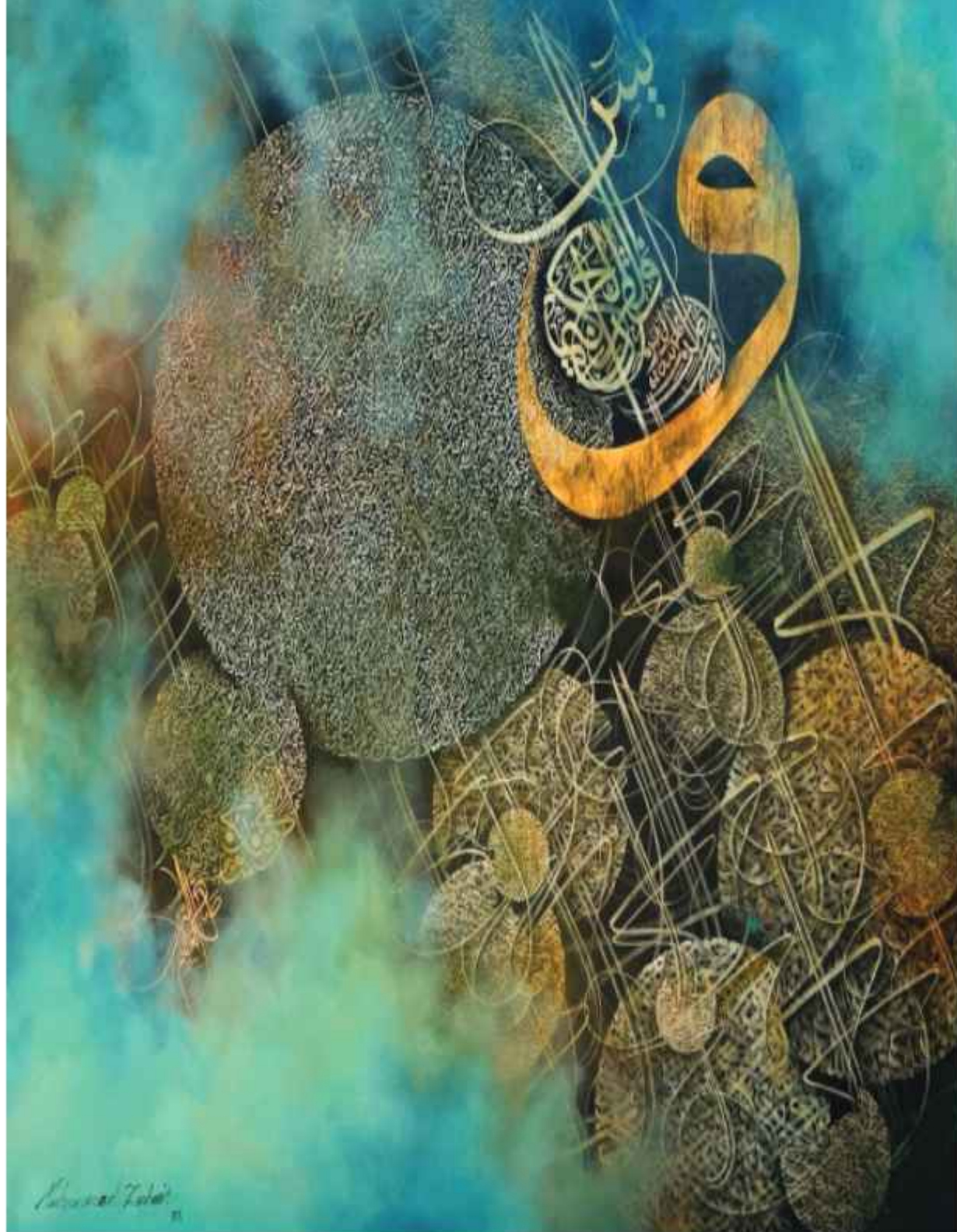




يا صاحب القبة البيضاء

يا احب القبة البيضاء في النجف
من زار قبرك واستشفى لذيك شفي
زوروا ابا الحسن الهادي لعلكم
تُحظون بالاجر والاقبال والرلف
زوروا لمن تسمع التجوى لديه فمن
يزره بالقبر ملهوفاً لديه كفي
إذا وصل فاحرم قبل تدخله
ملياً واسع سغياً حوله وطف
حتى إذا طفت سبعا حول قبته
تأمل الباب تلقى وجهه فقف
وقل سلام من الله السلام على
أهل السلام وأهل العلم والشرف

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية
السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٦ م العدد (١١)



Abbas Fatah



ديوان الوقف الشيعي/ دائرة البحوث والدراسات

م/ مجلة القبة البيضاء

السلام عليكم ورحمة الله وبركاته...

اشارة الى كتابكم المرقم ١٣٧٥ بتاريخ ٢٠٢٥/٧/٩، والحاقي بكتابنا المرقم ب ت ع / ٤ / ٢٠٠٨ في ٢٠٢٤/٣/١٩، والمتضمن استحداث مجلتكم التي تصدر عن دائرتكم المذكورة اعلاه، وبعد الحصول على الرقم المعياري الدولي المطبوع وانشاء موقع الكتروني للمجلة تعتبر الموافقة الواردة في كتابنا اعلاه موافقة نهائية على استحداث المجلة.

...مع وافر التقدير

حسبنا

أ.د. لبنى خميس مهدي
المدير العام لدائرة البحث والتطوير
٢٠٢٥/٧ / ٢٠

نسخة منه الى:

- قسم الشؤون العلمية/ شعبة التأليف والترجمة و النشر... مع الاوليات
- الصادرة

إشارة إلى كتاب وزارة التعليم العالي والبحث العلمي / دائرة البحث والتطوير المرقم ٥٠٤٩ في ٢٠٢٢/٨/١٤ المعطوف على إيمانهم المرقم ١٨٨٧ في ٢٠١٧/٣/٦ تُعدّ مجلة القبة البيضاء مجلة علمية رصينة ومعتمدة للترقيات العلمية.

مهدي ابراهيم
١٥/ تموز



فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية
تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي
السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٦ ٢٠٢٦ م العدد (١١)

المشرف العام

عمار موسى طاهر الموسوي

مدير عام دائرة البحوث والدراسات



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أ. م. د. أحمد عبد خضير

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م. د. نوزاد صفر بخش

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هيئة التحرير من خارج العراق

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أ. د. محمّد خالقياني

جامعة اصفهان / إيران / لغة عربية.. لغة

أ. د. غولة خمري

جامعة محمّد الشريف / الجزائر / حضارة وآديان.. آديان

أ. د. نور الدين أبو لحية

جامعة باتنة / كلية العلوم الإسلامية / الجزائر

علوم قرآن / تفسير

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية
تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي
السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م العدد (١١)

العنوان الموقعي

مجلة القبة البيضاء
جمهورية العراق
بغداد /باب المعظم
مقابل وزارة الصحة
دائرة البحوث والدراسات

الاتصالات

مدير التحرير

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صندوق البريد / ٣٣٠٠١

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(3005-5830)

مجلة السائبة الاجتماعية فصلية تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي دليل المؤلف.....

- ١- إن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- إن تحوي الصفحة الأولى من البحث على:
 - أ. عنوان البحث باللغة العربية .
 - ب. اسم الباحث باللغة العربية . ودرجته العلمية وشهادته.
 - ت. بريد الباحث الإلكتروني.
 - ث. ملخصان أحدهما باللغة العربية والآخر باللغة الإنكليزية.
 - ج. تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word) ٢٠٠٧ أو ٢٠١٠ وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتزوّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، 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 وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥.٠٠٠) خمسة وسبعين الف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية 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) عناوين البحث (١٦). والملخصات (١٢). أما فقرات البحث الأخرى؛ فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام التلقائي (تعليقات ختامية) في نهاية البحث. بحجم ١٢ .
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسله إليه وموافاة المجلة بنسخة مُعدّلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمطالبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٦- دمج مصادر البحث وهوامشه في عنوان واحد يكون في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الاستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) الف دينار.
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث على العنوان الآتي: (بغداد - شارع فلسطين المركز الوطني لعلوم القرآن)
- أو البريد الإلكتروني: (off_research@sed.gov.iq) بعد دفع الأجور في الحساب المصرفي العائد إلى الدائرة.
- ٢٢- لا تلتزم المجلة بنشر البحوث التي تُخلُّ بشروط من هذه الشروط .





