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Iraqi EFL teachers, supervisors and students' perception of CLT principles and practices at Iraqi schools: A study of its benefits, snags, and future directions

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***Abstract*---**Even though in recent decades a bulk of studies have been accomplished on the use of communicative language teaching (CLT) in English as a foreign language (EFL) environments, fairly a limited numbers of studies precisely dealt with investigating the attitudes of language teachers, students and supervisors concerning the principals of CLT in the context of Iraq. Henceforth, this study was designed to delve into the attitudes of teachers, learners and supervisors about the implementation. To this end, the study was accomplished using a mixed method design. The present study was carried out in two phases: designing and using a questionnaire plus interviewing the teachers, students and supervisors (51 language learners, 41 teachers and 28 supervisors), the researcher selected three language institutes of Al-Diwaniyah Iraq. The findings disclosed that although both groups of participants held favorable attitudes toward CLT, teacher participants had significantly higher levels of perception regarding CLT tenets in terms of the role of grammar, the learner's role, the teacher's role, and error correction and evaluation. Nevertheless, no significant differences were found between language learners, teachers and supervisors concerning group/pair work and native language role. The participants' encouraging attitudes were considered to show the positive signals for the implementation of CLT principles in context of Iraq.

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Keywords---Iraqi EFL Teachers, Supervisors and Student, CLT Principles, Communicative Language Teaching

1. Introduction

Communicative Language Teaching (CLT) is currently advocated and practiced as a potentially effective approach to teaching English with the aim of developing learners' ability to communicate (Burns, 2010; Brown, 2014; Harmer, 2007; Littlewood, 2011, 2014; Nunan, 2003; Wang, 2007). It has extended beyond English as a Second Language (ESL) contexts to English as a Foreign Language (EFL) contexts(Larsen-Freeman & Anderson, 2011) and many EFL countries have shown a growing interest in CLT due to its capacity for engaging learners in communication as a pre-requisite for the development of communicative competence (Savignon, 2007). With a major focus on developing learners' ability to use language appropriately in context, CLT contrasts sharply with the established traditions that emphasize learners' knowledge of formal features.

An investigation of EFL teachers' understanding of English teaching, predominantly the difficulties and challenges they face in the implementation of CLT practices in their classes can be very informative and provide guidance as to how to introduce CLT in EFL settings more effectively and efficiently. Thus, the present study is vital to facilitate positive changes in English teaching, as well as to provide local practitioners with real assistance. Learning, there is evidence showing the power or capacity of technology (e.g., Smith, & Woody, 2000).

The present study aims to shed more light on the implementation of the CLT from the viewpoint of teachers, students' ad supervisors and discovers their agreements or disagreements about the principals of CLT.

1. 2. Statement of the Problem

Even though the present English teaching syllabus executed by the practitioners is clearly based on the CLT methodology, and a student-centered approach has been officially adopted, traditional methods such as the Grammar-translation method still dominate the EFL classroom practices in the academic settings of Iraq. The challenge is that why the teachers are not still satisfied with this method and hardly practice CLT in their teaching context? What are the consequences and the likely reasons behind using the CLT in Iraqi EFL classrooms? A study of Iraqi EFL teachers' recognition of English teaching, mainly the difficulties and challenges they face in the implementation of CLT practices in their classes can be very considerable and paves the way for guidance to introduce CLT in EFL settings more effectively and efficiently. Thus, the present study is vital to facilitate positive changes in English teaching, as well as to provide local practitioners with real assistance.

There are reports of the communicative approach being welcomed and resulting in positive learning experiences in the Asian EFL context. Wang (1990) points to the particular attention to oral communicative competence in a foreign language school in China and the development of the four language skills as the success of CLT. Chang (2009) reports that Taiwanese teachers have a tendency to use more communicative tasks in their classrooms. Besides, the researcher documenting the experiences of being a teacher and having the experience of teaching the language in the context of Iraq, felt that the Iraqi EFL teachers are not familiar with the principles of CLT and this study, in fact, was a real wake-up by the researcher concerning the CLT principals under the glasses of EFL teachers, students and the supervisors.

1.3. The Objective of the Study

The requirements of EFL learners and researchers are to access some authorized sources which can be improved through a variety of media available. Thus, this study intends to explore the principles of the CLT from teachers, students and supervisors' points of view as well as its benefits, snags and future. Besides, the present study aimed to open new horizons regarding the benefits of CLT and explores its effectiveness of implementation in the context of Iraq.

1.4. Research Questions

After designing and validating the questionnaire, the major end of this study is to answer the following research questions:

1. What are Iraqi EFL teachers' perspectives about CLT implementation in the teaching context of Iraq, its pros and cons and its future?
2. What are Iraqi EFL students' perspectives about CLT implementation in the teaching context of Iraq, its pros and cons and its future?
3. What are Iraqi EFL classroom supervisors' perspectives about CLT implementation in the teaching context of Iraq, its pros and cons and its future?

2. Review of the Related Literature

2.1. Theoretical background

Communicative Language Teaching was found in the late 1960s in the changes of British Language teaching that exist up to now. Communicative Language Teaching was found to develop activity in the classroom reflecting the principle of the communicative approach (Richards & Theodore (2002). In the class, students are expected to speak English actively to increase their comprehension of studying English. Speaker and listener increase their speaking, listening, reading, and writing skill by practice English. Speaking skill can be defined as basic of English Language skill for the appropriate situation not just in the workplace but also in school. Students intend to practice speaking English in their daily activity because it increases their speaking skill. Language is practice, so, without practice, students obtain fewer language skills.

British linguist, named Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express.

Communicative Language Teaching (CLT) or Communicative Approach (CA) defines as an approach to foreign or second language teaching that emphasizes that the goal of language learning is Communicative Competence to make meaningful communication and language use a focus of all classroom activities (Richards and Richard Schmidt, 1970).

In accordance with a classification proposed by Howatt (1984), CLT consists of a 'weak' and a 'strong' version. The weak version of CLT is based on the assumption that the components of communicative competence can be identified, and thus systematically taught (Ellis, 2003). From this perspective, CLT can be thought to be an interventionist and analytic approach to language teaching, which means that CLT does not display a fundamental difference from the earlier traditional approaches. This weak version of CLT highlights the significance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching (Howatt, 1984).

It is desirable for a language teacher to present learners with the opportunity to develop strategies for understanding language as it is actually used by native speakers (Canale and Swain, 1980). In this respect, using authentic materials can be helpful for language teachers to expose their students to the target language the way it is used by native speakers. In addition, CLT is "its learner-centered and experience-based view of second language teaching" (Richards & Rodgers, 1986, p. 69).

According to Harmer (2000), CLT as the way of improving the students' ability in communication got criteria in which the desire to communicate, a communicate purpose and more emphasize on content than form (grammatical) was the most important.

Classroom activities in CLT

To make this theory enjoy full, the teacher can make any activities that related to communicative communication, here are some communicative activities could be tried out.

