

Appropriate Teaching Ways to Initiate and Maintain Classroom Interaction as Seen by Specialists and Educationalists

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Section One Introduction

1.1 Statement of the Problem

Teaching English as a foreign language (EFL, for short) at Iraqi schools has a prominent position in the school curriculum. Iraqi students study English as a medium for international communication at the various levels of study. The ultimate objective is to enable Iraqi learners to master EFL by controlling its four skills.

Language learning is not a skill where one can simply bone up on rules and words in isolation. Language is for communication with people (whether through oral or written modes), and the more they engage in such face-to-face communication, the more their overall communicative competence will improve.

The interaction between teachers and students constitutes the most important part in all classroom activities. Inamullah et al (2008: 35) believe that the most important factor in a classroom situation is the interactions and exchanges initiated by the teacher and pupils. Through interaction students can increase their language store and use all language skills they possess.

Moreover, interaction is an important concept for English language learners. It facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need.

Through interaction, learners have opportunities to understand and use the language that was incomprehensible. Additionally, they could get more input and more opportunity for output (Long, 1996: 413-468).

Therefore, English textbooks of Iraqi primary and secondary schools are designed to be taught communicatively. Communicative language teaching concentrates on the language as a system of expressions of meaning and the main purpose of this system is communication and interaction (Brown, 2001: 34). In addition, Yule (2010, 190) indicates that “the most fundamental change in the area of second language learning in recent years has been a shift from concern with the teacher, the textbook, and the method to an interest in the learner as the acquisition process.”

Thus, the success of teaching depends to a large extent, on the interactions between the teacher and the students. Hence, “the teacher is in charge of engaging learners in fully communicative situations that will make the process of communication smooth and more efficient” (Brown, 1994: 160)

However, English lessons tend to be mostly restricted to imitation only by the teacher in an artificial setting where the whole class becomes a group interlocutor. Students have no chance to practice and interact using the foreign language in class. They are indeed, under the complete control and authority of their teachers. Teachers lecture, explain grammatical points, conduct drills and the best lead whole-class discussions in which each student might get a few seconds of a lesson period to talk.

As far as the researchers know, intermediate school teachers (IST, for short) lack the capability for employing the appropriate strategies to initiate classroom interaction among their students. They have come to this conclusion from their virtual visits and

observations of classroom situations, this state of affair necessitates an urgent need for studying the appropriate ways (techniques) that could help in teaching **Iraqi opportunities Textbooks** effectively, as seen by educationalists, scholars , and specialists.

1.2 Value of the Study

Effective teaching procedures in teaching any subject follow two well-known principles of learning. Instructors must know how to incorporate principles of learning in daily teaching procedures and guide the students in techniques and habits of teaching (Anderson, 1976: 10).

Karl (2004: 10) states that “the most significant discoveries are not those describing the new and revolutionary method. The really new and different things in language teaching today involve a different approach to teaching.”

Teaching technique or strategy is one of the essential ingredients that enable EFL teachers to develop collaborative interaction and to transfer initiative from one student to another.

A number of applied linguists have viewed the process of teaching-learning as interaction. All Wright (1984: 157) as cited in Ellis (1991: 12) states that interaction is an impact of communicative language teaching and it is the fundamental fact of pedagogy. It “refers not just to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling” (ibid).

Hence, the value of this study stems from its significance to:

1.2.1 shed light on the process of teaching EFL at our intermediate schools and develop a shared understanding of the efficient

classroom situations for teaching Iraqi Opportunities textbooks which are in serious trouble.

1.2.2 identify the teaching techniques that explicitly support an efficient and natural inter-learning of contribution among students.

1.2.3 provide the capability for Iraqi school teachers to handle more efficient teaching techniques and thus improve the EFL instructional process. Those teachers might find in the findings of this study a source of assistance to use free practice techniques.

1.2.4 direct educationalists and supervisors, in general and teachers of English in specific, to give the required attention to the intended teaching techniques which are expected to be beneficial for pedagogical implications.

