

Identifying Teachers' Awareness of their Roles in Active Learning and Teacher Development

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خلاصة:

تهدف الدراسة الى تحديد أهم العوامل المؤثرة في أداء ووظيفة المدرس داخل الصف، ناقش البحث العوامل التي يجب ان يفهمها المدرس لمساعدة الطلاب في التعلم الفعال سواء كان كمستمعين او مشاركين فعالين في التخاطب داخل الصف مع التركيز على اعطاءهم الفرصة للتعبير عن أنفسهم والعمل في نفس الوقت على تقليص مدة كلام المدرس.

تشمل هذه العوامل: معرفة اللغة، معرفة المنهج، وكيفية تطوير

الدرس التخاطبي بالإضافة الى عامل مهم اخر في تدريس اللغة الناجح وهو التطوير المستمر للمدرس والذي يساعد في الحصول على أحدث المعلومات بالنسبة الى معرفة الموضوع (اللغة) والذي يعتبر خطوة أولى وكذلك معرفة المنهج الذي يساعدهم في تطبيق الإجراءات المناسبة للدرس التخاطبي. استعمل الباحث استمارة استبانة لمعرفة اراء المدرسين فيما يخص العوامل سابقة الذكر. واستعملت في

البحث الأساليب الإحصائية لتحليل
ووصف النتائج.

الكلمات المفتاحية: دور المدرس، التعلم
الفعال

Abstract:

The present study aims to outline the most important factors that influence teachers' fulfillment of their roles and functions in language classrooms. It discusses aspects that teachers need to be aware of to help their students in active learning whether as listeners or active participants in classroom interaction with the focus on giving them the opportunity to express themselves and at the same time on reduction of teacher's talking time.

These factors include language awareness, methodology awareness and how to develop interactive classrooms.

In addition to a very important factor in successful language teaching, that is, an ongoing professional development that helps teachers update their subject matter knowledge, which is considered as a first step, as well as methodology knowledge which helps them to implement appropriate procedures in interactive classrooms. To fulfill the purpose of this study, a questionnaire was used by the

researcher and applied to a sample of (50) teachers of English in AL-Qadissiya directorate of Education. The questionnaire was used by the researcher to have an understanding of the way teachers consider factors related to their roles in the classroom and statistical analysis was also used to describe the results.

Key words: Teacher's role, Active learning, Teacher's awareness.

1. Introduction:

1.1 The Problem and Its significance

Traditionally, the teacher used to spend quit a lot of class time using the board and explaining things, then the students do some practice. The teacher controls the class, makes decisions about what work needed and do most of the talking. The role of students in such situations is to listen, concentrate, and take notes (Scrivener, Nd: 16). This can't certainly be described as active learning where the students should be engaged in classroom activities that involve them to use language actively and express themselves

meaningfully in different situations.

The study investigates teachers awareness of the most important factors that enable them to achieve productive teaching in interactive classrooms including: language awareness, methodology awareness and how to develop an interactive classroom.

1.2 Aims

The study aims at:

1- Identifying teacher's awareness or understanding of their roles in active learning as an important aspect in the communicative approach in relation to methodology awareness, the importance of teaching grammar, patterns of interaction (teacher-students, teacher, or student-student) and the role of the teacher in the classroom.

2- Identifying whether teachers tend to develop themselves and what are the strategies they prefer to use in doing so.

1.3 Limits of the study

The study is limited to teachers of English language in the Directorate of Education in AL-Qadissiya province teaching at the intermediate level, both schools for boys and schools for girls.

1.4 Value

The present study is constructed so as to be of value to all teachers of English as a foreign language, especially in AL-Qadissiya Directorate of Education, since it attracts teacher's attention to the focus on teaching according to the communicative approach as well as to the importance of keeping self-development using different strategies.

2. Literature Review

2.1 The Role of Teacher in Language Teaching

Language teaching process is not an easy one. In Harmer's view (2007 a: 23) a language teacher is a person who has a necessary and a difficult job. At the same time in which teaching could be very rewarding when the teacher observes his students progress, some lessons can be difficult and stressful.

