. Good	Excellent	
1.4769	0%	0%	0%	12.3%	23%	64.6%	70. Language use in presenting vocabulary
1.6308	0%	0%	0%	15.3%	32.3%	52.3%	71. Language use in presenting structures
1.5231	0%	0%	0%	15.3%	21.5%	63%	72. Language use in giving instructions
1.5846	0%	0%	3%	12.3%	24.6%	60%	73. Language use in commenting

						about Performance
1.6769	3%	0%	1.5%	15.3%	16.9%	63%	74. Language use in greetings and Compliments
2.6000	1.5%	3%	9.2%	27.6%	44.6%	12.3%	75. Language use outside class

Frequencies, weighted means, and X^2 values (ranging from 10.18 – 71.88) were applied and were all significant at 0.01 for all the items of the observation card. The percentages of "Excellent" and "Very Good" grades were calculated and accumulated. 75% or more will indicate a point of strength, whereas less than 75% will indicate a point of weakness.

As to personal competencies, the statistical analysis indicates that most of the sample subjects showed points of strength in all variables of their personal competencies, namely, attention to personal appearance (98.4%), self-confidence (96.9%), emotional balance (93.8%), maintaining work ethics (98.4%), cooperation with superiors and colleagues (98.4%), mobility inside/outside the class (92.3%) and cheerfulness inside/outside the class (93.7%).

As to lesson planning competency, the statistical analysis indicates that 92.3% of the subjects demonstrated as well points of strength in reviewing previous material, 84.6% in linking new material with previous one, 89.2% in setting objectives accurately and objectively, 87.6% in writing details of lesson progress steps, 81.5 in securing sufficient time for more participation of learners, 84.6% in selecting adequate class activities to achieve lesson objectives, 90.7% in selecting suitable aids for each activity, and 86.1% in preparing adequate exercises to realize the lesson objectives.

As to occupational competencies, the statistical analysis indicates that 83% of the respondents scored well in encouraging learners to link previous material with new one, 90.7% in quantitative and qualitative grading of materials, 84.6% in variety and motivation in presentation of new material, 80% in presenting new material via dialogue, 81.5% in making use of different language skills in material presentation, 83% in both motivating learners to use new material in various communicative situations and in accuracy in time management and distribution in class, 84.6% in observing individual differences among learners, 86.1% in motivating learners to take the

initiative of participation in communicative situations, 78.4% in promoting communicative skills among learners and in persuading all categories of learners to take part in language performance situations, 92.3% in using varied educational aids in class, 86.1% in insistence on using English in class, 92.3% in existence of mutual respect between the student teacher and learners, 80% in operating a maximum of language skills in each class, (87.6%) in correcting learners answers during classes, 78.4% in quantity and quality of assignments in class every week, 75.3% in quantity and quality of home assignments every week, 81.6% in degree of adopting common EFL methods, and 90.7% in method of using boards in class. However, the respondents showed weak points in 72.3% promoting thinking and creativity in language use, 46.5% in encouraging learners to produce language educational aids, 72.3% in approving learning in conversational groups, 70.7% in using literary texts in promoting language skills, 70.7% in correcting learners answers after classes, 44.6% in degree of using modern technology such as computer and internet in EFL teaching.

As to language competency, the statistical analysis indicates that the respondents did well in all except in level of performance compared with native speakers standard (72.3%). 81.5% showed positive points in "correct pronunciation and fluency, 84.6% in accuracy in suitable word-choice, 83% in accuracy in using correct structures and in using adequate styles for dialogues, 89.2% in correct reading of written texts, 92.3% in degree of grasping text content, 81.5% in summary of texts and eliciting ideas from them, 78.4% in level of avoiding syntactic errors, 80% in level of avoiding spelling mistakes, 84.6% in level of avoiding mispronunciation, 78.4% in level of accuracy in written expression As to evaluation competency, the statistical analysis indicates that the students did not do well in the related competences except for verbal assessment. The analysis shows that 81.5% did well in verbal assessment, 38.4% in periodic tests, 33.8% in final tests, 43% in scientific construction of tests, 69.2% in clarity of error correction system, 72.3% in degree of learners' benefit from error correction system, 67.6% in degree of teachers' follow up to error correction, 44.6% in accuracy of mark distribution in total evaluation, 73.8% in both degree of closeness between assessment tools and courses and degree of benefit from assessment in the

teaching process. As to class management competency, the statistical analysis indicates that most of the research subjects did well in related competencies. The analysis shows that 95.3% of the students did well in punctuality in class timing, 87.6% in degree of controlling the class and in degree of quietness during class progress, 92.3% in showing wisdom in facing negative attitude of learners and in learners' respect to student teacher, and finally 87.6% in type of interaction with different categories of learners.

As to English language use competency, the statistical analysis indicates that the students did very well in all competencies except in language use outside class where only 56.9% of the students did well. The analysis shows that 87.6% of the students did well in presenting vocabulary, 84.6% in presenting structures, in giving instructions, in commenting about performance and in language use in greetings and compliments.

Question 4: How much do practicum supervisors agree to the TEFL practicum program as planned by CBE?

Table (3) below shows the responses of supervisors about the current practicum program at CBE.

Table (3). Responses of supervisors about the current practicum program at CBE (N=59).

