Iraqi EFL Teachers' Perception of Classroom ehaviours at Secondary Schools

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ABSTRACT :

Education plays a leadership role in all aspects of life. By providing the quality education one can produce quality products through adopting an effective academic behaviour in educational process. "Behaviour" is defined as the action or activities of an organism that is anything that an organism does, including physical action, internal physiological and emotional processes and implicit mental activity. The focus on behaviour is important in the teaching process for no one has complete control over his feelings or his personality . For a teacher, s/he should have control over most of his / her actions. So, those actions and decisions which generate them contribute to successful teaching. Teaching can in fact, be defined as conscious behaviour that makes learning more probable and more efficient than it would have been without that behaviour. Teaching behaviour can range from a simple smile or pat that encourages the learner to a superbly designed, programmed presentation of a complex process that results in predictable, efficient and effective learning. As for teacher behaviour and learner's behaviour, it is obvious that a complex interaction occurs in teaching. The decisions and actions of a teacher affect the learning process. The teacher's observation of the learner or previous knowledge about him affects the teaching process (Shafqat 2009:xv). The present research, therefore, aims at:

1- assessing EFL Iraqi teachers' perception of classroom behaviours at secondary schools,

2- finding out the differences among the domains of teachers' behaviours.

Two hypotheses have been tested:

1- EFL Iraqi secondary schools teachers are not aware of classroom behaviours .

2- There are no statistically significant differences among the domains of teachers' classroom behaviours .

The population of teachers at the secondary schools is 1841 of both sexes at Baqubah district . The random sample of the research consists of teachers at 57 secondary schools . By conducting the percentage formula, represents 28 % of the whole population. The total number of the sample is 100 participants, male is 39 and female is 61 enrolled for the academic year (2012-2013) .

In order to achieve the aims of the study and to test its hypotheses, a questionnaire has been constructed to measure the perception of the Iraqi teachers at secondary schools toward classroom behaviour. The questionnaire covers seven domains. It contains 95 items, which are measured using a five-point Likert- type scale anchored by 1= never and 5 = always, measures the following seven domains of academic teacher's behaviours which are **organization**(9 items), **presentation**(16 items), **rapport**(20 items), **content**(15 items), **interaction**(12 items), **active learning**(14 items) and **assessment** (10 items).

The questionnaire has been exposed to a jury of experts for the purpose of ascertaining its face validity. Two methods have been used to calculate the questionnaire reliability coefficient.

The results of the research have revealed that:

- EFL Iraqi teachers at secondary schools have quite perception of classroom behaviour.
- Based on seventh domains in the questionnaire, the teachers agree that the subscale "content" receives the

first interest according   to others, while rapport receives the lowest rating .

- It is clear that EFL Iraqi teachers have no competency in using technology and internet recourse as a part of classroom assessment and this may result as a part of deficiency or weakness from General Directorate Education towards its teachers. Although , technology plays a great role in education, it promotes teaching and learning skills, and enhances opportunities for meaningful learning.

إدراك مدرسيَ المدارس الثانوية العراقيين للسلوكيات الصفية

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الملخص

يلعب التعليم دورا قياديا في جميع جوانب الحياة ، فهو يعمل على توفير تعليم عالي الجودة يمكن للمرء إنتاج مخرجات ذات جودة عالية من خلال تبني سلوك اكاديمي فعال في العملية التعليمية. لذا يعرف السلوك بأنه عمل أو أنشطة الكائن الحي الذي يشكل أي شيء له ، ويتضمن ذلك العمل البدني، العمليات الداخلية الفيزيولوجية والنفسية والنشاط العقلي. التركيز على السلوك هو مهم في العملية التعليمية لأنه لحد الان لا يوجد احد لديه سيطرة كاملة على مشاعره أو شخصيته ، بالنسبة الى المدرس يجب ان يمتلك السيطرة على معظم أفعاله ، وما يولد من هذه الافعال والقرارات تساهم في تعليم ناجح.

في الواقع ، يعرف التدريس بأنه السلوك الواعي الذي يجعل التعلم أكثر احتمالا وأكثر كفاءة من أن يكون بدونه . يمكن للسلوك التدريسي ان يتراوح ما بين ابتسامة بسيطة أو تربية مدروسة بدقة يشجع المتعلم فيها على عرض تقديمي مصمم بطريقة رائعة وبرمجة لعملية معقدة يقود الى نتائج في التعليم يمكن التنبؤ بها بكفاءة وفعالية. من الواضح ان سلوك المعلم وسلوك المتعلم هو تفاعل معقد يحدث في مجال التدريس. لذا قرارات وأفعال المدرس تؤثر على عملية التعلم ، كذلك ملاحظة المدرس للمتعلم أو معرفة سابقة عنه يؤثر على العملية التعليمية.

لذا فقد هدف البحث الحالي إلى:

١ـ تقييم السلوك الصفي للمدرسين العراقيين في المدارس الثانوية.

٢ـ معرفة الفرق بين جوانب السلوك الصفي للمدرسين.

ولغرض تحقيق الأهداف أعلاه تم وضع ثلاث فرضيات وكما يلي :

١ـ المدرسين العراقيين في المدارس الثانوية ليس لديهم ادراك للسلوك الصفي .

٢ـ لا توجد فروق ذات دلالة احصائية بين جوانب السلوك الصفي بين المدرسين العراقيين في المدارس الثانوية.

بلغ عدد عينة المجتمع لمدرسي المدارس الثانوية في قضاء بعقوبة ١٤٨١ من كلا الجنسين . شملت عينة البحث ٥٧ مدرسة ثانوية في قضاء بعقوبة وباستخدام النسبة المئوية والتي بلغت ٢٨% من عينة المجتمع الكلية لأغراض البحث تم اختيار عينة عشوائية والتي بلغت ١٠٠ مدرس ، عدد الذكور بلغ ٣٩ بينما بلغ عدد الاناث ٦١ للعام الدراسي ٢٠١٢ـ٢٠١٣.

