أثر الدورة القصيرة في أداء معلمي اللغة الإنكليزية في الخدمة بالمدارس الابتدائية في بغداد

رسالة مقدمة

إلى مجلس كلية التربية للبنات – جامعة بغداد وهي جزء من متطلبات نيل درجة الماجستير في التربية في طرائق تدريس اللغة الإنكليزية كلغة أجنبية

من

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A Questionnaire for the Jury Members

Dear Sir/Madam,

The researcher intends to conduct a study entitled "The Effect of Training through the Mini Course on the Performance of Teachers of English in the Primary Schools in Baghdad-Rusafa 2."

As you are an outstanding figure in the field of teaching English as a foreign language, your opinions are of great value in passing judgements on the validity and suitability of the observation checklist for evaluating English language teachers performance, the questions of the pilot study, and the material for the mini-course.

You are kindly requested to tick the item by putting ( ) in front of each one .The researcher would appreciate your notes about the items that require adaptation, omission or addition.

Thanks in advance for your cooperation.

The researcher,

Ahlam R.Sarsam.

CHAPTER ONE
INTRODUCTION

1.1 Statement of the Problem and Its Significance

Teaching is the cornerstone of any educational system.It is a personal and creative activity. Until the late 19th century.teaching was hardly a professional business.The teachers carry an excellent responsibility on their shoulders,and they play the leading roles in societies (Robinett,1980:251) . Teaching language is not an easy task for the language teachers should possess the skill and the knowledge (Harding, 1967:v-vii).

Kelly (1969 : 274) states that Societies need good and trained teachers because of the crucial role of the teacher. Teachers have to be qualified in order to perform their career better. Being good teachers plays an important role in the education of the pupils. When there are good teachers, there will be good learners. Good, qualified and trained teachers can teach well .

Strevens (1981 : 528) points out that E.L. teachers must be trained to meet the changes in curriculum and to obtain satisfaction in their job. Training is an opportunity for teachers who are in service to improve their academic and professional status by attending in-service training courses. Training deals with building specific teaching skills, improving their effect in their classrooms, preparing them for change in their professional role to teach better. This will be achieved through attending in-service training courses .

Teachers should be continuous learners for learning. Teaching does not end with graduation from colleges or institutes because new theories are replacing yesterday's ideas to fulfill the commitments of society and

self. Finocchiaro (1969 : 294) says that the training of teachers should be systematic, continuous and constructive .

A well-trained teacher plays an important role in the success of language teaching programmes. Gatenby states that " If we can train the teacher, make him proficient and give him confidence, he can himself remove most of the other drawbacks." (1967:213). He added "untrained teachers may cause harm to the learners because of their inability to teach."

The availability of well-trained teachers is increasingly seen as one of the essential requirements for the development of second language teaching. Teacher training is considered very important in developing countries (Jassim, 1989:10).

Without training, the teaching is casual and haphazard. Not only money and time are being wasted, but more harm than good may be done by a willing. Untrained teacher may teach and reinforce what is not really part of the system of English (Adler, 1968:3).

The need for in-service training programmes for F.L teachers is recognized by most educators who are concerned with the improvement of teaching – learning process. In-service training programme for FL teachers is required for effective classroom techniques and teachers can obtain an understanding of their students' behaviour. In-service programme aims to have an effect on teachers' thoughts and behaviour in a way to facilitate a positive growth of children ."In-service training has been recognized as one of the main tools for improving the educational system." (Marzook,1980 :2-19).

In-service education is a necessity, not a luxury for FL teachers who are teaching non-native language. The in-service courses for language teachers occupy a special place in the hierarchy of pedagogical disciplines, and there is a positive correlation between the language

proficiency of language teachers and the standard achieved by their students (Falvey, 1977:14).

Teachers in primary schools are the most important persons because they are the best means of teaching. Their original training is essential and should be followed by in-service training programmes. In-service education provides trainees with new methods of teaching or new data in order to apply them in their schools (Werdeline , 1972:243).

Researchers have noticed that the problems that affected primary and secondary school teachers were:

1.Inadequate teacher training.

2.The lack of professional training.

3.No balance between academic and practical side, and

4.The lack of up- to-date materials and methods. (Morrison and Mcintyre, 1973: 78,80).

Stern (1981: 276) shows that primary school programmes suffer from shortage of trained and qualified teachers to teach FLs). Abdul-Rasool (1990 : 21) adds that the standard of E.L. teachers in primary schools in Iraq is considered inadequate, and this is the main factor that needs to be treated seriously in order to develop English teaching in the primary stage.

AL.Khafaji (1999:18) states that "an inadequate teacher training was a widespread problem that affected primary and secondary schools."

In-service training for FL teachers in Iraq is very important and necessary because of the inadequate professional and scientific preparations of the teachers at the primary stage. This weakness creates a necessity for a change in pre-service teachers education that will help overcome teachers' inadequacies that are prevalent due to teachers being prepared through inadequate programmes (Ministry of Education, 1971:54).

In-service training is also important because pre-service preparation of professional teachers is rarely complete or comprehensive (Harris, 1969:15). Strevens (1978:78) adds "Most teacher training courses are inadequate because they emphasize theory and neglect practice."

Al-Kassim (1975:11,234) affirms that the need for in-service training in Iraq is due to the different level of teacher preparations such as 3 years after completing intermediate schools, 5 years after completing intermediate schools, two years after preparatory (secondary) schools or sometimes short preparation after secondary schools.

Abdul-Qadir (1989:15-17) adds that the curricula of the primary and secondary levels have been reviewed many times in order to bring them more into line with the developments and social beliefs especially in the 1980s of the previous century. But teachers in general are unaware of the significant changes in education and are often not consulted when new textbooks are introduced. Teachers start to teach the new course (Textbooks) without any knowledge of the new methods used.

This happens when Rafidain Book 1 was introduced to the 5th primary class in 2002-2003 and EL teachers in primary schools started teaching the new book without knowing the new methods that are used and the techniques that they should use in teaching it. The researcher is a supervisor of English to primary schools and she felt the need for the in-service training course for EL teachers in primary schools. The mini course is used as a training programme for E.L. teachers to enable them to teach Rafidain Book 1.

Wragg (1974 : 132) claims that the mini-courses are designed to develop specific teaching skills and they consist of self-instructional materials primarily designed for experienced teachers.96 Florida teachers were asked to compare the mini-course with other kinds of in-service training courses they had received.76% rated it "much better" than other

in-service training courses,22% rated it as "better" ,and the remaining 2% are "on a par".

Borg (1969:101) says that the "mini –course is skill oriented rather than content -oriented .It teaches specific skills and takes steps to relate them to each other." The teacher in the classroom will be practising the skills and be able to analyze and evaluate his own performance.

1.2 Aim of the Study

The present study aims at investigating the effect of mini-course on the performance of EL teachers in primary schools in Iraq. The study attempts to compare whether the mini-course has a significant influence on the teaching of EL teachers in primary schools in Iraq after attending the training period.

1.3 Hypotheses of the Study

Five hypotheses have been set in this study:

1. There is no significant difference between the mean of the experimental group that takes the mini-course and the mean of the control group of the post achievement test.

2. There is no significant difference between the mean of the pre-test and that of the post- test of the experimental group according to post achievement test .

3. There is no significant difference between the pre and the post evaluation of the teacher performance of the experimental group .

4. There is no significant difference in the pre evaluation of the teacher Performance of the experimental group and that of the control group

5. There is no significant difference in the post – evaluation of both groups .

1.4 Limits of the Study

This study is limited to :

1. Primary school teachers of English in Baghdad.

2. Women teachers only .

3. School year 2003 / 2004 .

4. Using the mini – course as a training tool .

5. Rafidain Textbook – 1

6. Using TPR and CA as new methods .

1.5 Value of the Study

It is hoped that the findings and results of this study may be valuable for :

1. The Ministry of Education .

2. The Directorate General of Curriculum and text books .

3. The Directorate General of Training and Development .

4. English language teachers of primary schools .

5. English language supervisors .

6. Teachers' Institutes .

1.6 Definitions of the Basic Terms

1.Course

Educational units within curriculum dealing systematically with a particular object (Marder, 1988).

The researcher defines a course as series of educational lectures dealing with a particular subject.

2.In-service Education

Good (1973: 296) defines in-service education as "the effect of administrators and supervisors promoting the professional growth of educational personnel."

3.In-service Training

It is the ongoing training of practising teachers which is typically arranged by schools that employ them. (Aitken, 2001:2).

4.Mini-course

A new tool for education of teachers (Stones and Morris, 1976:270).

The researcher defines the mini course as a short , well prepared series of lectures that provide skills , knowledge and experience to E.L. teachers through in – service training .

5.Performance

The development and implementation of the professional knowledge ,skills and abilities that a teacher possesses (Madley,1978:38).

The researcher defines performers as the act of showing skills and knowledge in the classroom.

6.Teacher Training

The performance of activities and experiences developed by an institution responsible for educational preparation and growth of persons preparing themselves for educational work or engaging in the work of educational profession (AL- Khafaji 1999:18).

The researcher defines teacher training as the act of enabling teachers to be professionally qualified and skilled.

7.Training Programme

A detailed set of direction covering the procedures for organizing and conducting a course of training (Good, 1973 : 419).

The researcher defines in-service training as what teachers can get from the trainer to help them do their job better.

Or:

The knowledge, skills and experience that EL teachers get through attending in-service training course.

CHAPTER TWO
THEORETICAL BACKGROUND
AND
PREVIOUS STUDIES

An Introductory Note:

2.1 Training

Training is an endless process which is defined by Freeman (1985 :39- 40) as "a strategy for direct intervention by the collaborator to work on specific aspects of the teacher's teaching." The intervention focuses on specific outcomes that can be achieved through a clear sequence of steps within a specified period of time

Strevens (1978 : 78 , 533) points out that training is a "complex activity which requires knowledge, understanding, practice and experience before it can be carried out in a fully professional and effective manner."Strevens stresses the importance of training and shows that schools should think seriously about the training programmes, trainers and trainee. These points can cause effective results. Strevens (Ibid) adds that there are 4 variables that clarify the objectives of any training course and direct the teachers to achieve their aims successfully. They include the following:

1.If the training is initial or not.

2.If the training is general and preparing the trainee to be a teacher of FL or not .FL teachers need special training requirements.

3.The duration of the course (short or long).

4.The level of education the trainers are prepared for .

Because of rapid changes in the field of language teaching and the change of the teacher's role, the teacher must match these changes through continuous training , and schools should be serious about their

training programmes that promote learning and bring about positive and effective results.

Hill and Dobbyn (1979 : 2) and Gerard (1972:113) state that in many training courses the emphasis is on theory and little emphasis is given to practice . Harding (1967:196) affirms that in training language teachers, the practical work can give more effective results because they will relieve the language learning experience .

The Ministry of Education started to prepare new curriculum and textbooks, to appoint teachers in primary schools and to prepare training courses for them as Al-Hamash (1973:7).

Strern (1981:528) points out that training deals with building specific teaching skills. It aims at improving teachers' skills in order to do their job better. Teachers have to improve their effectiveness in the classroom. This will be achieved through training.

Strevens (1978:276-278) presents two major terms to overcome the shortage of FL teachers:

A.short-term one to establish an efficient programme in spite of the shortage of trained and qualified FL teachers.

B.Long-term one: how to train teachers for the new task.The two problems are interrelated,because to overcome shortage of teachers will affect the kind of training teachers.

The F.L training programme must include preparation for FL teachers.The course will include modern teaching methods and background of the culture of the country.The outcome of the short term experience is how good the materials that are developed.Long term improvement will depend on the teachers who use them.

The old-fashioned teaching methods, the poor teacher training and the inadequate textbooks caused the low standard of English teaching/learning in Iraq.

Luthuli (1988 :1) states that inexperienced and unqualified teachers who lack basic knowledge and understanding of their subject are unable to focus on other areas, such as practical work or innovative teaching and testing. The in-service training programmes have emphasized on covering these subjects. Using the workshops or group work can provide educative experience which can be played out again in the teachers' own classrooms.

2.1.1 Components of Training

Hopkins (1989: 136) states that most of the training literature consists of investigations in which training elements are combined in various ways. Alone and in combination, the training components contribute to the impact of a training sequence of the activity. When the components are used together, each has much greater power than when they are used alone. The major components of training as Hopkins (1993:183) and Dean (1991:19) state are:

1.Presentation of theory or description of skill or strategy.

2.Modelling or demonstration of skills or models of teaching.

3.Practice in simulated and classroom settings.

4.Structured and open-ended feedback.

5.Coaching for application.

AL-Juwari (1973:70) states that training is not to open classes ,it is a common process .It means that the trainee is a trainer and a trainee at the same time.The training course is like a workshop that everyone can benefit from its knowledge.He adds that teachers should be trained,starting from the unqualified ,then to train those who had been in-service for a long time to acquaint them with the new methods,knowledge and education.

Abdul-Qadir (1989:17, 29) says that by in-service training, teachers can extend their personal education, their understanding of educational principles and teaching techniques. Training needs to be "relevant to what goes on in the schools and to involve teams of teachers rather than individuals."

Freeman (1985: 40) points out that what is needed is an understanding of two levels; overview of what language teaching is and a view of how to educate individuals in such teaching. We need to define the content of language teacher education, that is the process of an effective language teaching and to understand the process of language teacher education itself.

Hopkins (1985 : 124) shows the need for in-service training because "Most teachers have little exposure to different teaching strategies and this limits their flexibility and incontrol of their professional situation." Kennedy (1989:130). affirms that teachers need their theoretical background and all teachers ought to have theoretical qualifications as well as practical ones .

2.1.2 In-Service Training

Hassan (1985:65-70) says that in-service training is an important part of preparing teachers. Training started in the form of short courses designed and planned by the UNESCO and UNICEF outside Iraq.There were teams that achieved training activities with the help of the UNICEF that made training activities in the governorates. In 1970,there was a necessity for establishing a specialized institute for training. The IDELTI was established for teaching and developing EL teachers.

Hassan (1985: 4 – 16) adds the Educational Institute for training and developing was established to train teachers and renew their knowledge and skills.

Mustafa (1969:5-7) points that the teachers are in great need to acquire new knowledge and skills to rebuild, renew, and improve themselves to cope with the new, developed, and changeable world. It is a necessary matter for the teacher and his students because schools should have a guiding role in the society.

He adds that the in-service training aims to train teachers, headmasters and supervisors, In-service training to teachers is considered very important because teaching is an advantageous duty. In-service training is not a repetition to what teachers had studied in their institutes ,because this is considered useless,for there should be a special programme

Aitken (2001:1-3) shows that teachers nowadays need new skills and capabilities to respond to the wide range of demands. Educational researchers continued to reflect new insights about learning and teaching. Teachers and schools have to respond to the recent changes in curriculum, because of the explosive growth of information and communication technologies that have affected all aspects of education.

In-service training is therefore very necessary to ensure the teachers' skills and capabilities continue to meet the changing requirements. In-service training affects all teachers and has an immediate influence on the effectiveness of teaching.

2.1.3 In-service Training Objectives

Aitken (2001 : 5) Summarizes in- service training objectives as follows:

1.It includes special learning activities according to the teachers' needs.

2. It enables teachers to deal with new curriculum.

3. It improves the capability of teachers.

4. It improves the skills of teachers.

5.It satisfies the schools' needs.

6. It improves teachers' professional practice.

7. It enhances teachers' performance.

8. It improves the pupils' learning and achievement.

9. It improves classroom practice.

2.1.4 The Effectiveness of In-service Training Course

Hopkins (1989 : 135)   states that good courses for in-service training have the following features:

1.A clear focus on the teachers' current and future needs.

2.A collaborative planning involving course leaders and participants.

3.Careful preparations for participants several weeks a head of the course.

4.New skills are being implemented like asking questions.

5. A programme which contains experience, practice and methods.

The main goals of in-service education as the researcher find's out:

 1.To fulfill the demands of the Ministry of Education with qualified personnel.

2. To provide necessary professional knowledge and skills.

3. To provide an opportunity to acquire new skills.

4. To introduce a flexible system of continuous education.

Na'ama (1982:22-24) points out the major reasons for in-service education as follows:

A.To give help to new education.

B.To improve the professional staff of the school system.

C.To eliminate deficiencies in the background preparation of teachers.

He adds that in-service education is needed to focus on two areas:

1. Development of skills to improve teachers' competence.

2. Meeting the requirements for certification.

The in-service education is needed because societies change, so there is a need for a change of education structure. In-service education is continuous to meet the changes. In-service education is important because pre-service programmes are rarely complete and comprehensive.

