

The Analysis of the Teaching Behaviour of the Teachers of English at the Intermediate Schools

Dr. Hussein Ali Ahmed^(*)

Miss Asmaa' Yahya Qassim^(**)

Introduction

Language is an organic process that involves the simultaneous acquisition of various skills . To bring about the latter , teachers are required to use the foreign language (henceforth FL)in those classroom learning situations that motivate learners to communicate. This is so since the teacher is the main milestone in the language teaching process , and he is responsible for presenting the teaching material , encouraging learning and monitoring learners' progress .

A further crucial factor in the learning process is the learner whose role in dealing with the subject of learning is very significant. In order to realize the meaning in English use, the learner has to employ all the available aids including the teacher's help to improve his own learning,. What is more important is training. Training is a highly complex activity which requires knowledge, understanding, practice and experience (Stevens: 1979,

(*) College of Arts / University of Mosul.

(**) Open Educational College in Baghdad-Ninavah Centre for Open Educational Study.

78). Therefore, the process of teaching English as a foreign language (henceforth TEFL) needs the combination of three basic interdependent elements, (1) the curriculum, (2) the teacher and (3) the learner. The current research aims at focussing on the teacher's main job to convey the teaching materials and goals to the learner. The teacher should be aware of the fact to make the process of language learning as enjoyable as possible since it will take more time and effort (Wittich: 1979 , vii). It is generally assumed as self evident that learning a language is a purposeful goal oriented activity (Widdowson: 1984, 242). Therefore, when the teacher wants to develop the learner's skill and confidence in communication, he should always bear in mind that his goal is the development of learners ability to interact freely with others (Rivers: 1978, i). So, the teacher's behaviour is very important in dealing and controlling the lesson in the classroom .

The Significance of the Study

The current research can be considered of great significance as it is intended to shed light on the real situation of the process of TEFL inside the class that requires excellent teaching and learning. These two aspects cannot be achieved successfully unless an environment conducive to learning is created . Since the aim of the learning process is to make correction in (or modulating) the behaviour of the learners, it needs a constant style and should

make use of the effective ways to attract learners' attention and enhance interaction with their teachers . Moreover, the significance of the present study lies in its attempt to identify the traces that teachers leave in the learners behaviour and which give learners the ability to choose the relevant method in modulating that behaviour; all for the sake of providing a better chance for putting better plans for preparing and training teachers as well as equipping them with the experiences and skills to develop their social and human relations with their learners .

The Problem to be Investigated

A great variation is usually noticed among learners in their attempt to learn an FL. Furthermore, there is a clear lack of verbal or non-verbal communication and noticeable underachievement in the pupils scores. The teachers' role is nearly weaker than required because teachers seem to be somewhat passive in dealing with the subject and the learners. Thus, a gap has existed in the class and it may cause a lot of harm to the process of TEFL.

Aims of the Study

The current study aims

- to probe the most effective strategy used by teachers of EFL and the reason behind the weakness in the learners' learning, and

- to investigate the effectiveness of Flanders Decimal System in the process of TEFL.

The Hypotheses

1. There is no significant statistical difference in the patterns of verbal interaction according to the teacher's academic service (short period; less than 15 years, long period; more than 15 years)
2. There is no significant statistical difference in the patterns of verbal interaction according to the place of graduation (College of Arts, College of Education).
3. There is no significant statistical difference in the patterns of verbal interaction according to the gender of the teacher (male/female).

Limits of the Study

This research is limited to:

- The teachers of English language in the intermediate schools .
- Pupils in the second year in the intermediate schools for males in the city of Mosul during the academic year 2000-2001.
- The material for teaching English at 2nd year/intermediate , namely Book 4.

Definition of Basic Terms

Analysis of teacher's behaviour means the identification of the activities carried out by the teacher and that which he supervises on a daily basis in the school classroom and specified in the tool of research (Zulif: 1989, pp. 41-42).

Flanders Decimal System

Flanders (1972)⁽¹⁾ can be considered the founder of this system. It is intended to study teachers' influence and their interaction with their learners. Thus, he divides the system into ten factions. These ten factions can be divided partially into the following three:

1. The teacher's verbal behaviour which contains two kinds of influence
(direct/ indirect).
2. Pupils verbal behaviour .
3. A common behaviour .

