

The Constraints and Difficulties Encountered by Iraqi EFL Teachers in Applying Communicative Approach

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Abstract

Communicative language teaching (CLT) is the move from teaching language as individual linguistics structures to teaching people how to use language effectively to communicate with others, it is a move from teaching linguistic competence to communicative competence. Communicative competence essentially suggests that teaching learners to form grammatically correct sentences is not enough, Learners also need to be able to use language appropriately in a variety of contexts and situations..

The goal of CLT is to teach 'real-life' language. The communicative approach or Communicative Language Teaching (CLT) , is the name which was given to a set of beliefs including not only an examination of what aspects of language to teach, but also a shift in emphasis in how to teach.

The "how to teach aspect" of CLT approach is closely related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill.

In this paper thus, it was tended to find out whether Iraqi EFL high school teachers are at ease when using CLT in their classes or not. That is, whether Iraqi teachers are capable of utilizing comprehensive approach named CLT in their classes to achieve its ultimate goal, communication in real context,. Besides, this paper tries to summon the most common constraints that faced by EFL Iraqi teachers in applying the communicative approach principles by constructing a questionnaire of two rating scales ("Yes", "No") that is distributed to (50) Iraqi EFL teachers as a sample for this study.

The present study illustrates that the common constraints cannot be specified exactly but as proposal (15) items that can represent such constraints which can be classified into four types according to their sources:

1. Problems on the part of CLT teacher. These problems are represented by (6) items that form (255= 85%) agree responses out of (300) the total ones.

2. **Problems caused by the students.** These problems are represented by (4) items that form (192=96%) agree responses out of (200) the total ones.

3. **Educational Problems.** These problems are represented by (3) items that form (143=95%) agree responses out of (150) the total ones.

4. **Created problems by CLT.** These problems are represented by (2) items that form (95= 95%) agree responses out of (100) the total ones.

This study comprises four chapters, The first chapter is devoted to the discussion the problem, aims, hypothesis, procedures, limit and value of the study. Chapter two is a theoretical description of the communicative language teaching ,CLT, principles, characteristics and essentials of CLT, classroom activities of CLT, advantages and disadvantages of CLT. Chapter three presents the questionnaire of this study and outlines its results. Finally, chapter four summarizes the conclusions arrived at this study, on the bases of which some pedagogical implications are given and some topics for further research are suggested.

Chapter One

Introduction

1.1. The Problem

Communicative Language Teaching (CLT) Which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "Communicative Approach". Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

According to Harmer (2001:86) CLT is prejudiced in favor of native – speaker teachers by demanding a relatively uncontrolled range of language use on the part of the students, and thus expecting the teachers by demanding them to be able to respond to any and every language problem which may come up.

"language is interaction"; it is an interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984: 5).

CLT is in some ways problematic as the term means different things to different people and everyday classroom practices can appear to be quite different when CLT principles are applied in different social and

educational contexts. Thus, CLT can be seen as an umbrella term that describes a change in thinking about the goals and processes of classroom language learning with a number of interpretations of how this might be realized in practice. Key to all strands of CLT, however, is the move from teaching language as individual linguistics structures to teaching people how to use language effectively when communicating, in effect a move from teaching linguistic competence to communicative competence. (Savignon, 2004:7)

The Iraqi EFL teachers should understand the principles of CLT and how to create the real life situations inside the classroom. The nature of the language is strictly functional and its purpose is to promote communication. Communication needs both the material to be communicated and the medium to be used to communicate the material. Although oral skills are vital, most learners exhibit lack of mastery of spoken English.

In this context, Finocchiaro & Brumfit (1983:207) add that the movement towards communicative syllabuses is not a total revolution, but a revolution of our work towards the needs of the students and the demands of the authentic communication. Depending on the communicative approach, the teacher and students must engaged in real life contexts and communicative situations that express their real need and wishes.