Weighted Mean	Degree of Agreement					Item
	Strongly Disagree	Disagree	Agree to Some Extent	Agree	Strongly Agree	
2.7966	0%	18.6%	1.6%	27.1	52.5	1. Substantial benefit from practicum
2.8475	15.2%	1.7%	10.1%	37.2	35.6	2. Necessity of offering two semesters for practicum
3.2203	16.9%	8.4%	15.2%	37.2 %	22%	3. Importance of increasing practicum hours
3.1695	16.9%	6.7%	16.9%	33.8 %	25.4%	4. Importance of increasing observation of experienced teachers
2.6441	15.2%	0%	6.7%	30.3 %	49.1%	5. Necessity to teach student teachers about children's psychology
2.5254	0%	15.2%	3%	23.7 %	57.6%	6. Necessity of competence in language Skills

2.6949	15.2%	1.6%	6.7%	30.3%	47.4%	7. Importance of involving the ministry's supervisory sector in planning the college preparation program
2.8305	15.2%	0%	10.1%	40.6%	33.8%	8. Importance of general coordinator for practicum
2.4576	15.2%	0%	1.6%	20.3%	62.7%	9. Importance of practicum students' experience in actual teaching

Frequencies, weighted means, and X^2 values (ranging between $16.84 - 125.66$) , all of which are significant at 0.01 value as to all questionnaire items, have been calculated. As to the current practicum program, the statistical analysis indicates that 81.2% of the responders agree to the great benefit from the practicum program, 82.9% agree to the need to prolong the practicum training period over two semesters, 74.5% agree to increasing practicum credit hours, 76.1% agree to the importance of increasing observation of experienced teachers, 86.1% to the need to teach student teachers the psychology of the young learner, 84.3% agree to the importance of student teachers' competence in language skills, 84.4% agree to the necessity of involving the English supervisory body in the ministry of education in planning the CBE preparation program, 84.5% agree to the important role of the English practicum general coordinator, and 84.6% agree to the value of practicum students' experience in actual teaching.

Question 5: What do practicum supervisors propose for promoting the current practicum program?

The responses of the responders to the open-ended question suggested the following:

- Scheduling regular demonstration classes by carefully selected actual primary school EFL teachers.
- College professors, practicum supervisors, actual primary school teachers and college students (prospective teachers) should take part in the discussions that follow the recommended demonstration classes.
- Incorporating the English language primary school syllabus in the preparation program designed for CBE students.

- Incorporating the EFL teaching methodology and strategies as recommended by the ministry of education into the CBE preparation program.

- Increasing and intensifying language skills courses in the CBE preparation program.

- Inviting ELT specialists in the ministry of education to participate in setting and updating the CBE preparation program for primary school EFL teachers.

- Inviting college professors to pay visits to Kuwaiti primary schools before they set their teaching materials, particularly those assigned language pedagogy courses.

- CBE students should be trained, within the preparation program, to plan their lessons and select appropriate vocabulary and structure presentation techniques as actually used in Kuwaiti primary schools. This phase can be incorporated in relevant courses, e.g. micro-teaching and TEFL methodology.

- CBE students should be trained to manipulate the computer as a teaching EFL aid on the part of teachers and students.

- At least one course in the CBE preparation program should be dedicated for student presentations and/or demo lessons. This project can be worked out in collaboration between the student and the tutor, on the one hand, and school teachers and supervisors, on the other, during the semester prior to practicum training.

- CBE students should be invited to the model workshops arranged by the Kuwaiti ministry of education at least once every two weeks before practicum and twice a week during the practicum period.

- The practicum period should be extended to two semesters; the first being limited to two or three days every week and the second being full time.

- During practicum period CBE students should not be allowed to do any other courses, i.e. devoting the last semester to practicum.

Discussions

The results of the proficiency test indicate that the graduates of the English department at the College of Basic Education are not

competent enough to shoulder the responsibility of teaching English at primary schools. Their command of English is significantly lower than the normal average of EFL teachers. They are even weaker in performance skills than in receptive ones as proved in the statistical report. This result is primarily due to two factors: the first is related to the retarded standard of the student input to the PAET in general and English department in particular. The average grade in the General Secondary Certificate accepted for admission to PAAET colleges (55%) is much lower than that accepted for admission to Kuwait University (65%). The second factor is related to the quantitative and qualitative defects in the language courses component in the CBE program.

The inappropriate policy of admission to the English department certainly contributes to the problem addressed in this research. The evaluation system applied for admission to the department surely lacks accuracy and discipline. The current system consists of a non-standardized locally constructed written proficiency test, the pass mark of which is 50%, or even less, in addition to an interview for each candidate. Besides, it overlooks the achieved grades during the secondary school stage. The low-level pass mark in the proficiency test is inadequate for a candidate to shoulder the responsibility of teaching English at primary schools in a few years. On the other hand, in many cases the interview is monitored and refereed by one interviewer, or two in rare cases. The judgment depends on the criteria of each interviewer, which creates various discrepancies in evaluation. For these reasons the two factors facilitate the penetration of bad-quality input to the English department, which asserts the weak foundation of the CBE preparation program. A possible way out of this phase of the preparation program should be in considering three issues: (1) the mark scored in English on the General Secondary School Certificate. This mark should not be less than 70%. (2) a standard proficiency test, e.g. TOEFL, IELTS to guarantee the validity and reliability of the test. (3) A structured interview based on the criteria that conform to the minimum language requirements of freshman students in the English department. If adopted, this three-element evaluation system contributes to uprooting the addressed problem.

The preparation program currently set for CBE students at the English department does not seem to have been based on the actual needs of the students. The obvious gap between the preparation institution, i.e. CBE and the labour market receiving the graduates, i.e. primary schools, as supported by the views of the practicum academic and local supervisors, definitely contributes to the problem. Paving the road to the labour market is the responsibility of the qualifying academic institution, i.e. CBE. This responsibility is one of the tasks of the syllabus designers. Various scientific and practical steps should be taken with a view to paving the way to the labour market where the quality of the product is practically checked. Regular meetings and extensive dialogues should be arranged between both parties, i.e. CBE and the ministry of education. A smooth flow of course materials helps to a great extent in meeting the requirements of the prospective job. This can be reflected in the accurate and regular updating of the preparation program plans and content.

