

CHAPTER 5

Conclusion, Discussion and Recommendations

5.1 Summary of the study

This chapter includes an interpretation and synthesis of the outcomes in relation to relevant literature, conclusions drawn from those findings; implications and suggestions for practice and for the future research.

There were two research objectives in the study.

- 1) To develop and evaluate a new Active Learning Strategies curriculum designed for a group of K2 Students.

There were 24 K2 students involved in the Native Speaker Program at the target location. Most of these children are in their second year of pre-school. The children attend two classes per day at 30 minutes per session. There is a native speaker and a Thai co-teacher in each of the classes. There are currently 20 weeks in each term.

The instruments applied in the research were separated into two types of treatment and data collecting instruments. The treatment includes a design of a 1) new Active Learning Strategies proto-syllabus. Data collecting instruments include a 2) pre-test and post-test given to the students which concentrated specifically on reading, writing, listening, speaking, participation and effort which are considered English communication skills. A 3) parent questionnaire was sent out to parents and quantitative results were recorded. The teacher had a professional in the field attend a class that provided 4) peer observation, 5) student portfolio assessment and finally an 6) interview with the schools director and creator of the NP program provided various opinions of how the program is progressing and how the program will evolve in the future.

In research conducted by İnal, Kandır, and Özbey (2009), the critical areas identified as goals and objectives, teaching, content and learning processes, plans and activities and evaluation were also maintained as the problems areas that preschool teachers faced during curriculum implementation. In addition to this study, in another study, Şivın (2005) spotted the problems areas that preschool teachers faced as the goals and objectives, lesson plans, activities, evaluation and parental involvement.

Additional problem areas, social development and cultural sensitivity detected in this study were supported by the study conducted by Fedoravicius, Finn- Stevenson, Desimone, Henrich and Payne (2004). According their study, teachers need supportive environments for a successful curriculum implementation because collaborative relationship and networking are crucial factors that motivate teachers for better curriculum and syllabus implementation.

Additionally, Ytreberg (1999) also emphasized the importance of administrative support for a successful curriculum implementation. Ytreberg discovered that teachers without the encouragement and assistance from their colleagues and administration, it is had problems in curriculum implementation.

2) To investigate pertinent ESL communication ability before, after the implementation of a new Active Learning Strategies curriculum.

The results of the study reveal that the developed Active Learning Strategies Curriculum is effective because it can improve K2 students' English communication ability. Their English communication ability before and after the implementation of the Active Learning Strategies curriculum can be seen from the results of pre-test and post-test. Their pre-test mean score is 17.39 whereas the post-test is 18.25. This shows students' improvement in English. From the formative assessment, it shows a continuing increase in cognitive performance which was documented and analyzed over an 18 week period. In addition, students' English communication ability presented in portfolio evaluation is at a very good level (mean =2.97). Moreover, the results reveal that all stakeholders have reported positively in regards to implementing the new curriculum.

Therefore, the examination of selected factors and solutions indicated that detected problem areas found in this study are meaningful in terms of content and these areas are relevant with the available literature.

The results of the research are presented:

In regards to the research question: Will a new Active Learning Strategies curriculum be effective in enhancing and promoting K2 young learners English communication ability?

The revised ALS syllabus is effective in enhancing English communication ability because student English language ability increased after the implementation of the new ALS syllabus. This can be seen by the results of the post-test which are significantly higher than pre-test scores. Moreover, from the formative assessments, student's communication ability gradually increases from the beginning to the end of the implementation. Results from the portfolio represent a marked increase in the quality of work submitted. It also empowers students to be involved with the creation of the final product by allowing them to choose the work they most enjoyed.

Teacher involvement and effectiveness are commented upon during observation. Constant monitoring of the entire curriculum includes student, teacher, parent and administrative involvement in the process.

Positive feedback from the Director and the Parent/ Teacher Committee has given their stamp of approval on this research and its results.

5.2 Discussion of the results

The syllabus created for Active Learning Strategies curriculum increased students English language ability. Learning outcomes scores are both reliable and valid because they were reviewed, critiqued and revised by experts in the field of early childhood learning.

