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Ministry of Higher Education and Scientific Research
University of Babylon/ College of Basic Education
Department of Higher Studies**



**An Evaluation of the Iraqi EFL Student Teachers'
English Language Proficiency at Colleges of Basic
Education According to the ACTFL Guidelines and
Suggestions for Development**

A Dissertation Submitted to
The Council of the College of Basic Education /University of
Babylon in Partial Fulfilment of the Requirements for the
Degree of PhD of Education in Methods of Teaching English as
a Foreign Language.

by:

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2023 A.D

1445 A.H

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿وَلَا تُرْهِقْنِي مِنْ أَمْرِي عُسْرًا﴾

[سورة الكهف: الآية 73]

صدق الله العظيم

Dedication

**To Amjad, Qadoos, and Karar
You'll always be loved, remembered and lived in our
hearts...forever and ever**

Kaifaa

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First of all, I would like to render my thanks to Allah for giving me strength and capacity to complete this work.

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My gratitude, love and acknowledgement are sincerely devoted to my lovely children; Saif, Shaimaa, Fatim and Gaith for their patience, help, encouragement, and everything they have done for me.

Supervisor's Certificate

I certify that this dissertation entitled “An Evaluation of the Iraqi EFL Student-teachers English Language Proficiency at Colleges of Basic Education According to the ACTFL Guidelines and Suggestions for Development ” submitted by " Haifaa Kadhim Mohammed" was prepared under my supervision at the College of Basic Education/ University of Babylon in partial fulfilment of the requirements for the degree of Ph.D of Education in Methods of Teaching English as a Foreign Language.

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Supervisor: Asst. Prof.

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In the light of the current recommendations, we forward this dissertation for debate by the Examining Committee.

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Scientific Evaluator's Certificate

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Date \ \ .

Examining Committees' Certificate

We certify that we have read this dissertation entitled “An Evaluation of the Iraqi EFL Student-teachers English Language Proficiency at Colleges of Basic Education According to the ACTFL Guidelines and Suggestions for Development” and as the examining committee examined the student “Haifaa Kadhim Mohammed” in its contents, and in our opinion, it is adequate for the Ph.D degree in Methods of Teaching English as a Foreign Language.

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Abstract

The current study aimed to make an evaluation of the Iraqi EFL student-teachers English language proficiency at colleges of basic education according to the ACTFL guidelines. This can be done through accomplishing the following aims:

1. Measuring English language proficiency of Iraqi EFL student-teachers according the ACTFL guidelines.
2. Evaluating the English language proficiency of Iraqi EFL Student-teachers at the colleges of basic education according to the ACTFL guidelines
3. Finding out suggestions to develop the English language proficiency of Iraqi EFL student-teachers at colleges of basic education.

The researcher reviews many books, previous studies, journals and related literature to decide on the relevant procedures to follow while carrying out the study. The researcher used to carry out this project a descriptive analytical method. A checklist that sought to collect data relevant to process the study. The checklist consists of four columns; speaking, writing, listening and reading. These areas are divided into forty-eight items, twelve for each.

It is shown to 20 experts to achieve face validity whereas reliability is found out using Alpha Cronbach formula.

The population of the study consists of the fourth-year students at the Departments of English, Colleges of Basic Education, for the academic year 2022-2023. These colleges are at University of Misan, Al-Mustansiriya University, University of Babylon, University of Diayla, Tikrit University, and University of Musol; the total number of the

population is 1127. A sample of (63) student-teachers has been selected randomly from the English departments at the colleges of basic education at Al- Mustansiriya university, University of Babylon, and University of Misan.

In light of the findings of the study, conclusions, recommendations, and suggestions for related studies are found:

First: The conclusions

1. Iraqi EFL student-teachers are in need for an effective and up-to-date training programme in order to enhance their teaching practice performance.
2. Iraqi EFL student-teachers ' proficiency is not as competent as it should be.
3. Iraqi EFL student-teachers do not attempt to develop their linguistic proficiency through self-development.
4. There is a clear weakness in the Iraqi EFL student-teachers ' linguistic proficiency.
5. Using ACTFL guidelines is a great option to assess EFL learners. This might be due to its inclusive to the language proficiencies. ACTFL checklist seems to be a valid predictor of student achievement.
6. The four skills should be taught with equal importance, throughout the courses of study.
7. Focus is mainly on the theoretical side of the study of the English language proficiency rather than the practical one.

Second: Recommendations:

1. Ministry of education should open channels of cooperation with the relevant authorities in order to formulate sound trends regarding student-teachers' training courses.

2. There is a high necessity that EFL student-teachers' training programs have to take into consideration the need to enhance the language command of the student-teachers in order to meet their needs and to respond to their proficiencies.
3. College instructors are recommended to use the observation checklist of this study to evaluate student-teachers' performance during the first semester and another checklist during their teaching practice period. Training courses and workshops should be on-going for the students, student-teachers, and for the college instructors.
4. Discussion sessions among different professors at the field from different universities from different countries.
5. The College of Basic Education has to support training programmes with up-to date technology and teaching techniques.
6. Developing Iraqi student-teachers' ability to use technology to present, communicate, and construct knowledge
7. Exchanging ideas and knowledge especially among Student-teachers in and out Iraq.
8. Departments of English, colleges of basic education have to prepare appropriate classrooms which are equipped with various instructional materials and decorated as school classrooms in order to give student-teachers an opportunity to use several extra materials and to provide them with a similar atmosphere of that they will try during their teaching practice time
9. Shedding the light on using the ACTFL guidelines in the field of TEFL.
10. Observing visits to English language teachers in their classrooms will help new teachers benefit from those experienced teachers.

11. Evaluating teachers is necessary to pin point weak teachers who need training in order to design training courses for them during the summer holiday.

12. Colleges of basic education /departments of English have to communicate with schools, principals and cooperative teachers by encouraging conferences, meetings, and workshops in order to overcome all the difficulties that student-teachers may face during the practicum.

Third: Suggestions for further studies:

1. comparative study can be conducted to compare the language proficiency between Iraqi EFL student-teachers at the colleges of basic education and at the colleges of education
2. Design a program to enhance student-teachers ' abilities in teaching English.
3. Surveying the methods and techniques used by Iraqi college instructors in teaching the four skills of a language.
4. Similar study may be conducted on in-service teachers to assess their teaching competence as related to their academic qualifications and professional experience.

In general, it is concluded that Iraqi EFL student-teachers are in need for an effective and up-to-date training programme in order to enhance their teaching practice performance; and their proficiency is not as competent as it should be. Besides, they do not develop their linguistic proficiency through self-development. It can be seen that there is a clear weakness in the Iraqi EFL student-teachers' linguistic proficiency.

Contents

No.	Content	Page
1.	Dedication	iii
2.	Acknowledgment	iv
3.	Supervisor's Certificate	vi
4.	Scientific Evaluator's Certificate	vii
5.	Examining Committees' Certificate	viii
6.	Abstract	ix
Chapter One		
7.	1.1. Problem of the study and its significance	1
8.	1.2 Aims of the Study	5
9.	1.3 Questions of the Study	5
10.	1.4 Limits of the Study	6
11.	1.5. Procedures	6
12.	1.6 Value of the Study	6
13.	1.7 Definitions of Basic Terms	7
14.	1.7.1 Evaluation	7
15.	1.7.2 Language Proficiency	8
16.	1.7.3 Student-Teachers	9
17.	1.7.4 College of Basic Education	10
18.	1.7.5. ACTFL	10
Chapter Two		
19.	2.1. An Introductory Note	11

20.	2.2. Evaluation	11
21.	2.2.1 Types of Evaluation	12
22.	2.2.2 Methods of Conducting Evaluation	14
23.	2.2.3. Evaluation Models	15
24.	2.3. Language Proficiency	19
25.	2.3.1. Proficiency Level	21
26.	2.4. Student-Teacher	22
27.	2.5. The American Council for the Teaching of Foreign Languages (ACTFL)	23
28.	2.5.1. ACTFL Mission	25
29.	2.5.2. The standards of the American Council for the teaching of Foreign Languages	26
30.	2.5.3. Speaking Proficiency Guidelines	29
31.	2.5.4. Writing Proficiency Guidelines	40
32.	2.5.5. Listening Proficiency Guidelines	46
33.	2.5.6. Reading Proficiency Guidelines	51
34.	2.6. Previous Studies	59
35.	2.6.1. Presentation of the Previous Studies	59
36.	2.6.1.1. Ramadhan (1998)	59
37.	2.6.1.2. Essa (2001)	60
38.	2.6.1.3. Jokey (2007)	60
39.	2.6.1.4. Raheem (2007)	61
40.	2.6.1.5. Hamiloglu (2013)	61
41.	2.6.1.6. Oritsebemigho (2015)	62

42.	2.6.1.7. Al Zahrani (2020)	61
43.	2.6.2. Summary of previous studies	62
44.	2.6.2.1. Aims	62
45.	2.6.2.2. Sample	63
46.	2.6.2.3. Instrument	63
47.	2.6.2.4. Statistics	63
48.	2.6.2.5. Results	66
Chapter Three Procedures		
49.	3.1 An Introductory Note	66
50.	3.2 Population and Sample of the Study	66
51.	3.3 Instrument of the Study	67
52.	1.3.1. Construction of Checklist	68
53.	1.3.2. Validity of the Checklist	69
54.	1.3.2.1. Face Validity	69
55.	1.3.2.2. Construct Validity	70
56.	1.3.2.2.1. The correlation of the item with the overall tool score	70
57.	1.3.2.2.2. The relationship between the item and overall score for each skill	72
58.	1.3.2.2.3. Correlation coefficient between item score and the total score	73
59.	1.4. The Pilot Administration	74
60.	1.4.1. Discriminatory Power	74
61.	1.4.2. Reliability of the Checklist	77
62.	1.5. Final Administration	78

63.	1.6. Statistical Means	78
Chapter Four Analysis of Data and Discussion of Results		
64.	4.1. Introductory Note	82
65.	4.2. The Speaking Proficiency	83
66.	4.3. The Writing Proficiency	91
67.	4.4. The Listening Proficiency	90
68.	4.5. The Reading Proficiency	106
69.	4.6. Suggestions for development	114
70.	4.7. Recommendations for weakness in language proficiency	116
Chapter Five Conclusions, Recommendations and Suggestions for Further Studies		
71.	5.1. An Introductory Note	117
72.	5.2. Conclusions	117
73.	5.3. Recommendations	117
74.	5.4. Suggestions for Further Studies	119
75.	Bibliography	120
76.	Appendices	131

LIST OF TABLES

No.	Tables	Page
1.	Table (2.1) Discussion of the Previous Studies	64
2.	Table (3.1) Population of the Study	67
3.	Table (3.2) Construct Validity of the Correlation Coefficient between the Score of Each Item and the Whole Score of the Checklist	71
4.	Table (3.3) Construct Validity of the Correlation Coefficient between the Score of Each Item and the Whole Score of each area of the Checklist	72
5.	Table (3.4) Correlation coefficient between area score and the total score	73
6.	Tables (3.4) Values of the Discriminatory Power of Items	75
7.	Table (4.1) The Ranking Order and the Weighted Mean of the language proficiency of The Iraqi EFL Student-teachers at the Colleges of Basic Education According to the ACTFL	82
8.	Table (4.2) The Ranking Order and the Weighted Means of the Items Related to the "Speaking Proficiency"	84
9.	Table (4.3) The Ranking Order and the Weighted Means of the Items Related to the "writing Proficiency"	91
10.	Table (4.4) The Ranking Order and the Weighted Means of the Items Related to "The listening Proficiency"	99
11.	Table (4.5) The Ranking order and the Weight Mean of Items Related to the "the reading Proficiency"	106

LIST OF FIGURES

No.	Figures	Page
1.	Figure (1) Evaluation details of the sub-standard: Oral Production and Presentation Questions	26
2.	Figure (2) ACTFL proficiency levels	29
3.	Figure (3) The Ranking Order and the Weighted Mean of the language proficiency of The Iraqi EFL Student-teachers at the Colleges of Basic Education According to the ACTFL	83
4.	Figure (4) The Ranking Order and the Weighted Means of the Items Related to the "Speaking Proficiency"	87
5.	Figure (5) The Ranking Order and the Weighted Means of the Items Related to the "writing Proficiency"	95
6.	Figure (6) The Ranking Order and the Weighted Means of the Items Related to "The listening Proficiency"	102
7.	Figure (7) The Ranking Order and the Weighted Means of the Items Related to "The reading Proficiency"	110

Appendices

No.	Appendices	Page
1.	Appendix (1)	117
2.	Appendix (2) The Jury Members	118
3.	Appendix (3) Values of Pilot study	120
4.	Appendix (4) Letter to jury member	121
5.	Appendix (5) The checklist	123

6.	Appendix (6) The initial version of the proficiency test	128
7.	Appendix (7) The final version of the proficiency test	149

CHAPTER ONE

CHAPTER ONE

1.1. Problem of the study and its significance:

English has established itself as the world language of research and publication and it is being used by a multitude of universities and institutes of learning all around the world as the language of instruction (Flowerdew and Peacock, 2001). The need for English as a foreign language has placed a remarkable change in the requirements of many educational systems. Thus, some crucial aspects related to English teaching such as the ones about curriculum, methodology and evaluation has gained a considerable importance throughout the world.

Bibi (2002:1) claims that "English meets the tests of practical value. It is the language of the world in the field of the arts, hard sciences, humanities and social sciences. International trade, commerce and diplomacy are conducted in English". The English language is becoming increasingly important in a world in which political, social and trading barriers among people are rapidly decreasing.

Graddol (2006: 10) states:

"Despite the extraordinary changes of the last few years, one thing appears. To remain the same. More people than ever want to learn English...English learners are increasing in number and decreasing in age...We've become used to the idea of English growing in popularity across the world. Far from being new, it has become one of the new enduring facts of global modern life".

Nunan (1993:44) states that though there is a wide range of diverse and sometimes contradictory views on the nature of language and language learning, curriculum developers need to take into account of and respond to data coming from learners, teachers, evaluation specialists and so on.

Every year hundreds of students are placed in the classrooms to begin one of their final experiences before the assumption of the role of

classroom teachers. This program has long been recognized as an integral part of preparation of teachers.

At its best, the student teaching experience can put the polishing touches on a prospective teacher and be a worthwhile, cooperative experience for the student, student- teacher, cooperating teacher, and the cooperating school.

To use language skills effectively in today's global world, high levels of language proficiency are needed (ACTFL, 2012:15; Swender, 2003:32). Language programs that have the goal of helping students develop their language abilities for use in real-world settings must have a way to define and measure the abstract concept of language proficiency.

The researcher noticed through her past experience in supervising student- teachers, that there are deficiencies in their language proficiency. Linguistic proficiency is represented in the four skills; which are reading, writing, speaking, and listening. This is considered a crucial issue in the personality of the EFL teachers.

It is felt as a result of using two tools of research:

1. Interviewing a number of college instructors at a number of Iraqi universities (namely, university of Al –Mustansiriya and University of Misan). Those instructors¹ hold the opinion that the Iraqi EFL Student-Teachers (students at the colleges of basic education) generally focus on teaching EFL in departments of English because the English curriculum is overly focused on linguistics and literature rather than on methods and approaches of teaching EFL.

¹ Prof. Abdul Kareem Lazim Ph.D.
Prof. Fatima Raheem Abdul-husain. Ph.D.
Prof. Saadon Salih Mutar Ph.D.
Prof. Bushra S. AL-Noori, Ph.D.

2. A proficiency test to assess the Iraqi EFL student-teachers proficiency level (see appendix 5).

Moreover, a language proficiency in all four modalities (listening, speaking, reading, and writing) is constructed to confirm there are a problematic issue the student-teachers faced.

The United States Government Accountability Office Report (2009:11) shows that there is a big demand on teacher preparation training programs due to the lack of the proficient training of English language courses. In Iraq, according to a research report by the Ministry of Higher Education and Scientific Research, “The professional performance of EFL teachers is unsatisfactory in general, and substantial numbers of EFL teachers graduating from the colleges of basic education, are rather incompetent in their language and teaching skills” (2002: 16).

At college level, there is a need to explore and develop more effective ways of preparing educational faculty to meet the challenges of changing society. In this ongoing debate, Alwan (2004: 33) maintains that: “The success of Iraqi educational system is fully reliant on the presence in Schools/Colleges of high-quality teachers for all students and establishing better quality and higher educational standards as well as accountability measures. Furthermore, improving the basic preparation and training of teachers and upgrading their skills”.

Success in the teaching profession can be derived from three main aspects: knowledge, skills and attitude. However, most educators pay too much attention to the element of knowledge, ignoring the other two aspects (Scocco, 2006:15).

For the learning process to be effective, teachers are required to have high proficiency. Of course, with the proficiency of the teacher, an effective learning atmosphere can be created.

Almost a decade ago, Allen and Peach (2007:23) stated a widely-held concern is that: “One of the biggest dangers one faces is preparing teachers who know theory and know nothing about practice”.

Besides, Shin (2008:59) notes that a good command of the target language is one of the most important features of non-native language teachers. By going further, Murdoch (1994:254) states that "language proficiency will always represent the bedrock of their professional confidence". The problem regarding language proficiency is clearly expressed by Farrell and Richards (2007:87) who maintain that any shortcoming in language proficiency may affect certain spheres of their teaching practice. Therefore, this field needs more concrete studies to develop foreign language teachers' language proficiency.

The problem has not been identified and can only be found in one place, but it is almost universal. In addition, courses need to properly integrate educational practices, teaching and supervision in schools under controlled conditions. Teacher training needs to focus on developing both the subject content knowledge and the pedagogical content knowledge. Half of teachers reported that they had received no pre-service training. However, according to the Document of the World Bank Group, training of teachers was not conducted as planned (2021: 74).

Bezzina & Michalak (2009:45), in their study stated that teaching practicum becomes a critical aspect in the development of student- teachers because in this practicum student -teachers can apply practical pedagogical knowledge. Teaching practicum is a course that requires the student to master the teaching Proficiencies and apply them in the real teaching situation (Richard & Farrel, 2005:86).

Besides, as a result of years of conflict, school buildings have been severely scarce, many of which are now operating in few shifts, effectively limiting study time and opportunities. In brief, the current study comes as

an attempt to assess the extent to which ACTFL professional standards for English language teachers are applied by the English language student-teachers at colleges of basic education at the universities Misan, Babylon and Al-Mustansiriya .

1.2 Aims of the Study:

This study aims at:

1. measuring English language proficiency of Iraqi EFL student- teachers according the ACTFL guidelines.
2. evaluating the English language proficiency of Iraqi EFL student-teachers at the Colleges of Basic Education according to the ACTFL guidelines
3. finding out Suggestions for developing the English language proficiency of Iraqi EFL student-teachers at Colleges of Basic Education.

1.3 Questions of the Study:

To fulfil the aims of the current study, the researcher puts the following questions: to what extent is the English language proficiency of the student- teachers at the colleges of basic education compatible with the ACTFL guidelines? In order to answer the main question, the study will try to answer the following sub -questions:

1. Is there any statistically significant relationship between student-teachers' level of language competence and ACTFL Guidelines? The following sub-questions stem from this question:
 - A. Does the student-teachers' listening proficiency compatible with the ACTFL standards?
 - B. Does the student-teachers' reading Proficiency compatible with the ACTFL standards?

- C. Does the student teacher's speaking Proficiency compatible with the ACTFL standards?
 - D. Does the student teacher's writing Proficiency compatible with the ACTFL standards?
2. Does the pre-service program preparing student-teachers linguistically and proficiently match with the ACTFL guidelines?
 3. Are there any deficiencies in student-teachers' English language proficiency?
 4. Does the pre-service program of preparing teachers at the colleges of basic education involve the main skills of teaching English language?

1.4 Limits of the Study:

This study is limited to:

1. EFL student-teachers at the academic year 2022-2023.
2. English language proficiency for the EFL student-teachers according to the ACTFL guidelines.
3. EFL student-teachers at the English departments at the colleges of basic education at the Universities of Misan, Babylon and Al-Mustansiriya.

1.5. Procedures

The following steps will be conducted to achieve the aims of the present study:

1. Reviewing the related literature and previous studies.
2. A sample of EFL student-teachers will be selected for the study.
3. A checklist will be constructed as the instrument of the study.
4. Validity and reliability of the instruments will be specified statistically.
5. Appropriate statistical means will be used for deriving and discussing the results obtained.

1.6. Value of the Study:

This study is hoped to be beneficial for:

1. Policy makers in framing important policies to enhance standard of English language in the country.
2. The Ministry of Higher Education and Scientific Research by suggesting such proposed guidelines to improve Iraqi EFL teachers' performance in Iraq.
3. Iraqi EFL Student-teachers teaching practicing may develop their teaching performance through making use of the current study as a core text for skill – oriented course with practical proficiency focus. The skills dealt with in this study may be thought of as minimum repertoire that all teachers should acquire.
4. Helping Iraqi EFL student-teachers notice and respond to both strong and weak aspects of their teaching. They could get the benefits from the suggested techniques to be part of their professional work experience.
5. The researchers in ELT since this study is an attempt to shed light on the Iraqi EFL student-teachers education.

