

Evaluation of Preschool English Language Instruction in Isfahan: A Survey and Classroom Observation

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Abstract

This study examines the state of English language teaching (ELT) at preschools in Isfahan Iran. It is important to know what is happening in preschool English classes and how parents' viewpoints are toward the foreign language education of their children in the kindergartens. The current study examines the results of the questionnaire administrated to parents of local kindergartens to find out their expectations of proposed early English program for their children. The findings from the observations revealed that the English teachers of private kindergartens had an access to new methods and approaches as the lessons are implemented with various authentic materials which encompass teaching songs, poems, and tales. The material and books used by the teachers were mostly different. The implications of the study offer suggestions for EFL teachers, students(kids), material developers, researchers, kindergarten principals, parents and ministry of education.

Keywords: Pre School, Materials, Parent's point of view, Parent's satisfaction

INTRODUCTION

Children's early learning experiences have a profound effect on their development. Early learning experiences are crucial to the future well-being of children, and establish the foundation for the acquisition of knowledge and skills that will affect later learning and behavior (Arıkan & Taraf, 2010).

In a good educational system of language learning, professional and competent teachers beside a well-designed curriculum play a key role. It cannot be expected to achieve an effective educational system without teachers with acceptable performance and standard educational system. Role of teachers in each class is important but in preschool education, it is more significant because young children have more imitate sense. The author attempts to evaluate part of preschool curriculum in terms of English teaching by investigating some factors includes teachers' characteristic and method of teaching,

materials to teach English, time devoted to English classes and parent's attitudes toward their kids' English learning in Iran, Isfahan.

The field of English education, especially for young children at preschools, is changing as such a rapid speed that careful consideration and studies based on the overseas researches and appropriate cultural considerations in Iran are necessary. Nowadays there is no systematic preschool English learning instruction in Iran because each school has its own idea, book, time and also different method for teaching English to kids.

This paper attempts to evaluate part of preschool curriculum in terms of English teaching by investigating some factors includes teachers' characteristic and method of teaching, materials to teach English, time devoted to English classes and parent's attitudes toward their kids' English learning in Iran, Isfahan. Also, it shows educational problems such as unsuitable books and materials, unarranged time and wrong methods of teaching at preschools in Isfahan. In addition, the researcher had willing to know how is the parents' view options toward their children English progress at preschools and what kind of books or methods of teaching are used at these preschools.

This paper has an evaluation in Preschool English Language Instruction in Iran: survey and Classroom Observation. The author investigates the situation of English learning at preschools/kindergarten curriculum in terms of five factors; in other words, by evaluating some factors including teachers' characteristic and method of teaching English, materials to teach English, time devoted to English classes and parent's attitudes toward their kids' English learning in Iran, Isfahan. Therefore, the questions below are presented to answer

1. What kind of books and materials are used to teach English as a foreign language at preschools in Isfahan?
2. How much time is devoted to teaching English at preschools in Isfahan?
3. What are the characteristics of teachers at preschool in Isfahan?
4. Which methods are used to teach English at preschools in Isfahan?
5. What is the parents' point of view toward their kids' English learning?

Significance of the Study

Experts are now beginning to understand the value of foreign language learning for young children (Mohid, 2003). Beyond the obvious benefits of communication and global perspective, studies such as (D'enfants, 2006) have indicated that children who learn foreign language in the systematic order are better in English learning than their peers in a non-systematic order. Investigating preschool English instruction is a topic which deserves research. This research can examine young learners' English learning at preschool to seek a systematic program in EFL classes at preschool.

Literature Review

Young children learn best through activities that are relevant to their lives and vary enough to be challenging and engaging. Children develop their knowledge by building on their past experiences and the learning they have already acquired. Since learning is a

pleasurable experience for children, they are naturally inclined and even eager to learn when they first come to school. Each child grows and develops in various interrelated areas which are physical, social, emotional,

cognitive, and linguistic. In order to address the full range of each child's developmental needs, the preschool program should provide opportunities for learning, self-expression, and self-discovery in a variety of areas – for example, in music, drama, games, language activities, and cooperative activities with peers (Cameron, 2001).

Presented instruction to 3-6-year-old children before primary school is called preschool education. In this period the important aspect of life is taught to kids in order to prepare them for education in advanced levels.

Fredrick Frobel, father of kindergarten, established the first kindergarten or preschool in 1838. This German founder established the first kids' garden in a small city in Germany. He made a happy place for children to play. Later a great scientist such as Montessori practiced more in this field to change the game programs to learning-gamed program.

