IRAQI TEACHER'S ATTITUDE TOWARD USING TPR AS A TEACHING METHOD FOR "IRAQ OPPRTUNITIES" THIRD PRIMARY PUPIL'S BOOK

Liqa'a Habeb aboud,ma
College of education

ABSTRACT

In the academic year 2008-2009, a new textbook for teaching English in Iraqi primary schools was put in practice as the first book in a new course called" Iraq Opportunities". Iraq Opportunities/third primary is the first level of a ten-level course for young Iraqi learners of English. They aim to introduce English gradually and effectively through fun activities, games and songs.

This course is supposed to be taught by Total Physical Response method. This method involves a substantial amount of listening and comprehension in combination with various physical responses (smiling, reaching, grabbing, looking, etc)well before learners begin to use the language orally. It depends mainly on imperatives and focused on the ideas that learning should be as fun and stress- free as possible.

This research aims at identifying and classifying Iraqi teacher's attitude toward using TPR as a teaching method for "Iraq Opportunities" third primary pupil's book. To fulfill the aim ,a sample of (40) teachers of English language at the primary education stage are taken randomly from Diyala General Directorate of Education.

A scaled questionnaire as an instrument of measurement is used in this research to be an investigating instrument. The results of the research proves that the hypotheses of this research is accepted, which means that Iraqi teachers have positive attitude toward using TPR as a teaching method for "Iraq Opportunities" third primary pupil's book.

1.INTRODUCTION

1.1 The Problem and its Significance

In any teaching situation ,the relation between the teacher, the method of teaching and the syllabus is very important. The teacher is the cornerstone of the teaching process .He often has to lead all the activities in class and he does most of the talking ,reading and explaining . The method on the other hand is the bridge between the syllabus and the learner .The syllabus or the material , finally , is the final ring in the series that it complimented the educational situation. It is the subject matter or a common ground on which the teacher and the learners of the language should agree.

Nowadays , the need for a new English syllabus for the primary stages becomes a crucial thing. Such new syllabus needs not only a

professional teacher but also an effective method of teaching. The term method is best replaced here by the term pedagogy . The former implies a static set of procedures whereas the latter suggests the dynamic interplay between teacher, learners and instructional materials during the process of teaching and learning. (Richards & Renandya , 2002:6).

Iraq Opportunities / third primary is the first level of a ten levels course of young Iraqi learners of English .They aim to introduce English gradually and effectively through fun activities , games and songs .These activities not only enable pupils to understand and communicate in English ,but also promote a positive attitude towards learning .(Matthew Hancock, 2008:4).

This course uses Total physical Response ,hence forth (TPR), as a teaching method based on the idea that initially pupils will understand and respond to language with out actually using it .

TPR is a methodology drawing sustenance from Krahen's work (his ideas about comprehensible input gained prominence) and reinforced by James Asher. It is based on the belief that a second languages is learned most effectively in the early stages if the pressure of production is taken off the learners.(Richards and Renandya, 2002:238)

Richard and Rodgers (1986:91) state that the general objective of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skill. Freeman(2003:113)adds that teachers who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language . The teacher is the director of all students behavior. The students are imitators of his non verbal model .Thus ,it is obvious that what the educational process need is the experienced teacher who is ready to play his role in a correct way . For the sake of brevity , the problem can be summarized in the following extract:

1-Iraq Opportunities is the first level of a ten levels course for young Iraqi learners in English , therefore its method of teaching should be assessed in relation to teacher's opinions.

2-This new book "Iraq opportunities " is a communicative course uses TPR based on the idea that initially pupils will understand and respond to language without actually using it and that teaching process must be as fun and stress -free as possible.

3-The problem to be studied presents itself in the form of the following questions :

1.Whether Iraqi teachers are understand the details of TPR method and ready to use it for "Iraq opportunities" course ,

2.Whether the TPR method is suitable for Iraqi teacher's skills and abilities as they are .

1.2 Aim of the Study

The present study aims at identifying and classifying Iraqi teacher's attitudes toward using TPR as a teaching method for " Iraq Opportunities " third primary pupils book.

1.3 Limits of the Study

This study is limited to :
1. Assessing teacher's opinions about the use of TPR as a teaching method for the new English course "Iraq Opportunities" for third primary and the accompanying books ,for the academic year 2009-2010 .
2. The teachers of English in Diyala Directorates General of Education. The center of Baquba and Al-Qales Province constitute the target population of this study.