1.7. Definitions of Basic Terms:

The basic terms used in this study need to be defined clearly as follows:

1.7.1 Evaluation:

Hutchinson and Waters (2004: 96) define evaluation as “A matter of judging the fitness of something for a particular purpose”.

In addition, Richards (2001: 256) defines it as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and to assess its effectiveness and efficiency, as well as measuring the participants' attitudes".

For Dudley-Evans and St. John (2005: 128), “evaluation is a whole process which begins with determining what information to gather and ends with bringing about change in current activities or influencing future ones”.

The Operational Definition:

Evaluation refers to the process of analysing the collected data about teaching performance of the involved sample of PSTs and interpreting them according to specific criteria to make exact decisions on the teaching efficiency of those teachers.

1.7.2. Language Proficiency

Bachman (1990: 16) defines language proficiency as ‘knowledge competence or ability in the use of a language.

According to the American Council on the Teaching of Foreign Languages (ACTFL:2012), proficiency is the ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language.

The Operational Definition of Language Proficiency

In this study, language proficiency refers to student-teachers’ ability to use English language in fields such as listening, speaking, reading, and writing.

1.7.3. Student-teachers

Al – khafaji (1999:24) defines student-teachers as the last academic faculty students, they are enrolled in educational teaching practice experience in order to acquire teaching proficiencies under the guidance of supervising teacher or other qualified instructors.

The student-teacher is a "student of teaching" completing the

university's professional education programme under the guidance of a qualified, certified teacher (Florida Public School, 2013).

Richards & Schmidt (2010: 65) define student-teachers as those of the final level of the educational faculties: they are enrolled in the preparation and professional development of pre-service teachers teaching practice. Student-teachers deal with basic teaching proficiency and techniques.

A student-teacher is a college, university, or graduate student who is instructing under the supervision of a guaranteed educator keeping in mind the end goal to meet all requirements for a degree in education. The expression is frequently utilized interchangeable with "pre-service teacher" as well (Grim, and Michaelis, 1953:120).

The Operational Definition of Student-teachers

The researcher adopts the definition of Jackson (1985:22) and Devor (1966:6), who state that it is "a student usually in his last year at a college who is engaged in teaching practice at a pupil's school",

They are fourth- year Iraqi student-teachers at the Faculty of Basic Education at the Departments of English. They are required to meet the standards of teaching performance under the guidance of a supervisor.

1.7.4.College of Basic Education

It is the institution for the training teachers offering a full four-years course and granting a bachelor degree (Webster, 1999: 1209).

It is the college that intends to create the programme, carry out the research and develop the models that will guide educators and the

institutions they serve. This college has become under the supervision of the Ministry of Higher Education and Scientific Research.

It aims at affording opportunity, both theoretical and practical for the training of teachers of both sexes for primary and secondary schools (Teachers College, 2000: 25).

The Operational Definition:

College of Basic Education was established in the year of 1993 with the name College of Teachers, then later on is named College of Basic Education in 2004. It comprises four years of specialized study after the preparatory stage. English is one of these subjects that qualify students to teach EFL at primary schools.

1.7.5. ACTFL

According to its home page, ACTFL is "a national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S." and is made up of "12,500 language educators and administrators from elementary through graduate education, as well as government and industry" (About ACTFL,2012:1).

Chapter Two

CHAPTER TWO

Literature review and previous studies

2.1. An Introductory Note:

This chapter is divided into two sections: the first one includes the definition of evaluation, types of evaluation, methods of conducting evaluation. The second section deals with the related literature and previous studies.

2.2. Evaluation

It is a fact that evaluation may be conducted for an extensive variety of reasons in every part of our life. In terms of education, it can be stated that the principal goal of evaluation is to gain information about student and teacher performance along with classroom interactions. In the same way, the aims might also include to identify strengths and weaknesses of particular activities in a program (Simmons,2002:18).

Due to the importance of evaluation, different scholars and researchers have defined it worldwide. Accordingly, different definitions have been given to this term. In this study, the researcher's main concern is student-teachers' evaluation; thus, she went over many related definitions during her research journey.

Evaluation is determining the value of something. Therefore, in the field of education, evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard (Weir & Roberts, 1994).

It can be seen as the process of converting monitoring data into information and then into knowledge. It is a value-added process that provides managers with what they need to make comprehensive decisions. It indicates that evaluation is finding the value of something (Mahmood & Muhammad, 2013:26).

Evaluation has been defined in various ways by different scholars. To evaluate is to assess and give judgement on any programme, thing or person. It is also to obtain facts on the specific achievements of tuition (Bloomfield, 1970, cited in Stenhouse, 1975). The basic function of evaluation is seen here, as being judgemental. Another definition is that it determines the outcome of objectives. This definition has drawn criticism for suggesting that evaluation can be flawed and for concentrating only on results (Stufflebeam & Shinkfield, 2007:67). It also means to appraise the value of a thing in a systematic manner (Joint Committee 1944, cited in Stufflebeam & Shinkfield 2007:68). This definition has been judged as comprehensive since it considers the value, merit, worth, needs of an object and also the systematic nature of evaluation.

2.2.1.Types of Evaluation

There are typically three types of evaluation, which are as follows:

- a- **Formative Evaluation:** The formative evaluation could be fulfilled as part of the process of program progress since it focuses on ongoing development and improvement of the program (Richards, 2001, 288). This type intends to collect data about what is working well and what is not. This information is used to report problems to improve the delivery of the program. Therefore, formative evaluation seeks to have details about the time spent on a particular objective, result of a placement test, methodology, difficulties facing teachers or students, students' enjoyment of the program, adequate

practice work for students, and adequate material pacing. The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects (Weston, Mc Alpine and Bordonaro, 1995).

Therefore, it is apparent that formative evaluation provides data to enable immediate changes to be made where necessary. In brief, formative evaluation is conducted during the operation of a program to provide program directors evaluate information useful in improving the program. For example, during the development of a curriculum package, formative evaluation would involve content inspection by experts, pilot tests with small numbers of children and so forth. Each step would result in immediate feedback to the developers who would then use the information to make necessary revisions (O'Hare et al ,2017:32).

- b- **Summative Evaluation:** This second type is called summative evaluation. It pursues making decisions about the significance or worth of different aspects of the test. It is concerned with determining the effectiveness, efficiency with its acceptability (Richards, 2001, p. 288) and whether the course should continue or not. Summative evaluation assesses the achievement of the course to supply information when the course is redesigned (Nunan, 2003: 215). The summative evaluator's function is not to work with the staff and suggest improvements while the program is running but rather to collect data and write a summary report showing what the program looks like and what has been achieved. Summative Evaluation is the final goal of an educational activity. Thus, summative evaluation provides the data from which decisions can be made. It provides information on the product's efficacy. For

example, finding out whether the learners have learnt what they were supposed to learn after using the instructional module. Summative evaluation generally uses numeric scores or letter grades to assess learner achievement (William, 2011:7).

- c- **Illuminative Evaluation:** An additional type of evaluation is depicted as illuminative evaluation. The purpose of this type is not necessarily only to change the course but also to find out the work of different aspects of the program and how they are implemented. It is concerned with approaching a deeper understanding of the processes of teaching and learning that occur in the program (Richards, 2001, p. 289). This type of evaluation includes evaluating all the teaching program which contains the procedures and tools used, the teaching methods, all objectives obtained by the pupils and all the process of learning in general.

2.2.2.Methods of Conducting Evaluation

The main aim of evaluation is to determine the purpose and necessity for evaluation. It could be conducted through following these steps that are mentioned by Mukundan, (2007, p13):

1. Finding to whom the evaluation is for and what type of information it requires.
2. Determining how the evaluation's findings will be used to the development of the course and the decision to retain or discontinue it.
3. Deciding if the evaluation is necessary or if the needed information is already obtainable.
4. Finding how much time and funds are available to do the evaluation.
5. Deciding what kinds of information will be gathered.

6. Trying to gain the support of the people involved in the evaluation.
7. Deciding how to collect the information and who would be involved in collecting it.
8. Deciding how to present the findings.
9. Deciding if follow-up evaluation is intended to check the accomplishment of the findings.

2.2.3 Evaluation Models

Evaluation has a long history, which ultimately lead to the use of various evaluation models by curriculum specialists. Evaluation models differ greatly with regard to curriculum evaluation approaches. The underlying reasons behind this variety of classifications are generally related to evaluators' diverse philosophical ideologies, cognitive styles, methodological preferences, values and practical perspectives. Due to this diversity in curriculum evaluation, it is not possible to come up with only one single model.

As Erden (1995: 54) states, researchers can choose the most appropriate model in terms of their purposes and conditions during their curriculum evaluation models or they can develop a new one making use of the existing ones. Worthen and Sanders (1998:78) classify the evaluation approaches under the categories of objectives-oriented evaluation approach, management-oriented evaluation approach, consumer-oriented evaluation approach, expertise-oriented evaluation approach, adversary-oriented evaluation approach and participant-oriented evaluation approach (McMillan et al :2013:10).

Objectives-Oriented Evaluation Approaches: The distinguishing feature of an objectives-oriented evaluation approach is that the purposes of some activity are specified and then evaluation focuses on the extent to which those purposes are achieved (ibid.:10).

Management- Oriented Evaluation Approaches: Its rationale is that evaluative information is an essential part of good decision making and that the evaluator can be most effective by serving administrators, policy makers, boards, practitioners, and others who need good evaluative information (McMillan et al :2013:11).

Consumer-Oriented Evaluation Approaches: Independent agencies or individuals who take responsibility to gather information on educational or other human services products, or assist others in doing so, support the consumer-oriented evaluation approach. These products generally include: curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies, and even services to agencies (ibid.:12).

Expertise-Oriented Evaluation Approaches: It depends primarily upon professional expertise to judge an institution, program, product or activity (ibid.:12).

Adversary-Oriented Evaluation Approaches: In its broad sense it refers to all evaluations in which there is a planned opposition in the points of view of different evaluators or evaluation teams (ibid.:12).

Participant-Oriented Evaluation Approaches: It aims at observing and identifying all of the concerns, issues and consequences integral to human services enterprise (ibid.:12).

As a logical structure for designing each type of evaluation, Stufflebeam (1983:98) proposed that evaluators should follow these steps:

A. Focusing the Evaluation

1. Identify the major level(s) of decision making to be served, for example, local, state or national.
2. For each level of decision making, project the decision situations to be served and describe each one in terms of its focus, critically, timing, and composition of alternatives.
3. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives.
4. Define policies within which the evaluator must operate.

B. Collection of Information

1. Specify the source of the information to be collected.
2. Specify the instruments and methods for collecting the needed information.
3. Specify the sampling procedure to be employed.
4. Specify the conditions and schedule for information collection.

C. Organization of Information

1. Provide a format for the information that is to be collected.
2. Designate a means for performing the analysis.

D. Analysis of Information

1. Select the analytical procedures to be employed.
2. Designate a means for performing the analysis.

E. Reporting of Information

1. Define the audiences for the evaluation reports.

2. Specify means for providing information to the audiences.
3. Specify the format for evaluation reports and/or reporting sessions.
4. Schedule the reporting of information.

F. Administration of the Evaluation

1. Summarize the evaluation schedule.
2. Define staff and resource requirements and plans for meeting these requirements.
3. Specify means for meeting policy requirements to conduct of the evaluation.
4. Evaluate the potential of the evaluation design for providing information that is valid, reliable, credible, timely, and pervasive (i.e. will reach all relevant stakeholders).
5. Specify and schedule means for periodic updating of the evaluation design.
6. Provide a budget for the total evaluation program (Stufflebeam, 1983: 100).

An important variable of the student teacher evaluation process is quality feedback. "Feedback refers to relevant information provided to those engaged in the teaching-learning process regarding their performance so that they may introduce modifications, correct errors or engage in professional development that will lead to enhance teaching and learning" (Ovando, 2005: 173). The goal of the feedback is to improve the effectiveness of teaching and promote professional growth (Feeney, 2007). To satisfy this goal, the feedback should:

1. be based on descriptive observable data (Danielson & McGreal, 2000);
2. Provide characteristics of effective teaching (Danielson, 1996; Marzano, Pickering & Pollock, 2001); and.
3. Promote reflective inquiry and self-directedness to foster improvements in teaching supported by evidence of student learning (Glickman, 2002).

2.3 Language Proficiency

The current concept of proficiency with all its broad implications for second language learning and teaching is relatively new compared to models and approaches. The initial impetus began in 1979 when President Carter's Commission on FL and International Studies published its report entitled "Strength Through Wisdom". One of the recommendations of that Commission was the development of a standard means of rating language proficiency. The result of that recommendation was the publication in 1982 Formed by the American Council on Teaching Foreign Language (ACTFL) of the Provisional Proficiency Guideline. Since the appearance of these guidelines, the emphasis on proficiency has steadily increased (Higgs and Clifford, 1982 :79; Higgs ,1984 :57).

Basta (2011:23) defines language proficiency as the ability level of a person to use a language both for basic communication with others and academic purposes.

Council of Chief State School Officers CCSSO (1996) states that a student will have a basic level of English proficiency if she or he is able to use English language to ask questions in the classroom, understand teachers' communication, read learning materials, share ideas, and test that is being asked in the classroom. According to American Council on the Teaching of Foreign Languages ACTFL (2012:23) the

proficiency in foreign language is a description of what individuals can do with language with reference to language skills (speaking, writing, listening and reading) in real-world situation.

This means that proficiency goes beyond the attainment of some knowledge or skill; it is the application of knowledge. There are four main skills of a language i.e., listening, speaking, reading and writing. These skills can be described in educational purposes in the following way.

- I) Listening: It is the ability to understand the language of the teachers and instructions in the classroom, comprehend and extract information, and follow the instructional dialogue through which teachers provide information.
- II) Speaking: It is the ability to use oral language properly and effectively in learning activities within the classroom and in social interactions within the school.
- III) Reading: It is the ability to comprehend various texts and using them for different purposes at the age and grade-appropriate level.
- IV) Writing: It is the ability to produce written texts with content and format to complete classroom assignments at the age and grade-appropriate level.

While using listening and speaking skills, students must involve in responding to the teachers' and classmates' questions and understanding routine oral/aural instructions in the classroom. In reading practices, students are expected to extract and interpret meaning from different kinds of texts, while using writing skills students must be able to write short stories, the answer questions, paragraphs, applications and letters. When we consider the types of linguistic abilities that lie behind the successful

academic performance of students, a language test is a tool that aims at assessing how much has been learnt in a foreign/second language course or some part of it. Within educational context, the domain of foreign language teaching and testing is a special case of interest (Vecchio & Guerrero, 1995).

2.3.1. Proficiency Level

The guideline set by ACTFL Provisional Proficiency Guidelines describes four proficiency levels (novice, intermediate, advanced, and superior) for each of the four language skills. These Guidelines are used to determine the degree of general proficiency demonstrated on communication tasks done by the person being rated. Although designed as a rating scale, the guidelines have served, since their wide- spread dissemination among second-language teachers, as a catalyst for promoting change in the materials and approaches in second –language classrooms.

Omaggio (1986:11) believes that the guidelines should prove useful in (1) designing second language programs, (2) organizing instruction on a sequential basis similar to that described in the guidelines and (3) providing a workable definition of proficiency. In this respect Liskin (1984 :31) states

“a proficiency –oriented program is one that trains students to use the language outside the classroom, independently of the materials and activities of the course”.

Omaggio (1986 :12) completes the picture of what proficiency is and how to evaluate it in these words:

“It becomes relatively easy to distinguish levels of proficiency if one considers the three interrelated criteria underlying the proficiency

descriptions: function, context/content, and accuracy". i.e., Teaching for proficiency.

2.4. Student-Teacher

A teacher is a person who helps the students learn knowledge, skill or virtue. According to KBBI (2008:12) "A teacher is a person whose job is to teach". Everyone who has a teaching objective does not automatically have to be a teacher, as the student may also become a teacher before becoming a professional teacher. According to the Merriam-Webster dictionary, student-teacher is "a student involved in teaching practice" or "a student who is learning how to teach and practicing teaching for the first time". Then, we know that a student-teacher is a student who is learning to become a teacher and a student as part of the training, observes teaching in class, or conducts a closely monitored teaching at a specified school. Another study suggests that "a student-teachers work with experienced teachers and mentors as single trainees" (Sorensen, 2014:56). It means student teacher is a trainee who learns about teaching from a teacher in the real experience. Students who practice being a teacher beforehand also takes lessons on how to become a teacher in a micro-teaching class. However, the difference is that student-teachers who learn in microteaching do not experience in the classroom or real schools. Student-teachers and teacher educators consider practicum as one of the most critical elements of teacher education programs (Lourdusamy, 2005:38). Being a student-teacher is a standard of development of a student beginning at maturity or competence that is useful for learning a specific subject.

Student-teacher idea is to form prospective teachers or professional education staff. The mission of the student-teacher is to prepare and produce prospective teachers or educators who have professional values,

attitudes, knowledge and skills through integration and implementation of the knowledge they have mastered into practice teacher or educational practice. Therefore, student-teacher training students are expected to learn and develop teacher practices and education. Anderson and Stillman (2013:54), agree that student teaching is widely considered a foundation in preparation for prospective teacher experiences.

2.5. The American Council for the Teaching of Foreign Languages (ACTFL)

In the early 1980s, the American Council on the Teaching of Foreign Languages (ACTFL), the Educational Testing Service (ETS), and the FILR began working on an adaptation of the government's proficiency scale to be used in secondary schools and colleges. The result of that collaboration, the ACTFL Provisional Proficiency Guidelines, was published in 1982. These guidelines made a number of changes in the Government scale, yet were designed to be commensurate with it (Stansfield: 1992:46).

The American Council on the Teaching of Foreign Languages (ACTFL) is “the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S.” (Bott Van Houten, 2007: 5).

According to its home page, ACTFL is "a national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S.” and is made up of “12,500 language educators and administrators from elementary through graduate education, as well as government and industry” (About ACTFL, 2012:1).

The National Standards for Learning Languages developed by ACTFL are based on Common Core State Standards, college and career readiness,

and 21st century skills. Over 40 states have used the five “C” goal areas to create their own state standards (ACTFL World-Readiness Standards, 2006). The five “C” goal areas (communication, cultures, connections, comparisons, and communities) will be explained in more detail throughout the course of this dissertation and will be used as a tool by which to assess the effectiveness of the foreign language teaching methods that will be outlined. The goal of this dissertation is to evaluate and analyze historic and recent trends in methods for foreign language education in order to provide a framework for effective foreign language education that adheres to ACTFL’s 5 “C’s”.

These guidelines define proficiency in terms of what language learners are able to do with their target language according to five major proficiency levels: distinguished, superior, advanced, intermediate, and novice, with additional sub-levels at the novice through advanced levels (ACTFL, 2012).

Each level of the ACTFL scale has four assessment criteria associated with it: functions or global tasks, context and content, accuracy and comprehensibility, and text type (Swender & Vicars, 2012). Rather than focusing primarily on form, the ACTFL Proficiency Guidelines consider global functional ability (ACTFL, 2012). Language learners become more proficient in a language as real-life tasks, linguistic structures, and vocabulary move toward automaticity and become available for use in a variety of different contexts (Heilenman & Kaplan, 1985).

Research shows that foreign language teachers are ethnocentric. Many educators and foreign language programs use a framework developed by the American Council on the Teaching of Foreign Language (ACTFL) to promote language learning. This framework also possesses key elements in promoting intercultural competence.

Although ACTFL Guidelines can be useful as an assessment tool (Henning, 1992) others (Stansfield, 1990) argue that there is a need for the development of language specific versions of the ACTFL Proficiency Guidelines where they do not currently exist. In this respect, these guidelines are provisional and they should be used with caution. The guidelines represent a "forward-looking" view (ACTFL Guidelines) of the significant skills deemed valuable for the preparedness of foreign language teacher candidates.

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry (ACTFL website, 2016). The study adopted the standards of the ACTFL since it meets the needs of language professionals and influences the development of professional programs and enhances the quality of language teaching and learning.

2.5.1. ACTFL Mission

Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavour by:

- Meeting the needs of language professionals
- Ensuring a dynamic and responsive organization
- Working proactively through advocacy and outreach

- Working to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society
- Promoting research that influences the development of professional programs and enhances the quality of language teaching and learning

2.5.2. The Standards of the American Council for the Teaching of Foreign Languages:

The national standards for foreign language education centre around five standards: communication, cultures, connections, comparisons, and communities—the five Cs of foreign language education (Blaz, 2013).

• **Communication:** It should be covered through oral, written, listening, and presentational activities. This standard focuses on interpersonal communication, that is, direct oral or written communication between individuals who are in personal contact. In most modern languages, students can quite quickly learn a number of phrases that will permit them to interact with each other. In the course of their study, they will grow in their ability to converse in a culturally appropriate manner.

