

great impact in this method.

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### 5.1 Results and Discussions

According to the data analysis, it was found that the teachers of the private schools in Al-Nasr district do not use the communicative approach as much as they use the structural methods of teaching, as follows:

1-The highest percentage is 81.25% that is the teachers do correct the grammatical mistakes that are committed by the students. This is a crucial point to highlight on since this method recommends letting the learners of foreign language to make mistakes because they are beneficial for both students and teachers.

2- 62.5% is recorded under the option (Occasionally) in which “ during the lecture , students interact with each other rather than with their teachers.” It's an important merit of the communicative approach is the interaction among the students through the lecture.

3- Communication in the target language is more important than anything else and groups that are used in the lesson are very important in the target method. Teachers in these private schools did not take these aspects into account, with a percentage recorded at 50%.

4-Focusing on the importance of structure and words is one of the most important features of the old structural method. In this regard, with a percentage of 56.25%, the attention of these teachers may have focused on the importance of words and their memorization by the students.

5- Some very low percentages such as 6.25% were repeated three times, two of which were under selection (always) and meant that students do not interact with each other and groups are not used, and these two features are among the most important features of the communication method that are not activated by those teachers.

6- 0% percentage was present only once in the selection (occasionally) under the title that teachers are facilitators of the educational process.

### 5.2 Conclusions and recommendations

It's concluded that:

Teachers of English language in the private intermediate and secondary schools in Al-Nasr district do not use the communicative approach sufficiently in teaching English. Instead, they use the structural approach more than the communicative one. Therefore, the hypothesis formulated by the researcher is not met.

The researcher recommends some recommendations, including:

1-Using educational tools that help to implement the communicative approach in a satisfactory way.

2- Addressing the problems facing the application of the communicative method, so it's better (a) not correcting the students' mistakes, which make him more communicative and more self-confident, (2) not focusing on grammatical structures, (c) making communication in the classroom the most important thing, and finally (d) activating the role of groups because of its

Table (1): The percentages and frequency of the participants' responses of the questionnaire.

.No	Items	Always 100-80 %		Sometimes % 60-50		Occasionally or Less 20%	
		F	P	F	P	F	P
	During the lecture , students interact with each other rather than with their teachers	1	6.25%	5	31.25%	10	62.5%
	Groups are used in the lesson	1	6.25%	7	43.75%	8	50%
	Pair work is used in the class	2	12.5	7	43.75%	7	43.75%
	When the students make a grammatical mistake , I correct it	13	81.25%	2	12.5%	1	6.25%
	During the lecture , I take the role of a facilitator	3	18.75	13	81.25%	0	0%
	The student is the cornerstone in the class	7	43.75%	6	37.5%	3	18.75%
	List some vocabularies to memorize them	9	56.25%	5	31.25%	2	12.5%
	Few grammatical rules used	6	37.5%	6	37.5%	4	25%
9-	The students uses Arabic language to study the target language	2	12.5%	9	56.25%	5	31.25%
10-	Communication in the target language is more important than anything else	4	25%	4	25%	8	50%

a challenging procedure because every student has unique requirements and interests.

2-The communicative test lacks validity and reliability.

3-The method is used when specific requirements are met, such as the availability of instructional aids and materials and spacious classrooms that facilitate group projects.

4-The functional-notional curriculum is heavily utilized in this method.

5-Although it is assumed that exposure to communicative acts in oral discourse, such as role-playing and discussion, can help one learn a foreign language, empirical research demonstrates that this is not the case.

#### 4. Methodology

##### 4.1 The instrument of the research

The researcher uses a questionnaire so as to collect the answers from the samples used in this study. The questionnaire is about ten items chosen according to the features of the mentioned approach. Three choices are set in this questionnaire:

*(always)* means that the teacher uses such thing in a percentage of 100 -80%.

*(sometimes)* means that the teacher uses it in a percentage of 50-60 %.

When the teacher uses the feature occasionally or never does so, he can choose *(occasionally)*. Frequency (F) and percentage (P) are used to measure the responses of the participants.

##### 4.2 The participants of the research

Some intermediate and secondary teachers of the private school in Nasr District (located at the north of Al-Nasriah city , about 60 Miles ) are the participants of the study. About 18 participants from both male and female teachers share doing the questionnaire . Validity and reliability are tried to be applied by the researcher.