2.1.5 Initial In-service Training

Dean (1991 : 17) says that initial training is the beginning of learning to be a teacher :Teachers should acquire the theoretical knowledge which should back their teaching during their initial training and should have the ability to relate theory and practice needs to be part of the initial training process. Teachers in initial training need to know about child development, the ways pupil learn and group management techniques. They also need to acquire a problem-solving attitude to teaching.

Teachers in initial training learn much of their professional knowledge and skill. A teacher encounters a particular problem in the classroom and is stimulated to try out a new idea to meet. Initial training provides a starting point but much has to be learned later. The early years in teaching involve learning about the teaching process, this learning is continuing for every one because of the need to change teaching styles. Experienced teachers may need refreshment and encouragement to which the range of successful teaching styles which they are currently using.

2.2 Historical Background of Training

Before the 18th century, as Kelly (1969 : 1X – X) states, that the teachers of English were scholars in language and literature. The increase in the number of children caused emphasis on professional qualities of the teacher. In Rome the first teachers were Greek slaves and freed men. Teachers' probity should be verified before he is employed in schools or

private homes. The profession became a refuge for the incompetent. The Direct Method and The Natural Method proved to be beyond the capacity of the unskilled.

One of the earliest attempts to train teachers, as Kelly adds, was the French aggregation which was established in 1810,and several European countries followed that example .It was more a test of scholarship than of teaching skills, but it ensured that teachers knew what they were teaching. Professional training was used before the mid-nineteenth century. In a large number of countries, teacher training was developed upon the universities, in some other training colleges had led it and the teachers were trained on the job.

State training colleges started in the 19th century in Europe and at the beginning of the 20th century in America. Re-training the teachers was first done in the U.S. by Lambert Sauvear in 1870.He established a set of summer schools to teach teachers how to teach (deal with) the Natural Method in official training. Training was put in general in large classes. Until 1940s, special treatment to language training trainees became common. After the 1940s there was a necessity to specialization. The teacher's qualifications are the good knowledge, personal gifts of probity, kindness and skill. Until the end of the Renaissance, it was considered that any educated man was capable of teaching, because teaching ability was an honoured part of scholarship, passing on knowledge to others being considered an essential duty of scholars. Gomenius was the last Renaissance teacher who had some kind of teacher training. He said that teachers should be capable, skilled and enthusiastic in teaching. Because of some serious deficiencies in the competence to language teaching caused many countries to rethink of training .In 1944 Great Britain demanded that teachers should take series of in-service courses or spend some time abroad. In the 20th century, theorists and policy makers

focused their attention on the necessity of training to specialist teachers. Most teachers who held certificates passed concentrating on the literature and history of the language followed by a short course in education. Teacher's training should be biased more towards the language side of the discipline and that he should have some grasp of linguistics.

After the Second World War, the development brought the attention of education to the importance of developing teaching. Linguists became concerned with language teaching and during 1960s.successful methods were developed accompanied by special training courses for teachers.

2.3 Teacher Training in Iraq (1899-1933)

Al-Mousawi (2004: 393-398) states that in 1899 a school was established to graduate teachers in Baghdad and 40 pupils were accepted from different places in Iraq and in 1900 another school was established in Mosul. Later a third one was established in Basrah in 1905 because there was a need for primary school teachers. and materials. After that in (1908), there was a change in the teachers' schools curriculum and the duration of study was 4 years and had a curriculum that contained: history, geography, science, Arabic, arithmetic, teaching methods, the Turkish, French, and Farsi. (Persian Language) Then the schools were closed because of the World War I in 1914.The girls were taught by French and Turkish teachers who came to teach in Iraqi schools. He added that in 1921-1932 no teachers were available. Religious men were needed to teach in these schools, then the Ministry of Al-Marif started to prepare teachers, so it started to send Turkish teachers to teach in the schools in Baghdad, Mosul, and Basrah.

The Ministry of Education as Akrawi (1942 : 255) points out did not provide any facilities for the training of in-service teachers. The conferences were held in 1932 and in 1933 and a short course was held some years ago, but no attempts have been made after that to help in-service teachers to grow.

The professional and intellectual growth of in-service teachers is very important, therefore some steps should be taken very quickly to help.

Akrawi mentions that during 1930s the problems of training teachers in Iraq were:

1. The lack of professional staff in the teacher training institutions.

2. The instructors had no experience in primary schools education.

3. Teachers were transferred to training colleges after their graduation from university or appointed to teaching in secondary schools without any teaching experience.

4. A number of teachers knows no FL.

5. The teachers had no professional education in training.

6. The training institutions were not well staffed .The teachers had no qualifications to enable them to be good teachers .

After the 14th of July Revolution, there was a great need for teachers because children started to join the primary schools, and in order to prepare primary school teachers. Some urgent resources started to prepare the teachers. To raise the teachers' standards, the establishment of training teachers appeared taking the personal effort by Sati Al-Hussari who worked hard to train teachers who are in-service in order to raise the standard of teaching. Training courses were held to train teachers who were newly appointed in the primary schools and in 1940 special training courses were opened to train EL teachers in the 5th and 6th classes.

2. 4 Training in Iraq during (1960s-1970s):

The Ministry of Education in Iraq allowed all teachers to participate in the training courses (short or long) programmes. Each teacher had to attend these training courses after every 5 years. A card was made for each teacher to contain all the information needed: the certificate of the teacher, the number of training programmes the teacher had participated in and the supervisors' reports of evaluating each teacher to depend on when some teachers need training to be able to teach his/her subjects.

2.5 The Background

There was a comprehensive programme in Iraq that lasted 10 years. This included 4 stages as Abdul-Qadir (1974) states :

1.From 1964-1965.

2.From 1965-1967.

3.From 1967-1970.

4.From 1970-1973.

This programme was a result of James Dunhill's report that was prepared in 1964.The programme aimed at improving teaching and learning through wide activities to in-service training and to revise the textbooks and improve teachers' institutes. Through 1964 the expert negotiated his colleagues about 3 points:

1.Evaluation to teachers' institutes curriculum.

2.Knowing the nature of the teams that are responsible for in-service teacher training through all Iraq.

3.Establishing two groups to work for in-service training as educational leaders in the project.

Abdul-Qadir adds that the plan was signed and the work on the project started in September 1965 for there were one-month seminars. In 1965- 1966, the Iraqi governorates were visited to know the needs of each governorate in order to train the teachers in their governorates centres. Through the seminars, educational workshops and lectures, the visual aids were prepared by the teams that included primary school supervisors.

After one year, Abdul-Qadir evaluated the work (the project)and the Ministry of Education affirmed that the project was successful. In 1966,a seminar was planned for one month and it was supervised by Abdul-Qadir it emphasized methodology, skills and problems of the pupils. He suggested two courses for in-service training,the first was short,the other was long.The work was perfect and successful because of:

A.Good Planning.

B.Co-operation of the General Directorates in the governorates.

C.The help offered by the UNESCO and the UNICEF.

D. The ability of teachers.

E. The flexibility in the training programmes.

In 1967, the UNESCO sent Mr.A. David to evaluate the project. His visit lasted 30 days, from 10th of April till 9th of May.He visited the governorates with Dr.Yousif and noticed that the efforts made for in-service training were successfully evaluated.

In 1967-1968,in-service training units were doing the job in Baghdad and other governorates. 63 training courses were performed in Iraq.These courses lasted between 2 -4 weeks. As The tables show: (See Table 1, 2 , 3 ,4 and 5)

Table (1)

The training courses in Iraq

The Trainees	Governorates	The Number of Courses
900	Baghdad	21
1700	Other governorates	42

Many teachers benefited from these courses that were organized in Baghdad and other governorates. Before the end of the school year in 1967-1968, Abdul-Qadir asked the UNICEF for help to:

1. Enlarge the school buildings.

2. Improve the in-service training courses.

3. Revise the textbooks and curriculum.

Work continued in three dimensions:

A. Preparing teachers.

B. In-service training.

C. Revision to textbooks and curriculum.

During (1968-1969 and 1969-1970) in–service training in Iraq became an important matter in the Ministry of Education,and plans to improve teaching and learning were going on.After 2 years of working in in-service training programmes that depended on the help of the UNESCO and the UNICEF in learning about theories,new techniques of teaching.At the end of the school year (1969-1970) the programmes were successful and the Ministry of Education helped to improve in-service and pre-service training in order to improve teaching and learning process in Iraqi schools. That was to:

1.prepare trainers for in-service training courses.

2.train supervisors of the primary schools.

3.train headmasters of the primary schools.

4.train all the teachers in the primary schools.

In 1970-1971,the training courses and seminars were held for the primary and secondary teachers. The institutes and colleges were opened to prepare teachers for primary and secondary schools in Iraq.

Table (2)

One – week English language courses

Training Courses	English	Duration	Total
37		1 week	651

Table (3)

The English courses in Iraq

The Training Courses	The Participants		Total
129	Baghdad	Governorates	10895
	6583	4312	

Table (4)

One- month English language courses

The Trainees	English Language	Duration
211		1 month

Table (5)

Two- week English language course

The Trainees	English Language	Duration
250		2 weeks

The Ministry of Education was convinced that the project had achieved good results; therefore, it should continue for 3 years (1971-1973).With the help of the UNESCO and The UNICEF,Dr.Yousif decided to continue in-service training for primary school teachers,the supervisors and the headmasters.

Al-Hamash (1980:4-43) claims that the inauguration of the IDELTI (The Institute for the Development of English Language Teaching in Iraq) in October 1971 marked a new phase in teaching English in Iraq.It was responsible for:

1.Producing materials for EL teachers.

2.Re-organizing in-service training programmes for teachers and supervisors in Iraq.

The IDELTI was established in May 1971 by law no.107 following a memorandum of understanding between the government of Iraq and the UK .The IDELTI was linked to the Ministry of Education and run by an administrative board headed by the dean of the institute.The board consists of representatives from the following :

1.The Ministry of Education.

2.The Ministry of Higher Education.

3.The British Council.

The institute is concerned with the development of EL teaching in Iraq.Its responsibilities can be summed up as follows:

1.In-service training of primary and secondary teachers and supervisors of English to improve their competence in the EL and increase their repertoire of techniques of English language teaching.

2.Production and revision of English textbooks for primary and secondary schools in Iraq.

3.Reform of school tests and baccalaureate (ministerial) examinations in Iraq.

4.Research into English language teaching.

5.Advice to the Ministry of Education on the introduction of the textbooks for use in Iraqi schools.

6.Advice to the Ministry of Education on the pre-service training of English language teachers.

7. Training a limited number of government officials with the purpose of improving their competence in English.

2.5.1 IDELTI Achievements (1971-1985)

Since its establishment in 1971, IDELTI has made numerous achievements in:

A. Research, Publications and Audio-Visual Materials

B. Training IDELTI trained primary and secondary English language teacher's through in- serves training courses.

The number and type of trainees who have attended IDELTI courses are 12103.   (IDELTI 1988)

2.5.2 The Directorate of In-service Teacher Training in Iraq:

In 1967, a Directorate of in-service teacher training was established within the Ministry of Education.

To promote active participation in in-service education, the Minister of education in Iraq, Dr. Abdul-Baqi (1970:21) states in his report to Geneva conference that was sponsored by UNESCO, a policy of giving priority and preference in promotion,in rank and in salary,to teachers who had undergone in-service training courses.This would encourage more teachers to attend the training programmes and benefit both themselves and their students.

2. 5.3 Training in Iraq in 2004

Al-Alwan (2004:39-42) states that the Ministry of Education considers improving training programme for primary and secondary school teachers an important issue for both in-service and pre-service teachers. This needs re-building the institute for training and developing

and the training net in Iraq.A new programme emphasizing the methods of teaching, classroom activities, improving the pupils' (students') learning abilities and to strengthen the relation between teachers and pupils through analyzing and negotiating. The Ministry[1] has started to train secondary school teachers and to emphasize using the visual aids.

This programme aims to train (800) secondary school teachers in a five-day training course. A similar programme will be useful for primary school teachers .The programme will emphasize on giving lectures in methods of teaching and learning, classroom activities. Training needs to rehabilitate the institute for developing and training to be able to:

1.train primary and secondary school teachers.

2.state an in-service training programme.

3.be able to acquire knowledge and skills in order to teach their pupils especially pupils in primary schools.

4.build social relations between the school and the parents.

5.state programmes for teacher training needs.

(The institute should be a centre for preparing and distributing the training materials).

2.٥.4 Training in the World

Wragg (1974 : 15-23) shows that training in China means the preparation of teachers. In 1956,the Ministry of Education estimated that over (1 million) new teachers would be needed in the following seven years.In Europe,especially in 1450-1850,a systematization of teacher training was introduced and much of the training was done before by the church or universities before the industrial revolution.In Russia ,in the late 17th century and early 18th century,all teachers were priests who had

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[1] Through Rise programme.

been trained at the theological seminaries.In 1940s,the USSR had to build its institutions after the death of 20 millions because of the World War II.In Japan,there was also a need to train teachers.In India,the knowledge of the sacred texts was considered of great importance,the teacher had o be very familiar with the content and meaning of the scripture and his training to teach was self-knowledge humility.He had to serve in the guru to acquire wisdom and the way of living and absolute from him.

2.5.5 Teacher Training in Britain

In any country, as Al-Mousawi (1990:32) mentions, that education and training of teachers reflect the needs of the educational system which,in turn,reflects the social structure.In the 19th century ,Disraeli suggested that in Britain, there were two educational systems and two nations of teachers.One nation was served by public schools and grammar schools whose teachers were graduates and had received no formal training.The working class and lower middle class nation were served by the elementary school ,whose teachers had received little education and training.Between 1846 and 1861,the number of pupil teachers increased from 200 to 13,871.There was a shortage of adequately educated and trained elementary school teachers and this shortage became distinguished with the implementation of 1870 Elementary Education Act.The answer to this shortage was the creation of day training department,attached to universities.

In 1920 and 1930 the teacher training moved to universities and the expansion of education in 1944 had its effect on teachers' education because for the first time the universities had the responsibility for in-service education. In 1967,there was a considerable expansion of the teacher training system. After 1970s both colleges and universities

became involved in in-service education.Stephen Kemmis (1983) has pointed out:

> Teachers today are better prepared for the practice of education than even before. They have better qualifications, more opportunities for continuing professional education, better communication opportunities ,and better developed …….they are more conscious of themselves as professionals ,not only in the sense that they are experts in subject matters to be taught and learned ,but also in the sense that they are professional educators.

Harding (1967:198) shows that primary schools in Britain are mainly staffed by non-graduates and in most comprehensive schools less than half the teachers are university trained. He stresses that "it is inevitable then that a long proportion of language teaching in Britain will be one by teachers who have been trained in colleges of education."

2.5.6 In-service Training in the U.S.A

Na'ama (1982:15-19) states that teacher education in the U.S.A is summarized in 4 points:

1.From 1600-1789.The Colonial Period through which there was little interest in teacher education.

2. From 1789-1866.The foundation of the America State public school systems.

3.The third period is from 1866-1910 where the great (large)expansion of elementary and secondary education was reflected in the establishment of teachers' colleges and the development of education programmes for teachers' in-service education,and

4.The fourth period covers the years from 1910when rising enrollment, expanding curricula and growing efforts of state agencies and

professional groups to raise educational standards led to the rapid advance of in-service education.

In reviewing the historical literature of in-service education in the United States and in Iraq, the similarities of philosophies are clear. The inexperienced teachers were prevented from analyzing their own teaching and shortcomings;therefore,they needed new directions to overcome their weaknesses.Millions of dollars were spent.Education is necessary for all teachers.The in-service education had 3 goals:

1.To improve the quality of education.

2.To encourage colleges and universities to broaden teacher education programmes .

3. Finally to encourage universities and local education agencies to improve training and re-training of teachers.

2.ه.7 In-service Training in Russia and other countries

In Russia teachers should take refresher courses in his/her particular field of study. Na'ama (1982 :14) shows that in France the teachers in elementary schools are given the right to a period of full time equivalent to one school year. Priority has been given to in-service training of those who train teachers. Na'ama adds that in-service training programmes are organized in Asian and African countries with technical assistance from foreign countries.The teachers receive through training courses that improve their teaching skills and to develop a new curriculum in new methods of teaching and to use audio-visual materials.

In Yugoslavia,the system of in-service teacher training was "a self-developed and organized system with its elements operating independently of the teacher training system .Finally ,in Sweden,the

Ministry of Education ,the teachers' associoation and the government are responsible for teacher training.

2. 6 In-service Courses for Teachers of Foreign Languages

Falvey (1977 : 15 – 20) states that in-service courses for FL teachers cannot be considered a luxury because language teaching occupies a rather special place in the hierarchy of pedagogical disciplines. Knowledge of FL is not a sufficient criterion for the evaluation of a teacher. The teacher must have proficiency in the language and proficiency in skills. A language teacher's proficiency will be decreased unless the essential stimulus of in-service education can maintain and hopefully increase the level of proficiency. The language teacher needs language teaching skills, e.g., (techniques of questioning and answering, the ability to conduct the communication practice). It is possible for someone with a high level of language proficiency and good language teaching skills to be a good language teacher.

