Teaching Competencies Required For Primary School Teachers Of English in Iraq

**A THESIS
SUBMITTED TO THE COUNCIL OF THE
COLLEGE OF EDUCATION, IBN RUSHD,
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FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER IN EDUCATION**
(Methods of Teaching English)

by
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ

صدق الله العلي العظيم

(البقرة: ٣٢)

To My Family With
Love and Respect

Shakir

إقرار الخبير اللغوي

    أشهد بأني قرأت الرسالة الموسومة **((الكفايـات التعليميـة المطلوبـة لمعلمـي اللغة الأنكليزية في المدارس الابتدائية في العراق))** التي تقدم بها الطالب **(شاكر محمـود عكيـب)** إلـى مجلـس كليـة التربيـة / ابـن رشد وهـي مـن متطلبـات درجـة الماجستير في التربية **(طرائق تـدريس اللغـة الإنكليزيـة)**، وقد وجدتها صـالحة من الناحية اللغوية.

          د. عباس لطفي حسين

إقرار الخبير العلمي

    أشهد بأني قرأت الرسالة الموسومة **((الكفايـات التعليميـة المطلوبـة لمعلمـي اللغة الأنكليزية في المدارس الابتدائية في العراق))** التي تقدم بها الطالب **(شاكر محمـود عكيـب)** إلـى مجلـس كليـة التربيـة / ابـن رشد وهـي مـن متطلبـات درجـة الماجستير في التربية **(طرائق تـدريس اللغـة الإنكليزيـة)**، وقد وجدتها صـالحة من الناحية العلمية.

          أ. د. عبد اللطيف علوان الجميلي

I certify that this thesis has been prepared under my supervision at the University of Baghdad in partial fulfillment of the requirements for the degree of Master in Education (Methods of Teaching English).

Signature :
Name : **Asst. Prof. Muayyad Mohammed Sa'id, Ph.D**

In view of the available recommendation, I forward this thesis for debate by the examining committee.

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Date :   / 5   / 2006

الخلاصة

تكمن أهمية التعليم على أساس الكفاية بكونها تغيّر من ادوار كلاً من المتعلمين والمعلمين على حدٍ سواء إلى أدوارا ذات فعالية أكثر. وعلاوة على ذلك تساعد الكفايات التعليمية الأساسية المعلمون على تحقيق أهداف العمليةالتعليمية يعود إلى حقيقة إن التطبيق الفعال للكفايات التعليمية من قبل المعلمين يؤدي إلى تدريس مثمر. إن ما يميز التعليم على أساس الكفاية من بين الاتجاهات الحديثة في تدريس اللغة الإنكليزية بكونها تناسب جميع مستويات الدراسة.

فإذا ما تم تزود معلم اللغة الإنكليزية في المرحلة الابتدائية على وجه الخصوص بالمهارات التعليمية الأساسية فسوف يساعدون طلبتهم على التعلم وكسب الخبرات وأيضا على بناء جو تعليمي ايجابي.

تهدف الدراسة الحالية إلى قياس ومن خلال الملاحظة الشخصية فيما إذا كان معلمي اللغة الإنكليزية للمرحلة الابتدائية مدارس المتميزين ومدارس الغير متميزين مدى تطبيق الكفايات التعليمية الثلاثة التالية وهي كفاية متابعة اهتمامات الطلبة وكفاية الدافعية وكفاية إقامة جو تعليمي آمن.

لقد تم وضع فرضية مفادها بأن الكفايات التعليمية الثلاث أعلاه ذات العلاقة لا يطبق بصورة صحيحة من قبل معلمي اللغة الإنكليزية الغير متميزين.

شملت عينة الدراسة (٤٠) معلماً للغة الإنكليزية في المرحلة الابتدائية وبواقع (٢٠) معلم متميز و (٢٠) معلم غير متميز تم انتقائهم عشوائيا من قاطع الكرخ.

لقد تم اعتماد الملاحظة العلمية كأداة أساسية للبحث ، حيث تم أعداد قائمة ملاحظة تحتوي على (٥٦) فقرة تم اشتقاقها من كتاب بعنوان " الكفايات " للتميمي (٢٠٠٥). ولتحقيق الصدق الظاهري لقائمة الملاحظة فقد تم عرضها على لجنة من الخبراء المختصين في مجال تدريس اللغة الإنكليزية لغة أجنبية.

وكذلك تم احتساب الثبات بأسلوب الاتفاق بين ملاحظين اثنين حيث استخدمت لهذا الغرض معامل ارتباط بيرسون حيث بلغ ٠,٨٣.

لقد بلغت عدد فقرات قائمة الملاحظة بصيغتها النهائية (٤٠) فقرة والتي تم اعتمادها كأداة وحيدة للدراسة الحالية.

توصلت الدراسة إلى النتائج التالية:

١- يفتقر بعض معلمي اللغة الإنكليزية للمرحلة الابتدائية من غير المتميزين إلى معظم الكفايات التعليمية الثلاثة المتبناة في هذه الدراسة.

٢- لا يدرك معلمي اللغة الإنكليزية للمرحلة الابتدائية من غير المتميزين إلى الفوائد الجمة التي يمكن الحصول عليها من خلال تطبيق الكفايات التعليمية الثلاث لأن اهتمامهم ينصب على إنهاء مفردات المنهج كما هو مخطط.

٣- وفيما يتعلق بالنقطة (١) أعلاه فيمكن عزو هذا النقص إلى طبيعة أعداد أولئك المعلمين.

٤- وفيما يتعلق بمعلمي اللغة الإنكليزية المتميزين من أفراد العينة فقد افرز تطبيق الكفايات التعليمية الثلاث عن نتائج ايجابية في عملية التدريس.

٥- وبشكل عام يمتلك التعليم على أساس الكفاية تأثير فعال على طلبة المرحلة الابتدائية حيث إن الطلبة في هذه المرحلة بحاجة إلى المتابعة والدافعية وان يتم تلبية اهتماماتهم وأيضا جعل الجو التعليمي ممتعا الى حد ما.

وفي ضوء النتائج التي تم التوصل إليها تم وضع بعض التوصيات والمقترحات بأجراء دراسات أكثر لإثراء هذا المجال من الدراسة.

Acknowledgement

Appendices

Appendix(1)

Form (1)
Distinguished Primary SchoolTeachers

Sector	Name of Primary Schools
Al-Karkh	-Muhammed Al-Fatih.
	-Teeran.
	-Al-Hadhaara.
	-Al-Dhuha.
	-Ibn Firnas.
	-Teeba.
	-Al-Haq.
	-Al-Rahman.
	-Al-Rwashid.
	-Senhaareeb.
	-Al-Manaamah.
	-Al-Khalideen.
	-Ba'quba.
	-Al-Mayasah
	-Al-Qanaat
	-Abu-Ubaida Bin Al-Jaarah
	-Al-Jarah.
	-Al-Areej.
	-Al-Issraa.
	-Kenaanah..

Appendix(**1**)

Form (2)
Undistinguished Primary SchoolTeachers

Sector	Name of Primary Schools
Al-Karkh	-Tabbarek.
	-Al-Muqdad.
	-Al-Anbar.
	-Al-Iraqia.
	-Jeddah.
	-Al-Hurria.
	-Al-Rafidain.
	-Al-Russul.
	-Al-Quareer.
	-Al-Qabbas.
	-Al-Rwad.
	-Al-Iraq.
	-Asia
	-Al-Masha'el
	-Al-Bassallah.
	-Al-Narjis.
	-Tatwan
	-Orras
	-Al-Rafi'e
	-Al-Yusur

Appendix (2)

The Checklist: An Initial Form

No.	Type of Competency	Notes
I-	**Motivation**	
1	Planning and conducting the lesson to be student – centered.	
2	Using the mother tongue when necessary.	
3	Seeking pupils participation.	
4	Using positively effective and socially-acceptable physical forms of punishment.	
5	Giving pupils an opportunity to practice newly learned concepts.	
6	Getting feedback.	
7	Providing different learning situations such as role-play and problem-solving.	
8	Possessing knowledge of novels, poems, TV programs, films appropriate to particular age groups.	
9	Using aids available at school.	

