

دراسة استراتيجيات المعلمين العراقيين في الفصول الدراسية الثانوية

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Investigating Iraqi Teachers Strategies in Secondary Classroom

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المخلص في اللغة العربية

تُستخدم هذه الاستراتيجيات لمساعدة الطلاب على تعزيز مفردات اللغة وواجباتها، ومساعدة المعلم في تقديم المواد. بالإضافة إلى قدرة الطلاب على ترجمة الكلمات بشكل صحيح، سيتمكنون أيضاً من نطقها بشكل صحيح. إذ إن تكييف الطلاب داخل الفصل الدراسي ليس سهلاً على المعلم، إذ يصعب عليه التحكم في الطلاب للدراسة بشكل جيد.

لتحقيق هدف الدراسة، طرح الباحث الأسئلة التالية:

1- ما المقصود باستراتيجيات المعلمين؟

2- ما أفضل الاستراتيجيات التي يمكن استخدامها لتدريس الطلاب في المرحلة الثانوية؟

3- هل تؤثر الاستراتيجيات المختلفة على مشاركة الطلاب في الفصل الدراسي بشكل مختلف؟
تهدف هذه الدراسة إلى استكشاف استراتيجيات المعلمين العراقيين في الصفوف الثانوية المستخدمة لتحسين العملية التعليمية. كما تتناول أهمية استخدام هذه الاستراتيجيات لزيادة تفاعل الطلاب. علاوة على ذلك، يجب على معلم المرحلة الثانوية استخدام استراتيجيات وأساليب تدريس فعّالة، وتنمية مهاراته في تطبيق الاستراتيجيات الحديثة. لذا، تأتي هذه الدراسة كمحاولة لتغيير الممارسات التعليمية للمعلمين العراقيين لجعل عملية التعلم والتعليم عملية تفاعلية وممتعة.

وقد افترض أن استراتيجيات المعلمين العراقيين في المرحلة الثانوية تتوافق مع مستوى الطلبة

Abstract

The strategy is used to help students promote language vocabulary, duties and help the teacher in submission of materials. In addition to the ability of students to translate the words correctly, they will also know how to pronounce the words correctly. as that the classroom Conditioning is not easy for the teacher because it is very difficult to control students to study well.

To achieve the purpose of the study, the researcher addressed the following questions :

- 1-What do teachers' strategies mean?
- 2-What are the best strategies that can be found for teaching students at the secondary school?
- 3- Do different strategies affect students' involvement in the classroom differently?

The study aims at investigating Iraqi teachers strategies in secondary classrooms which are used to improve the educational process. This study also relates to the importance of using these strategies to increase student's engagement. Moreover, the secondary school teacher must use effective strategies and methods in teaching skills and the application of modern strategies in teaching. Hence, this study comes as an attempt to change the educational practices of Iraqi teachers to make the process of learning and teaching an interactive and enjoyable process.

It is hypothesized that the strategies of Iraqi teachers in the secondary grade correspond to the level of the students

1. Introduction

In recent years of the twentieth century series of scientific changes and technologies and developments. Which have add new duties to the teachers' roles and constantly renewed them. Who has appeared with him many of the obstacles By dealing with students in an era the free flow of information, Which requests teachers apply multiple strategies in the leadership of the educational and scientific process of intervention in the education of these students and the education of these generation and its education within different educational environments.

The development of the ability of students develop their patterns is a key objective at the various stages of education, to achieve this function effectively. It is necessary for teachers to provide an educational environment creates the challenge to students, providing examples of



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dialogue and discuss the students to be a meaningful communication around the content, able to absorb what it come in. Since every student has different capabilities and some learns faster than others, because of this difference, a challenge to teachers becomes to implement of methods that help to understand the entire grade. Therefore, teachers must get effective strategies and implement innovative solutions to meet the needs of each student in class.

This research focuses on strategies used by Iraqi teachers to improve the educational process. In addition, the secondary school teacher must use effective strategies and effective methods in teaching skills and applying modern strategies in teaching, and from here this study comes as an investigation into the educational practices of Iraqi teachers to make the learning process and education interactive and enjoyable. The goal of this research is to figure out and analyze what tactics exceptional teachers utilize to make their classrooms more interactive.

Teaching strategies are defined as a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). It is the teacher's method in teaching the subjects and on his way to achieving the desired educational goals, they are also the means, tools, and procedures which he uses to assist him in his task, it is all of the above, but in short, it is the advance planning and plan that a teacher follows to achieve an educational goal.

