

مجلة الذكوات البيض المحيطة

الذكوات البيض

اسم مشتق من الذكوة وهي الجمرة الملتهبة والمراد بالذكوات
الريوات البيض الصغيرة المحيطة بمقام أمير المؤمنين علي بن أبي
طالب {عليه السلام}

شبهها لضياؤها وتوهجها عند شروق الشمس عليها لما فيها
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من الدراري المحيطة

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وكلمة بيض لبروزها عن الأرض. وفي رواية إنَّها موضع خلوته أو إنَّها
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الذكوات البيض

تُعد بالبحوث والدراسات الإنسانية والفكرية والاجتماعية
تصدر عن دائرة البحوث والدراسات
ديوان الوقف الشيعي



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م/ مجلة الذكوات البيضاء

السلام عليكم ورحمة الله وبركاته ...

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والمتمسكين باستحداث مجلتكم التي تصدر عن الوقف المذكورة أعلاه ، وبعد التصديق على الرقم المعياري التولي
المطبوع وإنشاء موقع الكتروني للمجلة تعتبر الموافقة الواردة في كتابتنا أعلاه موافقة نهائية على استحداث المجلة
... مع وفاء التقدير

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دائرة البحوث والدراسات في ديوان الوقف الشيعي



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دليل المؤلف

- ١- أن يصم البحث بالأصالة والجدّة والقيمة العلمية والمعرفة الكيرة وسلامة اللغة ودقة التوليف.
- ٢- أن تحوي الصفحة الأولى من البحث على:
أ- عنوان البحث باللغة العربية .
ب- اسم الباحث باللغة العربي، ودرجته العلمية وشهادته.
ت- بريد الباحث الإلكتروني.
ث- ملخصات: أحدها باللغة العربية والآخر باللغة الإنكليزية.
ج- تلويح مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري منمّج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) ويُزوّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4) .
٥. يلتزم الباحث في ترتيب وتسسيق للمصدر على الصيغة **APA**
- ٦- أن يلتزم الباحث ببلغ أجرة النشر المحددة باللفة (٧٥.٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء النحوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
أ- اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
ب. اللغة الإنكليزية: نوع الخط (Times New Roman) عنوانين البحث (١٦) . والملخصات (١٢) أما فقرات البحث الأخرى؛ فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام الإلكتروني (التعليقات ختامية) في غاية البحث. بحجم ١٢.
- ١٠- تكون مساحة الحواشي الجانبية (٢,٥٤) سم، والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف الملمية للآيات القرآنية يحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عنده، لذا يفغزل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو علمها في مئة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسله إليه وموافقة المجلة بنسخة معدلة في مئة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بتطلبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لا تعاد البحوث إلى أصحابها سواء قبلت أم لم تقبل.
- ١٦- تكون مصادر البحث وهومشه في غاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يتجمع البحث للنظوم السري من ثلاثة خيرة لبيان صلاحية للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فعلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج لتحدد في المجلة.
- ١٩- يحصل الباحث على حقل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فطليه شراؤها بسعر (١٥) ألف دينار.
- ٢٠- تصدر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث إلى مقر المجلة - دقرة البحوث والدراسات في ديوان الوقف الشيعي بغداد - باب لتعلم)
- أو البريد الإلكتروني: (hms65in@Gmail.com) (offreserch@sed.gov.iq) بعد دفع الأجر في مقر المجلة
- ٢٢- لا يلتزم المجلة بنشر البحوث التي تُخلّ بشرط من هذه الشروط .

مجلة علمية فكرية فصلية محكمة تصدر عن
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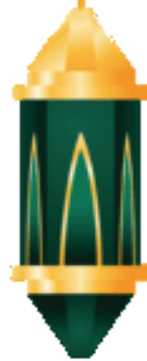


Five Approaches Used in Teaching English Language in Iraq



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فصلية مُحَكِّمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية



Abstract:

This research provides an overview of the five approaches used in teaching English in Iraq: the grammar–translation approach, the audio–linguistic approach, the structural approach, the functional–notional and the communicative language teaching approach. For each approach, a brief historical overview, its aims, principles, techniques, and limitations are presented. The research also deals with the grade levels for which each approach was used, its duration, and the reasons for any changes.

