Ufuk University Graduate School of Social Sciences

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USING COMMUNICATIVE APPROACH IN TEACHING ENGLISH AT SECONDARY SCHOOLS IN IRAQ

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Master's Thesis

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KABUL VE ONAY

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Nadim Ali

DEDICATION

To My Family and Friends

With

Love and Respect

Nadhim Ali

ACKNOWLEDGEMENTS

ABSTRACT

**ALI, NADHIM. USING COMMUNICATIVE APPROACH IN TEACHING ENGLISH
AT SECONDARY SCHOOLS IN IRAQ, MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING,
ANKARA 2013.**

Communicative Approach is the theory of foreign language teaching based on communication. It is a set of principles for learning a foreign language successfully reflecting how to communicate the real meaning. When learners are involved in real communication, their natural abilities and strategies for the foreign language will be enhanced. Therefore, they will learn the language in use. In order to realize this goal, the teacher sets up real-life situations that will help learners with the real situations they are likely to encounter in real life. In this sense, learners' motivation to learn comes from their desire to communicate in attractive and sufficient ways in the target language.

Teaching is the cornerstone of educational development all over the world. Its revolution began by simple trials and private views. From the 19th century on, it became a professional pedagogical duty and adopted valuable procedures of educational studies. The continuous change in educational practices is reflected on language teaching as Lightbown and Spada (1999) suggest: "Every few years, new foreign language teaching methods arrive on the scene. New textbooks appear far more frequently. They are usually proclaimed to be more effective than those that have gone before" (p.13)

This thesis aims to study the role of applying one of the most valuable approaches, i.e. Communicative Approach (CA) on the language skills on one hand, and its effects on Iraqi learners at secondary schools on the other hand. A few years ago, there were many methods of English Language Teaching (ELT) applied in Iraq and the most widely known one among them is The Audio Lingual Method (ALM). As a result of its widespread use in Iraq, learners are still suffering from lack of exposure to everyday language use.

In order to fulfill the aim of the study, a quantitative study was conducted on two randomly selected groups at Thi-Qar secondary Schools, each group selected from one school since the school system in Iraq is divided into two groups as male and female schools. The valid results of this study are based on participants' groups designed as; experimental group (EG) and control group (CG). According to this design, the control group was given no treatment, but with the experimental group over the same period of time, the classes were taught according to the principles of communicative approach. The treatment took 90 days. Then, both groups took the same tests.

Each group from the selected schools consisted of 30 participants, the experimental group consisted of 15 participants and the control group was made up of 15 participants in the male secondary school, and the same design was enforced in the female secondary school. The total number of participants was 60 in the study.

The study has been carried out throughout 90 days by adopting the nonrandomized control/experiment group and pre-post test design in order to fulfill the aim of the study and to verify the specific hypothesis of the study. It is shown that the performance of the experimental group was better than that of the control group in their achievement in four skills of English language. The primary goal of these probes here was to measure the advantages of CA over the long existing Audio-Lingual Method (ALM) of ELT in Iraq.

A pre-test was designed to both groups at the beginning of the study to ensure that they had the same language background. At the end of the experiment, a post-test was assigned to both groups to determine whether the CA had positively affected the learners' language abilities and scores in proficiency tests. The test gave credence to the method under investigation CA and supported the expediency of the manner in which the study was adopted. The evaluation lasted approximately for three months of the first semester of the 2012-2013 academic year with reference to the communicative coursebook of "Iraq Opportunities" and the old coursebook NECITs for fourth grade of secondary school learners.

Particularly the learners who adopted CA scored higher in the proficiency test than the learners who adopted ALM and there were clear differences at the performance level in English between the CA group and the ALM group.

Research questions have been prepared to describe the significant differences between the experimental group and the control group .To achieve the aim of the study, the following questions will be answered:

1. Is there a meaningful difference in listening skill between participants of the experimental and the control group?

2. Is there a meaningful difference in reading skill between participants of the experimental and the control group?

3. Is there a meaningful difference in speaking skill between participants of the experimental and the control group?

4. Is there a meaningful difference in writing skill between participants of the experimental and the control group?

The thesis is composed of five chapters; Chapter One consists of the introduction, problem, aim, importance, hypotheses, limitation, and definitions of some terms of the study. Chapter Two includes namely review of literature which deals with the history of English Language Teaching in Iraq, the principles and techniques of CA, concepts of competence and performance, important facets of CA, a comprehensive elucidation of the concepts of communicative activities and language skills. Chapter Three which is Methodology, explains the research design, participants, data collection instrument, and data collection procedures and data analysis. Chapter Four includes the analysis of data collection in detail, according to the pre-test and post-test results of language skills, and discussion of the results. Chapter Five ends with the conclusion and suggestions for further studies.

KEY WORDS:

Iraq's Coursebook, English Language Teaching (ELT), Communicative Approach (CA), Audio-Lingual Method (ALM) and Proficiency Tests.

ÖZET

ALİ, NADHİM. IRAK'TAKİ ORTAOKULLARDA İNGİLİZCE ÖĞRETİMİNDE İLETİŞİMSEL YAKLAŞIMIN KULLANIMI, YÜKSEK LİSANS, İNGİLİZ DİLİ EĞİTİMİ ANKARA 2013.

İletişimsel Yaklaşım temeli iletişime dayanan bir yabancı dil öğretme yaklaşımıdır. Bu yaklaşım, bir yabancı dili başarılı bir şekilde öğrenmek için belirlenmiş bir ilkeler bütünüdür. Öğrenciler gerçek iletişim ortamına girdiklerinde doğal olarak becerileri ve yabancı dil öğrenme stratejileri gelişme göstermektedir. Buradan hareketle, kullanılmakta olan dili öğreneceklerdir. Bu amacı gerçekleştirmek için öğretmen, öğrencilere faydası dokunacak gerçek hayat benzeri durumları vermektedir. Bu bağlamda öğrencinin motivasyonu hedef dilde etkili ve yeterli biçimde iletişim kurabilecek olmaktan ileri gelmektedir.

Eğitsel gelişmede yenilikler basit denemelerle ve gözlemlerle başlamıştır. 19. yüzyıldan sonra ise bunlar profesyonel bir şekil almış ve eğitsel çalışmaların yapılmasına yol açmıştır. Eğitim uygulamalarındaki sürekli değişim Lightbown ve Spada'nın (1999) belirttiği gibi dil öğretimine de yansımıştır: "Her birkaç yılda bir yeni dil öğretim yöntemleri ortaya çıkmaktadır. Yeni ders kitapları daha sıklıkla görülmektedir. Bunların genellikle önceden gelenlerden daha etkili olduğu iddia edilir" (s. 13).

Bu tez, en önemli yaklaşımlardan biri olan İletişimsel Yaklaşım'ın uygulanmasının Irak'taki ortaokullarda okuyan öğrencilerin dil becerilerinin öğrenimi üzerindeki etkilerini incelemeyi amaçlamaktadır. Birkaç yıl önce Irak'ta birçok İngilizce öğretim yöntemi kullanılmaktaydı ve bunlardan en iyi bilineni Dil İşitim Yöntemi idi. Bu yöntemin Irak'taki yaygın kullanımının sonucunda öğrenciler hala günlük dil kullanımındaki eksiklikler sebebiyle sıkıntı yaşamaktadır. Bu noktadan hareketle, bu çalışmada aşağıdaki sorulara cevap aranmıştır:

Deney grubundaki öğrencilerle kontrol grubu öğrencilerinin arasında;
1. Dinleme becerisindeki başarıları açısından anlamlı bir fark var mıdır?
2. Okuma becerisindeki başarıları açısından anlamlı bir fark var mıdır?
3. Konuşma becerisindeki başarıları açısından anlamlı bir fark var mıdır?
4. Yazma becerisindeki başarıları açısından anlamlı bir fark var mıdır?

Çalışmanın amacına ulaşmak için, Thi-Qar ortaokullarında seçilen iki grup ile nicel bir araştırma yapılmıştır. Çalışmanın geçerli olan sonuçları katılımcıların deney grubu ve kontrol grubu olarak belirlenmesinin ardından alınmıştır. Bu tasarıma göre, kontrol grubu hiçbir deneye maruz kalmazken, deney grubuna dersler İletişimsel Yaklaşım'ın ilkelerine göre verilmiştir. Deney 90 gün sürmüş ve deney esnasında kontrol grubu Dil İşitim Yöntemi'ne göre ders alırken, deney grubu İletişimsel Yaklaşım'a göre tasarlanmış dersler almışlardır. Deneyin öncesinde ve sonrasında ardından her iki grup da aynı sınava girmiştir. Seçilmiş olan okullardaki her bir grup 30 öğrenciden oluşmuştur. Deney grubu 15 erkek, 15 kız ortaokul öğrencisinden; kontrol grubu da aynı şekilde 15 erkek, 15 kız ortaokul öğrencisinden meydana gelmiştir.

Çalışmanın sonucunda, İngilizcedeki dört becerinin hepsinde kendilerine verilen sınavlarda deney grubundaki öğrencilerin kontrol grubundaki öğrencilere kıyasla daha başarılı olduğu görülmüştür. Bu da, Irak'taki ortaokullarda İletişimsel Yaklaşım'ın Dil İşitim Yöntemi'ne göre daha etkili bir yöntem olduğunu göstermiştir.

Tez, beş bölümden oluşmaktadır. Birinci bölüm giriş, problem, amaç, önem, araştırma soruları, sınırlılıklar ve bazı terimlerin tanımlarını içermektedir. İkinci bölüm konu hakkındaki literatüre ayrılmıştır. Üçüncü bölüm araştırmanın desenini, katılımcılarını, veri toplama aracını, süreçlerini ve analizini açıklamaktadır. Dördüncü bölüm çalışmanın sonuçlarını ve bu sonuçların tartışılmasına ayrılmıştır. Son bölüm olan beşinci bölüm de sonuçları ve ileride yapılacak araştırmalar için yapılan önerileri kapsamıştır.

Anahtar kelimeler: Irak, Ders Kitabı, İngiliz Dili Eğitimi, İletişimsel Yaklaşım, Dil İşitim Yöntemi, Dil Yeterlik Sınavları.

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
ELT	English Language Teaching
L2	Second Language
EFL	English as a Foreign Language
IDELTI	The Institute for Development of English Language Teaching in Iraq
IOTs	Iraq Opportunities Textbooks
NECITs	The New English Course For Iraq Textbooks
LT	Language Teaching
TEFL	Teaching English as a Foreign Language

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CHAPTER I

INTRODUCTION

1.0. PRESENTATION

This chapter comprises of sections laying the groundwork for the study such as the problem of the study as well as its aim, importance, hypothesis. Definitions of some terms are also given in the end.

1.1. PROBLEM OF THE STUDY

The communicative approach is a language learning teaching method that emerged in the 1970s and 1980s as the emphasis shifted from knowledge of language forms, meanings and functions to the use of language and to the ability to apply the knowledge acquired and develop the competence. According to ELT principles to prepare learners for communicative needs in the world today, Communicative Approach has been completely adopted in all schools of Iraq. Depending on the Communicative Approach by modeling techniques such as pair-work, group discussions and role-play, the objective is to provide lengthy opportunities for learners to carry on their views that reflect in various issues of language learning. Here, the role of the teacher functions mainly as a facilitator to introduce the topics of the given coursebook, guiding the discussions, and ensure that the class activities are carried out properly and effectively.

Larsen-Freeman (2000) highlights "Communicative language teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language and by acknowledging the interdependence of language and communication. What this looks in the classroom may depend on how the tenets are interpreted and applied" (p.122).

It depends on the basic rules that successful language learning relies on and focuses on, i.e. the functions to communicate real meaning in the use of the language. As a result, learners' communicative competence for language acquisition will be improved. Moreover, the inherent positive results are not far-fetched among the learners who are beneficiaries to this laudable technique in question. As Richards (2006), states "Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom"(p. 2).

Today, English is a widely spoken and written language in the world. However, it is not easy to learn it without a guide of methods. A wholesome grasp of English language must be linked to authentic reliable techniques of language learning; otherwise, the learners may suffer in their efforts to use it effectively in communication. The need to learn empirical English creates the necessity to find out adequate and practical methods which overcome various difficulties for mastering fragments of EFL. There are many methods of ELT that have come and gone, but some of them have their own advantages over other methods of EFL. Richards and Renandya (2002) state the following:

> Communicative Language Teaching was an attempt to operationalize the concept of communicative competence and to apply it across all levels of language program design, from theory, to syllabus design and to teaching techniques. Its proponents, however, never felt compelled to produce any evidence to demonstrate that learning was more successful if "communicative" teaching methods and materials were adopted; the theory itself was considered sufficient to justify the approach.(p.22)

In addition, Kavanagh (2012) explains "CLT is best considered, as an approach to language teaching, with its main aims and theory; a reflection of a communicative perspective on language which can be used to support an unlimited amount of classroom procedures. Classroom activities typically focus the learner on completing tasks, solving problems and assisting learners to communicate meaningfully in the target language.

There is an emphasis on communication rather than the accurate use of structure or form" (p.732).

The difficulty in communicating effectively in English by foreign language learners can be easily recognized. Although it might be straightforward to comprehend a set of grammar rules and chunks of language structures, daily experiences have shown that the proper implementation of these parts of speech in expressing the meaning one intends to convey does not come easy. In order to achieve this, the facilitators and the language teachers must adopt methods that are coherent with the acquisition of one's mother tongue which evidently focuses on communication rather than the understanding of language chunks. Communicative approach must be strictly employed in order to equip and empower FL learners to communicate fairly well in the language of focus.

Teachers should be aware of the principles of Communicative Approach to be adopted as well. Unfortunately there are some difficulties in implementing of the current approach in classroom. These difficulties can be classified into four items: the teacher, the students, the classroom design, and lesson plan. Although, these difficulties of adoption the Communicative Approach, they have to work hard to overcome the current difficulties and provide the students an opportunity to learn in real communication of language in use. The implementation of Communicative Approach can help teachers to gain the goal that students can improve their target language effectively. It is necessary that English teachers know how to adopt the principles of CA accurately in their classes.

The Communicative Approach is a pragmatic and functional as well as an authentic language teaching style which could be adapted to conform to the prevailing norms and orientation of any given society. This is to say that, its functional principles could be varied when creating the real life materials that translate the subject of study to the benefit of the learners in order to ensure their competency in the application of the absorbed language chunks. In Iraq, the CA is commonly being embraced as an effective approach to the mastery of English language in schools at all levels. The impartation of EFL at schools in Iraq via CA is, therefore, designed to involve the four skills of

language and meet the needs of learners at all levels, ages and backgrounds in a real life communicative discourse in the language with adequate materials of the available coursebook. It is easy to see learners subsequently improve their knowledge and the overwhelming evidence is attested by their performance in communicating efficiently in the target language and by their scores in proficiency tests.

McDonough and Shaw (2003) suggest the following:

> It is important to realize that "communicative" can in fact refer to all four language skills. We can look at this in two different ways. Firstly, we can divide the "four skills" into "productive" (speaking and writing) and "receptive" (listening and reading) and practise them separately. It is possible to do this successfully from a communicative perceptive. However, treating the skills discretely can also lead to a concern for accuracy in production and emphasis in comprehension on the grammatical characteristics of written and spoken material. (p.26)

It is expedient that the teacher of the language remains conscious of the components of the language skills and this awareness will inspire a result-oriented appropriation of the commucative support materials that could incorporate the four language skills essentially to ensure that the outcome would aid the effective usage of all the skills in communication at any given real discourse with the language.

In line with the aforementioned ideas, Savignon and Wang (2003) explain "Communicative language teaching (CLT) contrasts sharply with established traditions that emphasize learner knowledge of formal features. Not surprisingly, innovations in various EFL contexts developed in consonance with the underpinnings of communicative language teaching have faced major challenges."(pp. 223-224)

As for the teacher and learner roles, Dubin and Olstbain (1986) propound that "the teacher is there to guide learners not to tell them. The teacher's role is recognized as a facilitating one with learners proceeding according to their own inner capacities, not in a lock-step plan solely of the teacher's creation. An attitude of cooperation and sharing is stressed as well as an emphasis on group activities" (p.77).

Unfortunately, there is a conspicuous gap between teachers and learners in Iraq, a hurdle that should be solved. Thus, teachers should pay more attention to the communicative application of the target language. On one hand, weak learners are in need of using their mother tongue in some situations by drawing a link between the mother tongue and target language to form an adequate strategy for learning; On the other hand, their lack of experience with the English language causes impediment in the smooth realization of this approach's proven effectiveness, especially when teachers depend on mother language basically as a factor of communication during the process of learning a foreign language.

According to Swan (2011) "The Communicative Approach does not recognize positive effects of the mother tongue on the foreign language learning. So it is assumed that normal communication skills such as prediction, guessing and negotiating meaning are required to be taught anew to the foreign language learners" (pp.63-64). In order to implement CA accurately, certain prototypes need to be addressed in Iraq. In the light of this concern, it must be noted that the adjustable materials to be designed when channeling the principles of CA have already lent a helping hand in the successful application of this approach in a society such as Iraq. Since the principles of CA proffers a flexible application of pragmatic communicative materials and tasks, the sustainability of the ends in mind can be systematically pursued.

1.2. AIM OF THE STUDY

In this study, the purpose is to dig deeply into the characteristics of CA as foreign language learning on one hand, and to draw clear parallels with ALM on other hand. Moreover, its credible leverage over ALM will be fully clarified via systematic and well designed materials and practical experiments on real users of the language who are herewith, the Iraqi learners. The obtained evidence shall be clearly documented and displayed in order to prove beyond any doubt the efficacy of CA over the prevailing ALM system on learners at secondary schools in Iraq.

