

THE DEGREE TO WHICH ENGLISH STUDENT LANGUAGE TEACHERS PRACTICE THE COMMUNICATIVE APPROACH IN TEACHING THE DEVELOPED CURRICULUM "ENGLISH FOR IRAQ" FROM THE POINT OF VIEW OF ACADEMIC SUPERVISORS

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Abstract

English language teaching in Iraq has witnessed clear development in recent years, especially in light of the trend towards adopting modern teaching approaches, including the communicative approach, which aims to activate the use of language in real life situations, away from memorization and indoctrination, with the introduction of this approach into the primary school curricula, specifically in English for Iraq books, it has become important to ensure that teachers –especially student teachers in the practical training phase – can practice it effectively.

The researcher followed the descriptive analytical approach, and the sample was selected using a simple random approach consisting of (50) male and female students from the fourth stage in the English Language Department in the application stage, the researcher prepared a note card to measure the teaching practices of the communicative approach for English language teacher students, and the psychometric properties of the two tools were verified, the results showed that the degree of teaching practices of the communicative approach was average, in addition to the presence of a statistically significant increase in practices attributed to the gender variable.

Keywords: English Language, Student Teachers, Communicative Approach, Developed Curriculum "English for Iraq".

Introduction

The educational system of any country is the main pillar in the race for progress among nations, and it is an effective weapon in facing the challenges of the future. Given that the education system will not be able to do so without the presence of qualified human cadres who undertake the implementation of the policies of this system as they should, from here we realize the importance of teacher preparation and the extent of its impact on achieving the desired educational goals, teacher preparation is seen as preparation for future generations, that he is at the heart of the educational system, a leader of change and innovation, and that he is the first to demand modification of his teaching culture and practices. (Fadhl Allah et al., 2011)

All countries with advanced educational systems focus specifically on developing teachers' experience before they enter the profession and throughout their work in it, since the female directors of basic education colleges are future educational cadres, and because all opinions agree on the success of the educational institution in our present era depends primarily on its success in bringing about a qualitative shift in teacher preparation, because of its impact on students' learning outcomes and the development of their thinking abilities (Nabil, 2001: 399).

Teaching English in our time receives a great share of attention, as it is considered the first means of acquiring knowledge, and forming and developing experience, in addition, it is considered a means of communication, the transfer of ideas, the preservation of human heritage, and its transmission from one generation to another. It is indisputable that the mother tongue is a basic need and an important proof of the humanity of the individual, it distinguishes each nation from the others, and thus, the loss of this language is the loss of this human being, because of its profound impact on his personality, belonging and thinking, but the need for another language besides the mother tongue is highlighted in the fact that a nation whose people speak more than one language has a greater degree and a wider ability to communicate with other nations, interact with them, exchange their economies and raise their status among countries (Abu Libdeh, 2005: 76). Especially since knowledge of a foreign language helps in the rapid spread of scientific and technical inventions, and thus actively participates in economic and cultural belonging, the importance of the English language has been proven to many, and learning it has become more important than before, especially in the era of globalization, where the world has become as one village and English is the language of communication between the countries of the world, as it is the official language in the United Nations and in international organizations, the number of speakers has increased all over the world, and English has become a means of education and scientific research in all scientific, applied, technical and industrial fields, so everyone needs to learn this language, the English language is of paramount importance to any researcher who wants to develop himself and keep pace with what is happening in today's world. Therefore, learning English has become very important, it is the first and most widespread global language in the world, as it is the language of science and technology, scientific research, and the language of tourism and travel, it is the language of many medical scientific organizations, the language of international conferences and foreign labor, and the language

of economics and e-commerce, through the Internet (Al-Jurf, 2005: 65). In addition, this language has occupied a prominent position as it is the computer language and the study in most universities and institutes.

Since language is considered a tool of communication, English is considered a universal language, and it is a means of communication not only between native English speakers, but it has become a means of communication between many speakers as a second language, a language that is used in daily life, although it is not the first language of its speakers, or a foreign language due to the different languages and peoples.

In light of the shift from traditional to communicative approaches, after 2003, the Iraqi curricula witnessed a wave of changes in the curricula in all disciplines and for all stages, and this came as a result of openness and tremendous and accelerated development in various fields of science for our society, which the countries of the world have been witnessing for years, it is known that the curricula in our schools before 2003 were suffering from stagnation and stagnation, these curricula remained hostage to the traditional theoretical character, lacking the practical aspect to a large extent, exclusively, the English language curricula were similar to other curricula, as they were based on the audio (Audiolingual) and Structural Approach (Al-Tamimi, 2021: 5).