Key word: teaching approaches, English language teaching

لمستخلص

يقدم هذا البحث نظرة عامة على خمسة مناهج مستخدمة في تدريس اللغة الإنجليزية في العراق: المنهج النحوي–الترجمي، والمنهج السمعي–اللغوي، والمنهج البنوي، والمنهج الوظيفي–المفاهيمي، والمنهج التواصل. ويتناول البحث، لكل منهج، نبذة تاريخية موجزة، وأهدافه، ومبادئه، وتقنياته، وحدوده. كما يتناول المراحل الدراسية التي طُبّق فيها كل منهج، ومدة تطبيقه، وأسباب أي تغييرات طرأت عليه.

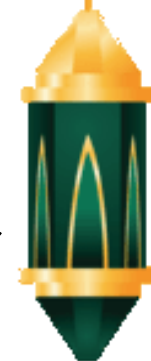
الكلمات المفتاحية: مناهج التدريس، تدريس اللغة الإنجليزية

1-Introduction

Teaching languages requires specific approaches that are crucial for developing students’ language skills and acquiring vocabulary and grammar. The approaches used in language teaching encompass a range of curricula and educational techniques employed to facilitate grammar acquisition. These approaches are essential for providing teachers with a structured framework for instruction and knowledge delivery effectively. Choosing the best teaching approach is essential for successfully sustain all the requirements of language education. While there are many approaches of teaching EFL, this research focuses on five approaches used to teach English in Iraq. The choice of teaching approach plays a critical role in shaping the learning process, and it is a delicate decision requiring the evaluation of various criteria, such as teaching objectives, student characteristics, the target group, and the teacher’s interests. Harmer (2000) noted a close relationship between teacher competence and the choice of teaching approach.

1845	1950		1972	1970
Grammar-Translation Approach	Audio-Linguistic Approach	Structural Approach	Functional-Notional Approach	Communicative Language teaching Approach

Figure 1. Teaching approaches timeline



This research provides an overview of five teaching approaches of EFL in Iraq: grammar–translation, audio–lingual, structural, functional–notional approach, and the communicative language teaching. Their historical background, aims, principles, techniques, and limitations are presented. By presenting each of the approaches and their instructional techniques, the research aims to highlight their differences and similarities. The research also review each approach critically in order to help young EFL teachers evaluate their own teaching practices. The approaches are reviewed as they emerged in the past, as presented in the timeline in Figure 1, and as being used in the Iraqi educational system.

The importance of such research lies in providing continuous evaluation of the approaches adopted by the Ministry of Education in teaching the English language in its affiliated schools. From time to time, such evaluations must be conducted to study the suitability and compatibility of the adopted approach with the educational environment, student acceptance, and the level of difficulties in application for the teacher, so that it can be addressed by specialists in the field of curricula in the Ministry.

2–Hitorical background

The modern Iraqi state was founded in 1921, and with it, the Ministry of Education was established under the name “Ministry of Knowledge.” The ministry underwent several stages of development, and its name changed to “Ministry of Education and Instruction,” then to “Ministry of Education” in 1964. It became primarily responsible for general education (primary, intermediate, and secondary), vocational education, and the arts. It currently consists of directorates general throughout Iraq. Initially, primary schools were opened, and one of the requirements for opening was the availability of an English language teacher. The first approach used in teaching the English language was the grammar translation approach (1921–1971), it is used from first grades of learning in primary schools to the final ones at the secondary stage. The second approach used in teaching the English language was the Auditory–Language Approach (1972–2007), from the fifth grade of primary school to the final grade of intermediate school.

The third approach used in teaching the English language was the



Structural Approach (1972–2007), for the fourth and fifth grades of secondary school.