1) Drama and role-play. It involves using the other person character; this will make the exciting listening and speaking work. Six types of drama commonly found in English language teaching classrooms. Role-play, Simulation, Drama Games, Guided Improvisation, Acting play scripts, Prepared Improvised Drama.
2) Pairs Interview: help to know one another, especially in the start of school. Put student into pairs; ask them to asking their pair any question they wish, and noting down the interesting question.
3) Dialogue: The teacher reads the dialogue aloud from a book or from the blackboard.

Theory underlying CLT

CLT has two basic theories that are communication and interaction. Interaction is the primary prerequisite of communication. Communication and interaction cannot be separated each other. A teacher who applies this model must be able to manage the communicative class in the teaching and learning process which gives a large chance to students to interact each other in English atmosphere (Weir, 1990). Teachers must able to manage the class by using communication and interaction strategies. Communication is sharing idea, felling, and taught by using oral or written language. The components of communication are addressee, addresser, and the messages. Richards and Rodgers (2001) also describe the roles of the teacher as: needs analyst, counselor, and group process manager. Similarly, Harmer (1991) as cited in Nunan and Land (1996) describes the roles of the teacher as: Controller, assessor, promoter, participant, resource, tutor and investigator.

3. Method

3.1. Participants and setting

The present study was carried out in two phases: using a questionnaire and interviewing with teachers, students and supervisors (51 language learners, 41 teachers and 28 supervisors). In order to conduct this study, the researcher selected three language institutes of Al-Diwaniyah Iraq. The participants were teachers, students and supervisors who ta at the aforementioned institutes. The total numbers of the participants ranged between 100-120; (41 teachers, 28 supervisor and 51 students).

3.2. Instrument

3.2.1. CLT Questionnaire

The first instrumentation phase in the current study was developing a questionnaire to measure the student participants' attitude towards CLT and its main principles. Since it was too difficult and demanding for the students to thoroughly fill in the teachers' questionnaire, a simplified version including 14 items on the five main CLT principles was designed and translated into Arabic. Similar to the teachers' questionnaire, the items were rated by a five-point Likert scale ranging from five points (Strongly Agree) to one point (Strongly Disagree). The reliability of the questionnaire was calculated using Cronbach's Alpha. The alpha calculated for the whole questionnaire (.84) showed a good degree of internal consistency for the instrument. The content validity of the questionnaire was established through the experts' appraisal

3.2.1. Semi-structured interview

The researcher developed a semi-structured interview and asked the attitudes of the Iraqi EFL teachers, students and supervisors concerning the CLT principals.

3.3. Procedure

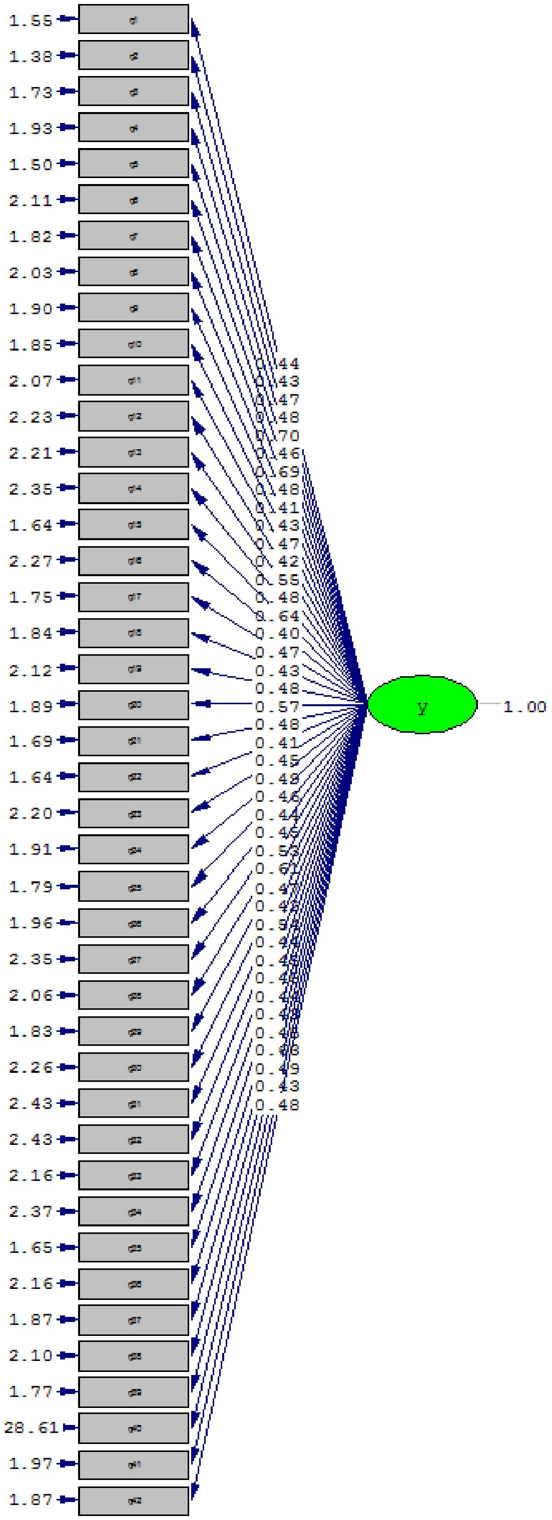
The researcher selected two or three language institutes of Al- Diwaniyah, Iraq. The participants were teachers, students and supervisors who were involved in teaching, learning and monitoring the language at these institutes. The number of the participants was 150 (90 males, 60 females). In the first phase (quantitative), the researcher, after pre-talking with those in charge of the institutes, distributed the CLT Questionnaire among the participants. Then after a quantitative collection of data, the researcher interviewed the participants in order to ask their attitudes about CLT principals, its benefits, future handling and so on so forth. Finally, after collecting the required data, the researcher analyzed the data both quantitatively and qualitatively using the SPSS program and by providing T-test, test of normality as well as the other related statistics.

