

An Analysis of EFL Student Teachers' Teaching Behaviours of Al-Anbar University in the Teaching Practice Period

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Abstract

The present study aims at:

- 1- analyzing the types of teaching behaviours used by student teachers to know the superiority of each type of behaviour to the other;
- 2- investigating the teaching sub-behaviours that are commonly used (prevailing) in each main teaching behaviour type; and
- 3- identifying the influence of sex and geographical position on their total scores in the checklist.

The subjects of the study are (50) male and female student teachers from the fourth year in the dept. of English/ College of Education for Humanities and College of Education for Women of Al- Anbar University in the academic year 2008-2009.

To achieve the aims of the present study, a checklist of teaching behaviours was developed by the researchers

depending on the theoretical background of teaching behaviour and related literature. The checklist consists of two categories. The first category is verbal behaviours which includes four aspects: methodology and teaching practices, psychological behaviours, linguistic behaviours and feedback and error correction. The second category is non-verbal behaviours which covers such things as

face expressions, gestures, movements in the class, eye contact and anything achieved by writing or action without using spoken language in teaching English as a foreign language.

The checklist has been exposed to a jury of experts to obtain its face validity. Reliability is found by using test-retest method and it is 0.82. The reliability sample involves (30) student teachers from both sexes.

Analysis of the data has yielded the following results:

- 1- Verbal behaviours took the superiority to the non-verbal behaviours.
- 2- Aspects of the verbal behaviours took the following sequence according to their weighted means and weighted average: methodology and teaching practices, psychological behaviours, linguistic behaviours and feedback and error correction.
- 3- There is a statistically significant difference between the mean of the student teachers who applied in schools inside the city centre and the mean of those who applied outside the

city centre in their total scores in the checklist and it is in favour of the first group.

- 4- There is no statistically significant difference between the mean of the male and the mean of the female in their total scores in the checklist.

1-INTRODUCTION

1.1The Problem of the Study and its Significance:

Since the academic year (1991-1992), there were fourth year students of English in the College of Education and College of Education for Women, University of Anbar. Teachers in the above colleges usually visit their student teachers during the teaching practice period to observe their teaching behaviours. The type of observation they have (had) done is not of great use in improving the teaching behaviour of the student teachers (trainees) because it is purely subjective and is done in stereotyped manner. It provides no objective data which may be helpful in modifying teachers' behaviour to bring improvement in teaching.

Hence, an analysis of these teaching behaviours is needed to know which teaching behaviour is applied more properly than the other and their aspects. The influence of the sex of the student teachers and the place in which the school (chosen to be applied in) is situated is to be investigated.

This, as the researchers of the present study suppose, will help in evolving remedial strategies in reconstructing of our

whole concept of teaching methodology. This also will help in making the theoretical aspects learned by the student teachers during their study and the practical ones, as far as possible, parallel.

1.2 Aims of the Study:

This study aims at:

- 1- analyzing the types of teaching behaviours used by student teachers to know the superiority of each type of behaviour to the other;
- 2- investigating the teaching sub-behaviours that are commonly used (prevailing) in each main teaching behaviour type; and
- 3- identifying the influence of sex and geographical position on their total scores in the checklist.

1.3 Limits of the Study:

- 1- This study is restricted to the teaching behaviours used by the fourth year students of English in their teaching practice period.
- 2- The sample of the subjects are the fourth year students in the dept. of English /College of Education for Humanities and the College of Education for Women of Al- Anbar University in the academic year 2008-2009.

1.4 Definitions of Basic Terms:

Some terms need to be defined in this study for the purposes of clarity and accuracy. These are:

1.4.1 Behaviour:

Hornby (2005:127) defines it as the way a person behaves or functions in a particular situation.

The operational definition of behaviour is any teaching practice produced by the student teacher of English in the classroom to achieve his teaching objectives.

1.4.2 Verbal Teaching Behaviour:

Worn (1999:820) states that verbal behaviour is spoken, not written including the use of words orally.

It can be defined operationally as any spoken or oral act produced by the student teacher of English in teaching English as a foreign language. In this study, verbal behaviours include: methodology and teaching practices, psychological behaviours, linguistic behaviours and feedback and error correction.

3 Non-Verbal Teaching Behaviour: 1.4.

Payne and Whitlaker (2006:92) state that non-verbal teaching behaviour covers such things as gesture, gaze, touch and space. It is culturally bound and the meanings attributed can be totally different in different countries.

In language teaching, Richards and Schmidt (2002:330) define it as the teacher's use of silence, paralinguistic behaviour, gestures, body movement and other aspects of non-linguistic behaviour in teaching English.

The operational definition of this term is the student teachers' use of face expressions, gestures, movement in the class, eye contact and anything achieved by writing or action without

using spoken language in teaching English as a foreign language.

4 Methodology and Teaching Practices: 1.4.

Methodology is concerned with classroom procedures and techniques, activities, tasks and exercises that we should use in the classroom and how we should sequence and integrate them (Nunan, 2003:4).

The operational definition of this concept is a set of techniques used verbally by the student teacher of English in teaching English as a foreign language.

1.4.5 Psychological Behaviour:

It is any action made by the student teacher to involve his/her students in the learning activities.

6 Linguistic Behaviour: 1.4.

It is any action made by the student teacher as a language input.

7 Feedback and Error Correction: 1.4.

Richards and Schmidt (2002:199) define feedback as comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons.

Van Els et al (1984:261) state that:

" Correction can be defined as feedback on errors. Correction is the type of feedback which one encounters most frequently in teaching. There should be, of course, also a place

in teaching for feedback on what was done correctly, or rather, that something was done correctly".

The operational definition of this aspect is any response given by the student teacher of English as a reaction for what his/her student does or says. It also includes evaluating students' progress towards achieving the objectives of the lesson.

1.4.8 Student Teacher:

He/she is a student of English practicing teaching English at intermediate and secondary schools.

1.4.9 Teaching practice Period:

Richards and Schmidt (2002:)define it as a period spent by a student teacher in an actual classroom situation in order to practice teaching skills under the supervision of an experienced teacher.

The operational definition of this concept is opportunities for a student teacher to gain teaching experience and apply the information and skills they have studied in their education programme. It extends for six weeks in which the students are at schools practicing teaching English as a foreign language at intermediate and secondary schools.

