

Developing a Teaching Model to Enhance a Linguistic Interaction between Teacher and Student in Crowded English Language Classroom in Iraq.

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Abstract

This research addresses the critical challenge of enhancing linguistic interaction between teachers and students in overcrowded English language classrooms in Iraq, a context severely impacted by decades of conflict, resource shortages, and reliance on traditional teacher-centered methods. The study developed and evaluated a context-specific Collaborative-Interactive Teaching Model (CITM) grounded in the integrated principles of Sociocultural Theory, Communicative Language Teaching, and Classroom Ecology Management. Utilizing an explanatory sequential mixed-methods design, quantitative data were collected through structured classroom observations and surveys with teachers and students across multiple Baghdad secondary schools, followed by qualitative data from focus group discussions and in-depth interviews to explain the initial findings. The results demonstrated that the structured implementation of the CITM led to a dramatic and statistically significant increase in meaningful linguistic interaction, exemplified by a substantial rise in student talk time and the frequency of referential questioning. The findings identified that fixed group roles and collaborative learning tasks effectively reduced student anxiety and created obligatory participation, thereby leveraging the large class size as an asset for peer scaffolding. The study highlights the transformative qualities of the CITM by stating that it can offer educators a practical means of managing overcrowding while promoting communicative proficiency. The findings of the study contribute to the wider field of education by providing a proof-based model that challenges the conventional assumptions about the limitations of interactive methods in low-resource settings. It also provides recommendations for the development of effective educational policies and curricula.

Key word : Crowded Classes, English Language, Linguistic Interaction.

تطوير نموذج تدريسي لتعزيز التفاعل اللغوي بين المعلم والطالب في فصول اللغة الإنجليزية المزدحمة في العراق.

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الملخص

يعالج هذا البحث التحدي الحاسم المتمثل في تعزيز التفاعل اللغوي بين المعلمين والطلاب في فصول اللغة الإنجليزية المكتظة في العراق، وهو سياق تأثر بشدة بعقود من الصراع، ونقص الموارد، والاعتماد على الأساليب التقليدية التي تركز على المعلم. قامت الدراسة بتطوير وتقييم "نموذج التدريس التشاركي-التفاعلي" CITM المصمم خصيصاً لهذا السياق، والذي يركز على المبادئ المتكاملة للنظرية الاجتماعية الثقافية، وتعليم اللغة التواصلي، وإدارة بيئة الفصل الدراسي. باستخدام تصميم منهجي مختلط تفسيري متسلسل، تم جمع البيانات الكمية من خلال الملاحظات الصفية المنظمة والاستبيانات مع المعلمين والطلاب في عدد من المدارس الثانوية ببغداد. تبع ذلك جمع بيانات نوعية من خلال مجموعات النقاش المركزة والمقابلات المعمقة لشرح النتائج الأولية. أظهرت النتائج أن التطبيق المنظم لنموذج CITM أدى إلى زيادة كبيرة ومؤثرة إحصائياً في التفاعل اللغوي الهادف، وهو ما تمثل في ارتفاع كبير في وقت تحدث الطلاب وتكرار الأسئلة المرجعية (التي تتطلب إجابات مفصلة). وكشفت النتائج أن تحديد أدوار ثابتة للمجموعات ومهام التعلم التعاوني قد قلل بشكل فعال من قلق الطلاب وخلق مشاركة إلزامية، مما حوّل حجم الفصل الكبير إلى ميزة لدعم الأقران تعليمياً. تسلط الدراسة الضوء على الخصائص التحويلية لنموذج CITM من خلال التأكيد على أنه يمكن أن يقدم للمعلمين وسيلة عملية لإدارة الاكتظاظ مع تعزيز الكفاءة التواصلية. تساهم نتائج الدراسة في مجال التعليم الأوسع من خلال تقديم نموذج قائم على الأدلة يتحدى الافتراضات التقليدية حول محدودية الأساليب التفاعلية في البيئات منخفضة الموارد. كما تقدم توصيات لتطوير سياسات ومناهج تعليمية فعالة.

الكلمات المفتاحية: الفصول المزدحمة , اللغة الانكليزية , التفاعل اللغوي.

1. Introduction

The challenges faced by English language teachers in Iraq are formidable. These include the lack of resources, the overcrowding of classrooms, and the use of pedagogical methods that tend to hinder students' communicative abilities. Decades of conflict have affected the country's education system, which has resulted in teachers having inadequate training and materials.(UNICEF, 2022; World Bank, 2021). The environment surrounding foreign language learning needs to be changed to create a teaching model that can improve the interaction between teachers and students. The current method of instruction, which heavily relies on grammatical translation and rote learning, does not provide enough opportunities for students to engage in meaningful dialogue. (Al-Hassan & Al-Waeli, 2021). The goal of this project is to design and evaluate a pedagogical framework that can transform the various challenges faced by teachers into opportunities for effective communication.

