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 the knowledge. 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 the teachers (males and females) 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".

KEYWORDS: Iraq Opportunities Textbook, CLT as a Teaching Method, Identifying and Classifying Iraqi Teachers

INTRODUCTION

Problem and Significance of the Study

Communicative approach can be seen as a response to the Audio-Lingual Method and as development of the Notional-Functional syllabus. It is characterized as a wide approach to teaching rather than as a teaching method with a clearly defined set of classroom practices (Schmitt 2002:7).When the teachers communicate, they can use the language to accomplish some functions, such as arguing, persuading, or promising. Moreover, they carry out these functions within a social context. speakers will choose a particular way to express their argument not only based upon the intent and the level of emotion, but also on whom they are addressing and what the relation with that persons are (Freeman,1986:123).

Since communication is a process so, it is insufficient for students to simply have knowledge of target language forms, meanings, and function. Students must be able to apply the knowledge in negotiation meaning and integration functions. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear.

Similarly, communicative language teaching allows the teachers to include communicative activities into their teaching and uses the best elements of other methods not to neglect them completely. The classroom context is used to create activities to teach learners how to react in real world situations and not to take real world situations.

Additionally, there is a gap between what the teachers want their students to learn and what they themselves actually want to.

To sum up, the researcher intends to show how a communicative approach enables a teacher in the classroom to

teach more effectively by directly involving the students in the classroom activities. The focus will be on the communicative language teaching, its application and different understanding of it from students and teachers.

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 " Iraq Opportunities Textbook ".

Value of the study

- The present study is intended to be valuable to:

- exploring teachers' attitudes toward using communicative approach as a teaching method for " Iraqi Opportunities Text book "

- shedding light on the how language learners achieve fluency faster when they are immersed in activities that involve them in situational language use;

- shedding light on the good language learners focus on overall sentence meaning rather than a sentence's grammatical parts;

- shedding light on the good language learners often start their language learning with a period of silence as they watch the effect of language on others.

- 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.

Limits of the study

- This study is limited to:

- Teachers (males and females) of the first, second, third and fourth year secondary schools in Iraq during the academic year 2013-2014.

- " Iraq Opportunities textbook" the first, second, third and fourth -year used in Iraqi preparatory schools.

THEORETICAL BACKGROUND

What is the Communicative Teaching Method (CLT)?

The Communicative Language Teaching (CLT) approach has emerged in the 1970s as a revolt against the belief of the Grammar Translation Method which emphasizes rules and grammar to learn a language (Zare-ee,2006:114).

This approach whose name which is given to a set of beliefs that includes also a shift in emphasis in how to teach. The "what to teach" aspect of the communicative approach stresses the significance of language functions rather than focusing only on 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)

Furthermore, communication is viewed as a social interaction and therefore dynamic and influenced by the cultural context, rather than being a fixed linguistic system existing is a vacuum. The natural of beyond grammatical and

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discourse elements in communication (Al-Rifai & Mizhir, 2012:32).

Also, Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. 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:

- Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must interview the organizational aspects of language with the pragmatic.

- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to be more importance than accuracy in order to keep learners meaningful engaged in language use.

Moreover, Johanson and Johanson (1998:380) identify five core characteristics that underlie current applications of communicative methodology :

Appropriateness: Language use reflects the situations of its used and must be appropriate to that situation depending on the setting, the roles of the participant, and the purpose of the communication. Thus, learners may heed to be able to use formal as well as causal styles of speaking.

Message Focus: Learners need to be able to create and understand messages that have real meanings.

Psycholinguistic Processing: CLT activities seek to engage learners in the use of cognitive, affective, and behavioral processes that are important factors.

Risk Taking: Learners are encouraged to make guesses and to learn from their errors.

Free Practice: CLT encourages the use of "holistic practice involving the simultaneous use of a variety of sub skills, rather than practicing individual skills one piece at a time.

Theory of Language and Theory of Learning

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It has rich theoretical bases which may be called eclectic. Some of characteristics of this communicative view of language follow:

- Language is a system for the expression of meaning.

- The primary function of language is to allow interaction and communication.