No.	Type of Competency	Notes
10	Preparing teaching aids when necessary or asking pupils to do so.	
II-	**Maintaining Pupils'Interests**	
11	Possessing a skill in making effective use of teaching aids as slide loop, film projectors, tape recorder, educational television, ….etc.	
12	Identifying the educational objectives of each lesson, the learning activities to conduct, and the strategies of instruction to be employed.	
13	Planning lessons in which there is a great deal of variety and pupil participation.	
14	Clarifying the language points to be taught and materials to be used in the lesson plan.	
15	Possessing the skill of assessing the suitability of homework and introducing variety of it into the work set.	
16	Possessing the ability to design controlled and free activities.	

No.	Type of Competency	Notes
17	Possessing the need to be flexible in allowing pupils to take responsibilities for there learning.	
18	Integrating the new presented language material with the old one.	
19	Managing activities in such a way that feedback is always obtained.	
20	Possessing the need to be resourceful and receptive to new ideas.	
21	Keeping useful records of pupils' work and progress in language and other relevant information.	
22	Assessing the pupils' work and progress in all aspects of English.	
23	Conducting evaluative practice after each activity oral or written.	
24	Organizing and arranging materials for pupils' work in such a way so as achieve the aim(s).	
25	Possessing the skill of promoting and	

No.	Type of Competency	Notes
	maintaining discipline in class.	
26	Minimizing interruptions by maintaining smooth flow from one activity to another.	
27	Recognizing the pupils' needs and solves their problems in learning English.	
28	Possessing a practical command of English skills in speaking, reading and writing .	
29	Possessing the need to be the master of communicative techniques, functions, and notions.	
30	Using appropriate appraisal techniques.	
31	Possessing a skill in selecting and displaying materials into the classroom.	
32	Using the blackboard usefully.	
33	Matching the difficulty of the lesson with the ability of the pupils, and varies the difficulty when necessary.	

No.	Type of Competency	Notes
34	Always accepting what is comprehensible.	
35	Monitoring pupils' progress.	
36	Correcting incomprehensible answers when a pupil fails to provide the appropriate answer orally or written.	
37	Correcting pupils global errors.	
38	Possessing a practical command of English skills-speaking, understanding, reading, and writing.	
39	Understanding the nature of language learning.	
40	Utilizing the various methods of teaching.	
41	Possessing skills and techniques of legible handwriting.	
42	Questioning pupils.	
43	Paying attention to individual differences.	

No.	Type of Competency	Notes
44	Learning how to utilize and develop simple instructional materials.	
45	Assessing the suitability of foreign language materials for pupils.	
III-	**Establishing a safe Learning Environment**	
46	Providing a stimulating environment to encourage pupils' communication.	
47	Reducing classroom tension and anxiety.	
48	Remaining firm and maintaining a friendly atmosphere in the class.	
49	Ensuring excellent control over pupils.	
50	Ensuring a well behaved and cooperative class.	
51	Making the whole lesson enjoyable by utilizing songs, games,…..etc.	
52	Selecting aids which are appropriate to the	

No.	Type of Competency	Notes
	given time.	
53	Deciding in advance which aspects of the material are to be given more emphasis and what degree of proficiency the pupils must develop with respect to each of these aspects.	
54	Making use of interesting and meaningful experiences.	
55	Deciding the techniques to be used for presenting and teaching items.	
56	Supporting that learners must feel loved, respected and secure.	

Appendix (3)

Agreements and disagreements of the Jury members

Item No.	*No. of agreements**	*Percentage*	*No. of agreements***	*Percentage*	*Notes*
1.	9	90%	1	10%	
2.	7	70%	3	30%	modified
3.	8	80%	2	20%	
4.	10	100%	-	-	
5.	7	70%	3	30%	
6.	8	80%	2	20%	
7.	3	30%	7	70%	omitted
8.	9	90%	1	10%	
9.	2	20%	8	80%	omitted
10.	10	100%	-	-	
11.	8	80%	2	20%	
12.	7	70%	3	30%	
13.	8	80%	2	20%	
14.	10	100%	-	-	
15.	2	20%	8	80%	omitted
16.	9	90%	1	10%	
17.	9	90%	1	10%	
18.	7	70%	3	30%	
19.	4	40%	6	60%	omitted
20.	8	80%	2	20%	
21.	10	100%	-	-	
22.	8	80%	2	20%	
23.	10	100%	-	-	
24.	non	non	10	100%	omitted
25.	7	70%	3	30%	
26.	9	90%	1	10%	modified
27.	2	20%	8	80%	omitted

Item No.	No. of agreements*	Percentage	No. of agreements**	Percentage	Notes
28.	9	90%	1	10%	
29.	7	70%	3	30%	
30.	3	30%	7	70%	omitted
31.	10	100%	-	-	
32.	8	80%	2	20%	
33.	4	40%	6	60%	omitted
34.	9	90%	1	10%	
35.	7	70%	3	30%	
36.	9	90%	1	10%	
37.	7	70%	3	30%	modified
38.	2	20%	8	80%	omitted
39.	3	30%	7	70%	omitted
40.	7	70%	3	30%	
41.	9	90%	1	10%	modified
42.	10	100%	-	-	
43.	2	20%	8	80%	omitted
44.	9	90%	1	10%	
45.	2	20%	8	80%	omitted
46.	4	40%	6	60%	omitted
47.	8	80%	2	20%	
48.	10	100%	-	-	
49.	9	90%	1	10%	modified
50.	8	80%	2	20%	
51.	10	100%	-	-	
52.	3	30%	7	70%	omitted
53.	2	20%	8	80%	omitted
54.	5	50%	5	50%	omitted
55.	3	30%	7	70%	omitted
56.	9	90%	1	10%	modified
57.	4	40%	6	60%	omitted

Item No.	No. of agreements*	Percentage	No. of agreements**	Percentage	Notes
58.	2	20%	8	80%	omitted
59.	3	30%	7	70%	omitted
60.	8	80%	2	20%	

* it indicates the No. of the jurors who agree the item.
** it indicates the No. of the jurors who do not agree the item.

Appendix (4)

The Checklist: The Final Form

Type Of Competency	*Always*	*Usually*	*Sometimes*	*never*
I- Motivation				
1. Planning and conducting the lesson to be student-centered.				
2. Seeking pupil's participation.				
3. Using positively effective and socially-acceptable physical forms of punishment.				
4. Giving pupils an opportunity to practice newly learned concepts and getting feedback.				
5. Providing different learning situations such as role-play and problem solving.				
6. Possessing a skill in making effective use of teaching aids as slide loops, film projectors, tape recorders, educational television, ...etc.				
7. Questioning pupils.				
8. Using available teaching aids.				
II- MaintainingPupils' Interests				
9. Identifying specefic behavioural educational objectives of each lesson, the learning activities to conduct and the strategies of instruction to be employed.				
10. Planning lessons in which there is a great deal of variety and pupil's				

Type Of Competency	Always	Usually	Sometimes	never
participation.				
11. Clarifying the language points to be taught and materials to be used depending on a proper lesson plan.				
12. Possessing the skill of assessing the suitability of homework and introducing variety of it into the work set.				
13. Possessing the need to be flexible in allowing pupils to take responsibilities for their learning.				
14. Integrating the new presented language material with the old one.				
15. Managing activities in such a way that feedback is always obtained.				
16. Deciding in advance which aspects of the material are to be given more emphasis and what degree of proficiency the pupils must develop with respect to each of these aspects.				
17. Keeping useful records of pupil's work and progress in language and other relevant information.				
18. Assessing the pupil's work and progress in all aspects of English.				
19. Possessing a skill in making tests and examinations in English.				
20. Conducting evaluative practice after				