The definition of quality in early childhood English education and care has many dimensions, including political and social dimensions, not all of which led themselves to research and analysis (Bodrova, et al, 2000).

Inform the definition of best practice by providing information about the consequence of pedagogy for preschool English learning followed by development, and well-being. Highlighting the works of well-known authors such as Chomsky (1965), Cook (1991), and Cameron (2001) who has studied the peculiarities of teaching a second language at an early age shows the benefits of foreign or second language learning.

Various publications in magazines have also addressed this issue in recent years with authors such as Kozol (1996), Lile (2002) and Madaus & Kellaghan (1992) who proposed different activities for young learners of English, depending on the age and maturity level of the child, which in most cases are usually experiences told through teacher.

In Iran also, there are some researches (e.g. Keshavarz, 2011; Ghomaishi, 2005) that has been worked in teaching to kids at preschools. They mentioned on the effect of playing games in learning to preschool kids.

Learner between 4-6 years old who received English education have better progress and performance in their future education (Mahathir, 1991). Noormohammadi (2014) and Moradi (2012), suggested than the Ministry of education of Iran have not prepared a good condition for students to learn English in every level they are. Furthermore, Meshkatodini(2003) in his article studied three important hypothesis:1.Chamsky Hypothesis, 2.Piaget Hypothesis and 3.Skinner Hypothesis. He mentioned how children gain language through these hypotheses. His findings showed that learning development is due to kid's brain flexibility.

METHOD

It is a descriptive study in design because it aims at evaluating general situation of English education at preschools in Iran, Isfahan through four aspects which are teacher's characteristics, suitability of the books and materials, length of the time and lastly the parents' point of view toward their children English learning at preschools. First of all, the study presented number of preschools in Isfahan. Then the researcher started to observe the English classes at some preschools which taught English as one of their subjects in the curriculum. After that the researcher found parents' point of view and their satisfaction toward English lessons through questionnaires. In addition, in this study the researcher identified the teachers' behavior, the books and activities as materials, and devoted time of teaching English at preschools to enhance students' output for English Language Learning. Also, this particular study showed the importance of method of teaching English to very young learners, and the way teachers can increase students' English knowledge and keep students' (learners who are 4-6 year-old) motivated in English classrooms at preschools.

Participants

The participants of the study were young learners at the age of four to six, their teachers and parents. The researcher selected preschools in which English lessons were part of their educational program because she wanted to have evaluation in the situation of English learning as a foreign language for kids 4-6 years old. The numbers of chosen preschools were thirty. There was one English classroom in each preschool and about twenty students in it. The research was conducted at the pre-school section of Isfahan Private School in Iran. The schools were chosen according to availability and principles' corporations. Students came from families living in the center of the city. Since all preschools in Iran were devoted to private section (since 2010), and parents are not forced to send their kids to preschool or kindergarten before primary school, therefore the social and economic conditions of families are considered fit middle-class family standards.

The first groups of participants were kids who had the parents that were eager to choose suitable preschool. In other words; they wanted their children to learn English in the best quality of education as possible. For most of kids it was the first time they came to a social group. The researcher only observed these kids in the classes to follow the process of English learning. All 600 students were at the age four to six and they were spoken Persian as their mother tongue. Also, the fact that almost all of them start to learn English in this year is a very important aspect which needs to be taken into consideration.

The second groups of participants were non-native teachers who teach English as a foreign language at selected preschools. All these thirty teachers were females between the age 25-35 and their majors were English (teaching English, English translation and English literature). Some of them passed kids' teaching training course while the others did not. Their experiences in teaching were not the same, the researcher saw teachers who started teaching for the first time in this educational year (2013-2014) and they were not fluent in English speaking.

The last groups of participants were kids' parents who enrolled their children at selected preschools. Most of them were young and their kid was apple of their eyes, therefore they were really sensitive about their children education. But because they did not have knowledge in English field, they trust preschool principals for their children English learning.

The researcher provided questionnaires about parents' point of view toward their kids' English learning. After permission of preschool principal, the researcher distributed questionnaires between parents. Since filling the questionnaires was not obligatory for parents, among 600 parents only 422 of them returned the filled in questionnaires.

Instruments

In this study, the researcher used observation checklists and questionnaires to evaluate the curriculum of the pre-school teaching in Iran which it includes teachers, materials, time devoted and parent's attitudes. The observation check list was used to observe the English classes to evaluate teachers, materials and time devoted while questionnaires used to evaluate parent's attitudes toward their kids' English classes at preschool.

