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Investigating Some Effective Strategies for Teaching Iraqi EFL Primary Students

Sanaa Mohammed Khudhair: *General Directorate of Education at Diwaniyah /Ministry of Education, Republic of, Iraq.*

ABSTRACT: *This study aims to recognize effectiveness of teaching methods in primary school in English. The researcher used the numbered heads together strategy as an effective method in education skills. The researcher used an experimental design with two groups (control group and experiment group), with a post-test for the achievement of Al-Khamaal Primary school, Fifth class. The sample of the study consisted of (60) pupils at Al-Khamaal Primary school in English, for the academic year (2018-2019). The researcher equaled the two research groups statistically by (age by months, the marks of the last year, the achievement of the parents), so there were no statistical significance between the two groups in variables. The researcher used a test to collect data. The analysis of the data showed that the numbered heads together strategy has a great effect in teaching skills at primary schools. At the end of this study, the researcher presented some recommendations. These recommendations focus on paying more attention to the learning strategies that used to improve the educational process. Moreover, teacher at primary schools should use effective strategies and effective methods in teaching skills.*

***Key words**: Effectiveness, Teaching skills, Numbered heads together strategy.*

1. Introduction

1.1. Statement of the Problem

Teaching skills is one of the effective methods for acquiring and teaching EFL fifth class students of primary school in English. It consists of many linguistic structures (words, expressions, patterns and structures) and cultural information (habits, customs, events, emotions and ideas) of the society the plays talks about (Collie and Slater, 1987) The students face many difficulties in learning this material. Such as the linguistic problem is about new and ambiguous words, structures, patterns and expressions of language which the students do not know anything about, and the other problem refers to the responses of the students which should be found and should be taken into consideration by the teacher to create a state of interaction in the classroom. The interaction is considered the effective way for developing EFL learning and this leads to achieve communication by the foreign language (Younis, 1998). This study attempts to investigate the effectiveness of teaching skills method in teaching English for fifth class pupils of primary school.

1.2. Aims of the Study

This study aims at finding out the effect of using teaching skills method on pupils' achievement in English.

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1.3. Hypotheses of the Research

In order to achieve the aim of the study .It is hypothesized that there is no statistically significant difference between the achievement of the control group and that of the experimental group in English language.

1.4. Value of the Study

It is hoped that the current study would be of some importance and value to learners of English and teachers of English. It does so by explaining the concept of the effective teaching skills in primary school and identify the mistakes committed by the teachers. The current study also tries to explain why these mistakes are committed. This would help them understand more about the English language and the effectiveness of teaching skills.

1.5. Limitations

The research deals with the following limitations :

1- Objective limits : this study applied on the effectiveness of teaching skills in primary school. 2- Human limits : The study is applied on a sample of pupils in the fifth class of primary school. 3- Place limits : the study is applied in some schools of Al-Qadisiyah.

4- Time-limits : The study is applied in the first semester of the academic year (2018-2019)

1.6. Procedures

The following procedures will be adopted in conducting this study:

a. Establishing a theoretical background about the effectiveness of teaching skills , its uses and types.
b. Conducting a questionnaire to collect data for the analysis to achieve the aims of the study.
c. Analysis the data and verify the hypothesis put.
d. Discussing the results and making some conclusions.

1.7. The Definitions of Basic Terms

1.7.1. Effectiveness

It‟s the skill to complete desired aims and effects (Rajadurai, 2001). It‟s defined operationally in this research as the ability of the proposed task-based program in the light of the cognitive approach to develop fifth class primary pupils' overall teaching skills.

1.7.2. Teaching Skills

Are the set of teaching behaviors that the teacher show in his/her educational activity in order to achieve certain aims. Teaching skills can be defined as "a pattern of instructional behavior that is effective in achieving specific aims and which is always issued by the teacher in the form of mental, verbal or emotional responses. These responses incorporate elements of accuracy or adaptation to the conditions of the teaching position Bygate (1999).

2. Theoretical Framework

2.1. Background

Iraq is an free nation within the Center East, that was known in ancient as Mesopotamia, it encompasses an incredible social history that has a place to 4000 a long time B.C. that going back to 4000 B.C. Chronicled records appear that the civilization of Sumeria and Babylon was created and proceeded for a long time three thousand a long time before Christ. The Sumerians were the primary to start learning and teaching. Ali Ihsan Ahmed Saber (1979) Within the early Islamic period, during the Abbasid tradition (750-1258), Iraq come to the apex of its civilization. This civilization endured for around five hundred a long time, during this period “Bait el-Hikma” – House of Intelligence- was built up in Baghdad, the capital of Iraq. It was a combination of an institute, a library and an interpretation bureau which had an extraordinary impact on language learning. The Greek, Persian and Hindu foreign

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Languages were studied by scholars and interpretation into and from Arabic was carried out from this house. (Ibid; P.4.)