The study attempts to compare traditional methods with Communicative Approach in that whether the CA has a significant influence on the teaching of English to learners at secondary schools in Iraq with a reference to the new coursebook "Iraq opportunities". There will be a deep analysis of the prevailing method and of the proposed technique in order to determine which approach enforces more effective results.

1.3. IMPORTANCE OF THE STUDY

This thesis studies and investigates the implementation of CA in the scene of EFL at secondary schools in Iraq with reference to a new coursebook "Iraq Opportunities". It is significant that Communicative Approach is adopted property according to Iraqi learners' characteristics, such as gender and cultural aspects in Iraq. Another important point is the success of the change from ALM to CA. The adaptation poses some challenges with the reorientations of both the learners and the teachers in the foreign language league.

1.4. HYPOTHESES OF THE STUDY

According to the study, three hypotheses have been set to achieve the main aim of the contrastive variations of proficiency tests for participants. As a sign of the significant differences between two groups, it is possible to say that one adopted CA while the other group adopted ALM. Both groups were secondary school students in Thi-Qar province in the first semester of academic year 2012-2013.

In this sense, this study seeks answers to the following questions:
1. Is there a meaningful difference in listening skill between participants of the experimental and the control group?
2. Is there a meaningful difference in reading skill between participants of the

experimental and the control group?

3. Is there a meaningful difference in speaking skill between participants of the experimental and the control group?

4. Is there a meaningful difference in writing skill between participants of the experimental and the control group?

1.5. LIMITATION OF THE STUDY

The most important limitation of the study is that there are various educational directorates in Iraq which are interesting in their adoption of Communicative Approach. The suggestions are taken as the principal of representative implementations of the study according to the collected outcome. So, the study is concerned with the Ministry of Education, secondary school teachers of English in Iraq, "Iraq Opportunities" coursebook designers, and learners of English in the aforementioned district.

1.6. DEFINITIONS OF SOME TERMS

It is essential to shed light on the terms frequently used in the study. Language teaching methods have been introduced in order to improve the quality of teaching and achieve the desired impact on learners. Each method has specific principles based on the following terms:

1.6.1 Communicative Competence

It is the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

It was developed by Hymes, Chomsky and Habermas. It is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic competence. "Communicative Competence should accomplish four main purposes including: expressing wants and needs, developing social closeness, exchanging information, and fulfilling social etiquette routines". (Kleinert, Holman, McSheehan & Kearns, 2010, p.63).

1.6.2 Syllabus

It is the most important instrument of structure in a course which outlines the goals and objectives of a course, requirements, the grading/evaluation scheme, materials, topics to be covered, a schedule, and a bibliography. Also, Lee (1980), states "Syllabus is essentially a statement of what should be taught, year by year-through language-syllabuses often also contain points about the method of teaching and the time to be taken" (as cited in Dolores and Bodegas, 2007, p. 277).

Another opinion is that a "syllabus is a more detailed and operational statement of teaching and learning elements which translate the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level". (Dolores & Bodegas, 2007, p.227). Consequently, a successful syllabus with emphasis on the CA is required to make CA work in a real language learning environment.

1.6.3 Fluency and Accuracy

They are two factors which can determine the success of foreign language learners. A fluent speaker may well make grammatical errors but will speak or write efficiently and continuously. He, on the other hand, will be able to converse freely and talk with native-speakers about many different subjects.

On other hand, accuracy is an ability to give and follow the mechanical instructions of language accurately, such as grammatical and lexical correctness of language use. Accuracy can be outlined as functions to the correctness of language use,

including grammar, pronunciation and vocabulary use which is based on form, whereas fluency is based on meaning.

The application of CA entails preparing learners to communicate effectively with the target language. Fluency and accuracy must go hand in hand, but according to the principles of Communicative Approach, the advantage is related to fluency. As Thornbury (2000) states "Fluency came to be equated with language use, and fluency activities were those where the focus was on the message, not the form" (p.3). On other hand, *"Accuracy, on the other hand, seems to be a function of the analyzed system. When we have time and sufficient incentive to apply rules to the production of language"* (Thornbury, 2000, p.4)

1.6.4 Proficiency Tests

They are comprehensive tests that measure the basic proficiency of language skills. They work to evaluate a learner's understanding of specific materials. They are assessment tools of proficiency levels during the course of learning.

One of the major goals of this study is to determine how positively learners in secondary schools in Iraq can accelerate in their performance not only in communicating effectively in English, but also in scoring high in proficiency exams that test the mastery and ability of the learners to use the language. Thus, a great emphasis is laid on tailoring CA to reach the learners with the knowledge and skills required to pass proficiency tests.

As Heaton (1988) writes that the proficiency tests "should result in a profile of the leamer's abilities and be adapted for specific purposes, while not losing sight of purposeful applications of language use. Further, Heaton argues that communicative test content must be "totally relevant for a particular group of testees" and that test tasks "should relate to real-life situations, usually specific to a particular group or culture"(as cited in Gruba, 1994, p. 27)

CHAPTER II

REVIEW OF LITERATURE

2.0 PRESENTATION

This chapter focuses on the details of the historical development of English language teaching in Iraq. In addition to the general history of linguistics, this section will evaluate the components; communicative competence and performance, characteristics of communicative approach and related components, fluency and accuracy, communicative skills. How these communicative elements are used in the path of language teaching will also be discussed.

2.1. HISTORY OF ENGLISH LANGUAGE TEACHING IN IRAQ

The educational system in Iraq has improved during different periods of time, and it has become one of the best educational systems in the region. The educational developments in Iraq as in the following: English was taught in Iraq for the first time in 1873. The limited numbers of schools were mandated by Britain. Moreover, Al-Chalabi (1976, p. 42 as cited in Abdul- Kareem 2009) states "When Iraq was mandated by Britain after the First World War, a decision was taken to expand the primary education and to confine teaching of English to the towns. English was taught as a second language beginning from the first primary year during the first year of the British occupation, but later, it was decided to teach it from the fifth grade at primary schools and its status was changed from a second language into a foreign language" (p. 2).

Traditional teaching methods were widely used in Iraq and focused on grammatical structures of target language more than on communicative aspects, such as the old coursebook "NECITs".

After the end of 2003, Iraqi educational system started with a new revaluation of all its institutions. The most recent methods were adopted for teaching. In the part which concerns English teaching, the Communicative Approach replaced the traditional methods of ELT. As a result, learning the language with communicative approach has become very popular with the implementation of a new coursebook titled "Iraq Opportunities" and with a modern educational policy of Ministry of Education. The development of English Language Teaching paves the way for the adoption of communication theory which is based on the principles of Communicative Approach. Actually, it becomes the cornerstone of a new educational policy in Iraq for teaching English as a foreign language (TEFL). As the UNESCO-IBE documents (2010, sec. 1) reveal: "The political changes that took place in Iraq after 2003 and the transition to democracy required a reform of the educational system in Iraq which is based on a new educational philosophy. This philosophy was finalized in 2008. The educational system in the Federal Republic of Iraq is based on the faith in God Almighty, as well as the humanistic values of respecting the human dignity of all and the family as the foundation of the society".

The structure of the educational system consists of different educational stages. It contains two kinds of schools; primary and secondary schools. Primary level consists of six stages, each of which lasts one academic year. It lasts through the sixth stages. Secondary level also consists of six academic years. It starts directly after primary level and is graded from the first intermediate stage to the sixth secondary stage. In this stage, the first three stages are called intermediate stages. The last three stages are called preparatory stages. See Figure 1:

Figure 1: The Structure of the Education System in Iraq .

| Age | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |

Scientific
| 1 | 2 | 3 |

Literary
| 1 | 2 | 3 |

Industrial
| 1 | 2 | 3 |

Commercial
| 1 | 2 | 3 |

Agriculture
| 1 | 2 | 3 |

Home Art
| 1 | 2 | 3 |

Higher Education

Teacher's Inst.
| 1 | 2 |

Teacher's Training Inst.
| 1 | 2 | 3 | 4 | 5 |

Institutes of Fine Arts
| 1 | 2 | 3 | 4 | 5 |

| Grade | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 1 | 2 | 3 |

| Level | Pre-Primary | Primary | Intermediate | Preparatory/ Vocational | Higher Education |
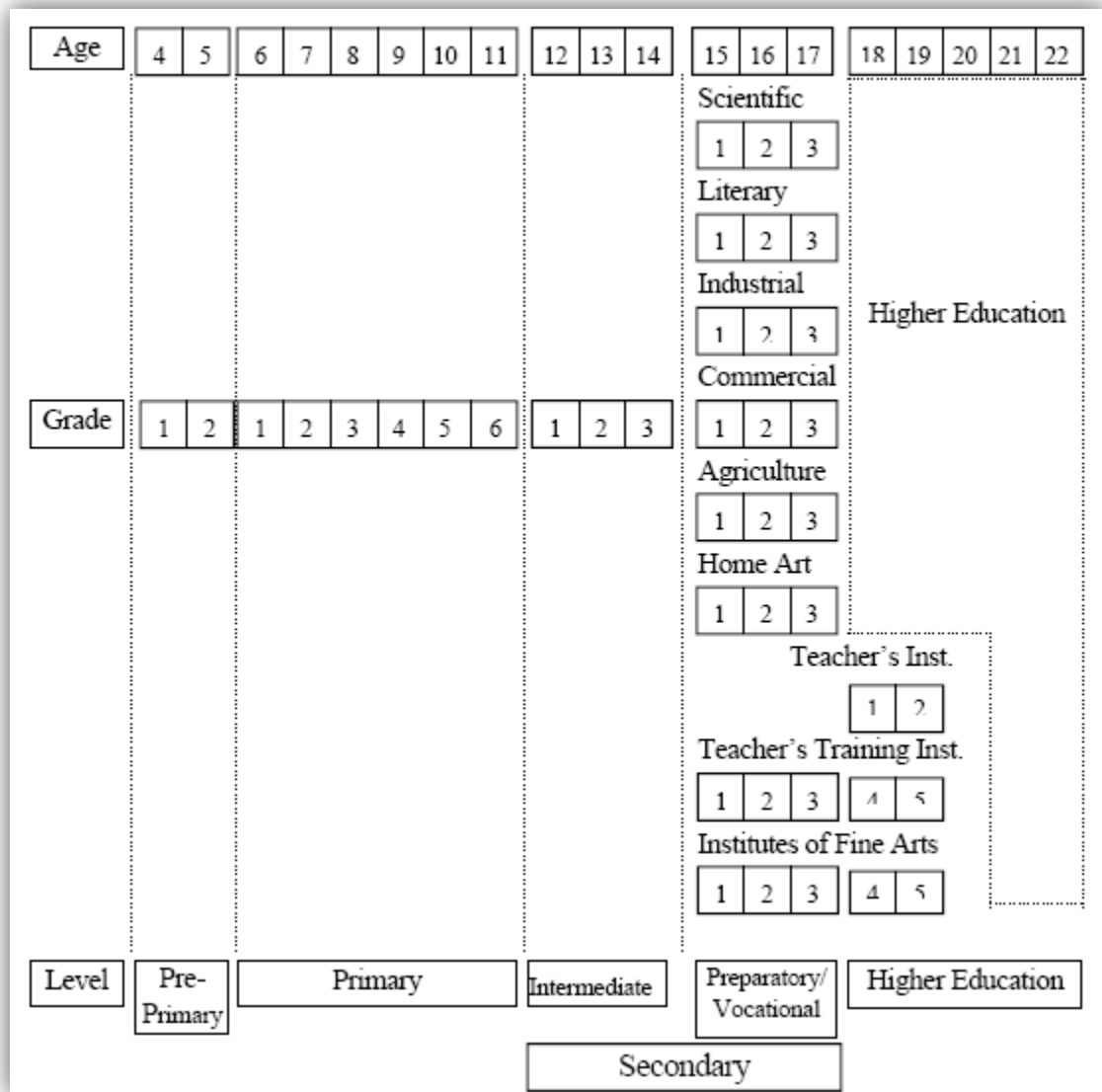
Secondary

The educational system is sponsored by the Ministry of Education. A foreign language is assigned to schools from elementary to secondary stage. Learners study FL in all stages of school with the compulsory coursebooks which are totally free. ELT in Iraq is constructed on a basis between Audio-Lingual Method and Communicative Approach. Learners have no chance in an Audio-Lingual coursebook to learn how to use real English during direct communication in-class and out-of-class. English teachers in Iraq

are non-native speakers. Thus, there is no way better than to listen to coursebook equipment, such as cassettes which have been recorded by native speakers.

The Ministry of Education is responsible for designing and mastering the curriculum for TEFL in Iraq. Besides, the Development of English Language Teaching Institute (IDELTI) plays a vital role in all schools' curriculum planning for evaluation and adequate modification to meet the needs of Iraqi learners. Al-Chalabi (1979 as cited in Abdul- Kareem 2009) states "One of the aims of the Institute for the Development of English Language Teaching in Iraq (IDELTI) is to undertake research into the improvement of English language teaching in Iraq and to assist the carrying out of such research by other persons or bodies"(p.110).

The earlier coursebook which namely "NECI" was designed for secondary schools within the scope of Audio Lingual Method, after 2003 this coursebook was replaced in Iraq by the communicative coursebook that is called namely "Iraq Opportunities".

"Iraq Opportunities" is a communicative coursebook having an integration of sub-skills as well as main skills within interesting activities. Skills are taught clearly and thoroughly and it seems that the coursebook ensures the most effective language learning for Iraqi learners. It is mostly designed to meet the needs of the learners. There is a clear balance between accuracy and fluency in various activities in the coursebook, but it emphasizes a little more of listening tasks over than productive skills. It is necessary at this stage to expose learners to the real language since learners have a little experience of English. Therefore, Communicative Language Teaching is adopted. It includes real-life and authentic language and it provides effective learning styles of ELT.

The curriculum consists of 20 different units. Each lesson covers 45 minutes in five days per-week and is covered in two semesters. Each semester is supposed to be covered in four months. The content of coursebook is reading comprehension, grammar, pronunciation, dictation, Punctuation, oral test and literary spot, samples of which are the tales of "Kipps" by Charles Dickens.

At another stand of view, the current coursebook "Iraq Opportunities" of secondary school is reincarnated into the following contents. Firstly, this coursebook consists of four basic units; each unit is built of five chapters. Secondly, it is possible to see Literary Spot and Science Spots. There are eight different topics and each topic has to be covered monthly. Each lesson generally has to be covered in 45 minutes in five days per-week and the full coursebook is processed in two semesters. Each semester lasts four months. The "Iraq Opportunities" coursebook is designed in accordance with the communicative curriculum; that is, all units have to include four integrated skills and sub-skills of English language and they have to be presented through authentic materials as well as the supplementary equipment of the "Iraq Opportunities" coursebook. The main goal of language learning is to develop learners' fluency in using language naturally through "Iraq Opportunities" coursebook.

2.2 COMMUNICATIVE APPROACH

As one of the most recent and popular approaches in the field of ELT, the Communicative Approach comprises methodological principles and applied activities on how to teach a foreign language for communication. Patel and Jain (2008) state "The term "communicate" meant to express or convey the ideas verbally or non-verbally. This approach emphasizes the communicative capability of the learners. In English Language Teaching, the teacher tries to develop communicative ability of learners" (p. 95).

In CA teacher-learner communication is to enable them to be more effective in communicative activities in the class. The implicit value underlying CA is that such improved communication will be beneficial not only for the individual learner, but also for the teacher, too. Thus the communication is a reflective (effect and affected) process of reaching knowledge, easily and normally in their own cultural context. As Hymes (1972) explains "This formulation seems to express an essential concern of present linguistics theory for the openness, potentially, of language, and to generalize it for cultural system"(p. 284). However, the Communicative Approach has not always been

so popular. The need for learning how to communicate emerged after adopting various methods of foreign language teaching.

Situational Language Teaching can be said to be a reflection of the Audio Lingual Method, too. Due to the huge need for getting language learners to speak, a new approach to language teaching has come to exist, namely, the Communicative Approach.

There are important facets of the Communicative Approach, and like all other methods and approaches, it is necessary to know how to transform them into the right techniques. As Langeveldt (n.d.) adopts Brown's description (2007) of CLT characteristics, they are

1. "Overall goals: CLT suggests a focus on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.
2. Relationship of form and function: Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3. Fluency and accuracy: A focus on learner's "flow" of comprehension and production are seen as complementary principles underlying communicative techniques.
4. Focus on real-world contexts: Learners in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom.
5. Autonomy and strategic involvement: Learners are given opportunities to focus on their own learning process through raising their awareness of their own styles of learning
6. Teacher roles: The role of the teacher is that of facilitator and guide, not an all-knowing font of knowledge. The teacher is an empathetic "coach" who values the learners' linguistic development.
7. Learner roles: Learners in a CLT class are active participants in their own learning process: Learner-centered, cooperative, collaborative learning is emphasized, but not at the expense of appropriate teacher-centered activity" (p.14).