4. Results

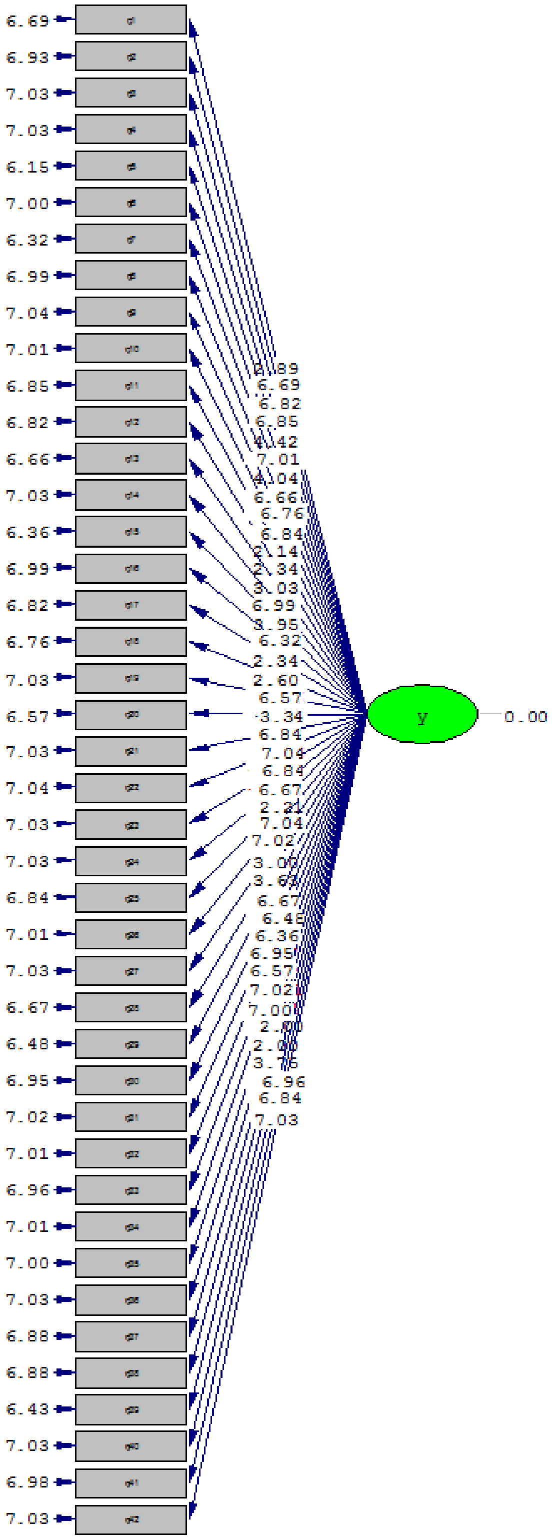
Descriptive Statistics (questionnaire validity investigation)

- Investigating the questionnaire validity structure using confirmatory factor analysis based on structural equation model with LISREL software

To examine the validity of the structure of the questionnaire, the confirmatory factor analysis is used based on structural equation model with LISREL software. In order to evaluate the construct validity of the questionnaire, the method of confirmatory factor analysis is used based on the structural equation model. In fact, the confirmatory factor analysis uses several statistical tests to determine the adequacy of the model with the data, uses several statistical test for the measurement model or the same model of confirmatory factor analysis must be confirmed. Firstly, the statistical values should be significant, this means that at the 95% confidence level, they must be greater than 1.96 or less than -1.96 ($t > 1.96$ or $t < -1.96$) and, secondly, its indicators must have a good values. Although fitting indices are constantly evolving, there is still no general consensus on the optimal test. The indices used in this study are: Relative chi-square, which is calculated by simply dividing the chi-square value by the degree of freedom of the model (x2 / df), which is acceptable for this index, values between 1 and 3. RMSEA index that are acceptable models with values less than 0.08. Also AGFI, GFI, IFI, CFI and NFI indices that are acceptable ones for these indices should be greater than 0.9. The confirmation factor analysis diagrams of the questionnaire, i.e. the diagram of path coefficients and t-statistic values (Figures 1 and 2) are shown below.


1.55
1.38
1.73
1.93
1.50
2.11
1.82
2.03
1.90
1.85
2.07
2.23
2.21
2.35
1.64
2.27
1.75
1.84
2.12
1.89
1.69
1.64
2.20
1.91
1.79
1.96
2.35
2.06
1.83
2.26
2.43
2.43
2.16
2.37
1.65
2.16
1.87
2.10
1.77
28.61
1.97
1.87
0.44
0.43
0.47
0.48
0.70
0.46
0.69
0.48
0.41
0.43
0.47
0.42
0.55
0.48
0.64
0.40
0.47
0.43
0.48
0.57
0.48
0.41
0.45
0.48
0.46
0.44
0.45
0.53
0.61
0.47
0.47
0.54
0.44
0.43
0.46
0.48
0.49
0.48
0.63
0.49
0.43
0.48
y
1.00

Chi-Square=1002.24, df=819, P-value=0.00001, RMSEA=0.048


6.69
6.93
7.03
7.03
6.15
7.00
6.32
6.99
7.04
7.01
6.85
6.82
6.66
7.03
6.36
6.99
6.82
6.76
7.03
6.57
7.03
7.04
7.03
7.03
6.84
7.01
7.03
6.67
6.48
6.95
7.02
7.01
6.96
7.01
7.00
7.03
6.88
6.88
6.43
7.03
6.98
7.03
2.89
6.69
6.82
6.85
4.42
7.01
4.04
6.66
6.76
6.84
2.14
2.34
3.03
6.99
3.95
6.32
2.34
2.60
6.57
3.34
6.84
7.04
6.84
6.67
2.21
7.04
7.02
3.00
3.62
6.67
6.48
6.36
6.95
6.57
7.02
7.00
2.00
2.00
3.75
6.96
6.84
7.03
y
0.00

Chi-Square=1002.24, df=819, P-value=0.00001, RMSEA=0.048

According to Figures 1 and 2, a summary of the results obtained from the results of confirmatory factor analysis of the questionnaire is shown in Table 1. If it is observed that the value of t-statistic in all cases is greater than 1.96 or less than -1.96, so it can be concluded that the questions of the questionnaire provide a suitable factor structure for measuring the dimensions studied in the research model.

Table 4.1

Results of the CFA

questions	**Path Coefficients**	**t-value**
Q1	0.44	**2.89**
Q2	0.43	**6.69**
Q3	0.47	**6.82**
Q4	0.48	**6.85**
Q5	0.70	**4.42**
Q6	0.46	**7.01**
Q7	0.69	**4.04**
Q8	0.48	**6.66**
Q9	0.41	**6.76**
Q10	0.43	**6.84**
Q11	0.47	**2.14**
Q12	0.57	**2.34**
Q13	0.42	**3.03**
Q14	0.55	**6.99**
Q15	0.48	**3.95**
Q16	0.64	**6.32**
Q17	0.40	**2.34**
Q18	0.47	**2.60**
Q19	0.43	**6.57**
Q20	0.48	**3.34**
Q21	0.57	**6.84**
Q22	0.48	**7.04**
Q23	0.41	**6.84**
Q24	0.45	**6.67**
Q25	0.49	**2.21**
Q26	0.46	**7.04**
Q27	0.44	**7.02**
Q28	0.45	**3.00**
Q29	0.53	**3.63**
Q30	0.61	**6.67**
Q31	0.47	**6.48**
Q32	0.42	**6.36**
Q33	0.54	**6.95**
Q34	0.44	**6.57**
Q35	0.45	**7.02**
Q36	0.46	**7.00**
Q37	0.43	**2.00**
Q38	0.45	**2.00**

Q39	0.63	**3.75**
Q40	0.49	**6.96**
Q41	0.43	**6.84**
Q42	**0.48**	**7.03**

Table 2 also shows the values for the fit indices. The value of RMSEA is 0.048 and considering that it is less than 0.08, it shows that the model is acceptable. Also, the relative chi-square value, ie the division of chi-square by the degree of freedom (1002.24 / 819), is equal to 1.22 and is between 1 and 3. NFI, GFI, IFI, CFI and AGFI indices are also greater than 0.9. Therefore, in general, it can be said that the values of the indicators correspond to their interpretive criteria and confirmatory factor analysis confirms the structure of the questionnaire.

