
*Evaluating the Professional Efficiency
of Primary School Teachers in
Teaching Rafidain English Course for
Iraq, Book I*

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1. The Problem

Teaching techniques are the vehicles, which are used by teachers to help pupils learn and gain experiences and create positive classroom activities, as much as these techniques are varied, they lead to successful and fruitful learning in the foreign language. They help teachers achieve their objectives (Asowrth, 1985: 124).

The English language teacher's work is an active and purposeful one when he can plan carefully and frequently make the necessary changes in the contents and methods of teaching programme to fit the interest and needs of pupils. It seems that the majority of primary English teachers' interests does not go far in planning their work, and do not understand which of the methods could result for the benefit of the pupils, yet a good English language teacher could make a success of any method (Ramadan, 1998: 2).

However, the significance of this problem lies in the fact that it tackles the process of using techniques of teaching Book 1 at the primary schools, which are considered one of the main factors in teaching EFL, i.e., the significance of the problem lies in identifying the actual techniques used in teaching Book 1 and then assessing the extent of using the officially recommended techniques. The researchers will modify the followed techniques and come up with some practical suggestions and recommendations.

This study attempts to explore the exact teaching techniques used by teachers in teaching Book 1, in order to find out whether there is a gap between what is supposed to be followed by teachers and what is actually followed in teaching Book 1 of RECI in the light of the modern trends of teaching English as a foreign language.

2. Aims of the Study

This study aims at:

- 1- Evaluating the professional efficiency of English teacher who are teaching Book I of R.E.C.I.
- 2- Identifying the prevailing techniques used in teaching English syllabus of Book 1 of fifth grade of primary schools.
- 3- Suggesting the favourable techniques for teaching the English syllabus of fifth grade at primary schools.

3. Value of the Study

This study is useful in:

- 1- Providing a set of favourable techniques used in teaching Book 1. These techniques may be useful to teachers of book 1 at the primary school.
- 2- Developing the process of teaching of English as a foreign language in Iraq.

4. Limits of the Study

The study is limited to:

- 1- The teachers (males and females) of the fifth year primary schools in Al-Amarah City during the academic year 2005-2006.
- 2- Rafidain English course for Iraqi, Book I of the fifth year used in Iraqi primary schools.

5. Classroom Techniques

Good (1973: 554) define techniques as "A specific way of presenting instructional material or conducting instructional activities". The effectiveness of a technique depends on the way it is used (Allen and Compbell, 1972: 7).

Teachers may develop their own teaching techniques when they are well-informed by a particular view of language and particular theory of teaching.

A technique is the behavioural manifestation of the principles, in other words, the classroom activities and procedures derived from an application of the principles (Freeman, 1986: xi).

Certain techniques are successful because they involve the pupils in certain activities that result in a good theoretical justification, a particular technique may be compatible with more than one method depending on the way in which the technique is used.

One teaching technique may be used differently by many teachers and they may present the same material in different ways even they share the same method.

6. Procedure

To achieve the aims of this study the following procedures were followed:

- 1- Selecting a sample of 20 primary school teachers of English.
- 2- The scientifically recorded observation is the instrument adopted in this study for measuring the favourable techniques of teaching Book 1 in Al-Amarah City.
- 3- To achieve the purposes of the study, the teachers of English of fifth year in 20 primary schools in Al-Amarah City have been observed while teaching Book 1.
- 4- The researchers have prepared a checklist of 59 items to achieve the aims of the study. Also, a four-point scale ranging from always, scarcely, sometimes, and never is used to help the observers to determine the frequency of the use of each technique.

7. Techniques of Communication Method

In applying this approach, the following techniques were used:

- 1- The teacher tries to create an encouraging atmosphere.
- 2- The teacher introduces the material.
- 3- The teacher presents the unit after relating it to the pupils' probable community experiences.
- 4- The pupils listen to the teacher.
- 5- The teacher uses audio-visual aids.
- 6- The teacher asks his pupils to make their predictions of the material.
- 7- The teacher asks his pupils if they have any question.
- 8- The teacher writes their predictions of the material in their own words.
- 9- The teacher asks questions about the material.
- 10- The class is divided into pairs or small groups to discuss the questions and their answers.

11- The teacher postpones in correcting pupils' errors as soon as natural outcome of the development of communication skills.

12- The pupils are encouraged to play a language game or do a role-play.

(See Freeman, 1986, 124-128; Al-Mutawa and Al-Kailan, 1989: 122-123; and Harmer, 2001: 86).

8. The Role of the Teacher

Lightfoot (undated: 14) states that "the role of the teacher is determined by the society in which he lives, and by the future society in which his pupils will live.

Teaching is not an easy task but it is an exciting one. The responsibility placed on the teacher today is greater than the he has ever been. He is called upon to judge and evaluate his own motions, methods and approach for more than his predecessor do. They have the task of improving the lot of the working classes. The actor that is the one who is in fact and chiefly active in the course of lessons. His educational function in the classroom lies principally in presenting, explaining, analyzing and justifying the subjects – matter, the body of material to be learnt.