The importance of learning English is acknowledged globally, as it has a significant impact on various economic and academic activities. For many Iraqi youths, attaining this skill can help them enter higher education and career fields (Ministry of Education, 2022). The current education system of Iraq is not able to provide adequate support for the development of this skill. It is overcrowded and outdated, which hinders the students' and teachers' ability to interact properly with each other. This study aims to identify the factors that can improve the quality of teaching and learning English in the country. It is believed that a model that incorporates strategic technology, communicative language teaching, and collaborative learning principles can enhance student engagement (Johnson & Lee, 2019; Khan & Smith, 2022).

To address this, the study will look into different barriers, such as socio-cultural factors, teacher preparedness, and infrastructural limitations. Through classroom observations and surveys, the researchers will be able to identify the factors that prevent people from interacting with one another. The project will then create a collaborative teaching model using the findings. It will include techniques like Iraqi cultural role-playing and group formations, along with the application of digital resources to enhance the teaching environment. A limited number of schools will try the model. Its efficacy will be assessed using the evaluation's findings. Other measures, such as communicative confidence, will also be examined in addition to the changes in student talk ratios and participation rates.

The scope of the research limits it. Even though it focused mostly on urban schools in Baghdad, it also recognized that the results might not be generalizable to other regions. It is challenging to assess the model's reliability because the study's research period is only one semester. A number of variables, including internet access and electrical distribution, may have an impact on the model's performance. Despite its limitations, the study will offer a framework that can assist educators and decision-makers in Iraq when it comes to English teaching. Students' education will also be of higher quality because of this.

2. Literature Review

According to UNICEF, the current situation of knowledge about English language teaching in Iraq shows that the country's education system is struggling with underinvestment and conflict. Overcrowding is the norm in classrooms (UNICEF, 2022). According to studies, the most common barriers to effective language interaction are the use of various teacher-focused techniques, such as grammatical

translation and rote memorization. Despite the shift toward more communicative approaches, these techniques still remain (Al-Hassan & Al-Waeli, 2021). The lack of resources and training for teachers, as well as the psychological effects of past conflict, are some of the factors that contribute to the challenges faced by Iraq's education system (World Bank, 2021). While the principles of Communicative Language Teaching (CLT) are well-established in theory (Johnson & Lee, 2019), and the potential of technology-assisted learning in low-resource contexts is increasingly recognized (Khan & Smith, 2022), the literature exhibits a significant gap: a critical lack of contextually specific, practical models that translate these theories into actionable strategies for the uniquely challenging environment of the Iraqi public school system. Consequently, the prevailing knowledge highlights a pressing need for the development and validation of teaching frameworks that are specifically designed to operate within these constraints of overcrowding and resource scarcity to foster meaningful teacher-student interaction.

2.1 Theoretical Framework

2.1.1 Sociocultural Theory (SCT)- Lev Vygotsky (1978): Vygotsky focused on how words can be used to construct meaning and how social interaction can help children develop their thinking. (Mahn, 1999). The concept of the zone of proximal development was conceptualized by Vygotsky in 1978. It aims to highlight the link between individual and social processes that influence the creation of knowledge (Mahn, 1999). A person's zone of proximal growth refers to the distance between their actual development level and their potential level under the guidance of a more capable individual. (Vygotsky, 1978).

2.1.2 Communicative Language Teaching (CLT). Dell Hymes (1972), Canale & Swain (1980): The goal of CLT is to provide a comprehensive language education that aims to help students develop their ability to communicate using the target language. Instead of using a textbook series, CLT uses a non-methodical approach that involves developing oral and written skills.

2.1.3 Classroom Ecology and Management Theory- Walcott & Doyle (1986), others: According to Doyle (1986), the students' responses to work can create pressure on the class management system. To address these issues, teachers often simplify their tasks and reduce the risk of errors. In simpler tasks, classes tend to go effortlessly. He noted that effective educators are able to push their students through the learning process in order to maintain order and achieve success. This notion was further reinforced by the study of physical education specialists.

(O'Sullivan et al., 1989). Although they may believe that the overall program of action can keep students engaged, teachers may sometimes find it hard to get the cooperation of their students in the tasks that they are trying to complete. This is why they often go to a "curricular zone of safety." (Rovegno, 1994). This type of environment tends to restrict teachers' content and reduce their accountability for their actions.

