

In-service Teacher Training

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In-service Teacher Training

Developing high level professional teachers' competencies enables them to adapt their teaching methods to the characteristics and needs of all students through training process designed to produce cultured professionals with all the qualifications they need throughout their working life.

The study presents an in-service teacher training course to be applied in Iraq. Trainers must complete a period of training, such as a one year professional or postgraduate certificate in educating (PGCE) course which recommends trainers for qualified teacher status (QTS). QTS is a set of standards formally setting out what a trainee teacher is expected to know, understand and to be able to do.

The researchers believe that teachers need to rethink their own practice and teach in ways they have never contemplated before. This depends on how teachers are able to learn the new skills and unlearned previous beliefs and practices. Teachers must be in a position to see the new methods from the pupils' perspectives and therefore pre-packed training is not always effective, not as it is believed that the one who speaks the language can teach it.

The course aims at training a group of English language teachers on the communicative methodology and classroom techniques which will help to improve their teaching. Modern teacher training means innovation and devising new techniques which suit the situation the teacher teaches in so as to help his students to communicate naturally by using real language in real context.

Global experience in the training of teachers which has proved to be effective training for teachers is the best way to achieve the desired development in education.

It is therefore the teacher's responsibility to create situations which are likely to promote communication, and provide an authentic background for language learning. It is important to remember that as individuals most of us do not learn a language in order to communicate. First we try to communicate, and in doing so, we learn.

Freeman (1989:12) proposes two schemata to refocus language teacher education: (a) a descriptive model that defines teaching as a decision making process based on the categories of knowledge, skills, attitude, and awareness and (b) a related framework of two educating categories –training and development-to teach teaching.

THE GROUP

This course is intended to be used with a group of Iraqi teachers. They are all graduates of universities holding the BA certificate. They have some experience in teaching, but they have either received little training or no training at all. Anyhow, they do not have the experience of using a communicative syllabus.

Teachers who received traditional training and who have only worked with rather conservative materials may not be equipped professionally or emotionally to handle

modern teaching materials which have a considerable amount of decision making to the teacher (Dubin 1986:31).

NEEDS

In Iraq ,there was a great need for in –service teacher training ,the trainees are in an urgent need to be trained on the techniques in the area of methodology in general ,especially after the intended change in the curriculum. The researchers also add the assumption that every teacher should, from time to time, undertake re-training.

Categories of needs, in general, are updating of subject knowledge, updating of pedagogic skills, supporting of changes of role, general professional development, and other needs.

For encouraging professional development, culture must be conducive to critical enquiry, and provides opportunities for professional dialogue, such opportunities do exist already, but may not be used effectively. Giving teachers a new role, for example teacher-researcher, can stimulate professional growth.

OBJECTIVES

The group of trainees will be trained on methodology of the new curriculum so as to help them to improve their competence professionally by improving their methods of teaching, use of the new textbooks and materials, their written work in general, and all testing techniques, i.e., how to construct and administrate oral and written tests as well as scoring.

They will also be trained to improve their linguistic competence by helping them to improve their pronunciation, syntax and methodology, vocabulary, etc.

They will also be equipped with good knowledge about modern theories in psycholinguistics. They will be trained on how to teach the four skills and how to integrate them in their teaching. Modern teaching techniques such as pair work and group work, roleplay, problem solving, etc. will also be introduced.

The main focus will be on the theories and techniques relating to the communicative approach which is new to the participants. There is also a kind of focus on the oral skills which lead to real communication and integration.

IN-SERVICE TEACHER TRAINING APPROACH

The design of a teacher training programme using an approach based on professional competencies has a direct influence on the training process. A competency is the ability to mobilize resources to face the problems that arise in professional practice ,and training mechanism must promote the development of professional competencies. Although a more traditional approach can still be relevant for teaching certain training objectives, contextualized training based on the type of practical situations encountered in practicing the profession is the most appropriate form of training to ensure the development of competencies and to make the training programme more coherent.

The implementation of an approach based on professional competencies has a direct influence on the methods used to evaluate learning. Although school placements are the best time to evaluate the degree to which competencies have progressed and been assimilated, competencies can also be evaluated at any point in the training process. The evaluation methods selected must allow a verification of whether a competency has been acquired, and also whether it has stabilized .The methods may vary, and be based on assignments, tests, logbooks, video analyses, the comments of supervising teachers, and so on.

Researchers see that:

The course must allow future teachers to develop the competencies required to actually practice their profession.

The teacher training programme in a given subject should be different from the programme provided for students specializing in that subject, and should take into account the specific professional dimension of teaching.

Learning the competencies required to practice the profession, the competencies are developed through the ability to mobilize certain specific in order to understand and solve work-related problems, also include knowledge of a pedagogical and didactic nature.

It is hoped that the programme facilitates the integration of all the establishment of all activities.

There must be a connection actual teaching, school placements offer an ideal opportunity to exercise teaching competencies in real life context and assess the degree to which they have progressed and been assimilated.

The course must include elements relating to the development of an ethic of responsibility. Trainees must learn how to present and justify arguments to defend a given position.

IN-SERVICE TEACHER TRAINING TABLE OF THE COURSE

<i>DATE</i>	<i>TOPICS</i>	<i>TIME</i>
Week 1	Speaking	24 hours
	Grammar	Two two-hour sessions
	Visual aids	a day
Week 2	Listening	24 hours
	Pronunciation	Two two-hour sessions
	Vocabulary	a day
Week 3	Reading	24 hours
	Pair work and group work	Two two-hour sessions
	Psycholinguistics	a day
Week 4	Writing	24 hours
	Testing	Two two-hour sessions
	Methodology	a day

IN-SERVICE TEACHER TRAINING
TABLE OF WEEK 3

DATE	SESSION 1 (Time 2 hours)	SESSION 2(Time 2 hours)
Saturday	INTRODUCTION:READING(General) PAIRWORK&GROUP WORK PSYCHOLINGUISTICS: Kinds of learning	DEMONSTRATION Reading passage: 'Acquisition and Learning'
Sunday	READING: Selecting a text reliability, suitability, exploitability. PAIR WORK &GROUP WORK: Advantages. PSYCHOLINGUISTICS: The input hypothesis.	DEMONSTRATION Reading passage: 'The Role of The First Language'
Monday	READING: Reading speed PAIRWORK & GROUPWORK: Problems and cures PSYCHOLINGUISTCS: The Natural Order Hypothesis	DEMONSTRATION Reading passage: 'How Acquisition Takes Place'
Tuesday	READING: Intensive Reading PAIRWORK & GROUPWORK: The Role of The Teacher in Monitoring PSYCHOLINGUISTCS: The Monitor Hypothesis	DEMONSTRATION Reading passage: 'A Son to Be Proud of'
Wednesday	READING: Extensive Reading PAIRWORK & GROUPWORK: The Suitability of Pairwork and Groupwork to Different Activities PSYCHOLINGUISTCS: The Affective Filter Hypothesis	DEMONSTRATION Reading passage: 'Extensive Reading'
Thursday	READING: Reading with Different Kinds of Questions PAIRWORK & GROUPWORK: Differences between Pairwork and Groupwork PSYCHOLINGUISTCS: The Acquisition –Learning Hypothesis	DEMONSTRATION Reading passage: 'Thai Meals'

SATURDAY

SESSION 1

INTRODUCTION

READING: A-What is reading?