Teachers have many roles to be enacted in the classroom, a lot of attention has been given to the varying roles that a language teacher has. Generally, "Role" is defined as a part that people play in the performance of social life. In the classroom, it refers to the position that the teacher takes in

the language class (Widdowson, 1990: 181).

Classroom teaching and learning is an ongoing process or activity which goes on continuously and different people are expected to do different things and together contribute to the effectiveness of the process or activity. In this context "Role" means everything that any person or even a system is expected to do in a situation to promote learning (Parameswaran, 2007: 65). Hedge (2000: 26) presents role as a concept which has become very popular in English language teaching to denote the functions that teacher and also learners perform during the course of a lesson.

Lindsay (2000: 2) distinguishes between the traditional role of the teacher as "explainer" and the more recent one, a helper or councilor.

Conventionally, as an explainer the teacher is expected to know the language and explain how it works. A more recent view to the teacher's role is the one that presents the teacher as a learning facilitator in which the teacher needs to adopt a variety of roles within the classroom. Wajnryb (2004: 91) shows that, among the varying roles that language

teacher have, less obtrusive roles should be increasingly emphasized, such as monitoring language use and facilitating communication. Harmer (2007 a: 108) mentions that teaching requires more than "leading from the front" which includes telling the students things, organizing drills and reading aloud, such contributions provide the students with a controlling teacher rather than a facilitating one.

An important aspect of effective teaching within the time frame of any lesson is the facility with which a teacher can move in and out of his/her roles and enable learners to do likewise. This depends on the teachers' understanding of the purposes of different stages of a lesson and a clear sense of what the various corresponding roles of teachers and learners are (Wright, 1987 Byrne, 1987) cited in Wajnryb (2004: 113).

2.2 Teacher Awareness

There are many important aspects of language teaching that the teacher needs to be aware of to achieve effective teaching. First, effective teaching pays attention to creating logical sequence of activities in a lesson with clear

aim and clear links (Hedge: 2000: 3).

Second, teachers need to be equipped with two types of awareness or knowledge, language awareness and methodology awareness (Ibid). Murry and Christison (2011) outline the importance of two key questions what do teachers need to know and what they need to be able to do in order for their students to learn English?, and they also indicate that for teachers to facilitate learning, they need to understand the nature of language and language learning.

2.2.1 Language Awareness

One of the basic requirements of any language teacher is language knowledge or awareness. Thornbury (1997: X) presents teacher language awareness as the knowledge that teachers have of the underlying system of language that enables them to teach effectively. In a similar context Murry and Christison (2011: 69) believe that language awareness includes knowledge about language systems and how they work.

Andrew (2007: ix) indicates that teacher's knowledge and understanding of the language system forms the

core of any teacher's language awareness. Language teacher's undoubtedly need sufficiently high levels of implicit and explicit knowledge of grammar to facilitate effective communication, since teacher's effectiveness as communicators is directly linked to their adequacy as models for their students (Ibid: 163). This outlines the significance of teacher's language awareness but it should be outlined also that language awareness is not the only required knowledge in the classroom and that teachers need other types of awareness.

2.2.2 Methodology Awareness


The second basic requirement of effective teaching is methodology awareness, it is related to reminding teachers of other roles that they should practice in the classroom than presenting language. Littlewood (2000: 93) teachers need to subordinate their teaching behavior to the learning needs of their students. This can't be achieved with knowledge about language, subject matter knowledge only, it also requires knowledge about the nature of language teaching and learning. Riddell (2001: 13-14) underlines that subject matter knowledge is essential

but it is not enough, the teacher also has to know how to teach. Thus teacher should be accounted by awareness of effective and successful methodology in order to create and maintain an interactive classroom.