Breen and Candlin (1980: 89-112) argued that the teacher has two main roles, which it may be seen as cyclic in nature. The first, as organizer of resources in order to facilitate the interaction process takes place between the learners and problem-solving exercises. The second role is that of a participant in the instruction.

Harmer (1983:202) demonstrates that the most important and difficult role to the teacher has to play is that of organizer. The success of many activities depends on good organization and on the pupils knowing exactly what they arte to do a lot of time can be wasted if the teacher omits to give pupils vita information or issues conflicting and confusing instruction. Moreover, teacher's personality is of great importance. The children will expect him to be polite and well mannered, cheerful, sympathetic, tolerant and understanding (see fig. 1).

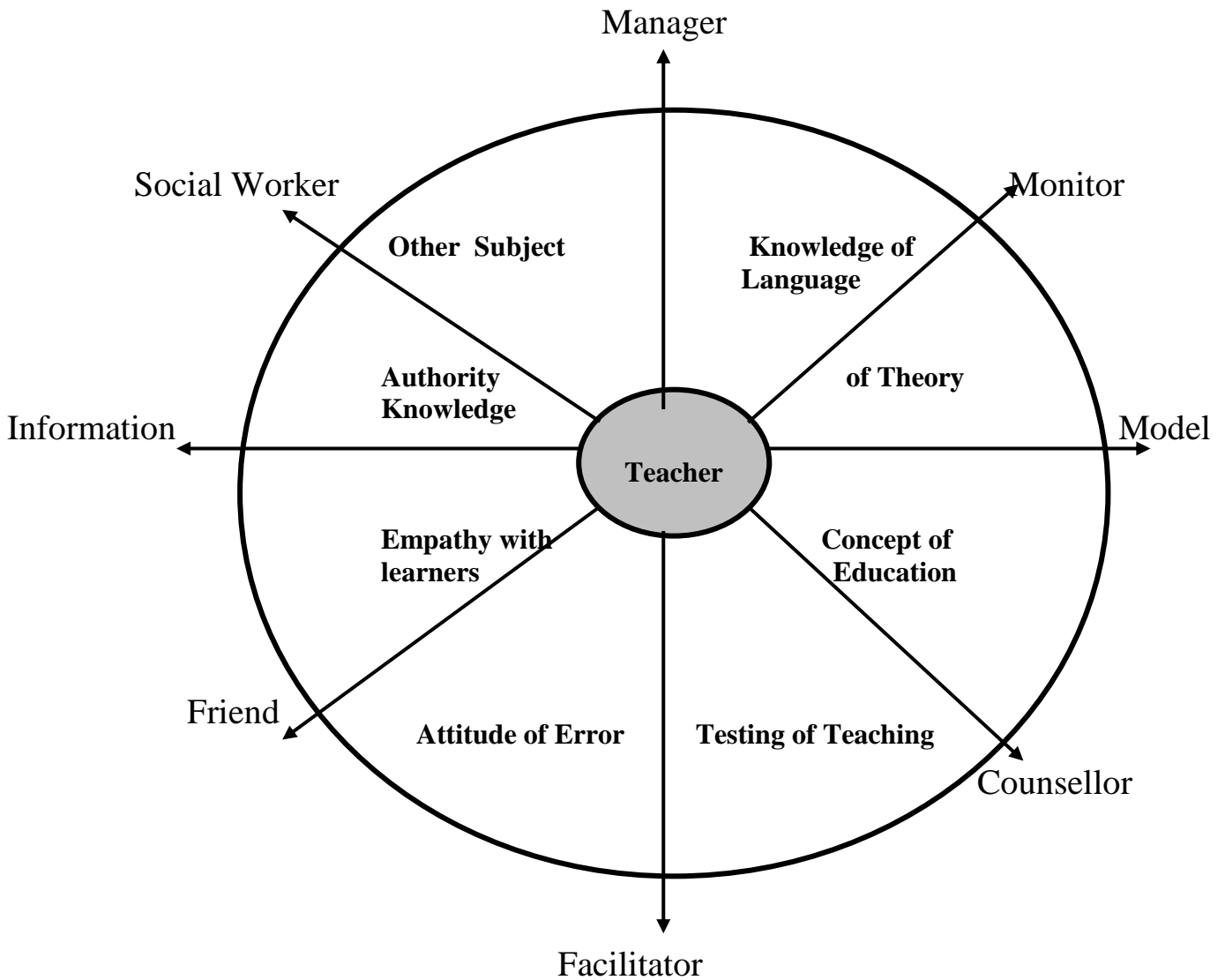


Fig (1)
The Teacher Role in Teaching / Learning Process

9. Statistical Means

The following statistical means have been used by the researchers in order to achieve the objectives of the study.

