

# ***"Evaluating the trainee's Performance in Teaching English Language at the Primary Stage"***

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## **Introduction**

Teaching English as a foreign language at the primary stage is a form of communication by information and ideas from teacher to the pupil. Teaching pupils English language means helping them to acquire the foreign language skills.

The development of foreign language skills (reading, writing, listening and speaking) in the countries where English is taught as a foreign language is considered one of the most important aims of any language programme. There are many factors participate in foreign language teaching/learning; the learner (pupil), the text and English language teacher.

### **1.1 The task of teaching .**

The task of teaching a foreign language is a very challenging one. It involves many variables which affect the teaching process such as the learners age, linguistic knowledge, motivation, interest, purpose, etc

Teaching English as a foreign language is a form of communication by information and ideas from teachers to pupils. The major purpose is to enable them to acquire the foreign language skills reading, writing, listening and speaking.

The development of these skills is considered one of the most important aims of any language programme. In a situation like this there must be certain teaching techniques which are to be put forward in order to lead the teaching process to achieve this aim.

There are many factors participate in foreign language teaching/learning; the learner (pupil), the textbook and English language teacher.

Inspire of the proliferation of theories of language -teaching, no language teacher appeals exclusively any of the given or known teaching theories, methods and techniques.

Teachers always incorporate features of different approaches in

their particular methodology. Using different practical approaches and methods is very common among foreign language teachers .They feel that such practices overcome the problems associated with the theoretical approaches, and increase their professional competence.

In the light of the above, the main aim of the present study is that it deals with the teaching techniques used by trainees of English language inside the classroom at the primary stage.

### **1.2.The Problem of the Study**

Most of the English language teachers tend to be eclectic in their teaching. Due to the importance of English as a foreign language, it is found necessary to investigate what techniques Iraqi teacher use in teaching English language at the primary stage. These techniques are considered the main instrument in teaching /learning this language .

Teachers can tackle many of the problems related to the learner, the text and the material by using effective teaching techniques . The teacher is carried out so far to discover and identify the real factors and principles behind the performance of the trainees in TEFL at the primary stage .The problem of this study is best expressed in this question” How is English language taught at the primary stage?"

### **1.3.The Significance of the Study**

The significance of this study stems from the importance of identifying the trainee’s teaching techniques in developing languages skills. In studying evaluating the trainee’s performance, the teachers expect to come out with suggestions and recommendations towards improving the performance of teachers inside the classroom. Trainees need to be familiar with the strong and weak points in their performance in order to adjust their teaching to the needs of pupils. The value of this study is manifested in the following in the following points :

1. It shed light upon what really happens inside classrooms concerning that trainee’s employ in TEFL at the primary stage.
2. It answers scientifically whether the officially recommended techniques are employed or neglected .
3. It attempts to provide a set of favorable techniques that can be used in the instructional programs ,and
4. The present study is useful for ministry of Education in helping the

authorities in reviewing the teacher's Guides by providing more detailed information and developing in service and pre-service students teacher's programs

#### **1.4 Aim of the study**

This study aims at:-

1. Identifying the techniques used in teaching English at primary stage.
2. Evaluating the trainee's performance on the basis of certain criteria.

#### **1.5. Limits of the study**

1. The sample of this study is limited to the trainees of English department of College of Basic Education / Diyala University for morning and evening classes during academic year 2004-2005
2. The study is limited to teacher English language at the primary stage.

#### **1.6. Teaching as a Foreign Language at the Primary Stage**

The general steps for the teaching of language activities as recommended by the authors of New English Course for Iraq (NECI) involve three basic steps ;presentation imitation (practice)and production(Al-Khafaji and El-Shayib,2000:36).These step will be explained in detail as follows:-

**1-Recognition (Presentation)** it includes the following steps:-

1. Reading the material without explaining to pay the pupil's attention to the correct pronunciation for letters words and sentences
2. Reading with explaining the meaning of difficult vocabularies
3. Asking the pupils about the meaning of the new items and vocabularies using aids and presenting the material in meaningful situations and using the native language when it is necessary.

**2-Imitation(Practice)**

1. Choral repetition .
2. Individual repetition.
3. Dividing sentences into parts if it is too long and dividing the large number of classes into groups .
4. Correcting pupils mistakes if any .

**3-Production**

1. The pupils should do all the work and practice the language material under the guidance and supervision the teacher.
2. Production can be done by various forms like substitution drills

,transformation drills ,asking questions and answering them and doing some homework exercises or writing in class or at home.

