Communicative Language Teaching in Iraq and its Effect on High School Students Level of Language Proficiency: Theory and Application[1]

Dr. Ali Abdul Mohsin Al-Hajmee
Department of English Language, College of Education,
Sawa University, Almuthana Iraq

ABSTRACT

The major method of educating the country is through education. Along with the fast advancement of science and technology, education's role has been elevated. Education is not just a means to an end, but a critical component in achieving national progress. As a result, the quality of education must be continually enhanced in order to serve its intended purpose. Students' success is directly linked to the quality of education's key activities. The primary objective of raising educational standards is to enhance the caliber of the knowledge that students get because of their studies. Students' learning outcomes are a reflection of the information, skills, and attitudes gained by students because of their participation in the educational process. As a result, the pupils' accomplishments demonstrate this. As a result, raising student accomplishment necessitates increasing educational quality.

Keywords: *Education; Communicative Approach; Efficacy.*

INTRODUCTION

Background

Both internal and external influences have an impact on students' academic performance. One of the most important determinants of students' success is the caliber of the instruction they get from their professors. Having an excellent instructor may enhance the teaching and learning environment. A good learning performance may be achieved through a positive teaching and learning environment. In addition, instructors' desire to do their best work has a good impact on the progress of their institutions (Wiyono, 2017, p. 11).

One of the most significant aspects of teaching in schools is teaching language skills. As a result, it requires a specialized approach to its implementation. The appropriate approach to language instruction is critical if we are to deliver successful outcomes for our pupils. Technique, method, or strategy are all examples of learning activities that can be used to teach a subject.

English Language is overspreading in the world, the need for language teachers is raising, and the demand is not fulfilled easily. (Alhajmee A. 2023)

Furthermore, the teaching of language is broken down into three parts: linguistic, understanding, and use. Language involves pronunciation, spelling, grammar, punctuation, structure, vocabulary, and conversation. Literature is taught as part of the language curriculum. Pronunciation, on the other hand, relates to speaking clearly and accurately while using suitable tone in a given linguistic context. In order for children to read and write with a high degree of correctness, spelling and punctuation are taught. While the focus is on comprehension tasks, vocabulary, structure, paragraphs, and discourse are employed in the appropriate context and oriented toward the development of ideas.

---

[1] *How to cite the* article: Al-Hajmee A.A.M. (2023) Communicative Language Teaching in Iraq and its Effect on High School Students Level of Language Proficiency: Theory and Application, *Multidisciplinary International Journal*, Vol 9, 98-102

Statement of the problem and purpose of the study

According to researchers, the majority of schools in Iraq concentrate on teaching English using conventional techniques. For instance, teachers emphasize the memorization of grammatical rules, sections of paragraphs, and new, difficult vocabulary (Abbas, 2012; Bailey & Damerow; Hammad, 2014).

Iraqi classrooms overlook classroom contact, which is a key component of the communicative method. This may be seen in the activities that Iraqi classes failed to complete to meet that objective. There is a lack of research on the use of CLT in EFL classes in Iraq, which is why this study will be conducted. This study is about the effectiveness of implementing the CLT by instructors to improve students' language proficiency. Teaching EFL learners' thoughts on the usage of communicative and non-communicative activities for learning English, researchers want to prove that the sorts of activities that enhance students' proficiency in English are communicative activities.

The purpose of this research is to find out the influence of Iraqi language teaching by communicative approach on students' language proficiency.

Research questions

1. Is there any significant difference between the experimental and control groups in terms of the enhancement of their Language proficiency?

Research hypothesis

1. There are no statistically significant difference between means score of the experimental group which is taught by the CLT, and the control group which is taught by the traditional method in students' language proficiency.

Justification and significant of the study

The teaching of English through Communicative Language Teaching (CLT) will improve English language skills. Teaching English is not easy. Moreover, if the students do not use English in their daily activities as well, they will not be brave enough to use English. Besides, there are many aspects that discourage the students to use English. In this case the study will try to help the students to improve their ability to master English by learning and practicing more. The appropriate method in teaching English to the students is really important. So that the researcher takes 'Communicative language teaching in Iraq and its effect on high school students level of language proficiency: Theory and Application' as the title of this paper.