1.2. Aims of the study

The present study aims at:

- 1- Investigating the mastery and proficiency of Iraqi foreign teachers in applying CLT.
- 2- Identifying and classifying the primary constraints and difficulties in trying to use CLT, and classifying them according to the Iraqi teachers' views.

1.3. Limits of the study

This study is limited to :

1. Communicative syllabuses that are used in Iraqi schools (whether primary or secondary); Iraq Opportunities and English for Iraq .
2. Teachers of English in Babylon Directorate of Education .

1.4.The Hypothesis

It is hypothesized that there are primary constraints in applying communicative approach.

1.5. Procedures

To achieve the aims of the present study, the following procedures will be adopted by the researcher to collect data:

- 1.Choosing a number of teachers from Babylon Directorate of Education

(at random) to represent the study sample.

2. Preparing an elicitation tool (rating scales questionnaire) under the supervision of a number of specialists who examine its validity and make any comments, suggestions and modifications if necessary.

3. Applying the tool.

4. Interpreting the results in the light of the hypothesis by using the proper statistical means that suit the study.

1.6 . The Value of the Study

The present study is expected to have a pedagogical value to Iraqi teachers in that it can provide insights into problematic areas concerning communicative approach, which can be of use to them in their efforts to help learners perform more effectively. This study can also be of some help to syllabus designers as it can serve for the preparation of remedial teaching programmes.

Chapter Two

The Primary Constraints in Applying Communicative Approach

2.1. Introduction

As the name implies, the central concept in communicative language teaching is “communicative competence”. This covers both the spoken and written language and all the four language skills. As Oxford(1990:8) states, "The development of communicative competence requires realistic interaction among learners using meaningful, contextualized language”.

2.2. Teachers and Learners Roles in Communicative Approach

Communicative language teaching emphasizes “self-direction for the learners”. As the teacher won’t be around to guide them the whole time, especially not when the learners speak the language outside the classroom they are expected to take on a greater degree of responsibility for their own learning. According to Oxford(1990:4), “this is essential to the active development of the new language”. The learner should enter into situations where communication takes place as much as possible to increase his or her communicative proficiency.

Teachers no longer rely on activities that require repetition, accuracy and the memorization of sentences and grammatical patterns; instead, they require the learners to negotiate meaning and to interact meaningfully in the new language. Learners have to participate in classroom activities based on a cooperative rather than individualistic approach to learning; they need

to listen to their peers in order to carry out group work successfully. The teacher adopts different roles. On the one hand she/he is a “facilitator, a guide and a helper” and on the other hand a “coordinator, an idea-person and a co-communicator” (ibid:10). A teacher talks less and listens more to the students’ output. In addition to that, the teacher also identifies the students’ learning strategies and helps the students to improve them if necessary and shows them how to work independently. Instructional tasks become less important and fade into the background. That doesn’t mean that they aren’t used at all, but with less significance.

Communicative Competence then is not only the ability to use grammatically correct sentences or utterances, but also to Know when and where to use these utterances and to whom .

2.3. The Characteristics of Communicative Approach

Communicative Competence is that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. (Brown,1987;1991)

Savignon(2002:6) explains a useful summary of the eight characteristics of communicative language teaching:

- 1) Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
- 2) Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
- 3) A learner’s competence is considered in relative, not in absolute, terms.
- 4) More than one variety of the language is recognized as a viable model for learning and teaching.
- 5) Culture is recognized as instrumental in shaping speaker’s communicative competence, in both their first and subsequent languages.
- 6) No single methodology or fixed set of techniques is prescribed.
- 7) Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learner’s competence in each.
- 8) It is essential that learners be engaged in doing things with language – that is, that they use language for a variety of purposes in all phases of learning .

One major feature of communicative language teaching is pair and group work. This type of work “is suggested to encourage students to use and

practise functions and forms” (Richards& Rodgers, 2001:171). That helps the students to become more independent and to accept responsibility.

