

# Classroom Interaction and the Pedagogical Applications of the Preparatory Classes Curriculum of English: TEFL

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## التفاعل الصفّي و التطبيقات التعليمية لمناهج اللغة الإنكليزية للصفوف الإعدادية: تعليم الإنكليزية كلغة أجنبية.

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<sup>1</sup>Received: 19 September 2024; Accepted: 16 November 2024; Published: 26 November 2024

### ABSTRACT

The research sheds light on the status of pedagogy, taking the classroom avenue as the spotlight for recognizing educators' manipulation of learners' efficacy. It draws on the methodology and procedures recommended for the curriculum in hand, "English for Iraq". The curriculum relies on the communicative approach, blended with the audio-lingual approach and guided toward the task-based language teaching. The research was conducted with qualitative and quantitative trend. Research data was analyzed in terms of content analysis by comparing curriculum strategies to authentic classroom learning. The research propounds the main tenets and principles that the teacher is proposed to conduct in presenting classroom activities and achieve syllabus items. The researchers concluded that the teaching methodologies and procedures conducted in classroom are not congenial to the mapped syllabus and designated curriculum. However, the grammar-translation method of language teaching still has a huge influence in language teaching, marginalizing the teaching of communication skills. Learners, specifically the sixth preparatory, are dispersed between school time and remedial courses, between the textbook and substitutive sketches. It is highly recommended that teachers stick to the methodologies and procedures projected for the curriculum in hand and monitor the syllabus items assigned for "The English for Iraq" in the preparatory classes.

**Keywords:** pedagogy; curriculum; methodologies; outstanding schools; remedial course.

### المستخلص

تسلط الدراسة الحالية الضوء على حالة التعليم، مع التركيز على الدرس المدرسي للتعرف على مدى فاعلية التعليم على الطلبة. تعول الدراسة على طرائق التدريس و الاساليب الموص بها لتدريس منهج اللغة الانكليزية الحالي (English for Iraq). يعتمد المنهج الدراسي الحالي الطريقة التواصلية، ممتزجة مع الطريقة السمعية الشفوية، و موجهة نحو اسلوب التحقيق في التعلم. تستعرض الدراسة المبادئ الرئيسية التي يسلكها المدرس في الفعاليات الصفية. وجدت الدراسة ان طريقة النحو و الترجمة في التعليم اخذت صدئاً واسع في الدرس الصفّي، مهمشةً بذلك المهارات التّواصلية في التعليم. اما الطلبة، بالخصوص طلبة السادس الاعدايي، مشتتون بين الدوام المدرسي و الدوام في دورات التقوية، كما انهم مشتتون بين الكتاب المنهجي و الملازم البديلة. اوصت الدراسة ان يلتزم المدرسين بالمنهج المقرر و طرائق التدريس المقررة لتدريس المنهج الدراسي و اعتماد مفردات المنهج في الدرس الصفّي لطلبة الاعداية.

<sup>1</sup> How to cite the article: Obaid A.I., Najm A.J., Musa Z.Y.. (November 2024); Classroom Interaction and the Pedagogical Applications of the Preparatory Classes Curriculum of English: TEFL; International Journal of Development in Social Sciences and Humanities; Vol 18, 39-47

الكلمات المفتاحية: التعليم, المنهج, طرائق, مدارس المتميزين و المتفوقين, دورات التقوية.

The current study deals with educational applications and classroom interaction for both branches of the preparatory classes, literary and scientific. The researchers adopted a mixed method, involving observation, interviews and identification of classroom activities during the lesson at a number of preparatory schools in Al-Kut City. The study involves interviews with teachers as well as meeting and testing students, investigating the way they study and learn. The research imparts an identification of the teachers' tendencies in the classroom, their application of teaching methods and the classroom interaction as far as the English language curriculum is concerned for the preparatory study. The current syllabus (**English for Iraq**) is supposed to induct a learner centered teaching, a process of assisting performance, rather than mere controlling and testing (see Obaid, 2017).