The development of the English language curricula continued, and the (English For Iraq) series was adopted in the academic year 2014/2013 to meet the students' desires to learn English effectively, it helps the teacher to create an influential educational atmosphere through the approach of cooperative learning, which has had an effective impact on the learning process in most countries of the world, hopes were pinned on this approach to bring about change and produce students who graduated from Iraqi schools who can speak English efficiently to communicate with world cultures and keep pace with scientific development (Al-Hasayn, 2016: 51).

Because the nature of the English language is interdependent and multilateral, it needs teachers with a high degree of preparing, as they have a great responsibility in achieving school goals, be highly competent and professional, able to guide their students to employ the material in everyday life (Anid, 2020: 4), which called for attention to the English language teacher and made him able to employ modern teaching approaches and teaching aids that focus on the positivity of students, reduce their abilities and encourage them to speak English, urged them to ask their questions while spreading the spirit of cooperation in them and creating an atmosphere and classroom environment that helps communication and mutual respect between them, listening to each other and interacting with the scientific material and with the rest of his peers, numerous studies have shown that the success of the educational process for foreign languages lies 55% of it on the teacher's shoulders while the remaining 45% is due to the student's family circumstances and motivation (Al-Dulaimi and Al-Waeli, 2005: 27).

Al-Hasayn pointed out that the teacher's multiple functions are only done with the efficiency of those in charge of directing him, whatever the scientific and technical progress has a share in facilitating the teaching and learning processes and saving time and speed in them, whatever tools, hardware and software are developed, the quality and efficiency of the learner

can only be achieved by a qualified teacher who can perform his role successfully and effectively, and this comes the role of the faculties of education in preparing teachers by providing them with theoretical and practical knowledge and experience (Al-Hasayn, 2016: 51).

In the second half of the twentieth century, interest in the issue of teacher preparation and training grew significantly through seminars and educational scientific forums organized by universities and local and international scientific bodies, the reform of teacher training programmed has also become an integral part of reform programmed involving educational systems in all countries, teachers are pioneers of thought and virtue and pioneers of renewal and innovation, and it is their responsibility to raise the nation's generations and educate them scientifically and morally, and they are the title of the progress of nations and the secret of their greatness, with their righteousness and success in fulfilling their mission, their societies rise and live well, and when the conditions of teachers deteriorate scientifically, spiritually and professionally, their societies crack and disturb their lives (Jad, 2003: 54).

Therefore, the English language can add to the language and culture what it does not have in terms of scientific innovations, expertise and experiments, and can push development forward, however, the final results confirm that the student's level of English, that is, by completing his general education, is at the lowest level, a student graduates from high school and even university unable to have a short conversation in English, or even be able to understand a short text, or even write a small essay.

Research Problem: The researcher developed a sense of the problem for several reasons:

1. During the researcher's work as a teacher in the Faculty of Basic Education in the Department of English Language and supervising student teachers in schools in the application stage, noting that there is a weakness in the teaching performance of some of them when teaching the subject and their lack of basic approaches and skills in teaching, as well as in the vocabulary appropriate for educational situations in the classroom, also noted that student teachers imitate school teachers by adopting their traditional approaches.
2. The results of some previous studies at the local level, such as (Khaz'al, 2014), (Hamza, 2019), and (Al-Tamimi, 2021), which showed that there is a deficiency in the teaching performance of student teachers, which reflects negatively on the achievement of their students.
3. Conducting interviews with student teachers to find out their aspirations about their knowledge of the appropriate teaching approaches for the developed curriculum, it was found that teachers were weak in their application of the communicative approach.

Based on the above, the research tries to answer the following main question:

"What is the degree to which English student language teachers practice the communicative approach in teaching the developed curriculum "English for Iraq" from the point of view of academic supervisors?"

Research Importance: The importance of the study is highlighted through the following:

1. The importance of English as one of the most widespread international languages at present, it has become the official language of science and knowledge, and the communicative language of all international organizations.
2. The importance of the communicative approach because it is one of the modern approaches of learning languages and depends on oral and mental communication between the teacher and the learner.
3. The importance of the current study of the need to teach English at the primary stage in a communicative manner, as the basis on which English language teachers will rely in the later stages.
4. The study contributes to providing the competent authorities in the General Directorates of Education with a picture based on scientific foundations on the reality of the application and knowledge of English language teachers in the approach of communicative education.
5. The importance of the primary stage as it is the basic stage in the formation of the learner's personality, consolidating scientific concepts in his mind, and providing him with the basics of teaching English.

Research Objective: The current research aims to measure the degree of practice of students who are English language teachers of the communicative approach in teaching the developed curriculum "English for Iraq" from the point of view of academic supervisors.

Research Questions: To verify the research objective, the researcher formulated the following questions:

1. What is the degree to which students who teach English language practice the communicative approach in teaching the developed curriculum "English for Iraq" from the point of view of academic supervisors?
2. What is the level of each area of the communicative approach according to the practice of students who are English language teachers?
3. Does the degree to which students who teach English differ in the communicative approach in teaching the developed curriculum "English for Iraq" according to the gender variable (males - females)?

