

The Resourceful English Teacher: Some Reflections on Iraqi Teachers of English

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Introduction

Teaching is a dynamic process which entails a teacher to always strive for improving and developing his/her own personal and professional traits. His keeping in pace with the up-to-date pedagogical philosophies, methods and techniques will adhere to real success in his/her career. This is obviously shown in language teaching which requires continuous change and updating that is derived from consulting relevant books and other resources such as newspapers, magazines, plays, tales and use of technology like computer and internet. The teacher must keep abreast of the latest developments in the field of language teaching so as to implement them in his teaching practice.

The time when language laboratories, computer and internet assisted language teaching and other audio-visual devices have added new dimensions to the English teaching situation in many parts of the world, Iraqi teachers whether at schools or colleges have been denied all these facilities. For years educators, teachers, students and parents have been complaining about the static English teaching situation in Iraq with respect to methods, syllabuses, materials, resources, testing and most important of all is the absence of the teacher's professional development. There is an urgent need for Iraqi teachers of English at the college level to be equipped with certain basic professional and personal traits which enable them to work effectively.

The present paper, therefore, tries to shed light on one of these traits which is "resourcefulness". It covers most of the recently used resources that benefit the college inexperienced teacher to become resourceful and the experienced one to become more resourceful. Therefore, the aims of the present study are to find out:

- 1- the extent to which teachers of English at the College of Education/Ibn Rushed and College of Education for women are resourceful;
- 2- whether there is any difference among the teachers according to their total years of experience; and
- 3- whether there is any difference among the teachers of language and literature.

Change in Language Teaching Models

In our daily lives, we always talk about the need for change whether political, technological or environmental .So education is not an exception especially when it comes to language teaching .But such a change is preconditioned by certain factors such as the education system in which the teacher works and the teacher's readiness and the student's need for such a change.

Sine the mid-1970s, different arrays of models have been developed which have offered teachers new dimensions that have been impossible to generate through the teacher-centered model which is based on the fact that the teacher is the knowledgeable who takes the learner step by step. So the learner is looked upon as an "unskilled apprentice" to more knowledgeable elders who are the teachers. (Biggs, 2001, p.46). Thus it is considered as damaging the student's self-esteem .Aims and goals are fixed so teachers manage the students' learning and behavior to ensure hitting these aims. Success excellence is judged according to certain prescribed criteria set by the teacher for assessing students. (Brundreft and Silcock, 2002, p.46).On the other hand, under the influence of the humanistic and communicative theories, great emphasis has been placed on " learner-centered" teaching, that is teaching which makes the learners' needs and experience central to the education process .Learners are looked upon as autonomous human beings with full rights to accept or reject what suits or does not suit their needs and interests. Unlike the first model, it leads to the students' "self-realization" since it shows respect and dignity to them. The measure of success is not the teacher's performance but the students' activities taking place, i.e real learning takes place with the guide and help of the teacher. (Harmer, 2001, p.56).

The teacher is no longer the giver of knowledge but the facilitator, the organizer, the resource, the tutor, the decision maker and the participant for the students to draw on.(Joyce, 2002, p.8).

There is a third model of teaching called" democratic-partnership" according to which both teachers and learners will commit themselves to democratic decision-making, critical thinking, negotiation and responsible citizenship. The aim is to have an educated person capable of argument, debate and problem-solving. Neither methods nor goals are prescribed. All students have equal opportunities to formulate and achieve their collective ends by confronting shared problems and common concern. (Engelund, 2000, p.305)

The teacher feels, sometimes, unsure of what to choose and how to go about his/her choice. There are cases when the teacher feels the need to

be in front of the class room to explain or instruct as a giver of knowledge and cases when s/he feels that students should be left on their own to solve problems in pairs or in groups.

What should really determine the teacher's choice is the reality of his/her classroom. The teacher may be enthusiastic about adopting a particular model or approach to which students seem uncomfortable or simply unprepared for. They are not interested, they only wish to get grades or pass exams. With such students, the teacher feels obliged to lead them to narrow goals such as technical knowledge needed for success in exams and personal experience, which is the key issue in the second model, is ignored. The second model offers students opportunities to work on topics that appeal to them and in their own style, opportunities to share opinions, explore new ideas and to apply what they have learned to current concerns.

As for the third model, it is very difficult to apply in a country where democracy is not practiced since the aim of teaching is towards democratic ends within a democratic state. It needs special teachers who can move beyond competency to a long-term success and special students who are capable of developing their own individual interests.

Definition

As a concept, "the resourceful teacher" means the teacher who can intelligently exploit the tools and resources around him/her such as books, objects, audio-visual aids and recently computer and internet to make teaching easier, clearer, and more interesting. (Baker and Westrup, 2000, p.155)

It is used to mean, too, the teacher who has access to materials specifically designed to help him/her play the role of a coordinator and further his/her professional development.

It also implies the teacher who can find several ways of making even difficult situations work effectively. Though some of such requirements are available to the Iraqi teachers, they still need to be introduced to the up-to-date procedures that can make them resourceful.

Advantages of being Resourceful

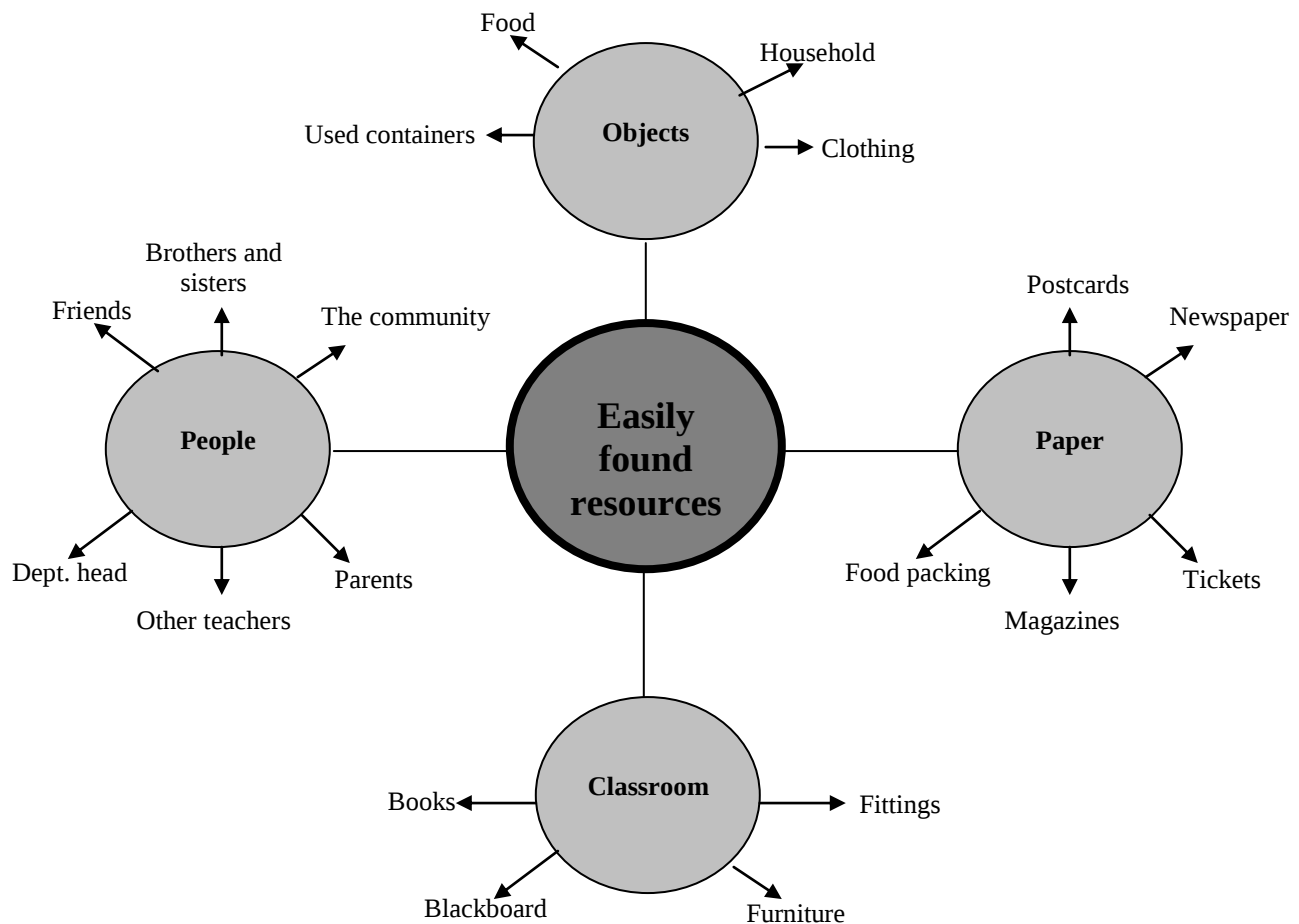
Today language classroom is complex and varied. Teachers feel that there are certain challenging demands made on them. There are cases when all current resources are available to him and cases when only the blackboard is at his disposal.