2- REVIEW OF THE PREVIOUS STUDIES

This chapter deals with a number of related studies that have investigated the student teachers' behaviours when they teach English as a foreign language at different levels of study. The researchers have chosen only those studies which are relevant to

this study in one way or another. It is worthy to note that aims, procedures and findings of each study are mentioned. The other details are neglected because they are irrelevant and do not serve the present study.

To reveal that the present study is different from the relevant previous studies, the researchers shed light upon these differences. The studies mentioned are presented chronologically:

2.1 Ramirez (1977):

The aims of this study are to investigate the behaviours of teachers of Spanish reading in bilingual elementary schools, and to identify teaching practices that affect students' achievement in Spanish reading.

The subjects of the study were eighteen Spanish reading teachers from school districts in the San Francisco Bay Area. They were exposed to a test in order to measure both their command of the Spanish language and their knowledge about reading in Spanish.

One hundred and forty-eight students were selected depending on their reading ability in Spanish (intermediate level). They were chosen according to a test exposed to them.

The utterances of teachers and students were utilized as the basic unit of analysis for the behaviour categories in the Spanish reading videotape observation instrument.

The teaching behaviours include modelling , questioning (related or not related to text, personal, detailed, inferential);

focusing on reading subskills (decoding, vocabulary, grammar); engaging pupils in reading (sentence, paragraph, page); making use of materials (drawings, chalkboard; explaining, summarizing; correcting errors directly or indirectly); evaluating (story sequence, remembering details, vocabulary); and reinforcement.

Some of teaching behaviours were found to influence pupils' achievement positively such as explaining grammatical rules, engaging students in the oral reading and correcting pupils' errors, while asking questions about details in the story, asking pupils to provide the meaning of new words or phrases particularly through the use of English equivalents and asking pupils to read the whole paragraphs without focusing on reading subskills were found to have negative effects on the pupils' achievement.

By using Coefficient Correlation, Regression Analysis, and One-Way Analysis of Variance, it was found that the pupils' achievement was influenced by their teachers' teaching behaviours. The study utilized the classification of teachers as (high, middle, and low) achieving teachers according to pupils' mean scores on the inter-American reading test.

2.2 Jabur (1987):

This study aims at evaluating the professional competency of English teachers in the preparatory schools in Baghdad and knowing the effect of college preparation, sex, and years of experience on their professional competency.

The subjects of the study are (49) preparatory teachers from both sexes chosen according to stratified random sampling.

The tool of the study is a ready-made checklist taken from Ball State Teachers College called (classroom supervisors evaluation of performance in student teaching). The checklist is divided into four categories: the first measures the performance; the second measures teacher-pupil relationship; the third measures the personal characteristics; and the last category measures general considerations. The last category is replaced by another category which measures subject matter.

After exposing the initial form of the checklist to a jury of experts to determine its face validity, it was found that 90% of the jury agree that the tool is applicable.

To ensure reliability of the checklist, the researcher used two methods: test-retest method and the rator and other observer. After applying Pearson Correlation Coefficient, it was found that the checklist is reliable.

The statistical means used in this study are Pearson correlation coefficient, t-test, chi-square and analysis of variance.

The conclusions reveal that the teachers' professional competency is within average: there are no significant differences between the variables mentioned above; there is high correlation between performance and teacher- student relationship; there is good correlation between personal characteristics and performance; there is high correlation

between performance and subject matter. There is high correlation between teacher-student relationship and personal characteristics; there is high correlation between teacher-student relationship and subject matter; and there is good correlation between personal characteristics and subject matter.

2.3 Zaitoon (1989):

The study aims at knowing the total and sub-teaching behaviour of science teachers in the preparatory schools in the South of Jordan.

The subjects of the study are (62) male and female teachers from the preparatory stage in Al-Karak and Tufaila governorates in the South of Jordan.

The instrument of the study is a teaching behaviour scale for science teachers of preparatory schools which is developed by the researcher depending on the theoretical background of teaching behaviour and related literature. The scale consists of four categories: curriculum and textbooks, teaching techniques, using science laboratory and evaluating students' learning.

The scale has been exposed to a jury of experts to obtain its face validity. Reliability is found by using test-retest method and it is 0.83. The reliability sample involves (23) teachers from both sexes.

The statistical means used are :analysis of variance, mean, standard deviation, t-test and pearson correlation coefficient.

The result is that the level of teaching behaviour for the sample is generally accepted, but according to educational and scientific norms, they are less than what is expected except (teaching techniques).

2.4 Tamas (1990):

This study aims at evaluating teaching practices of chemistry teachers at the intermediate level; recognizing the difference in these practices according to sex, geographical position and teaching experience.

Fifty-five teachers of chemistry were selected as a sample for the present study according to stratified random sampling.

The instrument utilized in this study is a checklist prepared by the researcher depending on observing actual lessons, previous studies concerning this subject and asking chemistry teachers about their teaching practices.

Face validity is obtained by exposing the checklist to a jury. Reliability is realized by observing (9) teachers with another observer. By using pearson correlation coefficient between the observers, it is found that the result is (0.98).

The statistical means used in this study are: t-test, the relative value, analysis of variance, Duncan Test and Scheffe Test.

The results that are concerned with teaching practices are:

1-"Focusing on homework": This technique occupies the fifth rank in teaching practices in general and the second rank in

"preparing and planning the lesson" category which involves (5) items.

2-"Using questions": It occupies the sixth rank in teaching practices and the first rank in "evaluation" category which involves (3) items.

3-"Organizing the use of the blackboard": It occupies the first rank among the items of "educational aids" category which contains (6) items.

4-"Demonstrating teaching models in the appropriate time": It occupies the fourth rank in "educational aids" category.

5-"Giving instructions and guidance during the experiment": It occupies the fifth rank in "educational aids" category.

2.5 Discussion of the Previous Studies:

The researchers of the present study have found that the problem under study has suffered and is still suffering from negligence because the available studies that tackle this problem, as viewed by the researchers of the present study, are rare and did not cover all its aspects.. It is also found that the previous studies deal with the teaching behaviours of practicing teachers of subjects other than English. So the present study is considered new at least in Iraq. The above previous studies will be discussed according to their aims, procedures and statistical means.