### **1.7 .Eclectic Method and Communicative Approach**

The eclectic method and the communicative approach are used in teaching English at the primary stage in Iraq. (Darwash:2004:26).There is a call to move towards eclecticism which gives teachers the opportunity for using different teaching techniques in language learning. Communicative approach gives a chance to all the pupils to communicate inside the classroom in different language activities. The techniques of the communicative approach gives a chance to pupils to be more active in language learning.

### **1.8 The main principles of the eclectic method**

#### **1-9 The Main principles of the Communicative approach.**

Brown D.(2001:43) discusses the following  
The total number of the trainees are (20) males and females as principles of the Communicative approach :

1. Classroom goals are focused on all of the components(grammatical, discourse, functional, sociolinguistics and strategic)of communicative competence.
2. 2-Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3. 3-Fluency and accuracy are seen as complementary principles underling
4. communicative techniques.
5. 4-Pupils in a communicative class ultimately have to use the language productively and receptively, in unrehearsed contexts outside the classroom.
6. 5-Pupils are given opportunities to focus on their own learning process through an understanding of their own styles of learning.
7. 6-The role of the teacher is that of facilitator and guide.

## **2-Procedures**

The Procedures that are followed to carry out the aims of the study as follows;

### **2-1Population and Sample**

The total number of the trainees are (20) males and females (table 1).They comprises the trainees of the morning and evening classes of the college of Basic Education for the academic year ( 2005-2006).Each trainee is observed twice. Thus the total number of the observations is (40).

**Table (1) The Tranees Sample**

<b><u>No.</u></b>	<b><u>Names of Trainees</u></b>	<b><u>Names of schools</u></b>
1.	Shruq said Ali	Ibn Firnas Primary school
2.	Qaad Rasheed Ahmad	Al-Raia Primary school
3.	Muhammad aziz Salim	Al-raay Primary school
4.	Nawras Ali mMahmood	Sinhareeb Primary school
5.	Abdul rahman Nsaif Jasim	Ibn Firnas Primary school
6.	Rawaa Ali Mahmood	Al-Wifaq Primary School
7.	Nibras Khalid Ahmed	Makarim Al-Ikhlaq Primary School
8.	Abeer Jasim Azawy	Al-Demoqratia Primary School
9.	Israa Mitib Sadoon	Al-Saria Primary School
10.	Yasir Abdua -Majeed Ali	Ibin Khaldun Primary School
11.	Salih Hatam Mkhebir	Ibn Khaldun Primary School
12.	Ruqaia Alwan Farhan	Al-Demoqratia
13.	Jinan RAheem Salim	Al-Najim Al-THaqib Primary School
14.	Eman Hussein Salman	Ibn-Firnas Primary School
15.	Maha Salim Said	Sinhareeb Primary School
16.	Ibtisam Abdul- Wahid	Al-Raaia Primary School

### **2-2ThePilot Administration of the study.**

To check the clarity of the items included in the checklist ;(3) trainees have been chosen randomly (table 2) for the pilot administration of the study. This sample is excluded from the total number of the study.

**(Table 2)The Pilot Administration**

<b><u>No.</u></b>	<b><u>Names of the Tranees</u></b>	<b><u>Names of Schools</u></b>
1-	Zeena Rabaah Hussein	Khaula Bint Al-Azwar
2-	Saad Abdul Sahib Ali	Mustafa Jawad Primary School
3-	Raghad Salim Dawood	Wadi Al-Neel Primary School

**2-3 The Questionnaire**

A checklist is built and developed through constructing a closed questionnaire contained the desired techniques of teaching English at the primary stage. The questionnaire contained (39) items distributed among (4) stages of language teaching inside the classroom; presentation, practice(imitation), production and evaluation .

The items of the questionnaire have been collected on the bases of related literature which deals with teaching techniques of English at the primary stage, then exposed to a jury of specialists in teaching English as a foreign language.(See Appendix-1).

Each member inn the jury has been kindly requested to modify, change or add what he/she finds suitable to the checklist.

**2-4 Face Validity of the Questionnaire**

Validity is defined by Heaton(1975:153) as " the extent to which a tool measures what is supposed to measure and nothing else ". According to the suggestions of the experts of the jury members (Table 3),some items have been modified and (5) items are excluded. Thus the remaining items are (34) which constitute the final version of the checklist.

