

The extent to which secondary school English language teachers possess communication skills and classroom verbal communication of the Flanders Decimal tool

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Abstract of the study

The current study aims to know the extent to which English language teachers in secondary school possess the communication and verbal communication skills of the Flanders decimal tool. The researcher adopted the descriptive analytical study approach. The study sample amounted to (90) male and female teachers. The researcher adopted the Flanders tool for verbal communication and classroom communication skills. The researcher extracted its validity and reliability, and the reliability rate was Cooper's equation (5). After collecting the data, the results of the study showed statistically using the Statistical Package for Social Sciences (SPSS) program that English language teachers in secondary school had more control over the teaching activities inside the classroom, by following the direct method based on the lecture method in presenting and teaching information to students, as well as the superiority of classroom teaching for English language teachers in secondary school on students' responsive behavior. In light of the results of the study, the researcher concluded that the language is interested in English in secondary school in the cognitive aspect and neglecting other emotional and skill aspects because teaching English does not achieve emotional and skill goals, and this reflects the absence of fundamental differences in verbal communication and classroom communication skills, and from the conclusions, the researcher recommended reconsidering the programs for preparing English language teachers in secondary school in colleges of education, and the researcher suggested conducting a study similar to the current study on English language teachers in primary stages.

Keywords: English language teachers, Communication and classroom communication skills, Secondary stage , Flanders Decimal Tool

مدى امتلاك معلمي اللغة الانجليزية في المرحلة الثانوية لمهارات الاتصال والتواصل اللفظي في الفصل

الدراسي باستخدام أداة فلاندرز العشرية

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ملخص الدراسة

تستهدف الدراسة الحالية معرفة مدى امتلاك مدرسي اللغة الانكليزية في المرحلة الثانوية لمهارات التواصل والاتصال اللفظي لأداة فلاندرز (Flanders) العشري، اعتمدت الباحثة منهج الدراسة الوصفي التحليلي، بلغت عينة الدراسة (٩٠) مدرس ومدرسة، واعتمدت الباحثة اداة فلاندرز المهارات التواصل والاتصال الصفي اللفظي، واستخرجت الباحثة صدقه و ثباته وكانت نسبة الثبات معادلة كوبر Cooper ٨٠، وبعد جمع البيانات اظهرت نتائج الدراسة احصائيا بواسطة برنامج الحزمة الاحصائية للعلوم الاجتماعية (SPSS) إن مدرسي اللغة الانكليزية في المرحلة الثانوية كانت سيطرتهم أكثر على الفعاليات التدريسية داخل الصف الدراسي ، من خلال إتباعهم الاسلوب المباشر القائم على طريقة المحاضرة في تقديم المعلومات وتلقينها على الطلبة ، وكذلك تفوق التدريس الصفي لمدرسي اللغة الانكليزية في المرحلة الثانوية على سلوك الطلبة الاستجابي، وفي ضوء نتائج الدراسة استنتجت الباحثة اهتمام اللغة الانكليزية في المرحلة الثانوية بالجانب المعرفي واهمالهم الجوانب الاخرى الوجدانية والمهارية لان تدريس مادة اللغة الانكليزية لا يحقق الاهداف الوجدانية والمهارية ، وهذا يعكس عدم وجود اختلافات جوهرية في مهارات التواصل والاتصال الصفي اللفظي ، ومن الاستنتاجات أوصت الباحثة إعادة النظر في برامج إعداد مدرسي اللغة الانكليزية في المرحلة الثانوية في كليات التربية ، واقترحت الباحثة اجراء دراسة مماثلة لدراسة الحالية على معلمي اللغة الانكليزية في المراحل الابتدائية.

الكلمات المفتاحية : مدرسي اللغة الانكليزية، مهارات التواصل والاتصال الصفي، المرحلة الثانوية، اداة فلاندرز العشري

