



مجلة البحوث التطبيقية في الطفولة المبكرة

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Difficulties Faced by Kindergarten Teachers in Applying the Discover Curriculum (2.0) in English at Governmental Language Schools

الصعوبات التي تواجه معلمات رياض الاطفال لتطبيق منهج اكتشاف (٢.٠) باللغة الانجليزية
في المدارس الرسمية للغات

by

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الملخص

هدف البحث الى التعرف على الصعوبات التي تواجه معلمات رياض الاطفال لتطبيق منهج اكتشاف (٢٠٠) باللغة الإنجليزية في المدارس الرسمية للغات ، وتكونت عينة البحث من ١٢ من معلمات رياض الأطفال بادرة شرق طنطا التعليمية، واعتمد البحث على المنهج الوصفي التحليلي، واستخدام بطاقة تقييم أداء لتحليل الأداء والتعرف على الصعوبات ، وكذلك اعتمد على المقابلة مع المعلمات اثناء الممارسة التدريسية ، وترتبط درجة تحليل نتائج محور أداء الصعوبات التي تواجه معلمات رياض الأطفال بالمتوسط الواضح وقد بلغ الوزن النسبي الكلي للمحور (٢٠٦) بدرجة حدوث منخفضة مما يؤكد أن أداء المعلمات يحتاج إلى مزيد من التدريب على المهارات العامة المرتبطة بهذه الكفايات، خاصة أن المنهج يحتوي على جوانب الأداء المطلوب تنفيذها بما يناسب الأطفال، في ضوء التوزيع الإحصائي وحسب المتوسط الحسابي ودرجة توافر العبارة والرتبة، حيث جاء ترتيب البيانات وبتحليل ما الصعوبات التي تواجه معلمات رياض الأطفال في تدريس منهج الاكتشاف وكيف يمكن التغلب على هذه الصعوبات؟ تتكون هذه النتيجة من (أ) و(هـ) و(ج) المصطلحات العلمية أعلى من المستوى التعليمي للمعلم ودليل كتاب المعلم غير متوفر. تتكون هذه النتيجة من (ز) و(ح) و(د) دليل كتاب المعلم لديه لغة صعبة الفهم والتعليم فيلجأ المعلم أيضًا إلى دليل اللغة العربية ليفهم المعلم بطريقة منحنية ولا يسمح له بذلك. يخلق. تتكون هذه النتيجة من (ب) و(ك) يوجد عدد كبير جدًا من الطلاب في الفصل الدراسي بحيث يكون الفصل مزدحمًا بالمقاعد والطاولات بحيث لا توجد مساحة كافية للمعلم والطالب للتنقل أثناء تنفيذ بعض الاستراتيجيات الموجودة في الاكتشاف المناهج الدراسية مثل استراتيجية الزوايا الأربع.

الكلمات المفتاحية: الصعوبات – معلمات رياض الاطفال منهج اكتشاف(٢٠٠) -اللغة الإنجليزية



Abstract

The research aimed to identify the difficulties facing kindergarten teachers in implementing the Discover (2.0) curriculum in English in official language schools. The research sample consisted of 12 kindergarten teachers from the East Tanta Educational Initiative. The research relied on the descriptive analytical approach and used a performance evaluation card to analyze performance and identifying difficulties, as well as relying on interviews with teachers during teaching practice. related to the degree of analysis of the results of the performance rubric of difficulties faced by kindergarten teachers is clear average and the total relative weight of the first axis has reached (2.66) with a low degree of occurrence. which confirms that the performance of teachers needs more training on general skills associated with these competencies, especially that the curriculum has aspects of performance required to be implemented to suit children, in light of the statistical distribution and according to the arithmetic average and the degree of availability of the phrase and rank, where the order of The statements on this converter came as follows. What are the difficulties that kindergarten teachers face in teaching the discover curriculum and how these difficulties can be overcome? This result consist with (A),(E), and(C)The scientific terms is higher than the teacher own level of education and the teacher book guide is not available. This result consist with (G),(H), and(D)The teacher book guide has a hard language to understand and instructs so the teacher turns too the Arabic guide to understand the teacher in a bending manner and does not allow him to create. This result consist with (B) and(K)There are so many student's in the classroom that the class is crowded with seats and tables that there is not enough space for teacher and student to move around while implementing some of the strategies in the discover curriculum such as four corners strategy .

Keywords: difficulties - teachers - kindergarten - Discover Curriculum (2.0) - English language



Introduction

Teacher occupies a central position in the educational system as one of its main pillars and a major factor at any reform or educational development (Bird, 2017). Teacher is the one who makes the learning environment effective and designs educational situations that make the student involved in the educational process (Araujo et al., 2016). According to Adams and Pierce (1999) having many years of experience doesn't guarantee expert teaching; experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to better serve the needs of students. Apart from good teaching skills that teachers need to have, personal traits are also equally important because they also play a vital role in the success of learning. It is important to study the perceptions of learners about learning and teaching. Their beliefs about language learning seem to have obvious relevance to understanding their expectations of the course, their commitment to the class as well as providing them with the opportunity to be successful and satisfied with their language learning program (Horwitz, 1988).