Research Limitations: The limits of the current study are:

- Time limits: The second course of the academic year 2024-2025.
- Spatial limits: Maysan University / College of Basic Education.
- Human limits: Fourth-stage students (student teachers) in the English Department.

Define Terms:

First: The Communicative Approach: Defined By:

➤ (Rodgers, Richers, 2000: 17) These are theories and assumptions about the nature of language and its learning, and are also theoretical and language proficiency is the basic unit for language construction.

➤ (Hejal, 2015: 4): The approach of teaching foreign languages or a second language by emphasizing that the goal of language teaching is communication skills, this approach was developed by English scientists as a reaction to structurally based teaching approaches.

➤ (Kohoul and Gharbi, 2018: 47): "It is one of the latest approaches of language learning, it is concerned with attaching great importance to the learner's ability to employ and communicate with language in different situations, accordingly, its teaching procedures and the role of the teacher in it have changed, and it is of Western origin, so it has proven successful there."

➤ **Procedural Definition** / a approach that focuses on the use of language in everyday situations, or the so-called functional aspects of language in the developed curriculum (English for Iraq) at the primary stage, to reduce the focus on linguistic structures and pay attention to the functional use of language, it is measured by the grade obtained by the student teacher in the note card prepared for this purpose.

Second: The Development Curriculum:

The researcher defined it as: a set of vocabulary prescribed in the English language (English for Iraq), for the primary stage, prepared by the General Directorate of Curricula in the Iraqi Ministry of Education for the academic year 2024/2025) to achieve the desired educational goals.

Third: Student Teachers: The researcher defined it as: students at the Faculty of Basic Education in the fourth stage, who are expected to work as teachers after completing the requirements of the study program offered in the college, including the practical education program.

Theoretical Aspects

The Concept of Communicative Theory of Language:

Theory is meant as a social tool that has intellectual, social and educational functions, as it did not have a social benefit and benefit for the emergence in his interaction with the society in which he lives, therefore, the linguistic curricula were built on those live situations, so that the learner feels that the material he interacts with arouses his motivations, satisfies his interests, meets his needs, and secures his requirements, so he accepts them with eagerness and desire, it focuses on the basics that help the young person to interact in life, and to teach them functionally is intended to achieve the language abilities of students, so that they can practice it in their natural practical situations a healthy practice, and language teaching can only go in this direction if these natural functions of language are clear in the mind of the learner, this approach stems from the fact that language abilities can be properly practiced in practical life (Al-Ja'afara, 2004: 77).

Linguistic Functions in Communicative Theory

1. **Expressive Function:** It is the expression of the sender towards what he is talking about, the expressive function tends to express the sender's emotions and attitudes towards the object

he expresses, this is manifested in the way of pronunciation, for example, or in expressive tools that benefit the emotion, such as the recitation of the text, exclamation, the calls of the heart, or the cries of alert (Al-Masadi, 2008: 158).

2. **Concept Function:** Some linguists have called it the "affective function", and we find this function the most sincere in the call and the command, which deviate from a structural and morphological point of view, even phonological statements are mostly nominal and verbal statements, and the sentences of the matter differ from the news sentences in a basic fact, sentences of news can be subject to the measurement of truthfulness, and sentences of command cannot be subject to that, and there is no doubt that the term comprehension implies that the purpose of this function is to understand the receiver and to obtain the meanings intended by the speaker, as for the term "affectivity", it refers to the process of receiving emotion and the behavioral or psychological influence of the discursive communicative process, the feature that obeys this function is the new information contained in the message, it is either a request by way of the occurrence of the action, which is the order, or a request by way of abandoning the action, which is the prohibition, and in general, the predicate of all kinds and creation of all kinds is used to perform this function (Bou Mazbar, 2007: 15).

3. **Attentional Function:** There are linguistic elements that play a special functional role in speech that the speaker brings to arouse the recipient's attention to ensure that the recipient communicates with the speaker and remains within the circle of the communicative process, that is why Jakobson says (there are messages that are used in essence to establish, extend or understand communication, it is used to confirm together whether the speech cycle is working (Hello, you hear me) and it is used to arouse the attention of the addressee or ensure that his attention is not relaxed (Say, do you hear me) (Al-Masdi, 2008: 163).

4. **Reference Function:** This function is called by several terms, including (positional) and (cognitive and contextual), and it means that the words indicate the meanings achieved in the exits, the speaker mentions these functions to indicate these things, and that this function expresses the relationship between (words and things), the message is spoken in a language, and this language refers us to things and beings that it speaks about, and the language in it performs the function of symbolizing those reported beings and events, and there is no doubt that the reference function is one of the dominant functions in linguistic studies, but the functions should not be limited to the reference function alone, as the words included in the message refer to things outside the text, words are references to external meanings, and the context that celebrates the text (the message) determines these meanings from the verbal elements. This function has been considered the basis for all communication (Al-Tamimi, 2021: 22).