Falvey insists that In-service courses for language teachers are a necessity. They are the integral part of the recipe,one of the essential ingredients without which the cake is not a cake.Without regular contact with the target language through in-service courses,the language teacher can no longer function as an efficient, effective communicator.

2. 6.1 The Types of In-service Courses

In-service education is any form of courses,seminars or workshops that involves the participation of practising members of the teaching profession for primary and secondary teachers.

Falvey (1977 : 14) states that the types of courses depend upon the availability of teachers, the period of time they can spare, the course designers,when a teacher hopes to up-date his proficiency skills techniques or knowledge. They are refresher courses, when teachers brought together to familiarize themselves with new techniques, methods or materials,e.g.,a new approach for teaching a particular subject or the introduction of a new textbook. This course is the orientation type to improve teachers' qualifications .

2.6.2 The Duration of In-service Courses

The duration of a course depends on the types of the course. Falvey (1977) adds that the course may last one day,one week ,two weeks,a month or more. Sometimes an intensive one-day mini-course that emphasizes the selected activities,or two-day mini-course which emphasizes a broad range of topics, will be adequate.

2.6.3 The Problems of In-service Programmes

Na'ama (1982 : 42) States that some in-service programmes fail because they are offered for the beginning teachers, the experienced teachers and the more experienced. The lack of teacher input, planning of in-service education and the lack of communication between those who plan the programmes and those who attend them, and many teachers don't know what to expect from the programme.

Planning is the most important factor to guarantee in-service programme success. Teachers should know the topic of the in-service programme .

Power (1996:13) agrees with Na'ama and adds that teacher and education should be a continuing education and the in-service training programmes must be planned carefully.

Abdul-Rasool (1990:31) shows that the training courses provide " the foundation for the most required elements, that make a teacher such as principles, techniques and skills." Abdul-Rasool adds that the most effective training programme is where methodology and work are integrated together.

2.6.4 The Role of Schools in In-service Training

Schools, as Aitken (2001:13) says, can

1.assist teachers to learn new teaching skills.

2.organize time for teachers to undertake resource development.

3.support teachers to undertake further professional study.

4.provide access to professional reading materials to help teachers to learn.

5.help develop new knowledge and skills.

6. provide time for groups of teachers to reflect on and discuss their work.

7. observe and visit other teachers in their classrooms.

2.6.5 Teacher Trainers

Teacher trainers should have the personal professional qualities because being an outstanding teacher should have continuous attendance to in-service training courses that trainers are responsible for training teachers.

David and Wosley (1979:82) list the common weaknesses of the inexperienced trainers as being:

1.Overuse of lectures formats.

2.Inadequate allowance for trainee independence.

3.Lack of self-awareness as successful FL practitioners.

4.Concentrating on favourite topic areas.

5.Too much negative lesson feedback.

They add that teacher trainers should:

1.be practical, precise,and supportive.

2.observe, join, and give appropriate feedback.

3.apply techniques directly to develop teacher training skills.

4.model and demonstrate skills in teaching.

Freeman (1989:27) adds that those who educate the teachers "are confined to many parallel discussions that argue unfounded comparisons." The subject deals with knowledge, skills, attitude and awareness.

To train teachers is to provide a genius teaching qualification (experience). The aim of the teacher development is to enrich teacher decision-making.

2.7 The Mini Course

Borg et al (1970 : 20) state that in – Service courses are called mini courses . The first draft of the mini-course is prepared by the staff of the Teaching laboratory and then subjected to a Preliminary field . This field test is mainly concerned with the qualitative evaluation of the course and includes the workers from the lab and a a small group of teachers . No attempts have been made to assess the effectiveness of the mini-course in achieving the objectives set . The main field that follows , is concerned with assessing the degree to which the objectives have been achieved . At this stage the course is used by teachers to assess effectiveness. Monitoring the final mini course is carried out by the laboratory's maintaining contact with teachers using the materials .

Analysis of behavioral changes between pre and post-test provides the main evidence for determining the objectives of the course which are being achieved. This procedure could be continued. The final test is the operational field test. at this stage, the course tried out in normal

operating conditions. All the materials will be tested thoroughly and the total course package is handed over to teachers in schools. Questionnairs and interviews are used to provide further information.

The mini courses are packages of materials produced by the research centre and sent out to cooperate educational authorities. The materials include videotapes, teachers' handbooks, and instructions for teachers to improve their teaching .

Borg et al.(1970:22) state that in the mini-course, teachers learn how to teach and ,as Borg points out that 98 teachers do change their teaching behavior as a result of taking the mini-course .Mini-courses are not used in pre-service training .Kallenbach (1969) made an experiment where he found that experienced teachers made similar gains and student teachers need the experience as well as teachers .

Hopkins (1985 :122) states that short in – service courses are still the dominant mode of professional development in the United Kingdom . They develop new skills and teaching strategies . These courses provide an easy way to gain information about teacher research , experience , and practiced feed back . Mini courses are offered by David Hopkins that deal with knowledge and skills .

Borg et al.(1970 : 96 – 98)   add that the mini-course is an in-service course. It provides:

1.Self instructional package.

2.Feedback through self-evaluation and peer interaction.

3.Relying heavily upon illustrations by model teachers.

Orme (1966: 24) says that mini-courses are self-contained. Mini-courses focus on specific skills rather than generalities. Teachers can learn teaching skills through actual practice. New methods and new ideas can be tried in a less difficult situation than that in regular classes.In the

mini-courses there is a clear emphasis that the skills are not to be seen in isolation from each other.

Stones and Morris (1976 : 220) state that mini courses provide feedback through peer instruction and self-evaluation. They have the following advantages:

1-They provide   a complete package that can be used in every school.

2-New methods of teaching and ideas can be used.

3-Teachers can learn teaching skills through actual practice in mini courses:

10 % telling the teachers.

20% showing the teachers

70 % practicing the skills and watching Performance.

4-Tteachers get immediate feedback from the video tape, they can evaluate their progress so that they can eliminate bad habits and to establish new methods they are learning.

5-Mini courses focus on specific skills rather than generalities.

2.7.1 Developing the mini courses:

To build a mini course 4 major development stages should be needed as Stones and Morris (1976 : 225) state :

1-To define the goals, search the literature, develop an initial form of the course and conduct a preliminary test to decide where development is needed.

2-After evaluating the results of the test, a main field test can be conducted to decide if the course achieved its objectives of teaching.

3-The results of the main test were used to make a third revision of the course. This revision is very useful because it will determine whether the course package contains every thing needed for operation used by the schools.

4-The last stage involves making a final revision to the course based on operational field test results to prepare the course for production.

The mini course add Stones and Morris (1976:225) reduce negative teacher behaviors which are:

a -Repeating the questions : it is a poor practice because it wastes discussion time and encourages pupils in attention.

b-Repeating the pupils' answers :it increases teacher talk and the pupils will listen to the teacher rather than to one another because they expect the teacher to repeat the pupils answer.

c-Answering ones own questions :the teacher answers his/her questions especially when the teacher gives a monologue.

2.7.2 The objectives of the mini course are:

a-To train teachers to ask questions that need long responses by the pupils and to avoid asking questions that can be answered by a single word.

b-To train the teachers to stop asking questions for 3 or 5 seconds and before calling a pupil in order to give pupils time to think about their answers,

c- To reduce the teacher's use of punitive reactions to incorrect pupil's answers.

Stones and Morris (1976 : 222-229) state that effective teaching involves a complex interplay between theory and practice . Unfortunately much professional development tends to focus on recipes for innovations and fails to provide relevant theoretical support . Attempts to assist teachers to develop their conceptual understanding and connect it with their practice have been successfully achieved through the use of techniques such as critical reflection and case methods.

2. 8 Development of English Language Teachers:

Freeman (1985 :40) defines development as " a strategy that works with more invisible, idiosyncratic aspects of a teacher's teaching." Freeman adds that development is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are individual and idiosyncratic. The purpose of development is for the teacher to generate change through increasing or shifting awareness. Any teacher must learn how to present material or give homework, but these things can be learned through training.

In-service professional development programmes are principally designed to train teachers how to use the materials, syllabus and methods.

Dean (1991: 4) says that the term "staff development", "professional development" and "in-service education" tend to be used interchangeably for the process of individual development. Staff development is "the process by which individuals, groups and organizations learn to be more effective and efficient". "It is an experienced development by a teacher in the process of growing. This process is not short term , it is a continuous, never ending developmental activity."

In-service education "it is the education intended to support and assist the professional development that teachers ought to experience throughout their working lives.". Na'ama (1982:22) shows that the major reason for in-service education is the promotion of a continuous improvement of the entire professional staff of the school system,to give help to new teachers and it should eliminate deficiencies in the background preparation of teachers. He adds that in-service education helped teachers to change their methods of in-service programming.

The term "professional development" as Dean (1991 : 7-8) suggests is a process whereby teachers become more professional. The term "profession" is "an occupation which requires a long training and involves theory as a background to practice." Professional teachers would be expected to work together for the good of the school. Professional development can therefore be seen as an increase in some aspects of professionalism.

To promote more systematic and purposeful planning of in-service training. In-service education should have the following features:

1. It would serve the school's institutional needs and, therefore, educational needs.

2. It would be intended for teachers actually serving at the school.

3. It would be initiated and planned by members of the school staff

2.8.1 Training and Development

Freeman (1985 : 39 - 40) states that training and development are two basic educating strategies that share the same purpose; achieving change in what the teacher does and why. They differ in the means they adopt to achieve the purpose. They differ because of what teaching is. Training, as Freeman adds, is the collaborator's role to be responsible for both the issue and its solution. Training is often effective, and in training the collaborator's role is to change through the teacher's awareness (to intervene directly).

Development is a strategy that works with the more invisible aspects of a teacher's teaching. Development depends highly on individual teacher.

The aspects of teaching that are seen as "trainable" are usually based on knowledge or skills that can be isolated, practised and ultimately mastered. The collaborator can take the lead in this process by isolating and presenting a specific issue for the teacher to address and by proposing

ways to address it. The collaborator can assess the teacher's success in working on the issue by setting out observable criteria for change and a period of time within which the change can be achieved.

Training is based on an assumption that through the mastering of discrete aspects of skills and knowledge. Teachers will improve their effectiveness in the classroom .

2. 9 The Professional Development

Aitken (2001 : 1) considers the professional development as " any activity that develops an individual's skills, knowledge, experience and other characteristics as a teacher." Professional development is used because most teachers are members of a profession who need to be involved in a process of learning to improve their professional practice. In-service training increases the skills and capabilities of teachers in a defined area.

Dean (1991:1-4) says that almost everything is apparently changing and the rate of change is accelerating. The role of teachers and head teachers will be different in the future from what they have been in the past and everything is happening at a very fast rate ,which leaves us little time to become accustomed to new ways of looking at things.

We have the changes resulting from the rapid development of knowledge which is making existing knowledge out f the date very quickly.

The speed of change and the explosion of knowledge are requiring people to learn afresh t intervals throughout their lives.This has important implications for the role of the school ,which is no longer that of providing a package of knowledge and skills to serve a person for life.It is possible now to have vast stores of knowledge available at the touch of a

key; the emphasis in initial schooling needs to be on the process of learning .Pupils need a level of knowledge that enables them to fit new learning into a coherent framework and they need to know how to sort out information so that they can apply it in new situations.

Although the computers can teach something more easily than a teacher. The teacher has an important role in selecting and helping pupils to use and respond to first hand experiences, in making them aware of the environment and of other people and helping them to become independent learners.

Pupils in primary stage need to learn socially how to work with others and they need the experience of activities such as games. The professional development should be based on the notion of a teacher as a learner. The teacher education and the professional development should be focussed on the needs of the students. It should be seen as a collaborative activity as well as an individual activity. The more highly skilled, motivated and effective English teachers are the more effective learning outcomes will be for students in English classrooms.

The professional development should:

1.empower teacher in control.

2.meet the identified needs of teachers and schools.

3.build skills.

4.be well planned.

5.be informative.

6.involve active participation.

7.involve teamwork.

8.link theory and practice.

9.have variety of approaches and styles.

10.be ongoing.

11.be professionally fulfilling and enjoyable.

12. have a formative and summative evaluation process.

The professional development enables teachers to:

1.improve learning outcomes for students.

2.take a more active role in curriculum planning including building on and refining existing practices.

3.develop teaching practices.

4.participate in the evaluation of teaching practice and programmes.

English teachers as Dean (1991: 8) adds:

A. Seek to renew their professional expertise.

B. Take advantage of and contribute to professional development opportunities available for many sources.

C. Support and inform colleagues in cooperative curriculum and teacher professional development activities, both on intra-school and inter-school levels.

The process of professional development, as Dean (1991:38-39) says, coupled with appraisal is likely to help many more teachers to develop a clear idea of where they want to go and it will be important in appraisal to help teachers to be realistic in their career goals. There will be teachers who wish to say in the classroom and continue to develop and improve their skills. Professional development is a career.

The initial training provides a starting point, but much has to be learned later. The early years in teaching involve learning about the teaching process. When there is a change, the learning is continuing for every one because of the need to change teaching styles. Later years bring for many teachers the need to learn about management skills in relation to adults as distinct from classroom management skills and the programme should be that the teachers acquire such skills in advance of promotion. Experienced teachers may also need refreshment and encouragement to

widen the range of successful teaching styles that they are currently using.

Aitken (2001 : 1-13) says that professional development signifies any activity that develops an individual's skills, knowledge and other characteristics. In-service education and training refers to identifiable learning activities in which practising teachers participate. In training professional development is needed because most teachers are members of the profession who need to be involved in a process of learning to improve professional practice.

Aitken adds that in-service training increases the skills and capabilities of teachers in a defined area, and because teachers need new skills and capabilities to respond to a wide range of elements. He points out that in designing effective in-training programmes, relevant and recent research should be taken into account, e.g., information on the principles of effective in-service training research about learning and the role of the teacher in the knowledge of society.

Frechtling and et al (1995 : 13) state that the professional development focuses on teachers as central to school reform, respects the intellectual capacity of teachers and others in the school community, reflects best research and practice in teaching, and enables teachers to develop expertise in content and other essential elements in teaching. These features as principles on line .

2.10 In-service Education

The main goals for in-service education as Aitken (2001 : 3) says are to fulfill the demands with qualified personnel, provide continuous development, to provide an opportunity to acquire new skills, and to introduce flexible system of continuous education. In-service

education is "constant and indispensable part of the national system of continuous education."

In-service training has many objectives and takes many forms. It is an ongoing training of practising teachers, it includes learning activities tailored to the development needs of teachers and schools. Effective in-service training can enhance teacher's performance and this ,in turn, will bring about improvements in student's achievement. The terms in-service training and professional development are often used interchangeably but have slightly different meanings.

Professional development signifies any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher.

In-service education and training refers more specifically to identifiable learning activities in which practising teachers participate.

When referring to training activities, professional development reflects the fact that most teachers see themselves as members of a profession. In-service training intends to increase the skills and capabilities of teachers in a defined area .

2.11 Teacher Enhancement Programmes

The term "teacher enhancement" is a new term. Its underlying goal is to improve, broaden and deepen the disciplinary and pedagogical knowledge of elementary and secondary schools.

Aitken (2001 : 5) says that in-service training can enhance teacher performance that will bring about improvements in student achievement.The goal of teacher enhancement is to provide improved instruction that will contribute achievement that are affected by many

different factors. Changing or assisting teachers is seen as an end that is important and sufficient. The potential goals are:

1. Increasing teacher knowledge to teachers who often receive inadequate preparation and because of that, many teachers do not feel confident about their teaching abilities and do not enjoy teaching languages.For that reason many training programmes give the teacher the opportunity to increase their confidence by giving them knowledge about new teaching methods.

2. Providing teachers' renewal is an important aspect of the current reform movement that is used to decrease teacher isolation and to increase opportunities for teachers to interact with other teachers, to share their experiences and knowledge in their field.

3. Increasing leadership and empowerment. Enhancement programmes can reach many teachers when the teacher leaders share their knowledge.

4. Changing classroom practice. Most programmes help teachers to apply what they have learned in their classrooms, for example, by giving teachers materials for classroom activities and writing detailed plans to use what they have learned with the students.

5. Increasing students' interest and achievement. Through improved curricula, improved teacher's knowledge and teaching methods, the students will benefit from these improvements and teachers feel better about their content knowledge and teaching skills as a result of teacher enhancement programmes.

