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Using the Policy of Correction The Mistakes in
Structural and Communicative Approaches

A paper

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

حَافِظُوا عَلَى الصَّلَوَاتِ وَالصَّلَاةِ الْوُسْطَىٰ وَقُومُوا لِلَّهِ قَانِتِينَ (٢٣٨)

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Dedication

Special thanks are due to Allah, Glorified and Exalted be He, for His blessings without which the fulfillment of this research wouldn't have been possible. It is lovingly dedicated to my respectful family and especially my parents who supported me in my study from my first stages in school till graduation.

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for her valuable assistance and continuous guidance

To my great father

To my generous mother ...

To my supportive brothers and sisters

To my distinguished professor

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Abstract

Clarifying the ways that teachers used in correcting the mistakes of the students . English teachers face problems in correcting the mistakes committed by the students in applying communicative and structural approach. The paper is limited to find out the policy of correction used by English teachers by analyzing the answers of the questionnaire which is filled by 20 English teachers from (Al - Baqar Secondary school for Girls and Halleb High School) who are applying the communicative and the structural approach in their teaching through the academic year(2022_2023). Teachers must always apply the correction methods in the teaching-learning process to motivate the students to spell words correctly, and take into account their level to not overload them with hard work. A communicative approach is an approach which is worldwide known and established it has established itself in many parts of the world as a way of teaching languages, especially English.

Chapter One

Introduction

1.1 Introduction

Communicative language teaching is one of the best and popular methods of learning a second language throughout the 20th century. Global communication is increasing day by day and in some cases rapidly. In this modern era, we can connect with each other, one country to another country and even one culture to another culture easily. In fact, the third industrial revolution made our life easy and super-fast. We currently live in a period of globalization. Language plays a vital role in global communication especially the English language. That's why teachers and researchers have been searching for the best ways of teaching a second or foreign language. The concept of communicative language teaching (CLT) has been defined as: The nature of language and of language learning and teaching, it is never the less definitions difficult to synthesize all of the various that have been offered (Widdowson 1978b). Practical application of communicative competence, to a recent special issue of applied linguistics (Angelis and Henderson 1989).

Communicative language teaching is an approach which provides an opportunity to the learners to communicate in the target language. The use of the functional aspect of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approaches such as dramas, role plays, and games make learning enjoyable. Most of English teachers face problems in knowing the correction policy . should be used in each approach .

Structural Communication is an instructional approach that provides a simulated dialogue between an author of instructional materials and the students. It has been called "an interactive technique for communicating understanding". Understanding is "inferred if a student shows the ability to use knowledge appropriately in different contexts, and to organize knowledge elements in accordance with specified organizing principles" (Egan, 1972, 66).

This paper tries to answer the following questions:

1. What are the ways that teachers used to correct the mistakes of the students ?
2. What are the difficulties faced by the teachers in correcting the mistakes of the students ?

1.2 The Aims

The study aims at:

1. Clarifying the ways that teachers used in correcting the mistakes of the students .
2. Explaining the difficulties faced by the teachers in correcting the mistakes of the students.

1.3 The Hypotheses

It is hypothesized that :

1. English teachers face problems in correcting the mistakes committed by the students in applying communicative and structural approach.

1.4 The Procedures

In carrying out this study, these steps will be followed:

- 1- Presenting theoretical background about communicative approach.
2. Analyzing the answers of the questionnaire which is filled by 20 English language teachers in (Al - Baqar Secondary school for Girls and Halleb High School) to know the policy of correction the mistakes .
3. Pinpointing the conclusion of the study.

1.5 The Limits

The paper is limited to find out the policy of correction used by English teachers by analyzing the answers of the questionnaire which is filled by 20 English teachers from (Al - Baqar Secondary school for Girls and Halleb High School) who are applying the communicative and the structural approach in their teaching through the academic year(2022_2023).

1.6 The Value

It is hoped that the results of this study will be of value to all those concerned in the field of linguistics and teaching who want to know more information about the subject

Chapter Two

Literature Review

2.1 Communicative Approach

Today, communities are increasingly facing rapid and profound changes and tensions that affect the social, economic, and political aspects of life. The role of education has also become questionable in the millennial era. A matter of fact, 21st century education requires a gradual shift in curriculum construction focusing on the transferable competencies that learners need to develop in instructional settings. In today's knowledge-based, types of skills and competencies that students need to gain are different from in the past. Emphasizing the communicative competence is one of the most influential developments in language education. The implementation of communicative activities in EFL/ESL classroom prepares learners to use English in the world beyond based on their own needs, interests and opportunities (Brandl, 2008:76).