- 1- Cooper Formula: it is used to find out the judgment reliability coefficient of the checklist.

$$\text{Cooper} = \frac{A}{A+D} \times 100$$

A = frequency of constancy between two observers.

D = frequency of in constancy between two observers

(Al-Mufti, 1984: 63)

2- Percentage: it is used to find out the percentage of using the teaching techniques by the teachers of the sample. Percentage weight = results / higher degree.

(Al-Bayati and Ethnasyous, 1977: 8)

3- Fisher Formula: it is used to find out the degree of power of the items of the observation checklist (the use of each technique)

$$\text{Degree of power} = \frac{FX_0 + FX_1 + F_3X_2 + F_4X_3}{\text{Total Frequency}}$$

Where:

F1 = frequency of first alternative = (never)

F2 = frequency of second alternative = (sometimes)

F3 = frequency of third alternative = (frequently)

F4= frequency of fourth alternative = (always)

(Fisher, 1955: 327)

10. Description of the Checklist Items

The total number of the checklist items applied for the assessment of Book 1 of English in the fifth grade in primary schools is fifty-nine.

The techniques are classified according to many areas of teaching: planning the lesson, teaching conversation, teaching reading, teaching workbook exercises, and teaching spelling the checklist items. A four-point scale (never, sometimes, frequently, always) is used, in order to identify the techniques followed by primary schools teachers.

Table (1) shows the percentage and the degree of power for each item in the checklist as well as the number of teachers who employed it. The scale point is given the degrees 0, 1, 2, and 3, respectively. Accordingly, the items with 0.00 degree of power are never used by teachers, those whose degree of power is ranging from 0.0 to 2.0 are less commonly used, and finally those whose degree of power is ranging from 2.00 to 3.00 are widespread or commonly used (see Table 1).

Table (1)
The Number of Teachers and the Name of the Schools

<i>District</i>	<i>Sector</i>	<i>No. of Teacher</i>	<i>Names of Schools</i>
<i>Al-Amarah</i>	Al-Jedaida	2	Al-Nabras primary school for boys
		1	Al-Yarmuk primary school for girls
		1	Al-Fayhaa primary school for girls
		1	Al-Wathba primary school for boys
		1	Al-Quola primary school for girls
	Al-Mu'lameen	2	Al-Batool primary school for girls
	Hay Al-Husain Al-Qudeem	4	Al-Huda primary school for girls Al-Makarim primary school for boys
	Awasha	4	Al-Sayida Zainab primary school for girls Al-Issud primary school for boys
Hay Al-Sakani	1	Al- Mukhtar primary school for girls and boys	
Al-Mahmmudea	1	Khadija Al-Kubra primary school for girls	
Hay Al-Husain	2	Rabaah Al-Aidweea primary school for girls	
<i>Total</i>		20	

Table (2)
Percentage, degree of power and the number of teachers who employed the items of the checklist

No.	Items	Never		Sometimes		Scarcely		Always		Degree of power	Percentage
		No. of teachers	% X_0	No. of teachers	% X_1	No. of teachers	% X_2	No. of teachers	% X_3		
A	Teacher Personality									2.26	75%
1	have good sense of responsibility.	0	0.0	0	0.0	4	20%	16	80%	2.8	93.33%
2	prepare her (his) lesson very well.	0	0.0	4	20%	4	20%	12	60%	2.4	80%
3	be clean, tidy, have good appearance and fair to her (his) pupils.	0	0.0	4	20%	4	20%	12	60%	2.4	80%
4	have clear and audible voice	0	0.0	4		6		10	50%	2.3	76.66%
5	give her (his) pupils the maximal chance to participate class activities.	4	20%	8	40%	4	20%	4	20%	1.4	46.66%
6	like her (his) work.	2	10%	2	10%	4	20%	12	60%	2.3	76.66%
B	Planning the Lesson									1.7	56.66%

7	prepare daily, weekly and monthly lesson plan.	2	10%	2	10%	6	30%	10	50%	2.2	73.33%
8	have quick review of the material presented in previous lesson.	4	20%	8	40%	4	20%	4	20%	1.4	46.66%
9	put down the main part of the lesson on the board.	4	20%	4	20%	2	10%	10	50%	1.9	63.33%
10	determine the suitable method for the lesson.	10	40%	4	20%	4	20%	2	10%	0.9	30%
11	state the objectives of the lesson.	4	20%	4	20%	2	10%	10	50%	1.9	63.33%
12	give each activity its due share of time.	4	20%	4	20%	2	10%	10	50%	1.9	63.33%
C	Teaching Conversation									2.32	77.5%
13	read the conversation and explain it.	2	10%	2	10%	2	10%	14	70%	2.4	80%
14	state the meaning of its new words.	2	10%	2	10%	2	10%	14	70%	2.4	80%

