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A COMMUNICATIVE – BASED TRAINING PROGRAM TO ENHANCE IRAQI EFL TEACHERS' PERFORMANCE AND THEIR STUDENTS' ACHIEVEMENT

**A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Ph.D. Degree in Education
(Teaching English as a Foreign Language)**

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ABSTRACT

This study investigated the problem of ***Iraqi EFL Teachers' Performance and Their Students' Achievement***. The main goal of the study was to improve Iraqi EFL secondary school teachers' performance and their reflection upon their students' achievement. It discussed a theoretical background of CLT, and some previous studies about it. A questionnaire and an observation checklist were used as instruments for the study to evaluate teachers' performance. Therefore, the researcher designed a training program depending on the needs of the Iraqi EFL secondary school teachers to develop their abilities in teaching. The program lasted about two weeks. In addition, per- post tests were administrated to students to measure teachers' effects upon their progress and the usefulness of the training program. The results showed that the significant change between the pre- test and the post- test of the students which reflected the effectiveness of the program.

Key words: Communicative Language Teaching, Iraqi EFL Teachers' Performance, Students' Achievement.

Table of Contents

<i>Subject</i>	<i>page</i>
<i>Acknowledgements</i>	i
<i>Abstract</i>	ii
<i>Table of Contents</i>	iii
<i>List of Tables</i>	viii
<i>List of Figures</i>	ix

Chapter One

Background and Problem

<i>1.1 Introduction</i>	2
<i>1.2 Context of The Problem</i>	3
<i>1.2.1 The pilot of the study</i>	4
<i>1.2.2 Statement of The Problem</i>	4
<i>1.3 Questions of The Study</i>	5
<i>1.4 Hypotheses</i>	5
<i>1.5 Purposes of The Study</i>	6
<i>1.6 Significance of The Study</i>	6

<i>1.7 Delimitation of The Study</i>	<i>7</i>
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<i>1.8 Definitions of The Study Terms.....</i>	<i>7</i>
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Chapter Two

Theoretical Background

<i>2.1 Methods of Teaching.....</i>	<i>10</i>
-------------------------------------	-----------

<i>2.1.1 Traditional Methods.....</i>	<i>10</i>
---------------------------------------	-----------

<i>2.1.2 The Current Method</i>	<i>13</i>
---------------------------------	-----------

.....

<i>2.2 Background of Communicative Language Teaching (CLT)</i>	<i>13</i>
--	-----------

<i>2.2.1 Definitions of Communicative Language Teaching.....</i>	<i>15</i>
--	-----------

<i>2.2.2 Principles and Characteristics of Communicative Approach</i>	<i>16</i>
---	-----------

<i>2.3 History of Teaching English in Iraq.....</i>	<i>21</i>
---	-----------

<i>2.4 The Educational System in Iraq.....</i>	<i>22</i>
--	-----------

<i>2.5 Teaching Communicative Curriculum in Iraq.....</i>	23
<i>2.6 Instructional strategies.....</i>	25
<i>2.7 Notions of Teaching The Language</i>	26
<i>2.8 Semantic Syllabus</i>	29
<i>2.9 Communicative Competence.....</i>	30
<i>2. 10 Teaching Processes</i>	32
<i>2. 11 Teacher Performance.....</i>	35
<i>2.12 Student Achievement.....</i>	40
<i>2.13Previous Studies.....</i>	43

Chapter Three
Methodology

<i>3.1 Design of the Study</i>	53
--------------------------------	----

.....

<i>3.2 Participants of the study</i>	53
.....	
<i>3.2.1 Teachers</i>	53
.....	
<i>3.2.2 Learners</i>	53
<i>3.3 Instruments of the study</i>	54
<i>3.3.1 The Teachers' Questionnaire</i>	54
<i>3.3.2 Teachers' Observation Checklist</i>	55
<i>3.3.3 Pre- Post Achievement Tests</i>	57
.....	
<i>3.4 The Program</i>	60
.....	

Chapter Four
Results and Discussion

4.1 Answering Question (1)	64
4.1.1 Demographic Characteristics of Participants	65
4.1.2 Second Section- School Information	66
4.1.3 Section Three- Questions about Pedagogical difficulties in adopting CLT.	67
4.2 Answering Question (2).....	72
4.3 Answering Question (3).....	72
4.4 Answering Question (4)	79
4.4.1 Comparison between listening students' score in pre- post test.....	80
4.4.2 Comparison between reading comprehension students' score in pre- post test.....	81
4.4.3 Comparison between grammar students' score in pre- post test.....	83
4.4.4 Comparison between vocabulary students' score in pre- post test.....	84
4.4.5 Comparison between writing students' score in pre- post test.....	85
4.4.6 Comparison between speaking students' score in pre- post	86

test.....