The role and influence of English today are gaining a higher speed in the world. The main factors for this phenomenon include expanding communication with the world after gaining independence and increasing speed and scope of information exchange in the global village. The dominant position in the internet space by the language of the published content is firmly held by English, which is a strong motivation to learn English for those who wish to promote their global competencies(Ibid)

A communicative approach is an approach which is worldwide known and established it has established itself in many parts of the world as a way of teaching languages, especially English. It is the approach that has prevailed in English Language Teaching over the past 50 years, and it is still used nowadays

The origins of the Communicative Approach are to be found in the late 1960s and early 1970s. The communicative approach is the product of some linguists and educators who had grown dissatisfied with the previous two methods used for foreign language teaching; the audio-lingual method and Grammar-translation method. These great linguists and educators who contributed to the rise of this worldwide used approach are Hymes, Chomsky, Wilkins, Van Ek and Alexander, and the Council of Europe. However, all these linguists and educators felt that students during those years were not learning the language in the right way. They claimed that they did not learn the ‘whole language’ and realistic language. Students did not know how to communicate outside the classroom in real life situations, using the appropriate social language. So far they were relying on the structures of language instead of relying on functions and notions of language. This made them unable to communicate in the culture of the language studied. 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 the “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. (Spada, 2007:76).

Communicative Language Teaching is an approach to the teaching foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language . Principles of CLT. In the CLT approach, the meaning is given prime importance. The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers. In this approach, it is believed that communicative functions are more important rather than linguistic structures. Littlewood states that «one of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view. Each language has a limited number of sentence patterns. Mastering only those sentence patterns does not help the learners to communicate in the target language. The learner needs to learn the communication functions of those structures (Morrow, 2018:32).

2.2 Types of Communicative Approach

1. Task-based Approach

Traditional curriculum design and class planning revolved around the topics considered useful for students. This meant students were to learn the grammar and vocabulary that educators thought students needed to know. Student input was minimal to say the least. It's imperative to build lesson plans around activities that all students can feel comfortable with and relate to. The task-based approach represents a significant paradigm shift since the focus on content has shifted to skills and competencies. So, planning and design aren't about what's taught, but why it's taught. (Anthony :2010)

This approach isolates individual skills and competencies in order to teach material students actually need to know to meet their goals and objectives. Sample tasks could be ordering in a restaurant, booking a hotel room, or perhaps more advanced tasks like critiquing a movie or voicing their opinions about politics. In this approach, the language taught revolves around the task itself, not the other way around. For this method to work, teachers must understand their students' needs and expectations in order to design lessons that help their students succeed. Grammar, vocabulary and language skills are just the vehicles that enable students to achieve their final outcomes. (Anthony :2010)

2. Project-based Approach

Much like the task-based approach, the project-based approach is meant to address students' real needs by adapting language to the skills and competencies they truly need personally and/or professionally. The application of this approach begins by determining the one, global objective that the individual or group of students have. If we have a class full of teenagers who don't want to be in class to begin with we start by doing a needs assessment, looking at what they're interested in and what topics they really need to know. This assessment will lead to the design of one overarching project that will become the end result of the class, term or course. This project can be anything from an oral presentation to a large-scale production such as a class play. Whatever the case, the project must be comprised of individual tasks that lead students to the goals in the assessment. (Gomes:2012)

3. Lexical Syllabus

While the previous two approaches focus heavily on the skills and competencies that students need to develop, this approach focuses on what language students actually need to produce. In particular, the actual words that students need to understand in order to conduct specific tasks.

This approach is based upon the core language that students need to know given their needs. Again, professional students need very specific vocabulary pertaining to their field. For instance, “profit” is an essential term for business students, much the same way “scalpel” is to medical students. (Prompan :2007).

