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THE EXTENT OF IMPLEMENTING THE COMMUNICATIVE ACTIVITIES IN INTERMEDIATE SCHOOLS BY TEACHERS

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ABSTRACT

This paper was aims to identify the extent implementing EFL teachers of Communicative Language Teaching (CLT) activities in their classroom, and knowing if there are significant differences among teachers in applying these activities attributed to their years of experiences. The sample was chosen randomly. It consists of (57) teachers. In the current study, the data were collected by questionnaire. The findings showed that the teachers were implementing most activities. On the other hand, two activities were not implemented because of lack of lesson time, some teachers have no enough idea about activity procedures, and individuals differences of the students.

Keywords: *Implement, CLT, activity, Teacher*

INTRODUCTION

Nowadays English plays an important role during expanding communication with world increasing speed and scope of information exchange among people. As well as, technology and most applications in the internet are firmly held by English (Brandle, 2008 as cited in Azimova, 2019). Therefore, people want to speak English very well and need to ensure that their children are getting a good teach in English in schools. For that, language learning needs motivation, this motivation comes from transformation of each passive student into the active and creative of learning process (Kholstinina et al., 2021: 1).

English became a globalization language and all life fields are focused on this language. Therefore, teaching English language needs a suitable approach that includes a good activities which motivate students to learn English and imply it in really life.

Al-Khafaji (2015: 1) indicated the existence of problems in the learning and teaching of English as a foreign language. Hence, need for a new and an effective approaches to teaching English.

One of the solutions is using CLT in teaching English as a foreign language. According to Audil and Saidalvi (2019) teacher's knowledge of CLT activities are important step to improve their students' levels in their classroom, especially when teaching English as a second or a foreign language.

Littewood (2002: 17) summarized the purpose from CLT activities, in four titles, they allow student to train in the total skill, excite students' motivation, give students an opportunity to natural learning and provide chances for positive relationships among them and between students and teacher. While, Richards and Rodgers (2014 as cited in Al-Khafaji, 2015: 41) mentioned that the major purpose of using CLT activities is to exist a communicative context inside classroom. Also, these

activities should mix reading, speaking, and listening together.

The Aim

This study is an attempt to find answers to the following questions:

1. Are the teachers practice the communicative activities in their classroom?
2. Is there a significant different in using communicative activities attributed to variable of teachers' experience?

Limitation

This study is limited to

1. The activities of Communicative Language Teaching Method.
2. The EFL teachers (males / females) in Misan during the academic year (2021-2022).

LITERATURE REVIEW

Communicative Language Teaching

People need to communicate to translate their ideas, feelings, and thoughts, for that the major reason why communicative activities should be merged into the lesson. A dynamic learning environment prompts students to achieve their tasks and make them more productive (Toro et al., 2019: 111).

Lexically the term "*communicative is derived from the word "communicate" which means to express ideas, feelings or information from one to another"* (Rambe, 2017: 56). This term indicates that language is a means of communication and the aim of learning a language is to be able to communicate actively and suitably (Heng, 2014: 1).

The date of appearance of Communicative Approach was in Britain in the late 1960s and early 1970s. It was found by some linguists and educators who had not satisfied with the Audio- lingual Method and Grammar- Translation Method that used for foreign language teaching. As well as, this term was coined by Dell Hymes (Sreehari , 2012: 88, Azimova ,2019: 472 and Sargsian 2016 as cited in Kholstinina et al., 2021: 2).

In other words, CLT is a learner-centered approach where teachers are no longer regarded as knowledge givers and learners not knowledge receivers The prime focus or ultimate goal of this communicative approach is to develop learners' communicative competence through a variety of classroom tasks and activities (Heng, 2014: 6).

Importance of CLT Activities

CLT wants to help learners, who study language as a second and foreign language, to develop their fluency and accuracy. Thus, interaction among learners motivates them to use vocabularies of language in discussion, express of opinion, and answers questions, game or in daily life.

Omar et al. (2020: 1015) stated several educational benefits of learner-learner interactive activities: increases the number of opportunities to practice language, improves the quality of learner speech in different forms more chances to individualize instruction, creates effective and safety environment, and finally, encourage of learners for learning.

