

تقويم برنامج الدورة التدريبية لمعلمي اللغة الإنجليزية في المرحلة الابتدائية بدولة الكويت

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ملخص

تهدف الدراسة إلى تقويم برنامج الدورة التدريبية لمعلمي اللغة الإنجليزية بمدارس المرحلة الابتدائية بالكويت للوقوف على جوانب الضعف والقوة فيه من أجل اقتراح الحلول المناسبة لتحسينه.

استندت الدراسة إلى الاستبانة التي وزعت على عينة من معلمي اللغة الانجليزية للصف الأول الابتدائي في المدارس الخاصة والحكومية الذين حضروا الدورة. وقد أبدى المعلمون قبولاً عاماً للبرنامج، لكن فروقاً ذات دلالة برزت في تقويم الدورة عند تصنيف المعلمين وفق نوع المدرسة التي يعملون بها والجنسية والخبرة التدريسية لديهم، إضافة إلى الاختلاف في تقويم الجانب النظري لبرنامج الدورة.

واختتمت الدراسة باقتراح بعض الخطوات التي تساعد على تنظيم أفضل لدورات تدريبية أخرى، لتحسين لغة المعلمين، وفي تدريس اللغة الانجليزية في المرحلة الابتدائية.

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EVALUATION OF INSET* COURSE FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE IN THE PRIMARY STATE (EFLPS) IN KUWAIT

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ABSTRACT

The study was undertaken to evaluate a short term INSET programme organized for the first grade EFL teachers at the primary schools in Kuwait. The aim was to ascertain the strengths and weaknesses of such programme components as objectives, workshops, theoretical aspects, trainers and organization in order to suggest areas for improvement. Accordingly, a questionnaire was distributed to a sample of EFLPS teachers from both government and private schools who attended the course.

The results indicated that the trainees' overall evaluation of the INSET course was favourable. There were some significant differences in assessment with regard to school type, nationality and teaching experience. Significant differences also emerged between groups regarding the theoretical component.

The study concluded with suggestions for organizing future INSET courses on EFLPS and language proficiency.

* INSET: In-service education and training.

Introduction

Teaching English as a foreign language (TEFL) has a prominent position in the educational system of Kuwait. Citizens of the country have come into direct contact with the English language and culture since 1899, when it came under British Mandate. Interest in the language continued after the country gained independence in 1961.

The school system has three stages: Primary (grades 1 - 4), Intermediate (grades 5 - 8) and Secondary (grades 9 - 12). Historically English was a compulsory subject starting in the Intermediate stage, that is, age of 10. However, since 1993, it has been introduced at the age of 6. The aim, according to the Ministry of Education, is to expose pupils to English for 12 instead of 8 school years. It has been hoped that such a decision would enhance the students' proficiency in the language. The measure was adopted to overcome the continuous complaints about language inadequacy. One manifestation of this has been the high ratio of students' drop out from the Science Colleges at Kuwait University (Ministry of Education, 1993). It has been argued that the time allotted to ELT in schools is insufficient. This is reflected in the results of the placement tests which indicate that the majority of freshmen students never attain a reasonable mastery of the language to enable them pursue their university education. Indeed, they feel handicapped, whenever they attempt to communicate in English. Many of them cannot construct simple sentences without making some linguistic errors (Mukat-tash, 1984; Al-Mutawa, 1995).

The introduction of TEFL at the Primary stage schools in 1993/1994 has thus compelled the Ministry of Education to recruit expatriate teachers for the Primary stage*.

* It may be noted that all other subject teachers in the primary stage are Kuwaiti nationals.

Over two hundred EFL teachers from Egypt, Syria and Kuwait were offered the post. Most of them were beginning teachers and Intermediate or Secondary school teachers. They had little or no teaching experience in the primary school, therefore lacked knowledge about many aspects of EFLPS programme. This is not surprising given the fact that pre-service education in the Arab universities is oriented toward post-primary foreign language teachers.

However, such teachers are faced with the problem of changing their instructional techniques to meet the needs of young learners. Primary school pupils have not developed the ability to focus on abstract concepts and are not ready to master the formal aspects of language operations (Schrier, 1992). Hence the need for INSET courses in teaching EFLPS was initiated.