The fourth approach used in teaching English was the Functional Notional Approach (1972–2007), for the sixth grade of secondary school. During this period, Iraqi students were proficient in three skills: listening, reading, and writing, but severely lacked speaking skills. This was due to:

- 1–English was taught as a foreign language, not a second language.
- 2–The teacher was the central figure in the teaching and learning process.
- 3–Students used English only within the classroom.
- 4–The teaching process relied on artificial examples.
- 5– The teacher lacked professional and language training.

The fifth approach adopted for teaching English was the Communicative Language Teaching Approach (2008 – present).

(2008–2012): starting at the third grade at the primary stage till the sixth grade at the secondary stage.

(2013 – present) From the first grade of primary school to the sixth grade of secondary school.

3–Reasons for changing

Changing approaches in teaching is essential for enhancing the quality of education. It responds to technological advancements, individual learner differences, the nature of the subject matter, the need to foster higher-order skills such as critical thinking, the shift from rote learning to active learning, the availability of educational resources, and ensuring alignment with evolving educational goals. This breaks the classroom routine and increases student engagement.

The following are the most important reasons and factors for changing teaching approaches:

- Updating educational objectives: Elevating the focus from simple cognitive objectives to affective and behavioral objectives
- Technological development and digitalization: Integrating modern technologies and artificial intelligence necessitates new interactive approaches.
- Individual differences among learners: The diversity of students' abilities and needs requires differentiated instruction that caters to

their individual levels.

- Focusing on higher-order thinking skills: The need to train students in analysis and creativity instead of memorization
- The nature of the subject matter: Some subjects require practical experience or discussion, rather than rote learning.
- Environmental factors and resources: The availability or limited availability of educational resources (such as overcrowded classrooms) necessitates a change in teaching approaches.
- The shift from rote learning to active learning: Replacing traditional approaches (lectures) with approaches that engage students in research and problem-solving.
- Teacher competence and personality: The teacher's experience, ability to innovate, and capacity to update their teaching approaches.

4- Approaches

4.1 Grammar Translation Approach

Overview

The grammar-translation approach is a traditional, teacher-centered method of language learning that focuses on reading/writing by memorizing grammar rules and translating texts between the target and native languages.

It is used to teach foreign languages, drawing on the classical approach to teaching Ancient Greek and Latin. According to this approach, students learn and apply grammar through translating sentences into the native language. Students in advanced learning level are exposed to translating the texts at word level. Originating in the 16th century and for teaching Latin; this approach guided students to learn Latin for communication, but after the language died out, it was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. (Wikipedia, 2026)

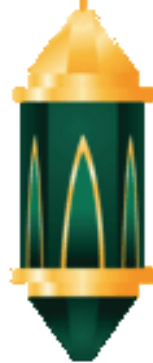
Aims

There are two main aims of grammar translation classes:

- 1-It enables students to read and translate literature written in the target language.
- 2-It develops students' general mental discipline. (Singh.2006)

Principles





- **Translation Focus:** Students translate sentences and texts, often word-for-word, between the target and native language.
- **Vocabulary Memorization:** Heavy emphasis on rote memorization of vocabulary lists and grammar rules.
- **Grammar Deduction:** Grammar rules are taught explicitly and deductively—rules are given first, then practiced.
- **Accuracy Vs Fluency:** High accuracy in writing and translation is expected, rather than communicative fluency.
- **Native Language Usage:** The class is often taught in the students' native language, with little active communication in the target language. (Venkateswaran.1999)

Techniques

Techniques of the grammar translation approach:

- **Translating literary texts:** Students translate texts into their native language from the target one or vice versa. Advanced students may perform word-for-word translation.
- **Deductive study of grammar:** Grammar is explicitly presented and taught first, then applied to examples.
- **Reading comprehension questions:** Students answer comprehension questions on the reading passages using the target language.
- **Vocabulary Memorization:** Students memorize long lists of vocabulary, often with native language equivalents.
- **Cognates:** Students are trained on recognizing cognates (words that look/sound similar in both languages).
- **Antonyms/Synonyms:** Students find antonyms and synonyms for words in a text.
- **Sentence Generation/Transformation:** Students create new sentences using target words or transform sentences (e.g., active to passive voice).
- **Fill-in-the-Blanks:** Exercises that require filling in gaps with new vocabulary or correct grammatical forms.
- **Use of Mother Tongue:** The class is taught almost exclusively in the students' native language. (Freeman.2000)

Limitations

Limitations of the Grammar Translation Approach include:

- **Lack of Communicative Competence:** The method does not pre-

pare students for real–world interaction, as it fails to develop speaking and listening skills.