The targeted job of the research subjects is EFL teaching at primary schools. The results obtained from the proficiency test and from the observation card monitored by the academic and local supervisors refer to various defects and weaknesses in English language command and use on the part of the student teachers. There is evidence that they make mistakes in grammar, word choice, spelling and pronunciation. Oral and written expressions are, also, two major areas of weakness among them. The lack of intensive training in these skills in the current preparation program is considered one of the main factors causing the addressed problem. A five-hour course in conversation and a six- hour one, in writing, as set in the current preparation program (See the department major sheet, Appendix 4), are not sufficient for promoting these skills taking into consideration the low level of students admitted to the CBE English department. These findings compromise with findings highlighted by Shalabi (1988), Salama (2004) and Kharma & Hajjaj (1989).

A positive step should be taken to intensify language courses. There should be three graded courses of each language skill, e.g. conversation 1, conversation 2 and conversation 3 to stand for elementary, intermediate and advanced levels respectively. The same

policy should apply to the writing skill. Grammar, spelling, punctuation and other writing components should be intensively and extensively emphasized in the preparation program. Each of these components should receive sufficient and appropriate attention. It is, therefore, worth considering if the initial semester in the college was dedicated to intensive English language courses targeting an advanced command of English language skills. Even in specialized courses, e.g. linguistics, literature, pedagogy, language skills should be part and parcel of these courses. Lecturers in these specialized courses should feel an obligation to drill certain structures or vocabulary whenever and wherever possible within the specialized teaching materials. A part of the grade/mark should be allotted to the specialized course, and a specified mark should also be allotted to the level of the student's command of the language. This policy is expected to enhance the students' motivation to seek and maintain language accuracy, proper use and precise usage.

A glance at the current CBE preparation program obviously shows that it is identical with the program set for similar students three or even four decades ago. Besides, they are not dissimilar to the programs set for the English department students in colleges of arts as suggested by Castleden (2003). Considering the discrepancies between the targets of both colleges, i.e. arts and education, one cannot sell the program of the former to the latter. The scientific method of planning this type of program necessitates a survey of the actual requirements of the job of the current primary school English language teacher. Such an objective has also been proposed by Graves (2000), Al-Saleh & Salama (1996), Brown (1995), Grant & Shank (1993), Yalden (1987) and Munby (1978). The actual teaching materials used in teaching English at this stage should be a major component of the CBE program. In addition to the mastery of the different language skills, the CBE prospective teacher should be familiarized with the various pedagogical problems expected to be faced during the teaching process. Group dynamics and interactive work are vital issues in EFL teaching. Individual differences and tackling low-achievers are of no less importance. Lesson planning and preparation is crucial for the EFL teacher. Demonstration classes are extremely important during the preparation period. These can even be

gradually observed and practiced. Practical training in teaching may be in the form of graded courses starting from the second year of tuition in the college. These examples and many others that seem to have been left out in the current program should have been considered at the phase of designing the major sheet preparation program.

Literature courses, as set in the current program, represent a higher ratio than needed for the research subjects. In arts colleges, it is justified to place literature courses at the same footing with language and linguistics. In education colleges, the case is different. Literature courses should not have the same weight applied in arts colleges owing to the discrepancies in mission and objectives. Course planners in education colleges do not have to copy the plans prescribed for English departments at arts colleges. Unfortunately, the current CBE preparation program has copied that set for many arts colleges (Salamah, 2004) . The results of the questionnaires   denote that a number of literature courses are useless and undesirable in addition to their non-conformity with the practical objectives of the CBE program. One course that introduces English literature is quite sufficient for appreciation as an elegant form of the English language. CBE prospective primary school teachers need to be able to use English properly, accurately and appropriately in different topics. Literature can be one of these topics, rather than being focused on in courses that do not often exist in the students' future career. Literary appreciation does not seem to be of vital importance to language accuracy. On the contrary, the latter is always a springboard to the former. However, child literature would be more useful than courses like readings in drama or readings in poetry. This useful type of courses is, surprisingly, missing in the current addressed program though it fits very well in teaching English to primary school pupils.

In designing a preparation program as addressed in this research, designers should be keen on course gradation considering that many courses are based on others, e.g. phonology, followed by morphology, then syntax and semantics. It is confusing, on the part of the students, if they study phonology and syntax, or syntax and semantics simultaneously. Unfortunately, the current program fails in some cases to maintain a successful gradation of courses as in the case

of applied linguistics which is offered at the level of syntax and semantics. Likewise, phonetics is offered parallel to phonology and morphology parallel to syntax. Besides, psycholinguistics and sociolinguistics are offered at the same timing of syntax and semantics. This defect in course gradation is likely to affect a state of confusion in the targeted amount of knowledge in learners' minds. Phonology, Morphology, syntax and semantics, offered in this order, should be the pre-requisites of applied linguistics. Literature courses should not precede any linguistic courses. Pedagogical courses should not be presented before language skills courses and basic linguistic ones. It would also be logical and practical to offer them in parallel with applied linguistics, teaching methodology and micro-teaching courses prior to practicum training.

Combining courses may cause a lot of confusion and misunderstanding. The current program introduces a course designated 'Phonetics & Phonology' and another course designated 'Morphology & Syntax'. Each of these components has to be presented and discussed separately. While phonetics tackles the description of the language sound system, phonology studies the sound function. Likewise, morphology is concerned with the minimal meaningful units at the word level, whereas syntax studies the sentence structure. A combination of any two of these components does not seem to be harmless or even desirable.

Various levels of interactive courses, e.g. seminar, debate, panel discussion should be offered and carefully distributed throughout the preparation program. Such courses enhance learners' abilities to practice the language more fluently and more accurately. The topics and the procedures adopted in these courses could be arranged by the students themselves under the guidance and observation of their tutors. Although the main objective of offering these courses is language practice, the topics can be carefully selected to tackle the various language teaching and learning problems as well as expected pedagogical problems at the primary school. As such, these courses contribute to the final build-up of the CBE English language graduate.