The INSET Course and Evaluation

The introduction of EFLPS in Kuwait created a demand for teachers, who have to meet the twin requirements of being proficient in English and skilled in appropriate teaching methods for primary school children . In spite of such exacting requisites, the introduction of English in the Primary school curriculum was not preceded by in-service education and training (INSET) programmes. To overcome this problem the Ministry of Education initiated a short INSET course at the beginning of the period in which EFLPS was being taught i.e. September 1993.

The course was aimed at acquainting trainees with a number of areas. These included EFLPS methodology, evaluation techniques, child development, motivation, audio-visual aids (AVA) and the ELT syllabus assigned for the first grade pupils.

Trainees were required to attend evening classes for 18 hours distributed over three weeks. Six hours were allocated for the

theoretical component, and 12 hours were assigned for workshop sessions. The trainers for the course comprised nine EFL inspectors and three lecturers from higher education institutions.

Evaluation constitutes an essential ingredient for the success of the course. This paper aims to ascertain the areas of strength and weakness of the first INSET course designed for EFLPS teachers in Kuwait and to propose modifications for an effective INSET programme for future EFLPS teachers in the country. The variables investigated include the course objectives, content, trainers, teaching method, the organization of learning and the physical arrangements.

Before discussing the evaluation procedures, it may be worthwhile to examine what course evaluation means and why the need to evaluate the INSET course.

One of the fundamental goals of course evaluation is to determine whether the course is doing what it is intended to do. That is, whether it is meeting its goals or not. The programme evaluation has two sets of goals: the goals of the evaluation process itself (research goals) and the goals of the programme being evaluated (the programme goals).

The evaluation of language teaching programmes in general, and of foreign language programmes in particular, have received little attention, compared with the general field of educational evaluation (Alderson and Beretta, 1992: 5, 19).

According to Patton (1980), evaluation should be planned, organized and conducted before, during, and at the end of the course. The evaluation process should also include the stages of data collection, analysis and interpretation of such data. Moreover, evaluation should deal with the educational process, or implementation of the plan and the product, or effects of the programme.

Rowntree (1981) considers evaluation as a process whereby one could determine the extent to which educational objectives

are being realized. This includes the content of the course, the teaching strategy, materials and facilities that might be used by trainees. He points out that evaluation of context should provide data to help sustain and improve the course.

Related Literature

In the opinion of Strashiem (1991) two convictions that emerged in the previous century were confirmed in subsequent decades. The first was that quality teaching in the schools could not be achieved until teachers became specialists in the area they taught. The second was that teaching in the schools was a professional activity which requires a professional training in teaching.

There have been a large number of investigations into in-service provision and into teachers' professional development during the past two decades. However, the number of studies of the actual impact of INSET on teachers' work and their schools remains scanty (Helpin and Redmen, 1990).

A few studies on INSET programmes were conducted in Kuwait during the past decade. An evaluation of short and long INSET courses in TEFL was conducted over a decade ago (Al-Mutawa, 1983). The overwhelming majority of trainees appeared to be satisfied with the standard of these courses. However, only twenty per cent of the total population thought that short courses did not improve their English teaching. The reasons given for this were that INSET courses were too theoretical or disorganized and too short to orientate the teachers adequately.

Al-Ahmed (1988) distributed a questionnaire to a sample of social studies teachers who had attended an INSET course. The aim was to find out the most common difficulties they faced with the use of modified setbooks assigned for primary and intermediate stages. The results indicated that trainees were not involved in the syllabus design and that their teaching load did not allow them to employ the materials adequately.

Evaluation was also undertaken of an INSET course organized for primary school teachers of mathematics in Kuwait (Al-Sheikh, 1990). The study addressed a number of questions regarding the course objectives, organization, duration and effect on teachers' performance. With regard to the course objectives it was argued that they were considered clear and sufficient to cater for the teachers' needs, according to the majority of the sample.

Al Jaber (1992) conducted another INSET study to assess the effect of some variables related to INSET course attendance. They were course duration, number of courses attended, schedule and course facilities. Emphasis was placed on the effect of these variables on group work organization and use of audio-visual aids in an EFL classroom at the intermediate school level. The results indicated that there were significant differences between the Mean scores of the sample regarding the variables.

