

From Theory to Classroom: Examining Communicative Language Teaching Practices in Iraq

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Abstract

Although the Ministry of Education in the Kurdistan region of Iraq decided to adopt communicative language teaching (CLT) to improve the English language competencies of Iraqi students, implementing this approach poses significant challenges for Iraqi English language teachers. This study examines the obstacles these teachers face. This study aims to identify the main challenges that hinder the implementation of CLT and how these challenges impact classroom practices, mainly in teaching speaking skills. It also seeks to understand the contradictions between teachers' theoretical understanding of CLT principles and their classroom practices of such principles. The first data collection phase was conducted through interviews with 10 English language teachers. Following that, classroom observations of 16 teachers were conducted to examine their classroom practices and activities. Finally, an online questionnaire of 38 items was distributed to the teachers to explore the issue. The findings reveal that even though English language teachers acknowledge the benefits of CLT, they face challenges such as limited recourses, insufficient training, contextual and societal expectations factors such as large classes, grammar-oriented examination system, and students' language proficiency that hinder its successful implementation. Additionally, there are inconsistencies between teachers' theoretical understanding of CLT principles and their classroom practices. These inconsistencies emerge from different sources, including the suitability of CLT for the Iraqi context and teachers' lack of understanding of its principles. They are also due to a lack of practical training, student-related factors including motivation, and student assessment systems that heavily rely on assessing Grammar and vocabulary. The study finds that teaching speaking is neglected, and the teachers rarely incorporate communicative activities in their classrooms. As a result, Iraqi classrooms can be considered genuinely communicative. This study contributes to the existing teaching methodologies and offers practical recommendations for policymakers to enhance the effectiveness of CLT in Iraq.

Keywords: Communicative Language Teaching, EFL, English as a Foreign Language, Iraq, Challenges, Speaking Skills

Introduction

The need for using English primarily for communication is among the priorities of the 21st century in teaching languages. This requires introducing innovative methods of teaching to the field of language teaching. This topic is an issue that has been studied for the last 4 decades. The main concern of these studies is the gap in the theoretical understanding of the introduced approaches and their implementation in classrooms.

Many studies have investigated whether a certain approach or a method is appropriate for teaching English in a certain context. These studies also examined contextual factors that lead to challenges in teaching. Both Prabhu (1990), and Bax (2003), reported that when a new method is introduced, the context should be considered before they implement it. Furthermore, studying the relation between contextual factors and instructional methods is necessary to understand teachers' classroom practices. This includes integrating their theoretical understanding of these methods and approaches into their classroom practices. A comprehensive study of this issue can be conducted by collecting evidence from the classrooms and teachers' perspectives on these teaching methods.

Background of the Study

According to Nunan (2003), and Dörnyei (2009), the goal of teaching English has shifted from the traditional methods to the focus on communication, making the communicative approach (CLT) the dominant approach in the 21st century. The goal of teaching the language is to improve the learners' communicative competence to use the language in various contexts (Brown, 2000; Richards, 2006a). However, many countries still use traditional methods, consequently affecting learners' communicative competence (Ibrahim and Ibrahim, 2017). Thus, researchers state that effective teaching requires student- a student-centered approach that emphasises communication and offers various opportunities for language use (Savignon, 2001; Richards and Rodgers, 2014).

Such an approach requires communicative principles where Richards and Rodgers (2014) identify five central tenets of CLT: active engagement in communication, authentic and meaningful experience of the classroom activities, balancing accuracy and fluency in language teaching, integration of various language skills, and dynamic, problem-solving learning processes. Although CLT has demonstrated its efficacy in establishing a comprehensive foundation for achieving these objectives on a theoretical level, it remains difficult for many teachers to integrate it into their classroom practices. One reason for these challenges is that many personal and contextual factors could influence their classroom practice. Thus, CLT is still not the ultimate solution for all language learners, especially in EFL contexts. For this reason, Bax (2003) argues for a new approach that prioritizes context in teaching methods and calls it the "context approach".