محتوى العدد (١١) المجلد الثاني السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م

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**The Disadvantages of Using
Communicative Methods in
E-learning:
A Case Study of Iraqi Schools**

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السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م العدد (١١)





Abstract

Even though Communicative Language Teaching is generally adopted by ministry of education in Iraq as one of the most effective approaches in English language teaching, there are still a number of ambiguities about it. The present study examined the EFL teachers and students' attitudes towards the use of CLT demerits on using the E-learning in the context of Iraq. Therefore, in a mixed-methods study design, the researcher, in the quantitative phase, conducted a survey by distribution and in the qualitative phase of the study, the researcher conducted an interview in order to ask the Iraqi EFL teachers and students' attitudes towards the use of CLT as a teaching method in E-learning. Moreover, the participants of the present study included 60 EFL Iraqi males and female teachers and Iraqi males and female students. The findings, revealed that both students and teachers think that CLT are useful devices for enhancing teaching and learning processes and both groups expressed their positive opinions about the contribution of this technology, as well as its demerits in upholding the E-learning as an up-to-date tools of language learning. Accordingly, although 36% of the teachers in this study report that they feel comfortable in using CLT without any training, 48% of the respondents said that familiarity with CLT makes them feel uncomfortable. All in all, these results indicate that a fairly large group of the participating teachers seems to have found CLT not difficult to use in teaching and learning process. It can be implied that CLT should be involved in the teaching process as much as possible, it depends on the level of those in charge to handle it.

Keywords: Communicative Language Teaching, Electronic Learning, Iraqi EFL Students , Iraqi

المستخلص :

على الرغم من أن تدريس اللغة التواصلية يتم اعتماده بشكل عام من قبل وزارة التربية والتعليم في العراق باعتباره أحد الأساليب الأكثر فعالية في تدريس اللغة الإنجليزية، إلا أنه لا يزال هناك عدد من الغموض حوله. تناولت الدراسة الحالية مواقف معلمي وطلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام CLT وعيوب استخدام التعلم الإلكتروني في سياق العراق. لذلك، في تصميم دراسة مختلطة الأساليب، أجرى الباحث، في المرحلة الكمية، مسحاً للتوزيع وفي المرحلة النوعية من الدراسة، أجرى الباحث مقابلة من أجل سؤال معلمي اللغة الإنجليزية كلغة أجنبية ومواقف الطلاب تجاه استخدام CLT كوسيلة تدريس في التعلم الإلكتروني. علاوة على ذلك، كان المشاركون في هذه الدراسة ٦٠ مدرساً ومدرسة عراقياً للغة الإنجليزية كلغة أجنبية وطالباً وطالبة عراقيين. كشفت النتائج أن كلا من الطلاب والمعلمين يعتقدون أن CLT هي أجهزة مفيدة لتعزيز



عمليات التدريس والتعلم، وأعربت كلا المجموعتين عن آرائهم الإيجابية حول مساهمة هذه التكنولوجيا، فضلاً عن عيوبها في دعم التعلم الإلكتروني كأدوات حديثة لتعلم اللغة. وبناء على ذلك، على الرغم من أن ٣٦٪ من المعلمين في هذه الدراسة أفادوا أنهم يشعرون بالراحة في استخدام CLT دون أي تدريب، إلا أن ٤٨٪ من المشاركين قالوا إن الإلمام بـ CLT يجعلهم يشعرون بعدم الارتياح. بشكل عام، تشير هذه النتائج إلى أن مجموعة كبيرة إلى حد ما من المعلمين المشاركين يبدو أنهم وجدوا أن CLT ليس من الصعب استخدامها في عملية التدريس والتعلم. يمكن الإشارة ضمناً إلى ضرورة مشاركة CLT في عملية التدريس قدر الإمكان، ويعتمد ذلك على مستوى المسؤولين للتعامل معها.

الكلمات المفتاحية: تدريس اللغة التواصلية، التعلم الإلكتروني، طلاب اللغة الإنجليزية كلغة أجنبية العراقيون، العراقيون

Chapter One: Introduction:

1.1. Background of the study

With the advent of globalization, the 'ideal local speaker' thought has been on fast decrease. English dialect is assumed to serve the reason of non-native English speakers who presently dwarf local speakers. Since its initiation, the defenders of CLT have been blowing trumpets to demonstrate its adequacy in ELT. In spite of the fact that the matter is for the most part in favor of applying the CLT approach in an EFL classroom, a few feedback has been laid against it, which is, for the foremost portion, defended when we assess its usage in such nations as Korea, China, Japan, Bangladesh and Vietnam where EFL instructing confronted a parcel of obstacles caused by neighborhood conditions. Chowdhry (2010) composed "when CLT was presented, the English as a outside dialect (EFL) setting in which it would unavoidably be connected was not considered". As Ramanathan (1999) moreover attested "the much declared and well known theories (i.e. CLT) concocted within the inner-circle of nations may or may not be congruous with the educating conditions .

In spite of the fact that educating ought to never be stagnant, a paradigmatic move in instructing technique can cause a add up to collapse in dialect instructing. ESL/EFL essentially takes a cross-national and multi-cultural perspective, which needs to consider neighborhood Needs and Socio-economic conditions. There must be a sort of interaction between the instructor and his understudies and this association ought to be coordinate and physical. So that we need to demonstrate that online instructions made a few deficiency in utilizing this strategy.

In addition, interactive media alludes to computer-mediated data that's displayed concurrently in more than one medium. It





comprises of a few, but not fundamentally all, of the taking after components: content; still realistic pictures; movement design; liveliness; hypermedia; photos; video; sound (i.e. sounds, music and portrayal). Mixed media can bolster different representations of the same piece of data in a assortment of groups. This has a few suggestions for learning (Ke, 2008). Besides, multimedia and Education as another concept, needs the advancement of technology has made a significant impact on the evolvement of teaching methods from traditional face-to-face teaching to computer-based learning (CBL) or e-learning systems at all levels of education. Modern education and communication environments can offer alternative ways in the learning process.

However, as the next dependent variable of the study, E-learning is the provision of educational content in various fields to the learner electronically via a computer or the Internet, so that he can interact with this content and with the teacher and with his peers synchronously or asynchronously, as well as learning in a time, place and speed that suits his circumstances and abilities, with the possibility of managing this learning. In the same electronic ways in which it was introduced. It can be defined by several definitions, including an educational system to provide educational or training programs to learners or trainees at anytime and anywhere using interactive information and communication technologies such as (internet, intranet, radio, local or satellite TV channels, CDs, telephone, email, computers, teleconferencing to provide a multi-resource interactive teaching/learning environment in a synchronous or asynchronous way in the classroom or remotely without committing to a specific place based on self-learning and interaction between learner and teacher.

Therefore, the present study in tends to open new horizons on the concept of communicative method and its disadvantages in implementing the E-learning among the Iraqi EFL learning.

1.2. Statement of the Problem

Iraq may be a multilingual country with about two living dialects. English, in show disdain toward of the truth that not talked as to begin with dialect, is the basic assistant lingo to memorize for instruction, exchange, traveling abroad or other needs. English is teaching as a compulsory subject from grades one to twelve in Iraq. English is educating as a exterior lingo. English in Iraq



need to be teaching from a connected historical underpinnings point of see (Jilani, 2004). There need to be a interface in what the understudies learn inside the classroom and in their honest to goodness life circumstances.

Besides, English is considered as a outside dialect in Iraq. Be that as it may a few misinterpretations moreover win approximately its status as a remote or moment dialect. CLT approach is presently being connected in nurnerous non-native nations where English contains a remote language (FL) introduction. For a clear understanding of the circumstance of English language Instructing (ELT) in an EFL setting, we ought to take a careless see at a few of the nations where it is being actualized.

Finally, the diagnosed problem is that CLT implementation sounds to be difficult to be implemented in the targeted and the demerits of this approach for handling E- learning-based approach is the pivotal concern of this study.