- Why do we have to read?
- Getting a message from a text
- The communication process?
- Text and discourse
- Reading and meaning

B-Aims of the reading programme

' To enable students to read without helping unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding' (Nuttall 1982:21) .

Transparency

Reading subskills:

Knowledge of the writing system.

Knowledge of the language.

Ability to interpret.

Knowledge of the world as assumed by the writer.

5-Strategies of reading

Reference skills.

PAIRWORK AND GROUPWORK:

- Pairwork : dividing the whole class into pairs working at the same time.
- Groupwork: dividing the whole class into small groups (4 or 5 in each group) working in the same time.

DEMONSTRATION Introduction:

- Airships were equipped with a balloon filled with gas.
- They were developed during the 19th century.
- In the first part of the 20th century, they carried passengers across The Atlantic Ocean.
- They have many accidents.
- They have been replaced by airoplanes.
- They are not now being used for passenger transport.

Read the following passage about the 'Airships'. Working in pairs, answer the questions that follow:

Airships

In the age of supersonic airlines it is difficult to realize that at the beginning of 19th century no one had ever flown in an airoplane. However, people were flying in balloons and ships. The airship was based on the principle of the semi-rigid structure. In 1900 Ferdinand von Zeppelin fitted a petrol engine to a rigid balloon. This craft was the first really successful steerable airship. In 1919 an airship first carried passengers across The Atlantic, and 1929 one travelled round the world. During this time the design of airships was constantly being important up to 1937 they carried thousands of passengers on regular transatlantic services for millions of miles.

However airships had many defects. They were very large and could fly well in bad

weather. Above all, they suffered many accidents because of the inflammability of the hydrogen used to inflate them. In 1937 the Hindenburg airship exploded in New Jersey and 35 out of 100 passengers were killed.

Today airships cannot compete with jet aircraft. However, they have been greatly improved. They can be filled with helium, and advances in meteorology make it possible to choose calm routes. They can remain static in the air and are being used in the American navy for observation of icebergs in The Atlantic. It is possible that they will be used for other purposes in the future (Nuttall 1979:197-203).

- 1-When were people flying in the airships and balloons?
- 2-Did airships carry passengers across the Atlantic before 1919?
- 3-When was the design being improved?
- 4-What was the achievement of von Zeppelin?
- 5-What was airship used for?
- 6-What was their main defect?
- 7-What caused the accidents?

Handout Psycholinguistics:

- How is language learned?
- Kinds of learning:
- Learning by heart
- Forming habits
- Acquiring rules

Discussion Following the ideas in the last part of the session, what conclusions might you come about :

- Student's errors?
- 2-Repetition drills?
- 3- Explaining grammar rules?
- 4-Using English in class?

Homework Lesson Preparation:

- (Work in groups):
- Use this text as a reading text.
- Divide the class into groups.
- Devise two activities (one before the text, the after the text).

LEARNING BY HEART

LEN COWEE

In his speech to the Conservative Party Conference last month, Kenneth Baker said that children must know their tables by learning them "off by heart" and his audience clapped for joy. They might be forgiven their ignorance of what learning is about, but not the secretary of State for Education, who has the whole of Her Majesty's

Inspectorate available to advise him.

They would tell him what after the First World War ,Nunn, Whitehead and Schiller told teachers what Piaget, Stern, Pollock, Dienes and so many others have since told us ,that this is not the way to learn. Chambers gives "rote" as "mechanical repetition or performance, without regard to meaning", and the Oxford "in a mechanical manner,

esp. by the exercise of memory without understanding".

Good teachers have long known this, and therefore prefer learning to be used upon reality, especially with young children who understand the concrete before they can grasp abstract notions arithmetic. Of course we all want children to understand about numbers, that has never been in dispute, but which "tables" does Kenneth Baker refer to anyway? Probably multiplication, yet additions and subtractions of numbers come first, while division is complementary to multiplication.

If the average girl or boy left primary school knowledge the additions and subtractions within 20, and the main facts of multiplication and division to 100 we should be well away. They should certainly know the factors of a number they are concerned with, let us say 36, which is a useful number, divisible by 2, 3, 4, 6, 9, 12 and 18. So the factors come into the 3, 4, 6, and 9 "tables" to 10. One more in the count gives 37, which is prime, so little wonder that the yard had 36 inches/

Children need a broad basis of concrete number experience, always in touch with the practical matters which interest and hold them. Otherwise they become dejected and feel they are no good at math. Many of those people in the conference audience would readily confess to being no good at maths, whereas few indeed would admit to finding reading difficult.

HMI's and local education authority inspectors find all too often that "learning by heart" means there is no heart in it at all, and to give the answer to "What are seven eights?" the youngster has to go through the eights table until the seventh is reached. Then if wrong, the child has no idea of the magnitude of the error.

Taws ever thus during the war, I become involved in the Royal Electrical and Mechanical Engineers with radar, for which we recruited only those who had been to grammar schools and had matriculated at least. We had to delve into Ohm's Law, which is summed up in the equation $E=IR$. We found that, despite the fact that to matriculate in those days, all students had to have passed in maths, only some could calculate how to find I or R , given the other two. The rest appeared to have learned by heart, and never really understood about number, quantity, size and shape.

We still have much to learn about teaching, but the certainty about mathematics is that learning tables "off by heart" begs the whole question of understanding and is deceptive to parents. Saying does not necessarily know.

SESSION 2

SATURDAY

INTRODUCTION: There is a distinction between learning and acquisition. While learning "knows the rules", acquisition is "picking up the language." Work in groups.

Read the following passage silently and answer the questions.

ACQUISITION AND LEARNING

The most important and useful theoretical point is the acquisition learning distinction, the hypothesis that adult language students have two distinct ways of developing skills and knowledge in a second language. Simply acquiring a language is "picking it up", i.e., developing ability in a language by using it in a natural, communicative situation. Children acquire their first language, and most probably second languages

as well...Adults also can acquire ; they do not usually do it quite as well as children, but it appears that language acquisition is the central, most important means for giving linguistic skills even for an adult .

