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قال: يكون ملكه بالكوفة، ومجلس حكمه جامعها
وبيت ماله ومقسم غنائم المسلمين مسجد
السهلة وموضع خلوته الذكوات البيض



مَجَلَّةٌ عِلْمِيَّةٌ فِكْرِيَّةٌ فَصْلِيَّةٌ مُحْكَمَةٌ تَصَدُرُ عَنْ
دَائِرَةِ الْبَحْثِ وَالدرَّاسَاتِ فِي دِيَوَانِ الْوَقْفِ الشَّيْخِيِّ



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..... دليل المؤلف

- ١- أن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفة الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- أن تحتوي الصفحة الأولى من البحث على:
أ. عنوان البحث باللغة العربية .
ب. اسم الباحث باللغة العربي، ودرجته العلمية وشهادته.
ت. بريد الباحث الإلكتروني.
ث. ملخصان: أحدهما باللغة العربية والآخر باللغة الإنكليزية.
ج. تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4) .
٥. يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥.٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
ب. اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦) . والملخصات (١٢) أما فقرات البحث الأخرى، فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام الإلكتروني (تعليقات ختامية) في نهاية البحث. بحجم ١٢.
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم، والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات اخضعين على بحثه وفق التقارير المرسلة إليه وموافاة المجلة بنسخة معدلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمطالبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٦- تكون مصادر البحث وهوامشه في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء ليبيان صلاحيته للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فصلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مسئل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث إلى مقر المجلة - دائرة البحوث والدراسات في ديوان الوقف الشيعي بغداد - باب المعظم)
أو البريد الإلكتروني: (hus65in@Gmail.com) (off reserch@sed.gov.iq) بعد دفع الأجور في مقر المجلة
- ٢٢- لا تلزم المجلة بنشر البحوث التي تُخلّ بشرط من هذه الشروط .

ت	عنوانات البحوث	اسم الباحث	ص
١	التسويق السياسي للانتخابات في العصر الرقمي	أ.د. عواطف علي خريسان زهور عبد الصاحب مسلم	٨
٢	العلاقة بين العبء الذاتي والدعم الاجتماعي المدرك لدى أمهات الأطفال ذوي الاحتياجات الخاصة	آيات محسن جابر أ.د. سنان جبار غانم	٢٦
٣	التوجيه التداولي للمفاهيم الأساسية لنظرية الأفعال الكلامية في النص القرآني	الباحث: رعد محسن عبد أ.د. نعمة دهش فرحان	٤٨
٤	مراتب الصناعات عند إخوان الصفا	الباحثة: دينا فاروق جاسم أ.م. د. فليس فالح ياسين	٦٦
٥	الأمة والوطن في الفقه الإسلامي	آيات محمد كاظم أ.م. د. منذر عيسى متعب	٨٢
٦	السلوك العدائي ضد المرأة في محافظة بابل ١٩٩٣-٢٠٢٠ (دراسة اجتماعية تاريخية)	م. د. أرشد حمزة حسن أ.د. مشتاق طالب حسين	٩٨
٧	تمثيلات الصمت في سلسلة أبيابيل (ملحمة الطين والنار)	م. د. دنيا فهم عواد	١١٤
٨	العملات الرقمية ومدى تحقق مناهج النقد فيها دراسة أصولية	م. د. ثمار إبراهيم محسن	١٢٦
٩	An Investigative Study on the Impact of Classroom Discourse Interaction on Enhancing the Oral Performance of Iraqi EFL 5th Preparatory School Students	Asst. Prof. Dr. Husam Mohammed Kareem	١٤٢
١٠	النقد التاريخي وعلاقته بالنقد الحديث دراسة في مستويات التكامل المعرفي بين المنهجين	م. محمد حسن علي	١٦٦
١١	استراتيجيتي المكعب والتخييل وأثرهما في التحصيل الرياضي لدى تلاميذ الصف الخامس الابتدائي	م.م. حسام كريم كاظم	١٨٤
١٢	قواعد التفسيرات تضمنتها تفسيراتي السعود-سورة الفاتحة أنموذجا-	الباحث: أمير حسن عبد علي	١٩٨
١٣	A Velarization Study in English Language	Khuloud Waleed Majeed Mahmood	٢١٢
١٤	مركبة الوحي في علم الكلام الجديد: عبد الجبار الرفاعي أنموذجا	م.م. منتظر كريم قاسم	٢٢٤
١٥	تراجم ورويات أهل البيت وذرئتهم (عليهم السلام) في كتاب (مختار مختصر تاريخ بغداد) لابن جزلة البغدادي (ت ١١٠٠هـ/ ١١٠٠م)	م.م. حسام كريم كاظم	٢٣٨
١٦	تحليل محتوى كتب الكيمياء للمرحلة المتوسطة على وفق مهارات التفكير المستقبلي	م. وسن موحان محسن حمزة	٢٥٠
١٧	أحكام العدد والمعدود وأغراضهما البلاغية	م. د. سنان حامد كامل	٢٦٤
١٨	دور المراكز العلمية في نشر الوعي الفكري في بغداد من القرن الخامس إلى السادس الهجري	م.م. أحمد جويد عبد علي	٢٨٠
١٩	تراجم أشهر علماء مدينة اسكاف خلال العصر العباسي	م.م. فراس محمد جاسم	٢٩٨
٢٠	السياسة الوقفية في العصر العباسي: دراسة تاريخية في الوظيفة الاقتصادية والاجتماعية للمؤسسات الوقفية	الباحث: محمد سادر حمدان	٣١٠
٢١	وسائل تربية الطفل من خلال القرآن الكريم وألسنة النبوة	الباحث: محمد مهدي شهاب	٣٢٢
٢٢	أثر الذكاء الاصطناعي في مهارات التفكير الابداعي لدى طلبة الصف الثاني المتوسط في مادة التربية الفنية	الباحث: حيدر صبري عبد	٣٣٤
٢٣	المرأة والآخر في الرواية الجديدة: فخر مقاومة واكتشاف للذات	الباحث: حسنين عبد طارش	٣٤٦
٢٤	دستورية تمديد عمل المجالس التشريعية «دراسة مقارنة»	م.م. حسين جاسم شاتي	٣٦٦