Rahimpour and Magsoudpour (2011: 171) indicated to the major role of interaction in foreign language development. It facilitates language fluency and makes learning better in classroom. As well as, Eisenering and Margana (2019: 46) emphasized on important role of the interaction to teach and learn English language, particularly in CLT method. It apparently becomes the main way for teacher and learners to express and exchange their ideas, opinions, thoughts, and etc.

Communicative activities refer to motivated activities and tasks that engages the students in real communication. Thus, the students will find themselves in different authentic communication situations. It learns them to share their thoughts, can help them to acquire the language subconsciously and increase their vocabularies, and it can encourage them to read more and read better (Gao, 2008: 14). From above, the communicative activities are helped students to improve their English language inside and outside classroom, used the appropriate idioms in the right situations and communication with others who don't speak their native language.

Types of CLT

1. Information Gap: In this activity, student will give information to his classmate or take information from him. It requires decode or encode the data from or into language. Here, teacher divides students into pair work. Below is an example explains the producer of this activity:
"students are divided into A-B pairs. The teacher has copied two sets of pictures. one set for (A) student contains a picture of a group of people. The other set for (B) student contains a similar picture but it contains a number of slight differences from the (A) picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures" (Richard, 2006: 18 and Prabhu, 1987: 46).

2. Jigsaw Activities: Teacher divided class into groups. The students in each group have some information which other groups need it to finish a task (Rambe, 2017: 62). Moreover, it creates participating climate, encourages group to cooperative with

other, and make students more actively. All that, help to produce a good environment for learning (Gao, 2008:15).

3. Task Completion: Students use their own vocabularies and language resources that teacher gives them. For example: puzzle, map-reading and games (Richard, 2006: 19).

4. Information- Gathering: Herein, students makes an interviews or survey to combine data and information for complete their activities (Kholstinina et al, 2021: 6).

5. Opinion –Sharing: It includes ability of students to express their ideas, feelings, thoughts, or response to a certain situation. Students can use a realistic information and devising arguments for explaining and clearing their opinions. In addition, this activity does not involve a topical procedure to find out if the result that students reach are wrong or right, and there is no reason to anticipate the same result from other students or on other situation (Prabhu, 1987: 47).

6. Information –Transfer: These activities need the capacity of students to change verbal information to non-verbal information and vice-versa, e.g. Teacher gives a paragraph about a journey experience and then asks students transfer it to a diagram or map (Rambe, 2017: 63).

7. Reason –Gap: Here, students derived a several unknown information previously for them from presented information by using inference, induction, perception of pattern…etc., this activity includes understanding and transforming information. In the first time, it likes information –gap Activity, but in this activity students will obtain a new data and there is a logical analysis and connect between tow (Richard, 2006: 19 and Prabhu, 1987: 46-47).

8. Role-Plays: The teacher assigned students to play roles and extemporize a scene by given data or evidences. They will use a real life language and their character involves emotional overtones, status of body, nods, and suitable procedures (Gao, 2008: 16 and Rambe, 2017: 64). For example: student (A) plays the role of a lawyer and provides with information about specific case, while student (B) plays the role of client who needs advice on a general power of attorney and given case related information.

Principles of CLT

Authors were identified the principles of CLT; such as: Nunan (2000) who was given these five features:

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a. Focus on interaction among learners and gradually shifting them from complete dependence on teacher to complete independence.

b. Include the real texts in learning situations.

c. Focus on the learning process itself, not just on the language.

d. The major elements that has affected on classroom learning is an enhancement of the learner's own personal experiences.

e. linking language learning inside classroom with language activation outside the classroom.

According to Richards (2006: 13) CLT is based on six principles which can be summarized as follow:

a. Make the real communication the core of learning process.

b. Prepare chances for students to experiment and test what they know.

c. Be forgiving, the errors of students indicate they building up and developing their communicative competence.

d. Give many opportunities for students to promote accuracy and fluency.

e. Join the reading, speaking, and listening skills together.

f. Let students conclude and find out grammar rules by themselves.