In 1258 Baghdad come to be the focus of knowledgeable actions before it destroyed by Mongols in Asia, as well as its cultural significance, religious and political. The civilization light went out from Iraq by this damage. Thousands of persons, among them the scholars, students and elite were murdered, then libraries were damaged. Iraq was conquered by the Ottoman Turks in 1638 and became a peripheral province of the Turkish Empire for nearly three centuries.

At that time (1638-1914) education presented was in traditional mosque school in which the main emphasis was on memorizing the Quran. Reading and writing received secondary attention. Mosques always served as the basis for religious education and socialization. Within Islamic society the mosque traditionally represented the center of the community, transcending its religious and even social role by becoming the earliest educational institution in Islam. Here scholars would congregate and discuss the Quran. Religious sciences, especially Hadith (Sayings of the Prophet Mohammed) were taught. As a result of the expansion of Islam, these centers of religious education were quickly established in the newly acquired territories, and mosques became centers of socialization and religious education. Three thousand mosques were established in Baghdad within three centuries. One form of mosque education was Mulla or Kuttab instruction, which was mainly the study of the teachings of the Quran. Mosque school was the typical form of Islamic education and it persisted throughout Iraq during the Ottoman era (1538 until the First World War).

Mosque schools given the as it were education accessible in most parts of the nation until approximately the mid-nineteenth century, when the primary common public schools were built up beneath the Turkish rule. Mosque tutoring, Mulla or Kuttab instruction, happened in mosque or in places close mosques. It given individualized teaching and was conducted in a basic but unsystematic way by semi-religious men and in some cases by women. The subjects instructed included arithmetics, penmanship, reading and memorization of the verses of the Quran. The Quran was the only textbook used in these schools.

Hence, the lights were not lit once more until the breakup of the Ottoman Empire in World War 1 by the British who set Iraq on the way to self-government. It was not until the mid-nineteenth century that a common framework of public education was set up all through the Ottoman Empire, of which Iraq was a portion. Turkish was the language of instruction. Arabic was instructed as a second language.

Although Iraq is rich in natural resources, but its society is characterized by the features of an underdeveloped economy, and its natural and human resources are very poorly utilized. In this context, the educational system developed in Iraq during the British occupation evolved slowly and with difficulty. Even after the formation of national government in 1921 under British mandate, its scope remained very restricted. Nevertheless, it was a significant starting point and it formed the basis of the Iraqi educational system and the consequent educational work carried out by the British played an important role in laying the foundations of present educational system in Iraq:

*"English, the only compulsory foreign language taught in Iraqi schools at present, was taught for the first time in state schools in 1873. However, both English and French had been taught and used as medium of instruction by few private schools before 1873"*Al-Chalabi and Abdul-Rahim (1975).

French was the first foreign language to be introduced in intermediate schools late in the nineteen century. The reason was that the Turkish educational system was influenced by the French because of the strong relationship between the two countries. Besides, the activities of French missionaries, who had settled in the country and had established their own schools, had great influence in popularising the French language and culture. There were very few schools in Iraq when it was colonized by Britain after the First World War. Arabic was substituted for Turkish as the official medium of teaching. It was also decided to confine the teaching of English to the towns, because it was thought that teaching English in every public school, even if it were possible, might cause discontent. So it was decided that many primary schools should be opened and be with at least one trained English teacher. At the beginning of the British administration i.e. during the first year, English was taught as a second language, introduced from the first primary year, but later was started in the fifth year, reducing the period of teaching English by four years and making it as a foreign language rather than the second language.

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The major development in educational activity in Iraq took place after the Revolution of July 14, 1958. When the government started to reform its education policy. It adopted an open-door policy in education and provided more opportunities for free education at all levels primary, secondary (intermediate and preparatory stages) and higher education.

Education has been given special attention in Iraq during recent years. The expansion of educational opportunities since 1958 has led to many social changes. Many children from the low income families have become university graduates, doctors, engineers and scientists. This has been possible because of the system of free education. No tuition fee is charged from any pupil. Nor is any charge levied for participation in social and sports activities. In addition, textbooks and stationery items are provided free. Primary education was made compulsory for the first time for all children who had attained the age of six years at the beginning of the school year 1978-79. According to the Compulsory Education Law which was passed in 1976,

> *School attendance is from six to fifteen years of age or until the completion of the primary stage, whichever is earlier.*Abo and Kamil (1985).

There is no selection at any stage, except the requirement to pass the prescribed examination; this allows guaranteed quality of access to education of all types and at all levels to all Iraqi citizens without discrimination on ground of sex, ethnicity, religion, caste, or any other affiliation.