Language learning is different from acquisition .Language learning is "knowing the rules, " having a conscious knowledge about grammar. According to recent research, it appears that formal language learning is not nearly as Important in developing communicative ability as previously thought. Many researchers now believe that language acquisition is responsible for the ability to understand and speak second languages easily and well. Language learning may only be useful as an editor, which we will call a monitor. We use acquisition when we initiate sentences in second languages, and bring in learning only as a kind of after-thought to make alternations and corrections.

Conscious rules have therefore a limited function in second language use; we refer to conscious grammar rules only to make changes, hopefully correction. These changes can come before the sentence is actually spoken or written ,or they can come after (self –correction). The function of conscious learning seems even more limited when we consider that in order to monitor our speech successfully, that is, in order to make corrections, several conditions have to be met: (1)the second language user has to have time to inspect the utterance before it is spoken, (2) the speaker has to be consciously concerned about correctness, and (3) he has to know the rule. In natural conversation all of these conditions are rarely met. Natural conversation tends to be quite rapid, and the speaker's attention is usually on what is being said, not how it is being said. In addition, our conscious knowledge of grammar covers only a small portion of the rules of a language. On the other hand, all three conditions are met quite well on grammar tests. These are usually written rather than oral and are designed to make students think about language not the message. They usually focus almost exclusively on rules that have just been taught in the classroom. In this situation knowledge which has been learned is, of course, of great help
(Krashen and Terrell 1988: 18-19).

1-What does the writer mean by the acquisition– learning distinction?

2- What is meant by acquisition?

3- What is meant by learning?

4-What is the function of conscious rules?

5-When we try to monitor our speech successfully, what conditions have to be met?

SESSION 1

SUNDAY

Reading: Selecting a text

-How to choose the materials?

A-Reliability

1-Assessing the students' level

2-How much new vocabulary

3-Structural difficulty

4-Measuring readability

B- Suitability of context

1-Students' interests

2-Guideline for text selection

C-Exploitability

- The purpose of the reading lesson
- Reading skills and strategies
- Simplified and authentic texts

PAIRWORK AND GROUPWORK

Advantages of dividing the class into pairs and groups:

- What are the main advantages?
- 1-With pairwork and groupwork there is more language practice
- 2-Students are more involved
- 3-Students feel secure
- 4-They help each other

WORK IN PAIRS

- 1-Can you answer these questions?
 - What is acid rain?
 - How is it caused?
 - What damage does it do?
- 2-Read the text and find the answers.
- 3-Underline all the words in the text which you do not understand.
With your partner, try to guess what they mean.

ACID RAIN

Throughout Europe, and also in other areas of the world such as India, China and parts of America, forests are being destroyed. According to one prediction, 90% of Germany's forests will have vanished by the end of the century. This distinction is caused by air pollution. Power stations and cars are mainly responsible- they emit gases into the air which, after a series of chemical changes, turn into toxic acids. These acids fall as 'acid rain', raising the level of acidity in the soil, in lakes and in rivers to dangerous levels, and destroying not only trees but also fish and other wild life. The industrialized world is slowly waking up to the fact that urgent action is needed to reduce air pollution, otherwise our environment will be damaged beyond repair (Doff 1988:139).

PSYCHOLINGUISTICS: The Input Hypothesis

- Definition
- Reading as an input
- Comprehending input
- Context and extra linguistic information
- Children and Caretakers
- Visual aids and their role in supplying input
- The role of meaning
- Roughly tuned-not finely tuned
- The importance of the students' understanding
 - Casting a net
 - Foreign talk
 - Teacher talk
 - Interlanguage talk

Homework Lesson Preparation:

- 1-In the light of the session, choose a reading text .Devise an activity that suits pairwork or groupwork or both.
 - 2-Divide the class into groups or pairs.
 - 3-Decide how to introduce the text.
- Discussion: Work in groups .Mention any other advantages of dividing the class into pairs or groups.

SESSION 2 SUNDAY

Demonstration 1 You are going to read this text about the role of the first language in second language performance.

- The meaning of interference: "the use of a native language pattern or rule which leads to an error or inappropriate form in the target language" (Richards et al 1985:17).
- Question: What is the effect of the interference of the first language on the target language?
- Now read the first part of the text silently and answer the guiding question.

THE ROLE OF THE FIRST LANGUAGE

The role of the first language in l2 performance is often referred to as *interference*. This implies that our knowledge of our first language actually gets in the way when we try to speak L2. If true, this means that we need to fight off this interference. Indeed, this is what many exercises attempt to do; they provide practice and drill on just those structures in which the first and second language differ.

Our view of L1 interference is quite different, and it implies a very different cure for interference errors. The research supports an idea first proposed by Newmark , who suggested that the L1 does not interfere at all when we try to use a L2 .Rather , errors that show the influence of the L1 are simply the result of ' failing back' on the L 1 when we lack a rule in our L2. The cure for interference is simply acquisition – pedagogy does not need to help the acquirer fight off the effects of the L1-it needs only help the acquirer acquire the target language.

Stated more formally, an acquirer will substitute some L 1 rule for a rule of the L2 if the acquirer needs the rule to express himself but has not yet acquired it .The L1 rule used may be quite similar to the L2 rule, but may also differ in certain ways. When the L1 and L2 rules are different, the resulting error is often referred to as interference.

But according to Newmark, it is not interference at all ; it is not the result of the L1 interfering with the L2 performance, but the result of ignorance – the lack of acquisition of a target language rule that is needed in performance .

Demonstration 2 Now, the teacher will read the second part of the text. Listen and answer the following question:

When does interference occur? Why?

Here is an example: pretend you are a student in a German class, you have been given a few rules of German and some vocabulary. The teacher then asks you to speak, to say something in German. Since there has been insufficient time and insufficient input to acquire German word order, your only recourse will be to use English word order, the ' surface structure ' of English .The process may go like this: you wish to *say I am happy to be here*. You first use the English order and then insert German words:

Ich bin glücklich zu sein hier. 'I am happy to be here'.

First language interference thus occurs when the L2 performance have to talk 'too early', before they have had the time and input to build enough competence to use acquired competence. Along with routines and patterns, *which* we will discuss below, it can be a short term solution to early speech demands.

Early production may be useful in L2 situations, where the student is actually in the country and needs L2 for communication right away. In such cases, the advantage of the L1 plus monitor mode might outweigh the disadvantages. In FL situations, however, we have the luxury of waiting for acquired competence to build up via input, and great deal of L1 'transfer' can be avoided (Krashen and Terrell 1988: 40-41).

1-Which technique makes it easier to understand the text?

2-Which technique is more helpful in developing reading ability?

