

SHIFTING SANDS OF ENGLISH IN IRAQ
Language Policy and Planning

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Abstract:

This Session Is Entitled "shifting Sands of English" to which I would like to add changing winds of politics". My presentation is confined to Iraq so I believe that a brief historical sketch will be quite usefull.

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1. Introduction

Iraq is located in the heart of the Middle East. In the story of human progress, Iraq occupies a central place too. This region was known in history as the cradle of civilization. It is on the banks of its rivers that the world's earliest civilizations 5000 B.C. emerged, matured, then spread east and west moving the world from prehistory to history. Writing, which is considered one of the greatest accomplishments, as it facilitates the recording of human experiences in various fields, was invented here 4000 B.C. by the Sumerians. This invention led them to establish schools called at that time "the houses of tablets" and they found out a system for organizing and preserving the records on tablets, and libraries containing these mental activities became effective institutions, together with schools, for transferring human experiences and knowledge from one generation to another. The library of the King Ashurbani-pal (668-631 B.C.), discovered in the 19th century in Nineveh, was found to contain no less than 24000 clay tablets of religious and literary texts. A great deal of Mesopotamian lore could thus be retrieved, thanks to the love this monarch entertained for "books" (Mizil, 1984:16).

In 637 A.D, winds from the South brought Islam to Iraq by the Arabs and Iraq became the heart of the Arab Islamic Empire. Under this empire, Iraq witnessed a golden age, one of the greatest in man's history and Baghdad (City of Peace) became a centre of learning and arts to which men of talent gravitated from all parts of the world. Here, Greek, Persian and Indian works of literature, philosophy, medicine and science were translated into Arabic with support of the caliphs. The most famous school, Al-Mustansiriya School, built in 1222 A.D

is still there telling the world about the glorious Iraq.

The continuity of that progress, however, was interrupted by destructive eastern winds indifferent to the civilized values which the Arabs struggled to maintain, and the Mongols swept through, destroying the accomplishments of the earlier Arab culture and everything in their path, including the educational institutions, libraries and their contents. Then the Ottomans entered Iraq in the 16th century and left only when they lost World War 1, whereupon Iraq was put under the British mandate. Consequently, the richest educational experiences in the human history faded away, schools degenerated and dwindled and Iraq witnessed under invaders the worst types of ignorance and darkness. After eight centuries, the winds of liberty blew again and Iraq was eventually a self-governed state and we do hope it will continue to be free and glorious as it was.

The Middle East and Iraq in particular is today in a state of flux. After slumbering for centuries, it has awakened to find itself face to face with the western world. Tremendous forces came into play, political, economical, social, scientific, and last but not least, military. Western armies invaded almost every country in the Near East. As a result great changes took place in this land including education. The present educational system in Iraq is not an outgrowth of the old, but is essentially an imported one. Its organization, curricula, methods and examinations have been borrowed from the West with slight modifications. There was indeed an educational policy in Iraq at the beginning of the twentieth century, designed by experts both British and Americans who had rich experience in this field. There was, however, so little information about language teaching,

an area which might be considered at the time of minor importance when compared to the whole subject of invasion.

1. Ottoman era

During the Ottoman regime ended in 1914, the educational field received very little attention. The government schools were very few in number and the Turks insisted that instruction should be carried on in Turkish. It is worth mentioning here that the Ottoman system of education was influenced by the French one

Non-Muslim communities maintained their own schools which were entirely independent of the Government. These were Christian, Jewish and foreign mission schools teaching among other subjects French, English and little Arabic (Akrawi, 1942).

2. British Occupation Era

In their early efforts at education, the British authorities seem to have been prompted partly by the demands of the local population and partly by the desire to train some clerks who would be ready to handle government business in Arabic and possibly in English. Hence, they sought the help of two educational experts an American and a British. The first was Mr. John Van Ess, the principal of the American school in Basra, due to his long experience in teaching and his knowledge of the social state. The second was Major Humphrey Bowmen, an educational expert who worked for the Ministry of education in Egypt for a long time (Mizil, 1984: 35).

The importance of the educational work done by the British from 1915 to 1921 lies not only in the fact that they laid the foundations of the present system of education in Iraq, but that they also reached decisions upon certain important points of educational policy which have an important bearing on the educational

policies now followed, some having survived with little modification to the present time.

It was decided, against counsel and pressure from certain quarters, that Arabic should be the language of instruction. Hence the temptation of the English administration to carry on instruction in its own language was resisted. This was contrary to the policy previously followed by the Turks in Iraq, and by the British themselves in India. This was a step of paramount importance when considered from the standpoint of the revival of the Arab language and culture.