Teaching Methodology Course is currently offered by a different department (Principles and Administration of Education). The English department students fall victims to the differences and

contradictions between the two departments. Collaboration between them seems to be missing as to the teaching materials and system followed in presenting this course. Although the course is close to the actual prospective job of the students, it lacks harmony with the other relevant courses offered by the English department. This particular course should be planned, prepared and offered within the other components of the program manipulated and monitored by the English department.

Likewise, the Seminar Course should be one of the responsibilities of the English department, rather than the Principles and Administration of Education Dept. The current situation of the seminar course contradicts with the nature of the course designation. Surprisingly, there are teaching notes about methods and techniques of TEFL. Students are evaluated by means of written tests about these notes. Discussions and/or debates about teaching problems seem to be rare or even missing. Besides, a seminar is an oral activity. A proper evaluation of such a course should be based on the oral performance of the participant rather than on what he can put down in a written report. An adequate description of this course should be carefully meditated by the program designers and strictly followed by seminar tutors who must be from the English department.

Of no less importance is the timing of the practicum. This phase of preparation should be offered to students gradually and on graded stages. It may be useful to train students to observe actual EFL classes during their third year of tuition at CBE. In addition to observation, panel discussions can run parallel with observation classes, i.e. during the same semester. In the first semester of the fourth year students can practice teaching twice a week or even once a week in addition to observation classes. The fourth semester should be dedicated for teaching proper.

Within the EFL pedagogy area, the current preparation program is short of very important courses such as "syllabus design", "language planning", "text material writing" and "socio-psycholinguistics for Arab children". These courses and a few others seem to be indispensable for EFL teachers at Arab primary schools. Syllabus design orients the student teacher about how to tailor a syllabus to the needs of the learner. Language planning teaches how to grade and systematize language courses. Socio-psycholinguistics of

the Arab child seems of paramount value for the research subjects as they need to be aware of the social psychology problems that face young Arab learners of English. Language planning and text material writing are of great benefit when the teacher lacks suitable teaching materials for a certain category of learners.

As to points of strength and points of weakness in the competencies required for English language teachers as viewed by their supervisors, the statistical findings indicate that most subjects showed a higher number of strong points in all competencies compared to weak points. Such findings compromise with findings reached by Al-Awadi & Mohamed (2008). The subjects need probably to work harder on their weak points as shown above. Finally, as to the practicum supervisors' views on how to promote the current practicum program, they all agree on all suggestions proposed by the researchers. The findings of this study also compromise with earlier findings by Kharma & Hajjaj (1989), Salama (2004), and Shalaby (1988).

Conclusion & Recommendations

The findings of the research indicate that a gap exists between the qualifying institution (CBE) and the employers (Ministry of Education). This is detrimental to all parties concerned, particularly the young learners. There should be channels of communication to bridge this gap. This is the responsibility of the manufacturing body, i.e. CBE, which should take the initiative in opening these channels. TEFL specialists can participate in planning the CBE preparation program. CBE English department faculty can supervise the practicum course in collaboration with the school supervisors. School teachers can take part in the panel discussions or seminars arranged for practicum trainees at the college. The CBE faculty can pay school visits to give lectures or participate in open discussions about the problems encountered in TEFL classes. They could, also, be involved in selecting the teaching materials for the primary school EFL classes.

In the light of both the quantitative and qualitative analysis above, it is hoped that this study be followed by a series of research projects with a view to pinpointing the actual needs of the EFL profession at the primary stage. It is also aspired that some of these projects manage to establish a solid foundation for the relationship between the EFL qualifying institutions and the EFL employers, not only in Kuwait, but also in other Arab countries.

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Appendix 1

الهيئة العامة للتعليم التطبيقى والتدريب (قطاع التعليم التطبيقى والبحوث)
كلية التربية الأساسية
قسم اللغة الإنجليزية

بحث بعنوان : تقييم برنامج اعداد مدرسى ومدرسات اللغة الإنجليزية للمرحلة
الإبتدائية فى كلية التربية الأساسية

استبانة رقم (1) لطالبات التربية العملية
بقسم اللغة الإنجليزية

عزيزتنا الطالبة ......
حرصا منا على توفير برامج ومواد تعليمية تحقق أفضل النتائج بحقل
تدريس اللغة الإنجليزية فى المرحلة الإبتدائية، قررنا أن نجرى بحثا يهدف الى
تقييم البرامج التعليمية التى درستموها قبل بدء التدريب الميدانى ، والتوصية
بتطويرها لتحقيق الفائدة المرجوة منها.
لذلك نرجو منك الإجابة (ضعى علامة / فى المربع المناسب)على بنود
الإستبانة بدقة وصراحة .. مع تمنياتنا لك بالتوفيق .
الباحثان

خلال فترة التربية العملية وبالربط مع برنامج الدراسة بالكلية اقتنعت ب.......

أولا : المقررات اللغوية الأساسية:

لاأوافق أبدا	لا أوافق	أوافق إلى حد ما	أوافق	أوافق بشدة	
					1. استفادة كبيرة من مقرر"المحادثة"
					2. عدم كفاية ساعات مقرر "المحادثة"

					الفقرة
					3. عدم أهمية مقرر "المحادثة" للتدريس
					4. أهمية تطوير مهارات الحوار ولعب الأدوار أثناء تدريس مقرر "المحادثة"
					5. أهمية حسن اختيار مدرس مقرر "المحادثة"
					6. عدم جدوى تخصيص مقرر لأساسيات الكتابة
					7. عدم كفاية ساعات مقرر "الكتابة المتقدمة"
					8. أهمية تطوير مقررى الكتابة
					9. أهمية تدريس القواعد بمقررى "الكتابة"
					10. أهمية التدريب المكثف على القواعد
					11. أهمية تخصيص وقت أطول لمقررى "الكتابة"
					12. أهمية تسلسل مقررى الكتابة
					13. ضرورة اعادة النظر فى مقرر القراءة
					14. أهميةالتدريب المكثف على مهارات القراءة
					15. أهمية الحوافزلغرس وتطوير عادات القراءة
					16. أهمية التدريب على مهارة الإنصات والإستيعاب
					17. الحاجة الماسة الى زيادة مساحة المقررات اللغوية

| | | | | 18. الحاجة الى ترابط المقررات اللغوية الأساسية |
| | | | | 19. الحاجة الى تخصيص الفصل الدراسى الأول بالكلية للمقررات اللغوية الأساسية المكثفة |

