

IRAQI PREPARATORY SCHOOLS TEACHERS' ATTITUDES TOWARD USING COMMUNICATIVE APPROACH AS A TEACHING METHOD FOR "IRAQ OPPORTUNITIES TEXTBOOK"

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ABSTRACT

The quality of teaching depends on the dedication and devotion of the teacher towards the subject of teaching. This study aims at identifying and classifying Iraqi teachers' attitude toward using communicative approach as a teaching method for "Iraq Opportunities Textbook". The study is restricted to male and female teachers of the first, second, third, and fourth year secondary schools in Iraq during the academic year 2013-2014. In this study, 40 female teachers and 40 male teachers are included. Sixty teachers are chosen randomly to represent the main sample of the study. In order to collect the necessary data, a checklist is applied as the instrument of this study. The results indicate that there are statistically significant differences at $\alpha \leq 0.05$ in the teachers' attitude toward using CLT as a teaching method for "Iraq Opportunities textbook".

INTRODUCTION

1.1 Problem and Significance of the Study

Communicative approach is considered as a response to the Audio-Lingual Method and as development of the Notional-Functional syllabus. It is considered to be a teaching approach rather than a teaching method. It consists of a clearly defined set of classroom practices (Schmitt 2002:7). When the teachers communicate with students in a classroom, they can use language for various purposes like explaining, persuading or arguing. Moreover, they carry out these functions within a social context.

Speakers choose a particular way to express themselves depending upon the intent and the level of emotion, the person to be addressed and the relationship with that person (Freeman, 1986:123).

In the process of communication, it is not enough for students to have knowledge of the target language, its forms, meanings and functions; it is more important that they must be able to apply that knowledge for the purpose of negotiating meaning and integrating various functions. The meaning becomes clear through the interaction between speaker and listener or reader and writer. Communicative language teaching provides plenty of scope for teachers to include a number of communicative activities and utilize selected elements from other teaching methods

instead of neglecting them completely. Real world situations are created in the classroom context.

The aim of this study is to show how a communicative approach enables a teacher in the classroom to teach more effectively by directly involving the students in classroom activities and specially created real life like situations. The focus will be on the communicative language teaching, its application and the perspectives of students and teachers towards the communicative approach.

1.2 Aims of the study

The study aims at identifying and classifying Iraqi secondary school teachers' attitude toward using communicative approach as a teaching method for "Iraqi Opportunities Textbook".

1.3 Significance of the Study

The present study is significant with respect to the following issues:

- a. exploring teachers' attitude towards the use of communicative approach as a teaching method for "Iraqi Opportunities Text book"
- b. pointing out how language learners achieve fluency faster when they are immersed in activities that involve them in situational language use;
- c. understanding whether good language learners focus on overall sentence meaning rather than grammatical chunks in a sentence
- d. illustrating that good language learners often start their language learning with a period of silence as they watch the effect of language on others.
- e. helping learners to participate in classroom activities and allowing them to make their own discoveries about the language making the students more responsible managers of their own learning.

1.4 Limits of the Study

This study is limited to:

1. Teachers (male and female) of the first, second, third, and fourth year secondary schools in Iraq during the academic year 2013-2014.
2. "Iraq Opportunities textbook" used in Iraqi preparatory schools in the first, second, third and fourth years.

SECTION 2 -THEORETICAL BACKGROUND

2.1 Communicative Teaching Method (CLT)

The Communicative Language Teaching (CLT) approach emerged during the 1970s as a revolt against the Grammar Translation Method which emphasizes on learning the rules of grammar and translation into the mother tongue in order to learn a second language (Zare-ee,2006:114).

The Communicative Approach emphasizes on 'how to teach' in addition to 'what to teach', which makes it different from other approaches. As far as 'what to teach' is concerned, the focus is on language functions rather than grammar and vocabulary. A guiding principle is to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes (Harmer, 2001:85).

Communication is not a fixed and rigid linguistic system that operates in a vacuum. It is a social interaction and is influenced by the cultural context. It is also dynamic.