Type Of Competency	Always	Usually	Sometimes	never
each activity.				
21. Possessing a practical command of English skill-listening, speaking, reading and writing.				
22. Possessing the need to be the master of communicative techniques, functions, and notions.				
23. Planning activities of the teaching / learning process in terms of the three aspects(cognitive, affective and psychomotor objectives).				
24. Possessing a skill in selecting and displaying materials into the classroom.				
25. Matching the difficulty of the lesson with the ability of the pupils, and varying the difficulty when necessary, not forgetting the aims being attempted.				
26. Always accepting what is comprehensible.				
27. Correcting in comprehensible answers when a pupil fails to provide the appropriate answer.				
28. Correcting pupil's errors.				
29. Possessing skills and techniques of legible handwriting.				
30. Questioning pupils.				
31. Using the mother tongue when necessary.				
32. Paying attention to individual				

Type Of Competency	Always	Usually	Sometimes	never
differences.				
33. Learning how to utilize and develop simple instructional materials.				
III- Establishing a Safe Learning Environment				
34. Providing a stimulating environment to encourage pupil's communication.				
35. Reducing classroom tension and anxiety.				
36. Remaining firm but maintaining a friendly atmosphere in class.				
37. Ensuring excellent control over pupils and ensuring a well-behaved and cooperative class.				
38. Making the whole lesson enjoyable.				
39. Supporting that learners must feel loved, respected and secure.				
40. Minimizing interruptions by maintaining smooth flow form one activity to another.				

Appendix(5)

Reliability Sample

Sector	Name of Primary Schools
Al-Karkh	-Othman Bin Affan
	-Al-Sadeer
	-Al-Idreesi
	-Al-Kifah
	-KhanYounis
	-Al-Anwaar
	-Al-Mahmuudia
	-Al-Warqaa
	-Al-Buhairra
	-Um Salama.

Abbreviations

App.	Appendix
EFL	English as a Foreign Language
ELT	English Language Teaching
FL	Foreign Language
No.	Number

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Chapter One

Introduction

1.1 Problem of the Study

Education aims at developing human resources physically, intellectually and morally.It also prepares individuals to have sound personalities and humanitarian aspects attributed to originality and modernity.

Further, when the educational process continues to be based on clear strategies and policies, it will, no doubt, guarantee the formation of well-established, yet modern societies (Ramadhan, 1998: 1).

In Iraq, as in most countries, studies in English at a primary level are considered the cornerstone for the development of human resources with a view to realize individual development by enabling pupils to understand and practice sound social relationships. Such a stage helps develop relative abilities and tendencies.

From the reseaercher's long experience as a teacher and an inspector in primary schools, it is believed through observation that the weaknesses encountered by most primary school pupils in mastering the English language are highly related to the teachers' qualification requirements, i.e. their teaching competencies. Such teaching competencies refer to the combination of skills and the amount of

knowledge acquired through theoretical learning and practical application in real teaching situations. Thus, they are highly required for carrying out effective interaction of the FL classroom. They are, in addition, the fundamental criteria to successful teaching and learning since they give teachers of English an insight to practise values and regulations inside class environment. (Devor, 1966:7 and Purpel, 1967:20).

The use of competence statements as a way of maintaining the standards of qualified teachers has dominated teachers' education and training. Most recently proposals have been submitted to include comprehensive sets of criteria by which teachers are evaluated before being granted qualified status. (Halliday, 1995:23). This implies that the teaching ability of Iraqi primary school teachers of English depends as highly believed in this study on such criteria as maintaining pupils', interest, motivation and establishing safe learning environment, which are of great significance in the competence-based approach to English language teaching. In this effect, primary school teachers of English in Iraq still lack these competencies in their teaching ability of English language skills. This means that they are still not capable of providing pupils with necessary aids for communication in the FL.

Since no previous study has dealt with the effect of the competence-based approach on the performance of Iraqi

primary school teachers of English, this work comes to fill such a gap in the curriculum of the educational system of Iraq.

1.2 Aim

Relying on a checklist of primary school teaching competencies, this study aims to reveal through personal observation whether or not these three competencies: maintaining pupils' interests, motivation, and establishing a safe learning environment are applied by both distinguished and non-distinguished primary school teachers of English.

1.3 The Hypothesis

It is hypothesized that the three teaching competencies concerned are not properly applied by non-distinguished primary school teachers of English.

1.4 Limits

The study is limited to a sample of primary school teachers of English in Baghdad during the first semester of the academic year 2005/2006. Also, three aspects of competencies will be investigated, i.e. maintaining pupils' interest, motivation, and establishing a safe learning environment.

1.5 Proceduers

The following steps will be conducted to achieve the aim of the present study :-

1- A group of 40 primary school of English, 20 distinguished and 20 non - distinguished, will be selected as the sample of the study.
2- A checklist will be utilized as the sole instrument of the study.

3- Validity and reliability of the instrument will be specified statistically.
4- Appropriate statistical means will be used for deriving and discussing the results obtained.

1.6 Value

The current study will be of value to teachers of English at all levels of study in general and at primary level in particular. Those teachers will benefit a lot from the effect of the three competencies concerned on the achievement of primary school pupils in the FL skills. Such competencies will pave the way to the teachers in using certain teaching techniques, textbook designers in coming across the aspects that relate to these competencies, and other educational specialists responsible for developing the English language teaching and learning curriculum at primary stage

1.7 Definition of Basic Terms

The following terms will be defined and adopted in this work, i.e. they constitute the operational definitions.

Competency:

According to Webster's Dictionary (1971), competency is the ability to do something or create an expected product.

Chapter Two

Teaching Competencies:Theoretical Background and Previous Related Studies

2.1 An Introductory Note

Teaching a foreign language at primary schools is a hard work that requires teachers to devote considerable efforts to make their pupils understand any item or text, learn how to pronounce words and sentences correctly, and learn how to use them in both speech and writing.

The present chapter surveys the theoretical background and the previous studies related to teaching competencies.

2.2 Competency-Based Education

Within the process of teaching English, competency-based education is the most salient among the current trends of the educational and instructional programmes for educating teacher in the developed countries, because it stresses improving the educational performance both inside and outside classroom. This depends on the most up-to-date theories of teaching and learning.

Historically speaking, the term "Competency" is not new. It has been used in a study conducted by Lucienkinney (1952), which is concerned with the teacher education (Wendel, 1982:194). In this respect, Schneck (1978:vi) argues that

"Competency-based education" has much in common with such approaches to learning as performance-based instruction, mostly learning and individualized instruction. Moreover, this approach, he (Ibid) adds, "is outcome-based and is adaptive to the changing needs of students, teachers and the community".

On the other hand, Richards and Rodgers (2003:141) contend that "Competency-Based Language Teaching is an application of the principles of Competency-Based Education to Language teaching".

From the learner's point of view, several advantages of the competency approach can be gained and as follows (ibid:146):

1. The competencies are specific and practical and they relate to the learner's needs and interests.

2. The learner can judge whether the competencies are relevant and useful.

3. The competencies that will be taught and stated are specific and public-hence, the learners know exactly what needs to be learned.

4. The competencies can be mastered one at a time, so the learner can see what has been learned and what still to be learned.

Regarding the teacher's task today, it is merely restricted to transferring and illustrating concepts, information and facts included in the subject-matter, but it is extended to enable him to assume the role of an educator and a teacher as well (ibid:27).

2.3 The ELT Situation

It is worth talking in short about the language teaching process as the core of the language teaching methodology.