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

- 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 been written about CLT learning theory and its elements. These elements are:

Communication Principle: Activities that involve real communication promote learning.

Task Principle: Activities in which language is used for carrying out meaningful tasks promote learning.

Meaningful to Learner Supports the Learning Process: In addition, Jonhanson (1984:123) considers a skill-learning model of learning as an alternative learning theory for the CLT. According to this theory, the acquisition of the communicative competence in a language is an example of skill development. This involves both a cognitive and behavioral aspect, and emphasized on practice as a way of developing communicative skills.

Classroom Activities in Teaching and Learning communicative Language Teaching (CLT)

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

Authentic Materials: It means using language materials authentic to native speakers of the target language, by provides a variety of real situations.

Scrambled Sentence: The students are given a passage in which the sentences are in a scrambled order, and they are told to scramble so that the sentences are restored to their original order.

Language Games: Games are used frequently in CLT and they are found enjoyable for students.

Pictures Trip Story: It is used with my activities. It could be done by showing one picture and ask the students predict what the second picture would look like.

Role Play: This activity gives students an opportunity to practice communicating in different social contexts and in different social roles.

Jigsaw: Students listen to different taped materials and then communicate their content to others in the groups.

Information-Gap Activities: Information-Gap refers to the fact that in real communication, students normally communicate in order to get information they do not possess.

Social interaction activities (Pair and Group Work): In pair work students are playing games such as battleship, conducting vocabulary checks, and completing worksheets and discussion session, simulations, skits, improvisation and debates.

Working in pairs gives individual students a lot of speaking opportunities. If working together, students will often have more confidence than when completing exercises individually.

Functional Communication Activities: These activities include tasks in which learners are comparing sets of pictures and noting similarities and differences, completing map, following directions, solving problems from shared clues, etc.

Teaching Procedure of CLT

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

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- Presentation of a brief dialogue or several mini – dialogues, preceded by a motivation, and discussion of the function and situation.

- Oral practice of each utterance of the dialogue segment to be preceded by a model.

- Question and answers based on the dialogue topic and situation itself.

- Questions and answers related to the students' personal experiences but centered around the dialogue theme.

- Study one of basic communicative expressions in the dialogue or one of the structures which exemplify the function.

- Learner discovery of generalization or rules underlying the functional expression or structure.

- Oral recognition, interpretive activities.

- Oral production activities (guided to free communication activities).

- Copying of the dialogues or mini-dialogues or models if they are not in the class text.

- 10-Sampling of the written homework assignment.

Role of Teachers and Learner in CLT

The role of the teacher is to facilitate communication in the classroom and guide, not an all-knowing bestowed of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with other. One of his major responsibilities is to establish situations likely to promote communication. During the activities, the teacher acts as an adviser, answering students' questions and monitoring their performance. He might make notes of their errors to be worked on at a later time during more accuracy –based activities. At other times, teacher might be a co-communicator engaging in the communicative activity along with students. Students are communicators. They are actively engaged in negotiating meaning in trying to make themselves. Understood and in understanding other-even when their knowledge of the target language is incomplete (Richards & Rodgers, 1987:76).

Also, Students interact a great deal with one another. They do this in various configurations; pairs, triads, small groups, and whole groups. Activities in CLT are carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating (Alrifai,2012:32).

To sum up, students in a communicative class ultimately have to use the language, pro-datively and receptively, in unrehearsed context outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communicative in these contexts. They are given times to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

METHODOLOGY

Population and Sample

The population of this study comprises the teachers of English at the preparatory stage in General Directorate of Education in Maysan Governorate. The total number of teachers in this Directorate have been 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.

The sample of this study includes 60 teachers the first, second, third and fourth year teachers 'secondary schools of the English language in Maysan Governorate.

Instruments

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 has been constructed drawing on the some related literature sources; books, journals, the information found in the teacher's guide, and articles related to the problem of the research.

Face Validity of the Checklist

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

Table 1: The Academic Ranks, Names, and Locations of the Jury Member

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 Chaloob	College of Education University of Anbar
3	Instr.(M.A. in ELT)	Najim Abdulah	College of Education, University of Maysan
4	Instr.(M.A. in ELT)	Saadon Salih	College of Basic Education, University of Maysan
5	Asst Instr.(M.A in ELT)	Hyfaa Kahadim	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 experts have been requested to judge whether the components of the checklist are suitable or not.