Also, Communicative teaching conforms to the theory proposed by sociolinguists that effective language use is not merely acquisition of a large vocabulary and knowledge of the rules of grammar. Learners need to be able to use the language appropriately in any business or social context.

Brown (2001:43) states the following characteristics of CLT:

1. Classroom goals include all of the components of communicative competence, namely, grammatical, functional, discourse, sociolinguistics and strategic. Goals therefore must review the organizational aspects of language with the pragmatic.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3. Fluency and accuracy are considered to be complementary principles underlying communicative techniques. Sometimes, fluency is given more importance than accuracy in order to keep learners meaningfully engaged in language use.

Johansson and Johansson (1998:380) identify five core characteristics of communicative approach. They are as follows:

- 1- **Appropriateness**: Language is used in different kinds of situations. It must be appropriate to the situation in terms of setting, purpose of communication, the roles of the participants and the relationship between them. Hence, learners must be given exposure and opportunity to use language in formal as well as informal situations.
- 2- **Message focus**: Learners must be able to create and understand messages that have real meanings.
- 3- **Psycholinguistic processing**: CLT activities seek to engage learners in the use of cognitive, affective, and behavioral processes that are important factors.
- 4- **Risk taking**: Learners are encouraged to make guesses, take risks and to learn from their errors.
- 5- **Free practice**: CLT believes in a holistic approach wherein a variety of sub-skills are used simultaneously rather than concentrating on a single skill at a time.

2.2 Theory of Language and Theory of Learning

The communicative approach is a flexible method and not a rigid set of pre-defined teaching practices. It believes in an eclectic approach, incorporating the best in all methods.

Some of characteristics of this communicative view of language are:

1. The purpose of the system of language is to express meaning
2. The primary function of language is interaction and communication.

3. The structure of language reflects its functional and communicative values.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards and Rodgers, 2001:71).

Littlewood (1984) has stated the CLT learning theory and its elements. These elements are:

- 1- **Communication principle**: Activities that involve real communication in order to promote language learning.
- 2- **Task principle**: Activities in which language is used for carrying out meaningful tasks to promote learning.
- 3- **Meaningful content supports the learning process**.

In addition, Johansson (1984:123) suggests that a skill-learning model of learning is an alternative learning theory for the CLT. According to this theory, the acquisition of the communicative competence indicates skill development. This involves both a cognitive and behavioral aspect, and emphasizes on practice as a way of developing communicative skills.

2.3 Classroom Activities in Teaching and Learning using (CLT)

The major classroom activities used in communicative language teaching include the following:

2.3.1 Authentic materials: Authentic materials resembling the language of native speakers in real life situations are used in CLT. Materials are specially created for the purpose by experts.

2.3.2 Scrambled sentences: sentences in a passage are scrambled and presented to the students who are supposed to unscramble them and rearrange them in a sequence to form a meaningful passage.

2.3.3 Language games: Games are commonly used in a CLT classroom. They not only make learning meaningful but also enjoyable to the students.

2.3.4. Pictures strip story: It includes a series of pictures. The teacher displays one picture and the students are asked to predict what the next picture may contain. Picture strips can be used in many activities in many ways.

2.3.5 Role play: Students are given a situation and assigned various roles. They play the role and speak and behave accordingly, thus enacting in a real life like situation. They get plenty of opportunity to practice language in different social contexts.

2.3.6 Jigsaw: Students are presented with puzzles that require them to join or arrange pieces in a puzzle to form a picture, image, words, sentences etc.

2.3.7 Information-Gap Activities: In real communication. People generally seek information that they do not have. These are called information gaps.

2.3.8 Social interaction activities(Pair and Group Work): Pair work includes games such as battleship, conducting vocabulary checks, problem solving etc.

Working in pairs gives individual students a lot of speaking opportunities.

While working in pairs, students feel more confident, do not become conscious and enjoy working in collaboration. Individual activities are comparatively dull like completing worksheets. Group activities are discussions, debates etc.

2.3.9 Functional communication activities:

Students are given tasks like comparing sets of pictures, noting similarities and differences between them, completing maps, following directions, solving problems from shared clues etc.