15	ask the pupils to read the conversation individually using pair work or group work (as a real communication of idea from one pupil to another).	2	10%	2	10%	2	10%	14	70%	2.4	80%
16	correct any mistake done by the pupils.	4	20%	2	10%	2	10%	12	60%	2.1	70%
D	Teaching Reading									1.93	64.3%
17	read the activity orally as a complete unit.	2	10%	4	20%	2	10%	12	60%	2.2	73.33%
18	state the meaning of its new words.	2	10%	4	20%	2	10%	12	60%	2.2	73.33%
19	Make the pupils read individually, into pairs group and as a group work.	2	10%	2	10%	2	10%	14	70%	2.4	80%
20	correct any mistake done by the pupils.	4	20%	2	10%	2	10%	12	60%	2.1	70%
21	make the pupils recognize the letters and name them orally.	6	30%	4	20%	2	10%	8	40%	1.7	56.66%

22	make the pupils read quickly complete words by using flash cards.	8	40%	4	20%	4	20%	4	20%	1.2	40%
23	suggest look and say method.	4	20%	2	10%	4	20%	10	50%	2.00	66.66%
24	Introduce words or sentences as a complete unit.	12	60%	4	20%	4	20%	0	0%	0.6	20%
25	read and spell the word gradually.	4	20%	2	10%	2	10%	12	60%	2.1	70%
26	present the material orally in order to develop the listening and speaking skills.	2	10%	2	10%	2	10%	14	70%	2.4	80%
27	open books and read the material that introduce orally.	2	10%	2	10%	2	10%	14	70%	2.4	80%
E	Teaching Work Book Exercises									2.125	70.83%
28	make the pupils do many exercises to develop their writing skills.	6	30%	4	20%	2	10%	8	40%	1.4	53.33%
29	ask the pupils to write the done exercises using cursive handwriting.	0	0%	4	20%	6	30%	10	50%	2.3	76.66%
30	make sure that all exercises of each unit must be done by all	2	10%	2	10%	4	20%	12	60%	2.3	76.66%

	the pupils.										
31	write the letter of English alphabet in their small and capital forms and numbers using semi-cursive and capital forms.	2	10%	2	10%	4	20%	12	60%	2.3	76.66%
F	<i>Teaching Spelling and Dictation</i>									1.25	50%
32	Select some words which are known by the pupils and ask them to follow as: T: M-E-C-H-A-N-I-C P ₁ : Mechanic P ₂ : M-E-C-H-A-N-I-C	4	20%	4	20%	4	20%	8	40%	2.2	73.33%
33	choose some pictures and show them to the pupils to say the words that represent those pictures.	10	50%	8	40%	0	0%	2	10%	0.7	23.33%
34	ask the pupils to spell the previous words.	4	20%	4	20%	4	20%	8	40%	1.8	60%

35	give any picture and ask the pupils to write a word or phrase or sentence around it.	10	50%	4	20%	0	0%	6	30%	1.1	36.66%
36	correct the pupils writing.	4	20%	4	20%	4	20%	8	40%	1.8	60%
G	<i>Teaching songs and Rhymes</i>									1.87	62.2%
37	give an idea about the present song or rhyme.	6	30%	4	20%	4	20%	6	30%	1.5	50%
38	state the meaning of its new words and expressions by using picture.	2	10%	4	20%	4	20%	10	50%	2.1	70%
39	present the song while the pupils listen to him by register or radio.	14	70%	4	20%	0	0%	2	10%	0.5	16.66%
40	make the pupils sing the song or say the rhyme individually, pair work or group work.	2	10%	2	10%	2	10%	14	70%	2.4	80%
41	encourage the pupils to memorize the song.	2	10%	2	10%	4	20%	12	6%	2.3	76.66%
42	make the pupils repeat the previously learned songs from time to time.	2	10%	2	10%	4	20%	12	60%	2.3	76.66%

43	cut the song into syllable and explain it.	2	10%	2	10%	4	20%	12	60%	2.3	76.66%
H	Teaching Language Game									1.14	38.09%
44	select suitable game (related to lesson material, easy to practice and does not take a long time).	6	30%	2	10%	2	10%	10	50%	1.8	60%
45	present a game at the suitable time (at the middle or end of the lesson).	8	40%	6	30%	2	10%	4	20%	1.1	36.66%
46	state the linguistics aim beyond the given game.	16	80%	4	20%	0	0%	0	0%	0.2	6.6%
47	explain the way in which the game should be started.	8	40%	4	20%	0	0%	8	40%	1.4	46.66%
48	manage, control and guide the game by him/her.	10	50%	0	0%	2	10%	8	40%	1.4	46.66%
49	ask the pupils to participate in the game.	10	50%	0	0%	2	10%	8	40%	1.4	46.66%
50	relax during the game.	12	60%	4	20%	2	10%	2	10%	0.7	23.33%
I	Using Teaching Aids									1.37	45.83%