2.3 Language Teaching is Viewed as Explanation of Grammar Psychologically speaking evidences are provided to point out the importance of teacher's beliefs. Teachers' effectiveness and competence are influenced by certain non-academic factors like perception, orientation and attitudes (Parameswaran, 2007: 64). Williams and Burden (1997: 56-7) indicate that teacher are highly influenced by their beliefs to the extent that they are found to be more influential than knowledge in determining how teachers behave in the classroom. Thus, teachers beliefs about how languages are learned pervade their classroom actions more than a particular methodology they are told to adopt or a course book they follow. Traditionally, teachers believed in the importance of grammar and the teacher's role as explainer.

Andrews and Mcneill (2005: 159) illustrate that words like "fear" and "panic" might be

common when teachers discuss their feelings about grammar. As a result, the lesson seemed to be presenting learners with confused and confusing messages about the language to be learned. According to Riddell (2001: 29) the word "grammar" is not a word that language teachers can avoid. He points out that teachers must understand grammar as language and how we use it at the same time in which they believe it to imply learning of rules and then controlled practice of these rules with little or no communicative practice, and he also adds that, grammar doesn't have to be like this and should not to be. Teacher's knowledge about language and language learning should be directed towards understanding what students need to know when they are learning a language. Aggarwal (2009: 54) identifies four main aspects that teacher's should think about when teaching language: teacher, students, learning process and learning situation, these factors are interrelated with each other. The teacher creates the learning situation for the students, and the process is interaction between the student and the teacher. Accordingly, teachers should know how to



teach grammar and what this exactly mean in language teaching situation.

2.4 Teaching Grammar (modern techniques)

First, this section presents some definitions of "grammar" before discussing its importance in language teaching and different trends in teaching grammar. Pate and Jain (2008: 141) present grammar as "scientific statement of the principles of good usage" which concerns with the relation of words in the sentence. Another definition is provided by Ur (1988: 4), he describes grammar as the way language manipulates and combines words in order to form longer units of meaning. Finally, Thornbury (1999: 13) defines grammar as " a description of the rules for forming sentences, including an account of the meanings that these forms convey". For many years, grammar was the center of language pedagogy, Thus, it was believed that language was mainly composed of grammar rules that learners should know to know the language sufficiently (Nassaji and Fotos; 2011: 2). Language learners on the other hand, assumed for many years "the central role of grammar in their expectations

about what learning a language involves". However, nowadays there are many different views about what learners need to learn and how best to go about teaching it (Scrivener, Nd: 253). Patel and Jain (2008: 141) present variable views about teaching grammar, first, they mention the view that language can't be learnt without studying grammar. Another view, they add, is that the utility of teaching grammar is doubtful in learning English since the students will be able to solve grammar exercises but don't write or speak the language correctly. Leaver et. Al (2005: 41) express that knowledge of grammar rules and words rarely results directly in communication or determine one's level of fluency in a foreign language.

Although language teachers should not ignore the fact that knowledge of grammatical rules is essential for the mastery of language since "we can not use words unless we know how they should put together" (Ur, 1988: 4), they should realize that explanation and active teaching started to be questioned in language teaching context. Scrivner (Nd: 253-4) shows that learners need to have exposure to the language, they need to

notice and understand items being used, try to use the language themselves in practice. Thus, they need to understand the form, meaning and use of the item. Ur(1988: 45) agrees with this view, he believes that it is better for learners to absorb the rules intuitively through communicative activities than the use of grammatical exercises. In this case, he adds, learning of grammar should be seen as one of the means of acquiring a thorough mastery of language as a whole, not as an end in itself.


Freeman (2003: 143) thinks that teachers should focus on students ability to use grammar structures accurately, meaningfully, and appropriately. He views knowledge of grammar as a fifth skill that students can use productively, not only as an area of knowledge. A skill which is intimately interconnected with the other skills and with the practice of grammatical structures and the use of those structures for different purposes.

Like all aspects of language teaching, teaching grammar have undergone many changes as a result to theoretical and empirical development. Methods of teaching grammar are ringing from an exclusive

focus on grammar, continuing later as types of exposure to meaningful communication, and emerging more recently as a set of "instructional options with a focus on both grammar and meaning". (Nassaji and Fotos, 2011: 1).