Putting the aforementioned characteristics of CA into account, the applications of CA aim at encouraging learners to engage in meaningful communication in the target language in the classroom. Hence, it is possible to state that functions of the language gain importance. While practicing these functions in classroom settings, qualities in CA

applications emerge. Richards and Rodgers (2001) list some of these features as in the following:

1. "Appropriateness: Language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of the participants, and the purpose of the communication, for example. Thus learners may need to be able to use formal as well as casual styles of speaking.
2. Message focus: Learners need to be able to create and understand messages, that is, real meanings..
3. Psycholinguistic processing: CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.
4. Risk taking: Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.
5. Free practice: CLT encourages the use of "holistic practice" involving the simultaneous use of a variety of sub-skills, rather than practicing individual skills one piece at a time".(p.173)

Language Teaching (ELT) which is based on the current theory of communicative competence, involves learners into various real situations of learning to find out the most effective ways in improving the students' communication skills through the communicative competence use in the process of learning a foreign language. As Patel and Jain (2008) state "The aim of communicative language is to develop the communicative competence among learners. Functions in communicative language teaching are below:

1. Instrumental function of language is using language to get things. 2. Regulatory function of language is using language to control the behaviour of others. 3. Interaction function of language is using language to create interaction with others. 4. Personal function of language is using language to express personal feeling and thoughts. 5. Imaginative function of language is using language to create the world of imagination. 6. Representational function of language is using language to communicate. 7. Heuristic function of language is using language to learn and discover" (p.97).

As it is clearly seen, the link between linguistics and the implementations of ELT is very strong because linguistics deals with practical problems of language and communication

that can be identified analysed or solved by applying available solutions, which contributes to language teaching research. As Jonson and Johnson (1998) point out "There is another point of view which concerns the important role of linguistic implementations in ELT. A thick relation between teaching and linguistics comes from well understanding how to apply the theoretical side in experimental actions of teaching SL. Direct applications to teaching are rather few" (p. 40). So, as one of the most essential concepts of Communicative Language Teaching, to communicate competence deserves a more detailed explanation on its own.

2.2.1   Communicative Competence and Performance

The medium of communication with which people realize the goals in life is based on communicative competence which has an imprint in the process of learning a foreign language. The concept of competence was coined firstly by Chomsky (1965) whose main goal was to define and classify linguistic competence. Rickheit and Strohner (2008) reveal that 'communicative competence' was introduced by Noam Chomsky stating:

> "Noam Chomsky (1965), who based linguistic theory on an ideal speaker-listener with perfect linguistic knowledge, which is supposed to be unaffected by cognitive and situational factors during actual linguistic performance. Among others, the philosopher Habermas (1970) and the sociolinguist Hymes (1972) argued that Chomsky's concept could not serve as a relevant component in a theory of real-life communication. Habermas argued "That general semantics cannot be developed sufficiently on the narrow basis of the monological linguistic competence proposed by Chomsky" (p. 17).

Hymes in the 1960s emphasized that the mechanical knowledge of language rules is not sufficient for speaking a language naturally and for communicating. The real communication has many features and that one of the most important one is the ability of the interlocutors. Hymes (1972) states the communicative competence stands for "The specification of ability for use as a part of competence allows for the roles of non-cognitive factors, such as motivations, as partly determining competence" (p. 283). Hymes adopts this term in order to contrast a communicative view of language and

Chomsky's theory of competence. According to the Hymes' opinion, a learner who acquires communicative competence acquires both knowledge and ability for language use.

Savignon (n.d) adapts the ''inverted pyramid'' model which shows the relationship of the four components of communicative competence with the classroom "the current model shows how, through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their communicative competence, which comprises grammatical competence, discourse competence, sociocultural competence, and strategic competence"(p.8). The below figure reveals the present relationship of these components clearly:

Figure: 2: Components of communicative competence

Figure 1.1. Components of communicative competence.
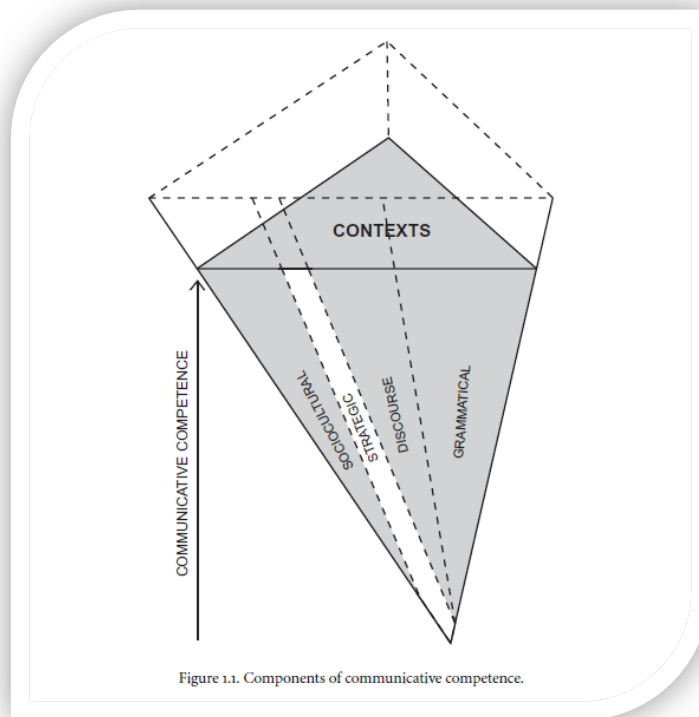
As in seen in the Figure 2 the relative importance of the various components depends on the overall level of communicative competence, they should be work hand by hand,

since each is essential n the process of communication; therefore, all the components are interrelated.

The communicative competence is related to another term of communicative approach, which is communicative performance. McCroskey (1982) highlights "To be competent one must perform competent communicative behaviors. In other words, the only way we can judge competence is by observing performance. The view taken here is that performance of behaviors judged to be competent is neither a necessary nor sufficient condition for a judgment of communication competence" (p. 2).

By way of explanation, learners should be involved in real communication in real contexts with a variety of partners during the process of learning. Also, Basta (2011) states that the core of real communication of language is based on communicative competence and performance "The goal of language teaching was to develop "communicative competence", which implied acquiring both an ability and knowledge to use language. In other words, communicative competence considers language as a tool used for communication. Not only does this competence aim to focus on the development of four language skills, but it also depends on the correlation between the skills" (p. 126).

Additionally, the relation between linguistic competence and communicative competence shows that they are interlocutors factors through the process of learning a foreign language. Furthermore, Brumfit and Johnson(1979) focus on the linguistic areas which are irrelated to the linguistic competence, stating that "Some areas of linguistic competence are essentially irrelevant to communicative competence, but that, in general , linguistic competence is a part of communicative competence , this modified part-whole relationship implies, in turn , that teaching comprehensively for linguistic competence will necessarily leave a large area of communicative competence untouched, whereas teaching equally comprehensively for communicative competence will necessarily cater for all but a small part of linguistic competence" (p.168) .

The relation between them is one which holds linguistic competence and communicative competence together as it is shown in the following figure:

Figure3: The relationship between communicative competence and linguistic competence.

CC- COMMUNICATIVE COMPETENCE
LC- LINGUISTIC COMPETENCE
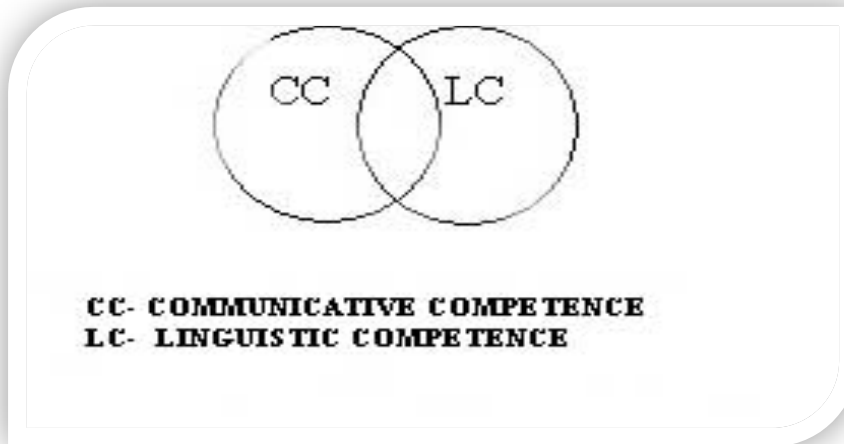
Actually, Competence is an aspect of the mental capacity to use language. The distinction between the mental capacity of language and communicative performance is at the point to use in real situations of communication which is considering communicative performance. Also, Newby (2011) points out the distinction between competence and performance stating that "Chomsky dismissed performance as an imperfect manifestation of competence. For Hymes, performance is of interest since it is the "product of social interaction" (p. 20).

In other words, competence refers to the knowledge which is represented by the ability to master a language to produce and to understand, whereas performance refers to the specific spoken language which includes grammatical mistakes during the process of language production.

2.2.2   Important Facets of Communicative Approach

There are various facets based on the notions of the Communicative Approach, which are the most recognized and commonly adopted ones by Communicative Approach in teaching a foreign language. They play an important role to develop communicative activities of foreign language skills. These important facets are environment and interaction, accuracy and fluency, feedback, motivation, error correction, the use of first language in the classroom, teacher and learner roles, leaning style and materials in Communicative Approach.

2.2.2.1 Environment and Interaction

Language has a tightly-knit relationship with the community where it exposes, reflects the social aspects of real-life. Learners communicate together with the help of language to exchange ideas. The use of language is not only linguistic behavior, but it also refers to a social activity. Indeed, language would never be learned in a society without real interaction. Learners distinguish the difference between local and global values of societies. Also, it is necessary for them to be conscious about the norms of the target language society.

The most important aspects of society which concern foreign language learning are cultural awareness and students' ethnic and religious backgrounds. Thus, teaching English should pay attention to language use that learners adopt during the process of learning a foreign language in real discourse.

As Corbett (2003) explains that "The obvious importance of language as a means of communicating information, advocates of an intercultural approach also emphasizes its social functions; for example, the ways in which language is used by speakers and writers to negotiate their place in social groups and hierarchies. It has long been evident that the ways in which these negotiations take place vary from community to community" (p. 2).

Generally, language is connected to social and cultural values and so language is thought to be a social and cultural phenomenon. Naturally, each culture has its own cultural values and aspects and these values change from one culture to another. Sometimes, their values might be completely different. So, it leads to communication problems among speakers and learners who are not aware of the values and features of other culture. Risager (2007) explains "That language teaching with a general purpose ought to deal with both language and culture is something about which a broad consensus has gradually been established in most of the world, though more in theory than in practice" (p. 5). Moreover, to understand a language completely it is essential to know not only knowledge of the grammar, phonology and lexis but certain features and characteristics of the culture as well.

The CA aims to facilitate the development of this communicative competence that learners have to expose and develop in the target language. A language is learned in communication when they are involved in real situations; therefore, learners should interact within groups, sharing thoughts and feelings in their class or outside where the relationship between teachers and learners change gradually from one of dependence to one of independence. It is clearly seen that the essential role of interaction is acquired through the process of learning. Raine (2009) mentions "Situations involving learners speaking in front of their peers are virtually unavoidable in any CLT approach, although limiting group activity in favor of pair work might go some way to reduce performance anxiety. The reduction of group work also seems to be one of the logical conclusions." (p. 5).

The use of Communicative Approach in teaching a language enables learners to improve their language skills in various real life-like situations taken from different social contexts. Raine (2009) confirms "Linking language learning in the classroom with language activation outside the classroom implies practicing the target language in 'real life' situations. It is obviously much easier to encourage learners to activate their language outside of the classroom in L2 contexts and situations where English is widely

spoken within the community" he also suggests that it is not impossible in L1 contexts"
(p. 5).

Language and community culture are closely related together effectively. Every community has its own aspects of local culture, which is recorded, reflected and symbolized by its language. Language and culture evolved and developed together. Culture consists of all the products or civilizations of human community, including language, which is deeply embedded in culture. Culture shows itself in patterns of language.

2.2.2.2 Accuracy and Fluency

Basically, accuracy refers to the ability to produce meaningful sentences which are grammatically correct. Accuracy works on the goal to help learners achieve accurate parts of language whether they are in perception and production form. Learners' performance should be assessed on how language mistakes are corrected mechanically, but they should not usually simulate real-life situations. On the other hand, fluency refers to the ability of producing a written or spoken language easily, when learners speak meaningful language, but it is not necessary to include a perfect use of grammar. It is obviously seen that Communicative Approach emphasizes the language use more than the usage of language and teaching of the mechanical rules. Dubin and Olshtain (1986) specify accuracy as in the following:

> "The discrete vs. holistic quandary is manifested through the opposites of accuracy and fluency. So, procedures for instruction which, stress mastery of discrete elements have been called accuracy practices or stress on 'rules' of language content. Fluency, on the other hand has been associated with communicating one's idea, getting the meaning across, or in the terms of the dichotomy, using language either holistically or comprehensively" (p. 116).

Fluency, on the other hand, has come to be equated with the language use, and fluency activities are those that focusing on the message, rather than the form. Richards (2006) explains in the following:

"One of the goals of CLT is to develop fluency in language use. Fluency is a natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication, despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which learners must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. It improves learners' communicative competence effectively, and carries out the fluency in FL, which is considered an urgent goal that CA focused" (p.14).

In language teaching today, it is difficult to set standards based only on accuracy as Thorrnbury (2000) clarifies: "Accuracy is judged by the extent to which the learners' output matches some external (standard-traditionally output of an idealized native speaker. This strand has been called into question in the light of both the spread of English as an international language, and the development of different 'Englishes' to be the point where it may now be impossible to agree an acceptable standard" (pp. 3-4).

Thus, accuracy and fluency work together to get a meaningful harmony of language learning. The unity between them refers to the ability of a speaker to communicate effectively in the language. In other words, this ability is based on the link between grammatical knowledge and learners' proficiency in communicating appropriately.

By the way of explanation, there is another point of view, which comes out with the distinction between the terms accuracy and fluency is not more than a largely metaphorical one, regardless to the shift in emphasis to the accuracy or fluency. As Brumfit and Johnson (1979) explain that "The contrast between accuracy and fluency is largely metaphorical. Classrooms are always concerned with both. But the shift in emphasis outlined above does lead us to consider a number of old questions in new terms, and to give a discussion of communicative teaching a very simple contrast to use examining methodology. In spite of difficulties in defining accuracy and fluency" (1979). Although the distinction between accuracy and fluency has not solved yet, but communicative teaching constraints fluency more than accuracy to meet the principles of Communicative Approach.

2.2.2.3 Feedback

To improve learning, feedback is a technique that helps learners to improve their language skills effectively. Giving and receiving feedback keep learners' feet on the right direction of learning. In other words, feedback from their teachers throughout the course of learning is essential. The impact of feedback depends on its purpose. It has different kinds of adoption by the teacher.

The current explanation of the feedback process acts to motivate learners and encourage them to overcome the block of communicative learning of a foreign language. Georgivska (n.d.) suggests the following:

> "The first thing that we need to understand is that there is no failure, just feedback. If there is no success for a certain amount of times, we learn how to avoid those mistakes again. We understand whether communication was successful from of the feedback that we will obtain, and if communication was not successful the first time, the second time we might consider a different approach. The person with the most flexibility of behaviour has the greatest influence on others. If we keep repeating the same thing that does not work, we will be no closer to success then when we started. The feedback is a reaction that thing helping us to understand if communication has been understood. It is not always easy to give feedback in a correct way" (p. 54).

In addition, positive feedback plays an important role in learning. Learners should be regularly rewarded when they solve the problems which are given. This feedback activates learners' motivation to continue fruitfully. Learning is reinforced by rewards which lead to the success. As Askew (2000) explains "We suggest that 'positive' feedback is only positive if it helps for learning. The impact of positive feedback may be to motivate, for example, by increasing confidence, making new meaning, increasing understanding, helping to make links and connections. Negative feedback demotivates, for example, by discouraging, being overly judgmental, critical, giving unclear or contradictory messages and encouraging dependence on others for assessing progress" (p.7).

To sum up, feedback is as a technique plays important role to keep the learners' attention in process. Teachers should adopt feedback exactly what the learners need to

improve communication more effective in class. Feedback is a completed process which contains the teacher's overall assessment of the process. Usually this includes the grade. Most teachers also provide advice and behavior to improve learners' performance as well.

2.2.2.4 Motivation

There is a close relationship between motivation and learners' success and attitudes towards learning a foreign language. Since, motivation is a very substantial factor which determines the success or failure in second language learning, in other words, motivation can be directly influenced positively or negatively in the process of the learning.

Shekhtman et al (2002) emphasize the role of motivation, and he classifies the nature of motivation as he suggests: "Today's study of motivations began with the suggestion that learners can be motivated either interactively (desire to be part of culture) or instrumentally (need for the language for professional purposes), although there appears to be a firmly held beliefs among many foreign language teachers that integrative motivations produce higher levels of proficiency" (p.15).

Types of motivation can be classified into four types; integrative and instrumental, intrinsic and extrinsic. According to Gardner and Lambert (1972) "There are two types of motivation: integrative and instrumental combine the integrative motivation means learning the language with the intention of participating in the culture of its people. And, instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive" (as cited in Sepora, T. and Mahadi, 2012, p. 232). These two types of motivation can affect and control the procedure and outcome of learning. On the other hand, there is also another concept which concerns motivation. As Ryan and Deci (2000) state, "Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to

this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant" as cited in (Sepora, T. and Mahadi, 2012, p. 232).

Lightbown and Spada (1999) suggest, there are three levels which improve motivation in learning stating that "Several areas where educational research has reported increased levels of motivation for learners in relation to pedagogical practices. Included among there are: (1) Motivating learners into the lesson (2) Varying the activities, tasks and materials (3) Using co-operative rather than competitive goals" (p. 57)

Motivation is useful to engage learners in learning activities. According to the current view, learners who are most motivated use higher cognitive processes in learning better than learners who are demotivated. In short, motivation can be categorized physically, psychologically or socially. Obviously, the goal is to increase learners' achievement in learning. However, the most important psychological types of motivation are achievements motivation, to help learners how to achieve for success and choose activities for this goal. Teachers should vary the ways to motivate learners to learn through convincing the motivated behavior rather than the given grades.