Concerning the aims of these studies, it has been found out that all of them had one aim in common ,i.e., finding out or

investigating teaching behaviours or practices and evaluating professional competency of teachers, but there is a difference among them regarding these aims. Ramirez's study (1977) aims at identifying teaching practices that affect students' achievement, Jabur (1987) and Tamas (1990) aim at knowing the effect of college preparation, sex, geographical position and years of experiences on their professional competency. Zaitoon(1989) aims at knowing the total and sub-teaching behaviour of science teachers in the preparatory schools.

The present study aims at: 1-analyzing the types of teaching behaviours used by student teachers to know the superiority of each type of behaviour to the other;2-investigating the teaching sub-behaviours that are commonly used (prevailing) in each main teaching behaviour type;and3-identifying the influence of sex and geographical position on their total scores in the checklist.

Concerning the samples of the previous studies, it has been found out that the sources of difference among them are: size, academic level, and subject matter or material. The sample of some of them is only teachers such as Jabur (1987), Zaitoon (1989) and Tamas (1990). Only one study used students as a sample in addition to the sample of teachers ,i.e., Ramirez's study (1977).

The sample of the present study is (50) student teachers who teach English as a foreign language during the teaching practice period.

All studies have used the descriptive method due to the nature of their objectives. The present study is in agreement with these studies in this point.

The instrument of some studies is a ready-made checklist such as Jabur (1987) and Ramirez (1977) while the checklist of other studies is prepared by the researcher such as Tamas (1990) and Zaitoon (1989). The instrument of the present study is a checklist prepared by the researchers which concerns the teaching behaviours used by student teachers in teaching English as a foreign language.

All the previous studies obtain only face validity to the checklist and the present study is in agreement with them in this point.

Concerning the reliability of the checklist, it has been found out that some of these studies use test-retest method to obtain reliability of the checklist such as Jabur (1987) and Zaitoon (1989). Others compute their reliability by finding the agreement between the observers such as Jabur (1987) and Tamas (1990). The reliability of the present study is obtained by following the test-retest method.

The statistical means used in the previous studies differ according to their aims and tools. Ramirez (1977) used coefficient correlation, regression analysis and one-way analysis of variance, Jabur (1987) used pearson correlation coefficient, t-test, chi-square and analysis of variance, Tamas (1990) used t-test, the relative value, analysis of variance, Duncan Test and

Scheffe Test and Zaitoon (1989) used analysis of variance, mean, standard deviation, t-test and pearson correlation coefficient. In the present study, Pearson Correlation Coefficient, T-test, Fisher Formula (Weighted Mean), and Percentage Weight have been used.

3-PROCEDURES OF THE STUDY

3.1 The Population and Sample of the Study:

The population of the study comprises all the male and female students of the fourth year in the department of English in the College of Education for Humanities and College of Education for Women of Al-Anbar University in the academic year (2008-2009). The total number of population is (80) students; (52) students from College of Education for Humanities and (28) students from College of Education for Women. Thirty students from the population are assigned as subjects of the pilot study, (20) students from College of Education for Humanities and (10) students from College of Education for Women. The remainders are (50) students who constitute the sample of the present study representing (63%) of the whole population, see Table (1).

College	Population	The Sample of the Pilot Administration	The Sample of the Final Administration
1- College of Education for Humanities	52	20	32
2- College of Education for Women	28	10	18
Total	80	30	50

Table (1): The Population and Sample of the Study:

3.2 Instrument of the Study:

The procedure adopted in this study is the scientific and systematic recorded observation. In fact, different forms of observation techniques have been developed in order to facilitate the process of objective recording. The first one is called (Frequency Tabulation) since it indicates the frequency of specific teachers' and students' behaviour. The second one is called (Structured Description) or (Anecdotal Records) because it is a type of scientific narration of what takes place in the classroom. The third form of observation techniques is a checklist which contains a list of behaviours that are marked by the observer as being present or absent. So, it is basically a method of scientific observation which provides a systematic procedure for obtaining and recording the judgement of

observers. In order to develop a useful checklist, behaviours must be clearly and accurately defined and listed beforehand. Its usefulness depends on whether or not it includes all possible key behaviour (Gronlund, 1976:445; Thorndike and Hagen, 1977:468; and Sheal, 1989:97). The last form of observation is (Rating-Scale) which focuses on evaluation rather than on describing behaviour.

So, in order to achieve the aims of the present study, the third type of observation (a checklist) is used by the researchers to record the type of teaching behaviour used by the student teachers in the classroom. Since there is no ready-made checklist that matches the aims of the study, the researchers have prepared it depending on the following sources:

- 1- Teachers' Guides which are prepared by the Ministry of Education for teaching the different textbooks of English in Iraq.
- 2- Related literature: They are books, articles in periodicals concerned with methods of teaching English as a foreign language.
- 3- Iraqi checklists such as those that are used by supervisors to observe and evaluate teachers of English.
- 4- Foreign checklists such as Flanders system of interaction analysis (1970), (FLINT system) prepared by Mskowitz (1962), (Focus-Foci for Observing Communication Used Setting) scheme prepared by Fanselow (1970-1975) and so on.

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- 5- Interviewing (10) specialists in the field of teaching English. They have been asked the following question: what is the expected teaching behaviour that may be adopted by the student teachers of English at the various stages in order to teach English as a foreign language.

In the light of these sources, a checklist of (46) items has been constructed, see Appendix (1).

3.3 Characteristics of the Checklist:

The final form of the test secures several essential features of a good test (Al-Marsumi, 1994:94). In order to achieve the aims of the present study, our instrument (the checklist) should be valid and reliable.

3.3.1 Validity:

It is the central concept in testing and assessment (Fulcher and Davidson,2007:3). It refers to the extent to which a test measures what it purports to measure (Coombe et al,2007:xxii). This means that validity is an important feature of the research instrument since it provides a direct check on how well that instrument fulfills its functions. To ensure this feature, we need to be aware about what we want to assess and then be certain that we are assessing that material and not something else.

For such a checklist, as statisticians claim, it is necessary to ensure its face validity. Face validity refers to whether the

test looks on its surface as if it really measures what is supposed to measure (Hughes, 2003:33 and Celec, 1979:339). A test which does not have face validity may not be accepted by candidates, teachers, educational authorities or employers. It may simply not be used; and if it is used, the candidates' reaction to it may mean that they do not perform on it in a way that truly reflects their ability.