2.4. Essentials of the Communicative Approach

2.4.1. Communicative competence

Communicative Competence means the actual use of language in the meaningful situations. Knowledge of rules of speaking , how to begin and end conversation knowing how to use and respond to different types of speech acts such as: request, apologies , thanks , et; recognizing the social settings ; the relation with other persons and the type of language that can be used for a particular occasion . According to Hymes (1972:1101) there are four sectors which represent the communicative competence these are:

- 1.What is possible 2.What is feasible 3.What is actuality done
- 4.What is appropriate to contexts, and

2.4.2. Group –Work

Group-work, according to Richards &Schmidt (2002:7)), is a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks of group members are often selected by the members of the group. They add that there are different group arrangements for teaching, include:

- 1.Whole-group instruction: the class is taught as a whole.
- 2.Small-group discussion: A group of between six and eight students working on a discussion topic.
- 3.Tutorial discussion group : A small group of usually less than five students focusing on a narrow range of materials , often to help remedy a learning difficulty.

Group-work is the key element or an integrate part of the communicative methodology. The size of the groups usually ranges from three to eight pupils. This process provides a good chance for the negotiation among pupils. The success of communicative activities depends on the organization of group-work. Groups may be selected randomly or on certain bases. The latter, requires prior knowledge of the pupils linguistic abilities by the teacher in order to distribute the good pupils over the groups. Al-Helaly (1987:49) states that in group work, the classroom should be large and suitable for teaching English as a foreign language . It should be supplied with special furniture such as light desks and chairs that can be easily arranged for individual or group-work. This necessitates the use of separate classroom for teaching English

2.5. Classroom activities

Classroom activities used in communicative language teaching include the following:

- Role-play
- Interviews
- Information gaps
- Games
- Language exchanges
- Surveys
- Pair-work
- Learning by teaching

However, not all courses that utilize the Communicative Language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills.

It has been suggested that many communicative activities are not, in fact, any more 'genuine' than activities put forward by other methods. For example, asking someone to give directions while working in a classroom pair-work activity does not serve any authentic communicative and language is removed from their original context outside the classroom into a learning context, they may become inherently artificial. (Widdowson, 1998: 67)

Similarly, an over-emphasis on the exchange of messages-any messages-within the classroom may lead to the entail for English language teachers' professional status. Last, but by no means least, it has been suggested that (CLT) is not appropriate for all cultures and contexts, for example, where learner autonomy, pair and group-work and less obvious teacher intervention is not part of the educational tradition . Despite this criticism, however, (CLT) seems to offer teachers significant alternatives for their everyday teaching practices. Undoubtedly, its conception of language as communicative competence strikes a chord with many teachers and applied linguists, even if the process for achieving this is at time potentially problematic.

2.6. Advantages and Disadvantages of communicative Approach

The most obvious advantage in communicative language teaching is that of the increase of fluency in the target language . This enables the learners to be more confident when interacting with other people and they also enjoy talking more. The approach also leads to gains in the areas of grammatical/sociolinguistic/discourse/strategic competence through communication.

Communicative competence essentially suggests that teaching learners to form grammatically correct sentences is not enough. Learners also need to be able to use language appropriately in a variety of contexts. Hence, in essence, the goal of (CLT) is to teach 'real life' language. (Hymes, 1972:63)

A teaching method is most often defined as a list of general principles or features. Mitchell (1994:65) recognized five features of communicative language teaching :

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

Whong (2011:64) stated that there are some common constraints that are encountered by EFL teachers in applying communicative approach:

- 1- In this approach, it is hard to say that it is very 'applicable in crowded class. This method increases the workload on the teacher.
- 2- The teacher must be a very knowledgeable person in L1 and L2. Students and teachers must understand each other.
- 3- Inadequate use of authentic materials can damage the course Theoretical knowledge of teacher needs to be very good in practice
- 4- The monitoring ability of the teacher must be very good. Grammar teaching practices make the application of this approach difficult.
- 5-Another disadvantage is that the communicative approach focuses on fluency but not accuracy. The weaker learners who struggle and cannot use the target language continue to make mistakes and eventually give up.
- 6-During pair and group work activities, teachers focus on accuracy through error correction because learners need to understand their mistakes. The communicative approach is great for intermediate and advanced learners, but for beginners some controlled practice is needed.
- 7-The adoption of a communicative approach raises important issues for; teacher training, materials development, testing, and evaluation. So, it is not suitable for every teacher and every class.