Many studies have indicated the importance of paying attention to competencies, which emphasized the need of review teacher training programs, providing them with knowledge and information and modifying their performance in relation to the various competencies and skills of education (Momni, 2019).

If the individual's first experiences with a foreign language were not particularly pleasant or successful, the teacher will tend to expect the language learning experience to be just as stressful and unfruitful (Donald B. Snaw, 2017).



Statement of the Problem

In the light of being a kindergarten teacher in governmental language school at the kindergarten level and during applying the "Discover Curriculum" (2.0) in English the research student faces some difficulties because of not being qualified as many kindergarten teacher teaching this curriculum. The teachers are unable to pronounce the words correctly because they don't know the phonology, also they can't build proper grammatical sentences or use the right way to (write /draw) letters or know the correct shape of letters. Moreover, KG teachers do not know the structural knowledge of the activities or do not have the ability to use central concepts, tools of inquiry and structures of the content or the ability to organize knowledge to develop meaningful learning progressions for every child. In addition there are not enough training courses to qualify kindergarten teachers to teach the "Discover Curriculum". KG teacher have been insufficiently trained for two days and that training course has been carried out by unqualified persons. This hider the ability of teacher to teach the "Discover Curriculum" (2.0), and this in turn leads to the teachers' unwillingness to teach this curriculum. Based on the above, the problem of the study has been identified as understanding the difficulties faced by kindergarten teachers. So the study was designed to answer the following questions:

What are the difficulties that kindergarten teachers face in applying the "Discover Curriculum" (2.0)?



Aim of the Study:

The present study aims to

Capture the difficulties faced by kindergarten teacher in teaching the "Discover Curriculum" (2.0).

Importance of the Study:

The current study Provides professionals with the difficulties faced by kindergarten in teaching the "Discover Curriculum" (2.0).

1-6 Limitation of the Study:

A sample of 12 kindergarten teachers teaching the "Discover Curriculum" in governmental language schools in Tanta.

1. Kindergarten curriculum (2.0):

The Minister of Education and Technical Education introduced the curriculum in his speech in the teacher's guide of the Kindergarten Curriculum (2.0) 2019/2018 as: Intellectual and educational content based on life skills and learning for citizenship, based on four lines (Who am I? -The world around me. - How does the world work? - Communication), which includes many different instructional materials for Level 1 and Level 2 (Arabic - Math - English – Multidisciplinary) (Mohammed, 2019)

2. Objectives of the new curriculum Education 2.0

Provide a comprehensive description and analysis of the Education Reform Plan (EDU. 2.0) in Egypt for grades K-2. Where goals are set that define curricula offered for interdisciplinary kindergarten, technology integration, school management, continuing professional development (CPD), access and



infrastructure, and modified assessment are essential to sustainable education reform in Egypt: (Kedwany&Hasan,2019)

- A. Creating an intellectually advanced generation with knowledge of modern technology and information and using the Internet.
- B. Avoid duplication and duplication of concepts and provide information and facts in a coherent whole
- C. Creating a generation of children who are proud of their homeland and believe in the values of work.
- D. Education for all without discrimination.
- E. Respect for tractive privacy.
- F. Adoption of global trends.
- G. Deepening the culture of citizenship, affiliation, self-confidence and acceptance of the other.
- H. Linking education to the local, Arab and international Labor market.
- I. Eliminating fraud, preserving and revealing.
- J. Eradication of illiteracy

3. The philosophy of curriculum Education 2.0

In 2018, Egypt's Ministry of Education and Technical Education (MOETE) launched an ambitious series of reforms to align with the country's newly developed Strategic Vision 2030 for social and economic change, with a seventh pillar dedicated to education and training. The educational reforms aspire to bring about a wide-ranging transformation of the country's education system, which has constantly faced persistent pressures related to rapidly growing student



numbers, deteriorating teaching quality, rigid curricula, inequalities, uncertain political will to change and lack of resources. Known as Education 2.0 (EDU 2.0), the reforms seek to modernize the country's education system and improve the quality of education for K-12 schools. The strategic goals of the reform include increasing access to pre-primary education, improving the quality of the K-12 education system in line with international standards, and raising Egypt's ranking internationally. EDU 2.0 is scheduled to be implemented in phases between 2018 and 2030. Given its constraints on limited resources and pending the gradual increase in the fiscal budget pledged in the 2014 constitution (Nassar, 2019), the strategy of the Ministry of Education and Technical Education is to implement this reform gradually to transform the education system in grades K-12 by 2030 (Worldbank, 2018).