In both he needs to be resourceful by looking for ways of bringing the available authentic materials to his/her classroom in order to either support his course book or replace it when it is not relevant to students' needs, experiences or interests.

The benefits of a resourceful teacher are not limited to the individual teacher alone, students benefit as well. It has been proved that bringing in a variety of teaching resources to the classroom is a very effective way to "provoke curiosity, increase motivation and avoid overroutinization which is the enemy of good teaching ". (Sowden, 2007, p.310)

The strategic use of resources like computer, internet, OHP or video can be used in changing the focus of the learner since s/he is keen to look at, listen to authentic materials that stimulate his/ her visual and auditory aspects of learning. Thus resources exist to help both the teacher and the student to exploit the classroom opportunities more effectively. (Tomlinson, 1998, p.1).

By using different resources, the teacher can break the monotony of the formal type of teaching and provide meaning to each of the resources exploited. The teacher is expected to possess an adequate skill in using resources in many different ways for different levels. S/he can create a real world of English by using newspapers, magazines in English from or about any English speaking country provided that s/he takes certain factors into consideration such as the student's level, the level of language difficulty, the context of learning (culture), the students' skills need to be focused on and the students' needs, experiences and interests. The teacher needs too to pool his resources with other teachers for sharing and exchanging ideas. All teachers, (Baker and Westrup, 2000, p.156) state, have resources in their immediate environment as shown in the following diagram:



(Baker and Westrup, 2000, p.156)

But one should bear in mind that a teacher can be resourceful even when he does not have an access to expensive technology since he is the best resource for his students. Yet, by exploiting the resources available to him/her, s/he will offer students the chance to achieve a greater degree of accuracy, appropriacy and fluency since they are subjected to real life English unlike the artificial one they encounter in prescribed course books. Besides, the resources the teacher uses will definitely influence the quality of his/her teaching and will be crucial to his/her success.

English Teaching Situation in Education colleges

This section attempts to review most of the problems involved in teaching English at the departments of English in education colleges at the

University of Baghdad and discuss the reasons that have been conducive to this state.

In the last twenty years, there has been degeneration in the quality of teaching English language and literature at the English departments in the colleges of education, which dictates a special attention by the ministry, university and teachers as well.

One of the major reasons for the declining standard is the outdated textbooks. It has been noticeable that most of the course-books whether in language or literature, since students have to get a four-year B.A. degree in English language and literature, were not subjected to any updating process and, therefore, did not cope with the modern developments in teaching technicalities. No worthwhile steps have been taken yet to streamline teaching and examinations which are considered the key issues in higher education. Most of the time the books don't match the students' needs. When students join English department, their aim is to acquire the fundamental skills of language namely, speaking, listening, reading and writing. They want to use the English language in a way similar to that used by native speakers. They need to have the ability to carry on a natural conversation on topics that appeal to them, to express themselves in writing with accuracy and relevance, to understand the main statements of the texts they read and to be able to arrange and present their ideas intelligently, and to understand lectures given by native speakers.

They need it for practical purposes such as when being interviewed, applying for jobs or watching films or programs in English without the help of the native language subtitle. It happens that the ground for choosing a particular course-book is its availability in college book store (since education is free) or its easy use by the incompetent or unqualified teacher.

The syllabuses of courses both in language and literature are somehow difficult for the average students. They are beyond the ready comprehension of students thus creating a very discouraging attitude towards reading which is one of the obstacles a teacher has to overcome.

Most syllabuses are geared towards helping students know more about than knowing language; even the items of the examinations are constructed within this framework. So students can easily talk about the rules of grammar that they have memorized but cannot construct a well-formed question in English. Most of the teaching in grammar is sentenced-based which does not help students to realize the speaker's or writer's choice at the discourse level. What students really need is a discourse

grammar since it offers the students the chance of being presented with longer stretches of a discourse as in real life English.

The same is true of teaching literature. The introduction of Shakespeare's plays or the 18th or 19th century prose, poetry and drama is not practical. One cannot expect students who are not sound in linguistic skills to comprehend or appreciate this kind of literature. And that is why students get frustrated and run to Arabic translations or cheap notes for help. Students rarely read the primary literature but they read more the secondary one. In addition, students will not benefit from studying pure literature since when they graduate they either become teachers at intermediate or secondary schools or join professions where knowledge of English literature is not needed.

What students really need is the fundamentals of English literature which can help them improve ability in expression and comprehension. Thus literature must not be taught as an end in itself but rather a means to a further end.

The second biggest problem is the low standard of proficiency in English among students. The ground for students' admission in English department is their average at Baccalaureate examination and not competency or interest. So the majority of them have poor knowledge of English which does not allow them to cope with the objectives of the syllabuses. What adds to this problem is the large number of students, since more than 40 students are crammed in each class, which makes it difficult for them to receive direct teaching and their participation is quite impossible. Teaching of English is a skill which requires practical work to be carried out by a limited number of students. Besides, the teacher in such a class is busy controlling rather than teaching and he is the only talker in the classroom. This kind of teaching is students' self-defeating since the teacher does not have the time to talk to each student. As a matter of fact this is always the problem with the underdeveloped countries, so while the percentage is 1 teacher: 15 students in the developed countries, it is 1 teacher: 40 students in African and Asian countries. To quote Montgomery (2000, p.134) in this respect: "The more teacher talks, the less students learn".

Apart from students' number, there is lack of motivation. This is due to the fact that the content of English teaching is the artificial English found in textbooks and not the everyday English used in newspapers, films or mass media. Students are not subjected to any authentic materials which might motivate them to communicate fluently in English.

Thus a very small number of college graduates of English can speak, read or write fluently. When they have the chance to mix with native speakers either in their country or when they go abroad, students immediately realize the gap between what they have been taught and the way native speakers actually use the language. What decreases motivation is memorization and rote learning which has dominated the learning process in general and that of English in particular. What is required nowadays is "brain engage". (Ibid, p.135). Students need to begin think, solve problems and to be creative attending and not parroting.

The teacher and the lecturing method is another important reason since almost all teachers at English departments in education colleges follow the textbooks closely without having the privilege of supplementing the class with authentic materials since they have no access to them .Because of the unfavorable conditions in Iraq, teachers have to teach against the odds to develop professionally and teach as effectively as possible. They are not equipped too with the necessary resources such as audio-visual aids, computer and the internet and are incapable of exploiting them in teaching due to the lack of training in this respect .Furthermore, teachers of English do not keep themselves abreast with the recent development in the field of linguistics, theories of learning and teaching as they are not given the chance to participate in conferences, courses or workshops related to these fields outside Iraq.

What makes the teaching of English lag behind is that both teachers and students have little or no say in the materials selected for teaching. The syllabus should not be driven by a list imposed by administrators or directors at the ministry of higher education but by certain objectives and goals set forth by teachers and students' needs and experiences.

Teacher should be allowed to participate in the decision making since they are fully aware of what does or does not suit their students .For fulfilling the aims and objectives of teaching English language and literature, appropriate steps must be taken in proportion to the course-syllabus and students' needs, experiences and interests. What is required too is that the course objectives and linguistic objectives must first be made clear and textbooks be prescribed accordingly.

Thus it is recommended that in the first two years of study, the objectives should be made to develop students' linguistic skills and the power of expression and comprehension. In the last two years of study, literature is be introduced to give the students the chance to be exposed to contemporary usages, cultural information, and the stylistic elements

necessary for improving their linguistic and communicative competence.

Teacher Development

Teacher development is "the process of becoming the best teacher you can be by becoming the student of learning. It represents a widening of the focus of teaching to include not only the subject matter and the teaching methods but the people working with the subject .It means taking a step back to see the larger picture of what goes in learning. It is a continuous process by which human potential is transformed into human performance". (Bower and Marks, 1994, p.5)

One of the most prominent issues in the field of teaching in the last twenty years has been the teacher's personal and professional development. The former includes the cultural and educational background, interests and beliefs while the latter means the linguistic background, knowledge of the target language and culture, length and type of teaching experience, areas and level of expertise and the quality and amount of teaching training received. (Nunan, 1989, p.145)

What the teacher does in the classroom depends mainly on who s/he is as a person, therefore s/he has to develop himself as much as s/he can if s/he wants to improve as a teacher. (Sowden, 2007, p.304). Tusi (2003, p.174) called teacher development" the merging of private and professional selves to achieve an integrated identity with which teacher can feel satisfied".

Self-exploration is the key element of teacher development. Many teachers try to avoid this since it is hard, painful and there is often a lack of guidance but at the same time it gives the teacher the opportunity to reveal the personal, professional and cultural layers that s/he has accumulated to start the exploration process. The teacher, according to Richards (1988, p.3) needs certain beliefs and assumptions such as'

- Taking responsibility for teaching. Personal connection to teaching
- Need for others
- Attention to language and behavior
- Avenues to awareness
- A beginner's mind

The teacher primarily needs to explore the classroom life so that s/he might have opportunities to become aware of the recent developments and the new things in his environment. Self-evaluation is another feature of

teacher development .In professional lives, we keep monitoring and evaluating ourselves, therefore; as teachers we ask ourselves the following questions:

- What do we teach?
- What are our objectives?
- Are we clear and useful in our explanation?
- Is there any relation between what we teach in the classroom and outside world?
- How do we react to our students 'behavior'?