Islam (2016), emphasizes the discrepancy between CLT's theoretical and practical implementation, suggesting that CLT is not realized in practice as it is in theory. According to Pham (2006), teachers who lack a comprehensive understanding of CLT struggle to adapt their teaching methods to suit the learning environment. Another reason is that they lack proper training (Syarif 2016). As a result, they resort to traditional teaching methods. Conducting extensive classroom-based research helps close the gap between CLT's theoretical and practical aspects and contributes to the language teaching methodology.

Problem Statement

Despite introducing CLT into Iraqi Education system since 2007, researches on indicates that Iraqi students lack sufficient communicative ability to effectively utilize English for communication purposes. A reason for that could be the methodology practiced by the teachers. While CLT is meant to replace the previous methods that could not fulfill learners' needs, Sofi-Karim's (2015) study show that teachers still practice the traditional teaching methods, and their classrooms are still teacher-centered, and this has led to a passive learning experience by learners (Mhamad and Shareef, 2014). Therefore, they cannot use English effectively in the real-life outside of the classroom.

Many factors such as resource limits, restrictive curriculum frameworks, and evaluating processes, students motivation and language proficiency are among the obstacles hinder the smooth integration of CLT approach. Hassan and Ghafor (2014) say Iraq's English language program isn't communicative. Instead, it combines grammar-translation, audio-lingual, and communicative approaches. If so, holding teachers accountable for their teaching methods would be unfair.

According to Abdullah (2015), both students and teachers show a favourable attitude toward the implementation of Communicative Language Teaching (CLT). However, Grammar-focused exams in Iraq makes its implementation difficult for both teachers and students. Kamal (2010) concludes that the current examinations for the new English course book "Sunrise" cannot be considered a communicative exam and does not assess all competencies and skills of the learners. Thus, the current examination system does not foster the communicative proficiency of students in English language which ultimately goes against the principles of CLT. Students also lack enthusiasm for learning the English language. This prevents them from learning and improving their language proficiency. Since the assessment system is paper-oriented exam (Ibrahim and Ibrahim, 2017), the students' success is based on grades, as a result, their primary goal is to pass the exams and use memorisation technique and cannot achieve their goals. The statistics by the ministry of Education in Kurdistan region of Iraq shows that less than 50 percent of the grade 12 students passed the national exams for English language in the academic year of 2023-2024. This shows that either students are afraid of taking this test or do not have enough language ability to pass it.

This teacher-centered methodology prevents teachers and students to communicate effectively. Therefore, Saeed (2015) posits that teachers prioritize the teaching of grammar over other skills and seek to adapt to the current educational and teaching environment. Alakeeli (2013) also agrees that Iraqi teachers prioritize the teaching of grammar principles over the facilitation of communicative learning and the generation of ideas by students. As Saeed (2015) elucidates, this emphasis on grammar instruction may be the consequence of their lack of understanding of instructional strategies. For this reason, most of classroom activities are repetitive lacking, group work and interaction, consequently do not produce real conversation (Alkhateeb, 2013). UNESCO (2014) states that the current situation in Iraq indicates that teachers are unfamiliar with Communicative Language Teaching (CLT). Teachers and supervisors need to be trained and educated about CLT. However, the current training is inadequate (Sofi-Karim, 2015) and mainly focuses on subject content knowledge. Thus, this issue needs a study that aims to address past research flaws. A study that examine the issue through classroom observations to investigate the application of CLT in Iraqi classrooms. This

study additionally explores teachers' views on classroom problems, classroom activities, the teaching of speaking skills.

Research Objectives

The objectives of this research are:

1. To examine Iraqi English language teachers' attitudes towards and implementation of Communicative Language Teaching (CLT) in their classrooms.
2. To identify the difficulties and factors that influence Iraqi English language teachers' implementation of CLT in their classrooms.
3. To explore the types of activities that Iraqi teachers use in their classrooms to promote students' oral proficiency.