While there is clear evidence that preschool education boosts early learning for children from a range of backgrounds, we also see a convergence of test scores during the elementary school grades so that there are diminishing differences over time on tests of academic achievement between children who did and did not attend preschool. Yet the most recent research is showing an accumulation of evidence that even when the difference in test scores declines to zero, children who have attended preschool go on to show positive effects on important adolescent and young adult outcomes, such as high school graduation, reduced teen pregnancy, years of education completed, earnings, and reduced crime. Why there are long term effects even with a convergence of test scores is an important focus of current research.

The evidence continues to grow that the foundation for positive effects on children are interactions with teachers that combine stimulation and support. Such interactions build children's higher-order thinking skills as well as knowledge of specific content (such as early math and language skills), and at the same time are warm, responsive and elicit reciprocal interactions. Features of quality that focus on structural elements, such as group size, ratio, and teacher qualifications are important in that they help to increase the likelihood of such interactions, but they do not ensure that stimulating and supportive interactions will occur.

Multiple recent studies suggest a highly promising route to quality in preschool education: providing support for teachers to implement specific evidence-based curricula and instruction through coaching and mentoring. These studies have shown positive effects in strengthening both teacher-child interactions and children's learning in targeted domains. This evidence is particularly important given that large-scale studies of both state-funded preschool and Head Start show that there is a need to improve quality, and especially the quality of instruction.

Beyond coaching and mentoring in support of instruction and curricula, what other factors strengthen the boost provided to children from preschool education? There is evidence that a second year of preschool shows additional benefits to children. However, more work is needed to consider how a second year could intentionally build on children's growth in a first year of preschool. In addition, while comprehensive services can strengthen outcomes, the most recent research indicates

that it is important to target such services so that they focus on evidence-based practices. For example, a recently conducted meta-analysis indicates that the positive effects of preschool education can be augmented when a parenting education component is added, but only when this component focuses on providing parents the opportunity to see modeling of positive interactions or to practice such interactions. Such effects do not occur when programs simply provide parents with information.

While it has been clear for some time that high-quality preschool education yields more in benefits to society than its initial costs, the most recent work indicates that there is a positive return on investment for a range of differing preschool programs, from those that are more intensive and costly to those that require less initial investment. In sum, quality preschool education is an investment in our future.

Finally, using a journal as an investigative tool for research has both positive and negative effects. Some advantages to journal keeping are because they are a means of personal reflection. They are easy to keep and they can offer a precise look at how the teaching is progressing. Journaling offers a direct record of classroom events and experiences which remains undisturbed by the outside observation.

Limitations to journal writing are that they can become time consuming. The entries may seem artificial at first until the writer of the journal realizes its true purpose. Overwriting can become tedious and repetitious. Some of the comments may show a lack of focus or professional behavior. Because the journal is a written document, it might harm the author if it falls into the wrong hands.

5.2.1 ALS Curriculum and syllabus design are important

A useful curriculum should support active learning and literacy teaching in the pre-school classroom. In addition to the multiple features and practices mentioned in the previous chapters, the following suggestions are important to consider in maintaining a high quality product. Preschool is a series of knowledge building experiences. Learning experiences should be tied to interesting subject matter that can relate to art, math, science and social studies. The curriculum needs to be tied to learning new concepts and information.

Curriculums that focus on drilling children in isolated skills are not suitable for our newly initiated curriculum. The research indicates that developing classes that build on the children's prior learning provides lessons that are meaningful and engaging. Our goal has been to help parents, teachers and administrators structure children's learning of the alphabet, the conventions of print, focus on authentic and culturally viable contexts and the introduction a broad amount of information in an age appropriate fashion.

5.2.2 Assessment

An effective literacy program provides a means for teachers to monitor and document the children's progress over time. Assessment should be linked to instruction, enabling teachers to respond to children's needs and to further identify children who might need additional instruction. Ongoing informal assessments enable teachers and parents to remain informed. Optimum classroom conditions make assessment quick and easy for teachers. Multiple assessments recorded over time better reflect students' English communication ability.

The pre-school classroom according to Piaget

Piaget suggests that a constructivist classroom must provide a variety of activities to challenge students to accept individual differences, enhance their readiness to learn, discover new ideas, and construct their own knowledge.

In a pre-school context, the Piagetian classroom fosters sensory motor learning experiences, such as drawing, drama, model building and field trips that involve hands-on occasion to see, hear, touch, taste, and smell. These early activities and the use of tangible manipulatives and visual aids serve as building blocks for more sophisticated tasks, such as reading comprehension.