1.2.5 stimulate those specialists and university instructors towards the essence of having teachers with a full range of TEFL procedures at their command.

1.2.6 fill a definite gap of information in research and pave the way for undertaking further investigation in the area of teaching and learning strategies at Iraqi schools.

1.3 Aims of the Study

This study aims at:

1.3.1 identifying the appropriate techniques used to initiate classroom interaction, as seen by specialists and educationalists.

1.3.2 assessing the extent of using the identified techniques inside classroom situations.

1.4 Limits of the Study

This study is restricted to the techniques of initiating classroom interaction for teaching EFL at intermediate schools in the city of Tikrit, during the academic year 2011-2012.

1.5 Definitions of Basic Terms

The basic terms used in this study are operationally defined as follows:

1.5.1 **Teaching technique** is the instructional procedure(s) or technique(s) that is adopted by EFL teachers in order to stimulate learners to initiate interaction. These procedures are presented in the thirty-four items of the constructed questionnaire.

1.5.2 **Interaction**: It means the collaborative exchange of thoughts, feelings or ideas between two or more students.

Interaction is an activity that is motivated by the teacher who can be regarded as a corner stone in the class to achieve communication with the students.

1.5.3 **Observation**: It is a specific method of collecting field data in its natural sphere through keeping record of classroom events in such a way that it can be studied.

1.5.4 **Checklist**: It refers to the list of thirty-four statements related to teaching behaviors to be observed in a teaching situation. The presence or absence of each statement is indicated by checking 'yes' or 'no'.

Section Two

Theoretical Background

2.1 Interactive Principles

Brown (1994: 159-160) mentions some principles that are the stones of structuring a theory of interaction in the language classroom. They are as follows:

1. Automaticity: it can be achieved when the focus is on meanings and messages rather than on linguistic forms. So learners are freed from a controlled language mode and proceed to automatic modes of processing.
2. Intrinsic Motivation: It can be implemented at the end of the interaction process the learners should follow to reward their performance.
3. Strategic Investment: Interaction requires the use of strategic language competence both to make certain decisions on how to say, write, or interpret language and to make repairs when communication pathways are blocked.
4. Risk-Taking: Interaction requires some degree of risk in case failing to express the required meaning got failed.
5. The language-culture connection: The cultural leading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.
6. Interlanguage: Many errors and complexities might occur at the development process of interaction, so the teacher's job is to correct the learner's interaction process.
7. Communicative Competence: through the same interaction process, all the elements of the communicative competence

should be whether (grammatical, discourse, sociolinguistic, pragmatic, strategic) to have a successful communication.

2.2 Some Ideas for Motivating Students

Chandler (2010: 24-26) has presented some ideas that motivate students to work hard and go forward even though difficult materials, as follows:

1. **Explain:** Teachers should spend more time explaining why they do, and why the topic or activity is important. Similarly, teachers should spend more time explaining exactly what is expected on assignments or activities. Students who are uncertain about what to do will seldom perform well.
2. **Reward:** Rather than criticizing unwanted behaviors or answers, teachers can reward correct behaviors or answers. Adults and children alike continue or repeat behaviors that are rewarded.
3. **Care:** Students respond with interest and motivation to teachers who appear to be human and caring. It is good idea to be approachable human beings and not aloof authority figures. Teachers should show that they care about their students by asking about their concerns and goals. What do they plan to do in the future? What things do they like?
4. **Have students to participate:** One of the major keys to motivation is the active involvement of students in their own learning. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, working with each other, or getting physically involved in the lesson. Students love to be needed, necessary and contributing parts of the learning

process and thus their self-esteem is boosted and their motivation is increased.