Research Questions

The objective of this research is to address the following questions:

1. To what extent do Iraqi English language teachers' attitudes and classroom practices align with Communicative Language Teaching (CLT) principles?
 - What are Iraqi English language teachers' attitudes towards the Communicative Language Teaching (CLT) approach?
 - How do the classroom practices of Iraqi English language teachers reflect the principles of CLT?
 - To what extent do Iraqi English language teachers implement CLT in their classroom practices to improve students' speaking skills?
2. What are the difficulties teachers encounter in adopting communicative language teaching?
3. What types of activities do Iraqi teachers use in their classrooms to promote students' oral proficiency?

Significance of the Study

Numerous studies have been conducted on the implementation of CLT in various contexts. However, very few studies have been conducted on the practice of CLT by in-service teachers in the Kurdistan region of Iraq, which examine the challenges they encounter when implementing CLT in the classroom. Consequently, this study aims to address this gap in the research field. Its primary focus is on the implementation of CLT in English language classrooms, the factors that influence its use, and the activities employed by the teachers that improve the students' speaking skills. The study also aims to show any possible discrepancy between teachers' understanding of CLT and their classroom practices.

This study will help in-service teachers use CLT more successfully and avoid traditional teaching approaches. Furthermore, this will raise teachers' knowledge of CLT's benefits in English education and emphasize communicative teaching. Teachers will understand their teaching environment and use techniques to overcome problems. Teachers are more likely to apply CLT if they know its positive concepts.

This study will help supervisors, teacher trainers, curriculum designers, and school management understand Iraqi public school English language teachers' problems and discover teaching instruments for minimising such difficulties. Educators can devise in-

service training to help teachers understand CLT theory and implement it in Iraqi schools. This study investigates concerns uncovered by previous investigations.

Review of Related Literature

Communicative Language Teaching (CLT)

Based on the theory of constructivism is Communicative language teaching (CLT) approach. Researchers (Richards and Schmidt, 2010) and (Richards and Rodgers, 2014) define CLT as a method of teaching a second or foreign language that its goal is to development the communicative competence of the learners. The objective is to facilitate meaningful communication in all classroom activities. This goal is achieved by offering an extensive range of communicative tasks and activities. According to Littlewood (1981), one of the most distinctive characteristics of CLT is its systematic consideration of both structural and functional aspects of language. On the contrary to other methods, this approach is more student-centered and motivational for learning. CLT places equal emphasis on improving fluency and accuracy. Grammar is taught in context and all language skills are equally important in teaching.

The Communicative Classroom and the roles of teachers and students

Harmer (2003), states that the classroom environment greatly influences students' attitudes and learning abilities. Physical aspects of the classroom, such as table management, can facilitate learning. Since CLT supports using authentic materials, magazines, posters, and realia can promote understanding and support active interaction and communication in the classroom. Thus, both teachers' teaching methods and materials significantly impact student learning. In communicative classrooms, learning takes place, and materials help students attain abilities and be able to use the language for real-life situations (Nunan, 1989).

Authentic materials encompass diverse formats, such as audio, audio-visual, and printed materials. Teachers should carefully select materials that correspond to the language learning objectives. Thus, according to Richards (2006b), authentic materials are better suited to learners' needs, expose pupils to real language, and provide cultural understanding of the target language. Similarly, Larsen Freeman and Anderson (2013), emphasized the significance of utilizing authentic materials, asserting that they allow learners to develop strategies for dealing with language as native speakers use it.