1.4 The Hypothesis

It is hypothesized that Iraqi teachers have positive attitudes toward using TPR as a teaching method for "Iraq Opportunities" third primary pupils book.

1.5 Procedures

To achieve the aim of the present study ,the following procedures will be adopted by the researcher to collect data:
1. reviewing literature concerning the topic under investigation.
2. selecting a representative sample consists of the teachers of English from the center of Baquba and Al-Qalas cities .
3. constructing a questionnaire under the supervision of a number of specialists who examine the validity of its items and make comments, suggestions and modifications if necessary.
4. response of the questionnaire will be analyzed and then computed using adequate statistical techniques.

1.6 Value of the Study

1- The present study is expected to be of value for Iraqi teachers who will benefit from its details about new syllabus and method of teaching .
2-It is going to provide feedback about the new text-book .

1.7 Definition of the Basic Terms

1-Teacher: a person whose job is to teach ,especially in a school or college (Oxford Word Power :2006:712)
2-Attitude scale: a technique for measuring a person's reaction to something. (Richards & Schmidt ,2002:38)

3-TPR :a methodology drawing sustenance from Krashen's work, and based on the believe that a second language is learned most effectively in the early stages if the pressure for production is taken off the learners. (David Nunan, 2001:199)

4- Method of teaching :Al-Hamash (1985:62)defines it as the application of the detailed aspects of an approach.

2. THEORETICAL BACKGROUND

2.1 An Introductory Note

This Chapter deals with the presentation of TPR method .This presentation is meat to provide a theoretical perspective about Asher's TPR strategy in which students are internalize meaning initially by physically responding to oral commands, results in better listening, comprehension ,speaking , and reading performance .

The purpose of this chapter is to provide background information on the major theoretical issues that will be referred to in the empirical part of the study .It also aims to review some studies that share in some points with this study.

2.2 A Brief Survey of Language Learning Methods

Method of teaching as Nunan (2001:311) states is a coherent and internally consistent set of principles for teaching language derived, at least in part, from a set of beliefs about the nature of language and learning.

The notion of teaching methods has had a long history in language teaching as it is clear by the rise and fall of a variety of methods throughout the recent history of language teaching .This is a general quick survey of the various methods of teaching foreign languages . The methods are presented in their chronological order.

Grammar translation is the oldest and the most primitive method in the history of language teaching (Richards and Rodgers, 1986:4) state that Grammar Translation Approach dominated European and foreign language teaching from 1840s, to the 1940s .It may be true to say that the Grammar Translation Method is still widely practical. It has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justifications for it or that attempts to relate it to issues in linguistics, psychology, or educational theory. Toward the mid nineteenth century the reform movement was an interest in developing principles for language teaching out of naturalistic principles of language learning, such as seen in first language acquisition .This led to what have been termed natural methods and ultimately led to the development of what came to be known as the direct method. (ibid).

Stern(1983:457) states that the impetus to the direct method can be partly attributed to practical unconventional teaching reformers who responded to the need for better language learning in a new world of industry and international trade and travel . Brown (1987:58) states that direct method enjoyed considerable popularity through the end of the nineteenth century and well into this one . It was most widely accepted in private language schools where students were highly motivated and where native speaking teachers could be employed .

The next revolution in terms of language teaching methodology coincided with Word War II ,when America became aware that it needed people to learn foreign languages very quickly as part of its over all military operations. The audio-lingual method was prominent in the 1950s and 1960s, especially in the United States, and has been widely used in many other parts of the world .Criticism of the audio-lingual method is based on criticism of its theory and its techniques, (Richards and Schmidt, 2002:39) It would be far to say that if there is any one "an umbrella" approach to language teaching that has become the accepted norm in this field ,it would have to be the communicative language teaching. The term communicative language teaching covers a variety of approaches that all focus on helping learners to communicate meaningfully in a target language .(Nuunan, 2001:303).

In the last decade the relationship of theoretical desplines to teaching methodology has been especially evident . The 1970s and 1980s brought to the field of psychology a growing interest in interpersonal relationships , in the value of group work, and in the use of numerous self help strategies for coping with the stresses of daily living . The same era saw linguists searching ever more deeply for answers to the nature of communication and communicative competence and for explanations of the interactive process of language Brown (1987:12) .

