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**THE PHILOSOPHY AND THE  
EDUCATIONAL DIMENSIONS OF  
TEACHING ENGLISH  
AT THE ELEMENTARY STAGE IN STATE  
OF KUWAIT**

**"An Assessment Study for the First Stage"**

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## Abstract

This study aims to investigate the extent to which the philosophical, educational, professional and knowledge dimensions were approached through teaching English to the students of the first Elementary class- as a first stage - as part of the English language teaching program for all the elementary classes in the State Of Kuwait.

Recommendations were drawn out that shall sustain the project which is now applied in its first leg on the students of the first elementary class and which is to be generalized to include all the classes of the elementary stage in the State of Kuwait.

A random sample of (43) specialized members working in the field of education as teachers, supervisors and administrative were selected and given an odd questionnaire constituted of questions to determine their satisfaction toward the fields of study. To test the study hypothesis, the researcher used the percentage and its statistical functions to find out the differences between every two percents and Person Correlation Coefficient redefined by Spearman equation to show the questionnaire partial and total stability.

### The findings showed the following:

- 1- The program of teaching English to the students at the elementary stage in the State of Kuwait achieved complete approval of the sample members, while general approval was the sample response to the benefit hoped for. This approval fell down to be reservation on the part of the technical and administrative and supervisors and among those having higher degrees. Disparity of opinions was the result obtained as to the suitability of the program timing taking into account the sample members acquaintance with other countries experiments on this concern.
- 2- The sample illustrated complete satisfaction toward using the English book decided in the United Arab Emirates and expressed complete satisfaction to the possibility of compiling a local one.

Disparity of satisfaction was demonstrated in relation to the qualified teachers who shall teach the English language program to the elementary stage. While a complete satisfaction that the teacher should hold a specialized university grade was obtained.

- ٤ The sample agreed to the result that learning English on the part of the child will be of much help to provide him with the necessary skills needed for oral expressing, dialogue, understanding, comprehension and reading and writing. It is of help, again, to enrich the child education, perspective understanding as well as his knowledge obtaining.

The sample members, all together, achieved the outcome that students find no difficult in their learning of English language at the elementary stage. However, part of the sample, distributed in accordance with personal knowledge variables, thought of the English language curriculum to be a source of difficulty faces learning this language.

It was approved that the techniques of teaching methods form a source of difficulty against learning English language at the elementary stage besides the family next to ignorance with English language.

Complete satisfaction was shown toward some of the solutions the questionnaire contained which hoped to be of help to overcome any obstacles facing the process of learning English at the elementary stage. These solutions included among the results of the study.

The study concluded with a summary and recommendations related to the research outcomes.

In the context of the general educational goals in the States of Kuwait and first of which is the classification needed to help

members acquainting knowledge and the right aspects of the functional within the whole substantial fields that attach them directly as members of the society, to understate as priority the linguistic education <sup>(1)</sup>, and in the course of the specific educational guiding goals for the elementary stage that call for taking care, in particular, to improve the children linguistic experience and to encourage them to listent, read, express orally and to provide the family and school environment <sup>(2)</sup> with the appropriate language samples, the Ministry of Education, so as to translate the above mentioned goals practically, issued its decision which imposes on all state and private Arab school in the State of Kuwait to teach English for the first class pupils at the elementary stage right from the academic year 1993-1994 <sup>(3)</sup>.

Hence, a selected committee among the staffs of Kuwaiti University and Ministry of Education was formed to take responsibility of supervising and pursuing the program in preparation to generalizing it in including all other elementary classes in future. The committee started its work and putting as the first priority of the working plan the formulation of the goals of the English language teaching in the first elementary class, and benefiting from the goals set to teach English for elementary stage schools in UAE. After a deep examination, the goals were improved and amended to comply with the content of the curriculum and the nature of the growing up of the first elementary class pupils in the State of Kuwaiti. A further step was working out. The goals were submitted before an elite of English language supervisors to show their opinions, later before one of the faculty of education specialists who expressed his worthy assessments as a preliminary step toward accepting them by the committee <sup>(4)</sup>.

The committee efforts were destined firstly to success in applying the first step of the program when the real teaching of English for the first elementary class Kuwaiti began with the

academic year 1993-1994 in implementation of the Ministry of Education decision No. 61/93.

The major step in the field of teaching living languages for the elementary stage pupils is a clear indicator of how much importance the English language is and the availability of the reasons that accentuate this importance. Among these reasons raises the fact that English is the most world-wide spread language which makes it an effective addressing means that plays an important role in the various fields of daily life, and also renders a substantial source of knowledge and facts <sup>(5)</sup>.

These satisfactions of the importance of learning a second language are generated by the educational request built on the sum of the language and the amount of the maturity the child in his elementary stage has and which makes him ready to master the linguistic skills he has already gained such as listening and speaking and to learn the new skills related to the process of reading and writing. It is, a familiar fact that the linguistic development of the child is distinguished by his large increase of lexical outcomes, his differentiation of meaning, his comprehensibility of the logic linguistically relations and his understanding of the language grammar which are all achieved through their usage's <sup>(6)</sup>.

It is not strange, therefore, to find the inspirations of the Kuwaiti Ministry of Education to fulfill the goals of developing the linguistic experiences of the elementary stage pupils meet those of the world educationalists and linguists towards learning living languages in general together with the goals they are tirelessly working to achieve and the most important of which are:-

- 1- Learning living languages aims to improve the intellectual abilities of the learner and to his memory as well as his logical analysis capabilities.

- 2- Learning living languages is vital to achieve cultural and educational environment.
- 3- The goal of learning living languages is to contribute in crystallizing a good citizen, completing his education, hence having him played and active role in building his country.
- 4- Learning living languages facilitates communicating with the outer world, being acquainted with the people's literature's and policies, studying their economic theories and to comprehending the different civilizations, people's ways of living by listening to radio, watching T-V and reading newspapers, magazines, literature's and technological and scientific writing in an age technology eases the ways of contact between people.
- 5- Learning living languages paves the way towards openness on the outer world and shall cave in fanaticism and the narrow horizon of regionally (7).

Again it is not surprising to say that these noble goals demand sparing no effort to be in touch with the learner's needs, as far as an circumstances will allow, the stimulus which shall be of help to learning, the type of reward he is to respond to, his feeling toward the foreign language he is learning, the benefit the learner hopes to obtain learning so as to satisfy the learner's psychological needs toward achieving his self-satisfaction, hopes and the acceptability of those surrounding him (8).

So, and to meet these inspiration, came within the attempt of the Kuwaiti Ministry of Education in its decision to teach English to the first elementary class in preparation for generalizing the project

later on to include all other classes. This step is believed to meet the needs to accompany the continuous cultural progress.

Having this attempt nearly completed the first year of its age, the researcher believed it is necessary to do this assessment study to get the opinions heard by making this pilot study, hence illustrating the extent to which the philosophical, educational professional and knowledge dimensions achieved out of teaching English to the pupils of the first elementary stage as a first step toward generalizing teaching English to other classes of the same stage, then to conclude the best linguistically attentiveness that will enable the student to join his inspirations with the successful means to achieve them, to help him developing the sum of language he has and to gain the fundamental elements of reading, writing, speaking and listening.

#### **The study Aims:**

This assessment study drives to achieve the following:-

- 1- To be acquainted with the extent of achievement the Philosophical dimension approached out of teaching English for the pupils of the first elementary class-as a first step-as part of a project to teach English for all elementary classes in the State of Kuwait.
- 2- To be acquainted with the extent of achievement the educational, professional and knowledge dimension of this study approached.
- 3- To draw out recommendations that would corroborate the project now applying in its first stage on the pupils of the first elementary class and which is to be generalized to all other elementary classes in the State of Kuwait.

#### **The Study Hypotheses**

This study presupposes the availability of different views on the part of the specialists at the schools of Kuwaiti Ministry of



Education toward the extent of achievement to which approached Philosophical, educational, professional and knowledge dimension of the program of teaching English for the elementary classes of Kuwaiti schools.

### **The study Procedures:-**

#### **First:- Tools of the study:-**

The researcher designed an add questionnaire including questions aim to determine the range of satisfaction among the specialists of the educational process-at the level of teachers, supervisor and administrative-at the schools of the Kuwaiti Ministry of Education toward the Philosophical, educational, professional and knowledge dimension of the project of teaching English now is applying in its first stage on the pupils of the first elementary class and which to be generalized on the other classes of the same stage.

#### **1- The Tool Structure:-**

- 1- The questionnaire was of two parts of statements. The first related to the Personal information which includes the variables of sex, nationality, occupation, qualification, specialization, place of studying, stage of teaching and years of experience. While the second contained questions concerning the sample members views to the Philosophical and the educational dimension of the subject. The questions and their items were distributed in accordance with the fields of study as follows:

<u>The Field</u>	<u>No. of Questions</u>	<u>No. of Items</u>
1- The Philosophical dimension of teaching English for the	4	

### Elementary Stage.

2-	The educational, professional and Knowledge dimension of teaching English for the Elementary Stage.	12	25
		16	25

### 2- The Tool Truthness:-

The questionnaire was submitted to a jury consisting of five members of wide experience in the field of education, three of whom are members of the teaching Professorial at the faculty of education - Kuwait University, while the other two are English Language supervisors working at the Kuwaiti Ministry of Education. The board expressed opinions related to the validity and comprehensive of each item and its decision was to keep on the questionnaire with all its (16) questions and (25) items as arranged and drafted.

### 3- Coefficient of Stability:-

To find out the coefficient of stability, the researcher made, after arbitration, the following:-

A- Finding the stability of each question of the questionnaire to illustrate the stability of each result.

B- Finding the total stability to the question of the all fields of study separately. This was done by means of question analyzation (odd and even)- taking into consideration the questions consisting of items-by resorting to person correlation factor refind by Spearman equation.

It was demonstrated that stability coefficient to each question ranges between 0.82 and 0.86 and these were standards accepted by the

study, while the stability mean of the questions of the two fields of the study was as follows:-

- First field: its total stability coefficient is 0.83.
- Second field: its total stability coefficient is 0.85.