Frechtling et al (1995:9-10) agree with Aitken and say that teacher's enhancement is to provide improved instruction that will contribute to student's achievement. A primary goal of teacher enhancement continues to increase teachers' knowledge. Because of the inadequate preparation, many teachers do not feel confident about their

teaching abilities. Thus, many programmes seek to increase teachers' confidence by giving them the opportunity to understand more about their subjects or methods. Teachers today are expected to be knowledgeable and they need help in assuming roles that are non-traditional for them, such as becoming leaders in their schools. Teacher leaders are very useful in teaching other teachers.

2.12 The Previous Studies

Introduction :In-service training is very important for English language teachers because it has stimulated a number of researchers to spend a great deal of time and effort in investigating the organization, planning ,objectives and outcomes of training courses aimed at teachers of English .

The present chapter sheds some light on a number of studies in the field of in-service training .These studies are chosen from Iraq and from a wide range of geographical areas as far as the Middle East and the United States .These studies also addressed a wide range of issues such as the planning of an in-service training course or the evaluation of such a course.

Marzook (1980) This study described and analyzed the state of in-service training for teachers of English as a F.L .at IDELTI in 1979.

The purpose of the study: The primary purpose of the study was to evaluate the in-service training programme at IDELTI with emphasis on the in-service component of English as a FL in Iraq. The study sought to provide answers to a number of research questions such as:

1-what are the trainees perceptions about the core experience of their in-service training course?

2-what minimum core experience is necessary for training future IDELTI participants?

3-what is the practical level of E.L.proficiency that teachers of E.as a F. L in Iraq have to acquire?

Data for the study were gathered by means of a questionnaire which was answered by administrators, trainers and trainees at
 IDELTI .And a total of 97 teachers (trainees)were included representing primary and secondary school teachers .There were 4 administrators and 12 trainers .

The results:

1-The majority of participants agreed that the teachers' weakest Language. skill is speaking.

2-Attain skills for teaching English as a F.L was the most popular objective to be attained in participating in in-service training programme at IDELTI.

3-The seminar is used as a matter of instructing at IDELTI although lecturing still remains the most frequent trainers activity.

4-Trainees select classes with lots of discussion and the most effective style of teaching that they should have at IDELTI .

5-Evening was the most convenient time for the majority of trainees to attend the in-service training programme at IDELTI .

6-Participants agreed that three months with 5 classes meetings a week is enough to cover the re-training curriculum at IDELTI .

7-Training in effective teaching procedures is the most useful retraining course of the majority of the participants at IDELTI .

Al-Zubaidy (1981) The purpose of this study is to examine the effectiveness of the in-service programme of teaching E.as a second L.in Iraqi intermediate schools.

The researcher of this study sampled 300 Iraqi E. teachers (150 teachers were trained by IDELTI and 150 not trained by IDELTI and asked them to answer the items of the questionnaire which was designed

for this purpose .The researcher also interviewed 9 IDELTI professors and instructors and compared the means on the Ministerial Examination of the ninth grade. One group was taught by IDELTI trained teachers and one by untrained teachers. By using a t-test at 0.05 level of significance . The major findings of the study were:

1-A great percentage of trained teachers had agreed that the development of IDELTI programmes have given improved status to the teaching of English in Iraq.

2-Trained teachers used modern techniques of teaching English as a second Language more often than did untrained teachers.

3-The students of trained teachers were more successful than students of untrained teachers as reflected in the Ministerial Examination.

4-There has been a great improvement in the performance of supervisors of E. teaching in Iraqi schools since the establishment of IDELTI.

5-Trained teachers evaluated their students according to what was most important at the intermediate level.

6-Trained teachers incorporated the cultures of the Arab society in the classroom more than untrained teachers.

Sanchez (1983) This study aimed at developing the field test, an assessment model that would assist in determining the effectiveness of the training instructional techniques at the Professional Developmental Programme Improvement Centers in California .The assessment model was designed to measure the level of application for five instructional techniques taught at the centers, teaching to an objective, correct level of difficulty, monitoring and adjusting, reinforcement, and motivation.

Procedure : 145 teachers and 11 directors of the centers were involved in the study .The assessment model consisted of pre-observation of the teachers in selected instructional techniques, training of teachers in these techniques and finally each teacher being observed by the same

person again .Observation data were collected using an instrument developed especially for this model ,interobserver reliability was established by having 8 of the 23 observers indicated on the observation instrument the level of use for each of the 5 instructional techniques .

The T-test for difference in a matched group and the Person product .Moment correlation coefficient test for correlation were used to analyze the observation data.

Findings: The assessment model provides a useful procedure for determining the effectiveness of the Professional Development and Programme Improvement centers in California .Assessment model utilizing pre and post observation should be applied to any state wide staff development programme .

Macbridge (1984) This study aimed at investigating the changes in knowledge, attitudes and behaviors of experienced classroom teachers which were related to their participation in an in-service education programme designed to provide training to effective teaching.

17 volunteer subjects representing all grade levels and various subject fields, took part in a locally developed, twelve hour in-service education programme called instructional Skills for Effective Teaching. (ISET). The equivalent time series design, action research study was designed to produce data which might lead to conclusion about the degree to which the training resulted in significant change in the subjects knowledge, attitudes and behaviors as measured by pre and post knowledge tests, attitude surveys, classroom observation and personal interviews.

 Paired T-test comparison was computed for the pre and post test, knowledge tests , attitude surveys and classroom observation scores –A one way analysis of variance was computed between selected demographic variables and all the dependent variables measured .The

(ISET) programme had a significant positive effect on the knowledge level of the participants but little or no effect on the knowledge level of others.

Morris (1984) This study aimed to explore the attitudes, preferences ,and practices, in regard to their experiences with in –service teacher education (ISTE) of one little group of elementary teachers in the state of New South Wales, Australia. .

Data were collected from mailed questionnaires returned by 316 teachers; the questionnaire instrument consisted of 165 variables organized into three broad areas:

a- Personnel and professional characteristics .

b- Experiences with ISTE,

c. Views concerning ISTE .

Frequencies were computed for selected pairs of variables believed to have some potentiality to explicate the area of concern of the study.

The Findings of the study were:

1-Did not appear to be teachers very different from teachers in other New South Wales elementary schools.

2-Have not had particularly favorable or extensive experiences with ISTE.

3-Hold generality positive through quite narrow attitudes toward ISTE.Additionally, there did appear to be some relationship between age, career stage and the ISTE attitudes, preferences, and practices of these teachers .It was recommended that more support should be provided to these teachers in clarifying and meeting their self-perceived ISTE needs.

Murphy (1985) The purpose : upgrading unqualified teachers in Black primary schools .The study evaluates how successfully teachers opportunity programme helps these teachers to upgrade themselves

academically and professionally .The study is based upon theories, models and practices that have emerged in the field of in-service training and of evaluation .

The general aims of the study are:

1- To attempt to make use of experience and data accumulated during the first 18 months of the programme.

2- To identify strengths and weaknesses in the programme and the factors contributing to them.

3- To illuminate regional variations.

4- To formulate recommendations.

The instrument for data collection and evaluation were questionnaires, reports, observations and interviews.

The data were analyzed by standard computer programs prepared for dealing with data.The programmes provides base line data which help to establish standards by which future activities can be examined.The study identifies four problem areas: content, organizational setting, development evaluation criteria. The result of the study shows how successful the programme was.

Gutt (1985) The two central questions of the study were : (1) What are the components of curriculum schema used to develop health education curriculums ? (2) What elements of curriculum planning are present in existing health education programmes ?

The following conclusions were drawn as : (1) Businesses and industries having larger numbers of employees (over five hundred) perceived wellness education programmes as desirable with many of the larger companies having introduced such programmes . (2) Health education programmes in – place tended to concentrate on one area of wellness generally those with the most obvious financial effects (3) Businesses and industries viewed the mini- course as an appropriate

vehicle for delivery of a wellness courses .(4) Several components and industry . were congruent with those promulgated in the national guidelines for health education . (5) Participants in the Greater Buffalo Chapter Wellness Discovery Course expressed interest in assessing their present lifestyles and health habits as well as learning ways to improve their health behaviors through use of in – house support groups . (6) Health professionals viewed health education as an inherent function of their role Cognitive skills in wellness and lifestyle were not included in the basic educational preparation of many of the health professionals although they did feel competent in the teaching of these concepts . (7) Health professionals felt the worksite to be an appropriate setting for health education related to wellness concepts . (8) Interest was expressed by health professionals in teaching a previously developed wellness at the worksite curriculum if provided with a certified training program (9) Integration of curriculum planning procedures in existing health education curricula is philosophical rather than practical .

Hughes (1987) The purpose of this study was to develop a comprehensive musicianship approach for a keyboard history / literature mini-course for performing adolescent students in summer keyboard music programmes .

Reasons justifying the study were found in (1) reported literature which noted an imbalance between the teaching of performance skills and comprehensive musicianship ; (2) summer camp literature which illustrated this imbalance ; and (3) a lack of sufficient research into the above concerns directed specifically to the summer music programme .

Since there did not appear to be a mini – course which specifically addressed the aforementioned needs in summer music programs , this study sought to develop an approach for such a course . A five – step procedure was used . Step one was the identification of the problem ,

based on the purpose and need for the study . Step two was the critical review of related literature for collection of data in light of the above identified problem .Step three was the presentation of a rationale stated as twelve principles of comprehensive musicianship developed from the review of related literature, and the application of this rationale to development of an instructional goal , course objectives , content components , instructional objectives , overall instructional strategy , and lesson strategies for a mini – course approach . Step four was an examination by a panel of five outstanding music educators and performers of the mini – course's consistency with comprehensive musicianship rationale , and an analysis of the panelists' responses . Step five was a statement of conclusions and recommendations for further study .

According to the panelists responses' , the researcher's approach for a mini – course was effective in addressing a persisting need to find additional ways to instruct adolescent keyboardists in comprehensive musicianship .

2.13 Discussion of previous Studies

To sum up, it is important to show points of similarity or disparity(difference) among the studies reviewed in this chapter. However, one may conclude that the importance of in-service teacher training as an effective vehicle of updating teachers skills and knowledge has prompted a wide range of research on the issue of in-service training .The importance attached to such training stems from the fact that new development in the field of learning and teaching a F.L can be scattered among practising teachers by means of a well organized training course .However, the improvement of teachers skills is expected to improve the

whole educational process at large. The studies reviewed in this chapter are believed to be relevant to the main attempt of the present study owing to the fact that the objectives of most of these studies bear resemblance to these outlined in the present study .The scope of these studies is also of great relevance to that of the present study where most studies were limited to the investigation of the needs of teachers of English as a F.L. and the evaluation of the in-service training programmes designed to cater for such needs

It should be remembered, however, that a number of the studies discussed here are similar to the present study in the content in which they were conducted and in the target audience at which these studies were aimed . In other words, the present study shares a number of aspects with these studies. It endeavours to investigate the teachers needs and at the same time to evaluate the in-service training courses offered by the department of the development of E.L. teaching in Iraq. This study may differ from other studies in terms of content and audience ,but the relevance of such studies to the present study is   self –evident .That is to say ,the present study benefits from methods of selecting the sample, the construction of the questionnaire and the use of statistical tests from these studies .

The results of the present study are in agreement with Marzook's (1980), which indicates No.7 that "training in effective teaching procedures is the most useful retraining course of the majority of the participants at the IDELTI." This means that the training courses are very useful for the F.L. teachers to do their job better and to achieve their goals.

The results are also in agreement with Al-Zubaidy's (1981), which indicate that "trained teachers used modern techniques of teachings English more than untrained teachers." This means that the training was

helpful .To the experimental group who attended the mini-course started to use communicative techniques in their classrooms as was mentioned in classroom observation.

According to the foreign studies, the results are also in agreement with Sanchez's (1983) that shows the effect of professional development and programme. Also, they are in agreement with MacBridge's (1984) that shows that the "ISET programme had significant positive effect on knowledge level of participants and as Murphy's (1985) study shows how the training programmes help the teachers to upgrade themselves academically and professionally. Gutt's study (1985) was successful in developing healthy education programmes by using the mini-course as an appropriate vehicle. Hughe's study (1987) which was effective in developing a comprehensive approach through a mini-course .

Borg et al (1970 : 22) show how the mini course is effective for the teachers . They do change their teaching behavior as a result of taking the mini course in training .

The researcher believes that in spite of the different geographical areas in which these studies were conducted and the instruments used. The problem in in-service training is similar all over the world. The problems faced by many teachers and teacher trainers are universal. Hence, it is worth to benefit from the in-service training experiences of other nations. The transfer of skills and knowledge from these nations can be partially achieved by means of reviewing and analyzing the experiences.

CHAPTER THREE
THE PROCEDURES

This chapter deals with the procedures and steps the researcher performed in order to fulfill the aim of this study .This chapter deals with:

- Outlining the procedures used for the selection of the original population and the study sample with the equalization between the experimental and the control group subjects.
- Building up a test including the achievement of face and content validity.
- Explaining the main procedures used in carrying out the final experiment and the administration of the post-test as well as the pre-test.
- Preparing a checklist
- Listing the statistical tools used to fulfill the aim of the study.

3.1 The Experimental Design.

The Type of Experimental Design followed in the present study is the Experimental –Control Group Design (Lewin,1979:52). The form of this design is shown in the diagram below :

1.	Experimental Group	Pre-test	Independent variable	Post-test
2.	Control Group	Pre-test	…………..	Post-test

The design of the experiment includes the selection of two groups randomly .Both groups of subjects are submitted to pre-test, then the independent variable is administrated only to the experimental group .The scores of both groups on the dependent variable ,are compared to see if there is a significant difference between the two groups (Good, 1973:384).

3.2 The Population

The population of the present study is the E.L. teachers in the primary schools in Baghdad.

Baghdad Governorate is divided into 4 directorates:

a-Al-Karkh 1st   c-Al-Rusafa 1st

b-Al-Karkh 2nd   d-Al-Rusafa 2nd

3.3 Sample Selection

Al-Rusafa 2nd and Al-Karkh 1st have been chosen randomly by writing the names of the 4 directorates on slips of papers, putting them in a container and then   drawing the names of 2 directorates .By following the same way .Al-Karrada sector Al- Karkh center and Al-Yarmuk sectors are chosen randomly, too

From Rasafa / 2, (23) E.L. teachers have been chosen to be the experimental group and (23) teachers have been chosen from Al-Karkh / 1 to be the control group : (see table: 6 A& B)[1].

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[1] The type of randomization is isued here by putting slips of papers representing Baghdad 4 general directorates and then drawing one of them as control group, and the other as experimental group.

Table (6) A

Names of schools and numbers of Teachers in each school

The Experimental Group.

Name of schools	No. of teachers	Name of schools	No. of teachers
Al-Ijtihad primary school	1	Al-Ahd Al-Jadeed primary school	1
Lebanon primary school	1	Al-Mafakhir primary school	1
Fatima bint Asad primary school	1	Al-Makasib school	1
Marjiyoon primary school	1	Al-Darrary primary school	1
Al-Siyada Al-Wataniya primary school	1	Al-Mustafa primary school	1
Dijla primary school	2	Al-QaQa primary school	1
Dhafar primary school	3	Ibn-Al-Haithem primary school	1
Al-Zahawi primary school	1	Ibn-Khaldoon primary school	1
Al-Awsiya primary school	1		
Al-Jaleel primary school	1		
Haifa primary school	2		
		TOTAL	**23**

Table (6) B

Names of Schools and Number of Teachers in each School.

The Control Group

Name of schools	No. of teachers	Name of schools	No. of teachers
Al-Watan primary school	2	Al- Hariri primary school	1
Al-Qadissiya primary school	1	Hajur primary school	1
Al-Harithiya primary school	1	Al- Thaqafa primary school	1
Al-Karkh primary school	1	Al- Tumooh primary school	1
Al- Aailla primary school	2	Al-Khuld primary school	1
Al-Buhtury primary school	1	Qurtuba primary school	2
Al- Mansour primary school	3	Al-Badiyah primary school	1
The Nile primary school	1		
Al- Diraya primary school	2		
Al-Abtal primary school	1		
		TOTAL	**23**

3. 4: **Equalization of the two Groups**

To achieve matching i.e, **equalization** between the two groups, and since the sex variable is one for both groups (female), the following variables are controlled for both groups:

1- The years of service of the teachers ,

2- The certificate of the teachers

Through using chi-square Method (x^2) no significant differences occur between the subjects of both the experimental and the control group .(see table 7 , 8 , 9)

Table (7)

The Equalization among the Experimental and the Control Groups' Teachers according to the years of service.

Chi- square value

years of service	Experimental Group	Control Group	Total	Calculated	distribution
5-12	8	11	23	0.807	3.84
13-20	15	12	23		
	23	23	46		

There are no significant differences between the Experimental and the Control Groups. The chi-square value is (0.807) at (0.05) level of significance.

