THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Investigating Iraqi Teachers' Attitudes toward Using TPR as a Teaching Method for " Iraq Opportunities textbook" at Primary School

Dr. Fatima Rahim Al-Musawi
Assistant Professor, University of Missan, College of Basic Education, Iraq
Raed Fadhil Mohmmed
Instructor, University of Missar, College of Education, Iraq

Abstract:
This study aims at identifying and classifying Iraqi teacher attitude toward using TPR as a Teaching method for " Iraq Opportunities textbook" at Primary School.
The study is restricted to the teachers (males and females) of the fourth, fifth year primary schools in Iraq during the academic year 2013-2014. In this study, 40 female teachers and 40 male teachers are included. Sixty teachers are chosen randomly to represent the main study sample. In order to collect the necessary data. A questionnaire is applied as instrument. The obtained results indicate the weighted mean 62, 33% as an item that gain low positive attitude from teacher Consequently, three items were gain most positive attitudes. They got (98%) & (94%).

1. Introduction

1.1. Problem of the Study and its Significance
The use of TPR in the language classroom has different dimensions, and it can be used for different purposes. It is a very useful method for teachers who believe that students' enjoyment during the lesson is very important and who also believe that students need the use of Total to be taught in different ways to meet the differences in their learning styles (Fayeqa, 2004:29).

Thus, TPR is successful when used as the core strategy of a course or as a strong supplement. Students are highly motivated by TPR because of the continual and fast-moving action, the high rate of success, and the low level of stress involved. Teachers report enjoying TPR as much as their students. Although TPR can be used with students at all levels, it is most useful with beginning students who understand little or no English. Since teachers will be modeling the action as they speak, it will be especially important to use gestures and facial expressions.

Similarly, Total Physical Response (TPR) is a teaching technique that enables students to acquire new English vocabulary by listening to and carrying out spoken commands.

To sum up, the researcher intends to show how a Total Physical Response approach enables a teacher in the classroom to teach more effectively by directly involving the students in the classroom activities.

1.2. Aims of the Study
2. To identify and classify Iraqi teacher attitude toward using TPR as a teaching method for " Iraq Opportunities Textbook ''.

1.3. Value of the Study
   i.   exploring teachers' attitudes toward using TPR as a teaching method for " Iraq Opportunities Textbook "
  ii.   shedding light on the language learners achieve fluency faster when they are immersed in activities that involve them in situational language use;
 iii.   shedding light on the good language learners focus on overall sentence meaning rather than a sentence's grammatical parts.

1.4. Limits of the Study
This study is limited to
   1.   The teachers (males and females) of the fourth and fifth year Primary schools in Iraq during the academic year 2013-2014.
   2.   The ''Iraq Opportunities textbook'' of the fourth and fifth -year used in Iraqi Primary schools.

1.5. Definitions of Basic Terms

1.5.1. Total Physical Response (TPR)
Baker (1998:681) explains that "Total Physical Response (TPR) is a language teaching method devised by James Asher based on the coordination of speech and action; it attempts to teach language through physical activity." It takes ideas from several traditions, including developmental psychology, learning theory, and humanistic.

1.5.2. Primary School
Good (1959:411) sates that primary school is a school that enrolls pupils in the first, second, third, fourth or fifth grade or years of school; may include preprimary groups**.**

2. Theoretical Background

2.1. What is Total Physical Response (TPR) Method?
TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. It has been applied for almost thirty years. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers (Widodo, 2005: 237).
Thus, Freeman and Freeman (1998: 17) state that the TPR method is first developed by Asher, who stated that "We learn better when our muscles are involved as well as our minds". Total Physical Response involves the whole human body in the learning process.
Also, TPR is a well-known beginning ESL method, but TPR-based activities can be adapted and incorporated into mainstream or multi-level classes, particularly in areas where visible directions can be given. It is very helpful to ESL students when mainstream teachers incorporate TPR into their instruction (Gordon2000: 2).
In this approach the pupils should:
1.   respond physically to verbal instruction.
2.   Slowly absorb language till they are ready to use it (the 'silent period')
3.   Respond to the teacher's use of props to teach, e. g. flashcards, wallcharts, regalia, actions.
4.   Encourage to act out situations and dialogues.

2.2. The Aims of Total Physical Response
The aims of Total Physical Response are: -
1.   Teaching oral proficiency at a beginning level. Comprehension is a means to an end, and to teaching basic speaking skills.
2.   Producing learners who are capable of an uninhibited communication that is intelligible to a native speaker.
3.   Specific instructional aims are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form(Asher, 2000: 59; Brown, 2001:4).