(1) Al-Mustansiry Magazine Arts, 1982 : p. 163-201 .

All these can be summarized in the following figure :

Teacher Talk	Indirect influence	Faction	
		1	Accepting the feelings of the pupils: Teacher is aware of the pupils feelings where he confesses that they have the right to express these feelings and he refuses any form of punishment or objection.
		2	Appraisal and Encouragement;The praises which eliminate the tension and fear by the pupils.
		3	Accepting and using the pupils' idea: accepting of the pupils' thoughts by the teacher. When pupil mentions an opinion, the teacher might accept it or at use it.
Teacher Talk	Direct influence	4	Presents questions: The questions which the teacher ask his pupils which their answers are expected to be about the lessons.
		5	Lecture: The teacher introduces the knowledge and facts, which add to the aumosphere of the classroom something of quietness.
		6	Giving guidance and instructions: The teacher expects liabilities in following these instructions by saying for e.g. "open your books on page so and so".
Pupil talk	Direct influence	7	Criticism and justification of authority: the phrases used by the teacher to modify pupils wrong into a correct one.
		8	Pupils' response: every reply by the pupils based on the order of the teacher.
		9	Pupils' initiation: the starting of the pupils' talk without having permission.

Silence or Disorder	10	Silence or disorder: the periods of silence which might require silent reading or writing by the teacher and the pupils on the blackboard.
---------------------	----	--

(Flanders, 1970, P. 34)

Theoretical Survey

1. *Baqir et al(1975)*

They investigated “*The analysis of verbal interaction between female teachers of English and their pupils in the secondary schools for girls in the city of Baghdad*”. The sample of the study was chosen randomly from eight schools for girls in the city of Baghdad. They collected their data depending on the direct observation according to Flanders decimal classification. Reliability was calculated by recording the path of interaction on a tape and writing it inside the classroom on special forms. They concluded that the teacher’s talk at region of medium, social and economical background was lower than that region of Flanders (Baqir et al., 1975: pp. 4-68).

2. *Iwas (1989)*

“*The Relationship of the Classroom Teaching Behaviour of the Teacher of History to Students’ Achievement*”.

The researcher chose the first intermediate school and the teachers of history as the sample of the study. She further chose

randomly 20 schools and 20 teachers at random and used two tools: the first was Flanders Decimal System by observing and measuring 40 lessons for 25 minutes at each lesson and the second, was an achievement test that had been administered to measure the students' achievement. She concluded that there had been a negative relationship between lecturing or presentation on the part of the teacher and the overall students' achievement. Also, a negative relationship between the teacher's direct talk and the overall students achievement was found.

3. *AL-Rawi (1997)*

In her study entitled "*Investigating some patterns of verbal interaction of mathematics teachers and their pupils at intermediate schools in the city of Mosul*". *Al-Rawi* aimed at recognizing patterns of mathematics teachers' behaviour inside the classroom among the pupils themselves at the first intermediate class. Results showed that there was no significant statistical difference in all factions.

4. *AL-Bagoa (2000)*

"*The analysis of Teaching Behaviour of the Teachers of English in the Intermediate Schools in Mosul City*" aimed to analyze the verbal interaction in teaching English that

occurred between the teachers and pupils in the second class in some selected intermediate daily schools in the city of Mosul by using Flanders System with its ten factions. Findings showed differences in the patterns of class interaction according to the variable of the type of school in the percentage in pupil's talk, silence and disorder, teacher's response and firmness of cells. There had been a significant statistical difference in one pattern of interaction inside the classroom , namely that pattern of teacher's instant question between teachers of long period of service and their counterparts of short period of service. The same is to be said about the place of graduation.

Method of Research

Because of the importance of the experimental design as it is considered the blueprint of the procedures that enable the researchers to test the hypotheses by arriving at valid conclusions concerning the relationship between the dependent and independent variables. (Best: 1970, p. 150), this research has been built by using the pretest-posttest equivalent groups design, (Best : 1980 , p. 167).

Moreover, the sample has been randomly chosen from among the second year intermediate pupils. The latter have been

made equivalent in certain variables namely: age, intelligent, parents' educational attainment, and previous achievement in English.