Moreover, any other language taught outside of this core language is meant to be supplementary and intended to enable students’ communication within their respective fields. Topics such as movies and hobbies may take a back seat to things like booking a hotel *or* describing work experience. Nevertheless, there are common skills in all fields, such as saying your name or providing personal information.(Ibid)

Since this approach focuses on content, tasks and homework assignments should focus on students’ true needs. Therefore, assessment should be based upon what students actually achieved. Examples of these assessments include writing an email for a job application *or* arranging a time for an interview. This approach requires teachers to understand what students really need right away, focus on that, and then expand students’ horizons as their communication skills develop. Activities can range from matching pictures and definitions to working with dialogues. An advanced twist could be to describe their favorite seasons, or even speculate about what they could do in the summer or winter. This is where technology can be a teacher’s best friend. (Ibid)

4. Using Smartphones in the Classroom

Everyone has some sort of internet access or data plan, banning smartphones may end up being a lost opportunity to further enhance learning experiences. Smartphones are a part of modern life. Smartphones provide many useful tools for students such as dictionary, translator and grammar reference apps. Much like computers, students need to understand that their phones aren't for play or personal use, but to be used as learning tools. (Scarnati:2001).

A great dictionary/translator/grammar reference tool is WordReference.com mobile app, available on Apple's App Store and the Google Play store. Aside from translations, WordReference has a thesaurus, English dictionary and a forum where other users can comment on difficult words or expressions.(Ibid)

Survey Monkey is another fun app to add to your English classroom. It lets you create surveys, which students can conveniently access from their phones and answer right away. This can be used as an assessment tool or as part of a portfolio of activities. For example, students could even design survey questions, fill them out, analyze results and then create a presentation of those results. One other use that I personally find appropriate for smartphones and tablets is going paperless. If there are PDF versions available for the textbooks or materials you're using, this could allow you to simplify students' lives while being environmentally friendly. It's important to make sure that students use their technology for classwork and not becoming distracted by it.(Ibid)

2.3 Error Correction in General

Wilga Rivers (1983) had the following to say about the matter: "Nothing is more dampening of enthusiasm and effort than constant correction when students are trying to express their own ideas within the limitations of their newly acquired knowledge of the language."

Caleb Gattegno (Blair 1982), the developer of the Silent Way, had the following to say: "(My students) are allowed to try their hand and to make mistakes in order to develop their own criteria of rightness, correctness, and adequacy . Correction is seldom part of the teacher's work." "To require perfection at once is the great imperfection of most teaching and most thinking about teaching."

According to Holley and King (1969) overt correction is not only unnecessary, but definitely inadvisable and even harmful to the learners of the L2. Studies indicate that teachers of content subjects focus their attention on facts and concepts, whilst L2 teachers focus primarily on the technicalities of the language and not on the functional content of the language.

The focusing on errors and the structure of the language is in direct opposition to Krashen's viewpoint that the focus should always be on the message. Furthermore, the teachers provide indiscriminate feedback to the pupils, unaware of the types of errors occurring, and this makes it impossible to provide suitable remedial work (Krashen and Terre 1983:1).

2.4 Error correction in Oral Communication

Most researchers are in agreement that pupils should not be interrupted in their speech to correct an error made by that particular pupil. (Blair 1982:165) stated: there is no evidence which shows that the correction of speech errors is necessary or even helpful in language acquisition."

Krashen and Terre (1983) states : our view is that overt error correction of speech even in the best of circumstances is likely to have a negative effect on the students' willingness to try to express themselves. Unfortunately many teachers still find it very difficult to keep quiet when they hear an error in a pupil's speech. They feel some kind of compulsion to assist and to guide the pupil to produce near perfect L2, which cannot be expected of any L2 speaker still acquiring the language.

Brumfit (1984) mentioned that it may even be perceived as being rude when the teacher butts in to correct an error and it definitely distracts from the message the speaker wants to communicate. Most teachers will probably agree that it is much easier to refrain from the correction of speech errors, than refraining from the correction of written errors.

2.5 The Role of Error Correction in The Natural Approach

Error correction is avoided at all times because it inhibits and gives rise to a feeling of degradation in the pupils. Furthermore, it is very important to boost self confidence and once again the focus is on communication and not on correct speech production (Botha 1986). It is believed that correctness (accuracy) will follow after enough of the L2 has been acquired and when the pupils can communicate quite freely and spontaneously.

It is important for the teacher to be aware of errors and to adapt his/her teaching accordingly to model correct language in a very covert way. But, because anxiety must be eliminated, a teacher will not avoid a direct question concerning an error or grammar in particular. Proponents of feel that it is more important to provide the accurate answers and explanations of rules than to cause anxiety by avoiding these questions of pupils. It is worth noting what is said about error correction in two relatively recent communicative language teaching approaches.