1.3. Significant of the study

The findings of the present study can be helpful since as it was stressed by Larsen-Freeman (2000), "methods should not be understood as prescriptions for classroom behavior and imposed on teachers as a strict set of procedures to follow. Rather, they should be used to help "expand a teacher's repertoire of techniques" and "provide an avenue for professional growth" (p. 10). Therefore, the overview of CLT, including the related aspects, obstacles in implementation, the attitude of teachers and learners towards it, aims to presents its demerits for implementation of E-learning by providing a general overview as well as encouraging English teachers to adapt this method in the teaching context. Each method has its strengths and weaknesses, and the real application may lead to issues in a particular context. With its goals, main characteristics, and principles, CLT is a good way to foster university students' communicative competence. Effective implementation of CLT can bring a lot of benefits to teachers and students because this method exploits many different aspects of language knowledge and general knowledge to enhance sociolinguistic and strategic competence.

Consequently, the current research and its results can pave the way for effective implantation of CLT approach in E- learning



context by presenting its disadvantages and demerits for teachers, students and those who administer this method in the teaching context of Iraq. In addition, the findings of the current study can open new horizons for readers, teachers, learners and syllabus designers to become familiar enough with demerits of CLT and peculiarly its implementation in E-learning context.

1.4. Research Questions

The main objective of the present study is to answer the following questions:

Q.1. What are disadvantages of the communicative method through teaching online from the viewpoints of the Iraqi EFL teachers and students?

Q.2. What are the disadvantages of the e-learning implementation at high schools in the viewpoints of Iraqi EFL teachers and students?

Chapter Two: Review of the Literature

2.1 Communicative Language Teaching

CLT or communicative language teaching refers to process and the purpose in learning process. Communicative competence as the introduced in the early seventies in the area of discussion and learning of foreign languages and also become central theoretical in language teaching

The purpose theoretical of the communicative method is to make students have communicate competence in the learning process. However, Brown also said "to teach foreign language by communicative techniques which focus on public speaking and listening attainment, it has been the philosophy in communicative language teaching. On writing for specific communicative intent, and on authentic textual text."

Historically, CLT appear as response to the audio lingual method (ALM), which is deemed inappropriate in language learning. This method begins by understanding that language is a tool to communicate not just a set of rules. Therefore, language teaching should focus on the point of understanding about learning language is using the language, not learn about the language.

Besides, Communicative language Teaching began in Britain in the 1960s as a replacement to the earlier structural approach, called Situational Language Teaching. This was partly in re-

sponse to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguistics, such as Firth and Halliday, as well as American sociolinguists, such as Hymes , Gunperz and Labov and the writings of Austin and Searle on speech acts. Communicative Language Teaching is a one of the English language approach that is a developing from previous approach like situational language teaching and audio lingual approach, in this there is a combine between English aspects as structural and functional. As structural CLT emphasize in grammar versions of Communicative Language Teaching and Howatt (1984) makes a distinction between these two but as functional it emphasizes in using that language.

In the application of the communicative language teaching (CLT) approach in the classroom, there are still several misconceptions about what it involves (Thompson, 1996). Since the main goal of CLT is communicative competence and its emphasis is on communication, several theorists and teachers state that CLT does not involve teaching grammar at all. These ideas have been argued by Thompson (1996) who claims that learners will learn better if they themselves are involved in what they learn and see the relevancy in their learning. In other words, the approach has moved from „teacher covering grammar to the learners discovering grammar. The other misconception is CLT only teaches speaking skills. As CLT emphasizes communication skill, it seems that CLT ignores the other three important skills in language learning which are listening, reading and writing. Again, Thompson (1996) points out that communication does not only take place through speech, but it also involves both writing and reading. Thompson's view is a concrete statement because when we write, we are actually communicating with our reader and when we read, we are having communication with the text as well as the writer of that particular text. That is why when we read, we can argue with what the author writes in the paper.

The third misconception about CLT is the narrow scope of using other techniques besides pair work which means role play in most of the activities conducted in the classroom. Thompson (1996) once again, opposes the view by stating that we should look at pair work from another angle such as it can actually work as „a





preliminary stage to any contribution from the learners .

The last misconception about CLT is the demand on the teacher is practically greater. It means that the non-native teachers should have a high degree of proficiency in the target language since the lesson in the classroom tends to be less predictable. In my point of view, this is not a misconception about CLT, instead a challenge to the non-native teachers to re-evaluate and re-develop their skills in the target language. He concludes that these misconceptions could arise from teachers who do not wish to change their old way of teaching (Thompson, 1996).

2.2. Basic Principals of CLT Implementation

In CLT method many exposures and possibilities to use language is very important for the student to improve their speaking skills. There is some activity in communicative language teaching to improve their speaking. The point of communicate is more important than accuracy, such as: pair work, information-gap, interviews, interviews, role play, games, dialog, and discussion. In its application the classroom, the communicative language teaching use activity that involves authentic interaction the teacher and students. Littlewood (1981) divides activity become two type, such as: Functional communication activity which are defined as activities aimed at developing specific language skills and function, but still communicative. Social interaction activity is also Activities are emphasizing the used of the language. In those activities students need to have to communicate or they ought to have reason for communicating. In information gap, students have to make conversation and communicate to each other to complete the task.

2.3. Related Studies on advantages and disadvantages of CLT

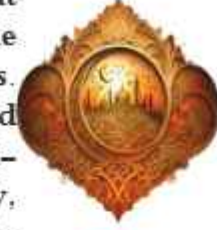
Anderson (1993) conducted a research on difficulties relating to CLT in China and found the following challenges: Insufficient number of teachers practicing CLT, mismatch between CLT's goals and the students' expectations, and difficulties in evaluating students' performance. Valdes and Jhones (1991) pointed out teachers' low proficiency in English and difficulties in designing courses to meet the students' real needs as major challenges in implementing CLT in Cuba. In the Greek context, Karavas-Doukas (1996) conducted a research on teachers' attitudes towards CLT

and concluded that the teachers were inclined towards traditional methods besides having a CLT based curriculum. He opined that either the teachers didn't understand the basic principles of the CLT or they didn't want to implement CLT in their classrooms. Li (1998) conducted a research on South Korean teachers' to find out their perception of CLT in EFL environments. Li found similar student-related difficulties such as: (a) low English proficiency, (b) little motivation for communicative competence, and (c) resistance to class participation. Similarly, Choi (1999) mentioned discrepancies in the Korean context between teachers' perception about CLT and their teachers' practices. Yang and Cheung (2003) conducted a study on secondary school English language teachers in Hong Kong and found that the teachers face challenges in using CLT due to the constraints like large classroom size, lack of training in communicative techniques, and mistaking any group work for communicative teaching.

Therefore, unlike traditional approaches, Hu (2002, p.95-96) suggests that CLT project student centeredness and create more interactive environment in the classroom. In this regard, Liu (2005) conducted a research on the issue of CLT in Taiwan and concluded that the teachers face problems in practicing CLT in their classroom due to grammar based examination. Incecay and Incecay (2009) conducted a research on the effectiveness of CLT in Turkey and found that aligning the CLT activities with the traditional approach had a positive effect on the learning of EFL learners. As such, much research conducted on the implementation of CLT EFL settings mostly focused on teacher-related challenges while conducting CLT activities in the classroom. At the same time, it demonstrates a disparity in teachers' beliefs regarding CLT concepts and their practices in the classroom. Such misconceptions are based on lack of communicative competence, large classes, and traditional grammatical knowledge and its teaching. (Richards 2006; Sakui, 2004; Sato & Kleinsasser, 1999; Thompson, 1996; Burnaby & Sun, 1989).

2.4. Electronic Learning (E-learning)

When the World Wide Web was launched in 1991, there was a surge of interest in the possibilities of learning through the web or e-Learning. Bowles (2012, p. 3) indicated that "the use of Web





as an educational medium was hailed as a harbinger of profound changes for communities, organizations and markets.”

Therefore, there is still a lack of consensus about what e-Learning represents. “For all the publicity it has received in recent years, e-Learning remains something of an enigma, and its boundaries are far from clear” Bowles (2004, p. 3). According to Gerhard Casper, outgoing president of Stanford University, “how Internet learning will shake out, I really do not know. But I am utterly convinced that over the next ten years we will see shifts from in-residence learning to online learning” (as cited in Muller, 2002, p. 284).