2.2.2.5 Error Correction

The error is a representative part of the learning process in ELT. Error is one of the factors of how the language is learned. Errors play a negative role in language learning unless the teacher makes use of them. It can lead to demotivation and decrease self-confidence among learners. At this point, teacher's manner of correcting errors is effective in transforming learners' attitude toward making them.

As Kit (2000) displays, "Errors will always occur in language learning. Learning is done by trial and error. You try something, if it achieves the outcome you need. It is

considered correct and if it doesn't. It's obviously incorrect, if you ask a newspaper when you need ticket. You will get a newspaper. You will then realize your mistake and try to remedy it" (p. 16).

There is another face of errors attitude which is appeared whether in L1 or L2. "On the other hand, when errors are caused by the overextension of some partial similarities between the first and second language, these errors may be difficult to overcome". (Lightbown and Spada, 1999, p. 167). At this point, it is useful that teachers should recognize the errors that block the communication and find the appropriate way to make their task easier by correcting only the global errors during the process of learning.

The common errors concerning skills of target language are composited with specific features. Investigating these errors and correcting them positively give help to learners keep their achievement in skills. Classifying errors is important because the classification of errors helps to gain a clear understanding of the different types of errors that can occur in process of learning and affect the flow of communication in class. There are two kinds of errors; global and local errors which are classified according certain criteria, as Valero (2008) lights on, the errors classification is necessary to know the notions of these errors. Valero, Fernandez, Iseni and Clarkson classify errors according to various reasons as in the following:

> "Errors may also be classified according to the level of language: phonological errors, vocabulary or lexical errors, syntactic errors, and so on. They may be assessed according to the degree to which they interfere with communication. Global errors cause an utterance to be difficult to understand, while local errors do not. In the above example, «I angry» would be a local error, since the meaning is in the above example, «I angry» would be a local error, since the meaning is apparent". (p. 23).

Teachers have to pay attention of the balance between fluency and accuracy. There is a critical relation between fluency and accuracy when error correction is in question.

2.2.2.6 The Use of First Language in the Classroom

The principles of CA in the term of FL, there is not enough agreement on the use of L1 in the learning of L2. The CA does not allow the continuity of the flow from L1 to L2. On the other hand, not using L1 ignores the previous learners' knowledge and wastes precious class time in explaining things that have already been taught in the learners' L1. According to Swan (1985)

> "It is a matter of common experience that the mother tongue plays an important part in learning a foreign language. Students are always translating into and out of their own languages-and teachers are always telling them not to. Inter languages notoriously contain errors which are caused by interference from the mother tongue; it is not always realized that a large proportion of the correct features in an interlanguage also contain a mother tongue element. In fact, if we did not keep making correspondences between foreign language items and mother tongue items, we would never learn foreign languages at all" (p.85).

Teacher assists learners carefully to use L1 of learning FL. Yamamoto and Wilson (1997) confirm that "Careful use of the L1 can assist learners to make higher cognitive adjustments while learning a language. Used effectively, the L1 can be a facilitating, and not just an interfering factor, to overcome the assumptions created by the first language" (as cited in Carson and Kashihara, 1987, p. 42).

Also, Brown (2000) thinks that students can use their native language in the class, so it is possible in EFL "In EFL situations, where all of the students have a common native language, it is indeed possible, if not probable, those students in small groups will covertly use their native language. In fact, this is usually the primary reason teachers give me for shying from group work" (p.180).

As Turnbull and Dailey-O'Cain (2009) notify L1 can be useful in teaching a foreign language stating that "In contrast to earlier references to the prohibition of all first language use in the foreign language classroom, many scholars are now arguing that the first language can be beneficial as a cognitive tool that aids in second language learning. (p. 131).

There is also another point of view which says that L1 is most useful at the beginning levels. A lerner uses his/her native language and bridges the systematic of the syntax, semantics, and pragmatics of the native language in accordance with the target language to gain better comprehension in some situations. Unfortunately, this process might result in problems in the process as Brown (2001) explains below:

> "Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language or interference. In these early stages before the system of the second language is familiar the native language is the only previous linguistic system upon which the learner can draw. We all have heard English learner say " sheep" for "ship" or the book of Jack" instead of " Jack's book", and so forth. All these errors are attributable to negative interlingual transfer" (p. 224)

In actual classroom learning, when learners face some problems of understanding towards teachers' questions or explanations, they tend to use their mother tongue and to make comparisons between L1 and L2. Therefore, some interlingual errors may exist. Teachers should be tolerant enough to tackle with these errors and help learners to overcome them.

2.2.2.7 Teacher and Learner Roles

There are certain roles attributed to the teacher as well as to the learners in a language classroom according to the Communicative Approach. Some teachers think that the main role of teaching is correction and tests are the major instructional responsibility. However, the teacher's role is to facilitate the communication process among all the participants in the classroom to create equal learning opportunities with various activities in the identified coursebook .

Teacher roles cannot be limited to only facilitating the process. In CA the teacher manages learners in pair or group work and gives the right feedback for learners' performances. As Xia (2010) states "In CLT classrooms, teachers have multiple roles such as director, organizer, host, coordinator, catalyst and so on. A number of writers in

methodology and teacher training have proposed various ways of labeling the second language teacher's potential roles in class" (p. 57).

Richards and Rodgers (2001) also add there are some roles considered for the teachers who teach a foreign language according to the principles of the Communicative Approach:

> "Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms: The teacher has two main roles; the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities" (p.167).

Obviously, in a communicative classroom, the teacher's role is seen as a facilitator, mentor, consultant and helper.

Liu and Ding (2009) mention some roles for teachers, too: "Some of the possible teacher roles are: Facilitator-learners may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage. Spectator- The teacher watches the role-play and offers comments and advice at the end. Participant- It is sometimes appropriate to get involved and take part in the role-play yourself" (p.143).

Learners are also assigned some roles. The regular role that learners play in CA is the role of a negotiator-firstly, between the learning process and the object of learning; secondly within the group of classroom activities.

Richards and Rodgers (2001) highlight this role stating "The role of the learner as negotiator - between the self, the learning process, and the object of learning - emerges from and interacts with the role of joint negotiator within the group and within the

classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way" (p. 166)

It is obvious that the relationship between teacher and learner as well as the relationship between learners is significant in the class. Sreehari (2012) states "Commenting on the nature of learner-teacher interaction and the learner-learner interaction, the teacher may present some part of the lesson, such as when working with linguistic accuracy. At other times, he is the facilitator of the activities, but he does not always himself interact with the learners. Sometimes he is a co-communicator, but more often he establishes situations that prompt communication between and among the learners. Learners interact a great deal with one another" (p. 89). But this, of course, does not follow at all. If there is a causal relationship, then it needs to be demonstrated" (pp. 86-87).

In the Communicative Approach, teacher and learner can adopt various roles in the process to facilitate, to monitor and to provide feedback and motivation. In other words, the role of the teacher is varied. In addition, the teacher plays the role of the organizer of the activity, during the process, the teacher should give instructions to learners and corrects main errors that most of learners make. In terms of effective communication in the classroom, teachers should consider all these roles and try to achieve the goals of communicative teaching.

2.2.2.8 Materials in the Communicative Approach

Communicative materials mean anything which is used to help to teach language to learners. It can be in the form of a textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, or anything which presents or any supplementary equipment which concerns the language learned, and which the teacher or learners adopt to facilitate the process of ELT.

Richards and Rodger (2001) explain that "A wide variety of materials have been

used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. We will consider three kinds of materials currently used in CLT and label these text-based, task-based, and realia" (p.168).

Text-based, task-based, and realia can be explained individually to shed the light on each term in detail. Firstly, the textbooks are designed to support Communicative Language Teaching. Their contents are referring to the grading scale and the quality of language practice are also based on a communicative approach, too. Secondly, the task-based communication activities are designed to support Communicative Language Teaching. There are various facets of this term. For example; exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. Thirdly, realia is the material taken directly from real-life. The goal is to support the Communicative Language Teaching in the classroom. In other words, realia has various kinds such as signs, magazines, advertisements, and newspapers, or graphic and visual sources such as maps, pictures, symbols, graphs, and charts.

Materials used in a communicative language classroom have to be the authentic source where learners are engaged and challenged enough in real communication during the process of learning a foreign language. As Lightbown and Spada (1999) explain "Thus, restricting classroom second language materials to those which contain little or nothing which is new may have several negative consequences .There will undoubtedly be a loss of motivation if learners are not sufficiently challenged. Learners also need to deal with 'real' or 'authentic' material if they are eventually going to be prepared for language use outside the classroom" (p.167).

The goal of materials in learning is basically aimed to promote communicative language use through exposing learners to natural language. Tomlinson (2012) classifies the types of learning materials and views that are in line with what Lightbown and Spada

(1999) assert:

> "Materials for language learning' will be taken to be anything that can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)" (p.143).

Another quality language teaching materials in CLT should have authenticity. Larsen-Freeman (2000) states "To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situ at ions, adherents of CI.T advocate the use of language materials authentic to native speakers of the target language " (pp.132-133).

> However, it has usually been a thorny subject in the field as Swan (1985) explains:

> "The question of using authentic materials has become polarized into an opposition between a 'good' new dynamic approach and a 'bad' old stable approach. Many teachers nowadays probably feel, in a vague kind of way that there is something basically unsatisfactory or even wrong, about using scripted dialogues or specially written teaching texts. These are (we have been told) 'unnatural', and contrived; they tend to lack the discourse features of genuine text; they are fundamentally non communicative (since they were written essentially to present language data rather than to convey information)" (pp.84-85).

On the other hand, scripted materials are necessary to work specific language items economically and effectively.

2.2.3 COMMUNICATIVE ACTIVITIES

Classroom activities play the vital role in the development of learners' communicative competence. They include components such as expression, interpretation, and negotiation of meaning encouraging interaction between two or more learners through class language. As Savignon (n.d.) suggests, CLT encourages "The development of functional language ability through learners' participation in

communicative events" (p.1). There are certain characteristics of communicative activities. Richards and Rodgers (2001) outline some of them stating "Teaching points are introduced in dialogue form, grammatical items, separately in order to control practice, and then freer activities are provided. Pair and group works are suggested to encourage learners to use and practise functions and forms" (p. 271). Littlewood (1981, as cited in Richards and Rodgers 2001) provides various activities as in the following:

Figure 4: Methodological Activities (Littlewood, 1981, as cited in Richards and Rodgers, 2001, p. 171).

- Pre-communicative activities
  - Structural activities
  - Quasi-ccommunicative activities
- Communicative activities
  - Functional communication activities
  - Social interaction activities
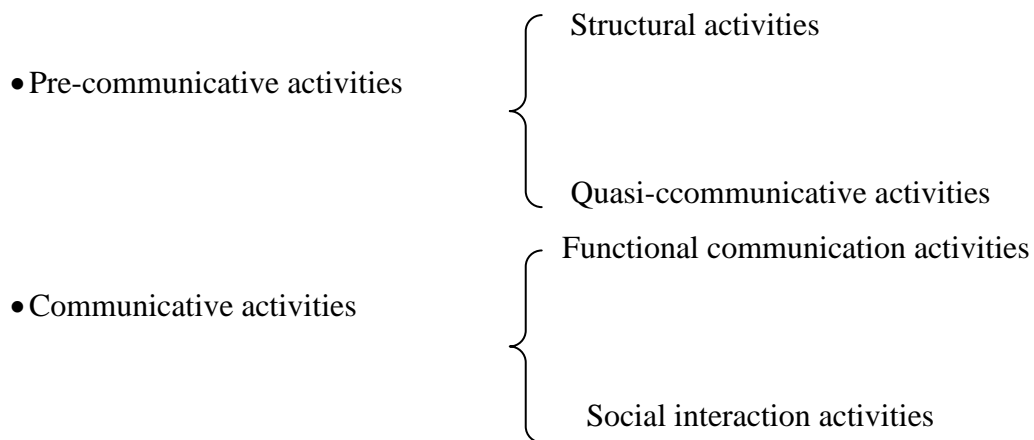
Figure (4) demonstrates that the primary distinction between Pre-communicative activities and Communicative activities; in the first activity, teacher produces specific activities to compose the communicative ability and provides learners with opportunities to practise separately to improve specific actions. But the second activity is different, which enables learners to communicate with all members of a group or groups.

In addition to employing communicative activities in language classrooms, teachers' being able to orchestrate such activities is significant as Banciu and Jireghie (2012) state the following:

"Learners are more responsible managers of their own learning. In communicative classrooms teachers will find themselves talking less and listening more, becoming active facilitators of their learners' learning. The teacher sets up the exercise, but because the learners' performance is the goal, the teacher must step back and observe, sometimes acting as a monitor. All obstacles can be overcome if the role

of the teacher is clearly set. When setting up an activity of any kind within a language class, establishing the role of the teacher is essential in creating a positive atmosphere for the success of the activity" (p. 97).

There are various types of communicative activities. Each one has its own characteristics, purposes and techniques. Some of examples of communicative activities are information-gap activities, opinion-gap activities, problem-solving activities, role-play activities and pair-group work activities. In additionally, communicative activities can be conducted with right grouping.

2.2.3.1 Information-Gap Activities

Information-gap activities encourage all learners to be involved in the learning process equally and interactively. In information-gap activity, each learner has the task of finding out certain information, as Son (2009) explains further:

> "An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. For example: Learner A has a biography of a famous person with all the place names missing, whilst Learner B has the same text with all the dates missing. Together they can complete the text by asking each other question. The information gap activities involve a transfer of given information from one person to another-or from one form to another or from one place to another. The participants each have some knowledge or information not shared by any other one and can only solve the problem if they pool their information" (pp.1-2).

An information gap activity plays an important factor to develop the communication among learners. As Andrade (2011) states "Information gap exercises, developed predominantly in pairs, involve the exchange of information from one element to another, that is, each learner will have information to share with a colleague, so that the task they have been proposed is successfully accomplished. Besides allowing a broad exchange of information, it makes learners concentrate on the information they are encouraged to share, making them both producers and receivers of discourse" (p.4).

So the process of information-gap activity takes place among learners, but not between a learner and a teacher, though a teacher can certainly demonstrate the activity.

The two learners will be asking each other questions to get right answers according to the communicative tasks; referential questions which set in this way are fundamental one to discover certain information in a communicative process.

Additionally, these types of activates are extremely effective in the L2 classroom. They give every learner the opportunity to speak in the target language for an extended period of time and learners naturally produce more speech than they would otherwise.

Another advantage of information-gap activities is that learners are forced to negotiate meaning because they must do what they are saying comprehensible to others in order to accomplish the task. In the same direction, Neu and Reeser (1997) add to the advantages of information-gap activities stating that "Information gap activities to satisfy all of the above criteria. The teacher simply explains the activity and reviews the vocabulary needed for the activity. Learners are then on their own to complete the task, forwardly. Each participant plays an important role and the task cannot be accomplished without everyone's participation. Many information gap activities are highly motivated because of the nature of the various tasks" (as cited in Raptou, 2001, p. 2).

Richards (2006) highlights the importance of information-gap activities as in the following: "An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communication order to get information they do not possess. This is known as an information gap. The more authentic communication is likely to occur in the classroom if learners go beyond the practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information" (p. 18).

An information-gap activity plays a significant role in ELT. It is based on learners' completing the missing information by communicating in the classroom. Information-gap activities are essential for various reasons: improving fluency especially in speaking and motivating learners. Brown (2000) classifies the characteristics of the information gap activity in communication "Information gap activities include a tremendous variety

of techniques in which the objective is to convey or to request information. The two focal characteristics of information gap techniques are (a) their primary attention to information and not to language forms and (b) the necessity of communicative interaction in order to reach the objective. The information that students must seek can range from very simple to complex" (p.185).

The given information to the learners should be increased gradually into three levels of learning during the current activity. As Brown (2000) suggests the following:

> "At the beginning level, for example, each member of small a small group could favorite the objective of finding out from the other birthday, address, favorite food, etc, and filling in the little chart with the information. In intermediate classes you could ask groups to collectively pool information about different occupations: necessary qualifications, how long it takes to prepare for an occupation, how much the preparation costs, what typical job conditions are, what salary levels are, etc. in advanced classes, a small group discussion on determining an author's message, among many other possibilities, would be an information gap technique" (p.185).

Obviously, information-gap activity enables learners to improve the real communication in classroom. It helps to transfer of the given information from one learner to another. The activity often includes part of information and learners have to apply the criteria of completeness and correctness with reference to the given topics. It is developed in group or groups. As a result of the exchanged information of the activity, learners will have information to share with a classmate so that the task they have been proposed is successfully accomplished.

2.2.3.2 Opinion-gap Activities

There is no doubt that every learner has different opinions, feelings and thoughts about certain issues in life. Finding out about learners' feelings and opinions helps close the gap between them about these issues. As Ismail and Samad (2010) point out ". An opinion-gap task involves identifying and articulating a personal preference, feeling, or attitude. An example would be taking part in a discussion about a social issue" (p.90). So, opinion- gap activities are essential in learning a foreign language with reference to the principles of the Communicative Approach. In the light of this, Prabhu (1987)

mentions "It could be deduced that while engaged in an opinion-gap task, students would struggle with the processing of meaning and producing output. This, in turn, could affect the amount of attention given to language use" (as cited in Ismail and Samad, 2010. p. 90).