Based on the above mentioned facts, the communicative approach has proved difficult to implement in EFL classrooms. For this reason , this study undertook a case study of Iraqi secondary school English teachers understanding of the uptake of communicative language teaching (CLT).

Chapter Three

Data Collection

3.1. Introduction

This chapter is devoted to present a description of a questionnaire which might be seen as a method of providing information that may be used for teaching purposes.

3.2. Data collection procedure

To collect the empirical data necessary for this study, a questionnaire was distributed among the 50 teachers participating in the research. They provided both open answers and alternative answers to the open ended and "True", "False" questions respectively. Then, to hear their personal views, the researcher asked each one to have a 5 minute interview with her. The data obtained both from the written questionnaires and the oral interviews were carefully analyzed. Since data analysis is not a simple description of the data collected but a process by which the researcher can bring interpretation to the data, the themes and coding categories in this study emerged from an examination of the data rather than been determined before hand and imposed on the data.

3.3. Participants

Al-Samawi (2000:111) defines population as a group of people or documents of special features used for collecting data or represented by a sample selected from among this group. Richards et al (1992:282) state that population refers to any set of items, individuals, etc. which share some common and observable characteristics and from which a sample can be taken. Hughes (1996:44) reflects that it is important that the sample taken should represent as far as possible the full scope of what is specified.

The subjects in this study are (50) secondary school English teachers, (30) male and (20) female subjects ranged from (32) to (48) years in age. Their experience in English teaching varied from (6) to (22) years with an average of over (10) years. All of them are teaching the secondary students in different schools in various grades. The subjects filling out the questionnaire are chosen randomly. They could representative sample of the EFL teachers teaching in the same context. Based on the researchers' familiarity with most of these teachers, they were mostly among the more successful teachers in their classes.

3.4. Instrument

In order to achieve the aim of this study and to verify the hypothesis as well as to know the teachers' personal viewpoints about the probable problems and constraints they might encounter in using (CLT), a questionnaire was constructed by the researcher. The type of questionnaire that is used in this research is the rating scales questionnaire. In this scale, people can show how strongly they agree or disagree with the items of the

questionnaire, i.e, there is a graduation in attitudes. This questionnaire included both open– ended questions and questions with fixed alternatives, as shown in Appendixes (I)and (II).

At first, the researcher constructed an open questionnaire containing the following open question: "what are the main difficulties and constraints that you encounter in teaching the new English communicative syllabuses". The researcher distributed this open question to a sample of twenty teachers. The participants were required to be interviewed on the part of the researcher. Each participant was required to give his/her personal ideas in the form of responses to the open – ended questions and to choose either "True" or "False" for the fixed response questions.

After analyzing the results obtained from the open questionnaire, the researcher constructed the closed questionnaire and considered it as the main instrument of the present study. It consists of 15 items. The items represent the most important difficulties in teaching new communicative syllabuses from the points of view of the teachers. These items (primary constraints)are classified according to their sources into four types:

3.5. Results and discussion

The most common constraints that are encountered by the EFL teachers in applying (CLT) are classified according to their sources:

3.5.1. Problems on the part of teachers

Problems on the part of teachers are arranged according to their types from the commonest type (48) which adds up to (96%) to the least common one (38) which adds up to (76%), they are as follows , see (Table 1):

1. Deficiency in spoken English.
2. Misconceptions about CLT.
3. Lack of enough time for materials development for communicative class.
4. Deficiency in sociolinguistic and strategic competence.
5. Lack of training in CLT .
6. Few chances for retraining in CLT.