**An Investigative Study on the Impact
of Classroom Discourse Interaction
on Enhancing the Oral Performance
8th Preparatory School of Iraqi EFL**

**Asst. Prof. Dr. Husam Mohammed Kareem
Al-Khazaali Imam Al-kadhum College**



Abstract:

Classroom discourse interaction which has a particularly powerful potential influence in EFL settings is that of classroom talk involving oral, verbal interaction between teacher and student as an important means of immersing students in the language, becoming carriers of the language, and of 'switching them on' as effective learners. It is relevant wherever chat in the classroom may take place. Hence, this paper discusses the importance and effectiveness of classroom discourse interaction for improving the 5th preparatory level Iraqi EFL students with the possibility to create interactive environment so that students should indulge in genuine and real conversation in English. The population of the study is limited to EFL 5th preparatory stage students in Maysan Province/Iraq at the scholastic year 2024–2025. The study includes (81) students distributed into two groups (experimental & control). The number of students in the pilot testing sample is (25). Two tests, the pre- and posttest, have been employed to achieve the aims of the study. Scrutiny of the findings implies that training in classroom discourse interaction with preparatory school students is more effective to facilitate students' acquisition of a foreign language and development of oral skills. Consequently, the posttest test results of experimental and control showed a significant difference in the posttest situation. Based on the results and discussions, the following are deduced; recommendations and future prospects are deduced.

Keywords: Impact, Classroom Discussions, Success, oral performance, classroom discourse interaction

المستخلص :

تفاعل خطاب الفصل الدراسي الذي له تأثير محتمل قوي بشكل خاص في إعدادات اللغة الإنجليزية كلغة أجنبية هو الحديث في الفصل الدراسي الذي يتضمن تفاعلاً شفهيًا ولفظيًا بين المعلم والطالب كوسيلة مهمة لغمر الطلاب في اللغة، وأن يصبحوا حاملين للغة، و «تشغيلهم» كمتعلمين فعالين. إنه مناسب أينما قد تتم الدردشة في الفصل الدراسي. ومن ثم، تناقش هذه الورقة أهمية وفعالية تفاعل الخطاب في الفصل الدراسي لتحسين طلاب اللغة الإنجليزية كلغة أجنبية في المستوى التحضيري الخامس مع إمكانية خلق بيئة تفاعلية بحيث ينغمس الطلاب في محادثة حقيقية وحقيقية باللغة الإنجليزية. يقتصر عدد سكان الدراسة على طلاب المرحلة الإعدادية الخامسة في اللغة الإنجليزية كلغة أجنبية في محافظة ميسان / العراق في العام الدراسي ٢٠٢٤-٢٠٢٥. شملت الدراسة (٨١) طالبا

موزعين على مجموعتين (تجريبي وضابط). عدد الطلاب في عينة الاختبار التجريبي هو (٢٥). تم استخدام اختبارين : الاختبار المسبق واللاحق ، لتحقيق أهداف الدراسة. يشير التدقيق في النتائج إلى أن التدريب على التفاعل في الخطاب الصفّي مع طلاب المدارس الإعدادية أكثر فاعلية لتسهيل اكتساب الطلاب للغة أجنبية وتطوير المهارات الشفهية. وبالتالي ، أظهرت نتائج الاختبار اللاحق للاختبار التجريبي والضابط اختلافا كبيرا في حالة الاختبار اللاحق. بناء على النتائج والمناقشات ، يتم استنتاج ما يلي : يتم استنتاج التوصيات والآفاق المستقبلية. الكلمات المفتاحية: التأثير ، مناقشات الفصل الدراسي ، النجاح ، الأداء الشفهي ، التفاعل في الخطاب الصفّي

1. Introduction

1.1 Statement of the Problem

For the same reason, EFL learners might find communicating in class through English a tough task today. So, all they are focusing on is fluently and accurately speaking. A better than average performer was the ELT teacher whose expertise should hopefully include here the capacity to establish a scenario of a linguistic communicant room in which users may throw the dialect. Therefore, the specific focus of the current study is classroom interaction possibilities to generate students spoken output, such that it, turns out to be that of the proficient, expert and able language users in action and what they leave the classroom with, in their mouths and minds in terms of language competence and overall, sense to be used competently and immensely in various interactive situations tied to the employment of target language. No few of studies even maintain that EFL learners had updates problems for promotion of conversation.

According to Rababah (2005), EFL Iraqi learners have difficulty speaking English, if at all, «Speaking English Correctly: Problems Encountered by EFL Arab learners. Most students lack the translation and communication tactics and jargon to convey what they want to say and move the ball forward. Similarly, in Basim (2007) study, it was revealed that most of Iraqi students have pitfalls in speaking in EFL. English language used in teaching contents use of mother tongue errors originality real source, lack of knowledge anxiety result fear from error making, listen strategy wrong listening strategies, lack of practice heavy load from the classrooms (so many students in one place) time insufficient time in learning classes, ana-





tomical poster, anatomical wall paper, anatomical free paper, anatomical e- mail, anatomical TV and computer, anatomical student in to group.