**(Table 3)**

**The Jury members(names are arranged alphabetically)**

- 1-Abdul-Jaleel Haechal(Assit. Prof)/College of Basic Education/Al-Mustansiriya University**
- 2-Dhuha Atallah Hassan (Instructor)/College of Basic Education /Al-Mustansiriya University**
- 3-Izat Suhael Najim(instructor)/College of Basic Education/Diala University**
- 4-Khalil Ismail Rijia (assit.prof) /College of Education /Diala University**
- 5-Muslim Mahdy Jasim (instructor) /College of Basic Education/Diala**

university

**6-Nahida Al-Nasiry (assist.prof)/College of Basic Education /Al-Mustansiriya university**

### **2-5 The Checklist**

The checklist developed in the present study is built on the basis of tentative questionnaire submitted to the jury members.

The final version of the checklist contained (34) techniques supposed to be used by teachers of English at the primary stage. The checklist has a ( four-point scale) ranging from "always" to "never" used.

### **2-6 The Reliability of the checklist**

Guantlet (1961:110) defines reliability as "the degree which a test or examination measures what it does measure". It is used to enrich the instrument of a research with accuracy and consistency. Each trainee was observed by two observers (the researchers).

The instrument of the present study is considered reliable since the collection coefficient is(0,85) which can be seen as desirable correlation

### **2.7The administration of the checklist**

The final application of the checklist started on March /2005 and ended on May /2005.Each trainee is observed twice for getting the maximum use of the classroom techniques of teaching English at the primary stage. All the techniques used are recorded and compared with the techniques written in the checklist

### **2-8The Statstical Means**

The present study used the following statistical means;

$$1\text{-Chi-squareFormula} \quad \frac{(O1-E)^2 + (O2-E)^2}{E}$$

This formula used to find out the validity of the checklist according to the juries` recommendations. where

O=observational frequency

E=Expected frequency (Issac&Michael,1977:138)

2-Cooper=

$$\frac{A}{A+D} \times 100$$

Where:

A=Frequency of constancy between the two observers

D=frequency of inconstancy between the two observers (Ibid )

3-fisher formula: It is used to find out the item's degree of power

$$F1 \times 3 + F2 \times 2 + F3 \times 1 + F4 \times 0$$


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Total Frequency

Where:

F1=frequency of the first alternative

F2=frequency of the second alternative. (Fisher,1955:327)

4-Percentage of using the teaching techniques by the trainees of the sample has been also obtained. (Al-Bayati&Ethnasyous,1977:8)

### **3-Results**

Results of this study show:

### **Appendix I**

#### **Questionnaire submitted to the jury member**

Dear, The researchers intend to conduct a survey study entitled (Evaluating the trainee's performance in teaching English at the primary stage) The instrument of the study is a checklist containing the expected techniques that may be used in teaching English at the primary stage.

As a specialist in the field of teaching English as a foreign language ,please read the items of the questionnaire and kindly state if they are suitable as techniques for teaching for the primary stage or not.

Any addition or modification will be highly regarded.

Thank you

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Appendixes -1-

NO	Items	Suitable	Unsuitable suggestions or modifications if any
<p>1- 2- 3- 4- 5- 6- 7- 8- 9- 10- 11- 12- 13 14-</p>	<p><b>A-Presentation</b>  writing the title of the lesson on the board if any  Having the pupils listen to a model  a: teacher b: tape recorder  Reading the material once/twice without explanation_  Explaining the material (workbook idioms)  as well as expressions  Giving additional examples to illustrate difficult expressions if necessary  Explaining the material by linking its events with the pupil’s life experience and knowledge  Relating ideas, expressions and words with the relevant material the pupils have already studied  Using teaching aids like cards, films, pictures. etc.  Emphasizing correct pronunciation of difficult or new words by additional practice  Keeping the use of the learner’s native language to an absolute minimum  Relating ideas, expressions and words with relevant material  Using the key word method to teach content word  Asking pupils questions concerning the material of the lesson  Using extra material related to the subject like sayings, proverbs ,..etc.</p>		