5. **Induction Function:** To understand this function, we must distinguish between two uses of language, language either talks about mental images (ideas) or talks about the meanings of words, explaining their meanings and interpreting them, that Knowing about things or

meanings that are not understood, when the speaker delivers a text, this text may include words that are not understood by the recipient, so the recipient asks about their meaning. If the speaker knows this word and explains its meaning, it performs this function, which is called (metalinguistic function, metalinguistic function, descriptive linguistic function, or language transitivity function) (Jakobson, 1988: 40).

6. Poetic Function: Focusing on the message, including its morphological, lexical, and syntactic aspects, means that you look at the message only and do not look at its creator or recipient, then the message will not be viewed as a tool of communication between the speaker and the recipient, but rather the message will be the goal and purpose of communication, as the poetic function is (the aesthetic function par excellence, the reference in the arts is the message, which ceases to be a tool of communication to become its goal) (Goro, 1984: 12).

Communicative Method

Communication education has been expanding since the mid-1970s, communicative education is an entry point under which some teaching methods are graded, and not a method in itself; it is based on the fact that the goal of language teaching is to communicate, create communication skills, and develop the educational procedures of the four skills (listening, speaking, reading, and writing).

The prevailing method of teaching English in many Arab countries was the traditional method, such as the Direct Method, the Oral Approach, and the Structural Approach. There is no ideal method for all students, environments, goals, and circumstances, each method has advantages and shortcomings, and these methods have evolved into the communicative method that came in response to the oral auditory method, its goal was to overcome the errors in the oral auditory method, and to overcome the inadequacy in focusing on the communicative aspect of the language, this method is based on the basic function of language, which is to build the communication competence of the learner, one of its advantages is the balance between the teacher and the learner and the teaching materials during teaching, and most of the activities and methods presented in the class are valid for all language levels if presented gradually, the many activities used in it help to take into account the individual differences between learners and enable the learner to master the foreign language as if he were one of its native speakers (Hamdan & Murtaja, 2011: 7).

This method makes its ultimate goal the student's ability to use the foreign language as a means of communication, to achieve his various purposes, this method does not view language as a set of structures and templates, intended for itself, rather, as a means of expressing various linguistic functions, such as request, hope, command, prohibition, description, and report...etc., this is because the communicative method was built on a practical vision of language that says that language learning results from activities of a communicative/functional nature, and the material is presented in this method, not based on linguistic progression, but based on communicative functional progression, it is worked on through multiple activities within the educational unit, and the teaching method depends on creating real, realistic situations for the use of language, such as: good questions, exchange

information and ideas, record and retrieve information, and use skills to solve problems, discuss and share...etc., it also focuses on the use of language in everyday situations, or what are called functional aspects of language, and reduces the focus on linguistic structures (Al-Rashid, 2012: 3).

This method is based primarily on the living functional development of language, through its use and interaction as well as its study, that is, communication gives priority to the learner over the teacher, so the teacher's role is to supervise, correct mistakes, and tolerate them, learning is based on communication between them and takes the role of viewer, assistant, or advisor, while the learner performs all linguistic tasks (Khaira, 2018: 197).

To apply the communicative method in teaching the English language in our schools, we must move towards creating lively situations that allow the learner to be present in an interactive atmosphere, discussing the most important points during mutual dialogue between the teacher and the learner or the learner and the school, and vice versa. (Hamdan and Murtaja, 2011: 502)

Communicative Method Components:

1. Communicative Approach: The communicative method depends on the overall functional response, that it depends on the nature of reception first and then production, that there is no need to provide verbal or written responses until the learner feels that he is fully prepared to carry out the response, some linguists have developed curricula for primary school as a method of free education for children at the primary level, built as realistic reading content, it allows learners to choose what they want to learn, read it, and interact with what is read by exploring symbols, shapes, and images to reach the integrated meaning, and then the process of expressing the idea begins (Ajaj, 2012: 10-11) Among the activities within the communication approach are:

- **Reports:** In which several illustrated story texts are presented to students.
- **Procedures:** A collection of stories is distributed to students and they are encouraged to explore them.
- **Explanations:** The teacher explains the events, represents them by the teacher, and involves students when reading.
- **Presentation:** Students are asked to present what has been absorbed and understood from the explanation in conjunction with performing the acting movements.
- **Recovery:** Expressions are retrieved and recalled by students in a foreign language and then used in similar situations. (Freeman, 2003: 140)

2. The Teacher: The teacher is considered one of the most important components of education and must be cared for and given attention when trying to carry out any educational reform. The teacher has a central role in the communicative classroom (CLT), which is represented by the following:

- **Facilitator,** meaning it facilitates communication in the classroom and manages the communication process between all learners in the classroom and their performance of various activities and texts.