2.3. Theory of Language and Theory of Learning
Asher sees language as being composed of abstractions and non-abstractions, with non-abstractions being most specifically represented by concrete nouns and imperative verbs. He believes that learners can acquire a "detailed cognitive map" as well as "the grammatical structure of a language" without recourse to abstractions (Asher 1977: 11-12).
Abstractions should be delayed until students have internalized a detailed cognitive map of the target language. Abstractions are also not necessary for people to decode the grammatical structure of a language. Once students have internalized the code, abstractions can be introduced and explained in the target language (ibid).
Moreover, Richards and Rogers (2001:76) explain that Total Physical Response (TPR) reflects a grammar-based outlook on language. Asher sees the verb and particularly the verb in the imperative, as the deeply ingrained linguistic pattern around which language use and teaching should be organized.
Asher also refers in passing to the fact that language can be internalized as wholes or chunks, rather than as single lexical items, and, as such, links are possible to more theoretical proposals of this kind (e. g.,Miller, Galanter, and Pribram 1960: 68).
Therefore, Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning.
Likewise, Rogers (2001:75) states that "Asher sees successful adult second language learning as a parallel process to child first language acquisition." Asher claims that language directed at young children consists principally of commands, to which children react with their bodies before they start to generate any verbal responses and before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate (Haynes, 2004: 6; Larsen-Freeman, 1986: 20;Linse, 2005: 9).
Also, Norland (2006:28) explains that "James Asher developed Total Physical Response in the 1960s and 1970s. He believed that learning new vocabulary in conjunction with corresponding motor activity would reinforce the learning of words and expressions – especially in children, but he also advocated its use with adults."

Similarly, TPR can be integrated in the English course in use at school by selecting vocabulary from the textbook that can be acted out and arranging these words and structures in TPR sets. These sets can be used in the presentation stage of each lesson or lesson activity (Mühren, 2003:8).

In addition, Richards and Rogers (2001:74) explain that "Asher shares with the school of humanistic psychology a concern for the role of affective factors in language learning. A method that is undemanding in terms of linguistic production and that involves game-like movements reduces learner stress, he believes, and creates a positive mood in the learner, which "facilitates learning."

2.4. Objective of '' Iraq Opportunities Text book ''

Pupils should be realizing that 'learning can be fun' that means Pupils will be able to:

1. Follow simple instructions
2. Understand short stories and situations through pictures
3. Understand simple situations on a cassette
4. Talk about themselves
5. Ask simple questions
6. Have basic conversations
7. Develop motor skills and hand-eye coordination for writing left –to –right
8. Count, play game and sing songs
9. Interact communicatively in games and creative tasks (Asher, 2000:11).

2.5. The Features of '' Iraq Opportunities Text book ''

- Rubric: always say the rubric so that pupils begin to associate the word with activity.
- Listening tasks: prepare pupils for listening task (vocab), predication, playing the tape as many times as necessary, ask simple questions, encourage pupils to ask.
- Songs: prepare pupils for song (picture), apply TPR, Sing & act, play song more than once.
- Pre-writing: guided activities, focus on left to right activities, tracing which leads toward letters. tracing activities do not require learning of sounds.
- Revision: regular revision units; additionally, each lesson starts with revision and ends with a sum-up task.
- Tasks & games: materials should be available; encourage pupils to interact.
  (WWW. Education R. C. ory.)

2.6. Classroom Activities in Teaching and Learning TPR

The major classroom activities in Total Physical Response are: -

1. Imperative drills. They are typically used to elicit physical actions and activity on the part of the learners;
2. Role plays center on everyday situations, such as at the restaurant, supermarket, or gas station;
3. The slide presentations are used to provide a visual center for teacher narration, which is followed by commands, and for questions to students;
4. Reading and writing activities may also be employed to further consolidate structures and vocabulary, and as follow-ups to oral imperative drills.
5. presents a range of activities such as: drawing, matching, tracing & copying (Richards and Rogers, 2001:77; Abbas, 2007:159).

2.7. Role of Teachers and Learners in T PR

In Total Physical Response the teacher is:

1. The director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use;
2. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably;
3. The teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language;
4. The teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds.
5. The teacher should also allow speaking abilities to develop in learners at the learners own natural pace.
6. In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children.
7. Similarly teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners. As time goes on, however, more teacher intervention is expected, as the learners' speech becomes "fine-tuned. "

Meanwhile, there are many concepts of the effective teacher: -

1. makes lessons interesting
2. has his/her own personality and is seen as a person as well as a teacher.
3. is enthusiastic and encourages and inspires pupils to be enthusiastic too
4. loves his /her job

5. has lots of knowledge, both of the subject matter and from outside interests
6. is an entertainer in the positive sense –makes lessons enjoyable
7. builds good relationships with their pupils (e. g. by being approachable, giving constructive criticism, being helpful, knowing their pupils 'names)
8. has good classroom management (e. g. encouraging quite pupils and controlling talkative ones; effective and attentive use of pair /group work)
9. uses Arabic only sparingly, i. e. only when absolutely necessary
10. cares more about the students ' learning than about his/her teaching.

On the other hand, Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught items (Alrifai, 2012:29).

Additionally, Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak – that is, when a sufficient basis in the language has been internalized.

To sum up, in TPR activities, students are not required to speak. The teacher models the commands and continually repeats and reviews them until the students can carry out the commands with no difficulty. Students are more likely to be and feel successful when the teacher provides constant support and modeling and eliminates the pressure on students to speak the new words.