In the light of the experts' views some items have been added and others have been omitted. However, the final form of the teachers' checklist consists of 90 items.

Pilot Administration of the Instrument

After ensuring the validity of the checklist, a pilot version is administered to a sample of 40 preparatory school teachers who are taken from the Al- Almara preparatory school for girls (20) and Al- Almara preparatory school for boys(20).

Reliability of the Instrument

Reliability refers to how consistent evaluation results are from one measurement to another (Grolund,1976 :102).

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

**RESULT, CONCLUSIONS, RECOMMENDATIONS**

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 indicate that there are statistically significant

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differences at α≤0.05 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-tabulated (2.02) at (0.05) level of significance and (39) degree of freedom, as shown in table (1)& Graphic 1 and table (2)& Graphic 2.

Table 2: 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' toward using TPR	40	375.25	35.88	17.45	2.02	Significant

Graphic the Result of T- Test
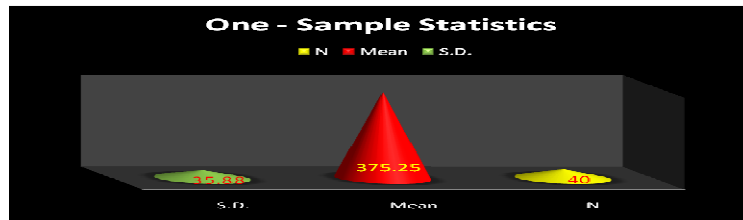
Table 2: the Secondary School Teacher's Checklist

Criteria and Sub-Criteria	Items	Always	Often	Sometimes	Rarely	Never	Weighted Average	Weight Percent
		5	4	3	2	1		
A.General Appearance	1. The size of the course book seems convenient for the students to handle.	13	8	15	4	0	3.75	75%
	2. The cover is attractive.	13	11	12	4	0	3.82	76%
	3. The course book has a complete and detailed table of contents.	14	13	10	3	0	3.95	79%
	4. Every unit in the course book is given an appropriate title.	16	8	9	5	2	3.77	75%
B. Goals and Objectives	5. The course book fulfills the goals of teaching English language in Iraq.	21	13	6	0	0	4.37	87%
	6. The goals of the course book correspond closely with the needs and wants of the students.	18	9	11	1	1	4.05	81%
	7. The performance objectives specified in the student's book defined the accurate behavior students are required to achieve.	25	10	5	0	0	4.5	90%
	8. The objectives reflect students' cognitive and mental processes (remembering, understanding, applying, analyzing, evaluating, and creating).	17	13	8	2	0	4.12	82%

C. Design and Organization	9. The course package includes students' book, teachers' book, activity books, audio material and a training file.	15	13	12	0	0	4.07	81%
	10. The content is organized according to topics.	23	17	0	0	0	4.57	91%
	11. The content is sequenced on the bases of complexity (from simple to complex).	17	10	9	2	2	3.95	79%
	12. Each unit is given a title that reflects the topics.	15	18	7	0	0	4.2	84%
D. Layout and Illustrations	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 to be creative.	24	7	8	1	0	4.35	87%
E. Teaching –Learning Content a. Language Type b. Language Content	15. Authentic language types are used.	16	10	11	0	3	3.9	78%
	16.The course book deals with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage.	9	14	11	5	1	3.62	72
	17. Style and appropriacy are considered.	22	5	13	0	0	4.22	84%
	18. Language style matches the social situation.	25	11	4	0	0	4.52	90%
	19. The language content (grammar, vocabulary, pronunciation, functions, and linkers) in the course book is understandable.	25	3	8	4	0	4.22	84%
	20. The spread of grammar is 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%
	22. Examples are interesting.	18	7	11	2	2	3.92	78%
	23.The progressions of grammar points 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 load across units and the whole course book.	24	12	0	1	3	4.32	86%
	26. Words are contextualized.	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 practise the use of vocabulary through modern techniques (semantic map, top-down, bottom-up…etc.).	16	13	6	3	2	3.95	79%
	29. The pronunciation is contextualized.	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 0communicative exercises and activities to practise language items and skills.	15	8	11	2	4	3.7	74%
	33. The exercises provide communicative activities that help students carry out their	17	12	4	7	0	3.97	79%