Table 4.2

Appropriateness-of-fit indices

	X2/DF	RMSEA	NFI	GFI	IFI	CFI	AGFI
	1.22	**0.048**	**0.94**	**0.91**	**0.91**	**0.92**	**0.93**

Reliability questionnaire reliability is a technical feature of a measuring instrument. This concept deals with the extent to which measuring instruments produce the same results under the same conditions. The reliability coefficient range is from zero to one. The slower this coefficient is, the more reliable the questionnaire is. In this study, Cronbach's alpha method was used to determine the reliability of the test. This method is used to calculate the internal consistency of a measuring instrument that measures different properties. If the alpha value is more than 0.7, it indicates good reliability, and if it is between 0.5 and 0.7, it indicates moderate reliability. In the present study, in order to determine the reliability of the questionnaire, Cronbach's alpha value was calculated using SPSS software. The results are shown in the table below. As can be seen in the table below, Cronbach's alpha obtained for the questionnaire is 0.793, which is higher than 0.7, so the reliability of the questionnaire can be confirmed.

Table 4.3

Reliability Statistics

Cronbach's Alpha	N of Items
0.793	42

4.2. Section one

A) Descriptive statistics related to the questionnaire for language test takers in before and after the treatment are shown in the following diagrams. As can be seen from the graph, the scores of the questionnaire after the treatment are higher than the pre-treatment phase. Also, according to the second graph, the average score of the questionnaire in the pre-Treatment phase is more than the post treatment

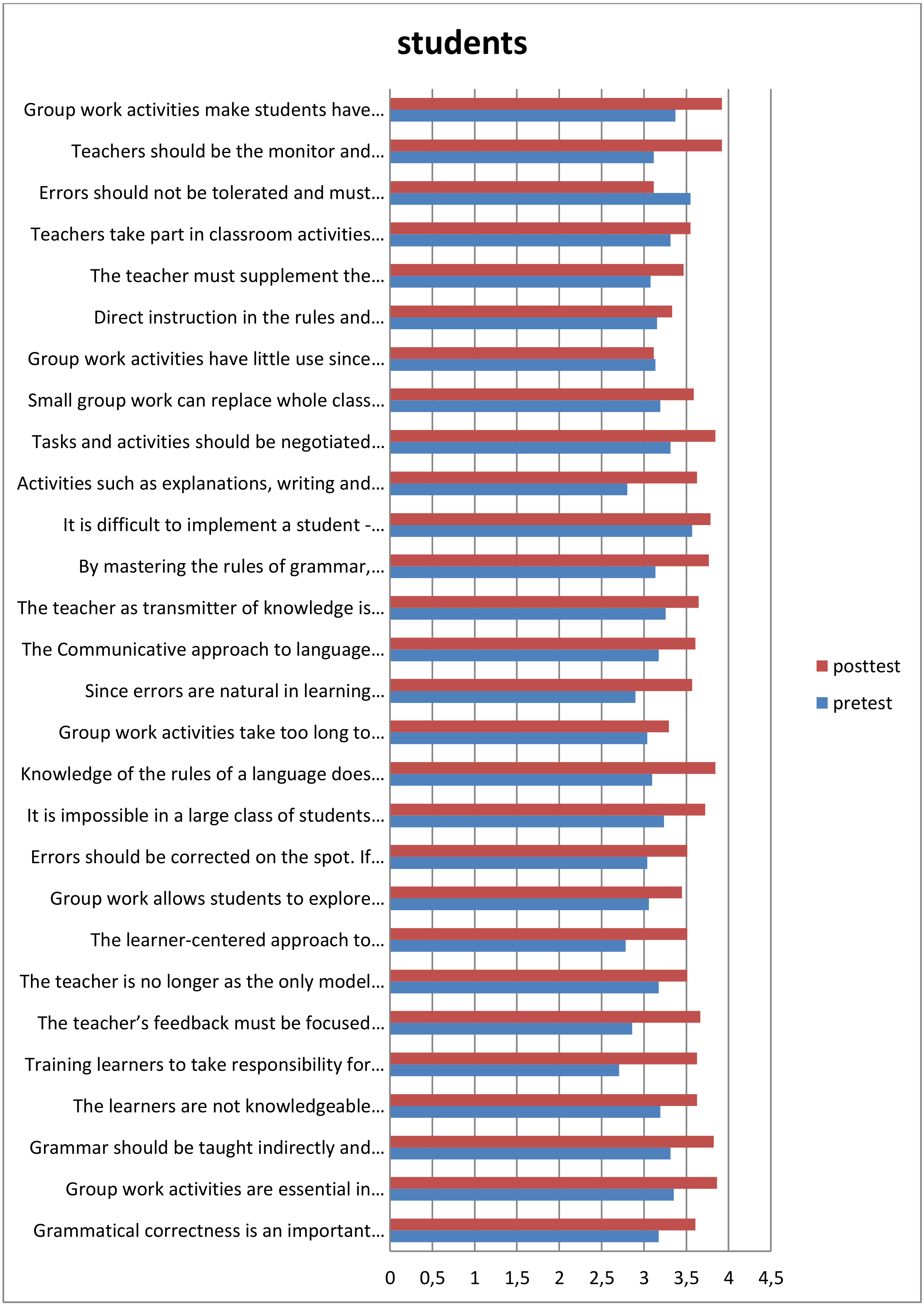

students
Group work activities make students have…
Teachers should be the monitor and…
Errors should not be tolerated and must…
Teachers take part in classroom activities…
The teacher must supplement the…
Direct instruction in the rules and…
Group work activities have little use since…
Small group work can replace whole class…
Tasks and activities should be negotiated…
Activities such as explanations, writing and…
It is difficult to implement a student -…
By mastering the rules of grammar,…
The teacher as transmitter of knowledge is…
The Communicative approach to language…
Since errors are natural in learning…
Group work activities take too long to…
Knowledge of the rules of a language does…
It is impossible in a large class of students…
Errors should be corrected on the spot. If…
Group work allows students to explore…
The learner-centered approach to…
The teacher is no longer as the only model…
The teacher’s feedback must be focused…
Training learners to take responsibility for…
The learners are not knowledgeable…
Grammar should be taught indirectly and…
Group work activities are essential in…
Grammatical correctness is an important…
0
0,5
1
1,5
2
2,5
3
3,5
4
4,5
posttest
pretest

Figure 4.1. *The descriptive statistics of the participants' performance before and after the treatment*