These were again standards regarded as acceptable by the study. So neither question nor item was omitted and the questionnaire was confirmed on its draft form and arrangement according to the outcomes of its truthness and stability.

- 4- The answer to each question and item was confined to three selections: (yes, No, Somehow). This is made by putting the single (√) on the right choice.

**Second: The study Sample**

A random sample of (43) members representing specialists of the educational process and who are working for the Kuwaiti Ministry of Education as teachers, supervisors and administrative was chosen and distributed according to the variables.

**The Statistical Treatment:-**

This has been achieved according to the following:-

- 1- The use of percentage and its statistical function to find out the differences between any two percent through the application of the following equation:-

1 st percent - 2 nd percent

$$S = \sqrt{\frac{1 \text{ stpercent} + (100 - 1 \text{ stpercent})}{N1}} + \sqrt{\frac{2 \text{ ndpercent} + (100 - 2 \text{ ndpercent})}{N2}}$$

S = Criteria degree.

N1 = No. of the first group.

$N_2$  = No. of the second group.

- 2- The use of Pearson correlation coefficient refined by Spearman equation to show the partial and total stability of the questionnaire questions and item.

## Statistical Analyses of Data

First: The Philosophical dimension of teaching English for the first stage of the Kuwaiti Schools.

The questionnaire included four questions respect to the Philosophical dimension of teaching English for the elementary stage of the Kuwaiti Schools. Having analyzed the answers, the hereunder was shown up (9).

- 1- Asking the first question which derived to know the extent of approval to each English for the elementary stage, the following appeared:
  - A- The completely approved obtained the highest percent out of the total sample members in comparison to the low percent of the disapproved where both reached respectively 86% and 9.3%.
  - B- When analyzing the sample members answers to this question who were distributed in accordance with the variables of personal information, the percents of those approved came ranging between 100% and 72.6% at all variables except the ones of the higher qualifies where it fell down to reach 66.7% and the supervisors and administrative where it scored 50%.
  - C- The percents of those made known their yes answer and No answer the supervisors and administrative-were equal to reach for each 50%.
  - D- It was manifested that the percent of the answer "yes" of those bearing post graduate degree came lower compared to the percents of response of those bearing BA, B. Sc. and high

school degree where they reached 66.7%. 95.5%. 72.7% and 100% respectively.

E- The highest percent of 100% appeared among sample members of intermediate and secondary qualification, technicians are among those who studied in Syria and those have no less than 15 years experience.

2- The sample members were asked the second question which derived to know the extent of benefit by teaching English for the elementary stage. The following was demonstrated:

A- Very high percent of the sample members believed that teaching English is of much benefit to the pupils. Their percent scored 90.7% compared to the remarkably dropped 9.3% percent of those believing it otherwise.

B- The analyzation of sample members responses according to the variables of personal information showed that the answer of those believing teaching English is of benefit scored high percent at most variables, ranging between 100% to 80%.

C- The highest percent of those finding benefit was recorded among the sample members bearing intermediate and secondary qualification, technical specialization, those who studied in Syria and those of no less than 15 years experience.

D- The answers of benefit and no-benefit of the administrative and the supervisors were of the same percent which was 50% each.

E- It appeared also that the percent of the benefit answer of the post graduation grade bearers came lower than the percent of those holding the BA,B. Sc., and intermediate and secondary

degrees where they recorded respectively 66.7%. 95.7%. 81.8% and 100% .

- 3- The third question was asked with the aim of knowing the suitability of timing in which the English teaching program began-1993- After analyzation. the following appeared:-
- A- The percent of those finding it suitable scored nearly 53.5% compared to the 41.9% percent of those who found it otherwise.
- B- Having analyzed the sample members answers who were distributed in accordance with the variables of personal information, a remarkable disparity of percent was shown with a difference of one ststistical function at the level of 0.01.
- The highest percent reached to 100% was scored by the bearers of post graduation degree who saw the suitability of timing this percent dropped clearly to record nearly 56.5%, 54.5% and 50% among those having BA,B. Sc., and secondary degrees respectively. Those who saw the non suitability of time obtained consecutively 43.5%, 45.5% and 50% percent.
  - The highest percent of the time suitable answers recorded by those having 20 years experience where it reached 100%. A remarkable dropping of percent was recorded for those having less than 20 years of experience where it reached 60% of the 15-19 years experience, 40% of the 10-14 years experience, 53.8% of the 5-9 years experience and nearly 56.3% of the less than 5 years experience.
  - In respect to the variable of sex, the male percent who found the time suitable reached nearly 42.9% compared to the 57.1%

percent of the males saw otherwise. The females responses of the time suitability and non suitability recorded 58.8% and 41.2% consecutively.

- Regarding the variable of nationality, the suitable time answers of the Kuwaiti and non-Kuwaiti came nearer in their percents by recording respectively 52.6% and 59.1%.
  - As to the variable of occupation (teacher, supervisor, administrative), the percent of the teacher's answers found the time suitable scored nesrly 59%. The supervisors and administratives answers of time non suitability scored 100%. Hence, all supervisors and administratives found the time non suitable.
  - Related to the variable of academic specialization (Arts, sciences, techniques), the percent of the arts and sciences specialized scored about 53.1% and 75.5% respectively, while technicians thought of the time non-suitable and recorded 100% percent.
  - In respect to the variable of stage where the sample members work (elementary, intermediate and secondary), the suitable time answers of those working at the elementary, intermediate and elementary stages recorded respectively 71.4% 55% and 50% percent.
  - Regarding the variable of the place of study where the sample members studied (Kuwait, Egypt, Syria), the percents of the time suitability answers ranged between 43.8%, 85.7% and 33.3% to those studied in Kuwait, Egypt and respectively.
- 4- The sample members were asked the fourth question which aimed to know if any of the members got acquainted with any other country experiment of teaching English for the elementary stage. After analyzation, the following appeared:



- A- The percent of those already heard of such any experiment reached about 67.4% compared to the 23.3% percent of those heard of none.
- B- After analyzing the answers of the sample members who were distributed according to the variables of the personal information, clear difference of percents were demonstrated with a difference of one function between any two percent at the level of 0.01.
- The sample members bearing the interediate, secondary and post graduation grades, the technical specialization and those of 15 years experience and more expressed their already acquaintance with such experiment when they recorded 100% percent.
  - The percent came high among the males at the variable (sex) and among those who studied in Egypt at the variable place of study. They reached 85.7% for each. The percent also came high and scored 83.3% at the variable stage of work among those working at the elementary stage.
  - The percent dropped to reach between 77.8% and 71.9% among females at the variable of sex, the Kuwaitis and non Kuwaitis at the variable nationality, the teachers at the variable occupation, the bearers of BA at the variable of qualification, the arts and sciences specialized at the variable specialization, the workers at the intermediate stage at the variable stage of work and those having 5-9 years experience at the variable experience.
  - The percent fell down to record a range of 69.2% and 60% among those studied in Kuwait at the variable place of studying, the workers for the secondary stage at the variable stage of work, and those obtaining less than 5 and 10-14 years experience at the variable experience.

- Another drop of percent was made clear among the supervisors and administratives at the variable of occupation and among those got B.Sc. degree at the variable qualification where it reached for both 50%.
- A further falling down of percent appeared among those studied in Syria at the variable place of study where it reached nearly 33.3%.

**Second:** The Educational, Professional and Knowledge Dimensions of Teaching English for the elementary stage of the Kuwaiti school.

The questionnaire contained 12 question related to the educational, professional and knowledge dimensions of teaching English for the elementary stage of the Kuwaiti School. Having analyzed the sample members answers to those question, the following appeared:-

- 1- The first question aimed to know if the child will benefit by learning English. It shown up after analyzation:-
  - A- 88.4%, which is a high percent, out of the total number of the sample members made plain their answers that teaching English is of benefit.
  - B- After analyzing the responses of the sample members who were distributed in accordance with the variables of the personal information, it apperaed that the percent of the benefit answer ranged between 90% and 100% among all the sample members with the exclusion of:-

- Those having scientific specializations who scored 88.9%.

- those working at the elementary stage who recorded 85.7%.
  - The supervisors and administratives whose percent fell down to reach 50%.
- 2- The second question derived to state plainly the extent of agreement on the part of the sample members to teach the English Curriculum decided in the U.A.E for the elementary stage of Kuwaiti Schools. After analyzation, the following demonstrated:-
- A- The percent of the agreed came low comparing to that of the disagreed where they both scored respectively 44.2% and 32.6%. Nearly 23.3% percent was unknown.
- B- The analyzation of answers of the sample members distributed according to the variables of personal information showed a manifested differences of percents with a difference of one function at the level of 0.01 between every two percents.
- The bearers of the intermediate and high school qualifications and those having 20 years of experience and more obtained the highest percent of the agreed reached to 100%.
  - This percent dropped to reach 75% among the holders of the secondary school qualification and among those of 15-19 years of experience.
  - Another drop which led the percent to range between 66.7% and 60% laws shown among the females bearing scientific specialization's the non-Kuwaitis, the workers at the intermediate stage and those obtaining less than 5 years experience.
  - A futher dropping was made at the answers those working at the secondary stage, the specialized of arts, the bearers of bachelor degree, of Kuwaiti Nationals and those who studied in Kuwait,

Egypt and Syria where the percent ranged between 58.3% and 44.4%.

- Those having 10-14 years of experience and the males of the sample members scored a remarkable falling down of percents reached to each respectively 33.3% and 25%.
- 3- The third question aimed to fathom possibility of compiling a local English book to be taught for the pupils of the elementary stage in Kuwait. The analyzation showed the following:-
- A high percent agreed to the possibility by scoring 81.4%.
  - The average of percents of the sample members answers in respect to ranged between 80% and 100% which are very high percents.
- 4- The fourth question wanted to know if the teacher of the English language for the elementary stage is of qualification to his job. After analyzation, the following demonstrated:-
- A- 65.1% of the total sample members expressed plainly the availability of the qualified twachers compared to the 30.2% percent who thought otherwise.
- B- Differences in percent with a difference of one functional at the level of 0.01 between every two percent appeared when analyzing the responses of the sample members who were distributed in accordance with the variables of the personal information.
- In respect to the variable of set, the percent of the males who thought of having non-qualified teachers came higher compared to the of having qualified teachers by scoring respectively 57.1%

and 42.9%. The females stated otherwise by giving 73.5% percent to the qualified and only 26% to the non-qualified.