Observation Checklists

This four-point linkert-scale researcher-made observation checklist assessed the kids' English class generally and emphasized on six major items including: Teachers (from their clothing and appearance to their knowledge in English), Suitability of books (like their covers, pictures, materials, transferred knowledge and...) Method of teaching that teacher used to teach English to the kids in the class, Devoted time that was considered to teach English. In this item, days of the week for English class were checked as well as amount of time in each session. The fourth considered item in this checklist was the way teacher managed the class and her successful in controlling the class. Finally, use of technology to facilitate English learning in the class checked by researcher. The researcher tried to get certain about the validity of the observation checklist by giving it to three English experts and they all agreed that this checklist evaluate kids' English teaching. There liability of the checklist test according to Cram Bach alpha was 0.796 (see appendix A).

Questionnaire

This questionnaire was designed to gather general information about what parents think and feel about their children's English learning at per schools. This is five-point linkert-scale questionnaires which is valid because of checking by three English experts, and they reported that this questionnaire is about parents' awareness toward their kids' English class. To recognize the reliability of this questionnaire, the researcher applied Cram Bach Alpha and it was 0.849 (See Appendix B).

Procedures

To have a sample of all kind of students, available preschool was considered to observe. Therefore after getting permission from ministry of education in Esfahan (See Appendix D), and providing questionnaires (See Appendix B) and observation check-list (See Appendix A), 30 classes at preschools were observed by researcher. Then by getting

permission of kindergarten principal, the researcher asked parents to fill in the questionnaires form, at the end analysis on the collected data was presented.

Data collection

The data was collected in six stages. Providing a list of available preschools with their addresses and phone numbers was the first stage of the study. In this stage, the researcher reached list of preschools in Isfahan in 2014 by referring to Ministry of education in Isfahan branch (there are 412 preschools in all 6 branches of educational regions). Since teaching English in this level is not obligatory, the researcher got sure about the kindergartens that teach English by calling them. She visited selected preschool principals to get permission to observe English classes and talk to English teacher and parents if possible. Among the total number of 412 preschools in Isfahan center of city, just 193 of them had English in their curriculum. Researcher selected 30 preschools out of 193. In each preschool, one English class was observed by researcher. A four-scaled English kid's class observation form including characteristic of teacher, books, time, methods of teaching and some other factors to check English learning process was used by researcher. During the observation, the researcher ticks in front of every item she observed. After that she distributed a five-scaled questionnaire form about parents' point of view toward their children's English learning among the parents who presented their eagerness to fill in the questionnaires. Questions in the questionnaire were translated from English to Persian because the parents' knowledge in English was not enough. At last the analysis of gather data was performed as below.

In order to analyze the collected data, descriptive statistics were employed. Regarding the descriptive statistics, a description of researcher observation in the English classes was presented as well as explanation of filled in questionnaires by kids' parents. Then investigating of the research questions was explained.

RESULTS OF ANALYZING THE OBSERVATION CHECKLIST

To evaluate the English teaching as a foreign language at preschools in Isfahan an observation checklist was prepared by researcher to observe the preschool English classes and find out the answers to the research questions. This observation checklist expressed six major criteria which helped the researcher to gather the data in the English classes for Analyzing. The results of these analyses are given below.

Teachers Criterion

Among thirty teachers who were teaching English as foreign language at preschools, 15 of them (50%) had related education; 10 of them (33%) were not English teachers, they were kindergarten teachers who were familiar only with some words in English; and five teachers (17%), not only had related education, but also they passed some training courses related to teaching English as a foreign language to kids. In other words, 25 teachers (83%) did not pass any English teaching training courses. None of them (0%) had information about the child psychology, and they did not pass any courses in it. Just about 10 principals of pre-schools (33%) were graduated in the psychology or related fields, and they needed to dictate some rules to teachers to perform in the class.

Controlling the class was a major criterion to show the teachers authority in handling the class. Among the observed classes 20 teachers (67%) were able to control the class well while 10 of them (33%) had messy classes. Teachers' appearance in 27 (90%) preschools were good but 3 (10%) of them did not have pleasant appearances. Teachers' eye contact or their paying attention equally to students was good in 12 (40%) classes, and in other 18(60%) classes there weren't equal attention paid to students. Because of management forces all teachers were sensitive to the students' difficulties and abilities, as it was observed in the classes.