In July 2003, the Department for Education and Skills in the UK stated in its consultative document ‘Towards a Unified E-Learning Strategy,’ ‘If someone is learning in a way that uses Information and Communication Technologies (ICT), they are using e-Learning’ (as cited in Clark & Mayer, 2003, p. 4).

The term e-Learning applies to a broad range of ways computing and communication technologies can be used for teaching and learning. Some uses are effective – magnificently so, others are not” (Allen 2006). Allen further explained that e-Learning is the delivery of carefully constructed instructional events through computing technologies. Horton (2006, p. 1) described e-Learning as the “use of information and computer technologies to create learning experiences.” These definitions seem very open-ended allowing complete freedom as to how these experiences are formulated, organized and created.

Several definitions of e-Learning appear similar. Some people hold that e-Learning is limited to what takes place entirely within a Web browser without the need for other software or learning resources. Such a pure definition leaves out many of the truly effective uses of related technologies for learning. “With communication technologies in a state of flux, it is important to adopt an inclusive definition of e-Learning that can accommodate the widest possible range of technologies” (Bowles, 2004, p. 16).

Similarly, E-learning is one of the educational outcomes that has surfaced from the development of ICT. Its general concept is essentially learning which involves the usage of any electronic device, from computers to mobile phones, and which might, or might not, involve the usage of the internet.



E-learning could be presented through several resources, for example: computer software and internet websites. Moreover, other applications have been developed specifically for e-learning, such as Virtual Learning Environments (VLEs), which provide the user or the learner with numerous facilities like comfortable access to learning materials, communication with lecturers or trainers and the other peers. The VLE provides flexible access to learning, as it can be accessed anywhere and anytime (Adam & Healy, 2000). There are many authors who have a positive view of e-learning. One such example is Ruttenbur et al, who describe e-learning as "the use of networked technology that will make the revolution possible (p.21)". Ruttenbur et al further argue that e-learning will play a critical role in changing the way we work and live. Ruttenbur et al (2000).

However, some other studies provided the following declarations to describe and identify the idea of e-learning. The European Commission (2001) describes e-learning as: "The usage of new multimedia technologies and the Internet to develop the quality of learning and teaching by easing access to facilities and services in addition to remote exchanges and collaboration" (The European Commission, 2001, p.75). The Joint Information Systems Committee (JISC) offered a parallel definition in (2003, defining e-learning as "learning facilitated and supported through using the information and communications technology (ICT)" (JISC, 2003). Likewise, Clark & Mayer (2003) have indicated that e-learning is the instruction delivered on a computer by way of CD-ROM, internet or intranet with the next qualities: containing content relevant to the learning objective; using instructional methods which include the examples and practice to support learning; using the media elements for example words and pictures to transport and deliver the contents and methods also, building fresh knowledge and skills linked to individual learning goals or to improved organizational performance. Clark & Mayer (2003).

Stockley (2005, p.20) has defined e-learning as "the delivery method of a learning, training or education program by electronic means, e-learning is involving the usage of a computer or electronic device (e.g, a mobile phone) to provide training, or



learning material.” Also, Oblinger and Hawkins (2005) suggest that e-learning has transformed from being a completely online course to use technology to deliver selected parts or all of course, independent of a fixed place or time. This means that students can be domestic, traveling or can learn at any distance (Oblinger and Hawkins, 2005). Nevertheless, there are differences of view regarding the definition of e-learning from other professionals working in this field, such as Dublin & Cross (2003) and Oblinger and Hawkins (2005) who demand that there is no definition accepted by all researchers. In the opinion of Oblinger and Hawkins, “everybody knows what you mean when you talk about e-Learning: however, the term e-learning means different things to different people” (Oblinger & Hawkins, 2005).

In brief, new technologies, including computer networks, interactive-media, digital technologies, and the internet significantly increase the reach of e-learning provision. It enables and allow students to connect and interact with each other, and with their teachers, at any time, and it has opened up a universal market. Thus, many institutions have been attracted to e-learning systems and the e-learning market has grown continuously (Harun, 2001). Carayannis (2015) described the advantages of using e-learning systems in modern educational institutions. E-Learning, in comparison with traditional learning, significantly reduces the time needed to locate information. It also offers access to online resources, databases, periodicals, journals and other material. If a student has trouble understanding part of the coursework, finding tips on the matter couldn't be easier than having immediate access to supplementary, unlimited and mostly free material online. Those characteristics can potentially maximize the time spent actually learning rather than looking for information; this is the first benefit from the e-learning. Also, there are numerous benefits such as the cost of training; the speed to use the education packages faster without waiting for a training representative. Also, can provide feedback on training immediately.

Concerning the aforementioned explanations and definitions, it is suggested that e-learning provides a wide range of opportunities that need exploring and thus the proposition is that e-learning can be defined through three broad domains.



E-learning is a distance education method: Most of the authors working in this field have accepted that the conceptual idea of the term e-learning indicates distance education or education delivered online.

E-learning is transactions facility on the web: Some writers have highlighted that the facilities offered via the Learning Management Systems (LMS) exemplify a second e-learning big success. The LMS proposal is an extensive set from the options and communication tools to service the lecturers and their students' interactions and implement daily activities that help improve the learning process.

E-learning is electronically facilitated learning:

The domain relates to the material of e-learning courses itself, rather than the electronic system, whereas it focuses on the material design of the e-books, CD-ROMs and Web sites, to assessment and electronic tests. Even though there are natural differences in all of those tools, they are all mediated electronically (Zemsky & Massy, 2004).

Piskurich (2003) explains that another problem is that e-Learning is a still-evolving discipline, and what might be considered a good definition today may not even be in the ballpark tomorrow. While there is still debate about what e-Learning is, the growth of the industry is unquestionable and its emergence as a force for transformation has become inexorable. Call it e-Learning, I Learning, online training, web-based training, or just another tool – whatever we call it, it's still here and it's here to stay. The question isn't what to call it but how to make it work and put it to use." For nations, industry sectors and major geographic regions, e-Learning has become a significant vehicle for collaborating, building knowledge and increasing organization's ability to adapt to change" (Bowles, 2004, p. 21).

Chapter Three: Methodology

Participants

In the current study since teachers and students are directly involved in learning process were selected as participants of the present study. To this end, using the Convenience Sampling Method, 92 Iraqi EFL teachers and 100 students who are acquiring the language were selected from Iraq/ Dhi-Qar. Further-



more, an electronic version of the study questionnaires was also created by the use of Google forms, and was sent through email to participant teachers who were far away. The questionnaires were administered through two successive sessions. In order to find a possible response to this inquiry, the researcher also resorted to an interview with some Iraqi EFL teachers as the participants of the study.

Table 3.1

Demographical report of the participants in the current study

Participant No.	The mean of the age	Males	Females	
1-32	16	19 (59. %)	13 (41. %)	E F L
1-60	37	55. %)	25 (45. %))35	E F L

3.3. Instrumentations

These instruments were used in this study.

3.3.1. Questionnaire for teachers

In order to achieve the aim of this study and to verify the hypothesis as well as to know the teachers' personal viewpoints about the probable problems and constraints they might encounter in using (CLT), a questionnaire was constructed by the researcher. The type of questionnaire that is used in this research is the rating scales questionnaire. In this scale, people can show how strongly they agree or disagree with the items of the questionnaire, i.e., there is a graduation in attitudes. This questionnaire included both open-ended questions and questions with fixed alternatives, as shown in Appendixes (I) and (II). Besides, the demerits of the communicative method on application of the E-learning is also added. Besides, Cronbach's alpha was estimated and piloted to test the reliability of the scale, and its value ranged between 0.84 and 0.89 in the case of domains and was 0.91 for the whole scale. This showed that there was a high reliability of the questionnaire (George & Mallery, 2003)

3.3.1. Questionnaire for students: The researcher developed a



questionnaire, validated it to give it to Iraqi learners through interview and ask their opinions about the demerits of the communicative method on application of the E-learning is also added.