51	ask the pupils to bring an old tool such as; telephone, watch or doll and show it to the pupils.	10	50%	0	0%	2	10%	8	40%	1.5	50%
52	utilize the board for writing.	6	30%	4	20%	4	20%	6	30%	1.5	50%
53	use the role-playing activity for encouraging the pupils to practice the lesson material.	6	30%	4	20%	4	20%	6	30%	1.5	50%
54	use suitable and attractive visual aids such as pictures and flash cards (in read objects).	10	50%	4	20%	2	10%	4	20%	1.00	33.33%
J	Assessment									1.3	46%
55	give clear instructions concerning the conducted test	14	70%	4	20%	0	0%	2	10%	0.5	16.6%
56	conduct achievements (written and oral) tests.	14	70%	4	20%	0	0%	2	10%	0.5	16.6%
57	conduct daily, monthly and find tests.	2	10%	2	10%	6	30%	12	60%	2.6	86.66%
58	give back the test paper as quick as possible for the pupils to know their mistake.	4	20%	4	20%	4	20%	8	40%	1.8	60%

59	encourage the pupils to use self-evaluation in classroom activity and correct them.	8	40%	4	20%	4	20%	4	20%	1.5	50%
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11. Results Analysis

Discussing the techniques used in teaching English syllabus of Book 1.

11.1 Teacher's Personality

Table (3) shows that the primary English teachers perform fairly well in this area since its average degree of power (hence for short, DP) is 2.26 which is above the theoretical mean 2.00 in particular, their performance is good on the items that occupy the first rank, i.e., 1, 2, 3, 4, 5, 6 that concern "have good sense of responsibilities", "prepare her (his) lesson very well", "be clean, tidy, have good appearance and fair to her (his) pupils", and "link her (his) work". The rest of the items with rank five with DP that is below the theoretical mean indicate unfavorable competence of primary English teacher.

Table (3)
The Ranking Order and the Degree of Power of using the Items Related to Teacher's Personality

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
1	1	have good sense of responsibility.	2.8
2	2	prepare her (his) lesson very well.	2.4
3	3	be clean, tidy, have good appearance and fair to her (his) pupils.	2.4
4	4	have clear and audible voice	2.3
5	5	give her (his) pupils the maximal chance to participate class activities.	1.4
6	6	like her (his) work.	2.3
Average			2.26

11.2 Lesson Planning

A careful inspection of Table (4) shows that the average degree of power of primary English teacher's sample is 1.7 which is much less than the theoretical mean 2.00. This means that the primary English teachers are in general inefficient and inadequate in the planning of their lessons. More specifically, the items are above or equal to the theoretical mean namely 7 with the degree of power 2.2.

Table (4)
The Ranking Order and the Degree of Power of using the Items
Related to Lesson Planning

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
7	1	prepare daily, weekly and monthly lesson plan.	2.2
9	2	put down the main part of the lesson on the board.	1.9
11	3	state the objectives of the lesson.	1.9
12	4	give each activity its due share of time.	1.9
8	5	have quick review of the material presented in previous lesson.	1.4
10	6	determine the suitable method for the lesson.	0.9
Average			1.7

11.3 Teaching Conversation

An encouraging result is arrived at in this area Table (5) shows that the performance of primary English teachers is well adequate in this area since the average degree of power of the items is 2.32 which is greater than the theoretical mean 2.00, in particular, their performance is good on the items that occupy the four ranks, i.e., items 13, 14, 15, and 16.

Table (5)
The Ranking Order and the Degree of Power of Using the Items
Related to Teaching Conversation

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
13	1	read the conversation and explain it.	2.4
14	2	state the meaning of its new words.	2.4
15	3	ask the pupils to read the conversation individually using pair work or group work (as a read communication of idea from one pupil to another).	2.4
16	4	correct any mistake done by the pupils.	2.1
Average			2.32

11.4 Teaching Reading

The examination of Table (6) indicates that the primary English teachers are incompetent in managing the activities of this area, in general, since the average degree of power is 1.93 which is less than the theoretical mean 2.00. Nevertheless, these primary school teachers perform well on items 17, 18, 19, 20, 23, 25, 26, 27, as their DP are larger than theoretical one, on the other hand, the rest of the items with a ranking order of twenty-one, twenty-two and twenty four with DP below the theoretical mean display poor performance of primary English teachers.