Structure based methods are based on the assumption that the major problem in learning a second or foreign language is learning its structure", they all focus upon the exclusive attention that teaching grammar must receive (Ibid). In such methods, grammar is introduced deductively. The teacher tells the students rules or definitions and explains them by using examples and giving exercises and asking pupils to apply them. Deductive method of teaching grammar helps learners to respond effectively and explain rules, but at the same time it makes learners learn about language and cannot develop communicative ability among learners (Pate and Jain, 2008: 142-3).

A more modern grammar-based approach is the (ppp) which stands for presentation, practice and production. In a ppp class or sequences, the teacher presents the context and situation and both explains and demonstrates



the meaning and form of the new language. The students then practice making sentences before going on to the production stage in they talk more freely about themselves or other people in the real world (Harmer, 2001: 31). Nassaji and Fotos (2011: 2) show that the aim of the practice stage is to help students gain control of knowledge introduced in the presentation stage, while the aim of the productive stage is to fully master the new form by enabling learners to internalize the rules and use them automatically and spontaneously. That is to develop fluency.

Nassaji and Fotos (2011: 4) have outlined that structure-based instructions "that focus on teaching grammar as a set of rules and structures" have been found inadequate, since they can't meet learner's communicative needs. Thus, a radical departure from ppp types lesson was the communicative instruction which focuses on language function in addition to bits of grammar, also it claims that if students get enough exposure to language and opportunities for its use and if they are motivated then language learning will take care of itself. "In this case the focus

of language teaching became what is know as "Activation".

2.5Active Learning

Whong (2011: 181) introduces "Active Learning" as basic tent of communicative language teaching. He defines it as "the participation of learners in discovering knowledge and developing abilities themselves" instead of passively receiving input from the teacher. Wajnryb (2004: 34) recommends the use of active learning since it allows learning to be both more personal and more memorable. Effective learning is a result,learner's who are engaged by the lesson, including the teacher, activities, the materials and the tasks "are more like to have learning make impact on them". Teachers should select tasks in their teaching that require learners to do something with language (Ibid: 129).

In this concern, Harmer (2001: 32) mentions that one important beneficial effect of communicative language teaching is that it reminds teachers that "people learn languages not so that they know them but so that they can communicate". He adds that a very important element that need to be present in a language classroom is activation or

"activate". This includes activities which are designed to get the students using language as freely and communicatively as they can. In activate exercises the teacher gives learners a chance to try out real language use with little or no restriction. Typical activate tasks are those which require engagement with language such as role-play, advertisement design, debates and discussions, describe and draw, story and poem writing, writing in groups....etc.


The active role that learners can demonstrate in the classroom depends on patterns of classroom interaction. The students are either having a receptive role as when the teacher is interacting or an active role which makes the teacher's role a receptive one as in students interaction (Ur, 1999: 101).

In this kind of teaching and learning, the teacher uses a variety of techniques and materials that help students to learn actively, the aim of the teacher is to get the learners actively involved in using the language. The teacher is still in control but saves opportunities for the learners to practice and develop their language (Lindsay, 2000: 3-4).

2.6 Interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other, it is an important word for language teachers. It is the heart of communication; students send messages, receive them, interpret them in a context, negotiate meanings and collaborate to accomplish certain purposes (Brown, 2001: 165).

There are many reasons that make this process, essential in language teaching and learning. First, it provides the students with the "opportunity" to use language. Harmer (2001: 32) shows that if students get enough exposure to language and opportunities for its use and if they are motivated, then language learning will take care of itself. According to Littlewood (2000: 93). The opportunity to use language helps learners to express their own identity and provides them with a learning atmosphere which gives them a sense of security and value as individuals. Second, students interaction tasks requires learners to put language to arrange of uses, to use language which has been imperfectly



mastered, to negotiate meaning, which means that they draw on their own resources rather than simply repeating and absorbing language (Nunan, 1989: 86). Another important factor related to language interaction is that it helps learners to increase their language store as they listen to or read authentic linguistic material or even output of their fellow students in discussion, stits, joint problem-solving tasks etc, students use all they possess of language, all they have learned or casually absorbed in real-life exchanges (Brown, 2001: 165).