Such questions as Nunan and Lamb (1993, p.246) pointed out above are quite necessary for both self-evaluation and decision-making which is another required quality for achieving development. The latter will direct the teaching process effectively and modify the teaching style so as to meet the students' needs and interests.

Since professional growth is a life-long process, reflecting on teaching is considered a prerequisite for any successful teacher. (Richards and Lockhart, 1994, p.202). The teacher needs to develop his/her critical and reflective skills in order to modify his/her own performance. (Sowden, 2007, p.310).With reflective teaching, the teacher has to move away from the "how' to the" why' questions with which we can exercise control and transform the every day classroom life.(Tsui, 2003, 174)

The idea behind transformation is to improve and empower the teacher as an individual in a social community. Many teachers transform their professional lives by formal training such as entering in-service training programs, by studying for higher teaching qualifications, or by getting a place on a post-graduate course. Such training not only offers chances for promotion but also adds to the teacher's knowledge.

Teachers should be encouraged too to be initiators of research. (Mcdonough, 2003, p.259-260).They can engage themselves in a series of procedures which can help them to either improve their teaching or evaluate the success or suitability of the methods or approach s/he is following or the appropriateness of the activities students are engaged in. Videotapes, audiotapes and diaries are useful for such observation. (Harmer, 2001,p.346).Teachers can interview their students or can administer written questionnaire to ask their opinions about the activities, materials, techniques or procedures and in this way benefiting the teacher and at the same time engaging the students in the learning process.

To sum up, the teacher is the most important factor in the entire educational process. The real success or failure of any method, model,

technique, resource or procedure depends largely on him/her. A good and effective teacher is one who can bring into his/her daily teaching authentic resources.

It is these qualities which the Iraqi teacher should be empowered with if we want to improve the English teaching situation in Iraq. Therefore, the teacher must be the key focus towards whom serious efforts must be geared by the government, ministry and university.

Authentic Resources

A lot of research has been done on the importance of bringing authentic materials into the field of English language teaching. This is due to the fact that many current textbooks have failed to develop students' linguistic, discorsal and communicative competence. (Gilmore, 2007, p.99). However, this strong claim needs to be supported by more empirical evidence. It is believed too that such materials have some positive influence on students' motivation.

The authentic resource is "a text which is not written or spoken for language teaching purposes such as newspapers' articles, songs, novels, interviews or traditional fairy stories".(Tomlinson, 1988, p.7).

They are defined too as "texts, photographs, video selection and other teaching resources that are not specially prepared for pedagogical purposes but are produced to fulfill some social purpose in the community. (Richards, 2001, p.2 , Singleton, 1989,p.25).

Many researchers use the term to refer to "books, newspapers, magazines, radio and T.V broadcasts, web sites, advertising, music and so on but typically have very different surface features from those produced in spontaneous conversation between native speakers, produced by talented communicators to entertain wide audience". (Porter Ladousse, 1999, p.139-141). Many educators and teachers agree on the following advantages of authentic materials:

- They are more motivating and interesting.
- They provide cultural information about the target culture.
- They relate more closely to the students' needs.
- They support a more creative approach to teaching since they help teachers develop their potentials and develop skills and activities which better match their teaching styles and their students' learning styles. (Richards, 2002, p.262, Gilmore, 2007, p.106)

There is a gap between the authentic and the textbook language in that the latter is a poor distorted sample of the real, informal kind of

language which is used much more than any other during a normal speaking life time. (Crystal and Davy, 1975, p.2). The reason why much attention has been given authentic to texts is that artificial textbooks lack many of the models which are predominant in everyday language and specially spoken grammar.

A very good example is idioms and collocations. Textbooks rarely deal with this language in a very systematic way. Another feature which is pervasive in the spoken language and which textbooks fail to account for is "ellipsis", "slots" at the beginning or ends of clauses.(Hughes and McCarthy, 1998, p.263). Bastarkmen (2001, ppA-13) criticized the lack of pragmatic information in textbook materials, the lack of contextualization without which the student finds it impossible to use the foreign language properly.

For students to learn how to manage casual conversation, they need to have some realistic models represented by native speakers doing the same thing. Such conversations are normally ignored in textbooks as being unstructured and unteachable. (Eggins and Slade, 1997, p.315).Such models can illustrate too the way native speakers manage discourse and employ a range of strategies which once the students are made aware of can practice using them in their own conversations. These are the models which help students improve their communicative competence. There is a wide-spread claim through literature that authentic resources can increase students' motivation. This has been supported by the fact that authentic texts are inherently more interesting since they communicate a message rather than highlight the target language. (Freeman and Holden, 1986, Hutchinson and waters, 1987, Little and Singleton, 1991).The other justification is that students look at these texts as real, which is quite motivating for them.

In spite of the rich input the authentic texts might provide students with, there are, still many teachers who feel reluctant to take the risk with bringing such texts to the classroom and change the situation they have been going on for years. This is justified by the fact that there are certain practical difficulties which discourage teachers from exploiting them in the classroom .First of these is, though authentic texts can motivate students, they can be an extremely time -consuming process. (Crystal and Davy, 1975, Hughes and McCarthy, 1998) because teachers need time to find the right resource and the right activities that can match their students' needs. Students as well who are not familiar with such texts need time to gradually switch from the conventional way of learning to a new model

which urges him/her to take part in certain communicative tasks.

The second difficulty is the introduction of the target culture into the classroom especially when it is very different from the student's native culture. (Seidlhofer, 1999, pp.233-245). The teacher has to be very careful as how to handle this problem intelligently. S/he needs to help students switch from the normal patterns of his own culture to those of the target while practicing language.

The third difficulty is that the language of authentic texts is rich with a wide variety of grammatical and lexical features, interaction patterns and discourse markers. Such features are not normally brought to their attention in textbooks and this will have some impact on the way students develop their interlanguage. (Ellis, 1999, pp.64-80)

One can conclude that authentic texts can have either positive or negative influence on students' learning styles. This all depends on the way the teacher selects and exploits a particular resource appropriate to his/her own particular context and the level, needs and experiences of students.

The difference between English teaching in Iraq and other parts of the world is that our students see English in books and the teachers may not speak much English. So by exploiting such resources, we can subject our students' English to different contexts and, therefore, help them increase their motivation and participation in the classroom since they rarely or never use English outside the classrooms.

Most Common Resources:

Newspapers

Newspapers have been, in most parts of the world, one of the most Invaluable resources in English language teaching. They appeal to all readers since they have a breadth of coverage in them. But in Iraq, they have always been an under-used classroom resource. Both teachers and students have no access to any English written press. It has become inevitable now that teachers should create into their students a positive attitude towards working with English newspapers inside and outside the classroom. With the newspapers, students will be introduced to a wide range of texts with different styles, different terminology and different registers. They can be introduced to different varieties of English which they cannot find in artificial textbooks. Many subjects are covered in newspapers including political, economic and social issues, advertisements, film reviews and weather reports which all reflect the culture through language and this is very essential since language cannot

be separated from culture.

Newspapers help students, too, to extend their knowledge and deepen their understanding since they can use their knowledge of current events as well as their own experience to understand what they are reading and thus become more confident. Linguistically, newspapers are topical, up-to-date and provide valuable linguistic data. (Sanderson, 1999, p.2).

As most of English classes in Iraq are multilevel, newspapers can be the best resource provided that the teacher has to be careful as how to choose from the newspapers materials that suit his/her students' level, interests and needs.

Teachers can exploit newspapers when teaching reading comprehension, for instance, the teacher can assign students certain stories to be read in different newspapers in order to look out for differences in language especially style and register. It is in the newspapers that students can be introduced to new idioms and collocations especially in political articles.

Students should be encouraged to work in groups when working with newspapers in order to share and exchange ideas, which is considered in the recent language teaching pedagogy the key for successful learning. By using them, the students will be very much in keeping with the current thinking and practice in pedagogy. The teacher can provoke his students' curiosity by encouraging them to predict the content of any article they read through the headline, to encourage them to be critical while reading by asking themselves the "who, when, what and how" questions about the article. Film reviews can function the best resource for motivating students to speak and discuss, which is very much missing in the English college classroom. Students should be given the freedom to choose the article or the film review that appeals to them. Even sometimes a well trained teacher can assign a specific review of articles preferably controversial to trigger students' readiness for discussion. For many students, the ability to read and understand newspapers for work purposes represents a very real and tangible goal to aim for. They are useful for those who may go to live or work in the target language community.