Twenty-five teachers (83%) had no ability to motivate kids to learn English and attract their attention but the other five teachers (17%) could increase children's motivation to learn English by showing suitable reactions in proper situations.

Among the thirty teachers, 15 of them (50%) who had related education could use target language well but not effectively because they used long sentences. Ten others (33%) who were not familiar enough with teaching English never use the target language appropriately. The five remaining teachers (17%) were able to use target language appropriately and effectively because they used short sentences or phrases in act and command. Fifteen of the teachers (50%) reviewed the previous lessons know the effective feedback of class lessons while the other 15 (50%) did not. And finally, two teachers (6.5%) used cultural instruction in class activities.

Table 1. Teachers' Criterion observed at preschool English classes

Education	Related 50%	Un related 50%
Training	Pass Training Courses %17	Not passes Training Courses 83%
Psychology Knowledge	Principals' Awareness 10%	Teachers' Awareness 0%
Teachers' Authority	Well controlled class 67%	Messy Class 33%
Appearance	Good Looking 90%	Unsuitable Appearance 10%
Eye Contact	Having Eye Contact 67%	Not Having Eye Contact 33%
Motivate Kids	Able to Motivate 17%	Unable to Motivate 83%
Teaching Feedback	Review Lessons 50%	Not Review Lessons 50%

Book Criterion

In the thirty kindergartens observed by the researcher, the following English books were being taught as a foreign language.

Adventures

Three preschool English teachers (10%), used this book as the main source for teaching English. This book is well designed for kids because it has beautiful and colorful pictures. Its content is not completely related to kids' age. It does not have authentic topics at all because they are not about the children's real life. The exercises and the activities used by the teachers were related to the book content. However, it does not have extra material such as story book, rhythm books, etc.

Tiny Talk

Six preschools English teachers (20%) used this book as the main source for teaching English. This book is well designed for kids because it has beautiful and colorful pictures, but they are not on the proper papers and the durability of the book was not enough. Its content is related to kids' age but the amount of information is little. It does not have enough authentic topics. The exercises and the activities used by teachers were related to the book content. However, it does not have extra material such as story book, rhythm books, etc.

Pockets

Twelve preschools English teachers (40%) preferred this book as the main source for teaching English. The book is well designed for kids because of three major characteristics. It has beautiful and colorful pictures, proper papers as well as durability features. Its content is completely related to kids' age. It has perfectly used authentic topics because children gained good knowledge of the real life. The exercises and the activities used by the teachers were completely related to the book content, and it is a full source because of extra material such as flashcards, rhythm books, etc.

Family and Friends

Five preschool English teachers (17%) used this book as the main source for teaching English. This book was well designed for kids because it had beautiful and colorful pictures, but they were not on the proper papers and the duration of the book was not enough. Its content was related to kids' age. It had authentic topics too. The exercises and the activities used by the teachers were related to the book content. However, it did not have extra material such as story book, rhythm books, etc.

Let's go

Four preschools English teachers (13%) used this book as the main source for teaching English. This book was not well designed compared to other books in this stage for kids because it was not designed on the proper papers and the duration of the book was not considerable. Its content was related to kids' age. It did not have authentic topics. The exercises and the activities used by the teachers were related to the book content. It had extra material such as readers, rhythm books, flashcards, cassettes, CDs, posters, etc.

Table 2. Book which is used at preschools

Name of book	Percent of preschool
Adventure	10%

Tiny Talk	20%
Pockets	40%
Family and Friends	17%
Let's Go	13%

Method of Teaching Criterion

In 10 English classes (33%), the method of teaching was standard and appropriate for kids. But in the other 20 classes (67%) the teachers did not follow appropriate method of teaching for kids. In 12 English classes (40%), there were appropriate communicative activities in the class, but in the other 18 (60%) the activities were not completely communicative. In 27 English classes (90%), the lesson was presented effectively and clearly but it was not this way in the other 3 (10%) preschools. In 25 English classes (83%), the activities/exercises chosen to achieve the objectives were effective, but in the other 5 classes (17%) they were not effective. In 19 English classes (63%), there was a smooth transition between activities, but in the other 11 English classes (27%) there was not. In all of the classes observed by the researcher the use of small groups/pair work during each activity was done appropriately.