According to Krashen and Terrell (1983), who developed the Natural Approach, error correction is aimed at learning which is aimed at a more formal knowledge of the language and at something which is learned consciously ("talking about the language"). In the Natural Approach the emphasis is on acquisition which is informal communication ("talking in the language"). Learning is not discarded, but can actually only take place after a considerable amount of L2 has been acquired. Error correction per se is avoided on these grounds, but the message and understanding of the message remain of the utmost importance. Therefore, reformulations and expansions are used to make sure that the communication is understood (Krashen and Terrell 1983).

2.6 Error Correction in Written Communication

In recent years, more and more researchers) have been investigating the practice of correcting errors, and have reached the conclusion that it does nothing to promote the acquisition of the L2. However, the role of error correction in written work has been avoided to some extent. The reasons are probably manifold, but the influence of behaviouristic syllabi, the teaching methods which have been used to teach the contents of those syllabi and the uncertainty what to do about those errors, might have contributed to the avoidance of this very pertinent question.

Robb and Ross (1986) reported on some recent research they conducted on the effect of error correction on written work. In their article "Salience of Feedback on Error Correction and Its Effect on EFL Writing Quality" they referred to some other studies like that of Semke (1984) who found that overt correction of pupil writing tended to have negative effects on the quality of the pupils' writing, as well as on the pupils' attitude toward writing in the target language .

2.7 Structural Communication

Communicative Language Teaching is an approach which provides an opportunity to the learners to communicate in the target language. The use of the functional aspect of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approaches such as dramas, role plays, and games make learning enjoyable. Generally, communicative language teaching makes use of authentic material because it is important to give them the opportunity to understand how language is actually used outside the classroom.

Students are involved in real life situations tasks that require communication. In this approach, the teacher sets up a situation, in which students are likely to be involved in real life. In some activities, the outcomes of them are unknown to the students. The result depends on their reactions and responses. Thus, they will be kept motivated and they will be kept in suspense until they finish the activity and see the clear outcome . Furthermore, in a communicative language teaching class use the language through communicative activities. Most of these exercises are completed through pair and group work. Those activities give students the opportunity to be involved in real or realistic communication. Normally those activities are fluency-based activities, such as role-plays, games information gap activities, interviews . The communicative approach supports that learning is more student centered than teacher centered. A typical communicative language teaching lesson follows a PPP model. The teacher may present some part of the lesson, and students complete some exercises, but then students produce the language in freer activities that help them to communicate. As a result, the student talk is increased, whereas the teacher talk is decreased. The teacher establishes situations which promote communication and he facilitates students' communication. During the activities, he does not interrupt them, but he monitors their performance. Error correction is not immediate. If he notes a mistake and he realizes that he has to work on it, he does it later during a more accuracy-based activity. However, the role of students is to communicate by negotiating to mean. Even if their knowledge of the target language is not complete, they still have to try and make themselves understood, but also understand their classmates' intentions of communication .

1. VERBAL COMMUNICATION

Verbal communication seems like the most obvious of the different types of communication. It utilizes the spoken word, either face-to-face or remotely. Verbal communication is essential to most interactions, but there are other nonverbal cues that help provide additional context to the words themselves. Pairing nonverbal communication with the spoken word provides a more nuanced message. (Hodgson, A.M. ,1972:89)

2. NONVERBAL CUES SPEAK VOLUMES

Nonverbal communication provides some insight into a speaker's word choice. Sarcasm, complacency, deception or genuineness occur within nonverbal communication. These things are often communicated through facial expressions, hand gestures, posture and even appearance, all of which can convey something about the speaker. For instance, a disheveled speaker with wrinkled clothes and poor posture would communicate a lack of confidence or expertise. A speaker with a nice suit, who stood up straight and spoke clearly, may appear more serious or knowledgeable. (Ibid)

3. VISUAL COMMUNICATION

Visual types of communication include signs, maps or drawings as well as color or graphic design. These typically reinforce verbal communication, and they help to make a point. Visual aids can help a speaker remember important topics, give the audience something to look at, and generally help convey the message being presented.(Ibid)

2.8 Error in Structural Communication

Pronunciation Errors A student makes his daily report in class as follows: “I had a terrible dream last night. I was deserted [dezetid] in the desert [dezet] and felt very hungry. Suddenly I found some dessert [dizet] in my pocket. I was about to put it into my mouth when a deserted [dezetid] dog ran up ant took it away.” Actually, wall know the story of the boy in the dream, the boy was deserted in the desert feeling hungry. A deserted dog took the dessert he found in his pocket before he put it into his mouth. Without doubt the boy failed to express himself. The example shows that pronunciation errors often make it hard for the speakers to make themselves understood or even make them misunderstood and listeners puzzled. So communicating in English seems to be more difficult.