Chapter One

Introduction to the Study

Study Problem: In an open questionnaire containing a question distributed by the researcher to a sample of English language teachers in secondary school from various schools, the number of which reached 500 male and female teachers holding a bachelor's, master's and doctorate degree for both genders, males and females, and the open question included: Do you employ Flanders' verbal communication and communication skills when teaching English language subjects?), and after the researcher collected the answers from the English language teachers in the secondary stage, the researcher found that there is a percentage of agreement (95%) from the English language teachers in the secondary stage regarding their lack of use of the Flanders verbal communication skills, and a percentage (5%) that the teachers of the subject use it but in forms other than those that depend on the Flanders tool, as they mostly rely on the lecture method (delivery), and this means that the lecture method (delivery) is mostly prevalent when teaching the subjects of the English language subject in the secondary stage and that they follow other methods and approaches when teaching the subjects of the English language subject, but there is no one who uses the Flanders decimal tool in teaching the subjects of the English language subject, so it is logical that there is a lukewarmness in activating the educational environment inside the classroom, and what supports this is a lukewarmness in the teaching and learning process, as well as what the researcher noticed through her presence in schools and her conversations with some of the students about the inability of some students to express a certain position when they are asked, and the lack of They raise questions in the classroom, and their unwillingness to discuss and present ideas despite the importance of communication and verbal communication in the teaching-learning process in improving teaching strategies. Since the researcher holds a master's degree in English language teaching methods, she noticed during her practice of teaching that there is a weakness in the use of communication and verbal communication skills in the classroom by some of the teachers of the subject, and that there are some teachers of the subject who are not at the desired level in terms of their possession of the skills required by this profession. This is due, according to the researcher's knowledge, to their poor preparation during the preparation period on the one hand, and their lack of knowledge of these skills on the other hand. Therefore, there was a need to know the nature of the prevailing verbal communication and classroom communication skills among English language teachers in secondary school through a descriptive analytical study through which these skills are monitored by those who actually practice their work in this field in the classroom. Accordingly, the problem of the current study can be determined by answering the following question: To what extent do English language teachers in secondary school possess verbal communication and classroom communication skills for the Flanders Decimal Tool?

Importance of the study:

Specialists agree that verbal communication is the dominance of social symbols and the advancement of language, meaning that it achieves a degree of self-acceptance and acceptance of others. If this degree of self-acceptance decreases below a certain limit, the communication process between a person and a group of people is disturbed, and even between a person and himself as well . (Shaqir Z. M., 2001, p. 14)

Abdullah's study (1988) resulted in the teacher's control over most of the class time, and the teacher's rise significantly (Abdullah, 1988, p. 4) Therefore, the importance of studying the analysis of verbal communication in the classroom between the teacher and the students emerged to identify the extent of the teacher's success in providing a democratic atmosphere that helps in the proper progress of the educational learning process. From this communication is verbal communication in the classroom, the importance of which comes from the fact that the teacher's teaching behavior is affected by social interaction and that the main purpose of this process is to know the impact of students' behavior on what the teacher does inside the classroom. (Salama, 1988, p. 4)

Verbal classroom communication between the teacher and his students is important in the learning and teaching process, therefore the pattern and quality of this communication effectively determine the educational situation, trends, interests, and some educational features and characteristics .(Qatami & Nayfeh, 2001, p. 348)

Verbal classroom communication and communication, represented in the patterns of communication and contact between the parties of the teaching and learning process, also has an important and influential role in the performance of students and in their behavior patterns. It is the means of teaching and learning, the way to develop the team spirit among the class group and the factor in generating a sense of belonging to the school and its system, and the teacher's means to know the students' needs and trends, and it is thus the way to establish relationships characterized by understanding between the teacher and the students, and between the students themselves, and understanding the educational goals and realizing the strategies for achieving them. (Muhammad, 1997, pp. 215-216)

The researcher believes that the importance of verbal classroom communication enhances some information, trends, ideas and feelings, and then completes the verbal message, and helps in communication between teachers of the subject and students. This indicates that the teacher must have effective practices inside the classroom, and the importance of the study is evident in the following:

1. Verbal classroom communication skills contribute to arousing students' interest and motivating them towards learning through teaching practices and positive attitudes towards them.
2. The importance of English language teachers in secondary school in transferring information and sending it to students through what they possess of verbal teaching practices inside the classroom.
3. The importance of verbal classroom communication and communication between English language teachers in secondary school and their students in creating a kind of classroom environment capable of achieving the desired educational goals.
4. The importance of the secondary stage because this stage has students in their teenage years who always need these skills
5. The results of the current study may benefit both the specialist supervisors and the teachers of the English language in the secondary stage by monitoring those patterns that Flanders considered to analyze verbal classroom interaction.

Study objective:

The current study aims to know the extent to which English language teachers in the secondary stage possess the verbal communication and communication skills of the Flanders Decimal Tool.