Concurrently, it seems to have been decided, again in spite of counsel and pressure from certain quarters, to start the teaching of English at a later stage in the primary schools than the native language. English was to be taught simply as a foreign language (Administration Report of the Department of English, 1919 pp. 1-3 cited in Akrawi, 1942).

The second point of their educational policy concerns primary education. It was decided that emphasis should be put mainly upon primary education, as they thought it was unwise to have secondary or higher education while there was no solid foundation for primary education in the country. Hence, neither Secondary nor higher education was paid attention. However, the British authority, for some political reasons, cared for the private and missionary schools and offered them financial support to raise their standards. These schools were the American, the Latin Catholic, Chaldean Catholic, the united, and the Jewish. The British authorities evidently were not reasoning from the national point of view and the desirability of bringing up a generation of united citizens, when of

a total Rs 47,930 as much as Rs 42,000 went to Christian schools.

The third point concerned the questions of school fees, age of admission, and technical and commercial education. Instruction in all stages became free of charge for all people, for the sake of spreading learning. The age of admission in primary school was six and teaching was to be obligatory whenever means and capacities were available. As regards technical and commercial education, the British with an eye on the economic possibilities of the country, seems to have been anxious to make provisions for a practical type of education. With this in mind, they opened technical (trade) schools in Baghdad and some other cities (Akrawi, 1942:133).

3. The National Government

Upon the invitation of the Iraq government, an American commission of Inquiry arrived in Iraq in 1932, to study the educational system and present a report embodying its findings and recommendations. The commission was composed of Professor Paul Monroe of the International Institute of Teachers College, Columbia University, as chairman, of Professor William Bagley of the same institution, and Professor Edger Knight of North Carolina, as members. After a survey lasting seven weeks, the commission presented a report embodying 33 specific recommendations (ibid:140). The more important of these was that the Educational system and administration in Iraq is highly centralized. Hence the committee believed that unifying the curricula and methodology would lead to stagnancy in school work. It even raised the question of advisability of requiring English for all the pupils in the primary grades and recommended that it should be made optional, being required only by those who plan to

continue their education in the intermediate schools (Paul Monroe and Associates, The Report of the Educational Inquiry Commission, pp35-36 and 151 cited in Akrawi, 1942: 204). The committee suggested that

1. flexibility in teaching methodology be required in order to get a variety which would lead to growth and improvement by electing the applicable methods.
2. the public's interest in different areas should be considered, if improvement in the school system was to be made.
3. training of teachers be recognized as the major and strategic factor in improving the educational system.

These significant recommendations suggested by Monroe in 1934 for planning actions and stating aims and ideals for the development of a more effective educational system have not been implemented properly up to the preset time. The educational system is still suffering from a number of deficiencies which will be discussed later.

2. Shifting Sands of English Teaching in Iraq

Historically speaking, Marckwardt (1975) states that "teaching modern foreign languages undergoes a radical change about once every 20 to 25 years", that is approximately, once every quarter of a century. In Iraq it may take a little longer time because of a number of factors which is out of the scope of this paper.

The period from 1974 to 2000 witnessed the introduction of the Audio-Lingual Method which is based on the behaviouristic school of structural linguists. The decision was adopted by a recommendation

submitted by an educational committee formed to examine the situation. The primary and secondary schools series of textbooks entitled "the New English Course for Iraq" (books 1-8) were written by an Iraqi committee. These were language books not readers. The pupils were to acquire the target language by the method of imitation, intensive repetition to the degree of over-learning. This era witnessed the establishment of the Institute for the Development of English Language Teaching in Iraq which carried out a number of responsibilities.

A quarter of a century earlier the Direct Method of foreign language teaching was officially advocated in the early 1950's. The primary and intermediate textbooks were entitled "The Oxford English Course for the Republic of IRAQ" (Books 1-5) developed in the late 1940's. These were vocabulary centred and they manifested a clear bias towards the direct method, that is, the teaching of language skills through reading. The secondary school books (Readers 1 to 3) were anthologies of short descriptive passages, short stories and plays with language and comprehension exercises based on them, in addition to a grammar book.

Another shift backward of 25 years takes us to the beginning of the last century where the translation method was the one predominantly used. Iraqi pupils were required to translate from English into Arabic in the first year of instruction and from Arabic into English in the second year, that is, the fifth and sixth years of the primary school. This method of teaching seems perfect when we consider that the British government at that time was in need of clerks to handle government business in Arabic and English.