Thus , face validity was obtained by exposing the first draft of the checklist which includes sixty-three items to a critical examination and intense discussion on its content and wording with eleven jurors who are well-known for their efficiency in the field of ELT, statistics and psychology in addition to teachers of English at secondary stages who have long experience in this field to ensure its surface acceptability. The jury members are arranged according to the scientific degree as the following:

- 1- Prof. Amir Bneya Al-Kubaisi (Ph.D., University of Anbar).
- 2- Prof. Abdul-Wahed Hameed Al-Kubaisi (Ph.D., University of Anbar).
- 3- Assist. Prof. Abdul-Jabbar Ali Darwash (Ph.D., University of Al-Mustansiriyah).
- 4- Assist. Prof. Dhuha Atallah Hassan (Ph.D., University of Al-Mustansiriyah).
- 5- Assist. Prof. Fatin Khairi Al-Rifa'i (Ph.D., University of Baghdad).
- 6- Inst. Yasir Mukhlif Al-Shujairi (Ph.D., University of Anbar).

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- 7- Mr. Jaleel Abdul-Alah Alawi (Supervisor of English having 40 years' teaching experience).
 - 8- Mr. Hameed Fawaz Hunaifish (Teacher of English having 38 years' teaching experience).
 - 9- Mr. Sa'ad Jumaa' Farhan (Supervisor of English having 34 years' teaching experience).
 - 10- Mr. Salih Shwaysh Ahmed (Supervisor of English having 32 years' teaching experience).
 - 11- Mr.Fakhri Mohammed Abid (Teacher of English having 25 years' teaching experience).

They were asked to: 1- suggest any modification they find necessary;2-check the clarity and appropriateness of each item included in the checklist; 3- check the content of the checklist to determine whether it covers a representative sample of the behaviours to be measured;4- check whether each item is relevant to the present study or not; and 5- add other important items to the checklist.

The above procedures led to some suggestions such as the elimination of unnecessary repetitive items, the revision of some items, the modification of some ambiguous items and the addition of some important items to the checklist. Consequently, the total number of items in the modified form of the checklist is Forty-six, see Appendix(2).

3.3.2 Reliability:

Reliability refers to the consistency of test scores, which simply means that a test would offer similar results if it was given at another time, (Coombe et al,2007:xxiii).

In this concept, Grocker and Algina (1986:105) as cited in Fulcher and Davidson(2007:104) state that:

Whenever a test is administered, the test user would like some assurance that the results could be replicated if the same individuals were tested again under similar circumstances. This desired consistency of test scores is called reliability.

This means that reliability is an essential quality of test scores because, unless test scores are relatively consistent, they cannot provide us with reliable information about the abilities we want to measure.

There are many methods to obtain test reliability: test-retest method, parallel forms method, split-halves method and Kurder-Richardson 20,21 method,(Fulcher and Davidson, 2007: 105-108).

The method utilized in this study is test-retest method to determine the reliability of the checklist. According to this method, the test is reliable when the scores of the two administrations are correspondent, or there is just a little difference.

The checklist was administered to the pilot sample consisting of thirty student teachers for the first time and it was repeated to the same sample and under the same circumstances after two weeks.

Reliability coefficient was obtained by applying Pearson Correlation Formula between the scores of the first administration to those gained from the second one. The correlation coefficient was (0.82) and this is considered a high stable coefficient.

3.4 The Final Administration of the Checklist:

After ensuring the qualifications of the checklist, i.e., validity and reliability, it has been applied to the main sample of the study which consists of fifty students. The final application started on 15th February,2009 and ended on 2nd April,2009. The whole sample has been precisely observed by the researchers ,i.e., each student has been observed for a whole lesson period in order to find out to what extent each item (behaviour) is used in the lesson.

The data has been collected and written down on a schedule in order to be analyzed scientifically.

3.5 Scoring Procedures:

Scoring refers to “the process of correcting tests and assigning numerical scores” (Adnan,1987:99).For the purpose of objectivity and reliability, an accurate scoring scheme should be developed for the whole test(Al-Hamash, et al,1982:23).

The final form of the checklist consists of Forty-six items which are rated on a five-points scale(always, frequently, sometimes, rarely and never). So the researchers have scored

the responses of the sample members according to the Likert procedure (Oppenheim,1966:133) in which the positive items are given(5,4,3, 2 and 1) and the negative items are given (1,2,3,4 and 5).Since there is no negative items in the checklist , the researchers give (5,4,3,2 and 1), respectively for each alternative .As a result, the highest possible score on the checklist is (230) and the lowest is (46).

3.6 Statistical Means:

The following statistical means are used:

- 1- Fisher Formula (Weighted Mean) is used to find out the items' degree of power of the checklist.

$$\text{Degree of Power} = \frac{F1X5 + F2X4 + F3X3 + F4X2 + F5X1}{\text{Total Frequency}}$$

(Fisher,1955:327).

- 2- T-test for two independent samples is used to find out the significance of the difference between the mean of the male student teachers and the mean of the female student teachers in their total score in the checklist. It is also used to find out the significance of

the difference between the mean of the student teachers who applied in schools inside the city centre and the mean of those who applied outside the city centre in their total scores in the checklist.

$$T = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

(Glass and Stanley, 1970:295).

3- Pearson Correlation Coefficient is used to compute the reliability of the checklist by using the test/retest method.

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

(ibid:115).

4- Percentage Weight is used to find out the percentage of the teaching behaviours used by the sample of the study.

Weighted Mean

Percentage Weight = ----- x 100

Higher weight

(Al-Kubaisi,2007:232)

4-RESULTS AND THEIR DISCUSSIONS

The results of the present study will be discussed according to the communicative language teaching because this method is adopted in teaching English as a foreign language in most Iraqi schools.

4.1 Results and Discussions of the First Aim:

Concerning the first aim of the study, it has been found that verbal teaching behaviours come first since their weighted mean (henceforth WM) is (2.80) and the percentage weight (henceforth PW) is (56.00%) which are higher than the WM (2.67) and the PW (53.41%) of the non-verbal teaching behaviours. This may be attributed to the fact that the student teachers observed believe that language is basically an oral skill since it is a means of communication. So, it is better to teach this language by enabling students to practise it orally in real life situations created inside the classroom. This can be basically achieved by using verbal teaching behaviours with the help of non-verbal teaching behaviours.