communicative tasks in real life.							
34. There are cognitively as well as linguistically challenging exercises.	22	11	3	1	3	4.2	84%
35. Extra work (projects, practices, extensions) involved 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 gives students a broader idea of their fluency.	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 interesting.	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.	12	15	8	1	4	3.75	75%
43. Expressions that are exclusively used in the foreign culture are well explained through 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 response, pair work and group work.	17	13	5	3	2	4	80%
50. Activities motivate students to talk and interact with each other and involve them in the conversation.	11	13	11	3	2	3.07	74%
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 difficult and interest.	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 (passages used for grammar focus &skill focus) are difficult and interest.	13	15	7	2	3	3.82	76%

	55. There are a wide variety of different text types; e-mails; websites; questionnaires; newspaper and magazine articles; personal letters and a postcard.	9	11	10	6	4	3.37	67%
	56.There is a varied selection of reading task types; checking predictions; answering open answer questions; true/false questions etc.	14	15	8	1	2	3.95	79%
	57. The reading texts in the course book foster students' creativity and help students gain different point of views.	16	15	9	0	0	4.17	83%
	58. Writing workshops promote students' 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 a. Teaching styles.	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%
c. Learning Style and Strategies	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%
F. Methodology	66. The approach to language learning is appropriate to the learning/ teaching situations.	11	17	8	4	0	3.87	77%
	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's role is only as a facilitator, advisor, observer...etc).	8	15	11	0	6	3.47	69%
	69. The activities used allow students to talk more 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%
G. Supplementary Materials	71. The programme provides a set of supporting language-learning programmes on flash rams, CDs…etc;	16	10	10	4	0	3.95	79%
	72. A set of reference books for the teachers, including: grammars, dictionaries; various specialized textbooks; handbooks of activities;	20	7	5	7	1	3.95	79%
	73. A number of necessary films and slides;	14	11	9	5	1	3.8	76%
	74. CDs of typical lessons for teachers presented by native speakers of English language;	10	8	14	8	0	3.5	70%
	75. A wide variety of posters and sets of coloured pictures, plus games for language	13	10	14	3	0	3.82	76%

	learning.							
H. Evaluation and Assessment	76. The tests are used in all language skills for diagnostic purposes.	20	8	9	2	1	4.1	82%
	77. The course book provides models for final achievements tests.	14	11	7	8	0	3.77	75%
	78. Oral tests are sufficiently included in the book.	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 mark is provided.	21	6	6	5	2	3.97	79%
I. Teacher's Book	81. The teacher's book helps teachers to understand the objective and methodology of the course book.	19	9	7	5	0	4.05	81%
	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 short background of each unit are clearly stated.	20	9	5	5	1	4.05	81%
	84. The teacher's book includes samples of daily lesson plans that help teachers design their teaching.	23	6	7	3	1	4.17	83%
	85. The teacher's book includes recommendations of each unit 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 introduction provides 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 (well defined components and weights).	14	4	12	5	5	3.42	68%
	90. The teachers' book provides an Arabic translation of the introduction.	22	0	6	8	4	3.7	74%
	Total	**1494**	**1031**	**755**	**251**	**189**		

CONCLUSIONS

According to the findings of this study, the researcher considered the weighted mean 59% as an item that gain low positive attitude from teachers. Consequently, three items were gain high attitude from teachers. Conclusion remarks can be clearly pointed out as follows:

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%).

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

RECOMMENDATIONS

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

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

- Teachers must be free as much as possible in dealing with learners since the process must be as fun and stress-.

- Teacher must not ignore the teacher's guide because it contains the instructions for each lesson.

- 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 for both the teachers and the educational supervisors as well. Secondly, most of the supervisors of English are not specialized in English, but in other fields of specialization.

- Increasing the weekly lessons of English since it is a compulsory subject in the curriculum of the Iraqi schools at all stages is very important.

- Holding 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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