Table 3. Method of Teaching observed at preschool English classes

Method of Teaching	Appropriate	Non_ Appropriate
	33%	67%
Communicative Activity	Appropriate	Non_ Appropriate
	40%	60%
Lesson Presentation	Effectively	Non_ Effectively
	90%	10%
Exercise and Activity	Effectively	Non_ Effectively
	83%	17%
Knowledge Transition	Smooth	Non_ Smooth
	63%	27%

Time Criterion

Among the thirty pre-schools that were observed, three of them (10%) divided their six weeks daily programs into two separate parts. On odd days they taught pre-schools books in mother tongue (Persian) and on even days they presented those lessons in English while covering English books too. In the other 27 English classes (90%), the preschools devoted an hour a day (between 12 and 13) to English lessons at the end of their daily program. In none of the thirty pre-schools, the English class time was suitable for learning

English and the amount of time allocated to the class was not enough because their teaching hours were not as many as what the author suggested for teaching the book content .

In all observed classes the time allotted to activities in the class were appropriate. Only in one of those classes the amount of teacher talk and student talk was appropriate, while in 29 classes the amount of teacher talk and student talk were not appropriate.

Table 4. Time of English teaching at preschool

Days of the Week	Every Day	Every Other Day	Unarranged
Hours of Day	12-13 27%	8-12 10%	No Specific 63%

Classroom Management

In 22 English classes (72%) The seating arrangement was not suitable and did not facilitated learning, the children had to sit on the hard benches while in the other 8 classes (28%) the kids sat on the small colorful chairs in the semicircle arrangement and they were able to see each other face to face, and the teacher was able to communicate with all of them in person too.

Although all kindergartens/preschools had enough audio-visual and tech materials, only 19 observed English classes (63%) benefited from these materials during teaching process and the other 11 classes (27%) used it as an amusement tool which was not effective for teaching English.

25 of the teachers (83%) did not have lesson plan, they could not organize their time and did not cover the content of the book efficiently. In the remaining 5 classes (17%) the teachers were able to transfer necessary information through their organized lesson plans.

The classes which used the books with authentic topics witnessed student's active and lively participation. It means in 17 (57%) of the classes had active students' participation, while other 13 (43%) did not have active students' participation.

Table 5. Classroom Management at Preschool English Classes

Sitting Arrangement	Without Decoration 72%	With Decoration 28%
Audio Visual	Effective 63%	Non_ Effective 37%
Lesson Plan	With Lesson Plan 17%	Without Lesson Plan 83%
students' participation	Active 57%	Non_ Active 43%

INVESTIGATING RESEARCH QUESTIONS

The questions of this paper were related to evaluating of preschool English teaching as a foreign language in Iran, Isfahan. The findings of this research show that there was not a

stable situation in Iranian kindergarten/preschools related to their English teaching because of the existing different books. In addition, Criterion for selecting teachers, lack of standard time, or the method that teachers use in classes were not the same and each school had its own idea to perform English lessons.

Investigating Question Number One

The first question of this study is, "What kind of books and materials are used to teach English as a foreign language at preschools in Iran?". According to what was observed in the selected preschool classes, the books and materials for teaching English as a foreign language are not the same or similar in the contents and quality. The books had different publishers and authors; therefore, the final aims of teaching these books go toward different directions.

Investigating Question Number Two

The second question of this research is, "How much time is considered to teach English at preschools in Iran?". The amount of time for teaching English at preschools is a critical issue because it is not fixed and standard. It is different in the amount per day in various classes and the time of starting or finishing the class is not the same at all preschools. Some of them have early morning classes while others have classes at noon.

Investigating Question Number Three

The third question of this paper is, "What are the characteristics of teachers at preschool in Iran?". Teachers' characteristics are presented earlier in the observation check list. It shows that the teachers were different in their knowledge, skills and proficiency level. They use to treat children in different ways as well as their different positions in various situations.

Investigating Question Number Four

The fourth question is, "Which methods are used to teach English at preschools in Iran?" T.P.R. is the most appropriate method of teaching English to kids because the teacher is eager to use act and commands which encourage children's to do the tasks in different situations. But the observed classes showed that most of teachers are not familiar with this strategy because of unrelated education to English teaching or had not passed training courses.

Investigating Question Number Five

The fifth question of this paper is, "What is parents' point of view toward teaching English at preschools in Iran?". According to the questionnaires which were filled in by preschool kids' parents, among the 600 people 288 (49%) were satisfied with the English teaching at preschools but the other 312 (51.5%) complained of English classes that were included in their kids' preschool curriculum.