In Sri Lanka, a six day course providing 40 contact hours was evaluated to find out whether participants had benefited from it (Cumaranatuge, 1989). The course aimed at giving EFLPS teachers a general understanding of the primary child and how young children acquire a foreign language. The questionnaire results indicated that the trainees were pleased with the course. However, they suggested more time should be allocated for handling the textbooks and Teacher's Guides.

While there has been growing interest in teaching foreign languages to young learners, instruction in FL teaching in the primary school does not yet have an extensive research base from which to draw guidance (Donato, 1994).

The growth of the foreign language in the primary school (FLPS) programmes presents a number of challenges, the most important of which is the need to train and certify EFLPS teachers. This is especially true in light of the relatively small number of certified and proficient primary school FL teachers (Rhodes and Oxford, 1988; Givanazzi, 1992:23). Such limitations are partly due

to the fact that few countries offer certification for primary school FL teaching. Furthermore, a small number of universities, especially in the USA, offer solid course work in the EFLPS area.

One of the reasons for the current shortage of trained primary school FL teachers may be attributed to the serious shortage of qualified teacher educators (Rhodes and Taussaint, 1992). In the USA, only a few teacher training institutions have faculty qualified to offer programmes to prepare EFLPS teachers. Consequently, EFLPS programmes are often staffed by teachers with little language teaching experience, teachers with secondary rather than primary certification, or teachers fluent in the FL but with no teaching credentials.

An experiment that has recently attracted attention is in North Carolina because of the 1993 decision to introduce a FL from kindergarten to grade five continuing through grade twelve. It was mandated that by 1995, FL study would be required of all primary school students enrolled in public schools. To meet this pressing need, a joint project of Centre of Applied Linguistics (CAL) and the North Carolina Department of Public Instruction, was developed to improve the training of primary school FL teachers at higher education institutions (Curtain, 1993: 21).

Furthermore, during the past two decades research on in-service training has highlighted the importance of matching teacher needs with the range of available resources (Cumming et. al., 1985). This is exemplified by yet another attempt at North Carolina University. A study was conducted on the components of a FLES methods course for teacher certification in the university. Special emphasis was placed on trainees' need of the knowledge of teaching methods, elementary curriculum, second language acquisition, articulation, and evaluation (Mitchell and Redmond, 1991). Heavy stress was also placed on the teaching materials, as some teachers who have never worked with the primary child are not used to constant search for materials, which is part of every EFLPS teacher's way of life.

In the Netherlands, the introduction of EFLPS, in 1986, was preceded by an extensive multi-media in-service training programme.

A ten-week, forty-hour INSET course was launched in Autumn of 1984. However, many EFLPS teachers felt that the duration of the course was insufficient to give adequate training. In their view EFLPS teaching should be performed by experts and that incompetent teachers will do more harm than good, (Koster, 1986).

The previous investigations adopted an ad hoc approach toward INSET. They paid little attention to the itemized components of the programmes. It is worth noting that some components constitute the objectives of these programmes and are theoretically based on need assessment of the trainees. However, these assessments do not necessarily relate to the training needs of the teachers. They are closer to the training objectives of the planners. Koster (1986), for example, focussed more on the time factor than on the quality of the programme, indicating the insufficiency of hours allocated for the INSET course.

It may be concluded that there is a need for evaluative studies that deal with the quality of INSET as perceived by the trainees in satisfying their needs. This need constitutes the core problem of the present study.

The Problem

INSET programmes have been adopted as a policy for promoting the teachers' competence in Kuwait. Their planning depends on administrative orientation. But some educators maintain that they do not meet the requirements of trainees who consider them negatively. There is, therefore, a need to explore the evaluation of those trainees as an integral part of the assessment of the programme as a whole. As a follow-up to previous research this study seeks to answer the following questions:

- 1- What are the areas of strength and weakness in the INSET course for EFLPS teachers?
- 2- Do trainees differ in their evaluation of INSET course due to demographic variables?
- 3- How effective is each of the following course components on trainees performance?
 - Workshop sessions

- Theoretical aspects
 - Course objectives
 - Course organization
 - Course trainers
- 4- What difficulties did trainees encounter during the INSET course?
 - 5- What are the suggestions to improve the INSET course for EFLPS teachers?