- Communication and participation, meaning that he communicates with students and is an independent participant within the learning and teaching group.
- The teacher has another role as he is the researcher and learner and has a lot to contribute in terms of the amount of knowledge he possesses, abilities, and experience, as well as the possibility of observing the nature of learning and organization. (Islam, 2016:11)
- A consultant during activities, where he answers students' questions and monitors their interactions, in addition to providing educational tools to students such as information cards or expressive drawings and pictures, and using keywords for dialogue on the board, the teacher employs various means to clarify the tasks for each student to perform the dialogue within the effectiveness of the speaking activity (Khawaja, 2012: 267).

3. The learner: The learner in the communicative method is the focus of the entire educational process, as the educational process is directed towards him, and the responsible authorities pay him utmost attention in terms of his cognitive, emotional and individual characteristics, and this is based on defining and organizing the educational process, the learner in the communication class has several roles:

- Negotiators for Meaning: The learner as a negotiator between the self, the learning process, and the learning goal emerges and interacts with the role of the joint negotiator within the group and the classroom procedures and activities undertaken by the group.
- Callers: They need to communicate with each other and exchange their opinions in class.
- Discoverers: They have to figure out how to improve their learning.
- Contributors to knowledge and information: The implication is that the learner should contribute as much as they acquire and thus learn independently. (Kasumi, 2015:158)

4. Communicative Learning Environment: There are two main aspects of the communicative language class, the first aspect is concerned with the content of the classroom in terms of the activities held inside the classroom, students are team members and should be able to see each other and talk to each other (in English) and should not feel like they have just entered a military formation (Awarib and Abi Mouloud, 2010: 92). The ideal classroom arrangement promotes interaction, and includes arranging desks in a semicircle, the other aspect is the engineering composition of the classroom, as EFL classrooms are often poorly equipped or comfortable, with a lack of resources to support CLT activities, it may be uncomfortable due to the large number of students, desks, and fixed chairs that hinder maximum student participation and the successful implementation of communication activities (Islam, 2016:13).

5. Means of Education: Educational means are the means that achieve communication and interaction between the teacher, the learner, and the educational content, and they represent the various means of illustration, these methods vary according to different educational situations to help the learner acquire knowledge, the main function of the means is to activate the educational act, and it is one of the foundations on which it is relied upon in the application of the communicative method, it aims to help students engage all their senses and help develop their communication skills and strengthen the relationships between the student and what he has learned, which produces the learning effect (Ibrahim, 1990: 523).

6. Communicative Method Activities:

A-Pre-communication activities (Pre-Communication Activities): A group of activities in which the teacher isolates specific elements of knowledge or skills that make up the ability to communicate, it provides students with opportunities to practice them separately. Students practice some parts of the skills rather than the overall skills. Among these activities is learning the different structures of the desired language, such as sentence structure in the past or interrogative. etc., then they learn how to connect the different parts of speech and connect meanings as well. These activities generally revolve around presenting some linguistic structures (Hamza, 2019: 330).

B-Communication Activities: In communication activities, students must activate and integrate the knowledge and skills they have learned into pre-communication activities and use them to communicate meaning. They then practice total communication skills. In functional communication activities, learners are put in a position where they must perform a task by communicating as best they can, with whatever resources are available to them. These are also called performance activities, which are activities in which students prepare something in advance, and role-playing and drama are among those that can be cited as examples of performance activities and are classified as follows. (Al-Tamimi, 2021: 41)

C-Participation activities (Sharing Activities): In this type of activity, students participate in some communication activities in natural environments, guided discussions, interviews and oral dialogues are the best example of these types of activities, here the originality factor arouses interest and motivation on the part of learners, and calls for the natural need to implement what is expected of the activity.

D-Observation Activities (Observation Activities): In observation activities, learners are expected to observe verbal and nonverbal interactions between two or more native speakers of the target language, this is of utmost benefit in that students appreciate the target language and become familiar with it that is used in real life, the criterion for success depends on the practical implementation of activities to measure the efficiency of performing the task. On the other hand, the teacher must motivate the students to take into account the social context in which communication takes place, what is necessary simply to "convey meaning" must not be overridden, to develop greater social acceptance in the language they use, the student must take into account the issue of grammatical accuracy and later produce socially appropriate speech to determine attitudes and relationships. (Islam, 2016:11).

Themes of the Communicative Method

1. Initialization (Communicative Warm-up): Preparation is one of the basic teaching techniques for the teacher, and the warm-up activity is a short and fun game, an anthem, or a poem, the purpose of which is to encourage students and prepare them for learning by stimulating their minds and bodies these activities allow students to get to know each other in a low atmosphere of anxiety (Al-Noori & Rashid, 2019:1).