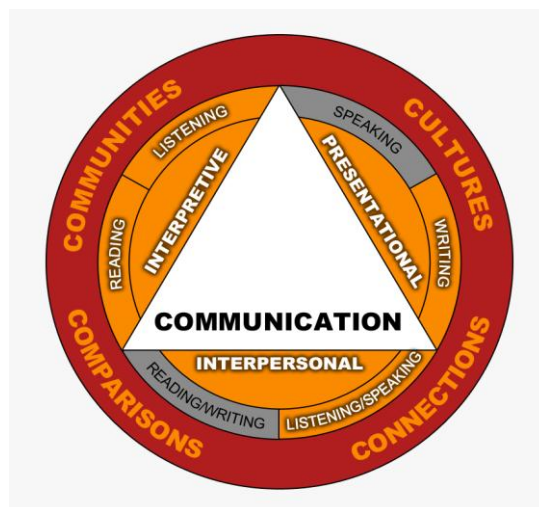


Figure: (1) Evaluation details of the sub-standard: Oral Production and Presentation Questions

- **Standard 1.1: (Oral Production and Presentation Questions).**
Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.2: (Interpretive Mode Questions)** Students understand and interpret written and spoken languages on a variety of topics.
- **Standard 1.3: (Written Presentation Questions).** Students present information, concepts, and ideas to an audience of listeners or **readers** on a variety of topics.
- **Cultures: Gain Knowledge and Understanding of Other Cultures.**
Remember the three Ps of Culture: Practices, Products, and Perspectives. First, find and examine several visuals: overheads, book illustrations, or videos.
- **Standard 2.1: (Culture Questions for Visual Materials)** Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.
- **Standard 2.2: (Questions about Cultural Content)** Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.

- **Connections - Connect with Other Disciplines and Acquire Information**
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- **Comparisons:** which locate sections that compare the foreign language to English.
- **Standard 4.1: (Questions about Language Comparisons)** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2: (Questions about Cultural Comparisons)** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Communities:** The previous standards are considered as the standards for foreign language learning which included forty-seven evaluating criteria. The researcher determined these standards and selected thirty-four evaluating criteria from them after consulting with experts and educators. These standards are equally applicable to (world-readiness standards for learning languages: INT):
 - Learners at all levels, from pre-kindergarten through postsecondary levels.
 - Native speakers and heritage speakers, including ESL students.
 - American Sign Language.
 - Classical Languages (Latin and Greek) The 2011 report, "A Decade of Foreign Language Standards: Impact, Influence, and Future Directions", provided evidence of and support for the following concepts which influenced these revisions:
 - The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels. The integrated nature of the five "C's" goal areas has been accepted by the profession.
 - Educators asked for more description of what language learners should know and be able to do in the goal areas of connections and communities.

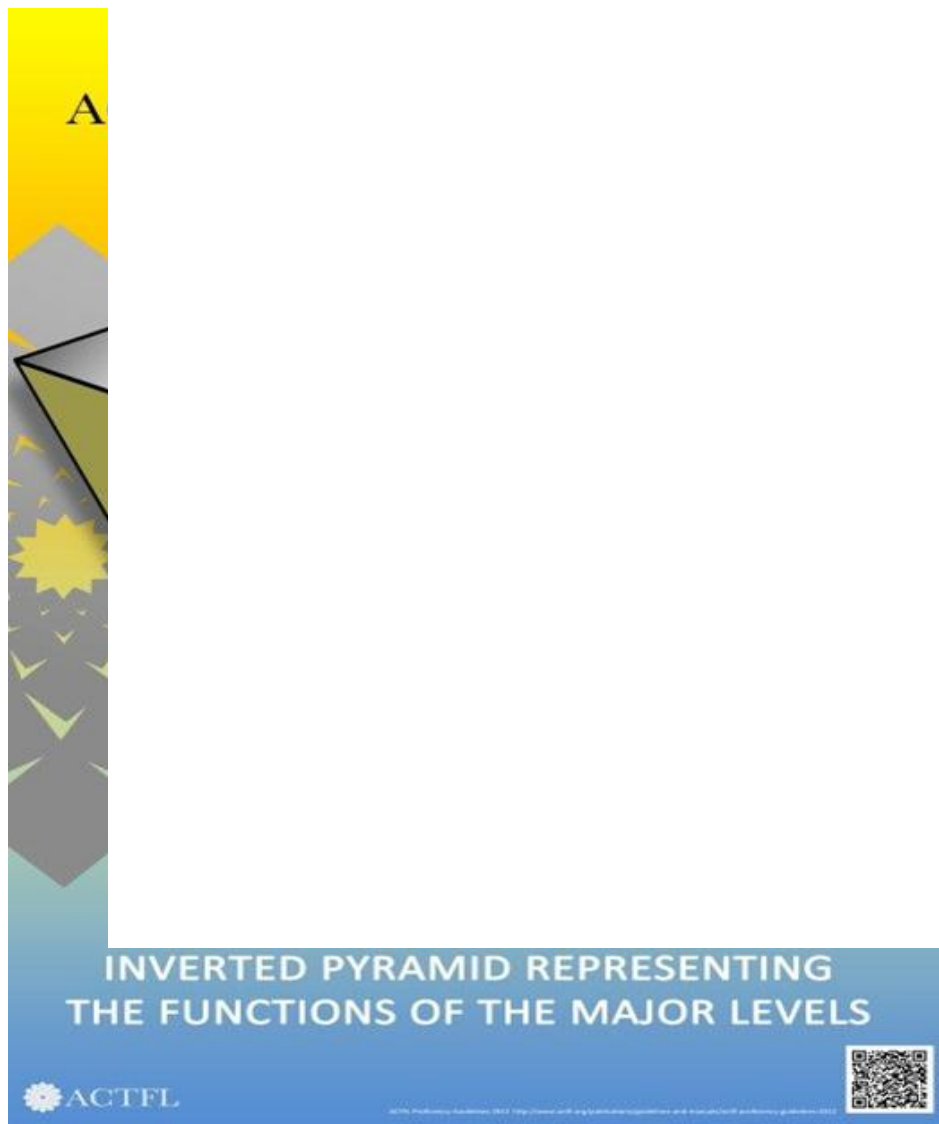


Figure (2) ACTFL proficiency levels

2.5.3. Speaking Proficiency Guidelines

According to Oral Proficiency Interview Familiarization Guide (OPI) (2020:12) The ACTFL Proficiency Guidelines 2012-Speaking1 describe five major levels of proficiency: distinguished, superior, advanced, intermediate, and novice. The description of each major level is representative of a specific range of abilities. Together these levels form a

hierarchy in which each level subsumes all lower levels. The major levels advanced, intermediate, and novice are divided into high, mid, and low sublevels. The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that speakers encounter when attempting to function at the next higher major level. These Guidelines can be used to evaluate speech that is either interpersonal (interactive, two-way communication) or presentational (one-way, non-interactive).

- **Distinguished**

Speakers at the distinguished level are able to use language skilfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic. Speakers at the distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse. A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level (OPI,2020:13).

▪ **Superior**

Speakers at the superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices. Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication (OPI,2020:13).

▪ **Advanced**

Speakers at the advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of

narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of advanced-level speakers is abundant, the oral paragraph being the measure of advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech (OPI,2020:14).

▪ **Advanced High**

Speakers at the advanced high sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames.

In addition, advanced high speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced high speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task

altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis (Ibid.:14).

▪ **Advanced Mid**

Speakers at the advanced mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. Advanced mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar.

Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of advanced mid speakers performing advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and

precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the superior level, the quality and/or quantity of their speech will generally decline (OPI,2020:14-15).

▪ **Advanced Low**

Speakers at the advanced low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events. Responses produced by advanced low speakers are typically not longer than a single paragraph.

The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of advanced low speakers tends to be uneven.

Advanced low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the advanced-level tasks is sustained, albeit minimally. The vocabulary of advanced low speakers often lacks specificity.

Nevertheless, advanced low speakers are able to use communicative strategies such as rephrasing and circumlocution. Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly (OPI,2020:13).

▪ **Intermediate**

Speakers at the intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language (OPI,2020:16).

▪ **Intermediate High**

Intermediate high speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate high speakers can handle a substantial number of tasks associated with the advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.

Typically, when intermediate high speakers attempt to perform advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur (OPI,2020:16).

▪ **Intermediate Mid**

Speakers at the intermediate mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home,

daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information (OPI,2020:17).

However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution (ibid.:18).

Intermediate mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, intermediate mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives (ibid.:18).

Overall, intermediate mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language (ibid.:18).

▪ **Intermediate Low**

Speakers at the intermediate low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations.

Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.

At the Intermediate low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives (OPI,2020:17).

▪ **Novice**

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be

difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech (OPI,2020:18).

▪ **Novice High**

Speakers at the novice high sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs (OPI,2020:18).

Novice high speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. Novice high speakers are able to express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate (ibid.:18).

On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice high speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse (Ibid.:18).

▪ Novice Mid

Speakers at the novice mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence (Ibid.:18).

▪ Novice Low

Speakers at the novice low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange (Ibid.:18).

2.5.4. Writing Proficiency Guidelines

According to the Writing Proficiency Test Familiarization Guide (WPT) (2020:10), The ACTFL Proficiency Guidelines 2012-Writing describe five major levels of proficiency: distinguished, superior, advanced, intermediate, and novice. The description of each major level is representative of a specific range of abilities. Together these levels form a

hierarchy in which each level subsumes all lower levels. The major levels advanced, intermediate, and novice are divided into high, mid, and low sublevels as mention in detail below.

▪ **Distinguished**

Writers at the distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic, and societal issues. In addition, distinguished-level writers are able to address world issues in a highly conceptualized fashion. These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance.

Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers. Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skilfully crafted and is organized in a way that reflects target-culture thought patterns.

At the distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise. Writers at the distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture (WPT,2020:14).

▪ **Superior**

Writers at the superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract. Writers at the superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task. Writers at the superior level do not typically control target-language cultural, organizational, or stylistic patterns.

At the superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader (Ibid.:15).

- **Advanced**

Writers at the advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives (Ibid.:16).

- **Advanced High**

Writers at the advanced high sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced high writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the advanced level, they often show remarkable ease of expression, but under the demands of superior-level writing tasks, patterns of error appear. The

linguistic limitations of advanced High writing may occasionally distract the native reader from the message (Ibid.:16).

▪ **Advanced Mid**

Writers at the advanced mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quality and/or quantity of their writing (Ibid.:16).

▪ **Advanced Low**

Writers at the advanced low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the advanced Low sublevel demonstrate the ability to incorporate a limited number of

cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the superior level, their writing will deteriorate significantly (Ibid.:17).

▪ **Intermediate**

Writers at the intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can be creative with language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives (Ibid.:17).

▪ **Intermediate High**

Writers at the intermediate high sublevel are able to meet all practical writing needs of the intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the advanced level. For example, these writers may be inconsistent in the

use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of intermediate high writers essentially correspond to those of the spoken language. Intermediate high writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension (Ibid.:17).

▪ **Intermediate Mid**

Writers at the intermediate mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the intermediate mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate mid writers can be understood readily by natives used to the writing of non-natives. When intermediate mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear (Ibid.:18).

▪ **Intermediate Low**

Writers at the intermediate low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple

conversational-style sentences with basic word order they are written (Ibid.:18).

2.5.5. Listening Proficiency Guidelines

According to the Listening Proficiency Test Familiarization Guide (LPT) (2020:18), the ACTFL Proficiency Guidelines 2012 – Listening describe five major levels of proficiency: distinguished, superior, advanced, intermediate, and novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels advanced, intermediate, and novice are divided into high, mid, and low sublevels. The subdivision of the advanced level into high, mid, and low is new. This makes the listening descriptions parallel to the other skill-level descriptions.

▪ Superior

At the superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches, and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences. Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with

topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references (LPT,2020:19).

- **Advanced**

At the advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context. Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way. Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse (LPT.2020:20).

- **Advanced High**

At the advanced high sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the advanced high sublevel, listeners are able to comprehend the facts presented in oral

discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by superior-level listeners (LPT.2020:20).

- **Advanced Mid**

At the advanced mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself (LPT.2020:20).

- **Advanced Low**

At the advanced low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge (LPT.2020:20).

- **Intermediate**

At the intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely

heavily on redundancy, restatement, paraphrasing, and contextual clues. Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary. Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear (Ibid.:21).

▪ **Intermediate High**

At the intermediate high sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language (LPT.2020:21).

▪ **Intermediate Mid**

At the intermediate mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate mid listeners may get some meaning from oral texts typically understood by advanced-level listeners (LPT,2020:21).

▪ **Intermediate Low**

At the intermediate low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven.

At the intermediate low sublevel, listeners show little or no comprehension of oral texts typically understood by advanced-level listeners (LPT,2020:21).

▪ **Novice**

At the novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself (LPT.2020:22).

▪ **Novice High**

At the novice high sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned (Ibid.:22).

▪ **Novice Mid**

At the novice mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they

understand little more than one phrase at a time, and repetition may be required (Ibid.:22).

▪ **Novice Low**

At the novice low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts (LPT.2020:22).

2.5.6. Reading Proficiency Guidelines

According to the Reading Proficiency Test Familiarization Guide RPT (2020:18), the ACTFL Proficiency Guidelines 2012-Reading describe five major levels of proficiency: distinguished, superior, advanced, intermediate, and novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels advanced, intermediate, and novice are divided into high, mid, and low sublevels. The subdivision of the advanced level is new. This makes the reading descriptions parallel to the other skill level descriptions. Reading is an interpretive skill. Reading comprehension is based largely on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts.

By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to

understand from what they read. These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant messaging, texting, email communication, etc.).

▪ **Distinguished**

At the distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts. Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language (RPT.2020.:18).

▪ **Superior**

At the superior level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and

unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the superior level can draw inferences from textual and extralinguistic clues. Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references. Superior-level readers are able to understand lengthy texts of a professional, academic, or literary nature. In addition, readers at the superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded (RPT.2020.:18).

▪ **Advanced**

At the advanced level, listeners can understand the main ideas and most supporting details in the advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument). Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of

general interest. Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly (RPT.2020:19).

▪ **Advanced High**

At the advanced high sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex (RPT,2020:19).

▪ **Advanced Mid**

At the advanced mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject matter knowledge but also from knowledge of the language itself.

Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex (Ibid.:19).

▪ **Advanced Low**

At the advanced low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts (RPT.2020:20).

▪ **Intermediate**

At the intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of

language structures is essential in order to understand sequencing, time frame, and chronology (Ibid.:20).

▪ **Intermediate High**

At the intermediate high sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language (RPT,2020:20).

▪ **Intermediate Mid**

At the intermediate mid sublevel, readers are able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics (Ibid.:20).

▪ **Intermediate Low**

At the intermediate low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length (Ibid.:21).

▪ **Novice**

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the novice level are best able to understand a text when they are able to anticipate the information in the text. At the novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible (RPT.2020:21).

▪ **Novice High**

At the novice high sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the novice high sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support (Ibid.:21).

▪ **Novice Mid**

At the novice mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and

borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required (Ibid.:21).

▪ **Novice Low**

At the novice low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context (Ibid.:21).

2.6. Previous Studies

2.6.1. Presentation of the previous studies

It is necessary to survey some relevant studies that are related to this study. The researcher reviews these studies because they can help develop the present study. The focus in this section is on showing how these studies are similar to this study in terms of aims, samples, procedures and findings. These studies are arranged chronologically according to their date priority as follows:

2.6.1.1. Ramadhan (1998)

This study aimed at:

1. developing a checklist of professional competencies required by primary school teachers of English.
2. assessing the professional competency of primary teachers of English using the checklist developed .

The sample of the study was a group of seventy primary school teachers of English in the city of Baghdad, who have been observed and evaluated by the researcher on the basis of the checklist developed by her as the main instrument of the study.

The results of this study represented in the following:

1. Teachers' aim-related competencies were high.
2. Teachers' activities-related competencies were high.
3. Teachers' competencies related to teaching aids were not much higher than the average.
4. Teachers' teaching-related competencies were high except language competencies that were low.
5. Teachers have got high percentage in practicing general teaching competencies.

6. Teachers' competencies related to evaluation were low .

2.6.1.2. Essa (2001)

This study aimed at:

1. Evaluating the oral efficiency of intermediate school teachers of English.
2. Identifying whether there is any significant difference in the oral efficiency between teachers who are graduated from College of Arts and those who graduated from the College of Education.
3. Identifying whether intermediate school teachers of English vary in their achievement in the various aspects of the oral production test .

The sample of the study included thirty-six teachers from intermediate schools for girls in the city of Baghdad. The researcher constructed oral production test to evaluate oral efficiency of teachers of English .

Results revealed that the sample of the study was of an average standard in their oral efficiency. There was no significant difference between teachers who graduated from the College of Art and those of the College of Education. Another result revealed that the efficiency of teachers was of an average standard in the five aspects of the oral production test .

2.6.1.3. Jokey (2007)

This study aimed at :

1. Assessing the oral performance of EFL teachers in certain language functions.
2. Identifying errors committed by Iraqi EFL teachers.

The population of the study included 192 teachers of English which have been working as EFL teachers since the academic year 2000-2001 till

2005-2006 in the city of Baghdad. The sample of the study were forty-five teachers of English which represents 25% of the whole population.

The instrument adopted in this study was a scientific recorded observation accompanied with a scientific checklist.

The results of the study were that EFL teachers were not as efficient as expected in performing certain language functions. There were errors in pronunciation and inappropriate use of words that suits the context .

2.6.1.4. Raheem (2007)

This study aimed at assessing oral proficiency of EFL primary school teachers in Iraq. The population of this study covered Iraqi EFL primary school teachers in Baghdad governorate during the academic year 2006-2007. The sample included fifty EFL primary school teachers, twenty-seven from Al Russafa/2, and twenty-three from Al-Russafa/1.

The researcher has adopted an interview as the main instrument of the study. After administrating the instrument of the study on the study sample, data have been collected and treated statistically.

Results revealed that Iraqi primary school teachers of English lack the ability to master the elements of oral proficiency.

2.6.1.5. Hamiloglu (2013)

This study aimed at exploring the identity types English language teaching student-teachers demonstrated during the transformation from imagined to practised identities, as from primarily being a student to primarily being a teacher.

The population of the present study was conducted with eight volunteer non-native student-teachers in a state university in Istanbul, Turkey, in the 2011–2012 academic year. The study adopted a qualitative

approach in the interpretivist paradigm as the method of research. Data were collected through the narratives of student-teachers during face-to-face interviews, stimulated recall sessions, and their reflective journals.

The findings showed that student-teachers had multiple-layered identities. The core one was their most dominating context-embedded identity (rule-based), the second most significant was based on their personal qualities, and other identities were always changing according to the conditions and facts, as cue-based, exemplar-based, or schema-based identities.

2.6.1.6. Oritsebemigho (2015)

This study aimed at examining the adequacy of the skills and preparation of the Nigeria Certificate in Education (NCE) for English language teachers.

The research questions were: What is the context of the English language programme of the Nigeria Certificate in Education? How does the implementation of the curriculum equip students to develop the four language skills? What are the lecturers and students' perceptions of the implementation of the curriculum and how have the objectives of the curriculum been achieved? In examining these issues, a mixed-method approach was adopted within the framework of the Context, Input, Process and Product (CIPP) evaluation model, while utilizing a case study.

The study showed the ineffective implementation of the curriculum as a factor for the failure of Nigerian students in external English language examinations. The research established the deficiency of the students in the basic skills of the language. The process and product evaluations noted failures in the procedural design of the curriculum and demonstrated a lack of achievement of the objectives of the curriculum.

2.6.1.7. Tutyandari (2020)

This study aimed at exploring pre-service teachers' perceptions of preparedness for teaching in Indonesian contexts through the lens of English language student-teachers.

The quantitative data were collected through a Likert-scale survey, while the qualitative data were collected with an open-ended survey, interviews and pre-service teachers' personal written reflections about their experiences in the teacher education program. A cohort of final-year students who were enrolled in a four-year undergraduate English language teacher education program in Yogyakarta, Indonesia participated in this project.

In conclusion, the study suggested that pre-service teachers' sense of preparedness for teaching was shaped through the connectedness between personal, social, and academic dimensions. Each pre-service teacher brings their personal foundations which include motivation, beliefs, and attitudes, into the teacher education program. Their interactions with diverse experiences during their coursework and teaching practicum have shaped their professionalism, including their self-efficacy in teaching, commitment for teaching, as well as their perseverance and resilience

2.6.1.8. Al zahrani (2020)

This study aimed at investigating the EFL student-teachers' level of language proficiency in the light of ACTFL Guidelines, and the correlation between their academic performance (GPA) and their teaching performance. The descriptive method was used. The subjects of the study consist of EFL student-teachers practicing teaching during the academic year 2020 (N=62).

Data were collected through the following three instruments: A) An observation checklist designed by the researcher to evaluate EFL student-teachers' performance to determine the extent to which their performance matches the standard; B) Self-Assessment checklist based on ACTFL Guidelines, which determine EFL student-teachers' language proficiency for each skill (listening, speaking, reading, and writing); and C) 3 Proficiency Tests to evaluate the English language proficiency skills (including four sections: listening, speaking, reading, and writing).

Findings revealed that the student-teacher perceived themselves to be (intermediate low) level in language proficiency according to ACTFL Guidelines. Moreover, there is a statistically significant relationship between ACTFL Guidelines and all variables of the study.

2.6.2. Discussion of Previous Studies

After presenting these studies, comparisons and discussions between these previous studies and the current one in terms of the main components (aim, sample, research design, procedure, etc.) is necessary to show the relevance of these studies to the present study.