2. 4. Teaching Procedure of CLT:

Finocchiaro and Brumfit (1983:107-108) have designed the following lesson outline for teaching functions in CLT:

- 1- Presentation of a brief dialogue or several mini – dialogues, preceded by a motivation, and discussion of the function and situation.
- 2- Oral practice of each utterance of the dialogue segment to be preceded by a model.
- 3- Question and answers based on the dialogue topic and situation.
- 4- Questions and answers related to the students' personal experiences but centered around the dialogue theme.
- 5- Practice one of basic communicative expressions in the dialogue or one of the structures which exemplify the function.
- 6- Discovery or generalization of rules that underly the functional expression or structure.
- 7- Activities that encourage, motivate interpretation and Oral recognition.

8- Activities that provide opportunity for oral production proceeding towards free but guided communication.

9- Imitation of dialogue patterns, models and mini-dialogues that are not included in the text book.

10-Practice of samples of the written homework assignment.

2.5 Role of Teachers and Learners in CLT:

In a CLT classroom, a teacher is expected to facilitate communication by creating a conducive environment and conducting suitable activities. Students are involved in genuine linguistic interaction with each other. Learning language is incidental and not deliberate. An effort is made to immerse students in real life like situations so that language is acquired in a natural way. It is thus the responsibility of the teacher to create situations that are likely to promote communication. The teacher creates the situation and allows students to communicate freely. The activities are monitored by the teacher who also answers the queries of students from time to time. The teacher can note down common errors to work upon at a later stage to bring about more accuracy.

At times, the teacher can be a co-communicator and engage in the communicative activity along with the students. In this case, the teacher participates in the communication instead of facilitating as an outsider. Students actually communicate, negotiate, try to understand others while they make themselves understood to others. Their knowledge of the target language is incomplete during this stage (Richards & Rodgers,1987:76).

There is interaction with the teacher and also with other students. The interactions are between pairs, triads, small groups or whole groups. Small groups are the best option so that each student is allotted more time for speaking (Alrifai,2012:32). The important part is to provide maximum opportunity to learners to involve in actual communication.

To conclude, the students in a CLT classroom use language actively, receptively. The context and interaction are not rehearsed outside the classroom. The tasks and activities conducted in the classroom must equip students with skills necessary for communicative

purpose in different contexts. They are given time to reflect on their learning process, learning style and performance. In the process, they also learn appropriate strategies for autonomous learning.

SECTION 3- METHODOLOGY

3.1 Population and Sample

The population consists of teachers of English at the preparatory stage in General Directorate of Education in Maysan Governorate. The total number of teachers in this Directorate were 350 English teachers. The choice is intentional in the selection of Directorate of Education in Maysan and random in selecting a representative number of 80 teachers from the Center of Alamara.

A sample of 60 teachers was selected for this study, who taught English in the first, second, third and

Table (1)

The Academic Ranks, Names, and Locations of the Jury Members

N	Academic Rank	Name	College
1	Asst. Prof. (Ph. D in Linguistics)	Saffa .Hussan	College of Education, University of Maysan
2	Asst. Prof.(M.A. in ELT)	Alaa Ismail Chalooob	College of Education University of Anbar
3	Instr.(M.A. in ELT)	NajimAbdulah	College of Education, University of Maysan
4	Instr.(M.A. in ELT)	SaadonSalih	College of Basic Education, University of Maysan
5	Asst Instr.(M.A in ELT)	HyfaaKahadim	College of Basic Education, University of Maysan
6	Asst. Instr.(M.A. in Linguistics)	Iqbal S. Disher	College of Basic Education, University of Maysan

The opinions of the experts were sought regarding the validity of the components included in the checklist and their suitability for the purpose. Some additions and modifications were made after the review of the checklist by experts. The final form consisted of 90 items.

3.2.1.2 Pilot Study

fourth year in secondary schools of the English language in Maysan Governorate.