DISCUSSION

This section provides a discussion for each research question and makes attempt to link each finding to the existing literature. The findings of this study showed that there is no

systematic pedagogical curriculum in English teaching at preschools. Therefore, it is necessary to think about it if we want to have English in this period of education and have a certain goal to follow.

This study is in parallel to the study which was done by Normohamadi (2014). As he believed Teaching English in Iran is not according to determined goal, books are poor in contents and communicating aims and this caused boring atmosphere in the class. In these books the purpose is not clear that which skill of language is working on. He is one of the criticisms in English teaching in Iran in the way our educational system is working on, because of poor output in English learning. He stated although teaching English as a foreign language in most countries faces problems with unsatisfied results but it is a crucial disaster in Iran and unfortunately nobody thinks of it. Therefore, Iranian people are weak in all four language skills after passing several years in English academic learning at schools stages. Nowadays, in spite of several institutes and teachers at schools and universities besides consuming a lot of time and money the results/output of English learning is not considerable and the one who graduate his /her school or university does not gain any useful things although he/she had started English learning at very early ages. To have a solution, first the experts and researcher should find the reason/s of these insufficient results, and then suggest a practical way to follow. Of course, teaching English should be started at pre or elementary schools in an exciting form to have a stable base of knowledge in upper years.

Finding of Moradi (2012) was similar to our finding when he criticized Ministry of education in Iran and suggested to prepare a suitable situation and condition for Iranian students to learn English well at each level of education. He believes the only goal of Iranian students in learning English is to memorize new words or to learn new grammar in order to pass the entrance exam of universities. Actually, they do not learn English from childhood thus they cannot communicate.

CONCLUSION

To conclude the results, according to what was observed (in the English classes) and data from questionnaires (filled in by parents), the following results presented: 1. English teaching at preschools was not the same 2. Most of kindergartens added English to their curriculum just because of economic reasons and they did not pay attention to standardization. 3. Lack of the parents' satisfactions in their kids' English learning. 4. Characteristics of teachers including related education and passing teacher training course should be considered in selecting English teachers for kindergartens. Based on whatever mentioned above, there should be one standard book, standard time, standard material, and standard method of teaching. In other words, there should be a great change in kindergartens' situations in English teaching. Therefore, the ministry of education should have a plan to conduct English as a foreign language in preschool curriculum and continue in primary school and so on. In Iran students start to learn English when they are 12 years old. This time is not as suitable as 6. Since human brain has flexibility before 12, they can learn English better in earlier years.

The findings of the present study hold some implications for both theory and pedagogy. To be more precise, implications of the study offers suggestions for EFL teachers, students(kids), material developers, researchers, kindergarten principals, parents and ministry of education. The following is what the implications of the study indicate.

Theoretical Implications

To elaborate, if standard system of teaching English hold at preschools, then it can be seen as a dominant factor that account for the successful teaching in EFL at preschools. What follows from the above discussion is that the present study calls for more attention to preschool EFL teaching, as an additional part to curriculum which contributes to further English improvement in upper levels.

Practical Implications

In addition to theoretical implications, the study has some practical implications for those dealing with education, material development and researchers.

Implication for Pedagogy

The results of this study are good for children because they learn English in suitable time that benefits them in their higher education. And children benefit since they can learn English in kindergarten and it is not necessary to go other places to learn English therefore it prevents fatigue. Teachers benefit because they have a prepared curriculum and they know the result of their work clearly. Kindergartens principals, who follow this standard system of teaching English, can get higher rank among other kindergartens and they get their clients more satisfied. Parents benefit financially as their children start learning English and it is not necessary to send their children to language institutes. Thus, this finding might be found useful for all those interested in teaching foreign languages especially English to children.

Implication for Researchers

At present all seven text books being taught in selective preschools or kindergartens in Iran lack any kind of educational consideration. In other word, in the text books used for preschool student if the aims become clear, material development will be easier. An inevitable consequence of the total lack of standard preschool English book is that Iranian educational experts are not aware of the teaching standardization. Therefore, it is advisable for the curriculum developers, and instructional material developers to analyze, evaluate and further develop Standard English textbook for preschool English classes. A possible development is to design tasks that provide opportunities for teachers to have guide book for preparing themselves before teaching English to kids.