- An acceptable percent of the Kuwaitis and non-Kuwaitis at the variable of nationality was obtained when both recorded 68.4% as having qualified teachers comparing to the 31.8% percent of those finding teachers non-qualified.
- In regard to the variable of occupation, an objectionable percent reached to 68.2% of having qualified teachers was made by teachers in opposition to the 30.8% percent of those thought differently. The supervisors and administratives scored equal percent reached to 50% to each.
- In relation to the variable of qualification, the highest percent of having qualified teachers came upon the bearers of secondary and intermediate degree and reached to 100%. It fell down upon those gained BA, B.Sc. and post graduates who recorded consecutively 60%, 63.6% and 66.7%.
- Relating to the variable of specialization, those of technical specializations who believed of having qualified teachers got the highest 100% percent. Then it fell down to be 70% and 66.7% among the specialists of sciences and arts.
- According to the variable of the place of study, the 87.5% was the highest percent scored by those studied in Egypt who stated their belief of having qualified teachers. The percent dropped to record 66.7% and nearly 40% for those studied in Kuwait and Syria successively.
- With respect to the stage of work variable, the highest percent of having qualified teachers was for those working at the secondary stage who scored nearly 71.4%, 70% for those working at the

intermediate stage, then came those working at the elementary stage with a percent of about 57.1%.

- As to the variable of years of experience, the most who believe of having qualified teachers are those of 15-19 years experience followed by the 5 years experisnists with a percent of 77.8%. This percent saw a further dropping to range between 58.3% and 50% to other years of experience.
- 5- The fifth question was put to manifest whether the teaching of English for the pupils of the elementary stage will help in:-

A- Having the learner acquired a better opportunity of future work.

B- Facilitating the process of comprehending the scientific subjects in universities.

The analzation of answers showed the following:

- In regard to the first point of help, high percent of the total sample members stated their agreement, thus, scored nearly 72.1%.

After analzation according to the variables of personal information, a disparity of the agreed percents was shown and ranged between every two percents at the level of 0.01. the lowest percent came upon the males of the sample members who scored nearly 42.9% as opposite to the 14.3% percent of the males who disagreed and the 42.9% of the somehow agreed.

- Relating to the second point of help, 79.1% percent of the total sample members expressed their agreement, hence scoring high percent.

Having analyzed the answers according to the variables of personal information, a difference of percents was appeared upon the answers of the agreed and ranged between 50% to 100% with a difference of one function at the level 0.01 between any two percents.

- 6- The sixth question aimed to know if the English curriculum now taught at the elementary stage will help the pupil to again:
- A- The skill of oral and dialogue continuity.
  - B- The skill of understanding and comprehending.
  - C- The skill of reading and writing.
  - D- All previous skills.

The analzation showed the hereunder:-

- It appeared that the percents of all the sample members answers came generally high and scored nearly 72.1% and 81.4% successively among those who thought of teaching English is of help to provide the pupil with the needed skills of oral and dialogue continuity, understanding and comprehending and reading and writing.
- The analzation of the sample members answers according to their variables of personal information uncovered differences of percents with a difference of one function at the level 0.01 between every two percents.

Those got secondary and high school degrees, the workers at the elementary stage and those having no less than 15 years experience scored in their agreement to the help of English learning in gaining the skills of verbal and dialogue continuity the highest percent of 100%. This percent dropped to the helf among the supervisors and administrative and those bearing intermediate

qualification. A remarkable dropping was seen among the males in their 33.3% percent compared to the 85.3% percent of the females.

- In regard to the skill of understanding and comprehending, those of intermediate and secondary qualifications and the obtainers of the 20 years experience and more recorded in their 100% the highest percent. It fell down to reach successively 50%, 49.9% and 84.8% upon the answers of the BA holders, the males and the females.

The percent of those agreed to the skill of reading and writing came high and scored 100% among the bearers of secondary and intermediate degree, the specialists of sciences, technicians, those who studied in Syria, the workers at the secondary stage and those got 20 years of experience and more.

This percent dropped to the 50% among the supervisors and administrative and witnessed a further dropping to reach only 33.3% to those of high school degree.

The above mentioned skills scored by those having secondary degree and 15 years of experience. It fell down to record 50% among the bearers of intermediate school grade, the BA degree, the post graduates, those who studied in Egypt and the obtainers of 5-9 years of experience. Another remarkable dropping reached to 33.3% was scored by the males compared to the percent of the females reached to 71.9%.

- 7- The seventh question sought to find if the addition of the English book to the elementary stage curriculums will help in:

- A- Increasing the child education>
- B- Helping the child in his comprehending ability and knowledge obtaining.



- C- Bearing pressure upon the curriculums and studying plan.
- D- Raising questions related to the quaintable plan of teaching methods.
- E- Raising questions related to the preparation of teacher professionally.

The analyzation of the answers showed the following:

- A- Those finding the addition of English book will increase the child education scored percent of about 74.4%.
  - Those thinking of it of help to increase the child comprehending ability and his knowledge obtaining recorded an unobjectionable percent of nearly 69.8%.
  - The percent of those see it bears pressure upon the curriculum and study plan came remarkably low with only 9.3% in opposition to those who see otherwise who scored about 62.8%.
  - 25.6% was the percent reached to by those saw it will raise questions related to the quaint able plan of teaching methods compared to the 32.6% and 25.6% of those believe it otherwise or somehow believe so successively.
  - Those agreed of English book will raise questions in preparing teachers professionally recorded 44.2% compared to the disagreed and the sonehow agreed percents which scored respectively 25.6% and 14%.
- B- Differences of percents with a difference of one function at the level of 0.01 were demonstrated when analyzing the sample members responses according to the their variables of information.
  - In regard to the point of increasing the child's education, those who agreed and scored the highest 100% percent were the

supervisors and administratives, those of technical specializations and those having no less the 20 years of experience. This percent fell down to range between 69.6% and 57.1% among the non-Kuwaitis of higher qualification, the workers at the intermediate stage, those who studied in Syria and the obtainers of 5-15 years of experience. It saw another dropping to be only 50% among those having intermediate qualification.

- In relation to be help of English book to increase the child's comprehending ability and knowledge obtaining, the 100% was the percent of the agreed who were of high qualification or having no less than 20 years experience, while it reached to 90% among the specialists of science. It dropped to 66.7% and 60% to those having 5-9 and 15-19 years experience, working at the elementary stage, bearing bachelor degree, the studiers of Syria. It was a further dropping to be only 50% among the males and those of intermediate qualification and 50% to the agreed and somehow agreed of the adminintrative and the supervisors.
- The point of having English book helped in bearing pressure upon the curriculums and studying plan, a remarkable high percent scored by those who disagreed comparing to the low percent of the generally agreed.
- A clear disparity of percents was shown upon the point of having English curriculum helped in raising questions related to the quaint able plan and teaching methods. Those who disagreed were the bulk of the sample members and scored low percent. It is a worthy note to say that thepercents of the agreed and disagreed of the supervisors and adminintrative and the workers at the elementary stage came equal.
- With the exception of those having secondary and intermediate qualification, the higher degree, no less than 15 years experience

and those studied in Egypt, the percent came different in regard to the point of raising questions in preparing teachers professionally. The high percent came upon a large number of the sample members who thought of it so. The percent of the exceptionists show a complete agreement to the point.

- The eighth question derived to make known which of the hereunder groups is more qualified to teach English for the elementary stage.
- The first group which includes: teachers of general subjects, diploma/ interediate. They are to have intensive training courses of how to teach English for the elementary stage.
- The second group which includes teachers who got a university educational qualification in teaching English for non- English speakers.

After analyzation, the following apperaed:-

A- The percent of all the sample members answers came as follows:

- The percent of those who disagreed to the first group came higher than that of the agreed and scored respectively 60.5% and 16.3%.
- A noteworthy difference of percent seen at the agreement and disagreement answers upon the second group where they scored successively 86% and 2.3%.
- The disagreed upon the third group scord the higher percent comparing to the agreed it reached to each respectively 32.6% and 27.7%. The somehow agreed recorded 23.3%.

- Having analyzed the answers according to the variables of personal information, a noted high percent scored by those see of the first group unable to teach English for the elementary stage, higher at the answers of those finding the second group capable of teaching English and lower among those think of the third group less than to teach English.
- The ninth question aimed to state plainly if the sample members participated or will participate in preparing the curriculum of learning the mother tongue.

The analyzation of answers stated that high percent reached to 74.4% had no previous role in that respect.

The analyzation of answers according to the variables of personal information showed that the little percent of those who already had that role confined only to those bearing secondary qualification and the workers at the elementary stage and reached to 50%. This percent fall down remarkable among other groups.

- 10- The tenth question aimed to demonstrate if the sample members already participated or will participate in preparing the curriculums of English Language.

The result obtained after analyzation was closely similar to that of the ninth question where it appeared that 83.7% of the sample members never had a such role.

It was seen after analyzing answers according to the variable of personal information that this percent largely dropped among those who had the role of preparing English curriculums of learning English language.

- 11- The eleventh question derived to state the following:-

- If the pupils find difficulty in learning English at the elementary stage.
- To define the source of difficulty- if available - and if it belongs to one of the following:
  - a- The Arabic curriculum.
  - b- The English curriculum.
  - c- Techniques and methods of teaching.
  - d- The insufficiency of teachers.
  - e- The absence of home pursuing.
  - f- The family next to ignorance with English language.
- The hereunder appeared after analyzation:

**First:**

In regard to the point of difficulty, it appeared that the highest percent made known the non-existence of any difficulty in learning English at the elementary stage by scoring 44.2% compared to the percent of nearly respectively 20.9% and 34.9% of those who stated the availability of difficulties or the difficulties are somehow available.