Richard and Renandya (2002:10) state that in a burst of innovation, the spirited seventies , "as I like to refer to them", brought as what David Nunnan (1989)termed the "designer methods" Community Language Teaching , the Silent Way , Suggestopedia , Total Physical Response, and others .

The question here is " Why are methods no longer the milestones of our language teaching journey through time ? (ibid)

David Nunan (1991:228) summed the answer up nicely:
It has been realized that there never was and probably never will be a method for all , and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition , and which are also in keeping with the dynamics of the classroom itself . Brown (1978:12) adds that the best method is one which you have derived through your very own careful process of formulation , try-out , revision , and refinement .You cannot teach effectively without understanding varied theoretical positions .This understanding form a principled basis upon which you can choose particular methods for teaching a foreign language .He also adds that no quick and easy method is guaranteed to provide successes .Every teacher is unique, every learner is unique, and every learner –teacher relationship is unique.

2.3 Total Physical Response

A language teaching method developed by Asher in the early 1970s in which items are presented in the foreign language as orders, commands, and instructions requiring physical responses from the learner (e.g. opening a window or standing up). TPR gives greater emphasis to comprehension than many other teaching methods. (Richards   & Schmidt, 1992:559).

2.4 Approach
2.4.1 Theory of Language

Asher does not directly address his view of language ,but Richards and Rodgers (1986:88) state that the labeling and ordering of classroom activities seem to be build on the structural view of language. Asher

(1977:4) stats that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperatives by the instructor"(ibid)

Freeman(2000:115) indicates that one reason for the use of imperatives is their frequency of occurrence in the speech directed at young children learning their native language. She adds (ibid) that understanding the spoken word should precede its production. The spoken language is emphasized often do not learn to read the commands they have already learned to perform until after ten hours of instruction .

Richards &Rodgers (1986:89) states that Asher refers in passing to the fact that language can be internalized as wholes or chunks , rather than as single lexical items.

2.4.2 Theory of Learning

Asher's language learning theories seem similar to those of other behavioral psychologists .In his learning theory, he draws on three influential learning hypothesis :

1-There exists a specific innate bio-program for language learning ,which defines an optimal path for first and second language development .

2-Brain lateralization defines different learning functions in the left –and right brain hemispheres .

3-Stress (an affective filler) intervenes between the act of learning and what is to be learned ,the lower the stress the greater the learning .

Brown (1987:163) states that Asher noted that children in learning their first language ,appear to do a lot of listening before they speak and that their listening is accompanied by physical responses (reaching , grabbing ,moving ,looking). He adds that TPR heavily utilizes the imperative mood, even into more advanced proficiency levels ,Commands are an easy way to get learners to move about and to 100 sen up: open the window ,close the door , stand up ,sit down ,no verbal response is necessary .Asher (1984:2)states that he and others have developed an approach to language teaching that is:

1)reduces stress (indeed students find it fun) 2)accelerates acquisition of the target language and, 3) results in improved long-term retention.

2.5 The Objectives of the Method

Lingual links library (1999:2) clarifies some of the objectives of TPR

-Teaching oral proficiency at a beginning level.

-Using comprehension as a means to speaking .

-Using action –based drills in the imperative form.

Richard and Rodgers (1987:91) indicate that a TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker .

Concerning the objectives of teaching" Iraq Opportunities" .

The course not only teaches English ,but also shows pupils that language learning can be fun. By the end of the course pupils will be able to:

-follow simple instructions in English .

-understand short stories and situations through pictures .

-understand simple situations on a cassette.

-talk a bout themselves .

-ask simple questions in English

-have basic conversations with other pupils .

-count , play games and sing songs in English .

-interact communicatively while performing games and creative tasks. (Hancock , 2008:4) .

2.6 The Syllabus

The type of syllabus Asher uses can be inferred from an analysis of the exercise types employed in TPR classes .TPR uses a sentence-based grammatical syllabus. Richard and Rodgers (1987:92) state that TPR requires initial attention to meaning rather than to the form of items .Grammar is thus taught inductively . Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations , but according to the situations in which they can be used in the classroom . In many situations , people wonder just how much of a language can be taught through the use of imperatives .Freeman (2000:116) states that Asher claims that all grammar features can be communicated through imperatives .To give an example of a move advanced lesson , one might introduce the from of the past tense as follows:

Teacher :Ingrid ,walk to the blackboard .(Ingrid gets up and walks to the blank board)

Teacher:Class,if Ingrid walked to the blackboard ,stand up (The class standup)

Teacher: Ingrid, write your name on the blackboard .(Ingrid writes her name on the blackboard).