5. **Teach inductively:** By beginning with examples, evidences, stories, and so forth and arriving at conclusions. Later, the teacher can maintain interest and increase motivation, as well as teach the skills of analysis and synthesis.
6. **Satisfy students' needs:** Attending to need satisfaction is a primary method of keeping students interested and happy. Students' basic needs have been identified as survival, love, power, fun, and freedom. They have a need to have fun in active ways, to be noisy and excited. Students will be much more committed to a learning activity that has value for them and meet their needs.
7. **Making learning visual:** It was recognized that memory is often connected to visual images. Teachers can provide better learning by attaching images to the ideas they want to convey. By using drawings, diagrams, charts, graphs, bulleted lists, even three-dimensional objects, teachers can help students anchor the idea to an image.
8. **Use positive emotions to enhance learning and motivation:** People remember better when the learning is accompanied by strong emotions. If the teacher can make something fun, exciting, happy, loving, or perhaps even a bit frightening, students will learn more readily and learning will last much longer. Emotions can be created by classroom attitudes, by doing something unaccepted or outrageous, by praise, and by many other means.
9. **Remember that energy sells:** Being energetic in teaching is a motivation factor in itself, adding energy to the idea will further enhance learning and commitment to the class.

Teachers should strive to make learning always at least mentally active and perhaps often physically active, as well.

Language teaching activities in class should maximize the individual language use. Role play can be an effective way of providing practice for the learners and it is invariably popular. It helps to keep classroom sessions lively and interesting, as well as keeping the participant alert and active.

2.3 Roles of the Interactive Teacher

The role of the teacher in making the classroom climate conducive is highly crucial. Such kind of climate is built up by the pattern of interaction between the teacher and pupils, verbal exchanges, asking questions, responding and reacting (Inamullah et al, 2008: 35).

Brown (1994: 160-1) and Hall and Hewings (2001: 17) state that the interactive teacher can play many roles at the interaction process that might be like the parent's roles who are called upon to many things to their children. These roles are as follows:

1. The teacher as a controller:

1. The teacher is the one who decides what is to be done inside the class like the activities arrangements and the language used. He is also in charge of arranging time with the students' responses.

2. The teacher as a director: The teacher is in charge of involving students in energetic tasks which focus on a communicative problem. These tasks should have some connection with real words of learners' life and learning experience and participation. It is also important, for the teacher to direct students to continue learning after class, to prepare them to be aware, to ask them to apply

concepts in their lives after they leave class, to shape their out-class learning experiences through suggestions, and assignments.

3. **The teacher as a manager:** the teacher is in charge of managing all the activities inside the class. He allows each individual player to be creative, keep employees pointed towards goals, engage in ongoing evaluation and feedback and give freedom to each person to work in their own individual expertise.

4. The teacher will be a facilitator of the learning lesson and helping students to clear away their difficulties. He should facilitate the communicative process between all participants in the classroom and between these participants and various activities and texts. This role is required to supply students with a chance to express themselves and discover language through using it pragmatically rather than telling them about language.

5. **The teacher as resource:** the teacher here will take a back seat and allow students to manage and do the learning process by themselves. They can ask him for advice, e.g. the topic they want to talk about. This role is the least important one among other roles that teachers should do.

2.4 Interaction Hypotheses

The interactional hypothesis states that EFL acquisition occurs most efficiently when learners have plentiful opportunities to negotiate meaning whenever there is some kind of communication difficulty. Such negotiation brings learners into contact with their foreign language mental grammars. There is considerable problems involved in testing this hypothesis empirically. There should be a determination of what is actually learnt as a result of engaging in the interactional exchange where there is an opportunity to negotiate meaning (All Wright, 1984a: 157) cited in Ellis (1991: 13).

There is a new way of conceiving the relationship between teaching and learning that has to be developed which focuses on “that any learning process that takes place must in some way result from the process of interaction that learners take part in.”

Most of foreign language classroom-based research has been ground in the assumption that learner’s interactional modifications including phenomenon such as, clarification requests, confirmation checks and repair sequences, promote acquisition of the target language. It has focused on various task-types and resulted of the “interaction hypothesis” which means more modifications elicit more comprehensible input that in turn promotes better acquisition (Kaplan, 2002: 79).

The general assumption is that “the greater the amount of interactional modification there is, the more rapid and successful acquisition will be” (ibid).

