PREFACE

This study is a critical analysis of the textbooks, and principles and practice of the classroom interaction (CI) in English language teaching (ELT) at the secondary level in Iraqi Schools. The aim of the study is to assess the textbooks in use in Iraq [books VII and VIII for class (10+1) and (10+2) respectively].

Chapter one surveys education in general in Iraq and English as a foreign language (FL) in particular. Chapter two explores the various aspects of syllabuses and textbooks in Iraq-(book VII and book VIII for the secondary level). Chapter three represents the fieldwork on ELT in Iraqi secondary schools carried out through the questionnaire. This chapter embodies the analysis of data of the questionnaire and its conclusions in the light of this analysis.

Chapter four is on classroom interaction and classroom activities which form the core of main teaching. It examines classroom learning as a co-operative effort between the teacher and students. It points out how the teacher and students interact. This chapter offers an overview of classroom interaction, as it focusses on the methodology used by the teacher. This chapter also deals with the students’ responses and participation. The problems of getting students’ response in language classroom is discussed in the light of language learning anxiety. In this chapter activities which are used in the classroom are analysed.
Chapter five is about conclusion and the remedies for problems, and drawbacks and difficulties in teaching English, English textbooks and the educational system of Iraq. It contains some recommendations for both teachers and students with the focus on English language teaching as a foreign language in Iraq.