من أجل تحقيق أهداف البحث واختبار فرضياته، تم بناء استبيان لقياس مستوى ادراك السلوك الصفي لمدرسي اللغة الانجليزية كلغة أجنبية في المدارس الثانوية. ويغطي الاستبيان ٧ جوانب تحتوي على ٩٥ فقرة، والتي تم قياسها باستخدام مقياس ليكرت الخماسي يبتدئ بـ (دائما=٥) وانتهاءا بـ (أبدا =١) ، والجوانب السبعة للسلوك الاكاديمي للتدريسيين هي كالاتي : التنظيم (٩ فقرات) ، العرض (١٦ فقرة) ، الألفة والوئام (٢٠ فقرة)، المحتوى (١٥ فقرة)، التفاعل (١٢ فقرة)، التعلم النشط (١٤ فقرة) التقييم (١٠ فقرات) . عرض الاستبيان إلى لجنة تحكيم من الخبراء لغرض اثبات الصدق الظاهري ، وقد استخدمت طريقتين لحساب معامل ثبات الاستبيان.

وقد كشفت نتائج البحث ما يلي :

١ـ ادراك مدرسي اللغة الانجليزية كلغة أجنبية في المدارس الثانوية للسلوك الصفي .

٢ـ بناءا على تصنيف نتائج الاستبيان حسب ادراك ووعي مدرسي اللغة الانجليزية في المدارس الثانوية للسلوك الصفي ، وجد أن جانب " المحتوى " هو افضل الجوانب في حين ان جانب " التفاعل " فقد كان الادنى .

٣ـ من الواضح أن مدرسي اللغة الانجليزية كلغة أجنبية في المدارس الثانوية ليس لديهم الكفاءة في استخدام التكنولوجيا واللجوء إلى الإنترنت كجزء من تقييم الفصول الدراسية ، وسببه ضعف او قصور مديرية التربية في متابعة هذا الجانب على الرغم من أن التكنولوجيا تلعب دورا كبيرا في التعليم ، من خلال تعزيز عملية التعلم والتعليم وكذلك تعلم المهارات ، وتعزز من الفرص للوصول الى تعلم ذو معنى.

1. Introduction
1.1 The Problem and its Significance:

At this age of revolution, teachers, especially those of secondary education are seeking new and different ways of adapting their behaviour to work with students and to improve learning effectively. Because of the old teacher's picture in which he comes and goes with the same face, follows the same methods in learning, nothing's new, the need to improve still exists and calls for a fresh conception-an implementation in the classroom that will establish better conditions for teaching. The attempt here is to understand, describe and explain the teacher's behaviour inside the classroom and how it effects learning .

To understand only the behaviour of individuals is not enough. It is necessary to understand both behaviours of teachers and students as well as the factors that influence this behaviour. It is possible for students to like school far more than they do. They may not like all of the learning activities and assigned tasks, but they may be effected by teacher's behaviour. Important studies by behaviour scientists such as behaviourism in recent years have provided some practical insights into why it is that many students do not like school and that how teacher's behaviour can effect students' attitude towards school and learning.

Teachers are necessarily involved in a whole series of human interactions essential to caring out organized learning activities effectively. A teacher who has developed skills based on adequate theory can capitalize on the emotional component in human interaction to achieve the best interests of the students. The teacher who knows the conditions under which the behavior occurred and is able to predict it is in a

strategic position to make changes modifications. Such understanding plus an effective teaching personality are still inadequate, a teaching performance incorporating skills must be added. In fact, behaviour is a response which an individual shows to his environment at different times , Taneja (1989:22-122) states that "the meaning of behaviour is to conduct or carry oneself or behaviour is what we do, especially in response to outside stimuli". Thus, most teachers feel that the incidents are consistent with real classroom behavior, and, more important, that the explanations enable them to interpret behavior that they face daily in their classroom . As the beginning teacher is expected to perform at increasingly higher levels of proficiency in the first teaching positions, the professional school of education must teach the perspective teacher to think like a teacher and to develop concepts of teaching that will continue to unfold throughout his career (Johnson & Bany ,1970: v-viii).

A good teacher is expected to be committed to his work, would have the ability to take the initiative. Teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on student's achievement. The teachers as a professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively. The main purpose of this study is assessing teacher's classroom behaviour at secondary schools .

Through a regular visits to EFL Iraqi secondary school teachers in Baqubah district as one of the practicum course at EFL English Departments in fourth grade , the researcher has noticed that most EFL teachers may not aware of the roles played by them in the present context of education. It has been noticed that teachers behave according to their expectations towards classroom content ,

climate , interaction , and assessment ,at the time of teachers' behaviours should be revolving under the influence of changes taking place in a society and in the educational system itself. To the best of the researcher's knowledge this topic has not be investigated before, thus, the need arises to carry out a scientific study of this problem to arrive at conclusions and propose effective remedial pedagogical suggestions for this problem.

1.2 Aims

The research aims at:
1- assessing EFL Iraqi teachers' perception of classroom behaviours at secondary schools,
2- finding out the differences among the domains of teachers' classroom behaviours.

1.3 Hypotheses

It is hypothesized that :
1- EFL Iraqi secondary schools teachers are not aware of classroom behaviours .
2- There are no statistically significant differences among the domains of teachers' classroom behaviours .

1.4 Limits

The present study is limited to:
1- The sample study is limited to the EFL Iraqi male and female teachers at secondary school in General Directorate of Diyala for Education, Baqubah District for the academic year (2012-2013).
2- Seven domains   of EFL teachers' classroom behaviours at secondary schools are identified, namely organization, presentation, rapport, content, interaction, active learning, and assessment.

1.5 Definition of Basic Terms

1.5.1 Perception
Perception is the set of processes by which an individual becomes aware of and interprets information about the environment.

www.doc-txt.com/Definition-of-Perception.pdf

Operational Definition:

EFL secondary school teachers consciousness of recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction toward particular activity, topic, or concept .

1.5.2 Behaviours: The actions or reactions of a person in response to external or
internal stimuli (The American Heritage, 2000:24).

Operational Definition:

It is a description of observable outcome of teachers in different classroom activities of secondary schools. It may be positive or negative and effective or ineffective.

2. Theoretical Background and Literature Review

Education is now universally recognized to be prime key of moral, cultural, political and socio-economic development of a nation. The nations, which have taken major initiatives, made revolutionary advances and performed miracles in the last two decades. No doubt, this great achievement is based on their effective educational system (Ahmad, 2001:174-185).