The modern shift in teaching English as a foreign language in Iraq is

the adoption of the communicative approach which is based on the principle that language is essentially a means of communication. Here we are about 20 years behind the other Arab countries which adopted this approach in the 1980's. No policy or aims were set for this shift except a presidential statement. Accordingly, two books (books 1 and 2) entitled "Rafidain English Course for Iraq" based on this approach were locally prepared and are used now in the primary school. The word 'Rafidain' refers to the two rivers Tigris and Euphrates.

Work, however, stopped after 2003. Now some British presses like Oxford University Press and Longman (Person Education) are trying to take over the whole work, the Longman with a new series entitled "Iraq Opportunities" and Oxford "Pacesetter". No decision has been taken so far and the pupils of the first-year intermediate, who used the new books in the primary stage, have to go back to the old ones until a decision is taken.

3. Assessment of the justifiability of these changes

Starting with the oldest approach, it seems that the English language programme centres on the goals and the language needs of the government, rather than that of the pupils for the desire to train some clerks who would be ready to handle government business in Arabic and in English. The English course, although no record of the textbooks is available of that era of the 1920's except that pupils were given 9 periods of English a week in each of the fifth and sixth grades, suffered firstly from a too rigid departmentalization of their parts, which were taught separately and assigned a definite number of periods each. Nine periods in the sixth grade distributed as follows: conversation 3,

reading 3, grammar 1, penmanship 1, translation 1, spelling and composition from time to time in these periods. Its weakness is that of translation which often results in the teaching of bad usage to the children, due to the difference in sentence construction and idioms between the Arabic and the English language (Akrawi, 1942).

Opposed to the translation method are the advocates of the Direct Method which is based on complete banning of the use of the native language in foreign language teaching. The reading objective dominated this method and reading was used as a means of developing language skills. Advocates of this approach favoured reading as a primary aim and based their assessment on the fact that if English were a second language in Iraq, speaking and comprehension would be what students need, but it is not. English is a foreign language which may opt for written forms not the oral ones. The course of study was also criticized for its lack of coherence and continuity (Al-Hamash 1984). But reading is no longer regarded as the only means for language learning. In addition hordes of students were able to read and write but unable to speak or communicate when the occasion required.

Unlike the Direct Method, the Audio-Lingual Method admits the use of the native language to supply meaning to the pupil. Unfortunately teaching English in Iraq turns into teaching through the native language. All the explanation of grammatical rules, comprehension passages, vocabulary items are given in the mother tongue, which minimizes the exposure to the foreign language whether in listening or speaking. The drills are mechanical and meaningless. In addition, reading and writing are not given their due importance. In the first three grades of English instruction

80% of the time of a period is given to understanding and speaking and 20% to reading and writing. In the eighth grade the distribution of time is 50% for oral and 50% for written skills. But English instruction in Iraq is teacher-centred. This means that the teacher is dominating the whole scene and pupils are only listeners. The result is that pupils are not only unable to read or write but also unable to communicate properly. In addition to the principal objections to the Audio-Lingual Method which are: lack of transference from the rigidly controlled structure patterns to real communication situations, and the routine nature of the material presented.

The general objectives of this programme, made in 1970, which aimed at enabling pupils to use English effectively in understanding and speaking, and to read texts with comprehension and be able to express ideas in writing, (Al-Hamash, 1984:35-36) have not been achieved by this method nor were the needs of the pupils taken into account. Pupils spend eight years studying the English language and then it is dropped completely, unless they pursue their studies in the colleges of medicine, or the Department of English in colleges of education. Colleges of science and engineering have most of their curricula Arabized (translated into Arabic). Part of the problem is also due to the swinging between the priority of the oral skills and the written ones in the English course as well as to the adoption and implementation of ready-made methods that have been experimented abroad without taking into consideration the different cultural, social and environmental circumstances of the country. As a result, these methods were in no way linked or successive in the development of the acquisition of foreign language learning. Each one

seems to the exact reverse of the one before it. Another point of concern is the exposure time to language teaching and learning which is not sufficient. And above all, the responsibility for effective teaching of English falls on the teachers of primary, secondary schools and higher education. The teacher is considered the most effective factor in any educational reform. He constitutes the top of the educational process which is composed of the teacher, the pupil, and the material. He can make the changes in the society emphasizing the saying: Give me a good teacher, I give you the society you need."