The current study aims to identify the authentic educational applications, teaching methods and classroom interaction during the lesson, for students at the preparatory school, and the effectiveness of the school lesson and its conformity with the objectives of the curriculum.

The current study is limited to the educational status of TEFL in preparatory classes, fourth, fifth and sixth classes in Al-Kut City, for boys and girls, public and private schools, in the school year 2023- 2024.

The researchers conducted field visits to a number of teachers in different schools (25 public and private schools, 64 teachers and divers groups of students) and directly gets involved in observing lessons given by teachers of preparatory classes. Tests on language skills were applied to 500 students in two school, performed on two phases: mid-year examination and final examinations. The researchers also conducted meetings with teachers and students to inquire about how the lessons are conducted in English and to provide an identification of teachers' tendencies of teaching methodologies and practices. During the visits, the researchers determined the teaching methods used during the lesson, teachers' teaching policy, students' behaviors and interactions, and their follow-up and interest in the lesson, and that is due to pedagogical criteria.

A previous study was conducted by Obaid (2023), in the form of a report held in Arabic, involving the educational status for the school year 2022-2023. This study tackled a report about the educational situation of teaching English for the sixth preparatory students, under title: (The Situation of Education and Methods of Teaching between Theory and Application: English Language for the Sixth Preparatory in Al-Kut City). The other previous study by Obaid (2017) propounds a comparison among different curriculums of English with an account of the sixth preparatory learners' degrees of success for different years and the development of language learning categories.

Following Obaid (2017, p. 550), the rate of 33% of sixth preparatory students in the science branch pass the English language final exam and 21% of the sixth preparatory students in the literary branch pass the final exam, in the first attempt. The study also indicates that 60% of the successful students got marks less than 60. The researchers presented a statistical account for the school year 2010-2011, which indicates a clear decline in students' learning level. However, sixth preparatory students' success rates in English were lower for the school year 2021-2022 in most of Al. Kut schools, as compared to the former school years. Hence, there arises the rationality of the study. Pedagogy and educational status need constant evaluation and impartial assessment to set a gauging frame for teaching, learning and language development in preparatory classes.

## LITERATURE REVIEW

### Classroom Interaction (CI) and Pedagogical Applications (PA)

Interaction is an observational framework that captures teachers and pupils' verbal activity that is directly related to the social and emotional environment of the classroom. Seeing that interaction analysis is a method in which the research pattern of teaching and learning is coded and decoded, classroom interaction is when teachers give a chance for students to participate in a classroom activity of learning process. It occurs with the teacher raising arguments or questions to diagnose, motivate or evaluate students. A teacher may ask his students to display their knowledge or check their comprehension. Classroom interaction enhances long term memory because it blends linguistic and paralinguistic modes of communication into one perceptual unit, enacting multiple schematic resources. Classroom interaction, as originated to Flander, involves a set of categories: direction, lecturing, using students' ideas, asking questions, praising, criticizing students' behaviours. Details of interaction categories are not the main focus of the study since it aims to identify the extent to which classroom interaction is prominent in the classroom activities during the lesson (Purba, Saragih and Ginting, 2016, pp. 2 – 3; Sharma and Tiwari, 2021, p. 171).

A key issue in classroom interaction is the teaching of oral abilities, how tasks operate (integrating fluency accuracy and complexity) within classroom contexts, and how they affect perceptions of learners. In manipulating classroom activities and tasks, including reading, writing, speaking, listening, grammar, vocabulary and learning development, successful teaching involves the interaction between the teacher and the students, enacting group work and positive attitudes to provide learners with motivation (Carter and Nunan, 2001, p. 19; Harmer, 2007, pp. 27- 29).

Pedagogy indicates the method of how teachers teach, in theory and in practice, shaping their actions, judgments, and teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the interests and backgrounds of individual students. It blends teaching methods, learning activities and learning assessments (Shulman, 1987, pp. 4 - 6).