In general, teaching, regardless of any method adopted, is both a science and an art in itself. Besides, the teaching process is not merely giving information to learners, but instead it involves main basics of how to teach and how to set or design various activities and finally how to make learners get involved in such activities (Al-Mutawa and Kailani, 1989:4).

As for ELT in the Arabic world and in Iraq, English is a compulsory subject in the timetable of the whole lessons .

Based on the personal experience in ELT,learners in Iraq are largely dependent on the teacher as the source of information and input since English is not used outside school. Hence, their role is passive.

As a matter of fact, teaching English is highly different from teaching any other subjects. This is due to the fact that the ELT teacher must be equipped with special qualifications.

In order to make the process of teaching English more successful and effective, there appears certain criteria that highly regulate such a process. In this way, Al-Mutawa and Kilani (ibid:6-8) lists some of such criteria as (1) The pupil, (2) the ELT teacher, (3) the method of teaching, (4) the teaching materials and (5) the classroom environment.

As long as the present study is concerned, only the criteria (2) and (5) will be considered in this section.

2.4 Efficient EFL Teacher

Empirical evidence has shown that the efficient EFL teacher should receive good training and have special qualifications such as:

a) adequate proficiency in all areas of communicative teaching.

b) Metacommunicative knowledge.

c) Socio-cultural knowledge.

d) Processes of learning communicative practices.

e) Professional skills.   (Al-Mutawa and Kailani, 1989: 6)

On the other hand, when a certain approach of teaching English is adopted as in the learner-centered classroom, the teacher should have special skills and qualities such as maturity, intuition, educational skills, and openness to student input. (Harmer 2003:57).

2.5 The Classroom Environment

In the field of ELT, classroom environment is one of the significant factors within which all class activities are conducted. In its broader sense, "it refers to all physical objects like chairs, desks, tables, illuminations recorders, blackboard, posters, wall pictures and other equipment" (Al-Mutawa and Kilani 1989:8).

As for the learning environment, both the physical appearance and the emotional atmosphere, as Harmer (2003:53) contends, can have a remarkable and powerful effect on the initial and continuing motivation inside classrooms. This is because of the vital role played by the environmental atmosphere, especially the emotional one ,that is the teacher can set or create in order to make an attraction classroom the pupils find more interesting and entertaining. Otherwise, in ordinary classroom, the moment the pupils join the language classroom, they find it more boring.

Thus, the learning environment includes the physical appearance and the emotional atmosphere. The former concerns the decoration of the classroom, furniture as well as the teaching aids such as wall charts, stickers, pictures,….etc.

As to the latter,i.e. establishing safe and emotional learning atmosphere, the following procedures are suggested depending on the researcher's own experience:

1. Creating positive and permissive atmosphere.
2. Creating a non-authoritarian class.
3. Conducting a non-punishment lesson.
4. Never interrupting pupils when using English.
5. Activating dialogue with the pupils by using warm-up questions such as:
- How old are you?
- What is the weather like today?

- What is the time now?

- Where do you live?

6. Helping pupils in doing their homework.

2.6 Maintenance of Pupils' Interests

There is no doubt that pupils' interests are central to their success in their learning of English. This is attributed to the fact that their energies and potentialities are related and increased when their interest in the lesson is aroused properly by the teacher.

This indicates that the teacher of English particularly at primary level of study should try his/her best to make the instructional period in English attractive and interesting. To this effect, Palmer, et. al (1962:15) recommends that "a good teacher chooses the stimuli in such a way as to bring about successful reaction". Interest, here, means the stimulation of the students' will and desire in the English lesson in order to obtain effective learning.

In order to secure interest on the part of the pupils, one can exploit some of Sherida's (1977:98-100) procedures in this respect:

1. sharing the objectives of the lesson with the pupils. Accordingly, he should have the capacity of :

(a) letting the pupils appreciate the value of the various exercises.

(b)   Arousing pupils' enthusiasm and encouraging their desire towards effective learning. To this, Benzies as cited in (ibid:101), states that "the thoughtful and keen teacher who knows something of the interests of his children will be able to present any of these exercises in a way that will excite the children's thoughts".

(c)   securing the cooperative attitude of the pupils, i.e. the teacher and the pupils should work together.

(d)   avoiding imperative assignments.

2.   Letting the pupils be aware of their progress in the lesson. This can be achieved by the following techniques:

(a)   following the steps of gradation, i.e. teaching the easy material to a more difficult one.

(b)   creating self-confidence on the part of the pupils, i.e. making the pupils feel that they can understand the language by using simple vocabulary expressions.

(c)   giving suitable tests with a range of choice, that would encourage the pupils to work harder, and inspire in them the desire to improve their language.

3.   Encouraging the pupils to use various activities in the lesson. This is because pupils usually like doing things by themselves and being active.

4.   He arranges competition among the pupils, i.e. by having one group of students compete with another.

It is to be noted that the teacher is the most important element in the teaching –learning process. . The first and prior responsibility of the teacher is, among other things, to set well-planned activities that meet pupils' interests as well as their needs. In this sense, Finocchiaro (1986:99) states that one of the EFL teacher's skills is to stimulate and maintain interest through varied practice in order to emphasize certain enjoyable aspects of language learning.

Consequently, to maintain pupils' interests, the EFL teacher should exert all possible efforts to do the following steps if possible:

1. Lessons are planned in accordance with the pupils' interests and needs.
2. As for communicative activities, there must be a great deal of variety.
3. Pupil participation can be secured by dividing the class into groups.
4. Pupils' feeling that they are advancing a head all the time is reinforced.
5. A lot of opportunity is given to pupils to help them formulate questions, prepare pictures, lead games and songs, dramatize conversation and other tasks.
6. Immediate correction should carefully be dealt with.

7. Only those errors that impede or hinder comprehension or understanding can be corrected.

8. People or places in the Iraqi community to reinforce pupils' knowledge of English are utilized.

However, it is necessary to state that the above steps or procedures are not necessarily enough to build a communicative lesson.It is the role of an efficient EFL teacher to use every possible technique, device or activity to create interactive classes in the foreign language .

2.7 The Role of Motivation

The term Motivation is always used by all experts in the field of ELT to explain the success or failure of virtually any teaching task inside or outside the classroom. Expressed another way, motivation is essential to success.

Various views on motivation have been proposed by different fields of research three of which will be introduced below according to the three historical school of thought:

2.7.1 Behaviouristic Perspective

According to this view, motivation "is quite simply the anticipation of reward". Also, when pupils are "driven to acquire positive reinforcement, throgh previous experiences of reward of behaviour, they act accordingly to achieve further

reinforcement" Hence, According to this view, motivation in short refers to:

- anticipation of reward.

- desire to receive positive reinforcement.

- external individual forces in control.

(Brown , 2000 : 160-162)

2.7.2 Cognitive Perspective

Within this view, some scholars place much

more emphasis on the individual's decision. To this, Keller (1983:399) relates motivation to "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect". Moreover, and in cognitive terms, Ausubel (1968:68:9) identifies the following six needs which constitute the construct of motivation:

− The need for exploration, i.e. probing the unknown.

− The need for manipulation, i.e. for operating on the environment and causing change.

− The need for activity, i.e. for movement and exercise, both physical and mental.

− The need for stimulation, i.e. to be stimulated by the environment, by other people or by ideas, thoughts, and feelings.

− The need for knowledge, i.e. the need to process and internalize the results of exploration, manipulation,

activity, and stimulation to resolve contradiction, to quest for solutions, etc.

– The need for ego enhancement, i.e. for the self to be known and to be accepted and approved by others.

2.7.3 Constructivist Perspective

Motivation, in this perspective, places more focus on both social context and individual personal choices. To explain, Brown (2000:161) argues that "Each person is motivated differently, and will therefore act on his or her environment in ways that are unique".