Grammatical Errors We often hear some sentences like this “The problem will discuss tomorrow. I am get up at six in the morning. I am like watching TV.” The first sentence is spoken by students who are influenced by the mother tongue-Chinese.

The rest may be spoken by students whose teacher often reminds them that “I” should be followed by “am”. If these errors don’t get corrected in time, the students will keep them in mind and think they are right. The result will be very terrible. The three short sentences are enough to show us that it is necessary for the students to obey grammar rules when speaking English.

Communication Strategy-Based Errors A foreign teacher had her first class in a Chinese middle school. She asked the students to have a free talk –introduce themselves or ask her some questions.

A boy was so excited that he stood up and blurted out “How old are you? Are you married? How much do you earn a year?” These questions made the teacher a bit embarrassed, but she just smiled and replied, “It is a secret.” Then she told the class it is impolite to ask others such private questions. She is a patient teacher who can tolerate it. We are not sure whether everyone will accept it. If so, such students will not be welcome or be considered impolite. They may lose many friends and opportunities

Chapter Three

Methodology

3.1 Introduction

In this chapter a general idea is given about what a questionnaire is , what the most important features of a good questionnaire are how a questionnaire is designed, what materials it includes and to whom it is applied.

3.2 Design of The Study

The method that will be adopted in this research is to conduct a questionnaire survey on a group of teachers and they will be asked to answer a set of (10) questions and then the researcher analyzes the data to get the results.

3.3 Participants

The trial participants were a group of (20)teachers who were selected from two schools .(Al - Baqar Secondary school for Girls and Halleb High School) cluring academic year(2022_2023).

3.4 Instrument; Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the Statistical Society of London. The data collected from a data collection questionnaire can be both qualitative as well as quantitative in nature. A questionnaire may or may not be delivered in the form of a survey, but a survey always consists of a questionnaire. (Fife-Schaw, 2006:23).

3.5 Characteristics of a Good Questionnaire

According to Bryman, A. (2004:65), there are some characteristics as follows :

3.5 1. Valid Questionnaire

A valid questionnaire should ask the questions it aims to ask, that is, the questions should be phrased in such a way that the respondent can answer them. Understands the goal of the query. The questionnaire is exposed to 3 university teachers to fulfill its face validity

3.5.2 Reliable Questionnaire

Reliable questionnaire mean if the same question is presented to the responder repeatedly in a short period of time, a trustworthy questionnaire should yield the same answer.

3.5.3. Interesting Questionnaire

A interesting questionnaire its mean more fascinating questionnaire likely to be completed by the responder, resulting in a higher response rate. This necessitates some consideration on the part of the researcher in terms of asking questions that are relevant to the respondent and in a logical order.

3.5.4 Succinct Questionnaire

A succinct questionnaire mean asks questions that are designed to answer only the study objectives. Any queries that go outside the focus of the research should be avoided.

*The jury members :

- 1.Prof. Riyadh Tariq Kadhim Al- Ameedi (Ph. D.)
2. Prof. Salih Mahdi (Ph.D.)
3. Asst. Prof. Lihadh A.Mubarak (Ph.D.)

3.3.5 The questionnaire of the study

What is the policy of correction of mistakes you used when applying communicative approach in the class:

	used	Not Used
1. When a student commits a mistake, do you stop his speech and correct it directly?		
2. When a student commits a mistake, do you correct it after he finishes his speech?		
3. When a student commits a mistake, do you correct it after the lesson finishes?		
4. When a student commits a mistake, do you correct it at the end of the week in separated lesson ?		
5. When a student commits a mistake, do you or do not correct it at all?		
6. When a student commits a mistake, do you ask one of the students to correct it?		
7. When a student gives an example that is not similar to the request requested by the teacher, do you listen to the example and correct it?		
8. When you ask some students to read a conversation in English and they mispronounce the words in the conversation, do you stop them talking correct or not.		
9. While explaining a grammatical topic, and you ask one of the students to give you an example of a topic, and he mentioned the example with some grammatical errors, would you reject it?		
10. When a student reads a composition on a specific topic and there are some grammatical errors, do you correct after he or she finishes his speech?		