In this context , Govt. of Punjab's (1998 : 157) study conclude that the educational system ,particularly teachers bring the qualitative change and raise the standards of education which ensures the welfare, progress and prosperity of the nation. For this purpose, teachers are prepared professionally and develop these competencies in teacher training institutions. No system of education is better

than his personnel and no system of education above the standard of its teacher. It means, the quality of any system depends upon the standard of its personnel. If the personnel are well qualified, well trained and have effective behaviour, the organization will achieve its objectives successfully.

Actually, teachers often play a central role in content and skill mastery. Project based instruction stimulates students to explore authentic issues. Individually and in small groups, student cross-traditional subject boundaries as they investigate real-life problems and demonstrate what they have learned. Teaching involves two distinct sets of skills. The first is speaking ability. The second is interpersonal skills. Such skills allow one to create the sort of warm, close relationships with one's students that motivate them to work independently. To become an excellent teacher, one must be outstanding in one of these sets of skills and at least competent in the other. (Derk, 1974:20).

While, Hayon (1989:83) says that the teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of students behavior, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favorability and un favorability for various attitudinal objects. In this matter , Luthans (1993:59) states that professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot. Typically students work at their own pace, going on to new material only when mastery previous work has been demonstrated.

2.1 Literature Review

Actually, Iqbal (1996:19) states that teaching is an arrangement and manipulation of situation in which there

are gaps or obstructions and the individual tries to overcome the problem from where he learns. Teaching is an intimate contact between a more mature personality and a less mature one. The more mature one is a teacher and less mature is a student and it is designed to further the education of the latter. He further states that teaching might be characterized as an activity which aims at the achievement of bearing and practice in such names as to respect the student's intellectual integrity and capacity for independent judgment. He describes the roles and behaviors of a teacher who is mainly responsible for instruction. The teacher is engaged more and more today in the implementation of new educational procedures taking advantage of all the resources of modern educational devices and methods. He is an educator and a counselor who tries to develop his students' abilities and interests.

1. Teacher should find more time for involving the student's instructional activities as well as his extra - curricular activities.
2. Teacher should be aware of the important role they are called upon to play in the local community as professionals and citizens, as agents of development and changes and should be given the opportunity of practicing that role.
3. Teacher is an initiator, a designer of curriculum, a creator of the learning context, engaged in a sustained and deliberate effort to modify the tastes of his students.

UNESCO (1975:87) recommends the role of teacher as well as supervisor: Teachers and administrators of all categories and levels should be aware of the roles played by them in the present context of education. They should understand that their roles and behaviors are not fixed but are revolving under the influence of changes taking place in a society and in the educational system itself.

2.2 Definition of Behaviour

Obviously, behaviour is a response which an individual shows to his environment at different times. Various authors have defined it in different words:

Taneja (1989:5,22,122) states that "the meaning of behavior is conduct or carry oneself or behavior is what we do, especially in response to outside stimuli". UNESCO (1986:18,59) documents that "anything that an organism does that involves action and response to stimulation." Furthermore, Joyce (1980:307,308) also defines that "behavior is lawful and subject to variables in the environment". He further defines that "behavior is an observable, identifiable phenomenon". The pedagogical cycle describes the interaction between the teacher and the four steps of the cycle are (a) structure, (b) question, (c) respond (d) react. The structure must give students a clear understanding of what they are expected to learn. Both higher- order and lower -order questions should be asked by the teacher.

2.2.1 Categories of Behaviour

Das (1993:19) has suggested seven categories of behavior, which are as under :
1. Response behavior
2. Association behavior
3. Multiple-discrimination
4. Behavior chains
5. Class concepts behavior
6. Principles
7. Strategies

He further highlights the school characteristics that positively affect the students, behavior and their academic achievements. Both good standards set by the institution and

good behavior models provided by the teachers had positive effects.

2.2.2 Approaches to Effective Behaviour
Sybouts and Wendel (1994:210- 235) state that there are three approaches, which are used for effective behavior or effective institution.

a. Goal Attainment Approach: The goal attainment approach bases the effectiveness of institution, on its achievement of goals and purposes. Learning objectives, subject content, standardized tests, and national norms are all considered being important. Another concern with using the goal attainment approach is the question of goal ownership and one final consideration is goal expectations.

b. Process Approach: The process approach emphasizes the processes and means that administrations and teachers use to heightened student out-comes. Principal focus on process seems to be instructional leaders. They take an active part in classroom instructional programmes and curriculum development 10 and have a clear view of goals to be achieved. Too much important can be placed on process.

c. Environment Response Approach: This approach is linked with perception . Principals work to illustrate to members of the school board, parents, and numerous other interest groups that their colleges are successful. This approach is a type of environmental selling programme.

2.3.3 Criteria for Effective Behaviour
Sybouts and Wendel (1994:210,219) states different criteria for an effective behavior of the teachers after reviewing of more than seventy-four research studies, which are presented as follows:
- Demonstrating a commitment to academic goals.
- Creating a climate of high expectation.

- Functioning as an instructional leader.
- Being a forceful and dynamic leader.
- Consulting effectively with others.
- Creating order and discipline.
- Marshaling resources.
- Using time well.
- Evaluating results.

In this context, Smith (1977:482) claims that teacher's personality in the attitudinal sense is significant factor in teacher behavior and it has great impact on students achievement. Throughout the history of social psychology: attitude is usually defined as a disposition to respond favorably or unfavorably to an object, person, institution or event.

Allport (1960:63-102) states that attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situation with which it is related. Attitude towards study has great contribution in academic achievement and good study pattern.