3.3.2. Interview

In order to collect the required data from the target population, the researcher created a semi structured interview asked the EFL Iraqi students attitudes about the Communicative Language Teaching as means for teaching language. Therefore, in order to validate, the interview items, the researcher showed them to some experts in order to make the data collection more reliable.

3.4. Design

Selecting an appropriate research method is one of the most important dimensions in conducting any research, because questions and hypotheses of the research should be investigated and tested through an appropriate method. According to Farhady (1995), three major classification of research methods are: historical method, experimental method, and descriptive method. Historical method deals with investigating past events, experimental method involves making predictions on the basis of the existing relationships among the variables, and descriptive method investigated the relationship between variables at the present time, and it can be grouped into survey, inter-relational, and developmental research which each one also has its own subgroups. One of the subgroups of the inter-relational research is correlational method which is applied to discover, measure, or determining the degree of relationship between two or more variables.

There was not any control over the selection and manipulation of the participants based on the current independent variables in this study. Since both questionnaire and interview were taken in the present study, the design is called mixed method design used when both qualitative and quantitative data were utilized (Hatch and Farhady, 1981).

3.5. Data Collection Procedure

The following procedures were taken in order to collect data of this study. In the current study, the data collection was accomplished in two phases: In order to collect the required data, after considering the ethical considerations, the data collection was started. The present study comprises of two groups of the par-



ticipants who are Iraqi EFL teachers and students. Kramersch(1993) proposes that when education tools are supposed to be utilized by a large group of students and teachers it sounds practical since teachers and students are directly involved in this process However, in the present study, to answer the proposed questions, interview and questionnaires were utilized. For teachers, a specific questionnaire was used to infer their responses concerning the demerits of CLT in implementation of the E-learning. To this end, the teachers' questionnaire(Appendixes (I)) was used along with interview in which they provided both open answers and alternative answers to the open ended and "True", "False" questions respectively. Then, to hear their personal views, the researcher asked each one to have a 5 minute interview with him. For students, the researcher also developed a questionnaire which the demerits of CLT and implementation of the E-learning was also included and also the remarks were asked using the using the oral interview. Then it was distributed among the students both from the written questionnaires and the oral interviews were carefully analyzed. Since data analysis is not a simple description of the data collected but a process by which the researcher can bring interpretation to the data, the themes and coding categories in this study emerged from an examination of the data rather than been determined beforehand and imposed on the data.

3.6. Data Analysis

After the administration of the procedure and data collection, the responses were codified by numerical values that manifested the frequency of the subject's strategy awareness and strategy use on a five-point Likert scale. The items of each scale which included Licker Scale were inserted to SPSS program and were codified. The codified information was entered into the database (SPSS) to carry out the data analysis.

Descriptive statistic (means, standard deviations) was computed using SPSS version 22 to compile information about participants and also their remarks were described using the related figures and graphs.

Chapter Four: Results

4.1. Overview

This study explored the Disadvantages of Communicative Methods in applying E-Learning in the public schools of Iraq. Therefore, as it was stressed by as stressed by Kramsch (1993), teachers and learners are appropriate resources for data collection Communicative Methods since they are directly dealing with education, teaching and learning. Therefore, to collect the required data, 60 Iraqi EFL teachers and 32 language learners were selected from among teachers and learners of EFL public schools Iraq/ Dhi-Qar. The study aimed to provide information about how students and EFL teachers think about the disadvantages of Communicative Methods. Therefore, interviews and questionnaires were utilized to both teachers and students in order to elicit their answers and provided the appropriate answer to the following questions:

Q.1. What are disadvantages of the communicative method through teaching online from the viewpoints of the Iraqi EFL teachers and students?

Q.2. What are the disadvantages of the e-learning implementation at high schools in Iraq viewpoints of the Iraqi EFL teachers and students?

4.2. Descriptive Statistics

4.2.1. Section one

The participants of this study are teachers and students; the teachers are 60 people, 35 of whom are men and 25 are women. Besides, 21 male teachers have B.A degrees and 14th of them have M.A. Also, the female instructors with B.A degree are 15 and 10th of them have M.A degree, which have been shown in the following two diagrams. Besides, the second group of the participants are 32 EFL students 19 of them are female and 13 are male.

Figure 4.1. demographic information regarding the participants' education and gender distribution

Figure 4.2 Pie chart depicting the number of participants

Figure 4.3. The pie chart depicting the gender distribution among students

4.3. Section Two: Data Analysis

With the exception of section three, in which there were two open-ended response items, all sections in the questionnaires were analyzed statistically. With the special case of area three, in





which there were two open-ended reaction things, all segments within the surveys were analyzed measurably. The Statistical Packages for Social Sciences (SPSS) (SPSS) program 22 was utilized to compute frequencies and rates of each Likert-scale address. All the Likert-scale things comprised of a 5-point organize: emphatically concur, concur, no thought, oppose this idea, and emphatically oppose this idea. Whereas calculating implies and standard deviations, the alternative "No idea" was avoided from the factors in arrange to see as it were the degree of real understanding and contradiction among the members. ANOVA tests were too calculated to see whether there was a significant relationship between demeanors and different member variables. In expansion, reactions from the two open-ended questions were assembled concurring to the comparable questions within the moment segment of the survey and were examined after each measurable examination. The interview transcript information were analyzed. The analyst inspected all the reactions for each address in arrange to discover similitudes and contrasts between the demeanors of the directors. At last, the perception information were analyzed in arrange to reflect the genuine utilize of Communicative Strategies in English lessons and to what degree the potential of CMs is exploited. The results obtained from the analysis of the questionnaires are presented in four parts below. In the first part, the analysis of questions in the student questionnaire is presented according to six categories: learning, technical issues, affective factors, motivation, time/organization, and differences between CMs and traditional whiteboards. In the second section, the reactions given to the questions within the teacher's survey are appeared agreeing to four categories: educating, attitudes, motivation, and preparing. Within the third portion, the information assembled from the interviews are displayed agreeing to the six questions inquired, and the likenesses and contrasts between the interviewees' reactions for each address tending to attitudes towards the use of CMs are analyzed. The ultimate portion of this chapter is committed to a introduction of the different ways of genuine CMs utilize in English classes as seen amid the course observations.

Part 1: the attitudes of the Iraqi EFL teachers about CMs as a



teaching and testing framework in easing the teaching and learning tasks

The questions in this section of the questionnaire aimed to investigate students' attitudes towards the use of CMs in terms of their perceived effect on learning. This section was comprised of six questions in add up to, for all of which the understudies seem appear their degree of understanding or difference by circling choices from 1 (emphatically oppose this idea) to 5 (emphatically concur). The primary address pointed to discover out by and large whether the understudies felt that they learn more when CLTs is utilized in English classes. The moment address tended to whether lessons in which CLTs are utilized are less demanding to get it. The remaining questions were aiming to memorize whether the understudies felt CMs made their teachers' drawings less demanding and clearer to see, whether utilizing sound and visual materials with CMs helped their understanding, whether CMs permit them to memorize from a more extensive extend of sources, and in common, whether CMs make learning more interesting.

Section 1: Students' Attitudes Related to Learning

Table 4.1

		SD	D	NI	A	SA	
Q1	F	24	40	78	199	117	3.03
	%	5.24	8.73	17.03	43.45	25.55	
Q2	F	17	43	62	188	148	3.12
	%	3.71	9.39	13.54	41.05	32.31	
Q3	F	19	57	74	160	148	3.03
	%	4.15	12.45	16.16	34.93	32.31	

Note: f: Frequency SD: Strong

ly disagree D: Disagree NI: No idea A: Agree SA:

Strongly agree STD: Standard Deviation

Mean*: Means calculated without the NI responses

Q1: I learn more when my teacher uses the google classroom.

Q2: It is easier to understand the lesson when my teacher uses a v.

Q3: CMs make the teachers' drawings and diagrams easier to see.