Chapter Four

The analysis

Table (1)

The analysis of questionnaire

	Used	Not Used
1.	9	11
2.	18	2
3.	10	10
4.	5	15
5.	2	18
6.	15	5
7.	17	3
8.	6	14
9.	8	12
10.	18	2

4.1 Discussions the results

1. When a student commits a mistake, do you stop his speech and correct it directly?

In this questions (9) teachers used this way in correct the error while (11) not used this way because they think this way is not valid in classroom .

2. When a student commits a mistake, do you correct it after he finishes his speech?

In this questions (18) teachers used this way in correct the error while (2) not used this way because they know they should use communicative approach in correct mistake

3. When a student commits a mistake, do you correct it after the lesson finishes?

In this questions (10) teachers used this way in correct the error while (10) not used this way .

4. When a student commits a mistake, do you correct it after the week end?

In this questions (5) teachers used this way in correct the error while (15) not used this way because they have idea the correct directly is a true way to correct mistake .

5. When a student commits a mistake, do you not correct it at all?

In this questions (2) teachers used this way in correct the error while (18) not used this way because they think this way is not valid in classroom .

6. When a student commits a mistake, do you ask one of the students to correct it?

In this questions (15) teachers used this way in correct the error while (5) not used this way because they think this way is valid in classroom .

7. When a student gives an example that is not similar to the request requested by the teacher, do you listen to the example and correct it?

In this questions (17) teachers used this way in correct the error while (3) not used this way because they know they should use communicative approach in correct mistake

8. When you ask some students to read a conversation in English and they mispronounce the words in the conversation, do you stop them talking?

In this questions (6) teachers used this way in correct the error while (14) not used this way because they think this way is not valid in classroom

9. While explaining a grammatical topic, and you asked one of the students to give you an example of a topic, and he mentioned the example with some grammatical errors, would you reject it?

In this questions (8) teachers used this way in correct the error while (12) not used this way because they think this way is not valid in classroom

10. When a student reads a composition on a specific topic and there are some grammatical errors, do you correct after he or she finishes his speech?

In this questions (18) teachers used this way in correct the error while (2) not used this way because they have idea the correct indirectly is a true way to correct mistake .

Chapter Five

Conclusion

Iraqi English language teachers must always apply the correction methods in the teaching-learning process to motivate the students to spell words correctly, and take into account their level to not overload them with hard work. Teachers must innovate their teaching methodology so that the students show interest when learning new words, and also give clear instructions, as this will allow the students to put into practice what they learned to develop their writing skills. The communicative approach supports that learning is more student centered than teacher centered. The teacher may present some part of the lesson, and students complete some exercises, but then students produce the language in freer activities that help them to communicate. As a result, the student talk is increased, whereas the teacher talk is decreased. The teacher establishes situations which promote communication and he facilitates students' communication. From the result of the questionnaire some of teachers use the way of communicative approach because They believe that correcting mistakes is a correction that suits the process of developing the educational process in the classroom, as well as the effectiveness of this method and achieves high results, as it protects the student from exposure to embarrassment in front of students, and also encourages him to correct his mistakes and not repeat them in the future.

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Appendix I (questionnaire)

	used	Not Used
1. When a student commits a mistake, do you stop his speech and correct it directly?		
2. When a student commits a mistake, do you correct it after he finishes his speech?		
3. When a student commits a mistake, do you correct it after the lesson finishes?		
4. When a student commits a mistake, do you correct it at the end of the week in separated lesson ?		
5. When a student commits a mistake, do you or do not correct it at all?		
6. When a student commits a mistake, do you ask one of the students to correct it?		
7. When a student gives an example that is not similar to the request requested by the teacher, do you listen to the example and correct it?		
8. When you ask some students to read a conversation in English and they mispronounce the words in the conversation, do you stop them talking correct or not.		
9. While explaining a grammatical topic, and you ask one of the students to give you an example of a topic, and he mentioned the example with some grammatical errors, would you reject it?		
10. When a student reads a composition on a specific topic and there are some grammatical errors, do you correct after he or she finishes his speech?		