Table (1) : The percentage of teachers' views on problems raised on the part of Iraqi EFL Teachers in using CLT

No. of Item	Agree "Yes"	%	Disagree "No"	%
1	48	96	2	4
2	45	90	5	10
3	44	88	6	12
4	40	80	10	20
5	40	80	10	20
6	38	76	12	24
Total	255	85	45	15

3.5.2. Problems caused by the students

Problems on the part of students are arranged according to their types from the commonest type (50) which adds up to (100%) to the least common one (47) which adds up to (94%), they are as follows , see (Table 2):

- 1- Low English proficiency.
- 2-Resistance to class participation.
- 3-Lack of motivation for communication.
- 4-Most Iraqi students who are used to traditional teacher – centered classroom have not been expected to take responsibility in the teaching process.

Table (2): The percentage of teachers' views on problems raised on the part of Iraqi EFL Students in using CLT

No. of Item	Agree "Yes"	%	Disagree "No"	%
1	50	100	0	0
2	48	96	2	4
3	47	94	3	6
4	47	94	3	6
Total	192	96	8	4

3.5.3. Educational problems

Educational problems are arranged according to their types from the commonest type (50) which adds up to (100%) to the least common one (45) which adds up to (90%), they are as follows, see Table (3):

- 1- insufficiency of support.
- 2- crowded classes.
- 3- grammar– focused exams.

Table (3): The percentage of teachers' views on educational problems raised in using CLT

No. of Item	Agree "Yes"	%	Disagree "No"	%
1	50	100	0	0
2	48	96	2	4
3	45	90	5	10
Total	143	95	7	5

3.5.4. Created problems by CLT

Created problems by (CLT) are arranged according to their types from the commonest type (50) which adds up to (100%) to the least common one (45) which adds up to (90%), they are as follows, see Table (4):

- 1- inadequate account of EFL teaching in CLT.

2- lack of efficient assessment instruments.

Table (4): The percentage of teachers' views on created problems by CLT

No. of Item	Agree "Yes"	%	Disagree "No"	%
1	50	100	0	0
2	45	90	5	10
Total	95	95	5	5

In order to validate the hypothesis of the study which reads that "there are primary constraints in applying CLT", all of the responses of the subjects, tables (1, 2, 3, and 4) were investigated by using the mean. The mean for the "Yes" responses of the subjects (42.5) is higher than that for the "No" ones (4.13). This proves that Iraqi EFL teachers face difficulties in teaching new communicative syllabuses. Accordingly, the hypothesis of this research is verified and accepted.

Chapter Four

Conclusions & Recommendations

4.1. Conclusions

This research is not free of limitations. That is to say, because of the eluding nature of CLT which is defined differently by different people, one cannot claim to provide all inclusive criteria to list the problems with which EFL teachers wish to come to a conclusion in evaluating CLT as an approach in EFL contexts. Therefore, the researcher has not intended to come to an absolute conclusion about the perceived constraints that are encountered by Iraqi EFL teachers in using CLT.

The problems in using CLT reported by participants in this research fall into four types: Some may be caused by the teacher. Some others may be created by the students. The third type, class may come on the part of the educational system. The last type, problems might probably be caused by (CLT) itself. These types of constraints constitute respectively: (255= 85%), (192, 96%), (143= 95%), (95, 95%).

4.2. Pedagogical Implications and Recommendation

In the light of the findings achieved and conclusions derived, the following pedagogical implications and recommendations are drawn :

1.Communicative language teaching needs applying different activities. Accordingly, teachers need to be experiment with a variety of instructional methods. A good way of learning activities and techniques is to keep up-to-date through reading the various teachers' magazines, books and websites that contain good description of activities.