***Table (6) check
The Ranking Order and the Degree of Power of Using the Items
Related to Teaching Reading***

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
19	1	Make the pupils read individually, into pairs, and groups.	2.4
26	2	present the material orally in order to develop the listening and speaking skills.	2.4
27	3	open books and read the material that introduce orally.	2.4
17	4	read the activity orally as a complete unit.	2.2
18	5	state the meaning of its new words.	2.2
20	6	correct any mistake done by the pupils.	2.1
25	7	read and spell the word gradually.	2.1
23	8	suggest look and say method.	2.00
21	9	make the pupils recognize the letters and name them orally.	1.7
22	10	make the pupils read quickly complete words by using flash cards.	1.2
24	11	introduce words or sentences as a complete unit.	0.6
Average			1.93

11.5 Teaching Work Book Exercises

It is clear from Table (7) that the performance of primary English teachers in this area is couraging since the average DP is 2.125 which is above the theoretical one 2.00, taken separately. Their performance is good in the items 29, 30, and 31 that concern "ask the pupils to write the done exercises using cursive handwriting", "make sure that all the exercises of each unit must be done by all the pupils", "write the letters of English alphabet in their small and capital forms and numbers using semi-cursive and capital forms" with a DP of 1.7 is less than the theoretical mean reflect inadequate performance of primary English teachers.

Table (7)
The Ranking Order and the Degree of Power of Using the Items Related to Teaching Workbook Exercises

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
29	1	ask the pupils to write in their workbooks the done exercises using cursive handwriting.	2.3
30	2	make sure that all the exercises of each unit must be done by all the pupils.	2.3
31	3	write the letters of English alphabet in their small and capital forms and numbers using semi-cursive and capital forms.	2.3
28	4	make the pupils do many exercises to develop their writing skills.	1.4
Average			2.125

11.6 Teaching Spelling and Dictation

The inspection of Table (8) indicates that the primary English teachers are incompetent in managing their activities of this area, in general, since the average DP mean is 1.25 which is less than the theoretical mean 2.00. Nevertheless, the primary English teachers perform well on item them to follow as:

T: M-E-C-H-A-N-I-C

P1: Mechanic

P2: M-E-C-H-A-N-I-C, or the other hand, the rest of the items occupying the ranks thirty-three to thirty-six with DP below the theoretical mean display poor performance of the primary English teaches.

Table (8)
The Ranking Order and the Degree of Power of Using the Items
Related to Teaching Spelling and Dictation

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
32	1	Select some words which are known by the pupils and ask them to follow as: T: M-E-C-H-A-N-I-C P ₁ : Mechanic P ₂ : M-E-C-H-A-N-I-C	2.2
34	2	ask the pupils to spell the previous words.	1.8
36	3	correct the pupils writing.	1.8
35	4	give any picture and ask the pupils to write a word or phrase or sentence around it.	1.1
33	5	choose some pictures and show them to the pupils to say the words that represent those pictures.	0.7
Average			1.25

11.7 Teaching Songs and Rhymes

A careful inspection of Table (9) shows that the average DP of primary English teachers in using the techniques of teaching songs and rhythm is 1.78, which is less than the theoretical mean 2.00. This means that the primary English teachers are in general inefficient in teaching songs and rhymes, more specifically the items are above to the theoretical mean namely, items 38, 39, 40, 41, 42, and 43. In the other word, primary English teachers perform moderately well in these activities, on the other hand, their performance is inadequate on the rest of the items of this area which occupy the ranks 37 and 39 because their DP are less than the theoretical one.

Table (9)
***The Ranking Order and the Degree of Power of Using the Items
Related to Teaching Song and Rhymes***

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
40	1	make the pupils sing the song or say the rhyme individually, using pair work or group work.	2.4
38	2	state the meaning of its new words and expressions by using pictures.	2.1
42	3	make the pupils repeat the previously learned songs from time to time.	2.3
43	4	cut the song into syllabus and explain them.	2.3
41	5	encourage the pupils to memorize the song.	2.3
37	6	give an idea about the presented song or rhyme.	1.5
39	7	present the song clearly while the pupils are listening to him.	0.5
Average			1.87

11.8 Teaching Language Games

It is clear from Table (10) that the overall performance of primary English teachers in this area is poor and discouraging since the average DP is 1.14 which is below the theoretical DP 2.00. Taken separately, their performance is good only in the first item "select suitable game (related to lesson material, easy to practise and does not take a long time). The rest of the items with the ranks 46, 50, 45, 47, 48 and 49, reflect inadequate performances since their DP are less than the theoretical one.

Table (10)
The Ranking Order and the Degree of Power of Using the Items
Related to Teaching Language Games

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
44	1	select a suitable game (related to lesson material, easy to practise and does not take a long time).	1.8
47	2	explain the way in which the game should be started.	1.4
48	3	manage, control and guide the game by him/her.	1.4
49	4	ask the pupils to participate in the game.	1.4
45	5	present a game at the suitable time (at the middle or end of the lesson).	1.1
50	6	relax during the game.	0.7
46	7	state the linguistics aim beyond the given game.	0.2
Average			1.14

11. 9 Using Teaching Aids

The performance of the primary English teachers in this area is also unsatisfactory in general. This can be dedicated from the average DP 1.37 which is below the theoretical mean 2.00.