2. Class Management: A teacher's success in his teaching tasks depends largely on success in managing the school classroom effectively class management is not limited to achieving

classroom control only, but includes many elements of the administrative process, including planning, organization, time management, effective communication, and dealing with emergencies, practicing various leadership roles and tasks and the ability to overcome the many problems that arise during classroom interaction between members of the educational system (Al-Zaki, 2017: 5).

3. Teaching and Class Activities: The teaching process is a system that has its dimensions and components, which are represented by the teacher, the student, educational experiences, modern tools and technologies, and evaluation methods. It is dynamic and begins with formulating goals, setting policies, determining strategies, teaching methods and techniques, then implementation and evaluation (Mustafa, 2014: 27) As for class activities, they represent what the learner does inside the classroom and under the direct supervision of the teacher, and their duration is short and their follow-up is quick the learner may implement it individually or collectively, such as solving some exercises, searching the dictionary, forming sentences, and drawing different shapes (Saleh and Dakhil, 2017: 122).

4. Receiving and Production Skills: These are basic skills in learning language, such as understanding what is heard, distinguishing between sounds, or answering some questions, as they encourage students to participate effectively in their learning, developing learning skills appropriate to his age, and gradually progressing from reception skills in listening and reading to productive skills (directed speaking and writing) (MacBurnie, 2017:8).

5. Evaluation: A systematic, organized, and purposeful process that seeks to make a judgment on the extent to which goals have been achieved to make decisions to use them as feedback in treatment, improvement, and development for correction and modification (Zayer and Hussein, 2020: 98).

Previous Studies

Researcher's name and year of study	Objective of the study	Research Methodology	Gender and size of the research sample	Research Tool	Results
Hamdan & Bakr, 2016, Palestine	Identifying the Extent of Student Teachers' Use of the Communicative Method in Teaching English Language in Training Schools in Gaza Detecting the significance of the differences in the	Experimental Approach	75 students	Questionnaire	The results showed that the use of the communicative method by student teachers was good, and the study revealed that there were no statistically significant differences in the responses of

	use of the communicative method in teaching English according to the academic variable and public and private schools				student teachers according to a variable (academic level, public and private schools).
Khaza'al, 2014, Iraq	Knowing the Effect of the Communicative Method in Teaching Word Vocabulary in English on the Efficiency of Students' Achievement	Experimental Approach	50 students	Test	The experimental group that was taught the flashcard technique outperformed the control group.
Hamza, 2017, Iraq	Diagnose the difficulties and challenges they face in applying the communicative method in Iraqi schools	Descriptive Analytical	60 Instructors	Questionnaire	The questionnaire showed the most important main problems in teaching English, namely the overload of large classes, the incompatibility between the curricula and the poor communication abilities of students, and the teachers pointed to the disparity between what is imposed by the curriculum and what is actually presented in the standardized tests, and speaking, listening, or writing skills are not evaluated.

Younis, 2022, Iraq	Knowing the extent to which English language teachers apply the communicative method in teaching the developed curriculum in primary schools	Descriptive Analytical	240 Teachers	Questionnaire and note card	The general level of English language teachers' practice of the communicative method was moderate to a high and medium degree, and it also showed that there were no statistically significant differences from the level of significance (0.05) between the arithmetic averages of the degree of English language teachers' practice of the communicative method according to the variable of gender and educational qualification.
Hussein, 2017, Iraq	Knowing the Impact of Using the Communicative Method on the Development of English Communication Skills among Iraqi Learners	Experimental Approach	62 pupils	Communication Skills Test	The students of the experimental group outperformed the control group in the communication skills test

Research procedures

First: Research Community: a group of elements with common observable and measurable characteristics (Hanna and Anwar, 1990: 17), it includes individuals who constitute the subject of the research problem and are related to it, to which the researcher seeks to generalize the results (Abbas et al., 2012: 217), defining the research community is one of the important methodological steps in educational research and requires great precision, conducting research, designing its tools, and the adequacy of its results depend on it (Shafiq, 2001: 184), the current community consists of (164) male and female English language

teachers at the College of Basic Education, University of Maysan, according to statistics obtained by the researcher from the English Language Department.

Second: Research Sample: A sample is defined as a partial set of units or elements that are taken in a specific way from a society to study their characteristics to estimate the characteristics of the overall society through them, the method of selecting the sample from the research community is one of the factors that influence research, and the procedures for selecting the sample are based on the goal that the researcher is trying to achieve, as well as arriving at an accurate description of the original society and defining the vocabulary of that society (Dwydri, 2002: 243), the research sample was chosen using the simple random method, where the sample size reached (50) male and female students, (25) males and (25) females.