The state of Iraq was created in 1921. The Ministry of Education, which came into existence and replaced the British. The Ministry of Education since its inception became responsible not only for the training and appointment of teachers, but also for prescribing the curriculum and text-books for public schools, and in 1929 it became responsible for the formulation and grading of public "Baccalaureate" examination. In other words, the school system become largely centralized and controlled directly by the ministry in Baghdad.

2.2. Primary Teaching in Iraq

The educational system in Iraq is based on primary school, which children enter at the age of six and attend for six years. Primary education is compulsory and free for all children who have reached the age of six years. The primary course ends in special public primary examinations which are set by the Ministry of Education for all Iraqi schools.

The public primary examinations require examinees to sit for papers in six subjects. Historically, during the Ottoman era, Iraq had few primary schools, and education was used by rulers as an instrument for preparing officials for government service:

> *"The history of modern school establishment in Iraq is as follows: In 1907 in Baghdad, during the Madhat Bash Vali era, the first primary school for boys was opened, and the first primary school for girls in the city was opened in 1908 during the era of Namek Bash Vali." Al-Shawi and Raad (1986).*

During the British Mandate the villagers' requests to government to take responsibility for schools met with objections from the British Chancellor of the Exchequer who said:

> *"The budget of the state would not allow for this increase; the people who wanted schools more than anything should allow them to be established from their own budget." (Ibid:20).*

In 1920 the number of official primary schools in Iraq was 88, 15 of whom were for girls. The total number of pupils was 8001, of whom 462 were girls. With the establishment of the Mandate in 1921 the public school system, organized under Turkish rule, began to expand slowly under the British supervision. Meanwhile, the British initiated a dual system of primary education in Iraq which was similar to their education policy in Egypt:

> *"By 1928, Iraq had only 55 full six-year course schools out of 264 primary schools. However, this duality in primary education was abolished*

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> *in 1930, thus raising the standard of all primary education to the complete six-year course, leading to secondary education." (Ibid:20).*

When Iraq attained Independence in 1932 there were about 300 primary schools, located mostly in towns. By 1956 the number of co-educational schools was 425. This number increased to more than 1700 in 1965:

"But in most towns some primary schools, however, are girls only. Virtually all rural primary schools, however, are co-educational. In at least some of these schools, traditional attitudes towards female

> *education have tended to keep the number of girl students low. Because of a general shortage of classrooms and the lack of schools and transportation facilities in the countryside, compulsory education is fully enforced only in certain areas designated by the Ministry of Education on the basis of available facilities. Where primary schools are lacking, the only education available to school-age children is offered by the traditional mosque schools."* Abo and Kamil.

The (Mulla) schools continued to carry out their educational duties as religious institutions, distinct from public schools. The children who have attended these schools may enter the lower grades of the government primary schools after passing an examination.

The development of the educational sector became very rapid after the 1958 Revolution. Many primary schools were opened in remote places where the requests of the local people had been refused by the former regime. The number of students enrolled in primary education in 1960s rose to 957, 211 students in more than 4000 schools, offering 6-year courses. Girls accounted for about 29 percent of the students in primary education. But the relatively high number of girls in education stems from the expansion of the educational system. The number of girls in primary education was only 462 in 1921. This figure reached 1,058,695 i.e. 2,292 times more than in 1921 in1975.

2.3. Primary School Teachers

The foundation for learning English is laid in the last two years of the primary school, i.e., in the fifth and sixth grade. Therefore, the role the primary teacher plays in this respect is more important than that of the secondary school teachers of English. In addition to imparting knowledge and developing attitudes, he is largely responsible for shaping the early linguistic habits of the pupil and paving his way for his future career. The 1973 curriculum for teaching English in Iraqi primary schools emphasizes the aim of training and developing the communicative skills of pupils. The teachers are further advised in the Teachers' Guide that to be able to teach effectively, the teacher should himself be proficient in it.

In order to meet the above needs and to train thousands of teachers needed for primary schools, the Iraqi Ministry of Education offered a variety of training patterns. These patterns have followed two axes, initial training, as part of general preparation of the aspiring teacher, and in-service training for the practising teacher. At present the following two patterns of initial training have so far survived: Primary Teachers Training (Dar Al-Mualemeen) It admits the intermediate School leaving students (age 15+) to train them as urban and rural teachers. The programme of study which lasts three years is a mixture of academic, educational subjects and teaching methods. It requires 32 periods (45 minutes) of study per week in each of the three years. Intermittently, there has been a section for the preparation of the primary teachers of English. The first attempt was made in 1931-32.19. Ali Ihsan Ahmed Saber (1979).