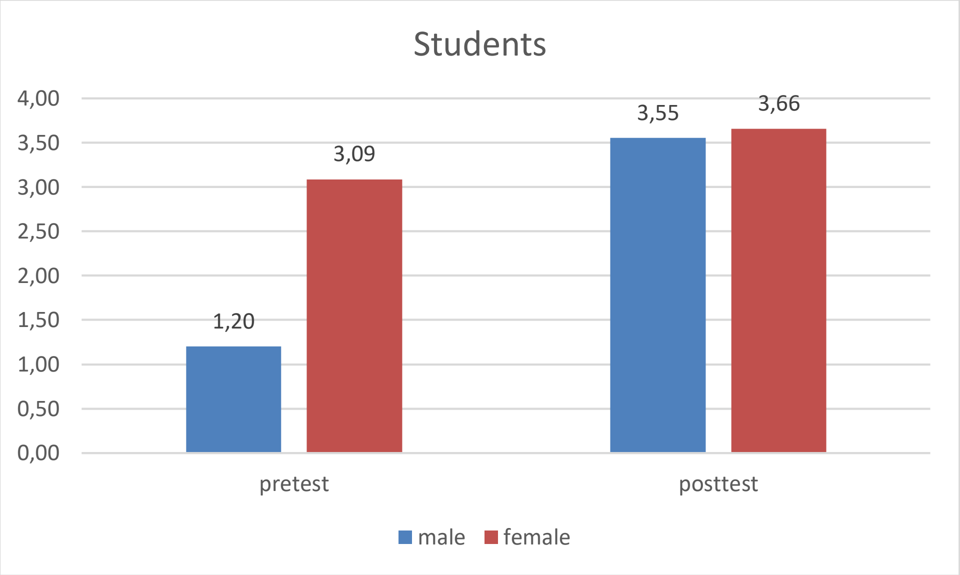


Figure 4.2. *The descriptive statistics of the students' performance in pre- & post treatment phases based on gender*

B) 2- Descriptive statistics related to the questionnaire for language teachers in both pre-test and post-test modes are shown in the following diagrams. As can be seen from above diagram, the scores of the questionnaire in the post treatment phase are higher than the pre-treatment status. Also, according to the second graph, the average score of the questionnaire in the post-treatment mode is higher than the treatment phase.

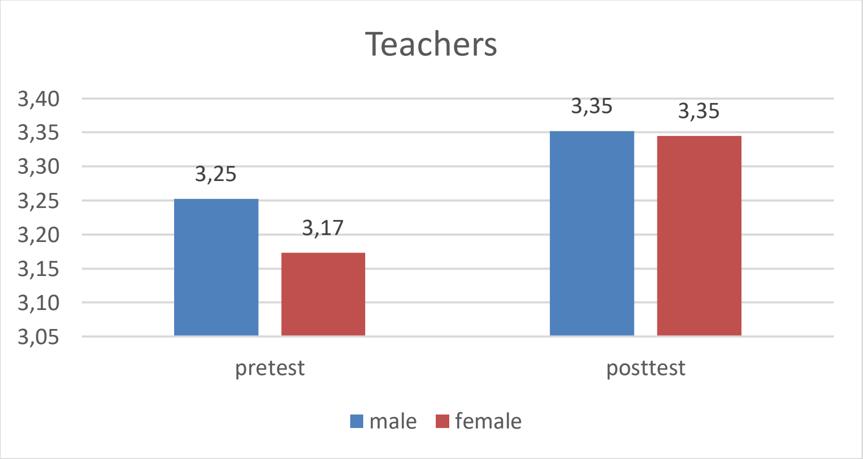


Figure 4.3. *The descriptive statistics of the teachers' performance in pre-treatment & post-treatment phases based on gender*

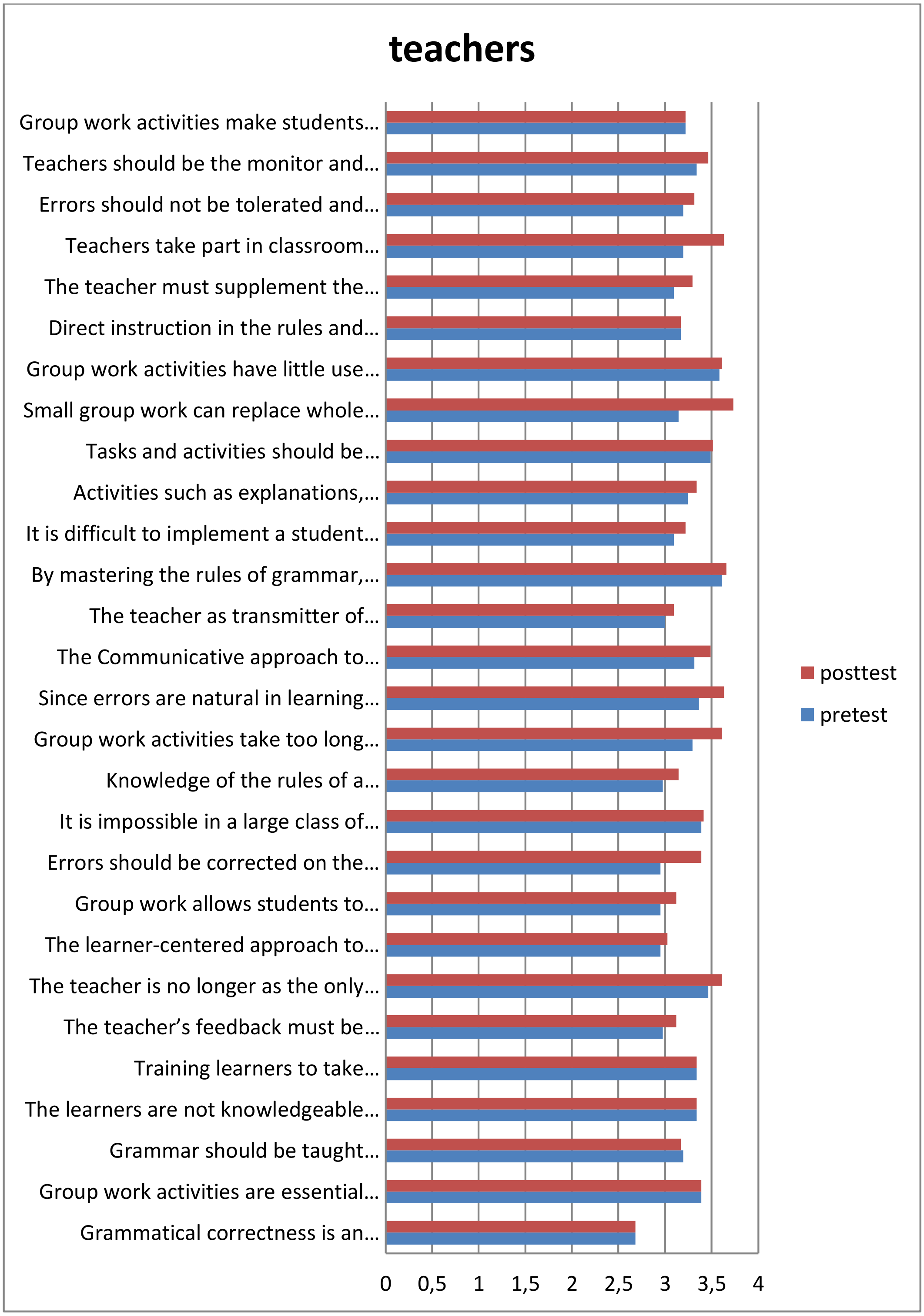


Figure 4.3. *The descriptive statistics of the teachers' performance in pre- post treatment phase based on gender*

C) Descriptive statistics related to the supervisors 'questionnaire in both pre-and post-treatment phases are shown in the following diagrams. As can be seen from the graph, the scores of the questionnaire in both pre-and post-treatment phases are higher than the pre-treatment phase.