3. Methodology

3.1. Population and Sample
The population of this study comprises the teachers of English at the primary stage in General Directorate of Education in Misan Governorate. The total number of teachers in this Directorate have been 350 English teachers. The choice is intentional (in the selection of Directorate of Education in Misan and random (in selecting a representative number of 80 teachers from the Center of Alamara.
The sample of this study includes 60 teachers fourth and fifth year teachers 'primary schools of the English language in Misan Governorate.

3.2. Instruments
In order to achieve the aims of the study, a questionnaire has been constructed to be the main instrument used.

3.2.1. Construction of the Questionnaire
The questionnaire is a research instrument which consists of a series of questions and other prompts for the purpose of gathering information from respondents (McColly, 1970:156). In order to gain information about the teachers' Attitudes toward Using TPR as a Teaching method for 'Iraq Opportunities textbook' 'in Misan, a questionnaire has been constructed drawing on the following sources:
_ Related literature: They are books, journals, the information found in the teacher's guide, and articles related to the problem of the research.

3.2.1.1. Face Validity of the Questionnaire
An instrument isconsideredtohavefacevalidityincasethatitsitemsarewellacceptedbyothertesters, moderators, teachers (Hughes, 1989:22).
In order to ensure the face validity of the questionnaire, its first version has been exposed to a number of specialistsin the fields of linguistics and methodology of teaching EFL as shown in table (2) below:

N	Academic Rank	Name	College
1	Asst. Prof. (Ph. D in Linguistics)	Saffa. Hussan	College of Education, University of Misan
2	Asst. Prof. (Ph. D in ELT)	Shaima' Al-Bakri	College of Education, University of Baghdad.
3	Asst. Prof. (Ph. D in ELT)	Salam Hameed	College of Education, University of Baghdad
4	Asst. Prof. (M.A. in ELT)	Alaa Ismail Chaloob	College of EducationUniversity of Anbar
5	Instr. (M. A. in ELT)	Najim Abdulah	College of Education, University of Misan
6	Instr. (M. A. in ELT)	Saadon Salih	College of Basic Education, University of Misan
7	Asst Instr. (M. A in ELT)	Hyfaa Kahadim	College of Basic Education, University of Misan
8	Asst. Instr. (M. A. in Linguistics)	Iqbal S. Disher	College of Basic Education, University of Misan

Table 1: The Academic Ranks, Names, and Locations of the Jury Member

The experts have been requested to judge whether the components of the questionnaire are suitable or not.

In the light of the experts' views some items have been added and others have been omitted. However, the final form of the students' questionnaire consists of 106 items (See Table 3).

3.2.1.2. Pilot Administration of the Questionnaire

After ensuring the validity of the questionnaire, a pilot version is administered to a sample of 40 primary school teachers who are taken from the Al- Al-Fayh a primary school for girls (20) and Al-Nabras primary school for boys (20).

3.2.1.3. Reliability of the Questionnaire

Reliability refers to how consistent evaluation results are from one measurement to another (Grolund, 1976: 102).

However, the questionnaire has been read ministered to the same pilot sample after two weeks. The statistical manipulation of the data has been obtained from the two administrations. By using Pearson Correlation Coefficient formula, the result yields 0. 86, whereas, by using Alpha Cronbach Formula the result yields 0. 87.

3.2.1.4. Scoring Scheme of the Questionnaire

Accurate scoring procedures should be adopted in order to get proper results to ensure objectivity and reliability (Harrocks & Schannover, 1968:76).

In order to achieve aim of the study, the questionnaire is intended to be answered according to a three points scale (agree, partially, disagree). The marks are assigned as follows:agree3, partially 2, disagree1 **(See Table 4)**

4. Results, Conclusions, Recommendations

4.1. Results Related to the Aim of the study

In order to achieve the aim, 'T- Test' formula has been applied in order to analyze teachers' attitudes toward using TPR as a teaching method for " Iraq Opportunities textbook". Results indicate that there are statistically significant differences at $\alpha \leq 0. 05$ in the teachers' attitude toward using **TPR** as a teaching method for " Iraq Opportunities textbook". The calculated T-value is (30, 29), which is higher than the T-tabulated (2) at (0. 05) level of significance and (49) degree of freedom, as shown in table (2) & (3) and Figure 1& 2

Variable	Number	mean	Standard deviation	T- Value		Level of significance 0. 05
				Calculated	Tabulated	
Teachers' attitude toward authentic materials	40	261, 38	10, 28	30, 29	2	Significant