ثانيا : المقررات التخصصية اللغوية:

| | | | | 20. خلل فى تسلسل المقررات التخصصية اللغوية |

لا أوافق أبدا	لآ أوافق	أوافق الى حد ما	أوافق	أوافق بشدة	
					21. الحاجة الى تقديم مادة Phonetics ومادةPhonology فى مقررين منفصلين
					22. أهمية طرح Phonetics كأول مقرر تخصصى
					23. أهمية طرح Introduction to Linguistics كثانى مقرر تخصصى
					24. ضرورة تقديم مادة Morphology ومادة Syntax فى مقررين منفصلين
					25. أهمية طرحMorphology بعد Phonology
					26. أهمية طرح Syntax بعد Morphology
					27 أهمية طرح Semantics بعد Syntax

28. عدم جدوى طرح مقرر الترجمة فى البرنامج

29. عدم جدوى طرح مقرر Psycholinguistics

30. عدم جدوى طرح مقرر Sociolinguistics

31. عدم جدوى طرح مقرر History of English

32. عدم جدوى تخصيص مقرر لمادة Contrastive Linguistics

ثالثا : المقررات التخصصية الأدبية :

33. أهمية طرح Introduction to Literature بعد المقررات التخصصية اللغوية

34. ضرورة تطوير مقرر Introduction to Lit.

35. أهمية زيادة مساحة مقرر أدب الأطفال

36. عدم جدوى مقرر قراءات فى الشعر

37. عدم جدوى مقرر قراءات فى النثر

38. عدم جدوى مقرر قراءات فى المسرح

39. إلغاء مقرر الأدب الحديث و دمجه بطريقة مناسبة فى أحد مقررات أدب الأطفال

40. أهمية تخصيص مقرر ل Story Telling

رابعا : المقررات التخصصية المهنية:

41. أهمية تقديم مقرر Applied Linguistics بعد اجتياز المقررات التخصصية اللغوية والأدبية

				٤٢. ضرورة طرح مقرر يتضمن العوامل النفسية والإجتماعية المرتبطة بلغة الطفل العربى

لا أوافق أبدا	لا أوافق	أوافق الى حد ما	أوافق	أوافق بشدة	
					٤٣. عدم جدوى طرح مقرر Error Analysis
					٤٤. عدم جدوى طرح مقرر Culture Learning
					٤٥. وجوب طرح مقرر Language Acquisition
					٤٦. أهمية تخصيص مساحة أكبر لمقرر Micro Teaching
					٤٧. الحاجة الى طرح مقرر Syllabus Design
					٤٨. أهمية طرح مقرر Text Material Writing

خامسا : المقررات التربوية المهنية:

					٤٩. ضرورة طرح مقررى علم النفس التعليمى وعلم نفس النمو قبل مقررات المناهج وطرق التدريس
					٥٠. وجوب دمج مقرر طرق التدريس (العام) مع مقرر طرق تدريس اللغة الإنجليزية
					٥١. طرح مقرر الصحة النفسية كمقرر اجبارى
					٥٢. طرح مقرر علم النفس الإجتماعى كمقرر اجبارى
					٥٣. تخصيص وقت أطول لمقرر Seminar

سادسا : المقررات العامةالإجبارية:

54. عدم الفائدة من مقرر قراءات وأساليب

55. عدم أهمية طرح مقررات اللغة الفرنسية

56. عدم أهمية طرح مقرر التربية العلمية

57. أهمية طرح مقرر فى الكتابة بالعربية بوجه عام وكتابة التقارير بوجه خاص

سابعا : التربية العمليـــــــــة:

58. استفادة كبيرة من التربية العملية بوجه عام

59. ضرورة تخصيص فصلين دراسيين للتربية العملية

60. ضرورة زيادة الوحدات الدراسية للتربية العملية

61. ضرورة زيادة فترة ملاحظة المدرسات القدامى

62. ضرورة معرفتى بسيكولوجية الأطفال

63. ضرورة اتقانى للمهارات اللغوية

64. أهمية دور المشرفين : الأكاديمى والمحلى

65. أهمية دور المنسق العام وممثل القسم بالتربية العملية

66. أهمية تشجيع الجوانب الإيجابية وتفادى السلبية

Appendix 2

بطاقة ملاحظة طالب أثناء فترة التربية العملية

(لغة انجليزيــــــــــة)

العام الدراسي : ....

الفصل الدراسي : ....

المنطقة التعليمية : ....

المدرســـة : ....

اسم الطالب: ....

المشرف:..

ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا	ممتاز	الكفايات الشخصية	أولا
						الاهتمام بالمظهر الشخصي	1
						الثقة بالنفس	2
						الاتزان الانفعالي	3
						الالتزام بآداب المهنة	4
						التعاون مع الرؤساء والزملاء	5
						الحركة والنشاط داخل وخارج قاعة الدرس	6
						البشاشة والمرح داخل وخارج قاعة الدرس	7

ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا	ممتاز	كفاية التخطيط والاعداد للدروس	ثانيا
						مراجعة المادة السابقة	1
						ربطالمادة السابقة بالمادة الجديدة	2

							تحديد الأهداف بدقة وشمولية	3
							تفصيل خطوات سير الدرس	4
							تخصيص الوقت الكافى لمشاركة أكثر الطلاب	5
							اختيار الأنشطة المناسبة لتحقيق أهداف الدرس	6
							اختيار الوسائل المناسبة لكل نشاط	7
							اعداد التدريبات المناسبة لتحقيق أهداف الدرس	8

ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا	ممتاز	الكفايات المهنية	ثالثا
						تشجيع الطلاب على ربط المادة القديمة بالجديدة	1
						ترتيب تقديم المادة الجديدة من حيث الكم والنوع	2
						التنوع والتشويق في تقديم المادة التعليمية الجديدة	3
						تقديم المادة اللغوية الجديدة بأسلوب الحوار	4
						استخدام المهارات اللغوية المختلفة في تقديم المادة	5

						تشجيع التفكيروالابداع في الاستخدام اللغوى	6
						تشجيع الطلاب علي استخدام المادة الجديدة في مواقف وحوارات منوعة	7
						دقة ادارة وتوزيع الوقت أثناء الحصة	8
						مراعاة الفروق الفردية بين الطلاب	9
						حفز الطلاب لأخذ المبادرة فى المشاركة اللغوية	10
						تنمية مهارات التواصل اللغوى بين الطلاب	11
						اشراك جميع فئات الطلاب فى الأداء اللغوى	12
						استخدام وسائل تعليمية متنوعة فى عرض واستخدام المادة اللغوية	13
						تشجيع الطلاب علي انتاج وسائل تعليمية لغوية	14
						التمسك باستخدام اللغة الانجليزية أثناء الدرس	15
						اعتماد أسلوب التعلم وسط مجموعة حوار	16

ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا	ممتاز		
						توظيف النصوص الأدبية في تنمية القدرات اللغوية	17
						توفر الاحترام المتبادل بين المدرس والطلاب	18
						ممارسة أكبر عدد من المهارات لغوية في الحصة الواحدة	19
						تصويب اجابات الطلاب أثناء الحصة	20
ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا	ممتاز	الكفايات المهنية	
						تصويب اجابات الطلاب بعد الحصة	21
						كمية ونوع الواجبات المدرسية داخل الصف كل أسبوع	22
						كمية ونوع الواجبات المنزلية كل أسبوع	23
						مدى استخدام طرق تدريس الانجليزية الشائعة	24
						مدى استخدام التكنولوجيا الحديثة مثل الإنترنت والحاسوب في تدريس اللغة الانجليزية	25
						طريقة استخدام السبورة في قاعة الدرس	26

ضعيف جدا	ضعيف	مقبول	جيد	جبد جدا	ممتاز	الكفاية اللغوية	رابعا
						النطق الصحيح والطلاقة اللغوية	1
						الدقة في اختيار المفردات اللغوية المناسبة	2
						الدقة في استخدام التراكيب اللغوية السليمة	3
						استخدام الأساليب اللغوية المناسبة للحوار اللغوى	4
						القراءة السليمة للنصوص المكتوبة	5
						مدى استيعاب محتوى النصوص المكتوبة	6
						تلخيص النصوص واستخراج الأفكار منها	7
						مدى تفادى الأخطاء النحوية	8
						مدى تفادى الأخطاء الإملائية	9
						مدى تفادى الأخطاء في النطق	10
						مدى الدقة في التعبير الكتابى	11
						مستوى الأداء مقارنة بناطقى الانجليزية	12

ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا	ممتاز	كفاية التقويم	خامسا
						التقويم الشفهى	1
						الاختبارات المرحلية	2
						الإختبارات النهائية	3
						مدى بناء الإختبارات على أسس علمية	4
						مدى وضوح نظام تصويب الأخطاء	5
						مدى استفادة الطلاب من نظام تصويب الأخطاء	6
						مدى متابعة المدرس لتصويب الأخطاء	7
						دقة توزيع الدرجات فى التقويم الشامل	8
						مدى ارتباط وسائل التقويم بالمقررات	9
						مدي الاستفادة من التقويم في عملية التدريس	10

ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا	ممتاز	كفاية ادارة الفصل	سادسا
						الالتزام بمواعيد الحصص	1
						قوة التحكم في ادارة الفصل	2

						مدي الهدوء أثناء سير الدرس	3
						الاتزان في التعامل مع السلوك السلبي للطلاب	4
						مدى احترام الطلاب لمدرس المادة	5
						نوعية التعامل مع الشرائح المختلفة من الطلاب	6

ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا	ممتاز	كفاية استخدام اللغة الإنجليزية	سابعا
						استخدام اللغة في تقديم المفردات	1
						استخدام اللغة في تقديم التراكيب	2
						استخدام اللغة في الإرشادات	3
						استخدام اللغة في التعليق علي الأداء	4
						استخدام اللغة في التحية والمجاملات	5
						استخدام اللغة خارج قاعة الدرس	6

Appendix 3

الهيئة العامة للتعليم التطبيقى والتدريب (قطاع التعليم التطبيقى والبحوث)
كلية التربية الأساسية
قسم اللغة الإنجليزية

بحث بعنوان : تقييم برنامج اعداد مدرسى ومدرسات اللغة الإنجليزية للمرحلة الإبتدائية فى كلية التربية الأساسية

استبانة رقم (3)
للموجهين الفنيين والموجهات الفنيات والمشرفين والمشرفات
علي مدرسات اللغة الإنجليزية بالمرحلة الإبتدائية

عزيزى المشرف/المشرفة – الموجه الفنى/الموجهة الفنية ......
حرصا منا على توفير برامج ومواد تعليمية تحقق أفضل النتائج بحقل تدريس اللغة الإنجليزية فى المرحلة الإبتدائية، قررنا أن نجرى بحثا يهدف الى تقييم البرامج التعليمية الحاليةالتى درستها طالباتنا قبل بدء التدريب الميدانى ، والتوصية بتطويرها لتحقيق الفائدة المرجوة منها.
لذلك نرجو منك الإجابة (ضع / ضعى علامة / فى المربع المناسب)على بنود الإستبانة بدقة وصراحة .. مع شكرنا وامتناننا لمنحنا بضع دقائق من وقتكم الثمين .