Study limits:

The current study is limited to English language teachers in the stage affiliated with the General Directorates of Education, Baghdad Governorate, Rusafa (first, second and third) academic year 2023-2024 AD

Definition of terms:

Communication skills Verbal communication was defined by:

Sisalem, (2002): It depends on two basic processes, which are sending and receiving. Sending is the ability to express ideas in appropriate words and expressions that the listener understands. As for receiving, it is the ability to understand the information that we receive or hear from others. (Sisalem, 2002, p. 87)

American dictionary, (2013): It is the use of sounds and words to express oneself, in contrast to the use of gestures or non-verbal behaviors. " (The American heritage dictionary of the English language , 2013, p. 321)

The researcher defines it procedurally:

The expression based on language that takes place between the teacher and the student in teaching English language subjects and is procedurally determined through the use of the Flanders Decimal Tool, which classified it into ten behavioral categories and is measured after the end of the actual application on English language teachers in the secondary stage.

Theoretical aspects: Chapter Two

Theoretical aspects and previous studies

Verbal communication:

Communication skills and verbal classroom communication: This division includes all types of communication in which the word is used as a means of conveying a message from the source to the recipient, and this word is spoken and the recipient perceives it through the sense of hearing and verbal communication combines spoken words, i.e. sound symbols, and it is the most common form of communication in the classroom and depends on the extent of the teacher's linguistic skills [speaking [one of them, communication and interaction within the classroom is not limited to verbal communication only, as there are other forms of communication. (Abu Namra, 2001, p. 25)

Communication functions and verbal classroom communication

1. The psychological function: It expresses our emotions and feelings.
2. The social function is what makes others behave as we want. (Shaqir, 2002, pp. 170-171)

Humans use verbal communication to achieve multiple functions, including:

Receiving messages, transmitting them, and retaining information

Doing new information, but based on the information available in advance, and also to predict its success.

Influencing the surrounding people and external events and directing these people. (Balqis, 1987, p. 54)

Describing the sections of verbal communication and classroom communication using the (Flanders) tool to analyze interaction The teacher's speech can be divided into two sections, which are direct speech and indirect speech. This division is given great importance by the degree of freedom that the teacher has granted to his students. The teacher can be direct in his behavior if he gives his students the minimum freedom to respond, and the teacher can be indirect in his behavior if he gives his students the maximum freedom to respond inside the classroom. The Flanders tool also provided a division of students' speech so that the overall behavior or overall interaction in the classroom has a meaningful value. Flanders also included a section

Specific to silence and disturbance or anything else that happens in the classroom other than the teacher's speech or the student's speech, so all the speech that happens in the classroom can be included under one of the following main sections:

1. Teacher's speech
2. Student's speech.
3. Silence and disturbance.

Flanders divided these three main sections into sub-sections that the researcher addresses briefly. He divided the teacher's behavior into two main sections:

First: Indirect teacher's speech: It is divided into the following sections:

- 1) Accepting feelings: The teacher receives what the students feel that they have the right to express their behavior and does not punish them for it.
- 2) Praise and encouragement: This section includes words or phrases of praise and encouragement that he uses with the intention of removing tension, and this may be in the form of gestures or humming that leads the students to continue talking.
- 3) Accepting ideas: This section includes the teacher's acceptance of the students' ideas. When the student makes a suggestion, the teacher may clarify or summarize what he understood from it.
- 4) Directing questions: This section includes the questions that the teacher asks the students about the core lessons that the students are expected to know the answers to.

Second: The teacher's direct speech:

- 1) Explanation and indoctrination (delivery and lecture: This section includes presenting information, facts or opinions that express an idea specific to the teacher. This section also includes some expressive questions.
- 2) Directions: The teacher expects the students to adhere to his directives and orders.

3) Criticism and use of authority. This section includes the critical expressions that the teacher directs to his students that aim to modify their behavior in the desired direction. This section also includes the teacher's use of his own authority to a large extent.

Third: Students' speech: It is divided into:

- 1) Responding to the teacher: This section records everything that the students issue and that clearly appears to be a result of seeking knowledge or as a result of the question directed to him.
- 2) The student spoke with what is meant by the student's beginning to speak without the teacher asking him to do so.
- 3) without it being the result of a direction or question from the teacher.