Table 2: The Result of T- Test for the Teachers' Attitudes toward using TPR as a Teaching Method for " Iraq Opportunities textbook"
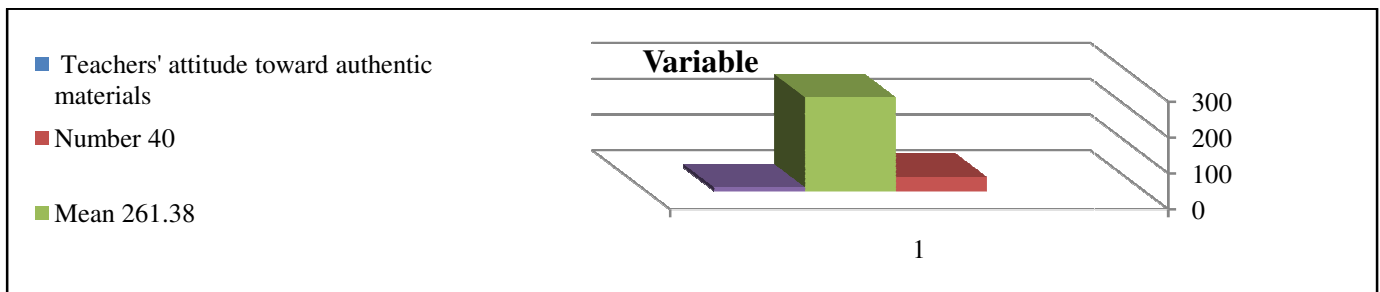
Figure 2 **:**Teachers' Attitudes toward using TPR as a Teaching Method for " Iraq Opportunities textbook"

NO	Items	agree	partially	disagree	3	2	1	total	Weighted average	Weight Percent
1	The size of the course book seems convenient for the pupils to handle.	33	6	1	99	12	1	112	2. 8	93. 33%
2	The cover is informative and attractive.	30	4	6	90	8	6	104	2. 6	86. 66%
3	The course book has a complete and detailed table of contents.	32	3	5	96	6	5	107	2. 675	89. 16%
4	Every unit and lesson in the course book is given an appropriate title.	34	4	2	102	8	2	112	2. 8	93. 33%
5	The course book aims to stimulate the pupils' own interest in learning En glish.	31	6	3	93	12	3	108	2. 7	90%
6	The course book aims to teach pupils how to communicate effectively using simple English.	35	0	5	105	0	5	110	2. 75	91. 66%
7	The goals of the course book correspond closely with the needs of the pupils.	28	8	4	84	16	4	104	2. 6	86. 66%

8	The performance objectives specified in the pupils' book defined the accurate behavior pupils are required to achieve.	22	15	3	66	30	3	99	2. 475	82. 53%
9	The performance objectives define the accurate contents pupils are required to handle.	27	8	5	81	16	5	102	2. 55	85%
10	The course book aims to develop confidence through a range of activities which promote an active use of the language.	13	16	11	39	32	11	82	2. 05	68. 33%
11	The performance objectives define the accurate degree of mastery pupils are required to achieve.	25	11	4	75	22	4	101	2. 525	84. 16%
12	The performance objectives are specified at the beginning of each unit in the course book.	22	16	2	66	32	2	100	2. 5	83. 33%
13	The course package includes pupils' book, teachers' book, activity books, and audio material.	18	18	4	54	36	4	94	2. 35	78. 33%
14	The content is organized according to topics.	23	11	6	69	22	6	97	2. 425	80. 83%
15	The content is sequenced on the bases of complexity (from simple to complex).	16	16	8	48	32	8	88	2. 2	73. 33%
16	The content is sequenced on the basis of learn ability.	29	8	3	87	16	3	106	2. 65	88. 33%
17	The content is sequenced on the basis of usefulness.	34	2	4	102	4	4	110	2. 75	91. 66%
18	The grading and progression are suitable for the pupils.	26	11	3	78	22	3	103	2. 575	85. 83%
19	Each unit is given a title that reflects the topic.	24	15	1	72	30	1	103	2. 575	85. 83%
20	The contents of the course book reinforce those covered in the previous course book and are reinforced by the contents of the next course book.	18	20	2	54	40	2	96	2. 4	80%
21	Authentic language types are used.	34	0	6	102	0	6	108	2. 7	90%
22	Language style matches the social situation.	24	11	5	72	22	5	99	2. 475	82. 5%
23	The language content (grammar, vocabulary, pronunciation, and functions) in the course book is thoroughly recycled.	16	21	3	48	42	3	93	2. 325	77. 5%
24	The language content (grammar, vocabulary, pronunciation, functions, and linkers) in the course book is understandable.	23	5	12	69	10	12	91	2. 275	75. 83%
25	Examples are interesting.	22	8	10	66	16	10	92	2. 3	76. 66%
26	Grammar is introduced explicitly.	18	13	9	54	26	9	89	2. 225	74. 16%
27	Grammar is reworked implicitly throughout the course book.	35	0	5	105	0	5	110	2. 75	91. 66%
28	The progression of grammar points is appropriate.	32	0	8	96	0	8	104	2. 6	86. 66%
29	The grammar points are presented with brief and easy examples and explanations.	13	11	16	39	22	16	77	1. 925	64. 16%
30	There is a correspondence between the grammatical items that have been already studied by pupils with the material presented by the course in different activities.	12	13	15	36	26	15	77	1. 925	64. 166%
31	The load is appropriate to the pupils' level.	32	3	5	96	6	5	107	2. 675	89. 16%
32	There is a good distribution of vocabulary load across units and the whole course book.	19	16	5	57	32	5	94	2. 35	78. 33%
33	Words are contextualized.	25	3	12	75	6	12	93	2. 325	77. 5%
34	Words are efficiently repeated and recycled across the course book.	29	3	8	87	6	8	101	2. 525	84. 16%
35	New words are presented in a variety of ways.	23	14	3	69	28	3	100	2. 5	83. 33%
36	There are specified activities for teaching pronunciation.	19	13	8	57	26	8	91	2. 275	75. 83%
37	The pronunciation is contextualized.	17	6	17	51	12	17	80	2	66. 66%
38	There are sufficient practice activities.	26	10	4	78	20	4	102	2. 55	85%
39	The presentation is appropriate.	31	4	5	93	8	5	106	2. 65	88. 33%
40	There are clear instructions.	33	1	6	99	2	6	107	2. 675	89. 166%
41	The activity book contains a range of graded activities which reinforce the language introduced in the pupil's book.	28	2	10	84	4	10	98	2. 45	81. 66%
42	Each page in the activity book corresponds to the same page in the pupil's book and together they form one lesson.	23	6	11	69	12	11	92	2. 3	76. 66%
43	The exercises provide a variety of mechanical, meaningful and communicative exercises and activities to practise language items and skills.	22	14	4	66	28	4	98	2. 45	81. 66%
44	"Ask and Answer" exercises develop pupils' ability to formulate questions and respond on them.	33	0	7	99	0	7	106	2. 65	88. 33%