Teacher: Class, if Ingrid wrote her name on the blackboard ,sit down (The class sits down).

Iraq Opportunities/ Third primary is the first level of a ten –level courses for young Iraqi learners of English . They aim to introduce English gradually and effectively through fun activities, games and songs. These activities not only enable pupils to understand and communicate in

English , but also promote a positive attitude towards learning (Hancock , 2008:4) .

2.7 Teacher Roles

This approach is tiring to the teacher since the teacher is the corner-stone in TPR .He often has to give the commands, perform gestures and he does most of the talking and explaining .

Freeman (2000:113) states that the teacher is the director of all students behavior .The students are imitators of the nonverbal model. Asher (1984:3) clarifies that the instructor, like a caring parent , is sensitive to whether the students are receiving the messages . The body movements of each students will signal immediately how comfortable they feel .If there is hesitation , for instance , the skillful instructor will slow down and continue to work with routine in compassionate manner until each students feels confident enough to act alone in response to the introducer's directions . Freeman (2003:114) states that it is important that there not be too much modeling , but that students not be too rushed either .Feelings of success and low anxiety facilitate learning .

2.8 Learner Roles

Asher noted that children , in learning their first language , appear to do a lot of listening before they speak and that their listening is accompanied by physical responses (reaching ,moving , looking and so forth) cited in Brown ,1987:163. Learners in TPR have the primary roles of listener and performer .They listen attentively and respond physically to commands given by the teacher .Learners are required to respond both individually and collectively (Richard and Rodger ,1986:93)   Learners monitor and evaluate their own progress .They are encouraged to speak when they feel ready to speak ,that is ,when a sufficient basis in the language has been internalized (ibid).

2.9 Types of learning and Teaching Activities

The main activities that used in this method are imperative drills and role reversal or role plays . Richard and Rodgers (1986:92) state that imperative drills are the major class room activity in Total Physical Response .They are typically used to elicit physical actions and activity on the part of the learner . They add (ibid) that Role plays center on everyday situations, such as at the restaurant , supermarket , or gas station . The slide presentation are used to provide visual center for teacher narration which is followed by commands .Freeman (2003:117) adds another type of activities which is action sequence .This occurs when a longer series of connected commands can be given , which together comprise a whole procedure.

2.10 Props and Teaching Aids

TPR, as a teaching method, depends on props such as flash cards, wall cards and relia as well as actions so that contexts help to convey meaning soon. Richard & Rodgers (1986:95) state that the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, relia, slides and word charts. The cassette is very important in this method, it includes all the recorded material, songs and rhymes. Material is spoken by native speakers and is carefully graded to be appropriate to young learners (Hancock, 2008:4). Pupils are more likely to remember language when it is presented visually through colorful pictures. Flash cards and wall cards are used to present key new language in the course. A long with the flash cards, they can be used to present or reinforce new language, for revision, and for specific games and activities.

2.11 Listening process

TPR, depends largely on the listening process .The learners suppose to listen to the teacher or the model with delay of production .A challenge for the teacher in the listening classroom is to give learners some degree of control over the content of the lesson , and to personalized content so learners are able to bring something of themselves to the task (Nunan ,2001:211) .

(Fidd,2002:242) gives a relatively standard format for the listening lesson:
-   Pre-Listening
Pre-listening of all important new vocabulary in the passage .
-   Listening
Extensive listening (followed by general questions establishing context) Intensive listening (followed by detailed comprehension questions)
-Post –listening

Analysis of the language in the text (why did the speaker use the present perfect) Listen and repeat : teacher pauses the tap, learners repeat words.

Iraq Opportunities " course gradually exposes pupils to more and more English on the cassette . To help them built up their aural skills , always prepare them thoroughly for what they will bear Pre-teach any new language and encourage them to predict the content of a listening exercise; this will make it much easier for pupils to understand it .The teacher should ask simple comprehension questions and encourage pupils

to ask their own questions .As with all tasks , listening should be fun and interactive (Hancock,2008:7).

2.12 Previous Studies

This section is devoted to reviewing a number of studies that have some sort of relevance to the current study. The studies reviewed are either about syllabus design or teaching programs.