Encouragement of student's linguistic interaction, also participates in developing their linguistic productivity or creativity, which is defined by Carroll (2008: 25) as the students ability to create and comprehend novel utterances. Aggarwal (2009: 70) mentions that every student possess some elements of creativity, which must be explored and developed to the maximum extent. Robson and Stockwell (2005: 22) recognize that the practice of language is a creative act in which speakers and writers create texts and hearers and readers create meaning out of those texts with both creative

and receptive processes to generate and respond to new ideas. Ur (1999: 4) presents the importance of classroom interaction in saying that "the most important classroom activity of the teacher is to initiate and manage activities that provide the students with opportunities for effective practice". In other words, he refers to the teacher's role in creating an interactive classroom.

2.7 Creating Interactive Classroom


In an interactive classroom, where the focus is on student's activity or participation, the teacher should keep in mind that he/she is not the only person who has a position in the class. Brown (2001: 168) emphasizes that teachers should focus on non-directive roles to enable their students to move from their roles of total dependence to relatively total independence and that the key to creating an interactive language classroom is the initiation of interaction by the teacher and to provide the stimuli for continued interaction which are important in the initial stage of a lesson as well as throughout the lesson.

Hedge (2000: 26) points out that in interactive classrooms, teachers should view the class as a social setting so that, the roles that teachers and learners will perform are determined according to their expectations about their appropriate functions. Teachers must direct their attention towards the achievement of the intended outcomes, that is the use of the target language in speech and writing for a variety of purposes in a range of contexts, (Richards and Renandya, 2002: 401, Kumaravadivelu, 2006: 201) argue that teacher must work on maximizing the learning opportunities by looking at teaching as a process of creating and utilizing learning opportunities, at the same time in which they do this, teachers need to strike a balance between their roles as planners of teaching acts and their roles as mediators of learning acts. This involves a prior judgment based on learners current level of knowledge and learning objectives as well as ongoing assessment of how well learners handle classroom input and interaction.

Teachers should work on reduction of their role as controllers since it denies

student's access to their own experimental learning by focusing everything on the teacher and cuts down on the opportunities for students to speak (Harmer, 2007: 109). Reduction of teacher's central position will give the students some sort of freedom to initiate communication among themselves and with the teacher, so it contributes to the development of interactive classroom (Gebhard, 2006: 68).

Effective teaching reflects the degree to which teachers are able to successfully communicate their intentions, maintain student's engagement in instructional tasks, and monitor students' performance tasks (Richards, 2003: 42). Gebhard (2006: 68) another basic factor contributes to the achievement of successful interaction that is negotiation of meaning. This process includes providing the students with chances to express themselves meaningfully. Students need chances to listen to each other, express their ideas in speech and writing and read each other's writing, they also need to ask for and receive clarification, confirm their understanding, ask and respond to questions, and react to responses. So, "students will be fully engaged in using



English to understand the meaning intended by other, as well as to express their own meaning as clearly as possible".

Hedge (2000: 13) claims that during the process of negotiation, students linguistic production is more comprehensible since they struggle to make themselves understood. Breen and Candlin (2001: 19) add that negotiation could activate learners interdependence by recognizing responsibility for their own learning and by sharing that responsibility with other learners and other teachers. This commitment can be initiated and supported by making students own contribute.

ions, interpretation, expressions and efforts to negotiate.

Finally teachers should perform their roles for the achievement of the intended outcome, they should work on facilitating interaction between all participants in the classroom, and between these participants and the various activities and texts and they should act as interdependent participants within the learning teaching group (Ibid: 17). Teacher's participation means they liven things up from the inside instead of having to prompt or organize from outside the group. The

students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource (Harmer, 2007: 108).