4.2 Results and Discussions of the Second Aim:

Depending on the analysis of the data related to the second aim of the study, norm is adopted to state the commonly used teaching behaviours to be discussed. These teaching behaviours are used by more than 60% of the sample and their WM is (3.00) and above. So the following has been noticed :

4.2.1 Verbal Teaching Behaviours:

There are four aspects concerning verbal teaching behaviours. They are the following:

4.2.1.1 Methodology and Teaching Practices:

They have the superiority to the other aspects because its WM is (2.91) whereas the PW is (58.21%). Seven Sub-teaching behaviours related to this aspect are the most commonly used (prevailing) because their WM is between (3.1-3.32) and their PW is between (62% - 66.4%). These behaviours are:

1- " Proceeding from the known to the unknown": This behaviour comes first in this aspect since its WM is (3.32) and the PW is (66.4%). This fact is important in communicative language teaching and in other methods of teaching English as a foreign language. Gradation of the material is essential. In this respect, Al-Hamash and Younis (1999:56) state that "All class activities should be graded ,i.e., easier and familiar tasks should precede the unknown and the difficult". It is often dangerous to assign new materials to the students since they may develop

antagonistic feelings towards the new totally unknown materials. So student teachers may use this procedure to facilitate the material to their students by giving them the essentials of the new activity and after that it is advisable that they move to the details to develop high attitudes towards the new activity.

2- " Reviewing what is taught in the previous lesson": Its WM is (3.3) and its PW is (66%).Revision of the previous lesson makes students recall what is taught in it because the syllabus of English textbooks in Iraq is interrelated. To stress this opinion, Al-Hamash and Younis (1999:56) state that" Each item presented to the students should be based on the previous material and it should be used as a basis or a step for the coming one". This behaviour may be used by the sample of the study in order to attract the students' attention and to prepare their minds to the present material.

3- " Introducing a variety of activities in the lesson": As shown in table(2:A)below ,the WM of this behaviour is (3.26), whereas its PW is (65.2%).Communicative language teaching stresses that language learning should be made as pleasant as possible. This can be achieved by introducing various language learning activities such as games, discussions, interviews, dialogues, role-playing and problem solving. This idea is stressed by Al-Mutawa and Kailani (1989:11) when they state that language is an enjoyable experience if it is accompanied with a variety of teaching activities. So it is used by the majority

of student teachers probably in order to prepare a pleasant and enjoyable atmosphere for teaching and learning and to use the lesson period properly by involving many activities.

4- " Providing situation in which language is meaningfully used": Its WM is (3.2) and its PW is (64%). This is essential especially in the communicative language teaching. Exposing students to real-life situation enables them to use it in a meaningful manner ,i.e., to react communicatively and functionally to this situation. In line with this idea, Freeman (2000:125) states that "whenever possible, authentic language – language as it is used in real context – should be introduced". So it is used by the sample of the study probably to give chance to the students to use the language for communication purpose by reacting to these situations.

5- " Adopting recent methods of teaching": The WM of this behaviour is (3.18) and the PW is (63.6%). It is a commonplace to say that there is no single method that is efficient for teaching any material especially when teaching students having different abilities. In this point, Al-Mutawa and Kailani (1989:12) state that "an efficient teacher always varies his approach when teaching class of different abilities. This does not mean that the teacher will change his theoretical beliefs for each type of class. But he varies his methods and techniques to meet the different levels of his class". This means that the teacher should adopt the recent and updated methods of teaching but at the same time he should be flexible in choosing the appropriate techniques to

meet the different levels of his students. Student teachers may adopt this principle because they have good background concerning methods of teaching English as a foreign language.

6- " Giving information of direct relevance to the learning task": The WM of this behaviour is (3.14) and the PW is (62.8%). This behaviour is important in communicative language teaching and in other methods of teaching English as a foreign language. The efficient teacher should provide his students with the necessary information to facilitate the teaching material to them. He should go directly in his explanation to the activity to be taught and do not move around the activity. This behaviour may be used by the sample of the study because the student teachers want to facilitate the learning tasks to their students by providing them with only the relevant and necessary information because they believe that going around the activity and providing unnecessary information may make it ambiguous and consequently difficult in learning.

7- " Using audible voice": As shown in table(2:A)below, this teaching sub-behaviour occupies the last rank of the commonly used teaching sub-behaviours in this aspect since its WM is (3.1) and its PW is (62%) It is also a commonplace to say that the teacher should avoid extremes in his voice ,i.e., he should not speak too loudly or too smoothly. He should speak in such a way so as to be heard by all students in the classroom. In addition to this, the teacher has to vary his intonation to attract his students' attention to the teaching material.

4.2.1.2 Psychological Behaviours:

This aspect gets the second rank after methodology and teaching practices because its WM is (2.77) whereas the PW is (55.4%). Three Sub-teaching behaviours from this aspect are the most commonly used (prevailing) because their WM is between (3.22-3.48) and their PW is between (64.4% - 69.6%). These behaviours are as mentioned below:

1-"Encouraging and praises correct language response":

This behaviour comes first in this aspect since its WM is (3.48) and the PW is (69.6%). Reinforcement is probably the most popular explanation for this behaviour. Encouraging correct language response is emphasized in all methods of teaching English as a foreign language. The observed student teachers, it seems, use encouragement to motivate students to do their best with him and make them repeat behaviours that are rewarded. To clarify this, Birgandi et al (2006:51) state that reinforcement may be administered continuously for every correct response because students learn to repeat behaviours that are rewarded, while behaviours that are not rewarded are eliminated over time.

2-"Encouraging the students to participate in the lesson":

Its WM is (3.36) and its PW is (67.2%). Encouraging students' participation in the lesson is very important in communicative language teaching because this will make all students active during the lesson period and give the lazy students the impression that the teacher is in contact with them. This is important to both good students and poor students. In addition

to that, language is not learned without constant practice and the latter cannot be done without encouraging students' participation in the lesson. So this behaviour is used by the sample of the study, it seems, for the above reasons.