No	Statement								
45	Activities such as "play and sing", speech bubbles can motivate pupils' learning.	23	11	6	69	22	6	97	2. 425	80. 83%
46	Activities are balanced between individual response, pair work and group work.	14	21	5	42	42	5	89	2. 225	74. 16%
47	The course book has appropriate listening activities.	23	5	12	69	10	12	91	2. 275	75. 83%
48	Instructions are clear and understandable.	22	16	2	66	32	2	100	2. 5	83. 33%
49	There are sufficient and appropriate materials for spoken English.	14	21	5	42	42	5	89	2. 225	74. 16%
50	The course book provides a range of several of speaking activities (role-plays; phone conversations; checking information; describing people; information gap. . . etc.)	23	9	8	69	18	8	95	2. 375	79. 16%
51	Activities motivate pupils to talk and interact with each other and involve them in the conversation.	26	9	5	78	18	5	101	2. 525	84. 16%
52	There is sufficient reading material.	23	9	8	69	18	8	95	2. 375	79. 16%
53	The textbook provides appropriate activities that develop pupils' reading skill.	21	18	1	63	36	1	100	2. 5	83. 33%
54	Writing and Prewriting activities can sufficiently help pupils develop their writing skill.	24	11	5	72	22	5	99	2. 475	82. 5%
55	The course book provides sufficient practice of both lower and upper case letters.	24	11	5	72	22	5	99	2. 475	82. 5%
56	The course book provides a range of various of writing activities.	29	7	4	87	14	4	105	2. 625	87. 5%
57	The approach to language learning is appropriate to the learning/ teaching situations.	32	0	8	96	0	8	104	2. 6	86. 66%
58	The approach to language learning is appropriate to enable pupils use English from the very beginning.	15	16	9	45	32	9	86	2. 15	71. 66%
59	The approach used gives pupils enough degree of responsibility for their own learning.	14	22	4	42	44	4	90	2. 25	75%
60	The activities used are pupil- centered (the teacher's role is only as a facilitator, advisor, observer. . . etc).	23	12	5	69	24	5	98	2. 45	81. 66%
61	a set of supporting language-learning programmes on flash rams, CDs…etc;	12	27	1	36	54	1	91	2. 275	75. 83%
62	a set of reference books for the teachers, including: grammars, dictionaries; various specialized textbooks; handbooks of activities;	27	8	5	81	16	5	102	2. 55	85%
63	a number of necessary films and slides;	21	16	3	63	32	3	98	2. 45	81. 66%
64	CDs of typical lessons for teachers presented by native speakers of English language;	19	14	7	57	28	7	92	2. 3	76. 66%
65	a wide variety of posters and sets of coloured pictures, wall charts, flashcards plus games for language learning.	26	9	5	78	18	5	101	2. 525	84. 166%
66	course cassette that contains recorded material of all the dialogue in the pupil's book.	22	11	7	66	22	7	95	2. 375	79. 166%
67	compatible to background knowledge and level of pupils;	30	9	1	90	18	1	109	2. 725	90. 83%
68	culturally accessible to the pupils;	33	7	0	99	14	0	113	2. 825	94. 16%
69	compatible to the needs of the pupils;	28	11	1	84	22	1	107	2. 675	89. 16%
70	compatible to the interests of the pupils;	26	12	2	78	24	2	104	2. 6	86. 66%
71	appropriate to pupils' age level;	30	6	4	90	12	4	106	2. 65	88. 33%
72	providing situations in which pupils are likely to find themselves.	24	12	4	72	24	4	100	2. 5	83. 33%
73	The tests are used to assess each pupil's performance in all language skills.	29	8	3	87	16	3	106	2. 65	88. 33%
74	The tests are used for diagnostic purposes.	33	5	2	99	10	2	111	2. 775	92. 5%
75	The course book provides models for final achievements tests.	25	7	8	75	14	8	97	2. 425	80. 83%
76	. Oral tests are sufficiently included in the book.	19	11	10	57	22	10	89	2. 225	74. 16%
77	The course book provides opportunities for ongoing self and peer- assessment.	33	5	2	99	10	2	111	2. 775	92. 5%
78	The course book provides opportunities and tools for ongoing assessment by teacher.	14	16	10	42	32	10	84	2. 1	70%
79	. A suggested scale for the distribution of the total mark is provided.	26	8	6	78	16	6	100	2. 5	83. 33%
80	The teacher's book helps teachers to understand the objective and methodology of the course book.	23	11	6	69	22	6	97	2. 425	80. 83%
81	. Correct and suggested answers are clearly given for the exercises in the textbook.	18	19	3	54	38	3	95	2. 375	79. 16%