الباحثان

خلال فترة اشرافى الفنى علي مدرسات اللغة الإنجليزية بالمرحلة الإبتدائية أعتقد أن :
.....

أولا : تدريس اللغة الإنجليزية ابتداء من المرحلة الإبتدائية

لا أوافق أبدا	لا أوافق	أوافق إلى حد ما	أوافق	أوافق بشدة	
					1. قرار تدريس اللغةالإنجليزية بالمرحلة الإبتدائية كان صائبا
					2. قرار تدريس اللغة الإنجليزية

					بالمرحلة الإبتدائية تمشي مع التطور بالكويت
					3. قرار الإنجليزية بالمرحلة الإبتدائية لم يدرس جيدا في وزارة التربية
					4. المناهج المناسبة للمرحلة لم تكن متوفرة
					5. هيئة التدريس اللازمة كانت متوفرة
					6. المدرسات كن فى حاجة ماسة للتدريب
					7. المناهج التي تم الإستعانة بها لم تكن موفقة
					8. الدورات التدريبية علي المناهج كانت ضرورية
					9. المدرسات تفاعلن بشكل ايجابى مع الدورات
					10. الدورات التدريبية للجدد كانت قصيرة واحتاجت وقتا أطول
					11. لاحظنا ضعف المدرسات الجديدات في قواعد اللغة الإنجليزية
					12. لاحظنا ضعف المدرسات الجديدات في النطق الصحيح
					13. حديثات التخرج لوحظ ضعفهن الشديد في تهجئة المفردات الإنجليزية
					14. حديثات التخرج لوحظ ضعفهن فى اختيار المفردات المناسبة
					15. حديثات التخرج كن يعانين من الأسلوب اللغوى الركيك
					16. حديثات التخرج كن يخطئن

كثيرا في التراكيب اللغوية

17. حديثات التخرج لم يجدن إستخدام الوسائل التعليمية

18. حديثات التخرج لم يكن علي دراية جيدة بنفسية صغار المتعلمين

19. حديثات التخرج لم تقدم لهن بالكلية مناهج اللغة الإنجليزية للمرحلة الإبتدائية

ثانيا : برنامج كلية التربية الأساسية لإعداد مدرسى ومدرسات اللغة الإنجليزية للمدارس الإبتدائية:

بحكم خبرتكم في التدريس/الإشراف على تدريس اللغة الإنجليزية ، كيف تقيم مستوى الفائدة من طرح المقررات التالية ضمن برنامج كلية التربية الأساسية الحالي لإعداد الطالبات للتدريس بالمرحلة الإبتدائية ؟

عديم الفائدة	قليل الفائدة	متوسط الفائدة	مفيد	مفيد جدا	المقرر
					20.المحادثة Conversation
					21. القراءةReading
					22. أساسيات الكتابةMechanics of Writing
					23. الكتابة المتقدمة Advanced Writing
					24. مقدمة في علم اللغة Introduction to Linguistics
					25. علم الأصوات والصوتيات Phonetics & Phonology
					26. الصرف والنحو Syntax & Morphology
					27. علم المعاني Semantics
					28. الترجمة Translation

					29. علم اللغة النفسي Psycholinguistics
					30. علم اللغة الإجتماعي Sociolinguistics
					31. التعليم المصغر Micro Teaching
					32. مقدمة في الأدب Introduction to literature
					33. أدب الأطفال Children's Literature
					34. الأدب الحديث Modern Literature
					35. قراءات في الشعر Readings in Poetry
					36. قراءات في النثر Readings in Prose
					37. قراءات في المسرح Readings in Drama
					38. اللغويات التطبيقية Applied Linguistics
					39. تعليم اللغة الإنجليزية كلغة أجنبية TEFL
					40. الإختبارات Testing
					41. تاريخ اللغة الإنجليزية History of English
					42. إستخدام الحاسوب في تعليم اللغات CALL
					43. تحليل الأخطاء Error Analysis
					44. التعلم الثقافي Culture Learning

ثالثا : إذا كانت لديكم مقترحات بإضافة أو حذف أو تعديل مقررات لبرنامج إعداد الطالبات للتدريس ، يرجي ذكرها .

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رابعا : مارأيكم بالنسبة لبرنامج التربية العملية الحالي لطالباتنا ، إذا كنتم قد ساهمتم فيه ؟

	لاأوافق أبدا	لاأوافق	أوافق نوعا ما	أوافق	أوافق بشدة
45. استفادة كبيرة من التربية العملية بوجه عام					
46. ضرورة تخصيص فصلين دراسيين للتربية العملية					
47. ضرورة زيادة الساعات المعتمدة للتربية العملية					
48. ضرورة زيادة فترة ملاحظة المدرسات القدامى					

					49. ضرورة تدريس الطالبات عن سيكولوجية الأطفال
					50. ضرورة اتقان المهارات اللغوية
					51. أهمية إشراك التوجيه الفني في وضع برنامج إعداد الطالبات بالكلية
					52. أهمية وجود منسق عام للتربية العملية
					53. أهمية معايشة طالبات التربية العملية لعملية التدريس الفعلي

خامسا : إذا كانت لديكم مقترحات بالنسبة للتربية العمليــــــــة ، يرجي ذكرها .