- **Overemphasis on Accuracy over Fluency:** The focus is on translating literary texts and memorizing vocabulary lists rather than using the language spontaneously.
- **Passive Learning Environment:** Classes are typically teacher–centered and monotonous, leading to low student engagement and motivation.
- **Reliance on Native Language:** Lessons are often conducted in the students' first language, creating a crutch that prevents them from developing thinking skills in the target language.
- **Neglect of Spontaneous Expression:** Students often struggle to produce their own sentences, as the method is deductive and focuses on analysis rather than production.
- **Artificial Language Usage:** It often relies on isolated, non–contextualized sentences, making it difficult to understand the nuance or flow of natural conversation. (Al–Mutawa & Kailani. 1999)

4.2 Audio–Lingual Approach

Overview

The audio–lingual approach or “Army Method” is a 1950s–60s language instruction approach based on behaviorism and structuralism, focusing on oral proficiency through repetition, drills, and memorization.

It is a foreign language teaching approach. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case, humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback, while the incorrect use of that trait would receive negative feedback. (Reimann. 2018)

In the context of language instruction, especially in the language lab, the teacher presents the correct model of a sentence, and the students should repeat it. Afterwards, teacher presents new words and examples of the same structure. In this approach, there is no explicit grammar instruction: memorization of in form is highlighted. Thus, students practice language construct consistently, leading to using it spontaneously. static drills are designed to help students moving gradually





towards little or no control on language output. Students who do not give a particular response, receive a negative feedback from the teacher. This activity, according to the principle of language learning, is opposite to communicative language teaching. (Wikipedia 2026)

The key oral drills and practice pattern of this approach include:

- Repetition: students repeat utterances modeled by their teachers.
- Replacement: student replace words by others.
- Inflection: change in the form of a word when repeated.
- Restatement: students restate utterance by another. (Richards, J.C. et al., 1986)

Aims

Joseph (1998) presents the major objectives of this approach as follows:

- communication is emphasized through practicing oral skills systematically. EFL is taught for communication, in order to developing communication skills.
- Practice mainly focuses on how language learning taking place. language skills are specific behaviors or actions that should be acquired and developed by the learners. Practice is an important part of any instructional method.
- Oral skills are emphasized especially in the early years of learning the foreign language moving to the following later years. These skills should be elaborated and practiced even there are reading and writing activities. Learners are participated in speaking tasks where they only repeat what they have already listened to sufficiently and reading the material is considered as only a part of their practice. They have to write only what they have read. Strict order of material, in terms of the four skills, is followed.

Principles

- Each skill (listening, speaking, reading, and writing) is treated and taught separately.
- The skills of writing and reading are not neglected, but the focus throughout remains on listening and speaking.
- Dialogue is the main feature of the audio-lingual syllabus.
- Dialogues are the chief means of presenting language items. They provide learners with an opportunity to practice, mimic, and memorize bits of language.

- Pattern drills are used as an important technique and an essential part of this method for language teaching and learning.
- The language laboratory was introduced as an important teaching aid.
- Mother tongue was not given much importance, similar to the direct method, but it was not deemphasized so rigidly. (Nagaraj.2005)

Techniques

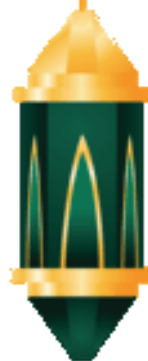
The techniques used by the Audio-lingual Approach are:

- Dialogue Memorization: Students memorize short dialogues containing key structures and vocabulary, which are then acted out in class to practice conversational flow and context.
- Repetition Drill: Students listen to a model (teacher or tape) and repeat it immediately and accurately, often used to introduce new vocabulary or sentence structures.
- Substitution Drill: The teacher provides a sentence and a cue word. Students replace a specific part of the sentence with the cue while maintaining the structure (e.g., "I like coffee" [tea] "I like tea")
- Transformation Drill: Students change a sentence from one form to another, such as converting a statement into a question, a positive sentence into a negative one, or active voice to passive voice.
- Question-and-Answer Drill: The teacher asks questions and students answer rapidly to practice specific structures and build fluency.
- Chain Drill: A conversational chain where one student asks a question to another, who answers and then asks the next student, allowing for controlled interaction.
- Minimal Pairs: Used for pronunciation, students distinguish between words that differ by only one sound (e.g., ship vs. sheep), helping to improve listening discrimination.
- Grammar Games/Pattern Practice: Games designed to make the repetition of grammatical patterns more enjoyable while enforcing structure. (Sami)

Limitation

- The behaviorist approach of learning is now out of accreditation and is considered as a weak approach by many scholars.
- insufficient attention is paid to language communicative competence.





- form structure is emphasized rather than the meaning.
- four skills are treated unequally.
- It is a teacher-centered approach.
- Its mechanical nature is prominent as the focus is on automated pattern practice, drilling, and memorization are the main strategies of language learning.
- learner is passive; he has less control over their learning. (Noam. 1959) & (Freeman. 2000)

4.3 Structural Approach

Overview

This approach, as a language teaching approach, emphasizes the examination of a language in detail. it is considered a traditional approach, as it focus on language outputs (sounds, morphemes, words, sentences, and vocabulary) (Arwood.2011). its focus on structures facilitates the process of language learning (Elizabeth. 2010)

Structures means the arrangements of words differently in one accepted style . thus, the main technique of this approach aims to help learner master the pattern of a sentence. It is based on the assumptions that language can be best learnt through a scientific selection and grading of the structures or patterns of sentences and vocabulary. (Wikipedia.2026)

Aims

Aims of the Structural Approach:

- Establish Strong Foundations: To build a firm base in the language by teaching essential, graded sentence structures.
- Mastery of Structures & Vocabulary: To ensure learners master roughly 275 common sentence patterns and 3,000 active root words.
- Incorporate Activity-Based Learning: To use active methods (like substitution tables and drills) rather than passive, lecture-based learning.
- Develop Four Key Skills: To teach language skills in the specific, natural order of listening, speaking, reading, and writing.
- Emphasize Aural-Oral Habits: To prioritize listening and speaking (aural-oral) over reading and writing to create natural, automatic language habits.
- Improve Sentence Formulation: To help students arrange words in

the correct, accepted, and natural order.

• Contextualize Grammar: To teach grammar through context and pattern practice rather than formal, abstract rules. (Wekepedia.2026)

Principles

The main principles of the Structural Approach are:

- 1) Language means speech.
- 2) the learning process aims mainly to master language structures.
- 3) Structures are characterized with organizing sequences logically; the language structures are gradually used.
- 4) Complete grading of structures is required. (Singh. 2005) & (Mukalel. 2005)

Techniques

Techniques of the structural approach include:

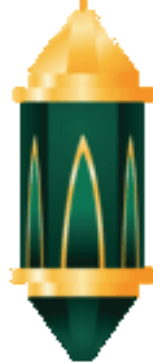
- Oral-Approach and Drills: Structures are introduced orally before writing, using substitution tables, repetition drills, and response drills to build fluency.
- Situational Teaching: New structures are presented within meaningful, everyday contexts or situations, such as classroom activities, rather than in isolation.
- Selection and Grading: Structures are selected based on usefulness and arranged in a sequence from simple to complex.
- Use of Audio-Visual Aids: Tools like pictures, charts, flashcards, and blackboard drawings are used to create situations for practicing sentence patterns.
- Focus on Sentence Patterns: Instruction focuses on mastering specific grammatical structures (e.g., SVO, SVOC) rather than isolated vocabulary.
- Inductive Learning: Grammar rules are not taught explicitly; instead, students infer them through repeated exposure to structures. (Wikipedia. 2026)

Limitations

Limitations include:

- Static Nature: The approach views systems as static, struggling to explain how they evolve or change over time.