Methodology

A questionnaire was prepared to evaluate the INSET course. The aim was to elicit trainees responses regarding their perceived benefit of such course and to offer suggestions for its improvement. This was important for subsequent courses as there are plans to conduct them at the beginning of each school year. A preliminary version of the questionnaire was submitted to a number of reviewers who suggested some amendments, which were incorporated in the final version.

The tool comprises some demographic variables, namely, sex, nationality, qualification, teaching experience, teaching load, classroom density and the size of course attendance. It also included 35 items (in addition to an open-ended question to elicit the INSET impact on trainees). These were divided into six groups:

- 1- Workshops comprising items 7, 8, 10, 14.
- 2- Theoretical component; items 1, 3, 4, 5, 11, 12, 15, 17, 18, 19.
- 3- Course organization; items 2, 6, 9, 13, 16.
- 4- Course objectives; items 20 - 27.
- 5- Trainers; items 28 - 34.
- 6- INSET course in general; item 35.

The questionnaire was distributed to 270 EFLPS teachers, from state and private schools, who had attended the INSET course. Only 189, i.e. 70% of the population responded. The main characteristics of the respondents are summarized in Table (1) as follows:

- State EFLPS teachers accounted for 73% of the total respondents.
- 62% were female teachers.
- The Egyptian teachers represented 75%, with Kuwaitis accounting for 8%.
- More than half the teachers (57%) possessed B.A. in English and Education; and one third had a B.A. in English Language and Literature.
- One third of teachers (35%) had no previous teaching experience, compared with (46%) with short experience and (19%) with long experience.
- The majority of respondents had a high teaching load (40%) i.e. 14-24 periods a week in contrast to a third (32%) whose weekly periods range from 3 to 9. The remaining teachers had a medium load of 10 - 12 periods.
- The teachers were equally divided between those who teach low density classes i.e. 10 - 30 pupils per class, and those who teach medium density classes.
- One quarter of the sample (25%) teaches 24 - 29 pupils while slightly more than one third (38%) teaches comparatively large number of pupils ranging between 126-460 mainly in private schools. The remaining 37% teach between 90 - 125 pupils.
- Two thirds had previously attended training courses and one third attended a training course for the first time. Most of the sample (93%) attended the entire duration of the course. (See Appendix)

To ensure reliability of the tool, Cronbach's Alpha was calculated for the total number of respondents. This was found to be (.91) indicating high reliability. To examine the differences between groups of dependent and subsidiary groups, chi-square, t-test and f value were utilized.

Table (1)
Distribution of Sample According to Independent Variables

Variable	No	%
<u>School</u>		
State	138	73
Private	51	27
<u>Sex</u>		
Male	70	37.4
Female	117	62.6
<u>Nationality</u>		
Kuwaiti	15	8
Egyptian	141	75
Syrian	18	9.6
Others*	14	7.4
<u>Qualification</u>		
B.A. ENG LIT	59	34.7
B.A. ENG + ED	97	57.1
B.A. ENG LIT + DIPED	14	8.2
<u>Teaching Experience</u>		
No Experience	66	34.9
Short Experience	86	46
Long Experience	36	19
<u>Teaching Load</u>		
3 - 9 Periods	60	31.9
10 - 12 Periods	52	27.7
14 - 24 Periods	76	40.4
<u>Pupils Density</u>		
10 - 30	95	50.3
30 - 40	88	46.6
40 - 50	6	3.2
<u>Total No. of Pupils</u>		
24 - 89	43	25.1
60 - 125	63	36.8
126 - 460	65	38
<u>INSET Attended</u>		
Yes	120	63.5
No	69	36.5
<u>Current INSET Attended</u>		
From Beginning	173	92.5
After a Week	14	7.5

*Others: indicates Jordanians, and Palestinians working in private schools

Results and Discussion

The general statistics of the study concerning the areas of strength and weakness of the INSET course indicate that trainees evaluation of programme appears favourable. However, Table (2) shows that the items relating to the evaluation of the INSET objectives were more positive (skew = -1.845). Such findings correspond with those of Al-Sheikh (1990). The variable relating to the course organization had, however, the lowest skewness value (-.320). This indicates teachers' recognition of the INSET course importance and the willingness to achieve its objectives. The teachers also expressed acceptance of the course organization. However, they indicated some worries, a point which is confirmed by the response to the open-ended item (36) where 19 teachers suggested the organization of more specialized INSET courses. It may be argued, here, that EFL INSET programmes should not only be organized by the Ministry of Education. other higher education institutions should also co-ordinate with the Ministry within this framework. Such co-ordination ensures articulation between the institutes responsible for qualifying teachers and those employing them; a policy recommended by Curtain (1993).