Table (11)
The Ranking Order and the Degree of Power of Using the Items
Related to Using Teaching Aids

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
51	1	ask the pupils to bring an old instrument such as; telephone, watch or doll and show it to the pupils.	1.5
52	2	utilize the board for writing.	1.5
53	3	use the role-playing activity for encouraging the pupils to practice the lesson material.	1.5
54	4	use suitable and attractive visual aids such as pictures and flash cards (in read objects).	1.00
Average			1.37

11.10 Assessment

Primary English teachers are poor teachers in this area in general. This finding is manifested in Table (12) where the average DP 1.31 is less than the theoretical mean 2.00 only one item shows adequate performance; namely, item 55 which is referring to " give clear instructions concerning the conducted test ".

Table (12)
The Ranking Order and the Degree Power of the
Items Related to Assessment

<i>Item No.</i>	<i>Item Rank</i>	<i>Item Content</i>	<i>Degree of Power</i>
57	1	conduct daily, monthly and final tests.	2.6
58	2	give back the test paper as quick as possible for the pupils to know their mistake.	1.8
59	3	encourage the pupils to use self-evaluation in classroom activity.	1.5
55	4	give clear instructions concerning the conducted test.	0.5
56	5	conduct achievements (written and oral) tests.	0.5
Average			1.3

Table (13)
The Widespread Techniques of Teaching Book1
of Primary School

No.	Items	DP	Percentage
1	have a good sense of responsibility.	2.8	93.33%
57	conduct daily, monthly and find tests.	2.6	86.66%
2	Prepare her (his) lesson very well.	2.4	80%
3	Be clean, tidy, have very well.	2.4	80%
13	read the conversation and explain it.	2.4	80%
14	state the meaning of its new words.	2.4	80%
15	ask the pupils to read the conversation individually using pair work or group work (as a read communication of idea from one pupil to another).	2.4	80%
19	make the pupils read individually, into pairs group and as a group work.	2.4	80%
26	present the material orally in order to develop the listening and speaking skills.	2.4	80%

40	make the pupils sing the song or say the rhyme individually, pair work or group work.	2.4	80%
4	have clear and audible voice.	2.3	76.66%
6	Like her (his) work.	2.3	76.66%
29	ask the pupils to write the done exercises using cursive handwriting.	2.3	76.66%
30	make sure that all the exercises of each unit must be done by all the pupils.	2.3	76.66%
31	write the letter of English alphabet in their small and capital forms and numbers using semi-cursive and capital forms.	2.3	76.66%
41	encourage the pupils to memorize the song.	2.3	76.66%
42	make the pupils repeat the previously learned songs from time to time.	2.3	76.66%
43	cut the song into syllable and explain it.	2.3	76.66%
7	prepare daily, weekly and monthly lesson plan.	2.2	73.33%
17	read the activity orally as a complete unit.	2.2	73.33%
18	state the meaning of its new words.	2.2	73.33%
32	Select some words which are known by the pupils and ask them to follow as: T: M-E-C-H-A-N-I-C P ₁ : Mechanic P ₂ : M-E-C-H-A-N-I-C	2.2	73.33%
25	read and alphabet the word gradually.	2.1	70%
16	correct any mistake done by the pupils.	2.1	70%
20	correct any mistake done by the pupils.	2.1	70%
38	state the meaning of its new words and expressions by using picture.	2.1	70%
23	suggest look and say method.	2.00	66.66%
9	put down the main part of the lesson on the board.	1.9	63.33%
11	state the objectives of the lesson.	1.9	63.33%
12	give each activity its due share of time.	1.9	63.33%
34	ask the pupils to spell the previous words.	1.8	60%
36	correct the pupils writing.	1.8	60%
44	select suitable game (related to lesson material, easy to practice and does not take a long time).	1.8	60%
58	give back the test paper as quick as possible for the pupils to know their mistake.	1.8	60%
21	make the student recognize the letters and name them orally.	1.7	56.66%
28	make the pupils do many exercises to develop their writing skills.	1.4	53.33%
5	Give her (his) pupils the maximal chance to participate class activities.	1.4	46.66%

Table (14)
Less Commonly Applied Techniques of Teaching Book1 of
Primary School

No.	Items	DP	Percentage
46	state the linguistics aim beyond the given game.	0.2	6.6%
56	conduct achievements (written and oral) tests.	0.5	16.6%
39	present the song while the pupils listen to him by register or radio.	0.5	16.66%
55	give clear instructions concerning the conducted test. introduce words or sentences as a complete unit.	0.5	16.66%
24	relax during the game.	0.6	20%
50	choose some pictures and show them to the pupils to	0.7	23.33%
33	say the words that represent those pictures. determine the suitable method for the lesson.	0.7	23.33%
10	use suitable and attractive visual aids such as pictures and flash cards (in read objects).	0.9	30%
54	present a game at the suitable time (at the middle or end of the lesson).	1.00	33.33%
45	give any picture and ask the pupils to write a word or phrase or sentence around it.	1.1	36.66%
35	make the pupils read quickly complete words by using flash cards.	1.1	36.66%
22	mange, control and guide the game by him/her. ask the pupils to participate in the game.	1.2	40%
48	explain the way in which the game should be started.	1.4	46.66%
49	have quick review of the material presented in previous	1.4	46.66%
47	lesson. encourage the pupils to use self-evaluation in classroom	1.4	46.66%
8	activity. use the role-playing activity for encouraging the pupils	1.4	46.66%
59	to practice the lesson material. utilize the board for writing.	1.5	50%
53	ask the pupils to bring an old tool such as; telephone, watch or doll and show it to the pupils.	1.5	50%
52	give an idea about the present song or rhyme.	1.5	50%
51		1.5	50%
37		1.5	50%