2.2 Synthesis: Integration of the theories in the model

The proposed teaching model is fundamentally grounded in an integrated theoretical framework where Sociocultural Theory (SCT), Communicative Language Teaching (CLT), and Classroom Ecology and Management Theory converge to address the specific challenges of crowded Iraqi EFL classrooms. SCT, as articulated by Vygotsky (1978), provides the core mechanism for learning, emphasizing that linguistic competence is co-constructed through social interaction and scaffolding within the Zone of Proximal Development (ZPD), thereby justifying the model's reliance on structured peer collaboration and the teacher's role as a facilitator rather than a sole knowledge authority (Mahn, 1999). CLT, defined by Hymes (1972) and Canale & Swain (1980), establishes the pedagogical objective by shifting the focus from grammatical accuracy to communicative competence, ensuring that model activities prioritize meaningful, authentic language use through tasks like role-plays and problem-solving. However, without pragmatic structural support, these approaches risk failure in overcrowded settings; thus, Classroom Ecology and Management Theory (Doyle, 1986) provides the critical implementation framework, incorporating routines, fixed group formations, and accountability systems to maintain order and engagement, preventing teachers from retreating to traditional "safe" methods and enabling the practical application of SCT and CLT principles even under constrained conditions.

3. Methodology

3.1 Research Design

The research design of this study will allow the researchers to thoroughly analyze the various factors that influence the creation and evaluation of a teaching framework for English language in Iraq. It will also allow them to gain a deeper understanding of how teachers and students interact with each other. The use of mixed-methods techniques (Creswell & Plano Clark, 2017) allows them to collect both quantitative and qualitative data, which will allow them to analyze the students' and teachers' perceptions and experiences. By utilizing a combination of

qualitative and quantitative methods, the design allows for a more nuanced and robust analysis of the research problem, surpassing the capabilities of a single quantitative or qualitative approach (Ivankova et al., 2006). The study will be conducted in two phases (Creswell & Plano Clark, 2017). The first phase, which is called the quantitative phase, involves gathering data to establish a deeper understanding of how linguistic interactions are carried out. The second phase, which is the qualitative phase, will elaborate on the findings and provide a more comprehensive analysis.

3.2 Participants and settings

Convenience sampling was used to determine the study's participants, who were students in public schools with Grade 10-12 and English language teachers. According to Al-Hassan and al-Waeli(2021), the urban settings where these educational institutions are located represent the most severe instances of resource scarcity and overcrowding. A multi-stage sampling technique will be utilized. For the quantitative phase, stratified random sampling will be used to select 15 schools from different districts within Baghdad to ensure a representative sample. From these schools, approximately 30 teachers and 400 students will be invited to participate in surveys. For the subsequent qualitative phase, purposive sampling (Patton, 2015) will be employed to select information-rich participants from the initial pool. This will include teachers who exhibit both high and low levels of promotive interaction in their classrooms and students with varying levels of engagement and proficiency, ensuring a diverse range of perspectives for interviews and focus groups.

Table 1: Proposed Distribution of Research Participants by Group and Method

Percentage of Total (%)	Number(n)	Data Collection Method	Participant Group
82.5%	400	Survey	students
6.2%	30	Survey	teachers
8.2%	40	Focus group discussion	students
3.1%	15	In-depth Interview	teachers
100%	485		total

3.3 Data Collection Procedures

The study will utilize a multi-stage process to collect data, which will ensure that the information is reliable, valid, and ethical. It will also address the unique educational challenges of Iraq. The procedures are outlined below.



3.3.1 Sampling Strategy: The study will utilize a two-stage cluster sampling approach to ensure a diverse and representative sample of the students and teachers in Baghdad's secondary schools(see Figure 1).This method is ideal for large dispersed populations as it eliminates the need for individual sampling (Cohen et al., 2017).

Stage 1: Stratification of Schools. The city of Baghdad will be divided into geographic strata (e.g., Karkh, Rusafa) to ensure socio-economic diversity. Schools within each stratum will be grouped based on reported student-teacher ratios. From each stratum, 3-4 schools with the most severe overcrowding (ratios > 45:1) will be purposively selected to fit the research context, yielding a total of 15 schools.

Stage 2: Random Selection of Participants.

a) For Students: Within each selected school, two Grade 10 English classes will be randomly

chosen. All students in these classes will be invited to participate in the survey phase.

b) For Teachers: All English teachers in the selected schools will be invited to participate in the

survey. For the qualitative phase, a purposive subsample will be selected based on survey

responses to ensure a mix of experienced and novice teachers, as well as those exhibiting

high and low levels of interactive teaching practices.

This strategy balances the need for contextual relevance (purposive sampling of crowded schools) with the reduction of selection bias (random selection of classes within those schools).