	<p><b>B-Imitation (practice )</b></p> <p>15- Having the pupils repeat the material a-chorally b-individually</p> <p>16- Helping pupils to formulate their answers a-oral b-written</p> <p>17- Motivating pupils to ask additional questions about the material</p> <p>18- Answering the pupils questions concerning the other aspects of language</p> <p>19- Doing the workbook exercises with the pupil.</p> <p><b>C-Production</b></p> <p>20- Answering part of each exercise as example before assigning it as homework when it is necessary</p> <p>21- Giving clear and simple instructions concerning homework assignment</p> <p>22- Asking pupils to read silently for few minutes</p> <p>23- Asking more than one pupil to read from the material</p> <p>24- Having most of the pupils participate in class activities</p> <p>25- Calling the more able learners before the weaker ones to participate in class activities</p> <p>26- Listening to more than one can answer to each question raised by the teacher to explain the material .</p> <p>27- Encouraging pupils to correct their classmates errors orally</p> <p>28- Announcing the correct answer orally .</p>		
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<p>29-</p> <p>30-</p> <p>31-</p> <p>32-</p> <p>33-</p> <p>34-</p> <p>35-</p> <p><b>D-Evaluation</b></p> <p>36-</p> <p>37-</p> <p>38-</p> <p>39-</p>	<p>Writing the answer of the exercises on the board by the</p> <p>a-teacher</p> <p>b-pupil</p> <p>Asking pupils about the meaning of some words</p> <p>Encouraging pupils to find their oral errors</p> <p>Giving time to pupils to write down what is written on the board</p> <p>Summarizing the material by the teacher orally</p> <p>Asking pupils to spell some words</p> <p>Involving pupils in free discussion about topics or ideas related to the material</p> <p><b>D-Evaluation</b></p> <p>Discussing individual answers to the questions of the material</p> <p>Giving verbal praise for correct responses</p> <p>Correcting pupil's errors</p> <p>a-oral errors</p> <p>b-written errors</p> <p>Giving short quizzes</p> <p>a-oral</p> <p>b-written</p>		
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Appendixes -2-

NO	Items	Suitable	Unsuitable suggestions or modifications if any
	<p><b>A-Presentation</b></p> <ol style="list-style-type: none"> <li>1- Writing the title of the lesson on the board if any</li> <li>2- Having the pupils listen to a model a: teacher b: tape recorder</li> <li>3- Reading the material once/twice without explanation_</li> <li>4- Explaining the material (workbook idioms) as well as expressions</li> <li>5- Giving additional examples to illustrate difficult expressions if necessary</li> <li>6- Explaining the material by linking its events with the pupil's life experience and knowledge</li> <li>7- Relating ideas, expressions and words with the relevant material the pupils have already studied</li> <li>8- Using teaching aids like cards, films, pictures. etc.</li> <li>9- Emphasizing correct pronunciation of difficult or new words by additional practice .</li> <li>10- Keeping the use of the learner's native language to an absolute minimum</li> <li>11- Using the key word method to teach content word</li> <li>12- Asking pupils questions concerning the material of the lesson</li> </ol>		

	<p><b>B-Imitation (practice )</b></p> <p>13 Having the pupils repeat the material a-chorally b-individually</p> <p>14- Helping pupils to formulate their answers a-oral b-written</p> <p>15- Answering the pupils questions concerning the other aspects of language</p> <p>16- Doing the workbook exercises with the pupil.</p> <p><b>C-Production</b></p> <p>17- Answering part of each exercise as example before assigning it as homework when it is necessary</p> <p>18- Giving clear and simple instructions concerning homework assignment</p> <p>19- Asking pupils to read silently for few minutes</p> <p>20- Asking more than one pupil to read from the material</p> <p>21- Having most of the pupils participate in class activities</p> <p>22- Calling the more able learners before the weaker ones to participate in class activities</p> <p>23- Listening to more than one can answer to each question raised by the teacher to explain the material .</p> <p>24- Encouraging pupils to correct their classmates errors orally</p> <p>25- Announcing the correct answer orally .</p> <p>26- Writing the answer of the exercises on the board by the</p>		
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	<p>a-teacher b-pupil</p> <p>27- Asking pupils about the meaning of some words</p> <p>28- Encouraging pupils to find their oral errors</p> <p>29- Giving time to pupils to write down what is written on the board</p> <p>30- Asking pupils to spell some words</p> <p><b>D-Evaluation</b></p> <p>31- Discussing individual answers to the questions of the material</p> <p>32- Giving verbal praise for correct responses</p> <p>33- Correcting pupil's errors a-oral errors b-written errors</p> <p>34- Giving short quizzes a-oral b-written</p>		
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