2.12 .1 AL-Azzawi(2005)

In this study, the researcher are more concerned with what to include as materials than with serious criticism and evaluation of the assumptions behind the existing syllabus and the targeted one. The study aims at assessing the teacher's and supervisors' opinions about the new English course (RECI) , Book(1) for the fifth grade of the primary education stage and making comparison between them.

2.12.2 Miz'il (2005)

In this study, the researcher clarifies that The English language teaching course at the college of police that has been put in practice for almost fifteen years without the necessary periodical assessment and consequent change of needs of the cadets brought about by the occupation of the country by English –speaking forces.

Three hypotheses are proposed for testing, these are:
It is hypothesized that the English second language course *Policing English for Iraq* currently taught at the police college lacks the following pedagogical adequacies:
1-proper identification of the learner's specific vocational needs,
2-proper selection, grading and sequencing of English second language material, and
3-proper and balanced development of all the target language skills on the basis of the learners' needs profile.

2.13 Discussion of the Studies Reviewed

The studies that reviewed in this section deal with the study of syllabus design. These studies differ, in one way or another, in procedures or approaches that are adapted to achieve the intended objectives.

The first study (Al-Azzawi, 2005) aims at assessing the teacher's and supervisors' opinions about the new English course (RECI) , Book(1) for the fifth grade of the primary education stage and making comparison between them. The second study aims at assessing the English language teaching course currently in use at the college of police through its textbook (Policing English for Iraq 1993) in order to find out how far it

satisfies the requirements of the English for specific purposes framework, and to what extent it actually corresponds with the professional and academic English for specific purposes needs of the future Iraqi officers. The present study aims at identifying and classifying Iraqi teacher's attitude toward using TPR as a teaching method for "Iraq Opportunities " third primary pupils book.

As far as samples in the studies reviewed ,the samples of these studies range between 100 to 136 subjects . While the sample of the present study involves 40 teachers of English from the center of Baquba and Al-Qales cities.

All in all, the studies reviewed above contribute to the present study, albeit to different approaches dealt with.

3.PROCEDURES

3.1 Population and Sample
3.1.1 Population

The population of this study comprises the teachers of English at the primary stage in General Directorate of Education in Diyala Governorate. The total number of teachers in this Directorate were 600 English teacher as AL-Azzawi (2005,42)stated .

The population is finite ,but very large ; therefore it is economically advantageous to work with samples rather them with the population (Sax,1987:371) .

The choice is intentional (in the selection of Directorate of Education in Diyala and random (in selecting a representative number of 40 teachers from the subdirectorates of Al-Qales Provence and the Center of Baquba .

3.1.2 Sample

The size of the whole population of the present study is too large .It is not easy for the researcher to take all the teachers of English in the study because that will take too much time .

Twenty teachers have been randomly chosen for the participation in the pilot study .The participants in the pilot study were excluded from the sample of the final administration of the questionnaire . The sample of the teachers consists of 40teachers of English .The primary schools distributed between the center of Baquba and subdirectorate of Al-Qales Provence (20 teachers for each).

3.2 Instrument of the study

In order to fulfill the aim of the present study , which is identifying and classifying Iraqi teacher attitude toward using TPR as a teaching method for " Iraq Opportunities" Third primary pupils book ,a questionnaire was constructed by the researcher ,as shown in table (1).

The type of the questionnaire that used in this research is rating scales questionnaire .A strength of this type of questionnaire is that it elicits responses to specific questions in the form of scaled, quantifiable data which can then be subjected to powerful statistical analysis (Bachman and Palmer,1996:243) .

The items of the questionnaire has been collected on the basis of the related literature, interviews , the open ended questionnaire , the information found in the teacher's guide, previous studies which deal with teaching techniques and experts opinions since this questionnaire was exposed to gury of specialist in TEFL .Each member in the jury has been kindly requested to modify, change or odd what he/ she finds suitable to the checklist .

Table (1) Items of the Questionnaire

No		I agree	I partially agree	I disagree
1	**The course aims to stimulate the child's interest in learning English .**			
2	**The course aims to develop child's**			

	confidence through a rang of enjoyable activities, including games and songs.			
3	The use of commands and listening skill initially with a delay in oral production has a positive effects.			
4	The use of pre-reading and pre-writing activities which are introduced through the activity book, have a positive effects.			
5	It is good to use a substantial amount of listening and comprehension in combination with various physical responses (smiling, reaching, grabbing, looking, etc..) well before learners begin to use the language orally.			
6	Learning process must be as fun and stress free as possible.			
7	The teacher must be dynamic through the use of accompanying physical activities.			
8	The teacher could relate the information and exercises in the course to our own environment.			
9	The method has some new and refreshed skills that will increase pupils creativity.			
10	The use of props such as flash cards, wall cards and relia as well as actions helps to convey meanings.			