As a matter of fact, Abraham Maslow (1970), as cited in Brown (2000:161), was the first who viewed motivation as a construct in which ultimate goals can be possibly achieved only by passing through a hierarchy of needs, beginning with the fundamental physical necessities (air, water, food) and ending with those needs which are connected with community, security, identity, and self-esteem, which all will finally lead to self-actualization.

2.7.4 Instrumental and Integrative Motivation

The term motivation in the field of second language learning can be divided into the following basic types as identified by Gardner and Lambert(1972): instrumental and integrative motivation (Brown 2000:160) .

The former type, the instrumental one, refers to the process of "acquiring a language as a means for attaining instrumental

goals: furthering a career, reading technical material, translation, and so forth". The integrative, on the other hand, describes "learners who wished to integrate themselves into culture of the second language group and become involved in second interchange (ibid. 2000:162).

In general, to learn the language is to know more about another community's culture with the aim of integrating with it (Al-Mutawa and Kailani, 1989:2).

More precisely, Cook (2001:114) specifies integrative motivation within the scope of learning the foreign language with the hope of taking part in culture of its people.

As for attitudes towards motivation of both types, Wilkins (1975:184) contends that in instrumental motivation "learning is strictly utilitarian and attitudes are tolerant. While in integrative motivation, the learner sees himself as a potential member of the second language group and has liberal attitudes" (ibid).

2.7.5 Intrinsic and Extrinsic Motivation

Intrinsic motivation refers to activities for which there is no apparent reward excepct the activity itself . Moreover, Intrinsically motivated behaviours aim at brining about certain internally rewarding consequences, namely, feeling of competence and self-determination (Deci 1975:23).

Extrinsic motivation, on the other hand, is driven by outside factors such as the need to pass an exam, or the help of future travel (Harmer, 2003:51).

Now, which type of motivation is more important than the other one. To this, Maslow (1970), as cited in Brown (ibid:165), claims that intrinsic motivation is more superior to extrinsic one.

There are factors by which teachers can motivate their learners. Dornyei and Csize'r (1998), as cited in Brown (2000:165), propose a taxonomy of such factors as developing a relationship with learners, building learners' self-confidence and autonomy, personality, the learning process, and increasing learners' goal-orientation. The factor is, they add, full into intrinsic side of motivation (ibid).

In this way, intrinsic motivation is more significant than the extrinsic one because, when learners of a foreign language are intrinsically motivated, "they are striving for excellence, autonomy and self-actualization".

One more point to be introduced here is that other minor types of motivation are referred by some ELT specialists such as Al-Mutawa and Kailani(1989:157). Such types involve primary motivation in which interest comes from the learner himself, while in the other types, lie the secondary motivation in which the opposite interest comes from outside the learner. In school situations, the secondary motivation is more important in the process of teaching English.

In sum, for all major types of motivation mentioned in this section and the previous one, the following suggested table is derived from Brown (2000:166):

Table 1

Motivational Dichotomies

	Intrinsic	*Extrinsic*
Integrative	L_2 learner wishes to integrate with L_2 culture (e.g for immigration or marriage).	Someone else wishes the L_2 learner to know the L_2 for integrative reasons (e.g Japanese parents send kids to Japanese-language school).
Instumental	L_2 learner wishes to achieve goals utilizing L_2 (e.g for a career).	External power wants L_2 learner to learn L_2 (e.g corporation sends Japanese businessman to U.S.A for language training).

2.7.6 Motivation in the Field of ELT

Motivation is an essential element in the process of learning and teaching English. In this effect, empirical studies have shown that pupils, when highly motivated, learn faster and better than those who consider the study of language distasteful (ibid. 2000: 60) and (Harmer , 2003:51).

For this, some justifications, as suggested by Al-Mutawa and Kailani (1989 : 156), concerning this point are as follows:

1. Pupils are still not mature enough to understand goals and objectives underlying foreign language learning.
2. Pupils' interest is not strong when they make the first contact with English.
3. The teacher, in this way, may not be familiar with the needs of his/her pupils.

Likewise, the above reasons are supported by Wilkins (1975:183) in referring to motivation at the primary stage, arguing that at primary level of study pupils' personal motivation is unlikely to be strong. We set out motivating them through the learning process itself.

This means that in primary school EFL learning, the "personal reasons for learning hardly exist out of attitudes and such attitudes have not yet had time to form"(ibid).

Regarding the Iraqi primary schools, each class has not less than thirty pupils. Hence, pupils can be classified from highly motivated to the poorly ones. This is confirmed by the present researcher who has been practising teaching English for four decades. However, in such situation, the process of discovering the various motives of each pupil would be time-consuming.

2.7.7 Initiating and Sustaining Motivation

The main task of the EFL teacher as mentioned above is to motivate or arouse motivation of his pupils. In practice, the teacher of a course in English involves students with various types of motivation. Thus, some pupils are externally motivated while others are internally motivated. The third type of pupils may have weak motivation. In this way, Rogers (1996:61) argues that initial motivation to learning may be weak and come to an end; alternatively it can be increased and directed into new channels.

Once again, increasing and directing such different types of degrees of motivation is a teacher's responsibility, since, as mentioned earlier, his role is central.

Anyhow, the EFL teacher can manipulate the process of initiating and sustaining motivation by utilizing the following three procedures, as presented by Harmer (2003:53-4).

2.8 Setting Goals

This is to do with the goals or objectives set in any English language course, whether such goals are of long terms or immediate ones. Setting goals by the EFL primary teacher is useful for all variety of pupils levels. Put it differently, at this level, pupils learn English according to general objectives set by the Ministry of Education especially in the Arab schools. Generally speaking, the teacher can help students in achieving

the immediate, goals this constitutes a significant effort for their motivation (ibid:53).

2.9 Learning Environment

Here, the teacher can do a lot, if possible, about the physical appearances as well as the emotional and environmental characteristics of his/her class. This can be done by decorating all kinds of visual material to make them more attractive. The effect of such a procedure is that when students walk into an attractive classroom at the beginning of a course, this will help them get their motivation for the learning process (ibid).

Further, learning environment includes, besides all types of the teaching aids, creating a psychological permissive and interactive atmosphere.

2.10 Interesting Class

The type of the classroom depends, to a great extent, on the type of pupils, namely, their age and the type of the English level course they are taking.

The pupils studying English at the primary level in Iraq are aged between 9-10 years. Therefore, they are considered children at such an age, who in turn need a special type of classes for the sake of teaching and motivating them effectively.

In order to set a classroom with highly motivated students, the EFL teacher has to provide incentives that have the effect of inducing them. In this sense, everything in the learning process

depends largely on the teacher. So, to create an interesting classroom, the following suggestions, proposed by Al-Mutawa and Kailani (1986:157) are useful when considered seriously by the teacher:

a) The teacher must show genuine interest in his/her pupils, i.e. no pupil is being neglected or ignored.

b) Conducting a variety of classroom activities, which can be stimulating to the pupils such as role-playing, problem-solving, mock interviews and classroom debated, that in turn transfer the process of learning from "skill-getting" to "skill-using".

c) Increasing pupils' participation by providing them with effective communicative skills and with an understanding of the foreign language culture.

To sum up, the type of the classroom we are seeking for is to be bright and colourful, with windows the young children can see out and with enough room for different activities to be taken place.

2.11 Teacher's Competencies: An Overview

Owing to the great shift in methods of teaching English in accordance with the learner's need and interests, there is a new role for the EFL teachers, especially in Iraq.

Therefore, and being the center of educational reform, teachers of English must adopt their relationship with learners,

switching roles from "soloist" to "accompanist", and shifting the emphasis from dispensing linguistic information to helping learners , organize and manage linguistic knowledge, guiding them rather moulding them (UNESCO, 1996:144).