Brown (2000) states that "An opinion is usually a belief or feeling that might not be founded on empirical data or that others could plausibly take issue with. Opinions are difficult for students to deal with at the beginning levels of proficiency, but by the intermediate level, certain techniques can effectively include the exchange of various opinions. Many of the above techniques can easily incorporate beliefs and feelings. Sometimes opinions are appropriate; sometimes they are not" (p. 186). In other words, there are various items of discussion in the opinion- gap activities, such as morals, ethical, religious, and political issues and it might be difficult for beginners to handle them.

An opinion-gap activity improves real communication because it enables students to focus more on producing content rather than engage to them in producing. Students are expected to zero in on convening meaning in such activities.

2.2.3.3 Problem-Solving Activities

It is a process and skill that learners' innermost potential capacities are reincarnated into learning over time. These abilities of knowledge will be developed in practice of this activity by solving immediate problems in order to achieve a goal. There are many tasks focusing on finding solutions to problems in classroom settings.

Brown (2000) points out some techniques of problem-solving activities, stating the following:

> "Problem solving group techniques focus on the group's solution of a specified problem. They might or might not involve jigsaw characteristics, and the problem itself might be relatively simple (such as giving directions on a map), moderately complex (such as working out an itinerary from train, plane, and bus schedules), or quite complex (such as solving mystery in a "crime story" or dealing with a

political or moral dilemma). Once again, problem-solving techniques center students' attention on meaningful cognitive challenges and not so much on grammatical or phonological forms" (pp.185-186).

The main goal of problem-solving activities is to encourage learners to speak what they think about what the given issues openly, but teacher should not involve a decision about students what to do. Students make the decision to select in which way they want to speak and distribute the roles in pair or groups to present any topic in class.

In accordance with Brown's view, also Garins and Redman (1998) suggest that learners have to discuss and decide in pairs or small groups, and express what they wish. "Another problem-solving activity is provided. In this case the learners are given the character profiles of four different people, each of whom wishes to be elected as a local leader. It can be seen from the contents of the material provided that each possesses some negative qualities and learners have to discuss and decide in pairs or small groups, whom they would wish to elect, giving their reasons in each case" (as cited in Donough and Shaw, 2003, p.145).

Problem-solving activity helps learners develop their ability to analyze the given information and to make the decision for right solutions. In this type of activity, learners have to share some information with others to find solutions and to form a complete picture of that practical situation in class.

2.2.3.4 Role-Play Activities

In role-play, there is a communicative link between the inner world and the outside world, that is, learners reflect their own individualities and share their personal interpretations with others during the activity. Larsen-Freeman (2000) states the important role of role-play activity in Communicative Approach is to encourage learners for adoption various roles in class "Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role plays can be set up so that they are very structured (for

example, the teacher tells the students who they are and what they should say)" or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say)". (p. 134)

The adoption of role-play activity gives students more flexible choices of communication. It is based on the specific purpose to provide information gap. Thus, students have no idea about what other partners will say during the activity. Students also receive feedback when the teacher thinks it is necessary for keeping on the communication.

Ellis (2003) says "Topics of unfocused tasks are drawn from real life. Thus, in role-play tasks, learners may act the roles of customer, patient, physician or businessman. Such roles are a good opportunity for language learning if they are structured well to stimulate learners' participation. Consequently, learners will have the chance to use language according to the simulated situation." (as cited in Waer, 2009, p. 106).

It is so useful at this point, in helping students to develop their interactional strategies through role-play activities. According to Brown (2000) "Role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. In pairs, for example, student A is an employer; student B is a prospective employee; the objective is A to interview B. In groups, similar dual roles could be assumed with assignments to the roles are acted out" (p. 183).

Nickerson (2007) states that "Role-play is a special kind of case study, in which there is an explicit situation established with learners playing specific roles, spontaneously saying and doing what they understand their "character" would, in that situation. Role-plays differ from other case studies in the immediacy of the experience. Learners find themselves in the role-play. In a case study, they read about situations and characters" (p. 5).

Al-Senaidi (n.d.) shows "Role-play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations. It is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills" (p. 67) in other words, role play could be obtained from situations that students depend on the experience in their own lives, from books, television from their daily interactions with other people. So, students can use their real experience in life to communicate in class through role-play activities.

As it is apparent that role-play has the ability to increase learners' motivation and involvement in the learning process of a language within mixed-ability groups and that it provides learners with opportunities to practise and develop communication strategies in a foreign language.

Role-play functions effectively among learners especially when learning emotions and values is involved. According to this activity, teachers need to be clear about the learning goals they have for their learners, their own comfort with extensive interaction among learners, since role-play activities require less control than most other classroom activities. Teacher should know that well to get the main purpose which stands behind role-play activities.

2.2.4 LANGUAGE SKILLS

The four basic skills of language that make up a language are: listening, speaking, reading, and writing. The main aim of the Communicative Approach is to improve these skills in interactive communication of language in use.

In practice, to develop learners' achievement of communicative competence, learning process should focus on the target language through the four language skills, adopting various activities which integrate overall language skills. Receptive skills i.e. reading and listening are the skills where language is acquired and meaning is extracted. Productive skills i.e. writing and speaking are the ones where language is produced. As Usó-Juan and Martínez-Flor (2008) point out, communicative competence embraces all

four skills and views them "as the manifestations of interpreting and producing a spoken or written piece of discourse" (p.163). It is sometimes useful to adopt the division among the four skills for shedding light on language analysis and for focusing on teaching where certain aspects where learners suffer seriously. However, in everyday or classroom use, language skills are not used in isolation. For example, a lesson involves listening to the teacher, reading a text, speaking to him or to other learners and writing some notes during an activity.

In the same vein, Kumaravadivelub (2003) states the following:

> "Theoretical as well as experiential knowledge overwhelmingly point to the importance of integrating language skills. It is likely that the learning and use of any one skill can trigger cognitive and communicative associations with the others. Several scholars have attested to this likelihood. Emphasizing the connection between reading and other skills, Krashen (1989, p.90) argues that reading may very well be "the primary means of developing reading comprehension, writing style, and more sophisticated vocabulary and grammar".(p.288).

At the same point, Ma (2010) supports the same view as in the following:

> "The division of the four main language "skills" seems to suggest that in some way the skills are separate and should be treated as such: on one day learners will concentrate on reading and reading only, on the next speaking and only speaking, etc. In fact this position is clearly ridiculous for two reasons. Firstly it is very often true that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without read in given if they only read what they have just written. Secondly, though, people use different skills when dealing with the same subject for all sorts of reasons" (pp. 265-270).

Language skills are absolutely central to the Communicative Approach, since they play the master role in learning. In order to improve students' language skills, the teacher should focus on the skills integrally and interactively. They are essential for communication and understanding any topic of teaching.

2.2.4.1 Listening Skill

A learner listens in order to obtain information, understand and learn. There are many educational views which draw the outline for listening skills. Brown (2000) states the necessity of listening skill stating "The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence" (p. 247).

In listening, there are various steps that should be considered. As Donough and Shaw (2003) highlight "Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance" (p. 117)

Basically, listening comprehension is necessary in ELT, since students face serious difficulty in listening to understand the speaker, it refers to the understanding of spoken content. On the other hand, listening comprehension skill is important in communication. As Ma (2010) states that "Listening comprehension consists of far more than understanding what words and sentences mean; it involves understanding what speakers mean. Until we can get some sort of handle on teaching what speakers mean by using language in particular types of context our progress in the field of teaching listening comprehension will necessarily be slow" (p. 465).

There are specific microskills of listening comprehension. These microskills are also useful to help learners to improve their listening skills. Richards (1983) reveals these microskills in the following:

- "Retain chunks of language of different lengths in short-term memory.
- Discriminate among the distinctive sounds of English.

- Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
- Recognize reduced forms of words.
- Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- Process speech at different rates of delivery.
- Process speech containing pauses, errors, corrections, and other performance variables.
- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- Detect sentence constituents and distinguish between major and minor constituents.
- Recognize that a particular meaning may be expressed in different grammatical forms.
- Recognize the communicative functions of utterances, according to situations, participants, goals.
- Recognize cohesive devices in spoken discourse.
- Infer situations, participants, goals using real-world knowledge.
- From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea.
- Distinguish between literal and implied meanings.
- Use facial, kinesic, body language, and other nonverbal clauses to decipher meanings.
- Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words forms contexts, appeal for help, and signaling comprehension or lack thereof" (as cited in Brown, 2000, p. 256).

It is useful to help students to realise all the processes involved in listening as well. Students often make the mistake of thinking that all their difficulties in listening are based on their inadequate knowledge of the target language. As Usó-Juan and Martínez-Flor (2006) suggest some activities to practice these microskills such as:

"-Wall dictation.
- Games where students have to find other students who have words
  showing the same stress pattern.
- Retelling stories; another group of students have to listen for certain
  words.
- Using recordings of soap operas to recognise the mood of particular
  characters from intonation, body language and facial expression.

- The activity "Out of the room" (p. 129).

To sum up, listening skill improves students' learning to listen. Students develop their competence by becoming active listeners with tasks they are involved in. According to this skill, learners can make sense of and understand what others are saying. In other words, listening skill helps learners to understand each other and enriches the process of communication among them.

2.2.4.2 Reading Skill

It is a complex cognitive process of decoding symbols in order to form good understanding**,** i.e. meaningful reading comprehension. It is a complex skill of interacting between the text and the reader and language community. Reading is an important skill because it gives students the opportunity to learn new grammatical structures, spelling, meaning, ideas and it enriches their world.

Shastri (2010) points out that "Reading is the most important skill for the learners of English as a second language. This skill plays a pivotal role in developing-English. It gives a very effective exposure to the language. It has a great educational value hence; it forms the core of any syllabus. The objective of teaching reading is to help the learner to get information from the printed page effectively, rapidly and with full understanding". (pp. 78-79)

There are certain strategies for the learner to adopt. They are necessary to fulfill the conditions the reading skill requires. Shastri (2010) explains these certain strategies:

> "(1) *Skimming* is a pre-reading exercise. It helps to encourage further detailed reading. We browse through a book at the" bookstall before buying it to see whether the book caters to our interest or not. (2) *Scanning* is useful for getting the specific information from the text. (3) *Intensive Reading* is a detailed reading activity. It is based on accuracy. It covers the areas of local, global and factual information. (4) *Extensive Reading* is a global activity. It is meant for pleasure reading of novels, stories etc. We do not .always read for specific information" (p. 80).

This skill is a higher level activity. It embodies various techniques for the necessity of developing the supposed purposes of reading skill.

The role of reading skill in ELT is substantial, students improve their language through reading activities, it doesn't only relate to the listening skill, but other skills also are considered. So, reading alone is not enough in learning, students should improve their reading comprehension so that they may not only focus on the text but also on the deeper meanings which that text carries. Sreehari (2012) highlights "Good reading comprehension ability is critical to students' academic success. Reading is also considered valuable because the reader has more control over the language input than in the case of listening, where much of the control is with the speaker" (pp. 91-100)

When it comes to teaching reading, as Usó-Juan and Martínez-Flor (2008) come up with an example:

> "As a pre-reading activity learners could be asked to determine the content of the reading by strategically previewing the passage and then judge whether the identified content is representative of their own culture or of the target culture. As while-reading activity, learners could be requested to focus not only on *what* the text says but also, on *how* the text portrays the given topic. Finally, as post-reading activity, learners could be asked whether the content of the text would vary if it was written by another writer or read by another reader in a different cultural context" (pp.195-166).

Also, there are specific miroskills related to the reading skills. As Brown (2000) suggests the following:

- "Discriminate among the distinctive graphemes and orthograph pattern of English.
- Retain chunks of the language of different lengths in short-term memory.
- Process writing at an efficient rate of speech to suit the purpose.
- Recognize a core of words, and interpret word order patterns and their significance.
- Recognize grammatical words classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- Recognize that a particular meaning may be expressed in different grammatical forms.
- Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

- Recognize the rhetorical form of written discourse and their significance for interpretation.
- Recognize the communicative functions of written texts, according to form and purpose.
- Infer context that is not explicit by using background knowledge.
- Infer links and connections between events, ideas, etc.
- Distinguish between literal and implied meanings.
- Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- Develop and use a battery of reading strategies such as scanning and skimming, activating, detecting discourse makers, guessing the meaning of words from context, and activating schemata   for the interpretation of texts" (p.307).

There are some reasons why learners may need or want to read. As Rivers and Temperley (1978) suggest: (1) to obtain information for some purpose or because we are curious about some topic.(2) to obtain instructions on how to perform some task for our work or daily life.(3) to keep in touch with friends by correspondence or to understand business letters.(4) to know when or where something will take place or what is available.(5) to know what is happening or has happened (as reported in newspapers, magazines, reports).(6) for enjoyment or excitement" (as cited in McDonough and Shaw, 2003,p.90).

Reading is the critical skill in English Language Teaching. It plays an effective role in learning a language. Students should improve their reading skills in order to develop other language skills: writing, speaking, and listening.

2.2.4.3 Speaking Skill

Speaking in a foreign language is the most urgent skill of communication. Learners collect their thoughts and encode those ideas in the vocabulary and grammatical structures of the given target on process of speaking. Speaking gives signal to other partner to communicate naturally according to the activity. Thus, teaching speaking is to develop the learner's competence in communication of language in use.

As a productive skill, speaking follows some steps as Shastri (2010) explains

"Speaking skill is developed through exposure and practice. There are stages of production, which begin from the conceptual planning to the actual speaking. It follows a cognitive process. We formulate ideas in our mind, decide for sentence structures and words and express them. Speaking is an interactive skill, which involves both listening and speaking. When we speak we may initiate the speech or respond to other's speech. Listener should always be on the mind of the speaker to make speech comprehensible and intelligible. The objective of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, reasonably accurately and fluently" (pp. 70-71).

In practice, in speaking that the listener has to be taught the grammatical patterns to express meaning in different situations. Thus the aim should be to develop intelligibility and acceptability. The teacher should have the knowledge of phonology especially of articulatory phonetics to check the wrong pronunciation and develop the activities to make them speak the language fluently as it is possible.

Thus, there is urgent distinction in spoken language between fluency and accuracy. At this point Brown (2000) highlights the current distinction stating "An issue that pervades all of language performance centers on the distinction between accuracy and fluency. In spoken language the question we face as teachers is: How shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language?" (p. 268). Generally, fluency and accuracy both are important in the Communicative Approach, but fluency has the priority to be adopted more than accuracy since fluency is the clear goal of CLT. On the other hand, accuracy is related to some extents, otherwise students focus on the elements of phonology, grammar, and discourse in their spoken language.

In this regard, Celce -Murcia (1991) highlights how speaking should be taught:

"Simply put, the goal of a speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out of the classroom. A real and useful communication is done by the specific activities and help of the teacher. As Taylor (1987, p. 47) suggests: the teacher present "activities which are meaningful to learners and which will motivate them to become committed to sustaining that communication to accomplish a specific goal." It follows then that the objectives for developing oral fluency will address this goal by setting forth specific content, activities, and methods which foster communication" (p.126).

Sreehari (2012) also adds "Present day job market opens up many opportunities for the graduates with good spoken ability raising their doubts and by way of responding to teacher's questions'. Teachers should be commended for helping learners develop their oral proficiency in a 'beneficial' manner" (p. 91).

The spoken language improves the language of students and teachers frequently, they experience how English is actually used in class as it is used in daily life. Speaking helps student to experience real communication in class and outside the class. Students work their way through various communicative spoken activities that initiate authentic interaction.

Speaking skill promotes students to participate and discover each other with life-activities and enrich real communication in learning so that speaking provides the opportunities to share thoughts, feeling and contribute other skills of language.

2.2.4.4 Writing Skill

It is a method of representing language in written form. It is a difficult subject for learners and they still face difficulties in writing and even advanced levels. As for CA, it regards writing as a productive process of language. Writing has a tight relationship with other skills, too. In writing communicatively, learners share ideas and suggestions with the help of a teacher who guides them with the right feedback throughout the writing steps, with reference to the type of a topic. The goal is the mastery of rules governing the sequence of words into sentences and phrases.

Writing is one of four skills that deeply requires learners to be motivated. The skill of writing involves teaching of spelling, vocabulary, sentence structure and grammar, punctuation, proper layout, coherence, cohesion and the organization of content clearly and effectively. Shastri (2010) points out "Writing is a difficult skill, as it needs coordination of motor skill and brain. It is more conventional and conservative than spoken language. It needs systematic training. The teacher has to teach the learners to

record their experience in writing. They should be taught to explore the theme and the sub themes of a given text and to express their ideas on paper. Writing has three aspects - mechanical, linguistic and communicative" (p. 86).

There are also sub-skills of writing which gather the organization and sequencing of ideas, communicating and performing different functions of meaningful writing effectively.

In addition, Brown (2000) suggests, several types of the microskills of writing skill as in the following list:

- "Produce graphemes and orthographic patterns of English.
- Produce writing at an efficient rate of speed to suit the purpose.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in written discourse.
- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative functions of written texts according to form and purpose.
- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, etc.
- Distinguish between literal and implied meanings when writing.
- Correctly convey culturally specific references in contexts of the written texts.
- Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, etc." (p. 343).

Shastri (2010) suggests that there are various stages in the development of a learner's writing skill so that s/he can become an independent and efficient writer:

"There are different stages of writing a learner has to go through till he becomes an independent and efficient writer. To make writing effective, the sense of who, why, what and how is essential. 'Who' is the reader, 'why' is the purpose, 'what' is the content of writing, 'how' refers to the linguistic structure and the style of writing. Knowledge of these things is essential at all the stages of writing. These stages can be changed according to the level and the needs of the learners" (p. 87).