No		I agree	I partially agree	I disagree
١١	Encouraging pupils to act out situations and dialogues is good.			

12	The use of cassette helps the pupils to understand how to apply the activities in real .			
13	It is good for the teachers to relate the total physical response activities to another method of teaching.			
14	The movement from one activity to the next quickly is logical and applicable.			
15	The variety of activities of the method are appropriate for the material presented.			
16	The inherent simplicity of TPR making it accessible to the teachers and to the Iraqi environment.			
17	Iraqi teacher's abilities are suitable to the new course and the intended method.			
18	The use of activity book presents a range of stimulating activities that help pupils to use a language.			
19	The use of teacher's guide which contain step by step instructions for each lesson is benefit to English teacher.			
20	The students demonstrate a good understanding to this communicative course via TPR.			

3.3 Description of the Questionnaire

To fulfill the aim and to verify the hypotheses, an attitude questionnaire was constructed. Attitude questionnaire as defined by

(Richard & Schmidit, 2002:38) is a technique for measuring a pearson's reaction to something.

The questionnaire consists of 20 items. They represent positive attitude relating to the new syllabus design, the method of teaching(TPR), and the level of teachers relating to teaching the new syllabus via TPR. These items supposed to elicit teacher's attitude by three rating scales:

-I agree

-I partially agree

-I disagree

3.4 Face Validity

Face validity is the best type of validity in the case of self rating (Nunnaly, 1972:353). It is secured if the list of items appears to be measuring what is intended to be measure(Ebel, 1972:78).

After constructing the questionnaire items, they were submitted to the jury to assess its validity. *Jury members were selected on the basis of their specialization and experience in the field of education, psychology, and EFLT. Each member of the jury was requested to point out his/her remarks and suggestions about the suitability of questionnaire items. Accordingly, some items have been modified and others excluded. The majority of jury members have verified the validity of the questionnaire items. The remaining are 20 which constitute the final version of the questionnaire.

_____

*The jury of experts were:

-Amthal Mohammed, PH.D University of Diyala, College of Education.

-Ena'am Yousif, PH.D University of Diyala, College of Basic Education.

-Arwa Abd Al- Karim , PH.D University of Diyala, College of Education.

-Zainab Abbas , PH.D University of Diyala, College of Education.

3.5 Pilot Administration

After constructing the test , a pilot study was required to find out exactly whether the questionnaire is well constructed or not . Twenty teachers have been chosen randomly from different schools for the pilot administration . The pilot sample is excluded from the total sample of the study .

Results of the pilot administration can be a good indicator for making any necessary modifications in the final version of the questionnaire and to determine the effectiveness of the items in the light of the subjects responses.

3.6 Final Administration of the Questionnaire

The Final version of the questionnaire was distributed to the participants at the end of March , 2010 together with a copy translated in the Arabic to ensure full comprehension of the items on the parts of the participants.

The teachers were asked to give their views on the items according to scale of three dimensions . The teachers responses have been utilized by the researcher. The period of distributing and receiving the copies of the questionnaire lasted from the end of march to the end of May 2010.

3.7 Overall Performance

In order to investigate the hypothesis of the study which reads Iraqi teachers have positive attitudes towards using TPR as a teaching method for " Iraq Opportunities" third primary pupils book. The responses of the subjects were investigated by using the mean and the theoretical mean formula . The mean score of the subjects was (53.825) compared with the theoretical mean (40). Result is that the mean is higher than the theoretical mean . This proves that Iraqi teachers have positive attitude toward using the TPR method as a teaching method for " Iraq Opportunities" third primary pupils book. So , the hypothesis that is mentioned above is accepted.