Now with the help of the internet, both teachers and students can have access to the quality English newspapers which can be exploited equally in language and literary courses.

Folktales and Proverbs

Folktales and proverbs are the best representatives of the cultural

heritage of any community and the richest authentic materials that could be used in teaching any language.

Many educators feel that folktales have been critically lacking in mainstream language teaching though they can be one of the most valuable resources (Taylor, 2000, p.3). However one should keep in mind that folktales can be both native folktales written in English or English folktales copied.

One way of introducing Iraqi students to English culture is through folktales since they are easy to understand as long as they start as oral stories. Teachers can get a wide variety of materials from them which can be used with all levels from beginners to advanced. Due to the varying levels of difficulty of their language, they can be suitable for multilevel classes. They are useful for working on all language skills including listening, speaking, reading and writing. They can be used to work on these skills separately or to integrate any or all of these skills. They are very helpful in expanding and reviewing vocabulary elements needed for all of these basic skills. They can be used to teach and reinforce grammatical points.(Ibid, p.17). They can also enrich students with cognitive and academic skills. Teachers can ask students to read English folktales and compare them with their own native folktales and in this way encourage them to compare, contrast, analyze or summarize them. Folktales, which are normally ignored in most of English textbooks should be looked upon as resourceful materials for teaching not only English language but also English literature. The same is true of proverbs, many of which are universal, which enable students to learn them easily. This is supported by the fact that items, structures or expressions which are similar in the native and target language are easily acquired. Therefore Iraqi college students should be encouraged not to only read proverbs but also to memorize them. They will enrich the students' stock of vocabulary and structure and will offer them the chance to learn some culture-bound expressions which they encounter only in authentic materials.

Songs

Songs are easily adopted in language teaching but in Iraq they have been neglected to the full. Very few teachers of English admit the fact that Students and especially teenagers can willingly learn a lot of English words and structures through songs than textbooks and, in particular, nowadays when songs come with video clips, mobiles or I-pods which enable them to listen to songs most of the time.

Iraqi teachers should manipulate this tool to urge students to have their own collections of English songs and let the whole class listen to these songs once or twice and encourage them to write the words of these songs because most of the time students hum the songs whose words they do not know. They could be of great use in teaching students the grammatical categories like verbs, nouns, adverbs and adjectives. They can help them, too, in improving their listening comprehension which is considered by many Iraqi college students as the most difficult skill to master. The laboratory can be the best place for students to listen attentively to the songs and can develop their English in terms of grammar, vocabulary and pronunciation. Songs can be used also with multilevel classes depending on the material chosen by the teacher or the student and the task that is set for. However, an English teacher should remember that a good amount of songs is abundant with locality, jargon and colloquialism thus listening should be selective at least with beginners.

Songs are now available on T.V., and on CDs so students will find a very good practice in memorizing words of the songs and learning good spelling which should be manipulated in dictation practice and conversation classes by asking students to talk about their favorite English songs and singers and share ideas with the rest of the class.

Teachers need to create in their students the feeling that learning English can be as interesting as learning songs.

Dictionaries

A dictionary is one of the mainstays of EFL teachers and students but sometimes its value is underestimated. Many students use dictionaries when they come across new words and they want to look them up.

Nowadays they use electronic translators for instant translations of the words in their native language. Students at beginner level prefer bilingual to monolingual dictionaries due to difficulty in comprehending the information given. But intermediate and advanced students normally consult monolingual dictionaries which come in different sizes and vary in the features they offer. They are either in paper form, on CDs or on the internet. They can be classified into reference or production dictionaries. The former provide information on grammar, collocation, connotation, denotation, synonyms, antonyms and other kinds of lexical relations.

A number of up-to-date dictionaries give guidance on register and social usage such as The Longman Dictionary of Contemporary English, The Cambridge International Dictionary of English and the COBUILD

Production dictionaries, on the other hand, are designed for students by starting with a meaning they want to express and then look for the word that it expresses. (Harmer,2001,p.170).A very good example is The Longman Essential Activator.

Many teachers try to put the dictionary training into the lesson chain to help students know as how to make the utmost benefit of it. Students at intermediate and advanced level must be capable of recognizing the metaphorical meaning of words given, identifying the contexts in which words are used. Students should know too that dictionaries can help them with their individual problems related to spelling, pronunciation, word stress and phrasal verbs which are considered by native and non-native English teachers the most problematic to teach.

As far as Iraqi college students are concerned, very few students use monolingual dictionaries, though not efficiently, and the majority of them at the departments of English use bilingual dictionaries when they are at intermediate and upperintermediate level. This is due to the fact that students are not familiar with consulting dictionaries not even in their active language and they fail to recognize what dictionaries are capable of. Thus it is recommended that familiarization with dictionaries must start at schools so when students join college they can easily use them for more difficult tasks. Teachers whether in schools or colleges should assign their students some tasks to be carried out in the classroom so as to help them develop the right strategies in using monolingual dictionaries.

Non-Verbal Language

Another resource, according to Simon Mumford (2007,p.12) is the non-verbal language including body language, gestures, intonation and interjections. All these have meaning and they are entering English grammar so it is essential to make use of them. These help students use the realistic English when they want to express their attitudes towards other people or things.

Not many textbooks focus on these elements. Our students have no chance to be subjected to them not even in their textbooks because most of them are outdated .Only teachers who have a good command of English can exploit this resource properly and can function as good models to be followed by their students. Teachers can use the non-verbal language to correct students' mistakes in speaking so teachers do not need to interrupt or stop students every time they make mistakes.

Visual Aids

It has been proved that 87% of information enters the brain through the eyes, 9% through the ear, 4% through other sources. This proves the importance of including visual aids in English language teaching. There are different types of visual aids. These are:

Handouts

The availability of computers and photocopying machines dictates the necessity of using handout materials rather than depending mainly on textbooks. But teachers need to prepare them in a way that students can use them actively and not file them away with notes. They can be in different forms such as articles taken from newspapers, magazines, brochures, pictures or diagrams taken from textbooks or typed materials prepared by the teacher himself. (Petty, 1998, p.318). Teachers can save a great deal of time in using them but they have to make it clear to students what each handout is about and guide them as how to work through it. Students should be encouraged, too, to keep all handouts and file them in the correct order so as to refer to them easily nearer their exams. To guarantee that students really use them, teachers have to make them attractive and interesting by including different forms such as pictures or illustrations that appeal to them. (Packard and Pace, 2002, p.26).

It is recommended that handouts be stored on computer disc publishing system so that teachers can modify or improve them at the end of each year and use them where necessary in the following year. Since most of the textbooks used in all departments of English are outdated, they can be better replaced by handouts prepared from recent and up-to-date sources.

The teacher has to share these handouts with his colleagues and encourage them to share their own handouts in a similar way. There is always the possibility of unifying college handouts to appeal to all students equally.

Videos and TVs

The use of videotapes has been a common feature in language teaching for many years but still underutilized in many parts of the world. Videos can bring vividness, directness and can overcome the artificiality of the classroom. Students show an increased interest since they don't only

hear language but see it. Videotapes can help students improve their linguistic, pragmatic and communicative competence when they are exposed to authentic materials which reveal the real aspects of communication. It is difficult to have access to this tool in the traditional "chalk-talk" way of teaching. (Nunan and Lamb,1996,p.193).

They can also promote students' motivation and self-confidence since students enjoy having a tool from the real world which involves them in realistic experience.

There are three types of videotapes which can be useful in English language teaching. They are:

- Off-air programs: They are normally recorded from television channels.
- Real world videos such as documentary and feature films.
- Language learning videos which accompany course-books and are designed with students in mind.(Harmer,2001, p.284).

The three types can be used when introducing new language items though the first type might not suit all levels of students since they are full of slang and regional vernacular. Yet short extracts, interviews with native speakers, typical exchanges, scenes from films can all be presented to students to familiarize them with real life English and encourage them to analyze the type of language used.

Teachers at the departments of English in the college of Arts and college of education (Ibn Rushid) already used this tool in showing students dramatized novels and plays of the 18th and 19th century prescribed for them in the syllabus in 1970s and 1980s. The experience of showing such video films proved useful in removing all difficulties of comprehension. But there is an urgent need to start again with this practice, making use of the recent development in using such tools. Teachers need to present students with modern samples of literature and not old ones in order to acquaint them with modern usages of language. Videotapes can be of great benefit when teaching conversation by showing students natural conversations taken from films and encourage them to concentrate on the vocabulary items used, how people speak and behave which would help not only to understand more about language but also direct them to insights about language and behavior in general.

A series of recorded TV advertisements and TV news can be shown to attract students' attention to the kind of terminology, register, tenses and structures specific to these texts.

As students at the colleges of education have to practice, in their fourth final year, teaching English in schools, they need to be shown up-to-date videotapes on teaching skills like speaking, listening, reading and writing since they have no experience in teaching in general and teaching of English in particular. This video teaching can even help them while practicing their fresh experience of being would-be teachers.