According to Richards and Rodgers (2014), learners play the role of "negotiators" in the learning process to negotiate the meaning of their learning. They do not have to be proficient. Larsen-Freeman and Anderson (2013), describe learners as communicators who actively negotiate meaning, even if they are still not fully proficient in the target language. Meanwhile, teachers have two primary responsibilities: facilitating communication among classroom participants and creating communication-friendly environments (Richards & Rodgers, 2014). They can also act as co-communicators, advisors, facilitators, and counsellors and supervise students' progress during classroom activities. Teachers' primary responsibilities in the classroom are to motivate and inspire learners to participate actively in communication exercises.

Activities and Role of Instructional Materials in CLT

According to Larsen-Freeman and Anderson (2013) the most notable feature of CLT is that all actions are communicative and the range of CLT activities is endless. Language-based classroom activities encourage negotiating and information exchange (Richards & Rodgers, 2014). There are two main types of activities, "functional communicative activities" and "social interaction activities", (Littlewood, 1981). In the first, students use communications to carry out functions such as comparing pictures and offering instructions. However, social interaction activities require learners to participate in conversations, role plays, debates, and other interactions.

Conversely, materials are thought to influence classroom interactions and activities. Their primary purpose is to promote communicative language. The three primary CLT materials are task-based, text-based, and realia. Typical CLT materials are text-based. Unlike typical textbooks, its table of contents grades and sequences language practices. Some of these materials are just redesigns of the structural syllabus (Richards & Rodgers, 2014) that claims to be communicative. For example, the Malaysian English Language Syllabus (1975) is a big change from conventional texts. With these materials, a normal lesson contains a topic, a job that tests how well the student understands the theme, practice explaining the situation, a particular stimulation introduction, comprehension questions, and paraphrase exercises. Some materials contain fewer or more components.

Communication Activities for Speaking

Engaging in communicative activities helps students actively use language for communication. Communicative activities, sometimes called "fluency-based activities," encourage interactive learning and L2 use (Sanna, 2013, p. 21). Communication activities should be interactive, realistic, and relevant to real-life situations in a student-centered classroom (Richard and Rodgers, 1999, p. 163).

Communicative activities or communicative language teaching encompasses both linguistic qualities to teach and a shift in teaching techniques (Harmer, 2003). The purpose is to improve student communication. According to Galloway (1993), the methodology encompasses practical scenarios that require effective communication. Wood (2002) divides activities into functional communication and social interaction. Functional communication activities improve language abilities and functions needed for communication. Social interaction involves active communication, discussions, dialogues, and role plays. There is a wide range of activities that can promote communication among the learners. Among these activities are information gap, jigsaw, communicative games, storytelling, group work, pair-work, discussions, role-plays (Sanna, 2013; Larsen Freeman and Anderson, 2013).

Teachers' Beliefs and Understanding of CLT

Successful implementation of Communicative Language Teaching (CLT) relies on theoretical understanding and interpretations of its concepts by the teachers. Researchers have defined this understanding as teachers' attitudes (Albahri et al., 2018), perceptions (Liu et al., 2023), cognition (Borg, 2015), and beliefs (Nishino, 2012). All these definitions are used interchangeably. Studying teachers' beliefs and understanding of CLT is important because their beliefs on language education may not be compatible with the activities and principles

of CLT (Manzano, 2015), or even with having a positive attitude toward it, but teachers may not practice what they perceive.

Another reason for studying teachers' beliefs is that teachers' beliefs could influence their instructional practices (Pajares, 1992). According to Borg (2015) and Senior (2006), teachers' beliefs are derived from multiple sources. One of the sources of teachers' attitudes about teaching is their personal experience as language learners, which is reflected in their teaching practices. For instance, numerous EFL teachers continue to employ conventional methods such as repetitive practice and rote learning in language instruction due to their own successful experience with these strategies throughout their English language acquisition.

Teachers' ideas can also be influenced by their personal experience with what is most effective for them. Teachers typically embrace effective tactics and steer clear of unsuccessful ones (Senior, 2006). Thus, according to these studies, the teaching methods employed by English as a Foreign Language (EFL) teachers are influenced by a combination of their views, prior experience in learning and teaching, and their competence as educators. Borg (2015) states that these variables are interconnected and can influence the selection of techniques and methods used by teachers in English language instruction.