-There is a third way of reading: the students read aloud in turn.

Advantages: Reading aloud can help in making the connection between sound and spelling at the earliest stages.

Disadvantages: One student is reading at a time, the others either do not listen or listen to a bad model.

-The focus is on the pronunciation not understanding.

- It is unnatural.

-It takes a lot of time.

-It is difficult to read aloud. If it is necessary, it must be the last activity in the classroom (Doff 1988:58-59).

SESSION1

MONDAY

Handout Reading: The aim of this section is to increase the speed of reading especially with those who are very slow.

Reading Speed: (Make use of the two charts supplied)

-Speed and comprehension

-Eye movements and sense groups

-Flexibility

-Scanning and skimming

-What sort of text shall we use?

-What speed should be expected?

-Finding out students' reading speed

-What is adequate comprehension?

-Reading habits in the L 1

-Faulty reading habits

-Some approaches to improving reading speed.

PAIRWORK AND GROUPWORK: Problem and cures

-Disadvantages

-Noise

-Mistakes

- Difficult to control
- Ways of overcoming such problems:
 - Noise:
 - Different tasks
 - Making sure those students are closer to each other
 - Appointing a chairman
 - Telling them to talk quietly
 - Mistakes
- Preparation: doing the activity with the whole class first, then in Pairwork or groupwork
 - Checking
 - Control
 - Giving clear instructions
 - Clearly defined tasks
 - Setting up a routine
- Comparing problems with advantages.

PSYCHOLINGUISTICS: The Natural Order Hypothesis

- The predictable order of acquisition
 - In children
 - In adults
- Examples (morphology)
- The difficulty order and the acquisition order
 - Focus on form
 - Focus on communication (use)

Homework Lesson Preparation:

- 1-Choose a text from a book, a magazine or a newspaper
 - 2-Plan a lesson or an activity
 - 3-Decide how to present the lesson or activity before your students read the text.
 - 4-What introduction are you going to give the text?
 - 5-What comprehension questions are you going to introduce at the end of the text?
- Activity:* Check your reading speed by reading the following text .Use the two charts.

HOW THE TIMETABLES HAVE TURNED

Since the publication of the major reports on the three core subjects of the national curriculum, mathematics, science and English, two words have been on the lips of the nation's teachers: "Tee hee". What started off as an exercise in bashing current practice in schools has turned out to be an endorsement of it? So the Cox Report on English for 5 to 11 year-olds far from turning the clock back to the 19th century, has produced a sane account which commends the best of what has been achieved in the 20th century.

Laugh? I have not chortled so much since I found out that Kenneth Baker's middle name was Wilfred. That, incidentally, was only hilarious because the Wilfred I knew in my childhood was Wilf the local yokel, a toothless gaffer whose image was a million miles adrift from the one Wilf the Bun seeks for himself.

The rhythm of these committees on subject content and, indeed, on such matters as testing, has followed a remarkably consistent pattern. It will be interesting to see if this is maintained when all the other subject groups have been set up. Take the imaginary national curriculum subject of alchemy, which would have made it on the list has its popularity not waned by the 19th century.

First, Wilf set up the Alchemy Committee having vetted possible candidates. The committee is, on the surface, "safe", but not as right – wrong as the press sometimes makes out. For example, Professor Jason Headbanger, director of alchemy at Rotherham University, author of the book *Alchemy in schools has now been taken over by left-wing trendies: an objective appraisal*, is not a member.

Nor is Sir Herbert Mettle, managing director of Mettlesome School Canes, who knows nothing about alchemy but believes all teachers should be horse-whipped. The Prime Minister was in favour of him, but since she had already vetoed Alice Reasonable, head of alchemy at Swinesville comprehensive, for having once contemplated joining the NUT, she has "given way", the press tells us, to the wishes of Wilt.

About half way through committee's deliberations one member resigns and there are rumours of a rift between the chair of the group and Wilf. When the report is published it is, contrary to the Government's expectation, in favour of much current practice and is welcomed by the teaching unions. Worse, and this really sticks in Wilf's craw, it is received with enthusiasm by the National Association of Teachers of Alchemy, so there must be something wrong with it.

The press now reveals that the Prime Minister is not happy with the report, so Wilf tapes his smile to his head and goes on television to say that, while he in general welcomes the report, he is concerned that it neglects basic alchemy, whatever that may be.

At this point he may have a row with the Alchemy Committee chair. He may actually swear at him, saying, "you will bloody well do what you were asked to do", not nice, but an interesting use of the embellished adverb. I am afraid Wilf does browbeat his own officials that way as well. They do not like it, and it is at odds with his image.

Nevertheless, if we are to be rescued from the awfulness of what the national curriculum might have been, then I could not be happier. At least we seem likely to get a framework which allows teachers to teach in an enlightened way. The next "Tee

he " , by the way, will come when someone adds up the consequences for the whole curriculum of each subject committee claiming 10 or 20 per cent for itself. It will add up to 200 per cent of the week.

In the meantime, just contemplate the dreadful outcome of an English curriculum dominated by grammar grinding. It would have produced more examples like this little belter: " Reference to a public examination (including a prescribed public examination) are references to such an examination as it applies in relation to persons entered for any syllabus for that examination with a view to meeting the examination requirements for that syllabus so as to qualify for assessment for the purpose of determining their achievements in that examination on any particular occasion in any year when an assessment for the purpose of determining the achievements of persons entered for that examination takes place "

I have no idea what it means, and it is the sort of prose that gets crap a bad name. Where does it come from? A document dripping with countless examples of the utter deadness of language is dominated by structure rather than the need for clarity and any sense of audience.

'WORDS PER MINUTE ' CHART

Length of article in words

TIME Min.Sec	425	450	475	500	525	550	575	600	625
O 50	511	540	569	600	638	657	686	720	748
1 00	425	450	475	500	525	550	575	600	625
1 10	365	387	407	427	450	471	493	515	535
1 20	319	338	356	375	394	412	433	450	469
1 30	284	300	316	334	350	364	384	400	415
1 40	256	271	285	300	316	330	345	360	376
1 50	232	246	260	273	287	300	314	328	342
2 00	213	225	247	250	262	274	288	300	312
2 10	196	208	218	231	242	253	265	276	288
2 20	186	194	204	215	226	236	246	258	268
2 30	170	180	190	200	210	220	230	240	250
2 40	159	169	178	188	198	206	216	225	235
3 50	151	159	166	174	183	192	200	209	218
3 00	142	150	158	167	175	184	192	200	208
3 10	134	142	151	158	166	174	182	190	198
3 20	128	135	143	150	158	165	173	180	188
3 30	122	128	136	143	150	157	165	171	179
3 40	116	123	130	137	143	150	157	164	171
4 50	111	117	124	131	137	144	150	157	163
4 00	106	112	118	125	131	137	144	150	156
4 10	102	108	114	120	126	132	138	144	150
4 20	98	104	110	116	122	127	133	139	145