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College of Basic Education
Department of English
English Major

Course #	Course Title	Contact hours	Credit Units	Prerequisite	Type Compulsory	Type Elective
	First Academic Year					
	❶ First Semester					
131	Conversation	5	3	---	✓	
132	Reading	5	3	---	✓	
133	Mechanics of Writing	3	3	---	✓	
	❷ Second Semester					
233	Advanced Writing	3	3	133	✓	
275	Introduction to Linguistics	3	3	131, 132, 133	✓	
265	Introduction to Literature	3	3	131, 132, 133	✓	
	Second Academic Year					
	❸ First Semester					
375	Phonetics & Phonology	3	3	275	✓	
240	Translation	3	3	233	✓	
376	Psycholinguistics OR ⤳					
377	Sociolinguistics OR ⤳	3	3	275		✓
378	Contrastive Linguistics OR ⤳					
250	History of English			---		
	❹ Second Semester					
351	Applied Linguistics	3	3	275	✓	
365	Children's Literature	3	3	265	✓	
283	Curriculum	3	3	233	✓	
367	Readings in Poetry OR ⤳					
368	Readings in Prose Fiction OR ⤳	3	3	265		✓
369	Readings in Drama					

❻ First Semester

380	Syntax & Morphology	3	3	275	✓	
325	Teaching Methods	4	3	283	✓	
366	Modern Literature	3	3	265	✓	
376	Psycholinguistics OR ↻			275		
377	Sociolinguistics OR ↻			275		✓
378	Contrastive Linguistics OR ↻	3	3	275		
250	History of English			---		

		3	3	275	✓	
451	EFL/ESL	3	3	131, 132, 133	✓	
453	Testing	3	3	351	✓	
431	CALL OR ↻			351		
432	Error Analysis OR ↻	3	3	351		✓
433	Culture Learning			451		

Fourth Academic Year

❼ First Semester

| 454 | Micro-Teaching | 3 | 3 | 275 | ✓ | |
| 494 | Seminar | 2 | 2 | 212, 214, | ✓ | |

❽ Second Semester

| 492 | Teaching Practice | 23 | 9 | 212, 214, 325, 380, 451 | | |

السجل الدراسي للطالبة

كلية التربية الأساسية – بنات
قسم اللغة الإنجليزية

المرشد: د/ أحمد ساهر   فصل الالتحاق: رقم الطالبة: اسم الطالبة:

التقدير	مطلب مسبق	و	س	المقرر ورقمه		التقدير	مطلب مسبق	و	س	المقرر ورقمه	
(إجبارية – ١٢ وحدة)				ثالثا : مقررات تخصصية إلزامية ١ – مهارات لغوية أساسية		(إجبارية – ٩ وحدات)				أولا : مقررات ثقافية عامة إلزامية (١)	
		٢	٥	المحادثة	١٣١			٣	٣	قراءات وأساليب	١٠٢
		٣	٥	القراءة	١٣٢			٣	٣	حضارة عربية إسلامية	١٠٥
		٣	٣	أساسيات الكتابة	١٣٣			٣	٣	الكويت والتنمية	١١٥
	١٣٣	٣	٣	كتابة متقدمة	٢٣٣						
(إجبارية – ١٥ وحدة)				٢ – لغويات		(إجبارية – ١٥ وحدة)				مقررات ثقافية عامة إلزامية (٢)	
	٢٣٣	٣	٣	ترجمة	٢٤٠			٣	٣	ثقافة إسلامية	١٠٢
	١٣١و١٣٢و١٣٣	٣	٣	مقدمة في اللغويات	٢٧٥			٣	٣	تدريبات لغوية	١٠١
	٢٧٥	٣	٣	الصوتيات وعلم الأصوات	٣٧٥			٣	٣	ثقافة علمية	١٠١
	٢٧٥	٣	٣	النحو والصرف	٣٨٠			٣	٣	مناهج بحث	٣٨٤
	٢٧٥	٣	٣	علم المعاني	٣٨٥			٣	٣	لغة فرنسية ١	١٧١
								٣	٢	لغة فرنسية ٢	٢٧١
(إجبارية – ٩ وحدات)				٣ – أدب		(اختيارية – ٢ وحدتان)				ثانيا : مقررات ثقافية عامة اختيارية (١)	
	١٣١و١٣٢و١٣٣	٣	٣	مقدمة في الأدب	٢٦٥			٢	٣	لياقة بدنية	١٩٧
	٢٦٥	٣	٣	أدب الطفل	٣٦٥			٢	٣	مبادئ التصوير	١٩٧
	٢٦٥	٣	٣	أدب حديث	٣٦٦			٢	٣	اقتصاد منزلي	١٩٧
								٢	٣	ميكانيكا سيارات	١٩٧
								٢	٣	الكترونيات	١٩٧
(إجبارية – ١٢ وحدة)				٤ – اللغة الإنجليزية كلغة أجنبية ثانية		(اختيارية – ٤ وحدات)				مقررات ثقافية عامة اختيارية (٢)	
								٢	٢	قضايا معاصرة	١٠٩
								٢	٢	مفاهيم عامة في الرياضيات	١٠٢
	٢٧٥	٣	٣	لغويات تطبيقية	٣٥١			٢	٢	مدخل إلى حاسبات الجيب والإحصاء	١٠٧
	١٣١و١٣٢و١٣٣	٣	٣	اللغة الإنجليزية كلغة أجنبية / ثانية	٤٥١			٢	٢	تربية صحية	١٢١
	٣٥١	٣	٣	الاختبارات	٤٥٣			٢	٢	الفن والحياة	١٠٤
	٢١٢و٢٧٥و٤٥١	٣	٣	التعليم المصغر	٤٥٤			٢	٢	مقدمة في الكومبيوتر التعليمي	١١١
								٢	٢	المكتبة واستخدامها	١٠١
								٢	٢	ثقافة موسيقية	١٥٣
								٢	٢	مهارات دراسية	١٠٣
								٢	٢	تربية أسرية	١٥١

التقدير	مطلب مسبق	ن	س	المقرر ورقمه

ملاحظات	المعدل التراكمي العام	معدل التخصص	معدل الفصل الدراسي	عدد الوحدات المعتمدة	الفصل الدراسي