Difficulties in Teaching Speaking in the EFL Context

According to Richards (2006a), gaining proficiency in spoken English is the main goal in EFL and it reflects successful teaching of the language courses. Despite its significance, Speaking is considered the most challenging of the four language skills in a foreign language context (Rahimi & Quraishi, 2019). Even persons who have studied English for many years find it difficult (Madrid et al. 2005). One reason is that Oral communication needs body and brain coordination and a basic understanding of grammar and language.

EFL learners encounter two hurdles when it comes to mastering speaking: the difficulty of the skill and the environment. Asfaw et al. (2021) identified several factors impacting the teaching of speaking in Ethiopia. These include inadequate emphasis on speaking lessons, excessive use of mother tongue, learners' poor background, time constraints, restricted classroom activities, inefficient classroom management, fear of making mistakes and shyness, and unequal participation.

Challenges in Implementing CLT in EFL Classrooms

The implementation of CLT, particularly in the EFL context classrooms, encounters several challenges. This issue is related to the use of traditional teaching methods, where the teaching of grammar and vocabulary is prioritised over speaking (Al-Khatib, 2017). According to Almutrafi (2018), both spoken and written proficiency are important in language learning, and the level of proficiency in these skills is determined by the learner's motivation toward these skills. Despite this, many EFL teachers and learners prioritise grammar because they have limited speaking exposure to the language and rely on text-based assessments that hinder successful language learning (Abate, 2014).

The challenges in adopting CLT can be classified into four categories. First are teacher-related challenges, including teachers' lack of understanding or misunderstanding (Thompson, 1996; Littlewood, 2007) of CLT principles and teachers' practice of traditional methods (Austin,

2003). Second, student-related factors mainly include low language proficiency and fear of making mistakes (Jones, 2007; Mirdehghan et al., 2011). Third is the cultural factors related to the mismatch between teaching practices of native and non-native contexts (Littlewood, 2007; Hu, 2002; Bax, 2003); the last challenge is related to the educational system which includes large class sizes, insufficient materials, and shortcomings in curricula that do not align with the principles of communicative approach (Sofi-Karim, 2015; Abdulkader, 2016).

Research in the field of language methodology indicates that the success of implementing communicative language teaching methodology depends on how these challenges are handled in the classrooms of these contexts. This means that when a method is adopted, the context should be considered; that is why Bax (2003) calls for a "context approach". Other researchers (Jamalzadeh & Shahsavar, 2015; Abdulkader, 2016) believe that the new method should adapt to the local context and consider factors such as teacher preparation, resource availability, and student attitudes. Tackling these obstacles is essential for successfully implementing CCLT in EFL contexts.

Research Methodology

Research Design

This study employs a mixed method approach. It compasses of both qualitative and quantitative data collection to examine the research issue. According to Cohen et al. (2007), using multiple source of data collection improves the quality of the data. Mixed methods research incorporating both qualitative and quantitative methods can maximise the strengths and minimise the weaknesses of each method (Creswell, 2014). In this regard, Tashakkori & Teddlie (2003) finds this approach more comprehensive in understanding and investigating research issues and questions.

A sequential design is employed in data collection process. This means the qualitative data that was collected through interviews was followed by quantitative data from a questionnaire and classroom observation of the teachers. The emphasis is on the quantitative data (qual-QUANT) to gain understanding from larger population of the research. The qualitative data also helped to improve the questionnaire and gain more comprehensive understanding of the teachers attitude and issues. To enhance the research outcomes, data triangulation was used.

Research Setting

This study was carried out in different high schools is Sulaymaniyah governorate, located in the Kurdistan region of Iraq. The participants were English language teachers.