2.8 Language Teacher Development

In this section teacher development is presented as a means to achieve an essential aim for all language teachers, new and experienced, that is "deep awareness of teaching" as coined by (Gebhard, 2009: 18).

Day (1999: 4) recognizes that teacher development includes all natural and planned activities which contribute directly or indirectly to the quality of education in the classroom, it is a process, he adds, by which "teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire the knowledge and skills essential to good and professional thinking. Richards (2003: 118) maintains that many program administrators and supervisors are interested in knowing about teacher's performance in the classroom, but those with greatest interest are teachers themselves. He thinks that all teachers want to know what kind of teachers they are and how

well they are doing. Craft (2000: 9) presents that teacher undertake professional development to improve their performance and skills both groups and individuals and to extend their experience.


Richards and Renady (2001: 385) outline teacher development as a "top priority" for all teachers, they should constantly develop their knowledge of the subject matter as well as knowledge of pedagogy. Day (1999: 2) argues that teacher will only be able to fulfil their educational purposes if they are both well prepared and able to maintain and improve their contributions to their profession.

At the same time he argues the continuing professional development is important for teachers since it helps them to keep pace with change and to review and renew their own knowledge, skills and visions for good teaching. Klippel (1984: 166) asserts the same idea when he mentions that a good teacher "works hard to remain up-to-date" in his or her subject. Thus, (Gebhard, 2006: 15) attracts teacher's attention to the fact that teacher development requires an ongoing commitment, and that even the most experienced

teachers can learn new things about teaching by paying attention to and reviewing the basics of teaching and by searching out opportunities to develop (Ibid: 9).

There are different forms of teacher development that teachers can undertake, before presenting them it is important to outline that teacher development is either to be done by the teacher as a personal effort or as joint responsibility by teachers, schools and government. The latter view is supported by Day (1999: 2). He assumes that teachers effort towards professional development should go hand in hand with efforts undertaken by schools and government. Richards (2005: 3) emphasizes that it is the responsibility of schools and administrators to encourage teacher's continued development and that this should be through planned, supported, and rewarded opportunities for teacher development.

At the same time teachers should keep in mind that development depend on cooperation with other teachers Rodes et.al (2004: 118) believe that "teachers often learn best from and with other teachers" within a climate of trust and



collaboration. This contributes to the exchange of ideas for the achievement of personal and organizational targets. Richards (2005: 4) mentions that collaborating with peers is especially important when teachers are observing their subject matter knowledge and pedagogical expertise. Therefore, teacher development should go beyond personal and individual reflection to include exploration of new trends and theories in language teaching.

2.8.1 Strategies of Teacher Development

There are different strategies that teachers may undertake for professional development. "Teachers have different needs at different times during their careers and the needs of schools and institution in which they work". (Ibid: 2), so teachers should select the strategies according to their needs and to the available facilities. (Gebhard, 2006: 14) shows that teachers can explore teaching beliefs and practices by reading journals, articles, and book about teaching and learning, they can also attend professional conferences, establish a mentoring relationships, do action research, do scif observation or

observe other teachers and finally they can keep a teacher journal.

A teacher journal is a very active strategy that teachers can make use of, specially when the work in such a journal is undergone under the supervision of schools or administrators.

Richards (2005: 68) describes the teaching journal comprehensively as "an ongoing written account of observation, reflection, and other thoughts about teaching. It serves as a source of discussion, reflection, or evaluation. A teaching journal serves as a record of classroom events that helps teacher to have a substantial recollection of what happened during a lesson including successful or unsuccessful experience as a source for further learning. It can also help teachers to explore conversations with peers or supervisors and as well as exploring their own beliefs and practices in a written form (Ibid: 70).

Accordingly every teacher should have some real attempts to written a teaching journal and at the same time to read other teacher's journals to exchange ideas and update their subject matter and methodology knowledge in relation to their

need and their students communicative needs which means that a teaching journal should focus upon a number of questions like the type of questions suggested by Gebhard (2006: 22) which includes the following: "How does the interaction in the class provides chances for students to learn?"