Students need to know how to get, discover, search for information, and this requires the teacher to avoid parroting. The measure of a good lesson is the student activity taking place, not specifically the performance of the teacher. Pedagogy involves the tasks that the teachers sets and includes the ways in which teachers interact with students. Teachers can always develop their teaching skills with feedback resources, measuring their communicative abilities and managing for different situation. There are a number of considerations for schools, learners and teachers planning to promote effective professional learning, as proposed by Harmer and other researchers on education (Harmer, 1998; Harmer, 2001; Harmer, 2007). In the following are some tenets for the good teacher and good learner:

1. A good language teacher masters the syllabus he teaches and be acquainted with its items, objectives and strategies.
2. He is well prepared for his lesson, having reviewed his subjects before the lesson.
3. He has an empathized character with his students, e.g., giving them a simple smile when entering the class, saying hello or good morning.
4. He is tolerant with his students, not to insist on correcting mistakes, especially those of pronunciation which a student might find difficulty to master.
5. He is not sensitive to their actions in the class; if they laugh, for example, he laughs with them quietly until he controls the situation.
6. He knows how to control the class, the unstable students, the talkative ones, etc., without offending them.
7. He distributes his questions in a balanced way, to those in the front and those in the back, to clever students and to the low leveled ones, to those who are active and those who are solitary.
8. He is careful of his clothing, showing himself tidy.
9. He does not kill the class time with extra subjects, as those of politics or personal issues.
10. He is a guide whenever his students need him to be, and he always enhances his students with hope for a thriving future, and this is a point in motivation. In other words, he is a monitor and a supervisor, rather than a mere information giver.

On the other hand, a good learner is not born as a good learner. He is made good through discipline and motivation. Here are some features describing a good learner.

- 1- A central point in a good learner is that he loves to learn.
- 2- He pays attention to his homework and gets it done.
- 3- He attends to the teacher and his lesson.
- 4- He tries to discover what is in his books and refreshes his information.
- 5- He sticks to his textbook, and avoids others' summaries.
- 6- He pays attention to the cleanness of his cloths, books and his classroom.
- 7- He respects his teacher and his colleagues and builds good relations with them.
- 8- He asks the teacher of the things (or problems) that are hard for him to solve and consults his colleagues and parents for what he is reluctant with.
- 9- He spends much time with his study than he spends with the social media, chatting, playing games or watching movies, which can waste most of his time and burdens him mentally.
- 10- He is self-reliant, confident of himself and his abilities, not to be desperate if he faces difficulties of a failure in his study. A next step for him is always a hope of success.

#### **WHAT METHODS OF TEACHING RELIED ON IN TEACHING "ENGLISH FOR IRAQ"**

The current curriculum is based on learner centered teaching, due to mixed method of teaching that blends communicative approach to the audio-lingual approach, specifically the PPP (Presentation, Practice and Production) method. In this respect the study comes across the basic methods relevant to the learner centered teaching: the communicative approach and the Task-based Language Teaching, in line with the PPP.

A prominent tenet of the communicative approach is that the syllabus should communicate the students' mind and relate the text to students' background knowledge. A communicative approach is developed in two ways. First, a notional-functional approach attempted to extend the teaching of grammar to include the teaching of interactional notions (paying attention to factors of formality and functions, such as making requests, apologies, invitations and introductions). Second, a learner-centered approach emerged to emphasize the importance of learning. It starts from the meanings learners wanted to communicate, and works out how to express them (Carter and Nunan, 2001, p. 15).