Participants and Sampling

The participants in this study were all English language teachers in high schools. These teachers were selected based on purposive sampling. These teachers were in-service teachers with 3 to 25 years of experience. Ten teachers participated in the interviews, and 16 and 183 teachers answered the questionnaire for the classroom observations. This number excluded the participants from the interviews to avoid duplicate answers.

Data Collection Tools

Three tools were used for data collection, interview, classroom observation, and a survey. The interviews aimed to examine teachers' attitude, experience and teaching expertise.

Classroom observations which were video-recorded aimed to examine classroom practices of these teachers. The questionnaire of 38 items aimed to examine teachers' attitude toward CLT, the factors that influence employing CLT, and the type of activities used by the teachers. 3-Point Likert Scale was used to score the responses. These tools helped to answer the research question.

Data Collection Procedure

The study was carried out in two stages, first a pilot study was carried out with a small number of teachers to enhance the reliability of the instruments and later the actual study carried out with the study population. During this process, the quantitative data collection followed the qualitative data collection.

Method of Data Analysis

The data collected from this study were both qualitative and quantitatively analysed and triangulated. The interviews were analysed first, using Nvivo codes, thematic analysis was used to identify themes. The data from the interview was also used to improve the questionnaire elements. After this, the data from the classroom observations were statistically analysed, using frequencies and percentage. The questionnaire was also statistically, using SPSS, analysed. All the data set were integrated and used to answer the study questions.

Results

Teachers' Attitudes towards CLT and their Implementation of its Principles

The analysis of the questionnaire (67% of the teachers' responses) show that the teachers have positive attitude towards all CLT principles. Yet, 57% off the teachers believed that students errors should be correctly instantly. This indicate that teachers still have not fully understood CLT principles and the over-teaching of grammar has led to this belief. However, there is a discrepancy between teachers positive attitude and their classroom practices. The analysis of the classroom observations shows this fact that most teachers do not teach communicatively and most of the classroom practices are still traditional, focusing on the teaching of subskills such as grammar and vocabulary . On the hand, the analysis of the questionnaire also shows that teachers very widely (55%) use individual work and whole-classroom teaching technique and the use of communicative activities are very limited. In their interviews they justify this teaching style by explaining that they lack time, resources, and constrains imposed by examination system. The teachers barely use communicative activities and the teaching of speaking is neglected. The teachers attribute this to many factors that hinder them from teaching speaking, at the forefront is the examination system and students' low language proficiency and motivation.

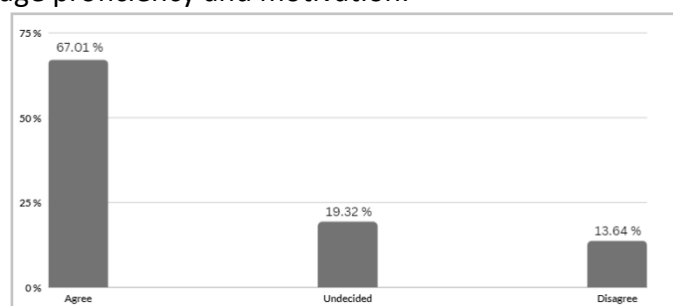


Figure 4.1: Descriptive analysis of (teachers attitude toward CLT principles)

The Difficulties and Factors that Influence Iraqi English Language Teachers' Implementation of CLT in Their Classrooms

The questionnaire analysis of 16 items shows that the primary difficulties in adopting CLT include limited resources, insufficient training, large class size, assessment system, fear of making mistakes, societal expectations, and low language proficiency of both students and teachers. 68% of the teachers highlighted that lack of authentic materials hinder effective teaching in their schools and this makes it difficult to create an interactive environment. The results also show that the current textbooks lack motivation activities to promote speaking skills of their students. Another issue is the lack of training related to teaching methods. 70% of the teachers believe that there are limited opportunities for teachers to receive training on teaching methods. This indicates that these teachers need practical training to implement CLT successfully. The results show that speaking skills of the students is not assessed (71%) and for this reason there is a high emphasis on teaching and assessing grammar.