In this respect, teachers of English, especially at the primary level, need to be equipped with certain professional competencies.

Among such competencies, the teacher of English must be qualified with communicative competence.

It is important to note that the communicative competence is highly related to what is called the communicative approach.

This approach appeared in the late of 1970s for the needs that the Situational Language Teaching was no longer able to fulfill concerning the British Language Teaching in the mid-1960s. At that time, the linguistic theory underlying Audiolingualism was rejected in the United States.

As a matter of fact, the first who coined the term "communicative" was Dell Hymes, a famous sociolinguist in 1971. He contradicts Chomsky's notion of competence to be too limited. To this, Hymes argues that a speaker must possess not only the knowledge of rules which enables him to distinguish grammatical and ungrammatical utterances or sentences, but also the knowledge of rules that determine the appropriate use of the language in living situations.

Moreover, Hymes holds that "such a view of linguistic theory was sterile,ie , that linguistic theory should be seen as part of a more general theory incorporating communication and culture (Richards and Rodgers, 2003:159).

Generally speaking, communicative competence includes four subcategories shown subsequently below: (Brown 2000:247).

1. Grammatical Competence:

It comprises knowledge of the linguistic system components such as lexical items, rules of morphology and syntax, sentence-grammar and so on.

2. Discourse Competence:

It refers to our ability to interpret elements of the message in terms of their interconnectedness of how meaning is presented in relation to the entire discourse or text.

3. Sociolinguistc Competence:

It refers to our understanding of the social context in which communication takes place.

4. Strategic Competence:

It refers to our strategies we utilize for the purpose of initiating, terminating, maintaining and directing communication.

2.12 Competencies of Primary School Teachers of English

From what have been introduced in the previous section (2.12), it is helpful to present some selected competencies that would serve the primary school teachers of English in Iraq, derived from Al-Temimi (2005) as shown below :

1   **Planning and conducting the lesson to be student – centered.**

2   **Using the mother tongue when necessary.**

3   **Seeking pupils participation.**

4   **Using positively effective and socially-acceptable physical forms of punishment.**

5   **Giving pupils an opportunity to practice newly learned concepts.**

6   **Getting feedback.**

7   **Providing different learning situations such as role-play and problem-solving.**

8   **Possessing knowledge of novels, poems, TV programs, films appropriate to particular age groups.**

9   **Using aids available at school.**

10   **Preparing teaching aids when necessary or asking pupils to do so.**

11   **Possessing a skill in making effective use of teaching aids as slide loop, film projectors, tape recorder, educational**

television, ….etc.

12 Identifying the educational objectives of each lesson, the learning activities to conduct, and the strategies of instruction to be employed.

13 Planning lessons in which there is a great deal of variety and pupil participation.

14 Clarifying the language points to be taught and materials to be used in the lesson plan.

15 Possessing the skill of assessing the suitability of homework and introducing variety of it into the work set.

16 Possessing the ability to design controlled and free activities.

17 Possessing the need to be flexible in allowing pupils to take responsibilities for their learning.

18 Integrating the new presented language material with the old one.

19 Managing activities in such a way that feedback is always obtained.

20 Possessing the need to be resourceful and receptive to new ideas.

21 Keeping useful records of pupils' work

and progress in language and other relevant information.

22 Assessing the pupils' work and progress in all aspects of English.

23 Conducting evaluative practice after each activity oral or written.

24 Organizing and arranging materials for pupils' work in such a way so as to achieve the aim(s).

25 Possessing the skill of promoting and maintaining discipline in class.

26 Minimizing interruptions by maintaining smooth flow from one activity to another.

27 Recognizing the pupils' needs and solving their problems in learning English.

28 Possessing a practical command of English skills in speaking, reading and writing .

29 Possessing the need to be the master of communicative techniques, functions, and notions.

30 Using appropriate appraisal techniques.

31 Possessing a skill in selecting and displaying materials into the classroom.

32 Using the blackboard usefully.

33 Matching the difficulty of the lesson with the ability of the pupils, and varing the difficulty when necessary.

34 Always accepting what is comprehensible.

35 Monitoring pupils' progress.

36 Correcting incomprehensible answers when a pupil fails to provide the appropriate answer orally or written.

37 Correcting pupils global errors.

38 Possessing a practical command of English skills-speaking, understanding, reading, and writing.

39 Understanding the nature of language learning.

40 Knowing the various methods of teaching.

41 Possessing skills and techniques of legible handwriting.

42 Knowing how to question pupils.

43 Paying attention to individual differences.

44 Learning how to utilize and develop simple instructional materials.

45 Assessing the suitability of foreign language materials for pupils.

46 **Providing a stimulating environment to encourage pupils' communication.**

47 **Reducing classroom tension and anxiety.**

48 **Remaining firm and maintaining a friendly atmosphere in the class.**

49 **Ensuring excellent control over pupils.**

50 **Ensuring a well behaved and cooperative class.**

51 **Making the whole lesson enjoyable by utilizing songs, games,…..etc.**

52 **Selecting aids which are appropriate to the given time.**

53 **Deciding in advance which aspects of the material are to be given more emphasis and what degree of proficiency the pupils must develop with respect to each of these aspects.**

54 **Making use of interesting and meaningful experiences.**

55 **Deciding the techniques to be used for presenting and teaching items.**

56 **Knowing that learners must feel loved, respected and secured.**

2.13 Three Basic Competencies Derived

Out of the mentioned teaching competencies, the researcher has derived from Hayes (1997:168) and adopted three basic ones upon which other required teaching competencies can be measured as listed below :

1. Maintaining pupils'Interests

2. Motivation.

3. Establishing safe Learning Environment.

It is worth noting that some of the teaching competencies mentioned in (2.13) can be related to the above three teaching competencies i.e. in respect to motivation, interests and maintenance.

2.14 Previous Studies

In this section, a number of previous studies, arranged chronologically according to their date priority, will be surveyed and discussed in the following section :

2.14.1 Phoenix (1986)

The aim of this study is to measure the usefulness of a competency-based test to identify and measure the special teaching competencies of English language teachers at the American University in Cairo.

In order to achieve such an aim, a systematic observation has been used for correlational purpose.

In this study, the researcher describes teacher-students interaction based on observed verbal behaviours of the teacher.

The sample consists of a group of teachers at Medger Evers College of New York.

The statistical results have revealed that teachers are rated highly by their peers and students responded to students' verbal contribution with criteria-based praise.

2.14.2 Jabur (1987)

The aim of this study is to evaluate professional competency for the English teacher in the secondary school regarding the teacher's performance and his relation with the students and personality qualities and specialization in accordance with the following variables:

- College.
- Years of service.
- Sex (male – female).

The sample consists of 49 male and female teachers. The observation technique is used for data-collection.

Pearson's correlation coefficient and the T-test are used. The researcher has come up with the following findings:

1. English teachers are fairly competent.
2. No statistically significant difference was found between male and female teachers.
3. No statistically significant difference was found in the competence between male teachers who graduated from college of Education and those from colleges of Arts.

4. No statistically significant difference was found in the professional competency with regard to the year of service.

2.14.3 Al-Nori (1991)

The sole aim of this study is to investigate the professional and linguistic properties desired in secondary school teachers of English. The sample contains 84 male and female teachers chosen from 34 secondary schools in Al-Karkh and 50 secondary schools, in AL-Rusafa.

Data have been collected from a valid and reliable questionnaire distributed among the sample of the study.

The findings of the study have pointed out 44 professional properties as well as 86 linguistic properties desired in secondary school teachers of English.

2.14.4 Ramadhan (1998)

The aims set in this study are:

1. Developing a checklist of professional competencies required in primary school teachers of English.

2. Assessing the professional competency of primary school teachers of English using the checklist developed.

The sample of the study is a group of 70 primary school teachers of English in the city of Baghdad, who have been observed and evaluated by the researcher on the basis of the checklist developed by her as the main instrument of the study.