In addition to this, Kadhim and Saleh (2017) list other points, that Iraqi EFL learners are very hesitant at initiating and closing a conversation. Possible causes for this issue were suggested including the textbook, lack of real conversation, strategies of learning conversation and students' weakness in speaking and their lack of knowledge of talk structure. Due to all these reasons Iraqi EFL students do not speak well. You only need to invent a single terrible treatment solution to have one. The present study thus, advocates interaction among the learners in the class.

1.2 Aims of the Study

There are some goals having which the study concludes itself. The study aims at:

1. Studying the influence of classroom discourse interaction on enhancing Iraqi-EFL 5th preparatory students' conversational performance.
2. Teaching students how to communicate in conversation with others.
3. Increasing participation of students in classroom talk.

1.3 Significance of the Study

This, we believe, is a crucial step towards the improvement of EFL Iraqi 5th preparatory students classroom discourse interaction since this interaction atmosphere leads sometimes to implication of the study of the process of students to make them use this interactive communication EFL Iraqi 5th preparatory students naturally, which makes the process of their doing real conversation furthermore in English getting an involuntarily achievable task. Classroom talk can also be a way to effect language production, so that, through the good opportunity of doing conversation, students practiced (target) language. Debrief Definition: A debrief is when students can share their reasoning and thinking in a rich classroom discussion. Conclusions This research is hopefully one of the small

efforts to create a better atmosphere for improving the teaching of English-Speaking courses in the preparatory schools in Iraq. This study may also set a basis for other future studies in this area. This research is useful for the teacher to improve the students score in speaking.

1.4 Research Questions

The present study will examine the following issues:

1. Is there a difference in post-test (Mean Scores) of experimental group students who are taught Science through CDI and those of the control group who are taught Science by the conventional method?
2. How much effect of CDI on developing Iraqi EFL 5th preparatory students' A- Listening skill performance in conversation?

1.5 Procedures of the Study

To meet the objectives of the research, the following steps are followed:

1. Choose, by random selection, a group of 5th grade students in a preparatory school and divide it in two groups: a control group and an experimental one.
2. Develop a pre-and posttest for expert review to validate the test.
3. Pilot testing to evaluate the test's reliability and feasibility.
4. Giving (as a Pre - test) the test to the experimental and control groups in conversation to make comparison and know the students' performance doing conversation.
5. The implementation of a final administration of the test (as a post-test) on the students of both groups to see if the classroom interaction makes any difference in the students' performance in speaking has been discontinued.
6. Analyzing the data that has been collected to obtain the findings using appropriate statistical techniques Lastly, reporting back the findings and making conclusions and recommendations for further studies.

1.6 Definition of Basic Terms Effect

Collins (1979:451) says that the term Impact is a change in the



thing or person caused by another thing or person. Operationally the notion of Impact can be defined in the present research as both the notion and the act of the classroom discourse-based interaction influencing the development of students' performance in conversation.

Classroom discourse according to Van de Walle et al (2014: 20) is the discussion that takes place during a lesson by all participants.

Gonzalez (2008:13) refers to classroom discourse where there is teacher-student and student-student talk as a crucial aspect of learning. Since much of what flows from a healthy exchange of ideas may be the expression of competing ideas, nurturing, constructive school environments are extremely important to all students.

Chomsky (2006:103) takes "performance" to mean the application of a particular competence to speaking-hearing procedures, and the actual display of knowledge.

As Geis (1995:184) notes, (p)arties to a conversation often take turns to do things that seem to be that end, and the constituents of the turn present themselves as pairs. In the present investigation, the concept of conversation may be operationalized and to the students' oral proficiency in the classroom. It is a lesson format that promotes student conceptual and linguistic development through dialogue and all students are held accountable for participation.

3. Literary Review

2.1 Definition of Classroom Discourse

Classroom discourse, for example, is a kind of talk defined and treated as an autonomous entity viewed in its own right: as distinct from other kinds of talk characterizable by norms of speech and non-verbal behavior, and by identifiable openings and closings (Gumperz 1977:17).

Widdowson (1984:100) also describes classroom discourse as an interactional communicative event but in the classroom. That is a communicative act (and its generic form) and there maybe is interactivity (interaction, there is something to com-

communicate and a sender and another entity that can receive the communicate object, and there is even inter-action (the sender, receives a feedback).

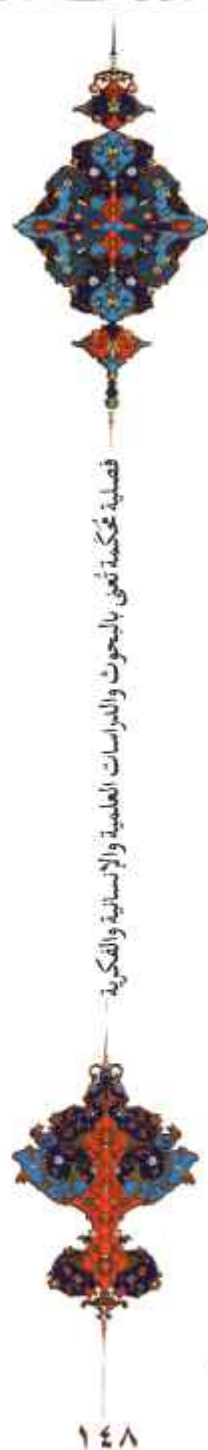
Linguistically, M.A.K.Halliday (1978a) believes that discourse is: the unit of linguistic description. According to him, Discourse can be divided to variety of types of language in texts made possible by distinct social categories like newspaper discourse, advertising discourse, classroom discourse and medical consultation discourse (Fairclough, 1992:3). Thomson (2022) defines classroom discourse as all the spoken and written language in the classroom. It refers to oral language in the classroom situation of teachers and students.