Table (8)

The Equalization among the Experimental and the Control Groups Teachers concerning their certificate.

Chi- square value

The certificate	Experimental Group	Control Group	Total	Calculated	distribution
An Institute (2)years after the preparatory school	5	6	11	0.119	3.84
An Institute (5)years after the intermediate school	18	17	35		
	23	**23**	**46**		

3.5: Instructional Material

The material of the mini course that was taught to the experimental group contains:

1-The TPR method Techniques and principles.

2-The Communicative Approach. Techniques and principles

3-Demonstration lessons

4-Planning

5-Communicative Testing

6-The visual aids

7-Handwriting. (See table: p.   )

3.6: Selection of Teachers and Examiners

The selection of teachers and examiners is as follows:

a-Concerning the teaching :The researcher as a supervisor of English Language, taught the experimental group and examined them . Miss Ibtisam Sarsam ,as a specialist in Karkh /1, helped in examining the control group .

b-Concerning scoring :The researcher with the help of an English Language specialists scored the tests for the reliability of scoring .

The Test

3.7 The Pilot study

The next important step to be taken is the pilot study Evans   (1970 :65) states several advantages that a pilot study has.

a- It gives the researcher a chance to practise administering the test . The chance of making a mistake which will spoil the whole investigation ,is greatly reduced .

b-The pilot study will bring to light weak points in administrative procedures.

c-The statistical procedures can be tried out to make sure that they can be applied to the collected data.

The researcher conducted the pilot test on 30 E.L. teachers who were excluded from the main sample of the study.

The purpose for which the pilot test was carried out can be summarized as follows:

1-To arrive at a precise time needed for the average trainee to complete the pre-test.

2-To check the clarity of wording of statements from the respondents points of view.

3-To provide an opportunity for the researcher to elicit any suggestions which may be put forward by the trainees during the discussions held after the testing sessions.

The pilot test was administrated on the 28th, Feb. 2004.

3.7.1 The Test

The researcher has constructed a test that consists of 6 tasks (29 items) it contains both subjective and objective questions (see table 10,11).

Table (9)

The Tasks					Items	
Task 1	A	objective	B	objective	1+4	5
Task 2	A	objective	B	objective	4+5	9
Task 3	A	objective	B	objective	3+2	5
Task 4	A	objective	B	objective	5+1	6
Task 5	A	objective	B	subjective	1+1+1	3
			C	subjective		
Task 6	A	subjective			1	1

29 items

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Table (10) Items of The Test

No. of Items.		Level of difficulty				
No. of Task		1	2	3	4	5
1.	A	0.32.7				
	B	0.53.9	0. 31.3	0.45.5	0.68.4	
2.	A	0.38.6	0.42.9	0.36.7	0.41.1	
	B	0.32.4	0.49.9	0.46.6	0.36.6	0.53
3.	A	0.423	0.65.9	0.67.0		
	B	0.702	0.69.1			
4.	A	0. 55.3	0. 44.6	0.43.6	0.62.9	0.70.8
	B	0. 68.0				
5.	A	0. 69.1				
	B	0. 65.9				
	C	0.74.4				
6.	A	0.3903				

Table (11) the Range of Difficulty

No. of Task		Range of Difficulty
1.	A B	31. 3%-68.3%
2.	A B	32.4 % - 49.9%
3.	A B	42.3 % - 70.2 %
4.	A B	43.6%- 70.8%
5.	A B C	65.9%- 74.4%
6.	A	39.3 %

Table (12)

Discrimination power of each item of the Test

Items		Discriminating power				
No. of Task		1	2	3	4	5
1.	A B	0.74 0.62	0.54	0.76	0.72	
2.	A B	0.68 0.77	0.75 0.69	0.70 0.56	0.41 0.79.9	0.59
3.	A B	0.65 0.42	0.63 0.60.1	0.58	0.59	
4.	A B	0.51.5 0.51.0	0.38	0.35	0.53	0.52.1
5.	A B C	0.47.3 0.42.5 0.41.1				
6.	A	0.32.5				

Table (13) The Range of Discrimination Power

No. of Task		Range of Discrimination power
1.	A B	54. %-76%
2.	A B	41 %- 81%
3.	A B	42. % - 65 %
4.	A B	35%- 52%
5.	A B C	41%- 47%
6.	A	32 %

3.7.2 : Test Validity

The quality which affects the value of a test is validity .A measure is valid if it does what it is intended to do. The validity of a language test, therefore, is established by the extent to which it succeeds in providing an accurate concrete representation of an abstract concept (Davies etal 999:42).

The types of validity used in this study are :

1-Content validity: content validity refers to the extent to which a test measures a representative sample of subject matter. Logically, content validity must be evaluated and ensured before face validity. Lado(1967:343) says that in foreign language testing , there is no substitute for content analysis statistical study of performance of items helps to refine and improve content and performance .

Al-Kubaisy (1985 : 11) believes that content validity is ensured as far as the abilities or the elements intended to be tested are actually tested. According to Ross and Stanley (1945:111) The extent to which content of

the test includes are representative sampling of the essential material employed in instruction .

2-Face validity : Face Validity means whether the tester or the tool measures the aims behind it or not (Grouland,1979:79).It is the way the test appears to the educators, professional testers, administrators and the like (Ebel,1972:212) .

To determine face validity of the test used in the present study, the test is exposed to a jury of (18) experts in English language teaching and linguistics .They are college instructors , supervisors and experts in the Ministry of Education (see appendix 8 p.). They are especially required to:

1-Determine the suitability and difficulty level of the test items to the sample of the study

2-Propose and make any necessary suggestions for modifications, deletion and addition that enrich and sharpen the test .The jury have agreed that the test and the procedures are suitable except for some modifications which have been taken into consideration .The jury members are arranged in the list. (see appendix 8)

3.7.3 Reliability of The Test.

Reliability refers to the consistency of measurement ,i.e. how consistent the test scores are from one measurement to another .It provides consistency and indicates how much confidence we can place in our results (Grouland 1976:105) .A reliable test is the one that provides essentially the same results consistently on different occasions when the condition of the test remains the same (Thorndike and Hegen,1977,222). Davies etal(1999,168)state that the actual level of agreement between the results of one test with itself or with other test is called reliability .

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Such agreement would be the same if there are no measurement errors which may arise from bias due to item selection, time of testing or the examiners bias.

Reliability is an important characteristic of any test .It refers to the stability and consistency of the measurement of the test scores (Harris, 1969:14) and Oller (1972:4).

The correlation coefficient between the first scores (i.e,by the researcher)and the second scores (i.e,by the second scorer)on the test is (0.938). This indicates that the test scores are acceptable, and the test as a whole is reliable.

Table (14)

The Scorers of the Test

First scorer	0.94.7	
Second scorer	0.92.8	0.93.8

Table (15   )

The time table and The Syllabus of the Mini Course

Date	Material
23rd March 2004	The TPR.the principles and how to teach it.
24rd March	= = the techniques.
25rd March	The activities and how to teach according to TPR method .
27d March	A demonstration Lesson .
28rd March	The Communicative Approach. The principles.
29rd March	The learners role and the teachers role .
30rd March	The techniques of presenting language material communicatively .
31st March	The student grouping and teaching productive skills .
1st April	A demonstration Lesson .
3st April	Communicative language Testing .
4st April	Planning (how to write the yearly plan and the daily plan) .

Date	Material
5st April 2004	The visual aids .
6st April	Handwriting .
7st April	A demonstration Lesson .
8st April	language testing(a workshop for writing tests).

3.8 The Checklist

An observation checklist is fundamental for this task. Hence, the researcher constructed a suitable checklist to fulfill the E.L.teachers objectives . The researcher consulted some relevant literature including previous studies conducted in the field of lesson observation. Being a supervisor helped the researcher to develop a suitable checklist that was administratted to 18 experts and supervisors in the E.L.teaching field. .As the result a list of 36 items in 3 categories was reduced to 25 items.They agreed upon 25 items because some items were unified and some others were omitted. (See appendix 4, 5)

3.8-1 Face Validity

To ensure the face validity of the checklist, it has been submitted to 18 jurors in the field of English Language teaching (see appendix 8). As Ebel(1972:555) stated they have been asked to decide the validity of each item in measuring what is needed from English Language teachers in primary schools to teach the new text book , Rafidain Book-1 .

In the light of the Jury members responses, it has been found. that the items are appropriate and they do stand for good English lesson.
Using the chi-square (x)2 has proved that the numbers of the jurors who agree to each item is significantly more than those who do not at(0.05) level of significance.(see Table 16)

Table (16)
Face validity of the checklist

25 points - 100 score

Field	Item no	No of the experts who accepted the items	No of the experts who refused the items	Chi-square value
The teacher/personal properties	1	17	1	14.22
	2	17	1	14.22
	3	18	0	18.00
	4	18	0	18.00
	5	17	1	14.22
	6	17	1	14.22
			(15.4)	
Profession/teacher competence	1	18	0	18.00
	2	18	0	18.00
	3	16	2	10.88
	4	16	2	10.88
	5	16	2	10.88
	6	16	2	10.88
	7	18	0	18.00
	8	18	0	18.00
	9	18	0	18.00
	10	18	0	18.00
	11	17	1	14.22
	12	17	1	14.22
	13	16	2	18.00
	14	17	1	14.22
			(14.67)	
Teaching/ pupil interaction	1	18	0	18.00
	2	18	0	18.00
	3	17	1	14.22
	4	17	1	14.22
	5	18	0	18.00
			(16.48)	

The average is   (15.23)

3. 8 .2 Reliability

To ensure reliability in observing English Language teachers (the experimental group) before and during the course. The 23 English Language teachers (the experimental group) have been evaluated by the researcher and two other observers, each using a separate copy of the checklist .A full lesson has been taken in observing each English Language teacher. Each item conducted by an English Language teacher has been given attach under the light mark score, the items which are not conducted have been given a tick under the appropriate mark score. The researcher then used test-retest of the same samples after the course.

Using Pearson , coefficient correlation formula (Ebel, 1972 : 297) has been found out between the researcher and the two observers (see Table 17).

Table (17) Test – retest reliability

Coefficient for the observation checklist

Competencies	The Researcher	The researcher and observer N.o 1	The researcher and observer No .2
1. Teacher / character	0.96.7	0.92.2	0.89.2
2.Professional / teacher competence	0.94.3	0.90.2	0.87.6
3.Teacher / Pupil interaction	0.95.1	0.89.6	0.88.3

The reliability coefficients of the competencies in the observation checklist ranged between (0.87.6) and (0.96.7) which are considered desirable for such a tool (Levine , 1981) . consequently , the observation checklist has been considered a reliable tool of measurement in its final form .

3.9 Final Administration of the Check List

After ensuring the face validity and reliability of the checklist, the researcher begins to visit the English Language teachers for one full lesson per teacher. The researcher sits at the back of the classroom, ticking the performed skills by the E.L. teacher. The evaluation lasted two weeks.

3.10 The Pre-Test :

The pre-test was conducted on the 22nd March; 2004.The pre-test was administrated on the sample of the study for both groups. The researcher herself tested the sample of the study The (experimental group) and Ibtisam Sarsam tested the control group.

There are two aims behind carrying out the pre-test ,the first is to equalize the subjects of the control group with that of the experimental group ,the second is to compare the teachers achievement scores in the pre-test with that of the same teachers in the post-test .

3.11 The Post-Test:

At the end of the mini course (teaching period of the experimental group), the teachers in the experimental and the control group were post-tested on the 10th .April, 2004.

The researcher conducted the pilot test, the pre-test and the post-test under the same conditions.(see Table 18)

Table (18)

The scores of the Experimental Group and the control group

No .	The Experimental Group		The Group group	
	Rre – Test	**Post Test**	**Pre – Test**	**Post – Test**
1.	68	80	68	70
2.	64	86	59	59
3.	27	50	43	44
4.	58	69	45	46
5.	27	52	48	62
6.	47	66	60	73
7.	21	45	26	28
8.	18	44	67	60
9.	53	81	40	45
10.	52	87	66	67
11.	49	70	83	75
12.	72	79	68	68
13.	23	35	96	62
14.	40	50	58	51
15.	49	67	47	50
16.	40	70	49	65
17.	32	56	67	66
18.	57	66	49	51
19.	59	67	69	63
20.	47	61	64	62
21.	55	64	63	70
22.	55	69	46	50
23.	36	61	30	41

3.12 The Statistical Tools

The researcher applied Pearson correlation coefficient and chi-square to measure the face validity and reliability of the tests; and the check list:

1-Pearson correlation Coefficient: It is used to measure the reliability of the observation checklist:

$$rxy = \frac{N\sum xy - (\sum x)\,(xy)}{\sqrt{\left[N\sum x^2 - (\sum x)^2\right] - \left[N\sum y^2 - (\sum y)^2\right]}}$$

Glass and Stanley (1970, 119)

Where

r= Correlation coefficient

n= Sample size.

$\sum x$ = The sum of X scores (odd items)

$\sum y$ = The sum of Y scores (even items)

$\sum x2$ = The sum of the squares of X scores

$\sum y2$ = The sum of the squares of Y scores

$\sum xy$ = The sum of the products of X and Y scores for each teacher.

2-Chi- square: It is implemented to find out the significance of differences in the variables of the age, certificate and years of service.

$$X^2 = \frac{(O - E)^2}{E} = X2 = \text{The value of chi - square} \quad (\text{Ferguson, 1991: 245})$$

3-T- Test: It is used to find out the significant differences between the groups in experimental variables and in the pre and post test.

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S^2}{N_1 + N_2 - 2} \left| \frac{1}{N_1} + \frac{1}{N_2} \right|}} \qquad \text{Glass and Stanley (1970 : 295)}$$

Where:

t= The differences.

$\bar{X}_1$ = The mean score of the experimental group.

X_2 = The mean score of the control group.

N_1 = The number of the subjects of the experimental group.

N_2 = The number of the subjects of the control group.

S_1^2 = The variance of the experimental group.

S_2^2 = The variance of the control group.

4-Difficulty Equation: It is used to measure the difficulty level of the post – test items.

$$D = \frac{NF}{NT} x100$$

Where :

D= The difficulty of the item.

NF = Number of false answers.

NT = Number of right answers.

5-Discrimination Equation: It is used to measure the discrimination power of the post – test items.

$$DE = \frac{N_1 - N_2}{N/2} x100$$

Where :

DE= Discrimination power equation.

N1 = The sum of the right answer of the upper group.

N2 = The sum of the right answer of the lower group.

N = The total number of the sample.

(Gronland: 1976: 267-268)

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

4.1 An Introductory Note

At the end of the experiment and according to the procedures mentioned in chapter three, the data obtained from the post-test are analysed in order to determine whether there are any statistically significant differences between the mean scores of the experimental and the control groups concerning the total scores of the achievement test.

Accordingly, the aims of the study, which are to verify the null hypothesis of the research stated in the present investigation, will be achieved.

4.2 Comparison between the Experimental and the control groups concerning the Post – test Scores

According to hypothesis No . 1 which indicates : "There's no significant difference between the mean score of the axperimental group and that of the control group in the post tests".

The mean score of the experimental group is compared with that of the control group in the total scores of the post-test. The mean is found to be (65.695) for the experimental group and (57.782) for the control group.

The "T" test formula is used to find out if there is a significant difference between the mean scores of the two groups .To check hypothesis no. 1, the test for two independent samples is used. The results show that there is a significant difference between the post-test of the experimental group and the post-test of the control group.(see Table 19)

Table (19)

The Mean, Standard Deviation, and "T" Value of the Post-test Scores for Both Groups

Group	No.	Mean	SD	Degree of Freedom	T-Value		Level of Significance
					calculated	tabulated	
EG	23	65.695	8.777	44	2.575	2.021	0.05
CG	23	57.782	11.853				

The above table shows that the material which the experimental group subjects got through the mini-course was useful for the experimental group. For this reason, the null hypothesis – is refused and the other hypothesis can be used to show that there is "a significant difference between the two groups at 0.05 level of significance.

4.3 Comparison between the Pre – test and the Post - test of the Experimental Group

According to hypothesis No . 2 which indicates : "There's no significant difference between the pre and the post test of the experimental group".

The "T" test formula is also used to determine whether there is a significant difference between the scores of the pre-test, which is found to be (52.782), and the mean scores of the post-test, which is found to be (65.695) for the experimental group.(see Table 20) .

The "T" value is found to be (5.731) at level of significance of (0.05), which indicates that there is a significant difference between the two tests' scores. This means that the experimental group did much better in the post-test. This is because of the mini-course that the EL teachers in the experimental group got. Hypothesis no. 2 is rejected, too.