Table (2)
General Statistics of the Whole Sample

No	Variable	M	SD	Med	Skew
1	Workshops	15.5	3.3	16	-.870
2	Theoretical Aspects	35.9	5.6	36	-.659
3	INSET Organization	25.6	5.2	26	-.320
4	INSET Objectives	33.8	6.2	35	-1.845
5	Trainers	28.0	5.5	29	-.929
6	INSET In General	3.8	.87	4	-.842

B - The use of chi-square indicated that there were no significant differences in the INSET course evaluation regarding the demographic variables of sex, qualification, teaching load, class density, pupils' number and course attendance.

The responses showed that significant differences were concentrated on three variables, namely the type of school (state and private), the years of teaching experience and nationality. Table (3) presents the value of X^2 and its statistical significance concerning the school type and for subsidiary variables, i.e. workshop, course organization, course objectives and trainers.

Table (3)
Significance of Differences of Dependent Variables
According to School (State and Private)

No	Variable	No	X^2	DF	SIG (.05)
1	Workshop Sessions	179	27.80	15	.022
2	Theoretical Aspects	173	19.91	27	.834
3	INSET Organization	175	36.32	22	.028
4	INSET Objectives	171	45.56	23	.003
5	Trainers	183	34.63	22	.042
6	INSET In General	181	7.56	4	.108

The t value indicates significant differences between state schools and private schools (Table 4). The latter were more positive in their evaluation of workshop sessions, INSET organization, course objectives and trainers as indicated by their higher $M = 16.5, 27, 36, 31$. This may be due to the Ministry of Education's decision to offer the private school teachers the

opportunity of enrolling in the INSET courses. In addition, the willingness to advance professionally is more apparent among private - school teachers than their counterparts in state schools. This is a dual index that will be useful for the Ministry of Education and the Private Education Administration. It was the first time for the Ministry to admit private school EFLPS teachers in INSET programmes. There was keen interest by both sides to enrich their experience and upgrade their teaching competencies.

Table (4)
t Value of Differences Between State and Private Schools

No	Variable	No	M	SD	t
1	Workshop Sessions				
	State School	133	15.15	2.26	2.43**
	Private School	46	16.52	3.37	
3	INSET Organization				
	State	130	24.86	5.34	2.97***
	Private	45	27.48	4.38	
4	INSET Objectives				
	State	123	32.89	6.558	3.20***
	Private	48	36.18	4.40	
5	Trainers				
	State	133	26.96	5.70	4.62***
	Private	50	30.96	3.59	

* = .05 ** = .01 *** = .001

With regard to teaching experience, chi-sq indicates the significance of differences in evaluation of the theoretical component of the course and its organization Table (5)

Table (5)
Significance of Differences of Dependent Variables According to
Teaching Experience

No	Variable	No	X ²	DF	SIG (.05)
1	Workshop Sessions	179	37.38	30	.166
2	Theoretical Aspects	173	79.08	54	.014
3	INSET Organization	175	69.19	44	.009
4	INSET Objectives	171	57.92	46	.111
5	Trainers	183	44.52	44	.449
6	INSET In General	181	14.80	8	.063

The t value indicates that the respondents with previous teaching experience were more knowledgeable in evaluating the course. They were capable of determining the importance of the course's theoretical component. Their Mean score was 36.04 compared to 35.89 among teachers who lacked previous experience (Table 6). In contrast, the latter responded positively to the organization of the INSET course. This was not the case over twenty years ago, as indicated by Al-Mutawa (1983). Such response may be attributed to lack of previous training and experience, since the majority of teachers were new to teaching EFLPS.