Over Head Projector (OHP)

The OHP is a very flexible classroom resource. It can easily replace the white or blackboard and is usually easy to carry around .It is very practical in large classes as it allows the teacher to make the materials available to the whole class instantly and legibly. (Packard and Race,2000,p.25). It saves a great deal of time because the teacher does not have to write everything on the board. Students normally focus better on texts revealed by OHP transparencies than on board.

It can be used with a variety of texts such as grammar exercise, advertisements, letters, dialogues or songs which can be revealed and discussed in terms of grammar, collocations and discourse. The focus could be too on punctuation and spelling. This tool can be manipulated in writing skill, for instance, by projecting one of the students' compositions as a sample and asking students to underline any mistakes they find in the text and try in pairs or groups to correct them. This kind of practice gives them self-confidence since they are doing the teacher's job and at the same time allows them to learn from mistakes because students rarely check the mistakes pinpointed by the teacher in composition writing.

Thus Iraqi teachers of English need to make the best use of this tool because it requires little technology and is not very costly therefore, it can be an alternative to other expensive tools which the teachers have no access to.

Questionnaires

One of the most difficult areas in English grammar for Iraqi college students is the formulation of questions especially Wh questions. Questionnaires, therefore, will allow them to go through this practice.

This resource can help students in a variety of ways .For instance, the teacher can ask a group of students to make a questionnaire for one of the staff members or the head of the department or any official at college and ask another group to prepare a questionnaire for a native speaker inside or outside college. Then the two groups compare the questionnaires

with respect to the types of questions used, their content, their arrangement to encourage exchanging and sharing ideas students. The teacher should urge students to include a among variety of question forms such as Yes/No questions, Wh questions, open-ended questions, multiple choice questions and true- false statements. .

This activity can be carried out by senior rather than the junior students in case the latter have not been introduced to all these types of questions.

This resource can increase students' self-esteem as they are using the questions which they have produced themselves .Besides, it encourages them to interact and communicate with their people and foreigners, which is missing in the traditional classroom.

The teacher can use questionnaires for teaching the grammar of questioning by making the activity semi-controlled, each time concentrating on one kind of questions used in the questionnaire.

Newspapers and magazines can be a rich text from which students choose famous people, writers, singers and journalists for which they prepare the questionnaire provided that the teacher gives the students the chance to be decision-makers in terms of the kind of questionnaire they want to make.

Use of Technology: Computers and the Internet

A large number of educators and teachers agree that the use of technology has become an indispensable resource in language teaching with the recent development in methodology. There is a growing demand on teachers in all parts of the world to be technologically literate. The computer, in particular, can be used as a tool but not a teaching machine. (Thompson,2005,p.148).

The term CALL (Computer-assisted language learning) has become synonymous with TELL (Technology Enhanced language Learning).It includes a wide range of pedagogical approaches and activities such as making use of different resources, the development and use of Virtual Learning Environment (VLE), speech recognition and Language processing.

One of the main uses of the computer whether on CD or DVD is as a reference tool. There is a number of encyclopedias and dictionaries on CD ROMS. There is also a lot of research materials which students can refer to when assigned a particular task. Most of the materials are with visuals and sound which motivate students more. (Harmer, 2001 ,p.146).

Another use of the computer is the e-mail which allows students to contact people all over the world. They can write to students from different parts of the world. This will help students develop their language and increase their motivation and promote written fluency but not enhance accuracy since students are not committed to any grammatical or spelling correctness. A third use is the word-processor when students can do a lot of writing, draft, and revise whether individually or in groups. This will in one way or another, improve their writing skill. The greatest potential for the computer is the internet which the young generations are growing up with as part of their lives. By bringing the internet to the classroom, the teacher can make the teaching of the target language alive. (Georgiou,2005,p.158). Students can surf the internet for a vast quantity of useful materials. There are "on line" courses which teach students a lot of language. The teacher can make the best use of the net when preparing authentic materials and can assign students some tasks which require searching the web for up-to-date materials.(Petty, 1998, p.335).With the internet students can have access to newspapers and journals which offer them a close contact with any English speaking country and its culture.

By using the internet, the teacher may develop personally and professionally since s/he can capitalize on the knowledge, experience and expertise of other colleagues in different parts of the world. His role will also change from the controller to the facilitator and the students in this way will be empowered. The web makes it possible for teachers to participate in conferences which are called" virtual participation" for those who are unable to attend in person. This takes the form of online programs with abstracts of the presentations at the conferences. (Teeler and Gray, 2000,p.17).This "virtual participation" can offer the entire teaching communities at least a partial access to what is happening on the other side of the world. Iraqi teachers of English are no exception. By joining these conferences, they can make up for their isolation from the rest of the world for such a long time. They can, through the internet, keep up with regional or international teachers' associations like IA TEFEL alongside the ELT job Centre and TESOLE which are considered the best sites for teachers' career advancement.

Academic publications like journals and newsletters are another resource of the on-line community. Many professional journals and newsletters offer their latest issues over the web such as the RECALL journal which offers lots of research useful for both teachers and students. (Coleman and Klapper, 2000,pp.148-161). Such facilities on the web can

benefit the Iraqi teacher a lot when s/he has no access to other alternatives.

The net is a valuable resource for students too by which they can increase their stock of vocabulary and improve their writing skill through chatting. . The web pages can provide texts for reading practice and there is a wide range of websites that contain materials useful for listening practice .Text and audio materials can function as stimulus for writing and speaking practice naturally.

Iraqi college students at the departments of English should be encouraged by their teachers to allocate some of their time outside the classroom for such resources. To guarantee this, teachers need to adopt the task-based approach according to which students are assigned some tasks to be carried out on the net so as to motivate them more and more.

Below are some of the most useful websites for both teachers and students with respect to English language teaching and learning.

Eurocall (2004) (The European Association for Computer).It is considered the starting point for teachers who are new to CALL. Eurocall annual conferences in which CALL projects are presented for both teachers and students.

The ICT4L T (Information and Communication technologies for Language Teachers). They are on-line models and each model contains links to extensive resources (Ibid). Fun with Texts (2004). GAP KIT (2004) Wida Authority Suite (2004) and Gram ex (2000).

It is worth mentioning that in spite of the fact that the use of computers and the internet help a lot in improving language teaching strategies ,there are certain difficulties involved such as: :

- They are costly
- Not all teachers and students have access to them
- Using them requires special training by teachers and students - Electricity must be available most of the time

Procedures and Methods:

1- Population and Sample:

The population of the present study includes all the EFL staffers of the University of Baghdad. The sample is randomly selected from the college of Education/Ibn Rushd, and that of college of Education for Women. The total number of the sample is (35) male and female instructors, (see table 1).

Table (1)
The sample of the study

College	Speculation		Experience		10-above
	Lang.	Lit.	1 - 5	5 - 10	
Ibn Rushd	8	5	3	3	7
Women	15	7	9	7	6
Total	23	12	12	10	13

2- Construction and Administration of the Questionnaire:

Two sources are taken into account when constructing the present questionnaire. The first one is open questions asked to a number of teachers concerning their idea about who the resourceful teacher is. The second source depends on relevant literature and studies. The questionnaire is of two major parts:

Part one consists of (20) items of the Yes/No type. Part two includes (5) items of multiple-choice type of 4 options. Some of the questions (i.e questions 8,11,13,14,16,25,27) have additional information required from the staffers (see app. 1).

In order to find out the face validity of the questionnaire, it is exposed to some experts in the field of language teaching and linguistics who agreed on the suitability of its items to measure what it ought to measure, i.e., the resourceful teacher. The agreement percentage is 100%.

The reliability coefficient is found out by applying the test-retest method and using the Person correlation coefficient, where it is found out to be 0.78.

After achieving the questionnaire's validity and reliability, it is administered to the selected samples who are asked to answer its questions according to the rating scale described in front of the items. Then, the questionnaire sheets are collected and scored to find out the data for results.

Statistical Methods:

- 1- The frequencies and percentages are used to find out the responses of the staffers on the items of the questionnaire.
- 2- Chi² formula is used to find out the differences among the staffers of language and those of literature.

- 3- Pearson correlation is used to find out the correlation between the first responding to the questionnaire and the second one.
- 4- Kolmogrove-Smirnov is used to find out the differences among the levels of experience.

Results related to the experience of the instruction:

Table (1a) below shows the frequencies and percentages of each of the 25 items when respondents answer either Yes or No. The responses are classified according to the following:

1- Teachers of 1-5 years of experience:

The frequencies of the No response concerning the first 20 items range between (0-12), and the percentages range between (zero-80). With respect to the frequencies of the Yes response of the first 20 items, the range is (3-16), and the percentages range between (21-100).

For the rest five items (i.e, 21,22,23,24, and 25), table (2b) shows that the frequencies and percentages are of varying degrees according to the selection of the option.