The variety of pre-training patterns used in the training of primary school teachers could bear some of the problem. There are five patterns of formal instruction for the primary school teacher which provide little specialization in English.

1. Primary training institute –three years after the intermediate school certificate.
2. Primary training institutes (higher section) –two years after the secondary school certificate
3. Primary training institutes –five years after the intermediate school certificate, the first 2 years for academic subjects in general and the last 3 for specialized subjects-English , Arabic, mathematics, sciences, physical education, etc
4. Teacher colleges –four years after the secondary school certificate.(the first 2 years for general subjects, and the last 2 years for specialized ones)
5. Three-month summer programmes after secondary school certificate

Although English teachers at school have in-service training by one or another of these disciplines, their control of the language diverse greatly and this of course influences their

professional work. This means that primary school teachers are not adequately trained and are therefore not qualified to teach English (Al-Dulaimy, 1999:6, cited in Mahmood F. 2005). The harm done by inefficient teachers is two-fold: firstly, young learners pick up language very easily, including the mistakes of their teachers, and secondly, these faulty language habits are extremely difficult to eradicate in later years.

For secondary school teachers there are also four patterns of formal instruction lasting for four years after secondary school certificate

1. College of Languages, with emphasis on literature.
2. College of Arts, with emphasis is on English literature only
3. College of Education (formerly Higher Teachers' Training College) –Emphasis is on English as well as professional subjects (theoretical and practical)
4. Women's College – the same as in 3.

Concerning secondary school teachers, the situation is much better although there are four patterns of informal instruction. Teachers do have a clear speciality. Those teachers are also equipped with professional training. However, their mastery of the subject is still inadequate. A survey of the performance of secondary school teachers has shown that even the best of the programmes fails to provide graduates with a mastery of English that will match their professional training (Al-Hamash, 1972). The researcher argues that a possible cause of the difficulty is that professional training is often carried out at the expense of training in language skills. In addition, these training programmes lack modern teaching techniques, the use of teaching aids and language laboratories.

In general, a marked boundary separates secondary school teaching from primary school teaching. Primary teachers are below the standard when compared to the secondary teachers.

The following suggestions, when implemented, may produce some improvement

1. Primary school teachers are largely responsible for shaping the early foreign linguistic habits of pupils. Consequently, they are more important than secondary school teachers. It becomes necessary then to design a four-year programme at teachers' colleges and to dispense with other programmes.
2. Secondary school English teachers could be asked to teach in primary schools. In other words primary teachers are not to teach English but other subjects.
3. Teacher-training programmes at colleges can be made more efficient by incorporating modern techniques and equipment.
4. Training in language mastery should be provided along with professional training.
5. Regular in-service training programmes are required constantly to keep teachers in contact with the target language (see IDELTI).
6. Cooperation between those concerned with the teaching of English (teachers and supervisors) in the primary schools and those concerned with teaching in the secondary schools are required.
7. Coordination and cooperation among those concerned with the teaching, supervising, testing, and planning are also required for the benefit of better teaching of English in Iraq.

4. IDELTI

The Institute for the Development of English Language

teaching in Iraq (IDELTI) was established by law on May 27, 1971 as the result of a Memorandum of Understanding between the Governments of Iraq and that of the United Kingdom. The Institute marked a new phase in the teaching of English in this country since IDELTI was responsible for all aspects of the development of ELT in Iraq. This includes:

1. Holding In-service training of varying lengths for primary and secondary teachers and supervisors of English with the purpose of both improving their competence in the English language and training them in modern methods and techniques of English language teaching in accordance with modern practice.
2. Assisting in the development of English textbooks at all school levels in Iraq.
3. Undertaking research into English language teaching in Iraq.
4. Advising the Ministry of Education on all aspects of language testing in the schools.

The IDELTI issued a quarterly journal which contained articles related to all aspects of English language teaching and was aimed at primary and secondary school teachers in Iraq. The IDELTI had a very good library, which trainees were encouraged to make full use of. A wide range of magazine was available in the reading room, among them was TESOL.

From 1972 to 1990, the IDELTI was successful in obtaining scholarships from the British Council to enable further training in ELT to be given to outstanding trainees in the United Kingdom. Then, The Institute for Educational Training and Development was established to include IDELTI and hence its work deteriorated gradually.