1. Reasons for developing a kindergarten curriculum

Shawky (2014, 92-93) mentions some of the reasons why the need to develop kindergarten curricula, including:

- The information revolution that has occurred throughout the world.
- Rapid economic changes.
- Rapid scientific and technical progress.
- Weak capacity of current approaches for social change and the development of national identity properly
- The inability of the current curriculum to keep pace with intellectual, educational and psychological development.



- The emergence, after the current curricula, of new methods and strategies in the field of kindergarten innovative and innovative development, which are needed.
- The current approaches are far from developing innovators, which 2030 needs our country to achieve its vision.
- The high rate of educational wastage.

1. Difficulties faced by the teacher in achieving competencies

One of the teacher's difficulties is a lack of knowledge and the lack of a solid knowledge base for basic language structure may prevent teachers from establishing a sound literary start program (wrong, Russak, 2020). This may also be a lack of knowledge or understanding of the content of the curriculum provided to children. As kindergarten teacher do not know the early child hood curriculum well and therefore face the problem of the curriculum (Numi,2016). This challenge is what most kindergarten teachers fully understand in the early child hood curriculum. This knowledge deficit can be addressed through effective research-based training. However, where teachers use a non- research-based program, they run the risk of becoming more entrenched in erroneous and poorly systematic knowledge (Wong & Russak,2020). As for training the problem might not only be that it's being not research-based, but also that it's being done by unqualified people. If the recognition of the curriculum by staff of kindergarten teachers in not an outcome of early childhood education, the in-service training sessions in which teachers have participated may not be useful for them. In finding answers to their questions about the implementation of the curriculum



(Erden,2010). Early childhood education staff should carry out the training of the kindergarten teachers in order to come up with the best results and to be able to provide all answers needed. There may be some other factors that influence teacher behaviors such as lack of physical facilities and support management (Erden, 2010). When a teacher needs help with materials, if the headmaster principle doesn't want to cooperate in finding the necessary materials, this may affect teachers in carrying out activities. The critical mass of infrastructure creates problems in the proper implementation of the curriculum because of its enforcement of programs and child outcome standard (Erden, 2010) consequently, school without adequate infrastructure open its doors to other implementation problems. One of the classroom especially that the small ones. The small classroom environment creates two major problems. One is limiting types of activities and the other is increasing aggressive behaviors among children (Erden, 2010) .Small classrooms are also crowded which results in a lack of children absorption because of the decreasing quality of activities carried out in the classroom , another problem is the limitation of moving inside the classroom leads to increase in aggression among children .The lack of rest time causes teachers to exhaust their abilities during the course of the curriculum (Erden,2010) .Once the pressure is high the teacher starts to develop an aggressive behavior towards children and decreases tolerance which requires stamina. As hardness reduces depersonalization and emotional exhaustion (Demeullenare,2016). Stamina also helps to endure burdens and makes teacher work without feeling tired. Teacher with high levels of hardness experience less



stress and burnout (Demeullenare,2016). So teachers face stress disorders both in the world and in the work place, cruel attitudes and skills can change that stress to their advantage and prevent stress and burn out.

Methodology

Study approach: The study followed the qualitative approach in order to find out the difficulties faced by kindergarten teachers in applying the "Discover Curriculum" (2.0). This approach was selected because it used in different types of science, focused on describing phenomena and events to obtain no numerical data where the research student is interested in and understands the processes and meanings acquired, through words, and behaviors by the study community.

Study procedures: To answer the study questions the following steps are followed:

- 1) Examine theoretical framework related to the subject of the present study.
- 2) Prepare study tools, rubrics, and semi-structured interviews (narrative inquiry).
- 3) Monitor data and analyze, explain, and discuss outcomes in light of literature.
- 4) Make recommendations and proposals in the light of the finding.

Materials and methods: This study followed the quantities research with various data collection tools and methods used, whether by the rubric, semi structured interviews (Narrative inquiry was used in analysis and interpretation of the results).



Result and Discussion

In this analysis of the study, it has been treated in a detailed way as follows by presenting the overall results of the rubric to answer the question of the study, as shown in the table below:

This rubric refers to difficulties Explores difficulties faced by kindergarten in applying discover curriculum in English at governmental language school. The results of the analysis of difficulties faced by kindergarten teachers rubric were analyzed on the special dimension, as shown in Table No.