The analyzation of answers according to the variable of personal information showed the noteworthy falling down of percent among those answered the non existence of any difficulty.

**Second:**

In regard to the determination of the source of difficulty the hereunder was shown:

A- If the Arabic language curriculum forms a source of difficulty:

The percent of those who disagreed reached to 37.2% in apposition to the 16.3% of those who agreed or somehow agreed and the 30.2% of the unknown answer.

The analyzation of answers according to the variable of personal information gave the high percent which was 100% to those finding Arabic language curriculum forms a source of difficulty. I was scored by the administrative and supervisors, the bearers of secondary qualification, the technical and the workers at the elementary stage. The highest 100% of those who saw otherwise came upon the answers of the bearers of intimidate qualification. those having higher degrees and those studied in Syria.

B- If the English language curriculum forms a source of difficulty:

27.9% was the percent of the agreed compared to the 18.6%, 25.6% and 27.9% of the disagreed, somehow agreed and the unknown answers successively.

The analyzation of answers according to the variable of personal information showed that the highest percent among those who answered positively came among those who studied in Kuwait and reached to 63.6% followed by the males of Kuwaitis, the supervisors and administratives, the bearers of B.A, arts specialists, workers at the secondary stage and those having no less than 15 years of experience who their percents ranged between 57.1% and 50%.

- If the techniques and teaching methods form a source of difficulty:

The total percent of the sample members who answered positively scored 39.5% comparing to the 9.3% of the negative answer, the

27.9% of the somehow positive answer and the 23.3% of the unknown.

The analyzation of answers according to the variables of personal information made known that the highest 100% percent of those answered positively came upon the bearers of secondary and higher degree qualification, the technicians and those gaining no less than 15 years experience.

- If the insufficiency of teachers forms a source of difficulty:  
The percent of the positive answer reached to 51.2%. It dropped to 14%, 16.3% and 18.6% for the negative answer, the somehow positive and the obtained respectively.

The analyzation of answers according to the variables of personal information stated plainly that the administrative and supervisors and the technicians gained the highest percent of agreement reached to 100%, then followed by those who studied in Egypt, the workers at the elementary stage and those studied in Kuwait who scored successively 83.3%, 80% and 71.4%. These percents dropped at other variables.

- If the absence of home pursuit forms a source of difficulty:  
Those who answered positively scored 53.3% compared to the 2.3% percent of the negative answer and the 32.6% and the 11.6% of the somehow positive and the unknown.

The analyzation of answers according to the variable of personal information showed that the highest 100% percent of the positive answer was recorded by the administrative and supervisors, the bearers of intermediate and higher degree qualification, the technician and those studied in Egypt. It fell down to range between 87.5% and 80% among the specialists of sciences, the

males, the workers at the elementary stage and those having 15 years of experience and more.

- If the family next- to ignorance with the English Language form a source of difficulty:

The total sample members who answered positively scored 65.1% comparing to the 2.3% percent of the negative answered and the answers of the somehow positive and the unknown who recorded equally 16.3%.

The analyzation of answers according to the variables of personal information showed clearly that the percent was high at all variables

12- The twelfth question aimed to known the solutions which shall help to overcome the difficulties facing the learning of English language. It put out four solutions:

- a- Improving the Arabic language curriculum.
- b- Preparing educational programs start at certain times.
- c- Improving the methods of teaching English.

- Increasing the hours of English lessons at schools.

The analyzation demonstrated the hereunder:

A- The percents of the sample answers came as follows:

- The percents of those who agreed, disagreed, somehow agreed and the unknown upon the solution scored respectively 48.8%, 11.6%, 14% and 25.6%.



- 86% agreed to the second solution in opposition to the noteworthy dropped 2.3% percents of those who disagreed.
  - The percent of those agreed to the third solution recorded 83.7%, while the disagreed gained only a remarkably falling down percent reached to 2.3%.
  - The fourth solution obtained a 39.5% percent of agreement comparing to the 37.6% of the disagreed and 14% of the unknown.
  - The analyzation of answers according to the variables of personal information manifested the hereunder:
  - The administrative and supervisors, the technicians and those having 10-14 years experience recorded 100% in their agreement to the first solution. This percent of agreement was followed by the 84.6% and 80% percents of those studied in Kuwait and the unknown of 5-9 years of experience successively. The bearers of B.Sc, the workers at the elementary stage and the bearers of B.A and the Kuwaitis scored percents ranged between 77.8% and 70.6%. At the other variables, it ranged between 66.7% to 50%.
- On the other had, it shown that the bearers of higher degree refused the solution and scored 100% in opposition to a very low percent at other variables.
- the percents came remarkably high and ranged between 100% and 80% at all variables in their agreement to the second solution.
  - The same result obtained upon the third solution and the agreed percent were between 100% and 83.3%.

- A disparity of percents was shown between the agreed and disagreed to the fourth solution. It was shown that the highest 100% of agreement gained by the bearers of the secondary qualification, followed by those having 15 years experience and more again, it dropped to reach a range of 66.7% to 25% at other variables.

It was also demonstrated that the administrative and supervisors and the technicians scored in their disagreement to the proposal the highest 100% percent. It fell down to range between 66.7% and 16.7% other variable.

## Results and Discussions

After having the statistical analyzation of the questions illustrated, the results and discussion of the study shall be presented:

### First:

The result of the Philosophical dimenion of teaching English for the elementary stage at the schools of Kuwait.

- 1- 1-It is demonstrated that the sample members were generally agreed to teach English for the children of elementary stage in Kuwait.

This agreement was shown by the sample members distibuted according to the variables of personal information with a reference to the fact that post graduates scored the least percent of agreement while the percents of the agreed and the disagreed of the supervisors and administraitives came equal.

The clear deduction, then, is the availability of complete satisfaction toward the educational program of the English Language to be taught for the Kuwaiti children for the elementary

stage. This satisfaction was incomplete among the post graduates and the administrative and supervisors according to the low percent of agreement they scored.

- 2-A General satisfaction was shown up toward the benefit hoped for by teaching English for the elementary stage children. According to the variables of personal information, the satisfaction to his point expressed by the bearers of secondary and intermediate qualifications, the technicians, those who studied in Syria and those having years of experience. This percent fell down remarkable among the administrative and supervisors and the post graduates.

This result indicates the existence of satisfaction toward the benefit of teaching English for the elementary stage among the large group of the sample members with the exception of the post graduates and the administrative and supervisors.

- 3- A A disparity of opinions was recognized in respect to the timing suitability of teaching English for the elementary stage. Those found it suitable were nearly half the total number of sample members. Returning to the answers according to the variables of personal information, it is easy to see the post graduates and those having no less than 20 years experience saw time suitable, thus be in contradiction with the supervisors and administrative, the intermediates degree bearers and the technicians.

This is to infer that the agreement to this point got not its needed answer. The percents ranged mostly between agreed and disagreed, and this might be because of more than one reason. It might be hastiness in the program implementation or because of time insufficiency before implementation or due to the incomplete readiness and satisfaction toward the program.

- 4- A An unobjectionable percent of the sample members already heard of other countries experiences in teaching English for the elementary stage.

The distribution of the sample according to the variables of personal information showed plainly that the most of those who heard of the experience were the bearers of secondary and intermediate qualification, post graduates, technicians and those obtained no less than 15 years of experience.

This outcome understates that a large group of the sample already of the experience which by itself will be of help to enrich the experience now going on in Kuwait.

**Second:**

The results of the educational, professional and knowledge dimensions of teaching English for the elementary stage in Kuwaiti schools.

- 1- A complete satisfaction was manifested upon the benefit hoped for the teaching English for the children of elementary stage. This satisfaction was expressed by all the sample members with the exception of the supervisors and administratives who answered equally satisfied and dissatisfied.

This outcome sheds light on the extent of need to teach children English language and uncovers simultaneously the extent of unawareness on the part of the sample members to this fact. However, the administrative and supervisors expressed reservation in this respect.

- 2- Dissatisfaction was the sample most response to the use of English book taught in the U.A.E. Satisfaction, on the other hand, was confined to those obtaining intermediate qualification, post

graduates and 20 years of experience. For the other group of the sample, remarkable different and generally acceptable responses were shown.

- 3- The extent of satisfaction toward compiling a local English curriculum was complete.
- 4- A A range of satisfaction was illustrated at the point if there is a qualified teacher to teach English for the elementary stage. An acceptable percent largely crystallized by those having secondary and interediate qualification and the technicians saw him qualified. The percent appeared equal among the administraive and supervisors, those having 10-14 and 20 years of experience. Then it fell to be by passed by the percent of the dissatisfied among the males.

This outcome indicates that satisfaction was unobjectionable rather than complete.

- 5- High percent of the sample members think of teaching English at the elementary stage will gain the tauter better opportunity of future working. The same result obtained in regard to the help of English to ease the process of comprehending scientific subjects given in universities.
- 6- The responses clearly manifested the sample satisfaction toward the help of learning English at the elementary stage in providing the learner with the following skills:-
  - a- The skill of oral and dialouge continuity.
  - b- The skill of comprehending and understanding.
  - c- The skill of reading and writing.

it is a worthy note to say that a disparity of satisfied responses was shown.

- 7- The addition of English book to the Curriculums of elementary stage was illustrated-according to the sample responses to be of help to increase the child education and his comprehending ability as well as enriching his educational obtaining.

It was also seen that this addition bears no pressure upon the general curriculums neither on the studying plan nor on the quintupleplan of teaching methods. Nevertheless, a large group of the sample saw of the addition would raise questions related to preparing teachers professionally.