Since the experienced teachers have extensive knowledge of the practical aspects, they focus on acquiring the theoretical component of the programme. This is true in case of those who want to introduce innovative ideas and more effective techniques than what they have been utilizing in their teaching for a long time. Personal experience indicates that such a phenomenon is manifested by the reaction of EFL teachers in service who have been offered grants by the Ministry of Education to complete a

diploma course (a long INSET course lasting for three semesters) organized by the Faculty of Education at Kuwait University. The majority of such trainees often express their concern to promote their theoretical background on methods of EFL teaching than on practice.

Table (6)
t Value of Differences Between Experienced and Inexperienced Teachers

No	Variable	No	M	SD	t
2-	Theory				
	No Experience	59	35.89	3.59	-,16
	Some Experience	82	36.04	6.55	
30	INSET Organization				
	No Experience	57	25.7	4.49	.35
	Some Experience	82	25.3	5.54	

There were also significant differences in all subsidiary variables with respect to nationality, as indicated in Table (7).

Table (7)
Significance of Differences of Dependent Variables According to Nationality

No	Variable	No	X ²	DF	SIG (.05)
1	Workshop Sessions	179	94.46	45	.000
2	Theoretical Aspects	172	114.43	81	.003
3	INSET Organization	175	102.47	66	.002
4	INSET Objectives	175	117.68	69	.002
5	Trainers	182	113.70	66	.000
6	INSET In General	180	34.81	12	.000

Anova was employed to determine which nationalities are more positive in evaluating the subsidiary variables. As Table (8) shows, there is a difference between the attitudes of the Kuwaiti and Egyptian teachers on the one hand, and the Syrian teachers on the other, regarding all the subsidiary variables.

The Egyptian teachers were more positive with respect to workshops, theoretical aspect of the course and its organization, compared with Kuwaiti teachers who were least positive towards the same variables, as indicated in Table (8).

The results also indicate that there were differences between Kuwaiti and Syrian teachers on the one hand, and the Egyptian teachers on the other, regarding the course objectives and the trainers. The Kuwaiti teachers, however, were less positive, compared to the Syrians whose attitude was more positive in these two areas.

The Kuwaitis were dissatisfied with the course components, since the course may not have been consistent with their inclinations. Some were dissatisfied with the way in which the INSET course was organized and structured. This was especially the case with those who attended previous INSET courses which had better organization. Moreover, some teachers may have been confused by the multiplicity of approaches by trainers and lack of co-ordination among them.

Such reaction remains significant despite the small number of Kuwaiti EFLPS teachers completing the course. Their dissatisfaction can be inferred through comparing their attendance in previous courses, on the one hand, and in this course, on the other. They are probably not used to attending INSET courses at the very beginning of the school year, where most teachers require sometime to settle in their schools.

Table (8)
Anova of Differences Between Nationalities Regarding
Dependent Variables

No	Source	DF	Sum of Squares	M Squares	F	Scheffe
1-	Workshop					
	Between Groups	3	252.31	84.10	8.49**	E,K
	Within Groups	175	1732.43	9.89		S,K
2-	Theory					
	Between Groups	3	917.22	305.74	11.32**	E,K
	Within Groups	168	4535.94	26.99		S,K
3-	INSET Organization					
	Between Groups	3	406.98	135.66	5.32**	E,K
	Within Groups	171	4352.52	25.45		S,K
4-	INSET Objectives					
	Between Groups	3	1179.04	393.01	12.28**	E,K
	Within Groups	166	5309.56	31.98		S,K
5-	Trainers					
	Between Groups	3	335.33	111.77	3.86**	S ,K
	Within Groups	178	5154.47	28.95		S,K
6-	INSET In General					
	Between Groups	3	10.63	3.54	4.96**	O,K
	Within Groups	176	125.61	.71		S,K

E = Egyptian S = Syrian K = Kuwaiti O = Others.

With regard to the open-ended question (36) the responses may be summarized as follows:

- a) 62 teachers emphasized the need for the practical component and micro-teaching.
- b) 21 suggested holding the course immediately prior to the school year, or on week ends.
- c) 31 stated that the duration of the course was too short, and suggested it should be extended to six months.
- d) 19 proposed more specific INSET courses supplemented by financial incentives.
- e) 29 expressed dissatisfaction with the teaching procedures, ineffective use of AVA and use of Arabic by trainers. They stressed the need for providing them with new information since most of the course components were already familiar to them.
- f) 13 stated that the trainers should have greater awareness of the specific requirements of the primary education and the children's needs.