3-"Introducing the lesson with warm-up activities": The WM of this behaviour is (3.22) whereas its PW is (64.4%). This behaviour is very important especially in the communicative methods. The experienced teacher should prepare his students (warm them up) at the beginning of each lesson or each new task by giving them warm-up activities related to the learned task. Regarding this point, Hejal (2007:3) states that the learners are prepared (warmed-up) to deal with the task. Such matters like the purpose of the task and the learners' role are explained. Moreover, new vocabulary or new language items which the learners need when they handle the task are also explained in this stage. The reason behind using this behaviour, it seems, is that student teachers want to prepare their students to the new task by explaining their roles and involving them with warm-up activities.

4.2.1.3 Feedback and Error Correction:

This aspect comes at the third rank because the WM of this aspect is (2.71) and the PW is (54.2%). Two Sub-teaching behaviours from this aspect are the most commonly used in teaching (prevailing) because their WM is between (3.04-3.06) and their PW is between (60.8% - 61.2%). These are as stated below;

1-"Evaluating students' progress towards achieving the objectives of the lesson":

The WM of this behaviour is (3.06) and the PW is (61.2%). So it comes first in this aspect. Any teaching process must have an important and attainable objectives that the teacher wants to achieve after the completion of the lesson. It is important for experienced and well-trained teachers to seek these objectives when teaching any activity. All experienced teachers should evaluate their students' progress from time to time and after the completion of each activity taking into their considerations the objectives behind teaching any activity. This can help the teacher to know something concerning the amount of material mastered by the students and identify the points of strength to be reinforced and the point of weakness to be practised again. As a result, the importance of this behaviour to the student teachers lies in checking students' growth and testing the amount of material they learnt.

2-"Ignoring all the errors made by the learners": As shown in table(2:A)below ,the WM of this behaviour is (3.04) whereas, its PW is (60.8%).This idea is very important in communicative language teaching. It is important for the teacher to understand that errors are inevitable and a natural part of the teaching/learning process. It is also important for the teacher to instill this attitude in students' minds. So it is preferable to language teachers to avoid error correction especially in the flow of speech and should look at these errors as a natural outcome of the communication skill. He/she can correct them implicitly after a period of time or correct only those errors which hinder the flow of communication within the context in which they are produced. This idea is emphasized by Lewis and Hill (1985:95) when they state that "over-emphasis on correction by the teacher can have a de-motivating effect. The student who is afraid of errors and remains silent will learn comparatively little". This behaviour is used because it is thought that errors should not be corrected immediately because this will inhibit the students' communicative competence and will make them hesitant. Table (2:A) below clarifies the behaviours mentioned above.

4.2.1.4 Linguistic Behaviours:

This aspect occupies the last rank in verbal behaviours because its WM is (2.63) and the PW is (52.6%). Only one Sub-teaching behaviour from this aspect is the most commonly used

(prevailing) because its WM is (3.38) and its PW is (67.6%).
This behaviour is:

"Conducting pattern drills (oral practice)": This is audiolingualism. In current trends the four skills are to be treated equally right from the beginning. The communicative method, it seems, is not the only method employed. This could be attributed to the fact that most of the Iraqi student teachers are still under the influence of the methods they were taught by their teachers .

Item No.	Rank	Items	Weighted Mean	Percentage Weighted %
	A:	Verbal Teaching Behaviours:	2.80	56.00
		Methodology and Teaching Practices:	2.91	58.21
26	1.	Proceeding from the known to the unknown.	3.32	66.4
25	2.	Reviewing what is taught in the previous lesson.	3.3	66
18	3.	Introducing a variety of activities in the lesson.	3.26	65.2
19	4.	Providing situation in which language is meaningfully used.	3.2	64
23	5.	Adopting recent methods of teaching.	3.18	63.6
22	6.	Giving information of direct relevance to the learning task.	3.14	62.8
21	7	Using audible voice.	3.1	62
29	8.	Making students repeat after him/her chorally.	2.8	56
20	9.	Establishing classroom routines.	2.74	54.8
24	10.5	Giving students time to write down what is written on the board .	2.72	54.4

17	10.5	Illustrating to the students their expected role in the coming activity	2.72	54.4
15	12.	Relating the materials to real life situation.	2.66	53.2
27	13.	Proceeding from the simple to the difficult .	2.62	52.4
28	14.	Making students repeat after him/her individually.	2.6	52
16	15.	Tackling elements of the target culture.	2.3	46
		Psychological Behaviours:	2.77	55.4
10	1	Encouraging and praises correct language response.	3.48	69.6
12	2	Encouraging the students to participate in the lesson.	3.36	67.2
8	3	Introducing the lesson with warm-up activities.	3.22	64.4
11	4	Refusing incorrect language response.	2.96	59.2
9	5	Establishing rapport.	2.22	44.4
14	6.5	Giving purposeful jokes to break the classroom routine.	2.08	41.6
13	6.5	Involving students in language games.	2.08	41.6
		Feedback and Error Correction:	2.71	54.2
30	1	Evaluating students' progress towards achieving the objectives of the lesson.	3.06	61.2
31	2	Ignoring all the errors made by the learners.	3.04	60.8
32	3	Correcting all the errors made by the learners immediately.	2.54	50.8
33	4	Encouraging the students correct each others.	2.2	44
		Linguistic Behaviours:	2.63	52.6
6	1	Conducting pattern drills (oral practice).	3.38	67.6
7	2	Illustrating the pronunciation of words to the students.	2.94	58.8
5	3.5	Giving facts about language forms.	2.66	53.2
2	3.5	Using appropriate words.	2.66	53.2
3	5	Speaking without mistakes in pronunciation.	2.52	50.4
1	6	Using grammatical sentences.	2.5	50

4	7	Introducing materials not used in the textbook: songs, sayings and proverbs.	1.74	34.8
	B:	Non-Verbal Teaching Behaviours:	2.67	53.41
1	1	Moving in the classroom in a purposeful way.	3.24	64.8
10	2.5	Using the blackboard .	3.14	62.8
9	2.5	Giving proper time to different activities in the lesson.	3.14	62.8
4	4	Using hand gestures to encourage and direct students.	3.08	61.6
13	5	Being aware of what is going in the classroom when students are engaged in the activities.	3.04	60.8
5	6	Making frequent eye contact with all students in the class.	3.02	60.4
6	7	Adopting flexibility in the use of materials.	2.66	53.4
8	8	Following clear-cut and specified objectives.	2.62	52.4
3	9	Using facial expressions and makes nodding .	2.38	47.6
2	10	Standing up when directing an activity.	2.2	44
11	11	Deciding what the students learn according to a well-organized plan.	2.08	41.6
12	12	Observing the students when they are working and collects information about their work.	2.02	40.4
7	13	Using audio-visual aids.	1.82	36.4

Table(2): Weighted Mean and Percentage Weight of the Verbal and Non-Verbal

Teaching Behaviours.