2- Teachers of 5-10 years of experience:

The frequencies of the No response concerning the first 20 items range between (0-9), and the range of the percentage is (Zero-69). With respect to the frequencies of the Yes response of the first 20 items, the range is (2-10), and the range of the percentages is (18-100). (see table 2a) The rest items are of varying degrees of frequencies and percentages as shown in table (2b).

3- Teachers of 10-above experience:

The frequencies of No response for the first 20 items range between (0-11), and the percentages range between (0-92). The frequencies of the Yes response for the first 20 items range between (0-11), and the percentages range is (0-100). (see table 2a)

The rest five items of the instrument are of varying degrees of frequencies and percentages according to the responses of the teachers. (see table 2b)

Table (2a):

No. of items	1-5 years			5-10 years			10- above		
	Frequency		%	Frequency		%	Frequency		%
1	No	8	62	No	7	64	No	9	82
	Yes	5	38	Yes	4	36	Yes	2	18
2	No	8	62	No	6	67	No	11	100
	Yes	7	38	Yes	3	33	Yes	-	-
3	No	12	80	No	9	69	No	6	55
	Yes	3	20	Yes	4	31	Yes	5	45
4	No	11	73	No	5	63	No	4	33
	Yes	4	17	Yes	3	37	Yes	8	67
5	No	6	46	No	9	82	No	6	55
	Yes	7	54	Yes	2	18	Yes	5	45
6	No	1	7	No	-	-	No	-	-
	Yes	14	93	Yes	9	100	Yes	11	100
7	No	-	100	No	-	-	No	-	-
	Yes	16		Yes	8	100	Yes	11	100
8	No	5	33	No	4	44	No	6	55
	Yes	10	67	Yes	5	56	Yes	5	45
9	No	5	29	No	2	25	No	2	18
	Yes	12	71	Yes	6	75	Yes	9	82
10	Yes	5	33	Yes	4	44	Yes	1	8
	No	10	67	No	5	56	No	11	92
11	Yes	8	62	Yes	8	89	Yes	9	82
	No	7	38	No	1	11	No	2	18
12	Yes	15	100	Yes	9	100	Yes	11	100
	No	Zero		No	Zero	-	No	Zero	-
13	Yes	9	60	Yes	6	67	Yes	7	64
	No	6	40	No	3	33	No	4	36
14	Yes	13	87	Yes	7	78	Yes	11	100
	No	2	13	No	2	22	No	-	-
15	Yes	9	69	Yes	8	89	Yes	82	Two no answer
	No	4	31	No	1	11	No	18	
16	Yes	3	21	Yes	4	44	Yes	45	Two no answer
	No	11	79	No	5	56	No	55	
17	Yes	3	21	Yes	5	56	Yes	2	18
	No	11	79	No	4	44	No	9	82
18	Yes	11	73	Yes	9	100	Yes	4	36
	No	4	17	No	Zero	-	No	7	64
19	Yes	13	93	Yes	10	100	Yes	10	100
	No	1	7	No	Zero	-	No	Zero	-
20	Yes	15	100	Yes	8	89	Yes	11	100
	No	Zero		No	1	11	No	Zero	-

Table (2b)

item no.	1-5 years								5-10 years								10- above years							
	1		2		3		4		1		2		3		4		1		2		3		4	
	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%
21	1	8	5	63	2	7	1	17	-	-	3	75	3	16	-	-	1	7	7	88	3	17	1	12
22	7	58	-	-	8	29	-	-	6	75	-	-	3	16	-	-	11	73	-	-	-	-	-	-
23	-	0	3	37	1	4	1	17	1	12	1	25	-	-	3	75	-	-	-	-	-	-	7	88
24	2	17	-	-	4	14	4	66	-	-	-	-	5	26	1	25	1	7	-	-	7	39	-	-
25	2	17	-	-	13	46	-	-	1	13	-	-	8	42	-	-	2	13	1	12	8	44	-	-

To find out whether there are statistically significant differences among the teachers of language and those of literature the Chi² formula is used. Results are shown in table (4a) below.

Table (4a)
The χ^2 values

<i>No. of item</i>	<i>Calculated χ^2 value</i>	<i>Tabulated χ^2</i>	<i>Level of significance</i>	<i>Significance direction</i>
1	16.95	5.99	0.05	1-5 years
2	8.36			=
3	15.38			10 – above
4	12.71			=
5	13.77			1-5 years
6	1.11			Insignificant
7	2.79			=
8	7.93			=
9	3.41			=
10	18.7			1-5 years
11	1.79			Insignificant
12	1.59			Insignificant
13	5.29			=
14	2.07			=
15	2.96			=
16	15.38			10 – above
17	18.35			5-10
18	5.35			Insignificant
19	0.63			=
20	2.14			=

Table (4a) shows that items 6,7,8,9,11,12,13,14,15,18,19 and 20 are statistically insignificant which means that there is no difference among the three levels of experience. Items 1,2,5, and 10 are found out to be significant and the difference is in favour of the 1-5 years of experience level. Items 3,4, and 16 are found out to be significant in favour of the 10-above years of experience level. Only items 17 is found to be significant in favour of the 5-10 years of experience level.

With respect to the five items (21-25), the significance of difference is found out by using the Kolmogorov-Smirnov formula. Results are shown in table (4b) below:

Table (4b)

<i>No. of items</i>	<i>Calculated k-s value</i>	<i>Tabulates k-s value</i>	<i>Level of significant</i>
21	0.15	3.84	0.05
22	1.11		
23	1.04		
24	1.12		
25	0.058		

Table (4b) shows that items 21,22,23,24, and 25, are all insignificant, i.e. there is no difference among the three levels of experience.

Results related to the Branch of specialization:

1- Teachers of language:

The No response frequencies of the first 20 item range between (90-18) and the percentages range between (0-75). The Yes response frequencies range between (6-24), and the percentages range between (25-100). (see table 2a)

Concerning the last five items of the questionnaire, the frequencies and percentages vary according to the option selected by the instructors as shown in table 2b.

2- Teachers of literature:

The No response frequencies of the first 20 items range between (0-8), and the percentages range between (0-27). The Yes response frequencies range between (3-12), and the percentages range between (27-100). (See table 2a)

Concerning the last five items of the questionnaire, both the frequencies and percentages are of varying degree following the option selected by each instructor. (see table 2b)

To find out whether there are statistically significant differences among the teachers of language and those of literature, the Chi² formula is used. Results are shown in table 4 below.

Table 4
The χ^2 values

No. of item	Calculated χ^2 value	Tabulated χ^2	Level of significance	Significance direction	d.f.
1	17.17	3.84	0.05	Language	1
2	11.33			=	
3	16.14			=	
4	9.51			=	
5	10.77			=	
6	5.62			=	
7	3.45			Insignificant	
8	10.77			Language	
9	3.57			Insignificant	
10	18.01			Language	
11	5.29			=	
12	4.8			=	
13	7.73			=	
14	3.57			Insignificant	
15	3.57			=	
16	18.01			Language	
17	13.62			=	
18	7.56			=	
19	6.53			=	
20	5.61			=	
21	3.34			Insignificant	
22	4.8			Language	
23	15.46			=	
24	7.73			=	
25	3.45			Insignificant	

Table (3) shows that items 7,9,14,21, and 25 are found out to be insignificant since the calculate χ^2 values are found out to be lower than the tabulated χ^2 value which is 3.84 on a level of significance of 0.05. The rest of the items are found out to be statistically significant since the

calculated χ^2 values are found out to be higher than the tabulated one which is 3.84 on a level of significance of 0.05. The significance is found out to be in favour of the language instructors. This means that the language teachers are more resourceful than those of literature.

Interpretation of Results:

1. The first question reveals that 70% of teachers of English literature are not satisfied with the current syllabuses and 68% of those of English language .Those who responded with " yes" constitute only 30-32 % in the two colleges.
2. Concerning this question, both teachers of language and literature at the two colleges feel the need for a radical change in the present textbooks. The percentage of those who responded with ' yes" to the change ranges between 52-58 % while those who preferred to keep the same textbooks ranges between 42-48%. Table 1.a shows that teachers with 10-above years of teaching experience are 100% dissatisfied with such textbooks while the percentage of the two other categories (1-5 and 5-10 years) is 62-67 % .
3. This question shows that 73% of the teachers of literature have had no pre-service training before they started teaching .The same is true of teachers of language whose percentage is 62 % . Table 1.a supports the fact that teachers of 10-above teaching age rate are in a better position than the other two categories in this respect since their percentage is 45% when it is only 31 % with the other two categories.
4. It seems, as the answers to this question reveal, that teachers of literature have had a better chance than those of language in attending ELT conferences inside and outside the country. The percentage of the former is 55% while it is 45% of the latter. Besides table 1.a shows that again teachers with 10-above years of teaching experience have had the highest share in this respect. The percentage is 67% while it is 37% with the other two categories.
5. A for authentic materials, table 1.a makes it clear that both teachers of literature and language use them but there is a difference in the percentage. It is 58% in case of the former ones 45% in case of the later.
6. 91-100% of both teachers of language and literature of all the three categories of the teaching age rate strongly believe that their teaching can be improved by exploiting various resources which can