- 8- The group to teach English for the elementary stage is better found according to the answers - among those obtaining the specialized university degree.
- 9- High percent has not the needed experience to prepare the curriculums of the tongue language.
- 10- The same above result obtained in regard to the sample experience in preparing curriculums of English language. These results indicated the sample members- who are of educational background-lack of experience in preparing curriculum or participating in.
- 11- The students are found to face no difficulty in learning English at the elementary stage, nor they see of Arabic language curriculum an obstacle against their learning of English.

On the other hand, the percent of those finding English curriculum a source of difficulty against learning the same language came higher than that of those see otherwise. It is an

indication of the existence of some difficulties stemming out from the English curriculum.

It was also proved that other factors such as techniques, the insufficiency of teachers, educational methods, the absence of home pursuing and the family next to ignorance with English forme sources of difficulty.

12- The responses clarified the satisfaction on the part of the sample toward some solutions submitted to overcome the difficulties facing the learning of English. The most distinguished of these solutions are:-

- a- Improving curriculum of Arabic Language.
- b- Preparing educational TV program start at certain times.
- c- Improving the methods of teaching English.
- d- Increasing the hours of English lessons at schools.

### Summary

**First:** The abstract

The study briefed itself to know the extent to which the Philosophical, educational, Professional and knowledge dimensions was approached through teaching English for the pupils of the first elementary class in the State of Kuwait. The sample of the study was confined to:

- 1- Teachers.
- 2- Technical Supervisors.
- 3- Administratives.

Thus, a survey study to obtain the sample members opinion was made within the fields defined by the study.

**Second:** The study procedure

The research main tool was an add questionnaire constituted of questions that tried to explore the extent to which the Philosophical, educational, Professional and knowledge dimensions was approached through teaching English at the elementary stage. The questionnaire was applied on a sample representing the specialists of the educational process in the Kuwaiti Ministry of Education.

The procedure depended on the analyzation of the questions and to discuss the results obtained in the light of the study hypothesis.

### **Third:** The Result Summary

- 1- Results related to the Professional dimensions of teaching English the pupils of the elementary stage.
  - a- Complete satisfaction was expressed toward the program of teaching English for the elementary stage.
  - b- The benefit sought through teaching English for the elementary stage obtained general agreement accompanied with some conservation on the part of the technical supervisors, administratives and post graduates.
  - c- Dissimilarity of opinions was made known regarding the timing suitability of teaching English for the elementary stage.
  - d- The sample members appeared to have informational background about other countries experiences on this matter and the benefit hoped for.
  - e- Results related to the educational, professional and knowledge dimensions:



- a- The benefit hoped for through teaching English for the elementary stage obtained complete satisfaction.
  - b- Incomplete satisfaction was the sample response upon using the English book decided in the U.A.E.
- 3- Complete agreement to compile a local English curriculum was the sample answer.
  - 4- The availability of qualified teachers gained disparity of satisfactions, yet some groups of the sample showed unobjectionable satisfaction.
  - 5- The sample members states acomplete satisfaction toward the help of English in providing the learner with better opportunities of future working and will ease the process of comprehending scientific subject while being in a university.
  - 6- An agreement was illustrated upon the help of English in providing the student of the elementary stage with the hereunder most distinguished skills:
    - a- The skill of oral and dialouge continuity.
    - b- The skill of understanding and comprehending .
    - c- The skill of writing and reading .

However, dissimilarity of agreements was stated.

- 7- Complete agreement was plainly stated to the help of English book in increasing he child education and his comprehending ability, enriching his knowledge obtaining, and that it bears no pressyre upon the curriculums or studying plan nor it raises any questions related to the quintuple plan of teaching methods.

- 8- The sample agreed to the point that adding English book will raise questions related to the professional preparation of teachers.
- 9- Those having a university degree of specialization obtained complete satisfaction as being the most qualified to teach English.
- 10- High percent of the sample members participated neither in preparing mother's language curriculum nor English one.
- 11- It was found that mostly all sample members see no difficulty facing pupils in their learning of the English language. It was also seen that the Arabic language curriculum forms no such a difficulty. An unobjectionable percent, on the other hand recognized English curriculum a source of difficulty against learning English at the elementary stage.
- 12- A A further obstacle was formed by technical and educational methods. This is cemented by the insufficiency of teachers, the absence of home pursuing and the family next to ignorance with English language.
  - A complete satisfaction was shown toward some of the solutions submitted to avoid any difficulty hinders learning English at the elementary stage. The most distinguished of these solutions are:
    - a- Improving the Arabic Language curriculum.
    - b- Preparing educational TV programs start at certain times.
    - c- Improving the methods of English teaching process.
    - d- Increasing the hours of English lessons at schools.

These results seemed to be compatible with the study hypothesis which presupposed the existence of dissimilarity of opinions on the part of the sample members toward the goals of the program projected to generalize teaching English for the elementary stage at Kuwaiti schools.

These results again made known the following:-

**First:**

The existence of satisfaction to add English subject to the other subjects taught at the elementary stage.

**Second:**

Encouraging opinions were expressed on the part of sample members all of which indicates the success of the now going on experiment to teach Kuwaiti children English in their elementary stage of studying. This experience represents the first leg of a project aims to generalize teaching English for all elementary classes. The good omens of this success can be easily felt through the responses of the sample members.

## Recommendations

Some of the recommendations were drawn out in the light of the results obtained and which hoped to be of momentum to push forward the program of teaching English for the elementary stage at Kuwaiti schools- These recommendations are:-

- 1- Marking studies and researches which are enough to explain and deepen the concept related to the extent of help to be gained out of the project of teaching English for the elementary stage children.
- 2- To hold periodic educational interviews with those working in the field of education and in particular the supervisors and administrative so as to exchange views of how to plant satisfactions needed to uncover the benefits of the program.
- 3- Providing the opportunities needed by those working in the field of education to fathom and define the suitable timing for other steps of the program to commence with.
- 4- Drawing the attention of the linguists working in the ministry of education to have their role in preparing English curriculums to be taught for the elementary stage children.
- 5- To compile local English Curriculums that always keep follow with the very update revised curriculums taught in other countries with the aim of achieving the art of compiling and better choice.
- 6- To understate the importance of selecting English teachers out of those having a university degree of specialization and enough experience.

- 7- Holding educational training courses for English teachers to increase their qualification and to prepare the ways needed to crystallize the professional teacher.
- 8- Improving the methods of teaching English, using the proper educational techniques and preparing the educational TV. programs.
- 9- Being in more touch with other countries experiences in this respect so as to enrich the on going local experience.

## **Appendix**

### **1- References**

### **2- Questionnaire**

## References:

### A- Arabic References:

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### **Questionnaire:-**

The Philosophy of Teaching English For The Elementary Stage in  
The State Of Kuwait And Its Educational Dimensions.

#### **Assessment Study**

**A Plebiscite To The Specialists of The Educational Process In  
The Ministry of Education schools.**

Statements:

- Sex : male  
female
- Nationality : Kuwaiti  
Non-Kuwaiti
- Occupation : Teacher  
Supervisor  
Administrative
- qualification : Secondary School  
Intermediate  
B.Sc.  
BA  
Higher Studieds
- Specialization : Arts  
Science  
Techniques

Place of Study : Kuwait  
Egypt  
Syria

The stage of work : Elementary  
Intermediate  
Secondary

Years of experience : Less than 5 years  
5-9  
10-14  
15-19  
more than 70

The Philosophy Dimension of Teaching English At The  
Elementary Stage:

Selections: (Yes No Somehow)

1- Do you approve teaching English at the elementary stage ?

12- Do you see any advantage in adding teaching English at the  
elementary stage ?

If the answer is "Yes", What is the advantage then ?

- a.
- b.
- c.

If the answer is "No", Why ?

- a.
- b.



c.

3-Do you see the year 1993 a suitable time to add teaching English?  
If the answer is "Yes", mention the reasons ?

a.

b.

c.

If the answer is "No", mention the reasons ?

a.

b.

c.

4- Have you ever heard about such experiment in other countries ?

### **The Educational, Professional and Knowledge Dimensions for Teaching English at The Elementary Stage**

1- Do you think the child will benefit from the study of English ?

If the answer is "Yes", mention the reasons ?

a.

b.

c.

If the answer is "No", mention the reasons ?

a.

b.

c.

2- Do you approve the use of U.A. Emirates children book for  
teaching English at the elementary stage?

If "Yes", Why ?

- a.
- b.
- c.

If "No", Why ?

- a.
- b.
- c.

3- Is it possible to prepare a local English book to be taught for children at the elementary stage in Kuwait ?

If the answer "Yes", Why ?

- a.
- b.
- c.

If the answer "No", Why ?

4- Is the English language teacher for the elementary stage qualified ?

If the answer is "Yes", What is his qualification ?

- a.
- b.
- c.

If the answer is "No", What is your suggestion to upgrade his qualification ?

5- Is learning language at the elementary stage shall lead to ?

somehow                      No                      Yes

- a. Providing the learner with better opportunity in the future working
- b. Facilitating the study of scientific subjects at universities.

6- Do you see that the English language course shall help the student to gain ?

somehow                      No                      Yes

- a- The skill of oral and discussion continuity
  - b- The understanding and comprehending skill
  - c- The reading and writing skill
  - d- All previous skills
- 7- Do you believe that adding English language in elementary stage may:
- |         |    |     |
|---------|----|-----|
| somehow | No | Yes |
|---------|----|-----|
- a- Increase the child education
  - b- Help the child sensing growth and knowledge acquisition.