However, in a (meaning based or) communicative approach learners need to have a purpose for communicating and a desire to communicate something. They need to focus on the content of what they say or write rather than emphasizing on a particular language forms. As a learner uses a variety of language, a teacher may not intervene to stop language activity. The focus of instruction in a Task-based Language Teaching (TBLT) is on process rather than on product. The basic elements of a task-based syllabus are purposeful activities and tasks that emphasize meaning and communication, and they can be sequenced according to difficulty. They can be either those that have a pedagogical purpose specific to the classroom, or those that learners may need to achieve in real life. Learners can learn language by interacting purposefully and communicatively while they are engaged in meaningful activities and tasks. The difficulty of a task is due to a range of factors including the complexity of the tasks, the previous experience of the learner, and the degree of support available. In a "PPP" teaching method, the teacher first introduces a situation which contextualizes the language to be taught, focusing on a particular point of grammar, or the realization of a function. It is usually presented plainly in a context. This stage of presentation can develop an understanding of the language point in the learner. The learner then practices the language by using accurate reproduction techniques such as choral repetition, individual repetition and cue-response drills. Later in a production procedure, students, using the new language, express sentences of their own (Skehan, 1996, p. 18; Harmer, 2001, pp. 80; Edwards and Willis, 2005, p. 5).

## METHODOLOGY

### The Model of the Study

Observation, interviews and testing students were the means used to collect data about classroom activities. The data analysis applied descriptive mixed research. The study works on the specific principles for observing the classroom in implementing the specified curriculum materials (involving 37 classroom visits to the 4<sup>th</sup> and 5<sup>th</sup> classes, and involving 27 classroom visits for the sixth classes), using grades from A (adequate) to D (not adequate) to gauge teachers' performance due to their enactment of categories of classroom interaction:

- 1- The mode of teaching:
  - a. Learner centered teaching vs. Teacher centered teaching
- 2- The role of the teacher:
  - a. Information giver (B, C and D) or Monitor, supervisor (A)
  - b. Utilizing categories of classroom interaction
- 3- The methodologies of teaching conducted in the classroom is :
  - a. The communicative (meaning based) approach
  - b. The audio-lingual approach
  - c. Grammar translation method
- 4- What methodology used in teaching language skills:
  - a. Grammar
  - b. Vocabulary
  - c. Speaking
  - d. Reading
  - e. Writing
  - f. Listening
- 5- Pedagogical tools
  - a. Using the textbook in teaching the syllabus items
    - i. Utilizing the student's book (SB) and the activity book (AB)
  - b. Using audio tracks in teaching listening

The study worked on a questionnaire for specific number of teachers (16 teacher from different schools), involving the policy they conduct for teaching, the number of students who can speak English fluently, read and write properly and react to linguistic functions and audio tracks. Also, a test was held to students (500 student, involving 200 fourth preparatory, 150 fifth preparatory and 150 sixth preparatory students) from two different schools, examining student's abilities and acquaintance of language activities: speaking, reading, writing and listening, and that was with the

assistance of four teachers. However, the conclusions of the study are affirmed in the description of classroom management and learners' interaction due to teaching strategies and procedures.