2.3.4 Teachers' Classroom Behaviours Versus Effective Teaching

Approximately ten teachers' classroom behaviours show promising relationship to desirable student performance, primarily as measured by classroom assessments and standardized tests. Five of these behaviors have been consistently supported by research studies over the past two decades, which are stated by Brophy (1989:32). These first five called key behaviors, because they are considered essential for effective teaching, such as:

1. Lesson clarity.
2. Instructional variety.
3. Teacher task orientation.
4. Engagement in the learning process.

5. Student success rate.

While , the other five teachers' classroom behaviours called help behaviours , because they have some support and appear logically related to effective teaching, they can be used in combinations to implement the key behaviors as it mentioned by Ogwezi and Wolomsky (1985:31) the teacher improves conditions for effective learning when he:

1. helps the students to become aware of his or her problem areas in the learning process.
2. helps him or her to establish the self-confidence necessary for the student.
3. explores new interests and special aptitudes of the students.
4. increases the understanding of his students.
5. uses concrete material from localities to support or illustrate what he teaches.

Gupta (1996:48) describes that the task of teachers is central to education. Teachers must transmit to new generation the cultural heritage of society the knowledge, skills, customs, and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world. The effective teacher is capable of creating a desire to learn. Furthermore, Conant (1993:11) mentions that teacher must be able to sense the interests of students, recognize their needs, and make learning purposeful not only in relation to course objectives but in the minds of his students.

Some educators emphasize the idea that schools should be learner-centered, but probably none will question the statement that the success of educational endeavours depends, to a very great extent, on the teachers who are responsible for implementing the educational programmes. To be a teacher is to be a member of a special profession. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and

flexibility as a person. Teachers are the models in the classroom whose attitudes are imitated by the students consciously or unconsciously. Teachers provide direction to the students and are sources of inspiration to them. Thus, the crucial role of teachers in achieving the goals of education is self-evident.

Knowledge of the desirable qualities required in a teacher can help the teacher become an effective professional person. He can develop the qualities of mind and personality which predispose him to success in teaching and establish report with students which are prerequisite for learning. According to Bhatia (1977:69-77), "Effective teaching has no meaning if it does not lead to effective learning". In school, students spend a lot of time in association with the teacher and teacher's behaviour affects the learning situation in the classroom. It would be important to know what is that teacher behaviour which is effective in instilling a love of learning in students.

Rosenshine and Furst (1973:221) review a lot of studies, which has correlated teacher's classroom behaviour with students learning gains. Their conclusions are that teaching is better when the following teacher characteristics are present, viz. Clarity (in teaching presentations, assignments, etc.) variability (used different instructional, methods, enthusiasm (teachers are involved): Indirectness (questioning rather than lecturing, use of student ideas): Task orientation, businesslike behaviour (there is a purpose to activities and assignments): student opportunity to learn material: teachers use of structuring comments multiple levels of cognitive. Maslow's (1979:370-371) reports that the characteristics of maladjusted teachers, which deserve most attention, are the ones that prevent learners from meeting their basic needs(see table 1).

Table 1: Maslow's Hierarchy

No.	Maslow's hierarchy	Maslow's hierarchy Mal-adjusted teacher behaviour
1-	Physiological needs	The teacher has rigid, non compromising times during which students may use the restroom and drinking facilities and leaves their assigned seats.
2-	Safety needs	The teacher's overzealous attempts to have students undertake physical education activities beyond their individual abilities, jeopardize their safety.
3-	Need for belonging and love.	The teacher rejects students, is un accepting and unfriendly.
4-	Need for importance respect, self-esteem, and independence	The teacher is hostile and contemptuous towards students and creates guilt in them by blaming and shaming them in the presence of peers, principals and / or parents.
5-	Need for information	The teacher discourages any questioning or critical thinking in students and appears personally threatened or offend.
6-	Need for understating.	The teacher is unsympathetic to students personal concerns and maintains an impersonal, aloof manner.
7-	Need for beauty	The teacher neglects to foster and encourage individual creativity and appreciation for the aesthetic.
8-	Need for self	The teacher hinders the student's development of a realistic orientation to the world, acceptance of self and others, appreciativeness, humor and non-conformism as a result of his/ her inhibitions.

Above all, the primary function of teacher's management role is to motivate the learners who are de-motivated and to nature those who are already well

motivated to the task of learning. There are several ways in which teachers can achieve this :

1. Adopting a positive attitude towards the learners.
2. Giving pupils meaningful, relevant, and interesting task to do.
3. Being motivated and interested themselves.
4. Involving the learners more actively in the classroom process in activities.
5. Encouraging pride in achievement.

3. Procedures and Methodology
3.1 Population and Sample Selection

The population of the study consists of 57 secondary schools at Baqubah district . The total number of teachers at these secondary schools are 1841 of both sexes, male is 712 ,and female is 1129. The sample of this study is randomly chosen. By conducting the percentage formula, represents 28 % of the whole population. The total number of the sample is 100 participants male is 39 and female is 61 . After excluding 33 teachers for participation in the pilot administration of the questionnaire (See Table 1).

Table 1

The Population , Sample and Pilot Sample of the Present Study

Gender	Male	Female	Total
No. of Participants	721	1129	1841
Sample	39	61	100
Pilot Sample	13	20	33

3.2 Description of the Questionnaire:

The initial form of the questionnaire covers six domains which contain 85 items, which are measured using

a five-point Likert- type scale anchored by 1= never, 2= rarely, 3= sometimes, 4= usually 5= always., measures the following six domains of academic teacher's behaviours which are **organization**(9 items), **presentation**(16 items), **rapport**(20 items), **content**(15 items), **interaction**(12 items) and **active learning**(14 items).

3.3 Face Validity

Face validity is proved by exposing the present instrument, i.e. the questionnaire with its scoring scheme procedure to a jury of specialists. The jury for this research consists of a number of prominent figures in the field language teaching methodology and linguistics at the university of Diyala , College of Education for Human Sciences and the College of Basic Education , and University of Baghdad , college of Human Sciences (Ibn-Rushd).

The jury members are:-

1- Professor Al- Rifa'i, Fatin Khairi Ph. D. in ELT / College of Education/ Ibn Rushd/ University of Baghdad.
2- Professor Rijia , Khalil I. Ph. D. in Linguistic / College of Education for Humanities /University of Diyala.
3- Assistant Professor Al-Ma'mory, Sami Ph. D. in ELT /College of Basic Education /University of Diyala.
4- Instructor Abbas , Amthel Muhammad Ph. D. in Translation / College of Education for Humanities /University of Diyala.
5- Instructor Abbas, Zainab Ph. D. in ELT / College of Education for Humanities /University of Diyala.