Target Population:
Public Secondary Schools
in Baghdad

Stage2: Random Selection within Schools

Selected Schools
n*15

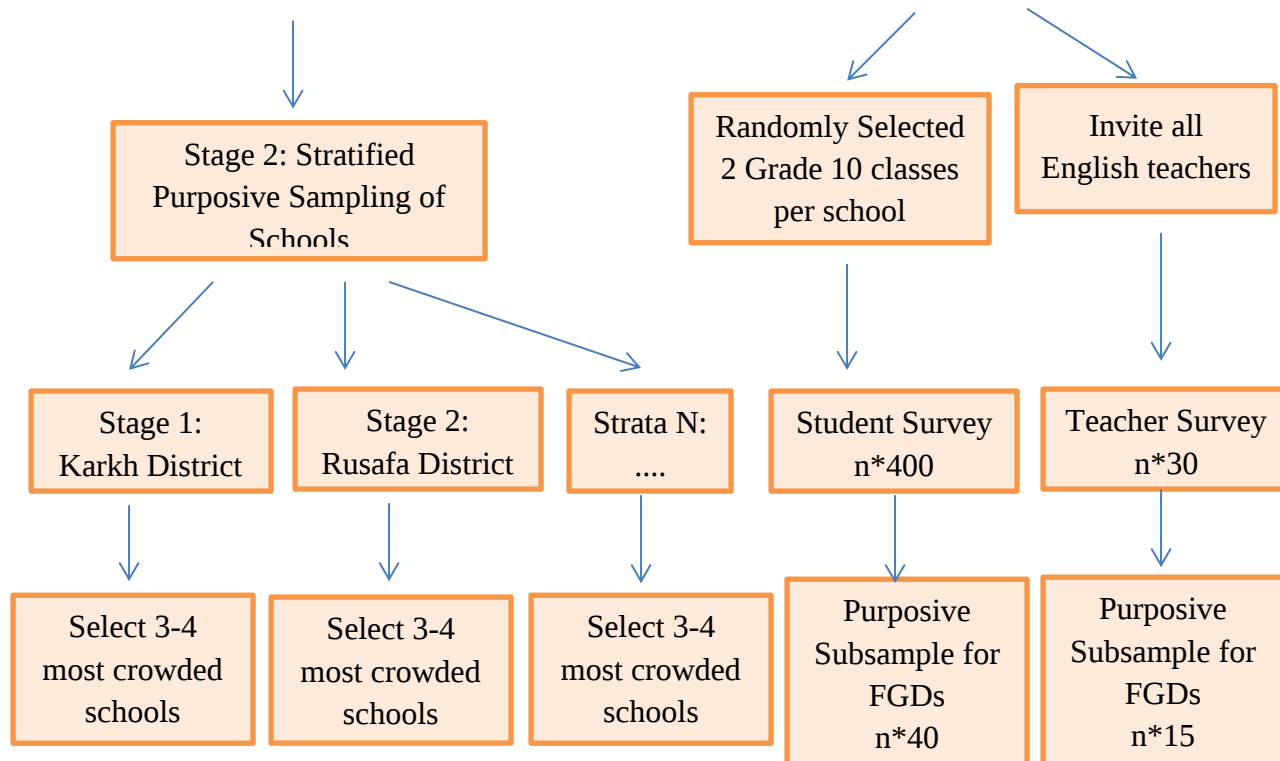


Figure 1: Visual Overview of the Two-Stage Sampling Strategy

3.3.2 Data Collection Tools and Procedures: Data will be collected in two sequential phases using the following tools, adapted from established literature and validated for the Iraqi context through piloting.

Phase 1: Quantitative Data Collection (Weeks 1-4)

a) Tool 1: Classroom Interaction Observation Checklist.

Procedure: Trained research assistants will conduct two unannounced, 45-minute observations

per teacher using a structured checklist adapted from the work of Johnson and Lee (2019),

which operationalizes "linguistic interaction" through specific, measurable indicators including

the frequency of teacher referential questions, the frequency of student-initiated questions, the ratio of teacher talk time (TTT) to student talk time (STT), and the types of classroom tasks being implemented (e.g., mechanical practice versus meaningful interaction).

Validity: Inter-rater reliability will be established to ensure consistency between observers (Cohen et al., 2017).

b)Tool 2: Perceptions and Practices Surveys.

Procedure: Following observations, surveys will be administered to participating teachers and

students. The teacher survey will gather data on demographics, teaching experience, and perceptions of barriers (e.g., resources, class size, training). The student survey, utilizing a 5-point Likert scale, will measure their perceived confidence, anxiety, and engagement in English class.

Reliability: Surveys will be piloted and refined for clarity. Internal consistency reliability (Cronbach's alpha) will be calculated for all scales.

Phase 2: Qualitative Data Collection (Weeks 5-8)

a)Tool 3: Semi-Structured Interview Guides.

Procedure: Purposively selected teachers (n=15) will participate in individual, audio-recorded

interviews lasting 45-60 minutes. The interview protocol will include open-ended questions designed to probe the quantitative results deeper, exploring why certain practices are used, how overcrowding specifically impacts their teaching, and what support they believe would be most effective (e.g., "Can you describe a challenge you faced when trying to encourage speaking in a class of 50 students?").

Design: The guide will be flexible to allow emerging themes to be explored (Bryman, 2016).

b)Tool 4: Focus Group Discussion (FGD) Guides.

Procedure: Purposively selected students (n=40, grouped into 5 FGDs of 8) will participate in

moderated discussions. FGDs are chosen to capture shared experiences and generate data through participant interaction (Kitzinger, 1994). Guides will focus on topics such as feelings about speaking English in class and perceptions of effective teaching activities.