Definition of the key terms

Communicative language teaching

Communicative language teaching (CLT), or the communicative approach (CA) , is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Language proficiency

The capacity to utilize language accurately enough to convey meaning throughout production and comprehension is known as language competence. The use of language proficiency in various language domains, such as literacy, testing, endangered languages, and language disability, is affected by the fact that there is no one definition for it.

METHODOLOGY

Overview

The current study is going to enjoy the using of a quasi-experimental design. A pretest and posttest will be applied. Two groups, experimental and a control group will be established. With a high school students as a participants.

Participants

Because the participants will be chosen based on their availability during the experiment, ease of accessibility to the researcher, and desire to participate in the present study, the technique of participant selection is a convenience sampling rather than a random sampling (Dörnyei, 2007). The current study is specific to 100 Iraqi males and females EFL students in the Iraqi high school of Baghdad. The participants age range from 15 to 18. The students will be divided into two groups, control and experimental groups. Both groups will have a 50 male and female students.

Instrumentations

There will be more than one instruments in this study. The first instrument will be the OXFORD PLACCEMENT TEST to measure the homogeneity of the participants. The second instrument will be a test that is taken from the governmental curriculum that is been taught in the Iraqi school and it will act as a pretest and as a posttest. The third instrument will be the treatment that the participant are going to take. The researcher will teach the students in the experimental group according to the main principles of the CLT approach and the control group will be taught with traditional way of teaching that is usually followed inside the Iraqi classrooms.

Data collection procedures

The researcher is a teacher at two schools. Both groups will be submitted to the OXFORD PLACEMENT TEST to measure the homogeneity of the population because the study design is going to need students that have certain level of English language proficiency. A treatment will be pointed at the experimental group also by the researcher. The researcher will use the main principle of the communicative approach in teaching while the control group will receive no treatment and will be taught by the traditional method of teaching followed by most of the teachers in Iraqi schools. A posttest will be administrated to measure the difference in scores after applying the treatment.

Data analysis

The difference between the pre- and post-test scores for the experimental and control groups is shown using descriptive analysis of the mean, median, and standard deviation to address the research issue. To demonstrate the statistically significant difference between the two groups' scores, an inferential statistical analysis using the MannWhitney U test is then carried out.

CONCLUSION AND DISCUSSION

In the 1980s, communicative language education emerged in response to the demand for a language curriculum that would enable students to use the second language in natural contexts. Prior to today, students' communication and interpersonal skills were less of a priority in foreign language training than strengthening their grammatical ability. After all, the main purpose of language is to aid in communication. The primary focus of CLT techniques is on the interaction that occurs in a classroom-based foreign language course or online language learning session, when students actually talk and converse in the target language for the bulk of class time. Student-student interaction is essential for a communicative teaching style to be successful. In contrast to more traditional teaching methods, which have typically been somewhat instructor dominated with students learning primarily through passive listening, studentstudent interaction emphasizes the active engagement among the students themselves during language sessions.

Playing roles is a popular CLT leisure activity. The humorous nature of role-playing makes it possible for students to practice speaking without feeling under pressure. You may, for instance, give your children acting roles or allow them pick the setting. Choose a topic that your students will be interested in or that has a connection to previous subjects you've addressed in class. Role-playing will therefore be included into language sessions rather than serving as a separate exercise.

Each student in a language class has particular needs, abilities, and interests. As a result, it is essential that CLT offer a range of activities designed to meet the needs and skills of individual students. Students participate more readily when a supportive learning environment is present, especially those who regularly feel hesitant when asked to participate in class activities.

The following are some difficulties instructors could have while using this strategy in their language classrooms:

Large class sizes: CLT is most effective in smaller settings where there is greater opportunity for active participation from the students. In large classes, it can be challenging to monitor and maintain meaningful interaction amongst all students, and the teacher's time may not be sufficient to provide feedback and support to all student pairs and groups.

Limited resources: Adding genuine materials, audio-visual aids, or digital tools may be necessary for CLT implementation. Inadequate access to these tools may make it difficult to use CLT in the classroom successfully.

Some students may have a conventional perspective on language learning and anticipate a concentrate on grammar and vocabulary. They could object to the communicative strategy or find the concentration on speaking-based activities frustrating.