To ensure the face validity of the items of the questionnaire the percentage of agreement is used. Thus, the jurors agreed on the items of the questionnaire as being appropriate for the aims of the study with a percentage of

91.34%. To sum up, and in the light of the jury members' views and recommendations, the following modifications are undertaken:

1- Two of the jurors recommended adding a domain which is assessment ,so (10 items) relevant to teacher's behaviour domains which are added for this purpose , so the final form of the questionnaire contains seven domains with 95 items.

2- Some printing mistakes are avoided in the final form of the questionnaire .

3.4 The Pilot Administration of the Questionnaire:

This pilot administration has been conducted in order to check the clarity of the instrument instructions, estimate the time allotted for answering the instruments, and compute the reliability coefficient of the instruments. The same procedures have been followed for the instruments, they are as follows:

1- A group of 33 teachers has been selected for the pilot administration of the questionnaire .This was on Sunday , 3rd, March, 2013.

2- The teachers are asked to read the directions of the questionnaire by themselves.

3- The time required for the participants to work out the questionnaire by computing the average length of the time is needed by participants for responding to the questionnaire , is found out to range between 24 to 48 minutes. So the average length of the time needed for answering the test is 36 minutes.

4- The same procedure has been followed to the same group of teachers after week in order to respond to the questionnaire, so that every participant has two score on the instrument.

5- The application of the pilot study shows no serious ambiguity concerning the instruction of the instrument.

3.5 Reliability of the Questionnaire

Two methods are applied to compute the reliability of the questionnaire:

1- inter-rater reliability,
2- test-retest reliability.

Inter-rater reliability coefficient is found out to be 0.71; which is considered acceptable (Hedges, 1966: 22; Nunnaly, 1972:226). In addition, test- retest reliability coefficient of the first and second administration of the questionnaire indicates 0.84 which is considered high (ibid).

3.6 The Final Administration of the Questionnaire:

After achieving the validity and reliability of the questionnaire, it has been administered at different days to the selected sample, starting from Sunday 10th, March,2013 . The researcher has explained the aim behind the instrument for the participant. The allocated time for the questionnaire one day. Then, the participants answering sheets are collected by the researcher and then scored and tabulated in order to find out the final results.

3.6.1 The Questionnaire

At the beginning of the questionnaire, teachers are asked to respond to all questions concerning. The first section contains the demographic questions .

Demographic questions are designed to elicit information from respondents concerning their personal characteristics and social background. This type of information is important for explaining variations in educational outcomes and behavioural patterns .The most frequently adopted demographic questions   in this study

focus on   school , years of experiences , gender , signature , and date   (Siniscalco and Auriat ,2005: 38).

The second sections of the instrument contains 95 items, which are measured using a five-point Likert-type scale anchored 1= never, 2= rarely, 3= sometimes, 4= usually 5= always. It is divided into seven domains. **Organization** (9 items) which are (3,15,19,28,29, 40,56,72,89) **presentation**(16 items) which are (1,13,14,17,18, 27,31,39,47,54,55,61,62,71,79,93) **rapport** (20 items) which are (2, 8, 12,16,20,25,26,38,41,45,53,60,63,70,73,74,80,81, 85,90) **content** (15 items)which are (4,9,22,32,37,46, 52,57,59,64, 69,75,78,84,88) **interaction**(12 items) which are (6,10,21,24,33, 42,48, 51,65,68, 83,91) and **active learning**(13 items) which are (7,23,34,43,50,58, 66,76, 77,82,87,92,95) **assessment** (9 items) which are (5,11,30,35,36,44,49,67,86,94).(see Appendix 1).

4. Results, conclusions, recommendations and suggestions
4.1 Results :

The obtained results will be presented according to the aforementioned aims of the present study as it shown below:

4.1.1 Results Related to the First Aim and the Verification of the first Null
Hypothesis

In order to assess EFL Iraqi teachers' classroom behaviours at secondary schools , descriptive statistic are used to present data gathering above the current aim and its hypothesis , a questionnaire has been prepared and administered to the sample of the study as mentioned in the previous section.

Weighed Mean and Weighted Percentile are applied to find out the awareness of EFL Iraqi secondary teachers toward classroom behaviour .

Furthermore , the theoretical mean is 3, i.e. the item is achieved at level 3 and above, so it is found that, weighed mean and weighted percentile for all over the questionnaire receive (W. M.=3.88, W.P. =77.52). Whereas, the result of the most frequently classroom behaviour that EFL Iraqi teachers are adopted at secondary school the item number (86), which is " I apply conceptual and technical assessment concepts , methods ,and procedures for classroom assessment." (Weighted M.=4.37, W.P. =87.4).

The second item most frequently classroom behaviour that EFL Iraqi teachers adopt in the secondary school which the item number (13), which is " I speak audibly and clearly ." (Weighted M.=4.29, W.P. =85.5).

The lowest rating item is number (44), which says " I use technology and internet recourses as a part of assessment ." (W. M.=2.99, W.P. =59.8), which is ranked (95) in questionnaire.

Table (2) displays the Weighted Mean and Weighted Percentile for all academic behaviour of EFL secondary teachers.

Table (3)

Weighted Mean and Weighted Percentile for all Classroom Behaviour of Secondary Teachers.