Therefore, teachers should provide learners with a good environment in which they can construct their own meaning in the process of learning. It is the advanced computer and internet technology that guarantee the ideal learning environment such as, situated authentic context, collaboration, dialogue and so on (Zhan and Zhao, 2007: 109).

Section Three

Procedures

3.1 Population and Sample

The target population comprises fifteen college instructors who are specialized in methodology of EFL in the universities of : Baghdad, Tikrit and Mosul. Those specialists represent 50% of its original society as shown in Table (1). Moreover, the selected

sample includes two educational supervisors who are specialized in English as well as thirteen ISTs for girls and boys derived randomly from the city of Tikrit.

Table (1)

The Names, Scientific Degrees and Academic Grades of the Involved Specialists, Educationalists and Teachers

No	Name	Scientific Degree	Academic	Institution
1.	Abdul-Lateef Al-Jumaily	Ph.D.	Professor	University of Baghdad
2.	Abdul-Kareem F. Jameel	Ph.D.	Asst. Prof.	University of Baghdad
3.	Salam Hamid Abbas	Ph.D.	Asst. Prof.	University of Baghdad
4.	Shaymaa Abdul Baqee	Ph.D.	Asst. Prof.	University of Baghdad
5.	Basim Yahya	Ph.D.	Asst. Prof.	University of Mosul
6.	Hussein Ali Ahmed	Ph.D.	Asst. Prof.	University of Mosul
7.	Wayeis Jaloud	Ph.D.	Asst. Prof.	University of Mosul
8.	Wasan Adnan	M.A.	Instructor	University of Mosul
9.	Ali Talib Jabbori	Ph.D.	Asst. Prof.	University of Tikrit
10.	Nawfal S. Majeed	Ph.D.	Asst. Prof.	University of Tikrit
11.	Naghham Qadoori Yahya	Ph.D.	Instructor	University of Tikrit
12.	Ayden Adnan Rafiq	M.A.	Asst. Inst.	University of Tikrit
13.	Dunya Tahir Hameed	M.A.	Asst. Inst.	University of Tikrit
14.	Marwan Mizher	M.A.	Asst. Inst.	University of Tikrit
15.	Najwa Yaseen Ismaeel	M.A.	Asst. Inst.	University of Tikrit
16.	Ahmed Hasan K.	B.A.	teacher	Almnahil Secondary School for Boys/ Al-Alam
17.	Ansaaf Jasim H.	B.A.	teacher	Al-Fadheela Secondary School for Girls/ Baiji
18.	Batool S. Widyan	B.A.	teacher	Baiji Secondary School for Girls/ Baiji
19.	Eman T. Yahya	B.A.	teacher	Al-Fadheela Secondary School for Girls/ Baiji

No	Name	Scientific Degree	Academic	Institution
20.	Esraa E. Ahmed	B.A.	teacher	Al-Fadheela Secondary School for Girls/ Baiji
21.	Insaf Jasim	B.A.	teacher	Al-Fadeela Secondary School for Girls/ Baiji
22.	Intisar Talib H.	M.A.	teacher	Al-Dour Secondary School for Girls/ Al-Dour
23.	Lamya Najim A.	B.A.	teacher	Al-Mansoor Secondary School for Boys
24.	Maysoon A. Aumer	B.A.	teacher	Baiji Secondary School for Girls/ Baiji
25.	Muhamas Hasan A.	B.A.	teacher	Saqar Quraish Intermediate School for Boys
26.	Sabreen Jacoup	B.A.	teacher	Al-Aqsa Secondary School for Girls/ Baiji
27.	Salah Hussein Ali	B.A.	teacher	Al-TooZ Secondary School for Boys/ Al-TooZ
28.	Saleem Ibrahim	B.A.	supervisor	General Directorate of Education in Saladdin
29.	Salman Hawsi A.	B.A.	supervisor	General Directorate of Education in Saladdin
30.	Siham Abdul Rahman	B.A.	teacher	Al-Mustansiriyah Intermediate School for Girls

3.2 Instrument of the Study, its Validity and Reliability

A five-point scale questionnaire has been constructed. It includes thirty-four items that represent the appropriate teaching techniques used to initiate classroom interactions while teaching EFL at intermediate schools. The questionnaire is exposed to a jury of specialists in English methodology and linguistics, in order to judge its face validity. They are also asked to modify, change or add any appropriate information to the constructed questionnaire. The final form of the questionnaire is stated as a result of the valuable remarks and certain modifications of the involved jurors whose average of agreement with the presented items is about 88%.