2. Training courses for teachers are necessary to bridge the gap since they are not used to teach communicative syllabuses.
3. Teachers are recommended to keep focus on incorporating authentic material in the learning process. Such material can create a learning environment that is rich in linguistic and cultural information.
4. Achieving an ideal atmosphere for teaching communicative syllabuses is necessary. Schools should be provided with technical equipment in order to simplify the teaching process and implement the new course successfully.
5. The number of supervisors should be increased to follow the application of the new syllabus precisely.
6. The hope remains, that, despite some obstacles, teaching communicative syllabuses support a richer and more open –ended curriculum.

4.3. Suggestions For Further Studies

1. A study may be carried out to assess the new communicative syllabuses according to the teachers' professional qualifications.
2. Extra study may be done to assess the new communicative syllabuses according to the students' performance.

Appendix (I)

Open-ended Questionnaire

The questionnaire used in this study:

Please complete the following questions as appropriate:

1. Age.....2. Sex.....
3. How many years have you been a teacher of English?
4. Are you teaching in intermediate stage or preparatory stage?
5. Which grade(s) are you teaching?
6. Are you teaching in an urban or rural school?
7. Are you concerned about the methods you use in teaching English? YES NO
8. What methods are you using now?
9. Have you tried Communicative language Teaching (CLT)? YES NO
10. Why did you or why didn't you try CLT?
11. How did you like using CLT in your classroom?

The following are some difficulties that other EFL teachers had in adopting CLT.

Did you come across these difficulties or do you think they might be difficulties for you in adopting CLT?:

1. Teachers' deficiency in spoken English? "YES" "NO"
2. Teachers' deficiency in strategic and sociolinguistic competence in English? "YES" "NO"
3. Teachers' having little time to write communicative materials?

	"YES"	"NO"
4. Students' low English proficiency?	"YES"	"NO"
6. Lack of authentic teaching materials?	"YES"	"NO"
7. Grammar-based examinations?	"YES"	"NO"
8. Large classes?	"YES"	"NO"
9. The differences between EFL and ESL?	"YES"	"NO"

Appendix (II)

closed questionnaire

This is a summary of the number and the percentage of the major perceived problems mentioned on the part of the participants in this study.

Sources of Perceived Problems in Using CLT:

A. Problems on the part of CLT teacher

1. Deficiency in spoken English (48= 96%).
2. Lack of enough time for materials development for communicative class (45= 90%).
3. Misconceptions about CLT (44= 88%).
4. Deficiency in sociolinguistic and strategic competence (40= 80%).
6. Few chances for retraining in CLT (38=76%). The total number of responses of this source of constraints is (255= 85%).

2. Problems caused by the students

- 1- Low English proficiency (50=100%).
- 2- Resistance to class participation (48, 96%).
- 3- Lack of motivation for communication (47= 94%).
- 4- Most Iraqi students who are used to traditional teacher – centered classroom have not been expected to take responsibility in the teaching process (47= 94%). The total number of responses of this source of constraints is (192=96%).

3. Educational Problems

- 1- insufficiency of support (50= 100%).
- 2- crowded classes (48= 96%).
- 3- grammar– focused exams (45= 90%). The total number of responses of this source of constraints is (143= 95%).

4. Created problems by CLT

- 1- inadequate account of EFL teaching in CLT (50= 100%).
- 2- lack of efficient assessment instruments (45= 90%). The total number of responses of this source of constraints is (95= 95%).

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المعوقات و الصعوبات التي يواجهها مدرسو اللغة الانكليزية في تطبيق الطريقة التواصلية

الخلاصة

أن الطريقة التواصلية للتدريس تعتبر كحركة أو انتقال من تدريس اللغة كتركيب لغوية منفردة إلى تدريس المتعلمين كيف يستخدمون اللغة بفعالية عند التواصل مع الآخرين. إنها الانتقال من تدريس الكفاءة اللغوية إلى الكفاءة التواصلية. الكفاءة التواصلية تقترح بأن تدريس المتعلمين على تكوين جمل صحيحة نحويًا ليس كافيًا، المتعلمون بحاجة أيضًا إلى تمكينهم من استخدام اللغة بشكل يناسب كل المواقف المختلفة التي يتعرض لها. أن هدف الطريقة التواصلية هو تدريس اللغة الحياتية الحقيقية المستخدمة يوميًا.