Fourth: Common behavior:

- 1) Silence and chaos, which is meant to be periods of interference and disturbance in verbal communication as well as periods of
 - 2) silence in which no one speaks at all in the classroom. (Flanders, 1986, pp. 4-25)
- ((Previous studies))

Elsa's study: (Elsa1995): It aimed to identify the measurement of the teacher's gender in the ways of his verbal interaction with his students who do not have the ability to interact, and the study sample included 9 teachers divided into (4 males and 5 females). (Elsa, 1995, p. 13)

Khalifa's study, 1997): This study aimed to identify verbal skills with creative abilities and some demographic variables, where the researcher chose a random sample from the three academic grades] Second, Third,

Fourth at the Faculty of Arts, Cairo University, numbering 200 students. (Khalifa, 1997, p. 35)

Al-Farra's study, 2004: The study aimed to provide a clear picture of the level of verbal performance of teachers in the Palestinian education colleges working in the Gaza Strip, which would help to improve Palestinian teacher preparation programs. The study sample consisted of 40 teachers. (Al-Fara, 2004, pp. 2-21)

Hans study: (2009-hans): aimed to identify the importance of aspects of verbal communication in teaching and curricula of

teacher education before and during service, as the study assumed that the ability to express and decode

non-verbal signals is the basic characteristic in communication. (Hans, 2009, p. 223)

Implications and indicators of previous studies: The studies varied in the place where they were conducted, as the study of

Al-Fara (2004) was conducted in Palestine and Elsa (1995) in the United States of America, while the study of Khalifa (1997) was conducted in Egypt, while the study of Hans (2009) in Germany, and the current study will be conducted

in the Republic of Iraq, but in terms of its objectives, the study of (Al-Fara, 2004) aimed to provide a clear picture of the level of verbal performance of teachers of colleges of education Palestinian workers in the Gaza Strip, which helps to

raise Palestinian teacher preparation programs, while Kirk's study and Elsa's study (Elsa1995) aimed

to identify the measurement of the teacher's gender in the ways of his verbal interaction with his students who do not have the ability to

The interaction, while the study (Khalifa 1997) aimed to identify non-verbal skills with creative abilities and some demographic variables, and the study of Klinzing1988 aimed to know the effectiveness of training on sending and receiving non-verbal skills among teachers and its impact on improving teaching efficiency, and the study of Hans (2009-hans) aimed to identify the importance of aspects of verbal communication in teaching and teacher education curricula before and during service, while the current study aimed to identify the degree of practicing the verbal classroom communication skill among English language teachers in secondary school in the intermediate stage, as for the sample size, previous studies varied, as the sample size in the study of Al-Fara (2004) was (40) while the study of Elsa (1995) was (9) while the sample size in the study of Hans (2009) was

(133) and the sample of students was (200) male and female students, while the sample size in the current study was (133) (100) male and female teachers.

Study tool: Most studies used the observation form as a study tool, but the current study included an observation form for communication skills and verbal classroom communication for Flanders to monitor the patterns practiced by English language teachers in secondary school inside the classroom.

Chapter Three

Study method and procedures

Study method: The researcher followed the descriptive analytical study method, as it is the appropriate method for the study objective.

Study community: The current study community includes English language teachers in the stage for the academic year (2023-2024) in the center of Baghdad Governorate. In order to determine the current study community, the researcher made a field visit to the General Directorates of Education in Baghdad Governorate, Rusafa I, II and III, the Statistics and Educational Planning Department affiliated with them, in order to know the total number of secondary schools, their geographical locations, and the number of English language teachers who actually teach English in the intermediate and preparatory stages. After collecting the required data and information, it became clear that the total number of boys' and girls' schools affiliated with the General Directorates of Education in Baghdad, Rusafa I, II and III (240) schools, and the total number of teachers who teach English in the secondary stage in the aforementioned directorates (268) male and female teachers. Study sample: Since the size of the study community is large and divided into three General Directorates of Education in Baghdad Governorate, and due to the difficulty of including all members of the total community in the study procedures, it was necessary to choose a representative sample from the total community, and after The researcher identified the total study community of male and female teachers who

They teach English in secondary school, and their number is 268 male and female teachers. Given the researcher's choice of the observation card as a tool for her research and the time and effort it requires to consolidate information while observing the teacher's performance in the classroom, which takes 45 minutes per class, the researcher randomly selected a research sample of 30 male and female teachers from the First Rusafa Education Directorate, 30 male and female teachers from the Second Rusafa Education Directorate, and 30 male and female teachers from the Third Rusafa Education Directorate from the original community as a sample for the current study, taking into account the moderate distribution according to gender, i.e. half for males and half for females, as the total sample amounted to 90 male and female teachers.