- **Measurement Challenges:** It is difficult to empirically measure or quantify the functions of different structures objectively.
- **Neglects Conflict:** It assumes all parts contribute to harmony, ignoring power struggles, inequality, and social conflicts.
- **Ignores Agency:** By focusing on structures, it often neglects the role of individual actions and choices in shaping outcomes.
- **Overgeneralization:** It attempts to apply universal formulas to diverse political or social structures, which may lead to oversimplification. (StudySmart.2026)

4.5 Functional–Notional/ Notional–Functional Approach

Overview

Stemming from the communicative approach, this approach refers to a style of instruction that focus mainly on organizing language teaching in terms of:

- **Functions:** Refer to the reason we use language within a given situation. A function is a communication act that achieves a purpose, such as inviting, complaining, suggesting, complimenting, offering, etc.
- **Notions:** meanings that constructed and conveyed through different parts of speech.
- **Exponents:** the language expressions or items that used to express a language function.
- **Situation:** the context in which a certain function is appropriate not another. It may affect the way of the language used to communicate (formality or informality). For example, specific structure of greeting may be appropriate with friends but it is not appropriate to strangers or teachers, as a result it requires another exponents.

This approach focuses on using meanings of words and expressions for communicative purposes rather than the appropriateness of the structures grammatically. As a response to the need for more effective language teaching methods , D.A. Wilkins presented this approach in 1972. (MyEnglishPages. 2026)

Its high point as a way of teaching was prominent in the 1980s, but it is still subsumed within recent instructional models which ground teaching in communicative language use.

Aims

The Functional–Notional/ Notional–Functional Approach aims to:

–Foster communicative competence by organizing language learning around real–world purposes (functions) and conceptual meanings (notions), rather than just grammar.

–It prepares learners to use language effectively for tasks like apologizing, requesting, and expressing time or emotions in specific contexts. (Wily online library.2026)

Principles

The principles of the Functional–Notional are:

1–A functional view of language which focus on doing through language.

2–learner is the center of language learning process.

3–it is based on the analysis of learner’s language needs, which n turn reflected on directed goals, content design and sequencing, procedures of teaching, and evaluation.

4– activities of learning encompass authentic language use.

5– assessment focuses on using language to react and operate on the environment. (Garcia.2014)

Techniques

Many instructional techniques can be used in this approach to help learners communicate using the target language in meaningful situations.

• Information–gap activities: In these activities, learners share information altogether to complete a task, such as filling in missing details on a form or planning a trip together. These tasks encourage students to communicate clearly in order to gain the information they need.

• Role–play activities: Role–play provides learners with opportunities to practice language in authentic situations which may meet in their life. For example, students may engage in conversations such as booking a hotel room or ordering food in a restaurant. This helps them use language naturally in everyday situations.

• Problem–solving activities: in which learners work together to find solutions to a problem or complete a task, such as organizing a budg–





et. This activity encourages cooperation, discussion, and negotiation in English.

- Discussion activities: Discussion help learners express their ideas and opinions about different topics, such as current events or cultural issues. These activities help students enhance their ability to express themselves and build confidence clearly in English.

- Listening and speaking activities: These activities require listening to different types of English materials, such as podcasts, interviews, or news reports, and then respond actively. They help learners develop both their listening comprehension and speaking skills.

- Project-Based learning activities: In project-based learning, students work on a longer task, such as creating a podcast or organizing an event. Through these projects, learners practice planning, researching, and presenting information in English. (MyEnglishPages, 2026)

Limitations of the Functional-Notional Approach

Despite its advantages, this approach has some limitations.

- Limited focus on grammar: Because this approach focuses mainly on communication, grammar may have less attention. Some learners may need more structured grammar instruction.

- Difficulty in assessment: It is difficult to evaluate students' progress because the approach focuses on communicative ability rather than on specific language rules or skills.