The adopted questionnaire has been exposed twice to ten specialists who are not included in the sample of the study. The reliability of the gathered data is secured by using Pearson Correlation Formula. The obtained degree of the correlation Co-efficient is found to be 0.84.

3.3 Final Administration of the Questionnaire

After being certain that the instrument is valid and reliable, it has been administered to the selected sample who are thirty specialists, educationalists, and teachers of English. They are asked to respond to the presented questionnaire by choosing one of the given alternatives in front of each item. The identified option will show that the intended item is; highly appropriate, somewhat appropriate, less appropriate or not appropriate.

The collected data about the distributed questionnaire are analysed. The statistical Fisher's* Formula is applied in order to find out the weighted mean of each item involved in the questionnaire.

* Fisher Formula:

Later on, all the appreciated techniques are stated down in a checklist with two-point scale, i.e. yes or no. the checklist is used as an observation instrument for recording how far our intermediate school teachers utilize the identified techniques in their classroom situations.

Section Four

Analysis of Data and Discussion of Results

4.1 Analysis of Data

In order to achieve the first aim of this study, the necessary data are collected and analysed in terms of the five-point scale of the thirty-four items included in the adopted questionnaire. Each scale is given a definite mark. The first one (highly appropriate) is given 5 marks and the second (moderately appropriate) takes 4 marks. The third (somewhat appropriate), is given 3 marks, fourth (less appropriate), and fifth (not appropriate) scales are given 2 marks, 1 mark, and one mark, respectively. Then Fisher Formula is applied in order to find out the weight of each item. The cut-point* between the appropriate items versus inappropriate ones is “3”. It means that any item gets a weight less than 3.0 is considered inappropriate, as shown in Table (2).

$$\text{Degree of Power} = \frac{f_1x_0 + f_2x_1 + f_3x_2 + f_4x_3}{\text{Total Frequency}}$$

$$* \text{ The cut-point} = \frac{5+4+3+2+1}{5} = 3$$

Table (2)

**The Items of the Questionnaire are Arranged Downwards
According to their Statistical Weight**

No.	The Items of the Questionnaire	Weight of Item
1	Make classroom atmosphere relaxed, warm, interesting, friendly, lively, and supportive	4.85
4	Supply the students with opportunities to negotiate meaning and take part in interaction.	4.85
2	Begin teaching with what the students already know (familiar and relevant material).	4.80
6	Engage students in fully communicative situations that make the process of communication smooth and more efficient.	4.80
7	Involve students in a variety of tasks and classroom roles which arouse their interest and participation, such as, games, role-plays and (oral and written) problem- solving tasks.	4.80
8	Make use of the interactive activities (included into the Activity Book) which give students opportunities to use the target language.	4.75
3	Introduce authentic texts into classroom learning situations.	4.75
9	Make students work with activities that introduce freedom and autonomy into the learning process.	4.75
11	Involve students in open tasks (dialogues) and closed- tasks (monologue language tasks)	4.75
14	Ask students to take the initiative where possible in conversational classroom situations.	4.70
10	Emphasize the use of the language by the learner in a range of contexts and for a range of purposes.	4.70