**RESULTS AND DISCUSSION**

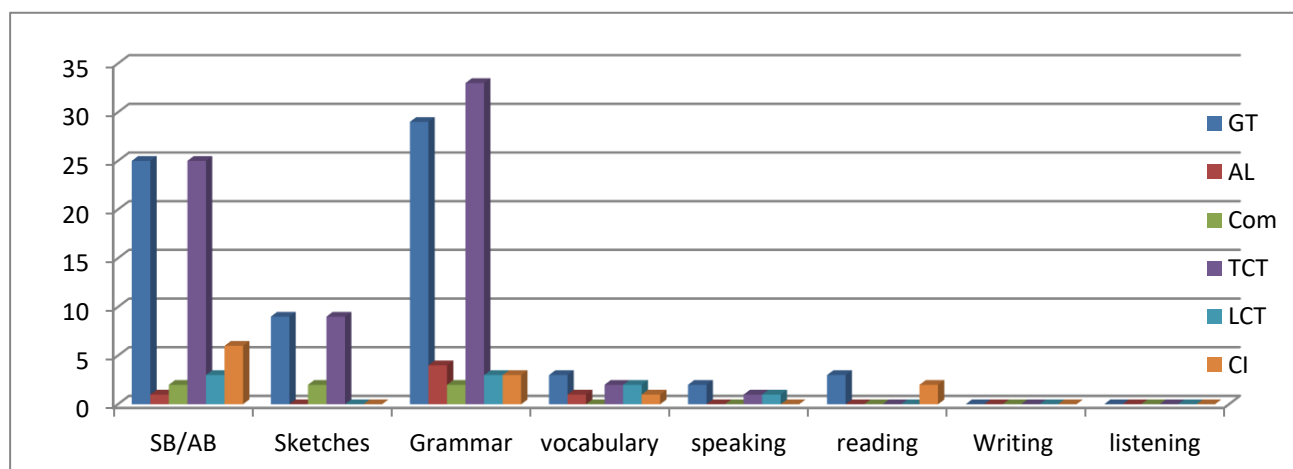
Seeing that all the classes are supposed to use the same textbooks and curriculum in teaching students, i.e., "English for Iraq", in all schools, whether they are public or private, morning study or evening study, teachers should adhere to the same educational system. Observation of classes and interviews with teachers and testing students stand on the same stance for all the diverse subjects. Table (1) is specified for the fourth and fifth preparatory classes and reflects observation of learning – teaching process during the lesson, and the information is extracted from interviews with teachers and students. Table (2) matches table (1) in description, except that it is specified for sixth preparatory classes. The research reserves information about schools and persons. Each table involves the number of teachers in return to each category.

Teacher's qualification reflects his teaching skills, and his teaching abilities to use English language, and his utilizing of the student's book (SB) and activity book (AB). Observation of the classroom activities and procedures aims to recognize the extent to which the lesson is planned due to a Teacher Centered Teaching (TCT) or Learner Centered Teaching (LCT), the approach or method of teaching, whether Grammar Translation (GT), Audio-Lingual (AL) or Communicative (Com). That is in addition to the utilizing of the classroom interaction (CI) that a teacher enacts throughout his lesson.

**Table 1 Categories of CI and PA for the 4<sup>th</sup> and 5<sup>th</sup> Classes (37 visits)**

Classroom tools and activities	GT	AL	Com	TCT	LCT	CI	Adequacy for classroom interaction			
							A	B	C	D
SB/ AB	25	1	2	25	3	6	6	8	11	3
sketches	9	/	/	9	/	/	/	1	3	5
Grammar	29	4	2	33	3	3				
Vocabulary	3	1	/	2	2	1				
Speaking	2	/	/	1	1	/				
Reading	3	/	/	3	/	2				
Writing	/	/	/	/	/	/				
Listening	/	/	/	/	/	/				

The statistics in the table 1 show the prevalence of the teacher centered teaching and the focus on grammar activities in the class, though via the grammar translation method, and as in Figure 1.



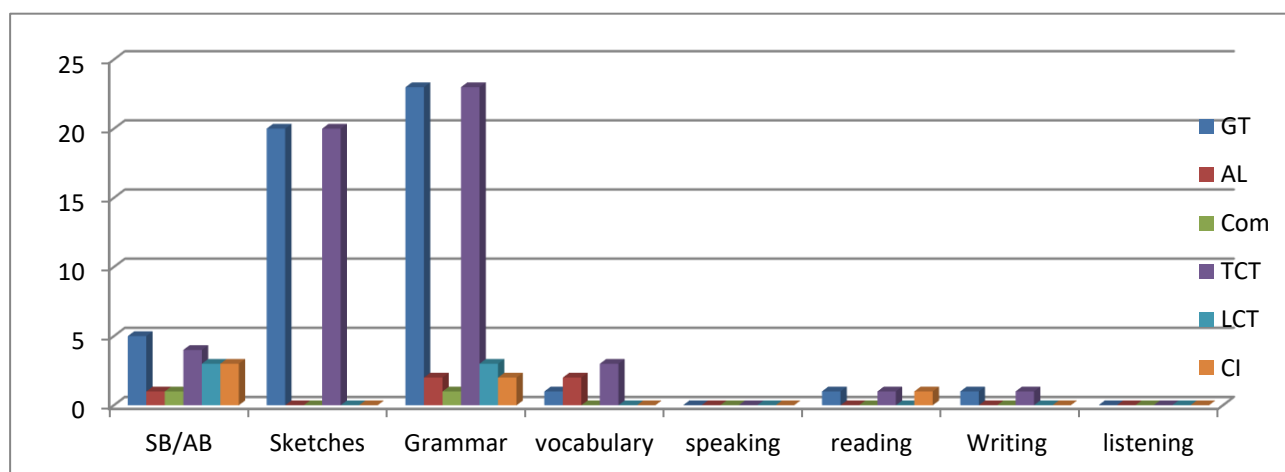
**Figure 1. The distribution of the Lesson activities in return to the methodologies**