When one has a look at writing activities, it is possible to come up with some basic ones. For instance, guided or controlled writing is the first stage of writing where learners start to write by the help of the teacher, and where 'why', 'what' and 'how' of writing are decided by the teacher. This helps the learners to understand the basic structure. Jumbled sentences are given to put in the correct order to develop the sense of organization. Then learner can be independent of other writing types after the rules and procedures of this process have been well established.

The skill of writing plays an essential role in facilitating the acquisition of communicative competence. Olshtain (n.d.) maintains "More advanced writing activities which start shifting their goal from the focus on the mechanics of writing to basic process- oriented tasks will need to incorporate some language work at the morphological and discourse level: Thus, these activities will enable a combination of focus on accuracy and content of the message" (as cited in Celce-Murcia, 1991, p. 239).

In the same direction, Olshtain (n.d.) (as cited in Celce –Murcia, 1991) confirms the views on what is required in writing stating "The writing process, in comparison to spoken interaction, imposes greater demands on the text, since written interaction lacks immediate feedback as a guide. The writer has to anticipate the reader's reactions and produce a text" (p. 235). In other words, the writer should be aware of the audience in the first place. It is vital that writing be a clear, relevant, truthful, informative, interesting, and memorable text. The main goal of writing is to interact the reader within the topic so that the reader can realize and interpret the text effectively.

2.3 SUMMARY OF THE CHAPTER

Briefly, this chapter discusses the elements which concern review of literature through various areas of discussions. The background sheds the light on the history and the development of English Language Teaching in Iraq which started the first time in 1873. A clear description about the educational system which was established a limited number of schools is also given.

The current chapter gives more attention to the Communicative Approach and its principles and its effective role in teaching a foreign language, especially in Iraq with reference to the new course book "Iraq Opportunities". The presentation of this part includes four parts: communicative competence and communicative performance, important facets of the Communicative Approach, communicative activities, and language skills.

There is a clarification about the definitions, characteristics, and the relationship between communicative competence and communicative performance as well as their role in CLT. There are also important facets of Communicative Approach that are discussed in details, since these facets stand for the backbone of the approach and work together to achieve the major goal of learning a foreign language. Besides, the communicative activities such as information-gap, opinion-gap, problem-solving, and role-play activities are explained. The aim of these activities is based on how to engage the learners in meaningful and authentic language use. These activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

Finally, language skills are studied in two groups, i.e. receptive and productive skills in this order: listening, reading, speaking, and writing. Moreover, each skill is handled separately, according to its features and its role in English Language Teaching based on the principles of the Communicative Approach.

CHAPTER III

METHODOLOGY

3.0 PRESENTATION

This chapter is composed of all elements which are followed in order to achieve the aim of this study; in other words, to provide the actual description that is needed to compare the participants' achievement of the experimental group and the control group of proficiency tests based on the pre and post-tests in four language skills. This chapter includes: (1) research design (2) participants (3) data collection instruments (4) data collection procedures and (5) data analysis.

3.1 RESEARCH DESIGN

The study is a quantitative study and it is of an experimental nature. The design of the study entails the selection of two groups randomly to administer the pre-test and post-test. The scores of both groups on the dependent variable are compared to see if there is a significant difference between the two groups. As Good (1973) suggests "The design of the experiment includes the selection of two groups randomly. Both groups of subjects are submitted to pre-test, and then the dependent variable is administered only to the experimental group. The scores of both groups on the dependent variable are compared to see if there is a significant difference between the two groups" (p. 384). In this design, only the experimental group receives the treatment and the researcher tries to find out if it causes any changes in the experimental group. The experimental group was taught according to the principles of CA, whereas the control group was taught according to the principles of the conventional ALM. Then, both groups were subjected to proficiency tests in order to measure their linguistic achievement in four skills of English so that it would be possible to see whether CA had any effect in the process or not.

3.2 PARTICIPANTS

The participants of the study were students of secondary schools in the Thi-Qar province. These were distributed into Al-Khawarizmy and Aum AL-Baneen secondary schools which were randomly chosen with the cooperation of the General Directorate of Education in the city. The study took place in the academic year 2012-2013.

In the present study both groups have been randomly chosen to represent the experimental and the control groups respectively. As it can be seen in Tables 1 and 2, the participants' ages varied between 16 and 18. Among these participants, eight participants were 18, 12 participants were 19 and 10 participants are 20 years old. Furthermore, all participants graduated from the same regular primary schools.

Table (1) Demographics of the experimental group (A):

Name of the schools	Number of participants	Gender
Al-Khawarizmy	15	Male
Aum AL-Baneen	15	Female
TOTAL	30	

Table (2) Demographics of the control group (B):

Name of the schools	Number of participants	Gender
Al-Khawarizmy	15	Male
Aum AL-Baneen	15	Female
TOTAL	30	

The total number of the participants of the experiment was 60. They were divided into two groups to achieve the goal of the study. These groups were the experimental and control groups. The experimental group was comprised from 30 participants, male participants were 15 and female participants were 15. Also, the participants of the

control group were 30 participants, males were 15 and females were 15. In addition, there were two teachers of both schools were played an important role of applying the instructions which were given during the process.

3.3 DATA COLLECTION INSTRUMENTS

The basic data collection instruments were the proficiency tests administered in the schools. These proficiency tests were based on the first and the second units of the coursebook "Iraq Opportunities". Similarly designed tests functioned as the pre-test and the post-test of the study. These tests were appeared for achievement tests of language skills. They were given to students to assess their progress from the beginning to the end of the experiment.

3.3.1 The Pre-Test

The pre-test was administered in October 2012. It was distributed to both the experimental and the control group. There are two urgent goals addressed in the pre-test, the first of which was to equalize the participants of the experimental group and the control group. The second goal was to determine the participants' achievement scores at the very beginning of the study. It was a multiple-choice test requiring participants' selecting the right choice for each question. (see Appendix 10 for the pre-test). It was based on the unit one of the current coursebook "Iraq Opportunities".

There were four sections which met the language skills. Listening section was "Expressing Preferences" according to this section, participants had to listen to the dialogue twice and complete the given sentences with the right answers. The dialogue was recorded by the native speaker. As for speaking section, participants had to speak about five activities. Participants were supposed to use basic patterns and vocabulary items they had already learned while they were speaking. In the reading section, there was an article about "Home in Space" that participants had to read the article carefully

then answer the given related questions. Finally, writing section was about "Farida's letter" to her friend. Also, participants had to read the letter carefully then answer the given related questions. So, marking was administered as every section was given 25 points and the total score was100.

3.3.2 The Post-Test

Participants took the post-test which was similar to the pre-test in design. The post-test was based on the unit two of the current coursebook "Iraq Opportunities". However, the pre-test had been administered in October 2012 based on the materials of unit one, whereas the post-test was administered in December 2012 based on the materials of unit two. (see Appendix 11 for the post-test).

There were four sections which met the language skills. The listening section was about listening to the radio programme. According to this section, participants had to listen to the programme twice and complete the blanks with the right answers immediately. As for speaking section, participants had to talk about "surprise and repetition expressions". Participants had to use (S) letter for surprising phrases or words and (R) letter for repetition phrases or words. In the reading section, there was an internet page about "Weddings" in Indonesia that participants had to read the website carefully then answer the given related questions. Finally, writing section was about "Memories of Ramadan". Also, participants had to read the passage carefully then answer the given related questions. According to this section, participants had to answer the given questions with reference to the passage. So, marking was administered as every section was given 25 points and the total score was100.

3.4 DATA COLLECTION PROCEDURES

Two teachers cooperated with the researcher to collect the main data from the participants. Teachers' roles were as in the following:

Firstly, the teaching process depended on Mrs. Summer Ali, who is an English teacher of Aum AL-Baneen secondary school. She taught the experimental group and examined them according to the principles of CA. Also, she taught the control group of the same grade and examined them according to the principles of ALM.

In addition, Mr. Ali Shebith as an English teacher of Al-Khawarizmy secondary school, he taught the experimental group and examined them according to the principles of CA. Also, he taught the control group of the same grade and examined them according to the principles of ALM. Therefore, both teachers taught the groups of each school, in the experimental groups they used the principles of the CA, but in the control groups they used the principles of the ALM.

Secondly, during the scoring process, the participating teachers scored the tests. The data used for this study were the participants' scores in basic language skills. The scores were gathered from the schools' administration offices. The information taken from the official offices was used solely for the purpose of this study and not for other purposes. Participants' names were kept secure due to the confidential legacy. The results of these tests were displayed in tables which referred to the pre-test and post-test variable results of the experiment. Both were compared and commented in detail.

3.4.1 The Treatment and Instructional Materials Used

The treatment in the study was conducted for three months. During this period, both groups were taught with the course book "Iraq Opportunities" which is the prescribed coursebook for secondary schools. Furthermore, "Iraq Opportunities" incorporates both international cultural topics as well as topics researched specifically for Iraqi students learning English. The series provides examples of the natural

environment of Iraq and upholds the country's cultural, social and moral values on both a national and local scale" (Harris, Mower and SikorzySka, 2010, p.2).

The coursebook consists of four basic units divided into five chapters and four literary topics as well as four science topics. Unit one and unit two were chosen with the agreement of the class teachers of both schools for the study. These chosen units are comprised the various topics of language skills. (see Appendix 1).

The outlines of the units chosen for the treatment were as follows:

- Listening activity

Listening texts' types include the following: monologues; dialogues; quizzes; lessons; phone conversations. The following task types are used: checking predictions; identifying speakers/topics/contexts; matching descriptions/objects, choice questions; listing things mentioned; table completion; comparing written and aural texts; completing texts. According to the listening skill, there are specific strategies: prediction, listening for specific information, focusing on stressed words. So, the given materials helped participants to improve their listening skill.

- Reading activity

There is plenty of reading in these units. Each unit has one main reading text in the Skills Focus lesson and there are also shorter reading texts in the Grammar Focus lesson. There are two reading practices and there is a wide variety of different text types such as, e-mails, websites, newspaper, magazine and personal letters. Furthermore, there is also a varied selection of reading task types such as, checking predictions, answering open answer questions, true/false questions and multiple-choice questions.

- Speaking activity

There are speaking activities in every lesson of "Iraq Opportunities" coursebook. Within the course, there is also a variety of whole class, pairwork groupwork activities.

Generally, pairwork activities which encourage students to relate their own personal experiences to the topic are being introduced. The speaking skill guided the functions which achieved in the Function File and more flexible speaking activities such as role plays based on the topic and situations from the real-life were given.

- Writing activity

The materials of writing were used to achieve one major writing task in the Writing Workshop. The Activity Book also offers a variety of guided writing activities. Text types are focused on in the main writing tasks such as e-mail messages, postcards, menus, description of a person and instructions. There are also writing strategies which are introduced: thinking of ideas, preparation, organising ideas. Participants have the opportunities to read, use and react to each others' writing. The exploitation of participants' writing can be very important as it can help students to see writing as a real communicative activity rather than the mere production of a composition for the teacher.

3.5 DATA ANALYSIS

At the end of the experiment, the collected data were analysed according to the procedures of quantitative research design. After the compilation of the data with the pre-test and the post-test, it was analysed with SPSS 6 by adopting t.test formula in order to determine whether there were significant differences between the mean scores of the experimental and the control groups concerning the total scores of participants in the proficiency tests. Shier (2004) states "T.test is used to compare two population means where you have two samples in which observations in one sample can be paired with observations in the other sample" (p.1).

T. test was adopted to analyse the mean scores on proficiency tests through the pre-test and the post-test. Proficiency tests were measured Participants' mean scores of language skills; listening, speaking, reading and writing. Participants' scores of pre-test and post-test were gathered and compared at the end of the experiment. The dependent

variables of participants' performance were revealed the significant difference between the experimental group and the control group in the given tests. The distribution of grading scale was 100 points for pre-test and 100 was for post-test. The results were calculated for each skill in the experiment.

CHAPTER IV

RESULTS AND DISCUSSION

4.0 PRESENTATION

This chapter includes the results of the study as well as their discussion in reference to the research questions of the aforementioned study.

4.1 PARTICIPANTS' PRE- KNOWLEDGE

The samples of the study were randomly selected from the Al-Khawarizmy and Aum AL-Baneen secondary schools. The basic technique of the random samples was to select two groups which were the experimental group (group A) and the control group (group B). The groups were selected from a larger number of a population in both schools. Each individual was chosen entirely by chance and each member of the population had an equal chance to be included in the sample. The total number of the participants in two samples was 60. For each school the number of the participants was 30 in each sample there were 15 male participants and 15 female participants. The selection process was provided by an official permission of Thi-Qar directorate of Education in Thi-Qar office. According to this permission, the experiment process was started on the 1st of October, 2012 and was finished on the 1st of December of the same academic year.

It is necessary to equalize both groups according to their previous knowledge of the teaching material. The aim of equalization of pre-knowledge of the two groups was to get a good understanding about the participants' proficiency level in English. For this purpose, the teachers gave the participants a general proficiency test. The scores were displayed in the following table.

Table 3: Results of the Equalization

Group	N	X	SD	DF	CV	Result
Group(A)	30	55.9333	14.5482	58	2.0003	
Group(B)	30	52.1667	15.7832	58	2.0003	**0.9611**

As seen in Table 3, group A was not significantly different from Group B, t (58) = 0.9611, p > .05. It referred that there was not a statistically significant difference between the experimental group and the control group before the treatment of the study was administered.

4.2 PRE AND POST-TEST RESULTS OF LANGUAGE SKILLS

Pre-test and post-test were used in the present study, primarily for the purpose of comparing the results of two groups, which were the experimental group and the control group. The results for both groups were shown in the following tables beginning with the listening skill, and then the reading skill, the speaking skill, and finally the writing skill.

4.2.1 Listening Skill

The tests of listening section were about the listening to dialogues according to this section. Participants had to listen to the dialogue twice and complete the given sentences with the right answers. Afterwards, participants listened to the dialogue again. They used the verbs to complete the sentences in the function file of this section. The listening comprehension section was 25 points and the allotted time was 20 minutes.

Table 4: Results of the pre-test in terms of listening.

Group	N	X	SD	DF	CV	Result
Group (A)	30	63.8333	15.109	58	2.0003	
Group (B)	30	58.8333	14.6501	58	2.0003	**1.3013**

As seen in Table 4, group A was not significantly different from Group B, t (58) = 1.3013, p > .05. It referred that there was not a statistically significant difference between the experimental group and control group in the very beginning

On the other hand, the results of the post-test revealed a significant score 3.2091 in the term of the listening skill. The difference between the participants' scores was clear to be recognized here. So, there was a meaningful difference between two groups in the same skill, which can be seen below.

Table 5: Results of the post-test in terms of listening.

Group	N	X	SD	DF	CV	Result
Group(A)	30	68.6667	9.9493	58	2.0003	
Group(B)	30	58.2333	12.4946	58	2.0003	**3.5779**

As seen in Table 5, group A was a significantly different from Group B, t (58) = 3.2091, p < .05. Furthermore, the t.test was 95% confident that the meant difference laid between-0.8468 and 13.1135. It meant that there was a statistically significant difference between the experimental group and the control group, which can be interpreted as a result of the treatment process.

4.2.2   Reading Skill

The Reading Proficiency sections covered two passages. Participants had to read the passages carefully, and then select the response to the comprehension questions which most accurately agrees with what they had read. Reading section was 25 points and 30 minutes was given.

As Table 6 reveals, there was not a significant difference between the two groups in terms of their performances in reading before the treatment.

Table 6: Results of the pre-test in terms of reading.

Group	N	X	SD	DF	CV	Result
Group(A)	30	65.7	13.173	58	2.0003	
Group(B)	30	61.3333	12.0611	58	2.0003	**1.3391**

As seen in Table 6, group A was not significantly different from Group B, t (58) = 1.3391, p > .05. According to the results, there was not a significant difference initially between participants' of the groups in their achievement of proficiency tests.

Table 7: Results of the post-test in terms of reading.

Group	N	X	SD	DF	CV	Result
Group(A)	30	69.4667	10.4872	58	2.0003	
Group(B)	30	61.9667	11.0437	58	2.0003	**2.6973**

After the treatment, however, Group A showed different results. It was significantly different from Group B, t (58) = 2.6973, p < .05. The t.test result was 95% confident that the meant difference laid between -2.1336 and 17.1336, as seen in Table 7. Thus, there

was no doubt that CA played an important role in improving participants' achievement in reading skill.

4.2.3   Speaking Skill

The speaking sections tested the participants' oral language skills. At the pre-test, participants took turns to talk about activities that they liked or did not like. Participants had to use hesitation words to give the time to think of ideas while they were speaking. The post-test was also an oral test; participants had to talk and complete the given information in this section. Also, speaking section was 25 points and the allotted time was 40 minutes.

The table below reveals that prior to the treatment both groups yielded the same results in the speaking section of the pre-test.

Table 8: Results of the pre-test in terms of speaking.

Group	N	X	SD	DF	CV	Result
Group(A)	30	65.1667	13.2251	58	2.0003	
Group(B)	30	61.2	13.7173	58	2.0003	**1.1402**

Group A was not significantly different from Group B, t (58) = 1.1402, p > .05. Participants' means scores gave a clear picture that there was no meaningful difference between two groups in the same skill. In other words, the result was slightly the same and there was no significant difference between two groups.

Table 9: Results of the post-test in terms of speaking.