Table (20)

The Mean, Standard Deviation, and "T" Value of the Pre-test and

Post-test of the Experimental Group

Group	No	Mean	SD	Degree of Freedom	T-Value		Level of Significance
					calculated	tabulated	
EG: Pre-test	23	52.782	10.067	22	5.737	2.074	0.05
EG : Post-test	23	65.695	8.777				

4.4 Comparison between the Pre – and the Post – Evaluation Checklist of the Experimental group

According to hypothesis No . 3 which indicates **:** " There is no significant difference between the pre and post evaluation of the teachers of the experimental group ."

It is found that there are statistical differences between the pre- and post- checklist used for evaluation. Hypothesis no.3 states that "There is no statistical difference between the pre-post evaluation checklist."The null hypothesis is refused because the "T" value of the calculated value is (5.737), which is more than the tabulated value (2.021) and therefore another hypothesis is replaced. There is significant difference between the pre and post evaluation of the teachers performance of the experimental group. (see table 21)

Table (21)

The Mean, Standard Deviation and the "T" Value of the Pre-and

Post- Evaluation Checklist of the Experimental Group

Group E . G	No.	Mean	SD	T-Value		Level of Significance
				Calculated	Tabulated	
Pre- Evaluation	23	62.260	10.212	5.737	2.021	0.05
Post Evaluation	23	76.260	6.972			

The EL teachers before the mini-course were teaching Rafidain 1 according to the Audio-Lingual Method, but after 15 days, when the course was finished, the experimental group subjects started teaching the new textbook by using the new methods TPR and CA with the communicative activities and techniques and they succeeded in the job.

4.5 Comparison Between the Pre evaluation checklist for both groups

According to hypothesis No . 4 which indicates :

" There is no significant difference between the pre evaluation of the experimental group and that of the control group "

It is found that there are no statistical differences between the two groups in the pr-checklist evaluation because the calculated "T" value is (0.225) that is less than (lower than) the tabulated "T" value which is (0.521). Consequently, the two groups are equal in performance. Hence, hypothesis no.4 is accepted.(see Table 22) .

Table (22)

The Mean, Standard Deviation and the "T" Value of the Pre-Evaluation Checklist for both groups

Group	No.	Mean	SD	T-Value		Level of Significance
				Calculated	Tabulated	
EG	23	62.260	10.212	4.521	2.021	0.05
CG	23	61.565	6.972			

4.6 Comparison Between the Post – evaluation checklist for both Groups

According to hypothesis No . 5 which indicates :

" There is no significant difference between the post evaluation of both groups ."

This study shows that there is a statistical difference between the two groups for the benefit of the experimental group because the calculated "T" value is (7.036) that is more than the tabulated "T" value which is (2.021). Consequently, the experimental group is better than the control group because of the mini-course that English Language teachers of the experimental group attended for 15 days.

Table (23)

The Mean, Standard Deviation and the "T" Value of the Post-Evaluation Checklist for both groups

Group	No.	Mean	SD	T-Value		Level of Significance
				Calculated	Tabulated	
EG	23	76.260	7.527	7.036	2.021	0.05
CG	23	61.913	6.244			

The EL teachers in the primary schools are teaching Rafidain – Book-1 for the 5th primary classes according to the Audio-Lingual Method which isn't suitable for teaching the new textbook, in other wards it must be taught according to the techniques and the principles of the new Methods that are the TRP and the CA.The EL teachers who attended the mini-course benefited from the knowledge that is given to them by the researcher. They turn to the new methods to teach Rafidain . Book-1 for the 5th primary class that the researcher and two colleagues noticed through evaluating the experimental group subjects while the control group subjects continued to teach the new book using the Audio-Lingual because they did not attended the in-service training course.

4.7 Discussion of Results

The statistical analysis of the results indicates that the mean value of the experimental group is found to be (65.696) which is (7.913) higher than the mean value of the control group .This means that the achievement of the English Language teachers of the experimental group is significantly better(higher) than the control group on the total scores of the post-test. As for the post-test ,the mean score of the expermintal group is (64) which is higher than that of the same group in the pre-test which is 45.6. This indicates that the in-service training that the experimental group attended for 15 days was useful and the results also show the effectiveness of the mini-course.

When the researcher visited both groups to evaluate the job of the subjects, it was clear that the mini-course was hepfull and useful for the teachers of the experimental group.

They performed competent lesson planning, the mastery of interaction skills and they used the communicative techniques and activities that they had tacken in the mini-course.

The expermantal group subjects started teaching Rafidain Book.1 using the new tachniques while the control group subjects continued teaching Rafidain Book.1 using the Audio Linguel Method.

The mini-course was effective for the experimantal group teachers because they do change their teaching behaviours as a result of attending the mini-course for 15 days.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions:

With reference to the results tabulated and discussed in the previous chapter, the researcher has come up with the following conclusions:

1-The results indicate the relative superiority of the experimental group who attended the mini course.

2-From the theoretical point of view, the results uphold the point that the material taught in the training course was effective and useful for the E.L.teachers in the primary schools.

3-From a practical point of view, the results indicate the importance of the in-service training of E.L. teachers.

4-The results also indicate the relative effectiveness of the mini course on the experimental group's performance in their classrooms.

Recommendations: in order to improve the quality of in-service training for E.L. teachers in Iraq .The researcher sets the following.

5.2 Recommendations:

In the light of the results, the researcher states the following recommendations :

1-Identifying the teachers needs.

2- Evaluating the in-service training for teachers.

3-Encouraging the institutes to broaden the teacher education.

4-Encouraging the institutes to improve the practical side in their curriculum.

5-Planning the training courses well.

6-Making E.L teachers to attend in service training courses once every year or once every two years .

7- Encouraging E.L. teachers to attend the training courses.

8-Conducting Intensive courses for E.L teachers of the 6th . primary stage to enable them to teach Rafidain -Book .2.

9-Emphasizing special courses that consternate on testing techniques. This year a new text book is implemented for the 6th. primary stage – Rafidain-Book.2 and E.L. teachers need new techniques for testing the material. The questions of the Ministerial Examination. of the primary stage this year will be based on the two new books (Rafidain-Book .1and Rafidain - Book .2).

10-Observing visits to good E.L. teachers in their classrooms will give help to new teachers to benefit from those experienced teachers.

11-Evaluating teachers is necessary to pin point weak teachers who need training in order to design training courses for them during the summer holiday.

12-Principals should be trained to do their job better especially in evaluating teachers.

5.3 Suggestions:

According to the findings of the relevant literature, the researcher suggests the following studies .

1-The effect of training through mini – course on the performance of secondary school teachers of English .

2-The effect of Rafidain Book.1 on the Ministerial Tests in primary schools.

3-The effect of the check list on the evaluation of English teachers in primary and secondary schools.

4- The effect of the Ministerial Tests on the performance of English teachers.

5- The effect of the demonstration lessons on the performance of English teachers in primary and secondary schools.

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Total Physical Response

Total physical response (henceforth TPR) is a new approach to foreign Language instruction in which students respond physically to commands in the FL. TPR gives importance to listening comprehension , focusing on listening comprehension during early FL instruction . Asher sees that speech diverted to children containing commands that they respond to physically before beginning to speak (Richards and Rodgers , 1988:87) . A baby spends many months listening to people round it before it says a word.

The Principles of the Total Physical Response Method

1. Meaning is made clear through action. Meaning in the target language can be conveyed through body movements. The teacher gives a command in the target language and performs it with the pupils .The teacher issues commands to a few pupils . then performs the actions with them . In the second phase . the students demonstrate their understanding of the commands by performing them alone .

2. The students' understanding of the target language should be developed before speaking . Students can initially learn one part of the language quickly through observing actions as well as by performing them by moving their bodies without saying anything . The teacher and student interaction is characterized by the teacher speaking and students responding non verbally .

3. The imperative is a powerful linguistic device through which the teacher can direct students' behaviour . The teacher sits down and issues commands to students . He changes the order of the

commands. The students should not be made to memorize fixed routines.

4. Spoken language should be emphasized over the written language. Students begin to speak when they are ready. They become the ones who give the commands then they learn to read and write them.

5. Feeling of success facilitates language learning and makes it more effective. One of the main reasons that the TPR was developed is to reduce stress the students feel when studying FL. To accomplish this is to allow learners to speak when they are ready. To relieve anxiety is to make language learning enjoyable by using games and humour.

6. The emphasized language areas . Grammatical structures and vocabulary are emphasized over other language areas . The use of imperative is their frequency in the speech directed to young children learning their mother tongue .

7. Correction should be carried out.. Students are expected to make errors when they first begin to speak . Teachers should tolerate them and correct the major errors only .

The Techniques

The techniques must enable students to listen and respond to the spoken target language commands of their teacher . The major teaching techniques of TPR are :

1. Using commands to direct behaviour . The commands are given to let students perform an action , the action makes the meaning of the command clear.

2. Role reversal . Students start to command their classmates to perform some actions , then they will speak when they are ready .

3. Action sequence . Sometimes the teacher gives three connected commands, e.g., he told. the students to point to the door, walk-to the door and touch the door.

4. The Learners' roles. Richards and Rogers (1984:93) say that the learners have the primary roles , they can listen and perform the commands physically and they can monitor and evaluate their own progress.

5. The teachers' roles. The teachers direct the orders and select supporting materials for their classrooms . The teachers direct the classroom interaction and turn taking and they initiate the learners interactions with others . Teachers allow speaking abilities to develop in learners . (Larsen Freeman, D.) (1986:)

The Communicative Approach

This approach is called communicative approach by many writers . Harmer (1984 :38) points out that because it aims communicating , a great emphasis is put on training the student to use language communicatively . Harmer states that " The communicative approach is then an umbrella term to describe methodology which teaches students how to communicate efficiently".

The Principles Underlying the Communicative Approach

1. Language is essentially a means of communication . The goal of teachers is to help their students to become communicatively competent, e.g., to use the language appropriately to a given social context . The students need knowledge of the linguistic forms , meanings and functions.

2. Language is an individual process . The selection and grading of the syllabus. Items relies on the needs- of the learners who should be trained in how to express their own needs .

3. Language is a social process . The communication process requires interaction with other people in social context . Teachers must create situations where pupils communicate with each other .

4. The use of language is something enjoyable . Students use the language through reliance on pleasant activities such as games, role - plays , Problem - solving , tasks , cross words , riddles and other activities that students enjoy doing inside the classroom .

5. Students work on the four skills from the beginning . Oral communication takes place through communication between speaker and listener and the meaning is thought to be derived from the written word through an interaction (communication) between the reader and the Writer . Therefore , the four language skills must be integrated . Students listen to some texts , take some notes , read some texts and take part in discussion .

6. Consolidation is of vital importance in teaching . language learning requires constant review and reinforcement . The teacher is advised to end his lesson with a game , a song so that pupils may repeat these activities outside the classroom .

7. Evaluation is accomplished by using an integrative test , Teachers evaluate their students' accuracy as well as their fluency . The student who has the most control of the structures and vocabulary is not always the best communicator . A teacher can evaluate his students', performance by asking them to write a letter to assess their writing skill . Errors of form are tolerated and seen as natural outcome of the development of communication skills.

The Learners' Roles

The role of the learner as negotiator between the self , the learning process and the object of learning . The pupils are actively engaged in negotiating meaning to make themselves understood even when their knowledge of the FL is incomplete . They learn to communicate by communicating with each other. Littlewood (1981 :38) states that the learners can increase their own individuality in discussion .

The Teachers' Role

1. Controller

The teacher controls what the students do and what they speak or write (use the language) . This control is not necessarily the most effective role for the teacher to adopt during the communicative activities

2. Assessor.

The major job of the teacher is to assess (decide) the students' work to see how it is performed and how well they perform it . During the production stage, the teacher will be correcting the students errors and mistakes . His job is to see where the mistakes occur and helps students realize their mistakes and correct them. When students are working in pairs in a controlled situation, the teacher will correct the mistakes without destroying the atmosphere since he is not stopping the activity.

3. Organizer

The most important role of the teacher is an organizer . The success depends on good organization and on the pupils knowing what to do . A lot of time can be wasted if the teacher gives the pupils confusing instructions . The teacher can organize the activity (to tell them what they are going to do) (to talk or to read) to organize feedback when it is

finished, It is wise to plan out what the teacher is going, to do (to say).

Teachers should make sure that the pupils have understood what they have to do . In the primary level, the pupils language can be used , the teacher should plan to do what his pupils need . The organization of the activity and the instructions the teacher gives to his pupils are the most important when the pupils can not perform their task .

4. Prompter

The teacher needs to encourage his pupils to participate . When they stop or are confused, here the teacher's important job is a prompter . He can encourage the pupils to ask each other and to know what the question may be . when the pupil can not answer and in stimulation , the teacher can prompt the pupils with information they have forgotten .

5.Participant

In simulation , the teacher can play a role as a participant . The danger here is that the teacher can improve the atmosphere in the class. He can help pupils participate with someone who speaks better than them.

6-Resource

When pupils are engaged in the activities , the teacher has to do two things :
 a. To be aware of what is going on in the classroom .
 b. To be a resource centre.

The teacher should always be ready to help if he is needed because of his good language . In some activities like communication games , the teacher should not interfere . In pair or group discussion and in writing individually , the teacher should make it clear to be resource centre of information , if the pupils need that information .

7. Observer

The teachers can observe the children when they are working alongside them, but the nature of their observation is different. Children react and respond to different ways when teachers work alongside them , and if teachers want to show how children work independently and alongside their peers, they need to remove themselves from the situation

Teachers can collect information when they observe the children at work . The knowledge they gain enables them to plan for more appropriately for the individual child , group or class the next day . Time is actually saved because teachers are able to differentiate their planning on the basis of their increased knowledge about the children in their class.

Techniques of Presenting Language Material Communicatively

The techniques aim at helping pupils to be involved in activities to achieve better learning . (Larsen Freeman, D.) (1986:   ).

1.   Dialogue

The dialogue to be presented and practiced inside the classroom should be short, interesting and the patterns can easily be understood by the pupils .

2.   Scrambled Sentences

The students are given a passage in which the sentences are in a scrambled order . They are told to unscramble the sentences so that the sentences are restored to their original order . The students may also be asked to unscramble the lines of mixed- up dialogue .

3. Language Games

Language games are used. in language classes as techniques for stimulating, interest and to break the routine of working hard . Properly designed games give students valuable communicative practice because they have the features of information group , choice and feedback .

4. Role Play

Role-plays are very important because they give students the opportunity to practice communication in different social contexts and social roles .

5. Problem - Solving Task

The students have information or work together in small groups using the target language to discuss and arrive at the appropriate solution .

6. Jigsaw

The students listen to different taped material and then communicate their content to others in the class .

7. Realia

The language - based realia can include : magazines , advertisements , newspapers and visual sources .

8. Slides

Showing slides which the students attempt to identify .

9. Locating (Maps)

Learners are required to place items into their appropriate location , e.g., completing a map from given descriptions .

10. Picture - Strip Story

A picture strip story is cut up into separate pictures to each member of a group without seeing each others picture . The learner can reconstruct the story .

11. Listening to stories and completing them with appropriate solutions or reading stories and then answering comprehension questions on them .

Students Grouping

1. Lockstep

Lockstep is the class grouping where all the students are working with the teacher , all the students are " locked into " the same rhythm place the same activity . Lockstep is the traditional teaching situation where the teacher controlled session. is taking place . The accurate reproduction stage usually takes place in the teacher acting as controller and assessor.

Lockstep has certain advantages , Where all the pupils are concentrating and the teacher can be sure that every one can hear what is said , and every student is getting a good language model from the teacher .

2.Pair Work

Pair work seems to be a good idea because it increases the amount of students' practice . Pair work allows the students to use language and encourages them to cooperate that is good and important for the atmosphere of the class and for the motivation it gives to learning . The teacher is an assessor, prompter or resourcer .

Certain problems occur with .pair work because students can use their native language in mono lingual groups . If students are motivated , they can use English . As students get used to working in pairs , the teacher can extend the range of activities being offered .

3.   Group Work

Group work is an attractive idea for a number of reasons . Just as in pair work we can find the increase in the amount of student talking time and emphasis can be placed on the opportunities it gives to students to use the language . In order to communicate with each other, when all the students in the group are working together to produce an advertisement,

they will be communicating and. cooperating among themselves . They
will be teaching, and. learning in the group.

Group work is more dynamic than pair work . There are more people
to react with and against in a group and therefore a greater possibility of
discussion can be achieved.

Teaching the Productive Skills

Communication between people is a complex phenomenon . When
two people are engaged in talking , the reasons could be :

1.A person wants to speak .

2.He has a communicative purpose .

3.He selects from his language store .

4.He wants to listen to something .

5.He is interested in communicative purpose of what is being said .

6.He processes variety of language .