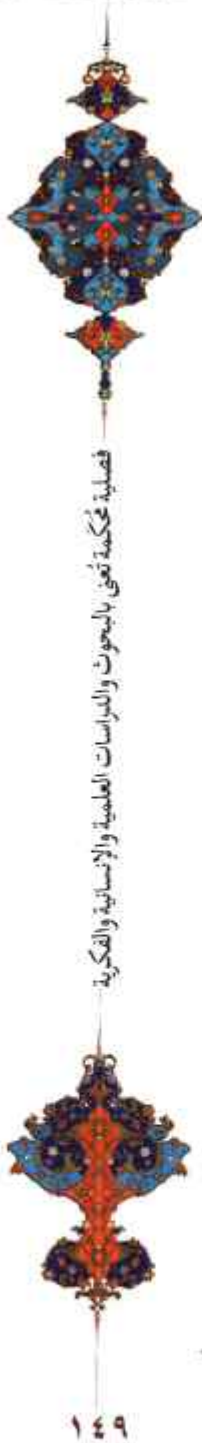
Clark and Clark (2008) contradict all this arguing that the term classroom discourse refers to that (interactional) kind of the classroom processes, so something «what is happening in the classroom class». It is a complex social cultural act, which encompasses processes of sense-making in the construction of students' social identities. The role of teachers in the classroom is irreplaceable when teaching and learning as we know it. This is as they mediate the learning processes and uses of power (Neary, 2016) in dynamic that include how power relationships in these spaces form and the language that is spoken in the place that has this weight. It is then very important what the role and the communication process is in the classroom between the teacher and the students.

3. Classroom Discourse Interaction

Teacher-Whole class

opines that in most of the EFL classroom settings, it is always the teacher who starts to use this classroom talk by asking questions, then students react to the teacher's question by voicing out what they know and understand. It implies that when there is teacher-to-total-class interaction, the teacher should motivate students to speak by posing questions to them orally. Rivera (2010:47-61) on the other hand posits that there exist four types of teacher- whole- class interactions: explanations, praisings, information and directives. It suggests the impor-





tance of the interaction between the teacher and the class as a whole in enabling students to speak.

Student –Student (SS)

Paula (2002:128) states that students talk to each other about the subject reinforces students' learning, and is a good strategy for learning. But the teachers may also foster students' interaction and avoid passivity, and thus help the students become active participants in the learning situation and, at the same time, create a supportive atmosphere, affording them copious practice and exposure to the foreign language. Here, students can practice using the language freely under control, overcoming weaknesses, have a clear understanding of levels, and of what they need to work on. Many approaches to learning, also, assume that information is constructed and skills improved as students talk to each other.

Mingling

McDonald (2020) also argues that the mingle pattern is an activity that could be used to animate the classroom a bit and to make the task of teaching and learning more appealing. One such technique, "mingle" (also known as "speed speaking"), has students mingling and talking to one another to learn about a topic. Practice the mingle as a prompt for question, answer practice is often used. After mingle time, you might have students walk around the room to meet and greet other people and find a person... *who has the same color socks on/ in the same place they were when they woke up that morning/who ate salad for lunch or the same food you are currently eating etc., you are experiencing the same thoughts.

Conversation

Gabor (1983:13) states that: 'talk is the main form of communication through which we reveal our emotions, our feelings, our thoughts, our intentions and our feelings to strangers'. It's also one of the best ways of getting to know one another to form new relationship.

Plus, conversation is a method of exchanging the world and our experience of it with others, and sharing ourselves with

others and being social." speaker-selves An interactive/questioning (or reasoning) speaker enters or participates in dialog in a way that builds a shared focus of attention and seeing, and negotiates role-relationships. In reality, much talk appears to have a measure of both qualities: we represent a gradient from the wholly transactional to the strictly interpersonal (Cutting, 2002:23).

Schegloff also described conversation as a 'big term' characterizing a state of communicational affairs where only one-at-a-time talks and where everyone is involved in one conversation (2012:375-6) Schegloff also defined conversation as 'a condition of communication in which turn-taking individuals, and to the extent there are, is organized into particular sets and subsets; (e.g.; a family, a pack of friends, a discussion group) around a certain stretch of time'.

Elements of Conversation

Conversation Skill is Five Faceted According to Harris (1974) conversation skill has five components.

Perception

Speech in face-to-face communication requires both a speaker to react to and one to initiate speech.

Grammar

A student should be able to manage to put a correct sentence together in discussion. This is in agreement with Heaton's (1978) claims that the ability of the students to manipulate structure and to identify appropriate structures is acceptable. Grammar also helps in studying the correct way to be proficient in a language by writing and speaking it.

Vocabulary

The appropriate choice of word used in communication is known as the vocabulary. One is unable to express ideas and opinions in speech, or in writing, unless the vocabulary is sufficient. learners with a limited vocabulary face yet another barrier to learning a language. Little can be expressed without grammar, and nothing can be expressed without vocabulary. Thus, the researcher concluded the fact that English learners



who fail to learn vocabulary cannot speak or write English efficiently (Flecky and Gitlow, 2019).

Pronunciation

This latter is used in the formation of a clearer language of which students communicate by means of phonetics. That would be the phonological mechanism, which is part of a grammar that consists of parts and rules about how sounds alternate and pattern out in a language. a phoneme part and a supra-segmental part. From the above statement, the researcher assumed that Phonetics is the study of how words are pronounced properly when they are pronounced by people in any language. Pronunciation is relevant to communication in that it helps people to understand language as far as it is language (Ibid:1978).