3. Collecting and Analyzing Data

3.1 Introductory Notes

To achieve aims of the study a questionnaire was used by the researcher. The population of the study was teachers of English in AL-Qadissiya Directorate of Education. (50) Teachers were selected randomly from different intermediate schools in AL-Qadissiya city, both male and female to respond to the questionnaire. It consisted of (6) items in the form of multiple-choice questions. It was constructed depending on

information from books and journals of language teaching reviewed by the researcher.

In order to achieve face validity, the questionnaire was presented to a jury of experts in methodology and linguistics (see Appendix B), it was judged as being valid for asking teachers about the factors investigated in the study.

3.2 The Study Instrument

The study questionnaire was administrated to the study sample (50 Teachers), the responses were considered and analyzed statistically. The chi-square was used according to the statistical program spss a shown in the following:

3.3 Results and Discussions Related to the First aim

Tables (1,2, and 3) are related to the first question what is the methodology you are following ? the answers were viewed as follows:

Descriptive statistics

Table (1)

	N	mean	Std Deviation	minimum	maximum
methodology	50	1.1200	32826	1.00	2.00



Chi-Square test

Table (2)

Frequencies	N observed	Expected N	Residual
communicate	44	25.0	19.0
Structural	6	25.0	19.0
Total	50		

Test statistics

Table (3)

Methodology	
Chi-square	28.880
df	1
A symp.sig	.000
The critical value	3.841

According to table 1,2, and 3 the value of chi-square test is more than the critical value (3.841) at degree of freedom 1. This indicates that teachers know exactly that they should follow the methodology of the communicative approach.

The next step is to know if teachers follow the principles of the communicative approach, in relation to how teachers view grammar as illustrated in the following tables.

Descriptive statistics

Table (4)

Teaching of	No	mean	Std Deviation	minimum	maximum
Grammar	44	1.5000	.76249	1.00	3.000

Chi-square Test Teaching Grammar

Table (5)

Frequencies	N observed	Expected N	Residual
important	29	14.7	14.3
essential	8	14.7	- 6.7
The most important thing	7	14.7	- 7.7
Total	44		

Test statistics

Table (6)

Grammar	
Chi-square	21.045
df	2
A symp.sig	.000
The critical value	5.991

According to tables (4,5, and 6) the value of chi-square test is more than the critical value (5.991) at degree of freedom 2, so this indicates that teachers are conscious about the importance of grammar according to the communicative approach, that is, important, but

not essential or the most important thing.

The next factor which is considered is the patters of interaction in the classroom. Teachers were asked: who talks more in the class teacher or students. The results are illustrated in tables (7, 8 and 9)

Descriptive statistics

Table (7)

Patterns of Interaction	N	mean	Std Deviation	minimum	maximum
	44	1.4318	.50106	1.00	2.00

Chi-square Test

Table (8)

Frequencies	Observed N	Expected N	Residual
teacher	25	22.0	3.0
Student	19	22.0	- 3.0
Total	44		

Test statistics

Table (9)

Patterns of Interaction	
Chi-square	.818
df	1
A symp.sig	.366
The critical value	3.841

As shown in tables (7,8, and 9) the value of chi-square test is less than the critical value (3.841) at degree of freedom 1. This indicates that there is no statistically significant relation between the methodology followed and teacher's talking time in the class which should be

reduced to increase students interaction.

Teacher's view concerning the most important role of the teacher in an interactive classroom is illustrated in tables (10,11, and 12) as follows:

Descriptive statistics

Table (10)

Teaching	N	mean	Std Deviation	minimum	maximum
role	44	1.7273	.78839	1.00	3.00

Chi-square Test

Table (11)

Frequencies	observed N	Expected N	Residual
organizer	21	14.7	6.3
Controller	14	14.7	- 7
Facilitator	9	14.7	-5.7

Table (12)

Teacher role	
Chi-square	4.955
df	2
A symp.sig	
The critical value	5.991

The value of chi-square test is less than the critical value (5.991) at degree of freedom 2, this means that teacher's view about the most important role of the teacher in interactive classroom is not depending on scientific or pedagogical bases

related to the methodology they have selected which is the communicative approach.