2.4. Methods of Teaching Skills

Teachers of English did not follow prescribed systematic methods of teaching but each teacher did his best to develop appropriate techniques for teaching the language. They mainly trained their students to learn the alphabet so that their students could read and write well.

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> *"The Ministry's policy was always to encourage the oral approach. Instructions and circulars issued by the Ministry emphasized: Teacher should not begin the book before doing oral work for at least the first two months in the fifth class. This should be based on activities in the classroom without recourse to translation."* Ali Ihsan Ahmed Saber (1979).

One of the special objectives of secondary education in Iraq was the attainment of an important means of communication in modern life, and as a means of helping the pupils pursue their higher studies. Feeling the dire necessity of imparting methodological training to enhance the capability of English teachers in Iraq, the I.D.E.L.T.I. nowadays has been running courses round the year. The purpose of these courses is to retrain thousands of teachers as quickly as possible to orient and familiarize them with the new syllabus at the primary and intermediate levels.

2.4.1. Speaking

2.4.1.1. The Notion of Speaking Skills

Speaking "is the expression of ideas and thoughts by means of articulate sounds produced by the vocal organs" (Willinsky, 1995). According to Chaney and Burk (1998); speaking "is the process of building and sharing meaning through the use of verbal and non – verbal symbols, in a variety of contexts". Speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities on the part of speakers as psychological, physiological (articulator) and physical (acoustic) stage" (Hornby, 1995).

Byrne (1998), defines speaking "as a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding". In the same respect, Nunan (2003) agrees with Byrne that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning. According to Chastain (1998), speaking is a productive skill and it involves many components. According to Bashir, Azem, and Dogar (2011) speaking "is making use of words in an ordinary voice; uttering words, knowing and being able to use a language; expressing oneself in words; making a speech".

2.4.1.2. Different Factors Affecting Students' Speaking Skills

In learning speaking, there are a lot of factors that highly influence the process of speech and that can affect negatively acquiring speaking ability and obstructing students to speak fluently.According to Richards and Renandya (2002), they mentioned four factors that affect students" oral communication ability such as :

(i) Age or Maturational Concentraits

Several scholars like Cohen (1998) argue that those who begin learning a foreign language in early childhood through natural exposure activities higher proficiency that lose beginning as adults. This fact shows that the aging process itself may affect or limit the adult learners" ability to pronounce the target language fluently.

(ii) Aural Medium

Listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening which precedes it. So, speaking is closely related to listening which is the basic mechanism through which the rules of language internalized.

(iii) Social – Cultural Factors

Language is a form of social interaction because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus to speak a language, one must know how language is used in a social context.

(iv) Affective Factors

The affective side of a learner is probably one of the most important influences on language learning success or failure. The effective factors relating to foreign language learning are: emotion, self-esteem, empathy, anxiety, attitudes and motivation. These six factors play an important role in determining the success and the failure of students in learning speaking. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Therefore, factors affecting EFL adult learners oral communication skills need to be taken into consideration by EFL teachers in order to provide

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guidance in developing competent speakers of English. If teachers are aware of these things, they will teach in a more appropriate way and it will help them to develop students speaking skills.

2.4.1.3. What Makes Speaking Difficult?

Speaking comes naturally to humans, but is not as simple as it seems. It can be a difficult process for language learners as well as native speakers for the following reasons:

(i) Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because speakers may worry about producing utterances with many errors or oddities in them.

(ii) Recognizable pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with a strong regional accent in our own language, and it is hard to interpret a non- native speaker‟s „Ease

….. eat ….. tree ….jet ? as „Is it three yet ?

(iii) Like listening, speaking takes place in real time, and speakers do not have time to construct their utterance carefully. In conversation , the commonest kind of speaking, we have to do many things all together understand what the other person is saying , say what we want to when we get the chance to speak, be prepared for unexpected changes of topic, and think of something to say when there is a long pause. (Davies & Pearse, 2008) .

(iv) Fluent speech is phrasal, not word by word. Learners have to organize their output both cognitively and physically (Brown, 2001).

(v) Speaking is used for many different purposes, and each purpose involves different skills. In a casual conversation, for example, the speaker‟s purpose may be to make social contact with people, to establish rapport, or to engage in a harmless chitchat. On the other hand, when the same speaker is engaged in a discussion with someone the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. Other purposes of speech include giving instructions, describing things, complaining about people‟s behavior, making polite requests, entertaining people, etc. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs , the participants involved and their specific roles and relationships , and the kind of activity the speakers are involved in Richards and Renandya (2002).

(vi) Fluent speech contain reduced forms, such as contraction, vowel reduction, and elision so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms (Brown, 2001) as quoted by Lazaraton (2001).