4	30	94	100	105	111	117	122	128	132	139
4	40	91	97	102	107	113	118	123	128	134
5	50	88	93	98	104	109	114	119	124	129
5	00	85	90	95	100	105	110	115	120	125
5	10	82	87	92	97	102	106	111	116	121
5	20	80	84	89	94	99	104	108	113	117
5	30	77	82	86	91	95	100	105	109	114
5	40	75	79	84	87	93	97	102	106	110
6	50	73	77	82	86	90	94	98	103	107
6	00	71	75	79	83	87	92	96	100	104
6	10	69	73	77	81	85	89	93	97	101
6	20	67	71	75	79	83	87	91	95	99
6	30	65	69	73	77	81	84	88	92	96
6	40	63	68	71	75	79	83	86	90	93
6	50	62	66	70	73	77	81	84	88	91

SESSION 2

MONDAY

Reading: Read the following passage .Try to understand it in spite of the difficult words you find . Look at the meaning of the following words, then compare your meanings with your partner's comprehensible input, silent period, prerequisites, effective filter emerge.

HOW ACQUISITION TAKES PLACE

We already know a great deal about encouraging language learning. Indeed learning occupies the central position in language classes in all grammar-based approaches. If acquisition is more important than learning for developing communicative ability as the evidence suggests, we need to concern ourselves with question of how people acquire. According to research in L2 acquisition, it is thought that acquisition can take place only when people understand messages in the target language. Incomprehensible input (e.g. listening to an unknown language in the radio) does not seem to help language acquisition. We acquire when we focus on what is being said, rather than how it is said. We acquire when language is used for communicating real ideas.

While comprehensible input is necessary for acquisition, it is not sufficient. There are effective prerequisites to acquisition, as every teacher and language student knows.

Briefly, the acquirer has to be "open " to the input in order to fully utilize it for acquisition. According to research, factors that contribute to a low affective filter include positive orientation to speakers of the language, acquiring in a low anxiety situation, and at least some degree of acquirer self-confidence.

Spoken fluency in second languages is not taught directly. Rather, the ability to speak fluently and easily in a second language emerges by itself, after a sufficient amount of competence has been acquired through input .It may take some time before any real spoken fluency develops. With any acquires there is a silent period which may last for a few hours to several months, depending on the situation and the age of the acquirer .Initial production is typically very accurate. Very early speech is quite flawed, with acquirers using mostly simple words and short phrases. It also contains few function words or grammatical markers. Gradually more complex constructions are acquired (as the acquirer obtains more comprehensible input and the grammatical markers are

"filled in"

(Krashen and

Terrell 1988 : 19-20).

Now answer the following questions:

1-Which is more important learning or acquisition? Why?

2-When can acquisition take place?

3-Is comprehensible input sufficient for acquisition?

4-What are the factors that contribute to a low affective filter?

5-What does the length of the silent period depend on?

There are two important points about *vocabulary*.

1-It is possible to understand a text without understanding the meaning of every word in it; you can also guess the meaning of words from the context.

2- When we ask our students to guess the meaning of certain words in a text, they will focus their attention on these words so as to know their meanings.

N.B. Reading of such a kind is roughly tuned. We "cast a net" on the reader by exposing him to an input which is beyond his current level of proficiency.

SESSION 1

TUESDAY

Handout

Reading:

Intensive Reading

-Objectives

-The teacher's help

-The student's role as a reader

-Planning a text-based lesson

- Guidance before reading

-Reasons for reading

-Introducing the text

-Dealing with new language

-Questions

-Guidance while reading underway

-Class organization

-The individualized approach

- The whole class approach

-The group approach

-Guidance after reading

Objectives of intensive reading:

After completing a reading course, the student will be able to:

-Use skimming when appropriate

-Make use of non-text information

-Read in different ways

-Choose correct words

-Make use of the reference system

-Understand that sentences have different value in different contexts

-Make use of the rhetorical organization of the text

-Make inferences

-Understand that expectations influence interpretations

-Locate the source of misunderstanding and tackle it

-Respond fully to the text

PAIRWORK AND GROUPWORK:

- The role of the teacher in monitoring
 - Stand back
 - Quickly check
 - Do not interrupt, unless:
 - There is misunderstanding what to do
- One of the groups is about to finish before the others
- One of the groups is a long way behind
- You are asked by the group (but do not let them be dependent)
 - Spread your attention
 - Do not correct unless:
- The aim is controlled language practice
 - A student asks you
 - Be easily accessible
 - Feed in ideas
 - Jolly them if necessary
 - Take notes

PSYCHOLINGUISTICS: The Monitor Hypothesis

- Conscious learning as a monitor (editor)
- Utterances are initiated by the acquired system
- Formal knowledge and responsibility for fluency
- Requirements to use the monitor successfully
 - The performer has to have enough time
- Thinking about correctness, or to be focused on form
 - The performer has to know the rule
 - The morpheme study
 - Monitor-free
- The error patterns are similar to those seen in children
 - Self correction
- The monitor does a better job with some parts of grammar than with others
 - Easy rules
 - Difficult rules

Homework Lesson Preparation:

- 1-Choose a reading text that you are going to teach your students soon.
- 2-Devise one activity or more before the text, either:
 - An introduction to the text, or
 - False /true questions, or
 - Vocabulary questions
- 3- Form four or five questions to be answered by the trainees after reading the text silently.

Discussion Work in groups. Answer the following question.

- Are there any other techniques to guide your students before reading?

SESSION 2

TUESDAY

Work in groups

Reading: Read the following text silently and find the answers of the following questions: (These are called signpost questions).

- 1-How old was Yusof when this story happened?
- 2- Why did Yusof run to the neighbor's house?
- 3- What did Rahman 's wife tell him ?
- 4-Why was Rahman proud of his son?
- 5-Who putout the fire?
- 6-Why did Yusof run to the kitchen?

A Son to Be Proud of

Last week, Rahman 's wife had an accident. Rahman's youngest child, Yusof, was at home when it happened .He was playing with his new toy car. Rahman had given it to him the week before, for his third birthday.

Suddenly Yusof heard his mother calling ' Help Help '. He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on the fire.

Rahman had gone to his office. Both the other children had gone to school. Yusof was too small to help his mother and she was too frightened to speak sensibly to him. But he run to the neighbor's house and asked her to come and help his mother. She soon put out the fire and took Yusof's mother to the clinic.