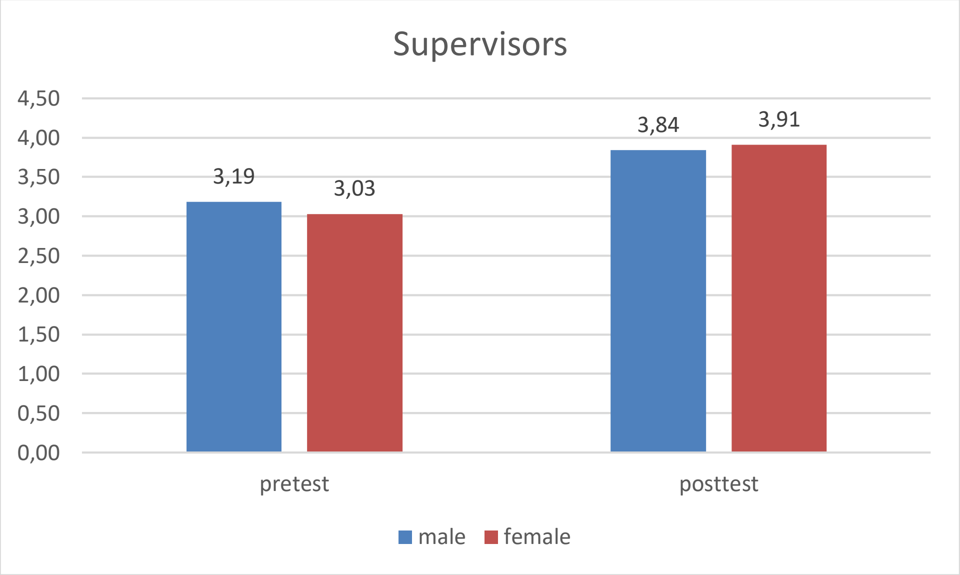


Figure 4.4. *The descriptive statistics of the supervisors' performance* both pre-and post-treatment phases *based on gender*

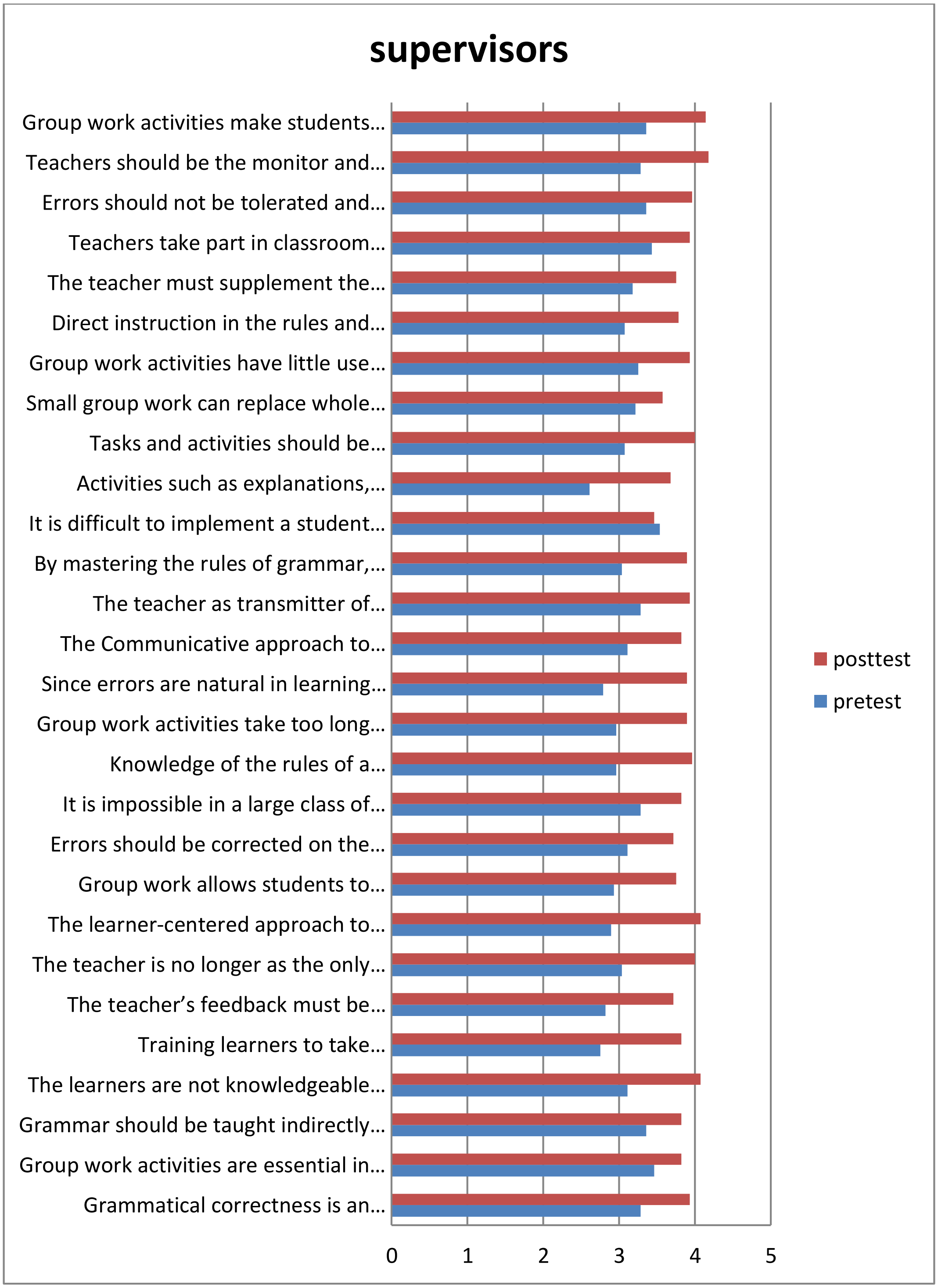


Figure 4.5. *The descriptive statistics of the supervisors' performance both pre-and post-treatment phases*

C: in the present research, 120 people have participated that 51 of them were language learners, i.e. 43%, 41 are teachers, about 34%, and 28 are (23%) supervisors.