Non Communicative -Activities	Communicative - Activities
1. no communicative desire	1. communicative desire
2. no communicative purpose	2. communicative purpose
3. form not content	3. content not form
4. one language item	4. variety of language items
5. teacher intervention	5. no teacher intervention
6. material control	6. no material control

Stages in Language Teaching

1. Introducing. New Language

It is an activity that falls at no - communicative end of our continuum. The teacher will work with controlled techniques asking students to repeat and perform drills . He insists on accuracy correcting the pupils' mistakes .

2. Intake Practice

Students performing may have communicative purpose , while they are working in pairs , there may be a lack of language variety and the materials may determine what they do and say . During practice stages , the teacher may intervene to help . Practice activities have communicative and non - communicative features .

3. Output / Production

It is the final stage of learning in which students start to use the language they have already recognized and practised in the two previous phases (steps) . The pupils practise the language freely with little help from the teacher. The teacher role in the phase is the organizer of the activity , a helper and observer .

Characteristics of Language Use Communicatively

The essential features of language use communicatively are :

1. Authenticity Based .

The language material used should be as realistic as possible . An authentic text is made by real / speaker writer for a real purpose . The language material to be presented to the pupils should be taken from magazines and newspapers.

2. Unpredictability and-Choice

In- real life situations,, listeners do not know what the speakers are going to say unless they speak . An information gap exists when one person in an exchange knows something that the other person doesn't.

3. Interaction based

This means that there are parties who interact with each other to fulfill the act of communication, which is based on sending and receiving messages.

4. Purposefulness.

True communication is purposeful . When people use language, they have certain purposes behind it.

5. Context

No real language use happens out of context . To say something is always associated with certain situations that necessitate the appropriateness of saying that thing . A good language learner must be able to handle appropriacy in terms of two contexts :

a.   Context of situation.

b.   Linguistic context.

Communicative Language Testing

The major problems that are raised by the current structural - objective approach to language testing may be summarized as follows

1. When devising the test , we need to look at the whole field of communication and not restrict our task to the counting up of easily devised and easily assessed bits of lexical and grammatical items .

2. Devising separate test of the four skills of listening , speaking , reading and writing and their specification in the test content in terms

of productive / receptive and oral / written may not map a learner's mastery of the language

3. Any language test which lacks detailed and systematic specification of the purpose behind learning a language and- the context in which the language is to be used by the person concerned is not effective or satisfied .

Characteristics of Communicative Language Testing

1. It has to be concerned with establishing its own validity as a measure of those skills it measures .

2. It has to rely on qualitative not quantitative modes of assessment.

3. Authenticity is an important aspect.

4. The tasks have to be global .

For example , cloze tests could be combined with multiple choice .At each gap , instead of having a blank , three or four choices could be supplied , only one of which will suitably fill the gap.

Example

Dear Sir

Last Saturday a friend of mine and I were spending a pleasantafternoon in the garden when some ... 1 ... started making an....... 2 ..... noise in the street outside . I went to ask them what was ..... 3 ... on , and they explained that they were digging up the road to ... 4 .. the gas pipes . I fully understand the gas ...... 5 ..... cannot send workmen only at times ... 6 ... to me but I feel very strongly that... 7 ... is the wrong day to choose .

Yours faithfully,
Miss J. Brown.

1. a. man   b. women   c . boys

2. a. dreadful.   b- awful   c.. terrible

3.a- going-   b. making   c. happening

4. a. make-   b. do   c. repair

5. a. company   b. service   c. workshop

6. a. right   b. suitable   c. convenient

7. a. today   b. Saturday   c. Sunday

Planning

All textbooks at primary stage start by introducing new language and then follow a sequence of practice combining the new language with the language the pupils already have known . Reading and listening generally have a set place in the sequence and each unit looks more or less like those that come before and after it. Teachers have to finish the textbook and teach different classes.

Teachers will find it boring to teach the same book in different classes for many years . By teaching the same activities in the same order again. and again ,even when there are the best books , students may find the study " of language less motivating and it is a routine . Textbooks are not written for a class . Each class is different from any other , students need to be treated individually .In any class there are different personalities with different ways of looking at the world . The activity that is appropriate for one pupil will not be ideal for another .

Good lesson planning is the art of mixing techniques , activities and material in such away that an ideal balance is created for the class . If the teacher has large variety of techniques and activities that he can use with his students , he can then apply himself to the central question of lesson planning .

A well - prepared teacher needs to know about he job before he can start making successful plans. There are six areas of necessary knowledge

1. The Language

The teacher must know the language he is to teach his pupils (to use the language himself and have insight into the rules that govern the form of its use).

2. The Skills

The teacher needs to know the skill he is going to ask his pupils to perform. If he cant write a report himself, he should not ask his pupils to do it.

3. The Aids Available

The teacher must know what aids to use (that are available and appropriate) for the pupils' level : wall pictures , flashcards , tapes . tape recorders , overhead projector and the black board .

4. Stages and Techniques in Teaching

The teacher needs to know and recognize different teaching techniques and stages . He should know the differences between accurate reproduction and communicative activities . He should know the stages the textbook he is using so that he realizes when an activity is controlled rather than free . He must have a working knowledge of the issues .

5. A Repertoire of Activities

The well - prepared teacher has a long repertoire of activities for his classes . He can organize presentation and controlled output practice , he can direct students in the acquiring of receptive skills and organize communicative activities . This repertoire of activities enables him to have varied plans and achieve activities balance .

6. Classroom Management Skills

The Visual Aide

Visual aide are things that teachers bring for the pupils to look at and talk about. They play an important part in teaching English, as a F.L.

Some visual aids are simple, cheap and valuable that teachers can make them. Aziz(1973:28) points out that visual aids improve remembering , speed language learning and give meaning to words they help in giving information . They are very useful in teaching .They are :

1.Pictures: pictures can be used effectively to teach language . They provide a great deal of information at a glance .

2.The blackboard: it is the most versatile visual aids . It should be erased before beginning the lesson. Lado (1964:196) points out that teachers in primary schools use coloured chalks.

3.Flash cards: they are sets of cards with a word, phrase or picture that have been used for many years .

4.Charts: wall charts have been used successfully for many years. They have great advantages for oral practice

5.Television: it is important in second language teaching . Through television a good teacher and a good model can be used for all pupils .

6.Motion pictures: they combine pictures with movement .colours and sound.

7.Overhead projector . film strips . slides and slide projectors are other visual aids .

The Techniques of Total Physical Response Method

1. The-teacher and a pupil

Teacher: Mazfn, walk to the: blackboard. (Mazin gets up and goes to the blackboard)

Teacher: write your name on the blacboard-.

2. Teacher: Stand up

   Teacher: sit down

   Teacher: Hands up

   Teacher : hands down .

………………………………………………………………………………..

3. Teacher : takeout pen .

   Teacher : take out a piece of paper .

   Teacher : fold the paper . Put it in an envelope.

   Teacher : put a stamp on it. Mail the letter .

4. Teacher : Alt, walk to the blackboard . Clean the blackboard. Open the window .

   Close the window and sit down .

………………………………………………………………………………..

The Techniques of Communicative Approach

I. Dialogue

   Suha : Excuse me .

   Mazin : Yes ?

   Suha : Could you tell me where the post office is , please ?

   Mazin : I'm afraid , I don't know, sorry .

   Suha : Oh Alright. Never mind .

………………………………………………………………………………..

   Nada: Excuse me. Could you tell me where Al-Rafidain Bank is , please ?

   Ali: Pardon ?

   Nada: Could you tell me where Al- Rafidain Bank is ?

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Alil: Yes, it is in AI-Rasheed Street.

Nada: Al-Rashid Street.Thanks.

****

Jack: It's coffee time!

Jill: Well. That's a cafeteria. It's nice and modern!

Jack: Would you like a cup of coffee?

Jill: Yes, please.

Jack: And a biscuit?

Jill: No, thanks. Just a cup of tea.

****

Lena: That's a good picture, Sami.

Sami: Oh, thanks. I'm an art student.

Lena: Are you? Where do you study

Sami: I'm at college in London.1 work here in the holiday.

****

The class learn and practise the examples(Ask each other)

What do you do'? I'm a salesman.

Where do you work? 1 work in a shop.

Where do you live? I live in London.

****

Charles: Could I have another cup of coffee, please?

Dorothy :Yes, of course. What about you Janet?

Janet: Not for me, chanks.

Dorothy: Here you are, Charles. Sugar and milk.

Charles: Yes, please.

****

Henry: Pass me the soup, please. Susan.

Susan: Sure.Here you are.

Henry: Thanks .Oh, and a spoon, please.

Susan: I'm sorry. Anything else?

Henry: No, thank you.

****

2-Scrambled Sentences

-Monty tried talking to her; but she didn't listen to him because she was reading newspapers.

- And Monty felt a little better.

- He burst into tears.

- Monty's mother held him and said, "You have got chicken-pox."

- Monty's mother was a very busy doctor.

- He showed her the little , red spots all over his body.

- When she came home, all she wanted was to put her feet up and to have a cup of tea.

- She spent her mornings in the hospital and she spent the afternoons visiting sick people.

****

-He works in a school in Kent and lie teaches languages there.

-In this school the first lesson usually starts at 9 o'clock.

-The Woods do not live in Kent.

-Henry Wood is a teacher.

-Mr. Wood is married with two children: David and Sally.

-They live in a place called Seven Oaks.

-Mr. Wood goes to work by train.

****

3-Language Games

describe and arrange.

4-Role-Play

It gives the pupils an opportunity to. practise communicatively.

- You arrive at a small hotel one evening, you meet the manager and ask if there is a room vacant As the price including breakfast. Say how many nights you would like to stay and where you can park your car for the night. Say what time you would like to have breakfast.

- You are the manager (ess) of the hotel .You have a single and a double room vacant for tonight .The prices are £8.50for the single room , £15.00 for the double room .Breakfast is £1.50 extra per person. In the street behind the hotel there is n free car park. Guests can have tea in the morning for 50 p.

- You wish to buy a car. You are in a showroom (garage) looking at a second hand car that might be suitable .You decide to find out more about it How old it is? Who the previous owner was ?. You can pay at about £900 in cash.

- You are a car salesman. You see a customer looking at a car in the showroom (garage).The car is two years old and belongs to the owner of the shop. The firm offers a three months guarantee and can arrange hire purchase. The price you are asking for the car is £1400.

5.Problem Solving

The teacher can use a pack of cards in which each card shows a picture of an object or person. Each member of a group must select a card at random from the pack. Together the group must devise a story that links all the objects or people on the cards.

The pupils are asked to imagine that they are going on three-day camping trip in the mountains. Each person can carry only 25 pounds in weight. Groups must decide what they will take from the list below:

6LB	Sleeping bag	3 LB	Extra pair of shoes
3LB	Pack	6LB	Water container (full of water)
1LB	Pillow		
6LB	Small book to record what you see	4LB	Camera
		6 LB	3-day supply of food
8 LB	Swimming suit	100 oZ	Towel +soap
4 LB	Toothpaste	12 oZ	matches
2 LB	Toothbrush	12 oZ	Plate, fork, knife, spoon.
1 LB	Pot to cook in		
1 LB	flashlight	2 LB	Extra set ofclothins

****

The Information -Gap

Classroom A		Classroom B	
1 Desks	20	Desks.	25
Chalk		Chalk	
Windows	2	Windows	4
Lamps	3	Lamps	2
A glass of water		A glass of water	
Tables	2	Tables	
pupils	40	pupils	

How many .....?

How much .....?

Store Inventory A		Store Inventory B	
Apples	15 kilos	Apples	
Bananas		Bananas	5 kilos
Coffee		Coffee	12 kilos
Pears	10 kilos	Pears	
Cheese		Cheese	5 kilos
Oranges	15 kilos	Oranges	
Butter		Butter	4 kilos
sugar ,	3 kilos ;	sugar	

How many kilos of apples arc there?

How much sugar is there?

This exercise consists of four possible stages. First the pupils match a cue, verbal or non-verbal, with a paragraph of text. Then, optionally, they read a paragraph and from it produce a cue of the same sort as they used in stage one. Thirdly, the pupils .are given a cue that forms basis of a piece of writing. Finally, the pupils may be asked to produce cues of their own and a matching paragraph on a separate piece of paper. Pupils then exchange cues and a further set of paragraphs is produced. A comparison between the two paragraphs produced from the same cues is a source of much discussion.

1. Yesterday Mark took a taxi into a town, lie bought an umbrella because it was raining .He also bought some flowers for his wife. He spent 50 dinars. He went back home at 6 p.m. He felt tired but happy.

2. Yesterday Tom took a bus into town. It cost one dinar. He bought an umbrella because it was raining .He also bought some flowers for his wife. They were very expensive. He went home at 5.30 .He was tired but happy.

3. Yesterday Jim took a taxi into town .It cost one dinar. Because it was sunny he bought a pair of sunglasses. He also bought a box of chocolates for his wife. He went home at 6 p.m. and gave the chocolates to his wife. She liked them a lot.

4.Yesterday Paul took a bus into town. It cost one dinar. It was very sunny so he bought a pair of sunglasses .He bought some flowers for his wife. Then he went home and gave them to his wife. She liked them a lot and so Paul felt happy,

Now write paragraphs for these pictures (E,F) Use your imagination as much as possible.

Unjumble the Towns

On two different blackboards, the teacher draws blank maps of a country using dots to show the position of some cities. Alongside the maps are the jumbled names of cities that are indicated on the map by dots. Team members take turn unscrambling the city names and filling them in on the map .The first team to complete the whole map is the winner.

Games for Practising Numbers

1.Ten previously introduced numbers are written on the chalkboard in random order. The teacher tells the pupils that they will say one of the numbers on the chalkboard, but they will not hear which one. Pupils are then urged to watch carefully, otherwise, they will not discern which number is being mouthed (spoken without sound) by the teacher. The teacher mouths a number and he calls on a pupil. If the child has read the teacher's lips correctly, the child is awarded a point.

2.Two pupils are selected to go to the chalkboard .The teacher says number, and both students write that number as quickly as possible. This is done four times, and on the fourth try, the first student to write the number spoken by the teacher gets to stay at the chalkboard .A different pupil is selected to compete against the current winner, and so on. Ten minutes is ample time for this activity. If both children write an incorrect number, then two different students are asked to take their places at the chalkboard.

3.A portion of the chalkboard is divided into two parts with a long vertical line. The same numbers are written on both sides of the line, as shown below.

1					5		6	
	8	4 6	2	10	1	10	8	
7 5	9			3	3 2 7		9	4

Two pupils are chosen to go to the chalkboard. The teacher says a number, and each student must point to that number on his side of the chalkboard .On the third try, the first pupil to point to the correct number gets to play again. A different pupil is selected to complete against the previous winner and soon. Ten minutes is ample time to for this activity.

4.The chalkboard is divided into sections, [lie teacher writes and orally identifies a different number in each section. The teacher calls on a pupil, the teacher says a number, and the pupil writes that number in the appropriate section. This procedure should be repeated about 5 times for each pupil. Eventually, the chalkboard might look like this:

7			9			6			4			1		
7	7	7	9	9	9	6	6	6	4	4	4	1	1	1
7	7	7	9	9	9	6	6	6	4	4	4	1	1	1
7	7	7	9	9	9	6	6	6	4	4	4	1	1	1
7	7	7	9	9	9	6	6	6	4	4	4	1	1	1

After the chalkboard is filled with numbers, the teacher calls on a pupil, the teacher says a number, and the pupil erases the number from the appropriate section. The appeal of this activity for many young pupils is that the children enjoy darting from one end of the chalkboard to the other and erasing the numbers said by the teacher. Consequently, a very quick pace is essential for the success of this activity. Each pupil should erase 5 or 6 numbers .If pupils erase the wrong number, a different pupil is selected.

5.The class is divided into two groups. Individual team members alternate, taking turns through out the game. The teacher writes ten numbers on the

chalkboard and then says, I am thinking of a number on the chalkboard. A volunteer is selected and asks the teacher Is that the number? If the pupil guesses incorrectly, a member of the opposing team gets a turn, and so on. One point is awarded for each guess if it is correct .The first team to score five points is declared the winner.

If a pupil incorrectly identifies a number, the teacher cues the entire class to identify the number chorally. After all the numbers are drawn, they are shuffled and put back into the box.

6.Two identical sets of flash cards that feature the numbers to be taught are needed for this game. Each set of flash cards should be placed face down on a desk or chair in front of the classroom.

Two children are chosen to come to the front of the room, and each is to stand behind one of the sets of flash cards. The teacher then calls out a number. The pupil muse look through their respective piles and hold up that number. This is done three times, and on the third try, the first child to hold up to the correct number gets to play again. Then another pupil is selected to compete against the winner, and so on. Ten minutes is ample time for this activity.