The teachers also showed their tendency to use traditional teaching methods as their classrooms are over-crowded (74%) and this strategy helps them to “maintain control over classrooms and save time to complete their textbook topics”. The teachers also stated that “students only want to pass the exams and do not care about learning the language”. For this reason teachers tend to avoid communicative activities where both time and interaction is required.

Despite studying English from an early stage of school the language proficiency of the students is low (65%) and they are unable to express themselves in English. This could be the reason why they are afraid of making mistakes (78%) and lack self-confidence (70%) that is why they tend to use their first language (68%) in classroom activities. These factors collectively hinder teachers from employing communicative language teaching in Iraqi classroom.

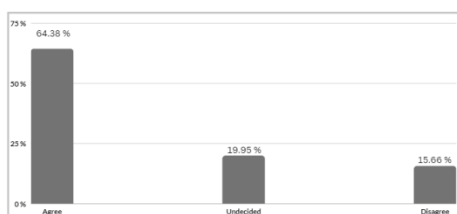


Figure 4.2: Descriptive analysis of (factors influence their implementation of CLT and classroom practices)

The Types of Activities that Iraqi Teachers use to Promote Students' Oral Proficiency

For all the types of activities (Pair work, Group Work, Individual Work, Whole-class teaching, Role play, Dialogues, Storytelling, Presentation, Debating, Information gaps, opinion sharing), the respondents to the survey have a higher rate of agreement and positivity towards using five of the teaching strategies, which are individual work, whole-class teaching, role play, dialogues, and opinion sharing. Among these five two have highest rate of use, individual work (53) and whole-class teaching (57%). The reason for this practice is explained in the interviews where the teachers tend to use whole class activities and individual activities to save time and maintain order in their classrooms. The results of the classroom observations also confirmed this result where the most common teaching strategy was individual work and whole-class teaching. Other activities such as dialogue, opinion sharing, role-paly, information gap and interactive activities such as group and pair work were not used. Only

one teacher used dialogue activity involving scripted dialogue reading. During the observations it was also noted that during discussion times, students speak their mother tongue rather than English, which presents somewhat challenging issues related to management in classrooms with large number of students.

Meanwhile, two of the eleven strategies (pair work and information gaps) were implemented at a more moderate rate by teachers. However, during the observations very little of pair works were recorded and no information gap activities were implemented by the teachers. Additionally, the rest of the activities, including group work, storytelling, presentations, and debating, were recorded at a lower rate of utilization by the respondent teachers. This result is similar to what was noted in the classroom observations. Teachers did not use these types of activities.

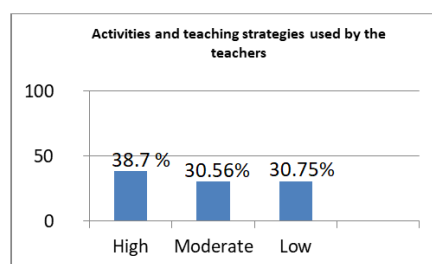


Figure 4.3: Activities and teaching strategies used by the teachers

Conclusion

The findings of this study highlighted the main challenges and factors that hinder the implementation of Communicative language teaching in Iraqi classrooms. Despite having positive attitude towards the approach, teachers are not fully aware of its principles and are unable to implement it effectively. Various factors such as limited training, recourse unavailability, student and teacher-related issues, the educational assessment system and societal expectations hinder the adoption of CLT and affect their classroom practices. The classroom practices of Iraqi teachers contradict the primary principles of CLT and do not promote the spoken language proficiency of the students. Addressing these issues requires a comprehensive approach and policy changes by the Ministry of Education and other stakeholders. They need to review the curricula and adopt a more context-friendly approach for language teaching. The results also call for more support and training for the teachers to bridge the gap between their theoretical understanding of CLT and their classroom practices.

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