The preschool classroom according to Vygotsky

A Vygotskian classroom provides emphasis on creating independent concepts and making knowledge one's property; this requires that school learning takes place in a meaningful context in conjunction with the learning that occurs in the real world. As seen earlier in the Piagetian classroom, this model also promotes the active involvement and collaboration of diverse learners. The Vygotskian classroom stresses assisted discovery through teacher-student and student-student interaction. Some of the cognitive strategies that group members bring into the classroom are questioning, predicting, summarizing.

In a Vygotskian classroom, dynamic support and considerate guidance are provided based on the learner's needs, but no will or force is dictated. Students are exposed to exciting learning environments that allow for creative thinking and social awareness.

Formative assessments in the Active Learning Strategy curriculum allow the teacher to collect and analyze data. Portfolio assessment is becoming a popular and visually effective way to present student progress and is backed up by the research.

Children need to develop a wealth of knowledge about reading and writing during this stage of learning. Teachers need to make connections between phonemic awareness and alphabet knowledge, encourage the student's developmental writing skills, engage them in shared reading and provide opportunities for play in a safe and well-planned classroom. Our goal is to create engaging experiences which focus on

using active learning methodology with a focus on literacy building that creates meaning as children explore the world around them.

It is unrealistic for most teachers to decipher and communicate in all the global forms. Initially, this creates monumental confusion amongst the students and it is up to the teacher to maintain a sense of control in the classroom. The knowledge is out there. Uncover it, practice what appeals to you and then make it work. Here are some suggested guidelines that have worked for me.

5.3 Taking steps towards ALS teaching practice

There is no one single way to teach English to young learners. This research proves that utilizing an Active Learning Strategies Curriculum combined with creating fun, active and exciting lessons can assist in the child's English skills ability and their motor skills functions. As a teacher of pre-school, this researcher has discovered that the minds and bodies of a child between ages 4-5 are malleable and flexible. There are certain steps to guide a teacher in this quest for teaching excellence and effectiveness.

Supplement activities with visuals and movement. Young learners have a lot of energy and short attention spans. Children are linked to their environment and they are more interested in the real, the physical and the tangible. Scott and Ytreburg (1990) describe how the children's understanding comes through their hands, eyes and ears. The physical world that surrounds them is dominant at all times. *Reading Total Physical Response* by James Asher is useful and insightful.

Involve your students in the creation of activities related to the lessons. This can be as simple as having them draw vocabulary objects on the whiteboard or involving them in the context of the lesson. If the subject is farm animals, have each student pick an animal and pretend they are all living happily on the farm. These actions elicit reactions like sounds and gesture. Students are more likely to involve their interest and effort in creative lesson and they will treat classroom materials with greater care (Moon, 2000).

Time is important when teaching kindergarten because young learners have short attention spans. For K2 students, keep the lessons and activities around 5 – 10 minutes. Lessons should include at least one of the four skills plus integrated skills that combine objectives with physical movement thereby improving motor skills ability.

Lessons should follow the syllabus which is grouped into thematic units. Creating lessons about the same subject can create broader contexts in which to teach language. Recycle the language and vocabulary from week to week. Students feel a sense of accomplishment when they recognize words used previously and it leaves their minds open to learning new additional words. Following themes like farm animals, students can guess the different animal names as they think about animals they have actually seen on a farm or while traveling in the country. Common themes include, but are not limited to animals, family, friends, citizenship shopping and units

that follow storybook lines. Themes based on curricula from students other subjects are also effective (Haas, 2000).

If there are stories that your kids know in their L1, they may be easily translated to the English language. Use the teaching staff available to achieve this goal. This will also help foreign teachers to speak English with the instructor and might remove barriers or a sense of embarrassment when not having target language fluency.

Try to establish classroom routines in English. Young learners perform well within an organized and structured environment. They also enjoy certain activities and exercises they are taught in repetition. Clap short rhythms for children to repeat and try to start lessons with a song or a chant.

Finally, collaborate with other teachers in your school. Some great ideas are gleaned from instructors that teach other levels and their ideas can be adjusted to fit the YL attitude and emotional state.