The researcher has concluded with different types of the professional competency of the primary school teachers of English.

2.14 Discussion of the Previous Studies

In the present section, a discussion of the previous studies will be presented in the light of the following points, as long as the present study is concerned:

2.14.1 Population and Sample

In surveying the previous studies, it has been found that some studies have chosen university teachers as population and sample for each as in Phoenix (1986).

Other studies have adopted secondary teachers as population and sample such as Jabur (1987) and Al-Nori (1991). Whereas just Ramadhan (1998) has adopted primary school teachers of English as population and sample which resembles that type utilized in the present study.

2.14.2 Aims and Hypotheses

Three studies surveyed achieved an assessment orevaluation such as Jabur (1987), and Ramadhan (1998) in its second aim.

Further, in Al-Nori (1991), a rather different aim is adopted Likewise, in Ramadhan (1998), the first aim is to develop a checklist, which is a different one as well.

All the above pervious studies do not resemble the present study as long as the aims are concerned. Yet the present study

has a unique aim.That is,it aims to measure through personal observation whether or not these three competencies: maintaining pupils, interest and motivation, and establishing a safe learning environment are applied by both distinguished and non-distinguished primary school teachers of English.

For all the previous studies survayed, no hypotheses have been set for all the pervious studies.This is in contrast to the present study in which it is hypothesized that the three teaching competencies concerned are not properly applied by non-distinguished primary school teachers of English.

2.14.3 Procedures

The majority of the studies surveyed have conducted the systematic observation as the main technique or instrument such as Phoenix (1986), Ramadhan (1998) and Jabur (1987). This is in line with the procedures adopted in the present study, i.e coducting the systematic observation as the sole instrument.

An exception is attributed to Al-Nori (1991) which has conducted a questionnaire as the main technique. In Phoenix (1986), no specific technique has been set since it is a pure descriptive one.

Chapter Three
Procedures

3.1 An Introductory Note

The main concern of the present chapter is to report the practical steps conducted in order to achieve the aim set in this study. It describes the following:

1. Population and sample selection,
2. instrument used and its application, and
3. statistical means used for analyzing the data and computing the results.

3.2 Population and Sample

The population of the present study covers all the primary school teachers of English in Baghdad.

Then, two groups of (40) distinguished and non-distinguished primary school teachers of English, have randomly been adopted from Al-Karkh sector as the sample of the study(APP.1, Forms 1 and 2).There are certain criteria adopted by Ministry of Education upon which the distinguished teachers of English can be recognized .Such criteria are listed in the form No.13,which is distributed by the Directorate General for the Educational Supervision and Inspection:

1-Working-hours commitment.
2-Percentage of successfully-passed pupils.
3-Good ability in class management .

3.3 The Instrument

In order to achieve the aim of the present study, a checklist that comprises the three teaching competencies with their

subdivisions have been taken from the Ministry of Education's Book on **Competencies** written by Al-Temimi (2005).

3.4 Validity of the Instrument

The term validity, in fact, has been viewed differently in the field of ELT. To this, Harris (1969: 19) puts his view of validity within two questions:

1. "What precisely does the test measure?

2. How well does the test measure?"

Then, Brown (1987:221) considers validity as "The degree to which the test actually measures what is intended to measure".

As a matter of fact, several types of validity have been proposed by the EFL specialists such as face validity, content validity, construct validity, …etc.

Among others, face validity is the suitable type to find out whether or not the instrument is valid to achieve the aim of the present study. Strikingly speaking, Lado (1964:169) believes that face validity is the "degree to which a test measures what it claims to measure". Also,McNamra (2000: 133) sees face validity as "the extent to which a test meets the expectations of those involved in use, e.g. administrators, teachers, candidates and test score users".

Consequently, to ensure face validity, the initial form of the checklist has been given to a jury of specialists in English language teaching (Table 2) to judge its face validity, i.e. the proper distribution of the items is placed under each of the three competencies (App. 2).

Table -2-

Names of Jury Members

College of Education Ibn Rushd / University of Baghdad

1- Prof. Abdullah H. Al-Moussawi, Ph. D.

2- Asst. Prof. Omran Moussa, Ph. D.

3- Asst. Prof. Abdul Karim Al-Jumaily, Ph. D.

4- Asst. Prof. Fatin Kairi Al-Rifa'i, Ph. D.

5- Instructor Abbas Lutfi, Ph. D.

6- Instructor Shaima'a Al-Bakri, Ph. D.

College of Arts, University of Baghdad

7- Prof. Abdul Latif Al-Jumaily, Ph. D.

College of Basic Education / University of Al-Mustansirya

8- Asst. Prof. Nahida Al-Nasiri, Ph. D.

9- Asst. Prof. Istiqlal Al-Marsumi, Ph. D.

10- Asst. Prof. Dhuha Atallah, Ph. D.

It is necessary to note that the items which are judged valid by at least 7 members, i.e.70%, out of the total number of the jury have been kept in the checklist, whereas, the items which have received maximally 60% and less (agreed upon only by 6 members and less) have been omitted (App. 3). The final form of the checklist contains 40 items (App. 4).

3.5 Reliability

First of all, one of the important characteristics of any measurement or evaluation device is how reliable it measures.

To this, Bloom et al. (1981:75) consider Reliability   a characteristic which may be considered separately from validity, but upon which validity in part depends.

However, and in order to ensure reliability in observing the sample by the researcher, ten teachers have randomly been chosen, other than the adopted sample, from Al-Karkh sector, as the reliability sample (App.5).

Then, the researcher has chosen another observer[*] to observe the reliability sample. This co-observer has been instructed in the way of observing and collecting data. Every observation has lasted 45 minutes and the data have been recorded separately.

By using Pearson Correlation Coefficient, reliability coefficient has been found out between the researcher and the co-observer, which is 0.83. This value is acceptable according to Glass and Stanley (1970: 295).

3.6 Final Administration

After securing both the face validity and reliability of the instrument (the checklist), the final application has started on the 2nd Oct. , and ended on the 17th Dec. , during the academic year 2005. The whole sample has accurately been observed for a whole lesson to record all the items included in the checklist. Then, the data has been collected and written, giving a tick for every item conducted by the teacher, and no tick for those which are not.

---

[*] Mr. Abbas Ubaid Alwan, having more than (30) years in teaching English.

3.7 Scoring Scheme

The scoring scheme adopted in this study is to give
The following marks for each scale:
Always(3   ),Usually(2),Sometimes(1),and
Neve(0).

3.7 Statistical Means

In order to achieve the aim of the present study, the following statistical means have been used :

1- Percentage: It has been used to find out the percentage of the agreements/disagreements among the jury members concerning the validity of the items of the checklist.

2- Pearson's Correlation Coefficient Formula:

It has been used to judge the reliability coefficient of the instrument

$$r \ = \ \frac{n\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[n\sum X^2 - \left(\sum X^2\right)\right]\left[n\sum Y^2 - \left(\sum X^2\right)\right]}}$$

Glass and Stanley (1970: 295).

Chapter Four

Results, Conclusions, Recommendations, and Suggestions for Further Studies

4.1 An Introductory Note

This chapter is mainly intended to report the demonstration and discussion of results according to the aim of the present study(see 1.2).

4.2 Results

Results obtained from systematic observation are arranged, and discussed in the following two sections.