Fluency

According to Ellis (2009:475), fluency refers to the use of the target language in real communication to indicate the meanings. The ability to read, speak, or write easily and smoothly with expressive content is called fluency. In other words, the speaker can read, understand, and respond to a language in which meaning and environment have been united simply and transparently. The ability to talk in a particular language fluently and in a correct manner is called fluency.

4.Previous Studies

Classroom interaction was once the focus of numerous studies that researchers including teachers, linguists and scholars either conducted or participated in those studies.

Bailey (1974) examined the organization of classroom discourse from the student to the autonomous classroom. For example, 9 secondary social studies teachers, from a group of 30 who had just graduated from the University of Nebraska, were selected randomly. The research found that each of the nine teachers experienced a profound shift in interaction patterns following two years of experiences in an autonomous classroom. Second, higher direct influence behaviors indicated that in autonomous classroom lessons, most instructors

were relatively indirect in teaching.

On the contrary, Consolo (2006) did a study Eclectic approach for teacher code-switching 303 on university level EFL classrooms in Brazil to explore and investigate teacher speak, pupil talk and student perceptions of communication strategies. Both the teacher and students play social roles. The investigation put special emphasis on oral interaction that occurred in these classes and the characteristics of teacher/student input in classroom interaction. A mixed-method design has been applied to collect the data and both qualitative and quantitative techniques (i.e. questionnaires, interviews, observations) have been used for doing that. The data was recorded and transcribed after data-analysis procedures. The students' background information and reasons for learning English were collected through questionnaires. Five classes were attended with four teachers and 57 students aged 17-25 years participating in the study. Most of the students were first years. Type of activity and pedagogical purpose were considered, but also interaction patterns (class, groups, pairs) and the ways in which these patterns are applied in support of the goal of a lesson. The findings of the study have shown that interaction is constructed under teachers' scaffolding, which is defined according to the actual form of question and sub-questions applied, and follow-up transfers, tees or other aid based on the way in which a student responds. The instructor carefully directed the content of the conversation necessarily maintaining the grammatical respect in students' engagement and dialogue.

Likewise, at the empirical level, Bicha (2016) investigated the development of EFL students spoken proficiency through classroom interaction. This study aimed to examine how classroom interaction has an impact on the oral production for students, and to clarify why the successful classroom interaction in EFL classes is important. Finally, examine students' responses to interactive learning. For data collection, in this study, a questionnaire that receives data from the self-reported behaviors and beliefs of the participant was used. This study concentrates





on third-year students the English department. The participants' sample was 80 and was split in two groups, controlled and experimental. The research confirmed that the classroom is a very important means for the students to practice and encounter EFL in a communicative situation and to develop skill in (language in) particular oral production, because all students want to develop their ability to express themselves in speaking of the target language in a wide range of situation. In addition, students do like to learn cooperatively and in different way due to the fact that they like, and they find it helpful to use the different techniques.

Likewise, another study dealing with analyzing oral interaction in the classroom was studied by Bouhafid (2018) as well. This study aims to explore the types of interaction in an EFL classroom and the teacher's techniques to involve students in the class. A case study was conducted with first years EFL students at the English department of Tlemcen University for this purpose. Data were obtained using two research instruments: a student questionnaire and a classroom observation. Data collected were assessed qualitatively as well as quantitatively. The results indicated that in the EFL classroom, two types of classroom interaction occurred. The teacher utilized a sequence of initiation (teaching the question), response (students responding to the teacher's question), and feedback (the teacher informing the students how well or poorly they have performed) to interact with the students. Moreover, students asked for clarification questions and challenged and addressed several issues with the teacher or their peers.

In other words, Alsaif (2018) examined the pattern of classroom interaction in an English classroom context in Saudi Arabia. The IRF (Initiation, Response, Feedback) sequences of classroom discourse under examination in this study are the most typical discourse structures. The present study investigated EFL teachers' use of the third turn of feedback in interaction. It found that teachers employed various forms of scaffolding support to enable students to communicate and participate

more successfully. Teachers were scaffolded through questioning (referential, display questions) and code-switching. It was found that the mediation of the relationship between teacher-student was central to the construction of the classroom as a place of communication and interaction. Lastly, the research announced that the teachers must offer space for the students to chat about their experiences and those problems that are related to their own lives, as they often appreciate this opportunity.

5.1 Discussion of Previous Studies

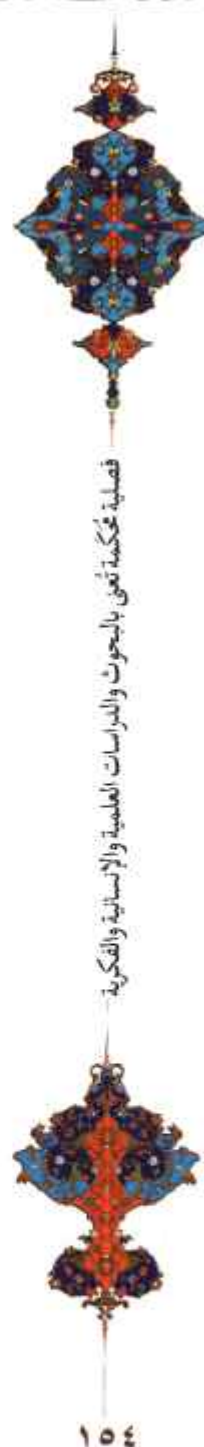
As can be seen from the studies mentioned above different dimensions of classroom interaction have been explored. The researcher of the present study tries to make such study which deals with classroom discourse interaction and its efficacy upon the development of Iraqi students' performance in 5th preparatory school in English conversation inside the classroom in Maysan province that is why the title of the present study is so different from the earlier researches. The sample of the study is quite distinct from all the previous studies mentioned.