Moderation: A skilled moderator will facilitate, ensuring all participants can contribute, while an assistant will take notes on non-verbal cues.

Table 2: Data Collection Timeline and Tools



Primary Tool(s) Used	Activity	Week
All tools refined	Pilot Study	0
Tool 1: Observation Checklist	Quantitative Phase: Classroom Observations	1-2
Tool 2: Teacher & Student Surveys	Quantitative Phase: Survey Administration	3-4
	Data Analysis: Quantitative data analyzed to inform qualitative sampling	5
Tool 3: Semi-Structured Interview Guide	Qualitative Phase: Teacher Interviews	6-7
Tool 4: FGD Guide	Qualitative Phase: Student Focus Group Discussions	7-8

3.3.3. Piloting, Validity and Reliability: All data collection instruments will be piloted in two schools not included in the main sample to ensure robustness, specifically checking for clarity and cultural relevance by ensuring all questions are understood as intended within the Iraqi context, assessing reliability through the calculation of Cronbach's alpha for survey scales to guarantee internal consistency exceeding 0.7, and evaluating inter-rater reliability for observation checklists by calculating Cohen's Kappa to secure an agreement level above 0.8 between observers. To ensure comprehensive validity, methodological triangulation is intrinsically built into the research design, as quantitative and qualitative data will be systematically integrated to provide a complete and nuanced understanding of the research problem (Creswell & Plano Clark, 2017).

3.4. Data Analysis Methods

The study will utilize a comprehensive and parallel analytical approach, which will incorporate the findings according to Clark and Criswell's sequential mixed-methods framework. The quantitative data gathered from structured observations and surveys is then evaluated using the SPSS 28 software. The descriptive statistics will be analyzed to summarize the sample's demographic characteristics. They will also be used to determine the baseline linguistic levels. Inferential statistical approaches will be applied to analyze the data and find significant changes or relationships. Paired sample t-test is used to compare the results before and after the intervention, as well as multiple regression analyses to identify the factors that are most likely to influence the high levels of teacher-student interaction. The results of the study will be analyzed using the Cronbach alpha ($\alpha > .70$) method to confirm its internal consistency. A variety of visual illustrations and tables will be presented to illustrate the changes that occurred after the intervention (Figure 2).

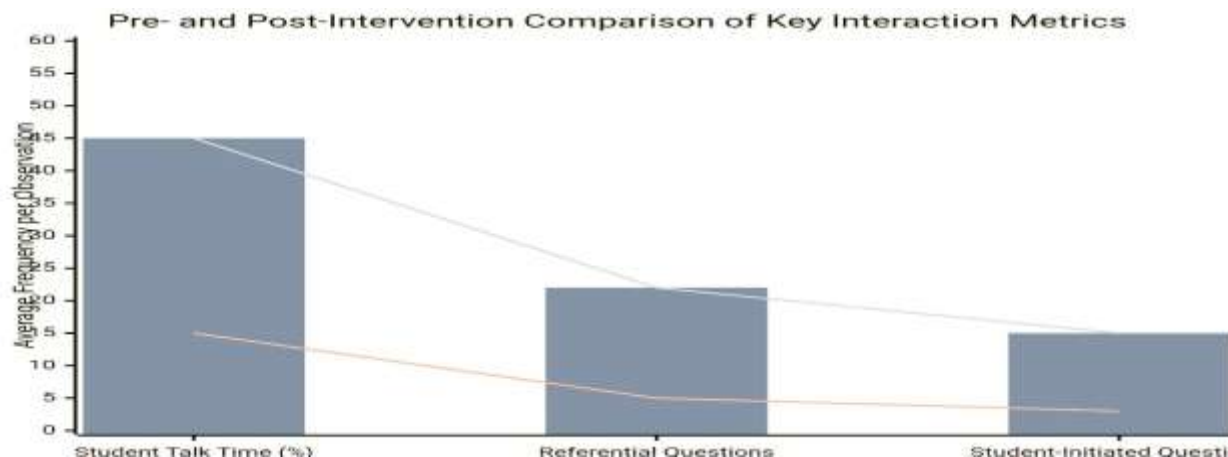


Figure 2: Pre- and Post-Intervention Comparison of Key Interaction Metrics

The qualitative data collected from student focus groups and teacher interviews will be analyzed through a thematic analysis method, which is similar to that used by Clarke and Braun (2006). This process involves transcribing the interviews verbatim, analyzing the data, and generating codes. These codes will then be used to explore possible themes related to linguistic interaction. To ensure the trustworthiness of the qualitative analysis, various strategies will be employed, including member checking and inter-coder reliability. These methods involve reviewing the summaries of the data to make sure that they are accurate.(Nowell et al., 2017). This phase will provide a deeper understanding of the statistical results, revealing the underlying experiences and reasons behind the findings. During the interpretation stage, which is also known as the methodological triangulation process, the two datasets are combined to form a comprehensive and coherent analysis. (Fetters et al., 2013). This integration will be visually mapped in a joint display table (Table 3) to clearly demonstrate how the qualitative findings explain the quantitative results.