5. Some Considerations Regarding the English Programme in Iraq

1. English is the foreign language taught in schools but it does not play any essential role in national or social life. The average citizen does not need English to live his daily life or even for social or professional advancement. Some schools started teaching one of three languages in addition to English which are French, Spanish and Russian from 1984.
2. The starting age of foreign language teaching in schools is eleven. The question whether to start teaching English earlier or cancel it in the primary school is still controversial. However, a study of early instruction in English in the third year revealed that "third graders have achieved significantly higher scores than the fifth graders", (Jiyad, 1973: VI cited in Al-Hamash, 1984:17). This may call for starting teaching English earlier with emphasis on teacher-training in English.
3. The number of periods, 4 or 5 a week, allocated to English in the primary and secondary schools is never sufficient, keeping in mind that less than half of this time is not realized due to several reasons. It is worth mentioning that the number of periods in the 1920's was 9 a week. Probably that is the reason why people still believe that instruction in the past was superior to the present time (See tables 1 and 2).
4. Educational administration and system are centralized. All the curricula of the primary, intermediate and secondary schools are made by the central authority. They are uniform for the public schools of one type whether situated in rural or in urban communities. Textbooks are uniformed and are selected by the central authority through a textbook committee. The teachers are trained by the central authority and to complete the cycle the questions for the final examinations at the completion of the primary, intermediate and secondary schools are set by it and the correction of the examination papers is carried on by committees under its supervision.
5. Financially, the system is also centralized. No government school in Iraq has a budget of its own. No principal can spend money on what equipment, books, repairs and the like which he believes necessary for the school without asking the permission of the direct general. Education in Iraq is almost entirely supported from the general Government budget.
4. Attitudes towards foreign language learning in Iraq were not of primary importance to the authority. What concern them most were the method of teaching, supervisors' reports, training courses in language teaching and testing, and above all the rate of students' success in the Ministerial Examinations. However, scholars and educators abroad have started to draw the attention to something missing or being overlooked. That was attitudes not only of the student learning the language, but also attitudes of teachers, parents, the government, and the community at large.
5. The prevailing method of teaching in Iraqi schools whether it is English or any subject is as follows: The teacher is the centre of the picture in the classroom and is the dominating figure in it. Information is the main aim of instruction. The teacher teaches the topics of the course of study,

devises means of teaching these to his pupils, and finally tests the pupils to ascertain if they have "learned" them. The role of the pupil is mainly that of a passive receiver, responding to the stimulations of the teacher through questions.

6. The English programme in Iraq extends for eight years covering the last two years of the primary school, the three years of the intermediate and three years of the secondary. The first five years the programme is unified for all pupils, with

a fixed num

Grades	Number of hours per week	Average Number of hours per year
5	4	120
6	4	120
1 st intermediate	6	180
2 nd intermediate	5	160
3 rd intermediate	5	160

ber of hours for all schools.

In the fifth and sixth primary years the numbers of weekly hours is four, with the average of 120 hours in each year. In the first intermediate the number of weekly hours is six and the average number of hours per year is 180. In the second and third years of the intermediate level the number of hours is five and the average number of hours per year is 150 as illustrated in table 1.

Table 1 : Distribution of Hours of English in Primary and Intermediate schools

At the secondary stage there is a great deal of variation according to specialization as illustrated in Table 2.

Grades	Literary	Scientific	Commercial	Agriculture	Industry	Primary Teachers' Institute
4 th Secondary	5	5	4	2	2	5
5 th Secondary	6	5	4	2	3	5
6 th Secondary	6	5	4	2	3	4

Table 2 : Distribution of Hours of English in Secondary Schools

6. Defects with the educational system

1. The system of teaching described above is rather universally applied by

teachers of Iraq though with varying degrees of rigidity and of success.

2. An important defect in the method of teaching is the lack of attention of individual differences among the pupils and the failure to make any provisions for it. This is almost universal. The bright pupil finds little additional material with which to work, while the dull pupil lags behind and gets little special help. This is probably one of the main reasons for the large number of failures of pupils in all the grades. Failure to take account of individual differences is of course a feature both of the course of study and of the method of instruction.

3. The average teacher in Iraq follows the course of study very closely, if not blindly. The topics of the course are followed one by one and almost in the same sequence. It is a rare teacher who takes advantage of his environment in his teaching. Fear of the inspector is an underlying cause for the slavish following of the course of study. Inspectors usually insist on a strict application.

4. This system reaches its climax with the public examinations which are given annually by the Ministry of Education. The questions for these examinations are prepared at the Ministry and are sent sealed to the schools. The papers are then corrected by committees.