Moreover, the researcher brings new issues and perspectives comparing with previous research. Other than that, the importance of the present study is different from the previous ones. Furthermore, earlier studies did not focus as this study does on classroom talk to enhance the effectiveness of students' speaking ability. Lastly in this study, the researcher is employing the pre-test, and post-test as a means of data collection. The researcher analyses statistically this research with assisting application of SPSS.

6. Methodology

6.1 Population and Sampling of the Study

According to Ary et al (2010:148), the term population means all members of a well-defined set of individuals, situations, or objects. Population and sample: Consists of (81) male 5th preps students from Al-Andalus prep school (a center of Maysan province) were selected randomly Also the number of the population was (152) male students. The school is composed





by four classes (40) students at least (each class). Two classes (A and B) with (85) students were chosen by the (academic) researcher. Class (A) was referred to as the experimental group of students (n=42) whereas class (B) was referred to as the control group of students were (n=43).

(3.1) Sample of the Study is Illustrated in Table below.

Group	Section	Treatment	Total Number before exclusion	Total Number after exclusion
EG	A	CDI Techniques Prescribed way of Teaching English Language	42	41
CG	B		43	40
Total			85	81

6.2 Equivalence of the Groups.

Zhang and Zinoviev (2024) assert that, other variables and factors (different from the independent variables) during the experimentation or investigation, they are capable to induce changes into the independent variables. The focus on the part of the researcher is required to prevent ambiguous conclusions. The researcher has no reason to believe before the study that the groups are equivalent. Maybe the experimental groups class would have done better on the pretest if they were not subjected to the experimental intervention. It is preferable to form comparison groups by accounting for individual differences within group members. Some of the variables could change the results of the study, in case there is not such equivalence. Group equalization is established before the experiment. Both groups were matched in the following variables to get clearer results of the experiment.

6.3 Teaching Material

The significance between the two groups (experimental and control) was established after the internal variables were balanced. The researcher used the teacher's books and student's books in English for Iraq means, for the 5th employees, level 2, part 5 and 6 both the teacher's and student's books for Iraq for 5th level 2 part (6), the second prepared course. It is here that all the practical materials were used (students' books, and the activity book).

6.4 Instruction Period

The experiment started January 11th, 2024. This was (weeks) long, quicksand. It ended today, 2025, that was March 18th, each group attended for five lessons each week. In order to eliminate the «Teacher Variable» effect, and to make the experiment more reliable and valid the researcher decided to teach both the groups. Instruction of the EG was colored by CDI methods, while the CG was instructed by a predetermined method. The lesson plan of this study was proposed to an expert jury in TEFL and linguistics.

6.5 Control Group (CG)

Teaching Conversation Skills to the CG: The procedures and instructions that the guide book (Teacher's Book) for 5th Prep was followed by the researcher in teaching the conversation skills to the CG.

Speak and write wishes for present and future.

GET the students to say the names of the food and drink in the pictures at the top of the page.

Any new words that arise, including delicious, fresh, nutritious, unhealthy, spicy, scrumptious, grilled, taste, olive oil, cereal, energy, can be introduced.

How many meats did you cover? Pre-test the key words container before the students enter the exercise.

Ask students to discuss what they like to eat and what they don't like to eat.

6.6 Experimental Group (EG)

CDI was used for the experimental group. The first session was run as an icebreaker, in which students were introduced to the



groups and tasks. Now these students can be the will of the researcher formed in dyads, bloody boxes, DE or perhaps if we're meant to work in pairs... they can think about or work on the questions, problem, issue, group exercise first on their own, before getting together in their couple.

solution in the class reports to the instructor. The experiment operates in three major functional modes. The pretest was then scheduled for one week before the treatment lesson. The treatment lessons were provided during the 8-week treatment period, in blocks of 4 lessons per week. The post-test was conducted 1 week after the last session.

6.7 Pre-Test and Post-Test Administration

The pre-test was administered on January 22nd, 2022, to measure pre-test and post-test scores among students. The post-test was administered on April 16th, 2022, with similar procedures like the pre-test (reliability, validity, relatively similar pilot test, item difficulty, and discriminations). Furthermore, the test was evaluated by TEFL and linguistics professors from various universities in Iraq.

6.8 Scoring Scheme of Test

The scoring system is the basis, on which the researcher evaluates the results. A consistent scoring system should be employed for fairness and impartiality. The researcher used an analytical scale to give the students' scores and the scale was broken down into categories and the researcher used the standards for the scoring for each category. The researcher uses Brown's (2001:406-407) scoring rubric for an oral written proficiency test scores. The test is out of 100 with the mark equally spread across 4 questions. It consists of five units as can be see in each question.

7. Results and Discussion

The pre-test and the post-test scores comparison. Comparison on the Pre-test and Post-test Scores of CG.