5.4 Classroom management

“No other aspect of teaching is so often cited as a key concern by prospective, beginning, and experienced teachers as classroom management” (Cooper, 2006, p. 236). To begin to tackle the problem of classroom management in a preschool setting, the description of classroom management must be established. “Classroom management refers to all of the duties teachers employ to organize students, space, time, and materials so that the student learning can take place” (Wong and Wong, 2005, p. 84).

Jamie Woodard, a preschool teacher at Winona State University Children’s Center, stated in a personal interview that the best way to describe a lack of classroom management is chaos. She detailed that students’ anxiety levels increase if there is a lack of classroom management. As a result, less learning on behalf of the preschoolers is able to take place (Woodard, 2009).

“If one considers the alternative to managing a classroom which can be chaotic at times, effective classroom management can be viewed as central to all that is good and right about teaching” (Hall, Quinn, and Gollnick, 2008, p. 441). This statement embraces the reason why teachers should be anxious about the classroom environment they create for their students. “Students want a well-managed classroom more than the teachers do because there is a security in a classroom that is consistent” (Wong and Wong, 2005, p. 84). Preschool children in particular need security in the classroom. In Woodard’s preschool classroom, students often get upset and want to go home (J. Woodard, personal communication, September 14, 2009).

Take into account that all of your classrooms are filled with students with diverse learning styles. I keep a large basket of percussion instruments, harmonicas and toy xylophones. These objects are great for building motor skills and introducing rhythms which in turn improve chant results. Games, puzzles and items I purchase while I travel are seen around my teaching space.

5.5 Implications for further development

Professional development

Once the teacher undergoes training, starts teaching and gets over the first years of working and when they basically form their own routines and habits, many questions still exist in relation to the experience. There are still skills that require refinement and future challenges that need to be acknowledged and resolved. It is necessary to point out that not all teachers will have the same feelings about teaching even after years of practice. Some may feel they have found a correct balance and see no further reason for exploring other opportunities that may work for them. Any failure from the outside might be perceived as a personal attack and they would never assume that the problem may be resolved if they took the time to reflect on the situation.

The hope I have for myself is that I will never stop searching and will devote as much time as possible to professional development. Professional development can start as early as a particular training program commences. Professional development is to “provide a broader approach in which the developmental insights are learned alongside classroom teaching skills” (Head and Taylor, 1997, p. 12). New teachers involved in the Native Speaker program are encouraged to reflect on their practice by writing teacher journals, taking part in teaching observations and even creating their own teacher portfolios. The activities mentioned are not compulsory, but teaching and academic development offer financial rewards as well as a continuation of employment providing that recommendations from colleagues, Thai teachers and staff are satisfactory.

Baily, Curtis and Nunan (Baily and Nunan, 2001, p. 4 cited Lang, 1990) when attempting to define professional development. “Teacher development is a term used in the literature to describe a continual process of intellectual, experiential and attitudinal growth for teachers”. Underhill’s (1986) explanation which is simple describes the process of development as becoming... “The best kind of teacher I personally can be.”

Teachers can either decide themselves to work on their development or they may be required to do so by the Thai Ministry of Education in order to keep their qualifications up to date. Teachers become active initiators and take responsibility for their change and growth. This is bottom-up development. In opposition, where requirements are imposed on teachers from the outside is referred to as top-down development.

Baily et al. (2001) divide the opportunities for development into formal and externally organized sessions such as professional development workshops designed by schools and administrators (p. 6). These may include participating in extra courses and workshops, conferences such as International and local TESOL conventions and working on higher education degrees such as this research. Internet chat groups and forums are great ways to vent and to pick up tips from teachers who have similar difficulties both culturally and administratively.

The result from the desire to continue professional development and lifelong learning is generally a path to improve the quality of the teaching. Keeping up with new technical developments in education is crucial. Using new software and visual aids enhances the total teaching experience and engages students with various multiple intelligence preferences.

Many Education Ministries encourage keeping up with change in teaching approaches and governmental regulations and policies. "Personal development and research create prestige which can lead to inspiration and empowerment. It is a way forward, based on our own understanding" (Edge, 1992, cited in Baily et al., p.7). Teachers begin to take control of their professional development and this encourages other teachers to stay active and enthusiastic about their work. Remember that teaching is an isolated profession and it is important to discourage negativity in regards to the profession.