2.6.2.1. Aims

The previous studies adopted different aims i.e., evaluating or assessing the language as well as professional competencies.

The aim of Ramadhan (1998) was to assess the professional competencies of EFL primary school teachers. Essa (2001) aimed at evaluating the oral efficiency of intermediate school teachers of English. The study of Jokey (2007) aimed at assessing the oral performance of EFL teachers in certain language functions. Raheem (2007) aimed at assessing oral efficiency of EFL primary school teachers.

Besides, Hamiloglu (2013) thesis aimed at exploring the identity types English language teaching student-teachers. Oritsebemigho (2015) thesis tries to examine the adequacy of the skills and preparation of the Nigeria Certificate in Education (NCE) English language teachers.

Moreover, Tutyandari (2020) aimed at explore pre-service teachers' perceptions of preparedness for teaching in Indonesian contexts through the lens of English language student-teachers.

Al zahrani (2020) tried to investigate the EFL student-teachers' level of language proficiency. The present study tends to be more comprehensive than the studies surveyed here because it assesses not only the oral efficiency, but also it includes listening, reading, and writing proficiencies.

2.6.2.2. Sample

The samples involved in the previous studies are different in size. Ramadhan (1998) includes seventy primary school teachers and Essa (2001) includes thirty-six female teachers. Jokey (2007) involves forty-five teachers. Besides, Raheem (2007) involves fifty primary school teachers. While Hamiloglu (2013) sample was 8 non-native student-teachers. Oritsebemigho's (2015) sample was 60 students. Moreover, Tutyandari (2020) was 106 student-teachers. Al-zahrani's (2020) was twelve female student-teachers. To conclude, the samples of the previous studies range between twelve to one hundred EFL student-teachers. The sample of this study includes sixty-two EFL student-teachers.

2.6.2.3. Instrument

Various instruments were employed by the previous studies in order to collect the required data. Observation checklist was utilized by Ramadhan (1998), Jokey (2007) and Raheem (2007) as well the current study. Esaa (2001) constructed a test in order to collect the necessary data. Al-Zahrani

(2020) used observation checklist, self-assessment checklist and a test. Hamiloglu (2013) constructed an interview and reflective journal. Oritsebemigho (2015) constructed a checklist and a questionnaire. Tutyandari (2020) constructed Closed-ended survey and open-ended survey.

2.6.2.4. Statistics

Various statistics for analyzing the data were used in the previous studies according to the aims and hypotheses of each. In the present study.

Ramadhan (1998) used Chi square, Pearson Correlation Coefficient, and Percentage. Essa (2001) used One Sample T-test Formula, Pearson Correlation Coefficient, Percentage, and Two Independent T-test Formula.

Jokey (2007) and Raheem (2007), Al-Zahrani (2020) used Percentage and Pearson Correlation Coefficient Formula as statistical means in their studies. In the present study, the researcher used Percentage, Pearson Correlation Coefficient, One-Sample T-test Formula, Two Independent T-test Formula.

2.6.2.5. Results

The results of the previous studies are differing according the setting of each one. Ramadhan (1998) stated the results as the following:

1. Teachers' aim-related competencies were high.
2. Teachers' activities-related competencies were high.
3. Teachers' competencies related to teaching aids were not much higher than the average.
4. Teachers' teaching-related competencies were high except language competencies that were low.

5. Teachers have got high percentage in practicing general teaching competencies.

Essa, (2001) results revealed that the sample of the study was of an average standard in their oral efficiency. There was no significant difference between teachers who graduated from the College of Art and those of the College of Education. Another result revealed that the efficiency of teachers was of an average standard in the five aspects of the oral production test .

The results of Jokey's (2007) were that EFL teachers were not as efficient as expected in performing certain language functions. There were errors in pronunciation and inappropriate use of words that suits the context .

Raheem's (2007) results revealed that Iraqi primary school teachers of English lack the ability to master the elements of oral proficiency .

Hamiloglu (2013) conducted that student-teachers had multiple-layered identities. The core one was their most dominating context-embedded identity (rule-based), the second most significant was based on their personal qualities, and other identities were always changing according to the conditions and facts, as cue-based, exemplar-based, or schema-based identities.

Oritsebemigho (2015) showed that there is deficiency of the students in the basic skills of the language having a commitment to teaching did not always go alongside a sense of preparedness for teaching

The results of Tuttyandari's (2020) thesis stated that having a commitment to teaching did not always go alongside a sense of preparedness for teaching

Table (2.1) Summary of The Previous Studies

No .	Author	Aims/ research questions	sample	Data collection	Data analysis	The results
1	Ramadhan (1998)	assess the professional competencies	70 primary school teachers	checklist	Descriptive	Teachers' aim-related competencies were high.
2	Essa (2001)	evaluating the oral efficiency	36 female teachers	Test	Descriptive	the sample of the study was of an average standard in their oral efficiency
3	Jokey (2007)	assessing the oral performance	54 teachers	checklist	Descriptive	EFL teachers were not as efficient as expected in performing certain language functions
4	Raheem (2007)	assessing oral efficiency	15 teachers	checklist	Descriptive	that Iraqi primary school teachers of English lack the ability to master the elements of oral proficiency
5	Hamiloglu (2013)	exploring the identity types English language teaching student-teachers	8 non-native student-teachers	Interviews, Reflective journal	Descriptive	student-teachers had multiple-layered identities.
6	Oritsebemig ho (2015)	examine the adequacy of the skills and preparation of	60 students	Checklist & questionnaire	Descriptive	There is deficiency of the students in the basic skills of the language

		the Nigeria Certificate in Education (NCE) English language teachers				
7	Tutyandari (2020)	to explore pre-service teachers' perceptions of preparedness for teaching in Indonesian contexts through the lens of English language student-teachers	106 student-teachers	Closed-ended survey, Open-ended survey	Descriptive	having a commitment to teaching does not always go alongside a sense of preparedness for teaching
8	Al zahrani (2020)	investigate the EFL student-teachers' level of language proficiency	12 female student-teachers	- Checklist - Self-assessment checklist - test	Descriptive	the student-teachers perceived themselves to be (intermediate low) level in language proficiency according to ACTFL Guidelines.

Chapter Three

CHAPTR THREE

Methodology and Procedures

3.1 An Introductory Note

The main concern of the present chapter is to report the practical steps conducted in order to achieve the aim set in this study. It describes the following:

1. Population and sample selection,
2. instrument used and its application and
3. statistical means used for analyzing the data and computing the results.

3.2 Population and sample of the study

A population is any set of items or individuals that share some common and observable characteristics and from which a sample can be taken, while a sample is any group of individuals that is selected to represent a population (Richards and Schmidt, 2010:506).

The population of the study consists of fourth-year students at departments of English, colleges of basic education, for the academic year 2022-2023. These colleges are at University of Misan, Al-Mustansiriya University, University of Babylon, University of Diayla, Tikrit University, and University of Musol, the total number of the population is 1127 (see Table 3.1).

Table (3.1) population of the study

The University	The female	The male	Total
-Al Mustansiriya	74	142	216
Babylon	51	164	215
Misan	57	115	172
Diayla	111	69	180
Tikrit	33	45	78
Al Musol	108	158	266
Total	673	454	1127

A sample of (63) student-teachers has been selected randomly from the English departments at the colleges of basic education at Al- Mustansiriya University, University of Babylon, and University of Misan.

3.3. Instrument of the Study

To achieve the aims of the current study a checklist has been constructed to be the essential instrument that is used to assess student-teachers ' proficiencies. The method used in this study is descriptive qualitative method.

3.3.1. Construction of Checklist

The checklist method is an instrument that helps to evaluate student-teachers in an effective and practical way. Meanwhile, Sarem, Hamidi, and Mahmoudie (2013:272) state that checklist is an instrument that provides the evaluator with a list of features of successful learning-teaching materials. According to these criteria, evaluators like teachers, researchers, as well as students can rate the quality of material. Moreover, a checklist is a list of criteria on the basis of which a performance or an end product is to be judged. This device helps ensure the consideration of the important aspects of the act observed (Moore,2007, p.351). Gronlund (1981:325) states, "A checklist is basically a method of recording whether a characteristic is present or absent".

According to McGrath (2002:46), there are four advantages of checklist method as follows.

- 1) It is systematic, ensuring that all elements that are deemed to be important are considered.
- 2) It is effective, permitting a good deal of information to be recorded in a relatively short space of time.
- 3) The information is recorded in a convenient format, allowing for easy comparison between competing sets of material.
- 4) It is explicit and provided the categories are well understood by all involved in the evaluation.

Therefore, checklists provide a systematic procedure for obtaining and producing the judgment of observers. Especially for those performance skills that can be divided into a series of clearly defined and specific actions. The checklist is constructed in this study to identify the English language proficiency of Iraqi EFL Student-teachers. It is derived from The ACTFL Guidelines. The checklist consists of four columns; speaking,

writing, listening and reading. These areas divided into forty-eight items, twelve each. These subareas had to be rated according Likert's Five points Scale and as follows: always =5; often =4; sometimes =3; rarely =2; and never =1. These items are treated as follows:

3.3.2. Validity of the checklist

The term validity, in fact, has been viewed differently in the field of ELT. To this, Harris (1969: 19) puts his view of validity within two questions:

1. "What precisely does the test measure?"
2. How well does the test measure?"

Besides, Brown (1987:221) considers validity as "The degree to which the test actually measures what is intended to measure".

Two types of validity are considered in the present research: face validity and construct validity. To estimate the validity of the checklist, construct validity and face validity have been considered.

3.3.2.1. Face Validity

Face validity is the suitable type to find out whether or not the checklist is valid to achieve the aim of the present study. Strikingly speaking, Lado (1964:169) believes that face validity is the "degree to which a test measures what it claims to measure". Moreover, McNamra (2000: 133) sees face validity as "the extent to which a test meets the expectations of those involved in use, e.g., administrators, teachers, candidates and test score users".

Wallen and Fraenkle (2011, 89) have referred to face validity as the judgement of people who are reputed to be experts about the variable being measured to estimate the face validity.

Consequently, to ensure face validity, the initial form of the checklist has been given to a jury of specialists in English language teaching to judge its face validity (see Appendix 2).

Besides, the researcher adopted a percentage of 80% as a standard for accepting the item. After calculating the percentage for the tools' items, the researcher found that their values range between (80%-100%), which makes them acceptable.

3.3.2.3. Construct Validity

The construct validity is checked through the following steps:

3.3.2.3.1. The correlation of the item with the overall tool score:

To find out the construct validity, the correlation between the score of each item with the total score of the checklist has been estimated by using Pearson Correlation Coefficient Formula the correlation between the item and the overall test score is an indicator of the items' homogeneity, which is also an indicator of the item's validity in measuring the phenomenon. This is done by calculating the correlation coefficient between each item score and the overall test score (Cronbach 1955: 283).

Table (3.2)

**Construct Validity of the Correlation Coefficient between the Score of Each
Item and the Whole Score of the Checklist**

NO.	Correlation Coefficient of the item	No.	Correlation Coefficient of the item	No.	Correlation Coefficient of the item	No.	Correlation Coefficient of the item
1	0.70	13	0.28	25	0.41	37	0.83
2	0.75	14	0.57	26	0.77	38	0.68
3	0.51	15	0.90	27	0.76	39	0.66
4	0.60	16	0.86	28	0.83	40	0.64
5	0.74	17	0.58	29	0.70	41	0.75
6	0.79	18	0.68	30	0.39	42	0.76
7	0.49	19	0.71	31	0.53	43	0.70
8	0.45	20	0.50	32	0.81	44	0.54
9	0.84	21	0.60	33	0.70	45	0.60
10	0.74	22	0.74	34	0.54	46	0.76
11	0.35	23	0.81	35	0.70	47	0.66
12	0.75	24	0.51	36	0.70	48	0.58

The researcher used the Pearson Correlation Coefficient to calculate the construct validity and found that the statistical values of the

correlation coefficients were statistically significant, ranging from (0.28) to (0.90). Ebel (1967:126) believes that an item with a correlation coefficient of 0.20 or higher is an acceptable item, as shown in Table (3.2) above.

3.3.2.2.2. The relationship between the paragraph and the overall score for each skill:

The correlation coefficient was calculated between the scores obtained by each item of the checklist and the overall score for each area.

Table (3.3)

Construct Validity of the Correlation Coefficient between the Score of Each Item and the whole Score of each area of the Checklist

Speaking		Writing		Listening		Reading	
No.	Correlation Coefficient	No.	Correlation Coefficient	No.	Correlation Coefficient	No.	Correlation Coefficient
1	0.8	1	0.36	1	0.45	1	0.85
2	0.77	2	0.62	2	0.83	2	0.71
3	0.51	3	0.89	3	0.78	3	0.67
4	0.64	4	0.86	4	0.85	4	0.67
5	0.75	5	0.62	5	0.71	5	0.73
6	0.79	6	0.69	6	0.4	6	0.76
7	0.5	7	0.65	7	0.54	7	0.67
8	0.44	8	0.56	8	0.81	8	0.55
9	0.86	9	0.59	9	0.78	9	0.62
10	0.73	10	0.7	10	0.56	10	0.79
11	0.39	11	0.79	11	0.72	11	0.67

12	0.77	12	0.57	12	0.67	12	0.65
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Using the Pearson Correlation Coefficient, it was found that the statistical values of the correlation coefficients for the speaking area ranged from (0.39) to (86.0).

The correlation coefficients for the writing area ranged from (0.36) to (0.89). The correlation coefficients for the listening area ranged from (0.4) to (0.85). The correlation coefficients for the reading area ranged from (0.55) to (0.85). These are considered good correlation coefficients according to Ebel's opinion, as shown in Table (3.3) above.

3.4.2.2.3. Correlation coefficient between area score and the total tool score:

The correlation coefficient was calculated between the values obtained by the students for the overall skill and the total tool score.

Table 3.4

Correlation coefficient between area score and the total tool score

No.	Correlation coefficient
1	0.982
2	0.978
3	0.967
4	0.972

Using the Pearson Correlation Coefficient, the researcher found that the statistical values of the correlation coefficients ranged between (0.972-

0.982), which are excellent values according to Ebel's opinion and Table (3.4) supports that.

3.4. The Pilot Administration

It is a common practice that data collection instruments should be tried out before they are finally administered (Klein, 1974: 129). Therefore, the checklist has been administered to a sample of fifty-two student-teachers has been collected randomly from the colleges of basic education at the University of Missan and the University of Babylon. The aim of this application is to estimate the appropriateness of the checklist to the student-teachers ' ability and to analyze the checklist items to find out the psychometric properties for the tool.

The pilot study was carried out on from 10th to 23rd of March, 2023. This administration has been conducted in order to estimate the time required for observing each student teacher.

3.4.1. Discriminatory Power

The discriminatory power refers to the degree at which the test discriminates between two groups extreme (upper, lower) or between students with high achievement and low achievement (Gronlund, 1981:259). It refers to a measure of the extent to which an item distinguishes the more able or good testes from the less able or poor testes (Stanely & Hopkins, 1972:450). The file of discrimination tells the testers whether those students who performed well overall test had a tendency to do well or severely on every item in the test.

Tables (3.4)

Values of the Discriminatory Power of Items

No.	The upper group		The lower group		T-Value
	Mean	Std. Deviation	Mean	Std. Deviation	
1	3.81	1.17	1.9	1.37	5.458
2	4.231	1.11	2.23	1.61	5.225
3	3.269	1.28	1.88	0.59	5.004
4	3.769	1.24	2.31	0.88	4.886
5	3.615	1.33	1.88	1.14	5.035
6	3.885	0.86	2.04	1.11	6.682
7	3.269	1.37	1.96	0.87	4.101
8	4.462	0.71	3.46	1.27	3.505
9	4.269	1.08	2	1.41	6.504
10	3.615	1.1	2.04	1.15	5.061
11	4.346	0.85	3.54	1.21	2.793
12	3.962	1.04	2.23	0.86	6.536
13	3.808	1.06	2.81	1.47	2.814
14	4.231	1.03	2.5	1.03	6.055
15	4.62	0.64	1.7	1.26	10.67
16	4.731	0.53	2.23	1.61	7.526
17	3.808	1.36	2.31	1.09	4.399
18	3.654	1.26	1.88	1.37	4.849
19	4.231	1.11	2.42	1.72	4.498

20	3.269	1.28	1.92	0.56	4.905
21	3.769	1.24	2.31	0.88	4.886
22	3.615	1.33	1.88	1.14	5.035
23	3.885	0.86	2	1.06	7.035
24	3.269	1.37	1.92	0.8	4.325
25	4.462	0.71	3.58	1.36	2.941
26	4.192	1.1	2.23	1.63	5.087
27	3.615	1.1	2	1.1	5.31
28	4.615	0.64	1.96	1.37	8.953
29	3.81	1.17	2.2	0.86	5.541
30	3.615	1.13	2.54	1.48	2.95
31	4.077	1.2	2.54	1.1	4.817
32	4.462	0.95	1.69	1.35	8.562
33	4.269	1.31	2.38	1.68	4.515
34	3.808	1.36	2.5	1.14	3.762
35	4.077	1.41	2.08	1.52	4.914
36	3.885	1.28	2.04	1.22	5.343
37	4.231	0.99	2	1.2	7.305
38	3.539	1.5	1.69	0.88	5.399
39	3.692	1.38	2.04	1.31	4.432
40	3.962	1.28	2.15	1.46	4.745
41	4.039	1.04	2.08	0.8	7.644
42	3.615	1.39	1.54	1.07	6.049

43	4.04	1.34	2.1	1.44	5.083
44	3.154	1.12	1.92	0.56	5.01
45	3.808	1.27	2.31	0.84	5.04
46	3.769	1.31	1.46	0.65	8.076
47	3.615	1.24	2.15	1.08	4.534
48	4.192	1.2	2.69	1.49	3.996

It is presupposed that the total score on the test is a substantial measure of the students' abilities (Heaton, 1990:179). Applying the discriminatory power formula, as shown above in Table (3.4). after performing the calculation, the value of the T-test for two independent groups ranged between (2.793) to (8.953), which is higher than the critical value (2.021) at a significance level of (0.5) and a degree of freedom of (50). Therefore, all the items are accepted.

3.4.2. Reliability of the Checklist

First of all, one of the important characteristics of any measurement or evaluation device is how reliable its measurements are. Reliability is the amount of consistency of scores and how consistent they are for each individual from one administration of an instrument to another. This means that if a researcher re-applies the instrument to the same individuals at the same circumstances, the result ought to be the same and this can be found statistically by calculating the correlation coefficient among grades (Wallen & Fraenkel, 2011, 97).

By using Alpha Cronbach formula, reliability coefficient has been found out, to be (0.96). This value is excellent according to Pallant (2001).

3.5. Final Administration

After securing both face validity and reliability of the instrument (the checklist), the final application has started on the 26th of March, and ended on the 30th of April. during the academic year 2022-2023. The whole sample has accurately been observed for a whole lesson to record all the items included in the checklist. Then, the data has been collected and written, giving a tick for every item conducted by the teacher, and no tick for those which are not.

3.6. Statistical Means

In order to achieve the aim of the present study, the following statistical means have been used:

- 1. Weighted Percentile** It is used to show the extent to which the students have got less than a specific score. It can be calculated through the following formula:

(Birjandi and Mosallanejad, 2005: 134)

$$p = 100 \frac{f}{n}$$

Where:

F= cumulative frequency

N= total number of scores

P= percentile rank

$$\frac{\text{weighted mean}}{\text{the upper value of the item}} \times 100$$

- 2. Percentage:** It has been used to find out the percentage of the agreements/disagreements among the jury members concerning the validity of the items of the checklist.

3. Pearson's Correlation Coefficient Formula:

Pearson Correlation Coefficient is used to measure the construct validity of the checklist and its reliability

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{2r}{1+r}$$

Where: x = the first sets of scores

y = the second sets of scores

N = the number of the sample.

(Ruyon and Andrey, 1967:82)

4. Weighted Mean: (Fisher Formula).

It is used when there are several groups or samples taken from one population and their arithmetic means are not in agreement with each other. Therefore, when computing one arithmetic mean for the whole samples, we need to use a weighted mean for the whole means according to the size of the sample in order to show the difference between the samples. The following formula is used:

$$N1x1+n2x2+n3x3+-----$$

$$X_w = \frac{\dots}{N_1 + n_2 + n_3 + \dots}$$

(Fisher, 1955:327)

5. Alpha Cronbach: It has been used to find out the judgment reliability coefficient.

$$\alpha = \frac{N}{N-1} \left\{ 1 - \frac{\sum s^2 t}{s^2 t} \right\}$$

Where:

N = the number of the items.

$\sum S_1 t$ = the summation variance of the items.

$s_2 t$ = the variance of the total scores.

(Bachman, 1990:45)

6. Two samples t-test of the two tailed type for independent samples has been used to test the differences in the linguistic competence between male and female teachers according to the variable of sex.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2 (N_1 - 1) + s_2^2 (N_2 - 1)}{N_1 + N_2 - 2} \times \frac{1}{N_1} + \frac{1}{N_2}}}$$

(Ibid: 50)

Where:

\bar{X}_1 = mean of the group 1

\bar{X}_2 = mean of the group 2

s_1^2 = variance of the group 1

s_2^2 = variance of the group 2

N_1 = number of subjects in the group 1

N_2 = number of subjects in the group 2

Chapter Four

CHAPTR FOUR

Analysis of Data and Discussion of Results

4.1. Introductory Notes

This chapter includes the tabulation and analysis of the collected data and discussion of the results obtained from applying the checklist. It contains a detailed description and display of the results related to each of the aims of the present study.