The most important modern teaching strategies :

- 1-Brainstorming
- 2-Role play
- 3-Problem Solving
- 4-Dialogue and discussion
- 5-listening triangle strategy
- 6-Teamwork Strategy

The problem of Study is the effectiveness of the teacher see that the effectiveness of the teacher has become an important part of the educational process. In fact, the most appropriate factor that affects the collection of students is teaching in the classroom and strategies used by teachers in their classes. Some students complain that teachers do not use strategies and events in class, students are more active in learning and teachers must search for different strategies to increase their reactions, The lack of studies in the field of Iraqi teachers strategies in secondary classroom is another reason to conduct this study.

2. Literature Review

2.1 Introduction

Teaching considered an artistic performance that is highly depends on the individual teacher and cannot be fully anticipated by teacher education. Additionally, teaching is viewed as a craft, requiring teachers to acquire a set of specific and proficient physical skills during their training. (Kontra, 1997, p. 242).

The learning environment is shaped by teaching tactics. An effective teacher chooses a certain teaching approach, or combination of tactics, to engage students in the learning process as part of the lesson design. Certain instructional techniques are transferable from one discipline to another. Additionally, some techniques are more subject-specific. The most successful professional teacher education, according to a growing and authoritative consensus, focuses on teachers' classroom practices and tactics (Earley & Bubb, 2004, p. 89).

2.2 Teaching Strategies

According to Brown (2007, p.119), strategies are the intended designs for regulating and manipulating specific information, the modes of operation for accomplishing a given purpose, and the precise techniques of handling a problem or task. The structure, method, techniques, procedures, and processes used by a teacher when instructing are referred to as teaching strategies. The term "those direct and indirect activities orchestrated by the teacher to expose students to new knowledge, to reinforce knowledge, or to apply knowledge" refers to the theory-based meta-analysis of studies on instruction that undertook, (Marzano, 1998, p.62)

2.3 Promoting Positive Classroom Interactions

Building strong relationships with each and every student in your classroom is crucial, as is building strong ties between students. It is worthwhile to spend time learning about your kids' values both at the start of the school year and throughout it (Mawhinney & Sagan, 2007, p. 231). Teachers who value them are valued by their students. Students will change their behavior by taking care to protect their relationship with an adult who cares about them outside of their family environment, even if they are living in circumstances that appear intolerable. Many students start internalizing the caring adult's value system as a result. Therefore, a student's proper social and emotional growth depends on their relationships with adults.

You can build strong relationships with pupils by demonstrating your concern for their individuality. You can promote good relationships with everyone you educate by encouraging your fellow students to look out for



one another (ibid). By consistently demonstrating decency, justice, compassion, understanding, and respect, teachers cultivate positive relationships with their pupils (Moore, 2007, p.151). Negative teacher feedback is linked to poor academic performance and inappropriate social behavior, while high teacher expectations consistently predict positive student goals and interest in class (Wentzel, 2002, p. 32).

Teachers who support student autonomy and self-direction, model interpersonal concern, support student collaboration, and stimulate student thinking, help to build strong classroom community (Watson & Battistich, 2006, p. 56).

2.4 Questioning Techniques

A popular and hence extensively studied teaching method is the use of questioning tactics. Asking questions is ranked second only to lecturing, according to research.

2.4.1 Why ask question?

Teachers pose questions for a number of reasons, such as:
In order to engage pupils in the lesson
To boost enthusiasm or drive
To assess pupils' readiness
To assess job completion; to foster critical thinking abilities; to go over earlier teachings
To cultivate understanding
To evaluate the attainment or proficiency of goals and objectives
To encourage self-directed learning

Throughout a single lesson, a teacher may ask questions for several reasons, or a single question may serve multiple purposes. Research generally indicates that question-based training is more successful than non-question-based instruction. Classroom Instruction That Works lists nine research-based tactics, including questioning (Marzano, Pickering, and Pollock 2001, p. 11).

2.4.2 Types of Questions

Teachers have historically categorized questions using Bloom's Taxonomy, a ladder of progressively more complicated cognitive abilities. Six categories are included in Bloom's Taxonomy: Knowledge: the ability to recollect facts or knowledge; comprehension: the ability to grasp meaning

Use a notion in a novel setting by applying it.

Analyze ideas by breaking them down into their component elements and differentiating between facts and conclusions.

Combining components to create a new meaning is called synthesis.

Evaluation: form opinions regarding the worth of concepts or goods.

The categorization of problems into lower and higher cognitive levels has been simplified by certain researchers.

Information recall is a component of lower cognitive inquiries (fact, closed, direct, recall, and knowledge questions).

Open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions are examples of higher cognitive questions that need the mental processing of data in order to generate or bolster an answer (Moore, 2007, p. 151).

2.5 Strategies to Minimize Classroom

1. Write out some questions when planning the lesson.

Teachers rarely write down their questions in advance; instead, they come up with them on the spot as the topic is being taught. This method may result in ambiguous questions that prevent students from thinking deeply and critically, which could cause disinterested pupils to act out of uncertainty or boredom.