By considering the mean scores, ready to get it that the understud-



ies concurred with all of the explanations in this category. With respect to the reactions for the fourth address, which has the most noteworthy mean score, it is seen that most of the participants think that utilizing sound and visual materials makes a difference them to get it the lessons way better. Appearing these materials is less demanding with CMs and the understudies can advantage from seeing them on a enormous screen, which appears to pull in their consideration. In common, a expansive lion's share (79%) of the members concurred that CMs utilize in English classes makes the lessons more curiously and energizing (Q14). For the fifth address, a lion's share (69%) of the understudies concurred that CMs make it conceivable to bring in and advantage from materials from distinctive sources such as the Web, students' possess work, and other program programs. Table 3 moreover appears that the Cruel scores of both Q1 and Q3 are the same ($M=3.03$) Two thirds of the participants either concurred or unequivocally concurred that they le This may well be since drawing and appearing charts is more predominant in math and science classes, and this opportunity may not be connected so much in English lessons. By looking at the open-ended reactions, thirty-seven members composed comments that may be important to this category. These comments were categorized as positive or negative. In terms of general positive responses, ten students simply requested the installment of CLTs into every classroom; using statements such as: I want all the classrooms equipped with CMs (Student 27). Other students made more specific comments related to CMs use and learning. Three students pointed out that colors and visuals attract their attention so they learn a topic quickly. Four respondents also declared that CLTs help them learn better and CMs ease learning. Moreover, one student stated that they have got rid of chalk dust and also have started to access the Internet during the lesson, which provides an opportunity to learn something from many other sources. In terms of negative comments, ten of the respondents complained about the shortage of CMs -based lessons due to the fact that there is only one smart class at their schools, which is a negative comment, but with ultimately a positive implication for the use of CMs. One student stated that not everyone could learn better when a CLTs is used



during the lesson. The student did not elaborate on this statement, but clearly felt strongly enough about it to write it down in the open-ended section. Six respondents took the opportunity to write in a general comment that they prefer traditional boards because they learn better with them. Interestingly, two of the students wrote only that they wanted CMs to be removed from the classrooms.

Section 2: Students' Attitudes Related to E-learning Disadvantages in CMs

There were two questionnaire items aiming to explore the students' attitudes towards the use of CMs specifically in terms of technical issues (see Table 4). The first question asked whether problems with the screen and sunlight make it hard for the students to see the texts or images on the CMs. The second question was about the problem of technical breakdowns and the resulting issue of wasting time for recalibration.

Table 4.2

Student's attitudes related to Disadvantageous in CMs

	SD	D	NI	A	SA
F Q6	60	69	45		128
					2.85
%					27.95
F Q7		88			57
					2.31
%					12.45

Note: f: Frequency SD: Strongly disagree D: Disagree NI: No idea A: Agree SA: Strongly agree STD: Standard Deviation

Mean*: Means calculated without the NI responses

Q6: Sometimes deficiencies of the CMs screen and sunlight in the classroom make it difficult to see the things on the CMs.

Q7: CMs often break down and recalibration causes a waste of time. The findings on this section indicates that the larger part of participants concurred that the sunlight issue is an vital one, though



they oppose this idea with the idea that CMs break down exceptionally frequently. As can be seen in Table 4, 62% of the students agreed that issues with sunlight and screens now and then avoid them from seeing the pictures and writings on CMs. For the seventh thing, the students' thoughts are a bit blended. Whereas a somewhat majority disagreed this idea with the thought that visit specialized breakdowns eventually make CMs a squander of time, a impressive number of students still agreed. Nearly About a quarter of the forty students who composed specialized related comments within the open-ended segment complained around the daylight impact and asked that window ornaments be introduced on the windows. One of the respondents indicated that it isn't simple to utilize the CMs pencil and some of the time it does not work appropriately. Three members complained approximately the caution that shows up on the board saying that the channel needs cleaning, including that this caution aggravates them amid the lesson. One understudy complained around the little estimate of the CLTs screen, clarifying that it is troublesome for her to see.

Section 3: Students' Attitudes Related to MS's Problems in E-learning Implementing

This section was composed of four questions related to the students' by and large sentiments and conclusions around the use of CMs in dialect classes (see Table 5). The primary address was inquired in arrange to investigate their feelings about using CMs before their classmates. The moment address aiming to explore the students' suppositions on the ease or trouble of utilizing CMs. The following thing straightforwardly tended to the students' inclination for CMs -based lessons and the final address in this category pointed to memorize whether the understudies feel awkward when their work is appeared on a CLTs. Table 4.3

Student's attitudes related to CMs 's Problems

	SD	D	NI	A	SA
Q8	46	46		95	155
f					3.05
%					33.84



Q9			85	36	35
f					1.78
%					7.64
Q10	27	42	84		175
f					3.21
%					38.21
Q11			95	52	34
f					1.87
%					7.42

Note: f: Frequency SD: Strongly disagree D: Disagree NI: No idea

A: Agree SA: Strongly agree STD: Standard Deviation

Mean*: Means calculated without the NI responses

Q8: I like going to the front of the class to use the CMs. Q9: It seems difficult for me to use CMs.

Q10: I prefer lessons that are taught with a CMs.

Q11: It makes me uncomfortable when my work is shown to the whole class on the CMs.

Looking at the findings in Table 5, there's as it were a slight contrast between the cruel scores of the two "negative" questions (Q9, Q11), uncovering that the understudies oppose this idea with the thoughts that CMs are troublesome to utilize or that they feel awkward having their work shown to the full course. On the other hand, the understudies agreed with the explanation approximately enjoying to utilize the CMs before the lesson (Q8) conjointly concurred in their by and large inclination for CMs -based lessons (Q10). With respect to the reactions for the tenth address, a lion's share of the understudies detailed that they favor the lessons in which CMs are utilized (M=3.21). Be that as it may, a significant number of the understudies (18%) detailed having no thought, which may demonstrate that they felt they did not have sufficient encounter in CMs -based classes to precise a beyond any doubt opinion. Even in show disdain toward of the truth that to some degree more than half of the understudies communicated the conclusion that they like utilizing CMs some time recently the lesson, a noteworthy number of the understudies (25%) as well had n. In one of the English lessons watched, the understudies came to the CMs and utilized it for distinctive purposes such as looking on the Web, composing, and sparing their work, but in



numerous other teach, both within the perceptions and in talking with the instructors, it was learned that as it were the instructors utilize this innovation. This appears terrible, as I learned from the instructor in whose lesson I watched coordinate understudy utilize of the CMs, that the understudies enjoyed utilizing it and they did not discover it troublesome to utilize. Her report is bolstered by the students' reactions to Address 9, on which two thirds either oppose this idea or emphatically oppose this idea with the explanation that it was troublesome for them to utilize CMs.

Part 2: Teachers' Attitudes towards the Disadvantages of Communicative Methods in E-learning implementation

Section 1: Teachers' Attitudes Related to CMs and the resolution

The nine questions in this section of the teacher's questionnaire investigated teachers' attitudes towards the use of CMs as teaching tools. Generally, the proclaimed benefits of CMs such as saving time, enabling teachers to reach different sources, saving and printing students' work or examples, easing review, and allowing the opportunity to interact with the class face to face were included in the questionnaire statements to learn the teachers' feelings about these features of CMs. The researcher also wanted to learn whether the teachers feel that they are more effective, efficient, and better managers of their classes when using CMs. Table 4.4 Teacher's attitudes in Disadvantageous of Communicative Methods in E-learning implementation

	D	NI	A	SA	Mean*
f Q1	4	7	7	36	28 3.17
%					34.15
f Q2	8	40	8	18	8 2.35
%					9.76
f Q3	1	4	8	30	39 3.45
%					47.56
f Q4	1	7	14	34	26 3.25



%					31.71
f	Q5	1	9	13	35
					24
					3.19
%					29.27
f	Q6	2	8	13	37
					22
					3.14
%					26.83
f	Q7	0	1	7	33
					41
					3.53
%					50.00
f	Q8	5	9	16	28
					24
					3.08
%					29.27
f	Q9	0	6	6	32
					38
					3.42
%					46.34

Note: f: Frequency SD: Strongly disagree D: Disagree NI: No idea

A: Agree SA: Strongly agree STD: Standard Deviation

Mean*: Means calculated without the NI responses

Q1: Using the CMs resources reduces the time I spend writing on the board.

Q2: When using CLTs in the classroom, I spend more time for the preparation of the lesson.

Q3: I think using CMs makes it easier to reach different sources and display them to the whole class immediately.