Conclusions:

Kuwait has recently embarked on a policy of teaching EFL at an early age. A pre-requisite for this is for teachers to be qualified and trained in EFLPS. However, the past two years have made it abundantly clear that there were no qualified EFLPS teachers in Kuwait and in other Arab countries.

With the persistent shortage of teachers, the continuing employment of secondary school teachers in primary schools seemed attractive at times (Kennedy, 1991). However, it becomes increasingly difficult to implement, because of its inherent inefficiency. In particular, primary school teachers require certain competencies that are hard to find in teachers of higher stages.

It may be possible to find some qualified teachers in the primary stage, but these will be few worldwide. Given that only a handful of universities offer training and certification for primary school FL teaching, such a shortage appears inevitable.

The question of INSET thus assumes significance. This, in turn, raises the question whether such training should be offered to primary teachers who need linguistic competence, or to language teachers who need training in primary level techniques. Opinion at present seems to support the former approach, because the goals of EFLPS programmes are stringent with respect to language fluency levels (Liano, 1985). It may seem that the teacher should have a thorough knowledge of the language he is supposed to teach. He has to know how the language and its sound system work in order to handle it properly. At the same time he should possess the teaching skills and strategies to put this knowledge into practice. While the area of INSET for primary-school FL teachers is limited, it needs improvement in several ways. Other countries are still experimenting with it (Connelly, 1991).

Given the rapidly changing field of FL education including the recent advances in communicative and integrative methodologies, it would be wise for EFLPS teachers to participate in consistent and coherent INSET courses, and not just in sporadic workshops and conferences. In this connection, the Faculty of Education in Kuwait University has recently completed a pre-service programme for EFLPS teachers, i.e. a year after EFLPS was introduced. Implementation of such a programme is expected during 1995 - 1996 academic year. The Faculty has also planned initiating a short INSET course on EFLPS methodology to be conducted in the forthcoming year.

Based on the findings of the study, the following suggestions may be offered:

- 1- EFLPS teachers' needs should be identified prior to organiz-

ing an INSET course. This course should be oriented to the practical rather than theoretical aspects.

- 2- The quality of trainers is an important ingredient for the INSET effectiveness.
- 3- Regular short and long INSET courses catering for specific areas in EFLPS should be organized throughout the school - year. Systematic evaluation of such courses is also essential.
- 4- Long term impact evaluation of the course is necessary to follow up the teachers' behavioural changes on the job and the extent to which their performance has improved.
- 5- The INSET course on EFLPS should aim at building the trainees' existing knowledge by providing them with additional information on how children learn and how various techniques to teaching English can be used.

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Appendix

I- Tick the appropriate box to indicate the extent of your agreement, regarding the INSET Course:

No	Statement	SA	A	UC	DA	SDS
1	Some other topics should have been included in the programme.					
2	Duration of programme was sufficient.					
3	Programme suggested solutions to problems in TEFL at primary stage.					
4	Some topics should have been dropped from the programme.					
5	Programme met my expectations.					
6	Time allocated to each subject was sufficient.					
7	Time allocated to workshops was sufficient.					
8	Workshops were conducted satisfactorily.					
9	Emphasis was placed equally on both theory and practice.					
10	Assignments were useful as learning tools.					
11	Theoretical component of course was interesting.					
12	INSET course was challenging.					
13	INSET course was conventional.					
14	Practical component of course beneficial.					

No	Statement	SA	A	UC	DA	SDS
15	INSET course added nothing new.					
16	INSET course was well organized.					
17	INSET course met my professional needs.					
18	INSET course contributed greatly to my TEFL at primary stage.					
19	INSET course was advanced.					

SA: Strongly Agree A: Agree UC: Uncertain

DA: Disagree SDS: Storngly Disagree

II- To what extent the INSET course has been useful in the following areas

No	Statement	GT	SE	DK	SUS	NUS
20	Knowledge in teaching methods.					
21	Training in lesson planning.					
22	Preparation of AVA.					
23	Teaching language skills.					
24	Constructing tests and evaluation techniques.					
25	Child psychology.					
26	Understanding principles underlying English syllabus at primary stage.					
27	Knowledge of trends in EFLPS.					