2.4.1.4. Characteristics of Successful Speaking Skills

Sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001). This statement is supported by Munjayanah (2004). It states that when people want to speak fluently, sometimes they get difficulties to do it. In order to carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity Ur (1996). Lists some characteristics of successful speaking skill which can be used to asses the teaching \ learning processes as follows:

(vii) Learners Talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learner's talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.

(viii) Participant is Even

Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and contributions are fairly evenly distributed.

(v) Motivation is High

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

(vi) Language is of an Acceptable Level

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of acceptable level of language accuracy.

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2.4.1.5. Developing Speaking Skills

Several methodologist and teaching specialist suggest and describe the organization of activities focused on the development of speaking skill with different names and numbers of stages.

2.4.1.6. Pre-speaking Skills

Include all those things, language teachers can prepare students to be able to complete successfully the scheduled communication activity. The first step is to introduce the topic. Thinking first about the topic rather than the vocabulary or grammar will tend to focus attention on ideas and meaning rather than on linguistic elements. Language teachers may introduce the topic in several ways. One way is simply to present the theme and encourage students to cogitate a bit about it Chastain (1998). According to Harmer (1982) , pre-speaking activities includes two main areas engagement and grouping learners. Engagement means "making it clear that something „new" is going to happen". Grouping learners, it means dividing them into pairs or groups .Harmer also suggests for basic ways in grouping learners: friendship, streaming, chance and changing group.

2.4.2. Reading Skills

During the 20th century, theories of learning witnessed a dramatic shift from the behavioural perspective (which dominated the field from the turn of the century to the sixties and seventies), to the holistic or interactive.

In the past, reading has been viewed as a passive bottom-up process ,the essence of which is reconstructing meaning through letters and words (at the bottom), to phrases, clauses, and enters sentential linkages(at the top). This trend has been applied by the audio- lingual method which considers reading secondary to the oral skill. This view has been highly criticized and rejected by methodologists since it completely denies the importance of background and cultural elements in the FL learning (Littlewood, 1981).

Techniques Used for Teaching Reading

In accordance with the importance of the reading skill and the different views adopted by different specialists, educationalists and experts, different teaching techniques have been adopted for teaching this skill. The following are among the mostly known techniques used in teaching EFL reading as being surveyed through the provided literature.

(i) Brainstorming Technique

Alex F. Osborn has originated brainstorming in 1938 for stimulating creativity. The technique arises out of dissatisfaction with the results made by conventional business conferences which suffer from the restrictions of too much evaluation .At that time, brainstorming aimed at making a checklist of ideas which would then be evaluated and which may then serve as a guide for creative solutions (Grugeon, Hubbard, & Smith, 2005).

(Good, 1980) and (Grugeon et al., 2005) look at this technique as an activity for individual and groups respectively. People are allowed to think uncritically but creatively about all possible solutions to a given problem.

(ii) Cloze Procedure Technique

Bloom, Krathwohl, and Masia (1964), finds that this procedure is useful in EFL reading. It involves the use of written material in which words are systematically deleted. The students are instructed to fill in the blanks with words that are deleted and that make sense in the passage.

(iii) Directed Reading – Thinking Activity

This approach is advocated by Stauffer (1969). It assumes thast if students set their own purpose for reading, and practise making predictions regarding the possible results, compare predictions with what will occur, their comprehension will be better .Students are also provided with a visual model of comprehension as a process of relating the new to the known. The teacher assists his students by raising questions that make them set purposes for their reading, recognize their errors and answering their own questions. A modification of the approach denotes three major steps: predicting, reasoning, and proving.

(iv) Guided Reading Technique

This technique is first adopted by Saville-Troike (1989). For him,reading in EFL, aims at developing the student‟s flexibility in performing all reading tasks. Flexibility includes both speed and comprehension.

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The EFL reading instruction involves the following skills: words attack, using context clues, using structural information, reading in meaningful units, scanning, skimming, prediction, recognizing organizational pattern, distinguishing general statements from specific details, making inference and conclusion, evaluating and appreciating the text in Mei-Yun (1989).

(v) Note -Taking Technique

Research on Note-taking (henceforth NT) has been generated since C.C. Crawford began his studies in the 1920s .The debates centre at the early period on whether NT results in improved student performance on tests. Later on, researchers have tried to verify that notes are valuable as material for review Ladas, 1980:597-624 as cited in Al-Qaraghooly (1996), using NT technique has impact on the written material when the student can extract the main and important points from what he reads. Many of the strategies for reading NT are also applied to listening NT, and vice versa (Wenger, 1998); (Silverstein & Greg, 1996) NT researches begin in recent years to concentrate on the cognitive processes of individual learners, and therefore many high schools and colleges abroad offer NT courses that include instruction in extracting critical points from lecture, formulating information, and using abbreviations and notations.