No.	The Items of the Questionnaire	Weight of Item
13	Supply students with frequent chances to perform and reflect on what they have learned.	4.60
18	Allow students to express themselves and to discover second language through using it pragmatically (rather than telling them about the language)	4.60
19	Focus on functional language usage and learners' ability to express their own ideas, attitudes and desires.	4.60
23	Focus on shy students, encourage them to ask questions, express their emotions, and build their self-confidence to communicate.	4.55
5	Encourage students' participation in lesson-planning and presentation which drives them to take more responsibility for their own learning.	4.50
22	Encourage students to attend out-of-class activities to practice and learn English.	4.40
20	Ask open-ended questions and elicit answers from a variety of students.	4.40
15	Encourage students to use English for self-expression, to express their thoughts , perceptions and feelings.	4.40
24	Provide indirect assistance so that the learner can solve his own communication problem.	4.35
25	Provide counseling and assistance when problems arise.	4.35
26	Enhance the capability for all students to solve any problem in most appropriate way.	4.35
28	Consider any student's statement which adds new content to the dialogue as a student's initiative.	4.35
29	Provide students with optimal, timely, and constructive feedback and suggestions for improvement.	4.35
30	Praise a student, let him know that he has performed correctly, and reward desired learning outcomes or behaviors with applause.	4.30

No.	The Items of the Questionnaire	Weight of Item
31	Assign a participation mark and make it part of students' final grade.	4.30
32	Tolerate students' common errors and plan to deal with them at a later stage.	4.30
33	Correct students' errors in a non-threatening manner.	4.10
34	Try finishing the lesson ten minutes early once in a while and allow students free conversation time.	4.10
12	Creatively adopt textbook materials when needed.	3.60
17	Ask pairs of students to exchange ideas and feelings concerning certain things.	3.55
16	Take into account new ideas and students' points of view in decision-making.	3.10
21	Ask convergent questions that focus on a central idea.	3.10
27	Try to be considerate of students' personalities	3.10

4.2 Discussion of Results

From Table (2), it is obvious that each of the thirty-four items has got an accepted weight which is more than 3.0. It means that all of these items represent appropriate ways for initiating classroom interaction. This result is obtained from the responses of the involved specialists and educationalists on the presented questionnaire. They unanimously, agree that the thirty-four items could be used by EFL teachers as appropriate ways for maintaining students' communicative initiatives. Twenty-nine items which constitute more than 85% of the whole items have recorded high weight of appropriateness that ranges from 4.85 to 4.10. Only five items which form less than 15% have registered low weight of appropriateness that ranges from 3.60 to 3.10.

In order to find out the ISTs use the identified techniques, the whole items are organized in a checklist. The researchers have attended and observed twenty lessons of English for ten IST in the city of Tikrit. The adopted checklist is used as an instrument for classroom observation and recording the extent of ISTs' employment of the checklist items inside their classroom situations.

The obtained results indicate that six items are actually applied by ISTs which form only 17.647% of the total number of the appropriate teaching techniques. These items are as follows:

1. Begin teaching with what the students already know (familiar and relevant material).
2. Ask open-ended questions and elicit answers from a variety of students.
3. Involve students in open tasks (dialogues) and closed-tasks (monologue language tasks).
4. Provide counseling and assistance when problems arise.
5. Praise a student, let him know that he has performed correctly, and reward desired learning outcomes or behaviors with applause.
6. Correct students' errors in a non-threatening manner. It is clear that, ISTs scarcely employ the appropriate teaching techniques while they are teaching English. Many factors could be existed behind this condition. The major ones are the qualification of the ISTs themselves, and the new English materials and trends for teaching English communicatively. Those teachers are mostly accustomed to being the centre of attention in the classroom and closely monitor students' efforts and correct all mistakes. This traditional role as a classroom controller of all language

produced, makes it difficult for them to adopt the correct methodological stance to suit the lesson material.

Furthermore, ISTs are not acquainted well with the new orientation for teaching English communicatively. Most of them have established, as a result of their educational experiences, patterns of behavior in their classroom setting concerning the nature of teaching EFL. These patterns and ideas may cause interference, confusion or resistance when they teach new courses of English. In addition, our classrooms are empty of all advantageous means that could help teachers to bring good results, such as video cassette players, CD/ DVD players, data show, language laboratories, etc. Therefore, involving students into meaningful and contextualized communication is a neglected stage.