Third: Research Tool: The tool is defined as the means used to solve a research problem, and therefore the researcher must use one or more tools to conduct the research, it ensures that this tool is suitable for research to achieve its goals and hypotheses (Dwydri, 305:2002), to know the degree to which English language students practice the communicative method, it was necessary to prepare a note card to measure the degree of practices of student teachers, and the researcher will explain the stages of preparing the tool in detail, which are as follows:

1. Determine the purpose of the card: This card aims to measure the degree to which English language teacher students practice the communicative method.
2. Determining the content of the tool: After reviewing a group of literature related to the current topic, including the study of (Al-Tamimi, 2021), the study of (Hamza, 2019), and (the study of Hamdan and Murtaja 2011), in addition to consulting a group of experts specialized in psychological and educational sciences and English language teaching methods in Iraqi universities, the researcher identified five areas (preparation, "communicative warm-up", classroom management, teaching and classroom activities, reception and production skills, and evaluation) and considered them the main areas of the tool.
3. Drafting the card paragraphs: The researcher drafted (24) paragraphs distributed across the card fields, clarity and accuracy were taken into account in its formulation, and it should be derived from the principles of constructivist learning agreed upon in the research.
4. Card correction: In the process of correcting the observation card, the researcher adopted the triple Likert scale with a level of verification (high, medium, low), the following numbers were given (3, 2, 1) respectively, and thus the overall scale score ranged between (24-72).
5. Determining the cut-off score: To determine the level of availability of performance, the researcher adopted the cut-off score (2) and the percentage weight (67%) to determine the level of performance. The weighted averages and their percentage weights are the dividing line between the level of the sample's responses to performance, as in Table (1).

Table (1) Criteria for judging the tool

S.	Weighted average	Percentage weights	Verification Level
1	1 - 1,66	33% - 55 %	Few
2	1,67 - 2,33	56% - 77%	Medium
3	2,34 - 3,00	78%- 100%	High

6. Logical analysis (Referees Validity): After preparing the paragraphs of the note card, it was presented to a group of arbitrators and specialists in the field of psychological and educational sciences, teaching methods, measurement and evaluation in Iraqi universities, and after collecting it from the referees, the researcher analyzed the responses of the arbitrators using Chi-square and percentage, it was found that all paragraphs were statistically significant and the percentage of expert agreement was (85%) and above.

7. Stability of the note card: The stability of the note card was extracted with the help of two observers (two supervisors of the English language major) from the academic professors supervising the students, (10) students from the survey sample were observed by the first supervisor, the researcher, the second supervisor, the researcher and the researcher together with herself and recording the estimates of their performance and the consistency was found using (Pearson correlation coefficient, Table (2) shows that

Table (2) The correlation coefficient between the researcher and the observers to determine the value of the stability coefficient of the note card

Note card	Planning	Implementation	Evaluation	Average Correlation
The researcher with the first supervisor	0.79	0.81	0.85	0.80
The researcher with the second supervisor	0.82	0.91	0.83	0.83
First supervisor with second supervisor	0.88	0.78	0.81	0.81
The researcher with himself	0.88	0.89	0.78	0.84
Average Correlation	0.84	0.85	0.82	0.82

It is clear from the table above that the overall correlation rate is (0.82), which indicates that there is a high percentage of agreement between the researcher and the observers (supervisors), and thus the observation card is ready for application in its final form.

To answer this question, the weighted averages and percentage weights of the observation card were extracted and arranged in descending order according to the response of the academic supervisors, as in Table (3):

Table (3) Sample members' answers about the practice of English language teacher students

Parag raph	The Ferry	Frequen cy and Percenta ge	Degree of Practice			Weig hted Avera ge	Stand ard Devia tion	Perce ntage Weig ht
			Weak	Medium	High			
11	Effective communication is used as a central focus in the language learning process	F	3	20	27	2.48	0.61	0.83
		P	0.06	0.4	0.54			
13	Sets common rules to avoid chaotic behavior and create an atmosphere of mutual trust	F	3	20	27	2.48	0.61	0.83
		P	0.06	0.4	0.54			
7	Capitalizes on the activities and exercises in the activity book during and outside the lesson	F	5	23	22	2.34	0.66	0.78
		P	0.1	0.46	0.44			

20	Learners are asked to add punctuation especially while writing sentences and using capital letters	F	8	30	12	2.08	0.63	0.69
		P	0.16	0.6	0.24			
21	Keeps a written record of the levels of pupils	F	13	24	13	2.00	0.73	0.67
		P	0.26	0.48	0.26			
2	Encourages learners to start with one of the educational songs that strengthen communication	F	22	9	19	1.94	0.91	0.65
		P	0.44	0.18	0.38			
8	The educational activity is related to the requirements of the lesson and the needs of the learners	F	21	14	15	1.88	0.85	0.63
		P	0.42	0.28	0.3			
10	He uses various strategies (role-playing, projects, collaborative work, problem solving, active discussion, etc.) for the students during the lesson.	F	18	21	11	1.86	0.76	0.62
		P	0.3					

achieved because their weighted averages were greater than the cut-off score (2) determined by the researcher, as for paragraphs (20, 21, 2, 8, 10, 12), they obtained an (average) level, but they were not achieved because their weighted averages were less than the cut-off score (2) determined by the researcher, while paragraphs (4, 5, 16, 23, 15) were at a weak and unachieved level.