Study Tool: Flanders verbal classroom communication skills: Since the current study targets the extent to which secondary school English language teachers possess verbal classroom communication skills for the Flanders decimal tool, direct observation was relied upon as a means for this. In order for observation to achieve its function in the best possible way, there must be a tool that the observer can use to perform his work. This required choosing a system to analyze verbal interaction. After the researcher reviewed previous studies and literature that dealt with this field related to communication skills, she found that the Flanders tool for analyzing verbal interaction is an appropriate tool to achieve its goal for several reasons, including the prevalence of this tool and the stability of its validity after applying it in many studies, and the ease of applying it after training on it for a short period. The Flanders tool is also the most widely used verbal classroom interaction tool, and this tool consists of three sections, which are as follows:

First: Teacher's speech: It is divided into two sections

A- Direct teacher's speech: It consists of three categories, which are:

- 1) Explanation: Here the teacher presents the contents of the lesson Which he intends to provide to the students.
- 2) Directions and instructions: He directs or gives instructions in a way that the student is expected to comply with

3) Criticism and use of authority. If the students do not comply, the teacher seeks to impose his authority in various ways.

B- Indirect speech of the teacher: It consists of four categories:

- 1) Acceptance of feelings: The teacher accepts the student's feelings or explains a direction or interest expressed by the student in a way that is not threatening. Feelings may be positive or negative.
- 2) Praise and encouragement: The teacher encourages the student's behavior or work positively and increases the possibility of student initiatives while removing their tension.
- 3) Accepting ideas: Listening to students' ideas and adding to them or modifying them if necessary.
- 4) Asking questions: The teacher asks questions about the content or method of the lesson with the intention of the student answering them.

Second: Student speech, which consists of two categories:

A. Student response, and the response here is related to what the teacher says, such as answering a question posed or inquiring about a topic related to what he is talking about.

B. Student initiative: Here the student presents his ideas or inquires about something that may be related to the lesson or far from the focus of the lesson.

Third: Shared speech:

It consists of a pattern of silence and chaos, indicating a breakdown in communication between the teacher and the students, such as students talking together or causing some chaos. (Flanders, 1986, pp. 31-52)

Validity of the tool:

The study tool in its initial form consisted of 10 patterns, which were distributed to a group of experts specialized in the field of teaching methods, measurement and evaluation. The number of experts reached 15 experts to determine the validity of the tool and suggest what they see as appropriate procedures for this tool in terms of its validity or invalidity. The researcher relied on an agreement rate of 80% of the experts' opinions regarding the validity of the tool, which is what Bloom indicated, as he considered an agreement rate of 75% or more among the experts as evidence of achieving the apparent validity of the tool (Bloom, Hasting, & Madaus, 1983, p. 226)

so the tool was considered valid when it received the approval of 15 experts out of 15 experts chosen by the researcher as experts for the tool, which is equal to (100%) to approve its application in the Iraqi educational environment, because it is one of the famous tools in the field of education, and according to their opinions, the tool (the observation card) became ready in its final form consisting of (10) patterns.

Stability of the tool:

Stability is one of the educational and psychological measures that the researcher must verify because it is one of the essential basic characteristics, especially since calculating stability gives an indication of the accuracy of the measurement and its homogeneity in measuring the characteristic, that any research tool should be characterized in measuring a phenomenon by stability in order to be relied upon, because stability is one of the basic concepts in measurement and must be available in the scale in order for it to be valid for use, and there are several ways to find the stability coefficient, including reapplication, half-splitting, and equivalent images. Given the researcher's choice of the observation card as a tool To investigate it, it is appropriate to apply Cooper's equation

Cooper To ensure the stability of the observation card, it was applied to 50 individuals from English language teachers in the secondary stage outside the individuals of the basic study sample, where they were observed by the researcher and by one of her colleagues from the teachers specializing in English language teaching methods, after she was trained by the researcher on how to fill out the observation card, and to identify the patterns of analysis of verbal classroom interaction for Flanders, and how to monitor teachers inside the classroom, and after the observation was conducted between the researcher and the second observer, the data was emptied, and the stability coefficient was calculated according to Cooper's equation for the agreement of observers, and the agreement rate reached (85%) between observers.

Procedures for applying the study tool:

After the researcher confirmed the validity of the study tool, and its stability, and determined the study sample of male and female teachers who actually teach English in the secondary stage, she

began her research procedures on the study sample in the first and second semesters of the academic year 2023-2024, through visits Field visits to schools in the center of Baghdad Governorate, Rusafa (first, second and third), and the researcher followed a number of procedures during the application of the current study, which were summarized in the following points:

The researcher's familiarity and understanding of the components of the tool for measuring verbal communication and classroom communication skills during monitoring classroom behavior.