82	The objectives, resources that should be used and short background of each unit are clearly stated.	23	8	9	69	16	9	94	2. 35	78. 33%
83	The teacher's book includes samples of daily lesson plans that help teachers design their teaching	12	23	5	36	46	5	87	2. 175	72. 5%
84	The teacher's book includes recommendations of each unit according to the daily and weekly plans.	19	19	2	57	38	2	97	2. 425	80. 83%
85	The teacher's book includes recommendations on timing the content of each unit according to the lesson plans.	23	13	4	69	26	4	99	2. 475	82. 5%
86	. The teacher's book provides clear instructions of formulating performance objectives.	29	3	8	87	6	8	101	2. 525	84. 16%
87	. The teacher's book provides sufficient examples and clear guidelines for designing performance objectives.	23	14	3	69	28	3	100	2. 5	83. 33%
88	The teacher's book provides samples of distribution of marks for oral and written tests.	25	13	2	75	26	2	103	2. 575	85. 83%
89	The teacher's book introduction provides guidelines for teaching vocabulary.	29	11	0	87	22	0	109	2. 725	90. 83%
90	The teacher's book introduction provides guidelines for teaching grammar.	39	0	1	117	0	1	118	2. 95	98. 33%
91	The teacher's book introduction provides guidelines for teaching pronunciation.	26	12	2	78	24	2	104	2. 6	86. 66%
92	The teacher's book introduction provides guidelines for teaching listening.	18	14	8	54	28	8	90	2. 25	75%
93	The teacher's book introduction provides guidelines for teaching speaking.	22	11	7	66	22	7	95	2. 375	79. 16%
94	The teacher's book introduction provides guidelines for teaching reading.	24	11	5	72	22	5	99	2. 475	82. 5%
95	The teacher's book introduction provides guidelines for teaching writing.	27	7	6	81	14	6	101	2. 525	84. 16%
96	The teacher's book provides well defined rubrics for oral and written tests (well defined components and weights).	24	12	4	72	24	4	100	2. 5	83. 33%
97	The teacher's book provides an Arabic translation of the introduction.	12	11	17	36	22	17	75	1. 875	62. 5%
98	The course book allows different a. Teaching styles.	23	15	2	69	30	2	101	2. 525	84. 16%
99	The course book allows different b. Learning styles.	12	16	12	36	32	12	80	2	66. 66%
100	The course book allows different c. Learning strategies.	28	11	1	84	22	1	107	2. 675	89. 16%
101	The course book allows different d. Types of intelligence.	22	15	3	66	30	3	99	2. 475	82. 5%
102	. The course book provides sufficient area for the basic listening strategies: prediction; listening for gist; listening for specific information; focusing on stressed word.	12	25	3	36	50	3	89	2. 225	74. 16%
103	The course book encouraging students to develop their own learning strategies and to become independent in their learning.	38	2	0	114	4	0	118	2. 95	98. 33%
104	The social and cultural context in the book is comprehensible.	24	14	2	72	28	2	102	2. 55	85%
105	The course book provides examples of the natural environment of Iraq and upholds the country's cultural, social and moral values.	35	4	1	105	8	1	114	2. 85	95%
106	Iraq social characters, and their roles in society, play an important part in the content of the book.	23	4	13	69	8	13	90	2. 25	75%
		2569	1093	578						

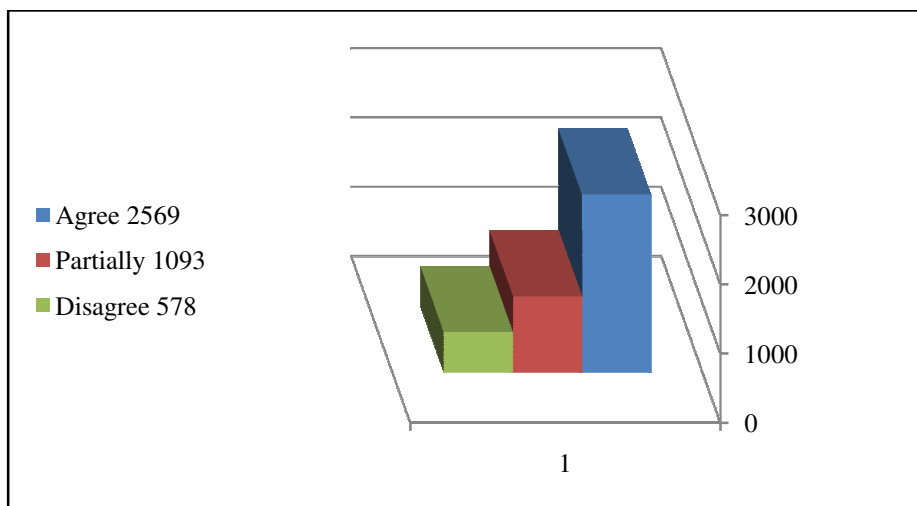*Table 3: Teachers' Attitudes toward using TPR as a Teaching Method for " Iraq Opportunities textbook"*