When Rahman came home, his wife told him what had happened. H e was very proud of his son. "When you are a man, you will just like your father ", he said. (Nuttall 1982:196)

Now, write false or true in front of the following statements:

- 1-Rahman 's wife has an accident last month .
- 2-Rahman 's mother had burnt herself .
- 3-Rahman was in his office when that happened.
- 4-Rahman took his wife to the clinic.
- 5-When Rahman came home, his wife was in the clinic.

SESSION 1

WEDNESDAY

Handout Reading: Extensive Reading

Why extensive reading?

- Reading more and reading better
- Requiring the students to read
- Making them want to read
- Organizing a reading programme
- Co-operation
- Assessing linguistic levels
- Remedial reading
- Creating interest in reading
- Incentives to read
- Checking extensive reading

PAIRWORK AND GROUPWORK

- The suitability of pairwork and groupwork to different activities .
 - Pattern practice can be
 - First with the whole class
 - Then with pairs
 - Practicing short dialogues
 - First in pairs for students in front of the class
- Then, with all students working in pairs at the same time
 - Reading a text and answering questions
- Students can discuss questions in pairs or groups
 - Then read the text or
 - Read the text silently
- Then ask and answer questions in pairs or groups
 - Short writing exercises
- Sitting in groups and deciding together what to write
 - One student acts as 'secretary' or
 - Pairwork for correcting written work
 - Discussions
 - In groups with advanced classes
 - Report their conclusions afterwards
 - Grammar exercises
 - Orally in pairs
- The teacher goes through the answers afterwards with the whole class
 - Students write the exercises as homework

PSYCHOLINGUISTICS: The Affective Filter Hypothesis

- Attitudinal variables and language acquisition
- Affective variables and second language achievement
 - Motivation and lower anxiety levels
 - Encouraging the input
- Pedagogical goals and supplying optional input as well as creating a situation that promotes a low filter.

Homework Lesson Preparation

- 1-Choose an extensive reading text. It should be authentic, i.e., either taken from a magazine or a newspaper, etc.
- 2- Choose the way to introduce it.
- 3-What activities are you going to use after the text?

Discussion Work in groups. Mention any other important factors, relevant to your Classroom situation, affecting the filter.

SESSION 2

WEDNESDAY

The following words and phrases are to be found in the text .How do you think they might be used? (Work in groups)

Keep in contact with, reinforcement, on his own ,pleasure, feedback, infer the meaning of, subscribe to

Extensive Reading

Extensive reading should play an important part in the foreign language learning process for several reasons. Firstly, it is an activity that can be carried out by the student in his own, outside the classroom. Furthermore, it may be the only way a student can keep in contact with English after he has completed his course.

Extensive reading also provides valuable reinforcement of language and structures already presented in the classroom, as well as giving students useful practice in inferring meaning from the context when structures and vocabulary are unfamiliar. An extensive reading is, or should be, reading for pleasure on topics that interest the student; it increases his motivation and gives him a more positive attitude toward the TL. It may also be the only opportunity the student has to increase his reading speed, as this a skill rarely thought in the ordinary English lesson. As the student is reading for pleasure, he will be eager to see what happens next and will therefore try to read more rapidly. The more the student reads extensively, the faster he learns to read.

Undoubtedly, the main way in which the teacher can help the student to read extensively is by directing the student's attention towards reading material that he is going to find interesting. If there is a British council library in the student's town, they can be shown it works and encouraged to join. Another way of providing students with extensive reading material is for the teacher to have a set of class library books which the students can borrow. Some students, once provided with the reading material, will then read quite happy with no further encouragement from the teacher; otherwise, however will require further incentive. One way of giving them such an incentive is for the students to be given some sort of task to do after reading a book. At the same time, this will give the teacher some sort of feedback as to who is reading the most books and which books are the most popular. Older students can be asked to fill in a book report form, furnishing details of the plot, the main characters, etc, as well as a personal opinion of the books, while with younger students a card such as the one below could be used:

Author : Title : I started this book on: I finished it on: It was about: It was very good /OK/ not very good

with a list of all the

books available down one side and the names of the students in the class along the tops and including some sort of grading system to show which books were enjoyed most, works extremely well to motivate the students, especially children.

With older students, a class magazine library often proves very popular and the

Better still, a chart

teacher can encourage the students to subscribe to magazines themselves. Although it is true that the students will not read unless they are interested, the teacher can help the students to acquire the specific skills they are going to need for extensive reading. One such skill is the ability to infer the meaning of the unknown words and structures. Students can be taught certain techniques for inferring; for instance, they should consider whether the unknown word is a noun or a verb by its position in the sentence; whether (if it is a noun) it is singular or plural, countable or uncountable; whether it is similar to any known words; whether it may be a derivative of a known word. Students should also be made aware of its derivation.

Sometimes, despite all the training he has had, a student may find it impossible to guess the meaning of a vital word in the text. In this case, he should be able to look it up in the dictionary. A useful skill the teacher can help students to acquire is the ability to use a dictionary quickly and effectively. A lot of helpful ideas for exercises of this nature can be found in the work books which accompany many EFL learners' dictionaries.

Above all, extensive reading should be reading for pleasure and not a chore. It is therefore not usually a good idea to set deadlines by telling students they should have read pages of a book by a certain time. If the teacher makes the students read, it will tend to reduce the enjoyment and satisfaction they would have got out of doing something for themselves. In conclusion, it must be remembered that forcing students to read defeats the object of the exercise and it is the duty of the teacher to introduce the reading program in such a way that the students are interested in spite of themselves. (Adapted with little modification from Hubbard et al 1983 pp58-61)

Now, answer the following questions: (work in groups).

List briefly the reasons why, in the writer's opinion, extensive reading is important.

What are the sources of extensive reading mentioned in the text?

Design a book report form to be used by more advanced classes.

Fill in the following table:

Skills needed for extensive reading	How teacher can help develop these skills

Session 1

Thursday

Handout Reading: Reading with Different Kinds of Questions

- Do questions teach or test?
- Can they help readers?
- The purpose of questioning
 - Forms of questions
 - Yes/No question
 - Alternative questions
 - Wh- questions
 - How/Why questions
- Presentation of questions
 - Written or spoken?
- Open-ended, Multiple choice or True\False questions?
 - Types of questions
- Questions of literal comprehension
- Questions involving re-organization or re-interpretation
 - Questions of inference
 - Questions of evaluation
- Questions of respond response
- Questions concerned with how the writer says what he means
 - Assessing questions
 - Unsatisfactory questions
- Pair work and group work:
 - Differences between pairwork and groupwork
 - Groupwork is more dynamic
 - Groupwork is more relaxing
 - In groupwork there is grate chance to solve a problem
- Pairwork is closer to the more controlled kind of work that might be set for individuals
 - In monitoring:
 - A pairwork is more likely to stop work when the teacher approaches a group.
- In paiwork, it is easier to take one half of the activity to show the students what it is about.