Training on the use of the tool for measuring verbal communication and classroom communication skills through direct observation of English language lessons with the aim of being able to monitor and record the categories of classroom interaction automatically while observing the course of teaching events.

3-Observing and monitoring the classroom behavior of the study sample during their teaching of English language using the method of organized direct observation, and taking into account the basic rules and provisions for distinguishing the categories of classroom interaction in addition to a number of other procedural rules represented by the following:

A. Meeting with the study sample of teachers of both sexes, with the aim of clarifying the goal and nature of the study, and taking the weekly teaching schedules that they teach.

B. The researcher sits in the classroom in a place that allows him to observe and hear the behavioral events taking place during the English language lessons in a clear manner.

C. Start monitoring verbal classroom communication and contact events after (5) minutes from the start of the class, because this will allow the researcher to get used to the class atmosphere and the teacher and students will have integrated naturally.

D. Take into account that the observed lessons have not been previously taught or reviewed.

E. The researcher (observer) does not interfere in classroom events and avoids giving any evaluative judgments while observing the lessons of the individuals in his research sample.

F. Dump the classroom observation data for the lessons of the individuals in the sample, each one separately, first by first at the end of each school day according to the sequence of their occurrence in an observation card prepared for this purpose.

G. Classify the frequencies of the interaction categories for the observed lessons, each one individually, and dump them in special tables in preparation for reclassifying them according to the study variables.

Statistical methods:

Data processing used descriptive and analytical statistical methods, benefiting from the Statistical Package for the Social Sciences (SPSS) program. Thus, the results were extracted and will be presented in Chapter Four and interpreted in light of them.

Chapter Four

Presentation and Interpretation of Results

Presentation of Study Results:

Results of the Study Objective: ((The extent to which English language teachers in secondary school possess verbal communication and classroom communication skills for the Flanders Decimal Tool)) To answer this question, verbal communication and classroom communication skills were monitored, and the Flanders tool was adopted for observation, and the observation was carried out in the weekly classes designated for teaching the English language, and the recording period in each class was (45) minutes, and the researcher conducted the observation herself, and then the observation form cards were emptied and monitored according to the repetitions and percentages related to each verbal behavioral category that takes place in the class, and Table (1) shows the percentages based on the results of the research conducted by Flanders

Table (1)
Percentages adopted in this study

The appropriate ratio	Its type	Category
Not to exceed 68% of the total conversation in the class	Direct and indirect teacher talk	1-7
Students' speech should not be less than 25%.	Student talk (response and initiative)	8-9
Used by teacher in class 7%	Common Speech (Silence and Chaos)	10
100%		

According to these ratios, I calculated the total frequencies and percentage for each behavioral category of direct and indirect teacher speech, as well as students' speech (response and initiative), and shared speech (silence or chaos).

Table (2)
Frequencies and percentages of behavioral categories in indirect teacher speech

Percentage of total indirect teacher speech	Duplicates	Behavioral categories	Skill
10.76 %	3092	1- Accept feelings	Indirect teacher talk
26.07 %	7491	2-praise and encouragement	
10.35 %	2976	3-Accept ideas	
52.80 %	15170	4- Ask questions	
100 %	28729	the total	

This was calculated according to the following equation

$$\text{which } 1\% = 46.6000 \times \frac{28729}{61650} \text{ of } \frac{\text{Total repeat categories (4321)}}{\text{Total repetition of categories (321+5+876)}}$$

From this we conclude that the percentage of verbal communication skill for the teacher's indirect speech = 46.60%

Table (3)
Frequencies and percentages of behavioral categories in direct teacher speech

Percentage of total direct teacher talk	Duplicates	Behavioral categories	Skill
59.25 %	18304	5- the equation	Direct teacher talk
30.79 %	9512	6- Directions and instructions	
9.94 %	3073	7- Criticism and use of power	
100 %	30889	the total	

This was calculated according to the following equation 30889

$$\text{And from it } 100.50.10 \% \frac{\text{Total repeat categories (7605)}}{\text{Total repetition of categories (21+3+5+876)}} \quad 61650$$

From this we conclude that the percentage of verbal communication skill for the teacher's indirect speech = 50.10%

Table (4)
Frequencies and percentages of behavioral categories in students speech