Participating independently by reading books and scholarly publications and articles helps the teacher to expand conceptual understanding of teaching and creates a vocabulary for discussing that knowledge. Self-improvement increases their confidence in discussions with peers, superiors, learners and parents about the objectives and purposes of their work. This may subsequently lead to becoming a more competent teacher with greater respect.

5.5.1 Suggestions to succeed at models of professional competence

A model of professional competence created by Czech researcher Vasutova (2001, 2004), is worth mentioning in the conclusion of this research. She based her model of key competences called Delor's concept of "the four pillars of education," (learning to know, to do, to live together and to be). Here she allocates a certain function of a modern school to each 'pillar of education' and relates individual competences to a particular educational aim and school function. The following key professional competences have been elicited from the mentioned sources: field subject competence, didactic and psycho didactic competence; social, psychological and communicative competence; managerial and normative competence and professional personality cultivation competence (Spilkova, 2004, p. 30).

The lists of competences by different authors basically describe the same similar requirements about the teaching profession although different terminology is used. Some explanations and views are more complex than others. Nevertheless, the number of demands on a teacher's professional development is quite extensive and demanding. The question arises whether it is possible for a single teacher to meet all of the expectations determined by the competences?

Create a culture for learning

When it comes to a young learner's brain, particularly a preschooler, the brain is far more active and accesses a far larger amount of information daily. The learning environment at home or at school contributes to the growth of a preschoolers learning progress, and if the classroom environment is unsuitable, this will definitely contribute to a deficient learner experience. Naturally, it is the teacher's goal to cultivate the brain in the best way possible. This means utilizing all of the tools that are available to the school.

The classroom experience speaks volumes to a pre-schooler, because this is where they will spend the majority of their time. Teach the children the concept of sharing whether it is sharing their toys or their crayons. I intentionally create what I call conflict zones. One large basket serves all of the students rather than them always having a set of personal implements. They are asked to find multiple colors in the basket. Initially they all want all the colors all at once and this creates a disastrous scene initially. Over time they work out that not everyone can have all the colors at once. They learn to make concessions and some learn that patience wins out in the end because there are quite a few crayons in the basket. This also allows them to take a break between the instructions offered by the instructor. This takes time and patients and it is difficult to sit back and to allow them to negotiate what the appropriate actions should be. In the end, these problems are resolved and going to the crayon basket becomes fun and interesting as each student negotiates their path for success. Five minutes before class ends, it is time to clean the room. They battle for my brooms and dustpans, but soon learn that if they have the cleaning tool, they must use it or give it up to someone who is actually interested in helping rather than possessing.

5.5.2 Suggestions for enlisting stakeholder assistance

Young children are bundles of energy. The wise teacher will use strategies to take advantage of this characteristic, while planning brief periods of quiet instruction throughout the day. Below are some things I have learned along the way:

- Enlist the aid of parents. A well-rested child who eats a healthy diet usually will do well in class. Sometimes we need to remind parents of the appropriate bedtimes and good food choices for their youngsters. Staff and professionals in their distinct fields such as nutrition and child psychology are present at the "Meet the Teacher" meeting, a group presentation at the beginning of the year reinforced through newsletters sent home at weekly

intervals. If necessary, individual interviews are held with parents who need more information and additional encouragement.

- Establish a classroom routine and stick to it. Children learn best when they feel secure and comfortable. They like to know that the teacher will not forget events like snack time and outdoor play. They are more willing to sit quietly for brief lessons if they know that very soon there will be activity time where they will be with friends doing something they enjoy.
- Model the behaviors you want to see. Teachers need to speak in a quiet voice, only loud enough for students to hear clearly. The instructor should cultivate a pleasant, serene, confident manner and refuse to yell or get excited over normal situations encountered in classroom life. Children are notorious little copycats. If the teacher raises her voice and rushes around in an excited or disturbing manner, you can be sure they will follow his example.
- Schedule short lessons. There are items in the curriculum best taught by whole class instruction. Keep such lessons and story times brief, no longer than ten minutes. Use colorful authentic visual aids when possible. Accept the fact that you will not be able to compete with professional entertainment they see on their large screen television at home, but be as animated and interesting as you can. Ask questions frequently to keep their attention.
- Alternate quiet times with activities. After every quiet activity, schedule a more relaxed and less structured activity: snacks, playtime, music or a game. Keep in mind that many skills are learned through activity based learning. The children can make letters, numbers, or geometric shapes out of play dough. They can learn to weigh items at the sand table. They can measure to find out who built the highest tower. They can draw or paint a picture to predict how a story will end, or practice good telephone etiquette conversing with a classmate on a toy phone. The value and scope of learning through activities is limited only by the teacher's imagination.