Chapter Five

Conclusions, Recommendations, and Suggestions

5.1 Discussion of The Results..... 89

5.2 Conclusions..... 94

5.3 Recommendations
..... 95

5.4 Suggestions for Further Studies..... 96

References 98

Appendices

Appendix (I): The Questionnaire
..... 108

Appendix (II): Teachers' Observation Checklist..... 116

Appendix (III): Students' Pre- post Test..... 118

Appendix (IV): The Program
..... 122

Appendix (V): The Jury Members..... 151

List of Tables

<i>No.</i>	<i>Title</i>	<i>Page</i>
1.	The pre administration of teachers' observation checklist	57
2.	The pre administration of the students' test	59
3.	Demographics data	65
4.	School Information	66
5.	The percentage about teacher- related difficulties & challenges in teaching communicatively.....	67
6.	Percentage of student- related difficulties & challenges	68
7.	Difficulties & challenges related to educational system	69
8.	Pre- teachers' observation checklist results.....	73
9.	Post teachers' observation checklist results	76
10.	The results of pre- post teachers' observation checklist	78
11.	The students' achievement in pre-post test in listening	80
12.	The students' achievement in pre-post test in reading comprehension	81
13.	The students' achievement in pre-post test in grammar	83
14.	The students' achievement in pre-post test in vocabulary	84
15.	The students' achievement in pre-post test in writing	85
16.	The students' achievement in pre-post test in speaking	86

List of Figures

<i>No.</i>	<i>Title</i>	<i>Page</i>
1.	The score of the teachers' pre-post performance observation	79
2.	The students' achievement in listening skill	81
3.	The students' achievement in pre-post test in reading comprehension	82
4.	The students' achievement in pre-post test in grammar	83
5.	The students' achievement in pre-post test in vocabulary.....	84
6.	The students' achievement in pre-post test in writing	85
7.	The students' achievement in pre-post test in speaking	86

Chapter One
Background and Problem

Chapter One

Background and Problem

1.1 Introduction

This study is designed to improve communication in educational organization. Communication starts with active listening, where one seeks to understand before being understood. Communication happens at many levels within the organization, both formally and informally. It is essential to communicate effectively in both settings.

Communicative language teaching methodologies kept evolving and became more clearly defined in the 1970s and 80s, but there are many methods that preceded the communicative method, many of these methods never became widely adapted and had only a short shelf life.

This is not to say that these methods did not contribute to the field of language teaching, by comparison, some of these methods have helped shape and continue to have an influence on the field in many ways. For example, Total Physical Response, which James Asher (1969) originally developed as a method to teach language by combining action and speech, is still widely used. Many practitioners, however, promote and use Total Physical Response as a technique to introduce some vocabulary or grammatical structures (Richards and Rodgers, 2001).

Richard (2006: 14) discusses the basic aim of communicative teaching is to improve fluency of the language. Thus, “fluency is the natural language use occurring when speakers engaged in meaningful

interaction”. In other word, teachers should encourage students to express their ideas and discuss them in groups to avoid potential breakdowns in communication.

According to Byrne(1981: 63), , Coulthard, (1977: 139), Heaton, (1984: 3), Richards & Rodgers, (2003: 157), Yule, (2003: 193), the communicative method is a more recent revision of second language learning where the students learn to produce communicative acts in a relevant sequence in which it should match the growing ability of the learners to express themselves and communicate with the same ease and fluency as native speakers by making fluency and acceptable language as the primary goal.

1.2 Context of the Problem

The new textbooks and the consequence of the sudden change of the syllabus in few years were confusing to secondary school teachers in Iraq, therefore they need to develop their performance by attending training programs. *Al-Akraa in (2013)* analyzed the new textbook in teaching and learning English in Iraq. This study investigated how the grammar and vocabulary were represented and whether the methods used in introducing grammar and vocabulary in Iraq textbook were appropriate for the level and age of students. It aimed to analyze an official Iraq textbook. This textbook was published and adopted only recently, so evaluating it was an urgent need and has a great value.

1.2.1 The pilot study

The pilot study was conducted where 28 questions for Iraqi EFL secondary school teachers (n.50) administered. It designed to measure the performance of Iraqi teachers in producing communicative language teaching.

The results were as follows:

- Most of the teachers (about 50%) are unaware of communicative language teaching.
- Very few teachers (13) out of (50) received training on CLT.
- The lack of resources and facilities tools of teaching which makes it difficult for teachers to use communicative language teaching.
- The large number of students in each class is an exhausting issue for teachers.

1.2.2 Statement of The Problem

Teachers of secondary schools in Iraq are facing a real problem that needs to be attended to. Textbooks are changed from the structural method to the communicative one and they have been taught English language during their study through the structural method for a long period of time; therefore, this study sought to provide them with a training program about communicative strategies in teaching and to determine its effect on their performance and their students' achievement.