3.2 Instruments

3.2.1 Construction of the Checklist

In order to gain information about the EFL teachers' attitudes toward using CLT as a teaching method for " Iraq Opportunities textbook" in Maysan, a checklist was constructed on the basis of related literature sources like books, journals , the information found in the teacher's guide, and articles related to the problem of the research .

3.2.1.1 Face Validity of the Checklist

In order to ensure the face validity of the checklist, its first version was exposed to experts in the fields of linguistics and methodology of teaching EFL as shown in table (1) below:

After finalizing the checklist, a pilot study was conducted on a sample of 40 school teachers from the Al- Almara preparatory school for girls (20) and Al- Almara preparatory school for boys (20) .

3.2.1.3 Reliability of the Instrument

Reliability refers to the consistency of the evaluation results from one measurement to another (Grolund ,1976: 102).

The checklist was administered to the same pilot sample after two weeks. The statistical manipulation of the data was obtained from the two administrations. By using Pearson Correlation Coefficient formula, the result yielded 0.86, and by using Alpha Cronbach Formula the result yielded 0.87.

SECTION 4 - RESULT, CONCLUSIONS, RECOMMENDATIONS

4.1 Results

In order to achieve the aim of the study, ‘t- Test’ formula has been used for analyzing teachers' attitudes toward using CLT as a teaching method for " Iraq Opportunities textbook". Results show that there are statistically significant differences at $\alpha \leq 0.05$ level in the teachers’ attitude toward using CLT as a teaching method for “Iraq Opportunities textbook”. The calculated t-value is (17.45), which is higher than the t-table value which is (2.02) at 0.05 level of significance and (39) degree of freedom, as depicted in table-1, Graph 1 and table 2, and Graph 2.

Table (1): The Result of t- Test for the Teachers' Attitudes toward using CLT as a Teaching Method for " Iraq Opportunities textbook"

Variable	Number	Mean	Standard deviation	T- Value		Level of significance
				Calculated	Tabulated	
Teachers' attitude toward using TPR	40	375.25	35.88	17.45	2.02	Significant