Teachers were urged by Wilen et al. (2004, p.167) to create questions that are logically ordered, well-written, and suitable for the students' skill level. Teachers can use PowerPoint® slides or overheads to put the intended questions onto a screen in order to provide even more support. By doing this, the teacher can ask them and all of the pupils can see them on the screen. Giving both visual and audio feedback effectively makes the instruction more multimodal and comprehensible.

2. Before the questioning time starts, lay out your expectations for behavior.

Teachers might wish to urge students to raise their hands, pay close attention to what their peers have to say, and support each other's freedom of expression (Emmer, Evertson, and Worsham 2006, p. 22).

3. Call on a variety of students.

During a discussion, including elements of surprise and ambiguity might help "keep students on their toes." By calling on students at random, teachers can maintain their attention.

4. Cue students before asking the question.

Well-meaning students often struggle with classroom management because they are unable to read their teachers' minds and are therefore unsure of how to react. One way to reduce disruptive outbursts is to cue the class before posing the question. There are four methods of cueing:

- Ask the question after calling on a particular student.
- After asking pupils to raise their hands, pose the query.
- Before posing the question, have students shout out the response.

This method, which works best at the start of a conversation, promotes involvement because kids don't have to worry about whether their





responses are accurate. Furthermore, the opportunity to showcase their rapid cognitive reflexes—many of which are similar to those involved in playing video and computer games—tends to appeal to bright learners. Because the noise and excitement levels can quickly become out of control, teachers should exercise caution while using this cueing strategy. Since the students are aware of the teacher's expectations, there should be minimal issues if the cueing technique is applied before the question is posed.

- Before posing the question, ask each student to come up with a response.

5. Pose questions that are suitable for each student's level.

"Success breeds success" is an old proverb. Students are more likely to stick with an activity when they experience accomplishment. The teacher should gently pose questions at the right level to make students feel successful.

6. Pose queries that generate accurate or affirmative answers.

Speakers frequently employ this strategy to maintain audience interest for as long as feasible.

7. Give students enough time to wait after posing a question and before answering their remarks.

Teachers only wait an average of 0.9 seconds for their students to respond to a question, according to a study on questioning by Rowe (1974). In this brief period of time, average learners are unable to complete the four mental steps required to answer a question.

The question must be heard by the students before they can determine whether they understand it.

Second, they need to use their memories to retrieve the knowledge.

Fourth, they have to decide whether the teacher would commend or chastise them for their response. Third, they have to think about whether their response will be accepted (Jones & Jones 2004, p. 220).

8. Change up how pupils answer questions.

The most popular method for students to respond to a teacher's question is orally. Before calling on a student, another strategy is to have everyone write down their response (Thompson 1998:43). Writing enhances the multisensory experience of the Q&A session; in particular, it gives the instruction a tactile element.

3. Methodology

Techniques for asking questions Asking effective questions can encourage students to engage in class activities. Table 1 displays the questioning techniques used by the three outstanding teachers.

Table 1 Checklist of Teachers' classroom strategies: questioning strategies

Item	Teachers' Classroom Strategies	Teacher 1	Teacher 2	Teacher 3
1	Ask questions relevant to students			
2	Ask open-ended questions			
3	ask for evidence to support a particular point			
4	Ask different types of questions.			
5	Phrase the question first, and then call on the student.			
6	Call on specific students to answer questions.			
7	Call student's name when asking a student to answer a question			
8	Select students to respond randomly			
9	Give students sufficient time to think about before answering the question.			
10	Ask questions of the entire class and try to encourage all students to participate			

4. Findings and Results

Table 1 demonstrates that all of the teachers are proficient in spoken English and have implemented both emotional and management techniques in their classrooms. This is consistent with the behaviors listed in the questionnaire for the perfect teacher.

One aspect of teacher-student interaction is the teacher's language skills. He will provide a wonderful example for the pupils to follow because he is an excellent boss and role model.

Some students believe that if the teacher gets closer, their relationship will become more intimate; others believe that this will increase their stress levels and make them talk in a lower voice.

According to the interview, some kids wish the teacher would back off after asking them a question.

There is no evidence of question modification in Teacher 2 and Teacher 3's classes.

5. Conclusion

According to the study, three outstanding English teachers employ some of the same techniques in their classes to get students talking and enhance classroom engagement. The study's findings are unmistakably consistent with the ideal teaching practices that students indicated in the survey. Therefore, we can draw the following conclusion: To establish an interactive classroom, excellent English teachers employ a few classroom tactics to encourage pupils to speak up. The results of this study may aid language instructors, particularly those who are new to the field, by offering them theoretical and practical advice and educating them on effective classroom techniques.

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