No.	Items	Rank	Weighted Mean	Weighted Percentile
86-	I apply conceptual and technical assessment concepts , methods ,and procedures for classroom assessment.	1	4.37	87.4
13-	I speak audibly and clearly .	2	4.29	85.5
66-	I provide opportunities for dialogues or situations about the activity with peers and / or the teacher.	3	4.28	85.6
75-	I present background of ideas and concepts.	4	4.22	84.4
82-	I select activities to enhance critical and creative thinking skill toward learners' mentality.	5	4.21	84.2
42-	I answer learners' questions clearly and directly.	6	4.17	83.4
59-	I present pertinent facts and concepts from related course content.	8	4.16	83.2
68-	I encourage learners to answer difficult questions by providing cues and encouragement.	8	4.16	83.2
84-	I seek to apply theory to problem solving .	8	4.16	83.2
1-	I select teaching methods appropriate for the content.	11.5	4.12	82.4
2-	I listen carefully to learner comments and questions.	11.5	4.12	82.4
7-	I clearly explain directions or procedures.	11.5	4.12	82.4
18-	I use instructional supports effectively.	11.5	4.12	82.4
28-	I organize lesson planning well.	14.5	4.11	82.2
32-	I select examples relevant to learners' experiences and course content .	14.5	4.11	82.2
57-	I carefully explain assignments.	16	4.10	82

15-	I appear well-prepared for class.	17	4.07	81.4
41-	I know and use learners' names .	18	4.06	81.2
69-	I relate current course content to learners' general education .	19.5	4.05	81
95-	I allow sufficient time for completion the task.	19.5	4.05	81
27-	I communicate with a sense of enthusiasm and excitement toward the content .	21	4.4	80.8
26-	I provoke culture of learning such as (ethics , values , social norms)in the classroom discussion .	22	4.03	80.6
16-	I response constructively to learners' opinions	24	4.01	80.2
92-	I clearly illustrate the goals of the activity.	24	4.01	80.2
40-	I avoid digression often from the main topic.	24	4.01	80.1
64-	I explain difficult terms , concepts, or problems in more than one way .	26	4.02	84
11-	I consider learners' divers linguistic background in testing .	27	3.99	79.8
73-	I tailor the class activities according to the needs of learners and class materials.	28	3.98	79.6
33-	I use rhetorical questions to gain learners attentions.	29	3.97	79.4
4-	I clearly organize assignments .	30.5	3.96	79.2
55-	I use a variety of spaces in the classroom from which to present material (i.e., does not "hide" behind the podium /platform).	30.5	3.96	79.2
30-	I select a test that reflects instructional classroom material goals	34	3.95	79
43-	I provide practice time to perform the activity .	34	3.95	79
48-	I respect divers point of view .	34	3.95	79
61-	I establish and maintain eye contact with pupils.	34	3.95	79
94-	I use authentic assessment to	34	3.95	79

	enhance learners' motivations and achievements.			
62-	I employ speech fillers (e.g. "OK , ahm") as a means of communicating , and are not as distracting.	37	3.94	78.8
9-	I integrate course material into class presentations.	39	3.93	78.6
35-	I account learners prerequisite knowledge and skills, including test-taking skills in classroom assessment.	39	3.93	78.6
89-	I preview lecture/discussion content.	39	3.93	78.6
6-	I present challenging questions to stimulate discussion.	42	3.92	78.4
83-	I encourage learners to respond to each others' questions.	42	3.92	78.4
93-	I use a large and legible black/white board writing.	42	3.92	78.4
74-	I recognize when learners do not understand.	44	3.91	78.2
50-	I allocate sufficient clean – up time within the class session .	45	3.90	78
88-	I present views toward content when appropriate.	46	3.89	77.8
17-	I talk individually with learners.	48.5	3.88	77.6
49-	I avoid stereotype of testing .	48.5	3.88	77.6
65-	I allow enough time for questions .	48.5	3.88	77.6
78-	I explicitly state relationships among various topics and facts/theory.	48.5	3.88	77.6
54-	I use a sense of humor in positive and appropriate situations.	51.5	3.87	77.4
67-	I employ educative assessment in classroom.	51.5	3.87	77.4
47-	I vary the pace to keep learners alert	53	3.86	77.2
21-	I encourage learners' questions, involvement , and debate.	54.5	3.84	76.8
31-	I respond to changes in learners attentiveness.	54.5	3.84	76.8

5-	I integrate assessment within instruction to understand learners strengths and weaknesses .	57.5	3.83	76.6
71-	I employ gestures , mime , and body language to enhance meaning and not to release nervous tension.	57.5	3.83	76.6
80-	I encourage mutual respect among learners.	57.5	3.83	76.6
85-	I demonstrate content – competence.	57.5	3.83	76.6
91-	I respond to wrong answers constructively.	60	3.82	76.4
51-	I allow relevant learner discussion to proceed uninterrupted .	61	3.81	76.2
52-	I relate assignments to course content.	62	3.80	76
8-	I explain course content with confidence and authority .	64	3.79	75.8
29-	I review prior class material to prepare learners for the content to be covered.	64	3.79	75.8
60-	I treat learners equitably .	64	3.79	75.8
72-	I state the goal or objective for the class material.	66.5	3.77	75.4
81-	I stimulate learners thoughts and participations .	66.5	3.77	75.4
39-	I use comprehensible language in presenting classroom material .	68	3.75	75
56-	I begin class on time in an orderly, organized fashion.	69	3.74	74.8
20-	I solicit learners feedback.	70.5	3.73	74.6
76-	I give prompt attention to individual problems.	70.5	3.73	74.6
53-	I use authority in classroom to create an environment conductive to learning .	72	3.72	74.4
22-	I present up-to-date developments in course content.	73	3.69	73.8
14-	I incorporate varies instructional supports like tape-records , films , slides , data show, diagrams , etc.	74.5	3.68	73.6

77-	I provide individuals constructive verbal feedback.	74.5	3.68	73.6
12-	I praise learners for contributions that deserve commendations .	76	3.67	73.4
3-	I present summaries and distills main points at the end of the class.	77	3.66	73.2
25-	I respect constructive criticism .	78.5	3.65	73
38-	I manage to admit errors and/or insufficient knowledge.	78.5	3.65	73
23-	I have readily available materials and equipment necessary to complete the activity.	80.5	3.64	72.8
46-	I include illustrations and clarifications to facilitate course content.	80.5	3.64	72.8
70-	I respond confidently to learners inquires for additional information .	82	3.63	72.6
87-	I provide clearly visible and enough demonstrations to explain the activity.	83.5	3.61	72.2
90-	I response to learners individually .	83.5	3.61	72.2
24-	I refrain from answering own questions.	85	3.60	72
63-	I respond to distractions effectively yet constructively	86.5	3.58	71.6
79-	I apply presentation style to facilitate note-taking.	86.5	3.58	71.6
10-	I give learners enough time to respond to questions.	88.5	3.57	71.4
34-	I allow opportunity for individual expression .	88.5	3.57	71.4
19-	I provide internal summaries and assignments .	90	3.46	69.2
36-	I employ songs and role- play activities to promote mutual interaction between the teacher and learners .	91.5	3.44	68.8
45-	I deprecate learners ignorance and misunderstanding	91.5	3.44	68.8
58-	I keep safety supervision clearly and obviously.	93	3.36	72.6

37-	I make course content relevant with references to "real world" application.	94	3.35	67
44-	I use technology and internet recourses as a part of assessment .	95	2.99	59.8

1.2.2 Results Related to the Second Aim and the Verification of the Second Null Hypothesis :

In order to find out the differences among the seven domains, which are mentioned in earlier , also weighted mean and weighted percentile are used . Based on seventh domains in the questionnaire , it terms of the first domain , "content" is received (W. M. = 3.933, W.P.=78.67). While the lowest domain "rapport" is received (W. M.=3.85, W.P. 76.9). As it is shown in the table 4 below.