Question 2: What is the level of each area of the communicative method according to the practice of English language teacher students?

To answer this question, the weighted average and percentage weights of the observation card fields were extracted and arranged in descending order according to the response of the academic supervisors, as in Table (4):

Table (4) Ranking of the areas of the communicative method according to the practice of English language teacher students

Field	Weighted Average	Standard Deviation	Percentage Weight	Level	Verification Score
Teaching and Classroom Management	2.20	0.70	0.73	medium	Verifier
Communicative Classroom Activities	2.03	0.74	0.68	medium	Verifier
Conditioning (Communicative Warm-up)	2.03	0.79	0.68	medium	Verifier
Evaluation	2.01	0.72	0.67	medium	Verifier
Receiving and Production Skills	1.95	0.67	0.65	medium	Unverified
The card as a whole	2.05	0.72	0.68	medium	Verifier

It is clear from the table above that the degree to which student teachers practiced the field of teaching and classroom management was (average) and achieved, its weighted average reached (2.20) and percentage weight (73%) and came in first place in terms of the sequence of fields, the second field was for the two fields, communicative classroom activities and preparation (communicative warm-up), as their weighted average was (2.03) and with a percentage weight of (68%), and they were at an average and achieved level, while the evaluation field came fourth, its weighted average was (2.01) and its percentage weight was (67%), and it was at an average and achieved level. The field of reception and production skills came in last place, its weighted average was (1.95) and the percentage weight was (65%) and it was average but not achieved because its weighted average was less than the cut-off score (2) determined by the researcher

Question 3: Does the degree to which English language teachers practice the communicative method in teaching the developed curriculum "English for Iraq" differ according to the gender variable (males – females)?

To verify this question, the data was processed statistically using the (T-test) test for two independent samples, as statistical analyses showed, as in Table (5):

Table (5) Degree of practice of the communicative method by English language teacher students according to the gender variable

The group	Sample	Arithmetic mean	Standard Deviation	The degree of freedom	T- value		Statistical Significance
					Calculated	Tabular	
Male	25	48,48	5,141	48	0,782	2,00	Non-Significance
Female	25	49,84	7,01				

The above table shows that there is no statistically significant difference between the arithmetic averages of the male and female groups, which indicates that the degree of practice of the student teachers is convergent for the communicative method.

The researcher attributes this result to the fact that the performance of student teachers of the communicative method was average, in other words, student teachers can communicate effectively with learners by spreading familiarity and freedom of discussion and employing previous information well in new learning, some practices are still below the required level, this is because some student teachers are influenced by the traditional way of teaching, some of them believe that it is not appropriate in light of the available circumstances and possibilities, which calls for the need to pay attention to the responsible authorities by obliging English language teachers to apply the communicative method in a correct and organized manner, the researcher also showed that there are no statistically significant differences in the teaching practices of the communicative method attributed to the gender variable due to the similar conditions experienced by student teachers in academic preparation and training on pre-service teaching methods. This study was in agreement with a study (Hamdan & Murtaja, 2012), and a study. (Hamza, 2019), and a study (Al-Tamimi, 2021).

3. The gender variable of English language teachers does not have an effective effect on the level of their application of the communicative method, as it does not constitute an obstacle to its implementation.
4. Some students who are teachers of English are influenced by traditional teaching methods and usual teaching methods, and are not keeping pace with modern scientific developments, which has led to the lack of benefit from the positive aspects of the communicative method in teaching English.

Third: Recommendations: In light of the results and conclusions of the research, the following recommendations can be made:

1. The necessity of the faculties of basic education to pay attention to the teaching of student-teachers and train them on modern teaching strategies that focus mainly on the activity of the learner and the use of effective communication.
2. Updating the academic preparation curricula in the faculties of basic education by the developments in the curricula of the Ministry of Education.
3. Adding information to the English Language Teachers' Guide, containing the most important contemporary teaching methods and the latest developments in the laws of curriculum development, so that they can review them periodically.
4. Employing technological tools in teaching and making use of them as much as possible in extra-curricular activities.

Fourth: Suggestions: To complement the findings of the current research, the researcher proposes the following:

1. Conducting an analytical study to find out the reality of applying the communicative method of the book series (English for Iraq) in primary and secondary schools.
2. An analysis of the series of books (English for Iraq) in the preparatory stage, and an explanation of the most important practices that teachers need to communicate information properly.
3. Building a proposed training program on the communicative method to develop teaching practices for English language teachers.

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