Whilst, Gower et al. (2010 as cited as Kholstinina et al., 2021: 3) mentioned ten principles of CTL:

a. Interactivity.

b. Engagement.

c. Dialogic.

d. Scaffold processes.

e. Emergence.

f. Affordances.

g. Voice.

h. Empowerment.

i. Relevance.

j. Critical use.

Role of Teacher in CLT

CLT made to decrease of traditional teacher role and his dominant in his classroom and give him new roles. Linguists and educators indicate to these roles (Littlewood, 2002: 19; Richards, 2006: 5; and Larsen-Freeman and Anderson, 2011: 127):

1. A facilitator to learning process.

2. A partner for communication in the classroom with students.

3. An independent member and guide in the students' groups.

4. An advisor who answering of students' questions.

5. Monitoring the students' performance.

6. Creates a real situation that promote communication.

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7. Correcting the students' errors to be worked on at a later time.

Previous Studies

Huang (2016) in his paper, presented the practical difficulties which rural EFL teachers that had been faced when they implemented CLT. Its sample is consisted of (75) teachers. The findings of this study indicated that teachers had suffered from students' low in cognitive resources, their parents didn't care by communicative English learning and students had an assortment of unequal language skills into their classroom. The author reasoned of this findings to attribute to geographical and socio-economic isolation.

A study by Audil and Saidalvi (2019) wanted to know how Iraqi EFL teachers applied CLT in their classroom. For that, they had been observed three in-service teachers to compare them with basic rules of Communicative Approach for identifying whether their classroom practices are conform with CLT principles or not. Its results appeared that Iraqi teachers didn't fully implement this approach inside their classroom.

Jabri and Samad (2021) tried, in their paper, to identify how teachers applying of CLT in teaching English at class of SMPN1 Enrekany, knowing problems, and kinds of CLT activities which students prefer. They chose three teachers and two classes to present the sample of this study.

For collecting data, they used observation checklist, questionnaire, and interview. The results appeared that the teachers followed principles of CLT which Richards (2006) mentioned. Also, they noticed that the students rarely communicated with other using English in real life situation.

METHODOLOGY

Population and sample

Mehrens and Lehmann (1991: 226) defined a population as a particular group of persons. While, sample refers to a smaller number of the same population who chosen to participate in study.

The population of this paper includes some of English language teachers in of intermediate school in Misan governorate/Iraq for the academic year (2021-2022). The population and the sample of teachers are illustrated in detail in Table (1). The researcher used a simple random sample, and divided into a pilot sample (23) teachers and a main sample (57) teachers.

Table (1)

The Population and Sample of the Paper

Population	Sample	Pilot
80	57	23

Tools of data collection

In order to know the extent of implementing the communicative activities in intermediate schools by English

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teachers. A questionnaire is prepared for teachers consists of five levels (always, often, sometime, rarely ,never). An item (always) is given (5) points, (often) is given (4) points, (sometimes) is given (3) points, (rarely) is given (2) points and (never) is given (1) point.

Validity of the study

Validity is a major characteristic that makes the instrument of the study fair and proper use consistency. The modern thinking refers to the scores and the ways that used to make decisions either the test is suitable for aims of the study or not (Ebel & Frisbie, 1991: 100-101). In order to obtain the face validity of study tool. It was exposed to the jury of experts which have been judged valid by (90%). The final version of the questionnaire consists of (8) items.

Pilot Administration of Questionnaire

A pilot sample is a number of individuals who chosen from population of a study. The researcher must apply his/her test before using its final form (Mehrens & Lehmann, 1991: 226). So, the tool of the current paper has been distributed to a sample of (23) randomly chosen of EFL teachers in intermediate schools. By this administration, has been verified of the clarity of the instrument directives and calculated the reliability coefficient. This step was executed on the 23rd to the 25th of October 2021.

Reliability

Reliability is considered another main significant characteristic of a set of test. It indicates how consistent or faults-free the questionnaires, tests and other measurements are (Ebel & Frisbie, 1991: 76). So, to achieve the reliability of tests or tools, different ways can be used, such as: split-half way ,that used in this study, the coefficient items of test split randomly into two subsets, calculate total scores of these items for each subsets, thereafter the Pearson r between them (Thompson and Vacha-Haase, 2012: 180). So, the correlation coefficient of the questionnaire in this paper is (0.88) which is seen a high score of reliability.