Figure 3 :Teachers' Attitudes toward using TPR as a Teaching Method for " Iraq Opportunities textbook"

no	I agree	I partially agree	I disagree
1	80	18	8
2	68	33	5
3	69	12	25
4	54	34	18
5	66	32	8
6	24	35	47
7	34	30	42
8	60	39	7
9	82	13	11
10	66	40	0
11	90	10	6
12	12	30	64
13	55	50	1
14	76	16	14
15	23	34	49
16	87	12	7
17	90	11	5
18	54	39	13
19	68	35	3
20	45	42	19
21	67	32	7
22	88	11	7
23	23	38	45
24	59	44	3
25	70	15	21
26	59	37	10
27	77	18	11
28	69	29	8
29	78	15	13
30	83	13	10
31	66	33	7
32	84	13	9
33	59	35	12
34	65	37	4
35	58	35	13
36	78	22	6
37	59	36	11
38	83	13	10
39	79	19	8
40	62	33	11

Table 4: Teachers' attitudes toward using TPR as a teaching method for "Iraq Opportunities textbook

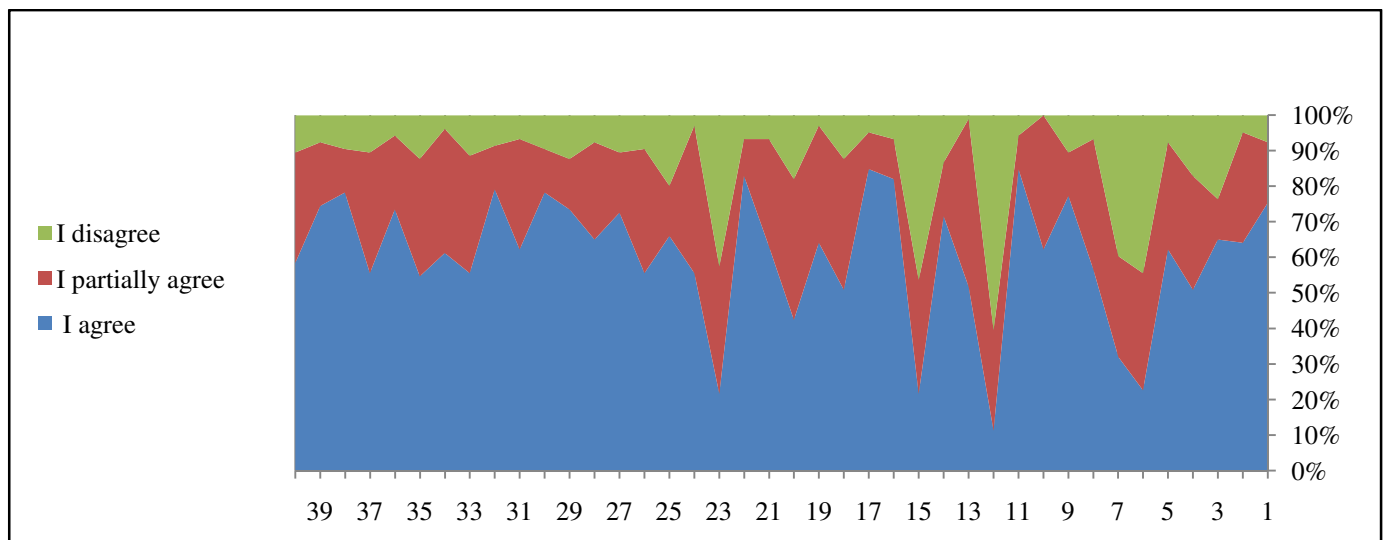*Figure 4 :Teachers' Attitudes toward using TPR as a Teaching Method for " Iraq Opportunities textbook"*

4.2. Conclusion

According to the findings of this study, the researcher considered the weighted mean62. 5%as an item that gain low positive attitude from teachers. Consequently, three items were gain high attitude from teachers. Conclusion remarks can be clearly pointed out as follows:

1. Item number (97) which refers to (The teacher's book provides an Arabic translation of the introduction) gains the low attitudes from teachers. It got a weighted mean 62. 5%.
2. Item number (103) which refers to (The course book encouraging students to develop their own learning strategies and to become independent in their learning) it gains most positive attitudes. It got (98. 33%).