- help them accordingly to become resourceful. They do believe too, as the answers to question 7 show, that such resources can motivate students and improve their linguistic skills.
7. It is evident in table 2.a that teachers of language make use of recent technology more frequently than those of literature since the percentage is 60% in the case of teaching language and 40/0 in the case of teaching literature .Besides, teachers with 10-above years of experience constitute the lowest percentage in comparison with the other two categories.
 8. There is a significant difference between teachers of literature and those of language with respect to the effect of college conditions on hindering the use of authentic resources. They constitute 83% with the teachers of literature while it is 65% with the teachers of language. The same difference is true in the case of those who responded with " no", 17% in the case of literature and 35% in the case of language.
 9. The majority of teachers of literature and language believe that the board shouldn't be the only resource in teaching .The percentage of those who responded with " yes" to the use of only the board ranges between 26-33% in language and literature.
 - 10.74% of language teachers accept the fact that a resourceful teacher can improve a lot the English teaching situation in the departments regardless of the method or approach adopted. With the literature teachers the percentage is 67% .As for the teaching age rate categories, the table reveals that the 1-5 years category is more concerned about being resourceful by manipulating different authentic resources.
 - 11.All teachers with no exception show readiness to share resources with other resources.
 - 12.The percentage of language teachers who support the idea that teachers as well as students should have a say in the syllabuses is 79% but It is 55% with the teachers of literature. This shows a significant difference between the two. The teaching age rate has no influence in this respect since the percentage with all categories ranges between 60-67%.
 - 13.A high percentage of teachers, 87% in the case of language and 83% in the case of literature feel the need for replacing the present textbooks with new ones. This is true of all teaching experience categories especially with the 10-above, the percentage is 100%.

14. The percentage of teachers who recommend the staffers' training is 91 % in the case of language and 83% in the case of literature. But there is a significant difference between the three categories of teaching experience, the highest percentage is with the 1-5 years category which is 89%.
15. Both language and literature teachers accept the fact that using authentic materials is not time consuming but there is a difference in the percentage, 75% of the former and 64% of the latter. As for the three categories, table 1.a shows that the 1-5 years category scored the highest percentage which is 79% while it is 56% and 55% with the 5-above and 10-above consequently.
16. The percentage of teachers who believe that the current textbooks meet the students' needs and interests is very low, 42% of language teachers and 36% of literature teachers. Table 1.a confirms this fact since the percentage with all categories ranges between 4-11 %.
17. Not all teachers are optimistic about the future of teaching English in the two colleges especially the teachers both in language and literature of the 10-above category when the percentage is 36% , but 73% in the case of 1-5 years category and 100% with the 5above one.
18. Almost all teachers are ready to make use of authentic materials if they are made available to them. This is applicable too to all three categories of teaching age rate.
19. Many of the language and literature teachers, 96-100%, agree that the criteria for students' admission in the two colleges are not reliable. This is true of the three categories where the percentage ranges between 89-100%.

Questions 21-25 are of a different nature since for each question, there are 4 options and the teacher has to give priority to only one of them. Those who chose more than one were ignored.

20. Priority is given, by both language and literature teachers, to option 2 (the syllabuses are outdated) though there is a significant difference in the percentage, 70% in the case of language and 47% in literature .As shown in table 1.a , the 10-above category showed the highest percentage which is 88%.
21. The same option I (students are below average) was chosen by both types of teachers ,language and literature .But there is a significant

- difference in percentage between I-above years category which is 58% and the two other categories which range between 73-75 %.
- 22.The internet was opted for by teachers of language and literature with a difference in the percentage, 67% in the former and 78% in the latter.
- 23.Option 3 (students' standard in English) scored the highest percentage as the most important criterion for students' admission in the two colleges but there is a significant difference in the percentage, 56% with the teachers of language and 83% with the teachers of literature. Table 1.a. shows that only the 5-above years category adopted criterion 4 (students' grades in baccalaureate examination) while the other two gave priority to 3.
- 24.Both language and literature teachers opted for option 3 (both teacher and student centered) as the best method in teaching. The percentage is 78% in teaching language and 92% in literature. The percentage is almost the same in the case of the three categories which ranges between 42-46 %.

Discussion and conclusions

According to the " resourceful teacher " definition given in the theoretical part of the study and which depicts "the teacher who can intelligently exploit the tools and resources around him/her ,objects, audio-visual aids such as the computer and the internet to make teaching easier, clearer and more interesting ", it appears in the questionnaire that the majority of Iraqi English teachers at the two colleges are not resourceful although there is still a significant difference between teachers of English literature and those of language in this respect .Two types of questions are raised in the questionnaire , first are those which are concerned with whether teachers are qualified enough in manipulating different authentic resources in their teaching and those which are concerned with English teaching situation in the two departments such the textbooks, syllabuses, teachers, training and students' standard in English since such factors play an essential role in leading to teachers" resourcefulness. As for the first type of questions, teachers of literature are less interested in using authentic materials or in having access to internet, computer or other visual aids due to the fact that the kind of literature they teach in the first three years is either pure classical or medieval literature; modern literature is only taught to forth year students . Besides literature is taught as an end in itself and not as a means to help students improve their skills whether in

reading or writing. So they believe, as shown in the questionnaire and through the interviews with some of them that they prefer to stick to the prescribed books. This is a problem especially when the students' standard in English is below the average and when the aim of joining the English department is to become teachers at either intermediate or secondary schools. As for the total teaching experience, the questionnaire reveals that (10-above category) are more resourceful than the other two groups. This is due to the fact that they are more experienced in manipulating sources though not very well qualified in using the internet. The other two groups are in a better position than them in this respect.

The questionnaire shows too that a high percentage of teachers of both specializations are not satisfied with the textbooks and syllabuses and they feel the need for a radical change in both since such texts could be one of the reasons why teachers are not resourceful enough. The other reasons which do not encourage teachers to use supplementary authentic materials in addition to their textbooks, as revealed in the questionnaire, are as follows: first, teachers don't have access to materials such as English newspapers, films, folk tales since not all have an access to internet. Second, the students' standard is low, teachers all believe, regardless of their teaching experience, that students at the two departments are below the average. What is more is that they all believe that the criterion for students' admission in the English department is not reliable and should be replaced by other criteria such as students' real standard in English, interests and need.

The questionnaire reveals too that very few teachers in the two colleges have had the chance to participate in conferences or workshops on ELT inside and out side Iraq which could help them update their teaching and improve their skills in manipulating different resources when made available to them. They all show readiness in using resources regardless of their specialization and teaching experience. Very few too have had pre-service training which is considered in other parts of the world obligatory for any language teacher. The 1-5 years of experience teachers have to start teaching immediately after graduation with no training whatsoever which is one of the reasons behind the degeneration of the English teaching standard in the two colleges.

One last thing is that teachers especially of the 1-5 years and 5-10 years of experience are more optimistic than the 10 years above about the future of English teaching situation in their departments as shown clearly in the questionnaire.

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Appendix
Initial Form of the Questionnaire
College of Education (Ibn Rushid)
Department of English

College of Education for Women
Department of English Questionnaire

To the teachers of English at the college of education (Ibn Rushid) and College of education for women.

Dear Sir/ Madam/ Miss,

We have decided to investigate your opinions about the importance of exploiting authentic resources in the teaching of English language and literature to the students at the departments of English in the two colleges.

The purpose of the questionnaire is to validate the assumption made and the result arrived at in the theoretical part of the paper entitled "The resourceful English teacher: Some reflections on Iraqi college teachers".

Your information will be used only for research purpose and will be Confidential. You are requested to complete the questionnaire and submit it to the department.

May I thank you in anticipation of your co-operation.

Lamia A. Al Ani
Department of English College of English

- | | |
|-----------------------|--------------|
| - years of experience | 1-5 |
| | 5-10 |
| | 10- up |
| - Specialization | |
| - Language | |
| | - Literature |

Initial Form

1. Total teaching experience in years.
2. How long have you been teaching in this department?
3. What are the courses that you have taught and have been teaching?
4. What is the method of lecturing followed by you?
5. Are you satisfied with the syllabuses of the courses both in language and literature? If no say why.
6. Are you satisfied with the language and literary course-books? if no give reasons.
7. Do you think that the student' standard in your department is: a. below the average b. the average c. below the average
8. Have you had any special in-service training before you started teaching? If yes, give the name and the duration of the course.
9. Have you ever attend conferences, workshops or courses related to EFL inside or outside Iraq?
10. Have you ever used any authentic resources in your course of teaching? What are they? How long have you used them?
11. Do you believe that the quality of your teaching can be improved by using various teaching resources? if yes, how?
12. Do you think that authentic resources, if used properly, can motivate students and improve their linguistic and communicative skills?
13. If authentic materials are made available to you, would you be ready to use them in your teaching? if No, why?
14. Have you had any training in using recent technology including computer, video, and internet in teaching language or literary courses?
15. Do you think the inappropriate conditions in your department may hinder using any authentic resources?
16. Are you with the idea that the board is a sufficient resource in teaching English?
17. Do you agree that a resourceful teacher can improve the English teaching situation no matter what method or approach he/she follows?
18. In your opinion, which of the following resources are more practical and effective in teaching English? Newspapers, video, OHP, computer, internet.
19. Do you believe in sharing resources and exchanging ideas with your

-
- colleagues?
20. Do you think teachers as well as students should have a say in designing the syllabuses?
 21. Do you think there is a need for replacing the present course books by new ones or supplementing them by authentic materials?
 22. Do you think that the criteria for students' admission in English departments should be changed? If yes, how?
 23. Do you think all staffers in your department need special training in manipulating different resources?
 24. Do you agree with the idea that using authentic materials can be time -consuming? If yes, why?
 25. In your opinion, what are the disadvantages of using authentic resources with low-proficiency students?
 26. Do you think the present textbooks meet the students' needs and interests?
 27. Are you optimistic about the future of English teaching situation in your college?