12. Recommendations

The following recommendations could be beneficial by the teachers of Book1. These include:

- 1- A guide for the teacher is needed at primary stage. It contains the main steps of teaching Book1 as well as the general and behavioural objectives.
- 2- Teachers should exchange visits with other teachers of English at primary schools to increase their knowledge on the most updated teaching techniques.
- 3- TV. training lessons should be more interesting and should involve the best and most favourable techniques.
- 4- Teachers have to increase the participation of their pupils by involving them in most class activities and by using various kinds of teaching techniques such as role play, group work, and written work and so on.

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المصادر العربية

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Checklist

No.	Items
A	Teacher Personality: The teacher should:
1	have good sense of responsibility.
2	prepares her (his) lesson very well.
3	be clean, tidy, have good appearance and fair to her (his) pupils.
4	have clear and audible voice
5	give her (his) pupils the maximal chance to participate class activities.
6	like her (his) work.
B	Planning the Lesson: The teacher should:
7	prepare daily, weekly and monthly lesson plan.
8	have quick review of the material presented in previous lesson.
9	put down the main part of the lesson on the board.
10	determine the suitable method for the lesson.
11	state the objectives of the lesson.
12	give each activity its due share of time.
C	Teaching Conversation: The teacher should:
13	read the conversation and explain it.
14	state the meaning of its new words.
15	ask the pupils to read the conversation individually using pair work or group work (as a read communication of idea from one pupil to another).
16	correct any mistake done by the pupils.
D	Teaching Reading: The teacher should:
17	read the activity orally as a complete unit.
18	state the meaning of its new words.
19	Make the pupils read individually, into pairs group and as a group work.
20	correct any mistake done by the pupils.
21	make the student recognize the letters and name them orally.
22	make the pupils read quickly complete words by using flash cards.

23	suggest look and say method.
25	read and alphabet the word gradually.
26	present the material orally in order to develop the listening and speaking skills.
27	open books and read the material that introduce orally.
E	<i>Teaching Work Book Exercises:</i> The teacher should:
28	make the pupils do many exercises to develop their writing skills.
29	ask the pupils to write the done exercises using cursive handwriting.
30	make sure that all the exercises of each unit must be done by all the pupils.
31	write the letter of English alphabet in their small and capital forms and numbers using semi-cursive and capital forms.
F	<i>Teaching Spelling and Dictation:</i> The teacher should:
32	Select some words which are known by the pupils and ask them to follow as: T: M-E-C-H-A-N-I-C P ₁ : Mechanic P ₂ : M-E-C-H-A-N-I-C
33	choose some pictures and show them to the pupils to say the words that represent those pictures.
34	ask the pupils to spell the previous words.
35	give any picture and ask the pupils to write a word or phrase or sentence around it.
36	correct the pupils writing.
G	<i>Teaching songs and Rhymes:</i> The teacher should:
37	give an idea about the present song or rhyme.
38	state the meaning of its new words and expressions by using picture.
39	present the song while the pupils listen to him by register or radio.
40	make the pupils sing the song or say the rhyme individually, pair work or group work.
41	encourage the pupils to memorize the song.
42	make the pupils repeat the previously learned songs from time to time.
43	cut the song into syllable and explain it.

H	Teaching Language Game: The teacher should:
44	select suitable game (related to lesson material, easy to practice and does not take a long time).
45	present a game at the suitable time (at the middle or end of the lesson).
46	state the linguistics aim beyond the given game.
47	explain the way in which the game should be started.
48	manage, control and guide the game by him/her.
49	ask the pupils to participate in the game.
50	relax during the game.
I	Linguistic Properties: The teacher should:
51	ask the pupils to bring an old tool such as; telephone, watch or doll and show it to the pupils.
52	utilize the board for writing.
53	use the role-playing activity for encouraging the pupils to practice the lesson material.
54	use suitable and attractive visual aids such as pictures and flash cards (in read objects).
J	Assessment: The teacher should:
55	give clear instructions concerning the conducted test.
56	conduct achievements (written and oral) tests.
57	conduct daily, monthly and final tests.
58	give back the test papers as quick as possible to the pupils to know their mistakes.
59	encourage the pupils to use self-evaluation in classroom activity.