3.4 Results and Discussions Related to Second Aim.

To achieve the second aim of the study the questionnaire included the

following question: Do you have any attempt for self-development?

Analyses of teachers answers is illustrated in tables (13,14, and 15) as follows:

Descriptive statistics

Table (13)

Teacher development	No	mean	Std Deviation	minimum	maximum
	50	1.2600	44.309	1.00	2.00

Chi-square Test

Table (14)

Frequencies	observed N	Expected N	Residual
Yes	37	250.0	12.0
No	13	20.0	12.0
Total	50		

Test statistics

Table (15)

Teacher development	
Chi-square	11.520
df	1
A symp.sig	.001
The critical value	3.841

The value of chi-square test is more than the critical value (3.841) at degree of freedom 1. This shows that there is a systematic tendency for teachers to develop themselves. Teacher who mentioned that

they follow different procedures for teacher development were asked about the strategies they follow to develop themselves. The answers were analyzed in table (16,17, and 18).

Descriptive statistics

Table (16)

Strategies of teacher development	No	mean	Std Deviation	minimum	maximum
	37	1.7838	.75038	1.00	3.00

Chi-square Test

Table (17)

Frequencies	observed N	Expected N	Residual
Finding internal sources	15	12.3	2.7
Doing some in-house training	15	12.3	2.7
Asking other teacher to criticize your lesson	7	12.3	-5.3
Total	37		

Test statistics

Table (18)

Strategies of Teacher Development	
Chi-square	3.459
df	2
A symp.sig	0.177
The critical value	5.991

The value of chi-square is less than the critical value (5.991) at degree of freedom 2, this means that teacher's selection of strategies of teacher development is not based upon any systematic or pedagogical principles and that they select any strategy according to the facilities they have regardless of how successful the strategy is.

Conclusion

Active learning is the focus of new trends of language teaching, it aims to develop learners communicative ability by engaging them in active

interaction with emphasis upon teacher's less obtrusive roles such as monitoring and facilitating interaction.

It is included that:

1- At the same time teachers indicate that they use the communicative approach and that grammar is not the most important aspect in language teaching they think that the teacher should talk more than students in the class and that the most important role of the teacher is the controller or organizer not as communication facilitator.

2- Teacher's attempts to develop themselves need to be systematized, since some teachers never have any attempts and those who try to develop themselves might not

select the correct strategy. Thus teacher development should be a shared responsibility by the teacher, school, and government.

Appendix (A) The questionnaire

The study aims to identify teacher's knowledge of their roles in interactive classrooms and how to encourage the students to learn actively. Teachers of English as a foreign language.

1- age

2- Years of experience

3- What is the methodology you are following. (structural, communicative)

4- How do you view the importance of grammar in the classroom? (essential, important, the most important thing)

5- Who talks in the classroom most of the time (teacher, students)

6- do you have any attempt for self-development (Yes, No)

7- If (Yes) which of the following procedures do you follow?

1- Finding internet sources and teacher's journal.

2- Doing some in house training.

3- Asking other teacher's to criticize your lesson.

4- Others.

8- what is the most important role of the teacher. (controller, organizer, facilitator)

Appendix (B) The Academic Ranks names and Locations of the Jury Members.

No	Academic Rank	Name	Location
1	Asst. prof., ph.D. in Methodology	Ali- A. Hussain	AL-Diwaniya Technical Institute
2	Asst. prof., ph.D. in Linguistics	Rajaa. M. Flaih	College of Education University of AL-Qadissiya

No	Academic Rank	Name	Location
3	Asst. prof., ph.D. in Methodology	SaadiyaWdaah Hassan	College of Education University of AL-Qadissiya
4	Asst. prof., ph.D. in Linguistics	Sawsan. K. Alsaaid:	College of Education University of AL-Qadissiya

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