Limitation of the Study

This study may have limitation like other studies. Although there are many items to observe the English classes, the researcher focused on some special limited items. So many other items were ignored. The other limitation is related to the teachers. In this way, some teachers change their behaviors when they realize being observed. Researcher was not sure about honestly filling in questionnaires by parents and it is the third

limitation. The researcher selected preschools according to their availability; otherwise the study would be more reliable and valid. The quality of teaching English here in this study was not the aim of research only some statistical observations are presented.

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APPENDICES

Appendix A

Kid's English Language Classroom Observation Form

Class: _____ Section: _____

Instructor: _____ Number of students: _____

Observer: _____ Date: _____

Rating Scale

4 - *Outstanding*; 3 - *Good*; 2 - *Fair*; 1 - *Poor*

A. teacher

1. The teacher education is related. 4 3 2 1
2. The teacher had attended to the training class. 4 3 2 1
3. The teacher has enough information about children's psychology. 4 3 2 1
4. The teacher can control the class. 4 3 2 1
5. The teacher has good appearance. 4 3 2 1
6. The teacher divides his or her attention among students appropriately. 4 3 2 1
7. The teacher is sensitive to students' difficulties and abilities. 4 3 2 1
8. The teacher has the ability to motivate children to learn English. 4 3 2 1
9. The teacher uses the target-language in the classroom appropriately and effectively. 4 3 2 1
10. The type and amount of teacher feedback is effective. 4 3 2 1
11. The teacher uses Cultural instruction in the class activities. 4 3 2 1

B. book

1. The book is well-designed for kids. 4 3 2 1
2. The book content is related to the kid's age. 4 3 2 1
3. The book has a clearly authentic topic. 4 3 2 1
4. The exercises and activities are introduced in the context of the book. 4 3 2 1
5. Extra material such as story book, rhythm , books ,... is considered to the class. 4 3 2 1

C. method of teaching

1. The method of teaching in the class is standard and appropriate for kids.4 3 2 1
2. There are appropriate communicate activities in the class. 4 3 2 1
3. The lesson is presented effectively and clearly. 4 3 2 1
4. The activities/exercises chosen to achieve the objectives are effective. 4 3 2 1
5. There is a smooth transition between activities. 4 3 2 1
6. The use of small groups/pair work during each activity is appropriate.4 3 2 1

D. Time

- 1.The English class time is suitable for learning english.4 3 2 1
2. The amount of time is allocated for the class is enough.4 3 2 1
3. The time allocated for activities is appropriate. 4 3 2 1
4. The amount of time is allocated for teacher talk and student talk is appropriate. 4 3 2 1

E. Classroom Management

1. The seating arrangement facilitates learning. 4 3 2 1
2. The use of audio-visual & tech materials is effective. 4 3 2 1
3. Student participation is on task. 4 3 2 1
- 4.The teacher fulfills his/her lesson plan .4 3 2 1
5. Student participation is active and lively. 4 3 2 1

Appendix B

This questionnaire is designed to gather general information about what parents think and feel about their children's English Learning at preschools.

In response to the questions asked below, please choose the answer that is closest to what you think or feel.

THANK YOU FOR YOUR TIME!

Please choose a school for which you are completing this questionnaire:

1.I am informed about my child's English learning progress.

- Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

2. I know what my child's English teacher expects of my child.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. My child is safe at English class.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4. There is adequate supervision during English learning process at preschool.