The following test items are global and contextualized.

1.Listen to the following passage and then write a summary to it.

2.Read the following passage and suggest a suitable title.

3.Read the following passage and then answer the questions on its content.

4.Fil1 in each space with a, the, an, some.

Mr. Smith: What ….. lovely baby.

Mrs. Brown: This is …… interesting story.

Mrs. Smith: Take -—book and put it on the desk.

Mr. Brown: There are —pupils in the classroom.

5.Fill in each space with a suitable word:

Mother: What have you ….. doing, all morning?

Daughter: I have ….. washing dishes.

Mother: ….. Alice ….. you?

Daughter: Yes, ….. is.

6.Fill in the blanks with the prepositions: in, with, at, on.

1.I'm very pleased——your work.

2.They are sitting— —the living room.

3.They will arrive ——Sunday.

4.He is looking ——that beautiful picture.

7.Replace the underlined words with words in brackets and make all necessary changes:

1.Usually, he gets up at 7.(yesterday).

2.He plays football everyday. (now).

8. Encircle the letter of the correct answer:

l.How—books are there?

  a. much   b. many   c. a lot of   d. many of

Fill in the blanks with suitable words:

     Jack Smith ….. born ….. April 14th, 1920 , ….. Kent ….. Southeast England. He had two brothers ….., and one sister. His father was ….. Jack went ….. America in 1945.

Fill each of the numbered spaces with a suitable word:

     Nada is twelve years…1…. She is tall…2…..thin. Suha…..3…..Nada's sister.

…..4…..is fourteen .She is—5…..than Nada.

Study this postcard and then complete the sentences below:

<p align="right">28th July</p>

Dear Jul and Steve,

We're spending a wonderful holiday in Paris. The sun shines every day, and I'm thinking about you at home. At the moment, Tom's swimming in the pool, Suha and Bob are playing and I'm drinking a glass of orange juice.

<p align="right">Love</p>

<p align="right">Tom, Bob, Susan, Jane</p>

1. ….. wrote this postcard.

2.The weather is …...

3. ….. is drinking orange juice.

4.Bob, Tom, Susan, and Jane are in …...

Match each sentence with the appropriate picture.

……….. l.It's a high, narrow table.

……….. 2. It's a low, narrow table.

……….. 3. It's a high, wide table.

……….. 4. It's a low, wide table.

Read these personal details about John Smith:

Family name: Smith

First name: John

City: Kent

Age : 14

School: Kent Secondary School

Brothers and sisters: 1 brother (Tom)

2 sisters (Mary, Anne)

Language: English, French

Hobbies: football, stamps

Likes: fish, television.

Dislikes: meat, theatre

I. Now fill in the blanks, with suitable-words:

John Smith is ...old man and ...in Kent. He goes to .... He... sisters but he .... one brother .called..... He .... English and.... He .... Football and stamps. He dislikes.... and.....

2.Write a similar paragraph about your friend.

Maria Shirak

Maria is French. She's twenty years old. She lives at 46 High street. She wants to learn English at the centre for four weeks. She doesn't want to learn English all the time. She wants to do other things, too. She doesn't have a telephone.

Family name .... First name ....

Nationality.... .... Age ....

London address ....

How many weeks of English do you want?

Telephone No. ....

Complete this table following the example given in the first line:

Verb	Noun
Teach	Teacher
Sail.	
Work	
	Actor
Build	
	Singer
Drive	

Re-write the following sentences replacing the underlined, words by the words between brackets and make any necessary changes.

It is 8 O'clock <u>in the- Morning</u> (at night) . Suha and Samir are <u>in the School</u> (at home) .They are <u>watching T.V</u> . (sitting in the Classroom) . Suha is <u>drawing a map</u> (Writing a letter) . Samir is <u>cleaning the blackboard</u> . (reading a book) Their father is reading a <u>news paper</u> (story).

Appendix (3)

The schools:

	Rusafa / 1	Rusafa / 2	Karkh / 1	Karkh / 2
1.	Al-Amal primary school	Al-Fasaha primary school	Al-Waakidi primary school	Thi-Qar primary school
2.	Al-Muhaj School	Al-Wattan primary school	Al-Izdihar primary school	Al-wiam primary school
3.	Al-Hareeri School	Al-Sharq primary school	Al-Siyada Al-Wataniya primary school	Al-Bayaa primary school
4.	Al-Adhamia School	Al-Hathar primary school	Khalid bin Al-Waleed primary school	Omar primary school
5.	Al-Izza School	Al-Ibtikar school	Al-Azhar primary school	Al-raya primary school
6.	Al-Rusafa School	Al-Wihda Al-Arabia primary school	Al-Shomookh primary school	Al-Doura primary school
		Ibn-Al Khateeb primary school	Al-Muhaj primary school	
		Al-Hurriya primary school	Al-Mamoon primary school	
		Wassit primary school		
		Al-Hannan primary school		

Total = 30 Schools

Appendix:
The Initial Farm of the Checklist
(4)

	Teacher/ Character	Good	Satisfactory	Weak
.	Having a gentle character			
.	Having a clear language			
.	Being relaxed, and-not stressed.			
.	Communicating Simply and effectively			
.	Contacting with the pupils.			
.	Explaining any difficult points.			
.	Keeping the pupils always active			
.	Considering individual differences			
.	Allowing the pupils to negotiate.			
).	Encouraging his / her pupils to use the F.L.			
.	Giving the pupils the aim of the activity.			
.	Keeping the class in good order.			
.	Having the ability to communicate with the pupils			
	Professional / Teacher Competence			
.	Teaching Various activities after giving the aim of the activity.			
.	Having a Comprehensive plan.			
.	Reviewing the previous lesson .			
.	Using different teaching techniques in teaching			
.	Giving clear and simple instructions to the pupils .			
.	Using different teaching aids in the classroom			
.	Giving clear and simple instructions to the pupils .			
.	Using the chalkboard and arranging the material on it.			
.	Monitoring the strengths and weaknesses of his pupils			
).	Enabling the pupils to achieve satisfaction .			
.	Involving *the* whole class in communicative activities			
.	Speaking in away that is easy to understand.			

13.	Checking his pupils to master the items before moving to the next one.			
14.	Presenting the. lesson appropriately.			
15.	Checking the pupils written work-			
16.	Engaging the pupils' in acquiring new information That is important to them.			
17.	Having the ability to use certain essential teaching skills.			
	Teacher/ Pupil interaction			
1.	Monitoring the pupil's pronunciation.			
2.	Communicating simply and effectively,			
3.	Guiding his pupils to work in pairs or groups.			
4.	Involving the pupils in language games.			
5.	Giving the pupils the opportunity to take part in communication.			
6.	Showing evidence of preparation and practice.			

Appendix (5)

The Final Form of the Checklist

*Teacher/character.

1-Having a gentle character.

2-Having a clear Language.

3-Being relaxed and not stressed.

4-Considering individual differences.

5-Encouraging his/her pupils to use the F.L.

6-Keeping the class in good order.

*Professional/Teacher Competence.

7-Having the ability to communicate with the pupils.

8-Teaching various activities after giving the aim of the activity.

9-Having comprehensive plan. (yearly and daily plan).

10-Reviewing the previous lesson.

11-Using different teaching aids in the classroom.

12-Giving clear and simple instructions to the pupils.

13-Using the chalkboard and arranging the material on it.

14-Monitoring the strengths and the weaknesses of his pupils.

15-Enabling the pupils to achieve satisfaction.

16-Involving the whole class in communicative activities.

17-Checking his pupils to master the items before moving to the next one.

18-Presentingthe lesson appropriately.

19-Checking the students' written work.

20-Using different teaching techniques.

* Teacher/Pupil Interaction

21-Monitoring the pupil's pronunciation.

22-Communicating simply and effectively.

23-Guiding his pupils to work in pairs or in groups.

24-Involving the pupils in language games.

25-Giving the pupils the opportunity to take part in communication.

(Appendix) (6)

The Initial form of The questions

Task1 A Try to design a conversation using- the followings

A. Place - School, Time - morning , Participant - pupil – teacher.

B. Which is the "odd man out" in the followings :

a. Good morning	seven	mother	book
b. Good afternoon	ten	father	bag
c. Good night	twelve	tiger	pen
d. Good evening	third	Sister	elephant

Task 2 Match the questions in list A with their responses in list B :-

A . What's your name ?   its 6 O'clock .

    Is your name Bob ?   She's a ....

    What's She ?   Yes , he is .

    What's the time ?   Fatima .

                   Yes , it is

B. Design (5) open ended questions for this passage :

     The flat is very untidy . There are dirty glasses, cups and saucers all over the room . On the table, on the .Shelves, under the chairs and on the floor. Suha and Nada have to clean quickly because their friend is coming.

Task 3 Complete with the right words or expressions : -

A. l. Good mornings

    _____

    2. Hello , Ali, How are you ?

    _____

3. What's the time Suha ?

Suha,————————

B. Complete the followings .

1.Tom and Bob ————————pupils

a.   b.   c.   d.

2. Nada , That's my sister ——-——-———— is Muna .

a.   b.   c.   d.

Task 4 Design questions for the following answers :

A   1. It's the seventh of March

2. I live in Mosul .

3. Her name is Fatima

4. It's Sunday.

5. They are blue balls .

B. Write a daily play for unit" 4 " Rafidain Book1.

Task 5 How do you teach the followings :

A . Stand up - Sit down .

Hands up - Hands down .

B. Re - Write in Cursive .

We love our country .

C. Why do we teach Communicative activities ?

Task 6 Write a composition about (60) words on " A holiday in the North of Iraq. "

Appendix *(7)*
The Final Form of " The Questions "

Task 1 Design a conversation using the followings :

A.   Place - School, Time - morning , participant - pupil, teacher

B.   Why do teachers use the visual aids ?

Task 2 Match the questions in list A with their responses in B

A.

What's your name?   It's 6 O'clock.

Is your name Bob?   She's a ....

What's She ?   Yes , he is .

What's the tine?   Fatima.

                    Yes , it is .

B. Design (3) open - ended questions for this passage :

The flat is very untidy. There are dirty glasses cups and saucers all over the room, on the table, under the chairs and on the floor. Suha and Nada have to clean the flat quickly because their friend, John, is coming .

Task 3 Complete with the right words or expressions :

A 1. Good morning.

    _____

2. Hello Ali How are you ?

    _____

3. What's the time , Suha ?

Suha,—————————————

B. Write the options for the followings :

1. Tom and Bob are pupils .

   a.   b.   c.   d.

2. Nada , That's my sister. ————————— is Muna .

   a.   b.   c.   d.

C. Design 4 questions for the following answers :

1.It's the seventh of March .

2. 1 live in Mosul.

3. Her name is Fatima .

4. It's Sunday .

5. They are blue balls .

Task 4 . A. Write a daily plan for unit" 4 " Rafidain B.I.

    B . How do you teach the followings :

      Stand up - sit down

      Hands up - Hands down .

    C. Why do we teach communicative activities ?

Task 5 A . Write a composition about (60) words on

      " A holiday in the North of Iraq "

    B . Re - Write in cursive using the punctuation marks :

yesterday john smith left his home at eight O'clock as usual he said good bye to his wife and got into his car it was raining heavily

Task 6 Re - arrange the following sentences so as to make
a continuous Paragraph :
1. Babar ran away because he was afraid of him . .
2. In the great forest a little elephant was born .
3. Then a hunter ran up to catch poor Babar .
4. Soon he was playing with other baby elephants .
5. His name was Babar.
6. He Killed Babar's mother

Appendix (5)

The Final Form of the Checklist

*Teacher / character.
1-Having a gentle character.
2-Having a clear Language.
3-Being relaxed and not stressed.
4-Considering individual differences.
5-Encouraging his/her pupils to use the F.L.
6-Keeping the class in good order.

*Professional/Teacher Competence.
7-Having the ability to communicate with the pupils.
8-Teaching various activities after giving the aim of the activity.
9-Having comprehensive plan. (yearly and daily plan) .
10-Reviewing the previous lesson.
11-Using different teaching aids in the classroom.
12-Giving clear and simple instructions to the pupils.
13-Using the chalkboard and arranging the material on it .
14-Monitoring the strengths and the weakeness of his pupils.
15-Enabling the pupils to achieve satisfaction.
16-Involving the whole class in communicative activities.
17-Checking his pupils to master the items before moving to the next one.
18-Presenting the lesson appropriately.
19-Checking the students' written work.
20-Using different teaching techniques.

* Teacher/Pupil Interaction
21-Monitoring the pupil pronunciation.
22-Communicating simply and effectively.
23-Guiding his pupils to work in pairs or in groups.
24-Involving the pupils in L.games.
25-Giving the pupils the opportunity to take part in communication.

Appendix (8)
College Instructors

The Names	College
1. Mr. Abdul Jaleel Jasim	College of Education / Ibn Rushd / Baghdad University .
2. Mr. Abdul Kareem Fadhil	College of Teachers .Al- Mustansiriya University .
3. Dr. Abdul latif Al – Jumaily	College of Arts . Baghdad University
4.Dr. Bushra Mustafa	College of Arts/ Al – Mustansirya University
5.Mrs . Lamia AL – Ani	College of Education / Ibn Rushd Baghdad University
6.Dr.Nahida AI – Nasiri	College of Teachers /Al –Mustansiriya University
7.Mrs . Najat Al – Jubouri	College of Education for women / Baghdad University.
8.Dr . Omran Mousa	College of Education Ibn Rushd .. / Baghdad University.
9. Mr . Saad Salal	College of Teachers /Al –Mustansiriya University
10.Mr . Salam Hamid	College of Education / Ibn Rushd / Baghdad University .
11. Mrs . Shatha Al – Sa'di	College of Education for women / Baghdad University .

Supervisors and Experts

The Names	Institution
1. Mr . Ahmed Ali	Specialist Supervisor / Rusafa /2
2. Mr . Faiq Sukar	Specialist Supervisor / Rusafa /2
3. Miss . Ibtisam R. Sarsam	Specialist Supervisor / Karkh /1
4.. Miss .Ilham Abdul Qudir .	Specialist Supervisor / Karkh /1
5. Mrs. Kawther Issa	Specialist Supervisor / Karkh /1
6. Mr. Khdair Sha hatha	Ministry of Education
7. Mrs. Samar Najim	Specialist supervisor / Karkh /1

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Teaching Handwriting

Modern Simple Hand

The characteristics of good handwriting as Ahmed (2003) states are:

1-Clear: The letters should be clear.

2-Rhythmic: The strokes should be rhythmic.

3-Natural: The letters should be natural to Suit the hand movement

These characteristics are suitable for primary school pupils. The capital and small print letters must be presented from the beginning to make it easy for the pupils to read. Preliminary exercises towards gaining control over writing instrument and in co-ordinating hand and eye, horizontal, circular, vertical and diagonal directions.

1-Joining the letters:

The letters in (a) are naturally joined with the letters in (b) by using diagonal strokes.

a- a c d e h i k l m n u z.

b- e f i j m n o p r s t u v w x y z.

2-Some letters are joined from the upper side and there are horizontal strokes that become diagonal when they are followed by "e" there should be no joining except the letter "f".

oa oa ra ra ob ob oh oh ok ok vb vb vl vl

3-The pen should be lifted before q, g, d, c, a at the end of the upper joining point to ensure enough spacing.

aa ac ad ag aq ea ec ed eg eq na nc nd ng ma

mc md mg mq

4-The pen should be lifted after g, j, q, y, z.

ga ja qa ya za ge je qe ye ze go jo qo yo zo gr jr

qr yr zr gu ju qu yu zu

5-The letters o, r, t, v, w do not join with the letter "e" if it followed them. They are joined with the letter "f".

oe re te ve we of vf tf vf wf

6-The letters "s" complete S can be replaced by the letter "S".

as cs ds es fs hs is ts ms ns

7-In the case of the "double letters" like bb pp ss it is better to join the second one to avoid pen lifting's. "The consecutive pen – lifts"

bb: rubber pp supper ss classes.

The letter "t" is like the letter u

tt: butter, better.

bb: robbery.

pp: clapping.

ss: glasses.

Teaching Handwriting

The new handwriting is difficult for the English language teachers who have accustomed to another handwriting. According to the pupils they won't face that problem from the beginning because they start with the new handwriting, except for the pupils who have repeated (failed).

The letters

Small letters	Capital letters
a b c d e f g h I j k l m n o p q r s t u v w x y z	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

The small letters according to their size and from:

Ascending letters	descending letters	Body letters
b d f h r l t	g j p q y	a c e i m n r s u v w x z

Clock wise	Anti clock wise
b h j k m n p r	a c d e f g i o q l s t u v w x y z

The Numbers
0 1 2 3 4 5 6 7 8 9