(vi) Reader- Generated Questioning

This strategy is adopted by Harmer (1984), as a way of teaching RC. This strategy is based on using questions which are prepared by the reader, rather than being imposed by the writers of texts or by the teachers. This strategy implies that readers comprehend in different manners and more naturally when questions are not imposed by the teacher.

(vii) Write – Before- You- Read – Technique

This technique, as stated by Spack (1985), requires the reader to write from his own experience about an idea or event contained in the text he will be reading. The writing activity takes from 10 to 15 minutes without paying much attention to grammar or mechanics of writing.

(viii) Holistic – Cyclic Approach

This approach is applied by Mei-Yun (1989), in which she stresses the broad understanding of the text focusing on students' attention to meaning. She emphasizes that RC teachers can teach both speed and comprehension at the same time to enable the students to be efficient and flexible readers.

Listening is to hear the sounds with attention. Listening contains compound cognitive, behavioral processes and affective. Affecting processes contain the motivation to make others give their attention; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioural processes include responding with verbal and nonverbal feedback (Roberts, Michael, Ana, Shirley, & Street., 2000).

According toVandergrift (1999); listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills, interpreting the utterance within the socio-cultural context. Listening skills are anything but easy to master. For many ESL/EFL learners, listening is the thing they feel most frustrated with. One the one hand, they can‟t control the speed of speech and they tend to have difficulties decoding sounds that don‟t exist in their mother tongue.

2.4.2.1. Guidelines for Designing Listening Activities

According to Furmanovsky (1994); the following are guidelines for designing listening activities.

1. Materials should be authentic.
2. Videos/texts should last from two to five minutes.
3. Tasks for each text/video should be arranged from easy to difficult.
4. Texts/videos should be presented three to four times to students, with a different task each time.
5. In teaching listening, homework is a must.
6. Speaking and listening should be paired.
7. Video clips are highly recommended for arousing students‟ interest.

Websites such as YouTube and Dotsub provide English learners with a useful tool to improve their listening skills. These websites offer very authentic examples of everyday English used by native speakers of English. Based on my observation, using video clips in class now and then makes learning

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interesting and delightful because students are always attracted to the “real life” situations of the videos. By so doing, we are helping students explore the possibilities of online learning. However, when choosing video clips, teachers should ensure that the video clips chosen are challenging to students but still allow them to complete the tasks assigned to them. Also, to suit different levels of language proficiency, teachers can design easier tasks for low achievers and more difficult tasks for higher achievers, while using the same clips. The procedure for presenting a video clip in class is provided for teachers" reference.

Step 1 First viewing: present the clip with the sound off and ask students to speculate about it. Discussion: check their understanding.

Step 2 Second viewing: present the clip with sound and then ask students to do the pre-listening activities. Discussion: check the assigned task.

Step 3 Third viewing: present the clip again and ask students to listen for some specific details. Discussion: check the assigned task.

Step 4 Fourth viewing: present the clip again with the captions and ask students to pay attention to the details they have failed to comprehend.

2.4.3. Effective EFL Listening Comprehension Strategies

Listening can be categorized into reciprocal or interactive listening, where the listener is required to play a part, and non-reciprocal or non-interactive listening where the listener listens passively to a monologue or speech. While listening, the listener may use top-down strategies or bottom-up processing or both. Top-down means using our prior knowledge and experiences; bottom-up processing means using the information we have about sounds, word meanings, and discourse markers to assemble our understanding of what is heard one step at a time (Brown, 2006). Also, from a psychological point of view, the cognitive activity in language learning is differentiated and categorized into two main types: cognitive and metacognitive. The former manipulates the material to be learnt or applies a specific technique to the learning task while the latter involves planning, monitoring and evaluating (O"Malley & Chamot, 1990) Though strategies are clearly a way to ease the burden of listening and should be taught to students, with so many strategies available, how can teachers put them into real practice and thus benefit students? In other words, what are the pedagogical implications of these learning strategies?

Brown (2006), suggests that systematically presenting

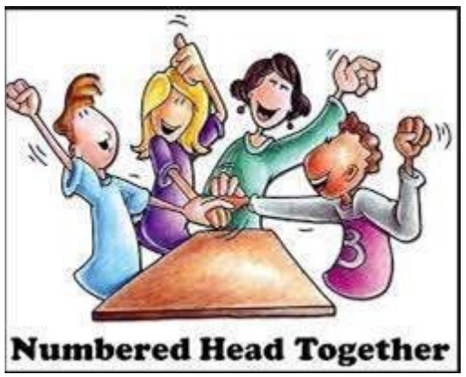
(1) Listening for main ideas,
(2) Listening for details, and
(3) Listening and making inferences helps students develop a sense of why they listen and which skill to use to listen better. He also asserts that like reading lessons, in a typical listening lesson there are “pre” activities, “while” activities, and “post” activities.