Strongly Disagree Disagree Neutral Agree Strongly Agree

5. There is adequate supervision before and after English learning process at preschool.

Strongly Disagree Disagree Neutral Agree Strongly Agree

6. Teachers show respect for the students.

Strongly Disagree Disagree Neutral Agree Strongly Agree

7. English learning process meets the social needs of the students.

Strongly Disagree Disagree Neutral Agree Strongly Agree

*

8. English class meets the academic needs of the students

Strongly Disagree Disagree Neutral Agree Strongly Agree

*

9. English class expects quality work of its students

Strongly Disagree Disagree Neutral Agree Strongly Agree

*

10. English class has an excellent learning environment

Strongly Disagree Disagree Neutral Agree Strongly Agree

11. I know how well my child is progressing in English class.

Strongly Disagree Disagree Neutral Agree Strongly Agree

12. I like the school's report cards/progress report

Strongly Disagree Disagree Neutral Agree Strongly Agree

13. I respect English teachers at my child's preschool.

Strongly Disagree Disagree Neutral Agree Strongly Agree

14. Overall, the school performs well for future life in English environment.

Strongly Disagree Disagree Neutral Agree Strongly Agree

*

15. The school succeeds at preparing children for future work

Strongly Disagree Disagree Neutral Agree Strongly Agree

*

16. Learning English at pre school has a good public image

Strongly Disagree Disagree Neutral Agree Strongly Agree

*

17. The assessment system is fair at my child's preschool.

Strongly Disagree Disagree Neutral Agree Strongly Agree

18. My child's English teacher helps me to help my child learn at home

Strongly Disagree Disagree Neutral Agree Strongly Agree

**

19. I think that there is proper English academic development of my child at pre school?

Strongly Disagree Disagree Neutral Agree Strongly Agree

20. There are extra activities more than the activities in the book in English class at my child's preschool.

Strongly Disagree Disagree Neutral Agree Strongly Agree

21. The books which are covered in my child's English class are practical.

Strongly Disagree Disagree Neutral Agree Strongly Agree

22. The school shows special support towards children with disabilities in English classes.

Strongly Disagree Disagree Neutral Agree Strongly Agree

23. Learning English affected My child's behavior culturally.

Strongly Disagree Disagree Neutral Agree Strongly Agree

24. The time of English class is suitable at my child's preschool.

Strongly Disagree Disagree Neutral Agree Strongly Agree

25. Learning English has significant effects on my child's education in upper educational level.

Strongly Disagree Disagree Neutral Agree Strongly Agree

26. My child's English teachers has enough experts to teach English to the kids.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Appendix C

کاملا	موافق	بی نظر	مخالف	کاملا	ردیف
					در پاسخ به سوالات زیر لطفا گزینه ای را که به سطح انتظار شما نزدیکتر است را انتخاب کنید
					1 به من از پیشرفت آموزش زبان فرزندم اطلاع رسانی میشود
					2 انتظارات معلم زبان فرزندم را میدانم.
					3 فرزندم در کلاس زبان امنیت دارد
					4 در طول فرایند آموزش زبان فرزندم ارزیابی مناسب در پیش دبستانی صورت میگیرد
					5 قبل و بعد از فرایند یادگیری زبان، ارزیابی مناسب در پیش دبستانی صورت میگیرد
					6 معلمان به دانش آموزان احترام می گذارند
					7 فرایند یادگیری زبان نیازهای اجتماعی دانش آموزان را مرتفع میسازد
					8 کلاس زبان نیازهای آموزشی دانش آموزان را مرتفع میسازد.
					9 کلاس زبان کیفیت آموزش دانش آموزان را انتظار دارد
					10 کلاس زبان محیط عالی برای یاد گیری زبان است
					11 من از مراحل پیشرفت فرزندم در زبان اطلاع دارم.
					12 من کارت گزارش پیشرفت آموزشی را دوست دارم
					13 من به معلم زبان فرزندم احترام میگذارم
					14 رویهم رفته، مدرسه فرزندم را برای زندگی آینده در محیط انگلیسی زبان آماده می کند
					15 مدرسه در آماده سازی بچه ها برای شغل آینده موفق است
					16 یادگیری زبان در پیش دبستانی تصور عمومی خوبی دارد
					17 سیستم امتیازدهی در کلاس زبان پیش دبستانی فرزندم عادلانه است
					18 معلم زبان فرزندم مرا در آموزش هرچه بهتر او در خانه یاری میکند
					19 من فکر میکنم که پیشرفت آموزشی زبان فرزندم در پیش دبستانی خوب است
					20 فعالیت های اضافه تر از کتاب در کلاس زبان فرزندم کارمیشود
					21 کتابهای انتخاب شده برای تدریس زبان در پیش دبستانی کاربردی است
					22 پیش دبستانی به دانش آموزان ناتوان توجه خاصی دارد
					23 یادگیری زبان بر روی رفتار فرزندم از لحاظ فرهنگی تاثیر گذاشته است
					24 زمان کلاس زبان فرزندم مناسب است
					25 یادگیری زبان تاثیر چشمگیری در آموزش زبان فرزندم در مقاطع تحصیلی بالاتر دارد
					26 معلم زبان فرزندم در پیش دبستانی در زمینه آموزش زبان به خردسالان خبرگی لازم را دارد

این پرسشنامه جهت جمع آوری دیدگاه والدین از آموزش زبان فرزندشان در پیش دبستانی تهیه شده است. ازاینکه وقت میگذارید از شما سپاسگذاریم. لطفا نام پیش دبستانی که این پرسشنامه را در مورد آن پر میکنید بنویسید.