4.2.2 Non-Verbal Teaching Behaviours:

There are thirteen Sub-teaching behaviours in this aspect. Six of them are the most commonly used (prevailing) in

language teaching because their WP is between (3.02-3.24) and their PW is between (60.4% - 64.8%). These behaviours are the following:

1-"Moving in the classroom in a purposeful way": The WM of this behaviour is (3.24) and the PW is (64.8%). So it occupies the first rank in this aspect. The teacher should avoid extremes in his movement in the classroom ,i.e., he should neither be fixed in one square foot nor race up and down the classroom. This idea is focused upon by Brown (2001:195) when he states that "the teacher should move around the classroom, but not to distraction, he should not plant his feet firmly in one place for the whole hour". It comes at the first place in this aspect perhaps because it is one of the opportunities for the teacher to be in contact with all students and to control the class situations. In addition to its importance in bringing students' attention to him.

2-"Using the blackboard": The WM of this behaviour is (3.14) whereas, its PW is (62.8%). The blackboard is the most useful and versatile visual aid. It is commonly available in every classroom where it forms a focal point of attention for the whole class. Its use may be attributed to the fact that it is available in every class and is easily used. The use of the blackboard is necessary if there is no alternative but if schools are provided with overhead projectors or if teachers use cards or charts to write on, time and effort will be saved inside the class.

3-"Giving proper time to different activities in the lesson":

Its WM is (3.14) and its PW is (62.8%). It is important for experienced teacher to vary the activities to be taught in the lesson. But the most important for him/her is giving each activity its appropriate time. This depends on the objectives behind the activity and its importance. This behaviour is frequently used because the sample is informed during the studying period that the successful teacher of English has to respect time because the time allotted to this subject is limited in Iraq.

4-"Using hand gestures to encourage and direct students":

As shown in table(2:A)above ,the WM of this behaviour is (3.08) whereas its PW is (61.6%). Using gestures in teaching English is essential in showing students what you want especially in the early stages of learning English. Hand gestures are frequently used in the lessons visited probably to avoid unnecessary language which can distract students and to increase the pace of the lesson. In addition to this, these gestures are used by some of the student teachers probably because their language is poor. So, they resort to this behaviour in order not to be blamed or criticized.

5-"Being aware of what is going on in the classroom when students are engaged in the activities":

Its WM is (3.04) and its PW is (60.8%). The experienced teacher needs to be completely alert of what is going on in the classroom especially when students are engaged in the activities. This idea is

emphasized by Ur (2006:265) when he states that the teacher should be constantly aware of what is going on all quarters of the classroom, keeping his eyes and ears open, and ready to pick up blips. This behaviour is frequently used probably in order to help the students know that the teacher is aware of them all the time which encourages their participation and personal contact on the one hand, and discourages deviant activity on the other hand.

6-"Making frequent eyes contact with all students in the class": This aspect occupies the last rank in non-verbal teaching behaviours because the WM of this teaching sub-behaviour is (3.02) and the PW is (60.4%). This idea is stressed by Lewis and Hill (1990:41) when they state that "There is no more certain way to lose the attention of your students than to take your eyes off them for long periods. This is not because they will get up mischief if you are not looking, but because normal human contact frequently depends on, and is reinforced by eyes contact". The frequent use of eyes contact in the lessons visited may be attributed to the following:

- a- To make students feel involved and to attract their attention.
- b- To indicate who should answer a question and to indicate whether something is right or wrong.
- c- To check whether the students understand what the teacher has said or what they have read or heard. Table (2:B) above clarifies the behaviours mentioned before.

4.3 Results and Discussions of the Third Aim:

By using t-test for two independent samples, it has been found out that:

- a- the difference between the mean of the student teachers who applied in schools inside the city centre and the mean of those who applied outside the city centre is statistically significant because the calculated t-test value is (5.405) which is higher than the tabulated t- test value (3.551) and it is in favour of the first group since the mean score of the first group is higher than the mean score of the second group. See Table (3).

Group	N	X	S	df	Calculated t-test value	Tabulated t- test value	Level of significance
Group 1	26	186.26	524.970	48	5.405	3.551	0.001
Group 2	24	152.29	458.048				

Table (3):T-test statistics of the difference between the mean of the student teachers who applied in schools inside the city centre and the mean of those who applied outside the city centre in their total scores in the checklist.

This may be attributed to the influence of the environment ,i.e., student teachers and their students outside the city centre were

not interested in academic studies and consequently took low marks in the checklist.

b-there is no statistically significant difference between the mean of the male and the mean of the female in their total scores in the checklist since the calculated t-test value is (0.404) which is lower than the tabulated t-test value (2.021). See Table (4).

Group	N	X	S	df	Calculated t-test value	Tabulated t- test value	Level of significance
Group 1	21	172.23	869.418	48	0.404	2.021	0.05
Group 2	29	168.31	1350.289				

Table (4):T-test statistics of the difference between the mean of the male student teachers and the mean of the female student teachers in their total score in the checklist.

This may be attributed to the fact that the male and female student teachers are equalized in the following matters:

1-They are taught the same subjects, according to the same methods of teaching and under the same conditions.

2-The level of teachers who teach at the College of Education for Humanities and teachers who teach at the College of Education for Women are approximately similar.

Therefore, it is not expected to find out statistical differences between them.

5-CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions:

The present study leads to the following conclusions:

- 1- Student teachers' verbal behaviours are superior to non-verbal behaviours.
- 2- Twenty items from the checklist are considered commonly used ones (prevailing), fourteen are from verbal behaviours aspect and six only are from non-verbal behaviours aspect.
- 3- Twenty-six items from the checklist are not frequently used by student teachers. The reasons behind not using them may be due to the following points:
 - a-Most of the classes are large which include between 40 to 50 students.
 - b-The level of students is generally low.
 - c-There is lack of necessary equipment in most schools.
 - d-Time is not enough to complete the assigned material.
 - e-There is heavy load on teachers.
- 4- Student teachers who applied inside the city centre are better than those who applied outside the city centre in the investigated variables.