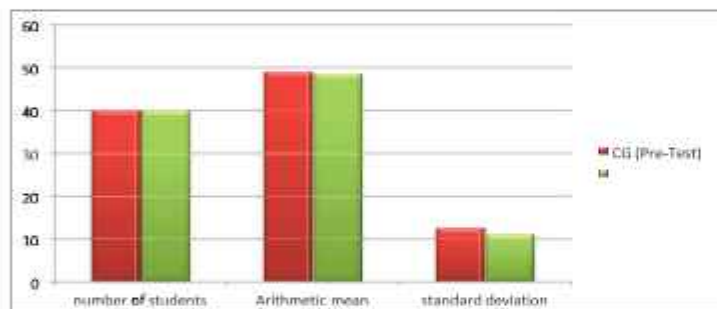
The mean score of the CG has a pre-test (50.100) and a post-test (48.6500). The T-test formula is applied to see if there is a statistically significant difference between the pre-test and

post-test measurements. The obtained T is percent) (T= 0.482) whereas the tabled T is (1.684) at .05 level of significance. This shows that the two are similar, but not quite, and that the post-test is larger than the pre-test

Table (4.2) Means, Standers Deviation, and T test of the Student

Test	No	Mean	SD	DF	T-Value	Level of Significance
					Calculate	Table
Pre-test	40		12.64871			Not
		49.1000		39	0.482	1.684
Post-test	40		11.22851			Statistically
		48.6500				significance

Graph 4.2 Comparison of the Pre- test and Post-test Scores of CG



Comparison between pre-test and post-test scores of experimental group

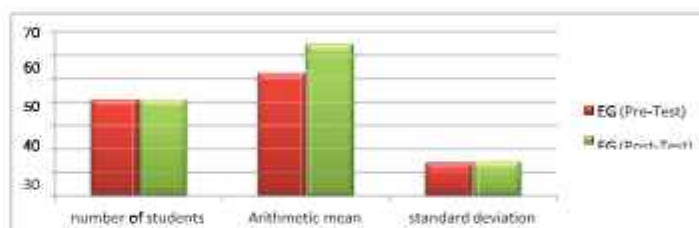
With respect to the EG, the pre-test mean scores of the EG was (52.4146) and in posttest it was (64.7561). The T-test equation is applied again to determine whether the difference between pre-test and post-test scores are significant. Thus, the calculated T-value (6.406) is greater than the tabled value (1.684) at (0.05) level of significance which means that there is a significant difference between pre-test and post-test because of the effect of employing CDI during the period before doing the post-test as it is shown in the following table:



Table (4.1.3) Means, Standard Deviations and T-values of the Students' Pre-test and Post-test of the Experimental Group

Test	No.	Mean	SD	DF	T-Value		Level of Significance
					calculate	table	
Pre-test	41	52.4146	14.1950				Statistically significant
Post-test	40	64.7561	14.7678	40	6.406	1.684	
			4				

4.1.3 Graph Comparing the Pre-test and Post-test Scores of EG



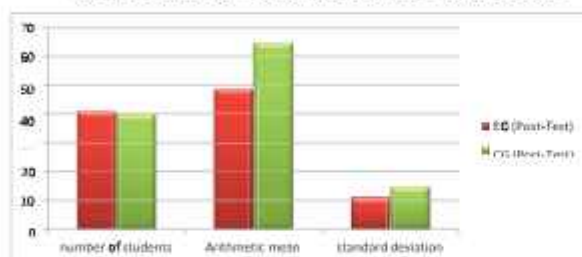
Comparison between post-test experimental and control group means

The results of post-test on two groups shows that EG mean score (48.6500) and the mean score of CG (64.7561), respectively and this indicates the performance of the experimental group was better than the control group. The researcher used T-test formula in two groups so that the gap between the two groups is shown clearly and completely. According to the T-test, the T-value of post-test is calculated as (5.515) and the tabulated T-value is taken as (1.98). This indicated there is a significant difference between the two groups at .05 level of significance ($p < 0.05$); (0.05). So, the findings indicates that the selected and implemented CDI of the researcher is more effective and useful as compared to the traditional method.

Table (4.2.3): Mean, Standard Deviation and T-values of the Students' Post-test Scores for the experimental and Control groups

Group	No.	Mean	SD	DF	T-Value		Level of Significance 0.05
					Calculated	Table	
EG	41	48.6500	11.22851	79	5.515	1.98	Statistically significance
CG	40	64.7561	14.76784				

Graph(4.2.3) Comparison of the EG and CG Post-test Scores



8. Research Questions

Chapter one has the researcher writing the two questions. When it comes to all of these questions, this particular section addresses it by using the parametric t-value with paired samples (Paired-Sample T test), that is being used to control those experiments held whereas the same participant is being observed in two different settings, the T-test with paired samples was applied. We analyzed the variance using magnitude over the two locations tested (upstream and downstream). In the case of paired data structure, the null hypothesis was not that the means values in two paired data samples are not different from each other but that the same values exist in paired samples of the population. It was therefore the following questions which were structured to apply t-test for paired samples: RQ1: Is there any statistically significant difference between the mean of students who were taught using CDI in experimental group and students those who were taught by the conventional method in the control group in the post-test?

Moreover, the data tested showed that CDI can greatly improve the speaking ability of students. 2) that the students engaged in participation to a higher degree, displayed an interest level to a higher degree, and were willing to help each other to a higher degree; enjoyed that they got to speak every day with



each other activity: Perhaps an answer to research question # 2 for the researchers:

RQ2: Do CDI Have Any Influence on Iraqi EFL 5th Preparatory Pupils' Performance in Conversation?

8.1 Discussion of the Results

Analysis showed a marked difference between those in study group and control group. On post-test, the mean of experimental group was (42.13) while that of control group it was (30.20). In other words, this means that an experimental mean which is greater than the control mean by a large margin is significant. Second, the test is very significant (0.000) So, the students scores are differ on before and after of instruction by very different level. It is pretty clear that the test scores are increased because of the treatment affording to (1). However, Article testing of scores and held no association in between pretesting scores of both teams. Hence, the topic-specific CDI employed to facilitate the conversation skill of the experimental group seems to be more effective and serves its purpose for the following reasons:

When used properly in the EFL class, CDI provides and enhances language speaking. Perhaps this has to do with student job-oriented aspect of the CDI that targets student task-oriented orientation.