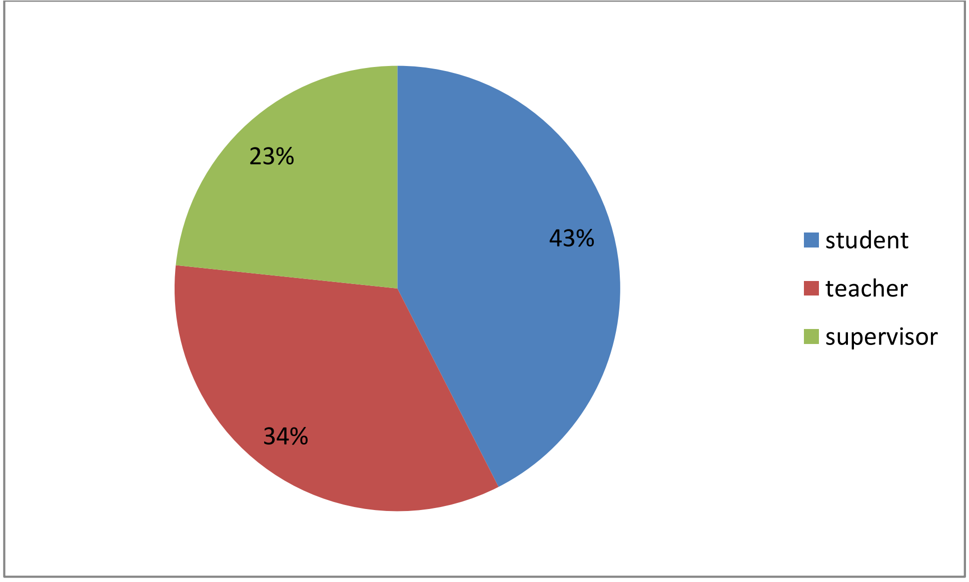


Figure 4.6. *The demogrophical presentation of the participants in the pie chart*

4.1.2. Section two

In order to investigate the difference in perspective between male and female language learners before and after using CLT, Independent T-Test has been used. First, descriptive statistics are presented and then their equality of variance is examined.

A. Before CLT:

Table 4.4

Group Statistics

	prestu	N	Mean	Std. Deviation	Std. Error Mean
pretest student	male	27	3.1997	.27562	.05304
	female	24	3.0878	.30505	.06227

According to the test results, the confidence level is sig = 0.995, which is more than 0.05, and the assumption of equality of variances between the two groups can be accepted, and therefore the first row of the table is used. According to the first row of the table and p-value = 0.175, which is more than 0.05, it can be said that there is no difference between male and female language learners.

According to the information in the table above, the average score of the questionnaire for male students is 3.19 and for female students is 3.08. One of the hypotheses of the Independent T-Test is equality of variance, for which Levene's Test is used.

Table 4.5

Independent Sample test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AMTBPRE	Equal variances assumed	.165	.687	.151	38	.881	.00817	.05427	-.10169	.11804
	Equal variances not assumed			.151	37.781	.881	.00817	.05427	-.10171	.11806

According to the information in the table above, the average score of the questionnaire for male students is 3.19 and for female students is 3.08. One of the hypotheses of the Independent T-Test is equality of variance, for which Levene's Test is used.

According to the test results, the confidence level is sig = 0.652, which is more than 0.05, and the assumption of equality of variances between the two groups can be accepted, and therefore the first row of the table is used. According to the first row of the table and p-value = 0.320, which is more than 0.05, it can be said that there is no difference between male and female language learners.

B- After CLT:

Table 4.6

Group Statistics

	prestu	N	Mean	Std. Deviation	Std. Error Mean
posttest student	male	27	3.5542	.33582	.06463
	female	24	3.6607	.20476	.04180

According to the information in the table above, the average score of the questionnaire for male students is 3.55 and for female students is 3.66. One of the hypotheses of the Independent T-Test is equality of variance, for which Levene's Test has been used.

Table 4.7

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posttest	Equal	6.748	.012	-1.346	49	.184	-	.07911	-	.05250

students	variances assumed				.10648		.26546	
	Equal variances not assumed	-1.384	43.663	.174	-.10648	.07697	-.26163	.04867

According to the test results, the confidence level is sig=0.012 which is more than 0.05, and the assumption of the equality of variances between the two groups can be accepted, and therefore the first row of the table is used. According to the first row of the table and p-value p-value=0.184, which is more than 0.05, it can be said that there is no difference between male and female supervisors.

4.2. Inferential statistics

4.2.1. Test of normality

To implement statistical methods and calculate appropriate test statistics and logical inference about research hypotheses, the most important step before any action is to choose the appropriate statistical method for research. For this purpose, knowledge of data distribution is a top priority. The normality test of distribution is one of the most common applications of the Distribution Matching Test, and the valid Kolmogorov-Smirnov test is suitable for this purpose. The statistical hypotheses of the Kolmogorov-Smirnov normality test are as follows.

H_0 :The data are normally distributed.

H_1 :Data are not normally distributed.

Therefore, rejecting the statistical null hypothesis (H_0) means that the data are not normal and on the condition the null hypothesis is rejected that the significance level of the test to be less than 0.05 (sig <0.05). According to the results of the table and since sig or P-Value of all variables is more than 0.05, the null hypothesis meaning the morality of data distribution is accepted.

Table 4.8

One-Sample Kolmogorov-Smirnov Test

		pretest student	pretest teacher	pretest supervisor	posttest student	posttest teacher	posttest supervisor
N		51	41	28	51	41	28
Normal Parameters^{a,b}	Mean	3.1471	3.2134	3.1263	3.6043	3.3484	3.8686
	Std. Deviation	.29239	.20725	.30868	.28427	.23348	.26443
Most Extreme Differences	Absolute	.112	.106	.135	.121	.095	.143
	Positive	.112	.095	.106	.096	.095	.109
	Negative	-.111	-.106	-.135	-.121	-.059	-.143
Test Statistic		.112	.106	.135	.121	.095	.143
Asymp. Sig. (2-tailed)		.153^{c}	.200^{c,d}	.200^{c,d}	.059^{c}	.200^{c,d}	.146^{c}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

4.3. Hypothesis testing

This section examines the research hypotheses using the Pearson Correlation Analysis parametric test. Pearson correlation coefficient is an index that measures the relationship between two variables that have a normal distribution. The existence of a correlation between two variables does not necessarily mean the existence of a cause-and-effect relationship, but simply means that the changes of the two variables are in one direction (direct) or in the opposite direction (inverse). The maximum correlation coefficient is +1 and the minimum is -1. The closer the correlation coefficient (r) is to +1, there is a direct linear relationship and a strong correlation between the two variables, ie increasing one of the variables increases the other variable. Is close to 1- means that there is an inverse and strong linear relationship between the two variables. Now if there is no linear relationship between the two variables, their correlation coefficient is zero. If the opposite is not the case. If the correlation coefficient is zero, it cannot be concluded that the two variables are independent of each other, but we can only say that there is no linear relationship between the two variables. Hypothesis zero is rejected if the significance level of the test is less than 0.05.

4.3. Phase one: Quantitative part

4.3.1. The first research question

What are Iraqi EFL teachers 'perspectives about CLT implementation in teaching context of Iraq, its pros and cons and its future? Due to the normality of the variables, the Paired-Sample T Test is used.

Table 4.9

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretreatment	3.2134	41	.20725	.03237
	post treatment teacher	3.3484	41	.23348	.03646

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretreatment teacher	3.4636	41	.12681	.01980
	Post-treatment teacher	4.3100	41	.19302	.03015

In the table above, the average score of language learners of the questionnaire before and after using the CLT has been shown, and the average score before using the CLT is 3.21 and after it is 4.34.