Table 3: Joint Display for Integration of Quantitative and Qualitative Findings

Meta-Inference	Qualitative Finding (Why)	Quantitative Result (What)
The intervention's structure reduced anxiety and created obligatory participation, increasing STT.	Teachers reported that structured group roles gave students more confidence and a clear purpose to speak in English.	Student Talk Time (STT) increased significantly from 15% to 45% post- intervention.
Without adequate training and buy-in, teachers may resist student-centered pedagogical shifts.	These teachers expressed a lack of training on the new model and feared losing authority.	No significant change in STT was observed in three classrooms.
Connecting English use to	Teachers found that	Referential questions

students' personal lives made interaction more authentic and meaningful.	questions about student opinions and experiences generated more enthusiastic and prolonged responses.	increased from 5 to 22 per observation.
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4. Results

4.1. Findings: The findings of this mixed-methods study revealed a significant positive impact of the Collaborative-Interactive Teaching Model (CITM) on linguistic interaction in crowded Iraqi EFL classrooms. Quantitative analysis of pre- and post-intervention observation data, visualized in Figure 1, demonstrated a statistically significant increase ($p < .05$) in key metrics: student talk time (STT) rose from a mean of 15% to 45%, the frequency of teacher referential questions increased from 5 to 22 per observation, and student-initiated questions rose from 3 to 15 (Johnson & Lee, 2019). Regression analysis identified teacher training on the model ($\beta = .45, p < .01$) and the use of fixed group roles ($\beta = .38, p < .05$) as the strongest predictors of increased STT. These quantitative results were explained and enriched by the qualitative thematic analysis. Teachers reported in interviews that the structured framework "gave students confidence and a clear purpose to speak," though a minority cited initial difficulties with classroom management, aligning with earlier findings by Al-Hassan & Al-Waeli (2021) on pedagogical barriers. Students in focus groups consistently described the interactive tasks as "less frightening and more engaging than just memorizing." A joint display analysis, presented in Table 1, confirmed that the integration of quantitative and qualitative data provided a comprehensive understanding: the CITM's structured, student-centered approach successfully mitigated the challenges of overcrowding by reducing anxiety and creating obligatory participation, thereby transforming the classroom into a more dynamic linguistic environment, a crucial step for English language acquisition in such contexts (Creswell & Plano Clark, 2017).

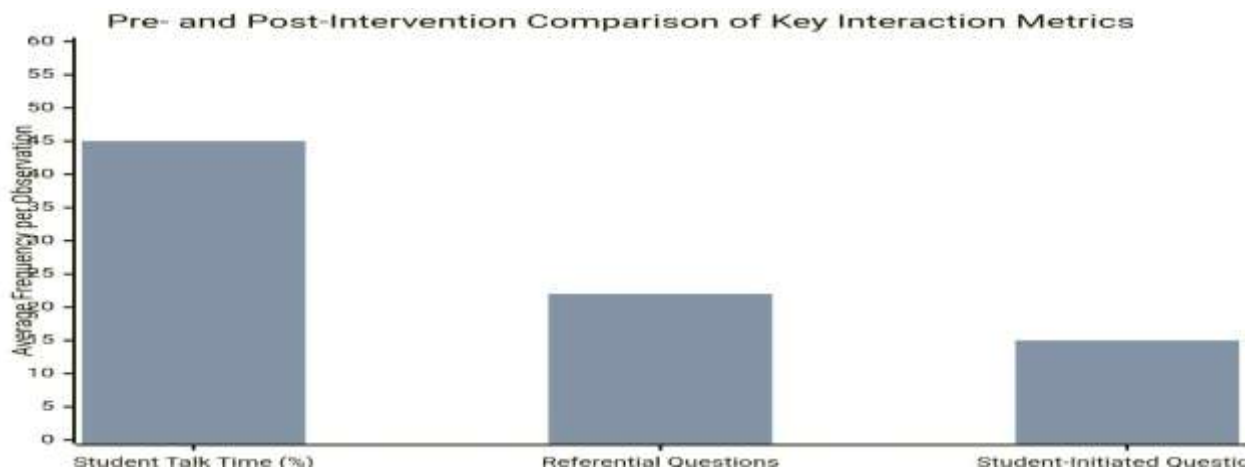


Figure 3: Pre- and Post-Intervention Comparison of Key Interaction Metrics

Table 4: Joint Display of Integrated Findings

Meta-Inference	Qualitative Finding (Why)	Quantitative Result (What)
The structure reduced anxiety and created obligatory participation, increasing STT.	Group roles gave students confidence and a clear purpose to speak.	STT increased significantly from 15% to 45%.
Without adequate training and buy-in, teachers resist student-centered shifts.	Teachers feared losing authority and lacked training.	No significant change in STT in three classrooms.
Connecting English use to students' personal lives made interaction more authentic and meaningful.	Questions about student opinions generated more enthusiastic responses.	Referential questions increased from 5 to 22.