Figure 1 shows that classroom activities concentrate on the grammar orientation of the lesson planning. Grammar Translation Method, Grammar and Teacher Centered Teaching are the prevailing activities that overlap the teaching-learning atmosphere inside the class and outside the class, though the textbook is the dominant over the substitutive sketches. The lesson is generally held in Arabic, and English language is present only with reading a text orally or giving examples in English students get the least exposure to English language, and hence, eliminating essential linguistic resources for language acquisition.

**Table 2 Categories of CI and PA for the 6<sup>th</sup> Class (27 visits)**

Classroom tools and activities	GT	AL	Com	TCT	LCT	CI	Adequacy for classroom interaction			
							A	B	C	D
SB/ AB	5	1	1	4	3	3	3	1	1	2
sketches	20	/	/	20	/	/	3	3	11	3
Grammar	23	2	1	23	3	2				
Vocabulary	1	2	/	3	/	/				
Speaking	/	/	/	/	/	/				
Reading	1	/	/	1	/	1				
Writing	1	/	/	1	/	/				
Listening	/	/	/	/	/	/				

The statistics in the table 2 show the prevalence of the teacher centered teaching, the focus on grammar activities in the class and the use of the sketches instead of the textbook; that is with the prevalence of the grammar translation method, as stated in Figure 2.



**Figure 2 The distribution of the Lesson Activities in Return to the Methodologies**

In figure 2, Teacher Centered Teaching and focus on grammar are more prominent with the sixth classes; notwithstanding, the use of sketches is also prevailing. To some extent, language function skills are mostly grammaticalized in the substitutive sketches, and students do not draw on the meaning of the expressions, but they try to follow a set of strategies that manipulate the answers for the final exam.

The methodologies generally dedicated for teaching English in the preparatory classes rely on memorizing chunks of English items with no considerations for the contextual components or perceptual learning styles – auditory, visual, kinesthetic or tactful. In this respect, learning mostly takes a unidirectional process, working on a teacher centered teaching. Teachers generally downgrade the methodologies and procedures proposed by the curriculum to match



students' background knowledge and their level of perception. Teachers also complain that they can't comply with the items of the curriculum mainly for two reasons:

- a. Students' background knowledge is accumulatively lower than the level of the syllabus and does not emulate its objectives.
- b. Neither the teaching calendar, nor the class time is sufficient to achieve the items of the syllabus.

Teachers generally think that teaching reading is limited to spelling out English texts without considering the content of what learners read. Lessons are not oriented towards discussion of ideas or promoting tasks or classroom interaction. Generally, learners' educational background does promote them to reflect themselves in English or speak fluently, or at least express short utterances or sentences. Learners in the outstanding schools are better to some extent, though teaching there does not encourage communicative activities, or the communicative method of teaching. Instruments for listening activities are absolutely absent from the classroom, while listening tests are limited to midyear and final examinations. Writing activity is replaced with already made texts done by the teachers, and learners are just supposed to memorize them.