TABLE (1)  
Shows how supportive is the sample in teaching English Language in the elementary stage

Degree	Place of study			Work stage			Years of experience				
	Technical	Kuwait	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	85.7	86.7	87.5	83.7	90.5	83.7	88.9	84.6	80	100	100
Science	100	6.7	12.5	14.3	4.8	14.3	11.1	7.7	20	-	-
80	-	6.7	-	-	4.8	-	-	7.7	-	-	-
20	-	-	-	-	-	-	-	-	-	-	-
3.2	-	-	-	-	-	-	-	-	-	-	-

Variance	Sex	Nationality		Occupation		Qualification				
		Kuwait	Non-Kuwait	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	males	85	90.9	90	50	100	100	72.7	95.5	66.7
Yes	females	88.6	9.1	7.5	30	-	-	18.2	4.5	33.3
No	8.6	10	9.1	7.5	30	-	-	9.1	-	-
Some how	2.9	3	-	3.5	-	-	-	-	-	-

TABLE (2)  
Shows if the sample see an advantage in adding teaching English Language at the elementary stage

Degree	Place of study			Work stage			Years of experience				
	Technical	Kuwait	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	85.7	93.8	87.5	85.7	95.2	86.7	88.9	92.3	80	100	100
Science	100	6.3	12.5	14.3	3.4	13.3	11.1	7.7	20	-	-
80	-	6.3	-	-	-	-	-	-	-	-	-
20	-	-	-	-	-	-	-	-	-	-	-

Variance	Sex	Nationality		Occupation		Qualification				
		Kuwait	Non-Kuwait	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	males	90	91.3	92.7	50	100	100	31.8	95.7	66.7
Yes	females	91.7	8.7	7.3	50	-	-	18.2	4.3	33.3
No	8.3	10	8.7	7.3	50	-	-	-	-	-
Some how	-	5	-	-	-	-	-	-	-	-

TABLE (3)  
Shows if the sample see that adding teaching English Language at present time  
1993 is the proper time

Variance	Degree		Place of study			Work stage			Years of experience				
	Science	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	53.1	75.5	43.8	85.7	33.3	71.4	55	50	56.3	53.8	40	60	100
Response	46.9	25	56.3	14.3	66.7	28.6	45	50	43.8	46.2	60	40	-
Yes	-	-	-	-	-	-	-	-	-	-	-	-	-
No	-	-	-	-	-	-	-	-	-	-	-	-	-
Some how	-	-	-	-	-	-	-	-	-	-	-	-	-

Variance	Sex		Nationality		Occupation		Qualification				
	males	females	Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	42.9	58.8	52.6	59.1	59	-	50	-	54.5	56.3	100
Yes	57.1	41.2	47.4	40.9	41	100	50	100	45.5	43.5	-
No	-	-	-	-	-	-	-	-	-	-	-
Some how	-	-	-	-	-	-	-	-	-	-	-

TABLE (4)  
Shows if the sample has previously heard of such an experiment in other countries

Variance	Degree		Place of study			Work stage			Years of experience			
	Science	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	19-15	More than 20
Arts	72.4	77.8	64.3	85.7	33.3	83.3	75	69.2	68.8	75	60	100
Response	27.6	22.2	35.7	14.3	66.7	16.7	25	30.8	31.3	25	40	-
Yes	-	-	-	-	-	-	-	-	-	-	-	-
No	-	-	-	-	-	-	-	-	-	-	-	-
Some how	-	-	-	-	-	-	-	-	-	-	-	-

Variance	Sex		Nationality		Occupation		Qualification				
	males	females	Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	85.7	71.9	73.7	75	75.7	50	100	100	50	76.2	100
Yes	14.3	28.1	26.3	25	24.3	50	-	-	50	23.8	-
No	-	-	-	-	-	-	-	-	-	-	-
Some how	-	-	-	-	-	-	-	-	-	-	-

TABLE (5)  
Shows if the sample see that the child shall benefit from teaching English Language

Variance Response	Degree	Place of study				Work stage			Years of experience				
		Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Yes	75	70	81.3	62.5	66.7	85.7	66.7	80	83.3	61.5	60	80	100
No	3.1	10	-	12.5	-	-	4.8	6.7	5.6	-	20	-	-
Some how	21.9	20	18.8	2.5	33.3	14.3	28.6	13.3	11.1	38.5	20	20	-

Variance Response	Sex	Nationality		Occupation		Qualification						
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies		
Yes	males	57.1	77.8	80	69.6	73.2	100	75	50	72.7	78.3	66.7
No	females	34.3	2.8	-	8.7	4.9	-	-	-	-	4.3	33.3
Some how	males	28.6	19.4	20	21.7	2.2	-	25	50	27.3	17.4	-

TABLE (6)  
Shows the sample approval in using the U.A.E book in teaching the English Language for children at the Elementary Stage in the State of Kuwait

Variance Response	Degree	Place of study				Work stage			Years of experience			
		Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15
Yes	56.5	66.7	46.2	50	50	58.3	58.3	60	44.4	33.3	75	100
No	43.5	33.3	100	53.8	50	40	41.7	40	55.6	66.7	25	-
Some how	-	-	-	-	-	-	-	-	-	-	-	-

Variance Response	Sex	Nationality		Occupation		Qualification						
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies		
Yes	males	25.0	62.1	52.9	62.5	61.3	-	75	100	-	55.6	100
No	females	75	37.9	47.1	37.5	38.7	100	25	-	-	44.4	-
Some how	-	-	-	-	-	-	-	-	-	-	-	-



**TABLE (9-A)**  
Shows if the sample see that learning English language at the elementary stage shall benefit the learner for better work opportunities in the future

Degree	Place of study			Work stage			Years of experience				
	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	81.3	87.5	33.3	85.7	71.4	66.7	72.2	61.5	80	80	100
Science	-	12.5	16.7	-	4.8	13.3	11.1	7.7	-	-	-
80	-	-	-	-	-	-	-	-	-	-	-
4.3	18.8	-	50	14.3	23.3	20	15.7	30.8	20	20	-
28.1	-	-	-	-	-	-	-	-	-	-	-

Variance	Sex	Nationality		Occupation		Qualification				
		Kuwait	Non-Kuwait	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	males	80	65.2	3.2	50	100	100	72.7	65.2	66.7
Yes	females	77.8	-	7.3	-	-	-	9.1	4.3	33.3
No	42.9	5.6	2.7	19.5	50	-	-	18.2	30.4	-
Some how	42.9	16.7	26.1	-	-	-	-	-	-	-

**TABLE (9-B)**  
Shows if the sample see that learning English language at the elementary stage shall facilitate the study of science materials at the universities

Degree	Place of study			Work stage			Years of experience				
	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	87.5	71.5	83.3	71.4	80	92.9	86.3	69.2	80	100	100
Science	-	-	-	-	-	7.1	6.3	-	-	-	-
80	-	-	-	-	-	-	-	-	-	-	-
10	13.5	28.0	16.7	22.6	20	-	6.3	30.8	20	-	-
20	-	-	-	-	-	-	-	-	-	-	-

Variance	Sex	Nationality		Occupation		Qualification				
		Kuwait	Non-Kuwait	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	males	88.2	84.3	84.6	50	100	50	72.7	90.5	66.7
Yes	females	57.1	81.8	2.6	-	-	-	9.1	-	33.3
No	42.9	2.9	5.3	12.8	50	-	-	18.2	9.5	-
Some how	42.9	8.8	10.5	-	-	-	-	-	-	-



**TABLE (10-A)**  
Shows if the sample see that learning English language at the elementary stage shall help  
the student to gain the continuity of oral and discussion skill

Variance	Degree	Place of study				Work stage			Years of experience				
		Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	Science	88.9	86.7	75	80	100	73.7	71.4	82.4	66.7	60	100	100
76.7	-	-	-	-	-	-	-	-	-	-	-	-	-
23.3	11.1	100	13.3	25	20	-	26.3	28.6	17.6	33.3	40	-	-

Variance	Sex	Nationality		Occupation		Qualification				
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	males	84.2	71.4	78.9	50	100	50	80	71.4	100
Yes	33.3	85.3	-	-	-	-	-	-	-	-
No	-	-	-	-	-	-	-	-	-	-
Some how	66.7	14.7	15.8	21.1	50	-	50	20	28.6	-

**TABLE (10-B)**  
Shows if the sample see that learning English language at the elementary stage shall help  
the student to gain understanding and comprehension skill

Variance	Degree	Place of study				Work stage			Years of experience				
		Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	Science	80	85.7	83.3	83.3	85.7	73.7	78.6	87.5	69.2	60	80	100
77.8	-	-	-	-	-	-	-	-	-	-	-	-	-
3.3	11.1	6.7	14.3	7.1	14.3	14.3	26.3	14.3	6.3	23.1	40	20	-
16.7	11.1	100	13.3	14.3	16.7	-	-	-	-	-	-	-	-

Variance	Sex	Nationality		Occupation		Qualification				
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	males	78.9	76.2	81.6	-	100	100	50	85.7	66.7
Yes	42.9	84.8	-	2.6	50	-	-	20	14.3	-
No	-	6.1	10.3	15.8	50	-	-	30	-	-
Some how	57.1	9.1	23.3	15.8	50	-	-	30	-	33.3

TABLE (10-C)  
Shows if the sample see that learning English language at the elementary stage shall help  
the student to gain the reading and writing skill

Degree	Place of study				Work stage				Years of experience			
	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	100	86.7	75	100	71.4	80	100	88.2	84.6	80	80	100
80.6	100	86.7	75	100	71.4	80	100	88.2	84.6	80	80	100
6.3	-	6.7	12.3	-	14.3	5	-	5.9	7.7	-	-	-
12.9	-	6.7	12.3	-	14.3	15	-	5.9	7.7	20	20	-

Variance	Sex		Nationality		Occupation			Qualification			
	males	females	Kuwaiti	Non-Kuwaiti	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	71.4	88.2	89.3	81.8	87.2	50	100	100	80	90	33.3
Yes	-	5.9	5.3	4.5	2.6	50	-	-	10	4.5	-
No	28.6	5.9	5.3	13.6	10.3	-	-	-	10	4.5	66.7
Some how											

TABLE (10-D)  
Shows if the sample see that learning English language at the elementary stage shall help  
the student to gain all previous skills

Degree	Place of study				Work stage				Years of experience			
	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	75	71.4	50	75	60	64.7	76.9	66.7	55.6	75	100	-
66.7	75	71.4	50	75	60	64.7	76.9	66.7	55.6	75	100	-
3.7	-	7.1	-	-	20	-	-	11.1	11.1	-	-	-
29.6	25	21.4	50	25	20	35.3	23.1	33.3	33.3	25	-	-