Q4: CMs are beneficial for saving and printing the materials generated during the lesson.

Q5: I can give explanations more effectively with the use of CLTs.

Q6: With the help of using the CMs, I can easily control the whole class.

Q7: I think CMs can be a good supplement to support teaching.

Q8: Using CMs makes me a more efficient teacher.

Q9: Using CMs makes it easier for a teacher to review, re-explain, and summarize the subject.

According to the mean scores in this table, except for the statement that using CLTs requires more preparation time, the teach-



ers agreed with all statements in this category. The highest mean score belongs to question seven, which indicates that nearly all of the teachers (90%) agree or strongly agree that CMs can be a good supplement for the language teaching process. The questions in this section can be categorized into two subcategories: questions related to the benefits of CMs and questions related directly to the opinions of teachers. Q7 and Q8 can be included in the category of teachers' opinions about CLTs and the rest could be mentioned in the category of benefits and drawbacks of CLTs. Of the second group, the results of the third item show that a majority of the teachers responded positively that CMs make it easier for them to reach different sources and show them to the whole class at the same time. Regarding the responses related to the ninth question in this section, it can be seen that a majority of the teachers believe that CMs enable them to review, summarize, and re-explain a subject in an easy way. If we look at the results of the fourth question, we see that 73% of the teachers agreed that CMs are useful for saving and printing out their students' work. Nearly two thirds of the teachers believe that they can give explanations more effectively by using CMs. The results of the first question reveal that 78% of the teachers agreed or strongly agreed that using CMs -based resources reduces time spent in writing on the board during the lessons. Looking at the responses given for the sixth question, 72% of the teachers agreed that they could easily control the whole class from the front of the class.

For the second question, which has the lowest mean score in this category, 59% of the teachers disagreed with the idea that preparing for CLT -based lessons takes more time than for a regular lesson. This may indicate that these teachers use special software programs designed for certain textbooks because these programs provide a lot of different activities, exercises, and tests for the teachers, which eases the teachers' job in preparing extra materials. On the other hand, the results also reveal that 32% of the teachers agree with this idea, which suggests that these teachers try to prepare their materials by themselves, so they have to look for special materials and create appropriate materials for CMs.



In terms of the results of the two questions related to teachers' opinions, nearly two thirds of the teachers agreed with the notion that using CMs makes them more efficient teachers in the classroom. It is also seen that 90% of the respondents believe that CLTs can be used for supplementing the lessons, resulting in the highest mean score for any question.

Section 2: Teachers' General Attitudes toward the Use of CMs and its demerits

These seven questions aimed to investigate teachers' general attitudes towards the use of CMs. The questions can be divided into subcategories of positive attitudes/feelings and negative attitudes/feelings. Q10 and Q12 may be thought of as positive attitudes because they directly looked at whether the teachers like using this technology and whether they have positive attitudes towards it. On the other hand, Q11, Q13, Q14, and Q16 can be considered as negative attitudes since they explored the negative feelings of the teachers while using CMs, their negative attitudes towards this technology, their concerns about their students' readiness to use this technology, and doubts about their own readiness to use CMs. Q15 is directly related to the preference of a traditional way of teaching over CLTs technology, so it can be included in the negative category as well.

Table 4.5

Teacher's attitudes towards Teacher's attitudes in Disadvantageous of Communicative Methods in E-learning implementation

	SD	D	NI	A	SA
f Q10	2	5	7	31	37
					Mean*
					3.37
%					45.12
f Q11	33	26	9	8	6
					Mean*
					1.82
%					7.32





f	Q12	1	5	11	38	27
						3.28
%						32.93
f	Q13	37	27	13	4	1
						1.55
%						1.22
f	Q14	41	25	6	8	2
						1.62
%						2.44
f	Q15	20	31	10	17	4
						2.07
%						4.88
f	Q16	45	27	4	4	2
						1.53
%						2.44

Note: f: Frequency SD: Strongly disagree D: Disagree N: No idea
A: Agree SA: Strongly agree STD: Standard Deviation
Mean*: Means calculated without the NI responses Q10: I like using
CMs technology in my lessons.

Q11: I feel uncomfortable using CMs in front of my students.

Q12: I have positive attitudes towards the use of CMs in language instruction. Q13: I have negative attitudes towards the use of CMs in language instruction. Q14: I do not think my students are ready for this technology.

Q15: What I do in class with traditional methods is sufficient for teaching English. Q16: I am not the type to do well with CMs -based applications.

In terms of mean scores calculated, the teachers strongly agreed with questions ten and twelve, whereas they disagreed or strongly disagreed with the rest of the questions in this category. As is seen in Table 11, these remaining questions were actually expressing negative opinions shows an overall positive attitude, and thus a consistency among the participants' responses is evident.

, so the teachers' disagreement with themThe results show that the majority of the teachers agreed that they like using CMs in their lessons, and that they have positive attitudes towards them. Supporting this finding, only 6% of the teachers responded that they have negative attitudes.



There is a more mixed response when it comes to the question of whether there is a need for CLTs. Although 61% disagree that their traditional methods are sufficient to teach English, 25% agreed with this statement, which indicates that some teachers do not see the necessity of introducing this new technology into the teaching process.

By disagreeing with question 11, the majority of teachers made it clear that using CLTs does not make them uncomfortable in front of their students, and most teachers (72 of the 82 surveyed) were confident that they themselves were suited to using this new technology. Finally, in terms of what the teachers' attitudes towards their students' readiness for CMs use, more than two thirds of the teachers (79%) agreed that their students are 'ready' for this kind of technology.

Section 3: Teachers' Teacher's attitudes in Disadvantageous of Communicative Methods in E-learning implementation

The questions in this section intended to investigate teachers' attitudes in regarding the E-learning and its demerits in Communicative Methods. This section consisted of four questions in total. The questions aimed to gather information about teachers' opinions whether they think that using of CMs makes lessons more enjoyable and interesting, helps keep the students' attention longer, and increases interaction, motivation, and participation of the students during the lessons. Table 4.6

Teacher's attitudes in Disadvantageous of Communicative Methods in E-learning implementation

	D	NI	A	SA	Mean ^x
f Q17	1	3	6	32	40
					3.46
%					48.78
f Q20	3	4	11	40	24
					3.20
%					29.27



f	Q21	1	7	9	39	26
					3.23	
%					31.71	
f	Q22	1	9	13	32	27
					3.23	
%					32.93	

Note: f: Frequency SD: Strongly disagree D: Disagree N: No idea

A: Agree SA: Strongly agree STD: Standard Deviation

Mean^o: Means calculated without the CMs responses

Q17: I think CMs make learning more enjoyable and more interesting.

Q20: I can keep my students' attention longer with the help of CMs.

Q21: I think CMs increase the interaction and participation of the students.

Q22: I think my students are more motivated when I use a CMs in my lessons.

The mean scores and low standard deviations calculated show that the teachers agreed or strongly agreed with all the statements in this category. The mean score of question seventeen is the highest ($M=3.46$), which indicates that nearly all of the teachers (almost 88%) agreed that CMs make lessons more enjoyable and interesting. Nearly 80% of the participating teachers agreed that the use of CMs increases the interaction and participation of the students, and nearly two thirds of the teachers believe that their students are more motivated when a CMs is used in the classroom. The responses given for the 22nd question in this category show that 78% of the EFL teachers agreed that they can keep their students' attention longer when they use CMs during the lessons.

Two of the participants wrote in positive extra comments, stating that CMs principals helps learners motivated s attract the students' attention and increase student participation. On the other hand, two other teachers observed that when the classroom lights are dimmed, some of the students lose attention: When the classroom is a bit dark, my students start to sleep and lose their con-





centration. I think only the curtains near the should be closed and the back of the classroom might get light from outside so that students do not tend to sleep (Teacher 19).

In order to avoid loss of attention when the lights are dimmed, the curtains at the back of the classroom can be opened or the lights could be switched on at the back of the classroom so that darkness of the classroom does not affect the students negatively.

Section 4: Teachers' Attitudes Related E-learning

The last category of the teacher's questionnaire contained two questions addressing the specific issue of training for the use of CLTs: whether it is necessary and whether without it, they still feel comfortable using CLTs (see Table 12).