Table (4)
Weighted Mean and Weighted Percentile for
Questionnaire's Domains

No.	Domains	Rank	Weighted Mean	Percentage
4	Content	1	3.933	78.67
2	Presentation	2	3.89	77.75
6	Active Learning	3	3.89	77.71
7	Interaction	4	3.88	77.67
1	Organization	5	3.85	77%
5	Assessment	6	3.83	76.56
3	Rapport	7	3.85	76.9

The following pages present detailed discussions of results toward each domain of the questionnaire according to the obtained results.

1. Content

Majority of teachers opine that follow time table strictly and performed their duty regularly. They establish

link between previous learning with present learning and check assignments in time beside that they relate, organize , and explain assignments in the lights of course content. They view that they participate in co-curricular activities and encourage their learners by including illustrations and clarifications to facilitate course content .

2. Presentation

Majority of teachers held that they are used different motivational techniques such instructional supports , like films , slides , data shows etc… .They adjusted themselves within prevailing situation and circumstances by striving for continuous improvement of knowledge and skills. They prepared their lesson adequately by using different teaching aids . They also opine that they show interest and respect for the students, maintain freedom, security, attention in the classroom during the lesson and valued the facial and bodily postures of students to judge the interest of the students in learning.

3. Active Learning

Majority of the teachers expressed that they solved their teaching learning problems through action research, they used question answer technique properly and different evaluating techniques and awarded marks in examinations fairly. They also opine that they showed interest and respect for the students, maintained freedom, security, attention in the classroom during the lesson and valued the facial and bodily postures of students to judge the interest of the students in learning.

4. Organization

Majority of teachers has command on their subjects, they come and left the class on time they are friendly and approachable, they come in class well prepared by starting lesson in an appropriate manner and finishing it in a planned way.

5. Interactions

Majority of teachers opine that they do not discourage and insult students in front of whole class. They do not become nervous on asking questions during teaching. Teachers are not involved in different indiscipline activities. The research reveals that teacher's behaviour toward positive learning environment are achieved by academic teacher's behaviours in secondary classroom . Also, the teachers express that they write articles/books related to their subjects. They participate in professional development activities. They establish healthy relationship with parents of the students. They give feedback to the students with constructive criticisms, suggested students to use spare time nicely and focused on character building of the students.

6. Assessment

Majority of teachers are used tests only for promoting learners. They give proper time to get answer from learners to increase their participation. They usually employ educative assessment in classroom. But most of them are not fully qualified in using technological and internet resources as a part of classroom assessment as it shown that   the lowest rating item is number (44), which says " I use technology and internet recourses as a part of assessment ." (W. M.=2.99, percentage =59.8), which is ranked (95) in questionnaire.

7. Rapport

Majority of teachers indicate that important qualities of teacher's behaviour are punctuality, honesty, hardworking, friendly, confident, competency, and appraisal their learners of contributions that deserve commendations . In addition to that , most teachers indicate that frankness

with students, helping students at any rate, lenient treatment, little tolerance, strict, moody, aggressive attitude, non-punctuality, lack of will power, lack of confidence, anger confusion and lack of communications are causes which affected academic achievement of learners.

4.3 Conclusions

In the light of objectives of the study the statistical analysis and findings of the study, the following conclusions are drawn:

1- EFL Iraqi teachers at secondary schools have quite awareness of classroom behaviour.
2- Based on seventh domains in the questionnaire the teachers agree that the domain "content" receives the first interest according to others, while rapport receives the lowest rating as the following
3- It is clear that EFL Iraqi teachers have no competency in using technology and internet recourse as a part of classroom assessment and this may result as a part of deficiency or weakness from General Directorate Education towards its teachers.

4.4 Recommendations

Based on the findings of this research, the following recommendations are made :

1- The research results reveal that EFL Iraqi teachers at secondary schools in the public schools of Baqubah District, have an awareness of classroom behaviours. So, it is recommended to increase the pass parentage of teachers, highly qualified teachers in public schools be appointed. In addition, positive teacher's behaviour development should be emphasized in teacher training. The training should be based on psychological guidance for which can improve the teacher's behaviour.

2- Research   results revealed that punctuality, honesty, hardworking, friendly, confident and competence are more important qualities of teacher's classroom behaviour likewise frankness of teachers with students and helping students at any rate, lenient treatment, little tolerance, strict, moody and aggressive attitude, non-punctuality, lack of will power, lack of confidence, anger, confusion and lack of communications are causes which affect academic achievement of the secondary schools   students. It is therefore, recommended that teacher's behaviour be changed in such a way that the causes which affect the academic achievement can be overcome. These causes can be improved by introducing the subjects (Ethics and Behaviourism) in teacher's training.

3- It is recommended that General Directorate of Diyala for Education, Baqubah District , should concentrate on the teachers' competencies in using technologies and Internet resources as a means of assessment and evaluation in educational process to up raise their awareness ,through embrace them in such regularly computer rotations , in this way the deficiency of teachers may be minimized resultantly the academic achievement of the educational outcomes can be increased.

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Appendix 1
The Questionnaire

Dear Sir / Madam!

As a researcher, I am conducting a study to check the awareness of Iraqi teachers toward classroom behaviours at secondary schools .The results of the study will be made available to the curriculum designers, clients, university teachers, and college students. I will appreciate if you complete the following questionnaire.