Percentage of total student speech	Duplicates	Behavioral categories	Skill
10.99 %	2022	8- response	students
89.00 %	16441	9- initiative	
100 %	18472	the total	

This was calculated according to the following equation

$$20.49 \% = 100 \times \frac{18473}{90113} \frac{\text{Total repeat categories (8+9)}}{\text{Total repetition of categories (8765321109)}}$$

From this we conclude that the percentage of communication **students** speech = 20.409%

Table (5)
Frequencies and percentages of behavioral categories in shared speech (Silence and chaos)

Percentage of total speech in Class	Duplicates	Behavioral categories	Skill
100 %	12022	10- Silence and chaos	Common speech
	12022	the total	

This was calculated according to the following equation

$$13.34 \% = 100 \times \frac{12022}{90113} \frac{(10)Sum\ of\ Class\ occurrences}{Total\ repetition\ of\ categories\ (10987654321)}$$

From this we conclude that the percentage of verbal communication skill for **Common** speech = 13.34%

By looking at the above tables (1, 2, 3, 4, 5), the percentages can be arranged from the highest percentage.

Percentage to the lowest percentage, as shown in Table 6.

Table (6)
Overall percentages of teacher talk, student talk, silence, and chaos from highest to lowest percentage

50.10 %	Direct teacher talk	Public Lineage
46.60 %	Indirect teacher talk	
20.49 %	Students speech	
100 %	Silence and chaos	

Calculation of direct and indirect teacher speech We apply the following calculation method:

Total frequency of direct teacher speech and indirect teacher speech categories The sum of the frequencies of all categories

$$66.15 = 100 \times \frac{59618}{90113} \text{ From this we conclude}$$

We conclude that the percentage of teacher speech from the total speech spoken in the classroom according to the standard percentages, we note that the largest percentage is that obtained by the sample members in the direct and indirect teacher speech, which reached a percentage of (15) (66%) of the total verbal classroom communication skills, which is a percentage close to the standard percentage that equals (68%), but the difference lies in the arrangement of the two skills, as the skills of the direct teacher speech come in first place with a percentage of (10, 50), followed by the skills of the indirect teacher speech with a percentage of (46060) of the total speech in the classroom, while the students' speech, which represents multi-directional communication, recorded a lower percentage of (20, 49) of the total speech in the classroom, which is a weak percentage when compared to the standard percentage that is estimated at (25) at the very least, and these results refer us to confirm the existence of diversity in verbal classroom communication skills among English language teachers, as the results confirmed the existence of two skills with a close percentage) the direct teacher's speech The third skill is represented by students' speech, which reflects multi-directional communication. Based on the standard percentage, it scored less than 25, and therefore cannot be considered a dominant skill. The matter is limited to two dominant skills: the skill of direct teacher speech and indirect teacher speech. The following tables show and clarify these skills more, explain them more, and clarify them more

Explain the results of the study according to the following tables:

Table (7)

Frequencies and percentages of behavioral categories in indirect teacher speech

Percentage of total direct teacher talk	Duplicates	Behavioral categories	Skill
14.72 %	392	1. Accept feelings	indirect teacher talk
32.29 %	860	2-praise and encouragement	
14.64 %	390	3-Accept ideas	
38.34 %	1021	4-Ask questions	
100 %	2663	the total	

Table (8)

Frequencies and percentages of behavioral categories in direct teacher speech

Percentage of total direct teacher talk	Duplicates	Behavioral categories	Skill
85.70 %	2110	5- the equation	Direct teacher talk
10.09 %	251	6- Directions and instructions	
4.10 %	101	7- Criticism and use of power	
100 %	2462	the total	

Table (9)

Frequencies and percentages of behavioral categories in students' speech

Percentage of total students' speech	Duplicates	Behavioral categories	Skill
93.78 %	765	8- response	students' speech
6.70 %	55	9- initiative	
100 %	820	the total	

Table (10)

Frequencies and percentages of behavioral categories in shared speech (silence and chaos)

Percentage of total speech in Class	Duplicates	Behavioral categories	Skill
100 %	279	10- Silence and chaos	Common speech
	279	the total	

Interpretation of the study results:

The results showed that the percentage of teacher speech, both direct and indirect, amounted to 80.95% of the total speech in the classroom, which is a higher percentage than the standard percentage set by Flanders regarding the role of the student in the teaching and learning process, and considering him as a mere recipient of information in the classroom. The students' activity and effectiveness were below the required level, which contradicts the perception that the new curricula carry about the role of the student, who is asked to build knowledge, not receive it. This matter confirms the need for