Variance	Sex		Nationality		Occupation			Qualification			
	males	females	Kuwaiti	Non-Kuwaiti	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	33.3	71.9	70.6	66.7	70.6	-	100	50	55.6	73.7	50
Yes	-	3.1	5.9	-	-	100	-	-	11.1	-	-
No	66.7	25	23.5	33.3	29.4	-	-	50	33.3	26.3	50
Some how											

**TABLE (11-A)**  
Shows the samples believe that the addition of English language in elementary stage may increase the child education

Degree	Place of study				Work stage			Years of experience				
	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	75.0	81.3	62.5	66.7	85.7	66.7	80.0	83.3	62.5	60.0	80.0	100
Science	70.0	-	15.2	-	-	4.8	6.7	5.6	-	20.0	-	-
3.1	10.0	-	18.8	25.0	33.3	14.3	13.3	11.1	38.5	20.0	20.0	-
23.9	20.0	-	-	-	-	-	-	-	-	-	-	-

Variance	Response	Sex	Nationality		Occupation		Qualification				
			Kuwait	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Yes	37.1	77.8	80.0	69.6	73.2	100.0	75.0	50.0	72.7	78.3	76
No	34.3	2.8	-	8.7	4.9	-	-	-	-	4.3	33.3
Some how	28.6	19.4	20.0	21.7	22.0	-	25.0	50.0	27.3	17.4	-

**TABLE (11-B)**  
Shows if the sample believe that the additional of English language at the elementary stage may help the child sensing growth and knowledge acquisition

Degree	Place of study				Work stage			Years of experience				
	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	70	73.3	75	60	71.4	65	85.7	76.5	66.7	80	60	100
6.7	10	6.7	-	8.7	14.3	5	7.1	5.9	8.3	20	-	-
23.3	-	20	25	40	14.3	30	7.1	17.6	25	-	40	-

Variance	Response	Sex	Nationality		Occupation		Qualification				
			Kuwait	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Yes	50.0	77.1	73.7	72.7	76.9	-	75	50	63.6	76.2	100
No	16.7	5.7	10.5	4.3	5.1	50	-	-	18.2	4.8	-
Some how	33.3	17.1	15.8	22.7	17.9	50	25	50	18.2	19	-

TABLE (11-C)  
Shows if the sample see that learning English language at the elementary stage may cause a tense  
in the studying schedule and planning strategy

Variance	Degree	Place of study			Work stage			Years of experience					
		Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	Science	20	7.1	14.3	16.7	5	16.7	12.5	16.7	80	100	100	-
7.4			57.1	85.7	66.7	70	75	75	50	80	100	100	-
70.4	80	-	35.7	-	16.7	-25	8.3	12.5	33.3	20	-	-	-
22.2	-	100											

Variance	Sex	Nationality		Occupation		Qualification						
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies		
Response	males	14.3	9.7	11.1	10	8.3	50	-	-	18.2	5	33.3
Yes								100	100	63.6	70	66.7
No		71.4	71	61.1	80	75	-	-	-	18.2	25	-
Some how	14.3	1.4	27.8	10	50	16.7	50	-	-	-	-	-

TABLE (11-D)  
Shows if the sample believe that the addition of English learning in the elementary stage cause  
problems in the "Five Years" plan of the teaching methodologies

Variance	Degree	Place of study			Work stage			Years of experience					
		Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	Science	33.3	28.6	28.6	33.3	40	21.1	41.7	31.3	36.4	20	-	100
30.8													
34.6	44.4	100	57.1	57.1	16.7	40	36.8	41.7	31.3	36.4	40	100	-
34.6	22.2	-	14.3	14.3	50	20	42.1	16.7	37.5	27.3	40	-	-

Variance	Sex	Nationality		Occupation		Qualification						
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies		
Response	males	42.9	27.6	29.4	31.6	29.4	50	-	-	36.4	31.6	33.3
Yes								100	50	43.5	31.6	33.3
No		42.9	37.9	35.3	42.1	38.2	50	-	-	18.2	36.8	33.3
Some how	14.3	34.5	26.3	32.4	-	32.4	-	-	-	-	-	-

TABLE (11-E)  
Shows if the sample believe that the addition of English learning in the elementary stage cause problems in the professional training for teachers

Variance	Degree	Place of study				Work stage			Years of experience				
		Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	Science	100	64.3	14.3	66.7	40	57.9	50	43.8	72.7	60	-	100
57.7	33.3	-	21.4	42.9	16.7	40	36.8	16.7	31.3	27.3	-	100	-
30.8	33.3	-	14.3	42.9	16.7	20	5.3	33.3	25	-	40	-	-
11.5	33.3	-	-	-	-	-	-	-	-	-	-	-	-

Variance	Sex	Nationality		Occupation		Qualification						
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies		
Response	males	57.1	64.7	42.1	50	-	100	-	-	63.6	63.2	-
Yes	females	42.9	23.5	36.8	32.4	100	-	100	-	9.1	26.3	66.7
No	-	20.7	11.8	21.1	17.6	-	-	-	-	27.3	10.5	33.3
Some how	-	-	-	-	-	-	-	-	-	-	-	-

TABLE (12-A)  
Shows if the sample see that teaching English language in the elementary stage shall be performed by teachers-male, female of the general courses Diploma .. intermediate offer training program for teaching English language

Variance	Degree	Place of study				Work stage			Years of experience				
		Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	Science	100	35	75	100	20	23.5	18.2	20	30	25	-	-
92.2	-	-	75	100	50	80	76.5	81.8	80	70	75	100	100
70.8	100	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-

Variance	Sex	Nationality		Occupation		Qualification						
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies		
Response	males	25	18.8	23.5	18.8	-	100	-	-	20	27.8	-
Yes	females	81.3	76.5	81.3	81.3	100	-	100	-	80	72.2	100
No	-	-	-	-	-	-	-	-	-	-	-	-
Some how	-	-	-	-	-	-	-	-	-	-	-	-

TABLE (12-B)  
Shows if the sample see that teaching English language in the elementary stage shall be performed by teachers-male- female-specialized university graduates

Variance	Response	Degree		Place of study				Work stage			Years of experience			
		Science	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
93.3	88.9	100	100	93.8	100	80	100	95	85.7	87.5	100	80	100	100
3.3	-	-	-	-	-	20	-	-	7.1	-	-	20	-	-
3.3	11.1	-	-	6.3	-	-	-	5	7.1	12.5	-	-	-	-

Variance	Response	Sex	Nationality		Occupation			Qualification				
			Kuwait	Non-Kuwait	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies	
100	90.9	males	89.5	95.2	92.1	100	100	30	100	100	90.9	100
-	3	females	-	4.8	2.6	-	-	-	-	-	4.5	-
Some how	-	6.1	10.5	-	5.3	-	-	50	-	-	4.5	-

TABLE (12-C)  
Shows if sample see that teaching English language in the elementary stage shall be performed by foreign teachers who have qualifications in (Tsol) teaching English as a second language for non-speakers university and educational

Variance	Response	Degree	Place of study		Work stage			Years of experience				
			Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15
32	30	Science	38.5	28.6	16.7	33.3	16.7	25	25	60	30	-
44	30	-	23.1	28.6	66.7	50	41.7	25	40	75	50	50
24	40	-	38.5	42.9	16.7	16.7	41.7	50	25	25	-	50

Variance	Response	Sex	Nationality		Occupation			Qualification			
			Kuwait	Non-Kuwait	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
16.7	36.7	males	44.4	22.2	32.4	50	66.7	100	18.2	29.4	33.3
83.3	30	females	27.8	50	38.2	30	33.3	-	36.4	41.2	66.7
Some how	-	33.3	27.8	27.8	29.4	-	-	-	45.5	29.4	-

TABLE (13)  
shows if sample have participated or participating due to their occupation in the preparation  
of mother language curricula

Degree	Place of study			Work stage			Years of experience					
	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	-	26.7	-	-	50	9.5	7.1	11.8	16.7	-	40	-
Science	100	66.7	85.7	83.3	33.3	81	92.9	82.4	75	80	60	100
9.7	-	6.7	14.3	16.7	16.7	9.5	-	5.9	8.3	20	-	-

Variance Response	Sex	Nationality			Occupation			Qualification				
		males	females	Non-Kuwaiti	Teacher	Supervisor&Adminsters	Secondary	Intermediate	B.Sc	B.A	Higher Studies	
Yes	-	17.6	26.3	4.5	15.4	-	50	-	9.1	13.6	-	-
No	100	73.5	68.4	36.4	79.5	50	50	100	81.8	77.3	100	-
Some how	-	8.8	5.3	9.1	5.1	50	-	100	9.1	9.1	-	-

TABLE (14)  
shows if sample have participated or participating due to their occupation in the preparation  
of learning English language

Degree	Place of study			Work stage			Years of experience					
	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	-	6.7	-	-	-	9.5	7.1	5.9	16.7	-	-	-
Science	100	86.7	85.7	100	83.3	85.7	92.9	88.2	75	100	100	100
6.5	-	6.7	14.3	-	16.7	4.8	-	5.9	8.3	-	-	-

Variance Response	Sex	Nationality			Occupation			Qualification				
		males	females	Non-Kuwaiti	Teacher	Supervisor&Adminsters	Secondary	Intermediate	B.Sc	B.A	Higher Studies	
Yes	-	8.8	5.3	9.1	7.7	-	-	-	9.1	9.1	-	-
No	100	85.3	89.5	86.4	89.7	50	100	100	81.8	86.4	100	-
Some how	-	5.9	5.3	4.5	2.6	50	-	-	9.1	4.5	-	-

TABLE (15-A)  
Shows if sample believe that student are suffering from difficulties in learning the English language  
in the elementary stage