2.5. The Effective Strategy that is used in Teaching Skills

2.5.1. The Numbered Heads Together Strategy

Spencer Kagan developed in order to combine a large number of the students to understand and review the content of the lesson , the teacher divided the students into groups each group made up of (3-5) students , the teacher gives a number to each student of the group then tries to explain the educational task by using the variable educational methods then asks a question about the content of the lesson and asks of each group to study that question and look for the answer after the discussion between the students in each group , hence the teacher chooses a number and everyone has the same number should be ready to answer that question that represent the answer of the group that he / she belongs to Zayton (2003). Olsen and Kanga emphasized that the main element of cooperative learning is the positive interdependence and reform a team , responsibility , social skills , and organization building (Muhammad & Muhammad, 2012).

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2.5.2. The Steps of the Numbered Heads Strategy

1- Divided students into group of four pupils every one given a number (1-4). 2- Teacher poses a question or problem.
3- Every person in the group has to contribute an idea, answer or solution. 4- The group then have to agree on which idea will be their group answer. 5- Teacher calls out a number randomly from 1 to 4.
6- Pupils with that number raise their hands, and when called on, the pupil answers for his/her team. Al Shammari and Mash (2011).

2.5.3. The Importance of the Numbered Heads Together Strategy

1- Develop the interdependence of the personal group to contribute to the work of the group. 2- Collective learning leads to learner support.
3- Develop the effective between the learners themselves instead of the learner and the teacher. 4- it‟s easy to applied this strategy in the curriculum. (Ibid :72).

3. Methodology

3.1. Experimental Design

The steps of The numbered heads strategy: divided students into group of four pupils every one given a number (1-4), teacher poses a question or problem, every person in the group has to contribute an idea , answer or solution, the group then have to agree on which idea will be their group answer and teacher calls out a number randomly from 1 to 4. The researcher used the experimental design with partial control, because it‟s suitable for the pupils, the researcher used experimental group and control group as in Table 1:

Table-1. The Study Variables.

Group	Equalization	Independents variables	Dependents variables
Experimental group	1- age by months 2- The last marks in English test.	The numbered heads together strategy	The achievement
Control group		The usual method	

3.2. Population and Sampling

The community of the researcher includes the pupils of the fifth class of primary school/ government schools that belong to Al-Qadisiyah/city center for the academic year 2018/2019, that consists of one section (B) which has been selected randomly as in Table 2 below:

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Table-2. Distribution of the Study Sample.

Group	Section	Total pupils	Total excluded pupils	Total pupils after excluding
Control	A	30	0	30
Experimental	B	30	0	30
Total	2	60	0	60

3.3. The equalization of The Sample

In order to ensure that the two groups are equivalent, the two groups have been matched in the following variables:

3.3.1. The Age of the Pupils

The average age of the pupils in both groups is the same, the mean of the control group is (127.13) and the mean of the experimental group is 126.17.

T-test formula for independent sample has been used to find out the different in age between the two groups. The calculated „T" value is 1.763 and the tabulated is 2.000 this indicates that there is no significant differences between the two groups in age as in Table 3

Table-3. The Mean, Standard Deviation, T-value of the Age of the sample.

Group	No.	Mean X.	SD.	T-Value		DF	Level of significance
				Computed	Tabulated		
Experimental	30	126.17	2.019	1.763	2.000	58	0.05
Control	30	127.13	2.224				

3.3.2. The level of Parents' Education

Both groups (control and experimental) are equal in the level of father"s education, Computed Chi-Square value is 4.00 and the tabulated Chi-Square value is 5.99 which indicates that there is no significant difference between the two groups. Computed Chi-Square of mothers" value of education is 6.00 and the tabulated Chi-Square value is 5.99 that indicates that there is no significant difference between the two groups. As in Table 4 and 5

Table-4. The Chi-Square Values for the Fathers 'Level of Educational.

Stages of Education	Group			Chi-Square Value		DF	Level of significance
	Experimental	Control	Total	computed	tabulated		
Illiterate and Primary	13	14	27	4.00	5.99	2	0.05
Secondary	11	9	20				
Institutes	0	0	0				
College studies	6	7	13				
Total	30	30	60				

Table-5. The Chi-Square Values for the Mothers' Level of Educational.