CDI supports student involvement as students are obliged to do some considering, student must to be imaginative (as in most cases are needed to discuss assorted sentences longer ones ... from one of the «I can» choices that in a manner it's like speak about what they appreciate amid a end of the week or about their pastimes) or to utilize language structures or vocabulary on unique situations and points.

CDI is a fun way to break the monotony of everyday life and exposure to something new to students in a soft way, which ultimately aids in attracting and engaging with the students.

9. Conclusion

4.4 Empirical Conclusion From the empirical observations of the present research, below are the empirical conclusions that

can be made from the empirical evidence as per in the findings of the present study as well as observations respectively.

Pre-test and post-test results: Findings referring to the instruments in this research revealed that CDI is a good technique in a manner that it advances students oral output when compared to the pre-test and post-test results. Classroom interaction helps the student to develop their speaking skill. It helps in making learning interesting for the students, gradually helps build student confidence, and helps them communicate in daily life. This also encourages the students to make use of the target language.

As per the process of execution of CDI, the situations in which students can improve their verbal interaction, they talk with each other in pairs or groups, if they compose to their teachers or others in the classroom. In conclusion, the findings point to CCDI being linked with overall language processing skills.

The findings of the study show that the need of teachers of EFL learners is to be instructors not only in the role of facilitator but also in the role of disciplinarian. Teacher talk must also adapt to promote classroom engagement practices – more interaction – pair and group work, negotiation of meaning, discussion, role-play etc. and scaffolding whilst providing their students avenues to express their design thinking. This way, grouped functions also makes learning less monotonous and more interactive, pleasurable and engaging. Yet, in one or two of conversation exercises in the 5th section it feels like it has especially shrunk, as opposed to such knowledge skills exercises it does.

In conclusion, the purpose of this research is not only to contribute training the oral skills of students but also for teachers to be aware of the importance of the communicative aspect of their classroom interactions. One powerful advantage of CDI is that it enables teachers to know, before students ever set foot in the door, the strengths and weaknesses of each one to level the educational playing field. So this allows students to search for internal secret potentialities and gain the changing quality of those passive students into active students along with the implementation of the urbanization of CDI. That, the teachers cannot pull everyone out so because they are sort





of packaging up everything in the class or all the activities, teaching of the lesson is the (creating)_the lot of those questions which has the one answer.

10. Recommendations

Based on the research findings, four recommendations are made that could support the political framing of social justice issues:

Depending on the criteria for students age, goals, interests and proficiency level the CDI is can be applied at preparatory to there levels for finding speaking performance in English for students.

We need more speaking practice in English during our EFL lessons. It is THE number one thing we should be teaching, so, so, so much more than we do.

Speaking for real communication (describing, telling a story, apologizing, inviting, congratulating, etc.) should be given the opportunity for learners as much as possible in our EFL classroom. By emphasizing learning processes, it is the purpose for learners to acquire conversation more independently. This means they need to know how to listen out as they speak. Thus students are liberated to learn how to talk in an independent and participatory way, albeit learning in the process. This means changing the way the teacher is defined from someone who exercises authority to one who facilitates, organizes talk, supports, language adviser, etc.

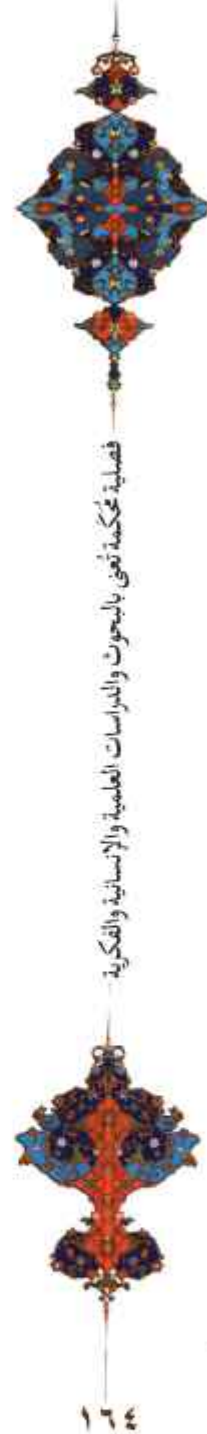
For the major target — to have maximum practice with the other language, English — they should involve students in as much activities that not only do not make their total QTT less, but also their QTT count toward their target too.

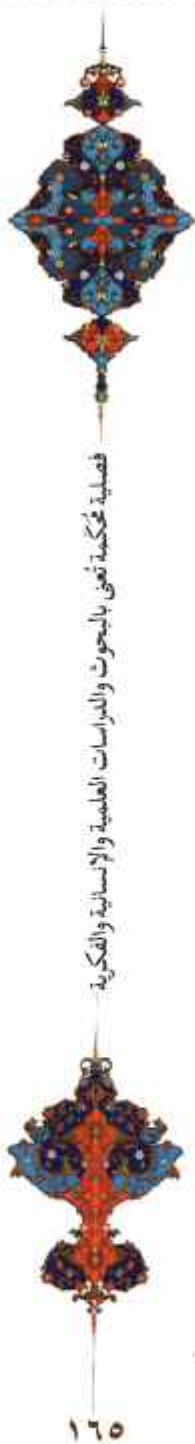
Teachers should also create a stress free and enjoyable classroom condition that encourages students to use the talk and speak.

Teachers should also tell learners to consider the listening skill too; the good listener is the good speaker too because the listening input also effects on the oral production of the learners. Teachers must bear in mind that the need and need for a search of additional classroom student–interaction in learning international languages is the basis for speaking of the sources. Like any language, students don't get enough chances to speak with one another to improve.

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