Group	N	X	SD	DF	CV	Result
Group(A)	30	67.7333	11.0014	58	2.0003	
Group(B)	30	60.746	8.7026	58	2.0003	**2.9025**

As seen in Table 9, group A was significantly different from Group B, t (58) = 3.0466, p < .05. The t.test formula was 95% confident that the meant difference laid between-1.4396 and 16.3063. It was obviously recognized that the increasing development of speaking skill with reference to the participants of the experimental group. Participants in the experimental group improved their skill as well when compared to the participants in the control group who adopted the traditional ALM.

4.2.4   Writing Skill

The first task in the pre-test was to read Farida's letter and answer the given question by matching each paragraph with one of the given clues. The next step was to write a letter to someone you know well using the given information.

Also, the pos-test was in the same design. In the first task, participants had to read Memories of Ramadan and answer the given questions about it. Then they were supposed to write a paragraph about Ramadan using the given information. The writing section was 25 points and the allotted time was 30 minutes.

As shown in table (10) there was no difference of statistical significance between the experimental group and the control group according to the learners' achievement means scores of proficiency tests in the pre-test.

Table 10: Results of the pre-test in terms of writing.

Group	N	X	SD	DF	CV	Result
Group(A)	30	63.9667	12.8881	58	2.0003	
Group(B)	30	59.3333	16.0502	58	2.0003	**1.2329**

Group A was not significantly different from Group B, t (58) = 1.2329, p > .05. Indeed, the t.test revealed that there was not a significant difference initially between participants' groups according to their achievement in the writing skill.

On the other hand, the t.test mean score of the post-test gave an outcome of participants' achievement which showed there was a meaningful difference between the experimental group and the control group.

Table 11: Results of the post-test in terms of writing

Group	N	X	SD	DF	CV	Result
Group(A)	30	71.1333	9.4786	58	2.0003	
Group(B)	30	61.3667	9.8207	58	2.0003	**3.9193**

As seen in Table 11, group A was significantly different from Group B, t (58) = 3.9193, p < .05. The t.test formula is 95% confident that the mean difference laid between 1.1331 and 18.4002. It was clearly seen that the increasing development of writing skill was related to the experimental group's participants receiving treatment. The CA techniques helped the participants of experimental group to improve their skill in writing better than the participants in the control group who adopted the traditional ALM to learn language skills.

On the basis of means scores which were represented by the participants of control group, it was obviously seen that participants' achievement had no significant difference in four language skills and there was not enough progress to learn foreign language skills during the learning process. Their achievement decreased as they practiced with the materials of the coursebook more, as well. The participants' knowledge in the control group had no chance in overcoming the difficulty of frequent materials of the textbook. That is, the traditional ALM did not help participants to improve their performance during the process of learning English.

4.3 DISCUSSION OF RESULTS

This study set out to investigate the effects of adoption the Communicative Approach in Iraq of English teaching as a foreign language. The study is designed to answer some questions. The data collected revealed answers regarding these questions.

The first research question was "Is there a meaningful difference in listening skill between participants in the experimental and control group? According to the finding of the study, there was a clear improvement in listening skill of the participants in the experimental group, who received the treatment during the study. In other words, when the experimental group was taught English with the principles of the Communicative Approach, their listening skill improved. The participants of experimental group developed their knowledge well when they were involved in communicative listening activities.

Teachers helped the participants develop sound strategies for comprehension through the listening games and exercises from real conversations. Communicative activities included: listening to telephone conversations, traditional folk songs and stories, vocabulary and use of different verbal activities to improve the listening skill. The participants discriminated between sounds, understood vocabulary and structures, interpreted stress and intonation in the classroom. As a result, they improved their listening skill as well. They found a chance to work in a group or groups. Thus, the

participants of the experimental group showed substantial growth in listening skill and there was a significant difference in comparison with the participants in the control group who showed lower performance in listening skill.

The second research question was "Is there a meaningful difference in reading skill between participants of the experimental and control group?" Again, there was a clear improvement in reading skill of the participants in the experimental group, who received the treatment during the study. The experimental group adopted the principles of the Communicative Approach, their reading improved. It was obvious, that there was a significant difference in performance regarding the reading skill between the experimental and the control group. The participants in the experimental group were improving their reading skill through the authentic textbooks, real topics which matched the local culture with the target culture, and co-cooperation of group work, which ensured motivation for the participants involved meaningful communication in the classroom. There were certain strategies that participants adopted subskills such as, skimming, scanning, intensive reading, and extensive reading. The participants were improving their reading comprehension through focusing on the text and the deeper meanings of the text.

The third research question was "Is there a meaningful difference in speaking skill between learners of experimental and control group?" Also, there was a clear improvement in speaking skill of the participants in the experimental group, who received the treatment during the study, in other words, the experimental group adopted the principles of the Communicative Approach and their speaking skill improved as well.

It was clear that there was a significant difference in performance regarding the speaking skill between the experimental and control group. As seen in the experimental group, participants were improving their speaking skill as well. They found a great opportunity to work in a group or groups. They enriched their speaking by getting involved in spoken language and various activities of language in use, such as information-gap, problem-solving and role-play activities. Their speaking improvement shifted positively. On the other hand, the participants in the control group showed lower performance in speaking skill. They were still weak in their speaking skill and suffered

from serious difficulties according to their achievement in tests. There are some difficulties faced by participants in the control group to communicate in English. The anxiety made them to think more often when speaking. The participants were not able to exchange their ideas and thoughts.

The fourth research question was "Is there a meaningful difference in writing skill between learners of experimental and control group?" Again, there was a clear improvement in writing skill of the participants in the experimental group, who received the treatment during the study. The experimental group adopted the principles of the Communicative Approach.

It was obvious, that there was a significant difference in performance regarding the writing skill between the experimental and control group. The participants of the experimental group improved their writing through engaging in real-life tasks which were based on interaction, such as writing informal and formal texts. Participants' writing skill was an independent and interactive to anticipate the reader's attention. Teachers helped the participants of experimental group to convey the cultural aspects of the coursebook in the contexts of the written texts. Teachers taught the experimental group how to write a meaningful composition and gave them a wide range of freedom to select the topic that they wanted to write about it. They cared less for guided-writing and were interested in free-writing. On the other hand, the participants in the control group were shown to lower performance in writing skill during the study. Teachers were adopted the principles of ALM in writing such as, structure and form was prior than meaning, language items were not necessarily contextualized, translation or native language use was often prevented, accuracy, in terms of formal correctness, was a primary goal in the control group.

To sum up, there was also evidence that the achievement of the experimental group was better than the achievement of control group in the improvement of four skills. The t.test showed that the means scores of experimental group learners showed substantial growth in these skills and there was a significant difference from the means scores of the control group. In other words, there was an intensive correlation between the positive achievement of learning FL and the techniques of CA toward language skills. The

principles of CA played the essential role of learning FL in the secondary schools. The urgent aim of CA was not to emphasize the skill of listening and speaking only, but upon all language skills in use to communicate and to learn effectively, too. Participants used the target language to improve their language skills interactively. They were engaged in activities to communicate within group or among groups as well as with the teacher. Communicative learning adopted the situations from real-life that motivated participants of the experimental group to communicate in-class and out-of -class.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.0 PRESENTATION

In the light of the practical procedures of the investigation which were shown in the preceding chapter, it can be concluded that there are two items to be covered in this chapter; conclusion of the study and suggestions; for learners, teachers, materials and textbooks writers, and for further studies. They will be discussed individually to serve the main aim of the study.

5.1 CONCLUSION

The theory of CA has an impact on the current state of English language teaching. It is based on the theory of communicative competence of learning a foreign language. It is different from traditional teaching methods. The communicative advantages meet the need of rapid development of pedagogy nowadays.

The findings of the study are based on the data gathered from 60 learners of secondary schools in Iraq. The study reveals that CA is useful for English teaching skills. According to the core of the approach, learners use English for real communication. English teachers should fully understand the theory of the communicative competence, transform the role of teachers and students, and adopt various strategies of teaching to set up specific situations so that students can learn English in use.

Communicative Approach also emphasizes that language use is developed through communication and that grammar use is a tool in the process. Grammatical structures are used in realizing functions in real life. Thus, foreign language learners must be exposed to authentic texts taken from real-life situations, and teachers must create realistic opportunities for learners to use the target language in the classroom as well.

The vital process of communication in class involves learners in a variety of communicative activities which enable them to acquire the target language by focusing on the development of communicative competence. To achieve this goal, teachers must use materials that focus on the language needed to express and understand different kinds of functions. In other words, the quality of realistic functions should meet the need of learners, such as, asking for things, describing way or people, expressing likes and dislikes and telling time etc. Teachers encourage students to use their foreign language to perform different kinds of tasks. The content of language comprises the four language skills together. These are speaking and writing, the productive skills; and listening and reading, the receptive skills. Language skills are integrated in the classroom and applied in different real-life contexts and these formulate as a communicative process in learning a foreign language.

5.2 SUGGESTIONS

The CA develops students' knowledge, which plays an outstanding role in language teaching, and is engaged to draw more attention from teachers to develop students' performance that is based on real communication. In the findings of the study, it has been proven that the teachers and learners of secondary schools who adopt the CA with reference to the coursebook of "Iraq Opportunities", which emphasizes not only the context, but also is used to share ideas, thoughts, feelings and information of learning in a way that aims to address the participants' communication needs in-class and out-of-class. The following suggestions are provided to enrich the process of teaching English.

5.2.1 For Learners

The emphasis in CA on the process of communication rather than mastery of language forms, leads to different roles from those found in more traditional second language classrooms. According to the current approach, the learner is mainly a

negotiator between the self and the object of learning. In such a lesson, the learner is requested to contribute as much as s/he gains to learn interdependently, to be involved in interactive activities, authentic and meaningful communication.

Briefly, there are urgent roles that learners should adopt according to the findings of the study:

- Take the role to negotiate and make suggestions about texts, tasks and methods of teaching.

- Share with other partners' knowledge, experience, feelings, and reactions as well and respect the individuality of others and share solutions.

- Learn from attempts at communication, and evaluate every situation to promote the achievement of language skills.

- Appreciate feedback whether it is from the teacher or from other learners in the classroom.

- Participate in communicative opportunities inside and outside the class to enrich the communication among partners.

- Be actively involved in learning activities.

- Be aware of patterns of language in use which describe functional situations of life.

- Expose to many related books which develop the knowledge of the nature of language.

- Evaluate texts and tasks of each stage in school and suggest adequate suggestions of evaluation because the learner is the mirror of CA to evaluate the quality of communicative materials.

5.2.2 For Teachers

Teachers should play the role of the guides of classroom activities, the organizer of teaching materials, and make learning easy for students. Briefly teachers are group process helpers, and all of these are different roles for teachers. They should be aware of learners needs in the classroom. Therefore, they should change the perspective and their own role in the classroom as soon as possible to meet the notions of CA teaching. In order to develop students' communicative competence, teachers should organize as many classroom activities as possible such as role-playing, dialogue, free discussion, reviewing, oral composition, free-writing and encourage students to participate actively.

They also have to provide learners with realistic language situations and allow learners to have access to a wide range of language in use. Especially, the "Iraq Opportunities" textbook grants the chance of teaching English communicatively since the content of this textbook is based on the theory of communication in the classroom. Paying attention to the importance of using the language in use rather than learning the rules of usage mechanically is important to increase learners' communicative competence. This means the ability to use language appropriately in a given social context. Teachers should emphasize fluency over accuracy to meet the need of CA.

Teachers should design and manage the classroom discipline, and constantly improve their own topics with learners to be discussed as well, and they should speak less, giving the opportunity to the learners to speak more. Teachers have to arrange tasks to require learners to conduct group communication and negotiation in the classroom.

5.2.3 For Materials and Textbooks Writers

The adoption of teaching materials should be considered, as Tomlinson (2008) suggests: "Materials for learners at all levels must provide exposure to the authentic use of English through spoken and written texts with potential to encourage the learners cognitively and effectively" (p. 4). Language teaching should provide language learners

with the real practical and real-life language and opportunities of the use of the target language.

Teaching materials should link all elements of language and master them as a perfect unit of learning. Hence, whether skills or sub-skills, they have to be applied to the discourse that expresses a whole unity to learn. The natural discourse for verbal communication activities will help learners to understand and develop their skills in reality of language in use. Therefore, authentic materials should improve a real use of a foreign language in urgent situations in class so that learners in real discourse really come to understand the language in use.

Textbooks writers should consider and be aware of the options of grading authentic texts according to learners' language proficiency level and of grading the tasks to deal with these authentic texts in a classroom situation of language use, but it is not acceptable to depend on the level of text difficulty in terms of vocabulary and grammar to evaluate learners' proficiency. The activities should be focused on the learner's participation and achievement inside class. The findings of the textbooks which are analyzed in this study will contribute in respect to the coursebook designers of "Iraq Opportunities".

5.2.4 For Further Research

On the basis of the findings of the study, the following suggestions are put forward for future reference in term of research:

The study is needed to investigate the effectiveness of the CA in other stages of the secondary school level. The purpose is to improve English teaching skills within realistic implementations of language in use, in-class and out-of-class to improve learners' knowledge to use language more naturally. Furthermore, evaluating the validity of the" Iraq Opportunities" coursebook in future, which is now obviously recognized as useful through the development of learners' proficiency of English can be another path to follow.

5.3   **SUMMARY OF THE CHAPTER**

In this chapter the outcome of the study was given. There are two areas of discussion here; conclusion and suggestions. The conclusion part explains the goal of the Communicative Approach and the advantages of adoption of this theory of teaching FL with reference to the "Iraq opportunities" coursebook. The suggestions' part highlights how this study can help teachers, learners, materials and textbook writers. Paying more attention to the unity of these components, they are recognized as most important characteristics of the Communicative Approach. Moreover, there are some suggestions for further studies which might help a researcher of this field to take a clear picture according to the findings of the current study.

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LIST OF APPENDICES

Appendix 1

The Selected Units of "Iraq Opportunities" Coursebook

UNIT ONE	LANGUAGE	SKILLS
1.LIFESTYLES		
Warm-up (P.9)	Vocabulary: lifestyle adjectives; jobs	Listening: monologues
1. Alternatives (PP.10-11)	Vocabulary: daily activities Grammar: Present Simple and Present Continuous	Reading: magazine interview
2 .Relaxing (PP.12-13)	Function: preferences Pronunciation: hesitation	Listening: radio programme Listening Strategies: prediction
3 .Eccentrics (PP. 14-15)	Grammar: Present Perfect Vocabulary: feelings; reasons	Reading: dialogue
4. Life on Alpha (PP -16-17)	Vocabulary: words that go together	Reading: magazine article Reading Strategies: prediction Writing and Speaking: routines Comparing Cultures: City vs Country

| Communication Workshop (PP.18-19) | Writing: a personal letter (informal style)

Speaking Strategies: group work | Speaking: a class survey

Pronunciation: questions

Vocabulary: leisure |
|---|---|---|
| Review | Grammar and vocabulary | Pronunciation: /ɪg /, /ɪn/ |

UNIT TWO	**LANGUAGE**	**SKILLS**
2. CELEBRATION		
Warm-up (p.21)	Vocabulary: celebrations	Listening: identifying celebrations

Speaking: recent celebrations |
| 5. Ramadan (pp.22-23) | Vocabulary: food; collocation (verbs and nouns) | Reading: autobiography extract

Reading Strategies: answering

multiple-choice questions

Writing and Speaking: childhood |
| 6. Weddings (pp.24-25) | Grammar : have to/not have to; can/can't, | Reading: Internet page |

7. Ceremonies (pp.26-27)	Function: giving advice; congratulations	Listening: people's comments; radio programme Listening Strategies: understanding the general idea Speaking: giving advice; congratulations
8. Seasonal Festivals (pp 28-29)	Grammar: The Passive	Reading: information on British festivals
Communication Workshop (pp.30-31)	Function: showing surprise/asking for repetition (time linking/diagrams or	Speaking: celebration roleplay Writing: event description
Review (p.32)	Grammar and vocabulary revision	Pronunciation: Word stress
Culture Comer 1(p.33) Eating in Britain, articles (a, an, the)		Language Problem-Solving 1(p.34)

Appendix 2

Results of the Pre-test in Terms of Listening.

Experimental group (A)			Control group (B)		
No.	Gender	X_1	No.	Gender	X_2
1	Male	66	1	Male	73
2	Male	73	2	Male	60
3	Male	59	3	Male	92
4	Male	88	4	Male	44
5	Male	49	5	Male	37
6	Male	80	6	Male	86
7	Male	72	7	Male	45
8	Male	50	8	Male	67
9	Male	44	9	Male	77
10	Male	83	10	Male	67
11	Male	75	11	Male	81
12	Male	55	12	Male	47
13	Male	91	13	Male	67
14	Male	66	14	Male	66
15	Male	84	15	Male	49

16	Female	50	16	Female	39
17	Female	67	17	Female	68
18	Female	70	18	Female	55
19	Female	60	19	Female	65
20	Female	57	20	Female	51
21	Female	37	21	Female	41
22	Female	60	22	Female	53
23	Female	66	23	Female	50
24	Female	52	24	Female	37
25	Female	44	25	Female	56
26	Female	77	26	Female	63
27	Female	80	27	Female	63
28	Female	56	28	Female	43
29	Female	71	29	Female	71
30	Female	33	30	Female	52

Appendix 3

Results of the Post-test in Terms of Listening.