Graphic The Result of T- Test

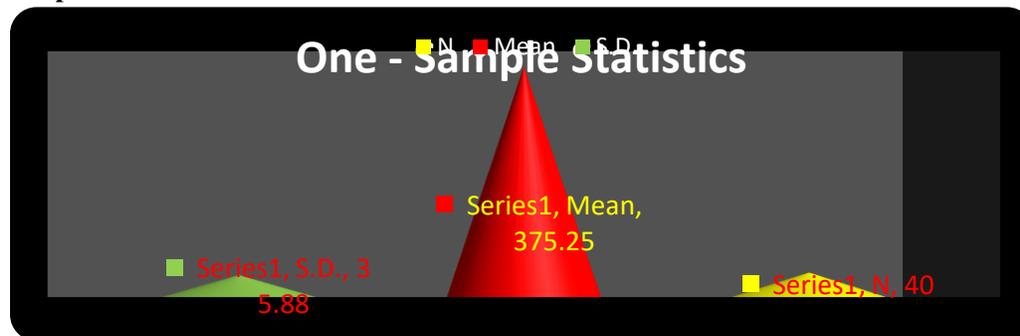


Table (2): The Secondary School Teacher’s Checklist

Criteria and sub-Criteria	Items	Always	Often	Sometimes	Rarely	Never	Weighted average	Weight Percent
		5	4	3	2	1		
<i>A. General Appearance</i>	1. A suitable size that is convenient for handling.	13	8	15	4	0	3.75	75%
	2. Attractive and colorful cover page.	13	11	12	4	0	3.82	76%
	3. A complete and detailed index page with sections and sub-sections numbered and with page numbers.	14	13	10	3	0	3.95	79%
	4. All the units are appropriately titled.	16	8	9	5	2	3.77	75%
<i>B. Aims and Objectives</i>	5. The book has the potential for fulfilling the aims and objectives of teaching English in Iraq.	21	13	6	0	0	4.37	87%
	6. The goals of the course book fairly correspond with the needs and wants of the students.	18	9	11	1	1	4.05	81%
	7. The performance objectives specified in the course book match with the accurate behavior students are required to achieve.	25	10	5	0	0	4.5	90%
	8. The objectives include the cognitive and mental processes like remembering, understanding, applying, analyzing, evaluating, interpreting and creating.	17	13	8	2	0	4.12	82%
<i>C. Design and Organization</i>	9. The course package includes the text book, teachers' hand book, activity books, work sheets, audio material and a training file.	15	13	12	0	0	4.07	81%
	10. The content is organized and graded according to topics and difficulty level.	23	17	0	0	0	4.57	91%
	11. The content is sequenced according to increasing complexity (from simple to complex).	17	10	9	2	2	3.95	79%
	12. Each unit is given a relevant title that reflects the given topics.	15	18	7	0	0	4.2	84%
<i>D. Layout and Illustrations</i>	13. There is consistency in the use of headings, icons, labels, italics, etc.	19	9	8	3	1	4.05	81%
	14. The illustrations are varied and attractive and informative and stimulate students. They arouse interest in the content.	24	7	8	1	0	4.35	87%
<i>E. Teaching Learning</i>	15. Authentic language types and appropriate styles are used.	16	10	11	0	3	3.9	78%

16. The course book deals with the use of language in all types of contexts besides sentence level, for example, how to participate in conversations, how to structure a piece of extended writing, how to identify the central theme and main points in a reading passage etc.	9	14	11	5	1	3.62	72
17. Style and appropriacy are adequately maintained.	22	5	13	0	0	4.22	84%
18. Language style matches the social context.	25	11	4	0	0	4.52	90%
19. The language content with respect to grammar, vocabulary, pronunciation, functions, and linkers in the course book is comprehensible.	25	3	8	4	0	4.22	84%
20. The elements of grammar are achievable.	24	8	7	1	0	4.37	87%
21. The grammar is contextualized and introduced explicitly.	16	9	14	0	1	3.97	79%
era snaitartsulli dna selpmaxe ehT rof elbatus dna gnitseretni ,lufgninaem .puorg ega eht	18	7	11	2	2	3.92	78%
23. The progression of grammar stages is appropriate	15	13	8	2	2	3.92	78%
24. The sentences and paragraphs follow one another in a logical sequence (from simple to complex).	23	7	8	1	1	4.25	85%
25. There is a good distribution of vocabulary across units and across the entire course book.	24	12	0	1	3	4.32	86%
26. Words are embedded in the content integrally	18	12	8	0	2	4.1	82%
27. New words are presented in a variety of ways (glosses, multi- glosses, appositives).	15	10	7	3	5	3.67	73%
28. Vocabulary activities are designed in a way that allows students to practice it through modern techniques (semantic map, top-down, bottom-up...etc.).	16	13	6	3	2	3.95	79%
29. The pronunciation is integrated with lexicon..	19	12	7	0	2	4.15	83%
30. There are specified activities for teaching pronunciation.	17	12	8	1	2	4.02	80%
31. Problem sounds in pronunciation area are highlighted.	23	12	3	1	1	4.37	87%
32. The exercises provide a variety of mechanical, meaningful and communicative exercises and activities to practise language	15	8	11	2	4	3.7	74%