Final Administration of questionnaire

After achieving the valid and reliability of questionnaire items. It has been conducted om main sample from the 26th of October to the 18th of November 2021 which includes (57) of the EFL teachers in Misan governorate. The EFL teachers have been request to respond to the items of the questionnaire by selecting one of the alternatives (always, often, sometimes, rarely, never).

FINDINGS

Findings related to first question

The weighted means has been found out for each items to answer this question, as shown in Table (1). Therefore, the

theoretical weighted mean which has depended on in this study is (3). From here, the item that has the weighted means equal or more than (3) is considered accepted. Whereas, the item that has weighted means lower than (3) will be discussed and explained one by one.

Table (1)
The Weighted Means of Whole Items

Item No.	Item rank	Items	Weighted Mean
5	1	Do you give the students a chance to share their opinions with each other	4.14
4	2	Do you help the students to search and survey for gathering information	4.12
7	3	Do you apply Reasoning-Gap activity in your classroom	3.51
2	4	Do you divide the class into groups work to achieve projects	3.35
1	5	Do you make a pair work to do Information Gap activity	3.21
3	6	Do you use puzzles and games inside your classroom	3.07
6	7	Do you ask the students to change verbal information to diagrams and vice-versa	2.54
8	8	Do you encourage students to play roles	2.18
Average			3.265

The findings showed that the average weighted means is (3.265) which is higher than the theoretical weighted mean (3). Generally, it means that CLT activities implement in classroom. The items (1,2,3,4,5, and 7) have the weighed means more than (3). Whilst, the items (6 and 8) have the weighted means lower than (3). It is indicated to:

The item (Do you ask the students to change verbal information to diagrams and vice-versa) came in the seventh rank with weighted mean (2.54). This illustrates that some students couldn't understand the diagram easily and speedily for changing it to verbal information. So, this activity take long time and effort that teachers didn't have. From another side, some students are draw poorly, thus this activity will be made hesitation and gap among them at the time that teacher wants to sure sharing all student in class.

The item (Do you encourage students to play roles) came in the eighth rank with weighted mean (2.18). The teachers see the time of the class is short, some students feel an anxious and a nervous about standing in front of other classmates because of their weakness pronouncing or inability to act, and some EFL teachers have no enough information about the procedures for this activity. All that make them excluded this activity from their lesson plan and not use it.

Findings Related to Second Question

In order to answer this question, One Way ANOVA is applied by SPSS. As appears in Table (2).

Table (2)

One Way ANOVA

Implement CLT Activities according to teachers' experience	Mean	Std. Deviation	F	Sig.	Statistical Significant
Less than 5 years	3.1417	.51075			Not Significant
5-10 years	3.4271	.70198	.472	.626	
More than 10 years	3.2625	.87182			

This table shows that there are no significant different among groups in using CLT activities which attributed to variable of teachers experience.

CONCLUSION

From the above findings, the paper reached to the following points:

1. EFL teachers used most CLT activities in their classroom.
2. There is no enough time to apply some activities. So, students can't applying CLT activities.
3. The experience of EFL teachers is not make differences of applying CLT activities.
4. Lack of training the EFL teachers on the procedures of the CLT activities.
5. Some students suffering from the weakness in some English language skills.

RECOMMENDATIONS

1. Encouraging the EFL teachers to use all CLT activities.
2. Training the EFL teachers on activities and informing them of the procedures of each activity.
3. It is necessary to ensure that the teachers should apply all CLT activities in their classroom.
4. Reducing the numbers of subjects of English textbook to appropriate with a time of weekly classes.
5. Providing schools with suitable and enough visual aids for achieving CLT activities.

SUGGESTIONS

1. Making a comparative study between EFL teachers in center cities and EFL teachers in countryside.
2. Making a comparative study between EFL teachers in Iraq and EFL teachers in Arab homelands.
3. Making a comparative study between EFL teachers and English teachers in foreign countries.
4. Conducting a similar study to show the difference between evening and morning classes.

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