The material for teaching is represented by Book 4 of NECI, The sample has been divided into two equivalent groups, the first is called experimental (16 pupils) while the second is called control (16 pupils). Thus, the total number of the sample is (32 pupils) as it is shown in table (1) below :

Table -1- The two equivalent groups

Groups	Number	Variable
Experimental	16	Flanders Interaction Analysis
Control	16	Traditional Method

The t-test has been used for the equivalence of the groups. Moreover, the researchers have used the recorder in order to investigate the patterns of verbal interaction inside the classroom. Achievement is the researchers tool for gaining the results of the experiment. The achievement test has been made valid through its presentation to a panel of experts. The reliability factor has been gained by using the re-test method.

Conclusion

Teachers of English can make use of the given time in the class more successfully if they focus on encouraging their pupils and

accepting the latter's ideas. Furthermore, there is a limited influence of the variable related to the period of service and type of college from which the teacher graduated in determining patterns of interaction inside the classroom as it had affected the percentage of the teacher's instant questions.

Recommendations

1. Adapting Flanders Interaction System as an indicator work owing to its advantage in evaluating the teacher and providing him with feedback information obtained by this system.
2. Patterns of interaction inside the classroom must be explained to teachers.
3. Teachers must have knowledge about the best patterns of interaction so as their work would be effective and would raise the level of their skills and knowledge.

References

1. Baqir, Sabah (1975). “Flanders System of verbal Interaction: A means of measuring the effectiveness of teaching and human relations inside the classroom” in : The Magazine of Psychological and Educational Sciences . No. 4, Baghdad.
2. Best, John W. **Research in Education**. 2nd ed., USA: Englewood Cliffs, Prentice-Hall, Inc., 1981.
3. _____, **Research in Education**. 4th ed., USA: Englewood Cliffs, Prentice-Hall, Inc., 1970.
4. Crowell, Thomas Lee. **Modern Spoken English an advanced practical book**. USA: McGraw Hill Book Company Inc., 1961.
5. Flanders, Ned A. (1970). **Analyzing Teaching Behaviour** , Reading Mass, Addison. Wesley.
6. Khalil I. AL-Ilamash. **The New English Course for Iraq Book 4**. Baghdad, 1990.
7. Rivers, Wilga M. & Mary S. Temperly. **A Parctical Guide to the Teahing of English as a Second or Foreign Language**. New York: Oxford University Press, 1978.

8. Strevens, Perter. **New Orientations in the Teaching of English.** Great Britain: Oxford University Press, 1977.
9. Van Dalen, Deabold B. **Understanding Educational Research.** 4th ed . USA: McGraw-Hill Inc., 1979.
10. Widdowson, H. G. **Explorations in Applied Linguistics 2.** Hong Kong: Oxford University Press, 1984.
11. Zulif, Mahdi Hasan (1984). “The Organization and Organizational Books”. 5th ed., Dar A. Jeil, Beirut.

ملخص

تحليل السلوك التدريسي لمدرسي اللغة الإنكليزية في المدارس المتوسطة

د. حسين علي احمد (*)

أسماء يحيى قاسم (**)

يتطلب تعلم اللغة جملة من المهارات وفي آن واحد. ولتحقيق هكذا هدف، ينبغي للمدرسين أن يستخدموا اللغة الأجنبية في الصفوف الدراسية بغية تحفيز الطلبة على التفاهم. والأمر هكذا لأن المدرس هو حجر الزاوية في عملية التعليم وهو المسؤول عن تقديم المادة الدراسية وتشجيع الطلبة على التعلم ومراقبة مدى التقدم الذي يحققونه. بيد أن farkاً ملحوظاً يكون دائماً في تحصيل المتعلمين، هذا إضافة إلى شحة، إن لم يكن انعدام، التفاعل والتفاهم بشكليه اللفظي وغي اللفظي بين المتعلمين. وعليه تهدف الدراسة هذه إلى تحديد الاستراتيجيات الأكثر فعالية والتي يستخدمها المدرسون جنباً إلى جنب إلى استقصاء فعالية نظام فلاندرز في عملية تعليم الإنكليزية كلغة أجنبية. ولتحقيق أهداف الدراسة تم الأخذ ببعض الفرضيات الصفرية مع تحديد مدى الدراسة والفائدة المبتغاة....

(*) قسم اللغة الإنكليزية – كلية الآداب / جامعة الموصل.

(**) قسم اللغة الإنكليزية – كلية الآداب / جامعة الموصل.