items and skills.								
33. The exercises provide communicative activities that help students carry out their communicative tasks in real life.	17	12	4	7	0	3.97	79%	
34. The exercises are cognitively as well as linguistically challenging.	22	11	3	1	3	4.2	84%	
35. Additional tasks like projects, practices, extension activities included in the course book support students' English learning.	16	14	8	1	1	4.07	81%	
36. Communication workshops in the course book are difficult and appropriate.	17	11	7	3	2	3.95	79%	
37. "Check Your Progress" section enables students to track their own progress.	23	8	4	1	4	4.12	82%	
38. The "Literature Spots" in the course book are difficult.	18	16	0	2	4	4.05	81%	
39. "Literature spots" in the course book give students opportunities for more extensive reading and motivate them.	13	19	3	0	5	3.87	77%	
40. "Culture Corners" included in the course book provide sufficient number of fact files, quizzes and tasks that increase students' awareness of foreign cultures.	11	17	7	3	2	3.80	76%	
41. "Quote... Unquote" spots in the course book provide interesting cultural insights.	15	11	6	5	3	3.75	75%	
42. The course book offers exercises for understanding of implied meaning. And reading between the lines	12	15	8	1	4	3.75	75%	
43. Expressions that are exclusively used in the foreign culture are well explained by giving their counterparts in the national culture.	14	16	9	0	1	4.05	81%	
44. The listening, speaking, reading and writing skills in the course book reflect a variety of styles of contemporary English.	13	17	8	0	2	3.97	79%	
45. Listening activities are efficiently graded according to complexity.	10	21	5	1	3	3.85	77%	
46. There are sufficient and appropriate materials for spoken English.	14	16	9	0	1	4.05	81%	
47. Speaking workshops promote students' language skills.	9	17	8	4	2	3.67	73%	
48. Speaking workshops are well sequenced and graded.	6	8	11	9	6	2.97	59%	
49. Activities are balanced between individual tasks, pair work and group activities.	17	13	5	3	2	4	80%	
50. Activities motivate students to talk and interact with each other and involve them in the	11	13	11	3	2	3.07	74%	

conversation.								
51.The course book provides variety of speaking workshop tasks (role-plays; phone conversations; checking information; describing people; information gap; explaining) that develop students' speaking and listening skills.	10	11	8	5	6	3.35	67%	
52.The listening and speaking activities in the course book are interesting and motivating.	12	18	5	3	2	3.87	77%	
53. There is sufficient reading material.	16	5	7	7	5	3.50	70%	
54.The reading passages in the course book that focus on grammar and skills are interesting and challenging.	13	15	7	2	3	3.82	76%	
55.A wide variety of text types are included like emails, questionnaires, forms, advertisements, letters, reviews, newspaper and magazine articles etc.	9	11	10	6	4	3.37	67%	
56.There is a varied selection of reading task types;	14	15	8	1	2	3.95	79%	
57.The reading texts in the course book foster students' comprehension and help students gain different points of view.	16	15	9	0	0	4.17	83%	
58.Writing workshops promote students' creativity and language skills.	14	17	8	1	0	4.1	82%	
59.The writing activities in the course book are interesting and difficult.	15	7	7	2	9	3.42	68%	
60.Writing activities are suitable in the length, degree of accuracy, and amount of guidance.	13	14	9	4	0	3.9	78%	
61.The written work gives practice in controlled and guided composition in the early stages.	15	11	8	1	5	3.75	75%	
62.Interesting topics are clearly used in each unit and lesson.	12	15	8	1	4	3.75	75%	
63.The topics allow students to think critically and creatively.	13	12	9	4	2	3.75	75%	
64. The course book allows different Teaching and learning styles, learning strategies and types of intelligence	12	10	9	4	5	3.5	70%	
b. Learning styles.	13	14	6	3	4	3.72	74%	
c. Learning strategies.	4	16	11	2	7	3.2	64%	
d. Types of intelligence.	11	12	8	3	6	3.47	69%	