Table 4.10

Paired Samples Statistics

		N	Correlation	Sig.
Pair 1	pretreatment teacher & posttreatment teacher	41	.723	.000
		N	Correlation	Sig.
Pair 1	Pretreatment teacher & Post-treatment teacher	41	.090	.574

Table 4.11

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretreatment teacher - Postreatment teacher	-.13502	.16570	.02588	-.18732	-.08272	-5.217	40	.000

According to the table (4.7), the significance level of the test is 0.000, which is less than 0.05, and hypothesis zero is rejected, which means that the use of CLT is effective on teachers' views and according to the average questionnaire in both before and after improved teachers' perspective.

4.3.2. The second Research Question

In order to examine the Iraqi EFL students ’perspectives about CLT implementation in the teaching context of Iraq, its pros and cons and its future, due to the normality of the variables, the Paired-Sample T Test is used.

Table 4.12

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretreatment student	3.1471	51	.29239	.04094
	Post treatment student	3.6043	51	.28427	.03981

The table above shows the average scores of students in the questionnaire before and after using the CLT, and the average scores before using the technology is 3.14 and after that is 3.60. The table below shows the correlation of scores that based on the level of the test significance (sig = 0.122), no relationship is found between the two sets of scores.

Table 4.13.
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretreatment student & post treatment student	51	.205	.149

Table 4.14
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretreatment student - Postreatment student	-.45728	.36359	.05091	-.55954	-.35502	-8.982	50	.000

According to the table above (4.10.), the significance level of the test is 0.000, which is less than 0.05, and the null hypothesis is rejected, which means that the use of CLT is effective from the students' point of view since it has improved language learners' the perspective.

4.3.3. The third Research Question

In order to examine the Iraqi EFL supervisors ’perspectives about CLT implementation in the teaching context of Iraq, its pros and cons and its future as well as the normality of the variables, the Paired-Sample T Test was used.

Table 4.15
Paired Samples Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretreatment supervisor	3.4829	28	.22379	.04229
	Post-treatment supervisor	4.4097	28	.12957	.02449

The table above (4.11) shows the average scores of the supervisors to the questionnaire *before* and *after* using the CLT, and the average scores before using the CLT is 3.12 and after it, is 3.86. Accordingly, the table below shows the scores correlation that is based on the significance level of the test (sig = 0.551), no relationship is found between them.

Table 4.16

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-treatment supervisor & posttest treatment	28	.176	.370

Table 4.17

Paired Samples Correlations

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretreatment supervisor - post treatment supervisor	-.74235	.36941	.06981	-.88559	-.59910	-10.633	27	.000

According to the table above, the significance level of the test is 0.000, which is less than 0.05, which means that the use of CLT is effective on the supervisors' point of view and based on the findings the supervisors' perspectives have improved.

Interview

The following participants' perspectives about CLT implementation in the teaching context of Iraq:

The participants believed that CLT is to enable people to communicate and use language in context. They continued that the CLT principals are unknown to the students. Learners participate in group/pair activities more eagerly. Teacher believed that errors are parts of learning. CLT make learners take responsibility for their own learning through interaction with their classmates and exploring the grammatical points together.

5. Discussion

According to finding of first research question, no correlation was found between the scores of the participants before and after using the CLT principals in the classroom (sig = 0.574). Besides, the paired sample test was also run for clarifying the answer. The significance level of the test is 0.000, which is less than 0.05, and hypothesis zero is rejected, which means that the use of CLT is effective on teachers' views and according to the average questionnaire in both before and after improved teachers' perspective. The result confirmed Sherwani' (2017) study which explored Iraqi English as a Foreign Language (EFL) teachers' attitudes towards Communicative Language Teaching (CLT). The findings of the interview phase concluded that the main factors that cause the failure and success of the implementation of CLT in Iraq can be categorized under four headings: educational factors, teacher factors, student factors, and CLT factors. The results of the study suggest that the educational system and the teachers' communicative competence are essential to promote the employment of CLT in Iraqi EFL classrooms.

Besides, Sato and Kleinsasser (1999) used three data sources to investigate 10 native Japanese teachers' understanding of CLT. They found out that teachers held four conceptions of CLT as following: 1) CLT is communicating in the second language. 2) It as including mostly speaking and listening skills. 3) CLT involves little grammar teaching, while the last group saw CLT as a bundle of time-consuming activities. Humphries and Burns (2015) in their study indicated the main barriers to the implementation of CLT as an innovative curriculum are related to (a) minimizing the importance of the expectations and beliefs of the teachers (b) not providing opportunities for teachers to understand CLT principles underlying the textbooks and (c) not developing opportunities for problem-solving meetings between teachers and school managers.

Based on data about second research question and the significance level (sig = 0.000) which is less than 0.05, and it indicates that the use of CLT is effective from the students' point of view since it has improved language learners' perspective. Akram and Mehmood' (2011, p. 175) study on introducing CLT in teacher training programs in Pakistan was in line with research' finding. They concluded that "CLT enhances the learners' confidence and it gives a sense of satisfaction to the teacher as well in the sense that s/he is successful in making the students use the foreign language in their conversation. CLT gives clarity to the expression.

Farooq' (2015) research indicated that the EFL students are aware of the CLT characteristics, its implementation and impact on the communicative competence of the students. The results suggest that despite showing keen interest in change and being eager to implement CLT, they are not optimistic about the complete adoption of CLT due to the problems and challenges they face in the classroom, like overcrowded classes, non-availability of AV aids, students' low level of proficiency, time constraints, etc.

The final discussion of the answer to the third research question was that the significance level of the test is 0.000, which is less than 0.05, which means that the use of CLT is effective on the supervisors' point of view and based on the study findings the perspectives of the supervisors has improved.

6. Conclusion

The initial assumption which motivated the present study was that teachers play an important role in any curricular innovative change. The study started with the observation that very few studies have focused on Iraqi teachers' attitudes toward CLT-oriented English language curriculum recently practiced in teaching centers of Iraq.

7. Pedagogical Implications

The central implication of the current research will alarm the educational policy makers, curriculum designers, and material developers. In other words, listening to teachers ',students' and supervisors' voices are helpful and recognizing what conditions they really want to see changed can be instrumentally effective in implementing CLT in the context of Iraq. Teachers are encouraged to try to implement CLT activities in the classroom to find out whether students prefer this type of teaching or not. They can conduct a needs analysis to discover what type of communicative activities students feel are relatable and comfortable to participate in

8. Recommendations for Further Research

The present investigation, like many other studies, is probable to have some shortcomings and it is not a perfect one. Therefore, a new line of research is recommended for future researchers to study. Therefore, replication and extension of the study are recommended specially because of the limitations of the reported results. The survey results, as frequently mentioned in the literature, need to be complemented with observation of the participants' practice. There are also certain variables like age, experience and level of education of the participants which were not controlled and as a result might have affected the results. Future studies might benefit from controlling the mentioned variables.

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