Degree	Place of study			Work stage			Years of experience				
	Technical	Kuwait	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	25	25	33.3	42.9	9.5	26.7	16.7	38.5	20	-	-
Science	-	31.3	62.5	42.9	61.9	20	44.4	30.8	60	40	100
70	100	43.8	12.5	14.3	28.6	53.3	38.9	30.8	20	60	-
37.5	20										

Variance	Sex	Nationality		Occupation		Qualification				
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	males	20	21.7	19.5	50	-	-	18.2	21.7	66.7
Yes	females	45	43.5	46.3	-	50	100	45.5	39.1	33.3
No		35	34.8	34.1	50	50	-	36.4	39.1	-
Some how										

TABLE (15-B)  
Shows if sample see that the source of difficulties referred to Arabic language curriculum

Degree	Place of study			Work stage			Years of experience				
	Technical	Kuwait	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	100	41.7	-	100	21.4	-	-	36.4	25	66.7	-
Science	-	16.7	83.3	-	57.1	66.7	58.3	45.5	75	33.3	-
75	-	41.7	16.7	-	21.4	33.3	41.7	18.2	-	-	-
23.8	25										

Variance	Sex	Nationality		Occupation		Qualification				
		Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response	males	24	37.5	17.9	100	100	-	22.2	18.8	-
Yes	females	48	31.3	57.1	-	-	100	44.4	56.3	100
No		28	31.3	25	-	-	-	33.3	25	-
Some how										



TABLE (15-C)  
Shows if sample see that the source of difficulties referred to English curriculum

Degree	Place of study			Work stage			Years of experience						
	Science	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
32.2	-	-	63.6	14.5	40	33.3	31.3	50	38.5	42.7	25	50	-
21.7	42.9	-	9.1	42.9	20	33.3	31.3	16.7	23.1	33.3	-	50	-
26.1	57.1	100	27.3	42.9	40	33.3	37.5	33.3	38.5	25	75	-	-

Variance	Sex	Nationality		Occupation		Qualification						
		males	females	Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Yes	57.1	33.3	53.8	27.8	50	37.9	-	-	-	22.2	50	33.3
No	28.6	25	15.4	33.3	-	37.6	-	-	100	22.2	22.2	33.3
Some how	14.3	41.7	30.3	38.9	30	34.5	-	-	-	55.6	27.8	33.3

TABLE (15-D)  
Shows if sample see that the source of difficulties referred to technologies and teaching aids

Degree	Place of study			Work stage			Years of experience						
	Science	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
45.3	62.5	100	46.2	66.6	40	35	37.5	61.5	42.9	38.3	25	100	-
12.5	-	-	7.7	16.7	20	23	12.5	7.7	7.1	16.7	25	-	-
41.7	25	-	46.2	16.7	40	-	30	30.3	50	25	50	-	-

Variance	Sex	Nationality		Occupation		Qualification						
		males	females	Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Yes	83.3	44.4	52.9	50	51.6	50	100	100	50	60	38.9	100
No	-	14.3	5.9	18.8	9.7	30	-	-	-	20	11.1	-
Some how	16.7	40.7	41.2	31.3	38.7	-	-	-	50	20	50	-

**TABLE (15-E)**  
Shows if sample see that the source of difficulties referred to inefficient teachers

Degree	Place of study			Work stage			Years of experience					
	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	66.7	71.4	83.3	40	80	58.8	6.5	66.7	66.7	30	66.7	-
60	22.2	7.1	16.7	20	20	11.8	23.1	13.3	8.3	25	33.3	100
16	11.1	21.4	-	40	-	29.4	15.4	20	25	25	-	-

Variance	Sex	Nationality		Occupation		Qualification						
		males	females	Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Adminstrs	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response		57.1	64.3	66.7	38.8	60.6	100	50	50	90	52.6	50
Yes		42.9	10.7	11.1	33.5	18.2	-	50	-	-	21.1	50
No		-	2.5	22.2	17.6	21.2	-	-	50	10	26.3	-
Some how		-	-	-	-	-	-	-	-	-	-	-

**TABLE (15-F)**  
Shows if sample see that the source of difficulties referred to no following up at home

Degree	Place of study			Work stage			Years of experience					
	Technical	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	51.7	87.5	35.7	100	50	55.6	60	68.8	30	40	80	-
3.4	-	7.1	-	-	20	-	-	-	8.3	-	-	-
44.8	12.5	-	57.1	50	-	44.4	40	31.3	41.7	60	20	-

Variance	Sex	Nationality		Occupation		Qualification						
		males	females	Kuwaiti	Non-Kuwaiti	Teacher	Supervisor&Adminstrs	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Response		85.7	34.8	52.9	66.7	59.5	100	66.7	100	77.8	42.9	100
Yes		-	3.2	5.9	-	2.7	-	-	-	-	4.8	-
No		14.3	41.9	41.2	33.3	37.8	-	33.3	-	22.2	52.4	-
Some how		-	-	-	-	-	-	-	-	-	-	-

**TABLE (15-G)**  
Shows if sample see that the source of difficulties referred to, no English language knowledge by the family

Degree	Place of study			Work stage			Years of experience					
	Technical	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20	
Arts	74.1	87.5	100	60	80	75	70.6	86.7	78.6	69.2	80	100
3.7	-	-	-	6.7	-	-	5.9	-	-	7.7	-	-
22.2	12.5	-	-	33.3	-	20	23.5	13.3	21.4	32.1	20	-

Variance	Response	Sex	Nationality		Occupation		Qualification					
			males	females	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies	
Yes	100	72.4	64.7	89.5	76.5	100	100	100	80	70	100	
No	-	3.4	5.9	-	2.9	-	-	-	-	5	-	-
Some how	-	24.1	29.4	10.5	20.6	-	-	-	-	20	25	-

**TABLE (16-A)**

Shows if sample see that development and Arabic language curriculum is the solution in order to avoid the learning difficulties

Degree	Place of study			Work stage			Years of experience					
	Technical	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20	
Arts	69.6	50	100	84.6	66.7	66.7	57.1	80	100	25	-	
13	25	-	-	33.3	-	18.8	16.7	14.3	10	-	50	
17.4	25	-	-	15.4	-	33.3	25	18.8	16.7	28.6	10	-

Variance	Response	Sex	Nationality		Occupation		Qualification				
			males	females	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Yes	66.7	65.4	70.6	60	63.3	100	50	50	77.8	70.6	100
No	33.3	11.5	-	33.3	16.7	-	-	-	11.1	11.8	-
Some how	-	23.1	29.4	6.7	20	-	50	30	11.1	16.6	-

**TABLE (16-B)**  
Shows if sample see that preparation of T.V special educational programs start at specified times is the solution in order to avoid the laerning difficulties

Degree	Place of study			Work stage			Years of experience				
	Technical	Kuwait	Syria	Elementary	Intermediate	Secondary	Less than 3	9-5	14-10	19-15	More than 20
Arts	96.7	100	100	100	100	86.7	100	100	80	80	-
Science	87.5	-	-	-	-	6.7	-	-	20	20	-
3.33	-	-	-	-	-	6.7	-	-	-	-	-
12.5	-	-	12.5	-	-	6.7	-	-	-	-	-

Variance Response	Sex	Nationality			Occupation			Qualification			
		males	females	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Yes	83.3	97	100	90.5	94.5	100	100	100	90	95.2	100
No	16.7	-	-	4.8	2.7	-	-	-	-	4.8	-
Some how	-	3	-	4.8	2.7	-	-	-	10	-	-

**TABLE (16-C)**  
Shows if sample see that development in the methods of learning English language is the solution in order to avoid the laerning difficulties

Degree	Place of study			Work stage			Years of experience				
	Technical	Kuwait	Syria	Elementary	Intermediate	Secondary	Less than 3	9-5	14-10	19-15	More than 20
Arts	96.4	100	100	100	95	100	100	92	100	100	-
Science	-	-	-	-	-	-	-	-	-	-	-
3.6	-	-	17	-	3.3	-	-	8.3	-	-	-

Variance Response	Sex	Nationality			Occupation			Qualification			
		males	females	Non-Kuwaiti	Teacher	Supervisor&Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Yes	85.7	100	100	94.4	97	100	100	100	100	95.2	100
No	-	-	-	-	-	-	-	-	-	-	-
Some how	14.3	-	-	5.6	2.9	-	-	-	-	4.8	-

TABLE (16-D)  
Shows if sample see that increasing the English language courses is the solution  
in order to avoid the learning difficulties

Degree	Place of study			Work stage			Years of experience				
	Kuwait	Egypt	Syria	Elementary	Intermediate	Secondary	Less than 5	9-5	14-10	19-15	More than 20
Arts	60	42.9	40	66.7	44.4	38.5	41.2	40	75	100	-
Science	25	-	-	-	-	-	-	-	-	-	-
32.1	30	26.7	28.6	40	16.7	38.5	29.4	40	25	-	-
14.3	25	13.3	28.6	20	16.7	21.1	29.4	20	-	-	-

Variance Response	Sex	Nationality		Occupation			Qualification			
		Kuwait	Non-Kuwait	Teacher	Supervisor & Administers	Secondary	Intermediate	B.Sc	B.A	Higher Studies
Yes	males	52.6	38.9	48.6	-	100	50	40	45	33
No	females	31.6	44.4	34.3	100	-	-	50	40	33
Some how	-	15.3	16.7	17.1	-	-	50	10	15	33

Table (1)

Distribution of sample members according to sex, nationality, occupation, qualification and specialization

Total	Specialization		Qualification				Occupation			Nationality		Sex	
	Technique	Science	Higher Studies	B.A	B.Sc	Intermediate	secondary School	Supervisor and Administrative	Teacher	Non Kuwaiti	Kuwaiti	Female	Male
43	1	10	32	23	11	2	4	2	41	23	20	36	7

Table (2)

The distribution of sample members according to their place of study, stage of work and years of experience

Total	Years of Experience				The Stage of work				Place of study				
	More than 20	15-19	10-14	5-9	Less than 5 years	Secondary	Intermediate	Elementary	Unknown	Other	Syria	Egypt	Kuwait
43	2	5	5	13	18	15	21	7	12	1	6	8	16