<i>c. Learning Style and Strategies</i>	65. The course book encouraging students to develop their own learning strategies and to become independent in their learning.	15	14	8	1	2	3.97	79%
	66. The approach to language learning is appropriate to the learning/ teaching situations.	11	17	8	4	0	3.87	77%
<i>F. Methodology</i>	67. The approach used gives students enough degree of responsibility for their own learning.	19	8	10	1	2	4.02	80%
	68. The activities used are student- centered. The teacher is not at the pivotal point but plays the role of a facilitator, guide, advisor or observer.	8	15	11	0	6	3.47	69%
	69. The activities used allow students to be more active than teachers.	13	18	5	1	3	3.92	78%
	70. The course book provides variety of writing workshops that develop students' writing and reading skills.	14	10	11	3	2	3.77	75%
	71. The program provides a set of supporting language-learning modules on flash rams, CDs...etc;	16	10	10	4	0	3.95	79%
<i>G. Supplementary Materials</i>	72. A set of reference books for the teachers, including: grammar books, dictionaries, handbooks of activities are included in the package.	20	7	5	7	1	3.95	79%
	73. A number of necessary films and slides are part of support material.	14	11	9	5	1	3.8	76%
	74. CDs of typical lessons for teachers presented by native speakers of English language are duly provided.	10	8	14	8	0	3.5	70%
	75. A wide variety of posters and sets of colored pictures, with specially designed language games are provided.	13	10	14	3	0	3.82	76%
	76. The tests can be used for all four language skills for diagnostic purposes.	20	8	9	2	1	4.1	82%
<i>H. Evaluation and Assessment</i>	77. The course book includes model test for comprehensive evaluation. .	14	11	7	8	0	3.77	75%
	78. There is a balance of oral and written tests.	17	9	11	3	0	4	80%
	79. The course book provides opportunities for ongoing self and peer- assessment.	19	8	7	6	0	4	80%
	80. A suggested scale for the distribution of the total marks is provided.	21	6	6	5	2	3.97	79%
	81. The teacher's handbook helps teachers to understand the objectives and methodology of the course book.	19	9	7	5	0	4.05	81%
<i>I. Teacher's Book</i>								

82. Correct and suggested answers are clearly given for the exercises in the textbook.	17	10	5	6	2	3.85	77%
83. The objectives, resources that should be used and brief background of each unit are clearly stated.	20	9	5	5	1	4.05	81%
84. The teacher's book includes models of daily lesson plans that help teachers design their teaching.	23	6	7	3	1	4.17	83%
85. The teacher's book also recommends teaching units according to the daily and weekly plans.	25	0	11	3	1	4.12	82%
86. The teacher's book provides sufficient examples and clear guidelines for designing performance objectives.	19	6	7	7	1	3.87	77%
87. The teacher's book provides samples of distribution of marks for oral and written tests.	16	4	17	0	3	3.75	75%
88. The teacher's book gives clear guidelines for teaching listening, speaking, reading and writing.	15	3	15	4	3	3.57	71%
89. The teacher's book provides well defined rubrics for oral and written tests (According to weightage of units).	14	4	12	5	5	3.42	68%
90. The teachers' book provides an Arabic translation of the introduction to ensure clear understanding on the part of teachers.	22	0	6	8	4	3.7	74%
Total	1494	1031	755	251	189		

4.2 Conclusion

According to the findings of this study, the researcher considered the weighted mean 59% as an item that gained low positive attitude from teachers. Consequently, three items gained high attitude from teachers. Conclusion remarks are as follows:

1. Item number (48) which refers to (*Speaking workshops are well sequenced and graded*) has gained the low attitudes from teachers and weighted mean (59%).

Items number (7 & 18) which refer to (*The performance objectives specified in the student's book defined the accurate behavior students are required to achieve*) & (*Language style matches the social*

situation) have gained the high attitudes from teachers (90%).

3. Item number (10) which refers to (*The content is organized according to topics*) has gained most positive attitudes (91%).

4.3 Recommendations

In the light of the findings achieved and the conclusions derived, the researcher recommends the following:

1. There must be a vital role to be played by the media in clarifying the real objectives of "*Iraq Opportunities textbook*".

2. Teachers must be given enough freedom in dealing with learners since the process must be fun-filled and free from stress.

3. Teacher must meticulously follow the teachers' guide and handbooks because it contains the instructions for each lesson.

4-The educational supervisors lack real efficiency in accomplishing their work adequately. This is attributed firstly to the fact that "*Iraq Opportunities textbook*" is updated and needs a high proficiency and efficiency on the part of both the teachers and the educational supervisors. Secondly, most of the supervisors of English are not specialized in English, but in other fields or subjects.

5. Increasing the number of English lessons per week since it is a compulsory subject in the curriculum of the Iraqi schools at all stages is very important.

6. It is necessary to conduct regular and periodic training courses for both in- and pre- service teachers and educational supervisors as well at the primary stage for the sake of presenting the updated techniques for teaching "*Iraq Opportunities textbook*".

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