Giving more attention to student participation, so that their position is positive in the various classroom communication skills. These results, in the researcher's opinion, reflected the dominance of the role of English language teachers inside the classroom. This confirms that the diversity in verbal classroom communication skills is limited to two skills that are similar in terms of function, which are the teacher's direct and indirect speech. The first skill depends on lecturing and indoctrination, so that the student remains passive and reactive, not active. As for the second skill, the teacher relies on the interrogation method. Subject teachers rely on the indoctrination method in their teaching primarily, and interrogation secondarily. This conclusion is confirmed by the percentage of the behavioral category in the teacher's direct speech (explanation) by the teacher, which reached (85.70% of the total speech). This conclusion is also reinforced by the percentages that the category of questions directed by the teacher to the students, which is (posing questions) which reached (38.34) of the teacher's total speech, compared to the percentage of The students' response (response) reached (93.78%) of the total student speech, and what reinforces this conclusion is the low level of students' effective participation in the lesson through engaging in building their knowledge, and what confirms this result related to students' response to their peers, i.e. the communication that takes place between students, and this is confirmed by other results, as the percentage of (initiative) reached (6.70 %) which is a weak percentage compared to the percentage of acceptance of students' ideas by the teacher from the total

talk inside the classroom, and this can be explained, according to the researcher's opinion, due to the density of the classrooms which imposes on the teacher to follow the method of indoctrination and lecture, as well as the crowding of the curricula, and this can also be explained that English language teachers still adhere to the prevailing traditional methods, as for the method of interrogation that uses the question as a technique for cognitive communication, it confirms these conclusions from the percentages that English language teachers obtained in the behavioral category (asking questions), which reached (%38.34) of the total conversation, and this result confirms that English language teachers in the secondary stage rely in their best cases on the question and answer technique, so that the teacher works to distribute the moments of communication between him and the largest possible number of students, but this always remains the questioner so that the student remains the respondent throughout the class. The question and answer here are linguistic consultations, and linguistic responses aimed at passing on the content and implications that the teacher wants to convey, and this conclusion refers us to another conclusion that the diversity in communication and communication between the direct method and the indirect method between indoctrination and delivery and question and answer or the method of interrogation, is only a formal diversity where the purpose remains one, which is to transfer information from the teacher to the student and the role that the student plays remains one, which is receiving, listening, and listening, and it is noted that the high percentage of (praise and encouragement) which reached (32.29), perhaps due to the use of feedback that It led to an increase in the percentage of indirect teacher behaviors that are supposed to give students opportunities to talk and express their opinions and ideas, but it is noted that the teacher's excessive talk did not leave much room for the category of accepting feelings (which reached) Its percentage is (14.72%), while the category (accepting ideas) reached (14.64%), which is the same percentage obtained by the category (accepting feelings). This percentage is less than the standard percentages, although it should be present in the intermediate stage. Conclusions: By presenting the results of the study, the researcher concludes the following:

- 1- English language teachers in the secondary stage follow the direct method of teaching based on the lecture method (explanation) in presenting information and teaching it to students.
- 2- The student's role is limited to receiving information, answering questions, and implementing the teacher's directions and instructions whenever he is asked to do so.
- 3- English language teachers in the secondary stage are always the focus of communication and classroom contact during their teaching of English language subjects.
- 4- The interest of English language teachers in the secondary stage in the cognitive aspect and their neglect of other emotional and skill aspects because teaching English does not achieve emotional and skill goals, and this reflects the absence of fundamental differences in verbal classroom communication skills.
- 5- The absence of Motivation of students by some secondary school English teachers and not involving them in activities and events during classroom teaching and not valuing their responses and discussing their opinions sometimes

Recommendations:

In light of the results and conclusions of the study, the researcher recommends the following:

- 1- Reconsider the preparation of secondary school English teachers in colleges of education with modern teaching methods that depend on learning verbal communication and classroom communication skills.
- 2- The necessity of training specialized supervisors on how to practice and observe verbal communication and classroom communication skills and their different patterns.
- 3- Training secondary school English teachers to practice verbal communication and classroom communication skills by educational specialists who have experience in this field
- 4- Encouraging all educators with expertise in English to use the proposed observation tool as part of their classroom visits to secondary school English teachers.

Suggestions : Conduct a study similar to the current study on English teachers in primary stages.

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