Table 4.7

Teacher's attitudes in Disadvantageous of Communicative Methods in E-learning implementation

	D	NI	A	SA	Mean*
f Q18	1	12	17	34	18 3.06
%					21.95
f Q19	5	23	12	30	12 2.70
%					14.63

Note: f: Frequency SD: Strongly disagree D: Disagree N: No idea A: Agree SA: Strongly agree STD: Standard Deviation

Mean*: Means calculated without the NI responses

Q18: I believe that training is required to teach with CLTs technology.

Q19: If I do not get sufficient training, I do not feel comfortable with using CLTs in the classroom.

The mean scores reveal that the teachers believe in the need for training, but are much more divided over whether such training



is absolutely necessary in order for them to feel comfortable using CLTs. According to the responses given for the 18th question, 63% of the participants agreed that training is necessary for the use of this technology. For question 19 however, there is a more mixed response. Although 34% of the EFL teachers report that they feel comfortable without any training while using a CLTs, 51% of the respondents agreed that they do feel uncomfortable, if they do not get sufficient training. Since the agreement score is higher than the disagreement rate, it can be said that the need for training is accepted as an important issue.

One of the teachers made the point that teachers themselves have a role to play in getting ready to use CMs:

I agreed with the training requirement, but this is a skill that teachers must develop themselves, make time to explore this technology and its potential. If they do not make time, they will not use it effectively (Teacher 16).

This opinion indicates that it is the teachers' responsibility in part to learn to use these Methods, but the administrators should also encourage teachers and learners plan training sessions for them. The comment may suggest that if a teacher does not have positive attitudes towards CMs or they are unfamiliar with that, it might be difficult for him/her to become accustomed to using it.

5.3. Conclusion

The findings of this study revealed that both students and teachers have positive attitudes towards CMs in using English language classes. Therefore, E-learning -based lessons are perceived as more interesting and enjoyable by both the students and teachers but the CMs- based principals. In CLTs -based lessons, students are more motivated and participate in the activities more while, the methods since, has concentrated on the communicative parts of teaching the language could only provide the E-learning which deals with videos and electronic teaching. While, the reported contributions of CLTs may be significant for the increase of the quality of education, it has also some drawbacks, this technol-

ogy seems to be welcomed and appreciated by both students and teachers. What must be done for the effective use of this technology is that the teachers should have access to adequate training and should be provided with technical and material-based support. Besides, in the history of CMs, this method causes several difficulties due to the conflicts of context, teacher and student's belief, lack of CMs training and also its concentration on communicative competence which underestimate the E-learning-based principals.

5.4. Implications

The results of this study suggest that simply providing CMs in some or all classrooms does not guarantee their use in language instruction as it was found out during the research. The students in the institutions where there is only one CMs - equipped classroom complain that they have experienced this technology only once or twice a semester. This lack of exposure may come from concrete problems such as lack of time or inability to schedule access to the CMs classroom, or it may come from the teachers' unwillingness to try this new technology and therefore reluctance to bring his/her students to the CMs classroom. In especially crowded schools with one CMs classroom, it will be very difficult to schedule who will use it when. The solution to this problem can be installing CMs into more classrooms or administrators' planning equal schedules to make it possible for every class to benefit from this technology. In addition, teachers may not only face some first-order barriers such as lack of equipment and time, but also second-order barriers such as lack of confidence (Ertmer, Addison, Lane, Ross and Woods, 1999). Through professional guidance and assistance, these second-order barriers can be overcome and teachers may feel more confident and eager to benefit from this technology.

Thus, administrators should arrange focus meetings with experienced teachers in using CMs, establish a kind of sharing network among teachers in terms of materials, resources, and advice on





CMs use, and encourage teachers to exploit this technology on their own with the help of experienced colleague. Another important and related issue is the need for training. As Hall and Higgins (2005) stated in their study, training sessions should be regular and should be viewed as a continuous process so that teachers can improve their ICT skills in order to use CMs efficiently. This issue is also mentioned in Smith et al. (2005), where they note that in order to use CMs to their full potential, there is a need for adequate training because inexperienced manipulations of CMs features decrease the value of this technology. Additional coaching personnel and time could be beneficial on a one to one basis and administrators can arrange training sessions that could be helpful for teachers to overcome their barriers and be more confident in using CMs-based learning. However, my research findings indicate that more than one third of the teachers responded that they can teach with CMs without special training. This may show that the teachers who are interested and good at ICT skills can easily adapt themselves to CMs technology. Therefore, training could be provided by administrators according to the individuals' technological knowledge, experience, and their individual needs to exploit this technology in education.

Since most of the teachers in this study agreed that CMs technology is a good supplement for teaching, and both students and teachers have positive attitudes towards this technology, it can be argued that CLTs should be involved in the teaching process as much as possible. Although it depends on the institutions' budgets, once the decision is made to use CLTs, ideally it is advisable to install them in every classroom so that students do not have to change classrooms for CMs -based lessons. If this is not financially possible, there can be at least two or three classrooms that are equipped with CMs. In this case, it should be ensured that students be able to find the opportunity to go to those classrooms as much as possible. Students in this study complained that they can only rarely go to the "smart class", which prevents them from

experiencing and benefiting from this technology.

It should also be reminded that some publishers prepare CMs -based materials and there are a wide variety of free resources on the Internet suitable for CMs use. Teachers and administrators may wish to contact the publishers for CMs -based materials, on the condition that they choose certain course books whose materials are ready for CMs use, or search the Internet to find extra materials. On a cautionary note, since in most cases a committee, not individual teachers, decides on the books to be used in an institution, a teacher who wants to use this technology with ready-made materials may not find this opportunity. Another potential problem with using ready-made materials is that not many books are prepared with software programs, which would limit the teachers' choice if they want to benefit from these software programs. If they find the opportunity to choose course books provided with CLT-based plans, teachers may get help in the exhausting process of preparing extra materials for the class and save time by using these materials.

As a last point, educators and administrators should not simply rush to buy CMs before purchasing one. They should search for and be informed about the different features of each CMs. Although most CMs share similar features, some of them have distinctive functions and allow more interactive opportunities during the lessons, a particularly important aspect for language teaching. After the comparison of different trademarks, the cost of this technology should also be considered. If more classrooms are intended to be equipped with CMs, low cost CMs could be appropriate, whereas if this technology is going to be installed in just a few classrooms, more functionally active CMs can be chosen. It should also be noted that the size of the CMs is also important, for instance, in large classrooms, bigger sizes would be more appropriate.

1.5.3. Limitations of the study

The limitations of this study can be discussed through the fol-





lowing aspects. The study samples were just 60 persons and were collected just from Dhi-Qar, Iraq. And the next likely limitation is that it was discussed about English teachers; it means that here in this research, the researcher just study on the English learning and the sample, participants and the students all are in the educational context of learning English Language and ones cannot generalize it to the other fields of study easily and, for example, experimentally claim that The Disadvantageous of Communicative Methods in Using E-learning: A Case Study of Iraqi Schools development cannot be generalized to all other learners, too. Also, the researcher encountered problems in finding the appropriate scales in order to infer the required data

5.5. Suggestions for Further Research

This study investigated the attitudes of students, administrators, and teachers towards the use of CMs, factors affecting their attitudes, and the ways that EFL teachers use CMs. Although this study includes some qualitative data, more classroom observations can be carried out to investigate to what extent teachers benefit from the potential of this technology as claimed in the literature. Such a study, if conducted in a longitudinal manner, could attempt to confirm the finding in this study that greater use correlates to more positive attitudes. As one administrator in this study pointed out, CLTs may help improve classroom interaction because the teachers do not need to turn their backs on the class. Given the importance of interaction in language learning settings, it could be the particular focus of a classroom-based research study to look at whether or how CLTs use contributes to classroom interaction specifically.

The effectiveness of this Method in language instruction settings should also be examined. Although CMs are claimed to have an impact on learning in the short term, this has not yet been confirmed. It should be checked and seen whether they are exactly the real contributions of CMs through experimental studies in language learning settings or not. If not much contribution to



learning is found, shedding more lights on this could be questioned and investors might rethink before trying this method

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