Appendix II

Final form the Questionnaire

No.	Items	Yes	No
1	Are you satisfied with the syllabuses of the courses both in language and linguistics ?		
2	Are satisfies with the language and literary course-books ?		
3	Have you had any special pre-service training before you start teaching ?		
4	Have you ever attended conferences, workshops or course related to EFL inside or outside Iraq ?		
5	Have you ever used any authentic resources in your course of teaching ?		
6	Do you believe that the quality of your teaching can be improve by using various teaching resources ?		
7	Do you think that authentic resources, if used properly, can motivated students and improve their linguistic and communicative skills ?		
8	Have you had any training in using recent technology including computer, video, internet in teaching language or literary courses ?		
9	Do you think the inappropriate conditions in your department may hinder using any authentic materials ?		
10	Are you with the idea that the board is a sufficient resource in teaching English ?		
11	Do you agree that a resourceful teacher can improve the English teaching situation no matter what method or approach he/she follows ?		
12	Do you believe in sharing resources and exchanging ideas with your colleagues ?		
13	Do you think teachers as well as students should have a say in designing the syllabuses ?		
14	Do you think there is a need for replacing the present course-books by new ones or supplementing them by authentic materials ?		
15	Do you think that all staffers in your department need special training in manipulating different resources ?		
16	Do you agree with the idea that using authentic materials can be time-consuming ?		
17	Do you think the present textbook meet the students' need and interests ?		
18	Are you optimistic about the future of English teaching situation in your college ?		

No.	Items	Yes	No
19	If authentic materials are made available to you, would you be ready to use them in your teaching ?		
20	Do you think that the criteria for students' admission should be changes ?		
21	I am not satisfied with the syllabuses of the courses both in language and literature because they are : - above the students' standard - outdated - don't match the course and linguistic objectives - both teachers and students have no say		
22	I think that the students' standard in my department is: - below average - average _____ - above average		
23	I think the following resources are more practical and effective in teaching English: - News papers - video and OHP - computer - Internet		
24	I think that the following criteria should be given priority for students' admission: - Interest - needs - standard in English - grades in English in baccalaureate exam		
25	The method of lecturing following in teaching English is: - Teacher-centered - Students-centered - Both - None		

Appendix III
Results related to frequencies of percentages according to the total
years of experiences

Table (1a):

No. of items	1-5 years			5-10 years			10- above		
	Frequency		%	Frequency		%	Frequency		%
1	No	8	62	No	7	64	No	9	82
	Yes	5	38	Yes	4	36	Yes	2	18
2	No	8	62	No	6	67	No	11	100
	Yes	7	38	Yes	3	33	Yes	-	-
3	No	12	80	No	9	69	No	6	55
	Yes	3	20	Yes	4	31	Yes	5	45
4	No	11	73	No	5	63	No	4	33
	Yes	4	17	Yes	3	37	Yes	8	67
5	No	6	46	No	9	82	No	6	55
	Yes	7	54	Yes	2	18	Yes	5	45
6	No	1	7	No	-	-	No	-	-
	Yes	14	93	Yes	9	100	Yes	11	100
7	No	-	100	No	-	-	No	-	-
	Yes	16		Yes	8	100	Yes	11	100
8	No	5	33	No	4	44	No	6	55
	Yes	10	67	Yes	5	56	Yes	5	45
9	No	5	29	No	2	25	No	2	18
	Yes	12	71	Yes	6	75	Yes	9	82
10	Yes	5	33	Yes	4	44	Yes	1	8
	No	10	67	No	5	56	No	11	92
11	Yes	8	62	Yes	8	89	Yes	9	82
	No	7	38	No	1	11	No	2	18
12	Yes	15	100	Yes	9	100	Yes	11	100
	No	Zero		No	Zero	-	No	Zero	-
13	Yes	9	60	Yes	6	67	Yes	7	64
	No	6	40	No	3	33	No	4	36
14	Yes	13	87	Yes	7	78	Yes	11	100
	No	2	13	No	2	22	No	-	-
15	Yes	9	69	Yes	8	89	Yes	82	Two no answer
	No	4	31	No	1	11	No	18	
16	Yes	3	21	Yes	4	44	Yes	5	Two no answer
	No	11	79	No	5	56	No	5	
17	Yes	3	21	Yes	5	56	Yes	2	18
	No	11	79	No	4	44	No	9	82
18	Yes	11	73	Yes	9	100	Yes	4	36
	No	4	17	No	Zero	-	No	7	64
19	Yes	13	93	Yes	10	100	Yes	10	100
	No	1	7	No	Zero	-	No	Zero	-
20	Yes	15	100	Yes	8	89	Yes	11	100
	No	Zero		No	1	11	No	Zero	-

Table (1b)

item no.	1-5 years								5-10 years								10- above years							
	1		2		3		4		1		2		3		4		1		2		3		4	
	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%
21	1	8	5	63	2	7	1	17	-	-	3	75	3	16	-	-	1	7	7	88	3	17	1	12
22	7	58	-	-	8	29	-	-	6	75	-	-	3	16	-	-	11	73	-	-	-	-	-	-
23	-	0	3	37	1	4	1	17	1	12	1	25	-	-	3	75	-	-	-	-	-	-	7	88
24	2	17	-	-	4	14	4	66	-	-	-	-	5	26	1	25	1	7	-	-	7	39	-	-
25	2	17	-	-	13	46	-	-	1	13	-	-	8	42	-	-	2	13	1	12	8	44	-	-

Table (2a):

No. of items	Language / linguistic24				Literature 11			
	Frequency		Percentage		Frequency		Percentage	
			Yes	No			Yes	No
1	No	17	32	68	No	7	30	70
	Yes	18			Yes	3		
2	No	12	48	52	No	7	42	58
	Yes	11			Yes	5		
3	No	15	38	62	No	8	27	73
	Yes	9			Yes	3		
4	No	12	45	55	No	6	54	46
	Yes	10			Yes	7		
5	No	14	42	58	No	5	55	45
	Yes	10			Yes	6		
6	No	-	100	0	No	1	91	9
	Yes	24			Yes	10		
7	Yes	23	100	0	Yes	12	100	0
	No	-			No	-		
8	Yes	15	66	30	Yes	4	40	60
	No	10			No	6		
9	Yes	15	65	35	Yes	10	83	17
	No	8			No	2		

No. of items	Language / linguistic24				Literature 11			
	Frequency		Percentage		Frequency		Percentage	
			Yes	No			Yes	No
10	Yes	6	26	74	Yes	4	33	67
	No	17			No	8		
11	Yes	16	74	26	Yes	8	67	33
	No	7			No	4		
12	No	0	100	0	No	0	100	0
	Yes	24			Yes	11		
13	No	5	79	21	No	5	55	45
	Yes	19			Yes	6		
14	Yes	20	87	13	Yes	10	83	17
	No	3			No	2		
15	Yes	20	83	17	Yes	10	91	9
	No	4			No	1		
16	Yes	6	25	75	Yes	4	36	64
	No	18			No	7		
17	Yes	10	42	58	Yes	4	36	64
	No	14			No	7		
18	Yes	11	48	52	Yes	8	67	33
	No	12			No	4		
19	Yes	24	100	0	Yes	9	82	18
	No	0			No	2		
20	Yes	24	96	4	Yes	10	100	0
	No	1			No	0		

Table (2b)

item no.	Linguistics								Literature							
	1		2		3		4		1		2		3		4	
	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%
21	1	5	9	47	7	37	2	11	-	0	7	70	3	30	-	0
22	8	75	6	25	-	0	-	0	6	55		45	-	0	-	0
23	1	8	2	17	1	8	8	67	-	0	5	22	-	0	7	78
24	3	19	-	0	9	56	4	25	-	0	2	0	5	83	1	17
25	4	17	1	4	18	78	-	0	1	8	-	0	11	92	-	0