4.3. Recommendations

In the light of the findings achieved and the conclusions derived, the researcher recommend the following:

1. There must be a vital role to be played by the media in clarifying the real objectives of " Iraq Opportunities textbook".
2. The teacher must be free as possible in dealing with learners since the process must be as fun and stress-.
3. The teacher must not ignore the teacher's guide because it contains the instructions for each lesson.
4. The educational supervisors lack real efficiency in accomplishing their work adequately. This is attributed firstly to the fact that "Iraq Opportunities textbook" is updated and needs a high proficiency and efficiency for both the teachers and the
5. Holding training courses for both in- and pre- service teachers and educational supervisors as well at the primary stage for sake of presenting the updated techniques for teaching "Iraq Opportunities textbook".

5. References
  i.   Alrifai, Fatin. Kh. (2012) Curriculum and Methods of Teaching English: Al-Ameer Library Publication.
  ii. Arnold Mühren. (2004).TOTAL PHYSICAL RESPONSE (TPR) An effective language learning method at beginner/intermediate levels: Alkmaar, Netherlands.
  iii. Asher, J (1977). Learning Another Language Through Actions: The Complete Teachcr's Cuide Book. Los Gatos, Calif. : Sky Oaks Productions. (2nd ed. 1982)
  iv. Asher, James J. (2000). Learning another language through actions (6th ed.).
  v.   LosGatos: Sky Oaks Productions.
  vi. Baker, J. & Westrup, H. (2000). The English language teacher's handbook: How to teach large classes with few resources. London, UK: Continuum. -
  vii. Brown, H. Douglas. (2001) Teaching by Principles: An Interactive Approach to Language Pedagogy. 2[nd]ed. New York: Addison wesley Longman Inc.
  viii. Brumfit, C. J. &Johnson, K (1979) The Communicative Approach to Language Teaching. Oxford: Oxford University press.
  ix. Celce - Murcia, Marianne (ed.). (2001). Teaching English as a Second or Foreign Language, 3rd ed. USA. Library of Congress.
  x.   Harmer, J. (2001)The Practice of English Language Teaching. 3[rd]ed. London. Longman.
  xi. Harrocks, J. and Schannover, T.   (1968)Measurement for Teachers. Comlumbus: Charles E. Merrill Publishing CompanyHayes, Denis (1997). "Teaching Competencies for Qualified"
  xii. Haynes, J. (2004). TPR is a Valuable Tool. www.everything ESL. net. http://www. vobs. at/ludescher/total_physical_response. htm.
  xiii. Hughes, A. (1989). Testing for Language Teacher. Cambridge: Cambridge University Press.

xiv.   Good, Carter V. (ed.) (1973). Dictionary of Education. New York: Mcgraw – Hill Book Company.

xv.   Gordon, Jeanette (2000)Total Physical Response: A Strategy for Beginning Ells Illinois Resource Center www. thecenterweb. org

xvi.   Gronlund, Norman. E. (1976). Measurement and Evaluation in Teaching. 3rdedn. .New York: Macmillan Publishing Co. ,Inc.

xvii.   Johnson, David, and Roger Johnson. (2005). Cooperative Learning. University of Minnesota. http://www. learner. org

xviii.   Fayeqa Abdul Hussain Sakhaweti (2004)"The use of Total Physical Response as a Classroom Management Strategy Sharjah Women's College teaching in Al Andalus School in Sharjah. "Un Publishing Thesis.

xix.   Finocchiaro, Mary and Christopher Brumfit, (1983). The functional –Ntional Approach. Oxford : Oxford University Press.

xx.   Larsen –Freeman, Diane (2000). Techniques and principles in Language Teaching. 2nded. Oxford : oxford University press.

xxi.   Linse, C. (2005). "The Children s Response: TPR and Beyond. English Teaching" Forum 43/1: 8-11.

xxii.   Littlewood, William. (1984). Communicative Language Teaching : An Introduction. Cambridge : Cambridge University Press.

xxiii.   McColly, W. (1970) "What Does Educational Research Say About the Judging of Writing Ability? "The Journal of Educational Research, 6(14).

xxiv.   Miller, G. A, ,E. Galanter, and K. H. Pribram. (1960). Plans and the Structureof Behavior. New York: Henry Holt.

xxv.   Muhren, A. (2003). Total Physical Response (TPR): An Effective Language Learning Method at Beginner/Intermediate Levels. home. planet. nl/ ~mhren000/tpr/primer_tpr. pdf.

xxvi.   Richards, Jack C. &TheodoreS Rodgers. (2001). Approaches and Methods in Language Teaching: Cambridge University Press.

xxvii.   Richards, J. C & Schmidt, R. (2002) Longman Dictionary of Language Teaching & Applied linguistics. Fakenham : Fakenham Phorosetting Ltd.

xxviii.   Savignon, Sandra J. (2000). "Communicative language teaching". In Byram, Michael. Routledge Encyclopedia of Language Teaching and Learning. London: Routledge. pp. 125–129.

xxix.   Schmitt, N. (2002) an Introduction to Applied Linguistics, New York: O. U. P.

xxx.   Widodo, H.   P.2004. "Pengajaran English for Young Learners (EYL) melalui Games, Nursery Rhymes, Songs, dan Storytelling". TEKNOBEL 5/1:45-57

xxxi.   Zare –ee, Abbas (2007) A Text Book of Language Teaching -Methods. University of Kashan.

xxxii.   www.educationR, C ory