4.2.1 Teaching Competencies not Applied by Distinguished Teachers: Discussion of Results

Table (3) shows that out of (40), only (9) teaching competencies have not been applied by primary school teachers:

Table (3)

Teaching Competencies not Applied by Distinguished Teachers

Teaching Competencies not Applied	No. of teachers	Percentage
3.Using positively effective and socially-acceptable physical forms of punishment.	**5**	**25%**
4.Giving pupils an opportunity to practice newly, learned-concepts and getting feedback.	**8**	**40%**
6.Possessing a skill in making effective use of teaching aids as slide loops, film projectors, ….	**none**	**-**
9.Identifying the educational objectives of each lesson, the learning activities to conduct,… .	**4**	**20%**
12.possessssing the skill of assessing the suitability of homework and introducing variety of it ….. .	**6**	**30%**
18.Assessing the pupils' work and progress in all aspects of English.	**8**	**40%**
20.Conducting evaluative practice after each activity.	**11**	**55%**
22.Possessing the need to be the master of communicative techniques, functions, and notion.	**6**	**30%**
23.planning activities of the teaching learning process in terms of the three aspect (cognitive, affective, and psychomotor objectives).	**8**	**40%**

As shown in Table3, all the teaching behaviours that are applied by only 8 teachers and less, constituting 40% and less, have been statistically judged as not applied by the distinguished teachers observed, i.e. the sample.

These findings can be interpreted as being due to such aspects as:

- professional factors,

- personality factors,

- educational factors, and

- mental abilities.

4.2.2Teaching Competencies Applied by Non-Distinguished: Discussion of Results

Table (4) shows that out of (40), only (11) teaching behaviours have been applied by primary school teachers of English:

Table (4)
Teaching Competencies Applied by Non-distinguished Teachers

Teaching Competencies Applied by non-Distinguished Teachers.	No. of Teachers	Percentage
2.Seeking pupils' participation.	**12**	**60%**
7.Knowing how to question pupils.	**11**	**55%**
8.Using available teaching aids.	**10**	**50%**
17.Keeping useful records of pupils' work and progress in language and other relevant information.	**12**	**60%**
19.possessing a skill in making tests and examinations in English.	**12**	**60%**
21.possessing a practical command of English skills-listening, speaking, reading and writing.	**10**	**50%**
24.possessing a skill in selecting and displaying materials into the classroom.	**11**	**55%**
26.Always accepting what is comprehensible.	**11**	**55%**
27.Correcting in comprehensible answer when a pupils fails to provide the appropriate answer.	**9**	**90%**
28.Correcting pupils' errors.	**13**	**65%**
30.Using the mother tongue when necessary.	**16**	**80%**

As shown in the above table, those teaching competencies that are applied by at least 10 non-distinguished teachers,

constituting 50% and more, have been statistically judged to be applied by the sample.

Likewise, such findings can be attributed to the fact that such teaching competencies, listed in table (4), do not require, on the part of the teachers, high mental and professional abilities, mastering precisely the English language.

4.3 Conclusions

From the results obtained, the following conclusions can be drawn:

1- Some of the non-distinguished primary school teachers of English are not well-equipped with the most of the three teaching competencies adopted in the present study.

2- As to point (1) above, such deficiency can be attributed to the nature of the preparation those teachers of English have received.

3- The non-distinguished primary school teachers of English are not aware of the advantages that can be obtained from applying such teaching competencies, since they are highly concerned with finishing the course syllabus as scheduled.

4- In respect to the distinguished teachers of English observed, applying the three teaching competencies concerned have positive results on the instruction process.

5- As a whole, competency-based education has a vital effect on the pupils at the primary level, since pupils at this

stage need to be maintained, motivated, and their interests to be met, as well as making their learning atmosphere more enjoyable.

4.4 Recommendations

Based on the results obtained in this study, the following recommendations are submitted :

1- Teachers of English at the primary stage should be well and sufficiently prepared and trained according to the competency-based approach. This can be successfully achieved through involving them in-and pre-service training programs.

2- As to point (1) above, primary school teachers of English should be well-informed about the pedagogical advantages when the three teaching competencies (Maintaining pupils' interest, achieving motivation and securing positive learning atmosphere) are properly conducted inside the classroom.

3- Making use of the teaching competencies list utilized in the present study when selecting teachers of English in primary schools.

4- Focus should be on the scientific motives for those EFL teachers in Iraq who have improved and developed their educational work successfully. This can be done by allowing them to pursue postgraduate studies when possible.

5- Primary teachers of English, should admit and adopt the fact that their role has been switched, according to competency-based approach and other newly used in teaching English, from dispensing linguistic information to helping learners seek, organize and manage linguistic knowledge,ie, guiding them rather than moulding them. This issue can be clearly focused when it is included in the instruction material of the in-and pre-service courses.

6- The educational supervisor should practically realize their active task in orienting primary school teachers of English to use the available teaching aids to create a relaxed, free-stress and enjoyable atmosphere inside the classroom.

7- As for the Ministry of Education in Iraq, there must be increasing in-service training courses held specially for primary school teachers of English in order to provide ample opportunities for them to keep in pace with the up-to-date innovations in English language teaching.

4.5 Suggestions for Further Studies

In the light of the limits and findings of the present work, the following suggestions can be presented for further investigation:

1- A study is needed to find out the effect of the competency-based approach on the performance of the primary school teachers in teaching the four basic language skills.

2- A study is suggested to survey and evaluate the teaching competencies currently adopted by the student-teachers at training institutes and other in-service training courses.

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الكفايات التعليمية لمعلمي اللغة الإنكليزية في المدارس الابتدائية في العراق

رسالة مقدمة إلى

مجلس كلية التربية (ابن رشد)، جامعة بغداد
وهي جزء من متطلبات درجة ماجستير في التربية
(طرائق تدريس اللغة الإنكليزية)

من

شاكر محمود عكيب

بإشراف
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Abstract

The importance of competency-based education lies in the fact that it shifts both the role of the learners and the teachers into more vital ones. Moreover, teaching competencies help teachers of English to achieve their objectives. This is due to the fact that the effectiveness of applying teaching competencies by the teachers leads to good and fruitful teaching.

What distinguishes competency-based education from other modern trends in English language teaching is that it suits all levels of study.

If teachers of English, especially those at primary stage, are well-equipped with the basic teaching competencies, they will consequently help their pupils learn and gain appropriate experiences and create positive classroom atmosphere.

The present study aims at measuring through personal observation whether or not the following three competencies: maintaining pupils' interest, motivation, and establishing a safe learning environment are applied by both distinguished and non-distinguished primary school teachers of English.

It is hypothesized that these three teaching competencies concerned are not properly applied by non-distinguished school teachers of English.

The sample of the study which has randomly been chosen from Al-Karkh sector consists of (40) primary school teachers

of English, distributed as (20) distinguished and (20) non – distinguished teachers.

The checklist, with 56 items, has been derived from the book entitled "Competencies", by Al-Temimi (2005), published by the Iraqi Ministry of Education.

To secure the face validity of research instrument, i.e. the checklist, it has been submitted to a jury of experts in the field of teaching English as a foreign language.

Reliability has been computed by finding the agreement of two observers. For this purpose, Pearson Correlation Coefficient has been used and the reliability is found to be 0.84.

The final form of the checklist contains 40 items, to be adopted as the sole instrument of the present study.

The researcher has obtained the following findings:

1- Some of the non-distinguished primary school teachers of English are not well-equipped with the most of the three teaching competency items adopted in this work.

2- The non-distinguished primary school teachers of English are not aware of the advantages that can be obtained from applying such teaching competencies, since they are highly concerned with only finishing the course syllabus as scheduled.

3- As to point (1) above, such deficiency can be attributed to the nature of the preparation those teachers of English have received.

4- In respect to the distinguished primary school teachers of English observed, applying the three teaching competencies concerned have positive results on the instruction process.

5- As a whole, competency-based education has a vital effect on primary level pupils, who need to be maintained, motivated, and their interests to be met, as well as making their learning atmosphere more enjoyable.

In the light of the results some conclusions are drawn and some recommendations and suggestions for further studies are put forward.