To achieve the first aim of this current study; i.e., measuring of the English language proficiency of the Iraqi EFL student-teachers at the colleges of basic education according to the ACTFL, Table (4.1) below shows the descriptive statistics of results related to the language proficiency.

Table 4.1

The Ranking Order and the Weighted Mean of the language proficiency of the Iraqi EFL student-teachers at the Colleges of Basic Education according to the ACTFL

Item No.	Rank order	skill	Weighted percentile	Weighted Means
1	3	speaking	61.18	3.06
2	4	writing	60.97	3.05
3	1	listening	66.22	3.31
4	2	reading	62	3.1

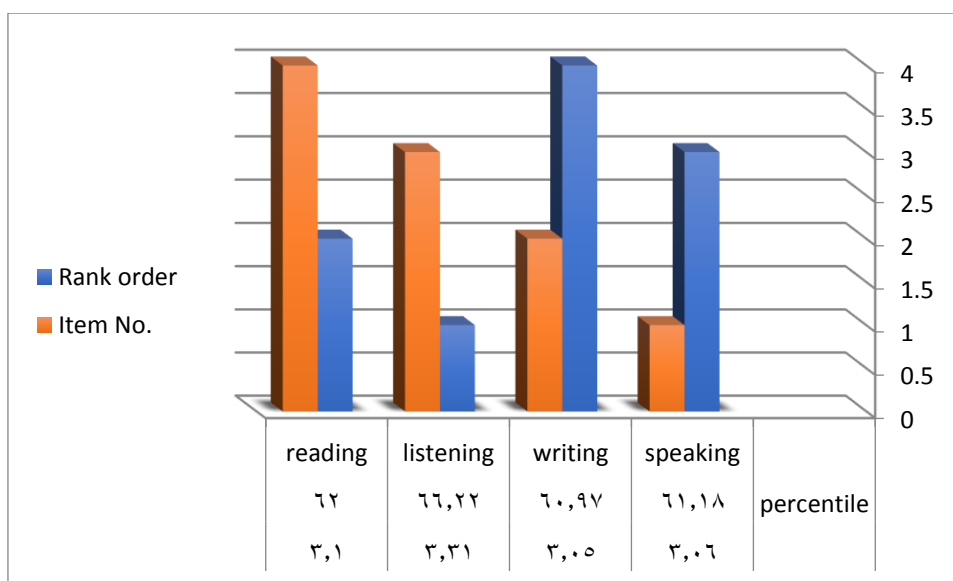


Figure (3) The Ranking Order and the Weighted Mean of the language proficiency of the Iraqi EFL Student-teachers at the Colleges of Basic Education according to the ACTFL

As it is seen from the Table (4.1) above, all the skills are statistically significant since their weighted means are above the theoretical mean which is (3) and that gives the following results as follows:

1. The listening proficiency is statistically significant since its weighted mean is (3.31) which is higher than the theoretical mean (3) and the weighted percentile is (66.22).
2. The reading proficiency takes the second order because its weighted mean is (3.1) and the weighted percentile is (62).
3. The third proficiency is the speaking which its weighted mean is (3.06) and its weighted percentile is (61.18).
4. The last proficiency according the table is the writing, because its weighted mean is (3.05) and its weighted percentile is (60.97).

4.2. The Speaking Proficiency

Inspecting Table (4.1), it is indicated that this area is statistically significant, since the average weighted mean is (3.06) which is higher than the theoretical mean (3). The ranking order and the weighted mean of this area is arranged respectively as follow; the items (12, 10, 8, 11, and 9) take the weighted means (3.63, 3.42, 3.33, 3.22, and 3.17) respectively, which are higher than the theoretical mean. These items are related to: "His pronunciation, vocabulary, and syntax may be strongly influenced by his native language", "He can use communication strategies, such as paraphrasing, circumlocution and illustrations", "He tends to function reactively, for example, by responding to direct questions or requests for information", "He can ask a few appropriate questions", "His discourse may still reflect the oral structure of his own language rather than that of the target language".

Table (4.2)

The Ranking Order and the Weighted Means of the Items Related to the "Speaking Proficiency"

Item No.	The item	Rank order	Weighted Means	Weighted Percentile
1	He can present his opinions in social and political issues	11	2.78	55.6
2	He can use cultural and historical references to say less and mean more	10	2.82	56.4

3	He can be understood by native speakers	9	2.86	57.2
4	He can discuss, abstractly, some topics related to personal interests and special fields of expertise	7	2.92	58.4
5	He can explain in detail and narrate fully and accurately in all time frames	6	2.96	59.2
6	He can use hypothetical discourse for representational discourse	8	2.89	57.8
7	He can communicate with fluency and accuracy in formal and informal settings from concrete and abstract perspectives	12	2.71	54.2
8	He tends to function reactively, for example, by responding to	3	3.33	66.6

	direct questions or requests for information			
9	His discourse may still reflect the oral structure of his own language rather than that of the target language	5	3.17	63.4
10	He can use communication strategies, such as paraphrasing, circumlocution and illustrations	2	3.42	68.4
11	He can ask a few appropriate questions	4	3.22	64.4
12	His pronunciation, vocabulary, and syntax may be strongly influenced by his native language	1	3.63	72.6

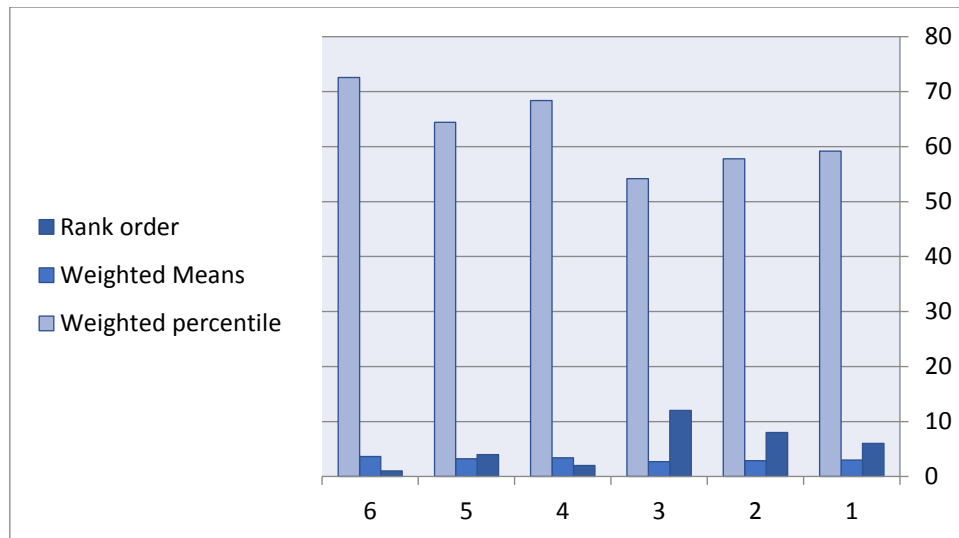


Figure (4) The Ranking Order and the Weighted Means of the Items Related to the "Speaking Proficiency"

On the other hand, items (5, 4, 6, 3, 2, 1 and 7) are not statistically significant since they take the weighted means (2.96, 2.92, 2.89, 2.86, 2.82, 2.78, and 2.71) which are lower than the theoretical mean these items are related to "He can explain in detail and narrate fully and accurately in all time frames", "He can discuss, abstractly, some topics related to personal interests and special fields of expertise", "He can use hypothetical discourse for representational discourse", "He can be understood by native speakers", "He can use cultural and historical references to say less and mean more", "He can present his opinions in social and political issues" and " He can communicate with fluency and accuracy in formal and informal settings from concrete and abstract perspectives".

Iraqi EFL student-teachers may face deficiencies in speaking English for several reasons:

1. Limited English Language Exposure in Iraqi Society:

The limited exposure to English language outside the classroom environment in Iraqi society restricts opportunities for student-teachers to practice and reinforce their speaking proficiency. This

lack of exposure further contributes to their inadequate speaking proficiency.

2. **Traditional Teaching Methods:** The prevalent use of traditional teaching methods in Iraqi EFL classrooms often focuses on rote memorization and grammar drills, neglecting the development of speaking proficiency. This pedagogical approach fails to provide student-teachers with ample opportunities to practice and refine their speaking abilities.
3. **Limited Speaking Practice in Teacher Education Programs:** Teacher education programs in Iraq often prioritize theoretical knowledge over practical application, resulting in limited opportunities for student-teachers to engage in authentic speaking practice. The absence of communicative activities and speaking assessments further hinders their speaking proficiency development.
4. **Sociolinguistic Constraints:** Sociolinguistic factors, such as cultural norms and societal expectations, can create inhibitions and anxiety among Iraqi EFL student-teachers when speaking English. Fear of making mistakes or being judged by peers and superiors can significantly impede their willingness to engage in oral communication.
5. **Insufficient Vocabulary and Grammar Knowledge:** Inadequate vocabulary and grammar knowledge pose significant challenges for Iraqi EFL student-teachers when attempting to express themselves fluently and accurately. Limited lexical resources and grammatical accuracy impede their ability to convey complex ideas and engage in meaningful conversations.
6. **Limited Interaction:** In some cases, the classroom environment does not facilitate sufficient opportunities for students to engage in authentic conversations and meaningful interactions in English. Large class sizes can limit individual speaking time.

7. **Emphasis on Written Proficiency:** Teaching methods or curricula may place more emphasis on reading and writing Proficiencies, leaving speaking Proficiency underdeveloped. Besides, the focus is on high-stakes examinations and assessments, which often prioritize written tests over oral assessments, can lead to a neglect of speaking proficiency.
8. **Pronunciation Differences:** Differences between Arabic and English pronunciation can affect their ability to speak clearly and be understood.
9. **Limited Resources:** A shortage of language labs, audiovisual materials, and modern teaching resources can impede the integration of speaking activities into the curriculum.

To enhance speaking proficiency among Iraqi EFL student-teachers, there are some suggestions to develop this proficiency of Iraqi EFL student-teachers:

1. **Communicative Language Teaching (CLT):** which leads to emphasize the use of CLT methodologies that prioritize real communication, role-playing, and authentic interactions in the classroom. This approach encourages students to use English for practical purposes.
2. **Speaking-Centered Curriculum:** which revises the curriculum to allocate more time and focus to speaking proficiency. Incorporate structured speaking tasks, debates, and discussions to provide opportunities for students to express themselves orally.
3. **Language Labs and Technology:** these shall invest in language labs equipped with modern technology and software for improving speaking proficiency. These tools can facilitate audio and video practice, pronunciation feedback, and interactive language learning apps.

- 4. Professional Development for Teachers:** it provides ongoing training and professional development opportunities for EFL instructors to enhance their ability to teach speaking skill effectively. Training programs can include methodologies for fostering speaking proficiency.
- 5. Incorporate Pronunciation and Accent Training:** which include pronunciation and accent training as part of the curriculum. Help students improve their pronunciation by focusing on common pronunciation challenges and accent reduction techniques.
- 6. Authentic Materials and Contexts:** teachers should use authentic materials, such as news articles, podcasts, and films, to expose students to real-world contexts and accents. This can help bridge the gap between classroom learning and the outside world.
- 7. Language Exchange Programs:** establishing language exchange programs or partnerships with native English speakers or English-speaking countries. This provides students with opportunities for real conversations in English.
- 8. Encourage Extracurricular Activities:** which promote extracurricular clubs, speaking competitions, or language-related events to motivate students to engage in speaking practice outside the classroom.
- 9. Encourage Error Tolerance:** that will create an environment where students are encouraged to speak without the fear of making mistakes. Stress that mistakes are part of the learning process and provide constructive feedback
- 10. Cultural Exchange:** it will integrate cultural exchange components into the curriculum, allowing students to not only practice speaking but also learn about the cultural aspects of English-speaking countries.

11. Continuous Assessment: which implement regular speaking assessments as part of the grading system, providing students with clear objectives and feedback to monitor their speaking progress

4.3. The Writing Proficiency

It is clear from Table (4.1) that this area is statistically significant since the average weighted mean is (3.05) which is higher than theoretical mean (3).

Through inspection the Table (4.3), the items (12,11, 9, 10, 7, and 8) are statistically significant though they have the weighted means (3.7, 3.62, 3.44, 3.39, 3.2, and 3.07) respectively which are higher than theoretical mean. These items are related to: " He can narrate and describe in different time frames when writing about everyday events and situations ", "He is understood readily by natives not used to the writing of non-natives ", "His discourse structure and punctuation are used strategically to organize meaning and to enhance it", "He demonstrates the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses", "He is capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages", and "He demonstrates no pattern of error; however, occasional errors may occur, particularly in low-frequency structures".

Table (4.3)

The Ranking Order and the Weighted Means of the Items Related to the " writing Proficiency"

Item No.	The item	Rank order	Weighted Means	Weighted Percentile
1	His vocabulary is precise and varied	7	2.9	58

2	He can handle informal and formal correspondence according to appropriate conventions	8	2.82	56.4
3	His writing is sophisticated and is directed to sophisticated readers	11	2.55	51
4	He can write extensively about topics relating to particular interests and special is as of competence	9	2.78	55.6
5	He can address world issues in a highly conceptualized fashion using persuasive and hypothetical discourse as representational techniques	12	2.51	50.2
6	He can write summaries and reports of a factual nature.	10	2.6	52
7	He is capable of extended	5	3.2	64

	treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages			
8	He demonstrates no pattern of error; however, occasional errors may occur, particularly in low-frequency structures	6	3.07	61.4
9	his discourse structure and punctuation are used strategically to organize meaning and to enhance it.	3	3.44	68.8
10	He demonstrates the ability to explain complex matters, and to present and support opinions by developing	4	3.39	67.8

	cogent arguments and hypotheses			
11	He is understood readily by natives not used to the writing of non-natives	2	3.62	72.4
12	He can narrate and describe in different time frames when writing about everyday events and situations	1	3.7	74

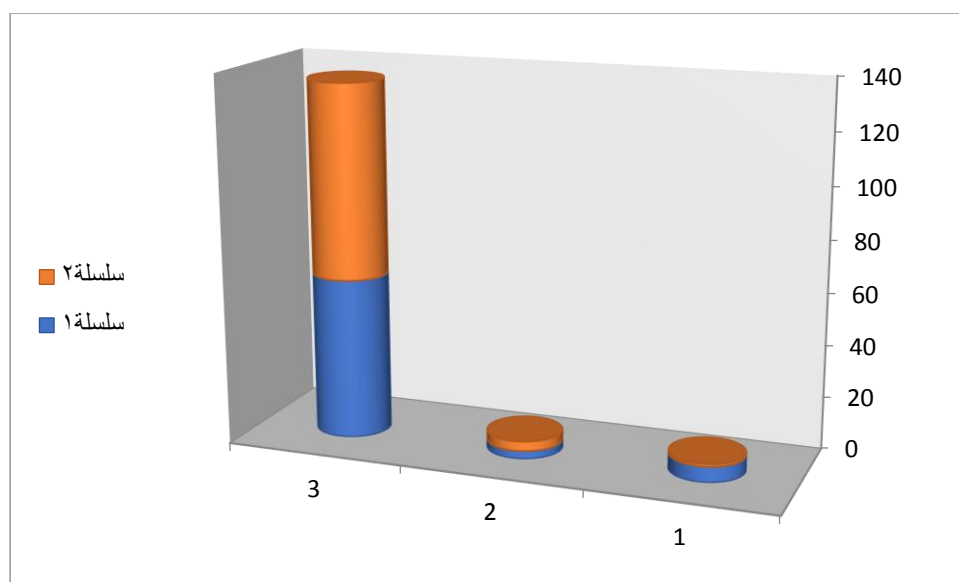


Figure (5) The Ranking Order and the Weighted Means of the Items Related to the " writing Proficiency"

The ranking order and the weighted mean of this areas' items are arranged as follow: items (1, 2 ,4, 6, 3 and 5) take the weighted means (2.9, 2.82 ,2.78, 2.6, 2.55 and 2.51) respectively which are less than theoretical mean (3). These items are related to: " His vocabulary is precise and

varied", "He can handle informal and formal correspondence according to appropriate conventions", "He can write extensively about topics relating to particular interests and special is as of competence", "He can write summaries and reports of a factual nature", "His writing is sophisticated and is directed to sophisticated readers ", and "He can address world issues in a highly conceptualized fashion using persuasive and hypothetical discourse as representational techniques".

Writing proficiency is a vital skill for EFL student-teachers in Iraq as they prepare for their roles as educators. However, various factors contribute to deficiencies in their writing abilities

1. **Limited Focus on Writing:** The curriculum in many Iraqi EFL programs often prioritizes grammar and vocabulary acquisition over writing skills. Writing assignments may be infrequent, and students may not receive sufficient practice.
2. **Limited Exposure to Authentic English:** Iraqi EFL student-teachers often have limited exposure to authentic English-language materials and native speakers outside the classroom. This deficiency hampers their ability to grasp the intricacies of written English.
3. **Pedagogical Approaches :**The prevailing pedagogical approaches may prioritize grammar and vocabulary over writing proficiency. This imbalance can leave students ill-prepared for advanced writing tasks.
4. **Traditional Teaching Approaches:** Conventional teaching methods, such as rote memorization and translation, may not foster effective writing skill development. These methods often neglect the development of creative and critical thinking abilities required for good writing.
5. **Lack of Genre Awareness:** Students may lack awareness of different writing genres, styles, and purposes. This can lead to difficulty in adapting their writing to specific contexts, such as academic, business, or creative writing.

6. **Limited Exposure to Authentic Materials:** A lack of exposure to authentic written materials, such as academic journals, professional reports, or literary texts, can hinder students' understanding of writing conventions and styles.
7. **Grammar-Centric Instruction:** Overemphasis on grammatical correctness in writing may cause students to focus on error avoidance more than the development of their writing proficiency, limiting their expressiveness.
8. **Limited Writing Practice:** Large class sizes, time constraints, and insufficient writing assignments may result in limited opportunities for students to practice and refine their writing.
9. **Inadequate Feedback:** Students may not receive timely and constructive feedback on their writing, which is essential for improvement. A lack of feedback can impede their ability to identify and correct writing weaknesses.
10. **Socioeconomic Factors:** Socioeconomic factors, such as access to writing resources, libraries, and writing tutors, can significantly impact the development of writing proficiency.
11. **Teacher Training:** Inadequate training and professional development for EFL instructors in teaching writing can lead to teachers who may not effectively guide students in developing their writing proficiency.
12. **Limited Integration of Technology:** A lack of access to technology and writing tools may prevent students from exploring digital resources and writing platforms that can enhance their writing proficiency.
13. **Cultural Influence:** Arabic writing conventions significantly differ from those of English. Cultural influence may lead to the transfer of Arabic writing norms, resulting in stylistic and structural deficiencies.

To address these issues, it is important to focus on improving resources, pedagogy, and teacher training to enhance writing skill among Iraqi EFL student-teachers. However, developing writing proficiency among Iraqi EFL student-teachers requires a structured approach. Here are some suggestions for achieving this:

1. **Enhanced Exposure**, which will encourage increased exposure to authentic English texts, such as literature, essays, and newspapers, both in and outside the classroom.
2. **Writing-Intensive Curriculum**: that will lead to develop a curriculum that dedicates significant time to writing practice. Furthermore, including various writing tasks, such as essays, reports, and reflective journals, to build writing proficiency.
3. **Structured Feedback**: by providing constructive and targeted feedback on students' written work. Furthermore, emphasizing correctness, clarity, coherence, and organization. Encouraging revisions that based on feedback.
4. **Genre-Based Writing**: which can be represented by introducing genre-based approaches that teach students to write in specific formats, such as academic essays, business reports, and creative narratives, reflecting real-world writing demands
5. **Integrated Language Complexity**: by gradually introducing more complex grammatical structures and vocabulary in writing exercises to scaffold learning and manage language complexity.
6. **Writing Workshops**: by organizing writing workshops, students can collaborate, share ideas, and critique each other's work. This peer review process promotes critical thinking and revision skills.
7. **Authentic Materials**: Utilizing authentic texts and real-world writing samples to expose students to different writing styles, registers, and genres. Besides, analyzing these materials to understand effective writing techniques.

8. **Grammar and Style Instruction** by integrating explicit instruction on grammar, punctuation, and writing style. Then, teaching students to recognize and correct common writing errors.
9. **Process Approach to Writing:** Through encouraging a process approach to writing, where students engage in prewriting, drafting, revising, editing, and proofreading. This approach emphasizes multiple drafts and revisions.
10. **Integration of Technology and resources:** By utilizing writing software and online tools to assist with grammar checking, spell checking, and collaborative writing. Besides, investing in better writing resources, including textbooks, writing labs, and digital tools, will lead to facilitate independent learning.
11. **Cross-Cultural Writing Analysis:** which result in promoting a comparative approach that examines differences and similarities between Arabic and English writing norms to improve cultural sensitivity.