 NOTE: Your responses will be held in strictest confidence and will remain anonymous.

(To be filled by each teacher at the time of questionnaire completion)

School : _____

Signature :_____

Thank you very much for your cooperation.
Final Form of Teachers' Classroom Behaviours Questionnaire

No	Items	Always	usually	Sometimes	rarely	never
1-	I select teaching methods appropriate for the content .					
2-	I listen carefully to learner comments and questions.					
3-	I present summaries and distills main points at the end of the class.					
4-	I clearly organize assignments .					
5-	I integrate assessment within instruction to understand learners					

	strengths and weaknesses .					
6-	I present challenging questions to stimulate discussion.					
7-	I clearly explain directions or procedures					
8-	I explain course content with confidence and authority .					
9-	I integrate course material into class presentations.					
10-	I give learners enough time to respond to questions.					
11-	I consider learners' divers linguistic background in testing .					
12-	I praise learners for contributions that deserve commendations .					
13-	I speak audibly and clearly.					
14-	I incorporate varies instructional supports like tape-records , films , slides , data show, diagrams , etc.					
15-	I appear well-prepared for class.					
16-	I response constructively to learners' opinions					
17-	I talk individually with learners.					
18-	I use instructional supports effectively.					
19-	I provide internal summaries and assignments .					
20-	I solicit learners feedback.					

21-	I encourage learners' questions, involvement , and debate.					

22-	I present up-to-date developments in course content.					
23-	I have readily available materials and equipment necessary to complete the activity.					
24-	I refrain from answering own questions.					
25-	I respect constructive criticism .					
26-	I provoke culture of learning such as (ethics , values , social norms)in the classroom discussion .					
27-	I communicate with a sense of enthusiasm and excitement toward the content .					
28-	I organize lesson planning well.					
29-	I review prior class material to prepare learners for the content to be covered.					
30-	I integrate assessment within instruction to understand learners strengths and weaknesses .					
31-	I respond to changes in learners attentiveness.					
32-	I select examples relevant to learners' experiences and course content .					
33-	I use rhetorical questions to gain learners attentions.					
34-	I allow opportunity for individual expression .					
35-	I account learners prerequisite knowledge and skills, including test-taking					

	skills in classroom assessment					
36-	I employ songs and role-play activities to promote mutual interaction between the teacher and learners .					
37-	I make course content relevant with references to "real world" application.					
38-	I manage to admit errors and/or insufficient knowledge.					
39-	I use comprehensible language in presenting classroom material .					
40-	I avoid digression often from the main topic.					
41-	I know and use learners' names .					
42-	I answer learners' questions clearly and directly.					
43-	I provide practice time to perform the activity .					
44-	I use technology and internet recourses as a part of assessment .					
45-	I deprecate learners ignorance and misunderstanding .					
46-	I include illustrations and clarifications to facilitate course content.					
47-	I vary the pace to keep learners alert					
48-	I respect divers point of view .					
49-	I avoid stereotype of testing .					
38-	I manage to admit errors and/or insufficient knowledge.					

39-	I use comprehensible language in presenting classroom material .					
40-	I avoid digression often from the main topic.					
41-	I know and use learners' names .					
42-	I answer learners' questions clearly and directly.					
43-	I provide practice time to perform the activity .					
44-	I use technology and internet recourses as a part of assessment .					
45-	I deprecate learners ignorance and misunderstanding .					
46-	I include illustrations and clarifications to facilitate course content.					
47-	I vary the pace to keep learners alert .					
48-	I respect divers point of view .					
49-	I avoid stereotype of testing .					
50-	I allocate sufficient clean – up time within the class session .					
51-	I allow relevant learner discussion to proceed uninterrupted .					
52-	I relate assignments to course content .					
53-	I use authority in classroom to create an environment conductive to learning .					

54-	I use a sense of humor in positive and appropriate situations.					

55-	I use a variety of spaces in the classroom from which to present material (i.e., does not "hide" behind the podium /platform).					
56-	I begin class on time in an orderly, organized fashion.					
57-	I carefully explain assignments.					
58-	I keep safety supervision clearly and obviously.					
59-	I present pertinent facts and concepts from related course content.					
60-	I treat learners equitably .					
61-	I establish and maintain eye contact with pupils.					
62-	I employ speech fillers (e.g. "OK , ahm") as a means of communicating , and are not as distracting.					
63-	I respond to distractions effectively yet constructively .					
64-	I explain difficult terms , concepts, or problems in more than one way .					
65-	I allow enough time for questions .					
66-	I provide opportunities for dialogues or situations about the activity with peers and / or the teacher.					
67-	I employ educative assessment in classroom.					

68-	I encourage learners to answer difficult questions by providing cues and					

	encouragement.					
69-	I relate current course content to learners' general education .					
70-	I respond confidently to learners inquires for additional information .					
71-	I employ gestures , mime , and body language to enhance meaning and not to release nervous tension.					
72-	I state the goal or objective for the class material.					
73-	I tailor the class activities according to the needs of learners and class materials.					
74-	I recognize when learners do not understand.					
75-	I present background of ideas and concepts.					
76-	I give prompt attention to individual problems.					
77-	I provide individuals constructive verbal feedback.					
78-	I explicitly state relationships among various topics and facts/theory.					
79-	I apply presentation style to facilitate note-taking.					
80-	I encourage mutual respect among learners.					
81-	I stimulate learners thoughts and participations.					

82-	I select activities to enhance critical and creative thinking skill toward learners' mentality.					

83-	I encourage learners to respond to each others' questions.					
84-	I seek to apply theory to problem solving .					
85-	I demonstrate content – competence.					
86-	I apply conceptual and technical assessment concepts , methods ,and procedures for classroom assessment.					
87-	I provide clearly visible and enough demonstrations to explain the activity.					
88-	I present views toward content when appropriate.					
89-	I preview lecture/discussion content.					
90-	I response to learners individually .					
91-	I respond to wrong answers constructively.					
92-	I clearly illustrate the goals of the activity.					
93-	I use a large and legible black/white board writing.					
94-	I use authentic assessment to enhance learners' motivations and achievements.					
95-	I allow sufficient time for completion the task.					