Table(1), Rank order of the mean

no	Items	weak	Medium	great	Mean	Chi-Square	Asymp. Sig.	Rank
1	Lack of effectively implementing the "Discover Curriculum".	0	2	10	2.83	5.33	0.02	4
2	Teachers doing too many roles at the same time	1	2	9	2.67	9.50	0.01	7
3	Excessive paperwork for data collection	0	1	11	2.92	8.33	0.00	2
4	Inadequate resource books	3	5	4	2.08	0.50	0.78	11
5	Less frequent in-service training among teachers	0	6	6	2.50	0.00	1.00	10
6	There are too many students in class rooms (too many students and not enough time).	0	6	6	2.50	0.00	1.00	9
7	There is no enough	1	2	9	2.67	9.50	0.01	6



	teacher guide book.							
8	Lack of facilities such as teaching and learning materials hampers the teaching of discover curriculum.	0	5	7	2.58	0.33	0.56	8
9	The kindergarten teacher does not have adequate teaching aids	0	1	11	2.92	8.33	0.00	1
10	The training of teachers was disappointing because few teachers are chosen and received training	0	3	9	2.75	3.00	0.08	5
11	Teachers who are supposedly implementing the discover curriculum sometimes cannot even identify its main features.	0	2	10	2.83	5.33	0.02	3
Total average		0.45	3.18	8.36	2.66			

"By extrapolation the table (1) related to the degree of analysis of the results of the performance rubric of difficulties faced by kindergarten teachers is clear average and the total relative weight of the first axis has reached (2.66) with a low degree of occurrence, which confirms that the performance of teachers needs more training on general skills associated with these competencies, especially that the curriculum has aspects of performance required to be implemented to suit children, in light of the statistical distribution and according to the arithmetic average and the degree of availability of the phrase and rank, where the order of The statements on this converter came as follows.



“The most phrases that came in the first order: The kindergarten teacher does not have adequate teaching aids. The arithmetic average value was (2.92) while it ranked second: Excessive paperwork for data collection. The arithmetic average value was (2.92) While it ranked third: Teachers who are supposedly implementing the discover curriculum sometimes cannot even identify its main features. The arithmetic average value was (2.83) while it ranked fourth: Lack of effectively implementing the” Discover Curriculum”. The arithmetic average value was (2.83) while it ranked fifth: The training of teachers was disappointing because few teachers are chosen and received training. The arithmetic average value was (2.75); while it ranked sixth: There is no enough teacher guide book. The arithmetic average value was (2.67) while it ranked seventh: Teachers doing too many roles at the same time. The arithmetic average value was (2.67). While it ranked eighth: Lack of facilities such as teaching and learning materials hampers the teaching of discover curriculum. The arithmetic average value was (2.58) while it ranked ninth: There are too many students in class rooms (too many students and not enough time). The arithmetic average value was (2.50) while it ranked tenth: Less frequent in-service training among teachers. The arithmetic average value was (2.50) while it ranked eleventh: Inadequate resource books. The arithmetic average value was (2.08).

Questions and to synthesize the finding from the literature and references studies. The ideas were analyzed to describe the difficulties faced by kindergarten teachers through narrative inquiry, the question was:



What are the difficulties that kindergarten teachers face in teaching the discover curriculum and how these difficulties can be overcome?

This result consist with (A),(E), and(C)The scientific terms is higher than the teacher own level of education and the teacher book guide is not available.

This result consist with (G),(H), and(D)The teacher book guide has a hard language to understand and instructs so the teacher turns too the Arabic guide to understand the teacher in a bending manner and does not allow him to create.

This result consist with (B) and(K)There are so many student's in the classroom that the class is crowded with seats and tables that there is not enough space for teacher and student to move around while implementing some of the strategies in the discover curriculum such as four corners strategy .

Also there is a difficulty in understanding some strategies such as "Popcorn" strategy - , I don't know what does that strategy mean?

This result consist with (G),(E),and(L) most of activities in the discover curriculum are not interesting to the child except the project done by child at the end of the unit is interesting to the child but even this is difficult to do because it require teacher to supervise the children such as the color mix or require many teacher to help the children carry out activities and wash hands after completion.

This result consist with (F) and(I)There is no training for the discover curriculum the training that we had was done by non- specialists in kindergarten .The training had nothing to do with the curriculum or its content.

There are too many students; preferably, the number of student is no more the twenty-five students in the class.



This result consist with (K),(D),(H), and(A)The teacher guide book in not available for teachers and they find it hard it hard. The study reached several result, including:

Teachers face many difficulties in applying the “Discover Curriculum”, the training they receive is not qualified to apply this curriculum.

They also find it difficult to obtain the teacher’s guide book, even if they do, because the language is difficult to understand. They also find it difficult to implement activities because of lack of material and technological means and large number of children in the classroom.

Recommendations:

By considering the findings of the present study, it can possible to make some suggestions to kindergarten teacher applying the “discover curriculum”

The government should pay more attention to improve the applying the “Discover Curriculum” by improving the teacher’s competencies through education and training programs to develop their teaching experiences, their language and their knowledge.

Problems should also be considered with regard to the number of pupils in classrooms and availability of materials that helps in the implementation of the discover curriculum future research.



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