4.4 The Listening Proficiency

It is clear from Table (4.1) that the efficiency of "the listening P proficiency" is acceptable since the average weighted mean is (3.31), which is higher than the theoretical mean (3). As it is seen in Table (4.4), the ranking orders and the weighted means of the items of this area are arranged as follow: items (11, 10, 12, 4, 6 ,8, 9,7, and 5) have the weighted means (3.7, 3.59, 3.56, 3.52, 3.48, 3.44, 3.41, 3.3, and 3.17). Those items are more efficient in this area. They are related to: "He can understand public policy statement, academic debates and professional symposia", "He can understand language used in literary readings, classic theater, and art films", "He can draw inferences from textual and extra linguistic clues", "He can follow lectures, speeches and reports", "He can understand most forms of media with little effort", "He can

understand most forms of media with little effort technical discussions", "He can understand some accents and dialects", "He can understand expanded descriptions", and "He can understand the main points and most details in conversations, presentations, and messages on familiar topics".

Table (4.4)

The Ranking Order and the Weighted Means of the Items Related to "The listening Proficiency"

Item No.	The item	Item Rank	Weighted Means	Weighted percentile
1	He can understand public policy statement, academic debates and professional symposia	12	2.71	54.2
2	He can draw inferences from textual and extra linguistic clues	10	2.96	59.2
3	He can understand language used in literary readings, classic theater, and art films	11	2.82	56.4

4	He can follow lectures, speeches and reports	4	3.52	70.4
5	He can understand most forms of media with little effort	9	3.17	63.4
6	He can understand most spoken language and some technical discussions	5	3.48	69.6
7	He can understand some accents and dialects	8	3.37	67.4
8	He can understand expanded descriptions	6	3.44	68.8
9	He can understand the main points and most details in conversations, presentations, and messages on familiar topics	7	3.41	68.2

10	He may require repetition	2	3.59	71.8
11	He can recognize a number of high-frequency, highly contextualized words and phrases at a time	1	3.7	74
12	He can understand simple sentence-length speech in basic personal and social context	3	3.56	71.2

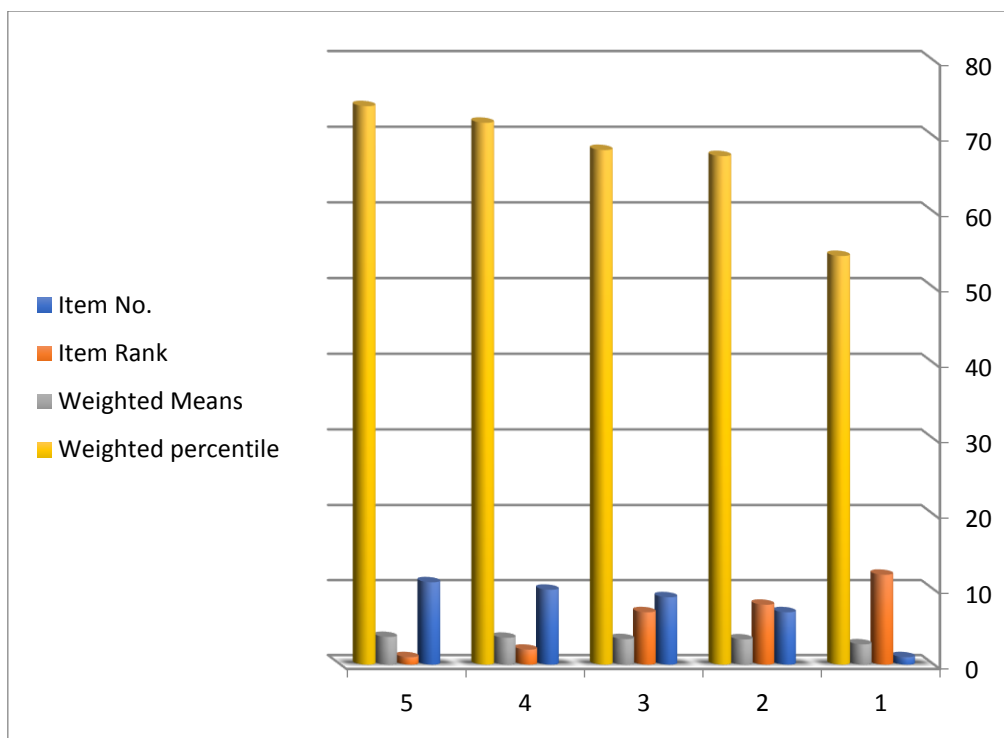


Figure (6) The Ranking Order and the Weighted Means of the Items Related to "The listening Proficiency"

Moreover, item (12, 10, and 11) have the weighted means (2.71, 2.96, and 2.82) respectively which are lower than the theoretical mean (3). These items related to: "He can recognize a number of high-frequency, highly contextualized words and phrases at a time", "He can understand simple sentence-length speech in basic personal and social context", and "He may require repetition".

They may face these deficiencies in listening comprehension for several reasons, including:

1. **Limited Exposure to Authentic Listening Materials:** Many EFL programs in Iraq may lack access to authentic listening materials, such as podcasts, news broadcasts, or interviews, which are essential for developing listening Proficiency.
2. **Traditional Teaching Methods:** Conventional teaching approaches, often centered on textbooks and grammar, may not prioritize listening comprehension. These methods may not

effectively prepare students to understand real-world spoken English.

3. **Lack of Audio Resources:** A shortage of audio resources, including language labs, multimedia materials, and high-quality audio equipment, can limit opportunities for students to practice listening.
4. **Emphasis on Writing and Reading:** The academic focus on writing and reading proficiencies, as opposed to listening and speaking proficiencies, may lead to a neglect of listening proficiency in the curriculum.
5. **Non-Native Speaker Models:** Instructors who are non-native English speakers may inadvertently model pronunciation and listening strategies that deviate from native speaker norms, affecting students' ability to understand authentic English.
6. **Limited Authentic Contexts:** The classroom environment may not always provide students with opportunities to engage in authentic listening contexts, such as real-world conversations or interactions with native speakers.
7. **Lack of Diverse Accents:** Limited exposure to diverse English accents can hinder students' ability to comprehend different regional variations of English spoken worldwide.
8. **Listening Assessment Challenges:** In some cases, listening comprehension assessments may not accurately reflect real-world listening tasks, leading to a misalignment between classroom expectations and practical listening Proficiency.
9. **Teacher Training:** Inadequate training and professional development for EFL instructors in teaching listening proficiency can result in teachers who are ill-prepared to enhance their students' listening proficiency.

10. **Socioeconomic Factors:** Socioeconomic factors, such as access to listening resources, internet connectivity for streaming, and personal audio devices, can influence students' exposure to English listening materials.

To improve listening skills among Iraqi EFL student-teachers, the researcher suggests the following points:

1. **Incorporate authentic listening materials:** Iraqi EFL student-teachers need to be provided with a variety of authentic listening materials, such as podcasts, news broadcasts, and interviews. This will expose them to different accents, vocabulary, and topics, helping them develop a more comprehensive understanding of the English language.
2. **Focus on active listening strategies:** Iraqi EFL student-teachers should be taught various active listening strategies, such as predicting, summarizing, and note-taking. Encourage them to actively engage with the listening materials by asking them to answer comprehension questions or participate in discussions related to the content.
3. **Provide ample listening practice opportunities:** Create a supportive environment where Iraqi EFL student-teachers can practice their listening proficiency regularly. This can be done through in-class activities, such as listening to dialogues, watching videos, or engaging in group discussions. Additionally, encourage them to listen to English audio materials outside of the classroom, such as podcasts or audiobooks.
4. **Use technology to enhance listening Proficiency:** by utilizing technology tools, such as language learning apps or online platforms, to provide additional listening practice opportunities for Iraqi EFL student-teachers. These resources often offer a wide range

of listening exercises, allowing students to practice at their own pace and receive immediate feedback.

5. **Providing feedback and guidance:** Regularly assess the listening Proficiency of Iraqi EFL student-teachers and provide constructive feedback. Offer guidance on areas that need improvement, such as pronunciation, vocabulary, or understanding specific accents. Encourage them to reflect on their listening performance and set goals for further development.
6. **Encouraging extensive listening:** Iraqi EFL student-teachers should be encouraged to engage in extensive listening by exposing them to a variety of English audio materials, such as movies, TV shows, or music. This will help them develop a natural sense of rhythm, intonation, and pronunciation, while also improving their overall listening comprehension.
7. **Fostering a supportive learning environment:** where Iraqi EFL student-teachers should have comfortable classroom environment and motivated to practice their listening proficiency. Encouraging peer-to-peer interactions, group discussions, and collaborative learning activities that involve listening and speaking. This will provide opportunities to practice their listening proficiency in a supportive and engaging setting.
8. **Integrating listening into other language proficiency:** For example, by asking Iraqi EFL student-teachers to listen to a passage and then write a summary or engage in a discussion about the topic. This will help them develop their overall language proficiency while reinforcing their listening proficiency.
9. **Providing cultural context:** by helping them understand the cultural context of the listening materials they encounter. This can include discussing cultural nuances, idiomatic expressions, or common phrases used in English-speaking countries. By

understanding the cultural context, they will be better equipped to comprehend and interpret the listening materials accurately.

10. Encouraging self-reflection and independent learning: by Fostering a sense of autonomy in Iraqi EFL student-teachers by encouraging self-reflection and independent learning. Providing them with resources, such as self-study listening materials or online platforms, where they can practice their listening proficiency outside of the classroom. Finally, encouraging them to set personal goals, track their progress, and reflect on their learning journey.

4.5. The Reading Proficiency:

Table (4.1) shows that this area has the average weighted mean of (3.1) which is higher than the theoretical mean (3). However, through inspection the Table (4.5); it can be seen that items (12, 11, 6, 10, 9, 7, and 8) are statistically significant because they have the weighted means:(3.64, 3.52, 3.34, 3.25, 3.2, 3.14, and 3.04) respectively. These items are related to: " He can understand a wide variety of texts from many genres including professional, technical, academic, and literary", "He can understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language", "He can comprehend language from within the cultural framework", "He can draw inferences from textual and extralinguistic clues", "He can understand texts that use precise, often specialized vocabulary and complex grammatical structures", "He can understand lengthy texts of a professional, academic, or literary nature", and "He can understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material".

Table (4.5)

The Ranking order and the Weight Mean of Items Related to the "the reading Proficiency"

Item No.	The item	Rank Order	Weighted Means	Weighted Percentile
1	He can follow some of the essential points of argumentative texts in it as of special interest or knowledge.	8	2.9	58
2	He is occasionally able to identify high-frequency words and/or phrases when strongly supported by context	12	2.66	53.2
3	He can recognize author-intended inferences	10	2.86	57.2
4	He understands the main ideas, facts, and many	11	2.76	55.2

	supporting details			
5	He can understand parts of texts that deal with unfamiliar topics or situations	9	2.89	57.8
6	He can comprehend language from within the cultural framework	3	3.34	66.8
7	He can understand lengthy texts of a professional, academic, or literary nature	6	3.14	62.8
8	He can understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex	7	3.04	60.8

	factual material			
9	He can understand texts that use precise, often specialized vocabulary and complex grammatical structures	5	3.2	64
10	He can draw inferences from textual and extralinguistic clues	4	3.25	65
11	He can understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language	2	3.52	70.4
12	He can understand a wide variety of texts from many genres including	1	3.64	72.8

	professional, technical, academic, and literary			
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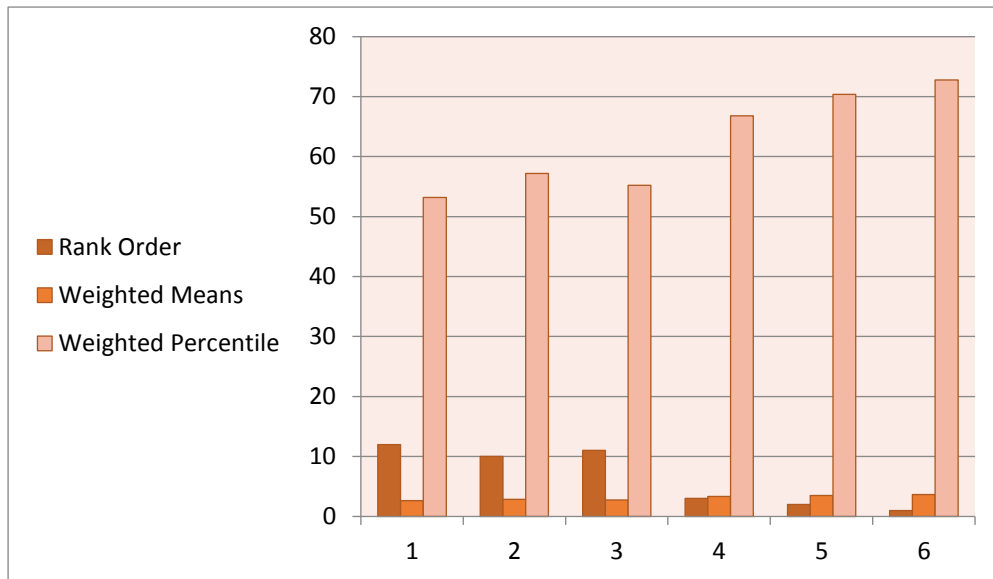


Figure (7) The Ranking Order and the Weighted Means of the Items Related to "The reading Proficiency"

However, items (1, 5, 3, 4, and 2) have the weighted means (2.9, 2.89, 2.86, 2.76, and 2.66) which are lower than the theoretical mean (3), these items are related to: "He can follow some of the essential points of argumentative texts in it as of special interest or knowledge", "He can understand parts of texts that deal with unfamiliar topics or situations", "He can recognize author-intended inferences", "He understands the main ideas, facts, and many supporting details" and "He is occasionally able to identify high-frequency words and/or phrases when strongly supported by context".

In general, Iraqi EFL student-teachers may face challenges in reading for various reasons, including:

1. **Limited Exposure:** Limited exposure to English-language materials outside of the classroom can hinder reading proficiency development.
2. **Lack of Reading Culture:** A limited reading culture in the broader society may discourage reading for pleasure or academic purposes.
3. **Resource Constraints:** Lack of access to a variety of English reading materials, such as books and newspapers, can limit opportunities for practice.
4. **Language Complexity:** English can be challenging to read due to its complex sentence structures and vocabulary.
5. **Pedagogy:** Teaching methods and curriculum may not emphasize reading proficiency adequately.
6. **Pronunciation:** Difficulty in pronouncing English words can make reading comprehension challenging.
7. **Reading Habits:** Personal reading habits and motivation to read can vary among individuals.

To improve reading proficiency among Iraqi EFL student-teachers, it is essential to address these factors by promoting some academic suggestions to help achieve this goal:

1. **Providing a variety of reading materials:** which offer a wide range of reading materials, including textbooks, articles, short stories, and novels, to expose Iraqi EFL student-teachers to different genres and styles of writing. This will help them develop a broader vocabulary and a deeper understanding of the English language.
2. **Pre-Reading Strategies:** that introduce pre-reading strategies, including skimming, scanning, and predicting content, to help students prepare for reading and set specific reading goals.
3. **Teach reading strategies:** which introduce and teach various reading strategies, such as skimming, scanning, and predicting, to help Iraqi EFL student-teachers become more efficient readers.

Guide them on how to identify main ideas, locate specific information, and make inferences while reading.

4. **Encouraging extensive reading:** by fostering a culture of extensive reading by providing access to a library or a collection of graded readers. Iraqi EFL student-teachers should be encouraged to read for pleasure and explore topics that interest them. This will help improve their reading fluency, vocabulary, and overall comprehension.
5. **Scaffold reading activities:** by breaking down complex reading tasks into smaller, manageable steps. Providing pre-reading activities, such as activating prior knowledge or introducing key vocabulary, will lead to prepare Iraqi EFL student-teachers for the reading task. During reading, they should be encouraged to underline or highlight important information and post-reading, engaging them in discussions or writing activities to reinforce comprehension.
6. **Technology Integration:** through utilizing e-books, digital resources, and online platforms to provide students with access to a variety of reading materials, interactive exercises, and multimedia content.
7. **Focus on vocabulary development:** by emphasizing the importance of vocabulary development in reading proficiency. Teaching Iraqi EFL student-teacher's strategies for deducing word meaning from context, using dictionaries effectively, and expanding their vocabulary through word families, collocations, and synonyms. Encourage them to keep a vocabulary journal to record and review new words.
8. **Reading Circles or Book Clubs:** reading circles or book clubs should be organized to encourage collaborative reading, discussion, and peer interaction.

9. **Incorporate authentic reading materials:** authentic reading materials, such as newspaper articles, blogs, or online resources, should be integrated into the curriculum. This will expose Iraqi EFL student-teachers to real-world language use and help them develop Proficiency in understanding different writing styles, tones, and perspectives.
10. **Provide guided reading practice:** guided reading practice should be offered by selecting texts that match the proficiency level of Iraqi EFL student-teachers. comprehension questions, vocabulary exercises, or discussion prompts should be provided to guide their reading and ensure understanding. The complexity of the texts should be gradually increased as their reading proficiency improve.
11. **Encourage critical reading:** Iraqi EFL student-teachers should be taught to read critically by analyzing and evaluating the content they encounter. They should be encouraged to question the author's perspective, identify biases, and make connections to their own experiences or knowledge. This will enhance their analytical thinking skills and deepen their understanding of the text.
12. **Foster reading fluency:** activities that focus on improving reading fluency, such as timed reading exercises or repeated reading of short passages should be incorporated. Iraqi EFL student-teachers should be encouraged to read aloud, with paying attention to pronunciation, intonation, and rhythm. Then providing feedback and guidance to help them develop a smooth and natural reading style.
13. **Provide feedback and assessment:** the reading proficiency of Iraqi EFL student-teachers should be regularly assessed and provided with constructive feedback. Guidance should be offerd on areas that need improvement, such as comprehension, vocabulary, or reading speed. They should be encouraged to reflect on their reading performance and set goals for further development.

4.6. Suggestions for development

1. The Ministry of Education are invited to establish training programs based on new trends in EFLT.
2. The outcome might remind administrators of the importance of the ACTFL guidelines as a modal to follow in order to evaluate the EFL learners' levels.
3. English departments at colleges of basic education should not depend on student's score in the secondary school certificate exams as the only criteria for admission in the English department. The candidates should be tested in English language proficiency.
4. Students should be enrolled in an intensive program to improve their language proficiency for one or two semesters, after completing these semesters successfully, students can matriculate in the actual academic studies.
5. For the English department course designers; there seems to be a need to revise the course outline of major English courses putting more emphasis on the development of the English language proficiency. Besides, academic educational subjects should be all in English not in Arabic as they are now.
6. Designing a training program focusing on developing EFL student-teachers ' skills in both the academic field and the teaching performance.
7. Practum duration have to be more than forty-five days to give student-teachers the appropriate amount of time to cover the important and modern teaching strategies and techniques which offer student teacher professional development.
8. The findings may lead administrators and curriculum designers to use the ACTFL Guidelines as a rubric to assess and evaluate student-teachers.

9. Collaborative lesson planning should be advised in order to make direct interaction among EFL learners.
10. EFL instructors are advised to expose their students to a variety of courses and extracurricular activities that allow for more exposure to listening through media such as listening to the radio and music, watching movies and television programs, and accessing multimedia websites which will lead to improve the speaking proficiency.
11. Curricula designers are recommended to increase the reading tasks in all the types of subject matters in order to enable the students to practice the speaking proficiency in different contexts.
12. The instructors are recommended to search for strategies that are effective for improving their students' writing proficiency and use them in their classes.
13. In order to develop students' language proficiency, the instructors may design communicative tasks for their students and try to integrate them in any subject they teach.
14. The administrator should extensively arrange the training programs for the professional development of EFL student-teachers and create awareness about the advanced pedagogical strategies applied to teach reading proficiency.
15. EFL conferences should be held in order to shed the light on the teaching and learning abilities of the EFL student-teachers at the colleges of basic education.

Moreover, the researcher puts these suggestions into groups as explained below:

4.7. Recommendations for the Weaknesses in Language Proficiencies

1. **Identify the weaknesses:** The first step in improving the language proficiencies is to identify the weaknesses. This can be done by taking a language assessment test or by asking a teacher or tutor for feedback.

2. **Practice regularly:** Regular practice is essential for improving language proficiencies. This can include reading, writing, listening, and speaking in the target language. Student-teachers can practice by reading books, watching movies, listening to music, or speaking with native speakers.

3. **Immerse student teacher in the language:** Immersing student-teachers in the language can help them improving their proficiencies quickly. This can be done by traveling to a country where the target language is spoken, watching TV shows or movies in the target language, or listening to podcasts.

4. **Get feedback:** Getting feedback from experts can help student-teacher identify areas for improvement in their language proficiencies. Student-teacher can ask a teacher, tutor, or native speaker to listen to student teacher speaking or writing and provide feedback on areas such as grammar, vocabulary, and pronunciation.

5. **Focus on student teacher weaknesses:** Once student-teacher has identified his/her weaknesses, they can focus on improving them. For example, if student-teacher struggles with grammar, he/she can practice by doing grammar exercises or reading books on grammar. If student-teacher struggles with speaking, he/she can practice by speaking with native speakers or recording student-teacher speaking and listening to the playback.