Table (2) : Weighted Mean of the Questionnaire item

Item (NO)	I Agree	I partially agree	I disagree	Weighted Mean
1	38	2	0	0%

2	39	0	1	2.5%
3	20	17	3	7.5%
4	28	10	2	5%
5	31	7	2	5%
6	38	2	0	0%
7	40	0	0	0%
8	34	6	0	0%
9	35	5	0	0%
10	40	0	0	0%
11	35	3	2	5%
12	24	11	5	12.5%
13	17	11	12	30%
14	9	13	18	45%
15	28	11	1	2.5%
16	25	13	2	5%
17	18	7	15	37.5%
18	63	3	1	2.5%
19	37	3	0	0%
20	34	6	0	0%

4.CONCLUSIONS, RECOMMENDATIONS & SUGGESTIONS FOR FURTHER RESEARCH

4.1 Conclusions

After presenting teacher's attitude toward using TPR as a teaching method for "Iraq Opportunities" third primary pupils book, through out

the procedures of this research, the researcher considered the weighted mean 45% as an item that fail to gain positive attitude from teachers. Consequently, five items were gain negative attitude from teachers. Conclusion remarks can be clearly pointed out as follows:

1.Item number (14) which refers to (the movement from one activity to the next quickly is logical and applicable)gains the most negative attitudes from teachers . It got a weighted mean 45% .

2.Item number (17) which refers to (Iraqi teacher's abilities are suitable to the new course and the intended method)gains the second negative attitudes from teachers . It got a weighted mean 37.5% .

3.Item number (13) which refers to (It is good for teachers to relate the TPR activities to another method of teaching) gains the third negative attitudes from teachers . It got 30% .

4.Item number (12) which refers to (The use of cassette helps the pupils to understand how to apply the activities in real) gains the fourth negative attitudes . It got (12.5%).

5.Item number (3) which refers to (The use of commands and listening skill initially with a delay in oral production has a positive effects.) gains the fourth negative attitudes . It got (7.5%).

4.2 Recommendations

In the light of the findings achieved and the conclusions derived , the researcher recommend the following:

1.Long training course for teachers are necessary as a remedial work. They should be aware of the aims of this course, the approach on which it is designed and the use of techniques required.

2.Schools should be supported with teaching aids that are needed to facilitate the teaching process via TPR.

3.The teacher must not follow a rigid scheme in dealing with learners since the process must be as fun and stress-free as possible.

4.The teacher must not ignore the teacher's guide which contains step-by-step instructions for each lesson.

4.3 Suggestions for Further Research

1.A similar research is needed to investigate testing system of this new syllabus .

2.A similar research is needed to identify the problems faced by English teachers of English in teaching the new syllabuses.

References

-Al-Azzawi, Natiq(2005)*An Assessment of Book 1 for the Fifth Grade of the Primary Stage From the Supervisors and Teachers Points of View*. Unpublished Thesis. Diyala University .

-Bachman, Lyle &Adrian, Palmer(1996) *Language Testing in Practic*.Oxford:OUP

- Brown, D. (1987)*Principles of Language Learning and Teaching*.Prentic-Hall:Jersey.

-Ebel, Robert(1972)*Essential of Educational Measurement*. New York: Printic Hall.

-Freeman, L.(2003)*Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

-Hancock, M.(2008)*Iraq Opportunities Third Primary Teacher's Book*. London: York Press.

-Al- Hamash, K. (1985)*Principles and Techniques of Teaching English as a Second Language*. Baghdad: Al- Rusafi Printing Press.

-Miz'il,Muhammed(2005)*Towards a Communicative ESP Syllabus for Cadets at the Iraqi College of Police* . Unpublished Thesis ,Diyala University.

-Nunan, D.(2001)*Second Language Teaching and Learning* .Bosten :An International Thomson Publishing Company.

-Nunally, Jum(1972)*Educational Measurment and* Evaluation. New York: McGraw –Hill

-*Oxford Wordpower (2006)*Oxford: Oxford University Press.

- Richards,J & Renandya, W.A. (2002) *Methodology in Language Teaching*. Cambridge :Cambridge University press.

- Richards, J.C & Schmidt , R.(2002) *Longman Dictionary of Language Teaching & Applied linguistics* . Fakenham : Fakenham Phorosetting Ltd

-Richards, J.C & Roggers ,T.(1986) *Approaches & Methods in Language Teaching* .Cambridge: Cambrige University press.

-Sax, Gilbert(1978) *Foundations of Educational Research*, USA: University of Washington.

-Stern, H. H. (1983) *Fundamental Concepts of Language Teaching*. Oxford:Oxford University Press.

Internet Sources

-Asher,J.(2000)Language By Command. Context Institute. The Total physical Response approach to learning language.

-Total Physical Response (1999) Linguallinks Library.