It is also worth to refer here, to the number of intermediate school students per classroom which in turn is limited in its space and other environmental factors. There are too many students in each class to work in pairs or small groups. Moreover, EFL students are required to finish the textbook units within the limited period of English lessons. Hence, they cannot sacrifice coverage for the sake of mastery.

Section Five

Conclusions and Recommendations

5.1 Conclusions

The following points are drawn from the obtained results of this study:

1. All the thirty-four items which have been pointed by the constructed questionnaire could be adopted by ISTs and used as appropriate teaching techniques to initiate classroom interaction.

2. The identified teaching techniques encourage active learners' involvement in a wide range of activities and tasks for communication that introduce freedom and autonomy into the learning effort.
3. ISTs adopt very limited number of the appropriate techniques for teaching English exercises and activities. These teaching techniques constitute less than 18% of their total number.
4. Teachers of English are not competent enough to be able to employ most of the required teaching techniques inside their classroom activities.
5. The available opportunities for communicative initiatives in general and speaking practice in particular, are extremely limited and often merely a form of intended transformation drill.
6. ISTs are unable to take the advantage of the class skills and tasks of communication and mediation and provide students with opportunities to use English in interaction.
7. In-service training courses of English do not seem to have taken account of the methods and techniques by which experienced trainees will be persuaded to adapt to the demands of communicative, learner-based teaching materials.
8. The class active role, in our intermediate schools, is ascribed to the teacher rather than the students who are indeed behaving individually and not cooperatively.
9. ISTs control rather than facilitate English learning process. They lecture, explain grammatical points and reading texts, and conduct class activities in which students get a few minutes and few opportunities to talk or engage in face-to-face communication or group work.

10. Teaching English at intermediate schools requires a lot of efforts and more responsibility stem from the teachers themselves. ISTs are advised to do extra effort to keep on top of their field in order to bridge the gap between theory and practice.

5.2 Recommendations

In the light of the given conclusions, this study recommends the following practical points:

1. There is an urgent-need for well qualified teachers of English who are capable to motivate their students and maintain their communicative initiatives.
2. A serious attempt should be made to train ISTs on using appropriate teaching techniques that enable their students to take the initiative where possible in conversational classroom situations.
3. ISTs are recommended to design energetic activities and tasks that involve collaboration and self-initiated language, engage learners in the authentic, practical, and functional use of language for meaningful purposes.
4. More opportunities for the practical use of language should be provided during pre-service training of EFL teachers including practising numerous techniques which provide students with chances to express their own views, ask and answer questions, agree and disagree, describe, expand on ideas and so on. These techniques include: pair/group work, role-play, dialogues, language games, scrambled sentences, picture-strip stories, data-show, listening to stories, problem-solving tasks, jigsaw, slides, visual aids, etc.

5. In-service training courses must find ways of fully integrating the trainees' own classroom experiences, conceptions, and patterns of behavior with modern awareness regarding how language is best learnt.
6. Regular in-service training courses must be arranged to EFL teachers on the methodology currently in vogue. Those teachers should be trained on planning, executing and monitoring students' initiative cooperation carefully and successfully.
7. Educational supervision should be fully utilized as a means for the in-service training of ISTs. Supervisors should be trained on how to inspect and give advice to those teachers on professional issues as well as on matters of English language.
8. ISTs should attempt to link classroom language learning with language activities outside the classroom. This may serve to stimulate and provoke students into taking some responsibility for their learning.
9. Ministry of Education is called upon to change the physical and spatial arrangements of EFL classrooms and create suitable, lively, and pleasant learning environment.
10. ISTs should be involved into extensive as well as intensive for communicative language teaching. They should be trained on undertaking courses and on skillful employment of the efficient techniques for teaching Iraq opportunities Textbooks. A corresponding change in the adopted testing and assessing techniques of students' achievement should take place.
11. By virtue of the complexity of the task of teaching EFL, it requires a constant and continual classroom observation and

evaluation. Moreover, effective ISTs should be rewarded and poor ones need to be remediated through training and development programmes,

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