##### 4.3 The procedures of the research

The current study is carried out in April 2025. Some procedures are done:

The researcher has set the questionnaire according to the features of the communicative approach that are discussed in the literature review already. These points are showing whether the participants have followed this method or not. The researcher orders a daily visit to the private intermediate and secondary schools in the district , about four schools. They are Al-Ma'arij private school , Al-Naqaa private school , Al-Ghadheer private school and finally Jorf Al-Nasr private school. The teachers of English language of those schools are given the questionnaires separately in order to make them more reliable.

After finishing collecting the responses from the participants, the researcher analyzes the data done by the participants.

##### 5. The Analysis of the data

After collecting the data of the study from the participants , the researcher analyzed it as it's shown in the table below. F and P are used to refer to Frequency and percentage respectively.

ages teachers from correcting too many grammatical mistakes because this detracts from the message (Brumfit, 1984). This opinion is similar to that of Brown (1987), who thinks that error correction should be either nonexistent or infrequent in order to prevent language learners from becoming disheartened in their attempts to communicate. Richard and Corder (1974) claim that mistakes are beneficial to both the teacher and the student. According to the teacher, a student's mistakes indicate how far along they are in their language study. Errors are seen by the learner as proof of learning. As a facilitator, guide, participant, resource organizer, learner, needs analyzer, and counselor, the teacher takes on these roles in this approach.

5-The communicative approach's support for the prudent use of the learners' native tongue while studying the target language is one of its key features. It is acceptable to employ code-switching and translation when students require or benefit from it (Richards and Rodgers, 1995). Instead of treating language as discrete meaning units, this method views language in context.

### **3.2 Teacher –centered or a student – centered?**

Schimit (2003, p. 30) claims that the communicative method is student-centered rather than teacher-centered. Therefore, a teacher's primary responsibility is to facilitate, manage, or supervise. It is asserted that the teacher serves as a supervisor for the bright pupils, a manager for

the good students, and a facilitator for the weak ones.

Schimit lists the advantageous characteristics of the teacher who uses a communicative approach to teach the curriculum.

He begins by demonstrating his ability to support his students. In other words, a good teacher allows his students to express themselves freely, even if it is incorrect, in order to help them practice the language and make them feel less nervous about making mistakes. In doing so, the student finds himself making little errors.

According to Schmit, a good teacher needs to be competent, which means that he should be able to handle his material properly and be well-qualified to avoid problems with it. If that occurs, it is better to improve oneself to become more qualified. Cook (2003, p. 37) claims that students shouldn't be as lifeless as the tables they are seated at. They ought to be diligent participants in every activity. In light of this, the kids ought to be split up into groups, and their teacher ought to designate a spokesperson for each group.

### **3.3 No approach is perfect!**

Despite the many advantages of the mentioned method, and despite its modernity, it has some disadvantages, including those mentioned by Betti and Chasib (2015):

1-The approach's primary focus is on the needs of the students, which implies that the instructor should adjust the curriculum to suit the interests of his students. This is

an ability to use the language.”

Yule (2010, p. 190) states that the artificiality of pattern practice—which has long been employed by the antiquated method known as “The Structural Approach”—is what leads to the usage of the communicative method. As a result, the communicative approach is used to replace structuralism's shortcomings. The communicative approach places more emphasis on speaking ability than writing, which results in a significant change in focus from accuracy to fluency. Betti and Chasib (2015, p.223) support Yule, claiming that this approach is a contemporary one that arose in opposition to the structural approach in the late 1970s. founded by Hymes, Candlin, Widowson, and other British linguists. It was created to satisfy the needs of people and learners. Chomsky's proficiency and performance as a response to the audio-lingual method can be linked to this strategy.

### 3.1 Characteristics of the communicative Approach

Some authors and researchers have set some characteristics of this approach, among which are:

1- Fisiak (1981, p. 57) states that the communicative method is a branch of Searle and Austin's speech act theory, which emphasizes providing meaning rather than examining grammatical structures. Mhondwa (1998) emphasizes the significance of meaning in communicative approach as the driving force behind learners' motiva-

tion of the target language. The subordination and subservience of form to function is evident. Communicative competency, not linguistic or grammatical ability, is the main focus. He asserts that the student should prioritize understanding the functional system over acquiring the language's structural elements.