أن اسم الطريقة التواصلية أطلق على مجموعة من الأفكار والمعتقدات المتعلقة بكيفية التدريس وليس فقط على امتحان ما درس من علوم اللغة. أن كيفية استخدام الطريقة التواصلية ترتبط بشكل وثيق بفكرة أن تعلم اللغة تتطور تلقائيًا، أي أن التعرض المستمر إلى اللغة وهي

في حالة استخدام فعلي و إعطاء فرص كثيرة لاستخدامها تكون بصورة حيوية مهمة بالنسبة لتطور مهارة و معرفة الطالب اللغوية.

وهكذا فان اختيار هذا الموضوع في هذا البحث هو الرغبة في معرفة إذا المد رسوا العراقيون (اللغة الانكليزية لغة أجنبية) في المدارس الثانوية (المتوسطة- الإعدادية) قادرين على استخدام الطريقة الاستيعابية التواصلية في صفوفهم لتحقيق الهدف المنشود, وهو التواصل و الاتصال بشكل فعلي و حقيقي و ليس دراسة لغوية فقط. إضافة لذلك, فان الباحثة عملت على جمع المعوقات الأكثر شيوعا التي تواجه المدرس العراقي في تطبيق مبادئ الطريقة التواصلية و ذلك عن طريق عمل استبيان مكون من (15)فقرة تكون الإجابة عليها أما (نعم) أو (لا) و الذي وزع على (50) مدرس عراقي كعينة لهذه الدراسة.

توصلت هذه الدراسة على أن المعوقات الشائعة لايمكن حصرها و تحديدها بشكل دقيق و قطعي وإنما قدمت كمقترح وقد تم الاعتماد على وجهة نظر المدرس على مصداقية وجود هذه المعوقات التي صنفتم على أربع أنواع حسب مصادر وجودها كما يلي:

- 1-المشاكل التي سببها المدرس. هذه المشاكل تتمثل ب (6) فقرات التي تشكل (255 = 85%) من الإجابات التي تؤكد على وجودها من المجموع الكلي للإجابات (300).
- 2- المشاكل التي سببها الطالب. هذه المشاكل تتمثل ب (4) فقرات التي تشكل (192 = 96%) من الإجابات التي تؤكد على وجودها من المجموع الكلي للإجابات (200).
- 3- المشاكل التعليمية. هذه المشاكل تتمثل ب (3) فقرات التي تشكل (143 = 95%) من الإجابات التي تؤكد على وجودها من المجموع الكلي للإجابات (150).
- 4- المشاكل التي سببها الطريقة التواصلية نفسها. هذه المشاكل تتمثل ب (2) فقرات التي تشكل (95 = 95%) من الإجابات التي تؤكد على وجودها من المجموع الكلي للإجابات (100).

الدراسة الحالية تتألف من أربعة فصول: الفصل الأول كرس على مناقشة مشكلة وهدف البحث ومنهجية البحث وحدوده ومدى الاستفادة منه. الفصل الثاني هو عبارة عن الوصف النظري لأهم مبادئ الطريقة التواصلية وصفاتها ونقاط القوة والضعف فيها . الفصل الثالث وضح الاستبيان الذي تم عمله كجزء عملي لهذه الدراسة والنتائج التي توصل إليها الاستبيان. أخيراً, الفصل الرابع لخص أهم الاستنتاجات التي توصلت إليها الدراسة على أساسها تم إعطاء التوصيات التعليمية و بعض العناوين المقترحة التي يمكن تناولها كدراسات إضافية.