Chapter Five

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.1. An Introductory Note

This chapter includes the presentation of obtained results, the discussion of results. It also includes conclusions, recommendations and suggestions for further studies.

5.2. Conclusions

The outcomes derived from this comprehensive study yield critical insights that bear substantial implications for the landscape of English as a Foreign Language (EFL) in Iraq.

A more in-depth examination of the research findings reveals a significant gap in the linguistic proficiency demonstrated by Iraqi EFL student-teachers. This deficiency, as revealed by a rigorous evaluative lens, highlights a significant gap that requires systematic attention and remediation within the larger educational framework. The manifestation of insufficient linguistic competence among this academic cohort substantiates the need for targeted interventions and pedagogical improvements to raise their language proficiency to desired levels.

These conclusions can be summarized as follows:

8. Iraqi EFL student-teachers are in need for an effective and up-to-date training programme in order to enhance their teaching practice performance.
9. Iraqi EFL student-teachers ' proficiency is not as competente as it should be.

10. Iraqi EFL student-teachers do not develop their linguistic proficiency through self-development.
11. There is a clear weakness in the Iraqi EFL student-teachers' linguistic proficiency.
12. Using ACTFL guidelines is a great option to assess EFL learners. This might be due to its inclusiveness to the language proficiencies. ACTFL checklist seems to be a valid predictor of student achievement.
13. The four skills should be taught with equal importance, throughout the courses of study.
14. Focus is mainly on the theoretical side of the study of the English language proficiency rather than the practical one.

5.3. Recommendations

In light of the results and conclusions, the following recommendations are put forward, it is hoped that they will be of value to the students and instructors in the field of TEFL. These recommendations are as follows:

13. Ministry of education should open channels of cooperation with the relevant authorities in order to formulate sound trends regarding student-teachers' training courses.
14. There is a high necessity that EFL student-teachers' training programs have to take into consideration the need to enhance the language command of the student-teachers in order to meet their needs and to respond to their proficiencies.
15. College instructors are recommended to use the observation checklist of this study to evaluate student-teachers' performance during the first semester and another checklist during their teaching practice period. Training courses and workshops should be on-going for the students, student-teachers, and for the college instructors.

16. Discussion sessions among different professors at the field from different universities from different countries.
17. The College of Basic Education has to support training programmes with up-to date technology and teaching techniques.
18. Developing Iraqi student-teachers' ability to use technology to present, communicate, and construct knowledge
19. Exchanging ideas and knowledge especially among Student-teachers in and out Iraq.
20. Departments of English, colleges of basic education have to prepare appropriate classrooms which are equipped with various instructional materials and decorated as school classrooms in order to give student-teachers an opportunity to use several extra materials and to provide them with a similar atmosphere of that they will try during their teaching practice time
21. Shedding the light on using the ACTFL guidelines in the field of TEFL.
22. Observing visits to English language teachers in their classrooms will help new teachers benefit from those experienced teachers.
23. Evaluating teachers is necessary to pin point weak teachers who need training in order to design training courses for them during the summer holiday.
24. Colleges of basic education /departments of English have to communicate with schools, principals and cooperative teachers by encouraging conferences, meetings, and workshops in order to overcome all the difficulties that student-teachers may face during the practicum.

5.4. Suggestions for Further Studies

In connection to the current review, a number of topics can be investigated. The following topics are suggested:

5. A comparative study can be conducted to compare the language proficiency between Iraqi EFL student-teachers at the colleges of basic education and at the colleges of education
6. Design a program to enhance student-teachers' abilities in teaching English.
7. Surveying the methods and techniques used by Iraqi college instructors in teaching the four skills of a language.
8. Similar study may be conducted on in-service teachers to assess their teaching competence as related to their academic qualifications and professional experience.

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Appendices

Appendix (1)

Ministry of Higher Education
and Scientific Research

جامعة العراق

وزارة التعليم العالي والبحث العلمي

جامعة بابل

كلية التربية الاساسية

University of Babylon

College of Basic Education

ef. No :
Date: / /

عدد : ١٢
تاريخ : ١٠ / ٢ / ٢٠٢٣

((استثمار الطاقة النظيفة طريقاً نحو التنمية المستدامة))

كلية التربية الاساسية
شعبة الموارد البشرية
الصادرة

التي / المديرية العامة للتربية في محافظة بابل
/ المديرية العامة للتربية في محافظة بغداد
المديرية العامة للتربية في محافظة ميسان
م/تسهيل مهمة

تحية طيبة :-

يرجى تفضلكم بتسهيل مهمة طالبة الدراسات العلى (هيفاء كاظم محمد) تخصص
دكتوراه / طرائق التدريس العامة لغرض اكمال متطلبات اطروحتها الموسومة بـ: (تقويم
الكفايات اللغوية لمطربي اقسام اللغة الانكليزية في كليات التربية الاساسية عنى وفق معايير
(ACTFI) ومقترحات تطويرها).

مع الاحترام ..

أ. د. فراس سليم حياوي رزوقي

معاون العميد للشؤون العلمية والدراسات العليا

٢٠٢٣ / ٢ / ١٠

نسخة منه الى ///
- ملفه الطلابية
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٠٧٦٠١٢٨٨٥٦٦ امنية

مكتب العميد ١١٨٤
المعاون العلمي ١١٨٨
المعاون الاداري ١١٨٩

العراق - بابل - جامعة بابل
بغداد - الجامعة ٠٠٩٦٤٧٢٣٠٠٣٥٧٤٤

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Appendix (2)
The Jury Members

No.	Name	Scientific Rank	College
1	Abdul-Kareem Lazim Bahir PhD.	Prof.	College of Basic Education/ University of Misan
2	Alla Hussain PhD.	Prof. in ELT	College of Education for human sciences/ Al-Basrah University
3	Afrah Munshid, MA	Asst. Prof. in ELT	College of Basic Education/ Al- Mustansiriya University
4	Aswan Faqir MA	Asst. Prof. in ELT	College of Education/ University of Misan
5	Bushra Saadoun Mohammed	Prof. in ELT	College of Education/Ibn Rushd, University of Baghdad
6	Bilal Ali Burhan. MA	Asst. Prof. in ELT	College of Basic Education\ University of Mustansiriyah.
7	Dhuha Al- Qaraghooly Ph.D	Prof. in ELT	College of Basic Education/ Al- Mustansiriya University
8	Fatima Raheem Abdul-Hussain PhD.	Prof. in ELT	College of Basic Education, University of Misan
9	Fatin Kh. Al-Rifa'i PhD.	Prof. in ELT	College of Education/Ibn Rushd, University of Baghdad
10	Iqbal Sahib Dishir PhD	Asst.Prof.	College of Education\ University of Misan
11	Kansaa Hasan Al- Bihadli PhD.	Prof. in ELT	Al-Imam Al-kAdhim
12	Liqaa Habeeb Al- Obaidi	Prof. in ELT	College of Education for human sciences/ Diyla University

13	Muna Dulif Mohammed MA	Asst. Prof. in ELT	College of Basic Education/ Al- Mustansiriya University
14	Muntiha Sabbar Jubbor MA	Asst. Prof. in ELT	College of Basic Education/ Al- Mustansiriya University
15	Nahida Taha Majeed PhD.	Prof. in ELT	College of Basic Education/ University of Tikrit
16	Najim Abdullah Burhan PhD.	Asst. Prof. in ELT.	College of Education/ University of Misan
17	Saadoun Salih Muttir Phd.	Prof. in ELT	College of Basic Education/ University of Misan
18	Sabeeha Diham MA	Prof. in ELT	College of Basic Education/ Babylon University
20	Wafaa Hussain Jabbir	Asst. Prof. in ELT	College of Education/ University of Misan

Appendix (3)
Values of Pilot study

No.	Value	No.	value	No.	value	No.	value
1	76	14	80	27	176	40	100
2	215	15	162	28	192	41	84
3	211	16	156	29	193	42	134
4	207	17	205	30	78	43	84
5	196	18	178	31	185	44	99
6	180	19	193	32	189	45	112
7	116	20	182	33	86	46	117
8	178	21	182	34	180	47	93
9	170	22	193	35	182	48	111
10	167	23	195	36	188	49	80
11	84	24	80	37	138	50	127
12	174	25	199	38	76	51	104
13	118	26	176	39	160	52	80

Appendix (4)

Letter to jury member

Ministry of Higher Education and Scientific Research

University of Babylon

College of Basic Education

Department of Special Education

A Letter to Jury Members

Dear Sir /Madam

As a part of her PhD requirements, the researcher intends to conduct a study entitled "An Evaluation of Linguistic Proficiencies of the Iraqi EFL Student-teachers at Colleges of Basic Education According to the ACTFL Guidelines and Suggestions for Development"

The objectives of the study are as follows:

1. Measuring English language proficiency of Iraqi EFL student- teachers according the ACTFL guidelines.
2. Evaluating the English language proficiency of Iraqi EFL student- teachers at the colleges of basic education According to the ACTFL Guidelines
3. Finding out suggestions for developing the English language proficiency of Iraqi EFL student-teachers at colleges of basic education

In order to achieve the objectives of the study, the researcher has made a checklist as the instruments of the study. As specialists in the fields of ELT and linguistics, you are kindly requested to review the items of the checklist. Your suggestions and modifications will be highly acknowledged.

Best Regards



The researcher

Haifaa Kadhim Muhammed

The supervisor

Prof. Muna Al kateeb (Ph.D.)

Name of experts:

Place of work:

Scientific degree:

Appendix (5)

The checklist

SKILL	No.	ITEMS	Always	often	Sometimes	Rarely	Never
SPEAKING	1	He can present his opinions in social and political issues					
	2	He can use cultural and historical references to say less and mean more					
	3	He can be understood by native speakers					
	4	He can discuss, abstractly, some topics related to personal interests and special fields of expertise					
	5	He can use communication strategies, such as paraphrasing, circumlocution and illustrations					
	6	He can use hypothetical discourse for representational discourse					
	7	He can communicate with fluency and accuracy in formal and informal settings from concrete and abstract perspectives					
	8	He can explain in detail and narrate fully and accurately in all time frames					
	9	His discourse may still reflect the oral structure of his own language rather than that of the target language					
	10	He tends to function reactively, for example, by responding to direct questions or requests for information					
	11	He can ask a few appropriate questions.					
	12	His pronunciation, vocabulary, and syntax may be strongly influenced by his native language					
WRITING	1	He can address world issues in a highly conceptualized fashion using persuasive and hypothetical discourse as representational techniques					
	2	His writing is sophisticated and is directed to sophisticated readers.					
	3	his discourse structure and punctuation are used strategically to organize meaning and to enhance it.					

	4	He demonstrates the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses						
	5	He is capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages						
	6	He demonstrates no pattern of error; however, occasional errors may occur, particularly in low-frequency structures						
	7	His vocabulary is precise and varied						
	8	He can handle informal and formal correspondence according to appropriate conventions.						
	9	He can write extensively about topics relating to particular interests and special is as of competence						
	10	He can write summaries and reports of a factual nature.						
	11	He is understood readily by natives not used to the writing of non-natives						
	12	He can narrate and describe in different time frames when writing about everyday events and situations.						
	LISTENING	1	He can understand public policy statement, academic debates and professional symposia					
		2	He can draw inferences from textual and extra linguistic clues					
		3	He can understand language used in literary readings, classic theater, and art films					
4		He can follow lectures, speeches and reports						
5		He can understand most forms of media with little effort						
6		He can understand most spoken language and some technical discussions.						
7		He can understand some accents and dialects.						
8		He can understand expanded descriptions						

	9	He can understand the main points and most details in conversations, presentations, and messages on familiar topics					
	10	He may require repetition					
	11	He can recognize a number of high-frequency, highly contextualized words and phrases at a time					
	12	He can understand simple sentence-length speech in basic personal and social context					
READING	1	He can understand a wide variety of texts from many genres including professional, technical, academic, and literary					
	2	He can understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language					
	3	He can comprehend language from within the cultural framework					
	4	He can draw inferences from textual and extra linguistic clues					
	5	He can understand texts that use precise, often specialized vocabulary and complex grammatical structures					
	6	He can understand lengthy texts of a professional, academic, or literary nature					
	7	He can understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material					
	8	He can follow some of the essential points of argumentative texts in it as of special interest or knowledge.					
	9	He can understand parts of texts that deal with unfamiliar topics or situations					
	10	He can recognize author-intended inferences					
	11	He understands the main ideas, facts, and many supporting details					
	12	He is occasionally able to identify high-frequency words and/or phrases when strongly supported by context					

Appendix (6)

The initial version of the proficiency test

Reading Practice Set 1

Agriculture, Iron, and the Bantu Peoples

1. There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara Desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.
2. Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780–1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300–200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally,



the camel was introduced around the first century A.D. This was an important innovation, because the camel's ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.

3. Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.
4. This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power.
5. Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources.
6. The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu ("bantu" means "the people"), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into

central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion.

Directions: Now answer the questions.

1. According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?
 - A. African lakes and rivers already provided enough food for people to survive without agriculture.
 - B. The earliest examples of cultivated plants discovered in Africa are native to Asia.
 - C. Africa’s native plants are very difficult to domesticate.
 - D. African communities were not large enough to support agriculture.
2. In paragraph 1, what does the author imply about changes in the African environment during this time period?
 - A. The climate was becoming milder, allowing for a greater variety of crops to be grown.
 - B. Although periods of drying forced people south, they returned once their food supply was secure.
 - C. Population growth along rivers and lakes was dramatically decreasing the availability of fish.
 - D. A region that had once supported many people was becoming a desert where few could survive.
3. According to paragraph 2, camels were important because they
 - A. were the first domesticated animal to be introduced to Africa
 - B. allowed the people of the West African savannahs to carve out large empires
 - C. helped African peoples defend themselves against Egyptian invaders
 - D. made it cheaper and easier to cross the Sahara
4. The word “profound” in the passage is closest in meaning to

- A. fascinating
- B. far-reaching
- C. necessary
- D. temporary

5. The word “ritual” in the passage is closest in meaning to

- A. military
- B. physical
- C. ceremonial
- D. permanent

6 .According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:

- (A) Access to metal tools and weapons created greater social equality.
- (B) Metal weapons increased the power of warriors.
- (C) Iron tools helped increase the food supply .
- (D) Technical knowledge gave religious power to its holders .

7 .Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information .

- (A) While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
- (B) Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems .

(C) Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore .

(D) Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.

8 .Paragraph 6 mentions all of the following as possible causes of the “Bantu explosion” EXCEPT

(A) superior weapons

(B) better hunting skills

(C) peaceful migration

(D) increased population

9 .In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A, B, C and D) where the following sentence could be added to the passage .

These people had a significant linguistic impact on the continent as well.

Where would the sentence best fit?

The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. (A) Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. (B) They spoke a language, proto-Bantu (“bantu” means “the people”), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. (C) Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused

the Bantu explosion. (D)

(A) Option A

- (B) Option B
- (C) Option C
- (D) Option D

1. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by choosing the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice, or you can copy the sentence.

Agriculture and iron working probably spread to Africa from neighboring regions
•
•
•

Answer Choices

- (A) Once Africans developed their own native crops, they no longer borrowed from other regions .
- (B) The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools .
- (C) The use of livestock improved transportation and trade and allowed for new forms of political control .
- (D) As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.
- (E) The spread of iron working had far-reaching effects on social, economic, and political organization in Africa .

(F) Today’s Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa

Reading Practice

Ancient Rome and Greece

1. There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stones of a Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment—on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.
2. The source of the Roman obsession with unity and cohesion may well have lain in the pattern of Rome’s early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean Sea lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.



3. Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost animal instinct for the territorial imperative. Roman priorities lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, fostered the Roman virtues: gravitas, a sense of responsibility, pietas, a sense of devotion to family and country, and iustitia, a sense of the natural order.
4. Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his Epistles, “what work of ancient date would now exist?”
5. Rome’s debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In speculative philosophy and the sciences, the Romans made virtually no advance on early achievements
6. Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco-Roman civilization. The Roman genius was projected into new spheres— especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.



Directions: Now answer the questions.

11 . According to paragraph 1, all of the following are controls that held together the Roman world EXCEPT

- (A) administrative and legal systems
- (B) the presence of the military
- (C) a common language
- (D) transportation networks

12 .According to paragraph 2, which of the following was NOT characteristic of Rome’s early development ?

- (A) Expansion by sea invasion
- (B) Territorial expansion
- (C) Expansion from one original settlement
- (D) Expansion through invading armies

13 .Why does the author mention “Alexander the Great” in the passage?

- (A) To acknowledge that Greek civilization also expanded by land conquest
- (B) To compare Greek leaders to Roman leaders
- (C) To give an example of a Greek leader whom Romans studied
- (D) To indicate the superior organization of the Greek military

14 .The word “fostered” in the passage is closest in meaning to

- (A) accepted
- (B) combined
- (C) introduced



(D) encouraged

15 .Paragraph 3 suggests which of the following about the people of Latium ?

- (A) Their economy was based on trade relations with other settlements.
- (B) They held different values than the people of Rome .
- (C) Agriculture played a significant role in their society.
- (D) They possessed unusual knowledge of animal instincts .

16 .Paragraph 4 indicates that some historians admire Roman civilization because of

- (A) the diversity of cultures within Roman society
- (B) its strength
- (C) its innovative nature
- (D) the large body of literature that it developed

17 .According to paragraph 4, intellectual Romans such as Horace held which of the following opinions about their civilization?

- (A) Ancient works of Greece held little value in the Roman world .
- (B) The Greek civilization had been surpassed by the Romans .
- (C) Roman civilization produced little that was original or memorable.
- (D) Romans valued certain types of innovations that had been ignored by ancient Greeks .

18 .Which of the following statements about leading Roman soldiers and statesmen is supported by paragraphs 5 and 6 ?

- (A) They could read and write the Greek language .
- (B) They frequently wrote poetry and plays .
- (C) They focused their writing on military matters.

(D) They wrote according to the philosophical laws of the Greeks.

19 .In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A, B, C and D) where the following sentence could be added to the passage.

They esteem symbols of Roman power, such as the massive Colosseum .

Where would the sentence best fit?

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. (A) As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. (B) At the same time, there is a solid body of opinion that dislikes Rome. (C) For many, Rome is at best the imitator and the continuator of Greece on a larger scale. (D) Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division .

Such indeed was the opinion of some of the more intellectual Romans. “Had the Greeks held novelty in such disdain as we,” asked Horace in his Epistles, “what work of ancient date would now exist”?

(A) Option A

(B) Option B

(C) Option C

(D) Option D

20. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points. Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence

The Roman world drew its strength from several important sources.
•
•
•

Answer Choices

- (A) Numerous controls imposed by Roman rulers held its territory together.
- (B) The Roman military was organized differently from older military organizations.
- (C) Romans valued sea power as did the Latins, the original inhabitants of Rome.
- (D) Roman values were rooted in a strong attachment to the land and the stability of rural life.
- (E) Rome combined aspects of ancient Greek civilization with its own contributions in new areas.
- (F) Educated Romans modeled their own literature and philosophy on the ancient Greeks.

Agriculture, Iron, and the Bantu Peoples	
1	B
2	D
3	D
4	B
5	C
6	A
7	B

8	B
9	B
10	C, E, F
Ancient Rome and Greece	
11	C
12	A
13	A
14	D
15	C
16	B
17	C
18	A
19	B
20	A,D,E

Listening Practice

Retirement Party

Narrator Listen to a conversation between a student and a professor .

Male Student Hi, Professor Mason. Do you have a minute ?

Female Professor Yes, of course, Eric. I think there was something I wanted to talk to you about, too .

Male Student Probably my late essay .

Female Professor Ah, that must have been it. I thought maybe I'd lost it ...

Male Student No, I'm sorry. Actually, it was my computer that lost it, the
first draft of it, and... Well anyway, I finally put it in your mailbox yesterday .

Female Professor Oh, and I haven't checked the mailbox yet today. Well, I'm
glad it's there... I'll read it this weekend .

Male Student Well, sorry again. Say, I can send it to you by e-mail too, if you
like.

Female Professor Great, I'll be interested to see how it all came out.

Male Student Right. Now, uh, I just overheard some graduate students talking ...something about a party for Dean Adams?

Female Professor Retirement party, yes... all students are invited. Wasn't there a
notice on the anthropology department's bulletin board ?

Male Student Uh, I don't know. But... I wanted to offer to help out with it. You know, whatever you need. Dean Adams, well, I took a
few anthropology classes with her, and they were great. Inspiring .And, well, I just wanted to pitch in .

Female Professor Oh, that's very thoughtful of you, Eric, but it'll be pretty low-key .Nothing flashy. That's not her style .

Male Student So there's nothing ?

Female Professor No, we'll have coffee and cookies... maybe a cake. But actually , a couple of the administrative assistants are working on
that. You could ask them, but I think they've got it covered .

Male Student OK.

Female Professor Actually... no, never mind ...



Directions: Now answer the questions.

1 .Why does the man go to see the professor ?

- (A) To hand in a late assignment
- (B) To find out about jobs in the department
- (C) To discuss Dean Adams' current research
- (D) To volunteer to help organize an event

2 .How did the man learn about Dean Adams' retirement ?

- (A) He read about it in an e-mail message.
- (B) It was posted on a bulletin board .
- (C) He heard other students discussing it .
- (D) Dean Adams announced it in her class .