2- Communication in the classroom is organized and delivered in a way that encourages actual-life situations. Richards and Rodgers (1995) states that functional communicative tasks include giving and following instructions, solving the problems, using clues, having conversations, dialogues, role-plays, and arguments. Since speech is spontaneous by nature, these activities shouldn't be memorized. Cooperation is facilitated by these communicative activities, and group work is one strategy that encourages natural language use in dialogue and discussion.

3- In the communicative approach, students must interact with one another more than with the teacher since it is experience-based and learner-dependent. According to Richards and Rodgers (1995), there should be no predetermined language used by the students when using a communicative method. According to Mhondwa (1998), the main factors influencing this method's content are the subject and the students' communication objectives. Therefore, the speaker or writer (language learner) should decide the content.

4-The communicative method also discour-

المدارس الأهلية بقضاء النصر المنهج التواصلي بشكلٍ فعال أم يستخدموا طريقة أخرى؟ وقد افترضت الدراسة أن هؤلاء المدرسين يستخدمون المنهج التواصلي في التدريس بشكلٍ فعال . الكلمات المفتاحية: المنهج التواصلي، مدرسو اللغة الإنجليزية والمدارس الأهلية.

### 1.Preliminaries

The communicative method is one of the modern approach for teaching , used very widely all over, the world . It's, been adopted in , Iraq after , 2003 , as shift of emphasis from the old structural, approach .

Communicative approach is considered as the development of the Notional-Functional syllabus that can be characterized as a wide approach of teaching rather than as a teaching approach with a clear defined set of classroom practices. Teachers can use language for a variety of purposes when they speak, including persuasion, argumentation, and promise-making. They perform these tasks in a social setting. In addition to considering the purpose and intensity of their argument, speakers will also consider the audience they are speaking to and their relationships with them when deciding how best to convey their point. (Freeman,1986,123)

### 2.An overview on the structural approach

The structural approach, which is linked to American psychologists like Bloomfield and Skinner, has its roots in behaviorism (Richards and Rodgers, 1995, p.4), a theory that sees language acquisition as the acquisition of a collection of habits (Brown,

1987 , p.57). According to this method, a language's constituent parts are formed sequentially and according to rules. Samples of languages can be thoroughly described at all levels, including morphological, phonetic, and phonemic. According to Richards and Rodgers (1995), linguistic levels are thought to be pyramidically constructed, progressing from phonemes to morphemes to phrases, clauses, and sentences.

The Structural Approach to language instruction emphasizes speech (Askes, 1978, Richards and Rodgers, 1995). Another key principle of the method is that linguistic understanding is prioritized, and "doing" is subordinated to knowing (Widdowson 1991). It is believed that "teaching learners to know the forms of the language as a medium and the meaning they incorporate" is the way that language acquisition occurs (Widdowson, 1991, p. 160). Therefore, the emphasis is on language usage, as defined by Widdowson (1996, p. 3), which depends on "a knowledge of *the grammatical rules* of the language being learned." The grammar-translation method, direct method, oral approach or situational language education, and audiolingual method are examples of structural approaches of teaching languages.

### 3.Communicative Approach

According to Yule (1999, p. 193) this method is essentially a response to the artificiality of "pattern practice," as well as the notion that "consciously learning the grammar of a language will necessarily result in

# English Language Teachers' use of the Communicative Approach in the Private Schools of Thi-Qar

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## Abstract

This paper aims to investigate the use of the communicative approach in teaching English language in the private intermediate and secondary schools.

The participants are teachers of these schools in a district in Thi-car (AL-Nasr). The number of the participants is 16 teachers. To collect the data, the researcher used a valid and reliable questionnaire. The current study tries to answer the question : Do the teachers of English language in private schools in Al-Nasr District use the communicative approach or another method? It's hypothesized that these teachers use the com-

municative approach of teaching.

**Key words:** Communicative approach , teacher of English language and private schools.

المُلخَص

تهدف هذه الورقة البحثية إلى دراسة استخدام المنهج التوافقي في تدريس مادة اللغة الانكليزية في المدارس الاهلية المتوسطة والثانوية. وبلغ عدد المشاركين ١٦ مُدرِّساً في تلك المدارس في قضاء من اقضية ذي قار ( قضاء النصر). ولجمع البيانات، استخدم الباحث استبياناً صالحاً وموثوقاً. وتحاول الدراسة الحالية الإجابة على السؤال التالي: هل يستخدم مدرسو اللغة الإنجليزية في