The tests of students involved examinations to evaluate their learning activities: reading comprehension, listening, speaking and writing. Test results shows that students generally had difficulties, not only in comprehending texts, but in reading texts too. Though examining 500 students, limited to two schools, cannot provide a generalized results for students' level on this situation, nor does it give a generalization for learners' level of education, the various opinions of teachers and experts confirm the educational status of learning levels of students in preparatory classes, with exception to outstanding schools. Nonetheless, teaching methodologies and procedures were not that different in these latter school. They don't manifest distinctive handling of teaching strategies though learners show a great desire to learn. However, considering the fifth preparatory classes, only 1% of the students can speak freely in English and 5% can express appropriate sentences or utterances. 9% of students can write about general topic. Only 13% of the students can respond to audio recordings. 20% of students can read texts properly, but only 8% can extract meaning from texts. Though the sixth preparatory exhibit higher levels and the fourth preparatory lower, discrepancy of background knowledge among them is not so wide. These percentages were very close to the experts and teachers' opinions, involving 16 teachers from different schools.

On the light of the above mentioned tables, the interviews and the tests that the students were subject to, some teachers of the sixth preparatory classes (72%) guide students to sketches, substitutive to the syllabus. These sketches lack standard qualified criteria in teaching English due to the designated methods of teaching. However, this percentage is reversed for the fourth and fifth preparatory. As for the sixth preparatory, most students (85%) think that the text book cannot be relied upon to study English. Therefore, homework and daily preparation are neglected while going beyond the curriculum's lesson activities, drawing on substitutive sketches. Most teachers (80%) do not focus on the syllabus of the text book, e.g., reading (passage) texts, exercises and drills, and they do not present them within the classroom activities, just through details in the sketches. Students concentrate on expected material, nominated to be candidate for the Bachelor examinations. This procedure eliminates the core of the syllabus and works on decontextualizing chunks of drills and structures from the succession of the syllabus. On the other hand, it flouts the strategies and categories portrayed by the designated methodologies.

The policy of relying on substitutive sketches has led a large number of sixth preparatory students (40%) to refrain and withdraw from school lessons two months before the scheduled period, and refuge to learning remedial courses (75% of the students) outside the school. So, learners are distracted between school hours and attending remedial courses, and they waste most of their time wandering between the two shifts.

It is common among sixth preparatory students that schooling depends on the elaboration of teaching and cannot perform its purpose of obtaining high marks in the final exam, because (they believe) it is a matter of learning only. That was affirmed by the test subject students and by the teachers in the interviews and the questionnaire which was presented to them. Remedial courses (they believe) shorten time and effort and enable them to obtain high marks in the exam. These courses are almost distinctive with substitutive sketches which contain already done exercises, explanations of structures and grammar, exhibiting the common among items. They also involve readymade texts for writing passages which are almost accompanied with translation into Arabic. This strategy of translating the language forms and (reading and writing) passages disperses the students' attention between the two texts. It may be difficult for students to remember the English text because mind chooses the easiest of the two ways and tends to choose the Arabic text for schematic (cognitive) considerations. However, the direct method theory explains such dispersion, and recommends that the lesson be limited to English and that the mother language (e.g., Arabic) should not be used within the classroom activities.

Sixth preparatory students generally draw on substitutive sketches due to commonness among educators and learners that these sketches are condensed and facilitate matters for the learner and teacher. Most sixth preparatory students (95 % of them) get more than one substitutive sketch for English, while 50% of students in the fourth and fifth preparatory classes use substitutive sketches for their learning. In a special interview with three stationary shop keepers, they affirmed that thousands of substitutive sketches of English for the sixth preparatory "English for Iraq" are sold for preparatory students. This reflects the orientation of the students towards these substitutive sketches.