Psycholinguistics: The Acquisition- Learning Hypothesis

- Two distinct ways to develop second language competence
 - Acquisition / subconscious / implicit knowledge
- Learning / formal knowledge / conscious / explicit knowledge
 - Correctness
 - Acquisition and the adults
 - Puberty
- Language teaching and its effect on both acquisition and learning
 - Error correction

Acquisition

Similar to child acquisition
"Picking up" a language

Learning

1. formal knowledge of language
2. "knowing about" a language

Subconscious	3. conscious
Implicit knowledge	4. explicit knowledge
Formal teaching does not help	5. formal teaching helps

Discussion Mention any other difference between pairwork and groupwork that you
Think important. (Work in groups).

Session 2
Thursday
Demonstration1

Reading: Work in groups. Read this text and answer the questions:
Thai Meals

When you are invited to a meal in Thailand, the words of the invitation literally mean "come and eat rice". Indeed, nearly all Thai dishes eaten with rice, which grows there very easily as the climate is warm and there is a plenty of rain.

The food is always served in neatly cut up pieces, so there is no need to use knives and forks but, instead, special spoons and forks are used. The Thai used to eat with their hands and there are still some people who eat this way. There is a particular way of doing it. First they wash their right hands in a bowl of water- they only eat with there right hands. They are careful not to let the food touch the palm of their hand.

After the meal, the hand is again carefully washed.

The meal is usually made of several different dishes, all of which are spicy. They are served in bowls which everyone shares, though each person has their own bowl of rice. As Thailand has a long coastline, it is not surprising that fish and shellfish play an important part in Thai cooking (Doff 1988 Trainer's Handbook p 180- Taken from What the World Eats: T. and J. Watson).

- A 1. Why is rice a common food in Thailand?
 2. Why is fish is a common food?
 3. Why are knives not needed to eat food?

- B 1. Write two lists:
 -things that are the same in Thailand and in Iraq.
 -Things those are different in Thailand from Iraq.
2. Do you think that you would enjoy Thai food? Why? / Why not?

Demonstration 2

Work in groups. Read the following text about the BBC Radio and find out the meaning of these words and phrases:

Transmission = endeavors, equipment, annual capital allowance, purchase, network, denied access.

Now answer the following questions:

1. Why is creating a new national radio network a disaster?
2. Why should schools do to receive the new transmission in 1990?
3. Why do not schools replace the old radio-cassette recorders?
4. What did the BBC introduce some years ago?
5. Does the problem end with the purchase of receivers? Why?

Rationale:

Our present course will last for one month. The topics and areas are divided into four groups (table 1 p 5). This division is according to the four skills: speaking, listening, reading and writing. We have started with the oral skills i.e., speaking and listening. This is to show that we have given the oral skills great importance because our main focus is on language in communication, language in use not usage. The other two skills: reading and writing come later. The other topics and areas are distributed with the skills.

The separation of the skills means that we try to focus on each skill. What we believe is that you cannot focus on a skill unless you separate it from the skills. Nevertheless, we teach these skills with the view of their integration with each other. Another point is that we have each skill incorporated with the other areas presented with it. For example, reading is incorporated with pairwork and groupwork as well as with psycholinguistics. On the long run reading is integrated with the other three skills.

As far as the third week is concerned, the three areas are reading, pairwork and groupwork and psycholinguistics. They are among the other areas forming the body of the course. The three areas are incorporated in a way that the focus is on reading. The other two areas serve to attain the goal of developing the skills of reading.

Reading: is a very important skill in foreign language learning. It is considered the main vehicle of language because FL learners meet all the units of language mainly through reading. This is one reason for its importance. The other reason is that foreign language learners face difficulty in reading. When they read a text, they do not understand it even though they understand every word in it. There is a need for reading in a foreign language. It is common experience, at least, of EFL teachers that most students fail to learn to read adequately in the foreign language. "Alderson 1984: 1".

The reading passages I have chosen are roughly tuned to the level of the trainees. The intention behind this is to have a similar situation like that of the student in the classroom.

The input in the first three days is in a form of psycholinguistics information, the intake of which will be helpful to the trainees to know about modern trends and theories in this field. The text to be presented on Wednesday is about "Extensive Reading." The text to be presented on Tuesday and Thursday are general, of the same kind the trainees as teachers will use with their students.

When the trainees practice reading in such a way, they will look at it from the same angle their students look at it. This will help in a way or another in developing their students' abilities in reading. However, the measure of the teacher's success is in how far the student learns to do without his help. Some people would go so far as

Modern techniques are used in introducing the reading text. Different kinds of questions followed the text. These techniques and questions together with groupwork and pairwork will surely help to develop the abilities of the trainees as well as their students to read adequately.

Pairwork and groupwork: Dividing the class into pairs and groups will lead to involvement of the trainees (as well as the students) in the activities. It will also help in developing new ideas. It is not to follow a fashion that we divide the class into pairs

and groups. "There is no point in adopting something new simply because it is new; it needs to be relevant to both the teacher's and the student's needs" (Holden 1984: 43).

Byrne (1976: 53) mentions two types of pairwork: fixed pairwork and flexible pairwork (moving freely). He also says that a pair may consist of three students. He also says in p 54 "However, it is assumed that pairwork is on the whole more suitable, partly because you want the students to do as much talking as possible and partly because it is usually easier to divide a class up into pairs".

Groupwork according to Byrne (1976: 76) provides "a rich climate of interaction"

We have divided our class into five groups as well as 10 pairs.

Psycholinguistics: This relatively new science which its strong relations with applied linguistics as well as language teaching and learning has introduced many new ideas and theories which are very important for language learning. Most of the teachers in Iraq, and for many reasons, do not have any idea about these theories. To introduce them here, we want our teachers to use them as guiding theories in the process of teaching.

Lesson Preparation: This activity is considered as a link between the work in the sessions and the work in the classroom. Each group is asked to prepare a lesson or at least part of a lesson (in the form of activities) to be introduced the next day. There will be enough time to present it. One of the trainees will act as a teacher and the others as students. This will be followed by discussion and criticism led by the trainer as an observer. After each presentation, each trainee will be given a self-evaluation sheet to fill and give to the trainer.

On Saturday, they are supplied with the text to be used as a reading passage. That is to help them as they did not practice it before. The homework of lesson preparation is given in the first session so as the trainees will pay attention to the techniques as well as the way the trainer uses in the second session.