Teaching very young children is an important and rewarding experience. During these years, young minds are developing quickly and learning occurs with incredible speed. A skillful teacher during these critical years will build a foundation for his students to live successful and well-adjusted lives as adults. Saint Ignatius of Loyola said, "Give me a child until he is seven, and I will give unto you the man."

5.6 ESL technology and computer assisted learning

When observing the behavior of others, we learn new things. However, this is no less true concerning creativity. When we observe how much we can achieve using computer programs or software, one cannot help but think how to improve or create something intriguing and novel. This is one of the reasons that schools today want to create a technology learning environment in which children are exposed to different subjects and situations, opening their intellect to the endless possibilities and opportunities of society.

Therefore, it is impossible during these times of rapid technological development for me not to mention the role of Computer Assisted Language Learning (CALL) for teaching English to young learners. Even things adults take for granted such as Windows Messenger, E-mail, the Internet and plenty of web sites offering software can be integrated using effective pedagogy to create a powerful language-learning program. Computer technology offers a certain degree of independent and structural learning. It easily assists and even stimulates young second language learners in all four-skill groups as well critical thinking (Cobb and Stevens, 1996).

Another phrase, Technology Enhanced Language Learning (TELL) suggests according to Hanson-Smith (2004) that computer technology can provide the student with the means to control his or her own learning, to construct meaning and to evaluate and monitor their own performance. "Computers will change the nature of learning by placing the power of learning more in the hands of the learner (Bruce, 1993)." However, focus must be adjusted in developing an effective pedagogy for using computers in the classroom. Students will need to adapt to new technologies. A student's language proficiency and experience could influence the progress in adapting to TELL. Risk takers are likely to master the software easily and students who possess a higher language competence are likely to benefit from an electronic medium. The more skilled and experienced users will focus on content whereas the less skilled may focus on mechanics (Piney, 1996). Therefore, it is important for teachers to identify which strategies to use. Structure is essential to making the computer lab an effective teaching environment.

Designers of such software should pay attention to pedagogy used in the process. Software should entail repetitive language drills and practices that provide immediate feedback and allow students to proceed at their own pace. It can teach grammar creating an environment in which students could use target language naturally on the screen. Computer use stimulates student decision making, discussion, writing as well as critical thinking. Using E-mail, students can receive effective feedback. The teacher can comment on writing and keyboard skills using this facility. The teacher is available to respond to requests from students and examine their work in progress. E-mail feedback makes it possible for a teacher to develop ideas both collectively and individually and to ask better questions while at the same time providing examples and offering remarks.

Hypermedia is a retrieval system that provides access to texts, audio, graphics and video related to particular subjects. Ashworth (1996) provides a rich collection of resources. These are used to support reading and listening in a second language and facilitates pronunciation training. Reading over the Web is a receptive skill that requires no oral skills to complete. Proof that the student has understood the reading can be accomplished through writing. The linking of media supports reading which by way of digital voice recordings can be pronounced. Contextual meaning can be illustrated through pop-up graphics, animated sequences and video clips.

Finally, Brown (2000) said there are visual and auditory styles of learning along with process, storage and retrieval. This has to do with how students productively express meaning. Brown also states that learning can be thought of as cognitive, affective and physiological traits. These are the basic process used in learning. They are relatively stable indicators of how learners interact and respond to the learning environment.

Nowadays technology has a strong influence on individual attitudes regarding their own technology skills. By using different technologies in the classroom, the time of the teacher is making more organized thus in turn making more time for student instruction.