3 .Why does the professor refuse the man's offer to help with a party ?

]Choose 2 answers [.

- (A) Two people are already working on it .
- (B) She prefers that he spend his time on another project .
- (C) The party does not require much preparation.
- (D) Dean Adams is not permanently leaving the department .

4 .Why does the professor talk about speciation ?

- (A) To describe the main focus of the work she needs help with
- (B) To tell the man about a new research area in ethnology

(C) To explain what Dean Adams chose to work on in Indonesia

(D) To demonstrate how varied Dean Adams' research has been

5. Part of the conversation is repeated below. Read it and answer the question .

Narrator Listen again to part of the conversation. Then answer the question .

Female Professor There's not much glory in it, but we're looking for someone with some knowledge of anthropology who can enter the articles...I hesitate to mention it, but I don't suppose this is something you would ...Why does the professor say this:

Female Professor I hesitate to mention it, but I don't suppose this is something you would ...

(A) To express doubt about the man's qualifications for the project

(B) To ask the man if he would be willing to work on the project

(C) To ask the man to recommend someone for the project

(D) To apologize for not being able to offer the project to the man

Listening Practice

Graduation Requirements

Narrator Listen to a conversation between a student and a registrar .

Male Student Hi, I'd like to drop off my graduation form. I understand you need this in order to process my diploma .

Female Registrar OK, I'll take that. Uh, before you leave, lemme check our computer... Uh 'looks like you're OK for graduation and...hmmmm. Actually, I'm getting a warning flag on your academic record here .

Male Student Really?

Female Registrar Yeah, let's see what's what. Uh, OK, are you familiar with our graduation requirements?

Male Student Um, I think so



Female Registrar Then you know you need forty-eight credits in your major field to graduate and at least twenty-four credits at the intermediate level or higher. Also, after your second year, you have to meet with your department chair to outline a plan for the rest of your time here. In the past, we also issued letters before a student's final year began to let them know what they needed to take in their final year to be OK. But we don't do that anymore ...

Male Student I-I definitely met with my chairperson two years ago. Uh, he told me that I needed eight more courses at the intermediate level or higher in the last two years to be OK...so I'm not sure what the problem is. I made sure I got those credits

Female Registrar Unfortunately, the computer's usually pretty reliable... so I'm not sure what's going on here.

Male Student It could be that I've taken two basic courses but coupled both of them with field experiences.

Female Registrar What do you mean?

Male Student Well, I could only take intro courses because there were no intermediate-level courses available for those particular topics. My chairperson told me that if I did independent field research in addition to the assigned work in each course, they would count as intermediate-level courses. My classmates, um, well, some of my classmates did this for an easy way to meet the intermediate course requirement. But I did it to get the kind of depth in those topics I was going for. As it turned out, I really enjoyed the fieldwork. It was a nice supplement to just sitting and listening to lectures.

Female Registrar I'm sure that's true, but the computer's still showing them as basic-level courses, despite the fieldwork.

Male Student I'm not sure what to do, then. I mean, should I cancel my graduation party?

Female Registrar No! No reason to get worried like that. Just contact your chairperson immediately, OK? Uh, tell him to call me as soon as possible so that we can verify your fieldwork arrangement and certify those credits right away. It's not like there's an actual deadline today or anything, but if more than a few weeks go by, we might have a real problem that would be very difficult to fix in time for you to graduate. In fact, there probably would be nothing we could do.

Male Student I'll get on that

Directions: Now answer the questions.

1. Why does the man go to see the registrar?
 - (A) To find out why he is not on the list of graduating students
 - (B) To explain why he has not fulfilled his graduation requirements
 - (C) To find out the exact requirements for graduation
 - (D) To submit a document required for graduation
2. According to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements?
 - (A) Academic records are regularly checked by the registrar's office.
 - (B) Students meet with a department chairperson to plan their course work.
 - (C) Students receive letters listing the courses that they still need to take.
 - (D) Warning letters are sent to students who have fallen behind in their course work.
3. Why does the man mention his classmates?
 - (A) To explain how he obtained information about field research
 - (B) To point out that many students like to do field research
 - (C) To show that it is difficult to get intermediate-level credits
 - (D) To emphasize his motivation to do field research in two of his courses
4. Why does the registrar tell the man to contact his chairperson immediately?
 - (A) A deadline has already passed.
 - (B) The man has a limited time to resolve his problem.

(C) The man first needs to find out if the chairperson will help him.

(D) Issuing a new grade may take longer than expected

Narrator Listen again to part of the conversation. Then answer the question.

Male Student I'm not sure what the problem is. I made sure I got those credits.

Female Registrar Unfortunately, the computer's usually pretty reliable... so I'm not sure what's going on here.

5. What does the registrar imply when she says this:

Female Registrar Unfortunately, the computer's usually pretty reliable... so I'm not sure what's going on here.

(A) She is uncertain about the reliability of the computer.

(B) She will approve the man's form despite her doubts about it.

(C) She needs more information about the man's credits.

(D) She needs to call someone to help her fix computer errors.

Listening Answer Key

Retirement Party	
1	D
2	C
3	A,C
4	D
5	B
Graduation Requirements	
1	D

2	B
3	D
4	B
5	C

Speaking practice:

Online or Classroom

State whether you agree or disagree with the following statement. Then explain your reasons, using specific details in your explanation.

Learning through online courses is more effective than learning in the traditional classroom setting.

If this were an actual test question, you would have 15 seconds to prepare your response and 45 seconds to record your response.

Preparation Time: 15 seconds
Record Time: 45 seconds

The woman expresses her opinion of the proposed policy change. State her opinion, and explain the reasons she gives for holding that opinion.

If this were an actual test question, you would have 30 seconds to prepare your response and 60 seconds to record your response.

Preparation Time: 30 seconds



Record Time: 60 seconds

Writing practice

Some students in Iraq work while they are earning their degrees. Others receive support from their families. Which arrangement do you agree with? Why? Use specific reasons and examples to support your opinion.

Appendix (7)

The final version of the proficiency test

Reading Practice

Agriculture, Iron, and the Bantu Peoples

7. There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara Desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

8. Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780–1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300– 200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century A.D. This was an important innovation, because the camel’s ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.
9. Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.
10. This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful,

had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power.

11. Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources.

12. The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu (“bantu” means “the people”), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion.

Directions: Now answer the questions.

- 1. According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?
E. African lakes and rivers already provided enough food for people to survive without agriculture.

- F. The earliest examples of cultivated plants discovered in Africa are native to Asia.
- G. Africa’s native plants are very difficult to domesticate.
- H. African communities were not large enough to support agriculture.

-----5M-----

- 2. According to paragraph 2, camels were important because they
 - E. were the first domesticated animal to be introduced to Africa
 - F. allowed the people of the West African savannahs to carve out large empires
 - G. helped African peoples defend themselves against Egyptian invaders
 - H. made it cheaper and easier to cross the Sahara

-----5M-----

- 3. The word “profound” in the passage is closest in meaning to
 - A. fascinating
 - B. far-reaching
 - C. necessary
 - D. temporary

-----5M-----

- 4. The word “ritual” in the passage is closest in meaning to

- A. military
- B. physical
- C. ceremonial
- D. permanent

-----5M-----

5. According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:
- (A) Access to metal tools and weapons created greater social equality.
 - (B) Metal weapons increased the power of warriors.
 - (C) Iron tools helped increase the food supply .
 - (D) Technical knowledge gave religious power to its holders(5M)

Listening Practice

Listen to part of a lecture in a psychology class.

As you all know, psychological trauma has lasting and very damaging effects on a person. People who have survived abuse or neglect from a very young age, soldiers coming back from a war, and other kinds of people too are at risk for for the disabling symptoms of Post-Traumatic Stress Disorder or PTSD for years and years. Some types of therapy can provide some

relief and some symptom resolution. These therapies can be long term or short term. They can teach people many useful skills. They can focus on past, present and future and be very helpful. However, eye movement, desensitization and reprocessing, or EMDR, has the promise to do something unique. It can help on a somatic level, which means that it helps the body feel different and not just the mind. Like other therapies, EMDR allows the body to feel safe again and to learn that a new life is possible. It is a set of standardized protocols that incorporates elements from many different treatment approaches, and it has helped millions of peoples of all ages find relief for many types of psychological stress. It involves learning new ways to process traumatic memories and a somewhat unconventional approach in which patients follow a beam of light back and forth with their eyes as they work with their therapists. The big goal of EDMR therapy is to understand completely the experiences that are causing problems and to include new ones that are needed for full health. To process these experiences does not mean just to describe them and talk about them. Instead, it means setting up a state of mind that will allow these experiences to be understood in a healthy way. In other words, the big, strong emotional reaction will become much smaller over time. The person will feel better and not have as much difficulty doing day to day activities. The inappropriate emotions, beliefs and body sensations will be removed. Negative emotions, feelings and behaviors are generally caused by unresolved earlier experiences that are pushing you in the wrong directions. The goal of EMDR therapy is to leave the patient with the emotions, understanding and perspectives that will lead to healthy and useful behaviours and interactions. No one knows exactly how any form of psychotherapy works in the brain. However, we do know that when a person is very upset, their brain cannot process information normally and clearly. The traumatic experience can become frozen intime and continue to

repeat endlessly. Remembering a trauma may feel as bad as experiencing it again and again. The images, sounds, smells and feelings often do not change, but remain very present. Such memories have a lasting negative effect that interferes with the way a person sees the world and the way they relate to other people. EMDR seems to have a direct effect on the way that the brain processes information. Normal information processing is resumed. So following a successful EMDR session, a person no longer experiences the images sounds and feelings. When the event is brought to mind, the patient will still remember what happened, but in a much less upsetting way. Researchers think that this has to do with the way the person's eyes move when he is thinking of a bad memory. In EMDR, the patient sits in a chair and is taught to think about a memory that is very painful. Then, with the guidance of the therapist, the patient thinks about this memory while following a light, moving from side to side with his eyes. This causes his eyes to move from one side of his head to the other. The movement of the eyes stimulates the brain in a way that helps the person feel better. Although EMDR may produce results more quickly than previous forms of therapy, speed is not the issue and it is important to remember that every client has different needs. For instance, one client may take weeks to feel safe enough with a therapist to be able to do the work that is required by the treatment. Another reason why EMDR may not be very fast in the eyes of many psychologists, why it sometimes has that reputation, is that some patients have layers of long-term trauma so that when one issue is resolved, another one comes up. Sometimes the next issue may even be more important. Also, treatment is not complete until EMDR therapy has focused on the past memories that a recontributing to the problem, the present situations that are disturbing the patient, and what skills the client may need for the

future. All three elements need to be addressed past, present and future. The good news is that this treatment works and people really do get better, a lot better.

Now answer the questions.

1. What is the main topic of the lecture?
 - A. The technical definition of EMDR
 - B. Differences between different types of therapy
 - C. Various non-traditional treatments for trauma
 - D. The value and usefulness of EMDR treatment-----5M-----
2. According to the professor, what does “processing” mean?
 - A. Explaining the complicated way that EMDR works
 - B. Mentally revisiting a traumatic event
 - C. Understanding an experience via a healthy state of mind
 - D. Talking about a painful experience through EMDR-----5M-----
3. What is the speaker’s attitude toward EMDR?
 - A. She believes it is a unique form of therapy with a proven track record and promising future.

- B. She thinks it will require time before EMDR's benefits can be fully understood by psychologists.
- C. She is unsure of whether or not the results achieved by the method are long-term.
- D. She believes it will one day be considered the preferred form of treatment for most victims of trauma

-----5M-----

4. Traumatic experiences can be frozen in time and continue to repeat endlessly. means:
- A. Traumatic experiences feel like they take a long time to reach completion.
 - B. Traumatic experiences can haunt the memory and never leave a person's mind.
 - C. Traumatic experiences sometimes occur in repetitious patterns in people's lives.
 - D. Traumatic experiences can seem more debilitating than they really are.

-----5M-----

5. although the EMDR may produce results more quickly than previous forms of therapy, speed is not the issue and it important to remember that it is important to remember that every client has different needs. this means
- A. To caution against hurrying through treatment to obtain fast results
 - B. To clarify why EMDR is a time-limited treatment approach
 - C. To suggest that other forms of therapy are slower and less effective
 - D. To warn her students against using EMDR with patients whom they do not know well

.....(5M).....

Speaking practice

Online or Classroom

State whether you agree or disagree with the following statement. Then explain your reasons, using specific details in your explanation.

Learning through online courses is more effective than learning in the traditional classroom setting. If this were an actual test question, you would have 15 seconds to prepare your response and 45 seconds to record your response.

Preparation Time: 15 seconds
Record Time: 45 seconds

.....(25M).....

Writing practice

Some students in Iraq work while they are earning their degrees. Others receive support from their families.

Which arrangement do you agree with? Why? Use specific reasons and examples to support your opinion.



.....(25M).....

المستخلص

تهدف الدراسة الحالية إلى تقويم الكفايات اللغوية لمطبقي أقسام اللغة الإنجليزية في كليات

التربية الأساسية وفقاً لمعايير ACTFL .

وذلك من خلال تحقيق الأهداف التالية:

1. قياس كفاية اللغة الإنجليزية لدى المطبقين العراقيين الدارسين اللغة الإنجليزية كلغة أجنبية وفقاً

لمعايير ACTFL .

2. تقويم كفاية اللغة الإنجليزية لدى المطبقين العراقيين دارسي اللغة الإنجليزية كلغة أجنبية في

كليات التربية الأساسية وفقاً لمعايير ACTFL.

3. إيجاد مقترحات لتطوير كفاية اللغة الإنجليزية لدى المطبقين العراقيين الدارسين اللغة الإنجليزية

كلغة أجنبية في كليات التربية الأساسية.

قامت الباحثة بمراجعة العديد من الكتب والدراسات السابقة والمجلات والمؤلفات ذات الصلة

لمعرفة الإجراءات الواجب اتباعها أثناء إجراء الدراسة، واستخدمت الباحثة في تنفيذ هذا المشروع

المنهج الوصفي التحليلي وتم استخدام قائمة ملاحظة معدلة من قائمة المعايير لغرض جمع

البيانات المطلوبة في الدراسة.

تتكون قائمة الملاحظة من أربع مجالات؛ لكل من كفايات التحدث والكتابة والاستماع والقراءة.

وتنقسم هذه المجالات إلى ثمانية وأربعين بنداً، بواقع اثني عشر بنداً لكل كفاية.

تم عرض قائمة الملاحظة على 20 خبيراً للتحقق من الصدق الظاهري بينما تم معرفة الثبات

باستخدام صيغة ألفا كرونباخ.

يتكون مجتمع الدراسة من طلاب السنة الرابعة في أقسام اللغة الإنجليزية بكليات التربية

الأساسية، للعام الدراسي 2022-2023. تم اعتماد كليات الجامعات الآتية: جامعة ميسان،

الجامعة المستنصرية، جامعة بابل، جامعة ديالى، جامعة تكريت، وجامعة الموصل، ويبلغ مجتمع

الدراسة 1127 طالبا. وقد تم اختيار عينة مكونة من (63) مطبقا تم اختيارهم عشوائيا من أقسام اللغة الانجليزية في كليات التربية الأساسية في الجامعة المستنصرية، جامعة بابل، وجامعة ميسان. وفي ضوء النتائج التي توصلت إليها الدراسة تم التوصل إلى استنتاجات وتوصيات ومقترحات لدراسات مستقبلية.

أولاً: الاستنتاجات

1. يحتاج المطبقون العراقيون دارسي اللغة الإنجليزية كلغة أجنبية إلى برنامج تدريبي فعال وحديث من أجل تعزيز أداء ممارساتهم التعليمية.
2. كفاية المطبقين العراقيين دارسي اللغة الإنجليزية كلغة أجنبية ليست بالكفاية المطلوبة.
3. لا يحاول المطبقون العراقيين دارسي اللغة الإنجليزية كلغة أجنبية تطوير كفايتهم اللغوية من خلال التطوير الذاتي.
4. هناك ضعف واضح في الكفايات اللغوية للمطبقين العراقيين دارسي اللغة الإنجليزية كلغة أجنبية.
5. يعد استخدام إرشادات ACTFL خياراً مناسباً لتقويم مطبقي اللغة الإنجليزية كلغة أجنبية. و هذا بسبب شموله لكفايات اللغة. يبدو أن قائمة ملاحظة ACTFL المرجعية هي مؤشر صالح لقياس تحصيل الطلاب.
6. يجب أن يتم تدريس المهارات الأربع بنفس القدر من الأهمية خلال المقررات الدراسية .
7. يتم التركيز بشكل أساسي على الجانب النظري لدراسة إتقان اللغة الإنجليزية بدلاً من الجانب العملي.

ثانياً: التوصيات :

1. على وزارة التربية والتعليم فتح قنوات التعاون مع الجهات ذات العلاقة لبلورة الاتجاهات السليمة فيما يتعلق بالدورات التدريبية للطلبة المطبقين.

2. هناك ضرورة كبيرة أن تأخذ برامج تدريب الطلاب المطبقين دارسي اللغة الإنجليزية كلغة أجنبية في الاعتبار الحاجة إلى تعزيز السيطرة اللغوية للطلاب المعلمين من أجل تلبية احتياجاتهم والاستجابة لكفاياتهم .
3. يوصى مدرسو الكلية باستخدام قائمة الملاحظة الخاصة بهذه الدراسة لتقييم أداء المطبقين خلال الفصل الدراسي الأول وكذلك خلال فترة التدريس. كذلك يجب أن تكون الدورات التدريبية وورش العمل مستمرة للطلاب والطلاب المعلمين ولمدرسي الكلية .
4. إقامة جلسات نقاشية بين أساتذة مختلفين في المجال من جامعات مختلفة ومن دول مختلفة .
5. على كلية التربية الأساسية دعم البرامج التدريبية بأحدث التقنيات وأساليب التدريس.
6. تنمية قدرة الطلاب المطبقين العراقيين على استخدام التكنولوجيا لتقديم المعرفة وإيصالها وبناءها.
7. الحرص على تبادل الأفكار والمعرفة وخاصة بين الطلاب المطبقين داخل وخارج العراق .
8. على أقسام اللغة الإنجليزية وكليات التربية الأساسية إعداد قاعات دراسية مناسبة وتجهيزها بمختلف المواد التعليمية وتزويدها كفصول مدرسية وذلك لمنح الطلاب المطبقين فرصة لاستخدام العديد من المواد الإضافية وتزويدهم بجو مماثل مما سيواجهونه خلال وقت التدريس.
9. تسليط الضوء على ضرورة استخدام إرشادات اكتفل في مجال تدريس اللغة الإنكليزية كلغة أجنبية.
10. إن زيارات و مشاهدة معلمي اللغة الإنجليزية في فصولهم الدراسية ستساعد المعلمين الجدد على الاستفادة من هؤلاء المعلمين ذوي الخبرة.
11. تقويم المعلمين ضروري لتحديد المعلمين الضعفاء الذين يحتاجون إلى التدريب لتصميم دورات تدريبية لهم خلال العطلة الصيفية.

12. على كليات التربية الأساسية / أقسام اللغة الإنجليزية التواصل مع المدارس ومديري المدارس والمعلمين المتعاونين من خلال تشجيع المؤتمرات والاجتماعات وورش العمل لتذليل كافة الصعوبات التي قد تواجه الطلاب المطبقين أثناء فترة التطبيق .

ثالثاً: مقترحات لدراسات مستقبلية

1. يمكن إجراء دراسة مقارنة لمقارنة الكفايات اللغوية بين الطلاب المطبقين العراقيين الدارسين للغة الإنجليزية كلغة أجنبية في كليات التربية الأساسي وفي كليات التربية.
 2. تصميم برنامج لتعزيز قدرات الطلاب المطبقين في تدريس اللغة الإنجليزية.
 3. دراسة مسحية للأساليب والتقنيات التي يستخدمها مدرسو الكليات العراقية في تدريس المهارات الأربع للغة.
 4. إجراء دراسة مماثلة على المعلمين أثناء الخدمة لتقييم كفاياتهم التعليمية فيما يتعلق بمؤهلاتهم الأكاديمية وخبراتهم المهنية.
- بشكل موجز، تم التوصل إلى أن المطبقين العراقيين الدارسين اللغة الإنجليزية كلغة أجنبية يحتاجون حقاً إلى برنامج تدريبي فعال وحديث من أجل تعزيز أداء ممارساتهم التعليمية. وكفاياتهم اللغوية فيها ضعف واضح. علاوة على ذلك، فإنهم لا يطورون كفاياتهم اللغوية من خلال التطوير الذاتي.



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة بابل كلية التربية الاساسية
الدراسات العليا

تقويم الكفايات اللغوية الإنجليزية لطبقي اقسام اللغة الإنكليزية في كليات التربية الأساسية وفق معايير ومقترحات لتطويرها ACTFL

أطروحة مقدمة إلى

مجلس كلية التربية الأساسية جامعة بابل وهي جزء من متطلبات درجة دكتوراه في
فلسفة التربية في طرائق تدريس اللغة الانجليزية لغة أجنبية

من قبل الطالبة

هيفاء كاظم محمد الدهامات

أشرف

أ.م.د. منى محمد عباس الخطيب