- Not suitable for all language needs: This approach may not be ideal for learners who need special focus on specific language skill, such as academic or professional English that requires more formal or technical language.

- Less attention on writing skills: as this approach emphasizes spoken communication, writing skills may not receive enough focus, which in turn may affect learners' need to develop their writing ability.

- Dependence on authentic materials: This approach relies mainly on real-life materials, however these materials may not always be available or appropriate for all learners. (Scribd, 2026)

4.5 Communicative Language teaching Approach

Overview

Principles

Principles of the Communicative Language Teaching Approach:

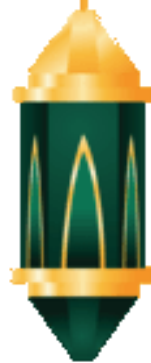
1. Language learning is directed mainly to develop learners' ability to communicate effectively.
2. Communicative activities are essential as language should be presented in a communicative situation or context . communicative activities may involve: games, problem-solving, role-play, information gap. Feedback should be interacted.
3. Language forms and structures should suit the communicative situation, the speakers, the setting, and the register. The learner should be used to apply language style that is appropriate to the context ; that means differentiate between a formal and an informal style.
4. Development of the four language domains: speaking, listening, reading, and writing. These skills are integrated from the beginning, since communication needs the integration of different skills.
5. Learners should involve in constant interaction and exposure while learning the target language.
6. The topics should be selected in regarding with students' age, needs, level, and interests.
7. Motivation is an essential part of any learning activity. Teachers should create positive and motivational learning environment that directed to enhance learners interest.
8. Trial and error is encouraged as a component of the learning process.
9. Teacher acted as a guide, a facilitator, or an instructor.
10. The evaluation process should focus on the learners' accuracy as well as fluency. (Ontesol.2026)

Techniques

Key techniques of the communicative language teaching Approach:

1. The main focus is on conveying and understanding meaning rather than acquiring grammatical rules.
2. Dialogues is an opportunity to use communicative functions and are not normally memorized.
3. Language is used for communicative purposes, and the learning





process is took place through effective communication. As learning through real communication provokes the use of natural strategies for language acquisition, and allows students to use language effectively in authentic contexts.

4. Contextualization is important. Meaning cannot be understood out of context, even grammar is learnt in a meaningful context. Example: If the teacher wants to introduce the Past Simple tense, instead of writing isolated sentences on the board such as I visited my grandmother yesterday, I watched TV, or I played football. Instead the teacher can create a meaningful situation. For instance, the teacher may talk about what he or she did during the weekend and show some pictures. The teacher might say: Last weekend I went to the park with my family. We played football and had a picnic. Later, we visited my grandparents and watched a movie together. Then the teacher asks students questions like: Where did I go? What did we do at the park? In this way, students understand the use of the Past Simple through a real and meaningful context rather than through isolated examples..

5. Drilling may occur, but peripherally.

6. Translation may be used where students need or benefit from it.

7. Comprehensible pronunciation is sought.

8. Reading and writing can start from the first day.

9. Teachers help learners in any way that motivates them to work with the language.

10. The main aim of this approach is developing communicative competence which focus on developing the ability of using the linguistic system effectively and appropriately.

11. Students are expected to interact with other people, either in authentic situations through pair and group work, or in their writings. (ibid)

Conclusion

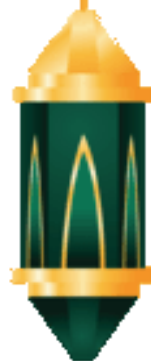
This research reveals that teaching English in Iraq faces significant challenges. However, effective methods exist that can contribute to improving the teaching process. By reviewing five approaches to teaching English in Iraq over the years—active learning, technology—

based learning, project-based learning, cooperative learning, and student-centered communicative learning—we can conclude that these methods provide a flexible and comprehensive framework that can be adapted to meet the needs of Iraqi students. Implementing these methods requires commitment from teachers, as well as strong administrative support, but the expected results are positive. The communicative approach, in particular, will contribute to raising the level of English proficiency and enhancing students' ability to communicate more effectively in both local and global environments.

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