5.7 Enthusiasm

It may seem odd to end a research paper with ideas regarding enthusiasm for the job. My research has concluded that the preschoolers involved in this evaluation have an enthusiastic curiosity about their environment and they have the energy to explore their surroundings. If you want to keep up with pre-school children, you must maintain the physical strength, fortitude and enthusiasm required to keep up with them. Roget's thesaurus describes enthusiasm as "eager, whole-hearted, earnest and passionate." Incorporating and integrating these attributes in the class encourages students to respond to leadership. Those who lack enthusiasm lose the student's attentiveness and eventually control of the classroom. I would like to note five desirable traits:

An eager teacher will welcome students each and every day. Greet the students outside of the door if possible. Use the names of the children to elicit responses to simple questions. I ask my students how many students are absent on a given day and then I ask the name/names of the students who are missing. If my life out of the classroom has disrupted my teaching subjects or if I have made a blunder, I try to express to the children that adults also make mistakes. I make my storybooks come to life with the assistance of vocalizations, puppets and a variety of emotions that keeps them interested. Expressions, voice and posture let the students know that you are happy to be with them.

Be a wholehearted teacher. Putting forth a wholehearted effort in every aspect of the preschool environment makes a world of difference. This includes spending lots of time making the classroom a pleasant place. Change stuff around often and avoid clutter. When displaying classroom work, take in to consideration of how stores and venues place work in an attractive manner that is pleasing to the eye as well as interactive in some way. Students love to touch things, so place puzzles, books and games that are durable throughout the class. Pay attention to students basic needs. Have supplies close by and arrange things so students can find things and bring them in front of the class when asked to. There should always be an element of hands on discovery activities, teaching time, playtime and rest time.

Perhaps the most important of whole-hearted efforts comes in the form of keeping the students safe. Look at the physical plan of the classroom and remove things that might injure the child. Know which children have allergies and know who to call and what to do if an emergency arises. Always have a plan in advance of emergency procedures. Having a list of names accompanied by student photos lets visitors and parents know that you are an aware professional in your field of expertise.

The earnest teacher assists the child to mature under his watch. This means being sincere, purposeful and devoted. Part of the growing process involves guiding children in their relationships with classmates and others who assist with learning such as student teachers. Practicing basic social skills includes learning to adapt to certain life situations, being courteous and friendly and learning to share and listen while the teacher teaches. These devoted efforts on the part of the teacher ensure the implementation of important subject matter that it is practiced and integrated into the daily routine. Songs, skits, demonstrations and stories done with enthusiasm and candor combine to make the classroom environment a happy place to be.

Most important, there must exist a passion for the field of education. Some things may be learned and acquired, but if the passion for the job diminishes or goes away completely, the instructor should give up the position. Far too many teachers feel that they have tenure in a position, which is well and good. However, when passion fails, teachers fail.

5.8 Conclusion

In a changing and evolving world, curricula and teaching programs also evolve so that the education system can keep abreast with the changes in the society and the individual. In order to achieve this, all stakeholders need to go through a constant cycle of planning, implementation and evaluation. In this cycle, the significance of evaluation lies in the fact that the continuity of the process entirely depends upon getting constructive feedback about the effectiveness of planned and implemented educational actions (Bilen, 1999; ÜltanDr, 2003).

The success of any educational change, specifically as massive as a curriculum change, however, largely depends on how teachers perceive it and what they do to implement it, simply because “it is the teachers who reflect on change, absorbing and manipulating new ideas and developments” (Ekiz, 2004, p. 341). Therefore, any attempts to evaluate the new program changes should certainly include teachers who experience these changes in their current conditions and contexts as end-users.

Given the lack of research on new English language curriculums for pre-school, this study aims to contribute information about how teachers, parents and students perceive the changes in the new curriculum. What the individual capacity development practitioner can do to make more creative and personally developmental use of monitoring and evaluation to a large extent depends on how much influence they have on the design and implementation of the systems they use in their daily work practice.

As an individual, the practitioner can develop their personal action-learning system: expanding their 'toolbox' of techniques for reflective practice using, as a springboard, the techniques described in the discussion. They may also consider 'subverting' their existing monitoring and evaluation systems to create new opportunities for reflection and learning. As a colleague or team member, the ESL professional can work with other practitioners to develop peer review and feedback mechanisms which will help to create a working environment that provides the 'motive, means and opportunity' for reflective practice. Finally, as a member of a growing contemporary organization, the teacher may have enough influence to initiate a re-examination of the systems used for monitoring and evaluation and, if necessary, help to redesign the systems to place greater emphasis on learning from experience.

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