Experimental group (A)			Control group (B)		
No.	**Gender**	**X_1**	**No.**	**Gender**	**X_2**
1	Male	84	1	Male	68
2	Male	66	2	Male	55
3	Male	62	3	Male	87
4	Male	77	4	Male	60
5	Male	51	5	Male	55
6	Male	75	6	Male	81
7	Male	63	7	Male	41
8	Male	51	8	Male	60
9	Male	37	9	Male	69
10	Male	80	10	Male	64
11	Male	74	11	Male	83
12	Male	66	12	Male	39
13	Male	85	13	Male	64
14	Male	60	14	Male	60
15	Male	81	15	Male	54

16	Female	59	16	Female	45
17	Female	64	17	Female	71
18	Female	65	18	Female	52
19	Female	64	19	Female	61
20	Female	62	20	Female	39
21	Female	39	21	Female	61
22	Female	45	22	Female	53
23	Female	61	23	Female	36
24	Female	50	24	Female	50
25	Female	41	25	Female	57
26	Female	71	26	Female	62
27	Female	84	27	Female	53
28	Female	61	28	Female	51
29	Female	64	29	Female	66
30	Female	77	30	Female	50

Appendix 4

Results of the Pre-test in Terms of Reading.

Experimental group (A)			Control group (B)		
No.	Gender	X_1	No.	Gender	X_2
1	Male	53	1	Male	62
2	Male	64	2	Male	71
3	Male	78	3	Male	43
4	Male	82	4	Male	76
5	Male	45	5	Male	53
6	Male	90	6	Male	62
7	Male	83	7	Male	78
8	Male	91	8	Male	63
9	Male	67	9	Male	36
10	Male	46	10	Male	52
11	Male	88	11	Male	65
12	Male	77	12	Male	61
13	Male	85	13	Male	76
14	Male	74	14	Male	56
15	Male	78	15	Male	65

16	Female	48	16	Female	66
17	Female	49	17	Female	36
18	Female	83	18	Female	62
19	Female	81	19	Female	75
20	Female	65	20	Female	43
21	Female	67	21	Female	73
22	Female	47	22	Female	54
23	Female	84	23	Female	54
24	Female	54	24	Female	37
25	Female	76	25	Female	80
26	Female	56	26	Female	42
27	Female	48	27	Female	52
28	Female	66	28	Female	41
29	Female	82	29	Female	60
30	Female	54	30	Female	52

Appendix 5

Results of the Post-test in Terms of Reading.

Experimental group (A)			Control group (B)		
No.	**Gender**	**X_1**	**No.**	**Gender**	**X_2**
1	Male	65	1	Male	64
2	Male	53	2	Male	72
3	Male	71	3	Male	55
4	Male	73	4	Male	71
5	Male	65	5	Male	61
6	Male	83	6	Male	66
7	Male	77	7	Male	72
8	Male	80	8	Male	45
9	Male	80	9	Male	51
10	Male	51	10	Male	65
11	Male	71	11	Male	61
12	Male	73	12	Male	55
13	Male	85	13	Male	62
14	Male	70	14	Male	61
15	Male	73	15	Male	63

16	Female	77	16	Female	61
17	Female	64	17	Female	66
18	Female	73	18	Female	73
19	Female	56	19	Female	77
20	Female	61	20	Female	54
21	Female	66	21	Female	74
22	Female	54	22	Female	54
23	Female	71	23	Female	75
24	Female	54	24	Female	36
25	Female	76	25	Female	85
26	Female	54	26	Female	66
27	Female	66	27	Female	57
28	Female	45	28	Female	37
29	Female	79	29	Female	56
30	Female	56	30	Female	64

Appendix 6

Results of the Pre-test in Terms of Speaking.

Experimental group (A)			Control group (B)		
No.	**Gender**	**X_1**	**No.**	**Gender**	**X_2**
1	Male	62	1	Male	66
2	Male	73	2	Male	51
3	Male	49	3	Male	57
4	Male	81	4	Male	65
5	Male	55	5	Male	34
6	Male	77	6	Male	43
7	Male	74	7	Male	54
8	Male	90	8	Male	44
9	Male	56	9	Male	66
10	Male	79	10	Male	52
11	Male	71	11	Male	78
12	Male	67	12	Male	73
13	Male	74	13	Male	52
14	Male	65	14	Male	35
15	Male	60	14	Male	52

16	Female	73	16	Female	52
17	Female	66	17	Female	53
18	Female	72	18	Female	81
19	Female	72	19	Female	65
20	Female	46	20	Female	78
21	Female	57	21	Female	82
22	Female	78	22	Female	56
23	Female	46	23	Female	76
24	Female	77	24	Female	55
25	Female	46	25	Female	53
26	Female	72	26	Female	40
27	Female	45	27	Female	73
28	Female	64	28	Female	79
29	Female	34	29	Female	77
30	Female	77	30	Female	42

Appendix 7

Results of the Post-test in Terms of Speaking.

Experimental group (A)			Control group (B)		
No.	**Gender**	**X_1**	**No.**	**Gender**	**X_2**
1	Male	65	1	Male	71
2	Male	63	2	Male	54
3	Male	52	3	Male	63
4	Male	81	4	Male	77
5	Male	61	5	Male	66
6	Male	78	6	Male	51
7	Male	74	7	Male	63
8	Male	91	8	Male	56
9	Male	63	9	Male	66
10	Male	71	10	Male	58
11	Male	77	11	Male	61
12	Male	76	12	Male	63
13	Male	62	13	Male	45
14	Male	51	14	Male	66
15	Male	70	14	Male	52

16	Female	67	16	Female	62
17	Female	50	17	Female	61
18	Female	74	18	Female	64
19	Female	85	19	Female	69
20	Female	61	20	Female	72
21	Female	55	21	Female	75
22	Female	55	22	Female	46
23	Female	52	23	Female	53
24	Female	71	24	Female	60
25	Female	53	25	Female	50
26	Female	70	26	Female	53
27	Female	52	27	Female	71
28	Female	66	28	Female	60
29	Female	55	29	Female	45
30	Female	77	30	Female	56

Appendix 8

Results of the Pre-test in Terms of Writing.

Experimental group (A)			Control group (B)		
No.	Gender	X_1	No.	Gender	X_2
1	Male	70	1	Male	65
2	Male	57	2	Male	54
3	Male	69	3	Male	55
4	Male	75	4	Male	64
5	Male	80	5	Male	54
6	Male	34	6	Male	77
7	Male	76	7	Male	81
8	Male	53	8	Male	67
9	Male	69	9	Male	33
10	Male	53	10	Male	57
11	Male	45	11	Male	74
12	Male	74	12	Male	43
13	Male	62	13	Male	35
14	Male	81	14	Male	63
15	Male	58	15	Male	61

16	Female	66	16	Female	57
17	Female	71	17	Female	75
18	Female	78	18	Female	32
19	Female	60	19	Female	34
20	Female	46	20	Female	77
21	Female	56	21	Female	65
22	Female	54	22	Female	63
23	Female	74	23	Female	32
24	Female	67	24	Female	56
25	Female	76	25	Female	65
26	Female	65	26	Female	75
27	Female	71	27	Female	89
28	Female	78	28	Female	81
29	Female	68	29	Female	54
30	Female	33	30	Female	42

Appendix 9

Results of the Post-test in Terms of Writing.

Experimental group (A)			Control group (B)		
No.	Gender	X_1	No.	Gender	X_2
1	Male	82	1	Male	61
2	Male	62	2	Male	64
3	Male	67	3	Male	53
4	Male	72	4	Male	61
5	Male	73	5	Male	64
6	Male	66	6	Male	73
7	Male	81	7	Male	74
8	Male	51	8	Male	44
9	Male	84	9	Male	36
10	Male	68	10	Male	51
11	Male	49	11	Male	66
12	Male	81	12	Male	52
13	Male	73	13	Male	64
14	Male	70	14	Male	61
15	Male	69	15	Male	55

16	Female	74	16	Female	61
17	Female	83	17	Female	56
18	Female	64	18	Female	66
19	Female	84	19	Female	63
20	Female	80	20	Female	72
21	Female	64	21	Female	66
22	Female	55	22	Female	62
23	Female	71	23	Female	53
24	Female	67	24	Female	45
25	Female	71	25	Female	66
26	Female	83	26	Female	74
27	Female	69	27	Female	81
28	Female	77	28	Female	62
29	Female	59	29	Female	51
30	Female	62	30	Female	58

Appendix 10

Language Proficiency Tests

Pre-test Section

Allotted time:

- Listening (25 points) 20 minutes
- Speaking (25 points) 40 minutes
- Reading (25 points) 30 minutes
- Writing   (25 points) 30 minutes

****

Listening:

Q1: In this part of the Listening Comprehension test you will hear to the dialogue twice. After the second reading, the question will be read once. After you hear the question, mark your answer immediately.

Listen again. Use the verbs to complete the sentences in the function file. *Choose only five.*

Can't stand, love, like, don't like, quite like, prefer, enjoy, hate

 Expressing preferences

1. I really …...doing exams.
2. I……….…talking in front of the class.
3. I ....going to wedding very much.
4. I…………...meeting people in small groups
5. I…………...listening to music
6. I…………...reading

7. I…………...sitting and doing nothing
8. I…………...talking to my friends

****

Speaking:

Q2: Take turns to talk about activities you like and other activities you don't like. Take for as long as you can. Use hesitation words to give you time to think of ideas while you are speaking.

Example:

A: Mm, well. I really love playing football, you know, and my favorite player is….

****

Reading:

Q3: Read the following passage carefully. Select the response to the comprehension questions which most accurately agrees with what you have read.

HOME IN SPACE

When you look at the sky at night, yoga can see a bright new star. But it is not a star, it is Alpha: Alpha orbits at 386 kilometers above our planet and is home for the men and women of the international Space Station. Angela- Downing answer, readers' questions' about our new home

in the sky.

1. You can find out when to see Alpha in your area at NASA's web site- http://space flight.nasa.gov/station/. They can also tell you about the shuttle's position. Sometimes you see Alpha and shuttle at the same time!
2. The station is the size of three houses of 186 square meters. It has got scientific laboratories and a living area with sleeping compartments, a toilet and a kitchen

with a fridge and an oven. The astronauts cants watch TV but Alpha has got a radio. They use the radio to talk to their friends and families on Earth. Alpha has also got fifty-two computers!

3. Alpha uses solar power. It recycles air and water, and the space shuttle brings food three or four times a year.

4. There are up to eight astronauts on Alpha, They usually sleep eight hours every night in special sleeping bags. There is no gravity so they don't need beds! The crew members can't have a shower on the station; so they wash with wet cloths and never brush their teeth with water! Once a day, they spend thirty minutes n an exercise bike to keep fit.

5. They have normal food but don't have salt and pepper because these fly away! They have meals in the kitchen but don't have to think about what to eat. The astronauts choose their food months before the trip, and a computer tells them their menu for every meat.

6. In the station they wear T-shirts and trousers or shorts. But they don't need shoes! When they go outside on space walks, they wear special space suites with oxygen and food for eight hours.

7. Astronauts on Alpha are busy. They check the scientific experiments in the laboratories and do repairs or building work. The astronauts sometimes go "space walking" and do work outside the station. And every day, one of the crew does the housework-it is very important to keep the station clean!

A: Read the text and guess what the article on this page is about? *Choose only one.*

1. Life in space in the future
2. A new space station
3. Problems of life in space
4. The future of space stations

B: Answer these questions from the texts. *Choose only four.*

1. How do the astronauts communicate with their families?
2. Why hasn't Alpha got beds or shower?
3. When do the astronauts choose their food?
4. Why don't they need shoes?
5. What is your idea about the subject?

****

Writing

Q4: Read Farida's letter and answer the following questions:

42b Sharia Yehia Ibrahim

2 Zamalek,

Cario

Dear Salma,

1. This Fiarida Al-Komy. Remember me? We were friends in primary school. We haven't seen each other for about ten years-right ?
2. Anyway, how are you? I got your address from Zainab Al-Rashidi. What are doing now? Are you working? You always wanted to be a police officer.
3. At the moment I'm studying medicine at the university here. I think I've changed a lot over the years.
   I don't like reading thrillers anymore. I prefer history books now. Do you remember Sarah El-Shemy? She's on the same course as we, and guess what-we're best friends now!

4. Well, I must finish now because I've got an exam tomorrow. Write back soon and tell me all your news.

All the best,

Fraida.

A: Read Farida's letter. Match each paragraph with one of the following: *Choose only one*

   a) A reason to end the letter
   b) Questions about the other person
   c) Information about Farida's life
   d) Saying who you are

B: Write a letter to someone you know well, but haven't seen for a long time. Use the following information: *Choose only four.*

   1. What is the person's name?
   2. Where and when did you meet him/her?
   3. What kind of person was he/she?
   4. What were his/her interests then?
   5. Select a title to your paragraph.

****

Appendix 11

Language Proficiency Tests

Post-test Section

Allotted time:

- Listening (25 points) 20 minutes
- Speaking (25 points) 40 minutes
- Reading (25 points) 30 minutes
- Writing   (25 points) 30 minutes

****

Q1: Listening

Listen to the radio programme and try to complete the sentences with these words. In this part of the Listening Comprehension test you will hear to the dialogue twice. After the second reading, the question will be read once. After you hear then question, mark your answer immediately. *Choose only five.*

don't have to / has to /   have to / should(x3) / shouldn't

1. The father _____ whisper the words of Athan into the baby's right ear.
2. When _____ he do this?
3. He _____ do this very soon after the baby is born.
4. The parents _____ give the weight of the hair in gold, silver or money to poor people.
5. But they _____ do this if they don't have enough money.
6. The parents usually choose the name, but they _____.

7. The parents or the grandparents_____ choose the name of a prophet or other famous Muslim, or choose one from the Qur'an.

1 has to   2 should   3 should   4 should   5 shouldn't   6 don't have to   7 have to

****

Q2: Speaking:

Showing surprise and asking for repetition

Listen to the dialogue. Which of the underlined words in the function file express surprise (S)? Which ask for repetition (R)? Mark S or R in the box and repeat the dialogue again. *Choose only five.*

A: Hi, I'm Jamie.

B: Ah, hello, my name's Khalid.

A: Khalid? | R |

B: Khalid, yes please to meet you. I'm from Egypt.

A: Really? | | That's interesting. I'm from Tasmania

B: I'm sorry?

A: Tasmania.

B: No! | | That's where my mum's from.

A: She isn't?

B: Yeah, she's from Hobart.

A: <u>I, don't believe it.</u> ☐ And what do you do? I'm an astronaut,

B: <u>An</u>….? ☐

A: An astronaut.

B: Oh, fascinating! I'm an actor.

A: <u>You're joking</u>. ☐

B: No, it's true.

A: I enjoy cooking and I collect stamps. And you?

****

Q3: Reading

Read the internet page "Weddings". And answer the following questions:

Living in Indonesia
- If a friend gets an invitation to a wedding, you can go with him/her, even if you don't receive an invitation yourself.
- The times of the wedding ceremony and the reception are both on the invitation. However, you shouldn't go to the ceremony because it is only for close family. If you really want to see it, you should ask first. Everyone can go to the reception afterwards.
- There is a box at the entrance to the reception and you have to put money into it! But don't worry, it doesn't have to be a lot of money.

Are these statements true or false? And correct the false statements. *Choose five only*

1. Indonesian families only invite people they have known for a long time.
2. The reception is before the wedding.
3. The wedding ceremony is usually smaller than the reception.
4. Guests usually give money as a present.
5. Wedding is a sad ceremony.
6. Guests are only married persons.

****

Q4: Writing

Read the following passage carefully and answer the given questions.

Memories of Ramadan

Jack and Claire Simpson were travelling round Morocco when Ramadan started.

We were staying in a small hotel in Rabat. We didn't speak Arabic, but many your people knew English. They told us excitedly that Ramadan was near. Ramadan is a very religious period when Muslims do not eat or drink during the day for a month. Claire and I were tourists, staying in Morocco for the whole month and we had some great experiences. The first thing we noticed was that daily routines changed. The shops opened later and the restaurants and cafes closed all day. Also, because nobody had lunch, there were no traffic jams at lunch time! The big traffic jam came in the final hour of daylight when people rushing home to be ready for their first meal, the Ramadan "breakfast" or *iftar*. One evening, we met a lovely family. Abdullah and Farida were having an ice cream with their two children, Mohammed (14) and Khadija (11) they

heard us speaking English and asked us to sit with them. Abdullah sometimes went to England to do business and he was quite fluent. Farida could speak a little English and the children were learning it at school. They invited us to eat with them the next evening and we accepted their generous offer.

Our first *iftar* was a memorable meal. When we arrived, Farida was putting everything on the table. We sat down and Waited for the call from the minarets to say we could eat. When we heard the call, we began to eat. We were very hungry and didn't talk much! The meal was delicious - not what I expected for "breakfast"! We began with dates and then had bread and *barira* soup-one of the best soups I've ever tasted! Finally, we had refreshing mint tea. Farida did the washing up and then we went for a walk in the crowded streets. We ate at Abdullah and Farida's house once more. This time we ate at about ten o'clock in the evening. It was a huge meal of Moroccan salad (eggs, green peppers, tomatoes and onion), *fatta* and finally roast lamb. After the meal, Farida's sister and family came round to visit her and we talked, and the children played until very late. A week later, before we left Rabat, we visited them again to say goodbye and to thank them again for their wonderful hospitality.

Answer the following questions and then write a paragraph about Ramadan using the given information.

1. Did Ramadan excite Jack and Claire?
2. When did the big traffic jam come?
3. Who did Jack and Claire meet?
4. Did Abdullah and his family speak English very well?
5. When did they begin to eat "breakfast"?
6. What is your idea about Ramadan?

****

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