This system of public examinations has been justified on the ground that it helps to raise the standard of achievement in the schools, yet its harmful effects are manifold. In Iraq the examinations result in the failure of a large proportion of pupils who are therefore obliged to become repeaters or to leave the school. Hence, this system results in bad effects on the pupils such as bitter disappointment, loss of interest in the school, and sometimes dropping entirely out of school. However, some schools in the

passing few years were in the habit of arranging for additional periods of instruction outside the school hours, in which the pupils could be drilled in preparation for the examination. Pupils and parents are nowadays not convinced with these extra hours, so they seek the help of private teachers to guarantee success. This becomes a great prevailing problem in Iraq. Still, private teaching to many parents is the best solution for good instruction and high marks.

7. People's Attitude towards Language Learning

The ideas and views which people in Iraq hold about education in general and English language in particular have a direct bearing upon the type of schools and teachers provided for their pupils. Starting with the traditional Arab view of education, education is the acquisition of knowledge. The word Qur'an is derived from the Arabic verb meaning "to read." And the first Sura in Qur'an is Read. Hence Iraqis value schooling for their children rather than anything else in the world. They will work day and night to get the school requirements for their children or to send them to the best schools in the area. They will pay a lot to get private teachers for their children to assist in studying school subjects. Parents feel so proud when talking about their children's marks in school. However, there is that earnest desire on the part of a large number of people that education in school should be of a more practical nature and nearer to Iraqi life. The courses have been criticized for being too theoretical (academic) and have little bearing on the environment and the everyday life of the pupil.

Iraqis, in general, like the English language and highly respect those who can communicate in English. They also have a great desire to learn it. Many

young graduate people enroll in evening colleges to improve their English language, or seek private teachers to help them in acquiring it. Enrollment in the English language departments is increasing. Evening classes of English language at colleges are rapidly growing.

In response to the changes of circumstances that came about after the war of 2003 which opened the doors for developments in education, opportunities for pursuing one's studies abroad or even travelling for business or enjoyment, the study of English has flourished. High-technology devices like computers and internets are playing a good role in language acquisition among the young. The children enjoy playing computer games and sending messages on the mobile which the parents estimate as a good chance for elaborating their knowledge of the language, increasing their vocabulary, and improve their listening comprehension in addition of course to enjoyment.

8. Proposals for Reconstruction of School Curriculum in the English Subject

1. Language learning should be pupil-centred not teacher-centred.
2. There should be continuous interaction between the school and the community through curriculum chosen because of their nearness to life, of their appeal to the interests of learners and fitness to their capacities and finally because of their educative value
3. English instruction should help to bring about the proper adjustments involved in the impact between Arabic and Western civilizations and to establish better educational, social, commercial, and political intercourse with the West. It should also help to promote better understanding of Western civilization, and to help in increasing one's knowledge of modern

sciences, inventions and methods developed in the West.

4. The textbooks need to be lifelike and attractive, with coloured illustrations, and enjoyable subjects. The subjects are to be derived from the activities, problems, and needs of life carried or solved or met by the learner consistently with his capacities and interests in the light of the best heritage of the human race.

6. Language activities should not be confined within the walls of the school, but should be carried on in the environment and life outside the school.

7. English is to be the medium for the discussion and investigation of social problems and issues by the pupils in the classroom. It is desirable to educate them to be intelligent pupils able to participate, agree or disagree with others but always to respect the other's view.

8. Schools and teachers should be allowed considerable freedom under guidance to shape their curriculum according to their particular environment.

9. As far as curriculum construction is concerned, the Ministry of Education should content itself with issuing generalized types of curricula intended to be suggestive and not to be followed literally.

10. The English programme should provide for the individual differences in ability and interests among pupils, and there should be sufficient exposure time for instruction.

11. Schools have to be equipped with teaching aids, labs, stories, books and magazines to facilitate the leaning process.

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الرمال المتحركة في تدريس اللغة الانكليزية في العراق السياسة التربوية والتخطيط

الاستاذ المساعد نجاه الجبوري
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ملخص البحث:

هدف البحث الموسوم "الرمال المتحركة في تدريس اللغة الانكليزية في العراق: السياسة التربوية والتخطيط" الى توضيح التطورات التي صاحبت السياسة التربوية والخطط و الأهداف في تدريس هذه اللغة في العراق خلال القرن المنصرم و بداية القرن الحالي . كما يتطرق الى معوقات العملية التعليمية ويقدم بعض المقترحات لاعادة بناء مناهج اللغة الانكليزية في العراق