Stages of Education	Group Experimental	Control	Total	Chi-Square Value		DF	Level of significance
				computed	tabulated		
Illiterate and Primary	19	24	43	6.00	5.99	2	0.05
Secondary Institutes	8	5	13				
College studies	3	1	4				
Total	30	30	60				

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3.3.3. Level of Pupil's Achievement in the Fourth Class of Primary

The pupils" kevel in English achievement for the fourth class. The mean score of the control group in English for the fourth class of primary is (6.50) and the mean score of the experimental group in the fourth class of primary in English is (6.57). the „t" test value of Computed is (1.51) which indicates that these is no significant difference between the two groups, and the „t" test value of Tabulated is (2.000) which indicates that these is no significant difference between the two groups. See Table 6 below.

Table-6. The mean , Standard Deviation ,and T-value of the Students' Scores in English for Previous year,

Group	**No.**	**Mean X**	**SD.**	**T-Value**		**DF**	**Level of significance**
				computed	tabulated		
experimental	30	6.57	1.736	1.51	2.000	58	0.05
Control	30	6.50	1.676				

Note: Tcv = 1.51 s 0.5.

The computed „t" value is 1.51. the tabulated „t" value is 2.000. this indicates that there is no significant difference in age between the expermintal and the control group.

3.4. Students' Instruction

Identify the subject that has been studied which is included (unit one) of English book for the fifth class of primary, for the academic year (2018-2019), which has chosen by Iraqi Ministry of Education for the academic year (2018-2019). In addition, every lesson takes (25-30) minutes.

3.5. Construction of the Post-test

The researcher formed (10) questions in a multiple choice questions MCQs.

3.5.1. Scoring Schema of the posttest

The researcher forms ten questions and put (0) for the wrong answer and one for the right answer.

3.6. The Pilot Administration of the Post-test

There are many objectives which are supposed to be achieved through the use of the pilot administration they are:

- Finding the reliability of the test.
- Checking the clearness of the test items.

In order to achieve these aims, the test has been given to a sample of twenty-five students randomly selected from fifth year School students (Al-Khamaal) during the year of 2018-2019 at Al-Qadisiyah .Results show that the test questions and items are clear to the subjects and the required time by the students to respond to the test ranges between (25 -35) minutes. This means that the average length of time required for responding the test is (30) minutes.

4. Analysis of Data Discussion of Results

4.1. Comparison between the Mean Scores of the Experimental Group and That of Control Group in the Posttest

4.1.1. Results of the First Null Hypothesis

There is no statistically significant difference at the level (0.05) between the mean marks of the pupils of the experimental group who are going to study English according to the numbered heads together strategy and between the average marks of the control group pupils who are going to study the same approach according to the usual method in the achievement test.

To investigate the validity of the null hypothesis, the researcher adopted a balance between the two groups by adopting a single-variance analysis, Table 7:

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Table-7. The Means, Standard Deviation, and t-Values of the Two Groups on the Achievement Test

Group	No. of pupils	Means scores	SD.	T-Value		DF	Level of significance
				computed	tabulated		
Experimental	30	6.00	2.166	2.10	2.00	58	0.05
Control	30	5.17	1.984				

4.1.2.Discussion of the Results

The results shows that there are statistically significant differences between the mean marks of the two experimental group and the control group in the achievement test , whereas the results show that the experimental group that depended on the numbered heads together strategy got the better of the control group that depended on the usual method in teaching , which go back to the following reasons :

1- The numbered heads together strategy are one of the modern methods of teaching accepted by pupils as new methods of learning that differs from the traditional method by allowing them to move from recipients to active participants in the classroom.

2- The learning by using number heads together strategy has allowed pupils to have a scientific tendency to fill the void with scientific activity by summarizing the scientific approach into basic points that include the most important study subjects.

5. Conclusion, Recommendation, and Suggestions for Further Studies

5.1. Conclusions

Through the results of the research, the following conclusion has been reached to:

- Effectiveness of the numbered heads strategy in the achievement of pupils in the fifth class in primary for the experimental group by compared with the usual method.

5.2. Recommendations

Through the results reached by the researcher , she recommends specialists and decision-makers of education in the following :

1- Adopting the numbered heads strategy in teaching English subjects as one of the strategies that contribute to achieving the objectives of teaching English.

2- Encourage teachers of English to learn about modern models in teaching especially modern strategies in teaching through making educational courses and seminars.

3- Preparing classrooms, halls, school furniture, apparatuses and teaching aids to help teachers to teach according to modern strategies.

4- The teachers focus on the cognitive structure of the pupils and their ability to link the previous information with the new information.

5.3. Suggestions for Further Studies

Completion of this research, the researcher suggested to make some studies:

1- The effectiveness of the numbered heads strategy on other variables such as: the dynamic thinking and social thinking.

2- Applied the numbered heads strategy in different stages and in other study subjects.

3- Make a comparison between the numbered heads together strategy with another modern strategy in teaching English.

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