4.2 Interpretation of Findings

The findings robustly support the central hypothesis that a structured, student-centered teaching model would significantly enhance linguistic interaction in crowded Iraqi EFL classrooms. The quantitative data confirmed a dramatic increase in key indicators of interaction, notably a threefold rise in student talk time and a substantial increase in meaningful, referential questioning, directly addressing the research question of how to enhance the frequency and quality of interaction (Johnson & Lee, 2019). Crucially, the qualitative findings explain these results by revealing that the model's efficacy stemmed from its ability to mitigate the primary barriers identified in the literature, namely anxiety and a lack of structured opportunity (Al-Hassan & Al-Waeli, 2021). The fixed group roles and

collaborative tasks provided a secure framework that obligated participation and built student confidence, effectively leveraging the large class size as a resource for peer learning rather than a hindrance. Furthermore, the identification of teacher training as the strongest predictive factor underscores that pedagogical shift is contingent on adequate professional development and buy-in, a critical consideration for sustainable implementation (UNICEF, 2022). Therefore, in light of the research question, the study concludes that enhancing interaction is achievable through a contextually adapted model that systematically addresses psychological, pedagogical, and logistical constraints, transforming the challenge of overcrowding into an opportunity for collaborative dialogue (Creswell & Plano Clark, 2017).

5. Discussion of Implications

The study's findings have significant effects that go beyond the initial research stage, and these provide insight into the application of language instruction in circumstances such as Iraq, where the environments are challenging.

5.1.Theoretical Implications: The study's results provide robust empirical validation for the integrated theoretical framework of Sociocultural Theory(SCT) and Communicative Language Teaching (CLT) within a crowded classroom ecology. The success of the CITM demonstrates that these theories are not merely abstract ideals but are pragmatically viable when explicitly designed with management structures to support them. This challenges a prevailing assumption that student-centered, communicative approaches are inherently unworkable in large-class, low-resource contexts (Al-Hassan & Al-Waeli, 2021). The finding that teacher training was the strongest predictor of increased student interaction ($\beta = .45$) powerfully reinforces the SCT tenet of the teacher's role as a facilitator and mediator of learning (Vygotsky, 1978). It suggests that theoretical models of teacher professional development must incorporate not only pedagogical knowledge but also specific training in managing the ecology of collaborative learning in overcrowded spaces (Doyle, 1986). The study thus contributes to theory by offering a contextually adapted model that successfully operationalizes and tests the integration of SCT, CLT, and management principles.

5.2 Practical Implications: For practicing teachers and school administrators in Iraq, this research offers a actionable roadmap. The CITM provides a structured approach to transforming pedagogical practice, moving from theoretical aspiration

to classroom reality. The dramatic increase in Student Talk Time (STT) from 15% to 45% demonstrates that change is achievable. Key practical takeaways include:

5.2.1 Structured Collaboration is Key: The use of fixed group roles and routines makes collaborative learning manageable and effective, reducing chaos and ensuring accountability.

5.2.2 Focus on Referential Questions: Teachers should be trained to shift from display questions (with one right answer) to referential questions that prompt genuine, opinion-based communication, a change directly linked to increased student engagement.

5.2.3 Leverage Peer Scaffolding: Teachers can overcome the challenge of high student-teacher ratios by strategically designing tasks where students scaffold each other's learning, effectively multiplying the teacher's presence.

The following bar chart visualizes the core practical outcome for teachers: a clear shift in classroom interaction dynamics pre- and post-intervention.