Self-evaluation Sheets: These sheets are given at the end of each second session every day. They consist of questions to be answered by the trainees. The aim of this is to make the teacher aware of himself so that he can improve his ability to teach. Self-evaluation "is the ability of teachers to judge their own teaching and to see clearly how much learning is taking place in the class" (Doff 1988 Trainer's Handbook p 278).

Discussion: Every session will be followed by discussion. In discussion we have the advantage of involving the trainees in the whole work. As our group of teachers are in-service, we will make use of their own experience. This also helps the trainer to know to what extent the trainees have benefited from the session. It supplies the trainer with feedback. The other advantage is that the trainees will criticize the session frankly, so there is no need to criticize it outside the session. It is better to criticize the session with the trainer present than to criticize it in his absence. The trainer must accept the innovative ideas of the trainees without imposing his own ideas on them "... where the ideas come from participants themselves, they will feel far more committed to them than if they had come from the trainer" (Willis 1981: 52). This will undoubtedly lead to the motivation of the trainees.

Doff (1988 Trainer's Handbook p 9) puts in this way:

"The success of a training course depends on the extent to which teachers accept new ideas as "their own". This is more likely to happen if teachers are allowed to try out new techniques in the relative freedom and privacy of their own classes, rather than be

forced to practice them immediately in front of their colleagues".

As far as the trainer is concerned, he "has to fulfill some of the role of the ideal teacher and should be able to provide a living exemplification of the integration of theory and practice" (Burmfit 1979: 2).

Finally, there are some other points which are worth mentioning here. The teachers in this course are familiar with the methodology and techniques of the audio-lingual method which still in Iraq. They believe that they are in need of such a course. They also believe that their previous training, if they had any, is out of date. The teachers are in need of practice beside theory. As the course progresses, practice is increased. "... Teachers cannot simply watch a virtuoso performance and attempt to copy it in a succession of more or less similarly organized lessons. The additional step of involving teachers themselves in the planning, and teaching of a lesson might have led to more success (Kirwan and Swales 1981: 69).

Modern teacher training is different from what it had been before because the unlimited goal now is communicative competence. As Canale and Swain (1980: 33) put it: "... in view of the greater emphasis placed on the teacher's role as an instigator of and participant in meaningful communication, the teacher must have a fairly high level of communication competence in the second language in order to carry this role effectively".

Chapter Four Evaluation

There are three purposes behind any course evaluation: course improvement, information and discussion about individual course members and their progress, and administrative information about the performance of tutors, the resources used, etc.

To evaluate a teacher training course and see to what extent the program has succeeded or failed is a difficult task. The degree of success of such a course can be decided by the amount of the improvement in the teacher's practical work in the classroom as well as the improvement of his competence. This will lead us to think of following the teacher up while teaching in the classroom to compare his teaching before his participation in the course and now after taking the course.

This suggests that we should have a clear record of the teacher's work before the course. Such records often are not available and even if they are available, they are insufficient because of their high subjectivity.

Having said that, I do not mean that evaluation is impossible.

Anyway, there are two ways of evaluation: formal and informal. As a formal evaluation we have supplied the teachers with a questionnaire (Appendix B).

There are other ways of formal evaluation such as the visits of the advisors, questioners to the tutors themselves, reports of the headmasters of the schools the participant work in, etc.

The results of researches, these can show whether the course is or is not successful. As for the informal evaluation, there are many ways. One of them is to know the ideas of the participants themselves about the course. This can be achieved by giving them the chance to talk about the course in general in a form of discussion or by interviewing them individually. The evaluation of the participants is very important as it comes out from their needs.

Another way is to take sample of the written text or tastes done by the participants and

compare them either with previous work or with the work of other teachers who have not taken part in the course. This will shed some light on the success or failure of the course. Of course, we do not disagree the personal factors, so we depend on many samples of different participants working in different school.

The students' performance can also be used as a measure of evaluation with other factors. When we evaluate, we must look at the teaching situation as well as the learning objectives, as Cunningsworth (1979 : 31) says "when evaluating materials, the two major variables of teaching situation and learning objectives must be taken into account."

The staff meeting can also be another source of feedback. We can also get feedback from the participation of the trainees in the activities, discussion, etc. which take place in the sessions. Their attendance in the sessions can also be a sign of success or failure of the course.

It is necessary that to look at the objectives of the course and check whether we have achieved all or some of them.

In evaluation, there are many aspects to be evaluated: the organization of the course; whether the trainers are free from any other work except work in the course; whether they are teachers who have only their experience, inspectors, specialists, etc.

The length of the course is also to be taken into account. The time of the course will also affect the course. We think that our course is on the right length and it is in the right time. We know that the trainees will be paid for their participation who do well in the exam will have their salaries increased. This will surly increase their motivation.

The practicability of the course is also very important. This includes the cost of the material used. This will give us an idea about the possibility of having another course.

The level of the course, the variability of the topics, etc. are also to be taken into account.

Conclusion

So far, the researchers have introduced an in-service teacher training course. They think the sessions, the material included in these sessions and the course as a whole provide the trainees, and eventually the students, with a comprehensive input the intakes of which will be very helpful in the teaching and learning situation in Iraq, especially after the intended shift from audio-lingual method to the new unified eclectic approach.

Appendix A

Self-evaluation Sheet: (Adopted and modified from (Doff 1988:123) Teacher's Workbook).

Teaching procedure
Use of teaching aids
Involvement of the class
Teacher's personality
Command of English

Look at the questions bellow:

Which category does each question belong to? Write a letter beside the question.
How important is each question? Write a number from 0 (=not important) to 5 (=very

important).

How did the presenter deal with each question? Grade them from 1 (=the lowest mark) to 5 (= the highest mark).

Appendix B

Questionnaire: Evaluation of the Subjects Offered in the Course
 Excellent= 4 Very good=3 Good= 2 Satisfactory= 1
 Week= 0

Topics	Excellent	Very good	Good	satisfactory	week
Speaking Grammar Visual aids Listening Pronunciation Vocabulary Reading Pairwork and Groupwork Psycholinguistics Writing Testing					
Methodology			Category	How important	Treating the questions in the lesson
Is the aim of the lesson clear?					
Does the teacher write clearly on the board?					
Do students participate actively in the lesson?					
Does the teacher do a variety of activities?					
Are the stages of the lesson clear?					
Does the teacher have clear pronunciation?					
Does the teacher smile often?					
Does the teacher use the visuals appropriately?					
Does the teacher speak naturally?					
Does the teacher encourage students to ask questions?					
Does the teacher encourage real use of language?					
Does the teacher seem interested in the lesson?					
Does the teacher deal with students' errors the right way?					
Are the instructions clear?					

If you have any problems or topics you would like to see incorporated in the syllabus of the course, indicate them below. Also record any suggestions you would like to convey.

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