However, in an interview with 120 students (from two schools) who failed and returned to a second trial, 106 students complained their inability to retrieve information, nor could they answer questions if examination items do not match the instructions in the substitutive sketches. This shows that the methodologies implemented in substitutive sketches do not enhance long term memory for learners' perception. Notwithstanding, substitutive sketches are generally preferred by learners and educators for their simplicity and focalization on the reiterated examination materials.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The main points reached by the researchers are:

- 1- The prominent teaching method utilized in teaching English language for the preparatory classes is the Grammar Translation Method, a traditional method of explaining rules and translation. As grammar is the focus of the lesson, the grammatical structures listed for students, to some extent, do not pertain English teaching grammar since they are presented by teachers to indicate the common structures among exercises. However, students take such instructions as if they are part of the English grammar. Although the curriculum basically adopts the Audio-lingual Method (specifically the PPP), blended with the Communicative Approach, both methods were not implemented by most of the English teachers.
- 2- Seeing that 90% of the teachers work on teacher centered teaching classroom lesson planning, the methods of teaching conducted in classroom do not follow a communicative mode of teaching, nor do they enact or enhance a classroom interaction.
- 3- Teaching reading skill is mostly substituted with pronunciation check (mere reading of text, with correcting pronunciation) rather than giving any consideration for perception and understanding of the text through reading, i.e., extracting meaning from the text. Other language skills are mostly absent from classroom activities.
- 4- To some extent, schooling for the sixth preparatory has been substituted with remedial courses which do not adopt the text book in teaching; remedial courses draw on substitutive sketches which are designed by remedial courses teachers. This pedagogical shift has affected students' disposition toward school lessons and the assigned textbook.
- 5- The substitutive sketches lack the pedagogical standards of quality and sobriety because they adopt traditional teaching methodologies, containing grammatical and semantic mistakes, focusing on explaining English grammar by using Arabic, doing only specific exercises with translation, and providing already made writing passages with translation into Arabic. This works on eliminating critical thinking for the learners, and undermines classroom interaction and homework (because exercises and writing passages are already done). All substitutive sketches are established on the grammar translation method.
- 6- Some teachers work on nominating some candidates for the final examination. This procedure has a negative psychological effect on learners. That is the mental dispersion. Students' attention is fixated to those nominated items, and they overlook most of the subjects they have studied. So, it would be hard for them to retrieve.
- 7- The discrepancy between the components of the curriculum (English for Iraq) and the substitutive sketches is clear cut. The curriculum adopts a method of teaching that leads students to analyze, discover and comprehend language, while the sketches rely on already done exercises, already set writing passages, and explanations of grammar rules held in Arabic language; learners are required to memorize items and structures. This discrepancy is between a curriculum oriented learning and "how to pass the exam" oriented learning.
- 8- Teachers use the aforementioned (GT) method as a result of time constraints, excessive low levels of learners' background knowledge, and also for achieving learners' wishes as they (i.e. learners) almost pursue the shortest and easiest ways to pass the ministerial examinations.
- 9- About sixty percent of teachers need to develop their teaching abilities and skills, and they need to be more acquainted with teaching methods and pedagogical methodologies.

### Recommendations

It is highly recommended for the educational institutions to take into consideration the following commandments:



- 1- The pedagogical process needs to be reorganized, retrieving confidence in schooling, the curriculum and the classroom activities.
- 2- Censoring the substitutive sketches, subjecting them to quality and sobriety standards.
- 3- Enacting censorship of the remedial courses, so that they do not interfere with school time and they keep in line with items of the syllabus and its objectives, and the methods of teaching designated for the curriculum.
- 4- Working on training courses and workshops for teachers and educators to follow curriculum categories and the methods of teaching which are proposed for the "English for Iraq".
- 5- Enhancing the role of educational supervision by employing experts of higher academic degrees and specify their work for monitoring the progress of the educational process in schools and institutions of remedial courses.
- 6- Guiding the policy of the government towards the development of education, supporting the schools with better facilities, engaging teachers in courses that develop their teaching abilities through writing reports and researches about pedagogy and education.

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