Cultural barriers: Due to cultural conventions, inhibitions, or worries about making errors in front of their classmates, students in various cultures may be reluctant to speak out or participate in communicative activities.

Assessment challenges: Traditional language tests and assessments sometimes place more emphasis on conversational competency than on reading, writing, and grammatical abilities. Teachers might need to spend more time revising their assessment and evaluation procedures since it may be challenging for them to evaluate students' progress in a way that is consistent with CLT's aims.

REFERENCES

1. Al Asmari, A. A. (2015). Communicative Language Teaching in EFL university context: Challenges for teachers. *Journal of Language Teaching and Research, 6*(5), 976-984. https://doi.org/10.17507/jltr.0605.09

2. Alghonaim, A. (2014). Saudi university students' perceptions and attitudes towards Communicative and nonCommunicative Activities and their relationship to Foreign Language anxiety. *Research Journal of English Language and Literature, 2*(2).

3. Alharbi, H. A. (2015). Improving students' English-Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction, 8*(1), 105-116. https://doi.org/10.12973/iji.2015.818a

4. Al-Hajmee, A. A. (2023). The use of blended learning in Sawa private University and its effect on English department students' language achievements. *INTERNATIONAL JOURNAL OF RESEARCH IN SOCIAL SCIENCES & HUMANITIES*, *13*(02), 752-758. https://doi.org/10.37648/ijrssh.v13i02.063

5. Al-Hazmi, S. (2006). Writing and reflections: Perspectives of Arab EFL learners. *South Asian Language Review, XVI*(2), 36-52.

6. Al-Jarf, R. (2008). The impact of English as an International Language (EIL) upon Arabic in Saudi Arabia. *Asian EFL Journal, 10*(4). 193-210.

7. Al-Seghayer, K. (2011). *English teaching in Saudi Arabia: status, issues, and challenges*. Hala Print Co.Riyadh, Saudi Arabia.

8. Alwazir, B., & Shukri, N. (2016). The use of CLT in the Arab Context: A critical perspective. International *Journal of English Language Education, 5*(1), 15-32. https://doi.org/10.5296/ijele.v5i1.10486

9. Al Khanaifsawy, A. N. (2022). A PRAGMATIC STUDY OF PRESUPPOSITION IN IMAM ALI'S SOME SELECTED TRANSLATED SAYINGS IN 'NAHJUL BALAGHA', Eastern Journal of Languages, Linguistics and Literatures (EJLLL). Vol.3, No.4.

10. Al Khanaifsawy, A. N. (2017). A STYLISTIC STUDY OF EUPHEMISM IN JOHN DONNE'S SELECTED POEMS. The Islamic University College Journal, 35-38.

11. Abd Al Khanaifsawy, A. N. (2019). A SOCIO-PRAGMATIC STUDY OF OFFER STRATEGIES MANIPULATED BY IRAQI DIALECT SPEAKERS. The Islamic college university journal, (51).\

12. Al-Khanaifsawy, A. N. (2016). Investigating Iraqi EFL learners' use of the speech act of agreement. Adab AlKufa,1(27), 11-30.

13. Al-Khanaifsawy, A. N. (2019). DISCOURSE ANALYSIS OF PRESIDENT GEORGE W. BUSH'S SPEECH AT THE ISLAM CENTRE IN WASHINGTON. International Journal of Research in Social Sciences and Humanities. Vol. No. 9, Issue No. III, Jul-Sep.

14. Al-Khanaifsawy, A. N. (2021). A Pragma-Dialectical Study of David Hare's 'Stuff Happens. . Zien Journal of Social Sciences and Humanities. Vol.2, 136-186.

15. Al-Khanaifsawy, A. N. (2021). A Stylistic Study of Compliment Speech Act in Shakespeare's Julius Caesar. International Journal of Advancement in Social Science and Humanity. Vol.12.

16. Al-Khanaifsawy, A. N. (2020). A CRITICAL DISCOURSE ANALYSIS OF INTENTIONALITY STANDARD IN JOE BIDEN'S INAUGURAL SPEECH. International Journal of Development in Social Sciences and Humanities, 10.