- 5-It is noticed in this study that six variable has no effect on the investigated variables due to the similar ways of teaching, curriculum, and conditions.
- 6-It must be emphasized, however that student teachers' behaviours alone are not sufficient for success in teaching English unless it is accompanied by readiness to spend time and effort in the teaching process by the authorities concerned.

5.2 Recommendations:

On the basis of the conclusions drawn from the results of this study, the following recommendations are suggested:

- 1-Emphasis should be laid on training lessons after the completion of the teaching practice period in order to discuss the weak and strong points and get benefit from them.
- 2-Student teachers should watch T.V. training lessons to improve their techniques of teaching.
- 3-They have to increase the number of visits to the schools at the first course in the fourth year to attend real lessons of English and benefit from experienced teachers in increasing their knowledge about teaching behaviours.
- 4-The scientific and educational supervisors should organize their work in order to evaluate student teachers after visiting them several times.

- 5-Student teachers should attend conferences and committees to help them be in contact with the current events of teaching English as a foreign language.
- 6-Pre-service and in-service training courses should pay remarkable emphasis on teaching behaviours adopted by teachers of English due to their importance in increasing students' motivation to learn English as a foreign language.

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Appendices

Appendix 1

The Initial Form of the Checklist

A Checklist of the Expected Teaching Behaviours for the Student Teachers of English

No.	Items	Relevant	Irrelevant
1	Uses of language.		
	Uses inappropriate words.		
	Makes grammatical sentences.		
	Makes pronunciation mistakes		
2	Uses facial expressions.		
3	Makes nodding.		
4	Uses gestures.		
5	Uses the blackboard.		
6	Uses audio-visual aids.		
7	Moves in the classroom.		
	Moving quickly.		
	Moving moderately.		
	Fixed on spot.		
8	Encourages students to keep the discipline.		
9	Behaves angrily when his/her students laugh.		
	Behaves gently when his/her students laugh.		
10	Encourages the students to participate in the lesson.		
11	Adopts recent methods of teaching.		
12	Gives proper time to different activities in the classroom.		

13	Encourages and praises correct language response.		
14	Refuses incorrect language response.		
15	Gives purposeful jokes to break the classroom routine.		
16	Relates the materials to real life situation.		
17	Gives facts about language forms.		
18	Makes students repeat after him.		
	Chorally.		
	Individually.		
19	Corrects errors immediately.		
	Ignores errors.		
	Encourages the students correct each others.		
20	Tackles elements of the target culture.		
21	Illustrates the pronunciation of words and sounds.		
22	Illustrates to the students their expected role in the coming activity.		
23	Establishes classroom routines.		
24	Conducts pattern drills (oral practice).		
25	Gives information of direct relevance to the learning task .		
26	Evaluates students' progress towards achieving the objectives of the lesson.		
27	Elicits students' language behaviour.		
28	Establishes rapport.		
29	Uses audible voice.		
30	Introduces a variety of activities in the classroom.		
31	Follows clear-cut and specified objectives.		

32	Proceeds from the known to the unknown.		
33	Proceeds from the simple to the difficult.		
34	Provides situations in which language is meaningfully used.		
35	Decides what the students learn according to a well-organized plan.		
36	Reviews what is taught in the previous lesson.		
37	Observes the students when they are working and collects information about their work.		
38	Aware of what is going in the classroom when students are engaged in the activities.		
39	Introduces the lesson with warm-up activities.		
40	Gives students time to clarify their ideas.		
41	Adopts flexibility in the use of materials.		
42	Makes the lesson interesting.		
43	Pays attention to the productive skills.		
44	Involves students in language games.		
45	Gives students time to write down what is written on the board.		
46	Introduces materials not used in the textbook: songs, sayings, proverbs.		

Appendix 2

The Final Form of the Checklist

A Checklist of the Expected Teaching Behaviours for the Student Teachers of English

No.	Items	Always	Frequently	Sometimes	Rarely	Never
A:	Verbal Behaviours:					
	<i>Linguistic Behaviours:</i>					
1	Using grammatical sentences.					
2	Using appropriate words.					
3	Speaking without mistakes in pronunciation.					
4	Introducing materials not used in the textbook: songs, sayings and proverbs.					
5	Giving facts about language forms.					
6	Conducting pattern drills (oral practice).					
7	Illustrating the pronunciation of words to the students.					
	<i>Psychological Behaviours:</i>					
8	Introducing the lesson with warm-up activities.					
9	Establishing rapport.					
10	Encouraging and praises correct language response.					
11	Refusing incorrect language response.					
12	Encouraging the students to participate in the lesson.					

13	Involving students in language games.					
14	Giving purposeful jokes to break the classroom routine.					
	Methodology and Teaching Practices:					
15	Relating the materials to real life situation.					
16	Tackling elements of the target culture.					
17	Illustrating to the students their expected role in the coming activity					
18	Introducing a variety of activities in the lesson.					
19	Providing situation in which language is meaningfully used.					
20	Establishing classroom routines.					
21	Using audible voice.					
22	Giving information of direct relevance to the learning task.					
23	Adopting recent methods of teaching.					
24	Giving students time to write down what is written on the board .					
25	Reviewing what is taught in the previous lesson.					
26	Proceeding from the known to the unknown.					
27	Proceeding from the simple to the difficult .					
28	Making students repeat after him/her individually.					
29	Making students repeat after him/her chorally.					

	Feedback and Error Correction:					
30	Evaluating students' progress towards achieving the objectives of the lesson.					
31	Ignoring all the errors made by the learners.					
32	Correcting all the errors made by the learners immediately.					
33	Encouraging the students correct each others.					
B:	Non-Verbal Behaviours:					
1	Moving in the classroom in a purposeful way.					
2	Standing up when directing an activity.					
3	Using facial expressions and makes nodding .					
4	Using hand gestures to encourage and direct students.					
5	Making frequent eye contact with all students in the classroom..					
6	Adopting flexibility in the use of materials.					
7	Using audio-visual aids.					
8	Following clear-cut and specified objectives.					
9	Giving proper time to different activities in the lesson.					
10	Using the blackboard .					
11	Deciding what the students learn according to a well-organized plan.					
12	Observing the students when they are working and collects information about their work.					
13	Being aware of what is going in the classroom when students are engaged in the activities.					