GT: Great Extent SE: Some Extent

DK: Dont Know SUS: Slightly Useful NUS: Not Useful

III- How do you rate your trainers in the following:

No	Statement	Excel- lent	Very Good	Good	Fair	Weak
28	Knowledge of subject matter.					
29	Knowledge of primary education.					
30	Awareness of language interference.					
31	Teaching ability.					
32	Organizing and guiding group work.					
33	Background knowledge in child education.					
34	Evoking challenging topics.					

35- How would you rate the training programme as a whole?

Excellent Very Good Good
Fair Weak

36- Additional comments and suggestions that you wish to make

1-.....
2-.....
3-.....

HIDDEN CURRICULUM: ITS DEFINITION, COMPONENTS, AND DANGERS

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The current study tackles the problem of hidden curriculum and its effects upon students during the process of socialization in schooling . In the first part of the study, emphasis has been given to the vital role played by the critical literature in education in discovering what is called the hidden curriculum . Being different in its nature, dealing with the problem of hidden curriculum requires certain specific methodology and procedures. Accordingly, the researcher started this study by criticizing the traditional research methods. At the same time, the researcher introduced an alternative methodology for tackling such a problem .

At the beginning ,the researcher contemplated the concept of hidden curriculum, then gave a definition for such a concept . Besides, different points of views of other researchers concerning the definition of hidden curriculum have been touched upon. Hidden curriculum has been analyzed into six components as follows: 1- Class organization and class furniture and equipments, 2- School facilities 3- School schedule and the way time is allocated for subjects, 4- Culture of the learner and its relation to the prevailing culture, 5- Teachers' back- ground, and finally, 6- School text books and their being tending to serve the prevailing culture.

When discussing the learners culture and its relationship to the prevailing culture, the points of view of some eminent educational figures like Young and Bourdeau have been contemplated . As well, in this part of the study, "Resistance" as one of the side-product for changing the research methods in modern science of Sociology of education, have been touched upon. With regard to the impartiality of the text book, the discussion was concluded by summerizing a study that uses Kuwaiti text-book analysis as an example of what can be classified as a hidden curriculum in the text- book.

At the end of the study the researcher discussed the possible dangers & pitfalls of the hidden curriculum like abolishing creativity. As well, in this final part of the study, two cultural features prevailing in the local environment have been touched upon, showing the probable educational dangers that may occur to pupils through these two cultural faeures .

NEEDED TEACHING COMPETENCIES FOR INTERMEDIATE SCHOOL ART EDUCATION TEACHERS

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Abstract

The purpose of this study is to recognize the teaching competencies of intermediate school art education teacher. This study included all intermediate school teachers and supervisors of art education in Riyadh City. For gathering the data, a questionnaire was developed for this purpose.

The major findings of the study as follows:

- 1- There was an agreement between groups about the importance of the teaching competencies for art education teachers.
- 2- There were significant statistical differences between teachers and supervisors concerning four parts 1) academic competencies - 2) planning preparation - 3) implementation competencies - 4) cultural competencies.

THE EFFECTIVENESS OF PARENT-TEACHER ASSOCIATION IN ELEMENTARY SCHOOL IN THE STATE OF QATAR (AN EVALUATIVE STUDY)

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The purpose of this study was to evaluate the parent-teacher associations in elementary school in Qatar and the factors which affect their performance. The researchers developed a questionnaire which dealt with three major issues: objectives, activities and problems of the parent-teacher associations. The study sample consisted of 861 participants, including teachers, principles and their deputies social workers, and parents.

The results of the study have been analyzed using different statistical methods, to define the perceptions of the study sample and the differences among them on the three main issues of the study.

The main results of the study were as follows:

- The academic achievement of the students was considered the most important objective of the P.T.A.
- The activities of the P.T.A. in elementary school were very limited, and there were a number of problems facing such activities.
- There were differences among the sample groups on the three issues of the study.

In conclusion recommendations and recommendations for more effective P.T.A. in elementary school in Qatar were made.