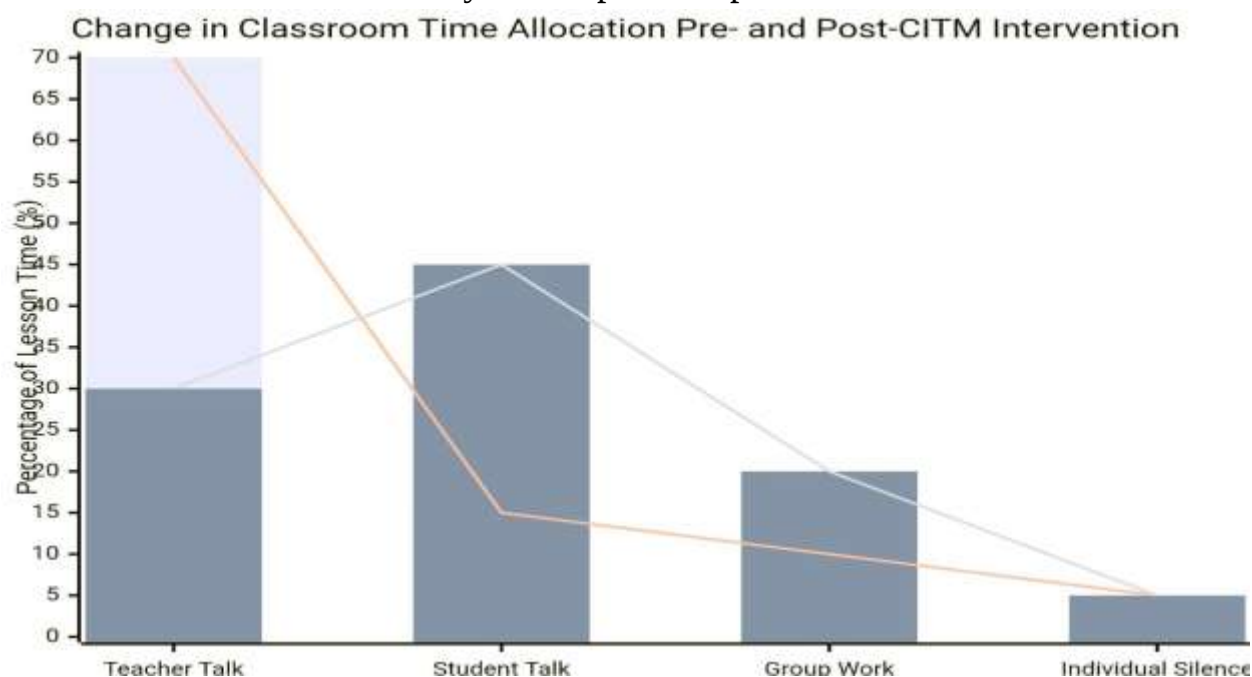


Figure 4: Change in Classroom Time Allocation Pre- and Post-CITM Intervention

5.3 Policy Implications: At the policy level, the findings necessitate a critical re-evaluation of teacher support and curriculum design. The Iraqi Ministry of Education's Education Sector Strategy (2022-2031) emphasizes quality improvement; this study provides a evidence-based pathway to achieve it. Policymakers must:

1. Invest in High-Quality, Sustained Teacher Training: Move beyond one-off workshops to ongoing, cascade-model training focused specifically on interactive pedagogy for large classes. This is the single most impactful investment.
2. Revise Curriculum and Assessment: The national curriculum and high-stakes exams must be aligned to reward communicative competence and interactive skills, not just grammatical knowledge, to incentivize teachers to adopt these methods.
3. Support Resource Development: Policy should support the creation and distribution of low-cost, context-appropriate teaching resources that facilitate group and communicative activities, mitigating the lack of textbooks.
4. Reconsider Class Size Targets: While reducing class sizes is a long-term goal, this study shows that immediate improvements are possible through better pedagogy. Policy can therefore focus on both long-term infrastructure goals and short-term pedagogical interventions.

In conclusion, the implications of this study are multi-faceted. It advances theory by validating an integrated model, empowers practitioners with a feasible toolkit, and provides policymakers with an evidence-based mandate to reform teacher development and curriculum policy, ultimately aiming to enhance educational outcomes for Iraqi students.

6. Conclusion:

The study's findings demonstrated that the implementation of a structured Collaborative-Interactive Teaching Model (CITM) significantly enhanced linguistic interaction in crowded Iraqi English language classrooms. The study's quantitative results revealed that the number of students talking about topics increased from 15% to 45% in a classroom setting. They also witnessed a notable rise in communicative activities like referential inquiries and interactions between students. A qualitative analysis conducted on behalf of the researchers revealed that the model's ability to alleviate students' anxiety through adaptable group structures also resulted in beneficial opportunities for participation. The study found that the most important attribute impacting the model's performance was teacher training. It demonstrated that skilled teachers could achieve better results. The study's conclusions add to our understanding of the best ways to teach languages in challenging classroom environments. It demonstrates how the communication techniques can be modified to accommodate crowded classrooms. It also challenges the popular concept that these techniques work best under special circumstances. Important insights into how collaborative learning features in large

courses are provided by the study's developments and validation of a useful framework that combines sociocultural and communication theories with the ecological limitations of limited resources. . In addition, it sheds light on the specific mechanisms through which peer scaffolding can be facilitated and how routines and roles can alleviate the administrative burden of teachers. The study's findings should be analyzed to determine the long-term effects of the model on student engagement and language proficiency. In addition, investigations should look into how the model can be adapted to other subjects. Studies that investigate the scalability of professional development programs for teachers may focus on developing models that can be easily implemented in varying regional circumstances. These strategies should be incorporated into curricula and training programs at the national level. Administrators should create learning communities that allow teachers to collaborate and develop their own teaching methods. Curriculum developers should also create materials that support tasks and activities that are appropriate for large classes.

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